




## Daily Learning Tasks: Yellow

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.


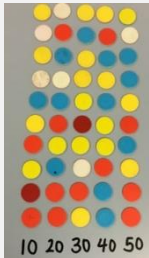

<b>How do I contact my teacher?</b>		<b>Screen Time Recommendations</b>  Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).  <b>Supervision of Online Learning</b>  If your child is accessing online learning activities, please 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>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>Brain Breaks</b>  Please take Brain Breaks as often as needed.  A variety of activities can be found in the Enrichment Learning Grids.
<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>  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.	<b>Key:</b>  <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>	<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.

## Daily Learning Tasks: Yellow

## 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:</b> <b>Phonics/Spelling List</b></p> <p>2. Select at least 8 words from the core list. Write your words in your exercise book.</p> <p>3. <b>Optional:</b> Write the complete list of 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. Rewrite your spelling words using rainbow colours.</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 sentence using a spelling word in each sentence. <i>Can you include 2 or more words from your spelling list in the one sentence?</i></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 2: 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 2: 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 2: 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. 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 2: 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. 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> <li>2. <i>What do you think you can do to improve your writing?</i></li> </ol> <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
	<b>Skip Counting</b> Count forwards by 2s. <i>How far can you go?</i> <i>Can you count backwards by 2s?</i>  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.	<b>Counting Practise</b> Count forwards and backwards by ones, from either: 5-25, 2-32, 26-50 or 75-100.  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.	<b>Skip Counting</b> Count forwards by 5s and 10s. <i>How far can you go?</i> <i>Can you count backwards by 5s?</i>  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.	<b>Counting Practise</b> Count forwards and backwards by ones, from either: 8-35, 4-45, 34-60 or 78-100.  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.	<b>Friends of 10</b> <i>How many friends of 10 do you know? Make a list and record the number sentences in your book.</i> <i>Example:</i> $5+5=10$ $8+2=10$  <b>Note:</b> You can use your ten frame to help you.  <b>Optional:</b> Repeat the above activity for friends of 20 (12+8+20)
	<b>Equal Groups</b> Count out 24 objects (counters, buttons, rocks etc). 1. Sort the objects into 3 equal groups.  2. How many objects are in each group?  3. Sort the objects into 2 groups. Are these groups equal? How do you know?  4. Is there another way to sort these objects into equal groups?	<b>Adding Dice</b> Using your dice, choose an addition activity below and record your answers. Make sure to challenge yourself! 1. Roll 2 dice and add the numbers together. 2. Roll 2 dice, double one of the numbers and then add together. 3. Roll 2 dice, double the numbers on both dice and then add together.  <b>Appendix 3: Adding Dice</b> 	<b>Subtracting Dice</b> Using your dice, choose a subtraction activity below and record your answers. Make sure to challenge yourself! 1. Roll 2 dice and take away the smaller number from the larger number. 2. Roll 2 dice, double one of the numbers and take the smaller number away from the larger number. 3. Roll 2 dice, double the numbers on both dice and take the smaller number away from the larger number.  <b>Appendix 3: Subtracting Dice</b>	<b>Skip Counting</b> Count out 50 objects (counters, buttons, rocks etc).  Organise into groups of 10 and skip count the objects by 10s.  Draw your groups of 10 in your workbook using pictures and numerals.  Example:  	<b>Place Value</b> Draw MAB blocks to show these numbers.  <b>A. 14</b> <b>B. 28</b> <b>C. 42</b> <b>D. 111</b>  <b>Appendix 4: Place Value</b>

	<b>Note:</b> In Week 7, count out 28 objects and repeat the activity above.	<b>Note:</b> In Week 7, repeat the activity above.	<b>Note:</b> In Week 7, repeat the activity above.	<b>Note:</b> In Week 7, repeat activity with 60, 70, 80, 90 or 100 objects.	<b>Note:</b> In Week 7, repeat the activity using the following numbers.  <b>A. 18</b> <b>B. 33</b> <b>C. 70</b> <b>D. 129</b>
	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>	<b>Science &amp; Technology</b> Access: Science & Technology Enrichment Learning Grid	<b>PDHPE</b> Access: PDHPE Enrichment Learning Grid	<b>Creative Arts</b> Access: Creative Arts Enrichment Learning Grid	<b>History/Geography</b> Access: History/ Geography Enrichment Learning Grid	<b>Family Time or Free Play</b> Enjoy an activity with your family or have some free play.
	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid

## Appendix 1

### Phonics/Spelling List

Week 6 - Vowel sounds 'a' and 'e' (revision)		
CVC Words	CCVC / CVCC Words	Sight Words
sad cap bed ten pet	glad swam fled shed then	want have what when

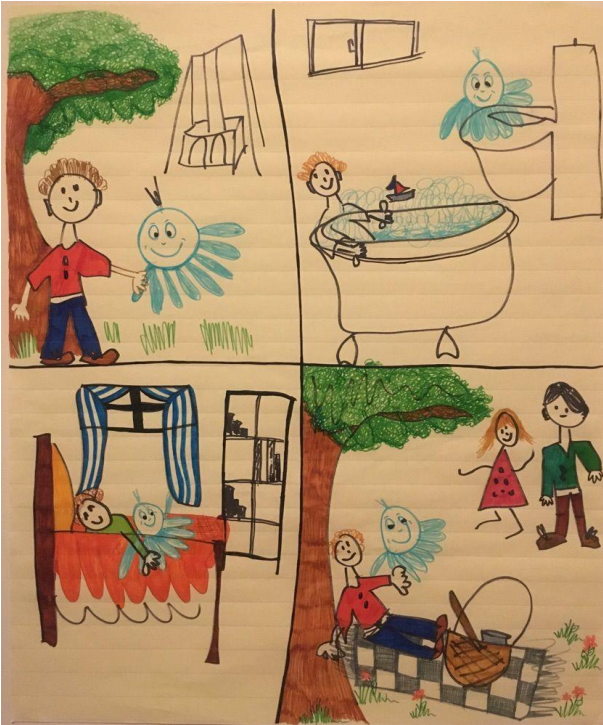
Week 7 – Vowel sounds 'i', 'o' and 'u' (revision)		
CVC Words	CCVC / CVCC Words	Sight Words
dig win mop job nut	slip wind chop moth shut	said here where why

## Appendix 2

### 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

An adult can help you with topic words e.g. ocean, space.

## Revising/Editing Tools

WALT edit our writing using the editing guide.

WILF



### Self-Editing

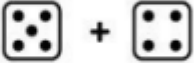

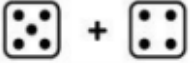

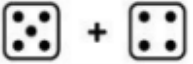

- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - *the wind<sup>was</sup> strong*
- New paragraph - *[Suddenly...*
- No erasers or white-out











## Appendix 3

### Adding Dice

Activity 1	Activity 2	Activity 3
<p>Roll 2 dice and add the numbers together.</p> <p> + </p> <p><math>5 + 4 = 9</math></p>	<p>Roll 2 dice, double one of the numbers and then add together.</p> <p> + </p> <p><math>10 + 4 = 14</math></p>	<p>Roll 2 dice, double the numbers on both dice and then add together.</p> <p> + </p> <p><math>10 + 8 = 18</math></p>

### Subtracting Dice

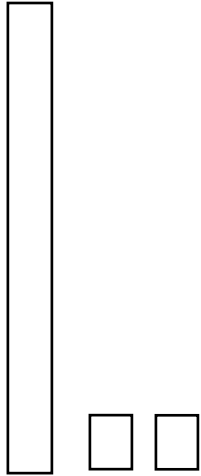
Activity 1	Activity 2	Activity 3
<p>Roll 2 dice and take away the smaller number from the larger number.</p> <p> - </p> <p><math>4 - 3 = 1</math></p>	<p>Roll 2 dice, double one of the numbers and take the smaller number away from the larger number.</p> <p> - </p> <p><math>8 - 3 = 5</math></p>	<p>Roll 2 dice, double the numbers on both dice and take the smaller number away from the larger number.</p> <p> - </p> <p><math>8 - 6 = 2</math></p>

## Appendix 4

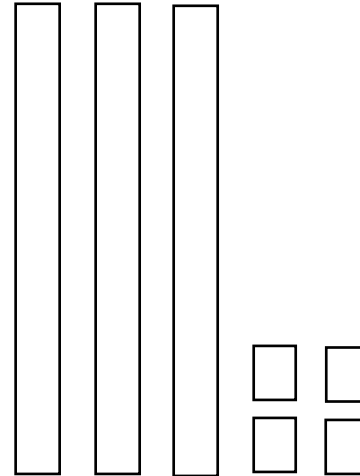
### Place Value

Draw MAB Blocks to show these numbers

12



34



123

