


<u><b>Literacy Activities</b></u>	<u><b>Mathematic Activities</b></u>	<u><b>Other KLA activities</b></u>	<u><b>Online Resources</b></u>
<p><b>Reading</b></p> <p><b>Online</b> Reading Eggs/Epic</p> <p>Password and logins sent home <a href="http://www.readingeggs.com.au">www.readingeggs.com.au</a> <a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a></p> <p>Students can complete set tasks by the teacher and then continue with their own learning journey lessons.</p> <p><b>Offline</b></p> <p>Students complete the reading comprehension activities within their learning packs.</p>	<p><b>Daily Number work</b></p> <p><b>Online</b> Mathseeds/Mathletics</p> <p><a href="http://www.readingeggs.com.au">www.readingeggs.com.au</a>- Same password and login as reading eggs <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>- Passwords and logins sent home</p> <p>Students can complete set tasks by the teacher and then continue with their own learning journey lessons.</p>	<p><b>PDH- Safe and Healthy lifestyles</b> <b>Lesson1</b></p> <p>Road Safety- We will be exploring ways to keep safe on the road.</p> <p><b>Online</b></p> <ol style="list-style-type: none"> <li>Brainstorm how we can keep safe on the road. Eg holding hands to cross, using traffic lights, watching for cars etc. You could have a conversation about this with an adult or sibling at home. Watch 'Crossing the road' video <a href="https://roadsafety.transport.nsw.gov.au/staying-safe/children/songsrhymes.html">https://roadsafety.transport.nsw.gov.au/staying-safe/children/songsrhymes.html</a></li> <li>Can you answer these questions? -Where is it safe to walk across the road? -When is it safe to cross the road? -What do you need to look for? -What do you need to listen for? -Do we need to stop and wait before crossing the road?</li> <li><b>Task-</b> You need to create a road safety poster. It must include pictures and words to show how to keep safe on our roads</li> </ol> 	<p><b>Top Marks</b></p> <p>Interactive math games online <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a></p> <p>Students can play interactive games that consolidate learning completed in class.</p>



### Offline

1. Brainstorm how we can keep safe on the road. Eg holding hands to cross, using traffic lights, watching for cars etc. You could have a conversation about this with an adult or sibling at home. [Go through 'offline road safety slides' in your package.](#)
2. Can you answer these questions?
  - Where is it safe to walk across the road?
  - When is it safe to cross the road?
  - What do you need to look for?
  - What do you need to listen for?
  - Do we need to stop and wait before crossing the road?
3. **Task-** You need to create a road safety poster. It must include pictures and words to show how to keep safe on our roads

### Lesson 2

In this lesson we will learn To Identify water safety and how to respond to dangerous situations.

#### Online/Offline

1. Brainstorm ideas of what water safety is. What do you already know about keeping safe around water? Watch the Youtube clip on water safety. <https://www.youtube.com/watch?v=iNO18rEMR1o> Was there anything new you discovered about water safety?
2. Choose a water safety scenario from below and create a short comic about what you would do in this situation.
  - Swimming in the pool without

		<ul style="list-style-type: none"> <li>supervision</li> <li>- Becoming tired while swimming and needing help</li> <li>- Asking where it is safe to swim at the beach</li> <li>- Swimming alone</li> </ul>	
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<p><b><u>Daily Phonics/Sentence Work</u></b></p> <p><b>Online</b> Log on to Google Classroom to see your phonics or sentence of the day activity. This will be a video that you will follow along to learn your new sound or sentence work for the day. Make sure you have a whiteboard and marker or a pencil and piece of paper to complete your work.</p> <p><b>Offline</b> Students will complete the daily phonics or sentence work labelled in their learning pack.</p>	<p><b><u>Number Pattern and Whole Numbers</u></b></p> <p><b>Whole Numbers</b></p> <p><b>Online</b></p> <ol style="list-style-type: none"> <li>1. Watch Learning odd and even numbers <a href="https://www.youtube.com/watch?v=uuD5JlrMnAk">https://www.youtube.com/watch?v=uuD5JlrMnAk</a></li> <li>2. Complete odd and even numbers worksheet 1 from your resource pack. If you don't have counters to complete the activity, draw dots on a piece of paper.</li> <li>3. If you wish to challenge yourself complete worksheet two. You will be identifying odd numbers in the hundreds!</li> </ol> <p><b>Offline</b></p> <ol style="list-style-type: none"> <li>1. Read Odd and even explanations from the resource pack.</li> <li>2. Complete odd and even numbers worksheet 1 from your resource pack. If you don't have counters to complete the activity, draw dots on a piece of paper.</li> </ol>	<p><b><u>Geography</u></b></p> <p><b>Online</b></p> <ol style="list-style-type: none"> <li>1. Follow the link to National Geographic- Exploring Maps and Models of Earth <a href="https://www.nationalgeographic.org/activity/exploring-maps-and-models/">https://www.nationalgeographic.org/activity/exploring-maps-and-models/</a></li> <li>2. Students will follow via Google Slides, a series of lessons that explore this interactive website and guide them in their learning and understanding of maps and earth.</li> </ol> <p><b>Offline</b></p> <ol style="list-style-type: none"> <li>1. Complete the following pages in your learning pack that explores mapping of the world and Australia:</li> </ol>	<p><b><u>ABCYA</u></b></p> <p>Interactive math games  <a href="https://www.abcya.com/">https://www.abcya.com/</a></p> <p>Students can complete a range of activities that consolidate learning completed in both literacy and maths.</p>
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- If you wish to challenge yourself complete worksheet two. You will be identifying odd numbers in the hundreds!

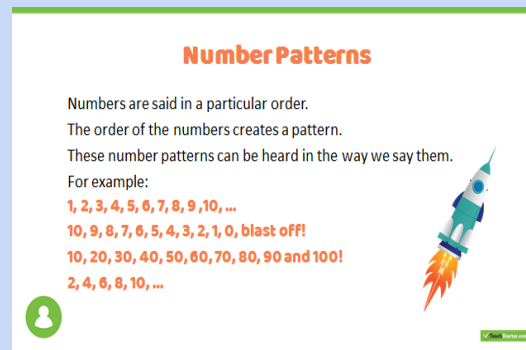
### Number Patterns

#### Online

- Watch the video on number patterns <https://www.youtube.com/watch?v=GddAGHgH1IM>
- Practice counting from 2 up to 20. What do you think the number pattern is? If you start at 20 and count down by 5s What will the number pattern be?
- Complete the worksheet from your learning pack. Make sure you complete the activity sheet allocated to your class.

#### Offline


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**Number Patterns**

Numbers are said in a particular order.  
The order of the numbers creates a pattern.  
These number patterns can be heard in the way we say them.  
For example:

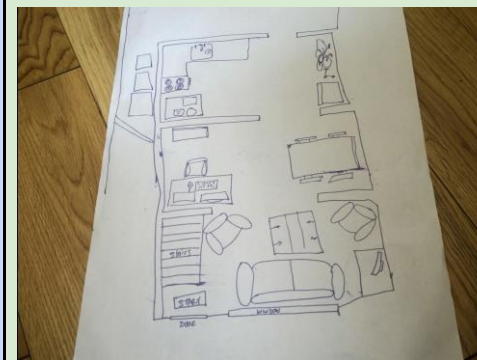
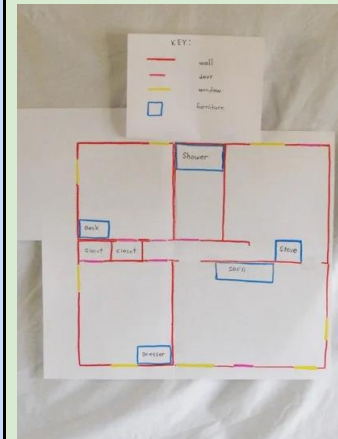
**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ...**  
**10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0, blast off!**  
**10, 20, 30, 40, 50, 60, 70, 80, 90 and 100!**  
**2, 4, 6, 8, 10, ...**



- Practice counting from 2 up to 20. What do you think the number pattern is? If you start at 20 and count down by 5s What will the number pattern be?
- Complete the worksheet from your learning pack.

- The world- colouring activity
- The world labeling activity
- Australia- cut and paste labelling activity
- Places and their names

- Draw your own map! Draw a map of your own house. Remember that a map is a 'birds eye view' so we can only see the top shape of things. See the example below to help you.



### Writing- (Linked to Science)

The following is a sequence of lessons that link to students learning within science (Habitats). It is

### Addition and Subtraction

Online  
K6P

### Science (Linked to writing information report)

The following is a sequence of lessons

### Online Reading

recommended that students complete these activities alongside each other (i.e. writing and science) so they can complete a final piece of work with all the correct information.

#### Online

1. Go to Taronga TV  
<https://taronga.org.au/taronga-tv#animallivecams> and click on animal live cams- elephants. Write down or talk about the things you notice about the habitat and environment that the elephant lives in. Is it real? Has someone made it?
2. Watch the following video of elephants in the wild  
<https://www.youtube.com/watch?v=LpzwxDqVDtc> Write down or talk about things you notice about the habitat and environment. Is it different to the zoo? How? Write down any facts you find out about the elephants too!
3. Compare the habitats of Elephants living in a zoo and in the wild. Use the Venn Diagram (On Google Classroom)- What was the same in both habitats? What was different?
4. Using the template (on Google Classroom) write an information report about the two places where Elephants live and what is similar or different.

#### Offline

1. Look at the pictures “Elephants Enclosure” in your learning pack. Write down or talk about the things you notice about the habitat and environment that the elephant lives in. Is it real? Has someone made it?
2. Look at the pictures “Elephants African Savanna” Write down or talk about things you notice about the habitat and environment. Is it different to the zoo? How? Write down any facts you find out about the elephants too!
3. Compare the habitats of elephants living in a zoo and in the wild. Use the Venn Diagram in your learning pack, What was

1. Watch ‘Addition Using a Numberline’(add)  
<https://www.youtube.com/watch?v=tp9n4kMTuQo>
2. Practice counting on by starting at a number between 1 and 10 and count on to 20 eg I will start at the number 8. I will then count 9 10,11 until I reach 20.
3. Complete addition on a numberline worksheet in your resource pack. **Remember always start at the largest number!**
4. You will now try subtraction (take away) on a number line. Complete subtraction on a numberline from your resource pack. **Remember to always start at the largest number and subtract the smallest! Eg 20-5 start at 20 and subtract 5.**

#### Offline K6P

1. Look at addition and subtraction on a number line in your resource pack.
2. Practice counting on by starting at a number between 1 and 10 and count on to 20 eg I will start at the number 8. I will then count 9 10,11 until I reach 20.
3. Complete addition on a numberline worksheet in your resource pack. **Remember always start at the largest number!**
4. You will now try subtraction (take away) on a number line. Complete Subtraction on a numberline from your resource pack. **Remember to always start at the largest number and subtract the smallest! Eg 20-5 start at 20 and subtract 5.**

#### Online

for students to develop a piece of work about the habitat of elephants. It is recommended that students complete a lesson a day to build up the correct skills and understanding before completing the final piece of work.

#### Online

1. Watch the video on habitats  
<https://www.youtube.com/watch?v=Xj1ASC-TIsI> and read the facts about animal habitats in your learning pack
2. Complete the habitat activity for Elephants (Seesaw or learning pack)
3. Design and draw a habitat for an elephant that you will be able to create. It can be a real 3D model, drawing or a digital representation of an elephant's habitat (A zoo enclosure or the African savanna). Label your design with the materials you will need to develop your habitat
4. Create your habitat! Using your design from the previous lesson, collect the materials you need to make a habitat fit for an elephant (a small toy size elephant of course!) Take a picture during the process as well as your final design and share it with your teacher.

#### Offline

1. Read “Animal Habitats” in your learning pack
2. Complete the habitat activity for elephants
3. Design and draw a habitat for an elephant that you will be able to create. It can be a real 3D model, drawing or a digital representation of an elephant's habitat (A zoo enclosure or the African savanna). Label your

Students can visit these websites and have a variety of books read to them

[www.vooks.com](http://www.vooks.com) – 1 month free access

[www.storylineonline.net](http://www.storylineonline.net)

<https://www.pinterest.com.au/niagarapark/> - Online books

the same in both habitats? What was different?

4. Using the template in your learning pack, write an information report about the two places where elephants live and what is similar or different.

#### K6T and K6C

1. Watch "Split strategy for Addition" <https://www.youtube.com/watch?v=J9bhsHzpgi8> *As you are watching pause the video, read what each step involves and have a go yourself on a piece of paper or whiteboard.*
2. Complete the split strategy addition worksheets from your pack. If you are confident with the split strategy have a go at 3 digit addition.
3. Complete split strategy subtraction worksheets

#### Offline

#### K6T and K6C

1. Look at the split strategy explanation in your resource pack.
2. Complete the split strategy addition worksheets from your pack.
3. Complete split strategy subtraction worksheets

- design with the materials you will need to develop your habitat
4. Create your habitat! Using your design from the previous lesson, collect the materials you need to make a habitat fit for an elephant (a small toy size elephant of course!) Take a picture during the process as well as your final design and share it with your teacher.

### Writing- Imaginative Text

The following is a sequence of lessons for students to develop an imaginative piece of writing. It is recommended that students complete a lesson a day to build up the correct skills and understanding before completing the final piece of work.

#### Online

Follow the remote learning package labelled Imaginative writing and check your digital classroom for resources and templates to complete your work online.



#### Offline

Follow the remote learning package labelled Imaginative writing

### Multiplication and Division

The following is a sequence of lessons for students to develop basic skills in multiplication and division. It is recommended that students complete a lesson a day to build up the correct skills and understanding before completing the final piece of work.

#### Online

1. Watch the skip counting videos
  - [2s](#)
  - [5s](#)
  - [10s](#)

And then complete the interactive skip counting activity

2. Watch the video on Google slides about "Modelling 'groups of' to find the total". Complete the activity showing how to read a number sentence and make groups to find a total.
3. Watch the video on Google Slides and complete the word problems that ask you to make groups to find the total amount.
4. Watch the video on Google slides about "Making equal groups". Complete the online interactive activity
5. Log in to Google Slides and complete the "Making equal groups" interactive activity within Google Slides.

#### Offline

1. Using the 100s chart in your learning pack skip count in 2s, 5s and 10s. Try and challenge yourself by starting at different numbers!
2. Look at the examples of modelling "groups of" and then complete the worksheets. Remember that when we are modelling "groups of" we are multiplying and finding the total (our answer should be the biggest number!)
3. Look at the examples of "Making equal groups" and then complete the worksheets. This time you are looking at dividing a total into smaller groups.

### Creative Arts

#### Visual Arts- Henri Matisse

A famous artist called *Henri Matisse* loved cutting paper into various shapes and using them in his artwork. Matisse called it 'drawing with scissors'.

You are going to make a collage using organic shapes. You will be cutting shapes from paper you have painted and arranging them on a coloured background

Comprehensive instructions for this activity are in your learning pack- **My Garden Grows**.

#### Dance

Dance along with KIDZ BOP (everyday if you like!)

[KIDZ BOP](#)

**AND/OR**

Listen to your favourite song and create your own dance moves. Put on a dance concert for your family.

#### Music

[Classic kids: Sounds like Australia](#)

Follow the story of Kirra Quokka as she sets off on a big musical adventure, travelling from sleepy Rottneest Island to the bright lights of the Sydney Opera House.

### Typing club (K6C)

<https://k6n2019.typingclub.com/>

Students can login with their school username and no password, ie firstname.lastname (number if they have one) and leave the password empty.

Students can practice their typing skill by following the online program.

### Writing- Letter

The following is a sequence of lessons for students to develop a persuasive letter. It is recommended that students complete a lesson a day to build up the correct skills and understanding before completing the final piece of work.

#### Online

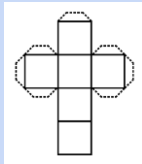
1. Watch “The Pigeon needs a bath”  
<https://www.youtube.com/watch?v=hymxNlpgcxU>
2. Why won't the pigeon take a bath? Write or discuss the reasons why the pigeon WON'T take a bath.
3. Write down or discuss why the pigeon SHOULD take a bath
4. Choose 3 reasons why the pigeon SHOULD OR SHOULDN'T take a bath. Complete activity on seesaw or in your learning pack. **CHALLENGE:** Give an explanation to your reason
5. Write a letter to the pigeon to persuade him (to convince or make someone do something) to take a bath or to not take a bath. Use the template on seesaw or your learning pack to help guide you.

#### Offline

1. To persuade means to convince or make someone do something or feel a certain way. Read some examples of persuasive texts in your learning pack.

### 3D objects

#### Online

1. Watch “Monster Trucks Learn 3D Shapes”  
<https://www.youtube.com/watch?v=awdthrGmZ4U>
2. Based on what you have just learnt about 3D shapes complete the following worksheets in your learning pack or on Seesaw (K6P, K6C)  
-3D shapes in your home  
- Properties of 3D shapes  
*If you can't print the worksheets, create a table in your book and complete the activity or ask your teacher for a printed remote package.*
3. **3D nets.** A 3D net is a 3D shape opened up flat. This is a cube net.  
  
Your task is to use the 3D nets from your remote learning package to create the 3D shapes.
4. Make your own.. Your task is to try and create your own 3D shapes, once again you need to be creative.

### Action for Happiness



Using the calendar (there is a larger version on Google Classroom as well as in the learning pack) follow the daily “Actions for Happiness” to keep a positive and mindful mindset in these uncertain times. Reflect on your action or take a picture of you completing your action and share it with your teacher. You can do this daily or choose to do it once or twice a week. You can follow the dates or just pick and choose from the calendar as you please!

### Numberjacks

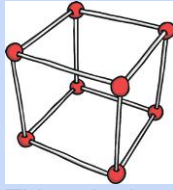
Numberjacks is a TV series that investigates different concepts of mathematics in a fun and engaging way for kids. Watch an episode and see if you can solve the problem before the numberjacks do!  
<https://www.youtube.com/channel/UCWkuiktSh-V3E4ysPU0VC3Q>



2. Choose one of the following categories
  - a. A new pet
  - b. A new toy
  - c. No chores for a month
  - d. No homework

Give 3 reasons why you would want one of these options. **CHALLENGE:** Give an explanation for your reason

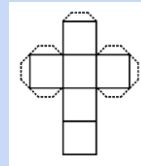
3. Write a letter to your parents or an adult stating your reasons for the topic you have chosen. Remember to use the examples to help you and include powerful vocabulary to really try and persuade them!



This cube has been made using sticks and blue tac. You might use sticky tape, glue, sticks, leaves, rocks, paper or string. **Take a photo, we would love to see your creations.**

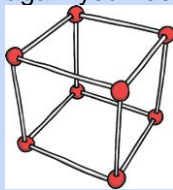
#### Offline

1. See '3D Shapes Around You' poster in your learning pack
2. Based on what you have just learnt about 3D shapes complete the following worksheets in your learning pack or on seesaw (K6P, K6C)
  - 3D shapes in your home
  - Properties of 3D shapes
3. **3D nets.** A 3D net is a 3D shape opened up flat. This is a cube net.



Your task is to use the 3D nets from your remote learning package to create the 3D shapes.

4. Make your own. Your task is to try and create your own 3D shapes, once again you need to be creative.



This cube has been made using sticks and blue tac. You might use sticky tape, glue, sticks, leaves, rocks, paper or string. **Take a photo, we would love to see your creations**

<p><b><u>Writing- Procedure</u></b></p> <p><b><u>Online</u></b>  The following is a sequence of lessons for students to develop their own procedure. It is recommended that students complete a lesson a day to build up the correct skills and understanding before completing the final piece of work.</p> <ol style="list-style-type: none"> <li>1. Watch the video on procedures.  <a href="https://www.youtube.com/watch?v=xvGeBcfysDo">https://www.youtube.com/watch?v=xvGeBcfysDo</a>  Answer these questions: <ul style="list-style-type: none"> <li>- What is a procedure?</li> <li>- What is an example of a procedure?</li> <li>- Where do we use procedures in our everyday life?</li> </ul> </li> <li>2. Login to Google Classroom and complete the instructional activity. Can you follow instructions? Instructions are another form of a procedure</li> <li>3. Login to Google Classroom and complete the sorting activity. You must put the procedure in the correct order. Remember a procedure tells you how to do something with instructions so it must make sense to get the right result at the end</li> <li>4. Login to Google Classroom and write the instructions for washing your hands. Next to each picture write what you need to do.</li> <li>5. Time to write your own procedure. Think about something that you like to make or do and write a set of instructions for someone to follow to complete that task. Remember to use adverbs and words such as first, second, next, after and finally so your instructions have a sequence to follow. Add pictures if you would like to</li> </ol>		<p><b><u>PE</u></b></p> <p>Choose one of the following to do daily or make an afternoon of active fun!</p> <ol style="list-style-type: none"> <li>1. Get some good energy at home! Do a <a href="#">GoNoodle activity</a></li> <li>2. Create a fitness circuit to do with your family.</li> <li>3. Complete this - <a href="#">Kids Circuit Workout</a></li> <li>4. Put together a fun energetic dance to your favourite song.</li> </ol>	<p><b><u>Mindfulness</u></b></p> <p>Students can complete a meditation activity as a brain break or a way to calm down after a stressful day or to have a great start to their day!</p> <p><a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a></p>

give more information.

6. Ask a family member or send your instructions to a friend or your teacher and get them to complete your instructions/procedure! See if they get the same result as you!

### **Offline**

The following is a sequence of lessons for students to develop their own procedure. It is recommended that students complete a lesson a day to build up the correct skills and understanding before completing the final piece of work.

1. Read the information in your learning pack about procedures. Answer these questions
  - a. What is a procedure?
  - b. What is an example of a procedure?
  - c. Where do we use procedures in our everyday life?
2. Complete "Follow instructions" activity in your learning pack. Were you able to follow the instructions?
3. Sorting Activity: You must put the procedure in the correct order. Remember a procedure tells you how to do something with instructions so it must make sense to get the right result at the end.
4. Write the instructions for washing your hands. Next to each picture write what you have to do.
5. Time to write your own procedure. Think about something that you like to make or do and write a set of instructions for someone to follow to complete that task. Remember to use adverbs and words such as first, second, next, after and finally so your instructions have a sequence to follow. Add pictures if you would like to give more information.
6. Ask a family member or send your instructions to a friend or your teacher and get them to complete your instructions/procedure! See if they get the same result as you!

