



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>Stage 1 Term 3 Week 7</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	
40 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
15 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Personal Development	Creative Arts	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.

## Stage 1 Term 3 Week 7 – Learning From Home

Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Morning</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<b>Reading</b>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>	<p><b>WILF</b> - listening actively to a range of texts read by others</p> <p>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.</p>
<b>Morning</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>	<b>Word Work</b>
	<p><b>WILF</b> - using learnt spelling rules and knowledge, word origins and generalisations to spell</p> <p>*Copy 10 spelling words from the list that you need to practice.</p> <p>Choose any 5 words from the list. Write words down by breaking it into the sounds (phonemes) that you can hear. Eg. <b>flea</b> becomes <b>fl-ea</b>/ <b>Stayed</b> becomes s-t-ay-ed</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>* Look at and talk about the front cover of "Traffic Lights"</p> <p>*Read the blending sounds and high frequency words on the "Practice page."</p> <p>*Read the vocabulary section of the 1<sup>st</sup> page of "Traffic Lights"</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Read "Traffic Lights" aloud to someone. Remember to point to each word as you read it. If you make a mistake read the sentence again.</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Re-read the book "Traffic Lights"</p> <p>*Read the fluency chart twice. See if you are faster the second time.</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Re-read the book "Traffic Lights"</p> <p>*Read the fluency chart twice. See if you are faster the second time.</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Re-read the book "Traffic Lights"</p> <p>*Read the fluency chart twice. See if you are faster the second time.</p>	<p><b>WILF</b> - using learnt spelling rules and knowledge, word origins and generalisations to spell</p> <p>*Time for spelling test!</p> <p>Ask someone to test you on your chosen 10 words from Monday.</p> <p>Optional: From the book 'Traffic Lights', find all the words that have /ee/ and /ea/ sounds in them. Write them down in your workbook.</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Re-read the book "Traffic Lights"</p> <p>*Read the fluency chart twice. See if you are faster the second time.</p>	<p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Re-read the book "Traffic Lights"</p> <p>*Read the fluency chart twice. See if you are faster the second time.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p><b>Writing</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>Think of a game that you like to play with your friends. It could be any game.</p> <p>Write down one rule that applies to that game in your workbook.</p> <p><i>For example: While playing soccer, players can only kick the ball and not touch it with their hands.</i></p> <p>What would happen if your game had no rules?</p> <p>Would you be able to enjoy it with your friends? Why or why not?</p> <p>Write all your answers in your workbook.</p>	<p><b>Writing</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>Do you think it is important to follow rules? Why?</p> <p>Write: I think it is important to follow rules because.....</p> <p>What are the rules in your home that you must follow?</p> <p>Make up a game that you might wish to play with your friends when you are back at school.</p> <p>*How many players does your game have?          *What sport equipment will you need to play it?          *What are the rules to play this game?</p> <p>Write all your answers in your workbook and then draw a picture of yourself playing your game with your friends.</p>	<p><b>Writing:</b></p> <p><b>WILF</b> - correctly forms all letters</p> <p>Complete the handwriting worksheet OR practice all of the letters of the alphabet as well as your 10 chosen spelling words in your neatest writing in your workbook.</p>	<p><b>Writing</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>Write an Information Report on 'Traffic Lights' based on the text you have read and your own background information.</p> <p><b>Title:</b> Traffic Lights</p> <p><b>Introduction:</b> Write why traffic lights are important. What happens if there are no traffic lights on the crossroads (where two roads meet)?</p> <p><b>The Three Lights:</b> Write down the three colours of the traffic lights. What does each colour mean?</p> <p>Draw a picture of yourself in a car waiting at the traffic lights.</p>	<p><b>Writing:</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>Traffic lights keep us safe. Write a paragraph about how we follow the school expectation 'Be Safe' at school.</p> <p>You may want to write a sentence about each area of the school and how you are safe in that space.</p> <p>In the classroom I am safe by.....</p> <p>In the playground I am safe by.....</p>

Monday		Tuesday		Wednesday	
Thursday		Friday			
Break					
Middle	<p><b>Mathematics</b></p> <p><b>* Number of the day</b> Today's number is: 14 (Refer to attached sheet)</p> <p><b>*Fractions – Halves</b></p> <p><b>WILF</b> –understand halves as two equal parts and identify items that are less than, more than and half.</p> <p>Complete the A Fraction of Fun with Flags attachment</p> <p>Challenge: Make a big sandwich. Show how it can be cut in half. Feeling hungry for two? Show a second way of cutting the sandwich in half.</p>	<p><b>Mathematics</b></p> <p><b>* Number of the day</b> Today's number is: 26 (Refer to attached sheet)</p> <p><b>WILF</b> – identify and use the term 'whole' with a collection of objects.</p> <p>Complete the Half of a Collection Worksheet</p> <p>Challenge: Grab an <b>even</b> collection of items from around the house and then separate them into halves. Upload a photo. E.g. You could share cars, pencils or even chocolate with a family member.</p> <p><b>Optional:</b> Studyladder.</p> <p>Complete some activities set out by your teacher.</p>	<p><b>Mathematics</b></p> <p><b>* Number of the day</b> Today's number is: 33 (Refer to attached sheet)</p> <p><b>WILF</b> – To use and recognise half of objects or collections.</p> <p>Complete the Living a Half Life worksheet.</p> <p>Draw your bedroom with everything cut in half.</p>	<p><b>Mathematics</b></p> <p><b>* Choose an activity</b> from the previous weeks to practice (addition, subtraction, circles and stars, dice games etc).</p> <p><b>WILF</b> – To use measure, compare, estimate, and order capacities of objects.</p> <p><b>* Complete the 'Full Capacity' Worksheet</b> (refer to attachments)</p> <p><b>Optional:</b> Studyladder.</p> <p>Complete some activities set out by your teacher.</p>	<p><b>Mathematics</b></p> <p><b>WILF</b> – To use measure, compare, estimate, and order capacities of objects.</p> <p><b>* Complete the Friday – More or Less...</b> (Refer to attached sheets)</p> <p>* Go outside for a walk and see if you can find items that are: empty, nearly empty, half full, nearly full, and full. Take some photos!</p>
Middle	<p><b>Fitness Options</b></p> <p><b>WILF</b> - exploring how regular physical activity keeps individuals healthy</p> <p>We have access to "<b>Dancefever on Demand</b>" for all of the students at Lynwood Park Public School for this week. If you would like to try something different to keep active and moving give it a try</p> <p>The webpage to login is: <a href="https://www.dancefevermultisport.com/ondemand/">https://www.dancefevermultisport.com/ondemand/</a> Password to login is: <b>dancefever2021</b></p> <p>Or try some of these youtube videos.</p>			<p><b>Fitness Options</b></p> <p><b>Arm Circles or Swings:</b> 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. When we do this at school we say "On, off, golf ball, tennis ball, basketball, hula hoop" as our circles get bigger and bigger. Or swing arms forward and back from the shoulder.</p> <p><b>Bottom Kicks:</b> While jogging, try to "kick" your rear end or thigh with each step. (Sometimes this is easier to do when jogging in place.)</p>	

Monday		Tuesday	Wednesday	Thursday	Friday
<p>Body Boogie Dance: <a href="https://www.youtube.com/watch?v=cZeM18fPbvl">https://www.youtube.com/watch?v=cZeM18fPbvl</a></p> <p>Freeze Dance for Kids <a href="https://www.youtube.com/watch?v=2UcZWXvgMZE">https://www.youtube.com/watch?v=2UcZWXvgMZE</a></p> <p>Zumba Kids (easy dance) - I like to move it <a href="https://www.youtube.com/watch?v=ymigWt5TOV8">https://www.youtube.com/watch?v=ymigWt5TOV8</a></p>				<p><b>Grapevine:</b> Walk or jog sideways, crossing one foot in front of the other in an alternating pattern.</p> <p><b>High Knees:</b> 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>	
<b>BREAK</b>	RECESS	RECESS	RECESS	RECESS	RECESS
<b>Afternoon</b>	<p><b>Science and Technology</b></p> <p><b>WILF</b> - exploring how forces and energy are used in everyday life</p> <p><b>Pushing and Pulling:</b></p> <p>Did you know that push and pull is a type of force? This is because when you push or pull on something that is still, you are applying force to make it move – it won't move otherwise!</p> <p>Watch the video below and write down how the trains moved out of the tunnel?</p> <p><a href="https://www.youtube.com/watch?v=xvcm_zvR5RM">https://www.youtube.com/watch?v=xvcm_zvR5RM</a></p> <p>Look around your house for different items (e.g. door, drink bottle) and see if you can apply a push or pull force to make it move.</p>	<p><b>Personal Development</b></p> <p><b>WILF</b> - practicing and demonstrating movement skills and sequences using different body parts</p> <p><b>Activity 1: Walking Lunges</b></p> <p>Step forward with one leg and lower yourself so that your front knee is at a 90-degree angle. Make sure your back leg is stretched out long.</p> <p>Stand up straight and switch to the other leg.</p> <p><b>Activity 2: Side Hops</b></p> <p>Place two stuffed toys or some sort of marker parallel to each other.</p> <p>Place your feet together and jump from one toy to the other OR hop on one foot and switch back and forth.</p>	<p><b>Creative Arts</b></p> <p><b>WILF</b> – Making of simple pictures and other kinds of artworks about things and experiences</p> <p>Draw a picture of a crocodile.</p> <p>Follow along with the video: <a href="https://www.youtube.com/watch?v=90XCclLdAmU">https://www.youtube.com/watch?v=90XCclLdAmU</a></p> <p>Or follow the instructions on the creative arts page.</p> <p>Once you have drawn the crocodile, what materials can you use to add colour and texture to your drawing?</p> <p>Add a background and/or write a sentence about crocodiles?</p>	<p><b>Geography</b></p> <p><b>WILF</b> – Describe and explore the features of Australia</p> <p>Where is Australia in the world?</p> <p>The world is a massive place. Our oceans are separated into 5 different oceans and our lands are separated into 7 different continents.</p> <p>On the attached worksheet colour each continent a different colour (alternatively list the 7 continents)</p> <p>List each of the 5 oceans.</p> <p>Optional – Refer to the worksheet. You will need Google Maps/Earth or an atlas to do this part.</p>	<p><b>Catch Up</b></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</p> <p><a href="https://www.abc.net.au/abckids/games/">https://www.abc.net.au/abckids/games/</a></p>

Monday		Tuesday	Wednesday	Thursday	Friday
	<p>Record your answers (on the attached worksheet or in your workbook) by drawing your item and telling us whether you pushed or pulled. Use an arrow to tell us which direction you pushed or pulled.</p> <p>.</p>	<p><b>Activity 3: Hurdle Hops</b></p> <p>Using your stuffed toy/marker, pretend it is a hurdle.</p> <p>Jump side-to-side or front-to-back over your hurdle.</p> <p><b>Activity 4: Kicking</b></p> <p>Practice kicking with a ball or soft toy. You can use a laundry basket to be the goal and see how many goals you can score.</p> <p>Remember to do this outside or away from breakable objects so you don't break anything.</p>			

## Monday Spelling

<div>flea</div> <div>flame</div> <div>flash</div>	<div>saw</div> <div>law</div> <div>paw</div>	<div>enjoy</div> <div>annoy</div> <div>annoyed</div>	<div>strong</div> <div>long</div> <div>thongs</div>
<div>boy</div> <div>toy</div> <div>joy</div>	<div>stayed</div> <div>time</div> <div>something</div> <div>everything</div>	<div>draw</div> <div>crawled</div> <div>awesome</div>	<div>excited</div> <div>don't</div> <div>watches</div> <div>decided</div>

# Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short	ancient brief early fast late modern old quick rapid short slow swift young

## Number of the Day

Monday	Tuesday	Wednesday
<p><b>Number of the day is... 14</b></p> <ul style="list-style-type: none"><li>- How many tens and ones? _____ tens and _____ ones.</li><li>- Write the number in words _____</li><li>- Is it odd or even? _____</li><li>- What is 10 more? _____</li><li>- What is 10 less? _____</li></ul> <p>Write some addition, subtraction, multiplication, or division questions with the answer of 14.</p>	<p><b>Number of the day is... 26</b></p> <ul style="list-style-type: none"><li>- How many tens and ones? _____ tens and _____ ones.</li><li>- Write the number in words _____</li><li>- Is it odd or even? _____</li><li>- What is 10 more? _____</li><li>- What is 10 less? _____</li></ul> <p>Write some addition, subtraction, multiplication, or division questions with the answer of 26.</p>	<p><b>Number of the day is... 33</b></p> <ul style="list-style-type: none"><li>- How many tens and ones? _____ tens and _____ ones.</li><li>- Write the number in words _____</li><li>- Is it odd or even? _____</li><li>- What is 10 more? _____</li><li>- What is 10 less? _____</li></ul> <p>Write some addition, subtraction, multiplication, or division questions with the answer of 33.</p>

Monday – Mathematics – A Fraction of Fun with Flags

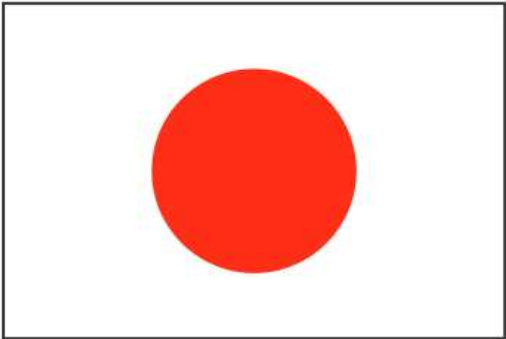


China

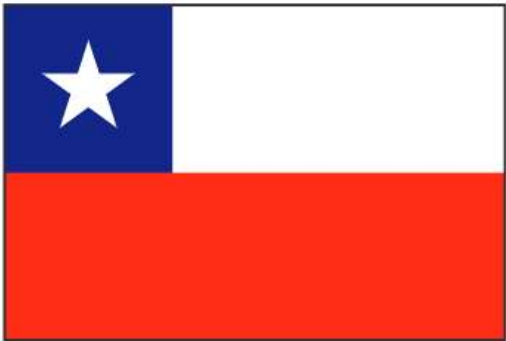
How much of the flag from...	Less than half	About half	More than half
Columbia is yellow			
Columbia is blue			
Columbia is red			
Chile is red?			
Chile is white?			
China is yellow			
China is red?			
Japan is white			
Japan is red			
Optional Challenge: Design a class flag with 3 colours (make sure your class colour features). Explain whether each colour is more than, less than or about half.			



Colombia







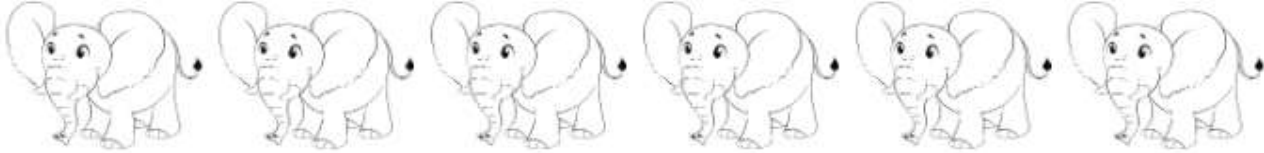
Japan



Chile

Monday – Science and Technology

How did the trains get out of the tunnel? (Hint: What forces did they use?) Remember to write in full sentences!				
<hr/> <hr/>				
<div>Your item:</div> <div></div> <div>Draw it! (Don't forget to use arrows to indicate which direction you pushed/pulled)</div>	<div>Your item:</div> <div></div> <div>Draw it! (Don't forget to use arrows to indicate which direction you pushed/pulled)</div>	<div>Your item:</div> <div></div> <div>Draw it! (Don't forget to use arrows to indicate which direction you pushed/pulled)</div>	<div>Your item:</div> <div></div> <div>Draw it! (Don't forget to use arrows to indicate which direction you pushed/pulled)</div>	<div>Your item:</div> <div></div> <div>Draw it! (Don't forget to use arrows to indicate which direction you pushed/pulled)</div>
<div>What force(s) did you use?</div> <div></div>	<div>What force(s) did you use?</div> <div></div>	<div>What force(s) did you use?</div> <div></div>	<div>What force(s) did you use?</div> <div></div>	<div>What force(s) did you use?</div> <div></div>

<b>Tuesday – Half of a collection</b>	We also use the word 'whole' with collections of objects. You should also recognise that the collection is a whole because it is complete – it has the total number of parts.
Draw more shells to complete the necklace. One half of the necklace is 4 shells.	
Draw more trees to complete the whole row. One half of the row is 3 trees.	
Draw a dotted line or circle the bowling pins to show two equal halves. One whole has 10 bowling pins. <b>One half of the collection is _____ pins?</b>	
Draw a dotted line to <b>make two halves</b> of the collection, then colour <b>one-half</b> of the tennis balls.	
Colour <b>more than one-half</b> of the collection of elephants.	
Challenge: Grab an <b>even</b> collection of items from around the house and then separate them into halves. Upload a photo of your collection separated in halves.	

## Wednesday – Handwriting

Trace these **downstroke letters** 3 times or more. Use a different colour each time.

l f i j t x z

l f i j t x z

Trace these **anticlockwise letters** 3 times or more. Use a different colour each time.

v w u y o c

a d g q e s

Trace these **clockwise letters** 3 times or more. Use a different colour each time.

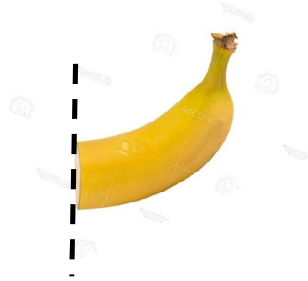
n m r h b p k

and come we big.

next her zoo up

**Wednesday – Living a Half Life – Follow the instructions**

**E.g. Draw half a banana**



**Draw 1 whole soccer ball**

**Draw your whole bedroom with everything in half... You could use a dotted line to show where it has been cut.**

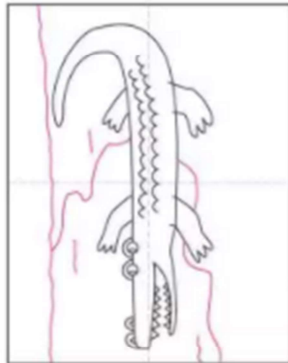
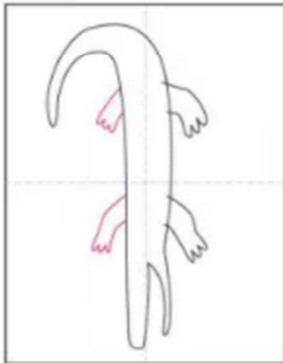
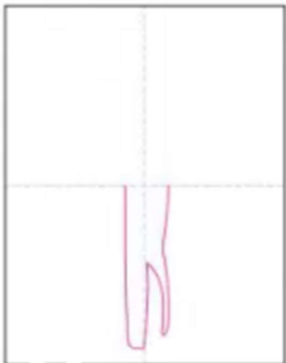
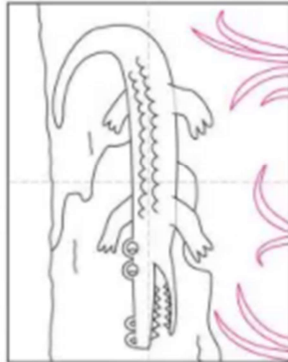
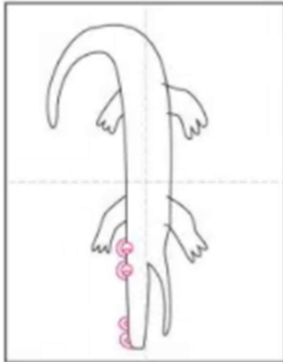
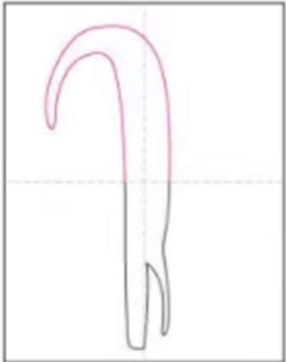
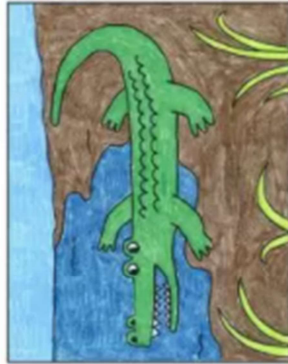
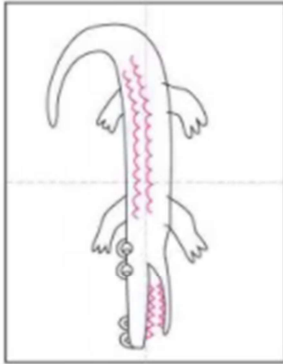
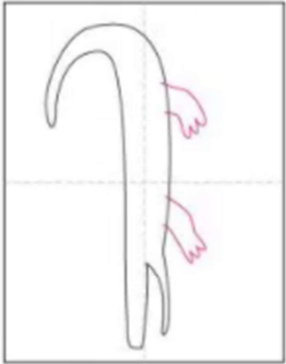
**Draw  $\frac{1}{2}$  a flower**

**Draw half a pair of gloves**

**Draw 1 pair of shoes**

**Draw  $\frac{1}{2}$  a teddy bear**

## Wednesday – Creative Arts



Draw your crocodile here:

**Thursday – Full Capacity** (This may be an outside activity. Capacity refers to the amount of substance a container can hold.)

Go into your kitchen and find 5 different sized containers. Put them in order of which container you think would hold the least to the container that would hold the most. Upload a photo and/or draw a picture of your containers.

Container 1	Container 2	Container 3	Container 4	Container 5

**Activity 1:**

Completely fill up the smallest container with water, sand, pebbles, pom poms.... Pour it into a bigger container.

Did it fill the larger container? Give a reason for your answer. \_\_\_\_\_

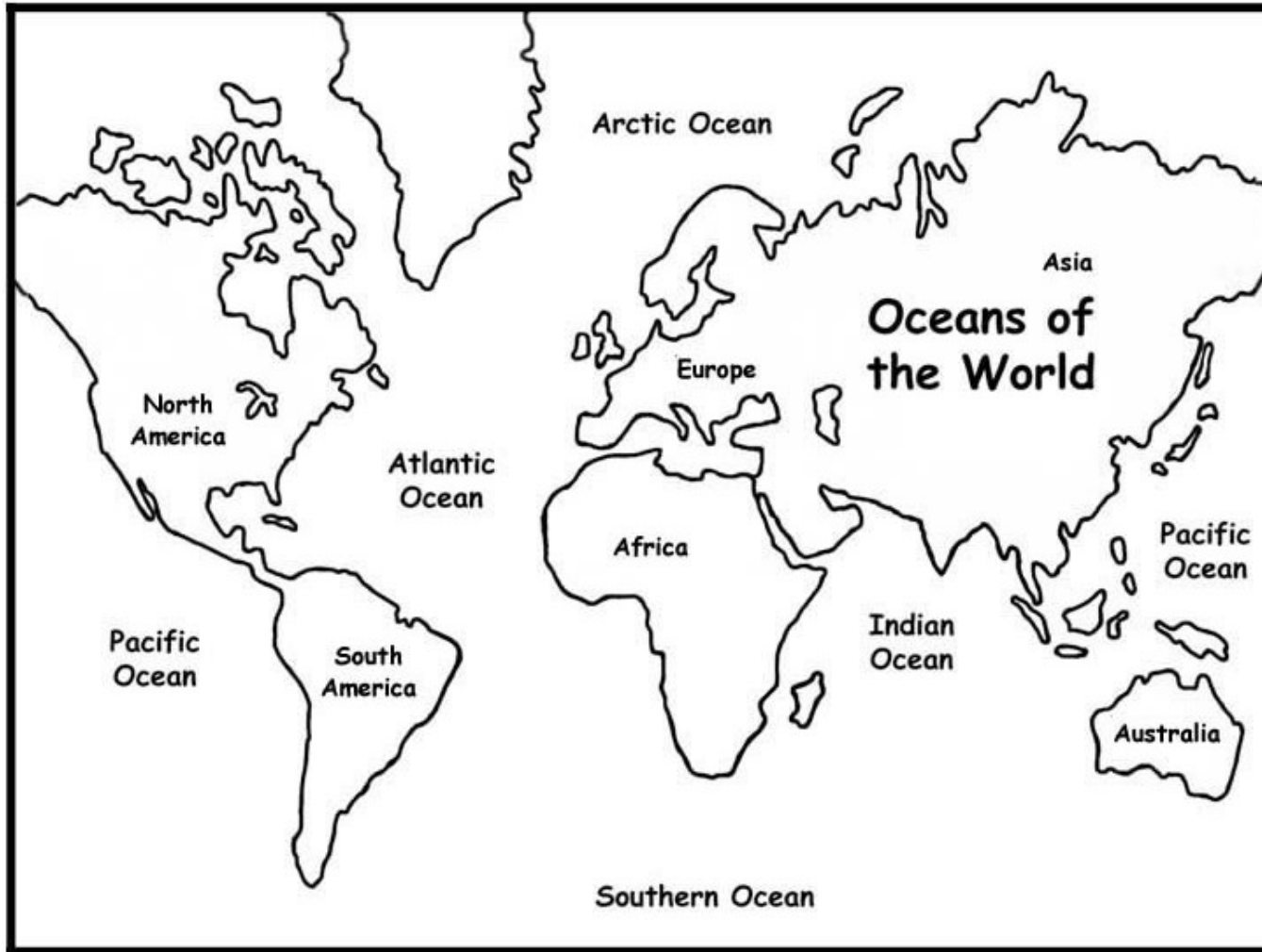
**Activity 2:** Use a smaller container to fill a larger container. First estimate the number of times you think the container will take to be filled. Complete the following sentences.

1. I used container \_\_\_\_\_ to fill container 2. I **estimate** it will be used \_\_\_\_\_ times to fill it. It took \_\_\_\_\_ times to fill container 2.
2. I used container \_\_\_\_\_ to fill container 3. I **estimate** it will be used \_\_\_\_\_ times to fill it. It took \_\_\_\_\_ times to fill container 3.
3. I used container \_\_\_\_\_ to fill container 4. I **estimate** it will be used \_\_\_\_\_ times to fill it. It took \_\_\_\_\_ times to fill container 4.
4. I used container \_\_\_\_\_ to fill container 5. I **estimate** it will be used \_\_\_\_\_ times to fill it. It took \_\_\_\_\_ times to fill container 5.

Did you have your containers in the correct order? How do you know? \_\_\_\_\_

## Thursday Geography

Label the 5 oceans and colour the 7 continents (one colour per continent!)



List the 5 oceans:

- 1.
- 2.
- 3.
- 4.
- 5.

What oceans are near Australia?

Optional:

Use Google Maps, Google Earth, an atlas or a world map to find out what continent these countries are in:

Canada : \_\_\_\_\_

India: \_\_\_\_\_

Egypt: \_\_\_\_\_

France: \_\_\_\_\_

Brazil: \_\_\_\_\_

### Friday – More or Less...

Choose three containers and fill it to show less than half, about half and more than half filled. Upload a photo or draw a picture.

Container	Half filled	Less than half	More than half
1			
2			
3			

Are the containers half full or half empty? \_\_\_\_\_

### Everyday Challenge:

1. Select a container and use it to **half fill** your kitchen sink, you might want to use warm water. How many times did you use the container?
2. Now that you have a sink half-filled with water, add some detergent and... wash the dishes for your family – it's for Maths and you can't waste the water now. We want to see photos!

Friday Worksheet

Name: \_\_\_\_\_

Cut and stick the right answer under the pictures.



half full

half full

full

full

nearly full

full

empty

nearly empty