

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 1) - 27/4/2020 - 1/5/2020

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>Mathematics - Money 10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on Money-Coin. Click here to be taken to the document with the links for the VC.</p> <p>Play the Australian coins game</p> <p>Number Activity '100 or bust' Students roll a 6-sided dice. Each time they roll they add the number on. The aim of the game is to try and get as close to 100 without going over!</p> <p>'200 or bust challenge' Students roll a 6-sided dice twice. They can decide to make a two-digit number e.g. 26</p>	<p>Number Activity 100 or bust and 200 or bust Challenge - see Monday</p> <p>Mathematics- Money Ask an adult if you can collect some coins and notes. Order the money from lowest amount to highest. Can you work out the total?</p> <p>Complete Money-sorting and ordering worksheet.</p>	<p>Mathematics - Money 10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on Money-Notes. Click here to be taken to the document with the links for the VC.</p> <p>Number Activity 100 or bust and 200 or bust Challenge - see Monday</p> <p>Mathematics- Money Worksheet 15 At the Toy Store</p>	<p>Number Activity 100 or bust and 200 or bust Challenge - see Monday</p> <p>Mathematics- Money Shopping - use some grocery catalogues to create a shopping list of 5 items you would like to buy. Order the items from cheapest to most expensive. How much money would you need to buy your favourite item?</p> <p>Please complete the Rainforest Maths Money activity for your grade. Rainforest Maths</p>	<p>Science Brainstorm everything about living things.</p> <p>Watch the following clips and discuss something you have learnt with your family: Living things Living things change Gotta eat</p> <p>Living and non-living things:</p> <ul style="list-style-type: none"> - Go for a walk around your house and backyard. Make a list of the living and non-living things you can see. <p>Extension:</p> <ul style="list-style-type: none"> - Research a living thing you have seen and create a

	<p>or keep it as two separate numbers a 2 and a 6. The aim of the game is to try and get as close to 200 without going over!</p>				presentation.
					Number Activity 100 or bust and 200 or bust Challenge - see Monday
Blue	<p>Spelling Watch the introduction video on Google Classroom (online) OR read the instructions (offline pack) attached to 'Short Vowels' word sort (Week 3).</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 3 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>Writing</p> <p>10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on Writing Recounts. Click here to be taken to the document with the links for the VC.</p> <p>Write a weekend recount 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,</p>	<p>Spelling Complete your word sort again by dragging the words into the correct columns on the Google slides (online) OR sort the already cut Week 3 word list provided (offline pack).</p> <p>Type your words on the computer on a Word Document (online) OR use the keyboard print out to practice typing out 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</p>	<p>Writing/Geography</p> <p>10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on The Great Barrier Reef. Click here to be taken to the document with the links for the VC.</p> <p>Read the fact sheet on 'The Great Barrier Reef' (offline pack) OR watch The Great Barrier Reef video.</p> <p>Write an information report on the Great Barrier Reef on a piece of paper (offline pack) OR type your information report by opening the Google Document linked on</p>	<p>Spelling Complete your word sort again by dragging the words into the correct columns on the Google slides (online) OR sort the already cut Week 3 word list provided (offline pack).</p> <p>Play fast fingers - students point to a word and quickly say the word and spell the word selected. 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</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 another book on Reading Eggs (online) OR read another 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)</p>	<p>then, after and finally to structure your writing.</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 DURING reading section on the comprehension table provided. Record answers on a piece of paper (offline pack and online)</p>	<p>questions from the AFTER reading section on the comprehension table provided. Record answers on a piece of paper (offline pack and online)</p>	<p>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>Reading Listen to a different book on Reading Eggs (online) OR read a different book from home (offline pack).</p> <p>Write a description about your favourite character and why.</p>	<p>paper.</p> <p>Handwriting Complete the handwriting worksheet letter Ee and Ff (offline pack) OR print and complete the handwriting worksheet letter Ee and Ff (online).</p> <p>Reading Listen to the same book as Thursday on Reading Eggs (online) OR read the same book from home as Thursday (offline pack).</p> <p>Write about your favourite part of the book and explain why.</p>
Project Work	<p>Imagine your perfect house. Think about how you could make a house that is protected from all weather conditions.</p> <p>Discuss with a parent how your house could survive against different</p>	<p>Using the app Goosechase or the sheet provided, go through your house and backyard to find different materials that could be used to make a house which protects you from different types of</p>	<p>Begin planning the design of your house and how it can protect you from different weather.</p> <p>Design a presentation (e.g. powerpoint, poster etc) on different</p>	<p>Write a plan on how you will create your house.</p> <p>Year 1: Write some sentences about how you are going to make your house and what materials you will be using.</p>	<p>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>

	<p>types of weather. Brainstorm using this sheet</p> <p>Look at different types of houses in Australia and write a sentence saying what weather the house is protected from. Use this powerpoint here to help you.</p>	<p>weather.</p> <p>Find different materials that you may already have or need for the creation of your house.</p>	<p>materials that could be used in your design of a house.</p> <p>Begin your design by drawing a plan of your house. You must use at least five 2D shapes and estimate using informal units how big your house will be.</p>	<p>Year 2: Write a procedure on how you will make the house using the template provided.</p>	
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