

PBL & PE

**Early Stage 1
Week 1, Term 2**

Monday

Tuesday

Wednesday

Thursday

Friday

BACK

PBL & PE Focus

PBL Focus

‘Being safe at home’. Please see next slide for PBL lesson.

PE Skill Focus: Practise these fundamental movement skills each day through a variety of games and activities.

-Hop:



-Skip:



-Side gallop:



I am NOT
SCARED
of a
challenge!

BACK

PBL & PE Focus

Target Practice

Use buckets or baskets from around your home and set them up at varying distances. Get your child to use a ball or folded pair of socks and practice their underarm and overarm throwing into the targets.

Just Dance

Here are some links to some just dance.

[A pirate you shall be](#)

[Under the sea](#)

[Ants go Marching](#)

[That power](#)

[I like to move it](#)

Stuffed Toy Challenge

Get your child to see how long they can balance a soft toy on their head. For an extra challenge get them to close their eyes, stand on one foot or walk around the room. Time it and try and beat your score.

Bowling

Set up some drink bottles or empty containers and get your child to underarm roll a ball or pair of socks to knock the targets over.

Kicking

Kick a ball with a family member or find a wall outside to kick against. For a challenge set up a target or goal and practice hitting it from different distances.

Hopscotch

Draw a hopscotch grid using tape or chalk and get your child to practice hopping, 1 footed and 2 footed jumping through the grid.

Walk/Run/Ride

Go for a walk run or ride with an adult.

Throwing

Throw a ball with a family member. As a challenge throw the ball up to yourself and see how many times you can clap before you catch the ball again. Record your result and try and beat your score.

Invent a Game

Create a game that involves hopping, skipping and jumping and teach a family member the rules. Try and think of how you can score points.



BACK

PBL & PE Focus

Learning Intention	Why do we need rules?
Read this to yourself	"In our day to day lives, rules help us know what we can do and can't do. Rules keep us safe"
Sentence Completion	One rule of my house is...
Question	If we didn't have rules what could happen?
Activity	Look at the picture below. Do you think this kitchen is a safe place? Why? Circle/point to as many unsafe conditions that you can see.



I am NOT
SCARED
of a
challenge!

BACK

Session 1

Literacy
9:30-11:30

28 April 2020

Tuesday

Literacy

- Read your sight words: **my, her, what, there, out, this, have, went.**

-Read a book of interest with an adult/older sibling **or** go onto the internet and watch the story called, "Clark the Shark" on Storyline Online.

<https://www.storylineonline.net/books/clark-the-shark/> **Can you find any of your sight words in the story? What was Clark's problem in the story? What did he learn to do by the end of the story?**

-Introduce the Word of the Week: **net**

Word of the Week



n	e	t
---	---	---

1. An adult says, "**watch me**" then says the whole word first. Then they break the word into each of the sounds, holding a finger up for each sound (3). Then they say each letter name, n, e, t.

2. The adult says, "**do it with me**". The student and the adult repeat the same. Say the word, sound it out, then say each letter name.

3. The adult says, "**Your turn**". Students repeat back, word, sounds and letter names.

Repeat this a few times.

BACK

Session 1

Literacy
9:30-11:30

28 April 2020

Tuesday

Literacy

Talk about words that relate to nets: fish, water, fishing, catch, line, rod. Talk about a time when you might have used a net. Read the sentence. Together write it on paper with texta. Cut up the sentence into pieces and mix them up. Ask the student to put the sentence back together and glue them onto a page! (see next slide)

-Write and draw a picture to go with a story about a **net**.

Give the student a sentence starter if they need one.

eg. Dad got the net and _____.

Remind the student to use a capital letter and full stop.

I went to get a net.



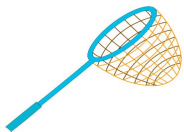
n	e	t
---	---	---

-Read a home reader or book from home to a family member.



I	went	to	get	a	net
---	------	----	-----	---	-----

Word of the Week



n	e	t
---	---	---



I

went

to

get

a

net.

BACK

Session 2

Maths

12:20-1:20

28 April 2020



Tuesday

Mathematics

TEN- This is a maths game for 10 minutes each day to help to develop early number skills. Only use the number cards in the pack.

Level 1: With a partner or in a small group put a pile of playing cards in the middle. Each person playing turns over a card and the player with the highest number wins and collects the cards from that round. Get the student to say each number on the card and ask the student to identify who has the largest number.

Level 2: With a partner put 2 piles of playing cards in the middle. Each player turns over 2 cards each and adds their cards together. Highest answer wins the cards. Get the student to identify who has the largest number after adding the cards together.

Support

Use the number line to help students to identify the highest number by matching the number on the card to the number line.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

BACK

Session 2

Maths

12:20-1:20

28 April 2020

ECG 10-
estimation

Tuesday

Mathematics

Today brings an investigation about estimating.

What do you know about estimating?

Talk about estimating with a family member.

Estimating is (youtube clip on estimation)

Place 3 counters or objects in front of your child in a bunch, for example ->

Ask your child to estimate how many counters they can see. Ask these questions to help:

How many counters do you think there are?

Do you think there are more than 2?

Do you think there are less than 5?

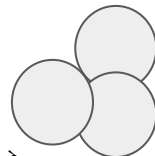
When we look at a group and think about how many there are, we are estimating.

Get your child to count the counters or objects.

Talk to your child about how to count the counters or objects. This may involve moving each counter to use one-to-one counting.

Repeat this with lots of different numbers. You can also ask your child to give you an amount of counters or objects for you to estimate and check.

On a sheet of paper practise writing the numerals 1-10. When you have finished, go back and look at your number line to check that you have formed the numerals correctly.



BACK

Session 3

Gamarra
2:15-3:15

28 April 2020

This term our driving question for Gamarra is...

How can students at CPS explain to others why Cootamundra is special to them?

Tuesday

Gamarra

Part 1: What season in Cootamundra is special to you?

Let's investigate the months of the year.

What are the 12 months of the year?

Talk to a family member and look at a calendar for help.

What month is your birthday in?

Watch and sing along

<https://safeYouTube.net/w/88D4>

Have a go at writing the name of each month of the year on a page in your work book.
You may like to copy from the calendar.

Page title- 12 Months of the Year (list months under the heading).

Challenge

Draw birthday balloons next to your birthday month.

Draw an Easter egg next to Easter month.

Draw a Christmas tree next to the Christmas month.

Draw a star next to your favourite month.

Months of the Year	
January	February
March	April
May	June
July	August
September	October
November	December



BACK

Session 1

Literacy
9:30-11:30

29 April 2020

Wednesday

Literacy

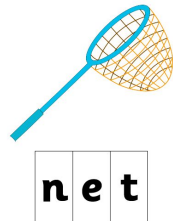
- Read and write to make your sight words: my, her, what, there, out, this, have, went.
- Watch, "The Rainbow Fish." <https://www.youtube.com/watch?v=QFORvXhub28> or read a book of choice.

Describe the rainbow fish or book character. What does it look like? What does it do? What do they like/dislike? Draw this character and label or write about them. Add lots of detail.
Revise the Word of the Week: net

Start with the word net and then add related words in a list that use the letter (at the beginning, or middle, or end).
Eg.

n	e	t
can tin ant in now went not and ten	get wet went eggs bed ten	went it tap tin cat ten not ten

I went to get a net.



Revise the Sentence of the Week

Word of the Week



net

BACK

Session 1

Literacy
9:30-11:30

29 April 2020

Wednesday

Literacy

Practise writing the sentence about the net extending by adding a colour.

Optional Craft: Make your own fish in a net using a paper plate and wool.

Then write about your fish being caught. Add the **colour** of your fish in the sentence. Think of some colour words.

eg. **The rainbow fish is in the net.**

Draw a picture of your fish.

-Read a home reader or book from home to a family member.



Word of the Week



n e t

BACK

Session 2

Maths
12:20-1:20

29 April 2020



Wednesday

Mathematics

TEN- This is a maths game for 10 minutes each day to help to develop early number skills. Only use the number cards in the pack.

Level 1: With a partner or in a small group put a pile of playing cards in the middle. Each person playing turns over a card and the player with the highest number wins and collects the cards from that round. Get the student to say each number on the card and ask the student to identify who has the largest number.

Level 2: With a partner put 2 piles of playing cards in the middle. Each player turns over 2 cards each and adds their cards together. Highest answer wins the cards. Get the student to identify who has the largest number after adding the cards together.

Support

Use the number line to help students to identify the highest number by matching the number on the card to the number line.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

BACK

Session 2

Maths
12:20-1:20

29 April 2020

ECG 10-
estimation

Wednesday

Mathematics

*Revisit the term 'estimate' and what it means.

*Sit with a friend/ family member. Take turns to select a small handful of objects for each other to estimate. Count to check. Was the estimation close?

*Choose a numeral card from a deck of cards. Take a handful of objects that you estimate is close to the number on the card. Count to check.

*Sit with a friend/ family member. Each of you take a handful of the same objects. Without counting, estimate who has more and who has fewer. Count to check.

*Have fun playing an estimation game using a jar of marbles on ABCYA:

https://www.abcya.com/games/how_many_marbles_estimation



BACK

Session 3

Gamarra
2:15-3:15

29 April 2020

Part 1:
What season
in
Cootamundra
is special to
you?

Wednesday

Gamarra

What are the 4 seasons of the year?

Talk to a family member about the 4 seasons of the year and how each is different?

Watch and sing along with the 4 seasons of the year song: <https://safeYouTube.net/w/FID4>

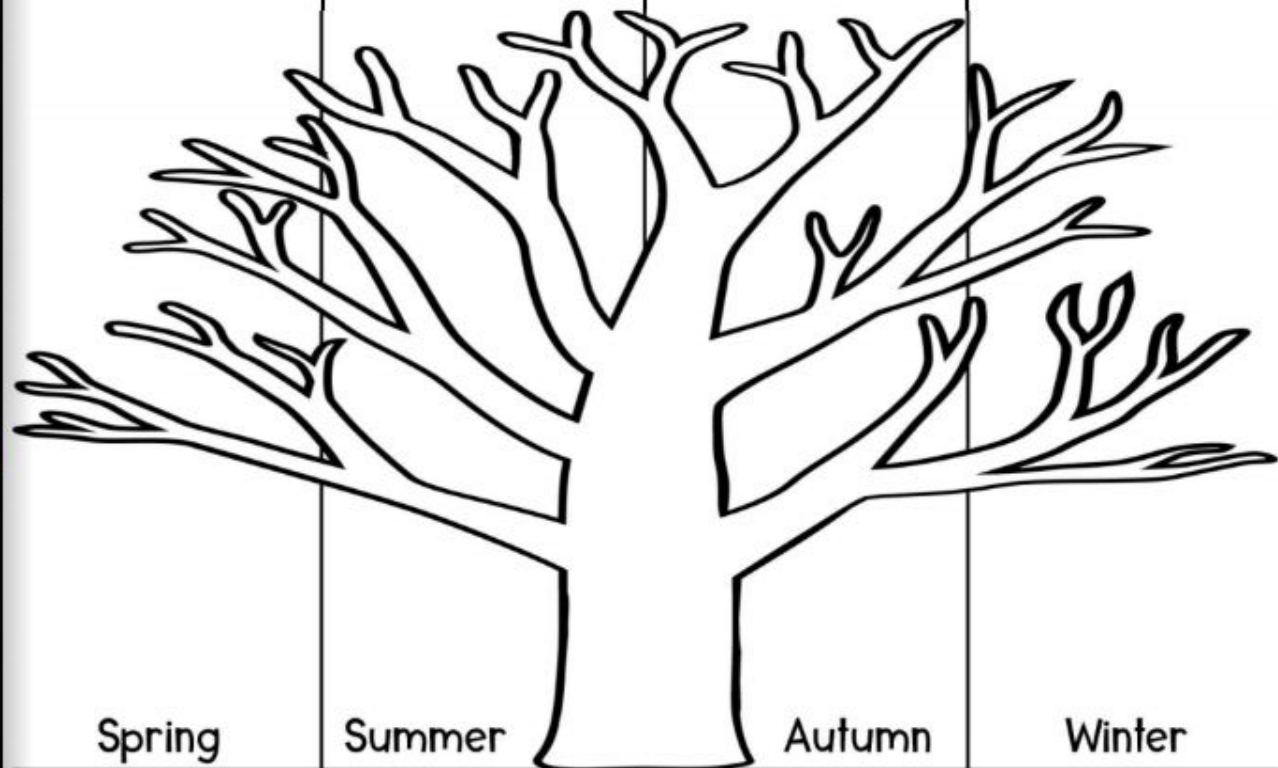
What is the weather for each season in Cootamundra?

Talk to a family member about each season in Cootamundra and its weather.

Using the tree template (see next slide), draw how it changes during each season. If you're not sure, watch the clip again and watch what happens to the tree in each season.



Changing with the Seasons! Draw the tree for each season



Spring

Summer

Autumn

Winter

BACK

Session 1

Literacy
9:30-11:30

30 April 2020

Thursday

Literacy

-Read and write to make your sight words: my, her, what, there, out, this, have, went. How many can you read today?

-Find the clip, "When A Dragon Moves In"

<https://www.storylineonline.net/books/when-a-dragon-moves-in/> (or a book of choice).

What do you think the story might be about (only looking at the title first)? Answer these questions after watching/reading: Who is the main character? What happens to them? Where did the story happen? What time of day was the story set? How did the story end?

Word of the Week



n	e	t
---	---	---

Revise the Word of the Week:

Handwriting of the letters- (see next slide)

net

Focus on the letter formation. Practise many times.



Name: _____

net net net net net net net

net net net net net net net

I went to get a _____.

I went to get a net.

BACK

Session 1

Literacy
9:30-11:30

30 April 2020

Thursday

Literacy

Revise the Sentence of the Week.

Read it to a family member and write it on paper with texta.

-Write about a time when you went to the beach and what you did.

I like going to the _____.

I like to _____.

Draw a picture to go with your writing.

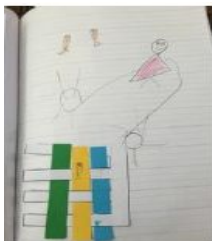
Optional Craft: Weave paper strips to make a net.

I went to get a net.

Word of the Week



n	e	t
---	---	---



-Read a home reader or book from home to a family member.



n	e	t
---	---	---

BACK

Session 2

Maths
12:20-1:20

30 April 2020



Thursday

Mathematics

TEN- This is a maths game for 10 minutes each day to help to develop early number skills. Only use the number cards in the pack.

Level 1: With a partner or in a small group put a pile of playing cards in the middle. Each person playing turns over a card and the player with the highest number wins and collects the cards from that round. Get the student to say each number on the card and ask the student to identify who has the largest number.

Level 2: With a partner put 2 piles of playing cards in the middle. Each player turns over 2 cards each and adds their cards together. Highest answer wins the cards. Get the student to identify who has the largest number after adding the cards together.

Support

Use the number line to help students to identify the highest number by matching the number on the card to the number line.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

BACK

Session 2

Maths
12:20-1:20

30 April 2020

ECG 11-
numbers are
inclusive

Thursday

Mathematics

Today brings an investigation about counting objects. What do you know about counting objects? Talk about counting objects with a friend.

Let's count forwards from one to ten – Let's count backwards from ten – 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0. When we count, what do we say? Do we say numbers when we count? When we count forwards and backwards, do we say the same numbers?

How we could count these children?



Let's count the children as we point to each one. 1, 2, 3 How many children are there? Are there 3 children? How do you know? What was the last number that we said? Was 3 the last number that we said? Is that how we know there are 3 children?

Who could show me 2? What other combinations of 2 can we see with these children? (e.g. boy, boy 2, boy girl, boy 2, girl).

BACK

Session 3

Gamarra
2:15-3:15

30 April 2020

Part 1:
What season
in
Cootamundra
is special
to you?

Thursday

Gamarra

Summer

Use your 5 senses to investigate the summer season in Cootamundra.

VISION

HEARING

SMELL

TASTE

TOUCH



Draw or write to complete the worksheet or record your answers in your work book.

What would it look like?

What would it feel like?

What would it taste like?

What would it smell like?

What does it sound like?

(see next slide)

Talk to a family member about
each part and explain your thinking.



Season Senses

Choose a season to write about.



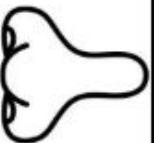
Looks



Feels



Tastes



Smells



Sounds

BACK

Session 1

Literacy
9:30-11:30

1 May 2020

Word of the Week



n	e	t
---	---	---

Friday

Literacy

-Read and write your sight words: my, her, what, there, out, this, have, went. How many can you read today?

- Studyladder activities

I went to get a net.

Complete the English activities set for 30 min.

Revise the Word of the Week: net



n	e	t
---	---	---

Dictation of the Sentence of the Week:

Ask an adult to read the sentence out loud. Then you write the sentence down on your own in your neatest writing. Try using the correct formation of the letters.

- Write a message to a family member telling them about what you did this week. Tell them what you liked most and what you might like to do with them this weekend.

-Read a home reader or book from home to a family member.

BACK

Session 2

Maths
12:20-1:20

1 May 2020



Friday

Mathematics

TEN- This is a maths game for 10 minutes each day to help to develop early number skills. Only use the number cards in the pack.

Level 1: With a partner or in a small group put a pile of playing cards in the middle. Each person playing turns over a card and the player with the highest number wins and collects the cards from that round. Get the student to say each number on the card and ask the student to identify who has the largest number.

Level 2: With a partner put 2 piles of playing cards in the middle. Each player turns over 2 cards each and adds their cards together. Highest answer wins the cards. Get the student to identify who has the largest number after adding the cards together.

Support

Use the number line to help students to identify the highest number by matching the number on the card to the number line.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

BACK

Session 2

Maths
12:20-1:20

1 May 2020

*Problem
solving*

Friday

Mathematics

This lesson is focused on problem solving.

April had 12 biscuits. She gave 2 to a friend and ate 3. How many biscuits does April have left?

Discuss the sections of problem solving with your child:

1. READ the part of the problem that is asking you to find something out- (how many biscuits does April have left?)
2. UNDERSTAND the information you need to find out- (had 12, gave 2, ate 3)
3. CHOOSE A STRATEGY that you could use to find it out- (draw pictures, use addition and subtraction, use a number line etc)
4. USE a strategy you picked- (give it a go)
5. CHECK that you have found out- (was the answer correct?)

Have another go!

Jeremy had 15 balloons. He lost 3 when they blew away in the wind, and 6 popped. How many balloons does Jeremy have left?

Can you make up your own problem to solve?

BACK

Session 3

Gamarra
2:15-3:15

1 May 2020

Part 1:
What season
in
Cootamundra
is special to
you?

Friday

Gamarra

Autumn

Use your 5 senses to investigate the Autumn season in cootamundra.

VISION

HEARING

SMELL

TASTE

TOUCH



Draw or write to complete the worksheet or record your answers in your work book.

what would it look like?

What would it feel like?

What would it taste like?

What would it smell like?

What does it sound like?

(see next slide)

Talk to a family member about

each part and explain you thinking.



Season Senses

Choose a season to write about.



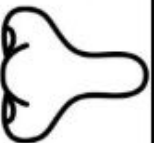
Looks



Feels



Tastes



Smells



Sounds