







Daily Learning Tasks: Red










Weeks 8 – 9



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.

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

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 ‘bend’ starts with the ‘b’ sound. Go on a sound walk around your house and find at least 3 objects that start with the sound ‘b’ (bath, bin).</p> <p>In your exercise book, draw these things and practise saying the words.</p> <p>Note: In Week 9, choose 3 different ‘h’ 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 ‘neck’ starts with the ‘n’ sound. Chat to your family and identify at least 3 words that start with the sound ‘n’ (nose, nan).</p> <p>In your exercise book, draw these things and practise saying the words.</p> <p>Note: In Week 9, choose 3 different ‘o’ 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 ‘daffodil’ starts with the ‘d’ sound. Go on a sound walk around your house and find at least 3 objects that start with the sound ‘d’ (door, desk).</p> <p>In your exercise book, draw these objects and practise saying them.</p> <p>Note: In Week 9, choose 3 different ‘g’ 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 ‘lizard’ starts with the ‘l’ sound. Chat with your family and identify at least 3 objects that start with the sound ‘l’ (lip, lounge).</p> <p>In your exercise book, draw these and practise saying them.</p> <p>Note: In Week 9, choose 3 different ‘v’ 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> <div></div> <p>Note- In week 9, 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: Book at home,Bug Club, book online, magazine, recipe, Seesaw story etc.</p> <p>Record your voice reading a page from your book.</p> <div></div> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Book at home,Bug Club, book online, magazine, recipe, Seesaw story etc.</p> <p>Record your voice reading a page from your book.</p> <div></div> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Book at home,Bug Club, book online, magazine, recipe, Seesaw story etc.</p> <p>Record your voice reading a page from your book.</p> <div></div> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Book at home,Bug Club, book online, magazine, recipe, Seesaw story etc.</p> <p>Record your voice reading a page from your book.</p> <div></div> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Book at home, Bug Club,book online, magazine, recipe, Seesaw story etc.</p> <p>Record your voice reading a page from your book.</p> <div></div> <p>Access: Reading Enrichment Learning Grid</p>				

	<p style="text-align: center;">Writing</p> <p>Imagine you live in the Australian bush!</p>  <p>Draw a picture of your home in the bush.</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> <div style="text-align: center;">  </div> <p>Note: In Week 9, think about why the bush is your home. In your workbook, draw a picture then complete the sentence 'I live in the bush because ...'</p> <p>Appendix 2: WILF Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Imagine you are a fish living in the Great Barrier Reef!</p>  <p>Draw a picture of your home in the reef.</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> <div style="text-align: center;">  </div> <p>Note: In Week 9, think about why you live in the Great Barrier Reef.. In your workbook, draw a picture then complete the sentence 'I live in the reef because ...'</p> <p>Appendix 2: WILF Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Imagine you live in the Australian desert!</p>  <p>Draw a picture of your home in the desert.</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> <div style="text-align: center;">  </div> <p>Note: In Week 9, think about why you live in the desert. In your workbook, draw a picture then complete the sentence 'I live in the desert because ...'</p> <p>Appendix 2: WILF Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Imagine you live in the Snowy Mountains!</p>  <p>Draw a picture of your home in the Snowy Mountains.</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> <div style="text-align: center;">  </div> <p>Note: In Week 9, think about why you live in the Snowy Mountains. In your workbook, draw a picture then complete the sentence 'I live in the Snowy Mountains because ...'</p> <p>Appendix 2: WILF Access: Drawing/ Writing Enrichment Learning Grid</p>	<p style="text-align: center;">Writing</p> <p>Choose one of the environments you have written about this week. Use your imagination to think of how other people might travel to your house.</p> <p>Draw a picture of a friend travelling to your house.</p> <p>Tell another person in your house the story of how your friend got to your house. You could start the story by using 'Once upon a time...' or 'One day...'</p> <p>Take a photo of your picture and record your voice telling the story</p> <div style="text-align: center;">  </div> <p>Note: In Week 9, choose a different environment and repeat activity.</p> <p style="text-align: center;">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 jump or tap your toes 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 tap your knees or blink your eyes 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 jump or tap your toes 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 tap your knees or blink your eyes 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 jump or tap your toes as you are counting. Write the numbers you have counted using the correct numeral formation.
	Drop and Count Grab a handful of small objects (blocks, pebbles, buttons). Drop the objects onto the floor. Estimate how many you think there are. Count the objects by arranging them into ten frame shapes. Write the number down and draw a picture in your book. <i>Repeat the activity 5 times</i> Appendix 3: Drop and Count 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. <i>Repeat the activity 5 times.</i> Appendix 3: Before & After Access: Mathematics Enrichment Learning Grid	Ten Frame Subtraction Place 10 small objects on your 10 frame. <i>Roll one die. The number on this die tells you how many to take off the ten frame. How many did you start with? How many did you take away?</i> Record the number combination using the number sentence. <i>Repeat the activity 5 times</i>  Appendix 3: Ten Frame Subtraction Access: Mathematics Enrichment Learning Grid	Adding on a Number Line Roll a die. On the number line, circle the number shown on the die. Roll a second die. Jump this amount from your first number. Use these jumps to find how many altogether.  Appendix 3: Adding Number Line Access: Mathematics Enrichment Learning Grid	Equal Groups In your exercise book, draw two circles. Take one handful of small objects (counters, blocks) and place it in one of the circles. How many more objects do you need to make both circles equal? Record this as a drawing in your book. Repeat activity using 3 then 4 circles. Appendix 3: Equal Groups 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: Handwriting



Around, up and
down



Down, up,
around



Around



Around, up,
down



Around, around



Around, down,
lift and cross



Around, up, down
and around



Down, up down



Down, lift, dot



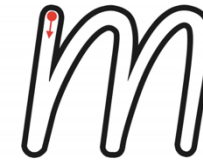
Down, around, lift,
dot



Down, up
around and kick



Down



Down, up, down,
up, down



Down, up, down



Around



Down, up,
around



Around, up,
down and kick



Down, up, over



Around, around



Down, lift, cross



Down, up, down



Down, up



Down, up, down, up



Down, lift, down



Down, around,
up, down, around

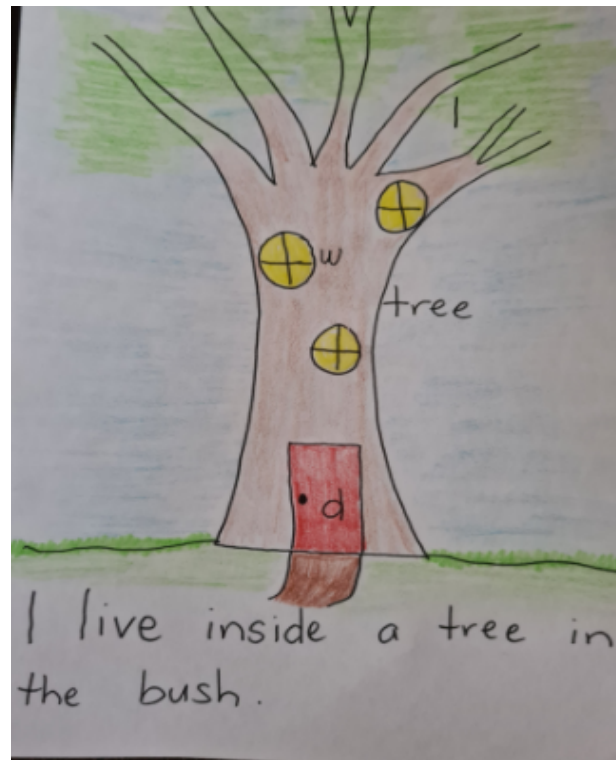


Across, down,
across

Appendix 2: Writing

Writing

What I'm Looking For (WILF)



Appendix 3: Mathematics



around



down



around,
down, cross



around,
around



down,
cross, lift,
down



down, around, lift,
cross (at the top)



around,
around



cross,
down



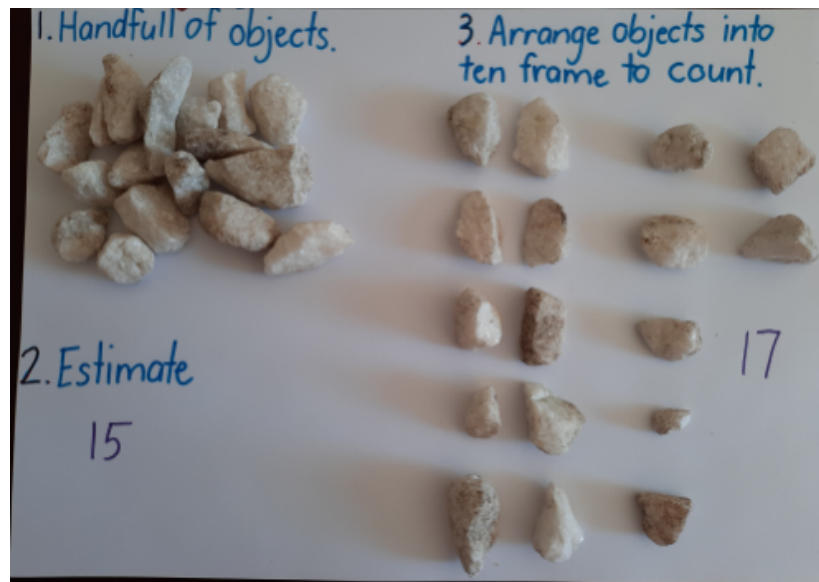
around, down,
around, up,
around



around, down,
up, down

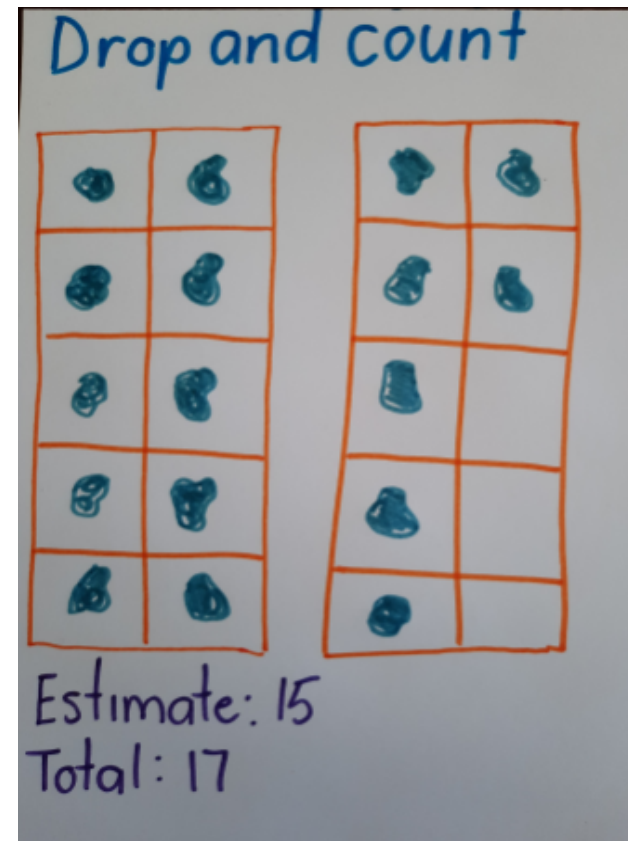
Maths: Drop and Count

Activity Steps



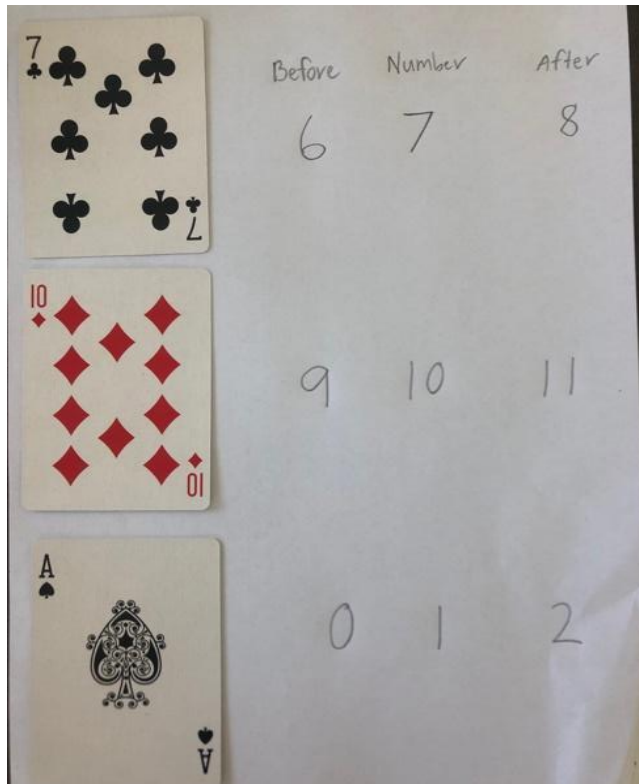
Maths: Drop and Count

What I'm Looking For (WILF)



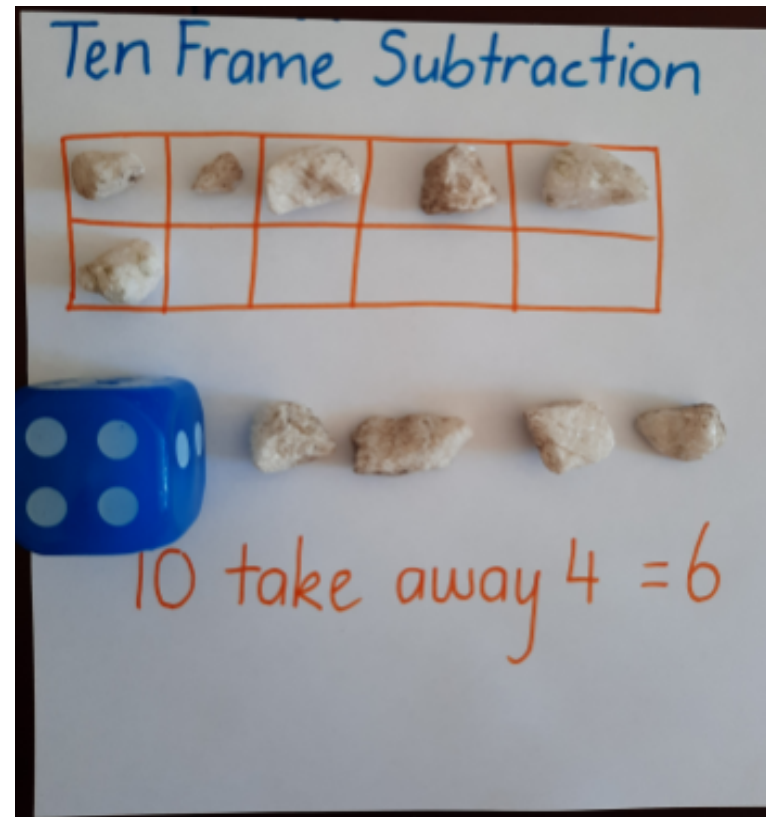
Before & After

What I'm Looking For (WILF)



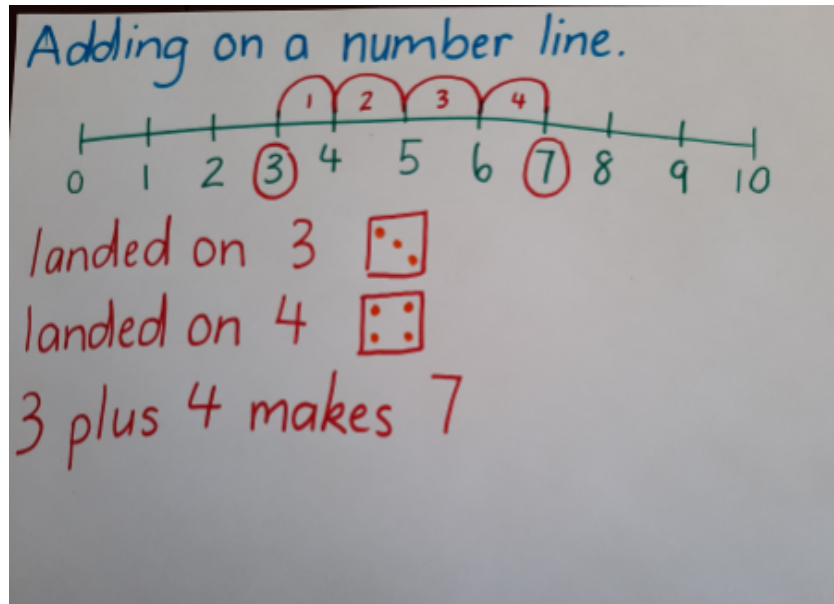
Ten Frame Subtraction

What I'm Looking For (WILF)



Adding on a Number Line

What I'm Looking For (WILF)



Equal Groups

Activity Steps

