




Daily Learning Tasks: Red

Weeks 2 – 3


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>	




Daily Learning Tasks: Red

Weeks 2 – 3

	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 'shark' starts with the 'sh' sound. Chat to your family and identify at least 3 words that start with the sound 'sh' (shoe, shed).</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 3, choose one activity below or do both:</p> <ol style="list-style-type: none"> The word 'fish' ends with the 'sh' sound. Identify 3 different words that end with 'sh' (wash, dish) 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 'chat' starts with the 'ch' sound. Talk to your family and identify at least 3 words that start with the sound 'ch' (cheese, chips).</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 3, choose one activity below or do both:</p> <ol style="list-style-type: none"> The word 'watch' ends with the 'ch' sound. Identify 3 different words that end with 'ch' (ouch, branch) 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 'think' starts with the 'th' sound. Chat to your family and identify at least 3 words that start with the sound 'th' (thin, throw).</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 3, choose one activity below or do both:</p> <ol style="list-style-type: none"> The word 'with' ends with the 'th' sound. Identify 3 different words that end with 'th' (earth, bath) 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 'duck' ends with the 'ck' sound. Chat with your family and identify at least 3 words that end with the sound 'ck' (truck, neck).</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: We use 'ck' at the end of a word when the k sound follows a short vowel e.g. tick, rack</p> <p>Note: In Week 3, choose one activity below or do both:</p> <ol style="list-style-type: none"> Choose 3 different 'ck' 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 two letters for the sound 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 3, choose one activity below or do both:</p> <ol style="list-style-type: none"> Repeat activity above using the pictures of the sound at the end of the word. 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 been given a bike for your birthday.</p>  <p>Draw a picture of your bike.</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 found a scooter in your front yard.</p>  <p>Draw a picture of the scooter.</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 designed a skateboard with rocket power.</p>  <p>Draw a picture of your skateboard.</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 found a car from the future parked at your home.</p>  <p>Draw a picture of your car.</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 forms of transport you have written about this week. Use your imagination to think of an exciting adventure you could go on using this transport.</p> <p>Draw a picture of where you would go and what you would do.</p> <p>Tell another person in your house about your adventure.</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 3, think about where you would ride your bike. In your workbook, draw a picture of this place and complete the sentence: <i>'I ride my bike...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 3, think about who left the scooter in your front yard. In your workbook, draw a picture of this person and complete the sentence: <i>'The scooter was left by...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 3, think about where you would go on your rocket powered skateboard. In your workbook, draw a picture of this place and complete the sentence: <i>'I would ride my skateboard to...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 3, think about who would drive this car from the future. In your workbook, draw a picture of the driver and complete the sentence: <i>'The driver of my car is...'</i></p> <p>Appendix 2: WILF</p> <p>Access: Drawing/Writing Enrichment Learning Grid</p>	<p>Note: In Week 3, choose a different form of transport 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>Secret Addition</p> <p>Roll a die and collect counters to show the amount. Place this in a pile, cover with a book or paper and write the number on your whiteboard. Then, roll the die again and collect the counters to show the amount. Place the starting number you wrote on your whiteboard in your head and count on the second number to find the total.</p> <p>Extension: To make this more challenging, use a playing card for the secret number and a die for the counting on number. Or challenge yourself even further, and use two playing cards.</p> <p>Appendix 3: Secret Addition</p>  <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Estimating Towers</p> <p>Build a tower using Lego or anything that stacks (between 10-20 blocks). We need to work out how many blocks there are. You can count the blocks or look for patterns. Take a picture of the tower in your mind. Hide the tower under some paper and ask some of the following questions. If you need to have the tower there to help you, you can keep it in front of you.</p> <ul style="list-style-type: none"> • How many blocks would there be in my tower if I added 1 more block? • How many blocks would there be in my tower if I removed 1 block? • What if I added two more blocks? • What if I removed 2 blocks? • How many blocks would I have removed if I only had 3 (for example) blocks left in my tower? • How many blocks would I have to add or take away if I wanted a tower that was 11 blocks high? <p>Appendix 3: Estimating Towers</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>Repeat the activity 5 times.</p> <p>Extension: Use 2 playing cards, flip 2 cards over to make a number in the range 6-20, circle this on your number line. Then roll a die, use the number on the die to jump back and subtract to find the total.</p> <p>Appendix 3: Ten Frame Subtraction</p> <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Halves</p> <p>In your workbooks draw a large square and a circle. Imagine the circle is an apple and the square is a cake.</p> <p><i>Where would I need to cut these shapes in half to share with a friend so we get the same amount?</i></p> <p>Draw a line through these shapes to show where you would cut to make a fair share.</p> <p>Note: In Week 3, draw the circle and the square again. Draw a line through the shape to show an unfair share.</p> <p>Appendix 3: Halves</p>  <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Family Fraction Fun</p> <ol style="list-style-type: none"> 1. Ask someone to get you a piece of fruit, vegetable, lolly or a biscuit. (Any food that can be divided into halves.) 2. Let them help you cut or divide each item into halves. 3. Display your halves on a plate. 4. Discuss how you can prove that they are equal halves. <p>Enjoy your Fractions Snack.</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*

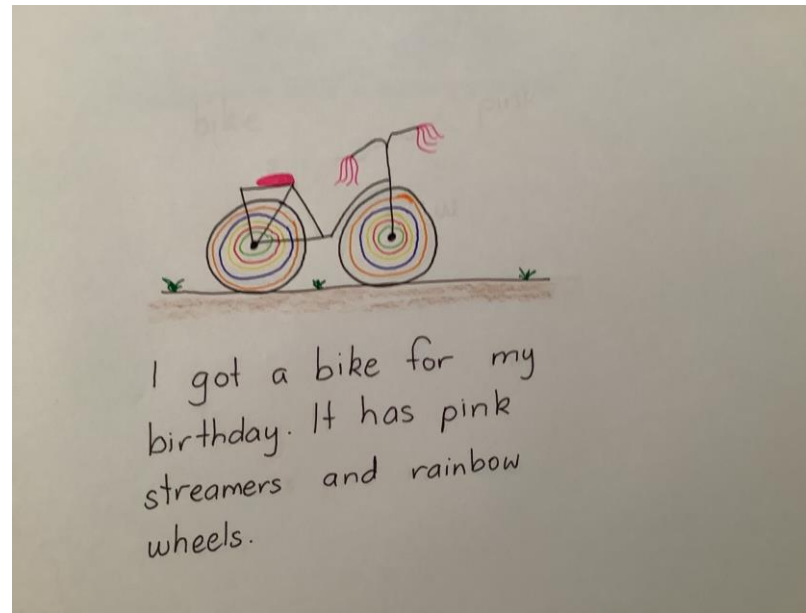


*Across, down,
across*

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

Secret Addition

Step 1

Roll a die and collect that many counters.

**Step 2**

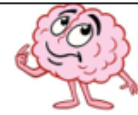
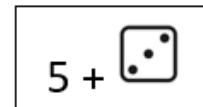
Cover the counters with your whiteboard and write the number of counters on the whiteboard surface. If you feel like a challenge, cover the counters and hold the number in your head instead of writing it.

**Step 3**

Roll the die again to get a new number.

**Step 4**

Put the first number in your head and count on the number of dots on the die to find the total



$$5 + 3 = 8$$

Estimating Towers

Step 1

Grab a handful of blocks or other stackable objects (between 10-20) and build a tower.



Step 2

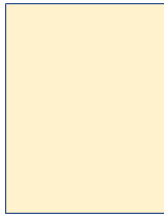
Count the blocks to find how many you have.

Break them apart to look for patterns when counting.



Step 3

Take a picture of your tower in your mind then hide it under some paper or keep it in front of you where you can see it.









Step 4






- How many blocks would there be in my tower if I added 1 more block?
- How many blocks would there be in my tower if I removed 1 block?
- What if I added two more blocks?
- What if I removed 2 blocks?
- How many blocks would I have removed if I only had 3 (for example) blocks left in my tower?
- How many blocks would I have to add or take away if I wanted a tower that was 11 blocks high?

Ten Frame Subtraction

What I'm Looking For (WILF)

Ten Frame Subtraction

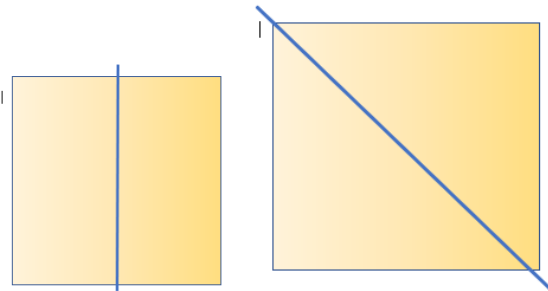
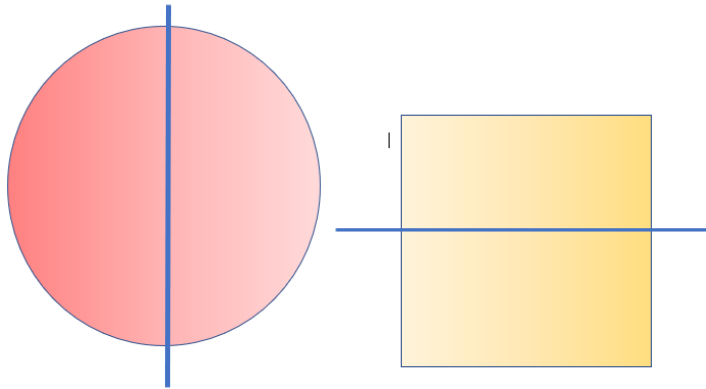
				
				

10 take away 4 = 6

Halves: Week 2

Some Options For: What I'm Looking For (WILF)



Halves: Week 3

Some Options For: What I'm Looking For (WILF)

