

# Rydalmere PS Framework for teaching online – Stage 1

You will need access to a digital device and help from a parent/carer to complete the following activities. For approximate times please refer to Daily Online Learning Schedule.

|         | Monday   | Tuesday  | Wednesday   | Thursday   | Friday   |
|---------|--|--|---|--|--|
| Task    | Have a go at tying up your shoes   | Can you help make dinner tonight?  | Have you cleaned your teeth in the morning and night?   | Could you help bring in the clothes?   | Are you able to help fold the clothes?   |
| Morning | <p><b>English</b></p> <p>Add <b>-ed</b> to change the verbs (action words) below to the past tense.</p> <p><b>wish, talk, roll, yawn, move</b></p> <p>Write the verbs in alphabetical order.</p> <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> | <p><b>English</b></p> <p>Practise writing the verbs (Tuesday’s action words) on <a href="#">touch typing</a></p> <p>Play a comprehension <a href="#">reading game</a>.</p> <p>Read a fictional book aloud with a friend/family member.</p> <p>Writing – What can you see out your window or door? Try using adjectives (describing words) when you write</p> | <p><b>English</b></p> <p>Choose a writing stimulus from <a href="#">Pobble365</a></p> <p>Handwrite and draw a picture to match.</p> | <p><b>English</b></p> <p>Play transition <a href="#">bug story writing game</a>.</p> <p>Play <a href="#">identify the text features</a>.</p> <p>Draw a picture from the text.</p> <p>Writing - Write a letter to a friend.</p> | <p><b>English</b></p> <p><a href="#">Create your own talking dinosaur</a>.</p> <p>Read a non-fictional book aloud with a family member.</p> <p>What was this book about? What did you learn about it?</p> <p>Writing - Write a list of food you would like for dinner. Think of a main dish and dessert.</p> |

|               | Monday  | Tuesday  | Wednesday   | Thursday  | Friday   |
|---------------|---|--|---|---|--|
|               |   | what you can see.  |   |   |  |
| <b>Break</b>  | Join your class for a virtual break.  | Join your class for a virtual break.   | Join your class for a virtual break.  | Join your class for a virtual break.  | Join your class for a virtual break.   |
| <b>Middle</b> | <p><b>Mathematics</b></p> <p>Get some counters (or sultanas or M&amp;Ms or Tiny Teddies etc.)</p> <p>Take a handful of counters (or sultanas or M&amp;Ms or Tiny Teddies etc.) and, without looking, estimate how many you have in your hand. Write your estimates in your book.</p> <p>Organise your counters. Draw your counter arrangement in your book or take a photo to upload to our Google classroom.</p> | <p><b>Mathematics</b></p> <p>Go on a shape hunt around your house! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. You can make shapes using toothpicks, paddle pop sticks or sticks. Draw or take photos of the different shapes you found and made. Upload them to your Google Classroom.</p> <p>Play <a href="#">shape sorter</a></p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance. Upload a video of your paper plane flying to our Google classroom.</p> | <p><b>Mathematics</b></p> <p><a href="#">Volumes and surface areas</a></p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers the most to the least. Draw the cups in order in your book.</p> <p>Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your book. Was your estimate</p> | <p><b>Mathematics</b></p> <p>Pattern hunt: What patterns can you find in and around your house? Record the patterns you found in your notebook by drawing them. Ask someone to help you describe your favourite pattern.</p> <p>Play <a href="#">look at a pattern</a></p> <p>Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book and take a photo to upload to our Google classroom.</p> | <p><b>PDHPE</b></p> <p>Describe 5 ways that you can keep yourself healthy, and active. Choose one of your ideas and create a poster to explain it to a family member or friend</p> <p>Create a game that has rules and one piece of equipment. Play the game with a family member or friend.</p> |

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|------------------|--|---|---|--|--|
|                  |  |   | correct?<br>Play <a href="#">design a park</a>  |  |  |
| <b>Break</b>     | Join your class for a virtual break.   | Join your class for a virtual break.  | Join your class for a virtual break.  | Join your class for a virtual break.   | Join your class for a virtual break.   |
| <b>Afternoon</b> | <p>Make a puppet using recycled materials or paper. Watch <a href="#">making a newspaper puppet</a> to assist. You may choose to use a variety of techniques or materials such as socks, wooden spoons.</p> <p>Think of a character for your puppet.</p> <p>If you have time, create more than one puppet.</p> | <p>Write a few sentences about the characteristics of your puppet/s. Are they happy, grumpy or sleepy and so on? What do they like to do?</p> <p>Finish your puppet or make another one. Take a photo of your puppet and upload it with your sentences to our Google classroom.</p> | <p>Puppets can do things that are impossible for humans. Experiment with the fun things the puppet might do. For example, the puppet might jump off a wall and fly.</p> <p>Choose some music. Play the music and practise making your puppet move in interesting and fun ways.</p> <p>Ask someone in your home to be a leader and have your puppet follow them around. Think about where their eyes would look and how they move.</p> | <p>Create a scene for your puppet to interact with yourself or another puppet you have made. For example, they might visit the pool, the bank, the bus stop, the restaurant, or a fun fair. Improvise a simple scene involving the puppets in that place. The scene should involve a complication to create dramatic tension. For example, two puppets are at the pool. One puppet is scared to jump in the pool. The other puppet reassures the scared puppet that they can swim and will be fine. They agree to hold hands and jump in together.</p> | <p>Film your scene or work with a helper to create an <a href="#">iMovie</a> or video of your scene.</p> <p>Upload your video to our Google classroom. Watch the videos other students have created.</p> |