

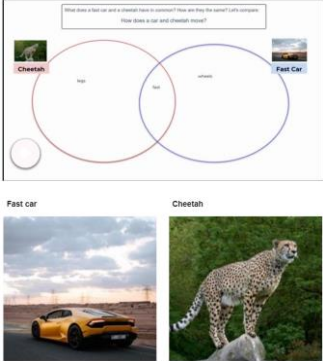




CVPS Framework for teaching (non-digital) – Stage 1


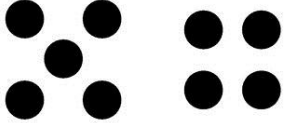
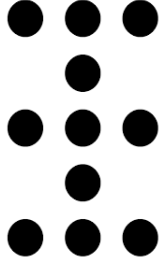



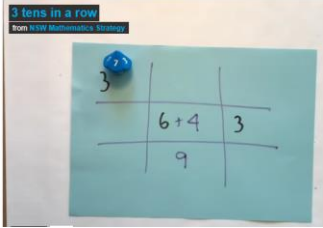
You will not need access to a digital device to complete the following activities.

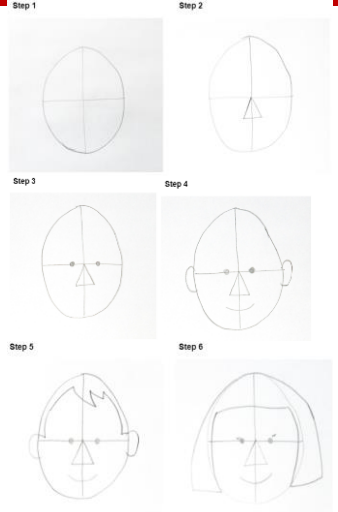
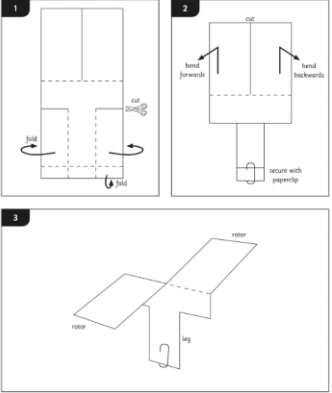
You will need help from a parent/carer.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task <i>Care and Connect</i>	Draw a picture of your special family and friends and/or pets. Put it on your desk to remind you of who you care about and who cares about you.	Do some cat stretches with a family member. Say two things you care about.	Talk about healthy habits you have.	Mindfulness – lay down, squeezing each part of your body one at a time, relaxing between each. Becoming <i>aware</i> of all the sounds and smells around you. 5 minutes.	Draw a picture of one of your happiest memories.
Morning	<p>English</p> <p>Describe our favourite picture or your favourite sight from one of your windows. Use describing words (adjectives)</p> <p>I can see...</p> <p>I can hear...</p> <p>I can smell...</p> <p>I can feel...</p>	<p>English</p> <p>Find an object in the kitchen and describe it. If you can't find an object, you can describe the picture below. Remember to use adjectives, for example, smooth, blue.</p> <p>The toaster feels like...</p> <p>The toaster smells like...</p>	<p>English</p> <p>Get an adult to read you a new story (or an old one).</p> <p>After listening to the story:</p> <ul style="list-style-type: none"> ▪ Write down any words that are new to you in your workbook. ▪ Look these words 	<p>English</p>  <p>What can you see? Why do you think there are some small circles and some big circles?</p>	<p>English</p> <p>Listen to a story.</p> <p>After listening to the story:</p> <ul style="list-style-type: none"> ▪ Draw a picture of the main character in your workbook. ▪ Draw one place from the book. <p>Find a beautiful</p>

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<p>Choose a favourite book to read or have read to you. List all the describing words the author used.</p> <p>Choose an item of clothing to write a senses poem about e.g.</p> <p>Jumpers feel like a warm heater humming.</p> <p>Jumpers sound like a gentle wind.</p> <p>Jumpers look like</p> <p>Jumpers smell like</p> <p>I think Jumpers...</p> <p>Sight words: (write 5 times and use in a sentence)</p> <p><i>every</i></p> <p><i>they</i></p>	<p>The toaster looks like...</p> <p>The toaster smells like...</p> <p>I think toasters...</p> <p>Read a story with a family member. Use expression. How different can you make your voice while reading?</p> <p>Write at least four sentences describing what the cat looks like and what the cat is doing. Remember to use:</p> <ul style="list-style-type: none"> describing words action words. 	<p>up in a dictionary and write down what they mean.</p> <p>Let's compare! What does a fast car and a cheetah have in common?</p> <p>Venn diagram</p> <p>What is individual for each and what is the same?</p>  <ul style="list-style-type: none"> How does a car and a cheetah move? What shape and size is a fast car and a cheetah? What colours are cheetahs and fast cars? Can they be 	<p>Listen to a story.</p> <p>After listening to the story draw what happened:</p> <ul style="list-style-type: none"> at the start of the story in the middle of the story at the end of the story. <p>Let's explore symbolism.</p> <ul style="list-style-type: none"> When you think of a turtle, what do you think about? What do you think turtles symbolise? Some people think turtles symbolise steadiness, peace and protection. Write the beginning of a story about a turtle called 'Bill'. Include describing words (adjectives) so that the reader can visualise what Bill looks like and what type of turtle character he is going to be. 	<p>landscape photo.</p> <ul style="list-style-type: none"> Look carefully at the picture. Write a description about it. Include the objects, colours and shapes you can see. Try to write at least 4 sentences. Read your description to a family member but make sure you don't show them the picture! They need to try and draw what you are describing. Does their drawing look like the picture? <p>Practise handwriting:</p> 

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			<p>the same?</p> <ul style="list-style-type: none"> ▪ What sounds do they both make? ▪ Where would you see a fast car? Where would you see a cheetah? ▪ What do they both do? <p>We are learning to read and write words quickly. Let's practise some more!</p> <p>Today, we will learn the words:</p> <ul style="list-style-type: none"> ▪ would ▪ what ▪ friend. <p>Write and use in sentences.</p>	<p>Let's practise some phonemes and graphemes.</p> <p>or, ore, aw</p> <p>Find examples of these around the home or in books. Make a display. Can you notice when you should use each grapheme for the phoneme /or/?</p>	
Break	Break - movement	Break - Sing	Break - breathing	Break - Movement	Break
Middle	<p>Mathematics</p> <p>2D shapes</p> <p>Draw on a piece of paper all the different 2D shapes you can find in the kitchen.</p> <p>Challenge, see if you</p>	<p>Mathematics</p> <p>Play guess who with numbers.</p>	<p>Mathematics</p> <p>Today is a focus on Number talks:</p> <p>Talk about these number pictures. Write everything maths thing you see for each.</p>	<p>Mathematics</p> <p>Draw a 3x3 grid as a game board (like noughts and crosses game board). Players take turns to roll the dice and write the number in one of their boxes. The</p>	<p>Mathematics</p>  <p>Using items from the house, make a staircase</p>

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	<p>can trace these shapes to make a larger trapezium  or quadrilateral.</p> <p>Number talk:</p>  <p>Talk about this number picture. Write everything maths thing you see.</p>	<p>Number talk:</p>  <p>Talk about this number picture. Write everything maths thing you see.</p>	  	<p>goal is to be able to write two numbers in each box that combine to make 10. Players continue taking turns until a player has been the first to make 3 tens in a row.</p>  <p>*You could make dice from boxes out of the pantry and draw 0-9 on them.</p>	<p>pattern.</p> <ul style="list-style-type: none"> Draw what the staircase pattern will look like if you continue building it, using twos. How many blocks are there altogether? Draw a picture to show your thinking.
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative Arts</p> <p>Create a portrait of a family member or yourself.</p>	<p>Geography</p> <p>Who would use a map in their job?</p> <p>Draw and label the jobs that need a map.</p>	<p>PDHPE</p> <p>Food Rainbow</p> <p>Last week we looked at healthy eating. Today we will be learning about eating a rainbow of</p>	<p>Science and technology</p> <p>Make a paper helicopter.</p> <p>Record your observations.</p>	<p>STEM</p> <p>Make a paper shoe</p> <ul style="list-style-type: none"> Collect materials and think about how they could be

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	<p>Imagine the streets near where you live. Try and draw a map of your area. List the features you can see, such as:</p> <ul style="list-style-type: none"> ▪ buildings ▪ houses and apartments ▪ parks ▪ rivers ▪ schools ▪ shops ▪ places of worship. <p>Remember to draw your map from a bird's eye view which is the view from above looking down.</p>	<p>foods each day.</p> <p>Now it's your turn to create a healthy lunchbox.</p> <ul style="list-style-type: none"> ▪ Design a healthy lunchbox that contains many different colours from the food rainbow. ▪ Think about what you watched in the videos to give you some ideas of foods to choose from. <p>Let's get creative and plan an obstacle course!</p> <ul style="list-style-type: none"> ▪ Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around. You may do this together with family members in your home. ▪ Use materials from your home to design your obstacle course. For example: 	<ul style="list-style-type: none"> ▪ What did you notice? ▪ Why does the helicopter spin? ▪ Did the helicopter drop quickly or slowly? <p>Paper Helicopter Instructions</p> <p>Cut along the solid lines and fold along the dashed lines.</p> 	<p>used or changed for the challenge</p> <ul style="list-style-type: none"> • Keep a notebook or STEM journal to record your ideas and discoveries • Gather different types of shoes such as sports shoes, hiking boots and slippers. What are the features of these shoes? What is the purpose of each type of shoe? • Draw and label at least 3 different shoe designs. What materials will you use to make each part of the shoe? • Which shoe are you going to make? Why did you choose that design?

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		<p>buckets, towels, ropes, pegs, pillows, blankets.</p> <ul style="list-style-type: none"> ▪ Draw a picture of your obstacle course and label the main parts. ▪ Show where the start and finish lines are. ▪ Draw arrows to show which way you need to go. 		<ul style="list-style-type: none"> • Make and try on your shoe • Draw or take a photo of your design • Why do you think it did/did not work? • What else could you try? • Make any improvements to your shoe. Note this on your drawing • Decorate your shoe • You might like to give your shoe a brand name • Who is your shoe for? What are the unique features of your shoe?