

Remote learning Grid - Week 4 Term 2- Stage 1 (1/2R, 2A, 2J, 2SH)





























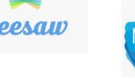






This grid covers both online and offline options. Activities that are highlighted yellow, will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office or to your teacher on your assigned day. Optional activities are highlighted in green.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <ul style="list-style-type: none"> • No Activity 1 • Read a book of choice from your house. • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p>Create an art work based on the book you read.</p>	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise reading and spelling 5 words from your spelling list. • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p>Create a new front cover for your book. Remember to include the title, author and illustrator.</p>	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 5 words from this week's spelling list. • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p>Re-write the ending to your book.</p>	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 5 words from this week's spelling. • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p>Write down the problem that happened in your book. How did the characters solve the problem?</p>	<p>English</p> <ul style="list-style-type: none"> • No Activity 1 • Practise writing your own sentences. Focus on adding interesting adjectives to your sentence. • Complete the Topic Talk task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p>Re-read your favourite book from this week</p>

Monday		Tuesday		Wednesday		Thursday		Friday	
Take a wellbeing/ Fitness break									
	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)	Wellbeing/Fitness Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)
Morning Tea (Recess Break)									
Middle	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s backwards from 100 • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s backwards from 100 • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s backwards from 100 • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s starting from a number other than 0. • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s starting from a number other than 0. • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s starting from a number other than 0. • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise your skip counting by 2s, 5s and 10s starting from a number other than 0. • Login into Mathletics and complete the assigned activity.
Lunch Break									
Afternoon	French <ul style="list-style-type: none"> • Complete the assigned Seesaw activity. 	History <ul style="list-style-type: none"> • Complete the assigned Seesaw activity. 	Science <ul style="list-style-type: none"> • Complete the assigned activity on Seesaw. 	Art <ul style="list-style-type: none"> • Complete the activity assigned on Seesaw. 	Art <ul style="list-style-type: none"> • Complete the activity assigned on Seesaw. 	Library <ul style="list-style-type: none"> • Complete the assigned Activity on Seesaw. 	Library <ul style="list-style-type: none"> • Complete the assigned Activity on Seesaw. 	Library <ul style="list-style-type: none"> • Complete the assigned Activity on Seesaw. 	Library <ul style="list-style-type: none"> • Complete the assigned Activity on Seesaw.
Additional Activities for this week									
- Recorder (Seesaw)									




Learning from Home Timetable (1/2R, 2A, 2J, 2SH)

Term 2 Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	(No Activity 1)  Writing Task 1 (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Writing Task 2 (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading 	(No Activity 1)  Topic Talk (Activity 2)  Guided Reading 
	Take a wellbeing/ fitness break				
	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 
	Morning Tea (Recess) Break				
Middle	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  
	Lunch Break				
Afternoon	French (Activity 4) 	History (Activity 4) 	Science (Activity 4) 	Art (Activity 4) 	Library (Activity 4) 

CPPS Expected Behaviours Matrix

Who's responsible? We are!

	Learning from home
 <p>We are safe</p>	<p>Use my device in the correct way</p> <p>Google classroom and Seesaw are for school work only</p> <p>We keep our personal information and passwords to ourselves</p> <p>We check with a teacher/parent before clicking on unknown links</p> <p>We only speak to people that we know</p>
 <p>We are learners</p>	<p>Complete my assigned tasks to the best of my ability</p> <p>Try each activity and keep trying when you are waiting for teacher feedback or help from home</p> <p>Submit my work on time</p> <p>We only use technology for their intended purpose</p> <p>Listen to your parent or carer</p>
 <p>We are respectful</p>	<p>Respect our google or seesaw classroom just like you would our physical classroom</p> <p>Remember that other people in your home are working too</p> <p>Quiet when someone is on the phone</p> <p>Focus on your own learning tasks</p> <p>We only write positive comments</p>

Wellbeing Grid - Week 4

Complete one of these activities each day. You may complete each activity more than once.

Do some Cosmic Yoga. You can find the videos on Youtube.	Play a boardgame or do a jigsaw puzzle with a family member.	Do something to help out around your house e.g. help to fold the washing.
Build a cubby house out of blankets and read a book inside with a family member.	Go for a bike ride, scooter ride or walk around the block with a family member.	Think of your happiest memory and draw a picture of it.
Make a thank you card for someone.	Download the 'Smiling Minds' App and do some meditation.	Do a 'Just Dance'. You can find the videos on Youtube.

Term 2 week 4 Tuesday - continuing with the long a sound

Learning Intention:

We are learning to use phonemes to read and spell words.

Success Criteria:

I can build a word using ai, a-e, ay and a sounds.

I can segment and blend a word.

Segmenting

Segment the words in the template attached.

Week 4 term 2 Wednesday

Learning Intention:

We are learning to use phonemes to read and spell words.

Success Criteria:

I can build a word using ai, a-e, ay and a sounds.

I can segment and blend a word.

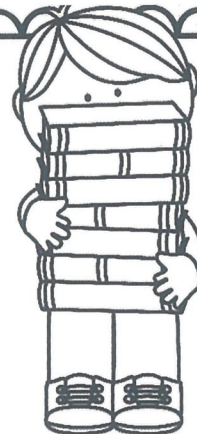
I love to read

Read the short sentences on the template below.

If you do not have the at home pack, copy the sentence and draw a picture to match the sentence.

If you have the take home pack you can cut the pictures out and match them to the correct sentence,

Name _____

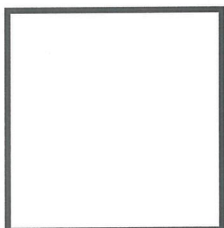


i lOvE tO rEaD

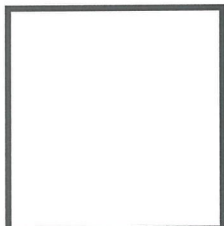
Read the sentence. Match the picture.



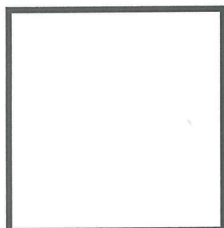
What day is it?



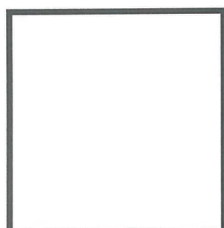
The sun has rays.



Jay will say a joke.

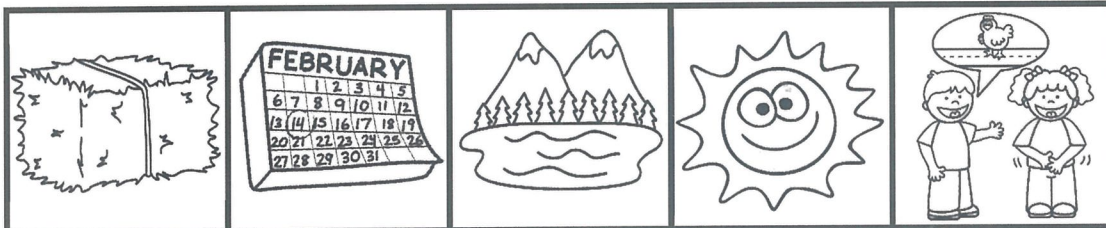


We see a big bay.



The hay is in a bale.

© Miss Giraffe



Term 2 week 4 Thursday

Learning Intention:

We are learning to use phonemes to read and spell words.

Success Criteria:

I can build a word using ai, a-e, ay and a sounds.

I can segment and blend a word.

Use the correct ai or ay word in the sentence.

Read the sentences out loud.

Look at your list of spelling words for long A sound.

Choose 10 tricky ones to write into sentences.

Name: _____

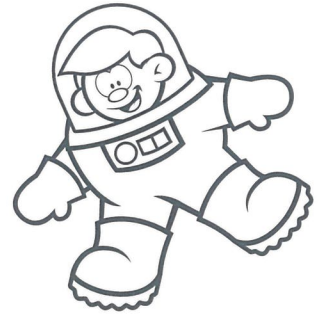
Spelling

rain	paid	nail	made	came
take	tape	day	say	play



1. My baby sister can _____ "mama".
2. My uncle _____ over for dinner.
3. I need to put a _____ in the wall.
4. Rosie wanted to put extra _____ on the box.
5. Arthur gets _____ for cutting his neighbor's lawn.
6. Jason knows how to _____ a lot of games.
7. My dad will _____ us to the mall tomorrow.
8. Papa and Hugo _____ brownies yesterday.
9. Natalie had a great _____ at school.
10. The _____ will help the grass grow.

Word List 5



a ai ay a_e

Target Representations				Extension Representations	
a	ai	ay	a_e	eigh	ey
baby	rain	hay	made	eight	obey
April	tail	day	shade	eighteen	grey
lady	laid	say	cave	eighty	they
hazy	bait	ray	sale	freight	prey
lazy	pail	Fay	safe	neigh	hey
apron	chain	May	brave	sleigh	obeying
pastry	aim	lay	tale	weigh	
crazy	main	bay	bake	weight	
radio	paid	pay	mate		
	drain	gay	base		
	sail	may	brake		
	pain	way	late		
	mail	play	case	ei	ea
	hail	stay	shake		
	maid	tray	date	rein	great
	wait	clay	rake	sheik	greatest
	fail	pray	plane	vein	greatness
	stain	slay	take	veil	break
	again	Sunday	fake		steak
	snail	stray	hate		
	train	fray	plate		
	afraid		blade		
	grain		grape		
	painting		blaze		
	faint		taste		
	brain		flame		
	waist		whale		

Please note: words in the shaded area are a little more difficult



Shared Reading Week 4

This week we will look at two different stories
Each of these stories have a message or main idea the author
would like us to think about.

We are learning to share our ideas about stories we hear.

I can talk about the story.

I can write and draw about the story.

I can write about the main idea in the story.

Shared reading Wednesday week 4 – Activity 2

Activity: 1. Watch 'Lotus and Feather' on you tube by following the link <https://www.youtube.com/watch?v=8bpXikqUvXw>

2. Think about these questions and write your answers:

- How does Lotus feel before she first meets Feather?
- How does she feel at the end of the story?

3. Write about the main idea in this book. Don't forget to check the I can statements.

Bonus: Think about how lotus is described using as _____ as, or like a _____, for example, "A bird as white as fresh snow", "His head was crowned with a red top like a dazzling ruby". See if you can come up with some of your own descriptions for your favourite animal, or your pet!

Shared reading Thursday week 4 – Activity 2

Activity: 1. Watch 'Be kind' on you tube by following the link <https://www.youtube.com/watch?v=kAo4-2UzgPo>

2. Think about these questions and write your answers:

- What are some of the things the main character says being kind means?
- What are some ways you be kind to your family and friends right now?

3. Write about the main idea in this book.

Don't forget to check the I can statements to help you.

Writing task 1 (activity 2)

Monday

Learning Intention:

We are learning to compose a piece of writing independently.

Success criteria:

1. I can reread my writing to check my sentences make sense.
2. I can use capital letters and full stops correctly.
3. I can sound out words I don't know how to spell.

Look at the ideas attached and choose **ONE** new topic to write about.

Free Writing Ideas!

What is your favourite thing to do when you play outside?

What is your favourite thing to do when you play inside?

Write about what you would like to do for your next birthday.

If you could go on a vacation anywhere in the world, where would you go? Why? What would you do there?

Make a list of groceries that you think mum or dad should buy for you from the shops. Why should mum or dad buy these groceries?

Write about an animal you would like to have for a pet.

What would you do if there was a dragon stuck under your bed?

What kind of pet do you think your teacher should get for your classroom?

What is the best movie you have ever seen? Try to convince me that it is the best movie!

Write about your favourite restaurant. Why is it your favourite? What food can you eat there?

Which season do you like the most?? Why??

Which season do you like the least, why????

What would happen to you if you never went back to school?

Week 4 Tuesday Writing Task 1 (Activity 2)

Descriptive Writing

Learning Intention:

We are learning to write a description

Success criteria:

I can:

- Write sentences using capital letters and full stops.
- Read my writing and see if it makes sense.
- Sound out words I don't know how to spell
- Use descriptive language such as adjectives and adverbs to make my writing interesting.

Describe your favourite room in your house.

Read through the adjectives in the example attached. Look at the descriptions of a teddy bear and toy lion to help you write your own description. Once you finish your writing, you can draw a map of your favourite room! See the example to help you.

Speaking and Listening: News Topics

Friday Activity 2

Choose **1 topic each week** and present your news to your family!

<p>If you had a choice to play any musical instrument, which one would it be and why? Describe what the instrument looks like and what it is made from. How do you use or play that instrument?</p>	<p>What tasks have you been helping with around your house? Which is your favourite task to do and why? Who have you been helping? Which is your least favourite task to do and why?</p>	<p>Which piece of technology do you think is better? iPad and Computer? Choose one and convince your family that your opinion is correct! For example: I believe that iPads are better technology because.....</p>
<p>What games do you most enjoy playing at home with your family? Any boardgames? Do you play any games in your backyard? Are they made up or real games?</p>	<p>Talk about a favourite memory you had in preschool, kindergarten or year 1. What happened in that memory? Who was with you? Where were you? How does it make you feel and why?</p>	<p>Talk about your favourite subject to learn at school and/or at home. Example: Maths. What are some things you learn about in that subject? What do you like about that subject? What are some tools or technology you use to learn this subject at home?</p>

At the end of your news, your family can give you 2 stars and 1 wish:

Star 1: I like how you.....

Star 2: I like how you.....

Wish: For next time, I wish that you could.....

Week 4 Monday Activity 3

Learning Intention: We are learning about numbers to 1000

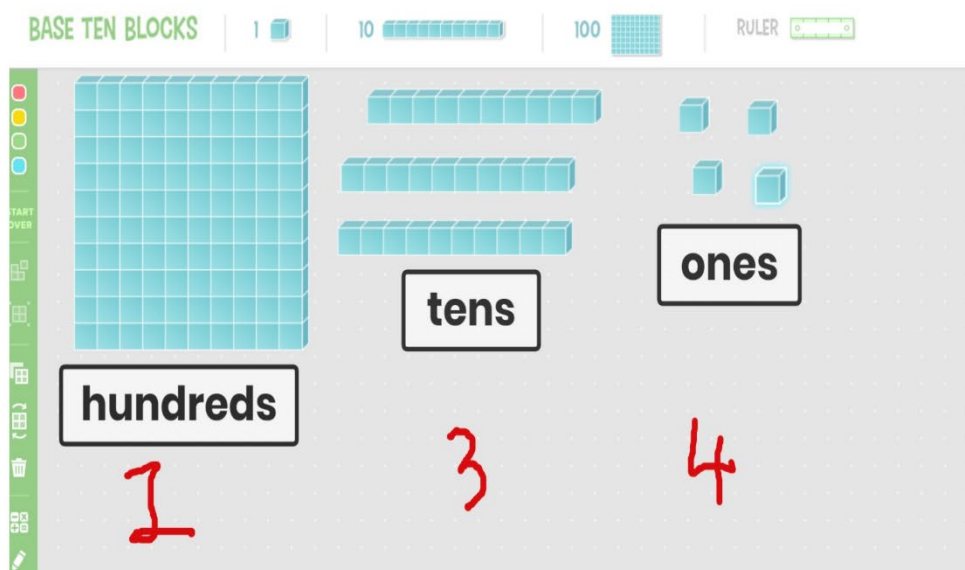
Success Criteria: I can recognise, model and represent three digit numbers

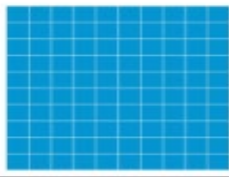
1. Go to this link:

<https://www.coolmath4kids.com/manipulatives/base-ten-blocks>

2. Have a go at making 5 different three digit numbers using base 10 blocks! Use the picture example to help you!

3. Write your three digit numbers using a hundreds, tens and ones column.





Hundreds



Tens



Ones

Week 4 Tuesday Activity 3

Learning Intention: We are learning about whole number

Success Criteria: I can count forwards and backwards by ones from a given three-digit number

Task:

1. Practise by yourself or with a family member: Use the number charts to help you count.

1. Start at the number 185 and count forwards (up) until you get to 220. Be careful when you count over the decade!

2. Start at the number 313 and count backwards (down) until you get to 285. Be careful when you count over the decade!

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

Week 4 Wednesday Activity 3

Learning Intention: We are learning to divide

Success Criteria: I can recognise when items have been arranged into groups e.g. I can see 2 groups of 3 pencils.

I can model and describe collections of objects as 'groups of'.

I can model and share objects into equal groups

Start by filling in the number talk.



Task: 1. Get some counters or blocks from home.

'I have 12 pieces of chocolate to share equally between 3 friends. How many pieces of chocolate will each friend get?'

2. On a piece of paper, share your 12 pieces (blocks/counters) between 3 groups (friends).

3. Circle your groups and write a sentence about them. Look at the picture example to help you! For example: There are 4 groups of 7 dots.

6. Draw your groups.

Tens	Ones
	

One More	One Less

Tally Marks



+ that makes this number

- that makes this number



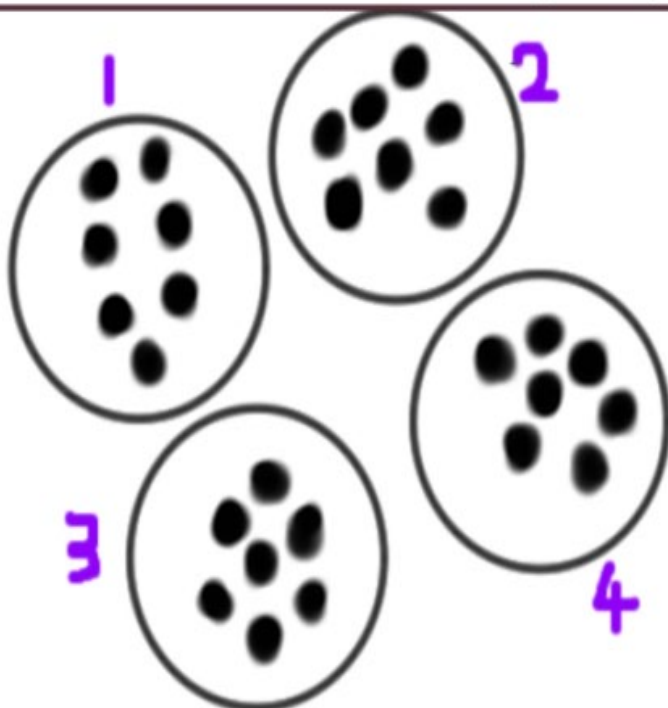
Tens frames



Share 28 dots into 4 groups.

There are
4 groups

There are 7
dots in
each group



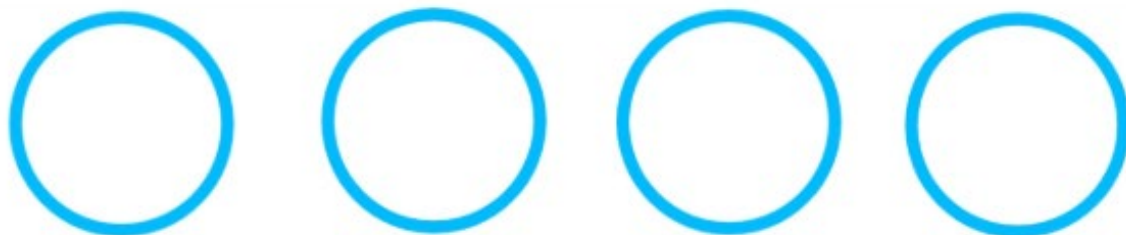
Sentence:

There are four
(4) groups of 7!

There are 28 dots.



Share them equally into 4 groups.



Week 4 Thursday Activity 3

Learning Intention: We are learning to multiply



Success Criteria: I can recognise the word 'array'

I can recognise when items have been arranged into rows e.g. I can see 2 rows of 3 pencils.

I can model and describe collections of objects as 'rows of', e.g. two rows of three

Fill in the number talk.

Look at the picture example to help you remember the difference between 'rows of' and 'groups of'. Also use the example to help you model and describe 'rows of' in arrays.

Tens 	Ones 

One More	One Less

Tally Marks





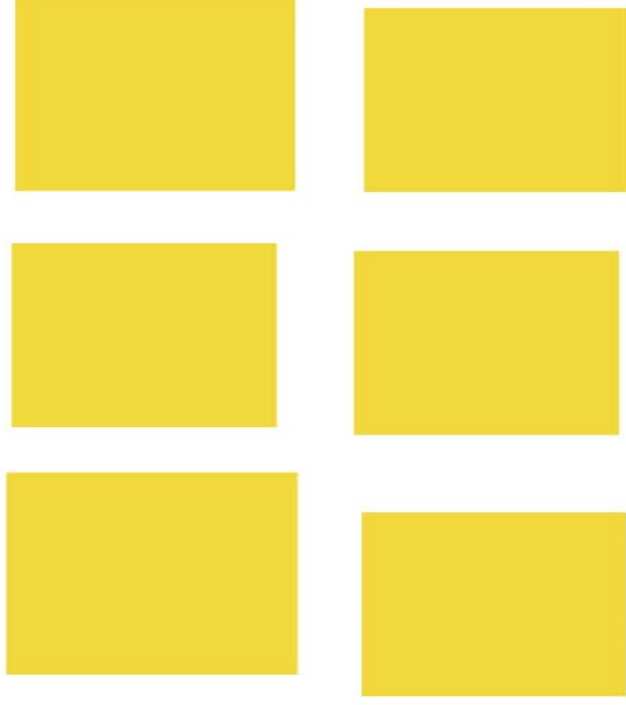
+ that makes this number

- that makes this number

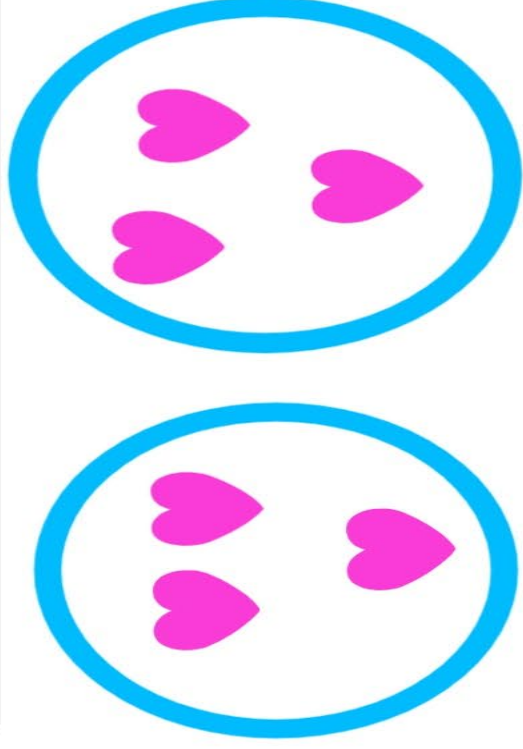
Tens frames



two ROWS of three



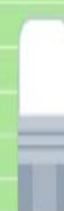
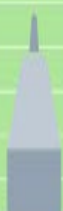
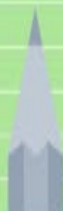
two GROUPS of three



Skip count to find how many objects are in each row



3 rows of 3



Write a sentence with the number of rows and objects

Week 4 Friday Activity 3

Learning Intention: We are learning about numbers to 1000

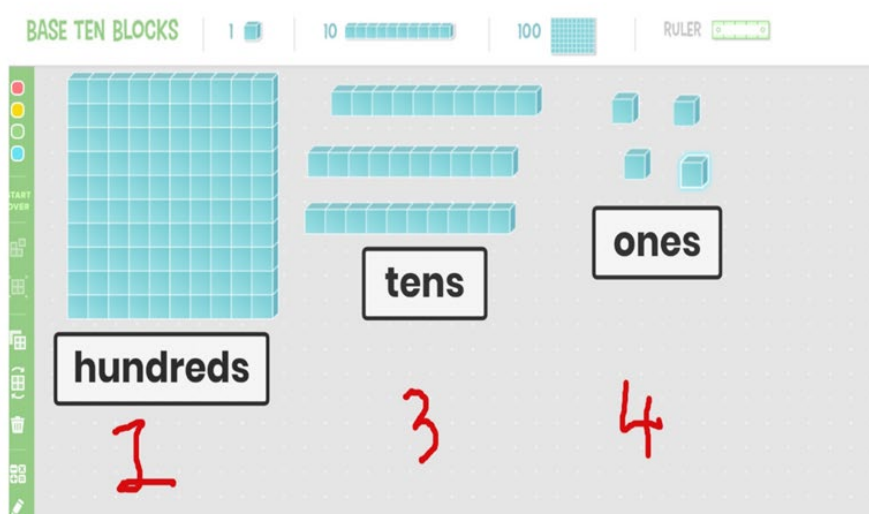
Success Criteria: I can recognise, model and represent three digit numbers

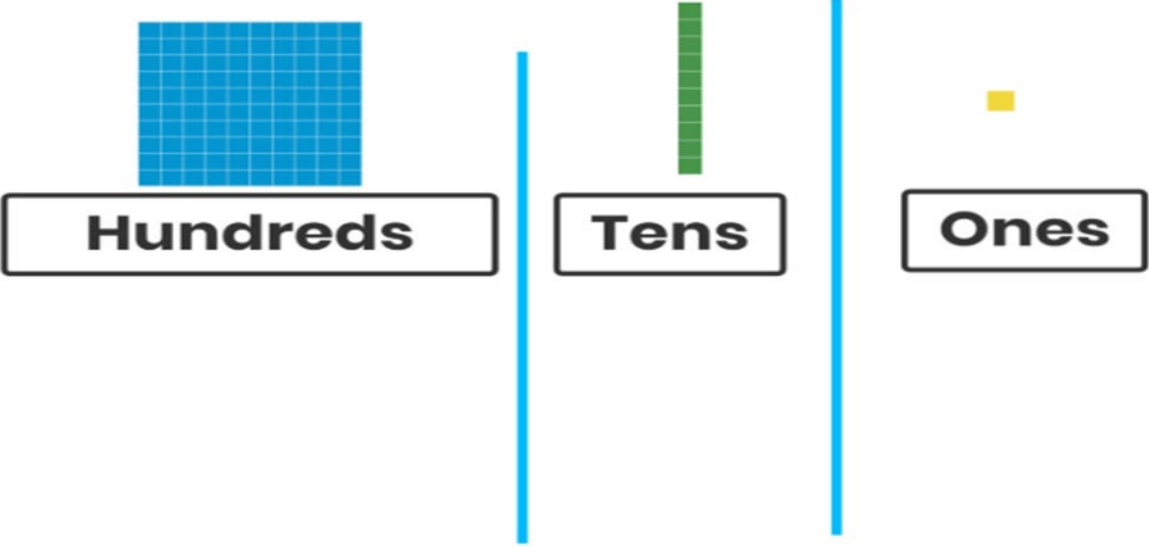
1. Go to this link:

<https://www.coolmath4kids.com/manipulatives/base-ten-blocks>

2. Have a go at making 5 different three digit numbers using base 10 blocks! Use the picture example to help you!

3. Write your three digit numbers using a hundreds, tens and ones column.





French Term 2 Week 4 Years 1 and 2

Bonjour et Bienvenue les enfants au cours de Francais semaine quatre..... Hello and Welcome children to week 4 French

This week, we are learning to say the names of vegetables in French.

Learning intention: to learn the names of some of the vegetables in French.

Success criteria: I can say the name of some of the vegetables in French.

I can translate the names of the some of the vegetables from French to English.

I can remember how to say the names of some of the vegetables in French.

You can also have fun, making a set of vegetable cards to play snap, or find a pair, or make a bingo game, a find a word, or even play Hangman, using the list of vegetable words you learn.

** Activities to help you learn the words*

Bonne semaine, Have a good week, 'restez zen' stay zen, as the french like to say, which means, stay calm.

Amusez-vous avec le francais. Have fun, with French. A bientot. See you soon. :)

If you have a mobile phone with wi-fi, you can access the you tube video
LEARN FRENCH WORDS - FOOD VOCABULARY - VEGETABLES

<https://www.youtube.com/watch?v=SzDp5TvtTDU>

You can Google translate, type in the French vegetable word, so you can hear it spoken aloud, by clicking on the loudspeaker symbol.

Une carotte a carrot

Un poivron rouge a red pepper (or capsicum)

Le broccoli the broccoli

Un concombre a cucumber

Un champignon a mushroom

Une tomate a tomato

Du mais some corn (maize)

Un petit pois a green pea (a 'little' pea)

Un radis a radish

Un oignon an onion

Week 4 History Task - Schools THEN and NOW

Task instructions –

1. Watch the YouTube clip about schools in the PAST and in the PRESENT.

<https://youtu.be/-Q3uUckUaQc>

2. Answer the questions on the activity sheet below. When completed, take a photo of your work and submit it on Seesaw for your teacher to see.

A century ago...



Now...



1. What are some of the major differences ago and the classrooms we have now?

you see in the classrooms from 100 years

2. Which would you rather attend? Why?

STAGE 1 Science Activity

TERM 2 (Weeks 1–5)

What's That Sound?

Stage 1 Outcomes:

ST1–2DP–T uses materials, tools and equipment to develop solutions for a given task

ST1–8PW–S describes common forms of energy and explores some characteristics of sound energy

ST1–7MW–T describes how the properties of materials determine their use

Overview for Families - The individual weekly tasks are on seesaw

The next 5 lessons follow this task:

Create a musical instrument with materials you have at home.

Follow these steps:

- *Design phase - decide what materials you can collect at home. Think about what can vibrate to make sound and how you will make it move.*
- *Draw a plan for your instrument. Label the parts and what materials will be used.*
- *Make your instrument and write a procedural recount to explain the steps in making it. Eg First I.... Next I Then I*
- *Test it out. Does it make a sound? Is it loud or soft? Does it make more than 1 sound? How do you make the sound? Are you happy with the result? Write at least 2 sentences about this result.*
- *Result - Did it work? Could it be better? What changes could you make to improve your design? Can you change it to make more than 1 sound? Can you think of better materials to use? Write 3 –4 sentences about your results.*

Note to parents/carers: *This activity is a fun way to round off our Science unit and incorporate what we found out while conducting experiments about sound.*

Week 4– Wednesday– Activity 4 (Science)

We are learning to investigate sound

I can built a musical instrument from materials in my home

I can record the steps I took

I can test my instrument

Activity Steps

- 1. Look at your learning journal to find your instrument plan*
- 2. Collect all your materials*
- 3. Build your instrument*
- 4. Try it out! Video or take a photo of yourself playing your instrument. If you can't take a video or photo you can draw your instrument.*
- 5. Answer the questions on the next page.*

Next week during our writing task we will be writing a procedural recount to explain the steps in making it. Eg First I.... Next I Then I

Does it make sound?

Is it loud or soft?

Does it make more than 1 sound?

Are you happy with the result (Write 2-4 sentences about this)

Design a Musical Instrument - Worksheet

Name _____

Date _____

3. Draw and label a picture showing how to play the musical instrument.

4. Draw a picture that shows how you can change the sound that your instrument makes.

Use your picture in section 4 to finish the sentences below by circling the correct word.

a) My change makes the sound of the instrument **higher** / **lower** / **louder** / **softer**.

b) I have changed the **pitch** / **volume** of my instrument's sound.



STAGE 1 Science Activity TERM 2 (Weeks 1-5)

What's That Sound?

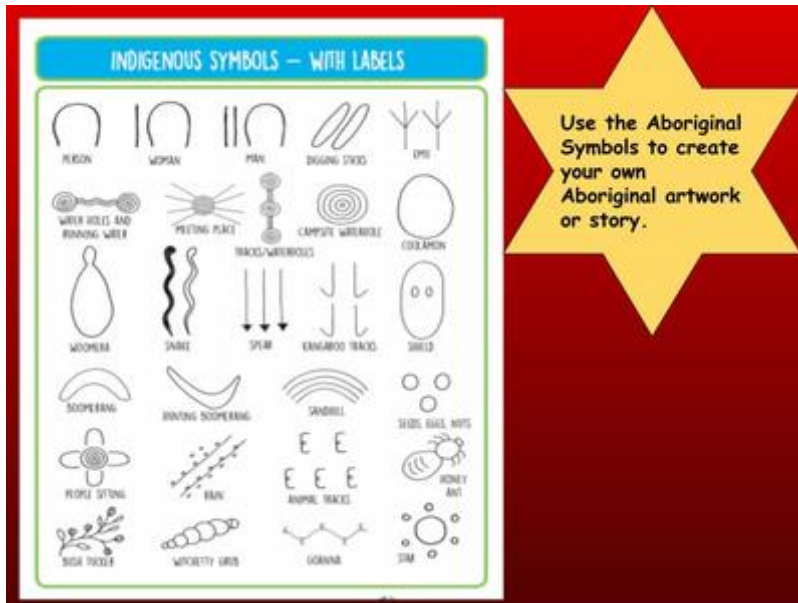
Stage 1 Outcomes:

- ST1-2DP-T uses materials, tools and equipment to develop solutions for a given task
- ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy
- ST1-7MW-T describes how the properties of materials determine their use

	I'm an expert	I've got it!	I'm still learning
I can explain how sound is made and explore volume and pitch (ST1-8PW-S)	I explained how my instrument made sound and talked about the pitch of my instrument.	I explained how my instrument made sound and how it can be loud or quiet.	I showed how my instrument made noise by playing it.
I can design and use materials to make a musical instrument that makes 1 or more sounds. ST1-2DP-T	I made an instrument that makes more than 1 sound. It can be loud and quiet and the pitch changes.	I made an instrument that makes a sound. I can make the sound loud and quiet.	I made an instrument that makes a sound.
I can decide what materials to use in my design and explain why I used them. (ST1-7MW-T)	I chose materials I knew would make a sound. I changed my materials to make my design more successful.	I chose materials I knew would make a sound.	I chose materials that I liked and I had at home.
I can reflect on my design and the choices I made ST1-2DP-T	I can talk and write about my design and make changes to it to make it better.	I can talk or write about my design and if it worked or not.	I can talk about and draw my design and what I like about it.

ART – WEEK 4

Aboriginal Symbols Art



Click on the link below to watch a short clip on Indigenous Storytelling.

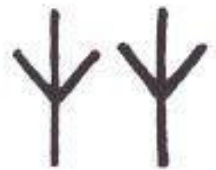
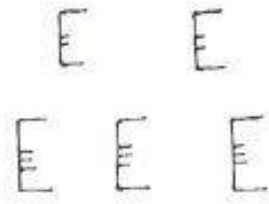
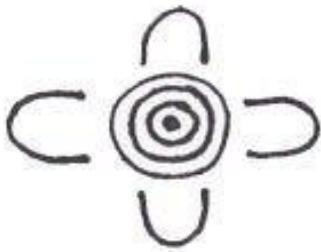
<https://youtu.be/ALJGBf7XF181>

Use the Indigenous symbols attached to create your own Aboriginal artwork or story.

THEN -

2. Press the green add button on Seesaw.
3. Take a photo of your art work or story.
4. Use the microphone tool to record an explanation of your work and then submit it.

ART – WEEK 4



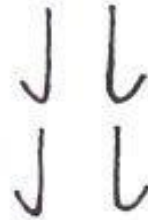
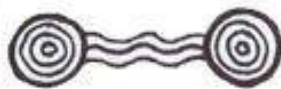
Honey Ants

Spears

Woomera

Shield

Emu



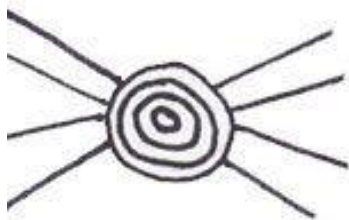
Bush Tucker

Waterholes &
Running Water

Boomerang

Kangaroo
Tracks

Tracks/
Waterholes



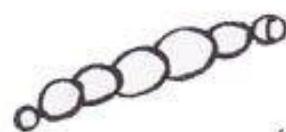
Meeting Place

Campsite
Waterhole

Hunting
Boomerang

Coolamon

Person



Woman

Man

Digging Sticks

Witchetty Grub

Goanna

NAME:

CLASS:



Learning intention:

We are learning how to communicate by email

Success criteria:

I can locate my email account

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

To complete this activity, you will need access to the internet.

1.	Open a web browser like Google Chrome or Internet Explorer
2.	Search for “NSW student portal”
3.	Use the ‘log in’ option on the top right to select “Student Portal”
4.	Enter your username and password, the same one you use to access our network at school. This will bring you to your Student Portal
5.	Look near the top left side of the Portal and find the Email link. This is near to the Oliver Library link that we used in school last term.
6.	Open the Email link – you have found your email account!