



# Framework for Learning from Home – Stage 1- Term 3, Week 1

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep the Maths resources in a safe place so they can be referred to in future if needed.**

		Day 1 Tuesday	Day 2 Wednesday	Day 3 Thursday	Day 4 Friday
<b>Learning Superpower of the Week:</b>		<b>Ubiquitous Learner - Think, learn and create anywhere, anyhow, anytime.</b>			
		<ul style="list-style-type: none"> <li>• I can learn in different contexts or places.</li> <li>• I can set goals in learning and personal organisation by completing tasks within a given time.</li> </ul>			
<b>PBL Focus of the Week:</b>		<b>Learn Always</b>			
		Please read the 'Learning from Home Expectations' Matrix and become familiar with it (at the end of this document) This week your focus will be: Being prepared and on time - have books, stationery and device ready for learning. Classroom and Home - listening to, and following instructions, storage of bags and equipment.			
Morning	<b>MONDAY - Staff Development Day</b>	<b>English / Literacy</b>	<b>English / Literacy</b>	<b>English / Literacy</b>	<b>English / Literacy</b>
		Reading:  Read a book and choose an activity from the Reading Activities grid at the end of this document.  <u>Writing – persuasive texts:</u> <i>Why is Summer the best season?</i>  - Think about what you love to do in Summer - List reasons why Summer is the best season of all - You may like to use sentence starters such as: o I believe that... o In my opinion...	Reading:  Read a book and choose an activity from the Reading Activities grid at the end of this document.  <u>Writing – persuasive texts</u> <i>Should children be allowed to wear everyday clothes to school?</i>  - What is your opinion? (do you agree or disagree?) - What are the reasons that children should/should not wear everyday clothes to school	Reading:  Read a book and choose an activity from the Reading Activities grid at the end of this document.  <u>Writing – imaginative texts</u> <i>View the image by clicking on the below link or find the image at the end of this document:</i> <a href="https://www.pobble365.com/a-new-herd/">https://www.pobble365.com/a-new-herd/</a>  - Why does the cow want to move home?  - What could have been going wrong for her recently?	Reading:  Read a book and choose an activity from the Reading Activities grid at the end of this document.  <u>Writing – imaginative texts</u> <i>View the image by clicking on the below link or find the image at the end of this document:</i> <a href="https://www.pobble365.com/you-cant-see-me/">https://www.pobble365.com/you-cant-see-me/</a>  - How do you think Terry got onto the top of his mother's head?  - Where are his brothers and sisters?

		<ul style="list-style-type: none"> <li>- You may like to use “because” to explain your thinking</li> </ul>	<ul style="list-style-type: none"> <li>o Can you think of at least three reasons?</li> </ul>	<ul style="list-style-type: none"> <li>- What does a cow pack in a suitcase?</li> <li>- What do you think the bus will be like when it arrives?</li> <li>- If you were the cow, how would you be feeling?</li> <li>- <b>Challenge</b> - Have you heard the expression “the grass is always greener” before? What does it mean?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you think Terry’s mother wants him to do?</li> <li>- What will happen next?</li> <li>- What do you think Terry’s mother is looking at? Can you draw and describe what she can see?</li> </ul>
<b>Break including physical activity</b>					
<b>Middle</b>		<ol style="list-style-type: none"> <li>1. Choose an activity from <i>Mathletics</i>.</li> <li>2. Complete this week’s TEN activity using the <i>numeral cards at the end of this document</i>. <ol style="list-style-type: none"> <li>a. <i>Fairy penguins</i> – make two piles of cards. Turn the cards over to make a two-digit number. Say the number. What is the number before, what is the number after. <b>Challenge</b> – what is the number ten before (where applicable), ten after.</li> <li>b. <i>Crocodiles</i> – make three piles of cards. Turn the cards over to make a three-digit number. Say the number. What is the number before, what is the number after. What is the number ten before, ten after. What is the number 100 before and 100 after?</li> <li>c. <i>Flying foxes</i> – make four piles of cards. Turn the cards over to make a four-digit number. Say the number. What is the number before, what is the number after. What is the number ten before, ten after. What is the number 100 before, 100 after. What is the number 1 000 before (where applicable) and 1 000 after?</li> </ol> </li> </ol>			
<b>Break</b>		<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>		Choose an activity from the Afternoon Activities Grid at the end of this document.	Choose an activity from the Afternoon Activities Grid at the end of this document.	Choose an activity from the Afternoon Activities Grid at the end of this document.	Choose an activity from the Afternoon Activities Grid at the end of this document.

# Lugarno Public School - Learning from Home Expectations



	Learn Always	Play Safely	Show Respect
Online	<ul style="list-style-type: none"> <li>Stay on task and avoid distractions</li> <li>Be ready to begin online learning on time</li> <li>Ask questions if you are unsure</li> <li>Submit online tasks on time</li> </ul>	<ul style="list-style-type: none"> <li>Have movement breaks away from the screen every 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Be patient while waiting for feedback from your teacher</li> <li>Use appropriate language when communicating on Google Classroom</li> </ul>
Learning Environment	<ul style="list-style-type: none"> <li>Be an independent learner</li> <li>Have your equipment ready</li> <li>Make sure your device is fully charged</li> </ul>	<ul style="list-style-type: none"> <li>Make sure your learning space is suitable</li> <li>Ensure you have the equipment you need</li> <li>Sit somewhere comfortable with good posture and airflow</li> </ul>	<ul style="list-style-type: none"> <li>Consider other family members who may be working near you</li> <li>Treat equipment and property with care</li> <li>Keep your learning space organised and tidy</li> </ul>
Break Times	<ul style="list-style-type: none"> <li>Tidy your workspace between sessions</li> <li>Disconnect from your learning whilst having a break</li> <li>Avoid use of a device</li> </ul>	<ul style="list-style-type: none"> <li>Take regular breaks away from the screen and move around</li> <li>Eat healthy food &amp; drink plenty of water</li> <li>Wash your hands regularly</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of others still working</li> <li>Speak kindly to siblings, parents or carers</li> <li>Be thoughtful of others working from home</li> </ul>
Play	<ul style="list-style-type: none"> <li>Find new games to play both inside and outside</li> <li>Set a time limit</li> <li>Follow the expectations and rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat playing outside</li> <li>Listen to parents and carers' instructions</li> <li>Avoid confrontations with siblings</li> <li>Remember to practise social distancing</li> <li>Wash your hands after play</li> </ul>	<ul style="list-style-type: none"> <li>Look after your belongings &amp; pack away each activity before starting the next</li> <li>Include your siblings in your play</li> </ul>
Looking After Yourself	<ul style="list-style-type: none"> <li>Celebrate successes and share your work with someone</li> <li>Keep in a routine with daily work</li> <li>Take regular brain breaks</li> <li>Practice 'mindfulness'.</li> </ul>	<ul style="list-style-type: none"> <li>Keep in your school morning routine: wake up, get dressed, eat breakfast, brush teeth</li> <li>Wash your hands regularly</li> <li>Exercise regularly</li> </ul>	<ul style="list-style-type: none"> <li>Keep in touch with family and friends via telephone or technology</li> <li>Talk to your family about how you are feeling</li> <li>It is important to help out with chores</li> </ul>

**Reading Activities Grid**

<p>Imaginative text:</p> <p>Draw and describe the characters from your book.</p>	<p>Imaginative text:</p> <p>Draw/write/discuss your favourite part of the book.</p>	<p>Imaginative text:</p> <p>Can you think of a new ending for the story?</p>	<p>Imaginative text:</p> <p>Discuss or write -Think of the characters from your book. Which one would like to meet and why?</p>	<p>Imaginative text:</p> <p>Retell or draw what happened at the beginning, middle and end of the story.</p>
<p>Informative text:</p> <p>Write/type facts that you learnt from your book. Draw and label a picture.</p>	<p>Look for words that you do not know the meaning of. Find out what they mean.</p>	<p>Answer questions about the book you read.</p>	<p>Write a book recommendation. Record reasons why you would or wouldn't recommend the book.</p>	<p>Adjectives are describing words. List some adjectives from the book. Do you know what they all mean? If not, choose some to find the meaning of.</p>

**Afternoon Activities Grid**

<p>Complete a session of PE with Joe. Access from <i>YouTube</i>.</p>	<p>Time yourself and record: In one minute, how many of the following can you complete? Star jumps, hops, skips, claps, ball tosses, squats, an exercise of your choice</p>	<p>Complete 30 minutes of physical activity of your choice. Eg. Walk your dog, sport game, dance, bike or scooter ride, etc</p>	<p>Cosmic Kids Yoga: Complete a session of Cosmic Kids Yoga <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a></p>	<p>Build a habitat for your favourite type of animal. Use materials that you have access to at home: Lego, blocks, paper, playdoh, aluminium foil, sticks, leaves etc</p>
<p>Draw/paint/build what you can see from your bedroom window.</p>	<p>What does Winter mean to you? Create an artwork. You may like to draw, paint or make a collage to represent your thoughts and feelings.</p>	<p>Stick art creation: What can you create out of a stick? Eg. Stick insect, wand, stick person, kite etc</p>	<p>Invent your own ball game. Write down the instructions of how to play.</p>	<p>Paint/draw/create an imaginary world that you would like to visit.</p>



Day 3 - Thursday 'A New Herd' Pobble image



Day 4 - Friday 'You Can't See Me' Pobble image



Numeral Cards

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

0

1	2	3
4	5	6
7	8	9
0		