

North Kellyville Public School

Remote Learning Framework

Term 2 – Phase 1



INTRODUCTION

On Monday 11 May, every public school in NSW will move to **Phase 1** which signals a staggered return to school for students. In **Phase 1**, students are asked to attend school for face to face teaching and learning for one day each week, and learn from home for the remainder of the week.

This template shows a 2 weekly learning plan for students which includes 5-days of work a week. It is recommended that parents remain actively engaged with their child/ren's learning and progress through the allocated tasks.

On days students are scheduled to be at school receiving face to face learning the teacher will determine the best use of this time which may coincide with the remote learning plan or they may choose to cover content that the specific students at school require based on content already taught. Students at school will be given advice around monitoring their online content for the days to come.

Feedback will still be provided for tasks completed online however the timeline for feedback will be more flexible than phase 0 as staff are required for face to face teaching and remote learning.

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 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 for 3 of the 4 days due to being at school and teaching face to face on two of the days.
- 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.

SCHEDULE FOR FACE TO FACE TEACHING

Monday		Tuesday		Thursday		Friday	
<ul style="list-style-type: none"> • KO • KP • 2/1P • 2/1D 	<ul style="list-style-type: none"> • 2/1J • 4/3T • K-6B 	<ul style="list-style-type: none"> • KR • KPV • 2/1H • 2/1A 	<ul style="list-style-type: none"> • 2/1B • 4/3J • K-6C 	<ul style="list-style-type: none"> • KKC • 2/1AK • 2/1I 	<ul style="list-style-type: none"> • 4/3B • 6/5H • K-6A 	<ul style="list-style-type: none"> • KV • 2/1M • 2/1K 	<ul style="list-style-type: none"> • 4/3S • 6/5S
<ul style="list-style-type: none"> • 6/5A – half class – see Google Classroom for names of students 		<ul style="list-style-type: none"> • 6/5A – half class – see Google Classroom for names of students 		<ul style="list-style-type: none"> • KC – half class – parents will receive a phone call to advise • 4/3C – half class – see Google Classroom for names of students 		<ul style="list-style-type: none"> • KC – half class – parents will receive a phone call to advise • 4/3C – half class – see Google Classroom for names of students 	

Note: Students who attend school for more than one day each week in Phase 1 will be supervised in a separate group on days other than the day that their class is learning face to face. During this time they will be supported to complete Remote Learning Plans

ADDITIONAL NON-SCHEDULED ACTIVITIES

Sport

- Ball Skills based sporting activities
- Cardio based sporting activities
- Strength based sporting activities
- Flexibility E.g. Cosmic Yoga (Youtube)

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

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

CONTACTING TEACHERS

'Parent / teacher interviews' can be arranged through the normal communication channels and will occur either through Google Hangouts or telephone. If using Google Hangouts, staff members will provide a link for parents to join.

Suggested curriculum requirements for learning from home and school					
Stage 3	Total number of hours 3 hours + other	English 45 - 60 min	Mathematics 30 – 45 min	Other KLAs (Creative arts, HSIE, PDHPE, Science & Technology) 60 – 90min	Other activities Wellbeing, sport, physical activity

Stage 3 – Monday 11/5

Orange	<p><u>Fractions and Decimals</u> - Watch this Introduction to fractions video on YouTube. youtube.com/watch?v=Mst8iZjlpFE</p> <p>Complete the worksheet “<u>Decimals and Fractions 1</u>” using Kami through google classroom on the computer or write the answers on a piece of paper to upload.</p>
Blue	<p><u>Comprehension</u> – Complete 1 activity on Read Theory AFTER you have completed your first placement test. Usernames and Logins can be found on Google Classroom</p> <p><u>Spelling Sort</u> – Complete the spelling sort posted on Google Classroom by dragging each word into the correct column (Just like you would do at school). If you are using the at home pack paper copy, cut out all the pieces and sort them into columns physically. Make sure you take a photo of your work and attached it to the Google Classroom Assignment.</p>
Project Work	<p><u>PIP</u> – Start working on your Personal Interest Project by asking others what they would research if they were given the opportunity to complete in-depth research on anything. By the end of the week, you are to have chosen a BIG question to research. You will complete and hand in the “Brainstorming” worksheet via Google Classroom.</p>
Catch up	Spend any extra time catching up on any activities you haven’t finished.

Stage 3 – Tuesday 12/5

Orange	<p><u>Fractions and Decimals</u> – Watch the YouTube video on converting decimals and fractions. https://www.youtube.com/watch?v=Z8Pz59o-dpE</p> <p>Complete the worksheet “<u>write as decimals</u>” using Kami through google classroom on the computer or write the answers on a piece of paper to upload.</p>
Blue	<p><u>Spelling Activity</u> – Sort your words into your own groupings. It could be based on vowels, it could be based on the letter they start with, it could be based on topics. Turn this in on the Google Classroom assignment. Once you have finished your own sort, complete the assigned spelling activities on Reading Eggs.</p> <p><u>Writing</u> – Complete/listen to the imaginative writing lesson on “Using the Senses”. Complete the two activities given to you and turn it in to Classroom.</p>
Project Work	<p><u>PIP</u> – Continue working on your Personal Interest Project by asking others what they would research if they were given the opportunity to complete in-depth research on anything. By the end of the week, you are to have chosen a BIG question to research. Complete and hand in the “Brainstorming” worksheet via Google Classroom.</p>

Stage 3 – Wednesday 13/5 (limited teacher feedback provided)

Orange	<p><u>Science</u> – Complete Task 1 from the Google Slide, it is also outlined below, feel free to make a copy of the Google Slide and add work onto new slides.</p> <p>Students choose one fruit or vegetable that they are unfamiliar with and search for its botanical name, where and how is it grown and most commonly eaten.</p> <p>This can be presented however you want (a poster, a slideshow, a home movie, a website, etc.) Make sure to include pictures and detailed explanations of:</p> <ul style="list-style-type: none"> • Scientific facts about the food • Where it is grown? (where in the world naturally and at farms, climate) • How it is grown? • How it is most commonly eaten? (e.g. chillies are usually added in curries or on top of dishes) <p><u>Art</u> – On a piece of paper create a Half Portrait. Use the attached instructions to help you. Once complete upload a photo of your half portrait.</p>
Blue	<p><u>Geography</u> – Using the information you have gathered about your chosen country, individually create a presentation putting all this information together. This could be presented in a variety of ways, some examples are a slide show, a website, a poster, Canva, video etc however you wish to create this presentation. This task is going to go over a 4 week period. It will be due on Wednesday 10th June (Week 6).</p>
Project Work	<p><u>PIP</u> – Continue working on your Personal Interest Project by asking others what they would research if they were given the opportunity to complete in-depth research on anything. By the end of the week, you are to have chosen a BIG question to research. Complete and hand in the “Brainstorming” worksheet via Google Classroom.</p>

Stage 3 – Thursday 14/5

Orange	<u>Fractions and Decimals</u> - Watch the video of Miss McGill explaining equivalent fractions . Then complete the Worksheets " parts of a whole " and " Fraction sets 1 " using Kami through google classroom on the computer or write the answers on a piece of paper to upload.
Blue	<p><u>Spelling Activity</u> – Complete 2 Spelling activities from the Spelling Grid on the Google Classroom or found in the paper pack. Turn these activities into Google Classroom.</p> <p><u>Writing</u> - Complete/listen to the imaginative writing lesson on "Using the Senses". Complete the two activities given to you and turn it in to Classroom</p>
Project Work	<u>PIP</u> – Continue working on your Personal Interest Project by asking others what they would research if they were given the opportunity to complete in-depth research on anything. By the end of the week, you are to have chosen a BIG question to research. Complete and hand in the "Brainstorming" worksheet via Google Classroom.

Stage 3 – Friday 15/5

Orange	<u>Fractions and Decimals</u> -Watch the video of Miss McGill ordering fractions . Then complete the worksheet “ Fraction sets 2 ” using Kami through google classroom on the computer or write the answers on a piece of paper to upload.
Blue	<p><u>Spelling Test</u> - Complete the Google Form for your spelling colour as a spelling test, posted on the Google Classroom. Listen to the audio to know what words to write in each number of the test. If it is not accessible to you, have a family member read 20 spelling words randomly and record it on the spelling test format provided in the paper pack.</p> <p>Yellow Spelling Group</p> <p>Blue Spelling Group</p> <p><u>Grammar Activity</u> – Listen to the video on Personification OR watch the Powerpoint slides. Complete the listed activities and then Turn in to Google Classroom.</p> <p><u>Listening Comprehension Activity</u> – Listen to the audio recording for this week’s short story. Follow the link to a Google form where you will be able to answer some comprehension questions related to the story.</p>
Project Work	<u>PIP</u> – Continue working on your Personal Interest Project by asking others what they would research if they were given the opportunity to complete in-depth research on anything. By the end of the week, you are to have chosen a BIG question to research. Complete and hand in the “Brainstorming” worksheet via Google Classroom.

Stage 3 – Monday 18/5

Orange	<u>Chance</u> – Complete the worksheet “ What Chance? ” using Kami through google classroom on the computer or write the answers on a piece of paper to upload. On Google Classroom, you will find a voice over PowerPoint to explain the lesson. Throughout the week, complete activities on Chance set in Mathletics.
Blue	<p><u>Spelling Sort</u> – Complete the spelling sort posted on Google Classroom by dragging each word into the correct column (Just like you would do at school). If you are using the at home pack paper copy, cut out all the pieces and sort them into columns physically. Make sure you take a photo of your work and attached it to the Google Classroom Assignment.</p> <p><u>Comprehension</u> – Complete TWO Read theory activities. Use the link provided and you can find your usernames and passwords on Google Classroom</p>
Project Work	<u>PIP</u> – Continue working on your Personal Interest Project by coming up with a list of goals you wish to achieve during the project. Hand in the worksheet titled “Goals” by the end of the week via Google Classroom.
Catch up	Spend any extra time catching up on any activities you haven’t finished.

Stage 3 – Tuesday 19/5

Orange	<p><u>Chance</u> - Complete the worksheet "Percentages and Data Collection 1" using Kami through google classroom on the computer or write the answers on a piece of paper to upload. On Google Classroom, you will find a voice over PowerPoint to explain the lesson. Throughout the week, complete activities on Chance set in Mathletics.</p>
Blue	<p><u>Spelling Activity</u> – Sort your words into your own groupings. It could be based on vowels, it could be based on the letter they start with, it could be based on topics. Turn this in on the Google Classroom assignment. Once you have finished your own sort, complete the assigned spelling activities on Reading Eggs.</p> <p><u>Writing</u> – Listen to the video/watch the Powerpoint on the activities: "Show don't tell" Turn in your work via the assignment link in Classroom</p>
Project Work	<p><u>PIP</u> – Continue working on your Personal Interest Project by coming up with a list of goals you wish to achieve during the project. Hand in the worksheet titled "Goals" by the end of the week via Google Classroom.</p>

Stage 3 – Wednesday 20/5 (limited teacher feedback given)

Orange

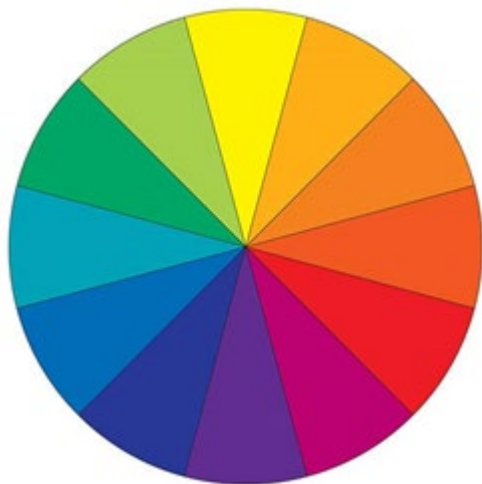
Science - Complete Task 2 from the [Google Slide](#), it is also outlined below, feel free to make a copy of the Google Slide and add work onto new slides.

Students' research a wide variety of 8 fruits & vegetables (or fungi or herbs) and report back explaining the features used to scientifically categorise this produce. For example explain why a tomato, cucumber and chilli are all classified as fruits or why a banana can be classified a herb.

You can present your work however you want. Try to use images as well as good research and facts.

Art – Using objects around you home, create a colour wheel. A colour wheel shows when two primary colours (Red, Blue and Yellow) mix together they create a Secondary colour (Purple, Green and Orange). The Secondary colour that appears in between the two primary colours is what is created when the two are mixed together.

Pictures below show a colour wheel, and an example of the task.



Stage 3 – Wednesday 20/5 (limited teacher feedback given)

Blue	<u>Geography</u> – Using the information you have gathered about your chosen country, individually create a presentation putting all this information together. This could be presented in a variety of ways, some examples are a slide show, a website, a poster, Canva, video etc. However you wish to create this presentation. This task is going to go over a 4 week period. It will be due on Wednesday 10 th June (Week 6).
Project Work	<u>PIP</u> – Continue working on your Personal Interest Project by coming up with a list of goals you wish to achieve during the project. Hand in the worksheet titled “Goals” by the end of the week via Google Classroom.

Stage 3 – Thursday 21/5

Orange	<u>Chance</u> - Complete the worksheet " What are the possibilities " using Kami through google classroom on the computer or write the answers on a piece of paper to upload. On Google Classroom, you will find a voice over PowerPoint to explain the lesson. Throughout the week, complete activities on Chance set in Mathletics.
Blue	<u>Spelling Activity</u> – Complete 2 Spelling activities from the Spelling Grid (different from last week's activities you completed) on the Google Classroom or found in the paper pack. Turn these activities into Google Classroom. <u>Writing</u> - Listen to the video/watch the Powerpoint on the activities: "Show don't tell" Turn in your work via the assignment link in Classroom
Project Work	<u>PIP</u> – Continue working on your Personal Interest Project by coming up with a list of goals you wish to achieve during the project. Hand in the worksheet titled "Goals" by the end of the week via Google Classroom.

Stage 3 – Friday 22/5

Orange	<p><u>Chance</u> - Complete the worksheet "Tree Diagrams 1" using Kami through google classroom on the computer or write the answers on a piece of paper to upload. On Google Classroom, you will find a voice over PowerPoint to explain the lesson. Throughout the week, complete activities on Chance set in Mathletics.</p>
Blue	<p><u>Spelling Test</u> - Complete the Google Form for your spelling colour as a spelling test, posted on the Google Classroom. Listen to the audio to know what words to write in each number of the test. If it is not accessible to you, have a family member read 20 spelling words randomly and record it on the spelling test format provided in the paper pack.</p> <p>Yellow Spelling Group</p> <p>Blue Spelling Group</p> <p><u>Grammar Activity</u> – Listen to the video/Powerpoint presentation on Direct speech. Complete the activities given to you on the video. Turn in through the assignment folder on Classroom.</p> <p><u>Listening Comprehension Activity</u> – Listen to the audio recording for this week's short story, "That Dirty Dog." Then follow the link to a quiz that has comprehension questions related to the story.</p>
Project Work	<p><u>PIP</u> – Continue working on your Personal Interest Project by coming up with a list of goals you wish to achieve during the project. Hand in the worksheet titled "Goals" by the end of the week via Google Classroom.</p>