

Level Foundation Remote Learning Pack – Week

Week overview

Session 1 9.00– 9.20am	Monday Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Tuesday Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Wednesday Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Thursday Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Friday Whole school assembly Online
Session 2 9.20 – 11.00am (Includes creative play break from 10.00 – 10.30am)	Literacy Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Predicting 2. Independent learning activities and small group video conferences with teacher	Literacy Reading and Viewing, Writing and Speaking and Listening 3. Class video conference: Predicting 1. Independent learning activities and small group video conferences with teacher	Literacy Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Predicting 2. Independent learning activities and small group video conferences with teacher	Literacy Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Inner Conversation 2. Independent learning activities and small group video conferences with teacher	Literacy Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Inner Conversation 2. Independent learning activities and small group video conferences with teacher
Break 11.00–11.30am					
Session 3 11.30am–12.30pm	Mathematics Measurement and Geometry, Number and Algebra 1. Subitising 2. Comparing lengths 3. Video conference and independent work/focus groups/student conferences	Mathematics Measurement and Geometry, Number and Algebra 1. Subitising 2. Comparing lengths 3. Video conference and independent work/focus groups/student conferences	Mathematics Measurement and Geometry, Number and Algebra 1. Subitising 2. Informal measurement of length 3. Video conference and independent work/focus groups/student conferences	Mathematics Measurement and Geometry, Number and Algebra 1. Subitising 2. Length – problem solving task 3. Video conference and independent work/focus groups/student conferences	Mathematics Measurement and Geometry, Number and Algebra 1. Subitising 2. Length – problem solving task 3. Video conference and independent work/focus groups/student conferences
Class reflection and sharing 12.30 – 1.00pm	Reflection and Sharing Monday focus students share their learning	Reflection and Sharing Tuesday focus students share their learning	Reflection and Sharing Wednesday focus students share their learning	Reflection and Sharing Thursday focus students share their learning	Reflection and Sharing Friday focus students share their learning
Lunch break 1.15–2.00pm					
Session 5 2.00– 3.15pm	Health and PE Personal, Social and Community Health 1. Expressing emotions	Geography and Science 1. Learning about the seasons	Music Explore and Express Ideas Respond and Interpret 1. Found instruments	Geography and Science 1. Learning about the seasons	Personal and Social Capabilities 'Fun Friday' – social skill development
3.15 – 3.30pm	Shared book	Shared book	Shared book	Shared book	Shared book

Level Foundation Remote Learning Pack – Week

Monday

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.20am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to develop vocabulary to identify and express our emotions. We are learning to identify the ways in which emotions are shown in body <p>SC</p> <ul style="list-style-type: none"> I can communicate how I am feeling to others in a respectful manner with both words and body language. 	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) <p><u>Health and Physical Education</u></p> <ul style="list-style-type: none"> Practise personal and social skills to interact with others (VCHPEP060) Identify and describe emotional responses people may experience in different situations (VCHPEP061) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Take Attendance</p> <p>Reinforce protocols and expectations for online working:</p> <ol style="list-style-type: none"> Develop an anchor chart together using visuals. We listen to the speaker We mute when not speaking Introduce students to the routine of the day using picture cards or other method <p>Start this activity on Monday and continue Tuesday.</p> <p>The Emotions Echo Game See RRRR Foundation.pdf (education.vic.gov.au) p4 for full instructions</p> <ol style="list-style-type: none"> Explain that you will be the leader, and the class will work together to be the echo. That means when you say something, they will 'echo' back in unison, copying you as closely as they can. Explain that you will also make a simple movement or pose which they will copy as well. You will say an 'emotion' word and make a movement that suggests what it feels like to experience this emotion. Play a few rounds of the game to introduce key emotions vocabulary that you want to use in the lesson. Use opposites in sequence to build the context of positive and negative emotions that will be relevant in the lesson, e.g. happy, sad, proud, embarrassed, excited, bored, relieved, disappointed. Invite some of the students to have a turn at saying the word and making the pose for their peers to echo. <p>Reflection prompts:</p> <ul style="list-style-type: none"> How do you work out what emotions other people are feeling? Introduce the term body language to describe the way emotions are expressed through the body. 	<p>RRRR Foundation.pdf (education.vic.gov.au) Emotional Literacy pp 4-8</p>
<p>Session 2: Literacy 9:20 – 10.00am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to make predictions about a story. <p>SC</p> <ul style="list-style-type: none"> I can use pictures to make a prediction I can explain my prediction 	<p>English Level Foundation</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) <p><u>Writing</u></p> <ul style="list-style-type: none"> Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (VCELT170) Share feelings and thoughts about the events and characters in texts (VCELT171) 	<p>Whole class introduction (30 minute videoconference online)</p> <p>Reading – Explicit instruction & modelling</p> <ol style="list-style-type: none"> Unpack LI and SC with students. Explain that we are going to learn about making predictions, explain what a prediction is Select a suitable picture story book and introduce the book to students. Show the cover of the book, and point out the title, the author and illustrator, spine, blurb etc. Show students the cover image and title again and think aloud, explaining your prediction for the text and why. Invite students to contribute their own predictions. Read the story, updating your prediction (thinking aloud) as you read. After reading, discuss whether your prediction was confirmed, or what differed. <p>Writing – Explicit instruction & modelling</p> <ol style="list-style-type: none"> Introduce letter sounds and high frequency words according to available assessment data. Model how to make the sound of the letters and how to write them with correct letter formation. Model how to combine letters to make VC and CVC words. Model how to sound out letters in VC and CVC words to read them. 	<p>Picture story book See Reading Australia for ideas for suitable books</p>

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		<ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) 	<p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <ol style="list-style-type: none"> Students record predictions about a recorded story by drawing what they think will happen. <p>Differentiation <i>Extension:</i> Students label their pictures or write their prediction.</p> <p>Focus Group 1: <u>Shared Reading</u> Teacher, 20 mins Text: Who Sank the Boat by Pamela Allen Focus: Concepts about print</p> <ol style="list-style-type: none"> Teacher to check the concepts about print and identify what the students know about book orientation, letters, words, sentences and pictures. Each student to have a book to share with the group and demonstrate their understanding of the message depicted from a picture in the text and some students may be able to comment on the words in the book too. <p>Formative assessment</p> <ul style="list-style-type: none"> Can students identify the title of the book? Do students understand the correct book orientation? Do students recognise the difference between a letter, word and sentence? Do students recognise any punctuation symbols? Can students generate a reasonable prediction based on the cover of their book? Can students recount the main ideas or events in the book? 	<p>Link to recordings of story book readings to be made available on the classroom sharing platform.</p>
10.00 – 10.30 am			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	
10.30 – 11.00 am			<p><u>Independent learning activity, completed offline by all students except those participating in 1:1 conference with the teacher</u></p> <ol style="list-style-type: none"> Students watch the video Syllables with Oliver from link placed on classroom sharing platform and practice clapping the syllables. Students choose activities from the following, using letter cards and high frequency word cards based on assessment data: <ul style="list-style-type: none"> Read through alphabet flashcards and say the sound of each letter aloud. Use the alphabet cards to make as many CVC words as possible. Watch the recorded shared story on our classroom space and when you hear a word that starts with any of the alphabet sounds we are learning this week, clap your hands. Play concentration with your flashcards, saying the sound aloud when you turn each card. You can play on your own or with someone else. Read the high frequency word cards aloud. Play snap with the high frequency word cards with someone in your house. <p>1:1 Student Conferences Focus on listening to students read</p> <ol style="list-style-type: none"> This is an opportunity to collect formative assessment about the student's knowledge about texts. Evidence can be collected about the ability to recognise specific words, read repetitive sentences or decode VC and CVC words and engagement with the text. Letter sound knowledge could be collected. Scribe or assist the child to record a message (1 or more sentences) about the text. <ul style="list-style-type: none"> Can they recount the main ideas in the text? Can they sequence the main events correctly? 	<p>Syllables with Oliver</p>
Break 11–11.30am				

Level Foundation Remote Learning Pack – Week

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 3: Mathematics 11.30am–12.15pm</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to compare objects and identify whether they are shorter or longer. <p>SC</p> <ul style="list-style-type: none"> I can use language to explain the length of an object. 	<p>Level F Mathematics Number and Algebra</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078) 	<p>Whole class Mathematics Video conference, 20 mins</p> <p><u>Warm-up game</u> Subitising numbers up to 5</p> <p><u>Whole class mathematics – introduction to learning tasks</u> See Maths Curriculum Companion – Use direct and indirect comparisons to measure</p> <ol style="list-style-type: none"> Explicitly introduce the concept of length. Introduce the terms ‘shorter than’, ‘longer than’, ‘shortest’ and ‘longest’. Model finding two objects and comparing how long they are. Model how to line up the objects for accurate comparison. Explicitly introduce the sentence stems. * The ... is longer than ... * The ... is shorter than ... Model again with three new objects, asking students to comment on which is longer and shorter. All students practice using the language of length. Now order the 5 objects from shortest to longest and model taking a photo. <p>Independent work (completed offline)</p> <ol style="list-style-type: none"> Students compare objects that they have at home. They identify which is longer and which is shorter. They put these objects in order and take a photo to share with their teacher. If possible, students describe the objects orally to practice using length related words such as ‘my pen is longer than my block’, ‘my book is shorter than the wooden spoon’. <p><u>Differentiation</u> <i>Extension:</i> Students use informal objects such as paperclips to measure items and compare lengths</p> <p>Students complete work and reflection on learning and share on class sharing platform</p> <p>Maths Focus Group (with Teacher, 30 mins videoconference) For students requiring additional support Reinforce length language. Students compare lengths of two objects and describe the objects orally to practice using length related words such as ‘my pen is longer than my block’, ‘my book is shorter than the wooden spoon’.</p> <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> Can students recognise ‘shorter’ and ‘longer’ for two objects? Can students sort three objects from shortest to longest? <p>1:1 Student Conferences – collect formative assessment information on students’ counting skills</p>	<p>Subitising resources</p>
<p>12.15 – 12.30 am</p>			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	
<p>Session 4: Class Review 12.30–1.00pm</p> <p>Return to overview</p>			<p>Whole-class videoconference: sharing and reflection (3-4 focus children to share each day), shared book (videoconference with call-in number for students with limited bandwidth)</p>	
<p>Lunch break 1.00–2.00pm</p>				

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<p>Session 5 Inquiry: Health and PE 2.00 – 3.15pm</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning how emotions can be shown through movement. <p>SC</p> <ul style="list-style-type: none"> I can share the emotions that I felt during my own dance routine. I can explain how emotions are shared through dance. I can perform my dance routine. I can express my own feelings through body language. 	<p>Health and Physical Education</p> <p>Identify and describe emotional responses people may experience in different situations (VCHPEP061)</p>	<p>Introduction to learning tasks (Video conference, 20 mins)</p> <p>Warm Up Activity</p> <ol style="list-style-type: none"> Call out a physical activity such as jumping, twisting, jogging, star jumps, knee lifts and playing an air guitar. Continue each action for 30 seconds, freeze and then change action. <p>Explicit instruction & modelling</p> <ol style="list-style-type: none"> Watch the ballet warm up video. Discuss the emotions that the dancers might be feeling. Discuss how the dancers use their body and face to express their emotions. <p>Independent Learning Activity followed by performance routines</p> <ol style="list-style-type: none"> Students design and perform their own short sequence dance relating to an emotion with up to five parts. Make the analogy between the fingers on their hand and relate this to the maximum number of parts in their routine. They could create a happy dance, sad dance etc. Invite students who feel comfortable with performing to share their dance. <p>Differentiation: Students are challenged to show a change in emotion during their dance. For example, starts happy then changes to sad.</p>	<p>Ballet warm up video.</p>
<p>3.15 – 3.30pm: Shared book</p>			<p>Read a shared book to students to finish the day.</p>	

Level Foundation Remote Learning Pack – Week

Tuesday

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.20am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to develop vocabulary to identify and express our emotions. We are learning to identify the ways in which emotions are shown in body <p>SC</p> <ul style="list-style-type: none"> I can communicate how I am feeling to others in a respectful manner with both words and body language. 	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) <p><u>Health and Physical Education</u></p> <ul style="list-style-type: none"> Practise personal and social skills to interact with others (VCHPEP060) Identify and describe emotional responses people may experience in different situations (VCHPEP061) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Take Attendance</p> <p>Reinforce protocols and expectations for online working:</p> <ol style="list-style-type: none"> Develop an anchor chart together using visuals. We listen to the speaker We mute when not speaking Introduce students to the routine of the day using picture cards or other method <p>Start this activity on Monday and continue Tuesday.</p> <p>The Emotions Echo Game See RRRR Foundation.pdf (education.vic.gov.au) p4 for full instructions</p> <ol style="list-style-type: none"> Explain that you will be the leader, and the class will work together to be the echo. That means when you say something, they will 'echo' back in unison, copying you as closely as they can. Explain that you will also make a simple movement or pose which they will copy as well. You will say an 'emotion' word and make a movement that suggests what it feels like to experience this emotion. Play a few rounds of the game to introduce key emotions vocabulary that you want to use in the lesson. Use opposites in sequence to build the context of positive and negative emotions that will be relevant in the lesson, e.g. happy, sad, proud, embarrassed, excited, bored, relieved, disappointed. Invite some of the students to have a turn at saying the word and making the pose for their peers to echo. <p>Reflection prompts:</p> <ul style="list-style-type: none"> How do you work out what emotions other people are feeling? Introduce the term body language to describe the way emotions are expressed through the body. 	<p>RRRR Foundation.pdf (education.vic.gov.au) Emotional Literacy pp 4-8</p>
<p>Session 2: Literacy 9:20 – 10.00am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to make predictions about a story. <p>SC</p> <ul style="list-style-type: none"> I can use pictures to make a prediction I can explain my prediction 	<p>English Level Foundation</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) <p><u>Writing</u></p> <ul style="list-style-type: none"> Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (VCELT170) Share feelings and thoughts about the events and characters in texts (VCELT171) 	<p><u>Whole class introduction (30 minute videoconference online)</u></p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Unpack LI and SC with students. Review the lesson from the previous day. Explain that we are going to practice making predictions today, using some new books Select a suitable picture story book and introduce the book to students. Show the cover of the book, and point out the title, the author and illustrator, spine, blurb etc. Show students the cover image and title again and invite students to contribute their predictions. Prompt for them to explain why they think that will happen. Read the story, stopping every few pages to ask students to update their prediction as you read. After reading, discuss whether their prediction was confirmed, or what differed. <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Review letter sounds and high frequency words according to available assessment data. Model how to make the sound of the letters and how to write them with correct letter formation. Model how to combine letters to make VC and CVC words. Model how to sound out letters in VC and CVC words to read them. 	<p>Picture story book See Reading Australia for ideas for suitable books</p>

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Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		<ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) 	<p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <ol style="list-style-type: none"> Students record predictions about a recorded story by drawing what they think will happen. <p><u>Differentiation</u> <i>Extension:</i> Students label their pictures or write their prediction.</p> <p>Focus Group 1 (video conference): Shared Reading Teacher, 20 mins Text: The Terrible Plop by Ursula Dubosarsky Focus: Concepts about print</p> <ol style="list-style-type: none"> Teacher to check the concepts about print and identify what the students know about book orientation, letters, words, sentences and pictures. Each student to have a book to share with the group and demonstrate their understanding of the message depicted from a picture in the text and some students may be able to comment on the words in the book too. <p>Formative assessment</p> <ul style="list-style-type: none"> Can students identify the title of the book? Do students understand the correct book orientation? Do students recognise the difference between a letter, word and sentence? Do students recognise any punctuation symbols? Can students generate a reasonable prediction based on the cover of their book? Can students recount the main ideas or events in the book? 	<p>Link to recordings of story book readings to be made available on the classroom sharing platform.</p>
10.00 – 10.30 am			<p>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p>	
10.30 – 11.00 am			<p>Independent learning activity, completed offline by all students except those participating in 1:1 conference with the teacher</p> <p>Students rewatch the video Syllables with Oliver from link placed on classroom sharing platform and practice clapping the syllables.</p> <p><i>Students choose activities from the following, using letter cards and high frequency word cards based on assessment data:</i></p> <ol style="list-style-type: none"> Read through alphabet flashcards and say the sound of each letter aloud. Use the alphabet cards to make as many CVC words as possible. Watch the recorded shared story on our classroom space and when you hear a word that starts with any of the alphabet sounds we are learning this week, clap your hands. Play concentration with your flashcards, saying the sound aloud when you turn each card. You can play on your own or with someone else. Read the high frequency word cards aloud. Play snap with the high frequency word cards with someone in your house. <p><u>1:1 Student Conferences</u> Focus on listening to students read</p> <ul style="list-style-type: none"> This is an opportunity to collect formative assessment about the student's knowledge about texts. Evidence can be collected about the ability to recognise specific words, read repetitive sentences or decode VC and CVC words and engagement with the text. Letter sound knowledge could be collected. Scribe or assist the child to record a message (1 or more sentences) about the text. Can they recount the main ideas in the text? Can they sequence the main events correctly? 	<p>Syllables with Oliver</p>
Break 11–11.30am				

Level Foundation Remote Learning Pack – Week

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 3: Mathematics 11.30am–12.15pm</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to compare objects and identify whether they are shorter or longer. <p>SC</p> <ul style="list-style-type: none"> I can use language to explain the length of an object. 	<p>Level F Mathematics Number and Algebra</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078) 	<p>Whole class Mathematics Video conference, 20 mins</p> <p><u>Warm-up game</u> Subitising numbers up to 5</p> <p><u>Whole class mathematics – introduction to learning tasks</u> See Maths Curriculum Companion – Use direct and indirect comparisons to measure</p> <ol style="list-style-type: none"> Review the concept of length and the terms that were previously introduced. Introduce the terms 'longest' and 'shortest' Explain that today we are going to practice finding objects of different lengths and comparing them, and ordering collections of objects from shortest to longest. Model how to line up the objects for accurate comparison. Review the sentence stems. The ... is longer than ... The ... is shorter than ... The shortest object is ... The longest object is ... Model with four objects, asking students to comment on which is longest and shortest. All students practice using the language of length. Now order the 5 objects from shortest to longest. <p>Independent work (completed offline)</p> <ol style="list-style-type: none"> Students find new objects to compare that they have around the home. They identify which is longer and which is shorter. They put these objects in order and take a photo to share with their teacher. If possible, students describe the objects orally to practice using length related words such as 'my pen is longer than my block', 'my book is shorter than the wooden spoon'. Students complete work and reflection on learning and share on class sharing platform <p><u>Differentiation</u> <i>Support:</i> Students compare three objects and comparative language of longer and shorter.</p> <p>Maths Focus Group (with Teacher, 30 mins videoconference) For students requiring extension</p> <ol style="list-style-type: none"> Students gather a collection of objects and measure using informal tools, such as a paper clip. Model how to align the tool correctly to ensure accuracy. Students describe the objects verbally using length related words such as 'my pencil is 5 blocks long', 'my book is 8 blocks long. My book is 3 blocks longer than my pencil'. <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> Can students align informal measuring tools to accurately measure? Can students determine the lengths of objects using informal tools? Do students understand the need to use the same measuring tool to allow accurate measurement and comparison. <p>1:1 Student Conferences – collect formative assessment information on students' counting skills</p>	<p>Subitising resources</p>
<p>12.15 – 12.30 am</p>			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	
<p>Session 4 Class Review</p>			<p>Whole-class videoconference: sharing and reflection (3-4 focus children to share each day), shared book (videoconference with call-in number for students with limited bandwidth)</p>	

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Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
12.30–1.00pm Return to overview				
Lunch break 1.15–2.00pm				
Session 5 Inquiry: Seasons 2.00–3.15pm Return to overview	LI <ul style="list-style-type: none"> We are learning about the seasons. SC <ul style="list-style-type: none"> I can name the seasons of the year. I can explain how things change in different seasons. 	<u>Geography</u> <ul style="list-style-type: none"> Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (VCGGK067) <u>Science</u> <ul style="list-style-type: none"> Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046) 	<u>Independent Learning using prepared pack of materials available on school sharing platform.</u> <ol style="list-style-type: none"> Students watch Dirt Girl World - Seasons. Students gather objects in their home or use pictures cut out from magazines to show what summer (or their favourite season) means for them, to create a collage. When finished, students take photos to share with the teacher. <p>Differentiation: Explore other seasons of the year and connect them to the months of the year in Australia.</p> <p>Reflection: Share your thoughts about the artwork that you created and the connection to a season of the year with an adult.</p>	Dirt Girl World - Seasons .
3.15 – 3.30pm: Shared book			Read a shared book to students to finish the day.	

Wednesday

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.20am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to develop vocabulary to identify and express our emotions. We are learning to identify the ways in which emotions are shown in body <p>SC</p> <ul style="list-style-type: none"> I can communicate how I am feeling to others in a respectful manner with both words and body language. 	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPCSE001) <p><u>Health and Physical Education</u></p> <ul style="list-style-type: none"> Practise personal and social skills to interact with others (VCHPEP060) Identify and describe emotional responses people may experience in different situations (VCHPEP061) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Take Attendance</p> <p>Reinforce protocols and expectations for online working:</p> <ol style="list-style-type: none"> Develop an anchor chart together using visuals. We listen to the speaker We mute when not speaking Introduce students to the routine of the day using picture cards or other method <p>Begin this activity on Wednesday and complete on Thursday.</p> <p>What do emotions look like? See RRRR Foundation.pdf (education.vic.gov.au) p5 for full instructions</p> <p>Use clips from Moodies: ABC iview</p> <ol style="list-style-type: none"> Explain that while you watch the video, you want them to notice the specific feeling or emotion that Rachel is experiencing. After you watch a video, invite the children to demonstrate the emotion that Rachel was demonstrating? Ask students: What are the signs that tell us what she was feeling? (Elicit comments about facial expressions or other body language.) This activity could be repeated throughout the following days. Create anchor charts. Students could draw different emotions to add to the anchor charts on return to school. <p>Reflection prompts:</p> <ul style="list-style-type: none"> How do you work out what emotions other people are feeling? What new emotion words did you learn today? <p>Reinforce the term body language to describe the way emotions are expressed through the body.</p>	<p>RRRR Foundation.pdf (education.vic.gov.au)</p> <p>Emotional Literacy pp 4-8</p>
<p>Session 2: Literacy 9:20 – 10.00am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to listen to our inner conversation when we read. <p>SC</p> <ul style="list-style-type: none"> I can think about the text as we read. I can make connections to the story. I can ask questions about the story. 	<p>English Level Foundation</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) <p><u>Writing</u></p> <ul style="list-style-type: none"> Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (VCELT170) Share feelings and thoughts about the events and characters in texts (VCELT171) Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) 	<p>Whole class introduction (30 minute videoconference online)</p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Unpack LI and SC with students. Review the lesson from the previous two days. Explain that we are going to practice listening to the little voice in our heads as we read today. Explain that this is listening to our ‘inner conversation’. Invite students to share what they think this might mean. Prompt for asking questions, having wow moments, and paying attention to the story. Select a suitable picture story book and introduce the book to students. Show the cover of the book, and point out the title, the author and illustrator, spine, blurb etc. Show students the cover image and title again and invite students to predict what they think the story will be about. Read the story, stopping as appropriate to ‘think aloud’, highlighting any questions that you have, any wow moments, any tricky words that you might come across etc. After reading, discuss how listening to your inner conversation helps you to understand the story better. <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Review letter sounds and high frequency words according to available assessment data. Model how to make the sound of the letters and how to write them with correct letter formation. Model how to combine letters to make VC and CVC words. Model how to sound out letters in VC and CVC words to read them. 	<p>Picture story book See Reading Australia for ideas for suitable books</p>

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			<p>5. Model writing simple sentences using high frequency words and VC and CVC words.</p> <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <ol style="list-style-type: none"> Students record predictions about a recorded story by drawing what they think will happen. Students draw four things that they found interesting or that book reminded them of. <p><u>Differentiation</u> <i>Extension:</i> Students write their questions and thinking as they read.</p> <p>Focus Group 1 (video conference): Shared Reading Teacher, 20 mins Text: Big Rain Coming by Katina Germein Focus: Concepts about print</p> <ol style="list-style-type: none"> Teacher to check the concepts about print and identify what the students know about book orientation, letters, words, sentences and pictures. Each student to have a book to share with the group and demonstrate their understanding of the message depicted from a picture in the text and some students may be able to comment on the words in the book too. <p>Formative assessment:</p> <ul style="list-style-type: none"> Can students identify the title of the book? Do students understand the correct book orientation? Do students recognise the difference between a letter, word and sentence? Do students recognise any punctuation symbols? Can students generate a reasonable prediction based on the cover of their book? Can students recount the main ideas or events in the book? 	<p>Link to recordings of story book readings to be made available on the classroom sharing platform.</p>
<p>10.00 – 10.30 am</p>			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	
<p>10.30 – 11.00 am Return to overview</p>			<p><u>Independent learning activity, completed offline by all students except those participating in 1:1 conference with the teacher</u></p> <p>Students watch Learning to Recognise High Frequency Words with Oliver from a link on the classroom sharing platform. Students practice looking for high-frequency words in their take home book.</p> <p>Students choose activities from the following, using letter cards and high frequency word cards based on assessment data</p> <ul style="list-style-type: none"> Read through alphabet flashcards and say the sound of each letter aloud. Use the alphabet cards to make as many CVC words as possible. Watch the recorded shared story on our classroom space and when you hear a word that starts with any of the alphabet sounds we are learning this week, clap your hands. Play concentration with your flashcards, saying the sound aloud when you turn each card. You can play on your own or with someone else. Read the high frequency word cards aloud. Play snap with the high frequency word cards with someone in your house. <p><u>1:1 Student Conferences</u> Focus on listening to students read, this is an opportunity to collect formative assessment about the student’s knowledge about texts.</p> <ul style="list-style-type: none"> Evidence can be collected about the ability to recognise specific words, read repetitive sentences or decode VC and CVC words and engagement with the text. Letter sound knowledge could be collected. Scribe or assist the child to record a message (1 or more sentences) about the text. 	<p>Learning to Recognise High Frequency Words with Oliver</p>

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			<ul style="list-style-type: none"> Can they recount the main ideas in the text? Can they sequence the main events correctly? 	
<p>Break 11–11.30 am</p>				
<p>Session 3: Mathematics 11.30am–12.15pm</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to measure using informal tools. <p>SC</p> <ul style="list-style-type: none"> I can use a tool to help me to measure. I can record the length of objects. 	<p>Level F Mathematics Number and Algebra</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078) 	<p>Whole class Mathematics Video conference, 20 mins</p> <p><u>Warm-up game</u> Subitising numbers up to 5</p> <p><u>Whole class mathematics – introduction to learning tasks</u> See Maths Curriculum Companion – Use direct and indirect comparisons to measure</p> <ol style="list-style-type: none"> Review the concept of length and the terms that were previously introduced. Explain that today we are going to look at how we might measure things using tools or items that we find around the house. Ask students to share their thinking on why this might be important. Play Mascots – Building a Dog House. Pause the video as it plays, to discuss what they notice about Al and Ada taking measurements. Explain that today we are going to try using some tools to measure, such as blocks, toy or other object. Ask students what they think we need to keep in mind (e.g. using the same tool for each thing we measure, aligning properly etc) Model how to align the measuring tool to the items. Model how to measure a book using three different measuring tools. Point and count aloud as you measure to reinforce counting concepts Model how to record using a sentence stem ‘The ___ was 6 blocks long’ <p><u>Independent work (completed offline)</u></p> <ol style="list-style-type: none"> Students find objects to measure around the home using tools such as paper clips or blocks. They measure a range of items in their home using their selected tool. They record the length of the objects using the sentence stem. Students record which object was longest and which was shortest. <p>Differentiation (Support)</p> <ol style="list-style-type: none"> Students compare three objects and comparative language of longer and shorter. Students complete work and reflection on learning and share on class sharing platform <p><u>Maths Focus Group (with Teacher, 30 mins videoconference)</u> <i>For students requiring extension</i></p> <ol style="list-style-type: none"> Students gather a collection of objects and measure using informal tools, such as a paper clip. Model how to align the measuring tool correctly to ensure accuracy. Students describe the objects verbally using length related words such as ‘my pencil is 5 blocks long, my book is 8 blocks long. My book is 3 blocks longer than my pencil’. <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> Can students align informal measuring tools to accurately measure? Can students determine the lengths of objects using informal tools? Do students understand the need to use the same measuring tool to allow accurate measurement and comparison? <p>1:1 Student Conferences – collect formative assessment information on students’ counting skills</p>	<p>Subitising resources</p> <p>Mascots – Building a Dog House (long version with pauses and prompts)</p>
<p>12.15 – 12.30 am</p>			<p>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p>	

Level Foundation Remote Learning Pack – Week

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Class Review 12.30–1.00pm Return to overview			Whole-class videoconference: sharing and reflection (3-4 focus children to share each day), shared book (videoconference with call-in number for students with limited bandwidth)	
Lunch break 1.15–2.00pm				
Session 5 Music 2–3.15pm Return to overview	LI <ul style="list-style-type: none"> We are learning to respond to musical performances. SC <ul style="list-style-type: none"> I can respond to a musical performance and share what I have enjoyed and give reasons. 	<u>Music</u> <ul style="list-style-type: none"> Respond to music, expressing what they enjoy and why (VCAMUR020) Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018) 	Whole-class introduction to Music tasks (30 mins videoconference) <u>Accompanying a song with an instrument</u> <ol style="list-style-type: none"> Explain that we will be using materials that we find at home as instruments to accompany a musical performance. Watch and enjoy Tom Tom - Video - Lah-Lah's Big Live Band - ABC Kids Discuss sounds that we can hear in the environment and how they make us feel. Discuss what we can use at home to make music, pots and pans, kitchen utensils and toys. Students fetch an item that can be used for drumming and a beating stick (eg. saucepan and wooden spoon). Students explore the different sounds that their item makes, some will make loud sounds, some will make quiet sounds. Discuss how these different sounds make us feel. We may feel scared hearing loud sounds for example. Introduce students to the use of the body or found objects as body percussion. <u>Arranging and composition activity</u> <ol style="list-style-type: none"> Introduce the learning activity, students design and perform their own short sequence relating to an emotion with up to 3 objects. They could create a happy song, sad song etc. This is then followed by sharing by those students who feel comfortable with performing. 	
3.15 – 3.30pm: Shared book			Read a shared book to students to finish the day.	

Thursday

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<p>Session 1: Wellbeing 9–9.20am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to develop vocabulary to identify and express our emotions. We are learning to identify the ways in which emotions are shown in body <p>SC</p> <ul style="list-style-type: none"> I can communicate how I am feeling to others in a respectful manner with both words and body language. 	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) <p><u>Health and Physical Education</u></p> <ul style="list-style-type: none"> Practise personal and social skills to interact with others (VCHPEP060) Identify and describe emotional responses people may experience in different situations (VCHPEP061) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Take Attendance</p> <p>Reinforce protocols and expectations for online working:</p> <ol style="list-style-type: none"> Develop an anchor chart together using visuals. We listen to the speaker We mute when not speaking Introduce students to the routine of the day using picture cards or other method <p>Begin this activity on Wednesday and complete on Thursday.</p> <p>What do emotions look Like? See RRRR Foundation.pdf (education.vic.gov.au) p5 for full instructions</p> <p>Use clips from Moodies: ABC iview</p> <ol style="list-style-type: none"> Explain that while you watch the video, you want them to notice the specific feeling or emotion that Rachel is experiencing. After you watch a video, invite the children to demonstrate the emotion that Rachel was demonstrating? Ask students: What are the signs that tell us what she was feeling? (Elicit comments about facial expressions or other body language.) This activity could be repeated throughout the following days. Create anchor charts. Students could draw different emotions to add to the anchor charts on return to school. <p><i>Reflection prompts:</i></p> <ul style="list-style-type: none"> How do you work out what emotions other people are feeling? What new emotion words did you learn today? <p>Reinforce the term body language to describe the way emotions are expressed through the body.</p>	<p>RRRR Foundation.pdf (education.vic.gov.au) Emotional Literacy pp 4-8</p>
<p>Session 2: Literacy 9:20 – 11.00am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to listen to our inner conversation when we read. <p>SC</p> <ul style="list-style-type: none"> I can think about the text as we read. I can make connections to the story. I can ask questions about the story. 	<p>English Level Foundation</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) <p><u>Writing</u></p> <ul style="list-style-type: none"> Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (VCELT170) Share feelings and thoughts about the events and characters in texts (VCELT171) Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) 	<p><u>Whole class introduction (30 minute videoconference onLine)</u></p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Unpack LI and SC with students. Review the lesson from the previous day. Explain that we are going to practice listening to the little voice in our heads as we read again today. Remind students that we are listening to our ‘inner conversation’. Invite students to share their inner thinking from yesterday. Select a suitable picture story book and introduce the book to students. Show the cover of the book, and point out the title, the author and illustrator, spine, blurb etc. Show students the cover image and title again and invite students to predict what they think the story will be about. Read the story, stopping as appropriate to ask students to share their inner conversation. After reading, discuss how listening to their inner conversation helped to understand the story better. <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Review letter sounds and high frequency words according to available assessment data. Model how to make the sound of the letters and how to write them with correct letter formation. Model how to combine letters to make VC and CVC words. Model how to sound out letters in VC and CVC words to read them. 	<p>Picture story book See Reading Australia for ideas for suitable books</p>

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			<p>5. Model writing simple sentences using high frequency words and VC and CVC words. Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</p> <ol style="list-style-type: none"> 1. Students record predictions about a recorded story by drawing what they think will happen. 2. Students share a book with a family member (if possible) and as they read, they practice listening to their inner conversation and talking aloud about their thinking. <p><u>Differentiation</u> <i>Extension:</i> Students write their questions and thinking as they read.</p> <p>Focus Group 1 (video conference with students): Shared Reading Teacher, 20 mins Text: Banjo and Ruby Red by Libby Gleeson Focus: Concepts about print</p> <ol style="list-style-type: none"> 1. Teacher to check the concepts about print and identify what the students know about book orientation, letters, words, sentences and pictures. 2. Each student to have a book to share with the group and demonstrate their understanding of the message depicted from a picture in the text and some students may be able to comment on the words in the book too. <p>Formative assessment:</p> <ul style="list-style-type: none"> • Can students identify the title of the book? • Do students understand the correct book orientation? • Do students recognise the difference between a letter, word and sentence? • Do students recognise any punctuation symbols? • Can students generate a reasonable prediction based on the cover of their book? • Can students recount the main ideas or events in the book? 	
<p>10.00 – 10.30 am</p>			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	
<p>10.30 – 11.00 am Return to overview</p>			<p><u>Independent learning activity, completed offline by all students except those participating in 1:1 conference with the teacher</u></p> <ol style="list-style-type: none"> 1. Students rewatch Learning to Recognise High Frequency Words with Oliver from a link on the classroom sharing platform. 2. Students practice looking for high-frequency words in their take home book or the recorded book. <p>Students choose activities from the following, using letter cards and high frequency word cards based on assessment data:</p> <ul style="list-style-type: none"> • Read through alphabet flashcards and say the sound of each letter aloud. • Use the alphabet cards to make as many CVC words as possible. • Watch the recorded shared story on our classroom space and when you hear a word that starts with any of the alphabet sounds we are learning this week, clap your hands. • Play concentration with your flashcards, saying the sound aloud when you turn each card. You can play on your own or with someone else. • Read the high frequency word cards aloud. • Play snap with the high frequency word cards with someone in your house. <p>1:1 Student Conferences</p> <p><u>Focus Group on listening to students read</u> This is an opportunity to collect formative assessment about the student's knowledge about texts.</p>	<p>Learning to Recognise High Frequency Words with Oliver</p>

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			<ul style="list-style-type: none"> Evidence can be collected about the ability to recognise specific words, read repetitive sentences or decode VC and CVC words and engagement with the text. Letter sound knowledge could be collected. Scribe or assist the child to record a message (1 or more sentences) about the text. Can they recount the main ideas in the text? Can they sequence the main events correctly? 	
<p>Break 11–11.30am</p>				
<p>Session 3: Mathematics 11.30am–12.15pm</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to measure using informal tools. <p>SC</p> <ul style="list-style-type: none"> I can use a tool to help me to measure. I can record the length of objects. 	<p>Level F Mathematics</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078) 	<p>Whole class Mathematics Video conference, 20 mins</p> <p><u>Warm-up game</u> Subitising numbers up to 5</p> <p><u>Whole class mathematics – introduction to learning tasks</u> See Maths Curriculum Companion – Use direct and indirect comparisons to measure</p> <ol style="list-style-type: none"> Discuss the video that we watched yesterday, Mascots – Building a Dog House. Discuss today that we are going to take measurements to make a house for their favourite toy, using materials they can find around their house. Invite students to share the information that they think we need to collect to be able to build a house. Write a plan with students as a shared text. Explain that they will take the measurements today, and that tomorrow they will build the house, using materials they can find at home, like paper rolls, newspaper, toy blocks or cardboard. Make a list of the materials they will need for the lesson tomorrow to share on the classroom learning platform. <p><u>Independent work (completed offline)</u></p> <ol style="list-style-type: none"> Students measure the dimensions of the toy that they will be building the house for, and draw a diagram of their planned house, showing the required measurements. Students find materials that they can use to build the house in preparation for their lesson the following day. <p>Differentiation (Extension) Students choose two toys, and take measurements, designing a house that has two rooms, one for each toy.</p> <p><u>Maths Focus Group (with Teacher, 30 mins videoconference)</u> <i>For students requiring support</i> Students get their favourite toy and an object that they will use to take measurements. Model to students how to take each measurement and to record it on a diagram.</p> <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> Can students align informal measuring tools to accurately measure? Do students understand the dimensions that are required to be able to make the house? Can students take the measurement and make a diagram for their house? <p>1:1 Student Conferences – collect formative assessment information on students' counting skills</p>	<p>Subitising resources</p> <p>Mascots – Building a Dog House (long version with pauses and prompts)</p>
<p>12.15 – 12.30 am</p>			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	

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Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 4 Class Review 12.30–1.00pm Return to overview			Whole-class videoconference: sharing and reflection (3-4 focus children to share each day), shared book (Videoconference with call-in number for students with limited bandwidth)	
Lunch break 1.00–2.00				
Session 5 Inquiry: Science 2–3.30pm Return to overview	LI <ul style="list-style-type: none"> We are learning about the seasons. SC <ul style="list-style-type: none"> I can name the seasons of the year. I can explain how things change in different seasons. 	<u>Geography</u> <ul style="list-style-type: none"> Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (VCGGK067) <u>Science</u> <ul style="list-style-type: none"> Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046) 	<u>Independent Learning using prepared pack of materials available on school sharing platform.</u> <ol style="list-style-type: none"> Students rewatch Dirt Girl World - Seasons. Students draw or paint pictures to show how the environment is different during different seasons. Differentiation: <ol style="list-style-type: none"> Watch the video again and sharing your thinking and emotions. Students incorporate animals into their picture or design another page that shows the environment of an animal of their own choice. Reflection: Share with an adult how the seasons change throughout the year. As part of the chat state each season of the year and the current one at the moment.	Dirt Girl World - Seasons.

Friday

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Assembly 9–9.20am</p>			<p><u>Whole school assembly (online)</u></p>	
<p>Session 2: Literacy 9:20 – 11.00am</p> <p>Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to listen to our inner conversation when we read. <p>SC</p> <ul style="list-style-type: none"> I can think about the text as we read. I can make connections to the story. I can ask questions about the story. 	<p>English Level Foundation</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) <p><u>Writing</u></p> <ul style="list-style-type: none"> Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (VCELT170) Share feelings and thoughts about the events and characters in texts (VCELT171) Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) 	<p>Whole class introduction (30 minute videoconference online)</p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Unpack LI and SC with students. Review the lessons from this week. Ask students to explain why predicting and listening to our inner conversation can help us when we are reading. Explain that today we will be practicing both again. Select a suitable picture story book and introduce the book to students. Show the cover of the book, and point out the title, the author and illustrator, spine, blurb etc. Show students the cover image and title again and invite students to predict what they think the story will be about. Read the story, stopping as appropriate to ask students to share their inner conversation. After reading, discuss how listening to their inner conversation helped to understand the story better. <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Review letter sounds and high frequency words according to available assessment data. Model how to make the sound of the letters and how to write them with correct letter formation. Model how to combine letters to make VC and CVC words. Model how to sound out letters in VC and CVC words to read them. Model writing simple sentences using high frequency words and VC and CVC words. <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <ol style="list-style-type: none"> Students record predictions about a recorded story by drawing what they think will happen. Students share a book with a family member (if possible) and as they read, they practice listening to their inner conversation and talking aloud about their thinking. <p>Differentiation (Extension): Students write their questions and thinking as they read.</p> <p>Focus Group 1: <u>Shared Reading</u> Teacher, 20 mins Text: The Lizard Gang by Kirra Somerville Focus: Concepts about print</p> <ol style="list-style-type: none"> Teacher to check the concepts about print and identify what the students know about book orientation, letters, words, sentences and pictures. Each student to have a book to share with the group and demonstrate their understanding of the message depicted from a picture in the text and some students may be able to comment on the words in the book too. <p>Formative assessment</p> <ul style="list-style-type: none"> Can students identify the title of the book? Do students understand the correct book orientation? Do students recognise the difference between a letter, word and sentence? Do students recognise any punctuation symbols? Can students generate a reasonable prediction based on the cover of their book? Can students recount the main ideas or events in the book? 	<p>Picture story book See Reading Australia for ideas for suitable books</p>
<p>10.00 – 10.30 am</p>			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	

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<p>10.30 – 11.00 am Return to overview</p>			<p><u>Independent learning activity, completed offline by all students except those participating in 1:1 conference with the teacher</u></p> <ol style="list-style-type: none"> Students rewatch Learning to Recognise High Frequency Words with Oliver from a link on the classroom sharing platform. Students practice looking for high-frequency words in their take home book or the recorded book. Students choose activities from the following, using letter cards and high frequency word cards based on assessment data: <ul style="list-style-type: none"> Read through alphabet flashcards and say the sound of each letter aloud. Use the alphabet cards to make as many CVC words as possible. Watch the recorded shared story on our classroom space and when you hear a word that starts with any of the alphabet sounds we are learning this week, clap your hands. Play concentration with your flashcards, saying the sound aloud when you turn each card. You can play on your own or with someone else. Read the high frequency word cards aloud. Play snap with the high frequency word cards with someone in your house. <p><u>1:1 Student Conferences</u> Focus on Listening to students read</p> <p>This is an opportunity to collect formative assessment about the student’s knowledge about texts.</p> <ul style="list-style-type: none"> Evidence can be collected about the ability to recognise specific words, read repetitive sentences or decode VC and CVC words and engagement with the text. Letter sound knowledge could be collected. Scribe or assist the child to record a message (1 or more sentences) about the text. Can they recount the main ideas in the text? Can they sequence the main events correctly? 	<p>Learning to Recognise High Frequency Words with Oliver</p>
<p>Break 11–11.30am</p>				
<p>Session 3: Mathematics 11.30am–12.15pm Return to overview</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to measure using informal tools. <p>SC</p> <ul style="list-style-type: none"> I can use a tool to help me to measure. I can record the length of objects. 	<p>Level F Mathematics Number and Algebra</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078) 	<p>Whole class Mathematics Video conference, 20 mins</p> <p><u>Warm-up game</u> Subitising numbers up to 5</p> <p><u>Whole class mathematics – introduction to learning tasks</u> See Maths Curriculum Companion – Measure and compare using uniform informal units - Maths Curriculum Companion - Department of Education & Training</p> <ol style="list-style-type: none"> Discuss the video that we watched yesterday, Mascots – Building a Dog House. Discuss today that we are going to use the measurements we took yesterday, to make a house for their favourite toy, using materials they can find around their house. Model how to measure common household items (newspaper, cardboard rolls etc) and use them to build a house that will fit their favourite toy. Model how to build the house using the materials. As students for suggestions on how they might build the roof. Remind students that if they need to cut their materials, they should ask for help from a grown up. <p><u>Independent work (completed offline)</u></p> <ol style="list-style-type: none"> Students make the toy house using the materials they have available, and decorate. If possible, parents/carers take a photo of the finished product and post it to the classroom sharing platform. <p>Differentiation (Extension) Students choose two toys, and take measurements, creating a house that has two rooms, one for each toy.</p>	<p>Subitising resources</p> <p>Mascots – Building a Dog House (long version with pauses and prompts)</p>

Level Foundation Remote Learning Pack – Week

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			<p>Maths Workshop – Teacher remains online to support students who may need additional assistance with the task.</p> <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> • Can students align informal measuring tools to accurately measure? • Can students use scissors to cut paper? • Can students use the materials they have selected to build their house to the measurements they have taken? <p>1:1 Student Conferences – collect formative assessment information on students' counting skills</p>	
12.15 – 12.30 am			<p><u>Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</u></p>	
<p>Session 4: Class Review 12.30–1.00pm Return to overview</p>			<p><u>Whole-class videoconference:</u> sharing and reflection (3-4 focus children to share each day), shared book (Videoconference with call-in number for students with limited bandwidth)</p>	
<p>Lunch break 1.00–2.00pm</p>				
<p>Session 5: 2.00 – 3.15 pm Return to overview</p>			<p><u>Whole class 'Fun Friday' – optional class social skill development time.</u></p> <p>Choices could include:</p> <ul style="list-style-type: none"> • Teddy bears picnic. Students share their teddy bear with the class. Sing songs and listen to stories relating to teddy bears. • Song and dance time. Students choose songs to sing and dance to. • Building time. Students use toys at home to build something of their choice. 	
<p>3.15 – 3.30pm: Shared book</p>			<p>Read a shared book to students to finish the day.</p>	