






Leumeah Public School

Term 4 Week 2 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- 11/10	Tuesday 12/10	Wednesday 13/10	Thursday 14/10	Friday 15/10
Task	<p>Optional – Dance Play some music and dance to the beat.</p> <p>Can you make your own dance moves?</p> <ul style="list-style-type: none"> ● wiggle ● stomp your feet ● move to the side ● spin ● crouch down to the floor ● move fast ● move slow 	<p>Optional – Rainstick instrument Create a rainstick instrument with paper towel roll, paper, fabric, elastic bands, string and rice.</p> 	<p>Optional – Art Draw and colour a treehouse.</p> 	<p>Optional – Read outdoors Take story time outside. Grab a book, a blanket and some snacks and find a tree to read under.</p> 	<p>FRI-YAY THEME: Jungle Safari! <i>Feel free to dress up in something you already have at home that relates to today's theme.</i></p>  <p>Optional – You're going to need something to help you spot the animals while you are on safari today! Make some safari binoculars using materials from around your home.</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>				

	<p>Talk for Learning Helicopter Cow (<i>picture</i>)</p> <p>Possible questions:</p> <ul style="list-style-type: none"> Describe what you can see, why is there a cow in the sky? Where is the cow going? Does this land look safe for a cow? Why? Would you be scared if you were being carried under a helicopter? 	<p>Talk for Learning Strange Town (<i>picture</i>)</p> <p>Possible questions:</p> <ul style="list-style-type: none"> Do you think the people who live in Strange Town are like you or I? What do you think the people who live here do? How would you get to this town? Would you walk into this town if you saw it? 	<p>Talk for Learning Food Fight (<i>picture</i>)</p> <p>Possible questions:</p> <ul style="list-style-type: none"> Where is this food fight happening? How do you know this? Who started the fight? How are they going to clean up all this mess? What do you think would happen next? 	<p>Talk for Learning The adventure (<i>picture</i>)</p> <p>Possible questions:</p> <ul style="list-style-type: none"> Where are the children going? What would they have packed in their bags? Where are their parents? Is that forest safe or is it magical? Why? 	<p>Talk for Learning Animal Run (<i>picture</i>)</p> <p>Possible questions:</p> <ul style="list-style-type: none"> Where have these animals come from? What are they running from? How would you stop them from running? If these animals were in a race, who would win, why?
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Sight Words (Sight word practice should only take approximately 10 minutes)

This week students are learning 3 new words:

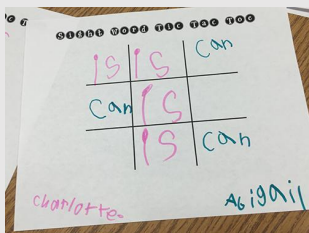
- get, now, out**

If your child is able to say all of the words without any assistance, they can learn how to write them.

Learning Intentions and Success Criteria

<p>Reading <i>Learning intention: We are learning to read predictable texts (ENe-4A)</i> <i>Success criteria: I can independently read my levelled readers</i></p>		<p>Sight Words <i>Learning intention: We are learning to recognise high frequency words (ENe-4A)</i> <i>Success criteria: 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>Sight Words</p> <ul style="list-style-type: none"> Lego Make your sight words out of lego or duplo. Tic-Tac-Toe Pick one word and a 	<p>Literacy Reading Read a book that you have at home to a parent or older sibling.</p> <p>Music <i>Learning Intention: I am learning to recognise the structure and rhythm of songs (MUES1.1, MUES1.2, MUES1.3)</i></p>	<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"> Lego Make your sight words out of lego or duplo. Tic-Tac-Toe Pick one word and a partner 	<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"> Lego Make your sight words out of lego or duplo. Tic-Tac-Toe Pick one word and a 	<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"> Lego Make your sight words out of lego or duplo. Tic-Tac-Toe Pick one word and a

partner picks another word. When it is your turn repeatedly write the word in a tic-tac-toe grid. Each time you write the word, you have to read it aloud. The first person to write down and read three in a row is the winner!



● **Sight Word Swat**

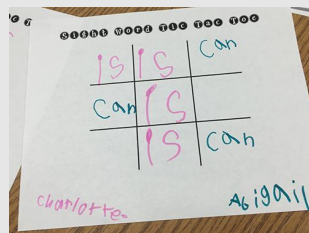
Write your sight words on small pieces of paper. Using a fly swat or spoon, hit the word as you say it.



Success Criteria:
I can identify the chorus and verse of a song.
I can listen to and respond to music.
I can create my own rhythm and movement to music.

- Revise the last lesson (chorus and verse).
- Select two songs and listen to them both, identifying the verse and chorus of each song.
- Pick one song to dance to during the chorus and the other song to dance to the verse.
- Listen and dance to both, creating movements based on the beat and rhythm of both songs.

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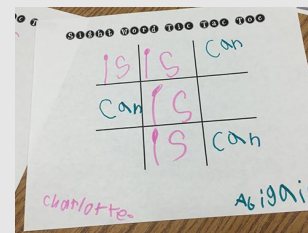


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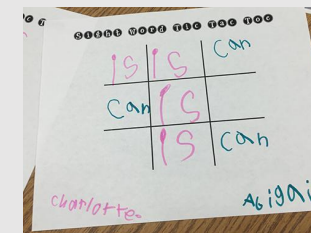


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Phonics (approximately 30 minutes)

- 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.

Learning Intention:

- *We are learning to consistently identify word and objects that start with the same initial sound (ENe-4A)*
- *We are learning the letters of the alphabet and know there are lower and upper case letters (ENe-4A)*

Success Criteria:

- *I can identify and find words or objects that start with the same initial sound*
- *I can recognise and write capital and lowercase letters correctly*

	<p>Phonics – ‘ed’ word family Students begin with the word ‘bed’. Then delete the ‘b’ and give them other initial sounds to make new words e.g. ‘n’ed, ‘t’ed, ‘r’ed. Students can write and draw the words.</p>	<p>Phonics – ‘ed’ word family Students write the word ‘ed’ on a piece of paper. Create letters using playdough and put it at the beginning of the word. Students say the word they have made.</p>	<p>PDHPE – Static Balance Learning Intention: <i>I am learning to practise and demonstrate movement skills and sequences using different body parts (PDe-4)</i> 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"> ● Revise previous lesson about balancing. ● Ask questions: <ul style="list-style-type: none"> - Why is it important to learn to balance? - When do we need to balance? (examples include when playing games, when on a balance beam, using playground equipment). ● Introduce and demonstrate the skill components of a static balance to students. ● Explain the specific skill 	<p>Phonics – ‘ot’ word family Begin with the word ‘cot’. Then delete the ‘c’ and give them other initial sounds to make new words e.g. ‘d’ot, ‘l’ot, ‘p’ot. Students can write and draw the words.</p>	<p>Phonics – ‘ot’ word family Students hunt around their home for ‘ot’ words.</p>
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components of a static balance.



Skill components:

1. Support leg still, foot flat on the ground.
2. Non-support leg bent, not touching the support leg.
3. Head stable, eyes focused forward.
4. Trunk stable and upright.
5. No excessive arm movements.

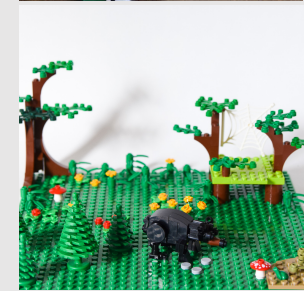
- Ask students to perform a static balance, swapping legs so they experience balancing on both legs.
- Once students have practised the static balance, shrink the base of support so that they are balancing on the ball of their foot or heel.



Ask students:

- Was it harder to balance on the ball of your foot?
- Why do you think it was harder?

Fri-YAY STEM Challenge

Use items around your house to design and build an animal habitat (a home for an animal). You might like to use lego, cardboard, paper, popsicle sticks, straws, leaves, dirt, etc.

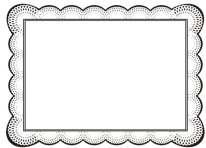


Break	Simon Says Play a game of Simon Says	Dance Listen to your favourite song and make up a dance to go with it.	Circus Performer You are a circus performer, act out: <ul style="list-style-type: none"> ● tight rope ● clown ● lion tamer ● big band 	Yoga Find a spot. Touch your toes, stretch up and reach for the sky. Breathe in and out, stretch your arms and legs out. Calmly sit and rest your mind and then hop up ready to go.	Read Read your favourite book with a family member.
<p>Writing (<i>This week for writing, students are asked to draw, tell, share and write</i>) (<i>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 two or more sentences about the beginning, the middle or the end of a story</i></p>					
Middle	After lunch - History Learning intention: <i>We are learning to understand that History is talking about things that happened in the past (HTe-1) (HTe-2)</i> Success criteria: <i>I can talk about when and how I got my name. I am beginning to understand how photographs and stories told by people are ways to find out about the past.</i> <ol style="list-style-type: none"> 1. Find a photo of you when you were a baby. 2. Talk to an adult about the photo and your name. <ul style="list-style-type: none"> ● Where was the photo taken? ● How old were you in the photo? ● What were you all doing the day the photo was 	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. Read, ‘Goldilocks and the Three Bears’ pages with a family member (scroll to the bottom of this framework). What happened at the BEGINNING of the story? Draw a picture and write two or more sentences about the BEGINNING of the story.	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. Read, ‘Goldilocks and the Three Bears’ pages with a family member again (scroll to the bottom of this framework). What happened in the MIDDLE of the story? Draw a picture and write two or more sentences about the MIDDLE of the story.	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. Read, ‘Goldilocks and the Three Bears’ pages with a family member again (scroll to the bottom of this framework). What happened at the END of the story? Draw a picture and write two or more sentences about the END of the story.	FRI-YAY Arts and Craft Create a handprint animal by tracing your hand or using paint.  

- taken?
- How do you know about the photo?
 - Is this place special to you? Why/why not?
 - What is your name? How did you get your name?
 - Does your name have a special meaning or are you named after someone special?
3. Find the 'My name is _____' frame in the resource section. Draw a picture of you as a baby. Write your name on the line. Tell an adult how you got your name so they can write your sentence on your picture.

Draw a picture of yourself as a baby. Write your name and tell the story of why you got this name.

My name is _____



Mathematics (approximately 30 minutes)

Volume


Learning Intention:

- I am learning to describe and compare the volumes of objects or substances using everyday language (MAe-11MG)

Success Criteria:

- I can measure, describe and record volume using different items
- I can compare the volume of different objects
- I can identify which objects can stack and pack easily

<p>Number Learning Intention:</p> <ul style="list-style-type: none"> I am learning to estimate the number of objects in a group of up to 20 objects, and count to check (MAe-4NA) <p>Success Criteria:</p> <ul style="list-style-type: none"> I can estimate a number of objects I can count the total number of objects 				
<p>Mathematics Capacity is the amount of liquid a container can hold. Volume is how much space an object takes up.</p> <p>‘Volume’ is the amount of space an object has inside it. We can measure volume by filling it with a smaller object and counting how many were used. The container with the largest number of objects has the most volume and the one with the least objects has the smallest volume.</p> <p>Activity: Find a small container and check its volume. Use unifix cubes or blocks to fill up the space. Count each block as you fill the container.</p> <p>How many were used to measure the volume?’ .</p>	<p>Mathematics ‘Volume’ is the amount of space an object has inside it. We have to use the same type of object to measure volume</p> <p>We can measure volume by stacking objects on top of each other and packing it inside a container with no gaps. To stack we need objects that are flat with no curves or points.</p> <p>Activity 1:</p> <ul style="list-style-type: none"> Choose 3 different containers (cups, containers, boxes, bowls). Estimate how many ice cubes/dice/ will fill the container. Draw the container they measured and write 	<p>Mathematics Number talks Grab a handful of pasta, cards, counters, lego etc.</p> <p>Estimate how many are in the collection.</p> <p>Why did you choose that estimate?</p> <p>Count how many are in the collection.</p> <p>How is your estimate different from the exact amount?</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 experience music. I can explore and discuss movement and being still.</i> This lesson students observe and closely follow other’s actions, making students aware of how others move and the body parts that enable them to move.</p> <ul style="list-style-type: none"> Ask students to roll across the ground in different ways. Discuss what shapes they made and why those shapes were able to roll. Ask students if they could roll if they were a star shape. Ask students to make a star shape and roll across the 	<p>FRI-YAY Sport Make it through the jungle obstacle course to return the baby animals to their mother. This course can be created outside or inside using all sorts of objects from around your home. Here are just a few ideas:</p> <ul style="list-style-type: none"> Running through hula hoops Jumping on a pile of cushions or pillows (a great finale) Limbo limbo limbo! Feed the hippo (use toy balls for the food and a bucket or basket for the hippo) Pop a balloon Make it through the quicksand (make rocks from paper bowls or even cut from poster board). They must step on the rocks avoiding the quicksand (ground) to get to the next

		<p>how many cubes it took to fill it up.</p> <p>Activity 2: Use the slides (attached) to estimate which item would hold more or less? Read the question and circle the object to show your answer.</p>		<p>ground.</p> <ul style="list-style-type: none"> ● Discuss if it was easy or hard to roll and why. ● Introduce and play 'Simon says' to allow students to demonstrate their understanding of body parts that can move. ● When 'Simon' gives a command preceded by 'Simon says...', the student performs the command. For example 'Simon says put your hands on your head'. If the command is not preceded by 'Simon says' students should not change and should remain in the previous position. ● Play 'Simon says' in with a family member and takes turns in playing the role of 'Simon'. ● Play a game of 'moving mirrors', in which students mirror one another's movements. Partners face each other and take turns to move a body part slowly, while the other partner mirrors the movement. 	<p>obstacle</p> <ul style="list-style-type: none"> ● Climb through a hollow log (perfect if you have a play tunnel) ● Swing from vines (ropes hanging from tree) 
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Break	Drawing time Draw a picture of your favourite animal while listening to your favourite song.	Balloon Time Blow up a balloon and try to keep it from touching the ground. How long can you keep it up for?	Outside - fun in the sun Go on a short bike/scooter ride or go for a 10 minute walk.	Movement in 6 -do 6 squats -spin around 6 times -hop on one leg 6 times -jump up and down 6 times -bounce a ball 6 times -do 6 star jumps	Shake your sillies out! Put on your favourite song and dance around shaking the sillies out.
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

Monday



Tuesday



Wednesday



Thursday



Friday



Which one holds more?



Which one holds less?



Goldilocks and the Three Bears

She lay down on the smallest bed and said, "This bed is just right!"

She fell asleep.

The three bears came home.

"Someone's been eating my porridge!" said Daddy Bear.

"Someone's been eating my porridge!" said Mummy Bear.

"Someone's been eating my porridge, and it's all gone!" cried Baby Bear.

The three bears saw the chairs.

"Someone's been sitting in my chair!" said Daddy Bear.

"Someone's been sitting in my chair!" said Mummy Bear.

"Someone's been sitting in my chair and it's broken!" cried Baby Bear.

The three bears went upstairs and saw the three beds.

"Someone's been sleeping in my bed!" said Daddy Bear.

"Someone's been sleeping in my bed!" said Mummy Bear.

"Someone's been sleeping in my bed, and she's still there!" cried Baby Bear.

Goldilocks woke up and screamed. She ran away and never went into the woods again.



Draw a picture of yourself as a baby. Write your name and tell the story of why you got this name.

My name is _____

