




Daily Learning Tasks: Red

Weeks 10 – 1


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.








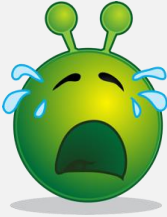




We understand and appreciate the different circumstances for each family and their capacity to support their child/ren’s home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren’s teacher will be communicating with you weekly, so please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



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Weeks 10 – 1

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	<p>Handwriting</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p>	<p>Handwriting</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p>	<p>Handwriting</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p>	<p>Handwriting</p> <p>Use your whiteboard marker to trace the letters on the laminated sheet. Make sure you start each letter on the dot and use self-talk to form your letters correctly.</p> <p>Appendix 1: Handwriting Sheet</p>	<p>Handwriting</p> <p><i>Are there any letters you find tricky?</i> Practise writing the letters that are tricky for you.</p>
	<p>Phonics/Spelling</p> <p>The word 'elbow' starts with the 'e' sound. Go on a sound walk around your house and find at least 3 things that start with the sound 'e' (egg, elephant).</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> In your exercise book, draw these things and practise saying the words. Complete today's activity on Seesaw: Phonics Activity <p>Note: In Week 1, choose one activity below or do both:</p> <ol style="list-style-type: none"> Choose 3 different 'k' words and repeat activity above. Complete today's activity on Seesaw: Phonics Activity <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>The word 'year' starts with the 'y' sound. Chat to your family and identify at least 3 words that start with the sound 'y' (yak, yawn).</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> In your exercise book, draw these things and practise saying the words. Complete today's activity on Seesaw: Phonics Activity <p>Note: In Week 1, choose one activity below or do both:</p> <ol style="list-style-type: none"> Choose 3 different 'z' words and repeat activity above. Complete today's activity on Seesaw: Phonics Activity <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>The word 'road' starts with the 'r' sound. Go on a sound walk around your house and find at least 3 objects that start with the sound 'r' (ring, robot).</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> In your exercise book, draw these things and practise saying the words. Complete today's activity on Seesaw: Phonics Activity <p>Note: In Week 1, choose one activity below or do both:</p> <ol style="list-style-type: none"> Choose 3 different 'j' words and repeat activity above. Complete today's activity on Seesaw: Phonics Activity <p>Access: Oral Language Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>The word 'Wednesday' starts with the 'w' sound. Chat with your family and identify at least 3 objects that start with the sound 'w' (water, watch).</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> In your exercise book, draw these things and practise saying the words. Complete today's activity on Seesaw: Phonics Activity <p>Note: In Week 1, choose one activity below or do both:</p> <ol style="list-style-type: none"> Choose 3 different 'u' words and repeat activity above. Complete today's activity on Seesaw: Phonics Activity <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>Choose one activity below or do both:</p> <ol style="list-style-type: none"> Look at the pictures you have drawn in your exercise book: <i>What sound does each picture start with?</i> <p>Write the first letter below each picture using the correct letter formation.</p> <p>Video yourself writing the letters. </p> <ol style="list-style-type: none"> Complete any incomplete Phonics Activities on Seesaw. <p>Note: In Week 1, choose one activity below or do both:</p> <ol style="list-style-type: none"> Repeat activity above using this week's sounds (k, z, j, u). Complete any incomplete Phonics Activities on Seesaw. <p>Access: Oral Language Enrichment Learning Grid</p>

	<p>Reading</p> <p>You could choose to complete the Seesaw reading task or access Bug Club, an online book or a story from home.</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 to complete the Seesaw reading task or access Bug Club, an online book or a story from home.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>You could choose to complete the Seesaw reading task or access Bug Club, an online book or a story from home.</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 to complete the Seesaw reading task or access Bug Club, an online book or a story from home.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>You could choose to complete the Seesaw reading task or access Bug Club, an online book or a story from home.</p> <p>Record your voice reading a page from your book.</p>  <p>Access: Reading Enrichment Learning Grid</p>
	<p>Writing</p> <p>Imagine you have just met a friendly alien.</p>  <p>Draw a picture of your alien.</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 1-2 sentences 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>Writing</p> <p>Imagine you have just met a scary alien!</p>  <p>Draw a picture of your alien.</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 1-2 sentences 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>Writing</p> <p>Imagine you have just met a sad alien!</p>  <p>Draw a picture of your alien.</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 1-2 sentences 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>Writing</p> <p>Imagine you have just met a surprised alien!</p>  <p>Draw a picture of your alien.</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 1-2 sentences 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>Writing</p> <p>Choose one of the aliens you have written about this week. Use your imagination to think of how this alien got to your home.</p> <p>Draw a picture of your alien travelling to your house.</p> <p>Tell another person in your house the story of how your alien got to your house.</p> <p>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> 

	<p>Note: In Week 1, think about why your alien is friendly. In your workbook, draw a picture of the alien and you playing together and complete the sentence: <i>'The alien is friendly because...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 1, think about why your alien is scary. In your workbook, draw a picture of the alien frightening you and complete the sentence: <i>'The alien is scary because...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 1, think about why your alien is sad. In your workbook, draw a picture of the alien and complete the sentence: <i>'The alien is sad because...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 1, think about why your alien is surprised. In your workbook, draw a picture of the alien and complete the sentence: <i>'The alien is surprised because...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 1, choose a different alien and repeat activity.</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>
Break	Access: Brain Breaks Enrichment Learning Grid				
Middle	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>
	<p>Counting Practise</p> <p>Practise counting forwards to 10, 20 or 30.</p> <p>You can jump or tap your toes as you are counting.</p> <p>Write the numbers you have counted using the correct numeral formation.</p>	<p>Counting Practise</p> <p>Practise counting backwards from 10, 20 or 30.</p> <p>You can tap your knees or blink your eyes as you count.</p> <p>Write the numbers you have counted using the correct numeral formation.</p>	<p>Counting Practise</p> <p>Practise counting forwards to 10, 20 or 30.</p> <p>You can jump or tap your toes as you are counting.</p> <p>Write the numbers you have counted using the correct numeral formation.</p>	<p>Counting Practise</p> <p>Practise counting backwards from 10, 20 or 30.</p> <p>You can tap your knees or blink your eyes as you count.</p> <p>Write the numbers you have counted using the correct numeral formation.</p>	<p>Counting Practise</p> <p>Practise counting forwards to 10, 20 or 30.</p> <p>You can jump or tap your toes as you are counting.</p> <p>Write the numbers you have counted using the correct numeral formation.</p>

	<p>Drop and Count</p> <p>Grab a handful of small objects (blocks, pebbles, buttons).</p> <p>Drop the objects onto the floor. Estimate how many you think there are.</p> <p>Count the objects by arranging them into ten frame shapes.</p> <p>Write the number down and draw a picture in your book.</p> <p><i>Repeat the activity 5 times.</i></p> <p>Appendix 3: Drop and Count</p> <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Before & After</p> <p>Take a playing card from the deck.</p> <p>Read the number and write it down (Ace=1, take out J,Q,K).</p> <p>Identify the number that comes before and after this number.</p> <p>Write the numbers in order.</p> <p><i>Repeat the activity 5 times.</i></p> <p>Appendix 3: Before & After</p> <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Ten Frame Subtraction</p> <p>Place 10 small objects on your 10 frame.</p> <p>Roll one die. The number on this die tells you how many to take off the ten frame.</p> <p>How many did you start with?</p> <p>How many did you take away?</p> <p>Record the number combination using the number sentence.</p> <p><i>Repeat the activity 5 times.</i></p> <p>Appendix 3: Ten Frame Subtraction</p>  <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Adding Dice</p> <p>Roll 2 dice. How many dots are there altogether?</p> <p>You could count each dot or try to recognise the dot patterns and count on.</p> <p>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.</p> <p>Appendix 3: Adding Dice</p>  <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Equal Groups</p> <p>Draw 2 circles in your book. Roll a die and place that many counters in one circle. Add the same amount of counters to the other circle to make them equal. Try this activity using 3, 4, 5 or 6 circles. How many counters in each circle? How many counters altogether? What is the easiest way to count all the counters?</p> <p>Extension: Draw 2 circles. Roll 2 dice. Count the total amount of dots. Can this number be shared equally between the 2 circles? How can you make the amount share equally between the 2 circles? Are there any leftovers?</p> <p>Appendix 3: Equal Groups</p> <p>Access: Mathematics Enrichment Learning Grid</p>
Break	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	<p>Science and Technology</p> <p>Access: Science and Technology Enrichment Learning Grid</p>	<p>PDHPE</p> <p>Access: PDHPE Enrichment Learning Grid</p>	<p>Creative Arts</p> <p>Access: Creative Arts Enrichment Learning Grid</p>	<p>History/Geography</p> <p>Access: History/Geography Enrichment Learning Grid</p>	<p>Free Play</p> <p>Time to have some free play!</p>
	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>

Appendix 1: Handwriting Sheet

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



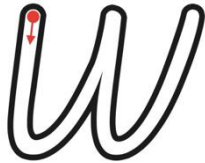
Down, lift, cross



Down, up, down



Down, up



Down, up,
down, up



Down, lift, down



Down, around,
up, down, around

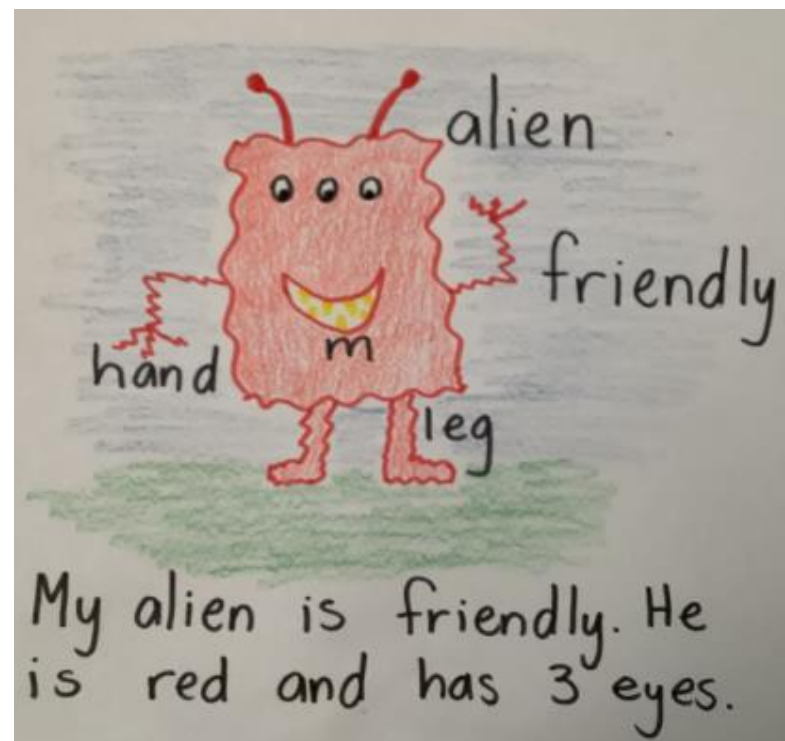


Across, down,
across

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



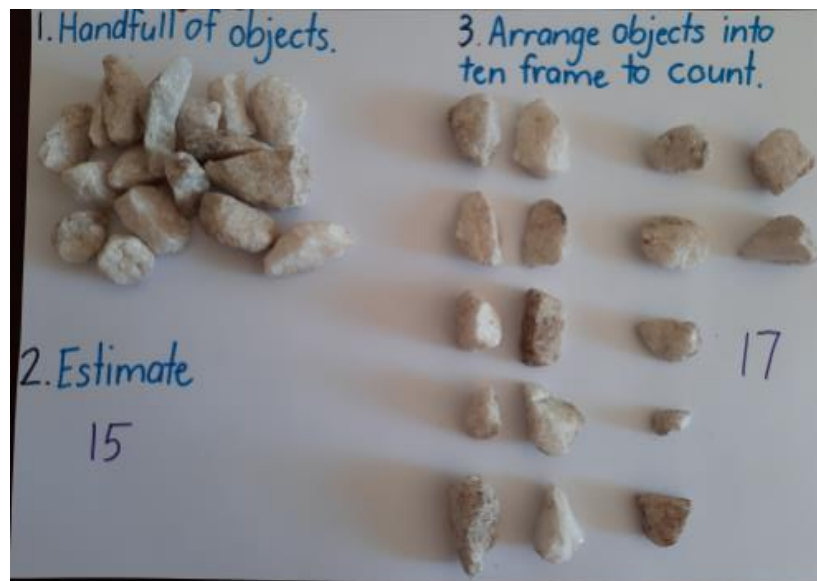
around, down,
around, up,
around



around, down,
up, down

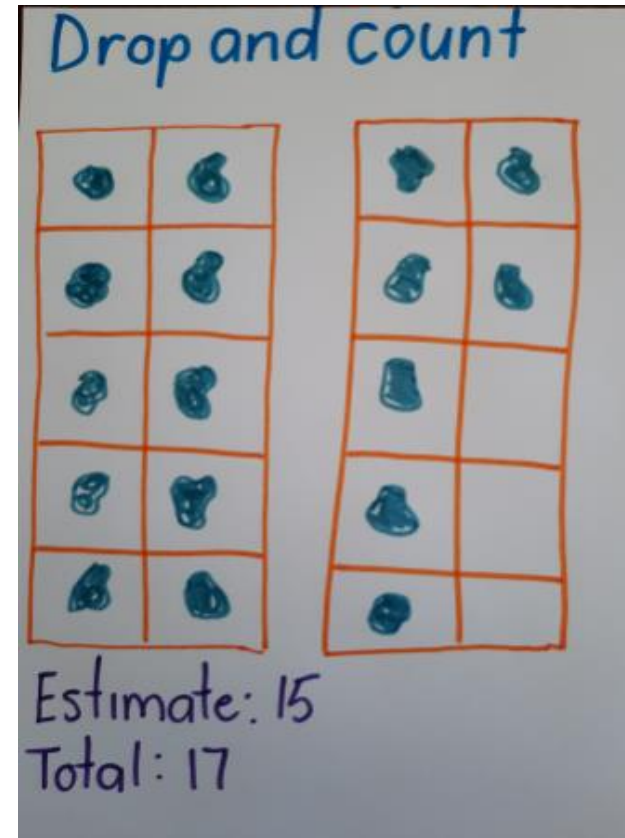
Maths: Drop and Count

Activity Steps



Maths: Drop and Count

What I'm Looking For (WILF)



Before & After

What I'm Looking For (WILF)

Before	Number	After
	6	7
	9	10
	0	1

Ten Frame Subtraction

What I'm Looking For (WILF)

Ten Frame Subtraction


●	●	●	●	●
●				

10 take away 4 = 6

Adding Dice

What I'm Looking For (WILF)

Adding Dice



3 plus 2 = 5

Extension

5

in my head ↘ ↗ count on

5 → 6 → 7 → 8

5 plus 3 = 8

Equal Groups

Activity Steps

Equal Groups



I need to add 2 counters to each group to make them equal.

Extension



5 can't be shared equally. I have to add 1 more to make equal groups. I need 6 in each group.