

Weekly Bulletin

Google Classroom

If you are not already on Google classroom our code is: **2T - k4auudh** **1V - xxasanz**

We will use this to post our Weekly Timetable.

Submitting work on Google Classroom

Each week you will be assigned one task, this will be a Google Doc that is blank called “Week 2 Completed Work”. This document can be used to type any work you complete or insert pictures of completed work. Teachers will be able to access and support you with your work in this document throughout the week.

Please only “turn in” your work on Friday once you have completed everything otherwise you will not be able to access it again.

Printing

There is no expectation that families print any of the resources from the timetable/Google Classroom. Students can complete tasks digitally on their assigned Google Doc for the week or via paper and upload photos to their Google Doc.

Zoom Meet Up

Our Zoom meet up will be on Wednesday at **2T 10:00am and 1V 11:30pm**. Please make sure you have practiced joining Zoom before then to ensure you are able to get on.

2T - The link for our Zoom is:<https://nsweducation.zoom.us/j/64144935487?pwd=MVVNMnFoQTB5QUdURGFIQSswQk1Ldz09>

Meeting ID: 641 4493 5487 Passcode: 131222

1V - The link for our Zoom is:<https://nsweducation.zoom.us/j/67796802072?pwd=NUVJNEMzME1xZHczRzZLUlhOcVpGQT09>

Meeting ID: 677 9680 2072 Passcode: 310583

Zoom Test

There will be a chance to join our “Zoom Test” on Monday at 11:30am. This will allow you to try accessing Zoom from your device before Wednesday. The link for our K-6 Zoom Test is: <https://nsweducation.zoom.us/j/65584875548?pwd=WWExMGRjUU1DNmpGZnRyNUpxL2NxUT09> Meeting ID: 655 8487 5548 Passcode: RPS

A handout to explain how students can get online is attached for your reference.

1V & 2T T3 W2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<u>English</u> Spelling- Look at the list of words and choose your 5 for the week. These words will be used to complete your spelling activities for each day. Look at the spelling <i>Tic Tac Toe</i> and complete 3 activities for today. Writing -Our information report this week is about a family pet. Use the scaffold to help you organise your information under the appropriate headings. Remember to include all of your capital letters, full stops and finger spaces.	<u>English</u> Spelling- Use your 5 words for this week to complete your 3 activities for today. Grammar- Sentence a Day. This week we are looking at questions. Use the beach picture to write 4 questions. Remember to end with a question mark. Your questions should start with what, who, how and where.	<u>Zoom Check In</u> 2T: 10:00am 1V: 11:30am <u>English</u> Spelling - Use your 5 words for this week to complete your 3 activities for today.	<u>English</u> Grammar- Sentence a Day. Use the birthday party picture to write 4 questions. Your questions should start with what, who, how and where.	<u>English</u> Handwriting-Today we are practising the letter 'a'. On the sheet below copy the letters and sentence in your best handwriting.

	<p>Reading-Read your assigned book on Wushka aloud. If you are unsure of what any words mean write them down to check with an adult. After reading, complete the quiz.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p>	<p>Reading- Read your assigned Wushka book aloud. Complete your activity sheet.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p>	<p>Reading- Read your assigned Wushka book aloud. Complete your activity sheet or task card.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p>	<p>Reading- Read your assigned Wushka book aloud. Complete your activity sheet or task card.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p>	<p>book aloud. Make sure you are using lots of expression when reading. After reading, complete the quiz.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p>																														
Break																																			
Middle	<p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet. Look at the example sheet as a guide.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Easy</td><td>Medium</td><td>Hard</td></tr> <tr> <td>5</td><td>15</td><td>29</td></tr> </table> <p>Complete the Noah Maths task located below.</p>	Easy	Medium	Hard	5	15	29	<p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Easy</td><td>Medium</td><td>Hard</td></tr> <tr> <td>8</td><td>18</td><td>48</td></tr> </table> <p>Complete the Eggs in Basket Task located below.</p>	Easy	Medium	Hard	8	18	48	<p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Easy</td><td>Medium</td><td>Hard</td></tr> <tr> <td>9</td><td>21</td><td>72</td></tr> </table> <p>Write out your 2, 5 and 10 times tables.</p>	Easy	Medium	Hard	9	21	72	<p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Easy</td><td>Medium</td><td>Hard</td></tr> <tr> <td>7</td><td>35</td><td>90</td></tr> </table> <p>Complete the Number Sentences Task located below.</p>	Easy	Medium	Hard	7	35	90	<p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Easy</td><td>Medium</td><td>Hard</td></tr> <tr> <td>10</td><td>50</td><td>63</td></tr> </table> <p>Complete the Butterfly Flowers Task located below.</p>	Easy	Medium	Hard	10	50	63
Easy	Medium	Hard																																	
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	<p>Calendar- Write the days of the week and the ordinal numbers on the July calendar. Hint: The 1st day of July is a Thursday.</p> <p>https://www.starfall.com/h/holiday/calendar/?t=330993497</p>	<p>Calendar Question of the day- What is the day and date of the last day in July?</p> <p>https://www.starfall.com/h/holiday/calendar/?t=330993497</p>	<p>Calendar Question of the day- What is the date of the second Tuesday in July?</p> <p>https://www.starfall.com/h/holiday/calendar/?t=330993497</p> <p><u>Health</u></p> <p>The password for all of these videos is: safety</p> <p>Watch - Video 1: Why we need seatbelts (3:50)</p> <p>https://vimeo.com/449225738</p> <p>Answer these questions out loud:</p> <p>Q1. What is the number one safety strategy when you are inside the car? Q2. What happens to Eggbert when he forgets to put his seatbelt on? Q3. Whose job is it to make sure you wear your seatbelt?</p> <p>Watch - Video 2: Correctly fitting a seatbelt (2:50)</p> <p>https://vimeo.com/449459454</p>	<p>Calendar Question of the day-Write the name of the month that comes before and after July.</p> <p>https://www.starfall.com/h/holiday/calendar/?t=330993497</p> <p>Calendar Question of the day- What will the date be next Friday?</p> <p>https://www.starfall.com/h/holiday/calendar/?t=330993497</p>
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		<p>Answer these questions out loud:</p> <p>Q1. After which birthday does the law allow you to stop using your booster seat?</p> <p>Q2. Even after 7 it can be safer to stay in your booster seat. Why?</p> <p>Q3. Do this - Find your collarbone and your hip bone. The seatbelt sits across these bones because they are the strongest bones in your body and would take all the force if you were in a crash.</p> <p>Q4. Why is it not safe to put the seatbelt under your arm if it is rubbing against your neck?</p> <p>Q5. When do you take off your seatbelt?</p> <p>Complete Page 7 in your Road Safety Booklet on 'Seatbelts'.</p>		
Break				

<u>Afternoon</u>	<u>Science</u>	<u>History</u> This Term we are continuing the History Unit The Past in The Present. This week we are learning about: The history of a significant site or part of the natural environment in the local community and what it reveals about the past. Aboriginal people lived in your local area before the Europeans arrived. There could be people living in your local area today whose ancestors (grandparents, great-grandparents etc) were the original inhabitants of the land. They are the traditional owners of the land on which you now live. This week we are going to learn about kinds of places that are important to Aboriginal and Torres Strait Islander people. Read through the pictures located further down this document.	<u>Sport/fitness</u> Complete the warm up and lesson on the fundamental movement skill-The Vertical Jump. <i>Instructions are located further down in this document.</i>	<u>Creative Arts</u> Complete the Family Shoe Texture rubbing artwork. Upload a photo of your artwork to your weekly google doc in your google classroom. <i>Instructions on how to do this are located further down in this document.</i>	<u>Wellbeing</u> Choose one activity to complete from the Wellbeing Activity Grid. In your weekly google doc, upload a photo of what you have completed or type which activity you have completed. <i>Activity grid is located further down in this document.</i> Don't forget to turn in your google doc for this week once all your work has been completed.
	<p>1. Have a look at the worksheet 'The Night Sky' (Page 3). Have a look at the pictures which show us the different things that can be seen in the night sky.</p> <p>2. Watch the video Moon and Stars (https://www.inquisitive.com/video/950-moon-and-stars). As you are watching it, think about:</p> <ul style="list-style-type: none"> • What do you see? • What do you think? • What do you wonder? <p>3. Look at Page 5 which shows us the different shapes of the Moon.</p> <p>4. Copy the different shapes of the Moon in the night sky. In your</p>				

	<p>picture, label the 3 phases the Moon goes through - Quarter Moon, Full Moon and Crescent Moon.</p> <p>5. You may like to use black paper and chalk OR white paper and a yellow pencil. If you do not have a yellow pencil, any coloured pencil or texta is fine.</p> <p>6. Take a photo once you have completed this and upload it to the '<i>Week 2 Completed Work</i>' Google Doc.</p>	<p>Look at the rock paintings and see if you can see different pictures in the rocks. Write down each different carving you see.</p> <p>Complete the cut and paste worksheet and take a photo once you have it completed, you can upload this to the google doc.</p> <p>Early finisher: Go out into your garden and see if you can spot any rocks with shapes and lines carved into them, upload the photos so we can share these photos in our zoom.</p>		
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Spelling Tic Tac Toe

Instructions: Each day, choose two squares to complete plus the middle square which is a **must** do. The two squares you choose should allow you to win tic, tac, toe by making a straight or diagonal line of three. There are four different ways to win this game - try a new way each day.

Each week, choose 5 sight words from the list provided (5 DIFFERENT words each week).

These 5 words will be your spelling list for the week. Yes, you can choose 'easy' words, but you won't learn much. We challenge you to choose 5 words that will challenge you. Complete the activities below using these words you have chosen.

Write the words and circle all of the vowels. a, e, i, o, u	Write out your words in fancy writing.	Write out your entire list end-to end as one long word, using different colours for different words.
Make up two sets of your words using scrap paper and play a game of snap.	Write your words three times each day in your best handwriting. ** MUST DO**	Play spelling tennis with your family. Choose a word and take turns spelling it letter by letter until the word is completed.
Write short sentences using your spelling words.	Write your words forwards and backwards. Example: bump - pmub	Ladder Words- Write each spelling words as shown below: Example: exit e ex exi exit

Sentence A Day - Questions

This week we are going to be writing questions using different question starters. Each day look at the picture as inspiration and write **four** questions about it. Use the given question starters.



Tuesday - Question Starters

What? Who? Where? How?

Word Bank : beach, umbrella, sandcastle, picnic lunch, bucket, spade seagull, building, digging, blanket, apple, sandwiches, under, flags



Thursday - Question Starters:-

What? Who? Where? How?

Word Bank : birthday party, cake, cards, candles, crown, balloon, sandwiches, jelly, clapping, colour, party food, sing

Writing An Information Report

Purpose

To classify and/or describe



Classification

Introduce your topic



Description

Organise your information in paragraphs using topic sentences



Conclusion

My Family Pet - Planning Page

Title -Write the name of your pet.

Note -If you do not have a pet, write about a pet you would like or a pet you have read about.

Draw a picture of your pet.

Classification- What kind of animal is your pet? Is it a mammal? Is it a fish or a reptile?

Appearance- What does your pet look like? Write a description.

What colour is it? Does it have fur? Does it have scales?

How many legs? What do the ears look like?

Diet-

What do you feed your pet?

How many times a day do you feed them?

Habitat - Where does your pet live?

Does your pet stay inside or live out in the backyard?

Do they have a kennel or a special bed it sleeps in ?

Other Interesting Facts - What makes your pet special?

Can your pet do tricks?

Does your pet like to go for walks?

Does your pet like going in the car with you?

Is your pet lazy?

How old is your pet?

Classification



Appearance

Diet

Habitat

Other Interesting Information

CORE LIST - YEAR 1

a	all	am	an	and	are
as	at	away	baby	be	big
book	boy	but	by	can	car
cat	come	dad	day	did	do
dog	doll	down	father	for	from
get	girl	go	good	got	had
has	have	he	her	here	him
his	home	I	if	in	into
is	it	jump	just	like	little
look	man	me	mother	mum	my
no	not	of	off	on	one
over	play	put	ran	run	said
saw	school	see	she	so	some
that	the	them	then	they	this
to	took	under	up	us	walk
was	way	we	well	went	when
will	with	yes	you		

CORE LIST - YEAR 2

about	after	afternoon	along	also	again
any	anyone	anything	another	around	ask
because	before	best	been	better	broth
called	came	children	coming	could	cry
dear	does	doing	door	don't	didn't
eat	every	face	fast	find	first
found	friend	gave	give	going	gone
half	happy	head	hear	house	I'm
inside	kind	letter	live	lunch	long
made	make	many	Miss	morning	Mr
Mrs	myself	name	never	new	next
nice	night	now	old	once	open
our	out	people	place	pretty	read
road	should	sister	something	start	story
their	there	these	thing	think	time
told	today	too	two	very	want
water	were	what	who	would	year
yesterday	your				

ALSO:

- ◊ days of the week
- ◊ numbers to 20
- ◊ months of the year
- ◊ personal street, suburb name
- ◊ seasons

2 Turquoise Reading Groups Term 3

Watermelons	Strawberries	Pineapples	Oranges	Blueberries	Grapes
Princess Alex	Sana	Maxine, May Brooke	Giuliana, Storm Mohammad, Aaliyah, Yayha	Ali, Charlie, Eli Farishta, Khalid James	Sophie, Mia Farzad,Marcus Daniel, Zand Ethan

1 Violet Reading Groups Term 3

Koalas	Possums	Dingoes	Kangaroos	Wombats	Bilbies
Elijah Alice	Louie Maverick Celine	Ava Derrick Jarrah Anesi Aaron	Amali Sami Zoe Omer	Liam Aman Bailey Hendrix	Jackson Linda Malik Thomas

Wednesday

c c c c c c c c c c

Cc Cc Cc Cc Cc Cc

Coco the cute cat curled up
on the cushion.

Friday

a a a a a a a a a a

Aa Aa Aa Aa Aa Aa

Angry Ants at all the apples.



HUNDREDS CHART

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

NUMBERS BEFORE:

--	--	--

NUMBER:

--

NUMBERS AFTER:

--	--	--

THE NUMBER WORD IS:

--

COUNT IT OUT IN BLOCKS:

--

CIRCLE IT:

ODD

EVEN

TENS

ONES

--

--

- 10

+10

NUMBERS BEFORE:

NUMBER:

NUMBERS AFTER:

H

T

O

SHOW IT WITH BLOCKS:

-10

+10

ODD

EVEN

NUMBERS BEFORE:
49 50 51

NUMBER:
52

NUMBERS AFTER:
53 54 55

THE NUMBER WORD IS:

fifty-two

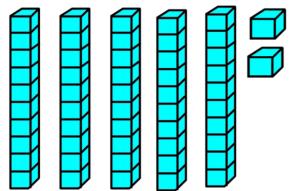
-10

+10

42

62

COUNT IT OUT IN BLOCKS:



CIRCLE IT:

ODD

EVEN

TENS

5

ONES

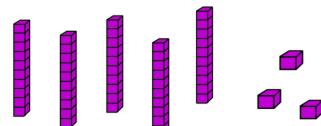
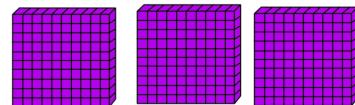
2

NUMBERS BEFORE:
350 351 352

NUMBER:
353

NUMBERS AFTER:
354 355 356

SHOW IT WITH BLOCKS:



www.CoreyBee.com

July 20 ___

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



- 1 Look at the pictures.
Talk to your class
about what we can see
in the night sky.

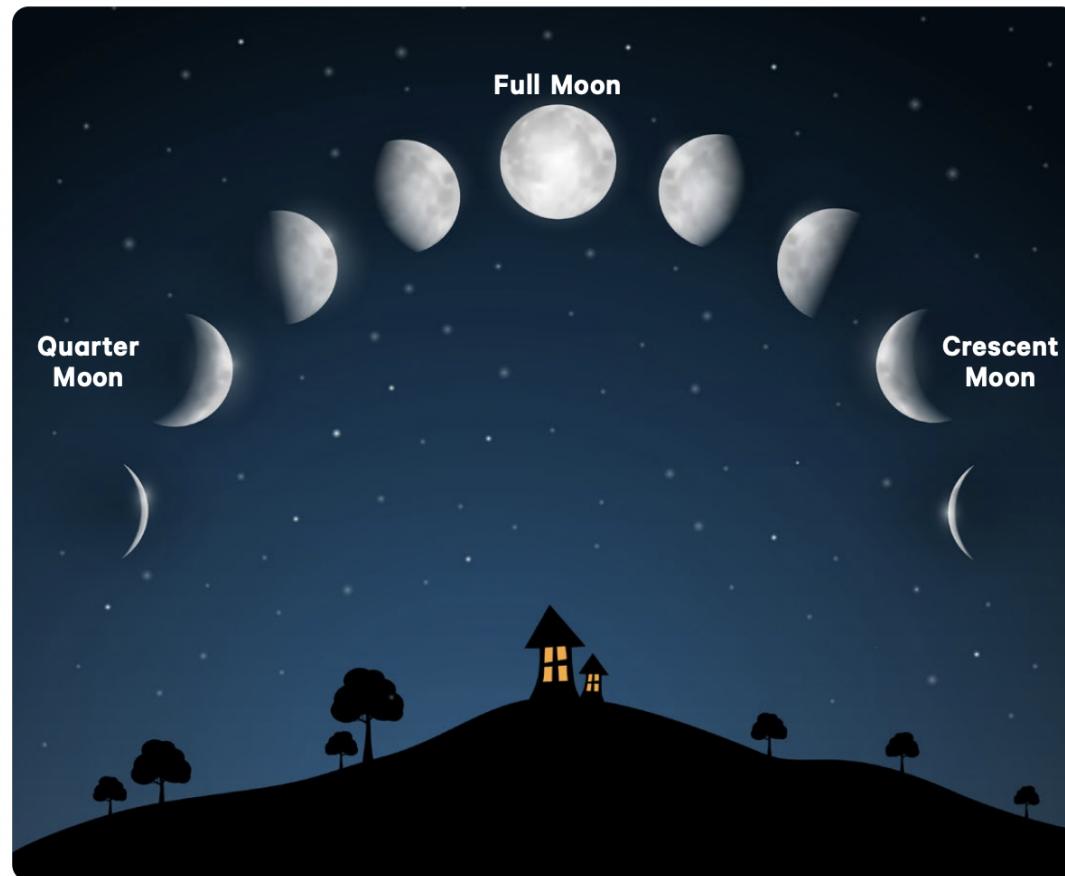
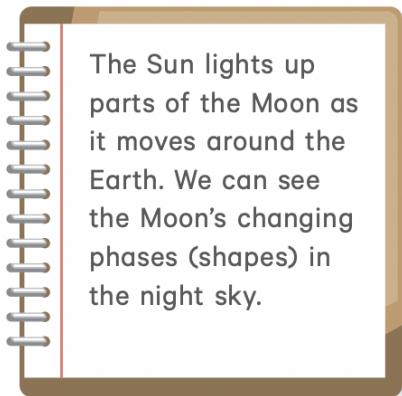


Monday - Science

Unit 1 Look Up and Around

Lesson 3

The Night Sky



History

Aboriginal and Torres Strait Islander Peoples were the first people to live in Australia. They feel strongly about belonging to their place.



Many places have rock carvings and paintings which show the connection between Aboriginal and Torres Strait Islander Peoples and the land.

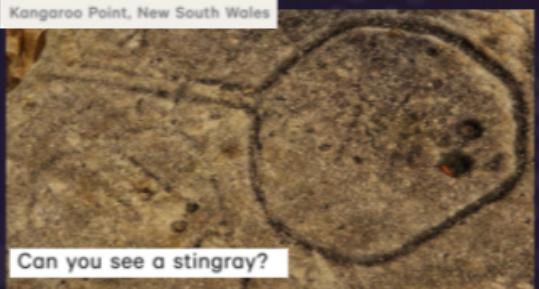
Aboriginal and Torres Strait Islander Peoples often mark their places with carvings in the rocks.

The carvings tell stories about the place. The carvings can tell others what food was in the area.

These carvings are very special to the Aboriginal and Torres Strait Islander Peoples and should be cared for with respect.



What carvings can you see on the next pages?



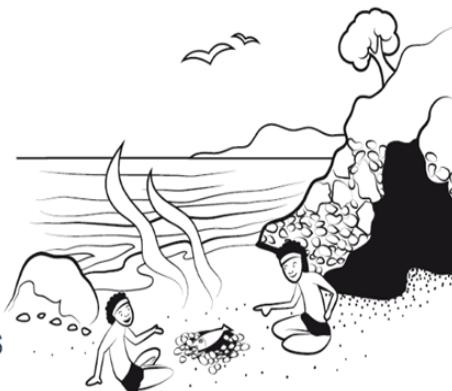
What can you see in the rock carvings?



What kinds of places are significant to Aboriginal and Torres Strait Islander people? - 1

Places, or 'sites', are very important to Aboriginal and Torres Strait Islander (ATSI) people. This is because the land means such a lot to their culture.

The land has always provided them with food, water and shelter. The land is also connected with Aboriginal and Islander Creation stories. These are about how everything came to be, like the sun, moon, rivers, lakes, sand, rocks, animals and people. There are many different kinds of sites that are significant to ATSI people.



1.
 - (a) Read about some of these significant sites.
 - (b) Look at the pictures of them on page 40 then colour them.
 - (c) Cut out the boxes below and glue them under the correct pictures.

A **rock shelter** is a cave or overhang of rock. Aboriginal people camped or sheltered there. Artefacts like stone or bone tools and Aboriginal rock paintings might be found.

A **midden** is the part of an old camp site where ATSI people left the remains of their meals. Piles of empty shells from shellfish and animal bones are mostly found.

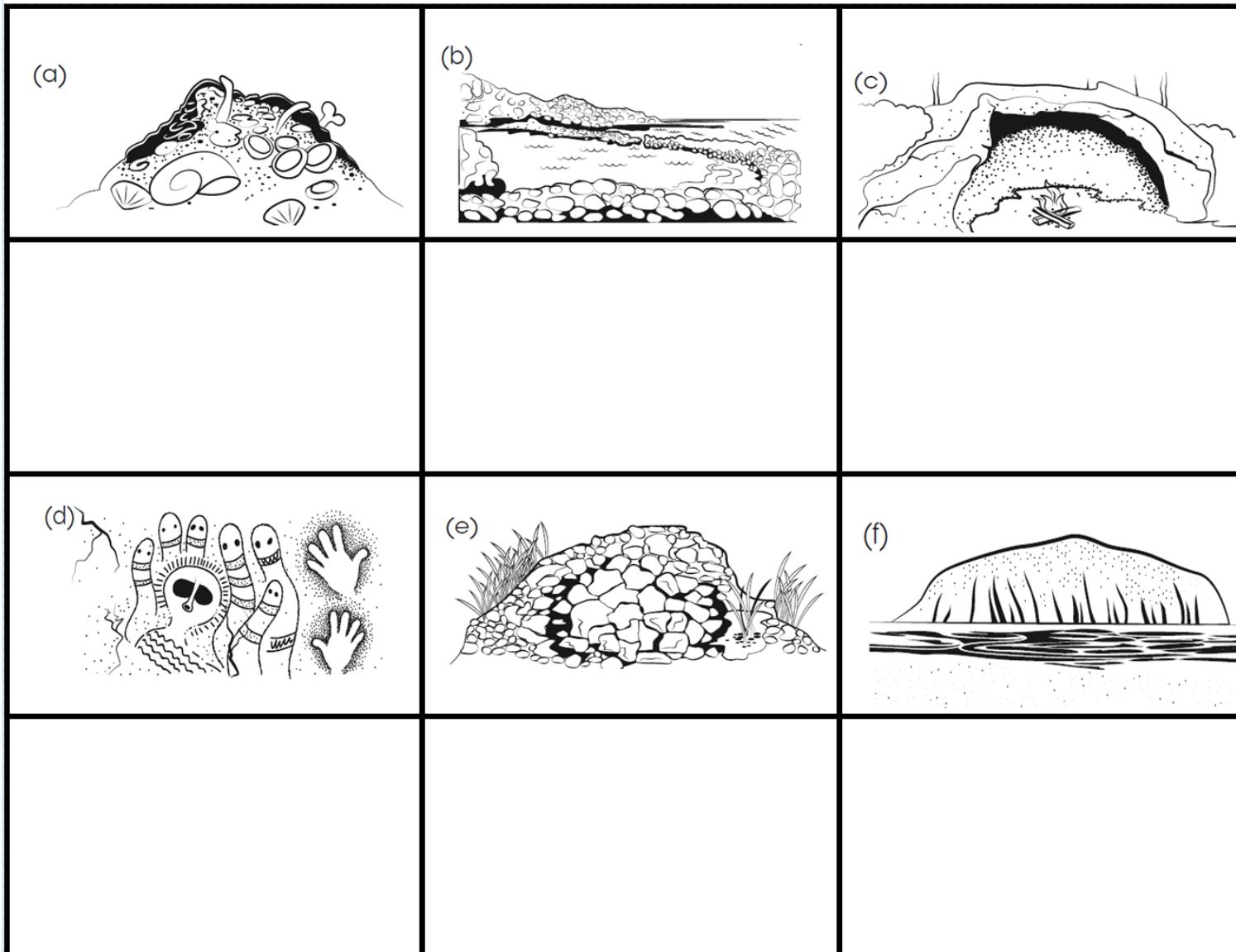
A **fish trap** is made by moving stones, rocks and branches into water to make a 'trap'. The fish get trapped in there when the tide goes out. Then they can be easily caught.

Rock art includes paintings, stencils, engravings and drawings on a rock surface. The art shows stories about the Aboriginal way of life. It is also a way of passing on their history.

Story places and cultural sites are significant because they are part of a Creation story or where special ceremonies are held. It may be a rock platform, spring or waterhole.

A **quarry** is where material like stone, clay or ochre was chipped out. Stone was used to make things like tools. Clay and ochre were used for painting and body decorations.

What kinds of places are significant to Aboriginal and Torres Strait Islander people? - 2



MONDAY-Noah Task**Noah**

Noah saw 12 legs walk by into the Ark.



How many creatures could he have seen?



How many different answers can you find?



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TUESDAY- Eggs in Baskets Task**Eggs in Baskets**

There are three baskets, a brown one, a red one and a pink one, holding a total of ten eggs.

The brown basket has one more egg in it than the red basket.

The red basket has three fewer eggs than the pink basket.

How many eggs are in each basket?

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MATHS**THURSDAY-Number sentences**

Use these cards to make calculations with their answers,

2	4	6	8	+	-	=
---	---	---	---	---	---	---

Like this one:

2	+	6	=	8
---	---	---	---	---

In each calculation you must only use a card once, but of course you can re-use them in your next calculation if you want to.

Can you find a way to use all the cards in one calculation?

Can you find all the possible ways to use the cards?

FRIDAY**Butterfly Flowers**

Look at these butterflies and flowers. All of them have a number.



Can you find two butterflies to go on each flower so that the butterfly numbers add to the flower number?

Which pair of butterflies has no flower to go to? Why?

Which flower cannot have a pair of butterflies on it? Why?

WEDNESDAY- PE

Warm Up (6 minutes)

Get your muscles warmed up by doing a warm up with Joe. Click the link below to watch the video or if you have no internet access, do the following for 5 minutes. <https://www.youtube.com/watch?v=d3LPrhl0v-w>

40 seconds: Marching on the spot

15 seconds: Have a break

40 seconds: Star jumps

15 seconds: Have a break

40 seconds: Fast jog on the spot as fast as you can

15 seconds: Have a break

40 seconds: Squats- up and down

15 seconds: Have a break

40 seconds: Climb the rope on the spot

The Vertical Jump (10 minutes)

We are learning the fundamental movement skill called 'The Vertical Jump'. Click the link to watch how to perform this skill.

<https://drive.google.com/file/d/19XwU15cSmKk6wa9O12yXassTCW1rPkjY/view>



Activity: Circle Jump (15 minutes)

Use chalk to draw circles outdoors, use hula hoops, ropes or wool/string to create circles. *If you can not create circles just visualise one spot and then jump to the next spot.* Place 6 circles in a line around

half a metre apart from each other. Jump from circle to circle using a double foot take-off and land. After jumping out of the last circle, run back to the beginning and repeat. If you have a family member playing with you, tag the next person and continue this until everyone has had a turn.

Activity: High Leap (15 minutes)

Get a family member to stand in front of you with their hand in the air. Using a good run up try and leap up and give them a high five. Have ten goes and see if you can get a little higher each time.

Remember to ensure the following:

- Correct jump technique:
- Eyes focused forward or upward.
- Crouches down with knees bent and arms behind the body.
- Forceful forward and upward swing of the arms.
- Legs straighten in the air.
- Lands on balls of the feet, and bends knees to absorb landing.
- Controlled landing with no more than one step in any direction.

THURSDAY-Creative Arts

Family Shoe Texture Rubbing <https://www.k6art.com/>

Watch the video and create your own artwork or follow the directions below.

1. Get a shoe and place it face down so the bottom of the shoe is facing you.
2. Using a piece of paper, place it on top of the shoe.
3. Use one coloured crayon and hold it flat over the shoe and rub the crayon on the paper. The texture from the shoe will begin to show on the paper.
4. Choose another shoe with a different texture to do the same. Choose a different coloured crayon for each shoe.
5. Overlap the texture rubbings and use as many shoes as you like to create your artwork.
6. If you don't have crayons, coloured pencils work as well.



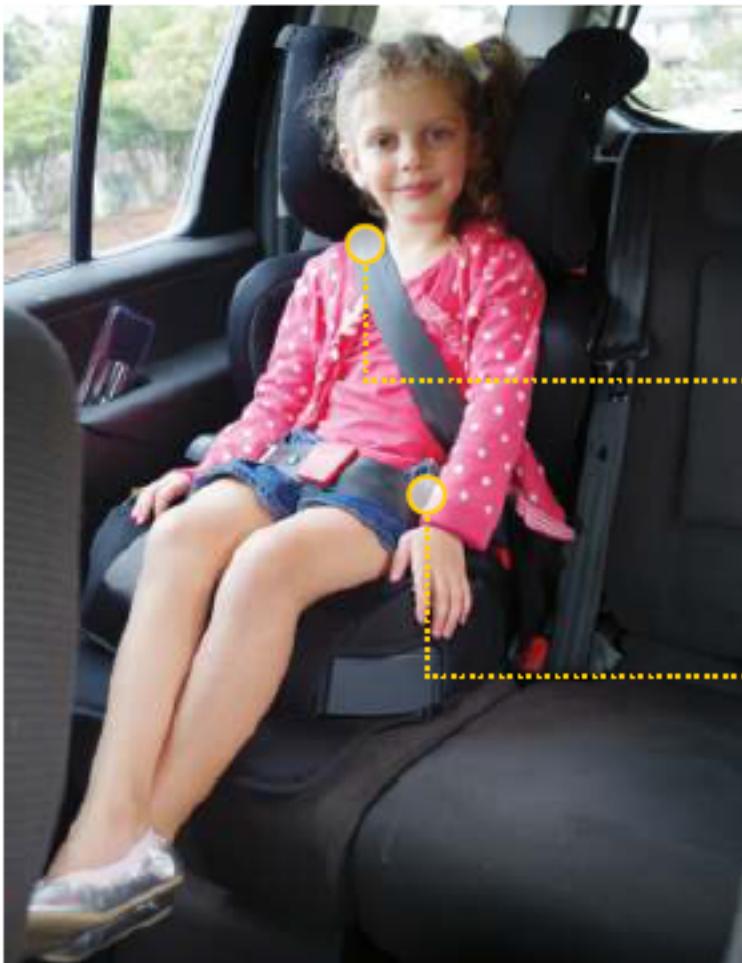
FRIDAY-Wellbeing

<i>Choose an activity to complete on Wellbeing Fridays</i>			
Create a treasure hunt with a map and clues.	Make the alphabet from sticks or other natural items.	Build a fort using cushions and blankets.	Make dinner for your family.
Make your name or words out of recycled materials.	Write instructions to make a sandwich and let someone follow them.	Write your own book, including drawings and a cover.	Invent your own musical instrument.
Pick a word and see how many other words you can make from it.	Draw your own comic book.	Freeze a small toy or coin in water and make a time-lapse video of it melting.	Put different amounts of water in glass containers and tap them gently to make music.
Make paper aeroplanes.	Put some dirty coins in vinegar and see what happens.	Learn different bird calls.	Use playing cards to build a tower as high as you can.
Observe the moon each night and take pictures to make a time-lapse video.	Use a tape measure and measure items around your home. Draw and label these items.	Build a model city with items from your home.	Make a mini-golf course.
Paint rocks with motivational and encouraging words.	Invent a board game using small bottle lids or other small items as pieces.	Draw a detailed map of your home.	Look at the clouds and draw what you see.
Sit in your backyard, front yard or somewhere in your home and just listen. What can you hear? What is the closest sound you can hear? What is the furthest sound you can hear? Can you hear your own breathing?	Discuss with an adult why it is important that we keep our passwords safe. Can you think of 5 ways you can be a Safe Cyber Citizen? Discuss or list them.	Teach someone in your family how to do something on your device. It might be using an APP, playing a game or even taking a photo using a special filter.	List 10 ways you can be a responsible helper in your home. Think of a job/activity you would like to help with at home. Write down or discuss with an adult at home why you would be the best person for this job.
Talk to an adult at home about something you are proud of that you have achieved. Remember to listen, encourage and celebrate other people's success along with your own.	Choose a family member and write down or draw pictures of all the things you love about them. Using your list, write a letter or draw a picture telling them how much you love and why you respect them.	What are some kind words others have said to you? What are some kind words you have said to others? Write them down. Create a poster to display in your home for your family about being kind.	Search for an inspirational quote that will motivate you while you are learning from home. Get creative by making a poster of your quote and stick it somewhere you can see it while you complete your school work to help keep you motivated.
Role play and practise different ways of using your manners with a family member (eg when asking to use something, politely interrupting someone). You might like to video yourself so you can watch your role play together afterwards.	Draw or build a robot. You can build a robot out of blocks, lego or cardboard boxes. What would your robot be able to do?	Go outdoors and play a game and do some physical exercise either by yourself or with your family. Example: hopscotch, basketball, soccer, gymnastics, netball, skipping, ride your bike/scooter.	Visit https://www.youtube.com/user/cosmickidsyoga and choose an episode of cosmic kids yoga.
Visit https://storylineonline.net/ and listen to a story.	Visit Arts for Kids Hub online and choose a video to complete an instructional drawing.	With an adult, make playdough or slime.	Play a board game or card game with your family.

Keep your seatbelt on at all times



Be safe, wear your seatbelt correctly



Find your
hip and
collarbones.

Collarbones

Collarbones

Hip bones

Hip bones

Charlie is under 7 years old so she
now she must use a booster seat

Children of all ages are encouraged to remain in their current child restraint especially if they are small in stature. The law specifies only the minimum age of use for that specific type of child restraint.

How students can access Zoom meetings in NSW public schools

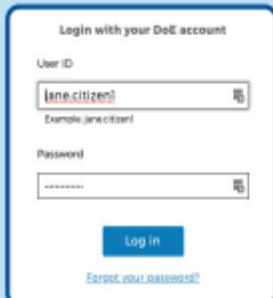
Sign into Zoom with a desktop browser



1. Use a [modern browser](#) in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>



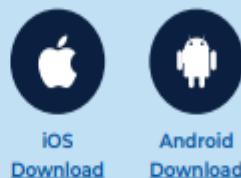
3. Select [Sign in](#) at the bottom.
4. Login with your [department credentials](#).



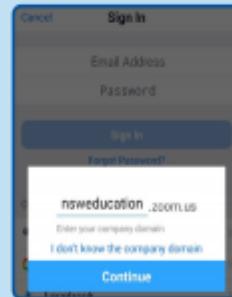
5. For first time users, [download and install](#) the Zoom desktop client when prompted.
6. Once signed in, [Zoom](#) will be ready for use!

Accessing Zoom using mobile apps

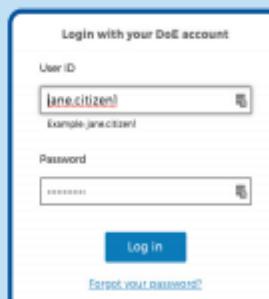
1. Download the [Zoom app](#) for your specific mobile device.



2. Once installed, open [Zoom](#), tap [Sign In](#) then [tap SSO](#).
3. Type [nsweducation](#) and tap [Continue](#).



4. The [DoE log on screen](#) will appear. Sign in with your normal department credentials.



5. Once signed in, [Zoom](#) will be ready for use!

[More information](#)

