




Daily Learning Tasks: Red

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.

<p align="center">How do I contact my teacher?</p> <p>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.</p>		<p align="center">Screen Time Recommendations</p> <p>Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).</p> <p align="center">Supervision of Online Learning</p> <p>If your child is accessing online learning activities, please ensure your child is supervised.</p>
<p align="center">If you are self-isolating:</p> <p>Please understand teachers are still teaching on class and will respond to messages as soon as they are available.</p>		
<p align="center">If the school is requested to close:</p> <p>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.</p>		
<p align="center">Please note:</p> <p>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.</p>		<p align="center">Brain Breaks</p> <p>Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.</p>
<p align="center">End of week check:</p> <p>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.</p>	<p align="center">Key:</p> <p align="center"> photograph voice recording video </p> <p align="center">    </p>	

Daily Learning Tasks: Red

Weeks 6 – 7

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	<p>Phonics/Spelling</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you use start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p> <p>The word 'tent' starts with the 't' sound. Go on a sound walk around your house and find at least 3 objects that start with the sound 't' (table, tin).</p> <p>In your exercise book, draw these things and practise saying the words.</p> <p>Note: In Week 7, choose 3 different 'p' words and repeat activity above.</p> <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you use start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p> <p>The word 'avocado' starts with the 'a' sound. Chat to your family and identify at least 3 words that start with the sound 'a' (apple, ant).</p> <p>In your exercise book, draw these things and practise saying the words.</p> <p>Note: In Week 7, choose 3 different 'i' words and repeat activity above.</p> <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you use start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p> <p>The word 'monster' starts with the 'm' sound. Go on a sound walk around your house and find at least 3 objects that start with the sound 'm' (milk, mop).</p> <p>In your exercise book, draw these objects and practise saying them.</p> <p>Note: In Week 7, choose 3 different 'c' words and repeat activity above.</p> <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you use start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p> <p>The word 'fun' starts with the 'f' sound. Chat with your family and identify at least 3 objects that start with the sound 'f' (fire, fishtank).</p> <p>In your exercise book, draw these and practise saying them.</p> <p>Note: In Week 7, choose 3 different 's' words and repeat activity above.</p> <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p><i>What four sounds did we learn this week?</i></p> <p>Look at the pictures you have drawn in your exercise book: <i>What sound does each picture start with?</i></p> <p>Write the first letter below each picture using the correct letter formation.</p> <p>Take a video of you writing each letter using correct letter formation</p>  <p>Note- In week 7, repeat activity using the pictures you have drawn this week.</p> <p>Access: Oral Language Enrichment Learning Grid</p>
	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, Seesaw storyetc.</p> <p>Record your voice reading a page from your book.</p>  <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, Seesaw storyetc.</p> <p>Record your voice reading a page from your book.</p>  <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, Seesaw storyetc.</p> <p>Record your voice reading a page from your book.</p>  <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, Seesaw storyetc.</p> <p>Record your voice reading a page from your book.</p>  <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, Seesaw storyetc.</p> <p>Record your voice reading a page from your book.</p>  <p>Access: Reading Enrichment Learning Grid</p>

	<p style="text-align: center;">Writing</p> <p>Imagine there is a koala on your roof!</p>  <p>Draw a picture of the koala.</p> <p>Label any parts of your picture that you can label. If you can't write the whole word, record the first sound you can hear.</p> <p>Write a sentence about your picture. You can copy any tricky words straight from the page. Make sure you leave a space between words and use a capital letter and full stop.</p> <p>Note: In Week 7, think of an action a koala can do. In your workbook, draw a picture then complete the sentence 'A koala can ...'</p> <p>Appendix 2: Writing Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Imagine there is a kangaroo in your bed!</p>  <p>Draw a picture of the kangaroo.</p> <p>Label any parts of your picture that you can label. If you can't write the whole word, record the first sound you can hear.</p> <p>Write a sentence about your picture. You can copy any tricky words straight from the page. Make sure you leave a space between words and use a capital letter and full stop.</p> <p>Take a photo of your sentence and picture for your teacher to see.</p>  <p>Note: In Week 7, think of an action a kangaroo can do. In your workbook, draw a picture then complete the sentence 'A kangaroo can ...'</p> <p>Appendix 2: Writing Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Imagine there is an emu in your kitchen!</p>  <p>Draw a picture of the emu.</p> <p>Label any parts of your picture that you can label. If you can't write the whole word, record the first sound you can hear.</p> <p>Write a sentence about your picture. You can copy any tricky words straight from the page. Make sure you leave a space between words and use a capital letter and full stop.</p> <p>Take a photo of your sentence and picture for your teacher to see.</p>  <p>Note: In Week 7, think of an action an emu can do. In your workbook, draw a picture then complete the sentence 'An emu can ...'</p> <p>Appendix 2: Writing Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Imagine there is a wombat in your bath!</p>  <p>Draw a picture of the wombat.</p> <p>Label any parts of your picture that you can label. If you can't write the whole word, record the first sound you can hear.</p> <p>Write a sentence about your picture. You can copy any tricky words straight from the page. Make sure you leave a space between words and use a capital letter and full stop.</p> <p>Note: In Week 7, think of an action a wombat can do. In your workbook, draw a picture then complete the sentence 'A wombat can ...'</p> <p>Appendix 2: Writing Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Choose one of the animals you have written about this week. Use your imagination to think of how they might have travelled to your house.</p> <p>Draw a picture of the animal you have chosen arriving at your house.</p> <p>Tell another person in your house the story of how the animal got to your house. You could start the story by using 'Once upon a time...' or 'One day...'. Take a photo of your picture and record your voice telling the story</p>  <p>Note: In Week 7, choose a different animal and repeat activity.</p> <p>Access: Drawing/ Writing Enrichment Learning Grid</p>
Break	Access: Brain Breaks Enrichment Learning Grid				

Middle	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid
	Counting Practise Practise counting forwards to 10, 20 or 30. You can do star jumps or march on the spot as you are counting. Write the numbers you have counted using the correct numeral formation.	Counting Practise Practise counting backwards from 10, 20 or 30. You can clap or click as you count. Write the numbers you have counted using the correct numeral formation.	Counting Practise Practise counting forwards to 10, 20 or 30. You can do star jumps or march on the spot as you are counting. Write the numbers you have counted using the correct numeral formation.	Counting Practise Practise counting backwards from 10, 20 or 30. You can clap or click as you count. Write the numbers you have counted using the correct numeral formation.	Counting Practise Practise counting forwards to 10, 20 or 30. You can do star jumps or march on the spot as you are counting. Write the numbers you have counted using the correct numeral formation.
	More or Less Grab a handful of small objects (blocks, pebbles, buttons). Count how many you have in your hand and write the number down. Pick up another handful and count how many you get. <i>Did you pick up more or less?</i> Repeat the activity 5 times. Access: Mathematics Enrichment Learning Grid	Before & After Take a playing card from the deck. Read the number and write it down (Ace=1, take out J,Q,K). Identify the number that comes before and after this number. Write the numbers in order. Repeat the activity 5 times. Appendix 2: Before & After Access: Mathematics Enrichment Learning Grid	Ten Frame Using ten small objects, grab a handful and place onto the ten frame. <i>How many objects do you have? How many more counters would you need to fill the ten frame?</i> Record the number combination using the number sentence.  Appendix 2: Number Sentence Repeat activity 5 times. Access: Mathematics Enrichment Learning Grid	Adding Dice Roll 2 dice. <i>How many dots are there altogether?</i> You could count each dot or try to recognise the dot pattern and count on. Extension: Roll one die, write the number and hide that die. Roll the second die and count on from the number you have written down.  Access: Mathematics Enrichment Learning Grid	Equal Groups Draw 2 large circles in your exercise book. Grab a handful of small objects (counters, blocks etc.) Share the objects between the two circles. Count the objects in each group. <i>Are the groups equal? If not, what objects could you add or take away to make the groups equal?</i> Repeat activity using 3 then 4 circles. Access: Mathematics Enrichment Learning Grid
Break	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	Science and Technology Access: Science and Technology Enrichment Learning Grid	PDHPE Access: PDHPE Enrichment Learning Grid	Creative Arts Access: Creative Arts Enrichment Learning Grid	History/Geography Access: History/Geography Enrichment Learning Grid	Free Play Time to have some free play!
	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid

Appendix 1



Around, up
down



Down, up,
around



Around



Around, up,
down



Around, around



Around, down,
lift and cross



Around, up, down
around



Down, up
around down



Down, lift, dot



Down, around,
lift dot



Down, up
around and kick



Down



Down, up, down,
up, down



Down, up,
around down



Around



Down, up,
around



Around, up,
down and kick



Down, up, over



Around, around



Down, lift, cross



Down, around,
up, down



Down, around,
up



Down, up,
down, up



Down, lift,
down


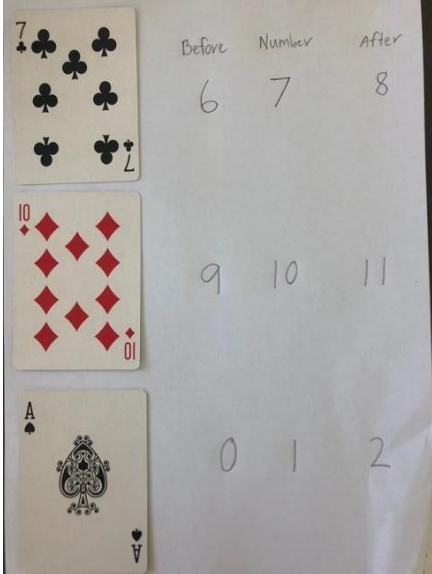
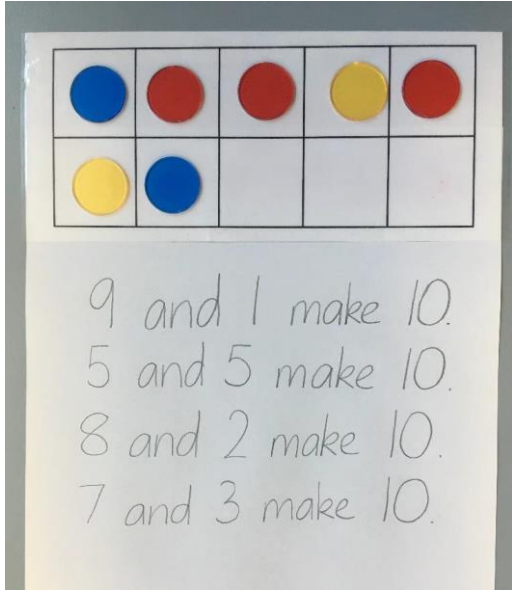


Down, around, up,
down, around



Across, down,
across

Appendix 2

Writing	Before & After	Number Sentence												
<p style="text-align: center;">What I'm Looking For (WILF)</p>	<p style="text-align: center;">What I'm Looking For (WILF)</p>	<p style="text-align: center;">What I'm Looking For (WILF)</p>												
 <p>The kangaroo is jumping on my bed.</p>	 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Before</th> <th>Number</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	Before	Number	After	6	7	8	9	10	11	0	1	2	 <p>9 and 1 make 10. 5 and 5 make 10. 8 and 2 make 10. 7 and 3 make 10.</p>
Before	Number	After												
6	7	8												
9	10	11												
0	1	2												

