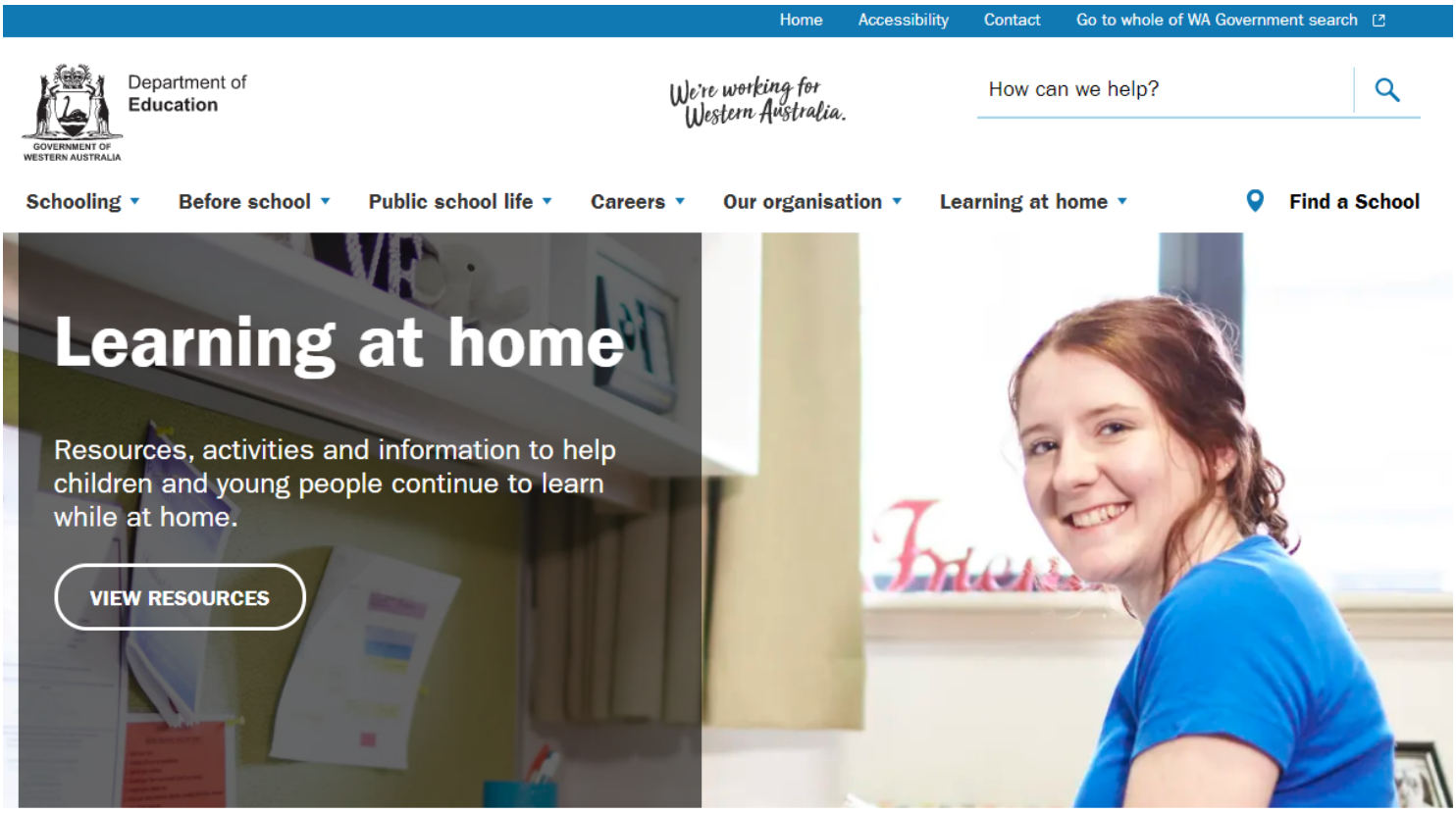
HOME LEARNING PACKAGE

This work package has been designed to be a flexible and adaptive selection of structural guides and student work suggestions for parents to implement at home, without the requirement of teacher interaction. Included, is a range of activities that we have designed or pulled together for families. Please allow yourself time to understand what it is the activity is asking for.

Allow your children the opportunity to showcase the special skills that they have, and grow in a supported way in your home. If you find a concept confusing, reach out to friends and family through FaceTime/Skype and share the love of learning within your community.

The Department of Education, Western Australia have created a Learning at Home website for families to access. It is a growing selection of resources for students and families to ensure the continuation of curriculum and learning. Explore the growing resource with your children.



https://www.education.wa.edu.au/learning-at-home

Daily Learning Timetable

Before 8:30am	**Morning Preparation**	✓ Wake up ✓ Eat breakfast	✓ Make your bed ✓ Get dressed
8:30	**Morning Fitness**	✓ Family walk/ yoga/ Go noodle/ sport with family/ Just Dance	
9:00	**Daily Journal**	✓ Write, draw or type a recount of your day yesterday. Include anything new you learnt and how you felt	
9:30	**Daily Literacy**	✓ Read a book at your level online, Reading Eggs or Reading Express ✓ Younger students may have a book read to them ✓ Use the blank level comprehension questions to answer questions about the book ✓ Complete a writing task	
10:30	**Morning Tea**	✓ Wash hands prior ✓ Help prepare your snacks including cleaning up	
11:00	**Mathematics**	✓ Selected iMaths Topics ✓ Matific for PP-Year 6 ✓ Mathematic Task ideas ✓ Educational video linked to topics	
12:30	**Lunch**	✓ Wash hands prior ✓ Help prepare your lunch including cleaning up	
1:15	**Daily Mindfulness**	✓ Using Smiling minds app	
1:30	**Integrated Studies**	✓ Age appropriate STEM activity from suggestions ✓ Years 3/4/5/ KETAWA Online Indonesian ✓ Family Board game/ puzzle ✓ Art/ Craft activity of choice ✓ Music	
2:00	**Chore Time**	✓ Please refer to age appropriate chore tasks or those selected at home	
3:00	**Afternoon Fresh Air**	✓ Go outside in your own garden and enjoy the fresh air, play a game, look at the garden etc	

Home Learning Chore chart By Year Level

Kindy and Pre-Primary	Year One and Year Two
* Pick up/ put away toys * Sweep the floor * Collect dirty clothes and put in laundry basket * Help move clothes from washer to dryer * Put clothes away/ match socks/ fold towels * Make bed * Load the dishwasher/ wash and dry the dishes * Take out recycling * Set and clear the dinner table * Clean windows * Weed the garden/ water indoor plants * Feed pets * _____ * _____	* Any previous chores * Meal prep (wash produce, find ingredients, simple cutting) * Wipe bathroom sinks, counters * Fold laundry and put away * Sweep * Vacuum * Collect garbage * Get mail * Rake leaves * Unload the dishwasher * _____ * _____
Year Three and Year Four	**Year Five and Year Six**
* Any previous chores * Take garbage/ recycling to the curb * Wash/ dry clothes * Vacuum couch/ chairs/ cushions * Clean microwave * Hang out laundry * Walk the family pet * Wash the car * _____ * _____	* Any previous chores * Make simple meals * Clean bathrooms * Mop floors * _____ * _____

LITERACY @ HOME

Reading and Comprehension Questions

These comprehension questions can be used with ANY book or reading source that the child has read for themselves, or that has been read to them. They can be answered orally, or students can write/ type or draw their answers.

Level 1: Literal Questioning

The answer is right there.

- Who.....?
- When.....?
- Where.....?
- What is.....?
- Which.....?
- What happened.....?
- How did.....?
- How far.....?
- How many.....?

Level 2: Inferential Questioning

Build on the facts in the text.

- Why is/did.....?
- Is/Did/Was.....?
- Can you explain.....?
- How did/do/does.....?
- What caused.....?
- What do you think is meant by?
- What effect does.....?
- How is this similar to.....?
- What evidence can you find.....?
- What examples can you find.....?
- What makes you think that.....?
- What is the relationship between.....?

Level 3: Evaluative Questioning

Make a judgement

- Do you think.....?
- Do you agree.....?
- Why would.....?
- What else could.....?
- Why/How might.....?
- Why do you think.....?
- What would happen if.....?
- What will probably /most likely happen?
- What/How would you.....?
- What/How should.....?
- How do you feel about.....?
- How does.....affect you?
- If you were.....what would you.....?
- What would have happened if.....?
- What is your opinion of.....?
- Would it be better if.....?
- How would you evaluate/judge.....?

Writing Tasks and Story Stucture

Daily Diary/Journal Recount

Writing in journals can be a powerful strategy for students to respond to literature, events and their feelings. It's a powerful tool to increase writing fluency. While journaling is a form of writing in its own right, students can also freely generate ideas for other types of writing as they journal.

For some easy to implement journal writing strategies and thinking, have a look at the following link.

https://www.readingrockets.org/article/journal-writing

Focus your entry on the following questions.

- Who.....?
- When.....?
- Where.....?
- What is.....?
- Which.....?
- What happened.....?
- How did.....?
- How far.....?
- How many.....?
- How did you feel.....?

Narrative

Using a learning focus from the supplied teaching focus', write a narrative of your choice. The following link can assist with story starters and ideas if you are stuck!

http://www.scholastic.com/teachers/story-starters/

Follow the below framework to assist in the setting up of narrative writing.

Title: _____

Story Prompt:_____

_____

Learning Focus:_____

_____

Narrative:_____

_____

_____

_____

_____

_____

_____

_____

Oral Narrative Writing Learning Focus

Typical things a student in *Kindy and Pre-Primary* demonstrates:

Students will start to:

- Retell simple stories with some detail.
- Tell simple stories that are prompted by pictures.
- Recognise the elements of simple narrative: beginning (including the characters and setting), complication and conclusion.
- Use some adjectives to provide some simple description and to develop their characters and setting.
- Make connections between their characters and setting.
- Use a variety of nouns and verbs.
- Use simple connectives to develop time order (first, then, next, last).
- Maintain tense throughout telling.
- Speak in complete sentences.
- Use more difficult forms of past tense of common irregular verbs (e.g. catch/caught, think/thought, find/found).

Narrative Writing Learning Focus

Typical things a student in *Year 1 or 2* demonstrates:

Students will start to:

- Use simple narrative markers such as a title and beginning.
- Write a story with a beginning and a complication.
- Structure events so they lead to the resolution.
- Help the reader to understand what happened and how it happened.
- Provide simple details about characters (how they look, act, feel, their relationships) and setting (time, place, weather).
- Select details so that they are relevant to the story.
- Use simple or common words that represent people, places or things and may use some descriptive or more precise words.
- Use some correct sentence level punctuation.
- Story may start with a capital letter and end with a full stop.
- Spell some common and/or high frequency words correctly. Use some known letter patterns.
- Use descriptive, precise language (adjectives, adverbs).
- Write simple and compound sentences.

Narrative Writing Learning Focus

Typical things a student in *Year 3 or 4* demonstrates:

Students will start to:

- Write a story with a beginning and complication, and attempt an ending.
- Help the reader to understand what happened and how it happened.
- Order events to lead to the resolution and develop the resolution itself.
- Use the complication to drive the story.
- Develop a stronger sense of character and include some elaboration through descriptions and actions. This may include naming an emotion or giving a little more detail about an action.
- Suggest and / or name a setting.
- Use simple or common words that describe people, places or things, and may use some descriptive or more precise words.
- Attempt to vary the length of sentences.
- Spell common words correctly.
- Use simple connections and conjunctions to help the flow of the story.
- Write simple, compound and complex sentences.
- Use necessary or relevant punctuation.

Narrative Writing Learning Focus

Typical things a student in *Year 5 or 6* demonstrates:

Students will start to:

- Write a narrative with a distinguishable storyline, including some events that relate to the resolution.
- Develop the setting by revealing rather than directly describing.
- Develop the characters through actions, dialogue, appearance and relationships.
- Use descriptive and precise language, as well as dependent clauses.
- Use cohesive devices such as simple conjunctions and connectives, noun-pronoun referencing and word groups. Use connectives such as later, suddenly, meanwhile.
- Use paragraphing to enhance story-telling by indicating changes in time and events.
- Use simple, compound and complex sentences.
- Use correct punctuation.
- Use some other punctuation including apostrophes for contractions, speech marks, and commas.
- Provide imaginative or reflective elements (humour, drama, suspense, sympathy).
- Adjust writing to account for audience, purpose and context.
- Use details to reveal uniqueness of character and/or setting; and relationships between characters.
- Use to imply character and/or setting.
- Maintain tense within a sentence.
- Structure paragraphs to enhance story.

MINDARIE PRIMARY SCHOOL

EXCELLENCE AND CARE

STEAM @ HOME

Science
Technology
Engineering
Arts
Maths

Technology can, and will continue to,

redefine

how we interact, every day.

It is important that parents familiarize themselves with the current curriculum that applies to each year group. These can be found on the SCSA website.

Science Curriculum v8

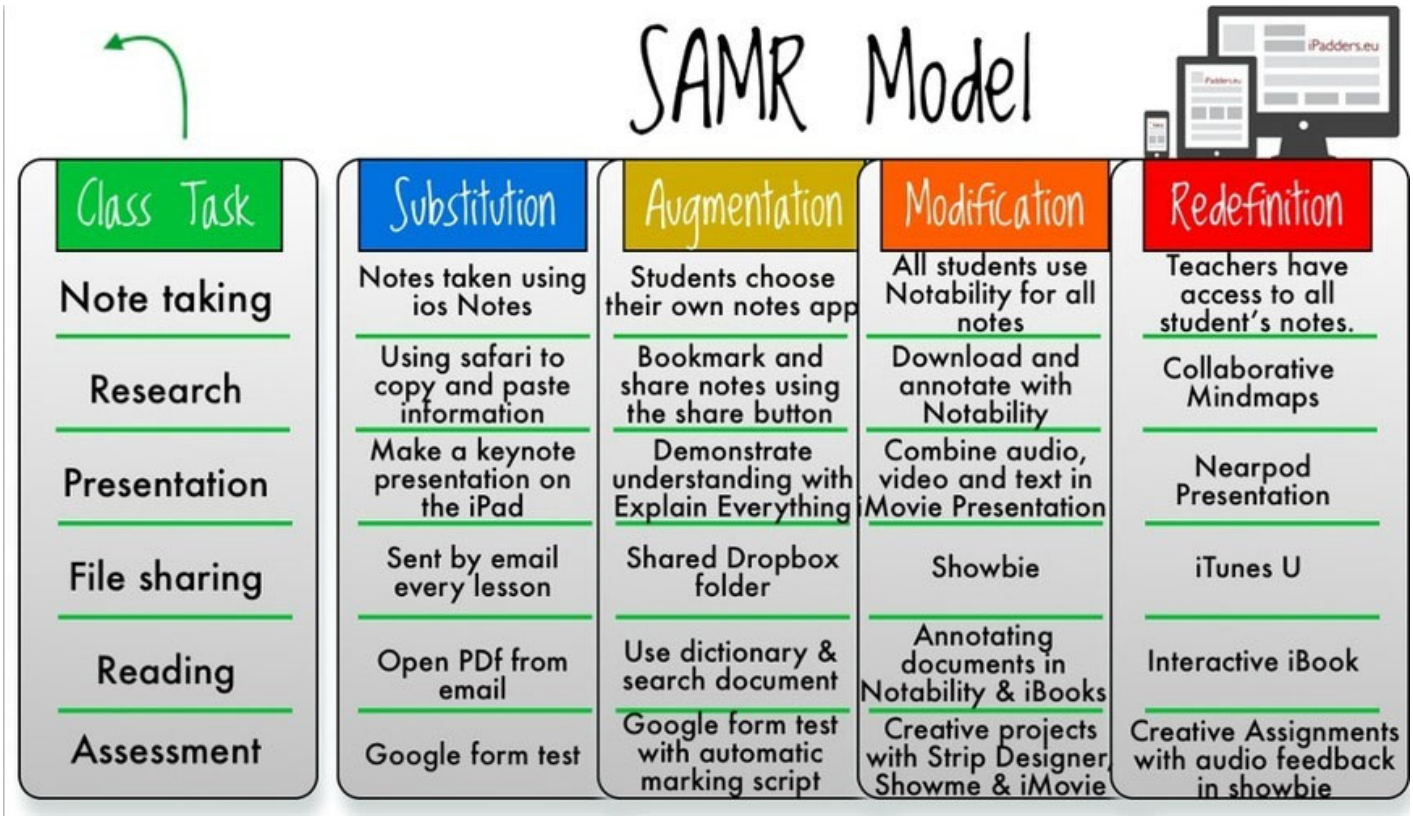
https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8

Design and Technologies Curriculum v8

https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/technologies/design-and-technologies2

Digital Technologies Curriculum v8

https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/technologies/digital-technologies2



STEAM in early childhood

Kindergarten to Year Six

The experiences children have during the early years are extremely important. As your child's first teacher, your role is vital in creating opportunities that promote learning in a fun and safe environment.

You can help your child by creating a home environment that fosters curiosity and questioning through play.

You can help introduce key STEM skills by teaching them to:

- ask questions
- work together
- think creatively
- solve problems
- explore and take calculated risks
- test solutions to problems
- discover new ways of doing things.

There are lots of exciting things you can do at home or when you are out, making learning enjoyable for everyone.
By encouraging your child to ask questions, you are allowing them to take an active role in their own learning and helping them understand the world around them.

When children ask questions, they are developing their critical thinking skills and building their STEM capabilities. When they ask *Why?* try to not provide the answer. Instead, respond with alternative questions and ideas, and encourage them to search for answers and solutions themselves.

We have created a resource that is full of activities you and your child can do together to help them develop valuable STEM skills.

Link to this guide:

https://www.education.wa.edu.au/dl/l982mk

Simple STEAM Activities for Families

Create a treasure hunt with a map and clues	Create a stop-motion video using LEGOS or clay	Watch AFL or other sporting event and keep statistics
Learn to identify trees by their leaves	Read a biography of a scientist	Plant seeds in your garden
Read a book with a STEM theme	Watch an episode of How Its Made	Start a vegetable garden
Make the alphabet from sticks or other natural items	Use a magnifying glass to search the ground for bugs	Design & build mini boats
Make your name or words out of recycled materials	Read the news & look for numbers and figures	Build a solar oven & cook something
Interview a relative over the phone	Interview a Senior Citizen about their experiences with STEM	Make a time-lapse video of something in nature
Take your bike apart (with permission) and put it back together	Learn to use a compass	Make a green screen video
Make a Lego Maze	Make art using autumn leaves	Play Monopoly
Learn how to play chess, checkers	Fix a bike	Map the stars
Test household objects to see if they float or sink.	Complete a rubix cube, RACE!	Try origami
Plant some seeds & record their growth	Do a science simulation on www.phet.colorado.edu	Take pictures of all the shapes in your house
Create your own board game	Create something using www.instructables.com	Build something using popsicle sticks
Make the best LEGO car/building/ship ever	Search YouTube for “King of Random” and try one of his projects	Learn to touch type
Take pictures of nature & turn them into digital postcards	Put together a puzzle	Code.org or Scratch Jnr
Make slime or goo or oobleck	Make your own puzzle	Build something using pulleys
Bake a cake or cookies from scratch	Invent something	Use a lever to lift something heavy
Learn to code games using Scratch	Make a sales video to sell your invention	Build an hourglass
Make a blueprint of your house	Make a “How-To” video	Build a Rube Goldberg Machine
Watch Mythbusters	Play Yahtzee	Weave something
Make your own episodes of “Mythbusters”	Build a model survival shelter out of recycled goods	See who can cut out the most creative snowflake

Long Term STEAM Packages

The STEM Learning Project aims to increase students' interest, enjoyment and engagement with STEM. These resources were written for teachers in classrooms, but will be an excellent resource for a long term home STEM package. Familiarise yourself with the content and utilise older siblings to assist with the teaching of the content. There is great opportunity for your children to cooperate and collaborate across the packages.

Year Level	Title	Stem Package	Link
Kindy	I Like Quiet, I Like Noise	Noise pollution is a real issue in our communities. Noise is classified as unwanted sound, which among other things can be disruptive, causing loss of sleep, interference to activities and emotional stress (City of Perth, 2017). Construction sites, traffic and outside events such as concerts are common sources of noise pollution. People can create unwanted noise by talking loudly on mobile phones, playing music without wearing headphones or having loud conversations in quiet places such as libraries.	https://www.education.wa.edu.au/dl/o96k17
Pre Primary	Water Flow	In this module, students discuss the importance of water and discover effective ways of transporting it to meet personal and community needs. Access to water is vital for sustaining life. All humans, plants and animals need water, however, people may live long distances from water sources. What is the problem? How can we effectively transport water from a source to where it is needed?	https://www.education.wa.edu.au/dl/ro1dvo
One	Our Magnificent Thing	This module focuses on repurposing rubbish, giving students the opportunity to consider sustainability and the impact of their lifestyle choices on the environment. Based on the fiction picture book, The Most Magnificent Thing by Ashley Spires, students are encouraged to repurpose recyclable items to create their own most magnificent thing (something of value to them). Students develop their ability to design, create and problem-solve.	https://www.education.wa.edu.au/dl/19q74p
Two	Every Bird Needs a Home	In this module, students learn how habitat loss affects biodiversity. Birds have been selected as a study species because they are good indicators of overall environmental health and are easy to observe. Students undertake field work and investigate the problem within the context of their school. Using a collaborative learning approach and problem-solving skills, students design a bird habitat to increase bird numbers.	https://www.education.wa.edu.au/dl/m9q42p
Three	The Long Walk	According to the United Nations Refugee Agency (UNHCR), 65 million people have been forced from their homes. Many of these refugees are children who have few personal belongings. In this module, students develop an understanding of refugee camps and the problems associated with the loss of personal belongings such as shoes.	https://www.education.wa.edu.au/dl/l9z433
Four	Our New Playground	Many children spend too much time on electronic devices. Their ability to tackle physical and related mental challenges is compromised by their inactivity. There is an increasing need to design outdoor play spaces that safely and effectively excite and challenge children.	https://bit.ly/39950tB
Five	Evacuation Robot	Robots, drones and other automated systems are becoming increasingly prevalent in our daily lives. This module leverages the rise of automated and autonomous systems used to perform routine or dangerous tasks. It seeks to empower students to be not only smart consumers of technology, but creators and innovators in the digital technology space. They work collaboratively to develop an algorithm and program a robot to simulate leading students to an evacuation point in the event of an emergency.	https://bit.ly/39aEz6X
Six	Bushfire Risk Warning	Bushfires are one of the most frequently occurring natural disasters in Australia. They are responsible for damage to land, property and loss of life. Effective warning systems are extremely important for minimising the impact of bushfires. This module connects students to this real-world problem, engaging their science understandings and inquiry skills, design process skills and mathematical computational thinking and reasoning to create an algorithm that provides information on the likelihood of a bushfire.	https://www.education.wa.edu.au/dl/vmo1zp

iPad Apps for Learning

Creation Apps

				
Book Creator	Story Creator	GreenScreen DoInk	Popplet	Word
				
Excel	Pages	Keynote	Doodle Buddy	ShowMe
				
Explain Everything	Pic Collage	iMovie	Padlet	Google Docs

Education Maths Focus Apps

				
Math Planet	Matific	IXL Maths	Counting Board	Geoboard
				
Math Slide	OSMO Count	Targeting Maths	Times Tables	Math Arrow

Education SAMR English Focus Apps

				
Teach Your Monster	Spelling City	WordBall	Reading Eggs	Writing Wizard
				
Bluster	OSMO Words	Puppet Pals	Smarty K-12	Spelling Bee

Coding Apps

				
Tynker	Scratch Jnr	Tickle	Swift Playground	Code Spark

Music Apps

				
Loopy HD	Garage Band	Staff Wars	Singing Fingers	Flash Note Derby