



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>  <div> Lynwood Park Public School Learning From Home Whole School Timetable Stage 1 Term 4 Week 3 </div>  </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	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.

Stage 1 Term 4 Week 3 – 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 "Bedtime is Cancelled" 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 - using learnt spelling rules and knowledge, word origins and generalisations to spell *Copy 10 spelling words from the list that you need to practice. *Complete the attached worksheet	Word Work WILF - reading words with taught vowel digraphs and applies when reading decodable texts * Look at and talk about the front cover of "A fright at night." *Read the blending sounds and high frequency words on the "Practice page." *Read the vocabulary section of the 1 st page of "A fright at night."	Word Work WILF - reading words with taught vowel digraphs and applies when reading decodable texts *Read "A fright at night." aloud to someone. Remember to point to each word as you read it. If you make a mistake read the sentence again.	Word Work WILF - reading words with taught vowel digraphs and applies when reading decodable texts *Re-read the book "A fright at night." *Read the fluency chart twice. See if you are faster the second time.	Word Work *Time for spelling test! Ask someone to test you on your words from Monday. *Make a find-a-word using the attached sheet or straight into your workbook or with this website link https://www.education.com/worksheet-generator/reading/word-search/?gclid=EAlaIQobChMluu_ggLvY8gIVDCUrCh2KpQVpEAAAYASAAEgJ4SvD_BwE

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Writing</p> <p>WILF - writes for a range of purposes</p> <p>This term our Monday and Tuesday writing is going to be based on our fortnightly Literacy text. For weeks 2 and 3 it is "Bedtime is Cancelled"</p> <p>Refer to the attached worksheet.</p>	<p>Writing</p> <p>WILF - writes for a range of purposes</p> <p>This term our Monday and Tuesday writing is going to be based on our fortnightly Literacy text. For weeks 1 and 2 it is "Bedtime is Cancelled"</p> <p>Refer to the attached worksheet.</p>	<p>Writing</p> <p>WILF - correctly forms all letters</p> <p>Complete the attached handwriting sheet OR write a letter to someone you love in your neatest handwriting.</p>	<p>Writing</p> <p>WILF - writes for a range of purposes</p> <p>Answer these comprehension questions in full sentences either in your work book or on the attached worksheet.</p> <ol style="list-style-type: none"> 1. How do the little brother and sister feel in this story? How do you know? 2. Name or describe all the sounds the kids hear. 3. Have you ever read or told a story by torchlight? Tell me about it. 4. What makes you feel safe when you go to sleep at night? 	<p>Writing</p> <p>WILF - writes for a range of purposes</p> <p>Choose one of the illustrations from "A fright at night." Write 3 sentences about the illustration. Remember to:</p> <p>Write in full sentences. Include capital letters, full stops and other punctuation where needed.</p> <p>Stretch out the sounds in words to write them correctly.</p> <p>Add WOW words (adjectives)</p> <p>Re-read and edit your sentences.</p>
Break					

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	<p>Mathematics</p> <p>* Number of the day Today's number is: 337 (Refer to attached sheet)</p> <p>WILF – You can solve a problem using known relationships, patterns, and operations.</p> <p>Complete the 'Revision Addition' activity. (Refer to attached sheet)</p>	<p>Mathematics</p> <p>* Number of the day Today's number is: 874 (Refer to attached sheet)</p> <p>WILF – You can solve a problem using known relationships, patterns, and operations.</p> <p>Complete the 'subtraction' activity. (Refer to attached sheet)</p> <p>Optional: Studyladder.</p> <p>Complete some activities set out by your teacher.</p>	<p>Mathematics</p> <p>* Number of the day Today's number is: 633 (Refer to attached sheet)</p> <p>WILF – You can solve a problem using known relationships, patterns, and operations.</p> <p>Complete the 'Subtraction Using the Jump Strategy' activity (Refer to attached sheet)</p>	<p>Mathematics</p> <p>WILF – show quarter past and quarter to time on analog and digital clocks.</p> <p>Complete the 'Telling the Time' activity. (Refer to attached sheet)</p> <p>Optional: Studyladder.</p> <p>Complete some activities set out by your teacher.</p>	<p>Mathematics</p> <p>WILF – show quarter past and quarter to time on analog and digital clocks.</p> <p>Complete the 'Time Diary' activity. (Refer to attached sheet)</p> <p>Optional: Create your own analogue clock. Find a creative way to join the hands to the clock (see attached).</p>
Middle	<p>Fitness Options</p> <p>WILF - exploring how regular physical activity keeps individuals healthy</p> <p>Some great fitness ideas include.</p> <p>These fitness exercises</p> <p>Have a Blast With This Family Fun Cardio Workout! - YouTube</p> <p>Or Koo Koo Kangaroo singing and dancing</p> <p>Koo Koo Kanga Roo - All I Eat Is Pizza (Dance-A-Long) - YouTube</p> <p>Koo Koo Kanga Roo - Monster Moves (Dance-A-Long) - YouTube</p> <p>Koo Koo Kanga Roo - Superheroes Unite (Dance-A-Long) - YouTube</p>			<p>Fitness Options</p> <p>10 lunges with your right foot in front then repeat with your left foot in front.</p> <p>10 squats</p> <p>10 side stretches</p> <p>30 second running on the spot – Repeat 3 times or</p> <p>Or Choose some of your favourite songs and have a dance party</p> <p>Or perhaps some Just Dance Kids on YouTube. Type Just Dance Kids Videos in your internet search browser.</p>	

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS
Afternoon	<p>Science and Technology</p> <p>WILF – Recognises and observes the changes in our skies and lands</p> <p>Landscape Exploration: Landscape is an area of land that a person can see. They can be made up of natural, managed, and constructed features.</p> <p>Natural features are not man made. This means they are not made by people. They can be things like rocks, trees, grass, and ponds.</p> <p>Managed features are natural features BUT they need people to look after them. They can be things like gardens and parks.</p> <p>Constructed features are man-made. They include things like buildings, footpaths, roads, and lights.</p>	<p>Creative Arts</p> <p>WILF – identifies simple musical features of the music that is performed and listened to, eg the tempo, pitch, structure, dynamics, tone colour</p> <p>Refer to attached worksheet</p>	<p>Personal Development</p> <p>Wellbeing Wednesday</p> <p>Today there are 2 different things to do.</p> <p>1. There is a non-screen activities grid attached. Choose some of the activities to complete – it can be any of them!</p> <p>2. There is a mindful mat for you to do :D</p> <p>You can choose 1 to do or you can complete both!</p>	<p>History</p> <p>WILF – Identifies and describes people, places and things over time</p> <p>Artefact Hunt: We have looked at different artefacts of the past and compared them to what they look now. We have also interviewed someone in our family to learn about what the past was like for them and how it is different to the life we live now. This week we are going to hunt around our house and find our very own artefact!</p> <p>Refer to attachment. Find an old item at home and find out the history behind it. Record your findings.</p>	<p>Catch Up</p> <p>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/</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Landscapes can even change depending on the time of day that you look at it. For example, the view outside your window can look very different at night compared to during the day.</p> <p>Go for a walk outside and choose your favourite landscape. Then sit down and record the data that you collect. Refer to attachment.</p>				

Spelling word list

gift lift sift	ce race face	asking skate skipping	care beware behave
ask skirt skip	game fame same	cent dance once	author autumn Australia

Number of the Day – Three Digit Numbers

Monday

Number of the day is... 337

Hundreds	Tens	Ones

Write the number in words

Round it to the nearest 10

What is 100 more? _____

What is 100 less? _____

What is 10 more? _____

What is 10 less? _____

Challenge: Write some addition, subtraction, multiplication, or division questions with the answer of 337.

Tuesday

Number of the day is... 874

Hundreds	Tens	Ones

Write the number in words

Round it to the nearest 10

What is 100 more? _____

What is 100 less? _____

What is 10 more? _____

What is 10 less? _____

Challenge: Write some addition, subtraction, multiplication, or division questions with the answer of 874.

Wednesday

Number of the day is... 633

Hundreds	Tens	Ones

Write the number in words

Round it to the nearest 10

What is 100 more? _____

What is 100 less? _____

What is 10 more? _____

What is 10 less? _____

Challenge: Write some addition, subtraction, multiplication, or division questions with the answer of 633.

Write down all your spelling words. Then, count the letters and color the ten frames to match.



Monday – Writing

Complete the following table with reasons why bedtime is important and why bedtime is NOT important. At the end write a sentence explaining which side you think is most correct.

Bedtime is important because:	Bedtime is NOT important because:
I think:	

Monday – Maths (Addition revision)

Cut out and use the number cards (there are 2 lots of 0-9). They are at the back of the booklet.

1. Place the shuffled cards face down.
2. Pick up 5 cards.
3. Write down the numbers in a number sentence in the order that you pick them up.
e.g. $3 + 4 + 8 + 6 + 7 = ?$
4. Add them altogether.
5. **Show your working out.**

Remember we are focusing on the strategies that you are using to add the numbers together.

- Can you use doubles when adding pairs together?
- Can you identify friends of 10?
- Can you split your numbers to create friends of 10?
(e.g. $8 + 6 = ?$ – We can split 6 into 4 and 2 to create a friend of 10 with 8, then add the 4).
- Can you use counting objects to model your process?

<div></div>	

Monday – Science and Technology

<p>Draw the landscape that you have chosen. Remember to include any natural, managed or constructed features that you see!</p>	<p>List some of the natural features that you see:</p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____
	<p>List some of the managed features that you see:</p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____
	<p>List some of the constructed features that you see:</p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____

Tuesday– Writing

Bedtime is Cancelled. Choose and complete one activity from the list.

Remembering

A-Z

Make an A-Z list using words from the text.



teachstarter

Remembering

Main Events

Make a list of the main events in the text.



teachstarter

Evaluating

Letters

Write a letter to a friend or family member about one of the main topics in the text.



teachstarter

Analysing

Questions

Write three questions that you would like to ask one of the characters in the text.



teachstarter

Analysing

Playing Favourites

What was your favourite part of the text? Why did you like it? How did it make you feel?



teachstarter

Applying

Why Did They Do That?

Explain why a particular character acted the way they did.



teachstarter

Tuesday – Maths (Subtraction)

Tuesday – Subtraction

You will need:

- The number chart playing card →
- Numbers cards (2 x 0-9)
- Coloured pencil

How to complete this activity:

1. Shuffle your number cards and place them face down.
2. Pick up a random number card. (e.g. 2)
3. Starting from 110 take the amount away that you have picked up and record a number sentence (e.g. $110 - 2 = 108$). Put a coloured dot in your answer box.
4. Continue to pick up cards and take the numbers away from your previous answer. (e.g. $108 - 6 = 102$).
5. Continue taking away the numbers until you are down to 0.
6. You may need to reuse the number cards. Make sure you shuffle them again before using them.

Challenge: Repeat the task using two-digit numbers (e.g. $110 - 21 = 89$)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

Tuesday – Creative Arts (Music)

Musical Instruments in a band

Our school band is continuing in 2022 and we'd like to invite all students in Years 2-5 (2021) to participate. Our music lesson today will help you learn some more about the instruments in the band.














Visit <https://www.schoolbands.com.au/choosing-the-right-instrument/> to watch some videos about each of the instruments in the band. Scroll down to make sure you see all of the instruments.


Listen to the instruments and notice how they are played and the type of sound the instrument makes. Read the information on the website about the instrument families too.

Complete the worksheets about the instruments in the band and orchestra. Describe the sound of each instrument and how is it played.

Can you name the instruments?

If you are in Year 2- Year 5 (2021) and you would like to register for band in 2022, speak with your family. Register via the sign- up button on the School Band's Australia page

Tuesday- Creative Arts		Once you have watched the videos, describe the sounds of the following instruments:												
Flute  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>	high	low	loud	soft	Clarinet  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>	high	low	loud	soft	Saxophone  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>	high	low	loud	soft
high	low													
loud	soft													
high	low													
loud	soft													
high	low													
loud	soft													
Trumpet  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>	high	low	loud	soft	Trombone  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>	high	low	loud	soft	Bass Guitar  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>	high	low	loud	soft
high	low													
loud	soft													
high	low													
loud	soft													
high	low													
loud	soft													
Percussion  <table border="1"><tr><td>high</td><td>low</td></tr><tr><td>loud</td><td>soft</td></tr></table>		high	low	loud	soft	 								
high	low													
loud	soft													
 Strike Colour these instruments blue	 Blow Colour these instruments red	 Pluck Colour these instruments green	 Shake Colour these instruments orange											

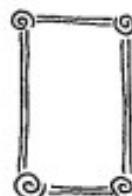




Wednesday – Handwriting

Trace each letter when you have completed the matching pages in your work book. Draw something beginning with that letter in the frame.



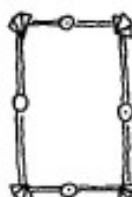
aA  bB  cC 

dD  eE  fF 




gG  hH  iI 



jJ  kK  lL 

mM  nN  oO 

pP  qQ  rR 

sS  tT  uU 

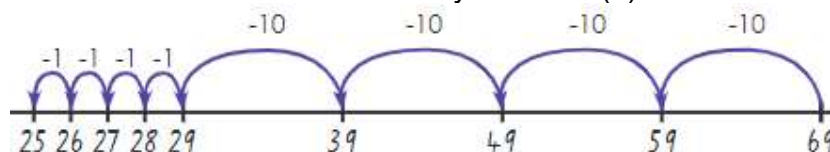
vV  wW  xX 

yY  zZ 

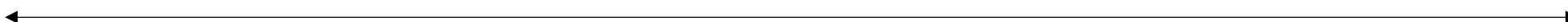
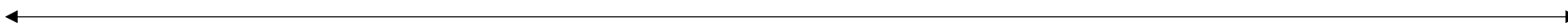
Wednesday – Maths (Subtraction Using the Jump Strategy)

Last term we used the jump strategy to demonstrate our addition strategies. This time we are using the same strategy to practise subtraction. Using the number cards (0-9), create 2 two-digit numbers. E.g. 6, 9, 4 & 4 makes $69 - 44$. For this task make sure the first two-digit number is bigger than the number you are taking away. Just like with the addition strategies we can use a number line, but in reverse. e.g. $69 - 44 = 25$

First we take away the 10's (there is 4 of them)
Then we take away the ones (4).



Challenge: Try it out with 3-digit numbers.



Non-screen activities you can do at home

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

25 more ideas!

1 Get doodling!
Grab some paper and pens and doodle anything you like! Animals, aliens or something else.



2 Create your own animal.
Could you combine two of your favourites? What will you call it?



3 Design and draw a new musical instrument.
How would you play it and what will it sound like?



4 Make up your own 5 minute exercise routine.
What will you include?



5 Can you make up your own jokes?
Tell them to someone to make them laugh!



6 Make some jewellery.
Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!

7 Paper aeroplane challenge!
Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?

8 Fingerprint art!
Use only your fingertips and paint to create a picture.



9 Make a bookmark to use when you're reading.



10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.



11 Quick draw!
Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!

13 How many different words can you make from the letters in this sentence?
Keeping my brain busy is fun

14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

15 Guess the character!
Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

16 Make a finger puppet!
Use a paper cone to make a body, then attach a paper head.



17 Describe the most disgusting meal EVER! What is in it? Spaghetti worms, toadstools on toast or something else?



18 Create a comic strip about an animal who turns into a superhero. Which animal will you choose?



19 Create a family kindness jar.
Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!

20 Find a fun place to sit and read a book.
Under the bed? Up a tree? Where will you go?



21 How many words can you think of that rhyme with WRITE?

22 Write a recipe for 'springtime'!
What will you include? Flowers? Sunshine? What else?



23 Use your body to make the shape of a letter.
How many more can you make? Can you make every letter in the alphabet?

24 Play alphabet bingo!
Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

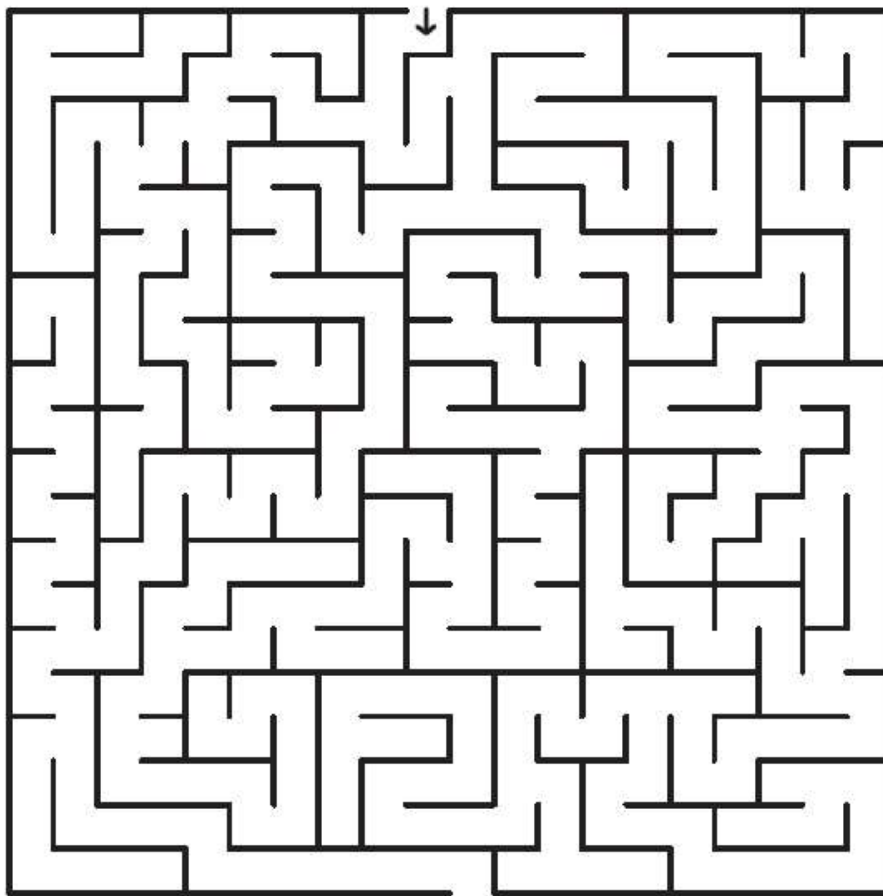
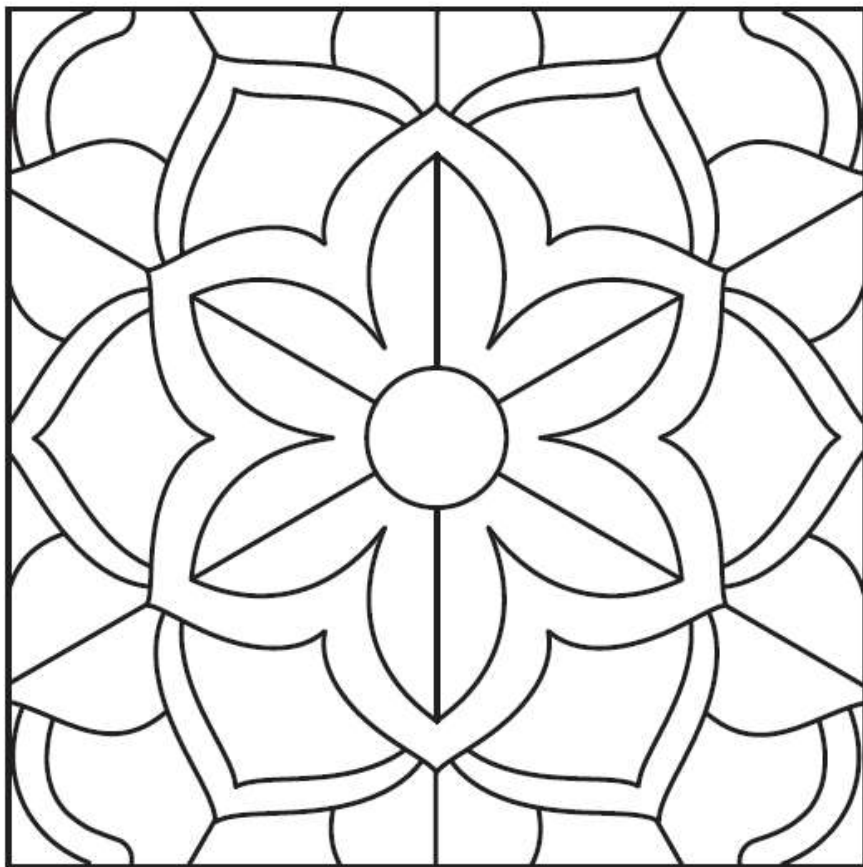
ABC

25 Start a diary.
Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.

MINDFUL

Mats

List 1 thing you can see, hear, touch, taste and smell right now.



Thursday Writing – Remember to write in full sentences with a capital letter and full stop.

1. How did the little brother and sister feel in the story? How do you know?

2. Name and describe some of the sounds the kids hear.

3. Have you ever read or told a story by torchlight? Tell me about it.

4. What makes you feel safe when you go to sleep at night?

Thursday – Maths (Time)

Complete the following sentences by adding the correct number. There is a hint at the bottom of the page if you are unsure.

The minute hand on an analogue clock, points to the number _____ to show 'quarter past'.

The minute hand on an analogue clock, points to the number _____ to show 'half past'.

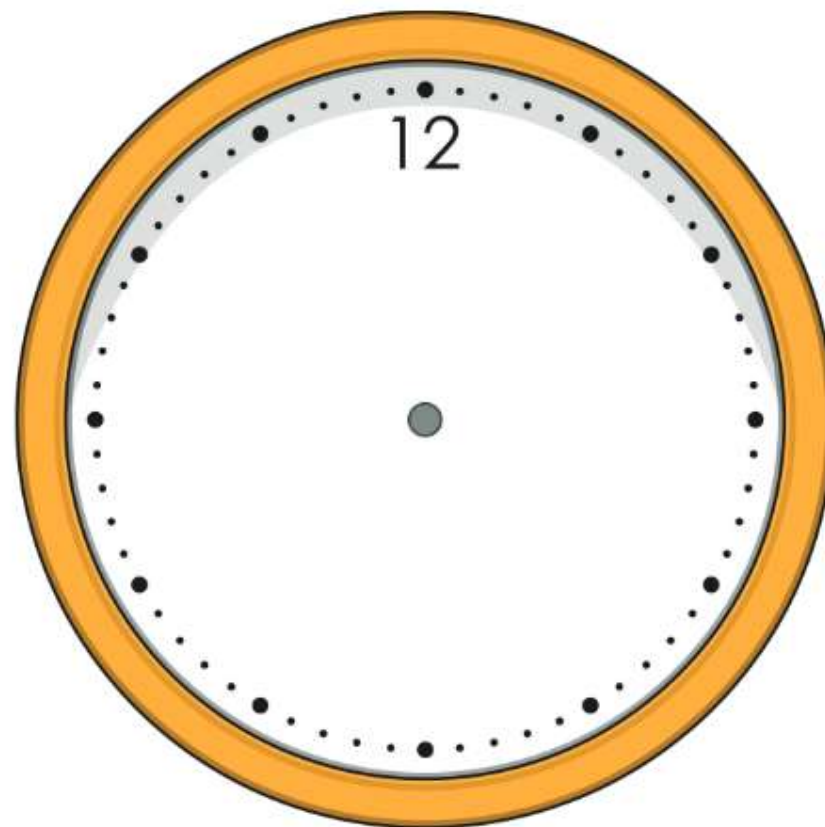
The minute hand on an analogue clock, points to the number _____ to show 'quarter to'.

The number _____ shows 'quarter past' on a digital clock.

The number _____ shows 'quarter to' on a digital clock.

The number _____ shows 'half past' on a digital clock.

In the correct position on the clock, write only the three numerals that show quarter past, half past and quarter to.



HINT: Use these numbers for your sentences:
15, 6, 30, 9, 45, 3

Thursday – History

What is the item that you have found and chosen?

Draw a picture of it!

Who does the item belong to?

What do you think it is used for?

Why did you think they bought the item in the past?

Why do you think it is important in helping us learn about the past?

What is the most curious thing about the item? What do you want to know about it?

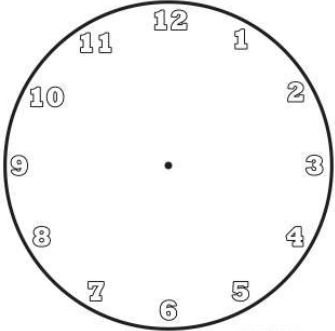
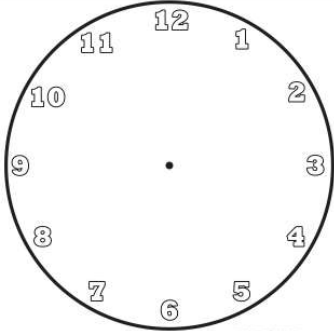
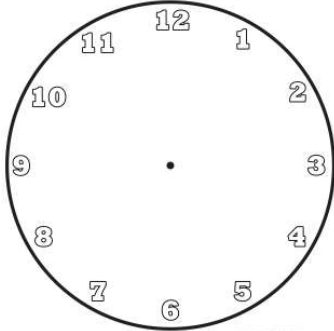
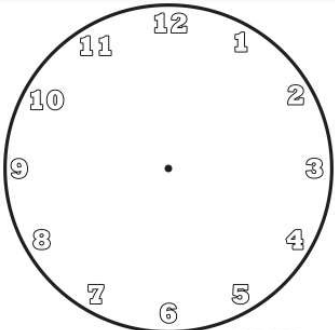
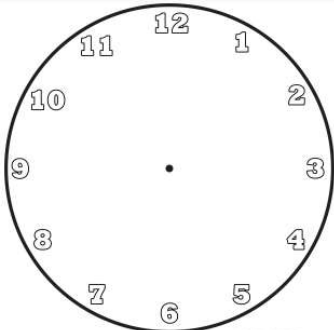
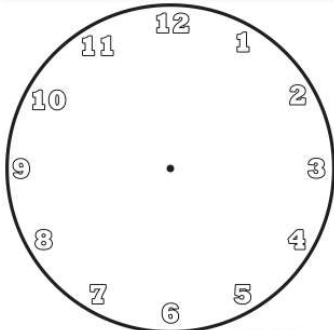
WORD SEARCH

Choose 9 words and hide them in the word search.

A blank 10x10 grid for graphing, consisting of 10 columns and 10 rows of squares.

Friday – Maths (Time)

Draw both the analogue and digital time for the following events. Remember the minute hand is longer than the hour hand and you should draw the hands on the clock this way too. (Hint: draw the minute hand touching the numbers and the hour hand halfway between the centre and the number sections).

Today's long date is →		
<p>What time did you wake up?</p>  <div data-bbox="260 795 552 891">:</div>	<p>What time did you start your home learning?</p>  <div data-bbox="896 795 1188 891">:</div>	<p>What time did you have morning tea?</p>  <div data-bbox="1533 795 1824 891">:</div>
<p>What time did you have lunch?</p>  <div data-bbox="260 1320 552 1416">:</div>	<p>What time is dinner?</p>  <div data-bbox="896 1320 1188 1416">:</div>	<p>What time is bedtime?</p>  <div data-bbox="1533 1320 1824 1416">:</div>

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