

Framework for remote teaching



K/1_Term 3 Week 9



- Each day write the short date in your book as well as a symbol to represent the daily weather

Week 9

Daily Task	Ask your grownup what you can help them with today.	Can you help make dinner?	Clear your bedroom or living room floor of all items.	Can you clear the table after dinner tonight?	Can you practise tying your laces?
	Monday 6 th September	Tuesday 7 th September	Wednesday 8 th September	Thursday 9 th September	Friday 10 th September
	<p>Morning Exercises – Stretching and then skipping, single and double bounce. Practice sprints in your yard.</p> <p>FRUIT/Check In <u>English</u> Jolly Phonics – those with Jolly Phonics workbooks: the letters z, w, ng. Discuss the letter name and sound. Copy the action from the sound sheet. Practise writing it in your book.</p>	<p>Morning Exercises – Stretching and then skipping, single and double bounce. Follow a Just Dance on YouTube (or dance to some music).</p> <p>FRUIT/Check In <u>English</u> Jolly Phonics – those with Jolly Phonics workbooks: the letters z, oo, oo. Discuss the letter name and sound. Copy the action from the sound sheet. Practise writing it in your book.</p>	<p>Morning Exercises – Stretching and then skipping, single and double bounce. Practise throwing and catching a ball.</p> <p>FRUIT/Check In <u>English</u> Jolly Phonics – those with Jolly Phonics workbooks: the letters y, x, ch. Discuss the letter name and sound. Copy the action from the sound sheet. Practise writing it in your book.</p>	<p>Morning Exercises – Stretching and then skipping, single and double bounce. Kick a ball in the yard.</p> <p>FRUIT/Check In <u>English</u> Jolly Phonics – those with Jolly Phonics workbooks: the letters sh, th. Discuss the letter name and sound. Copy the action from the sound sheet. Practise writing it in your book.</p>	<p>Morning Exercises Warm up with the school morning stretches.</p> <p>1st Activity – Skipping – Use your skipping rope to practice all the skills we have learnt so far. You might practice single bounce, double bounce, bell, skier, twist and even try these skills when going backwards! Have a parent yell out each skill and have your own end of day challenge 😊</p>

<p>Morning</p>	<p>Rainbow Sight Words</p> <p>Those with Rainbow Sight Words: practise reading them through (parents – tell them if they do not know). Try writing them out. Try a different order each time.</p> <p>Spelling Yr1 – Practise writing your spelling words using Look, Say, Cover, Write and Check. Write three words in a sentence.</p> <p>Reading – Read one of your readers. Have someone ask you a question about the book after reading.</p> <p>Writing – Choose one of the Spring Creative Writing prompts. Try ‘I can...’ sentence starters. Use descriptive words (adjectives).</p> <p>BRAIN BREAK – run 1 lap of the yard</p> <p>Read To – Read <i>This & That</i> by Mem Fox. After reading, discuss the characters, setting and plot.</p> <p>Write down all the ‘th’</p>	<p>Rainbow Sight Words</p> <p>Those with Rainbow Sight Words: practise reading them through. Try writing them out. Try a different order each time.</p> <p>Spelling Yr1 – Practise writing your spelling words in the shape of a rainbow.</p> <p>Reading – Read one of your readers. Have someone ask you a question about the book after reading.</p> <p>Writing – Choose one of the Spring Creative Writing prompts. Try ‘I can...’ sentence starters. Use descriptive words (adjectives).</p> <p>BRAIN BREAK – 10 hops on each leg</p> <p>Second Read To – Read <i>This & That</i> a second time. When reading, pause and discuss the following words and what they mean – cavernous, raced, crazy, speckled, adore.</p> <p>Response to Text – complete the Sequencing worksheet.</p>	<p>Rainbow Sight Words</p> <p>Those with Rainbow Sight Words: practise reading them through. Try writing them out. Try a different order each time.</p> <p>Spelling Yr1 – Practise writing your spelling words using Look, Say, Cover, Write and Check.</p> <p>Reading – Read one of your readers. Have someone ask you a question about the book after reading.</p> <p>Writing – Choose one of the Spring Creative Writing prompts. Try ‘I can...’ sentence starters. Use descriptive words (adjectives).</p> <p>BRAIN BREAK – run 1 lap of the yard</p> <p>Read To – Re-tell the story of <i>This & That</i> by flicking through the pages, looking at the pictures and discussing with your grown up. Complete the Beginning, Middle, End worksheet.</p> <p>Response to Text – complete the Missing Word worksheet (the size of the</p>	<p>Rainbow Sight Words</p> <p>Those with Rainbow Sight Words: practise reading them through. Try writing them out. Try a different order each time.</p> <p>Spelling Yr1 – Practise writing your spelling words. Practise writing your spelling words in fancy writing.</p> <p>Reading – Read one of your readers. Have someone ask you a question about the book after reading.</p> <p>Writing – Choose one of the Spring Creative Writing prompts. Try ‘I can...’ sentence starters. Use descriptive words (adjectives).</p> <p>BRAIN BREAK – 10 big arm circles forwards and backwards</p> <p>Read To – One final read-to of <i>This & That</i>. Did you enjoy it? Why or why not? Complete the Read it, Make it, Write it worksheet.</p> <p>Word work – Tune your</p>	<p>2nd Activity – Using your handball, play the sevens game. Read the rules about the sevens game with your parent/carer and attempt to compete it. It gets hard, so practice and have fun!</p> <p>The rules are found in your Learning Pack.</p> <p>3rd Activity – Play a game of handball.</p> <p>FRUIT/Check In</p> <p>Independent reading or be read to for 10-15 minutes.</p> <p>BRAIN BREAK – touch your toes and then reach for the sky 10 times</p> <p>Writing – Choose one of the Spring Creative Writing prompts. Try ‘I can...’ sentence starters. Use descriptive words (adjectives).</p> <p>Colouring Activity: Welcome to the Year of the Ox. The Ox is one of the 12 Chinese zodiac signs that rotate in a 12-year cycle. Each of these animals has</p>
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	<p>words you can think of. You could use a dictionary to help you if you get stuck...</p> <p>Word work – Tune your ear into rhyme using your rhyme pack</p>	<p>Word work – Tune your ear into rhyme using your rhyme pack</p>	<p>boxes might give you hint and stop you from writing the wrong word)</p> <p>Word work – Tune your ear into rhyme using your rhyme pack</p>	<p>ear into rhyme using your rhyme pack</p>	<p>a special meaning in Chinese culture. According to the Chinese your zodiac animal determines a lot about your personality. What is your Chinese zodiac sign? Can you find out? You might need the internet for this one.</p>
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Break					
Middle	<p><u>Mathematics</u></p> <p>Patterns & Algebra</p> <p>Warm up: skip counting by 2s, 5s and 10s</p> <p>Kindergarten: We are learning to recognise, describe, create and continue repeating patterns.</p> <p>Year 1: We are learning to create, represent and continue a variety of number patterns and supply missing elements.</p> <p>To recognise a pattern, students have to understand what a pattern is. In terms of patterns and algebra we are talking about repeating patterns. Have your child describe to you what they think a pattern is. Model the words repeat, repeated and repeating. Have your child use drawn shapes to create a pattern and ask, 'what parts would you repeat to continue the</p>	<p><u>Mathematics</u></p> <p>Patterns & Algebra</p> <p>Warm up: skip counting by 2s, 5s and 10s</p> <p>Create patterns using a sequence of different sounds or actions, such as:</p> <p><i>Clap, clap, stamp, clap, clap, stamp.</i></p> <p><i>Clap, clap, (pause), clap, clap, (pause).</i></p> <p>Ask students to continue the patterns and describe them in words. Create a sound pattern with an error (tell them about this). Have them tell you by raising their hand when they think they hear the error.</p> <p>BRAIN BREAK – 10 star jumps</p> <p>Complete Tuesday's pattern worksheet.</p> <p>Reflection – Traffic Light your worksheet.</p> <p>Optional - Login to</p>	<p><u>Mathematics</u></p> <p>Patterns & Algebra</p> <p>Warm up: skip counting by 2s, 5s and 10s.</p> <p>Have student create (draw) patterns with shapes on strips of card. Ask them to explain why each one is a pattern (encouraging the use of words such as repeat, repeated, repeating).</p> <p>Cover up one or more elements in their pattern and ask them to describe it.</p> <p>Complete Wednesday's pattern worksheet.</p> <p>BRAIN BREAK – balance on one foot for as long as you can</p> <p>Reflection – Traffic Light your worksheet.</p> <p>Optional - Login to Studyladder for activities.</p>	<p><u>Mathematics</u></p> <p>Time</p> <p>Warm up: skip counting by 2s, 5s and 10s.</p> <p>We are learning to use a calendar to identify a day and describe the day and date of significant events.</p> <p>Write the names of the months on pieces of paper. Shuffle and ask your child to order them. Ask 'which is the first month? Which is the second month etc'. Use the 2 dice from your packs. Roll and count the total. Point to the month that matches the number. Encourage use of correct language for ordinal numbers e.g. if they roll a 7 point to the 'seventh' month.</p> <p>BRAIN BREAK – 10 lunges</p> <p>Reflection – Traffic Light your worksheet.</p>	<p><u>Peer Support</u></p> <p>Perseverance and Kindness</p> <p>It takes effort to complete a task and kindness to keep us going. We should recognise the people in our lives who say nice positive and kind things to us.</p> <p>Complete the Peer Support lesson Perseverance and Kindness found in your learning pack.</p> <p>BRAIN BREAK – 10 star jumps</p> <p>Time</p> <p>Warm up: skip counting by 2s, 5s and 10s.</p> <p>Work through time work sheet together, say 'when it is o'clock the hour is the number the short hand points to'. Give practice by asking 'where is the short hand pointing? So what hour is it?'</p> <p>If your child's sheet has half</p>

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	<p>pattern?"</p> <p>BRAIN BREAK – 10 toe taps on each foot</p> <p>Complete the Monday's pattern worksheet.</p> <p>Reflection – Traffic Light your activity – how did you do?</p> <p>Optional - Login to Studyladder for activities.</p>	<p>Studyladder for activities.</p>		<p>Optional - Login to Studyladder for activities.</p>	<p>hour time, ask "is the short hand on a number? No? It is not o'clock. Is the long hand on the 6? It is half past. Work backwards to the last number the short hand was on.</p> <p>Reflection – Traffic Light your activity – how did you do?</p> <p>Independent reading for 15 minutes.</p> <p>Catch up on any work missed or incomplete.</p>
Break					
Afternoon	<p>Storytime: read a book with a family member.</p> <p><u>Science</u></p> <p>Discuss a time when you were in a really crowded place e.g. shopping before Christmas.</p> <p>How did you feel? What happened to your body?</p> <p>Draw a picture to show how you felt and the changes you noticed in your body in your body.</p> <p>Go outside and run, jump stretch and roll around.</p>	<p>Storytime: read a book with a family member.</p> <p><u>Music</u></p> <p>Moving and Grooving: Use this time to dance and move your body to some music e.g.: Macarena, Cha Cha Slide or a Just Dance on You Tube.</p> <p>Body Percussion</p> <p>Watch the YouTube clip</p> <p>https://www.youtube.com/</p>	<p>Storytime: read a book with a family member.</p> <p><u>Creative Arts</u></p> <p>Taking time to notice the little things: View from my day</p> <p>How often do you stop and notice the small things in life e.g. the smell of flowers, the sight of the beach or the sound of the birds?</p> <p>1: Choose an activity of the day. It might be breakfast time, your daily walk or playing in the backyard.</p>	<p>Storytime: read a book with a family member.</p> <p><u>Health</u></p> <p>Share the Love Gratitude Hearts</p> <p>It has been a trying time for everyone and it is important to always let your family and your loved ones know just how much they mean to you.</p> <p>You are going to complete the 'Share the Love' worksheet. In each heart, you will finish the sentence</p>	<p>Games Afternoon</p> <p>You have had a busy week of learning! Play a card or board game with a family member. You might like to play UNO, Snap or a board game you have at home.</p> <p>Check Out</p>

Week 9

How did you feel? Draw what you could do outside.

Check Out

[watch?v=sW2DY1OpgrI](https://www.youtube.com/watch?v=sW2DY1OpgrI)

Have a go at making your own body percussion performance or learn the one from the video.

Singing

Play one of your favourite songs and sing along.

Check Out

2: Observe. Pay attention to something that interests you in your activity. Try to find the extraordinary in the ordinary.

3: Draw or paint what you observed. Add sensory details with words or pictures such as smells, sounds, touch and even taste.

Check out

"I loved it when..."

You might write about how you loved it when a family member helped you learning from home, or you might write about a friend, a pet or activity you did.

When completed make sure you cut them out and give the special note to the person it is about.

Check Out