

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.

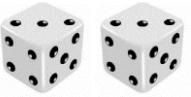

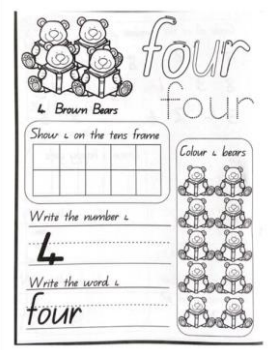
[Click here](#) to access the Adobe Connect links. These video conferences are for students to join (with appropriate support from parents). Parents are not to participate in the discussion / lesson.

ADDITIONAL NON-SCHEDULED ACTIVITIES

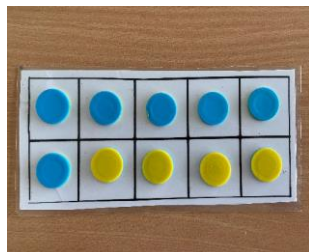
There is an additional grid that includes activities to be completed at your own pace to support the learning within the following Key Learning Areas: PDHPE, Creative Arts (Music, Drama, Art and Dance) and English: Speaking and Listening. This grid can be accessed through the Google Classroom. We also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

Early Stage 1 (Week 2) - 4/5/2020 - 8/5/2020

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><u>Mathematics – Addition</u></p> <p>1. Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p>2. Shake, rattle and drop 10 double sided counters. Count the blue counters and then the yellow counters. The colour with the greatest amount is placed on the tens frame first (starting from the top left box). Place the remaining counters on the tens frame as seen below.</p>	<p><u>Mathematics – Addition</u></p> <p>1. Roll two dot six-sided dice. Identify the number on each dice. Count the dots all together to identify the total.</p> <p>2. Say out loud an addition number sentence. For example, “3 and 3 make 6”.</p>  <p>Repeat at least 10 times.</p> <p>You may choose to roll one dot dice and one number dice to make it challenging.</p> 	<p><u>Science – Material World</u></p> <p>1. Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p>2. Go on a hunt in your house and backyard to find objects that are made from metal.</p> <p>When you touch it how does it feel?</p> <p>Draw or take a photo of your identified objects.</p> <p>3. Play the Short Mathematics Activity for Week 2 – Cards</p>	<p><u>Mathematics – Addition</u></p> <p>1. Go to a sock draw and take all the items out. Put all the white socks in one pile and the coloured in another pile. Count each pile separately and then count all together to find the total.</p> <p>2. Repeat this task with other household items such as pegs, hair accessories, pencils, papers and so on.</p> <p>3. Play the Short Mathematics Activity for Week 2 – Cards</p>	<p><u>Mathematics – Number Formation and Addition</u></p> <p>1. Complete page 7 and 8 in your number book (Number 4)</p> 

Early Stage 1 (Week 2) - 4/5/2020 - 8/5/2020



3. Say out loud an addition number sentence. For example, "6 and 4 make 10".

Repeat at least 5 times.

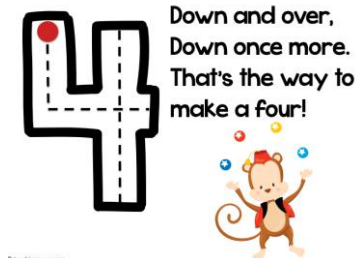
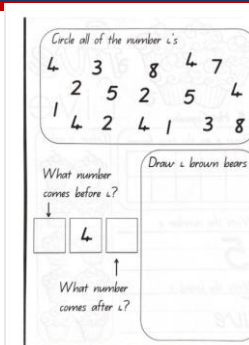
Optional: Watch ['Subitizing'](#) video. Call out the number when you see the display.

4. Play the **Short Mathematics Activity** for Week 2 – Cards

Alternatively, you may choose to roll a ten-sided dice and a six-sided dice.



3. Play the **Short Mathematics Activity** for Week 2 – Cards



2. Complete set addition activities on Mathletics.

3. Play the **Short Mathematics Activity** for Week 2 – Cards

Early Stage 1 (Week 2) - 4/5/2020 - 8/5/2020

					11:30am Click here to join the assembly via Adobe Connect VC
Blue	<p><u>Weekend writing:</u> Use the following sentence starter to help write a sentence about your weekend.</p> <p>On the weekend I...</p> <p><u>Jolly Phonics:</u> Watch the video of the focus sound: 'ee/or'</p> <p><u>Tricky word:</u> This week's tricky words are a revision of all blue and yellow tricky words.</p> <p><u>Literacy Activity:</u> Play tricky word war- Write all the blue and yellow tricky words on paper flashcards. Each player turns over a tricky word on the card. Whoever reads the word first, keeps the card. Player with most cards, wins!</p> <p><u>Reading:</u></p>	<p><u>Writing:</u> Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p><u>Independent Activity:</u> Morris the Mole sentence/writing activity.</p> <p><u>Jolly Phonics:</u> Watch the video of the focus sound: 'sh'</p> <p><u>Tricky word:</u> This week's tricky words are a revision of all blue and yellow tricky words.</p> <p><u>Literacy Activity:</u> Look for rocks outside and write the blue tricky on them with a texta.</p>	<p><u>Jolly Phonics:</u> Watch the video of the focus sound: 'ch'</p> <p><u>Tricky word:</u> This week's tricky words are a revision of all blue and yellow tricky words.</p> <p><u>Reading Eggs:</u> Complete 3 lessons in Reading Eggs.</p> <p><u>Literacy Activity:</u> Look for leaves outside and write the yellow tricky on them with a texta. You could even glue them onto a piece of paper and make a letter tree.</p>	<p><u>Writing:</u> Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p><u>Independent Activity:</u> Morris the Mole sentence/writing activity.</p> <p><u>Jolly Phonics:</u> Watch the video of the revised sounds.</p> <p><u>Tricky word:</u> This week's tricky words are a revision of all blue and yellow tricky words.</p> <p><u>Literacy Activity:</u> Use magazines/catalogues/newspaper to make any yellow tricky words. Find the letters in each of the words,</p>	<p><u>Reading Activity:</u> Pick a book. Read it and then talk about what happened in the beginning, middle and end.</p> <p><u>Reading Eggs:</u> Complete 3 lessons in Reading Eggs.</p> <p><u>Literacy Activity:</u> Go around your house on a word hunt. Write down all the words you find that start with Vv, Yy, Ww, Jj and Xx.</p>

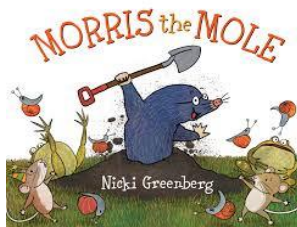
Early Stage 1 (Week 2) - 4/5/2020 - 8/5/2020

Log into [Story Box Library](#)

Username: hezlett

Password: hezlett

Search for the story 'Morris the Mole' and listen to it.



Reading Activity:

Talk about what happens in the story.
What is your favourite part? Why?



cut and paste them on a piece of paper.



Project Work Week 2: PRESENT

Present your house.

You can video yourself talking about your creation and post it on Google Classroom

Early Stage 1 (Week 2) - 4/5/2020 - 8/5/2020

OR

You can present it to a family member.

How did you build it?

What special features does it have?

What are your favourite parts?

Did it last the testing phase?