



Below is a sample recommended timetable that adheres to the National Education Standards Authority (NESA) requirements for each key learning area.

We recommend that you follow this routine as much as possible according to what works in your house.

The following equates to one week of work and is applicable to all year groups.

	<div>Lynwood Park Public School</div> <div>Learning from Home Whole School Timetable</div> <div>Kindy Term 3 Week 10</div>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
10 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
20 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
30 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
15 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
40 mins	Science & Technology	Creative Arts	Wellbeing Wednesday Personal Development	Geography / History	Catch up	

Note for parents: You will notice a WILF at the top of most activities now. WILF stands for 'What I am Looking For' and is part of our visible learning language, relating to our teaching and learning programs.

Kindy Term 3 Week 10 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reading	Reading WILF - listening actively to a range of texts read by others. Get someone at home to read you a story OR watch the story on Google Classroom that one of the teachers has read for you.	Reading WILF - listening actively to a range of texts read by others. Get someone at home to read you a story OR watch the story on Google Classroom that one of the teachers has read for you.	Reading WILF - listening actively to a range of texts read by others. Get someone at home to read you a story OR watch the story on Google Classroom that one of the teachers has read for you.	Reading WILF - listening actively to a range of texts read by others. Get someone at home to read you a story OR watch the story on Google Classroom that one of the teachers has read for you.	Reading WILF - listening actively to a range of texts read by others. Get someone at home to read you a story OR watch the story on Google Classroom that one of the teachers has read for you.
Morning	Word Work WILF - reads an increasing number of taught high-frequency words *Go on a scavenger hunt and find 5 things in your house that start with the phoneme/ sound "C or K" Draw them and write what they are. *Refer to the attached worksheet (or complete in your workbook) using 5 of your Magic 100 words.	Word Work WILF - uses some phonic and contextual knowledge to decode simple texts * Look at and talk about the front cover of "A bug in the mud" *Practice the letter sounds and words on the "Practice page."	Word Work WILF - uses some phonic and contextual knowledge to decode simple texts *Read the book "A bug in the mud"	Word Work WILF - uses some phonic and contextual knowledge to decode simple texts *Re-read the "A bug in the mud" *Read the fluency chart twice. See if you are faster the second time.	Word Work WILF - reads an increasing number of taught high-frequency words *Refer to the attached worksheet from Monday (or complete in your workbook) using 5 of your Magic 100 words.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	Writing Refer to "Journal Writing – Monday writing page"	Writing WILF - correctly forming most lower-case letters Handwriting – Complete the handwriting sheet for today	Writing Refer to "A bug in the mud" writing page	Writing WILF - correctly forming most lower-case letters Handwriting – Complete the handwriting sheet for today	Writing Refer to "A bug in the mud" writing page
Break					
Middle WILF- recognise, copy and continue repeating patterns using sounds and/or actions. WILF- give and follow simple directions to position an object or themselves, eg 'Put the blue teddy in the circle'.	Mathematics Practice counting your numbers starting at 0. What number did you get up to today? Go for a walk and see if there are any numbers around your house. Maybe there are some numbers hanging on a wall (clock), maybe there are some in the kitchen. Where did you find your numbers? Using lego, blocks, toys, pencils or anything else you have at home, make a 3- point pattern. An example of a 3-point pattern could be red blue blue, red blue blue, red blue blue or big big small,	Mathematics Choose 10 of your number cards. Match your number with objects (Lego, pencils, toys). Example number 5 and 5 pencils. Body percussion (Patterns). Use your body to make a pattern and ask someone to copy your pattern. A pattern could be clap clap blink or knees shoulder nose. How long can your pattern get before it tricks someone? Optional: Shared Piano. https://musiclab.chrome.experiments.com/Shared-Piano/#Pk7mbx06K	Mathematics Practice writing your numbers. What number did you get up to? If there are some numbers that are a little tricky. Practice writing them 5 extra times. Optional: Here is one of our favourite pattern dances. I wonder if you remember it. Banana, banana meatball. https://www.youtube.com/watch?v=BQ9q4U2P3ig Complete the pattern: Ask someone in your family to start a pattern using some objects around your house. Now try and complete each pattern.	Mathematics Practice counting your numbers backwards starting at 20. Maybe you would like to start from 30. Go outside. Practice throwing and catching a ball. How many times can you do it without dropping it? Optional: Here's a position dance that we have done before. Cha Cha Slide. https://www.youtube.com/watch?v=I1gMUbEAUfw Sit on your bed or somewhere else in your house.	Mathematics Ask someone in your family to hide all the odd numbers (1,3,5,7,9...). When you find them all, put them in number order. Ask someone to time you for a minute while you write your numbers. What number did you get up to? Complete position worksheet. ALL DONE FOR TERM 3. CONGRATULATIONS!!

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>big big small, big big small. Draw your pattern on some paper.</p> <p>Now try making a 4-point pattern. These can be colours, sizes, shapes. An example could be green red red orange, green red red orange...</p> <p>Optional: Using unifix cubes https://sites.google.com/education.nsw.gov.au/math-manipulative/unifix-cubes or other objects on this site to make patterns.</p>	<p>Using the piano, make a musical pattern. Once you have made your musical pattern, you can scroll back up to listen to it again. You can even change the instrument and make other patterns.</p> <p>Optional: StudyLadder</p>	<p>Or</p> <p>Complete pattern worksheets.</p>	<p>Draw what you can see in front of you, beside you, above you, below you, something that is close to you and something that is far away from you.</p> <p>Optional: StudyLadder.</p>	
Middle	<p>Fitness Options</p> <p>WILF - exploring how regular physical activity keeps individuals healthy</p> <p>SISA Fundamental Movement Skills Lessons:</p> <p>https://www.youtube.com/watch?v=j0OYAvxJCxg</p> <p>https://www.youtube.com/watch?v=IYby9w-3vpY</p> <p>https://www.youtube.com/watch?v=7nNFyEKrEFg</p>			<p>Fitness Options</p> <p>Do each activity 10 times or for 20 seconds</p> <p>Arm Circles or Swings: Hold arms outstretched from shoulders and turn in small circles, then increase the size of the circles. Rotate them forwards, then switch to backward circles. Or swing arms forward and back from the shoulder.</p> <p>Bottom Kicks: While jogging, try to "kick" your rear end or thigh with each step. (Sometimes this is easier to do when</p>	

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>SISA Fitness Lesson: https://www.youtube.com/watch?v=364hLkdOXXc</p> <p>SISA Yoga Lesson 3 and 4: https://www.youtube.com/watch?v=KRpUfHBREis https://www.youtube.com/watch?v=dZH68GnmjNo</p>			<p>jogging in place.)</p> <p>High Knees: While walking, lift knees high in the air. Intensify by adding arm movements, like a hand or elbow touch, or by speeding up the walk to a jog.</p> <p>Walking Lunges: Step forward with one leg and lower yourself so the front knee is at a 90-degree angle and the back leg is stretched out long. Then stand and step the back leg forward into a lunge.</p> <p>Side Hops: With feet together, jump from one side of an imaginary line to the other. Or hop on one foot and switch back and forth.</p>	
BREAK	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon	<p>Science</p> <p>WILF - recording observations using drawings</p> <p>Floating orange experiment: Will the orange/mandarin float or sink</p> <p>You will need:</p> <p>1 mixing bowl of water</p> <p>1 orange or mandarin</p> <p>Step 1: Place your orange or mandarin in the bowl of water.</p> <p><i>What happened?</i></p> <p>Draw and describe what happened. Did the orange or mandarin sink or float?</p>	<p>Creative Arts</p> <p>WILF – Making of simple pictures and other kinds of artworks about things and experiences</p> <p>This week you will be making a sculpture of favourite Australian Animal using recyclable items from around your home or you could even use some playdough or even some Lego or building blocks.</p> <p>Take photo of you and your wonderful sculpture and upload it to the Google Classroom or email the photo to the school's email address.</p>	<p>Wellness Wednesday</p> <p>Personal Development</p> <p>There is a non-screen activities grid attached. Choose some activities to complete.</p> <p>There is a mind mat sheet and a colouring sheet for you to choose from to complete. You can choose 1 to do or you can complete both of the sheets.</p>	<p>Geography</p> <p>Describing Places</p> <p>Watch Frog's Walk video https://youtu.be/AbxSq1g5ckI or have someone read you the story and look at the images on attached sheets.</p> <p>Answer the following Questions</p> <p>Where did Frog go?</p> <p>What did Frog see?</p> <p>What did Frog do?</p>	<p>Catch Up</p> <p>Have you finished all the activities for this week?</p> <p>If you are able to you can play a game from ABC Kids https://www.abc.net.au/abckids/games/</p>

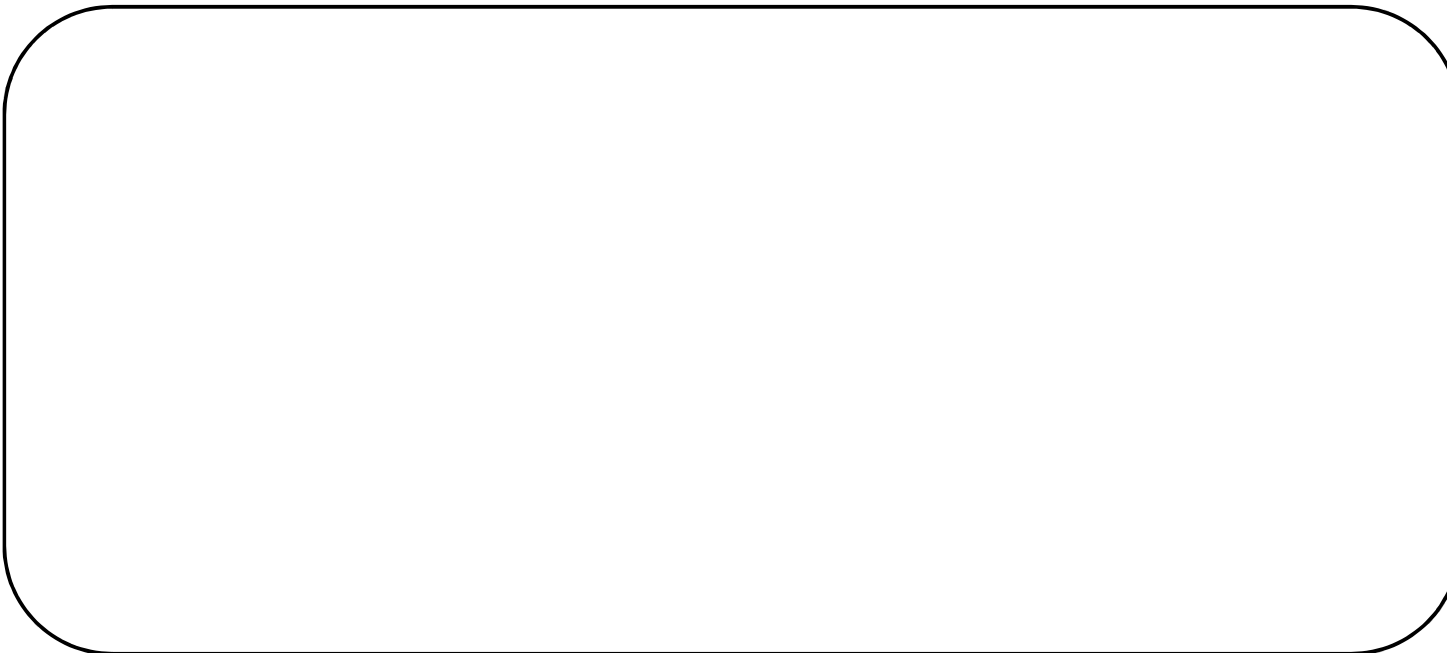
	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Why do you think this happened? Tell someone in your family why you think it happened.</p> <p>Step 2: Peel the orange or mandarin and place it back into the bowl.</p> <p><i>What happened?</i></p> <p>Draw and describe what happened. Did the orange or mandarin float or sink?</p> <p>Why do you think this happened? Tell someone in your family why you think it happened.</p> <p>If you do not have an orange or mandarin please watch this video which shows the experiment.</p> <p>https://youtu.be/W33dtzUBos0</p>			<p>Write your answers in a sentence making sure you use adjectives (describing words) when writing your answers. Draw a picture for each of your answers.</p>	

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Journal Writing – Monday

What is your favourite song to sing and dance to and why is it your favourite?

Draw a picture of you singing and dancing to your favourite song.



WILF (What am I
Looking For) -

Think of a sentence

Use a capital letter

Use full stops

Write the first sound

Stretch the words

Read your sentence

Illustrate your writing

Monday Science

Science Experiment

Floating orange experiment: Will the orange/mandarin float or sink



Step 1: Place your orange or mandarin in the bowl of water.

What happened?

Draw and describe what happened.



Did the orange or mandarin sink or float?

Why do you think this happened?

Tell someone in your family why you think it happened.

Step 2: Peel the orange or mandarin and place it back into the bowl.

What happened?

Draw and describe what happened.



Did the orange or mandarin float or sink?

Why do you think this happened?

Tell someone in your family why you think it happened.

What is going on?

This is all about density!

You would expect that the orange with the skin would sink in water as the rind make it heavier. However, the orange rind is filled with tiny pockets of air which reduces the density of the orange and allows it to float. By removing the orange rind, you were left with a much denser object which then sank in the water.

Variable testing

Maybe you could:

- Try different fruits, does this work with all fruits?
- How can you change the water so that it can float a peeled orange?

Tuesday - Handwriting

back been came down

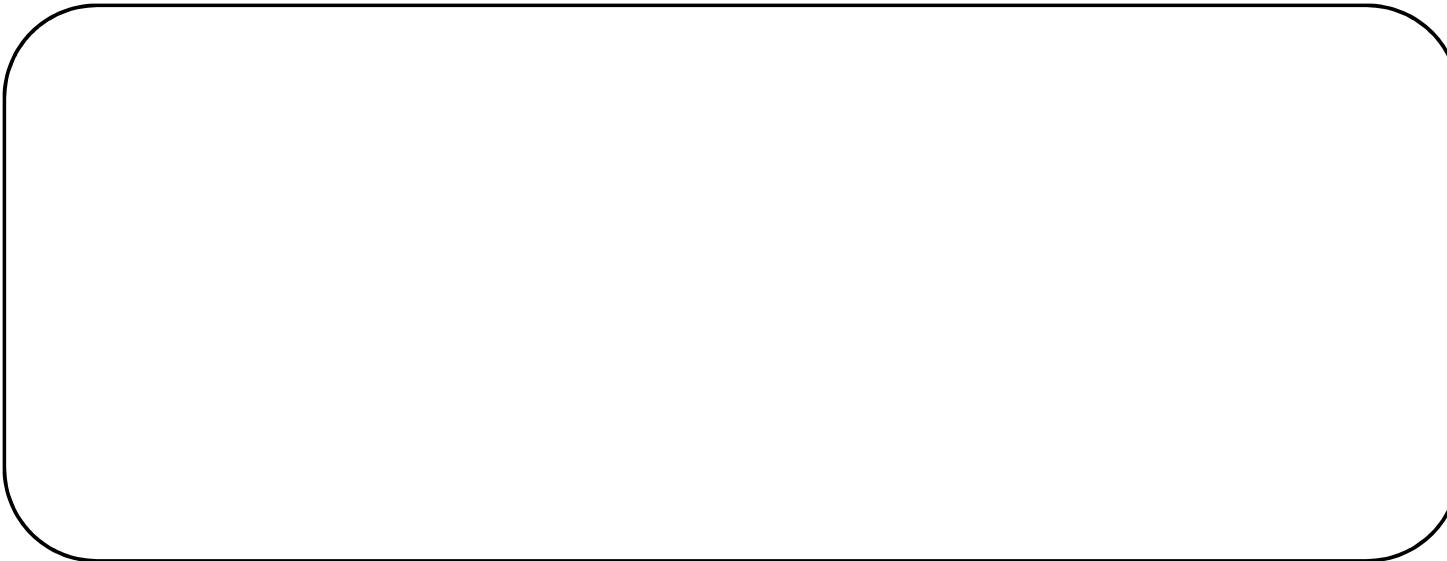
from into just like

look made much over

Try some words on your own

Wednesday Writing - 'A Bug in a Mug'

Write a sentence about what happened to Ben in the story. Remember to add some WOW words (adjectives/ describing words). Draw a picture of your sentence.



WILF (What am I
Looking For) -

Think of a sentence

Use a capital letter

Use full stops

Write the first sound

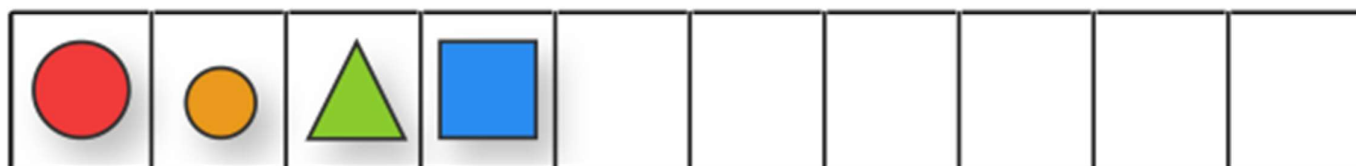
Stretch the words

Read your sentence

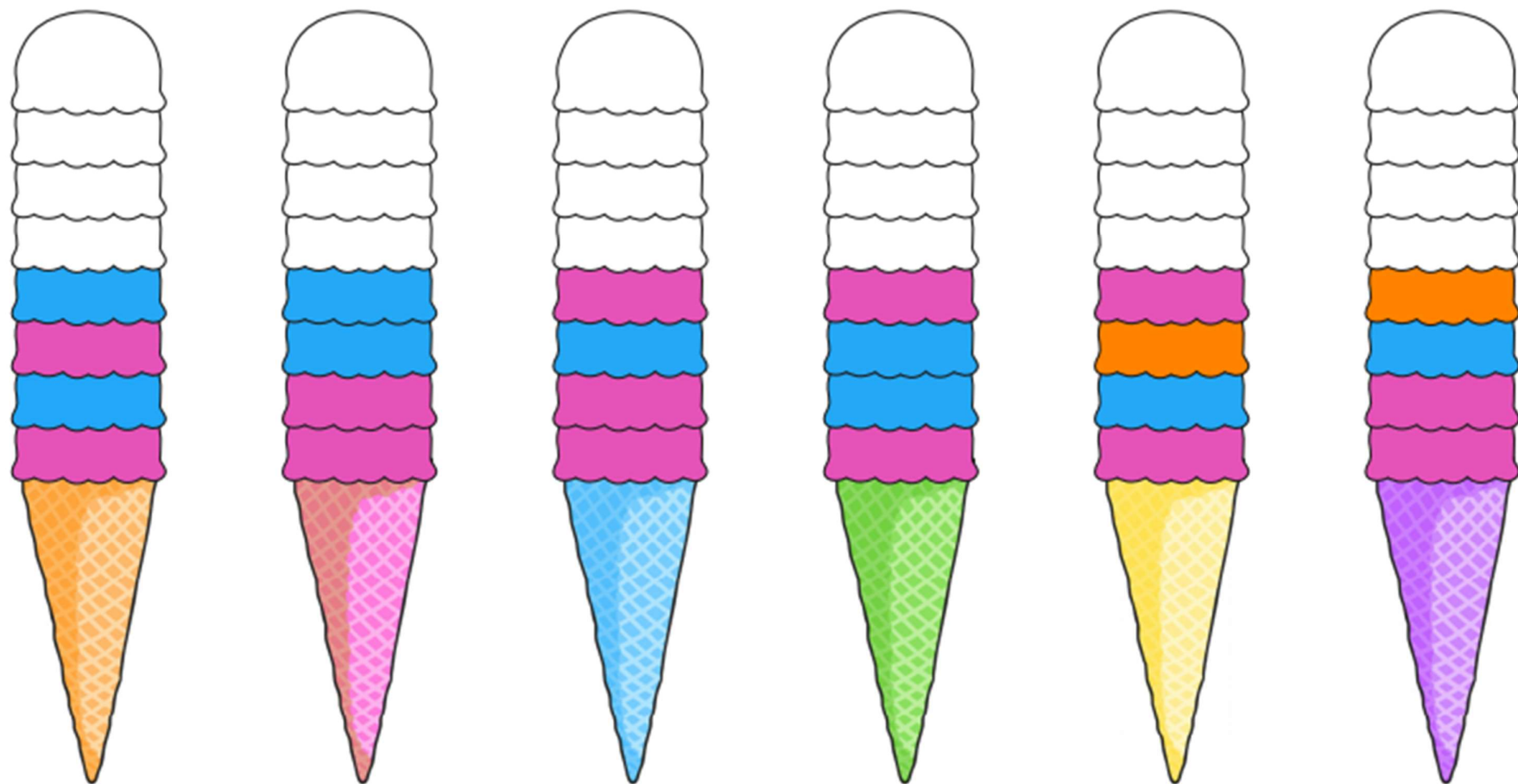
Illustrate your writing

Wednesday Mathematics

Can you continue the patterns below?



Colour in the blank ice cream scoops to complete the patterns!



Non-screen activities to support writing

These 25 fun reading and writing ideas will help you with your literacy wherever you are learning!

25
ideas!

1 How many words can you write down that start with the same letter as your name?
Make a list of as many as you can.

2 Alphabet bodles! Stretch your body into different letters of the alphabet. Can you work with members of your family or even some of your toys to make a word?

3 Use this sentence opener to start writing a short story: "I'd waited such a long time for this moment..."

4 Write a letter to your teacher or somebody who helps you at school. How can you make them smile?

5 Letter hunt. Ask a family member to shout out a letter then run and find something beginning with that letter as quick as you can!



6 Alternative ending. Choose your favourite book. Can you rewrite the ending so that something different happens?

7 If you found a magic door, where would it take you? Write down where you are and what you see when you go through the door.

8 How many words can you think of that have only three letters? Write a list of as many as you can.

9 Think about a current story in the news and become a reporter. Can you write a newspaper article explaining what happened, when, where and how?

10 Synonym search! How many words can you write down that have a similar meaning to the word 'said'?



11 Use your senses to write about your favourite place. What can you see, hear, smell, taste and feel?

12 Think of a fun word. Can you find other words that rhyme with it? Make up a short poem using those words.

13 What is the longest word you can think of? Write it down. How many smaller words can you make from your long word?

14 What's your favourite colour? Think of ten words that spring to mind when you think of it. Can you turn them into a colour poem?

15 Think of a well known story and act it out. Can others guess which book it is?



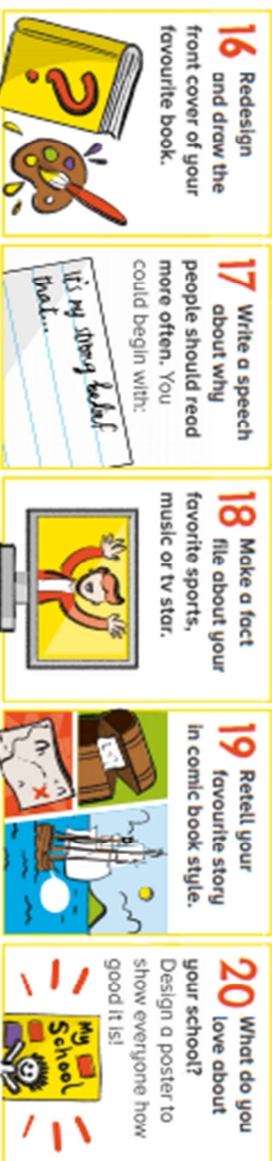
16 Redesign and draw the front cover of your favourite book.

17 Write a speech about why people should read more often. You could begin with: "It's my story to tell..."

18 Make a fact file about your favorite sports, music or tv star.

19 Retell your favourite story in comic book style.

20 What do you love about your school? Design a poster to show everyone how good it is!



21 Who am I? Think of your favourite book character and write a short description of them. Read it out to someone to see if they can guess who it is.

22 Write a review about your favourite book. Encourage as many people as possible to read it.

23 Make a model of your favourite book character. Use anything you can find around the house.

24 Interview someone about their favourite book. What questions will you ask them?

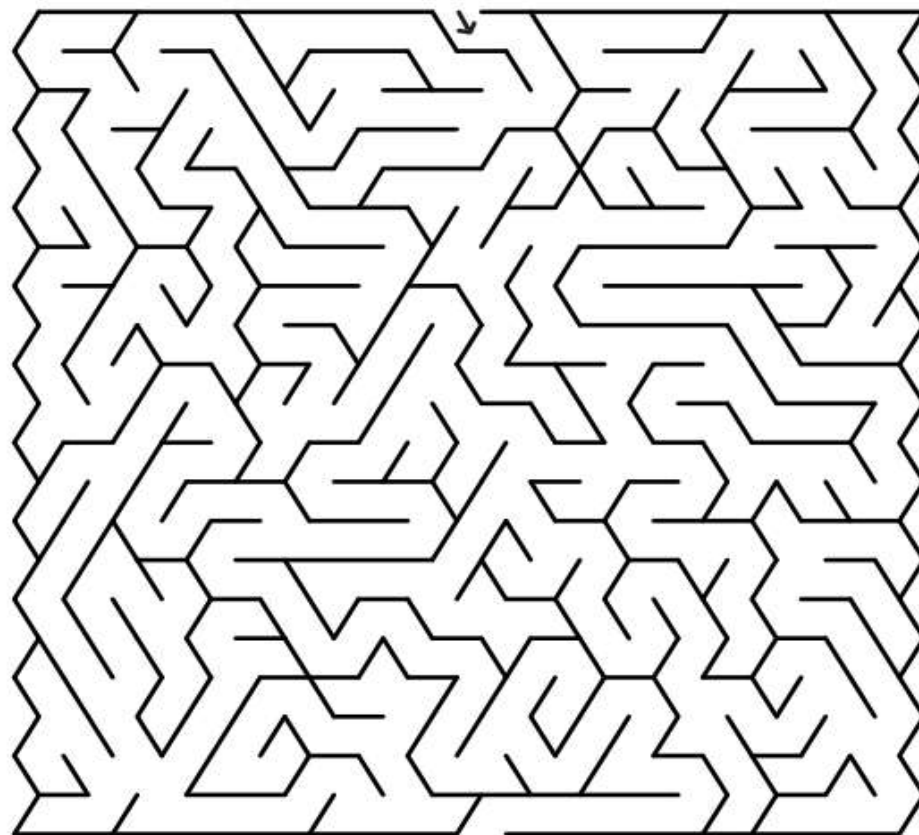
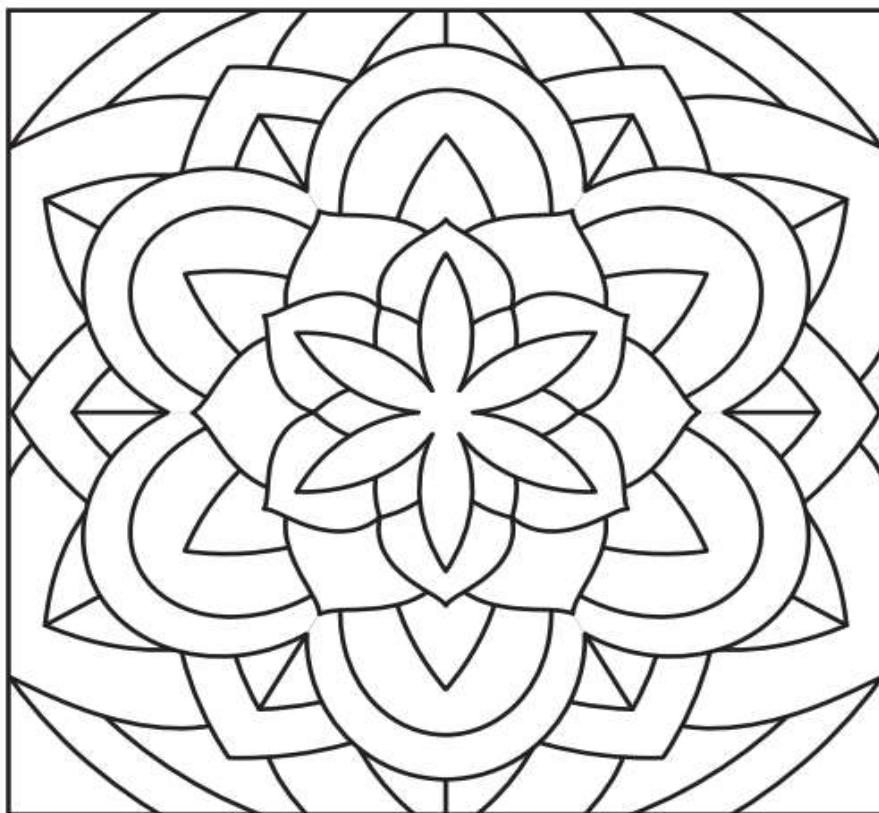
25 Pick six random words and make them into a story. For example: cheese, pencil, acrobat, kangaroo, branch and ice. What is the silliest story you can write?

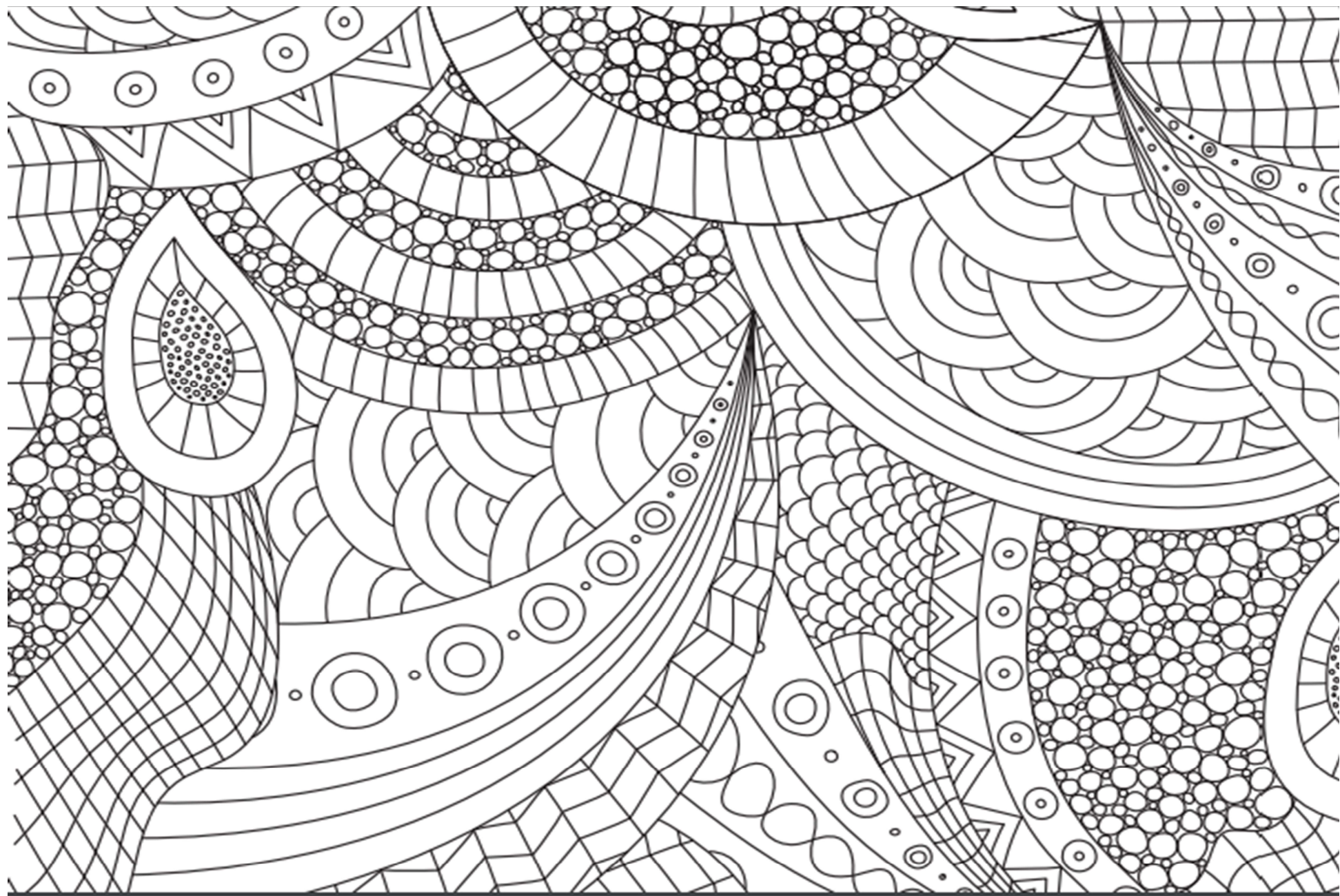


MINDFUL

— Mats —

What is a song you enjoy and how does it make you feel?





Thursday – Handwriting

them well went when

with call come here

make must only some

Try some words on your own

Thursday – Maths

In front of me:	Below me:
Beside me:	Close to me:
Above me:	Far away from me:

Thursday – Geography

Frog's Walk

I'm so excited. My name is Frog and I'm off on an adventure into the Field of Mars Reserve.



I'm off to see my friends. Can you hear them now?

Away I go. First stop, Frog Swamp. Hey Bluey. Hi Rana. Hey Grenouille. Hi Koda. Hi Groda. Hi Kurbarra. How are you all doing? Great seeing you all. I'm off on an adventure.



Next stop, Fern Gully. So peaceful and quiet. But where is everyone? Maybe they're all hiding?

Next stop, The Pool of Reflection. Hi little tadpoles.

Galumph, went the little green frog one day. Galumph, went the little green frog.



And look at the reflections on the water. I can see the tree below and above.

On my way now to Rocky Way. I wonder what I'll see? Some nice soft moss to sit and have a rest on.



Hey! Look at me on Duck Bridge. Just looking at the water, wondering if I will sink or float.

Ahrrr! Hey silly. That wasn't me. Just testing.

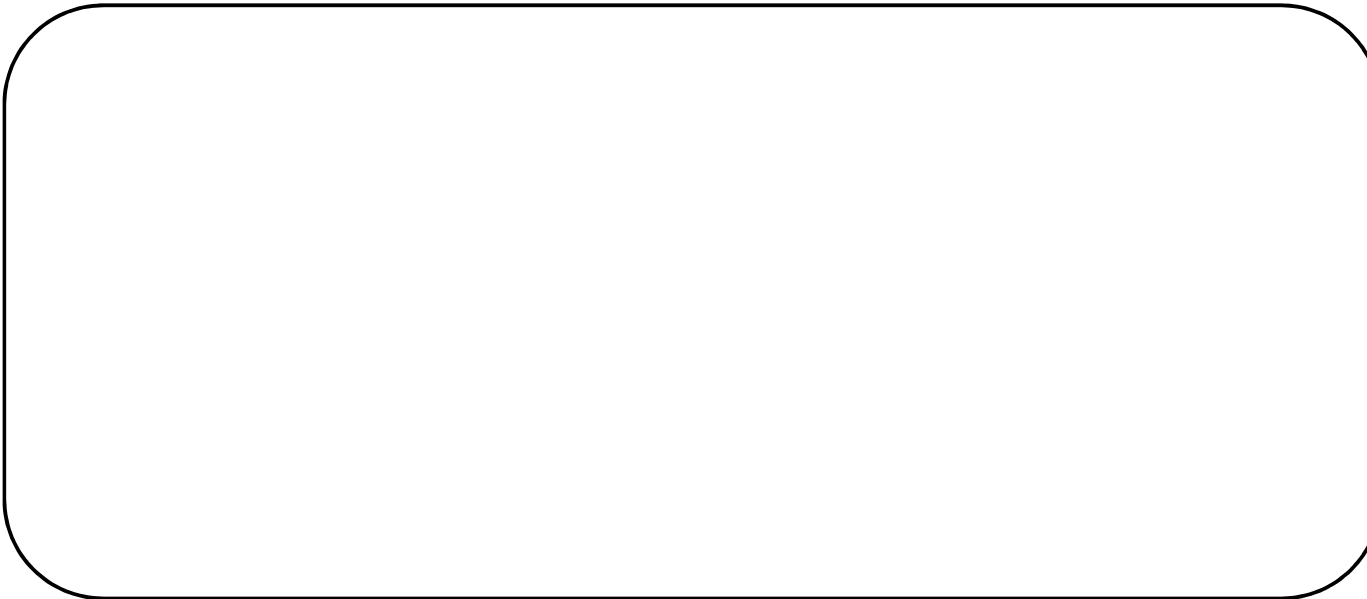


Time to go home. That was great fun.

<p>Where did Frog go?</p>	<p>Draw a picture of where Frog went.</p>
<p>What did Frog see?</p>	<p>Draw a picture of what Frog saw.</p>
<p>What did Frog do?</p>	<p>Draw a picture of what Frog did.</p>

Friday Writing - 'A Bug in a Mug'

Write a sentence about what the bug from the story looks like or maybe what you think the bug might taste like. Remember to add some WOW words (adjectives/ describing words). Draw a picture of your sentence.



WILF (What am I
Looking For) -

Think of a sentence

Use a capital letter

Use full stops

Write the first sound

Stretch the words

Read your sentence

Illustrate your writing

Positional Words

Cut and paste the pictures in the correct position

Completed
☐ Independent
☐ Some assistance
☐ With H support

Students are to cut out the pictures and listen to the directions.

- Glue the rooster **above** the barn.
- Glue the dog **beside** the farmhouse.
- Glue the sheep **near** the hay.
- Glue the pig **on** the tractor.
- Glue the chicken **in front** of the barn.
- Glue the cow **between** the house and the barn.
- Glue the horse **behind** the fence.

