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.

UNINCOD PARK	Lynwood Park Public School Learning From Home Whole School Timetable Stage 1 Term 3 Week 9							
Time	Monday	Monday Tuesday Wednesday Thursday Friday						
10 mins	Reading	Reading	Reading	Reading	Reading			
15 mins	Comprehension /	Comprehension /	Comprehension /	Comprehension /	Comprehension /			
	Word Work	Vord Work Word Work Word Work Word Work		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	Creative Arts	Wellbeing Wednesday	Geography / History	Catch up			
			Personal Development					

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 9 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Reading	Reading	Reading	Reading	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.	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.	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.	 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. 	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	Word Work	Word Work	Word Work	Word Work
	WILF - using learnt spelling rules and knowledge, word origins and generalisations to spell *Copy 10 spelling words	WILF - reading words with taught vowel digraphs and applies when reading decodable texts	WILF - reading words with taught vowel digraphs and applies when reading decodable texts	WILF - reading words with taught vowel digraphs and applies when reading decodable texts	WILF - using learnt spelling rules and knowledge, word origins and generalisations to spell
	from the list that you need to practice. Note that the vowels are a , e , i , o , u . All the other alphabets which are not vowels are called consonants . Write the ten spelling words with vowels in red and consonants in blue as shown in the example below.	* Look at and talk about the front cover of "The Lazy Lizard" *Read the blending sounds and high frequency words on the "Practice page." *Read the vocabulary section of the 1st page of "The Lazy Lizard"	*Read "The Lazy Lizard" aloud to someone. Remember to point to each word as you read it. If you make a mistake read the sentence again.	*Re-read the book "The Lazy Lizard"" *Read the fluency chart twice. See if you are faster the second time.	*Time for spelling test! Ask someone to test you on your chosen 10 words from Monday. You have read the text 'The Lazy Lizard'. Find the meaning of the following words in the text 'The Lazy Lizard' (see vocabulary section) and write it

	Monday	Tuesday	Wednesday	Thursday	Friday
	someone				down in your workbook.
	If you do not have red and blue pencils, you				Snacked-
	colours of your choice				Lazed-
	consonants.				Fat belly-
					Shade-
					Tracks-
English	Writing	Writing	Writing:	Writing	Writing:
	WILF - writes for a range of purposes	WILF - writes for a range of purposes	WILF - correctly forms of letters	WILF - writes for a range of purposes	WILF - writes for a range of purposes
	Read the attached information about Numbats. Use the	Read the information that you wrote about the Numbats yesterday.	Complete the handwriting worksheet OR practice all the	Write a retelling of "The Lazy Lizard"	In the text 'The Lazy Lizard', describe what the lizard was like using at least 3 adjectives .
	start your information	Remember to use all the	alphabet as well as vo	ur In your writing include:	
	report. Remember to use all the subheadings.	subheadings.	10 chosen spelling words in your neatest writing in your workboo	What happened at the beginning?	The family in the story eat the lizard for dinner.
	Part 1 Title: Numbats	Diet: (What does it eat?) Habitat: (Where does it		What happened in the middle?	What is a good dinner you have eaten? Describe it using at least
	Introduction: (General information)	live?)		What happened in the	3 adjectives.
	Appearance: (What	Movement: (How do		CIU?	Colour?
	does it look like?)	Interesting facts: (What else do you know?)		You may wish to use the planning sheet to plan your story and then write	What did it feel like to taste? Was it sweet? Sour? Spicy?
	Make sure you have				Was it soft? Hard to bite?

L_	Monday	Tuesday	Wednesday	Thursday	Friday
	capital letters, finger spaces, full stops, and descriptive language. Check that your sentences make sense.	Make sure you have capital letters, finger spaces, full stops, and descriptive language.		 workbook. Make sure you have capital letters, finger spaces and full stops. Check that your sentences make sense. Use the adjective chart and adverb charts to help you make your sentences interesting to read. 	For example: I had yellow rice for dinner with red hot spicy chicken. It was delicious .
Break					
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	 * Number of the day Today's number is: 10 (Refer to attached sheet) WILF - Recognise, copy and continue patterns Complete the Identifying and Describing Patterns worksheet (Refer to attached sheet) 	 * Number of the day Today's number is: 36 (Refer to attached sheet) WILF - Recognise, copy and continue patterns Complete the Errors in Patterns worksheet (Refer to attached sheet) <u>Optional:</u> Studyladder. Complete some activities set out by your teacher. 	 * Number of the day Today's number is: 42 (Refer to attached sheet) WILF - Recognise, copy and continue patterns Complete the Making Patterns worksheet (Refer to attached sheet) 	 * Choose an activity from the previous weeks to practice (addition, subtraction, circles and stars, dice games etc). WILF - Make designs with symmetry using paper-folding, pattern blocks, drawings Complete the Symmetry worksheet (Refer to attached sheet) Optional: Studyladder. Complete some activities set out by your teacher. 	WILF – Make and match designs with symmetry Play the Mirror Game (Refer to attached sheets)

	Monday	Tuesday	Wednesday	Thursday	Friday	
Middle	WILF - exploring how regu SISA Dance Lesson: https://www.youtube.c SISA Aerobics Lesson: https://www.youtube.c SISA Yoga Lesson 1 and 2 https://www.youtube.c	Fitness Options gular physical activity keeps individuals healthy .com/watch?v=qQeq9ryQUa4 .com/watch?v=iMO4txHN_3E I 2: .com/watch?v=-uKEuikMrRo .com/watch?v=vzaFg7aPagE		Fitnes For these activities, you Aim and Throw: Line up and see if you can know your soft ball or toy at it. Basketball Toss: Use a bu and see how many time or toy into it. Wall Bounce: Throw you and catch it. How many without dropping your b Catch Bowl: Have some and see if you can catch How far away from the so catch the item?	Fitness Options For these activities, you will need a soft ball or toy Aim and Throw: Line up a few items on your bed and see if you can knock them over by throwing your soft ball or toy at it. Basketball Toss: Use a basket or plastic mixing bow and see how many times you can throw your ball or toy into it. Wall Bounce: Throw your ball or toy against the wo and catch it. How many times can you do this without dropping your ball? Catch Bowl: Have someone toss you the ball or toy and see if you can catch it using a bowl or basket How far away from the thrower can you be and st catch the item?	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
Afternoon	Science and Technology WILF - exploring how forces and energy are used in everyday life We have learnt about push and pull forces, but did you know there is a pulling force that is acting on everything on Earth right now, including you! This force is called arguith. Cravity pulls	Creative Arts WILF - Making of simple pictures and other kinds of artworks about things and experiences Today we are going to make a collage using all of the wonderful drawings you have been creating over the past 8 weeks. You will need: a piece of paper.	Wellness Wednesda Personal Developma Today there are 2 different things to do 1. There is a non-scre activities grid attache Choose some of the activities to complete it can be any of then 2. There is a mind ma sheet and a colourin sheet for you to choo	ayGeographyentWILF - Exploring the connections we have with placesenAustralia is a large country with lots of different places to go and visit but the placesenAustralia is a large country with lots of different places to go and visit but the placesenAustralia is a large country with lots of different places to go and visit but the places we visit the most are the places near where we live.tRefer to attached sheet or draw a map of your peighbourband and	Catch Up Have you finished all the activities for this week? If you are able to you can play a game from ABC Kids https://www.abc.net.au /abckids/games/	

Monday	Tuesday	Wednesday	Thursday	Friday
everything towards the centre of the planet. Today we are going to explore how we can use gravity to make a car go as far as possible. To do this experiment you will need: A toy car, some books and something to use as a ramp (e.g. a big book, a plank of wood, file/folder) 1. Draw a starting line on your ramp 2. Place the ramp on a book 3. Hold the car at the starting line and let go (Do NOT push) 4. Add more books and try again. Is the steeper ramp or less steep ramp able to make the car go further? Experiment and find out. Complete attachment by predicting, observing and evaluating your experiment.	drawings (Don't worry if you don't have them. You can re-draw them!) pieces of paper (coloured or from a magazine, brochure etc. Glue stick and scissors Coloured pencils, crayons or paints With your piece of paper, pencils and other materials create a background for your animals. Perhaps it can be a zoo or a natural space with trees and waterways, Once you have finished the background cut or re draw and cut out the animals you have made in previous lessons and add them to your background.	from. You can choose 1 to do or you can complete both!	circle the places you visit the most. Write why you visit those places and when you usually go. Don't forget to label some of the street names and landmarks (e.g. park, school, Coles, etc.)	

Monday Spelling

grab	night	grape	laugh
grin	light	greedy	cough
grand	fight	grandad	rough
knee	really	knock	penguin
knot	skipped	knitting	half
know	someone	know	calf
	suddenly		monster
	-		

Numbat

Numbats are small marsupials that can be found in southwest Australia. Their bodies range between 20 and 30cm in length and their tails are a further 12 to 21cm long.

get enough water from the termites they eat. termites and nothing else. They don't even need to drink water as they stripes on their backs and their diet - they live on banded anteater' due to the black and white bushy tail. Numbats are known as 'the pointed head, four short legs and a long They are reddish-brown, with a small

shelter, nesting and places to find food eucalyptus woods where there are lots of fallen trees and hollow logs for Unlike most marsupials, numbats are active during the day. They live in

and prod their long, sticky tongues inside. they catch scent of some, they dig to reveal the termite tunnels (galleries) afternoon). They forage on the forest floor, smelling for termites. When come out when termites are active (Usually in the morning or late Numbats live alone in underground burrows or inside trees or logs and

coat acts as camouflage against the forest floor. bushes so they can duck under them if they sense a threat. Their striped Numbats are prey to many birds: they often forage for food near small

attach themselves to one of four nipples and are kept protected by her before leaving the nest and looking after themselves long fur for up to 7 months. They spend up to a year with their mother Female numbats don't have a pouch like other marsupials, instead pups

Did You Know...?

Their tongues are 11cm long and they eat up to 20,000 termites a day.



Monday Writing information

Monday – Writing

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

Number of the Day

Monday	Tuesday	Wednesday
 Number of the day is 10 How many tens and ones? tens and ones. Write the number in words 	 Number of the day is 36 How many tens and ones? tens and ones. Write the number in words 	 Number of the day is 42 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 10. 	 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 36. 	 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 42.

Monday – Identifying and Describing Patterns – Patterns occur in man everyday situations. In Mathematics, the term pattern refers to the repetition of items.



This is a pattern made with a car and aeroplane which are repeated. There are two objects in the part which repeats. We call this a 'two' pattern.



Complete the sentence:

(Hint* use these words two / three / shell / three)

This pattern is made with ______ stones and a ______ which are

repeated. There are _____ objects in the part which repeats. We call

this a _____ pattern

Circle the parts which are repeating

This pattern is made with a car, a Lego man, and an aeroplane which are repeated. There are three objects in the part which repeats. We call this a 'three' pattern

Circle the parts which are repeating.





Describe what you can see _____

How many different objects can you see in the pattern?

How many times is the pattern repeated?

Challenge: Find some objects from around the house and make your own repeating pattern.

Monday – Science and Technology

Question: How can I use gravity to make my car go further? Prediction:	
I think that my car will go further if	
Observation:	
Books used (to prop up ramp)	Distance the car has travelled (No pushing the car!)
1 book	
2 books	
books	
books	
What did you see?	
What did you think?	
Evaluation:	

Tuesday – Errors in Patterns



This page has been left blank.

Wednesday – Handwriting





Try some words on your own

Wednesday – Making Patterns



Wellness Wednesday – PDHPE







Thursday Writing

bewildere	d heartb	roken	alone
grumpy	alum	angry	sorrowful
bitter	guarre	n	distressed
cheerless	Sé	BO	bored
horrible	dreadful	ianored	gloomy
empty	awful	terrihle	hurting
twinkl.co.uk	uwjui	terrible	5

overjoyed	pretty	jolly	tre	mendous
enjoyable	eager	sup	erb	cheerful
pleasant 👔	Ĵ			lovely
stunnina	nar	00	V	ecstatic
scartitury -			J	content
lively .	fantast	ic ple	ased	thrilled
captivated	gl	eeful	teri	rific
twinkl.co.uk	5	J		J

caught sight of		
looked at		discovered
glimpsed		found
glanced at	saw	spotted
eyed		sighted
noticed	recognised ol	oserved

ran departed stamped leapt wandered searched approached fled crept skipped strolled scurried rushed limped dashed hobbled jumped crawled stomped danced twinkl.co.uk

extremely seriously enormously massively outstandingly highly deeply super greatly unusually vastly truly most unbelievably hugely especially twinkl.co.uk

huge tiny mammoth compact miniature dinky immense colossal tall mini limited weighty minute great little narrow enormous massive short towering teeny vast baby measly gigantic twinkl.co.uk

Thursday – Symmetry: A shape is said to have symmetry if <u>matching</u> parts are produced when it is folded along a line. Each part represents a '<u>mirror image</u>' of the other.



Thursday – Geography

Map of my neighbourhood: (Don't forget to label the streets and landmarks! This includes your own house!)	What places do you usually visit? 1. 2. 3.
	When do you visit them? 1
	Why do you visit? 1

Friday – Mirror Game -Symmetry doesn't have to be with individual shapes. Symmetry can happen with a collection of objects too.

You will need:

- Shape set
- Stopwatch/timer
- Game board (next page) or object/barrier to act as the line of symmetry.

How to Play

- 1. Colour in and cut out the shapes.
- Share the shapes evenly with your opponent.
 * (You are sharing the collection into halves)
- Use the game board (next page) or create a 'line of symmetry' between the two players by using an item like a ruler or a paintbrush as the barrier.
- 4. Player 1: Create a design while player 2 turns around. Don't peek!
- Player 2: Create the same design but as a mirror image along the line of symmetry. Set a stopwatch for 1 minute as the time limit in which to complete the mirror image.
 * Remember the shapes may need to be rotated or moved around to make the mirror image.



- 6. Player 2 scores 1 point if they are correct and complete a mirror image of the design within the time limit.
- 7. Take it in turns to create a design. The first player to reach 5 points is the winner.

You can complete this activity without an opponent. Create one side and then make the mirror image yourself.

To adjust the difficulty:

To start with, place the shapes against the game barrier/line of symmetry so it is easier to make the mirror image. To make it more challenging place the shapes a small gap away from the game barrier and match the distances in the mirror image.



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