





Leumeah Public School

Term 4 Week 1 Framework for teaching non-digital – Early Stage 1


You will need access to a digital device to complete the following activities. You will need help from a parent/carer.




	Monday- Public Holiday	Tuesday 5/10	Wednesday 6/10	Thursday 7/10	Friday 8/10
Task		<p>Optional –Coin rub: Place your coin on a flat surface. Lay the sheet of paper on top of the coin where you want the impression of the coin to be. Hold the paper down firmly. Make sure you hold the coin still. Using your crayon or pencil begin gently rubbing back and forth across the surface of the coin until an impression of the coin begins to appear. Repeat with the other side of the coin.</p> 	<p>Optional – Dreamcatcher Create a dream catcher with paper plates, string, beads, feathers or any other materials you can find.</p> 	<p>Optional – Dance Put on some music and dance to the beat.</p> <p>include these moves</p> <ul style="list-style-type: none"> ● Step-touch ● spin ● moving forwards and back ● waving your hands in the air. ● move fast ● move slow 	<p>FRI-YAY THEME: Pirates! <i>Feel free to dress up in something you already have at home that relates to today's theme.</i></p>  <p>Optional – Treasure Map! Make your own treasure map!</p> 


Morning	Optional - Morning Routine (approximately 10 minutes) Have your crunch and sip and read a picture book			
	Optional - Weather & Date (approximately 5 minutes) Talk with a parent or older sibling about the day, date & weather everyday. Mark the date on your calendar at home.			
	Talk for Learning (approximately 5 minutes) Parent note: Talk for learning is important for building language and behavioural skills such as, turn taking and talking in full sentences. Talk for learning will now have a picture for students to talk about. The images will be attached below in a table for each day. Learning Intention: <i>We are learning to communicate with peers and familiar adults about visual images (ENe-1A)</i> Success Criteria: <i>I can talk to a peer or an adult about what is happening in an image</i>			
		Talk for Learning Kids Campfire (picture) Possible questions: <ul style="list-style-type: none"> ● Where do you think the children are? ● How do you think the children travelled to the campfire? ● It looks like night time, where will the children sleep? ● What story is the boy telling? 	Talk for Learning The Cave (picture) Possible questions: <ul style="list-style-type: none"> ● Who or what lives in the cave? ● Why is the man walking into the cave? ● What is the man looking at? ● How did the man get there? 	Talk for Learning Honey I shrunk the kids (picture) Possible questions: <ul style="list-style-type: none"> ● What is happening in this picture, what can you see? ● Why are the children in front of the rock? ● How will the children escape the rock if it rolls? ● How would you save the children?
<p>Sight Words (Sight word practice should only take approximately 10 minutes) This week students are learning 3 new words:</p> <ul style="list-style-type: none"> ● did, new, two <p>If your child is able to say all of the words without any assistance, they can learn how to write them.</p>				

Learning Intentions and Success Criteria

<p>Reading Learning intention: <i>We are learning to read predictable texts (ENe-4A)</i> Success criteria: <i>I can independently read my levelled readers</i></p>		<p>Sight Words Learning intention: <i>We are learning to recognise high frequency words (ENe-4A)</i> Success criteria: <i>I can independently recognise common sight words</i></p>			
<p><i>Reading should take approximately 10 minutes</i></p>	<p>Literacy Reading Read a book that you have at home to a parent or older sibling.</p> <p>Music Learning Intention: <i>I am learning to recognise the structure and rhythm of songs (MUES1.1, MUES1.2, MUES1.3)</i> Success Criteria: <i>I can identify the chorus and verse of a song.</i> <i>I can listen to and respond to music.</i> <i>I can create my own rhythm and movement to music.</i></p> <ul style="list-style-type: none"> • Students listen to two known songs. • Students discuss the meaning of a verse and chorus (verse changes/chorus repeats) • Replay each song for students and have them clap during the chorus of the songs. • Students suggest various actions they could do 	<p>Literacy Reading Read a book that you have at home to a parent or older sibling.</p> <p>Sight Words</p> <ul style="list-style-type: none"> • Cut and paste Draw a large circle, square or rectangle on a piece of paper. Using magazines or newspapers, find the letters to make your sight words. Create your sight words inside the shape.  <ul style="list-style-type: none"> • Sight word hop Place your sight words on the ground and say them as you hop onto it. • Finger paint words 	<p>Literacy Reading Read a book that you have at home to a parent or older sibling.</p> <p>Sight Words</p> <ul style="list-style-type: none"> • Cut and paste Draw a large circle, square or rectangle on a piece of paper. Using magazines or newspapers, find the letters to make your sight words. Create your sight words inside the shape.  <ul style="list-style-type: none"> • Sight word hop Place your sight words on the ground and say them as you hop onto it. • Finger paint words 	<p>Literacy Reading Read a book that you have at home to a parent or older sibling.</p> <p>Sight Words</p> <ul style="list-style-type: none"> • Cut and paste Draw a large circle, square or rectangle on a piece of paper. Using magazines or newspapers, find the letters to make your sight words. Create your sight words inside the shape.  <ul style="list-style-type: none"> • Sight word hop Place your sight words on the ground and say them as you hop onto it. • Finger paint words 	

		<p>during the chorus (e.g. clicking, stamping feet, rolling arms)</p> <p>Students move around the room freely and stop and clap during the chorus.</p>	Write your sight words using your finger and paint.	Write your sight words using your finger and paint.	Write your sight words using your finger and paint.
<p>Phonics (approximately 30 minutes)</p> <ul style="list-style-type: none"> We are now learning a new set of sounds each week. Please don't feel pressured to do these particular activities if you don't have the materials. We are just trying to keep the children motivated with their learning. <p>Learning Intention:</p> <ul style="list-style-type: none"> <i>We are learning to consistently identify word and objects that start with the same initial sound (ENe-4A)</i> <i>We are learning the letters of the alphabet and know there are lower and upper case letters (ENe-4A)</i> <p>Success Criteria:</p> <ul style="list-style-type: none"> <i>I can identify and find words or objects that start with the same initial sound</i> <i>I can recognise and write capital and lowercase letters correctly</i> 					
		<p>PDHPE – Static Balance</p> <p>Learning Intention: <i>I am learning to practise and demonstrate movement skills and sequences using different body parts (PDe-4)</i></p> <p>Success Criteria: <i>I can hold a balance on different parts of my body e.g. balancing on one leg.</i></p> <ul style="list-style-type: none"> Discuss with students the different parts of the body they might use to balance on. Students kneel with both knees to start. Ask students 	<p>Phonics – ‘at’ word family</p> <p>Watch explicit video for instruction support.</p> <p>Begin with the word ‘sat’. Then delete the ‘s’ and add a variety of initial sounds to ‘at’ to make new words e.g. ‘c’at, ‘m’at, ‘h’at, ‘f’at.</p>	<p>Phonics – ‘at’ word family</p> <p>Create a list of ‘at’ words and draw a picture that matches each word.</p>	<p>Phonics – ‘it’ word family</p> <ul style="list-style-type: none"> Begin with the word ‘sit’. Then delete the ‘s’ and add a variety of initial sounds to ‘it’ to make new words e.g. h’it’, b’it’, p’it’, m’it’. Students make ‘it’ words using playdough. <p>Fri-YAY STEM Challenge</p> <p>Design and build a treasure chest to hide your pirate treasure using materials from around your home.</p>

		<p>to:</p> <ul style="list-style-type: none"> - Balance on one knee and one hand. - Balance on one knee and one elbow. - Balance on one knee and two fingers. <ul style="list-style-type: none"> • Ask students questions such as: <ul style="list-style-type: none"> - What is the easiest balance? - What is the hardest balance? - What other balance combinations can you think of? • Challenge students to balance on: <ul style="list-style-type: none"> - Four body parts. - Three body parts. - Two body parts. - One body part. 			
Break	<p>Create a pattern to copy For example: Step, step, hop clap, wave, clap</p>	<p>Balloon Time Blow up a balloon and try to keep it from touching the ground. How long can you keep it up for?</p>	<p>Hot Potato Use a ball, a beanbag or a rolled up sock. Play with mum, dad or a sibling, try and catch it then pass it back as quickly as possible.</p>	<p>Movement Create a small obstacle course, jump over the hose, hop to the back door, do 5 star jumps and run backwards to the start again.</p>	<p>Outdoor Exercise Ride a bike, scooter, skateboard or skates around your backyard for 5-10 minutes or take a short walk.</p>
<p>Writing <i>(This week for writing, students are asked to draw, tell, share and write) (approximately 30 minutes)</i></p> <ol style="list-style-type: none"> 1. Draw a picture 2. Tell a family member about your drawing (during the discussion, students will begin to form the sentence they will write). 3. Write the sentence to match the drawing using your butterfly chart. <p>Learning Intention: <i>We are learning to compose a simple text to convey a meaning (ENe-2A)</i></p> <p>Success Criteria: <i>I can write a sentence using some sight words, a capital letter and a full stop</i></p>					

Middle		<p>After lunch – Writing We are learning to retell familiar stories by writing about what happened in the <i>beginning, middle</i> and <i>end</i> of the story.</p> <p>Read, ‘The Three Little Pigs’ page with a family member (scroll to the bottom of this framework).</p> <p>What happened at the BEGINNING of the story?</p> <p>Draw a picture and write one or more sentences about the BEGINNING of the story.</p>	<p>After lunch – Writing We are learning to retell familiar stories by writing about what happened in the <i>beginning, middle</i> and <i>end</i> of the story.</p> <p>Read, ‘The Three Little Pigs’ page with a family member again (scroll to the bottom of this framework).</p> <p>What happened in the MIDDLE of the story?</p> <p>Draw a picture and write one or more sentences about the MIDDLE of the story.</p>	<p>After lunch – Writing We are learning to retell familiar stories by writing about what happened in the <i>beginning, middle</i> and <i>end</i> of the story.</p> <p>Read, ‘The Three Little Pigs’ page with a family member again (scroll to the bottom of this framework).</p> <p>What happened at the END of the story?</p> <p>Draw a picture and write one or more sentences about the END of the story.</p>	<p>FRI-YAY Arts and Craft Make your own pirate crew using cardboard rolls and other materials you have at home.</p> 
<p style="text-align: center;">Mathematics (approximately 30 minutes)</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● <i>I am learning to use the language of money (MAe-1WM)</i> ● <i>I am learning to recognise that the different coins and notes in our monetary system (MAe-4NA)</i> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● <i>I can identify and name Australian coins and notes</i> ● <i>I can use coins to purchase items from a shop (in a play situation)</i> <p>Number</p> <p>Learning Intention: <i>I am learning to instantly recognise (subitise) small collections of objects (MAe-4NA)</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● <i>I can recognise the number of objects or dots in a pattern of objects or dots instantly</i> ● <i>I can instantly recognise (subitise) different arrangements for the same number</i> 					

		<p>Mathematics Discuss the term coins, what they look like and why people need money.</p> <p>Discuss the term notes, what they look like and why people need to use notes as well as coins.</p> <p>Gather a small pile of coins and notes (real or play money). Describe the notes to a parent or sibling.</p> <ul style="list-style-type: none"> • How do they feel? • What colour are they? • What is on the coin/note? <p>Activity 1:</p> <ul style="list-style-type: none"> • Using the notes and coins, students play shops purchasing items from a shopkeeper. Students have to give the correct coin/note to purchase the item e.g. if the banana is \$5 they give the shopkeeper the \$5 note. <p>Activity 2: Coin detective worksheet. (attached).</p>	<p>Mathematics Parent/carer models how to order coins and notes from lowest value to highest value. As you are modelling, ask questions like which is worth more: a \$5 note or a \$2 coin?</p> <p>Activity 1: Order the coins and notes based on value -least value to highest value. (Worksheet attached).</p> <p>Number talks Look at the pictures on slides. (attached)</p> <p>Discuss: What do the groups have in common? How do you know? Do the pictures have the same amount? What strategy did you use?</p>	<p>Science Learning Intention: <i>I am learning to identify how objects move based on their size and shape (ACSSU005)</i> Success Criteria: <i>I can explore and discuss movement and being still</i></p> <ul style="list-style-type: none"> • Play musical statues where students dance freely to the music and be still when the music stops. Students dance and be still with the music. • Introduce the idea of being still such as: <ul style="list-style-type: none"> - What does ‘being still’ mean? - Have you ever had to be still? - Where and when have you had to be still? • With a family member, students play ‘musical statues’ with one person dancing and one observing. • Ask students to observe their partner moving to the music. Allow students several turns at observing and performing so they have the opportunity to 	<p>FRI-YAY Sport Be part of a pirate crew by completing some of the following actions:</p> <ul style="list-style-type: none"> • Port: run to the left of the room • Starboard: run to the right of the room • Bow: run to the front of the room • Stern: run to the back of the room • Scrub the deck: crouch down and make a scrubbing motion with hands • Hit the deck: lay on your stomach • Clear the deck: everyone must have their feet off the floor • Captain’s coming: stand to attention and salute • Climb the rigging: pretend to climb a rope • Row Boat: sit down and pretend to row a boat <p>You might like to play with a family member and take turns calling out the actions for the other to follow.</p>
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				<p>observe and experience some of the movements that are not consciously controlled such as breathing and blinking.</p> <ul style="list-style-type: none"> ● Help students to become aware of involuntary movements by discussing their observations and asking questions such as: <ul style="list-style-type: none"> - When the music stopped did your partner move at all? - Did you see any part of their body move? - What sorts of movements did you see? ● Discuss how some body movements happen without us thinking about them such as, breathing, blinking, swallowing, coughing and sneezing movements. 	
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Break	Exercise Use a container and a rolled up sock. Practice throwing the sock in the container from different spots.	Dance Listen to your favourite song and make up a dance to go with it.	Act it out! Pretend you are: - Falling from a plane - In a rock concert - Winning a running race - Making dinner	Outdoor Exercise Ride a bike, scooter, skateboard or skates around your backyard for 5- 10 minutes or take a short walk.	Meditation - Be an eagle Put on some relaxing meditation music. Lay down, close your eyes and imagine flying up high in the sky like an eagle.
Afternoon	<p>Parent note: Developmental Play is an important aspect of Early Learning. This is an opportunity for students to play with siblings or family members or when at school, with their peers. Developmental Play does not include iPads or devices of any kind. Some suggestions include, but are not limited to;</p> <ul style="list-style-type: none"> • Dolls, babies, tea parties, teddies, dinosaurs, dress ups etc • Cars, racetracks • Blocks, music making with saucepans, different levels of bottled water • Outside play, investigating their environment through water play, sand play etc • Fine motor - play dough, kinetic sand 				
	Developmental Play	Developmental Play	Developmental Play	Developmental Play	Developmental Play

Talk for Learning

Tuesday



Wednesday



Thursday



Friday



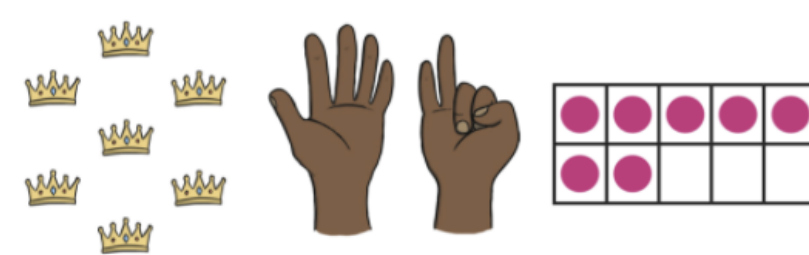
Coin Detective

Help the coin detective by colouring the coins below.

 = yellow  = red  = blue  = green  = purple  = orange




Number Talks



**What do these groups have in common?
How do you know?**


1

DO THESE PICTURES SHOW THE SAME AMOUNT? WHY?




2

Are these the same? What strategy did you use?



DO THESE PICTURES SHOW THE SAME AMOUNT? WHY?



Ordering Coins and Notes

Cut and paste the coins and notes below and arrange them from smallest value to largest value in the boxes.

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Smallest value

Largest value



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