




## Daily Learning Tasks: Green

Weeks 6 – 7

These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.





We understand and appreciate the different circumstances for each family and their capacity to support their child/ren’s home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren’s teacher will be communicating with you weekly, so please inform them of your child/ren’s progress as well as your concerns and challenges.





<b>How do I contact my teacher?</b>		<b>Screen Time Recommendations</b>  Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).  <b>Supervision of Online Learning</b>  If your child is accessing online learning activities, please ensure your child is supervised.
Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.		
<b>If you are self-isolating:</b>		
Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		<b>Brain Breaks</b>  Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
<b>If the school is requested to close:</b>		
Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.		<b>What learning is taking place at school?</b>  Students who are at school participate in the same Learning Units that are used at home.
<b>Please note:</b>		
Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven’t heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.		
<b>End of week check:</b>	<b>Key:</b>	
Has my teacher seen my learning this fortnight? If not, please send some of your learning to your teacher via Seesaw or another agreed method.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>photograph</p>  </div> <div style="text-align: center;"> <p>voice recording</p>  </div> <div style="text-align: center;"> <p>video</p>  </div> </div>	


## Daily Learning Tasks: Green

## Weeks 6 – 7

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Morning</b>	<p><b>Phonics/Spelling</b></p> <p>1. Read over the phonics/spelling core list for the corresponding week.</p> <p><b>Appendix 1: Phonics/Spelling List</b></p> <p>2. Select at least 4 words from the spelling list and tricky words. Write your words in your exercise book.</p> <p>3. <b>Optional:</b> Select 2 or more words from the extension list. Write your words in your exercise book.</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Rewrite your spelling words and circle the sound that is the weekly focus.</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Rewrite your spelling words in alphabetical order.</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write three sentences of your choice. Circle the nouns in the sentence.</p> <p><b>Appendix 2: What is a noun?</b></p>  <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write a silly sentence using some of your spelling words.</p> <p><i>Can you include 2 or more words from your spelling list in the one sentence?</i></p> <p>Illustrate your silly sentences and then read them to someone.</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>
	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Enjoy a book on your own.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>

	<p><b>Drawing for Writing Week 6</b></p> <p>Think about your favourite toy and plan an adventure for you and that toy. For example: going to the park, the beach, the zoo, the bush, the Olympics or into space etc.</p> <p>Draw a detailed picture plan in your scrapbook of the adventure. Think about what you would see, hear and do together.</p> <p>Appendix 3: WILF</p>  <p><b>Week 7</b></p> <p>Take a close look around your bedroom. Draw a detailed picture plan in your scrapbook of your room. Think about the position of furniture, floor coverings, lighting, windows and any decorations.</p> <p>Access: Writing Enrichment Learning Grid</p>	<p><b>Planning for Writing Week 6</b></p> <p>Look closely at your picture plan from yesterday. Label your plan with descriptive words and phrases to describe the important events during your adventure.</p> <p>Appendix 3: WILF</p> <p><b>Week 7</b></p> <p>Look closely at your picture plan from yesterday. Label your plan with descriptive words and phrases to describe the important details in your bedroom.</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p><b>Composing/Drafting Writing Week 6</b></p> <p>Use your picture plan to write a description of your adventure with your toy. Write at least 3 quality sentences in your exercise book using the title:</p> <p><i>My Adventure with _____</i></p> <p>Remember to include capital letters, full stops, spaces between your words and neat handwriting.</p> <p>Appendix 3: WILF</p> <p><b>Week 7</b></p> <p>Use your picture plan to write a description of your bedroom. Write at least 3 quality sentences in your exercise book using the title:</p> <p><i>My Bedroom</i></p> <p>Remember to include capital letters, full stops, spaces between your words and neat handwriting.</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p><b>Revising/Editing Writing Week 6</b></p> <p>Reread your writing and consider how it may be improved. Add adjectives (describing words) and check that you have the correct punctuation.</p> <p>Have you tried to use joining words (e.g. and, so, but, or, because) to make compound sentences? Ask an adult to help you revise and edit your work. You might like to add additional sentences or details to extend your story.</p> <p>Appendix 3: WILF</p> <p><b>Week 7</b></p> <p>Reread your writing and consider how it may be improved. Add adjectives (describing words) and check that you have the correct punctuation.</p> <p>Have you tried to use joining words (e.g. and, so, but, or, because) to make compound sentences? Ask an adult to help you revise and edit your work. You might like to add additional sentences or details to enhance your description.</p> <p>Access: Writing Enrichment Learning Grid</p>	<p><b>Publishing Writing Week 6</b></p> <p>Write out your completed/edited story on a fresh page of your exercise book. Concentrate on neat handwriting. Record yourself reading your story to your teacher:</p> <ol style="list-style-type: none"> <li>1. <i>What did you think you did well?</i></li> <li>2. <i>What do you think you can do to improve your writing?</i></li> </ol>  <p><b>Week 7</b></p> <p>Write out your completed/edited description on a fresh page of your exercise book. Concentrate on neat handwriting. Record yourself reading your description to your teacher:</p> <ol style="list-style-type: none"> <li>1. <i>What did you think you did well?</i></li> </ol> <p><i>What do you think you can do to improve your writing?</i></p> <p>Access: Writing Enrichment Learning Grid</p>
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Break	Access: Brain Breaks Enrichment Learning Grid										
<b>Middle</b>	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid						
	<p><b>Number of the Day</b> Choose at least one number: <b>36 80 136 650</b></p> <p>Represent the number using numerals, words, MAB blocks and a number sentence.</p> <p>Appendix 4: Number of the Day</p>  <p><b>Note:</b> In Week 7, complete the same activity using the numbers below: <b>16 48 150 521</b></p>	<p><b>Counting by 5s</b> Count forwards by 5s starting from:</p> <ul style="list-style-type: none"> <li>25 (30, 35, 40...)</li> <li>70 (75, 80, 85...)</li> <li>155 (160, 165, 170...)</li> </ul> <p>You can use your hundreds chart to assist you.</p> <p>Appendix 5: Hundreds Chart</p>  <p><b>Note:</b> In Week 7, complete the same activity using the numbers below: <b>15 60 175</b></p>	<p><b>Number of the Day</b> Choose at least one number: <b>45 88 374 607</b></p> <p>Represent the number using numerals, words, MAB blocks and a number sentence.</p> <p>Appendix 4: Number of the Day</p> <p><b>Note:</b> In Week 7, complete the same activity using the numbers below: <b>33 70 144 643</b></p>	<p><b>Counting by 5s</b> Count backwards by 5s starting from:</p> <ul style="list-style-type: none"> <li>40 (35, 30, 25...)</li> <li>75 (70, 65, 60...)</li> <li>140 (135, 130, 125...)</li> </ul> <p>You can use your hundreds chart to assist you.</p> <p>Appendix 5: Hundreds Chart</p> <p><b>Note:</b> In Week 7, complete the same activity using the numbers below: <b>50 95 150</b></p>	<p><b>Number of the Day</b> Choose at least one number: <b>24 60 120 516</b></p> <p>Represent the number using numerals, words, MAB blocks and a number sentence.</p> <p>Appendix 4: Number of the Day</p> <p><b>Note:</b> In Week 7, complete the same activity using the numbers below: <b>18 66 120 342</b></p>						
	<p><b>Addition Problems</b> Solve these addition problems using the jump strategy and/or split strategy.</p> <p>Remember to show your working.</p> <table border="1" data-bbox="237 1254 595 1318"> <tr> <td><math>2 + 7 =</math></td> <td><math>21 + 8 =</math></td> <td><math>61 + 6 =</math></td> </tr> </table> <p>Appendix 6: Jump Strategy and Split Strategy</p> 	$2 + 7 =$	$21 + 8 =$	$61 + 6 =$	<p><b>Equal Groups</b> Count out 20 objects (counters, buttons, rocks etc).</p> <p>Sort the objects into:</p> <ul style="list-style-type: none"> <li>Two equal groups</li> <li>Four equal groups</li> </ul> <p>Record an array for each group and record the repeated addition.</p> <p>Appendix 7: Equal Groups &amp; Repeated Addition</p>	<p><b>Subtraction Problems</b> Solve these subtraction problems using the jump strategy.</p> <p>Remember to show your working.</p> <table border="1" data-bbox="1021 1222 1379 1281"> <tr> <td><math>9 - 2 =</math></td> <td><math>38 - 2 =</math></td> <td><math>77 - 10 =</math></td> </tr> </table> <p>Appendix 6: Jump Strategy</p> 	$9 - 2 =$	$38 - 2 =$	$77 - 10 =$	<p><b>Equal Groups</b> Count out 30 objects (counters, buttons, rocks etc).</p> <p>Sort the objects into:</p> <ul style="list-style-type: none"> <li>Two equal groups</li> <li>Three equal groups</li> <li>Five equal groups</li> </ul> <p>Record an array for each group and record the repeated subtraction.</p> <p>Appendix 7: Equal Groups &amp; Repeated Subtraction</p>	<p><b>Family 3-Digit Number Guess</b> One person chooses a 3-digit number. The other person asks questions to try and guess the number.</p> <p>Questions:</p> <p>Is it higher than...?</p> <p>Is it lower than ...?</p> <p>Is it an odd number?</p> <p>Is it an even number?</p>
$2 + 7 =$	$21 + 8 =$	$61 + 6 =$									
$9 - 2 =$	$38 - 2 =$	$77 - 10 =$									

	<p><b>Note:</b> In Week 7, complete the same activity using the problems below:</p> <table border="1"> <tr> <td><math>12 + 4 =</math></td> <td><math>64 + 5 =</math></td> <td><math>71 + 8 =</math></td> </tr> </table>	$12 + 4 =$	$64 + 5 =$	$71 + 8 =$	 <p><b>Note:</b> In Week 7, count out 28 objects and repeat the activity above.</p> <p><i>Can you make other equal groups? Record your answers.</i></p>	<p><b>Note:</b> In Week 7, complete the same activity using the problems below:</p> <table border="1"> <tr> <td><math>39 - 5 =</math></td> <td><math>60 - 7 =</math></td> <td><math>99 - 9 =</math></td> </tr> </table>	$39 - 5 =$	$60 - 7 =$	$99 - 9 =$	<p><b>Note:</b> In Week 7, count out 15 objects and repeat the activity above.</p> <p><i>Can you make two equal groups? Why/why not?</i></p>	<p><b>Note:</b> In Week 7, repeat the activity above.</p>
$12 + 4 =$	$64 + 5 =$	$71 + 8 =$									
$39 - 5 =$	$60 - 7 =$	$99 - 9 =$									
	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid						
<b>Break</b>	Access: Brain Breaks Enrichment Learning Grid										
<b>Afternoon</b>	<p><b>Science &amp; Technology</b></p> <p>Access: Science &amp; Technology Enrichment Learning Grid</p>	<p><b>PDHPE</b></p> <p>Access: PDHPE Enrichment Learning Grid</p>	<p><b>Creative Arts</b></p> <p>Access: Creative Arts Enrichment Learning Grid</p>	<p><b>History</b></p> <p>Access: History/Geography Enrichment Learning Grid</p>	<p><b>Family Time or Free Play</b></p> <p>Enjoy an activity with your family or have some free play.</p>						
	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>						

## Appendix 1

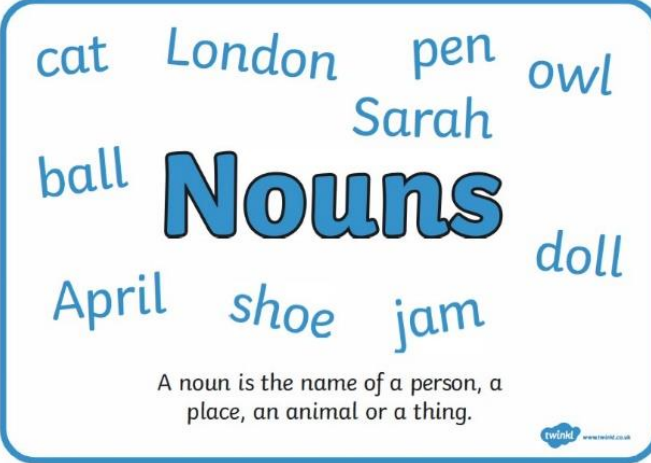
### Phonics/Spelling List

Week 6 - <ff> spelling for the /f/ sound (revision)		
Rule: The /f/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. huff, fluff.		
Core List	Extension List	
off	sniff	fluffy
cuff	stiff	scruff
huff	cliff	stuffing
tiff	stuff	handcuffs
puff		earmuffs

Week 7 - <ll> spelling for the /l/ sound (revision)		
Rule: The /l/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. tell, doll.		
Core List	Extension List	
ill	drill	frilly
tell	skill	thrilled
gull	skull	swelling
doll	smell	spelling
sell		windmill

## Appendix 2

### What is a noun?

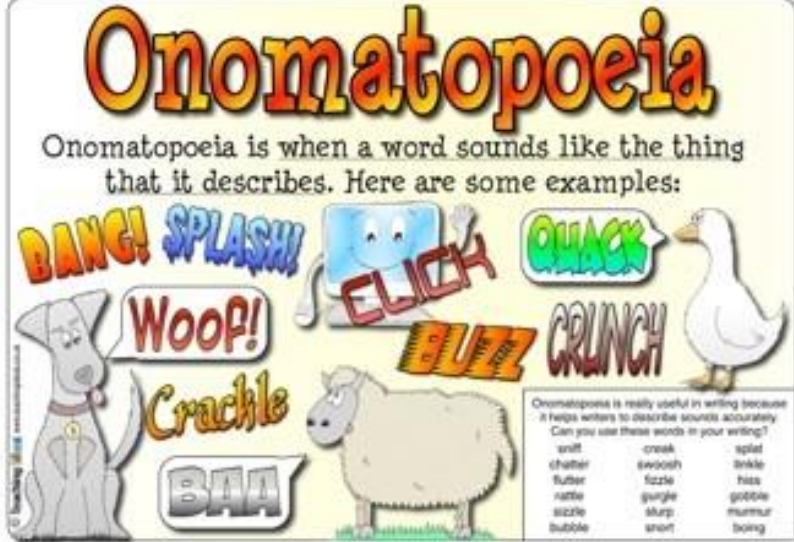


cat London pen owl  
ball Sarah  
**Nouns** doll  
April shoe jam

A noun is the name of a person, a place, an animal or a thing.

twinkl

### What is Onomatopoeia?



# Onomatopoeia

Onomatopoeia is when a word sounds like the thing that it describes. Here are some examples:

**BANG!** **SPLASH!** **CLICK** **QUACK**  
**WOOF!** **BUZZ** **CRUNCH**  
**Crackle** **BAA**

Onomatopoeia is really useful in writing because it helps writers to describe sounds accurately. Can you use these words in your writing?

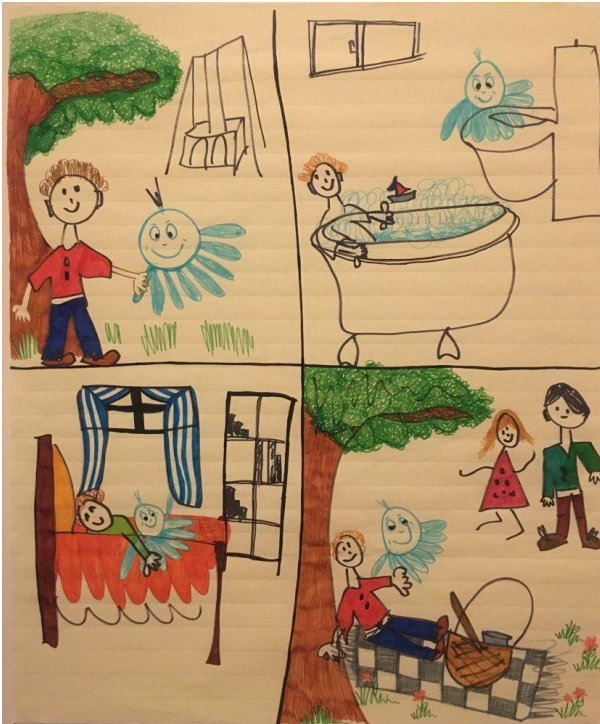
soft	creak	splat
chatter	swish	trickle
futter	fizzle	hiss
rattle	guzzle	gobble
sizzle	slurp	murmur
bubble	snort	boing

## Appendix 3

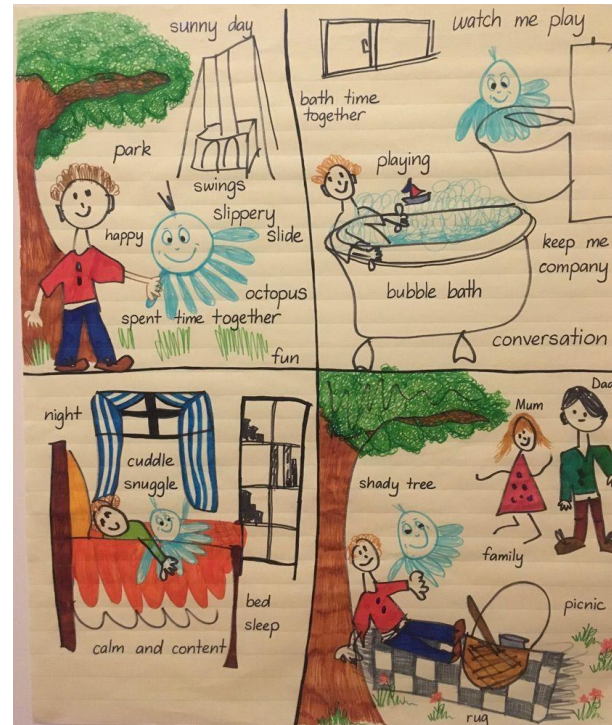
### Writing – Examples only

#### What I'm looking for (WILF)

##### Drawing for Writing



##### Planning for Writing



##### Composing/Drafting Writing

My Adventure with Eight 11.8.2021

One sunny day Eight, my fluffy, blue toy octopus and I went to the park. We played happily on the swings together and slid down the slippery slide. That night, Eight kept me company while I soaked in a warm bubble bath. When I went to bed Eight whispered as he dozed, "Can we go to the park again?" I felt calm and content as we snuggled in bed together. The next day, Mum surprised us with a picnic lunch at the park under a shady tree.

1. Title of your writing and date
2. Capital letters and full stops
3. Spaces between words
4. Adjectives (describing words: fluffy, blue, warm)
5. Verbs (action words: swimming, running)
6. Your writing makes sense



## Revising/Editing Tools

WALT edit our writing using the editing guide.

WILF



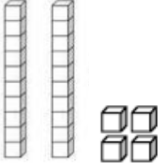
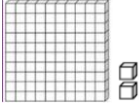
### Self-Editing

- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - *the wind<sup>was</sup> strong*
- New paragraph - *[Suddenly...*
- No erasers or white-out



## Appendix 4

### Number of the Day

Numerals	Words	MAB Blocks	Number Sentence
24	twenty-four		$20+4=24$
102	one hundred and two		$50+50+2=102$

## Appendix 5

### Hundreds Chart



The image shows a hundreds chart titled "Our Hundreds Chart". The chart is a 10x10 grid of numbers from 1 to 100. The numbers are arranged in rows and columns, starting from 1 in the top-left corner and ending at 100 in the bottom-right corner. The grid is enclosed in a teal border.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Note: You should have a Hundreds Chart in your Resource Pack. If not, please inform your teacher.

## Appendix 6

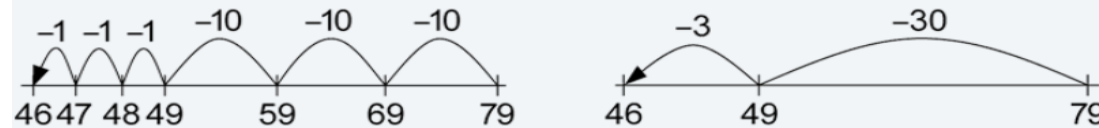
### Jump Strategy

*Jump strategy on a number line* – an addition or subtraction strategy in which the student places the first number on an empty number line and then counts forward or backwards, first by tens and then by ones, to perform a calculation. (The number of jumps will reduce with increased understanding.)

Jump strategy method: eg  $46 + 33$



Jump strategy method: eg  $79 - 33$



**Split Strategy** (Note: Some students may need additional support using this strategy)

$$\begin{array}{r}
 56 + 33 = \\
 \begin{array}{cc}
 \swarrow \quad \searrow & \swarrow \quad \searrow \\
 50 \quad 6 & 30 \quad 3
 \end{array} \\
 50 + 30 = 80 \\
 6 + 3 = 9 \\
 80 + 9 = 89
 \end{array}$$

## Appendix 7

### Equal Groups

16

Two equal groups (organised in an array)



2 rows of 8 is 16

$$2 \times 8 = 16$$

Four equal groups (organised in an array)



4 rows of 4 is 16

$$4 \times 4 = 16$$

Multiplication Strategies

## Repeated Addition

$$5 + 5 + 5 = 15$$

$$3 \times 5 = 15$$

Division Strategies

## Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

$$15 \div 3 = ?$$

The number of times you can take 3 from 15 is 5.

$$15 - 3 - 3 - 3 - 3 - 3 = 0$$

$$15 \div 3 = 5$$