

North Kellyville Public School

Remote Learning Framework



INTRODUCTION

This template shows a weekly learning plan for students. It is recommended that parents remain actively engaged with their child/ren's learning and progress through the allocated tasks.

CONSIDERATIONS

The learning plan has considered the following design elements:

- Adherence to the usual scope and sequence of learning developed by the school and in line with the NSW Syllabuses.
- A combination of tasks that students complete independently and others alongside parents/carers.
- A combination of synchronous and asynchronous learning tasks. Synchronous tasks involve students learning at the same time which allows for instant feedback and clarification. Asynchronous tasks involve students learning at different times which provides greater convenience and flexibility and allows students to work at their own pace.
- A combination of digital and non-digital tasks.
- A priority given to each task, enabling parents to select which tasks to focus on in cases where time does not permit all tasks to be completed.
- Availability of teachers to provide feedback and 'check in' with students.
- Students producing or publishing completed work which is evidence of engagement with learning.
- Opportunity for students to complete self or peer assessments through feedback mechanisms.
- Opportunity for authentic assessment and teacher review of work samples to inform future directions.
- The remote learning plan will be implemented identically at school for students who are not able to be kept at home.

CONTACTING TEACHERS

'Parent / teacher interviews' can be arranged through the normal communication channels and will occur either through Adobe Connect or telephone. If using Adobe Connect, staff members will provide a link for parents to join.

SCHEDULE FOR TEACHER-SUPPORTED LEARNING THROUGH VIDEO CONFERENCING ON ADOBE CONNECT

Each day students will have the opportunity to access a video-conference where one teacher from their stage (not necessarily their 'home class' teacher) will deliver content, answer questions and provide some feedback. Teachers will carefully select which lessons are most important to deliver using this mechanism. They will usually be lessons which require additional explanation or modelling/guidance from the teacher. Students are not required to join these video-conferences, however it is recommended that they do. Videos will be recorded.

[Click here](#) to access Adobe Connect Links. These video conferences are for students to join (with appropriate support from parents). Parents are not to participate in the discussion / lesson.

ADDITIONAL NON-SCHEDULED ACTIVITIES

There is an additional grid that includes activities to be completed at your own pace to support the learning within the following Key Learning Areas: PDHPE and Creative Arts (Music, Drama, Art and Dance). This grid can be accessed through the Google Classroom. We also encourage students to remain active throughout the day, taking regular breaks for physical activity that get them huffing and puffing!

Stage 1 (Week 10) - 30/3/2020 - 3/4/2020

Optional: Upload a photo/video of any work to our Google Classroom or make a home learning journal in a scrapbook

	Monday	Tuesday	Wednesday	Thursday	Friday
Orange	<p>Number Activity 'Card Flip' Students place 2 playing cards (face cards removed) into 2 piles. Students flip 2 cards at the same time and place them side by side. When they see a friend of 10 (e.g. $6+4 = 10$) they snap and get to take the cards. Player with the most cards at the end is the winner.</p> <p>'Card Flip' - Challenge Students place playing cards into a pile (face cards removed). Flip 4 cards at the same time and place them side by side. Add the cards. Player who says the total the quickest</p>	<p>Number Activity Card Flip and Card Flip Challenge - see Monday</p> <p>Mathematics- Length Activity Length Powerpoint - go through the powerpoint to gain an understanding of length and the language used. (Download and save the powerpoint and view in presentation mode).</p> <p>Complete Worksheets - Caterpillar and Giraffe Measuring</p>	<p>Number Activity Card Flip and Card Flip Challenge - see Monday</p> <p>'Mathematics - Length' 10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on Introduction to formal units - What is a metre? Click here to be taken to the document with the links for the VC.</p> <p>Mathematics- Length Activity Measure a piece of string that is a metre long. Use the worksheet 'What's in a metre?' and estimate how many units fit along the metre string and then measure</p>	<p>Number Activity Card Flip and Card Flip Challenge - see Monday</p> <p>Mathematics - Length Activity Go onto Mathletics - Play. Complete Rainforest Maths Length Activity, for your grade level.</p> <p>Complete Measure the Lines Paper Clip worksheet</p>	<p>Science Activity Set up four plastic cups with the same number of ice cubes and place them in different places around your house to see what happens. Tell a family member your prediction (what you think will happen).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p>Write a report of your investigation. Include labelled</p>

	<p>gets to keep the cards. Player with the most cards at the end is the winner.</p> <p>'Expectations for VC and Length Introduction'</p> <p>10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session. Click here to be taken to the document with the links for the VC.</p> <p>Mathematics- Length Activity</p> <p>Find 5 objects and line them up shortest to longest. Show an adult your collection. If you can, take a photo and upload it to the google classroom.</p> <p>Worksheet -Length- Measure with informal units 2 pages</p>		<p>to record the actual measurement. Select a unit of your choice to complete the last row of the table.</p>		<p>diagrams to record your observations.</p> <p>Challenge Activity - repeat on a different day and record your observations. What and why is there a difference?</p> <p>Number Activity</p> <p>Card Flip and Card Flip Challenge - see Monday</p>
Blue	<p>Spelling</p> <p>Watch the introduction</p>	<p>Writing/Geography</p> <p>10:45am - Join your</p>	<p>Spelling</p> <p>Complete your word sort</p>	<p>Writing</p> <p>10:45am - Join your</p>	<p>Spelling</p> <p>Complete your word sort</p>

<p>video on Google Classroom (online) OR read the instructions (offline pack) attached to 'Short Vowels' word sort (Week 1).</p> <p>Complete your word sort using the instructions provided by dragging the words into the correct columns on the Google slides (online) OR cut and sort the Week 1 word list provided (offline pack).</p> <p>Note: keep the word cards you cut up today for Wednesday's and Friday's activity (offline pack).</p> <p>Write all your words in rainbow colours on a piece of paper or workbook that you already have at home.</p> <p>Reading Listen to a book on</p>	<p>peers and a Stage 1 Teacher for an Adobe Connect VC session on Tiddalick. Click here to be taken to the document with the links for the VC.</p> <p>Read the 'Tiddalick the Frog' print-out (offline pack) OR listen to 'Tiddalick the Frog'</p> <p>Write a literary recount on Tiddalick the Frog on a piece of paper (offline pack) OR type your literary recount by opening the Google Document linked on Google Classroom (online).</p> <p>Use the sound card provided to guide your writing and make sure you are using recount words e.g. first, next, then, after and finally to structure your writing.</p>	<p>again by dragging the words into the correct columns on the Google slides (online) OR sort the already cut Week 1 word list provided (offline pack).</p> <p>Type your words on the computer in a Word Document (online) OR use the keyboard print out and practise typing the words.</p> <p>Reading Listen to the same reader on Reading Eggs as Monday (online) OR read the same book from home as Monday (offline pack). Select questions from the AFTER reading section on the comprehension table provided. Record answers on a piece of paper (offline pack and online)</p>	<p>peers and a Stage 1 Teacher for an Adobe Connect VC session on Red Eyed Tree Frog. Click here to be taken to the document with the links for the VC.</p> <p>Read the fact sheet on 'frogs' (offline pack) OR listen to the red-eyed tree frog video</p> <p>Write an information report on Frogs on a piece of paper (offline pack) OR type your literary recount by opening the Google Document linked on Google Classroom (online).</p> <p>Use the Information Report poster provided to structure your writing into Title, Classification, Description, Location, Dynamics and Conclusion AND the sound card to guide your writing.</p>	<p>again by dragging the words into the correct columns on the Google slides (online) OR sort the already cut Week 1 word list provided (offline pack).</p> <p>Play fast fingers - students point to a word and quickly say the word and spell the word chosen. For a challenge repeat the activity while timing yourself and try to beat your previous time.</p> <p>Ask a parent to give you a spelling test using the words you have learnt this week. Write your words onto a piece of paper.</p> <p>Handwriting Complete the handwriting worksheet letter Aa and Bb (offline pack) OR print and complete the handwriting worksheet letter Aa and Bb (online).</p> <p>Reading Listen to the same reader as</p>
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	Reading Eggs (online) OR read a book from home (offline pack). Select questions from the BEFORE reading section on the comprehension table. Record answers on a piece of paper (offline pack and online)	Reading Listen to the same reader on Reading Eggs as Monday (online) OR read the same book from home as Monday (offline pack). Select questions from the DURING reading section on the comprehension table provided. Record answers on a piece of paper (offline pack and online)		Reading Listen to a different reader on Reading Eggs (online) OR read a different book from home (offline pack). Write a description about your favourite character and why.	Thursday on Reading Eggs (online) OR read the same book from home as Thursday (offline pack). Write about your favourite part of the book and explain why.
Project Work	Explore Google Earth and try and find your country, state, city, suburb in which you live. Try and find North Kellyville Public School. Set a challenge to find four different cities using Google Earth and write them down. Complete Worksheet 3 of Geography provided here	Continue collecting data on the weather. Pick a city in another state and imagine you are going on a holiday there. Think about what you would pack in your suitcase, what you would do there, what would the land and sky look like. Also think about what animals you might see there. Include a short sentence justifying why you chose	Continue collecting data on the weather. Discuss what types of instruments you can use to measure weather with. Create your own anemometer using the template provided . Discuss what worked well and how you could improve your product for next time.	Continue collecting data on the weather. Choose two cities and create a picture graph using the weather data collected during the week. Answer the questions provided about the picture graph here . Discuss with a parent what the overall weather for the week was like	Whole School Assembly 11:30am - Join Mr Moth and students from NKPS for a 'Whole School Assembly'. Click here to be taken to the document with the links for the VC.

	<p>Use a weather app (e.g. Bureau of Meteorology) to collect data on the weather for each state capital in Australia. Record on the provided template</p> <p>Look outside and sketch what you see. Label the different features of the land and sky that you notice. Use the ‘Window’ worksheet.</p>	<p>each item.</p> <p>Use the template provided</p>	<p>Using Google Earth or the BOM Website, find three places in Australia where you could use this weather instrument.</p>	<p>and if this is normal for this time of the year.</p>	
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