

# 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 video conferencing or telephone. If using video conferencing, staff members will provide a link for parents to join.

## **SCHEDULE FOR TEACHER-SUPPORTED LEARNING THROUGH VIDEO CONFERENCING**




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 the 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**

1. Sport
  - Ball Skills based sporting activities
  - Cardio based sporting activities
  - Strength based sporting activities
  - Flexibility E.g. Cosmic Yoga (youtube)
2. Music
  - Use items around your house to keep the beat of your favourite song
  - Make up a parody of a popular song
  - Use the flat website to create music
3. Dance
  - Make up a dance to a popular song
  - Teach a sibling or parent a dance piece
  - Look up just dance and learn a new dance.

## Stage 2 30/4/2020 - 3/5/2020 (Week 10)

	Monday 30/03	Tuesday 31/03	Wednesday 01/04	Thursday 02/04	Friday 03/04:
<b>Orange</b>	<p><b>2D Shapes</b></p> <p><b>Core Work:</b></p> <p>1) Write down everything you know about this square.</p> <div style="text-align: center;">  </div> <p>- Watch Features of polygons video: Math Antics- <a href="https://www.youtube.com/watch?v=laoZhhx_I9s">https://www.youtube.com/watch?v=laoZhhx_I9s</a></p> <p>- Complete the polygon features table on Google Classrooms.</p> <p>2) Watch Video: Math Antics - <a href="https://www.youtube.com/watch?v=aEYTcq1n9z0">https://www.youtube.com/watch?v=aEYTcq1n9z0</a></p> <p>- Join your peers and a Stage 2 teacher for an Adobe connect session at 12:00pm. <a href="#">Click here</a> to be taken to the document with the links for the VC</p> <p>3) Complete the following problem on the <a href="#">2D Shapes sheet</a>.</p> <p><b>4) STEM Project work:</b></p>	<p><b>Symmetry</b></p> <p><b>Core Work:</b></p> <p>1) Watch video on symmetry: <a href="https://www.youtube.com/watch?v=YFzktJNmnpU">https://www.youtube.com/watch?v=YFzktJNmnpU</a></p> <p>Identify and draw symmetrical objects found around your home on this worksheet – <a href="#">Symmetry home search</a>.</p> <p>2) <a href="#">Symmetry Creative Thinking Activity</a>:</p> <p>- Design your own flag using the worksheet – <a href="#">symmetrical flag</a>.</p> <p><i>Make sure you include:</i></p> <ul style="list-style-type: none"> <li>★ Polygon shapes that need to be included are circles, squares, triangles and rectangles.</li> <li>★ At least two quadrilaterals.</li> <li>★ Don't forget to</li> </ul>	<p><b>Tessellations</b></p> <p><b>Core Work:</b></p> <p>1) View <a href="#">Tessellations and M.C Escher PowerPoint</a></p> <p>- Create tessellations on a piece of paper using the following shapes:</p> <div style="text-align: center;">  </div> <p>- Join your peers and a Stage 2 teacher for an Adobe connect session at 12:00pm. <a href="#">Click here</a> to be taken to the document with the links for the VC</p> <p>2) Activity – How to create your own tessellation artwork. Click on this link: <a href="https://www.youtube.com/watch?v=Ca5J_moe7U">https://www.youtube.com/watch?v=Ca5J_moe7U</a></p> <p><b>Note: Upload an image of your completed activity onto Google Classrooms.</b></p>	<p><b>Translating (sliding, reflecting (flipping), &amp; rotating (turning))</b></p> <p><b>Core Work:</b></p> <p>1) Cut images out of a magazine or 2D shapes (regular and irregular) and fold in half creating lines of symmetry. Sort images into symmetrical/non-symmetrical. Stick on a piece of paper.</p> <p><b>Note: Upload an image of your completed activity onto Google Classrooms.</b></p> <p>2) Discuss how to make symmetrical shapes by flipping their image and tracing again – model using paint/word program.</p> <p>3) Slide, flip, rotate game – students manipulate their body shape/ 2D shape to show how shapes move but remain the same.</p> <p>4) Pattern blocks – creating tessellating patterns, emphasising not gaps/overlaps (link to</p>	<p><b>Visual Arts</b></p> <p>1) 11:30am - <a href="#">Whole School Assembly</a> via 'Google Hangouts'.</p> <p><b>Core Work:</b></p> <p>2) Sketching Watch the following video: <a href="https://www.youtube.com/watch?v=O0BgKCm_R9k">https://www.youtube.com/watch?v=O0BgKCm_R9k</a></p> <p>3) Tsunami Artwork: The Great Wave - Using paper, lead pencil watercolour paints OR coloured pencils</p> <div style="text-align: center;">  </div> <p><b>4) STEM Project Work</b></p> <p>Complete Earthquake and Tsunami Tracking Sheet on Google Classroom</p>

## Stage 2 30/4/2020 - 3/5/2020 (Week 10)

	<p><a href="#">-See STEM Project Sheet</a></p> <p>Start researching earthquakes and tsunamis. Check the project sheet for the information that you need to know.</p>	<p>add some colour.</p> <p><b>Note: Upload an image of your completed flag to Google Classrooms.</b></p> <p><b>3) STEM Project work:</b></p> <p><a href="#">-See STEM Project Sheet</a></p> <p>Continue researching earthquakes and tsunamis. Check the project sheet for the information that you need to know.</p>		<p>units of measure). Use chalk to draw lines of symmetry on patterns.</p> <p>5) Identify shapes that do/don't tessellate.</p>	
					<p><b>Whole school assembly</b></p> <p>11:30am – Join Mr Moth and students from NKPS for a 'Whole School Assembly'. <a href="#">Click here</a> to be taken to the document with the links for the VC</p>
Blue	<p>English</p> <p><b>Core Work:</b></p> <p>1. <u>Words their way</u></p>	<p>English</p> <p><b>Core Work:</b></p>	<p>English</p> <p><b>Core Work:</b></p> <p>1. <u>Words their way</u></p> <ul style="list-style-type: none"> <li>• Choose an</li> </ul>	<p>English</p> <p><b>Core Work:</b></p> <p>1. <u>Comprehension-</u></p>	<p>English</p> <p><b>Core Work:</b></p> <p>1. <u>Comprehension – Finding the main idea</u></p>

## Stage 2 30/4/2020 - 3/5/2020 (Week 10)

<ul style="list-style-type: none"> <li>• Watch video of word sort and listen to the generalisation (learning intention)</li> <li>• Complete online word sort found in google classroom</li> </ul> <p><b>2. <u>Reading Eggs</u></b></p> <ul style="list-style-type: none"> <li>• Complete your own journey on Eggspress</li> <li>• Complete Spelling assignment set by teacher - These activities will only be set for Monday.</li> </ul> <p><i>Year 3 – Vowels</i> <i>Year 4 – Long vowels</i></p>	<p><b>1. <u>Words their way</u></b></p> <p>Join your peers and a Stage 2 teacher for an Adobe connect session at 12:00pm. <a href="#">Click here</a> to be taken to the document with the links for the VC</p> <ul style="list-style-type: none"> <li>• Write out your words on a spare piece of paper under the correct headings</li> </ul> <p><b>2. <u>Reading Eggs</u></b></p> <ul style="list-style-type: none"> <li>• Complete your own journey on Eggspress</li> <li>• Complete comprehension assignment set by teacher - These activities will only be set for Tuesday</li> <li>• <i>Year 3 - 'Shugg's Pet Octopus'</i></li> <li>• <i>Year 4 - 'The Goats'</i></li> </ul>	<p>activity of your choice. Write 5 Sentences or play the speed sort game with a family member. To play this game you will have to write your words on a piece of paper and cut them up</p> <p><b>2. <u>Reading Eggs</u></b></p> <ul style="list-style-type: none"> <li>• Complete your own journey on Eggspress</li> <li>• Complete Spelling assignment set by teacher - These activities will only be set for Wednesday</li> <li>• <i>Year 3- Shr and thr</i></li> <li>• <i>Year 4- ew, ue, ui</i></li> </ul> <p><b>Geography</b></p> <p><b>3. <u>Project 'The Earth's Environment'</u></b></p> <ul style="list-style-type: none"> <li>• You can locate the project instructions in Google Classroom (Geography Folder)</li> </ul>	<p><b><u>Finding the main idea</u></b></p> <p>Join your peers and a Stage 2 teacher for an Adobe connect session at 12:00pm. <a href="#">Click here</a> to be taken to the document with the links for the VC</p> <p><b>2. <u>Reading Eggs</u></b></p> <ul style="list-style-type: none"> <li>• Complete your own journey on Eggspress</li> <li>• Complete comprehension assignment set by teacher - These activities will only be set for Thursday</li> <li>• <i>Year 3 – 'No Problem!'</i></li> <li>• <i>Year 4- 'Getting Rid of Wrinkles'</i></li> </ul> <p><b>Geography</b></p> <p><b>3. <u>Project 'The Earth's Environment'</u></b></p> <p>Project instructions in Google Classroom (Geography Folder)</p>	<ul style="list-style-type: none"> <li>• Complete Finding the Main idea google forms quiz attached in the comprehension folder (Google classroom)</li> </ul> <p><b>2. <u>Reading Eggs</u></b></p> <ul style="list-style-type: none"> <li>• Complete your own journey on Eggspress</li> <li>• Read a 'Reading Eggspress library book' and complete the quiz at the end of the book</li> </ul> <p><b>3. <u>Editing Card-</u></b></p> <ul style="list-style-type: none"> <li>• Complete the editing cards – Attached under writing in google classroom</li> <li>• <i>Year 3- 'Deep-sea diving'</i></li> <li>• <i>Year 4 - 'Bees'</i></li> </ul>
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