

# 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.

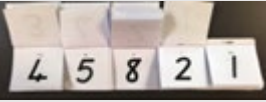

## **ADDITIONAL NON-SCHEDULED ACTIVITIES**

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

	Monday 27/04	Tuesday 28/04	Wednesday 29/04	Thursday 30/04	Friday 01/05
<b>Orange</b>	<p><b>Patterns and Algebra - Counting Sequences</b></p> <p><b>Core Work:</b></p> <p>1) Number 'I Spy' – students select a number and then use the instructions before and after to assist their partner in identifying the number (may use the aid of a number chart or ruler).</p> <p>2) Roll virtual dice online to generate digits for two, three or four digit numbers and record in to the closest decade or hundred.</p> <p>3) Join your peers and a Stage 2 teacher for an Adobe connect</p>	<p><b>Patterns and Algebra - Four (Five) Digit Numbers</b></p> <p><b>Core Work:</b></p> <p>1) -Explain to a partner what makes a '4-digit' number?</p> <p>Practise adding hundreds on a calculator to create thousands numbers.</p> <p>2) Representations of numbers – students try to record as many ways as possible to record the same four digit number.</p> <p>3) Ordering 5-digit numbers <a href="#">PowerPoint</a>.</p> <p>On a piece of paper, use and order the numbers.</p> <p>4) Create five-digit number maker</p>	<p><b>Patterns and Algebra - Four (Five) Digit Numbers</b></p> <p><b>Core Work:</b></p> <p>1) Students roll 4 dice (or flip playing cards) to get numerals and arrange them into as many different 4-digit numbers as possible. Sequence the numbers from smallest to largest, explaining how they know.</p> <p>2) Read text "A Place for Zero". Link: <a href="https://www.youtube.com/watch?v=76-wKA1yYQ">https://www.youtube.com/watch?v=76-wKA1yYQ</a> Every number knew its place. 7 stands for the days of the week. Two stands for the number of wheels on a bike. 5 stands for the points to a star. Discuss what could 1,3,4,6,8,9 and 10 be?</p> <p>3) Complete 'Patterns and Algebra' worksheet. Click on <a href="#">Level 1</a>, <a href="#">Level 2</a> or <a href="#">Level 3</a></p> <p>4) 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>Patterns and Algebra - Four (Five) Digit Partitioning</b></p> <p><b>Core Work:</b></p> <p>1) Target throwing – Label chalk target on the groups, 1000, 100, 10, 1. Students throw 4 bean bags and combine their throws to create a number, largest number wins.</p> <p>2) Number Mastermind – display a 4 digit number with 'X', students guess numbers to identify digits and build their knowledge until number is determined. Clues can be given to the size or characteristics of the number.</p> <p>3) Click on the below worksheets to practise partitioning: <a href="#">three-digit</a>, <a href="#">four-digit</a> or <a href="#">five-digit numbers</a>.</p> <p>Optional: Create your own open-number expander</p>	<p><b>Visual Arts</b></p> <p><b>Core Work:</b></p> <p><a href="#">Cartoon critters</a>.</p> <p>Students create cartoon pictures of lips and eyes and place these over their pets or stuffed toys. Take a photo and then upload the photo to google classroom.</p> <p><b>STEM</b></p> <p>Complete Free Choice Natural Disaster Tracking Sheet on Google Classroom</p>

## Stage 2 27/4/2020 - 1/5/2020 (Week 1)

	<p>session at 12:00pm. <a href="#">Click here</a> to be taken to the document with the links for the VC</p> <p><b>4) STEM Project work</b></p> <p><a href="#">-See STEM Project Sheet</a></p> <p>Start researching the natural disaster of your choice. Check the project sheet for the information that you need to know.</p>	 <p>Optional: Make connections to money – sequence items from catalogues (Race to \$30.00). Upload finished work onto Google Classrooms</p> <p><b>5) STEM Project work</b></p> <p><a href="#">-See STEM Project Sheet</a></p> <p>Continue researching the natural disaster of your choice. Check the project sheet for the information that you need to know.</p>			
					<p><b>Whole school assembly</b></p> <p>11:30am – Join Mr Moth and students from NKPS for a 'Whole School</p>

## Stage 2 27/4/2020 - 1/5/2020 (Week 1)

					Assembly'. <a href="#">Click here</a> to be taken to the document with the links for the VC
<b>Blue</b>	<p><b>English</b></p> <p><b>Core Work:</b></p> <p><b>1. <u>Words their way</u></b></p> <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 – Endings: ch</i> <i>Year 4 – Plurals: s, es</i></p>	<p><b>English</b></p> <p><b>Core Work:</b></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> </ul> <ul style="list-style-type: none"> <li><i>Year 3 - 'What Kind of Pirate'</i></li> <li><i>Year 4 - 'The</i></li> </ul>	<p><b>English</b></p> <p><b>Core Work:</b></p> <p><b>1. <u>Words their way</u></b></p> <p>Choose an 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> <p>Complete your own journey on Eggspress</p> <p>Complete Spelling assignment set by teacher - These activities will only be set for Wednesday</p> <p><i>Year 3- air and eer</i> <i>Year 4- c and g</i></p> <p><b>Geography</b></p> <p><b><u>Project 'The Earth's Environment'</u></b></p> <p>You can locate the project instructions in Google Classroom (Geography Folder)</p>	<p><b>English</b></p> <p><b>Core Work:</b></p> <p><b><u>Comprehension- 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><u>Reading Eggs</u></b></p> <p>Complete your own journey on Eggspress</p> <p>Complete comprehension assignment set by teacher - These activities will only be set for Thursday</p> <p><i>Year 3 – 'Trees'</i> <i>Year 4- 'Homes'</i></p> <p><b>Geography</b></p> <p><b><u>Project 'The Earth's Environment'</u></b></p> <p>You can locate the project instructions in Google Classroom (Geography Folder)</p>	<p><b>ENGLISH</b></p> <p><b>Core Work:</b></p> <p><b>1. <u>Comprehension – Recalling Facts and Details</u></b></p> <ul style="list-style-type: none"> <li>Complete Part 1 Recalling Facts and Details google forms quiz attached in the comprehension folder (Google classroom)</li> </ul> <p><b>1. <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><u>Editing Card-</u></b></p> <p><b>1. <u>Editing Card-</u></b></p> <ul style="list-style-type: none"> <li>Complete the editing cards (17 and 18)– Attached under writing in google classroom</li> </ul>

**Stage 2 27/4/2020 - 1/5/2020 (Week 1)**

		Turtle That Couldn't Stop Talking'			
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