



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.

	<h2 style="text-align: center;">Lynwood Park Public School</h2> <h3 style="text-align: center;">Learning From Home Whole School Timetable</h3> <h3 style="text-align: center;">Stage 1 Term 3 Week 8</h3>					
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 8 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Reading</b>	<p><b>Reading</b></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>Reading</b></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>Reading</b></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>Reading</b></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>Reading</b></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>	<p><b>Word Work</b></p> <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>Write all your ten spelling words in different directions, filling up the page.</p> <p>Use different colours and fonts like in the example on the spelling word page.</p>	<p><b>Word Work</b></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 "The Kite Flying Contest"</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 "The Kite Flying Contest"</p>	<p><b>Word Work</b></p> <p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Read "The Kite Flying Contest" 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>Word Work</b></p> <p><b>WILF</b> - reading words with taught vowel digraphs and applies when reading decodable texts</p> <p>*Re-read the book "The Kite Flying Contest"</p> <p>*Read the fluency chart twice. See if you are faster the second time.</p>	<p><b>Word Work</b></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>There are plenty of adjectives in the story "The Kite Flying Contest". Can you find them all?</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<p><b>Writing</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>On Wednesday you will draw a Tasmanian Devil. Today you will write an <b>Information Report</b> about <b>Tasmanian Devils</b>.</p> <p>Read the information found at the bottom of the grid about <b>Tasmanian Devil</b> to complete the informative text in your workbook after using the planning sheet. Remember to use all the subheadings.</p> <p><b>Part 1</b> <b>Title:</b> Tasmanian Devil</p> <p><b>Introduction:</b> (General information)</p> <p><b>Appearance:</b> (What does it look like?)</p> <p>Make sure you have capital letters, finger spaces, full stops and descriptive language. Check that your sentences make sense.</p>	<p><b>Writing</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>Read the information that you wrote about the Tasmanian Devil yesterday.</p> <p>Remember to use all the subheadings.</p> <p><b>Part 2</b></p> <p><b>Diet:</b> (What does it eat?)</p> <p><b>Habitat:</b> (Where does it live?)</p> <p><b>Movement:</b> (How do they move?)</p> <p><b>Interesting facts:</b> (What else do you know?)</p> <p>Make sure you have capital letters, finger spaces, full stops and descriptive language.</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 capital 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 a retelling of "The Kite Flying Contest".</p> <p>In your writing include:</p> <p>What happened at the beginning?</p> <p>What happened in the middle?</p> <p>What happened in the end?</p> <p>You may wish to use the planning sheet to plan your story and then write the full story in your workbook.</p> <p>Make sure you have capital letters, finger spaces and full stops.</p> <p>Check that your sentences make sense.</p>	<p><b>Writing:</b></p> <p><b>WILF</b> - writes for a range of purposes</p> <p>Describe Jessie and Troy's kites in the story "The Kite Flying Contest".</p> <p>Imagine you have made a kite. What colour would it be?</p> <p>What would you use to make the tail? Use adjectives (colour, material, size) to describe your imaginative kite.</p> <p>Draw a picture of it and upload your work on Google Classroom.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <p><b>* Number of the day</b> Today's number is: 17 (Refer to attached sheet)</p> <p><b>WILF</b> –understand fractions as <b>equal parts</b> of a whole.</p> <p><b>Fractions – Quarters</b></p> <ul style="list-style-type: none"> <li>- Place a piece of A4 paper on the table. Fold it in half.</li> <li>- Fold the paper in half again in the same direction.</li> <li>- Open the paper.</li> <li>- How many parts are there?</li> <li>- Are they equal?</li> </ul> <p>If one whole is separated into four equal parts, each part is called one-quarter.</p> <ul style="list-style-type: none"> <li>- Colour one-half of the square green, one-quarter blue and one-quarter red.</li> </ul>	<p><b>Mathematics</b></p> <p><b>* Number of the day</b> Today's number is: 19 (Refer to attached sheet)</p> <p><b>WILF</b> – identify and understand fractions of a collection.</p> <p><b>Fraction Flash Cards</b> (refer to attached sheet)</p> <p>Practice memorising the fractions. Upload a photo/video of you practicing.</p> <p><b>Optional:</b> Studyladder.</p>	<p><b>Mathematics</b></p> <p><b>* Number of the day</b> Today's number is: 31 (Refer to attached sheet)</p> <p><b>WILF</b> – To use and recognise fractions and their symbols.</p> <p><b>Fraction parts + Fraction Symbols.</b></p> <p>(refer to attached sheet)</p> <p>Today cut your sandwiches or lunch in to quarters.</p>	<p><b>Mathematics</b></p> <p><b>WILF</b> – To use measure, compare, estimate, and order capacities of objects.</p> <p><b>Capacity</b></p> <p>Using 3 containers investigate the capacity of each by packing/ filling them with repeated items/units and counting the number of units used. Try to estimate the capacity first.</p> <p>e.g. pack a pencil case with pencils. a jar with rice, a shoebox with crayon packets, a cup with marbles.</p> <p>What is the capacity of the containers?</p> <p>e.g. container 1 has a capacity of 5 units.</p> <p>Draw and write/ record your answers.</p> <p><b>Optional:</b> Studyladder.</p>	<p><b>Mathematics</b></p> <p><b>WILF</b> – To use measure, compare, estimate, and order capacities of objects.</p> <p><b>Measuring the capacity</b></p> <p>– Remember <u>capacity</u> refers to the amount a container can hold.</p> <p>You will need</p> <ul style="list-style-type: none"> <li>- 1 cup measure device/jug.</li> <li>- marker</li> <li>- some large empty container/drink bottle that you can draw/write on.</li> </ul> <p>Accurately measure one cup of water/sand and pour it in to your empty container. On the container mark the water level with a line and label it 1cup. Continue adding cups of water and mark the water level each time 2v cups etc.</p> <p>What is the total capacity of your container?</p>



	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	<p><b>Science and Technology</b></p> <p><b>WILF</b> - exploring how forces and energy are used in everyday life</p> <p><b>Strong and Weak Forces:</b></p> <p>When you looked at forces last week, did you notice that some things (e.g. wall) don't move when you push or pull it? This is because the force is too weak! There are both strong and weak forces.</p> <p>Today, we are going to explore what happens when you change the strength of force on an object.</p> <p>*For this experiment, you will need a rubber band and a rolled-up piece of paper.</p> <ol style="list-style-type: none"> <li>1. Predict what will happen when you use more/less force on a paper ball</li> <li>2. Use the rubber band as a sling shot by looping it around your fingers</li> </ol>	<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. Then, 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. 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>Activity 3: Hurdle Hops</b></p> <p>Using your stuffed toy/marker, pretend it is a hurdle. Jump side-to-side or front-to-back over your hurdle.</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><b>Draw a picture of a Tasmanian devil.</b></p> <p>Watch the instructions on the following video: <a href="https://youtu.be/yGBLQg1-s7I">https://youtu.be/yGBLQg1-s7I</a></p> <p>Or follow the instructions on the creative arts page.</p> <p>Once you have drawn your Tasmanian devil, what material can you use to add colour and texture to your drawing?</p> <p>Can you add a background and/or write a sentence about Tasmanian devils?</p>	<p><b>Geography</b></p> <p><b>WILF</b> – Describe and explore the features of Australia</p> <p><b>Finding places:</b></p> <p>Did you know the best way to find a place is to have an address? This is because each place usually has its own unique address that tells people which state, suburb, street and number the place is located in.</p> <p>Therefore, when you are finding a place, the more information you have, the better.</p> <p>Refer to the geography sheet:</p> <p>Look up some different addresses (and maybe your own!) and put the information you find under the correct subheading.</p> <p>Using your information, pretend you are writing a letter to someone using one of those</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>3. Put the piece of paper in the slight shot</p> <p>4. Observe: Pull your rubber band back weakly (1cm) and let go. What happens to the paper ball? How far does it fly?</p> <p>5. Record your results</p> <p>5. Try again but this time, pull your rubber band back further (another cm, etc.)</p> <p>7. Evaluate your prediction</p> <p>Please ensure that you do this somewhere safe. NEVER aim at other people.</p>	<p><b>Activity 4: Criss-cross Feet</b></p> <p>Jump straight up and cross one foot in front of the other while in the air. Land with your legs crossed. On the next jump, switch feet and continue.</p>		<p>addresses.</p> <p>Use the letter template and write down the address needed for the postman deliver to the right place!</p> <p>Don't forget the name of the person you are giving the letter to!</p>	

## Monday Spelling

pram press pray	would could should	present print proud	hung rung lungs
stall hall call	parked don't can't together	small football calling	world together team magic

## Monday Word Work example

would  
press  
pram  
Print  
world  
magic



## Tasmanian Devil

The Wild Tasmanian devil can only be found in the wild in Tasmania, Australia. The Tasmanian devil is a marsupial.

Female marsupial animals have pouches in which they carry their young. The pouch helps the Tasmanian devil mother to feed and protect newly born babies. There are four teats in the pouch, so she can look after four little devils at one time.

Tasmanian devils are mostly black, but usually have white marking on their bottom or the chest. Tasmanian devils are carnivores which means they only eat meat. They are also known to be scavengers. They eat lizards, frogs, insects and any animal meat they can find.

The Tasmanian devil stores fat in its tail so that it has something to draw on when there isn't a lot of food to eat. Their eyesight is better when it's dark. They are good at spotting things that are moving, but if things are still they probably won't see it as clearly.

Adult male devils are usually bigger than females. They are about 30 centimetres tall and weigh up to 14kg.

### Did You Know...?

Devils can eat up to 40% of their body weight in a day.



**Monday – Writing**

<p><b><u>Monday</u></b> <b>Introduction</b></p>	<p><b><u>Tuesday</u></b> <b>Habitat (Where does it live?)</b></p>
<p><b>Appearance (What does it look like?)</b></p>	<p><b>Movement (How do they move?)</b></p>
<p><b>Diet (What does it eat?)</b></p>	<p><b>Interesting Facts</b></p>

**Number of the Day**

**Monday**

**Number of the day is... 17**

- How many tens and ones?  
\_\_\_\_\_ tens and \_\_\_\_\_ ones.
- Write the number in words  
\_\_\_\_\_
- Is it odd or even? \_\_\_\_\_
- What is 10 more? \_\_\_\_\_
- What is 10 less? \_\_\_\_\_

Write some addition, subtraction, multiplication, or division questions with the answer of 17.

**Tuesday**

**Number of the day is... 19**

- How many tens and ones?  
\_\_\_\_\_ tens and \_\_\_\_\_ ones.
- Write the number in words  
\_\_\_\_\_
- Is it odd or even? \_\_\_\_\_
- What is 10 more? \_\_\_\_\_
- What is 10 less? \_\_\_\_\_

Write some addition, subtraction, multiplication, or division questions with the answer of 19.

**Wednesday**

**Number of the day is... 31**

- How many tens and ones?  
\_\_\_\_\_ tens and \_\_\_\_\_ ones.
- Write the number in words  
\_\_\_\_\_
- Is it odd or even? \_\_\_\_\_
- What is 10 more? \_\_\_\_\_
- What is 10 less? \_\_\_\_\_

Write some addition, subtraction, multiplication, or division questions with the answer of 31.

**Monday – Science and Technology**

**Prediction:**

What will happen when I use a strong force on the paper ball?

What will happen when I use a weak force on the paper ball?

**Observation:**

Force Used	Distance Travelled (Remember to use the same measurement – e.g. hand/cm/etc)
Force 1 (Weak) – Pulled rubber band back 1 cm	
Force 2 – Pulled rubber band back ___ cm	
Force 3 – Pulled rubber band back ___ cm	
Force 4 (Strong) – Pulled rubber band back ___ cm	

What did you see?

What did you think?

**Evaluation:**

Did your prediction come true? (Remember to use full sentences!)

Wednesday – Handwriting

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

was put

said are

because

like look

my saw

there is

their you

what who

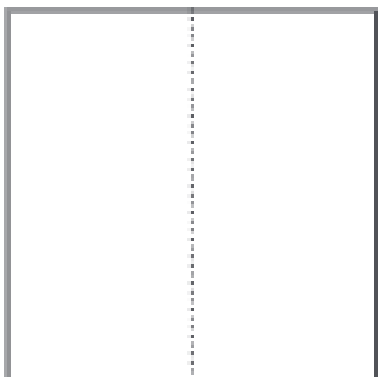
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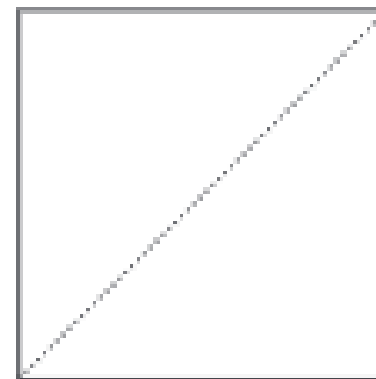
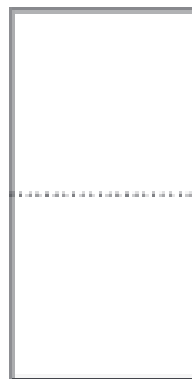
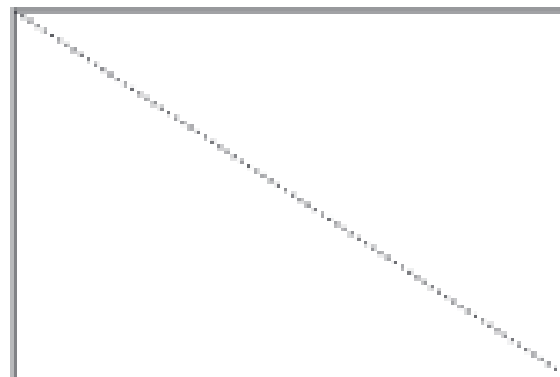
one our

for me

Wednesday – Fractions (Part 1) – How many parts does the whole have?



2



**\*\* Please see the back page of the Learning from Home pack for Part 2 of Wednesday's Maths activities. \*\***

## Wednesday Creative Arts



Step 1: First, Draw the head.



Step 2: Draw the eyes, nose and mouth.



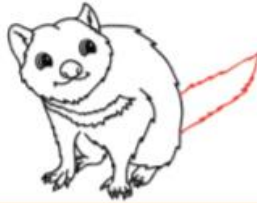
Step 3: Draw the ears.



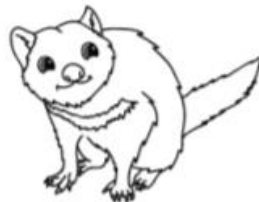
Step 4: Draw the front legs.



Step 5: Draw the body and hind legs.



Step 6: Draw the tail.



Your Tasmanian Devil is done!

Draw your Tasmanian Devil here:



**Thursday – Writing**

**Beginning**

**Middle**

**End**

## Thursday – Geography

Unit/Street Number	Street Name	Street Type	Suburb	State	Postcode
<b>Address Example</b>					
87	Turner	Street	Blacktown	NSW	2148
Address 1:					
Address 2:					
Address 3:					
Address 4:					



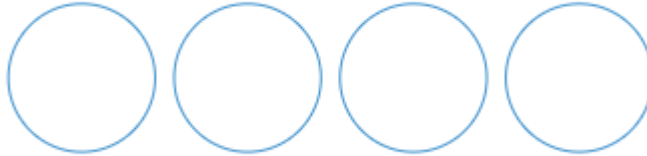
Here's the front of an envelope.

Pretend you have written a letter and need it sent via post. What should you write on it to make sure the postman delivers it to the right place and person?

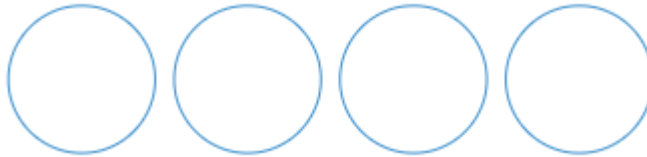
Use the prompts in the picture to help you fill out the envelope.

**Tuesday – Fractions Flash cards** – Follow the instructions and then cut along the dotted lines. Try and keep the strips the same length as they can be used as flash cards.

1. Use some coins or counting objects. Put coins on one-half of the circles and draw a line to show/separate the circles. Take away the coins and colour in the circles you covered. (Leave the other half blank)



2. Put your counting objects on one-quarter of the circles and draw a line to show/separate the circles. Take away the coins and colour in the circles you covered. (Leave the other circles blank)



3. Put your counting objects on one-half of the circles and draw a line to show/separate the circles. Take away the coins and colour in the circles you covered. (Leave the other half blank)



4. Put your counting objects on one-quarter of the circles and draw a line to show/separate the circles. Take away the coins and colour in the circles you covered. (Leave the other circles blank)



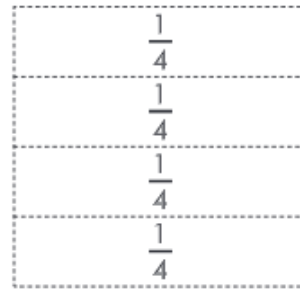
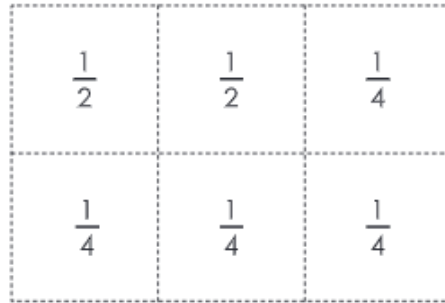
5. Challenge: Put your counting objects on one-eighth of the circles and draw a line to show/separate the circles. Take away the coins and colour in the circles you covered. (Leave the other circles blank)



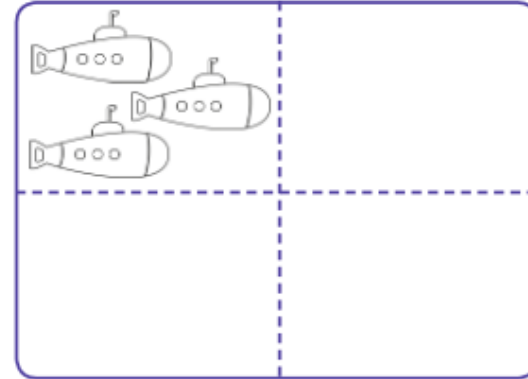
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## Wednesday – Fractions (Part 2) cont.

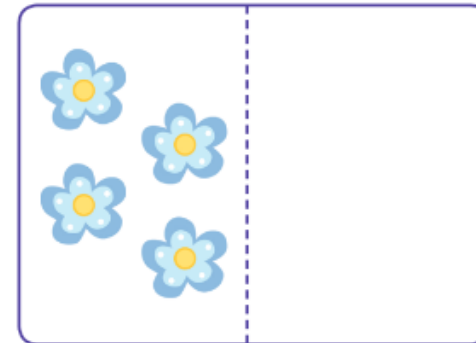
### 1. Use the symbols to label the fraction parts



### 2. We have $\frac{1}{4}$ of the submarines



### We have $\frac{1}{2}$ of the flowers

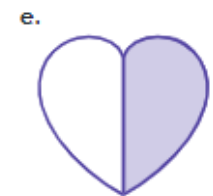
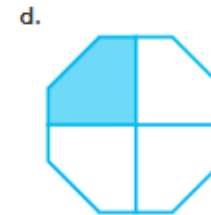
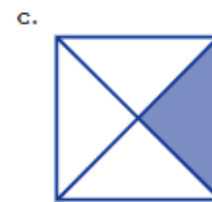


### Wednesday – Fraction Symbols

Using a symbol is much quicker and easier to represent a fraction than writing one quarter or one half in words. The top number indicates the part of the whole we are dealing with. The bottom number indicates the total number of parts that make up 1 whole, or the number of times it has been divided. E.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$

1. Label each the parts of the whole
2. Complete the drawings to complete the whole.
3. Using the symbols for halves and quarters, write if one-half or one-quarter of each shape has been shaded.

Challenge: Fold some paper in to eighths and label it using an eighths symbol.



3.

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