

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 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>Mathematics - Mass 10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on Mass - What is it? Click here to be taken to the document with the links for the VC.</p> <p>Number Activity 'Memory' Flip 2 cards and flip back over. Start counting from the largest number. Tell a family member the total and check. Record the number sentence e.g. $7+6=13$. This can also be repeated for subtraction.</p> <p>'Memory Challenge' Choose 4 cards. e.g. 2, 4, 3, 7 Make 24 and 37.</p>	<p>Number Activity Memory or Memory Challenge - See Monday</p> <p>Mathematics- Mass</p> <p>Discuss your pets or pets that people could have. Ask the following questions: - Would your pet be the heaviest? Why? -Whose pet would be the lightest? Why?</p> <p>Imagine you are a vet. You have to give medicine according to how heavy each animal is. A customer comes in with four very fat cats. How could you put them in order according to heaviness? Discuss suggestions.</p>	<p>Visual Arts 10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on Art-Collages. Click here to be taken to the document with the links for the VC.</p> <p>Discuss how landscapes change over time due to natural and man-made causes and brainstorm some changes e.g. weather erodes rocks and rivers and houses and cities change the look and structure of open land.</p> <p>Create a cityscape, drawing inspiration from Paul Klee's artworks. Google Paul Klee or use the powerpoint.</p>	<p>Number Activity Memory or Memory Challenge - See Monday</p> <p>Mathematics- Mass</p> <p>Using a set of kitchen or bathroom scales. Select an informal unit of measurement e.g. pencils. Select 10 units and put them on the scales and see what number is displayed. Find an object that you think will be the same mass, lighter and heavier. Use the scales to test to see if you were correct. Repeat this activity with a different amount of informal units e.g. 5 pencils.</p>	<p>Number Activity Memory or Memory Challenge - See Monday</p> <p>Mathematics- Mass</p> <p>Hefting Challenge With a partner select 5 objects (these could be toys) that you know the correct order of mass. See if your partner can guess the correct order from lightest to heaviest. Repeat this activity and see if you can guess the order correctly with another 5 objects.</p> <p>Please complete the Rainforest Maths activity on Mass - select your correct grade level.</p> <p>Rainforest Maths</p>

	<p>Add together and discuss strategies. Repeat for subtraction</p> <p>Mathematics- Mass</p> <p>Brainstorm what Mass is and what it means and why we need to know about mass.</p> <p>Become a 'Grocery detective' open up the pantry and select 10 items. Predict which items are the heaviest and which are the lightest.</p> <p>Place these items on the table and by 'hefting' order the items from lightest to heaviest.</p>	<p>Look at the Fat cats problem. The strips tell you a story. Discuss the problem in your own words. How can you work out your answer?</p> <p>-Work together to find a solution. What different strategies do you use?</p> <p>-Check your solution against each statement.</p> <p>-When you are convinced your solution is correct, see if you can discover another possibility.</p> <p>Challenge: Invent your own problem about heavy animals. Try to make it have more than one solution.</p>	<p>Draw a variety of buildings and/or houses on a piece of paper, using a ruler or free hand in the style of Paul Klee.</p> <p>Create and cut out buildings and use collage materials to add texture to their buildings e.g. acrylic paint, watercolours, sand and glue, flat cardboard, corrugated, foil, magazines, newspaper.</p> <p>Number Activity Memory or Memory Challenge - See Monday</p>		
Blue	<p>Spelling</p> <p>Watch the introduction video on Google Classroom (online) OR read the instructions</p>	<p>Writing</p> <p>10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on</p>	<p>Spelling</p> <p>Complete your word sort again by dragging the words into the correct columns on the Google</p>	<p>Writing</p> <p>10:45am - Join your peers and a Stage 1 Teacher for an Adobe Connect VC session on</p>	<p>Spelling</p> <p>Complete your word sort again by dragging the words into the correct columns on the Google</p>

<p>(offline pack) attached to 'Short Vowels' word sort (Week 4).</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 4 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 another book on Reading Eggs (online) OR read another book from home (offline pack). Select questions from the</p>	<p>Recount Writing. 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 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>Reading Listen to the same book on Reading Eggs as Monday (online) OR read the same book from home as Monday (offline pack). Select questions from the</p>	<p>slides (online) OR sort the already cut Week 4 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 practise typing the words.</p> <p>Reading Listen to the same book 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>Koala. Click here to be taken to the document with the links for the VC.</p> <p>Read the fact sheet on 'Koala's' (offline pack) OR watch Koala video</p> <p>Write an information report on Koalas on a piece of paper (offline pack) OR type your report 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>Reading Listen to a different book on Reading Eggs (online) OR read a</p>	<p>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 paper.</p> <p>Handwriting Complete the handwriting worksheet letter Gg and Hh (offline pack) OR print and complete the handwriting worksheet letter Gg and Hh (online).</p> <p>Reading</p>
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	BEFORE reading section on the comprehension table. Record answers on a piece of paper (offline pack and online)	DURING reading section on the comprehension table provided. Record answers on a piece of paper (offline pack and online)		different book from home (offline pack). Write a description about your favourite character and why.	Listen to the same book as 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	Begin creating your house and take photos to show your progress along the way. Get a parent to help you with tricky parts.	Continue creating your house and take photos to show your progress along the way. Get a parent to help you with tricky parts.	Refine your house and test it against different types of weather. Use a torch to simulate sunlight. Fill a watering can with water. Sprinkle the water over the top of the house, as well as from different angles. Use objects such as a leaf blower, hairdryer or physical object to create wind. Test different areas of the house to	Evaluate your house using the template provided . Talk about what happened to your house during simulations of rain, wind, sun. Write down what you would change for next time you were making a house. Upload a video or photo of your final design to showcase your masterpiece!	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>see if it is effective in protecting from wind.</p> <p>Challenge: See if you can create another type of weather condition and test it against your house.</p>		
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