



# Framework for teaching (non-digital) – Stage 1

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer. You will need a scrapbook or workbook to complete some of the activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Help with the dishes	Learn to tie your laces.	Write a nice note to a friend.	Make your bed.	Tidy your workspace.
Morning	<p><b>English</b></p> <p><u>Reading:</u> Select a fiction book that you will use for this week’s writing activities. Look at the front cover, what do you think the story might be about? What clues on the cover make you think that? Record your predictions. Read it aloud. At the end reflect whether your predictions were correct?</p> <p><u>Writing:</u> Write about and draw your favourite part of the story. Edit your writing, checking for capital letters, correct punctuation ( . ? ! ) and spelling.</p> <p><u>Spelling:</u> Choose 5</p>	<p><b>English</b></p> <p><u>Reading:</u> Read your chosen story aloud. Practice re-reading a sentence to make your reading smooth. Does this story remind you of another story or movie you have read or seen? Record the similarities.</p> <p><u>Writing:</u> Write a letter to the main character. Include 5 questions you would like to ask them. Let them know what you like about their character and if you are similar / different in any ways.</p> <p><u>Spelling:</u> Write each of your spelling words. Underline the consonants in one</p>	<p><b>English</b></p> <p><u>Reading:</u> Read your chosen story aloud. Focus on punctuation to make your reading sound like talking.</p> <p><u>Writing:</u> Write about the beginning, middle and end of the story. Can you identify a pebble (small problem) and boulder (big problem) in the story? Include them in your recap. Try to use time connectives e.g. next, after that, then, lastly, and underline these words in your writing.</p>	<p><b>English</b></p> <p><u>Reading:</u> Read your chosen story aloud. Focus on expression to make your reading sound exciting.</p> <p><u>Writing:</u> Rewrite the ending to the story. Ask your parent or carer for some feedback on your writing. What changes could you make?</p> <p><u>Spelling:</u> Write each of your spelling words in a sentence.</p> <p>Play bingo/memory or go fish with your spelling words.</p>	<p><b>English</b></p> <p><u>Reading:</u> Read a non-fiction text. Discuss the text with a family member:</p> <p>What was the book about?</p> <p>What did you learn that you didn’t know before?</p> <p><u>Writing:</u> Write 3 interesting facts from the text in your own words.</p> <p><u>Spelling:</u> Write your words in your best writing.</p> <p>Create a find-a-word of your spelling words and give to a family member to solve.</p>

	words from the book you read, that you don't know how to spell yet. Write them in alphabetical order. Alternatively go to soundwaves to find spelling words.	colour and circle the vowels in another colour.	<u>Spelling:</u> Look up the words you chose on Monday in a dictionary to find out what they mean. Write a definition in your own words.		
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Create a picture/poster to teach your family about Friends of 10, 20 and/or 100.</p> <p>Keep a timetable of the times you eat each day this week. Try to write it in digital and analog form.</p>	<p><b>Mathematics</b></p> <p>Count forwards by 10s, starting from 10 then from 24.</p> <p>Count backwards by 10s starting at 100 then 124.</p> <p>Record your forward and backwards counting.</p> <p>Number busting: our number for today is 12. Draw and write everything you know about 12 (you can use any operation you like).</p> <p>Choose 5 toys with wheels e.g. cars. Make a race track and measure how far each toy travels when pushed once. Order them from 1<sup>st</sup>-5<sup>th</sup> and record your findings.</p>	<p><b>Mathematics</b></p> <p>Count forwards and backwards by 2s from 2, 12 and then a number of your choice.</p> <p>Write the numerals 1-10 or 1-20 on 2 sets of cards. Shuffle the cards. Turn 2 cards over and add or subtract.</p> <p>Choose an informal measuring device such as your hand, paddle pop stick etc. Estimate and then measure the length of different objects around your house or outside. Write down what you measured, what you used to measure, your estimate and your actual</p>	<p><b>Mathematics</b></p> <p>Play 'Number Celebrity Heads' with a member of your family using numbers up to 100. One player writes a number on a piece of paper and the other player holds it above their head without looking. The player holding the number asks yes/no questions and tries to guess the number. Try using words like "higher than", "lower than", "before" and "after". Once they guess the correct number, swap roles.</p> <p>Choose a topic to investigate e.g. types of toys. Conduct a survey and tally the number of each (choose 3 categories to tally) e.g. cars, soft toys, electronic</p>	<p><b>Mathematics</b></p> <p>Number busting: our number for today is 20. Draw and write everything you know about 20 (you can use any operation you like).</p> <p>Play a board game, card game or design your own.</p>

			result. Was your estimate correct?	toys. Display your findings in a picture graph. Write 2 questions you could ask about your graph.	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>PE</b></p> <p>Keep a record of your physical activity for the week. Record what you did. Make sure that you do at least 20 minutes a day.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Yoga</li> <li>- Push ups</li> <li>- Star jumps</li> <li>- Dancing</li> <li>- Stretching</li> <li>- Squats</li> <li>- Running</li> </ul>	<p><b>Science and technology</b></p> <p>Find 10 different objects that you can test to see if they sink or float. Write down your prediction and then record your findings. Write down the answers to these reflection questions:</p> <ul style="list-style-type: none"> <li>• Were your predictions correct?</li> <li>• Did any of the results surprise you? Why/Why not?</li> <li>• Of the objects that floated, what material were they made from? Of the objects that did not float, what materials were they made from?</li> <li>• Are there any patterns?</li> </ul>	<p><b>Creative arts</b></p> <p>Make a collage of things that you love. You can draw pictures or cut them out of magazines.</p> <p>Make up a song, poem, rap or dance to express the images within your collage. Can you perform for a family member?</p>	<p><b>PD/H</b></p> <p>Draw pictures of and write about what you ate today. Circle the foods that are healthy. Select one meal from the day and describe how you could change it to make it healthier.</p>	<p><b>Geography</b></p> <p>Draw and describe a holiday destination in Australia that you have visited. Add as much detail as you can:</p> <ul style="list-style-type: none"> <li>• Which State or Territory it is in?</li> <li>• Draw a map of Australia to pin point the location.</li> <li>• What was the weather like?</li> <li>• What kinds of activities could you do?</li> <li>• What did it look like?</li> </ul>