

## Overview of Lessons (Junior Primary)

<p><i><b>WALT:</b> We are learning to...</i></p> <p><i><b>WILF:</b> What I'm looking for...</i></p>		
<b>LESSON CONTENT</b>	<b>RESOURCES</b>	<b>CURRICULUM LINKS</b>
<p><b>1. HEALTH:</b> Bad bacteria and how do we get sick introduction.</p>	<p>* Melrose Mare read aloud  <a href="https://youtu.be/wjsX7IVMJ-E">https://youtu.be/wjsX7IVMJ-E</a></p>	<p><b>Yr 1.</b> ACPPS018, ACPS022, WAHASS13, WAHASS14, ACSIS024, ACSIS025</p>
<p><b>WALT:</b> To learn how we catch the bad bacteria that makes us sick.  <b>WILF:</b> View the video, participate in discussions about how we get sick and how it feels, observe how bacteria travels.</p>	<p>* Flour or glitter</p>	<p><b>Yr 2.</b> ACPPS018, ACPPS022, WAHASS13, ACSIS037, ACSIS036, ACSIS041</p> <p><b>Yr 3.</b> ACPPS036, ACPPS037, ACPPS039, WAHASS26, ACSIS053, ACSIS054, ACSIS060</p>
<p><b>2. ENGLISH/HEALTH:</b> Gingerbread Man – body parts and how it feels when we are sick.</p>	<p>* Gingerbread Man worksheet (Kiddy Canter Pack)  * Gingerbread Man read aloud  <a href="https://youtu.be/pckuS--UIV4">https://youtu.be/pckuS--UIV4</a></p>	<p><b>Yr 1.</b> ACPPS018, ACPPS022, ACSSU017</p>
<p><b>WALT:</b> Name parts of the body and learn how we feel if we are feel sick.  <b>WILF:</b> Label parts of the body on a worksheet, discuss and list symptoms felt when unwell.</p>		<p><b>Yr 2.</b> ACPPS018, ACSSU017</p> <p><b>Yr 3.</b> ACPPS036, ACSSU044</p>
<p><b>3. HEALTH:</b> Mystery Bag sorting.</p>	<p>* Mystery Bag/Box with items (such as drink bottle, straw, lollipop, cutlery, toothbrush, pencil, book, toy, glue, lip balm...)</p>	<p><b>Yr 1.</b> ACPPS018, ACPPS019, ACPPS022</p>
<p><b>WALT:</b> Correctly identify objects that are safe/unsafe to share.  <b>WILF:</b> Participate in discussions and complete about safe/unsafe sharing using common household items.</p>	<p>* Safe/Unsafe worksheet</p>	<p><b>Yr 2.</b> ACPPS018, ACPPS022</p> <p><b>Yr 3.</b> ACPPS035, ACPPS037</p>

<p><b>4. ENGLISH:</b> Goldilocks and the 3 Bears – point of view and persuasive writing.</p> <p><b>WALT:</b> Discuss and present an opinion from either the Bears or Goldilocks point of view.</p> <p><b>WILF:</b> Read/view the familiar story 'Goldilocks and 3 Bears', role play the story in small groups, write or orally present a persuasive text stating if Goldilocks was right or wrong, using point of view.</p>	<p>* Goldilocks and the Three Bears book or <a href="https://youtu.be/GboQ3JxpptM">https://youtu.be/GboQ3JxpptM</a></p>	<p><b>Yr 1.</b> WAHASS19, ACELA1787, ACELA1447, ACELA1448, ACELA1453, ACELT1581, ACELY1656, ACELY1788, ACELY1657, ACELY1660, ACPS019, ACPS020</p> <p><b>Yr 2.</b> ACELA1461, ACELA1462, ACELA1469, ACELT1589, ACELY1789, ACELY1667, ACELY1671, ACPPS018, ACPPS020, WAHASS19</p> <p><b>Yr 3.</b> ACELA1476, ACELA1477, ACELT1596, ACELY1675, ACELY1676, ACELY1677, ACELY1792, ACELY1680, ACPPS035, ACPPS037, WAHASS36</p>
<p><b>5. SCIENCE:</b> Bacteria/mould growth on bread experiment.</p> <p><b>WALT:</b> Observe mould/bacteria growth on bread exposed to different conditions.</p> <p><b>WILF:</b> Participate in a science experiment and observe/record the results.</p>	<p>* 5 slices of bread  * Zip lock bags  * Tongs for bread  * Soap and hand sanitiser</p>	<p><b>Yr 1.</b> ACSSU018, ACSHE021, ACSIS025, ACSIS027</p> <p><b>Yr 2.</b> ACSHE034, ACSIS037, ACSIS038, ACSIS040</p> <p><b>Yr 3.</b> ACSSU044, ACSHE050, ACSHE051, ACSIS053, ACSIS054, ACSIS215</p>
<p><b>6. ART:</b> Mapping our hands.</p> <p><b>WALT:</b> Learn about hand/fingerprint features and potential places where germs can hide.</p> <p><b>WILF:</b> Use a magnifying glass to closely observe lines in fingers and hand and draw them.</p>	<p>* Magnifying glasses  * Paper  * Pencils</p>	<p><b>Yr 1.</b> ACSSU017, ACAVAM106, ACAVAM108</p> <p><b>Yr 2.</b> ACSSU030, ACAVAM106, ACAVAM108</p> <p><b>Yr 3.</b> ACSSU044, ACAVAM111</p>

<p><b>7. ART: Colour mixing handwashing.</b></p> <p><b>WALT:</b> Learn correct handwashing technique.</p> <p><b>WILF:</b> View video to observe correct handwashing techniques and demonstrate by combining two primary colours on opposite hands to create a secondary colour.</p>	<p>* WHO handwashing technique – <a href="https://youtu.be/3PmVJQUcm4E">https://youtu.be/3PmVJQUcm4E</a></p> <p>* Paints (red, blue, yellow)</p> <p>* OPTIONAL – Mix It Up by Herv Tullet <a href="https://youtu.be/WLxFntNZa4E">https://youtu.be/WLxFntNZa4E</a></p>	<p><b>Yr 1.</b> ACAVAM106, ACAVAM107, ACAVAM108, ACSSU017</p> <p><b>Yr 2.</b> ACAVAM106, ACAVAM107, ACAVAM108, ACSSU030</p> <p><b>Yr 3.</b> ACAVAM111, ACSSU044, ACSHE051</p>
<p><b>8. MATHS: Handwashing Songs.</b></p> <p><b>WALT:</b> Estimate and measure 20 seconds.</p> <p><b>WILF:</b> Observe second hand on an analogue clock, time 20 seconds on second hand and stopwatch, sing/innovate familiar songs/nursery rhymes.</p>	<p>* Analogue clock with a second hand</p> <p>* Stopwatches</p> <p>* Songs that are approximately 20 seconds long (e.g. Happy Birthday, Twinkle Twinkle...)</p> <p>* Wash Your Hands by Baby Shark <a href="https://youtu.be/L89nN03pBzI">https://youtu.be/L89nN03pBzI</a></p>	<p><b>Yr 1.</b> ACMMG021, ACAMUM080, ACAMUM081, ACAMUM082</p> <p><b>Yr 2.</b> ACAMUM080, ACAMUM081, ACAMUM082</p> <p><b>Yr 3.</b> ACMMG062, ACAMUM085, ACAMUM084</p>
<p><b>9. HEALTH/ENGLISH: Persuasive formal letter writing.</b></p> <p><b>WALT:</b> Identify possible hygiene risks in the school environment and discuss solutions.</p> <p><b>WILF:</b> Discuss high-risk activities and areas for bacteria and what can be done to improve hygiene. Write a letter to the Principal stating what has been discovered.</p>	<p>* Problem/Hygiene Principle/Solution worksheet</p>	<p><b>Yr 1.</b> ACELA1446, ACELA1447, ACELA1449, ACELY1656, ACELY1661, ACPPS022, WAHASS22</p> <p><b>Yr 2.</b> ACELA1460, ACELA1461, ACELA1463, ACELY1666, ACELY1789, ACELY1668, ACPPS018, ACPPS022, WAHASS22</p> <p><b>Yr 3.</b> ACELA1476, ACELA1477, ACELA1478, ACELY1676, ACELY1678, ACELY1682, ACELY1683, ACPPS035, ACPPS036</p>

<b>10. ENGLISH: Handwashing Procedure Poster</b>	<ul style="list-style-type: none"> <li>* Paper, pencils, colouring supplies, computers</li> <li>*WHO handwashing <a href="https://youtu.be/3PmVJQUCm4E">https://youtu.be/3PmVJQUCm4E</a></li> </ul>	<p><b>Yr 1.</b> ACELA1446, ACELA1447, ACELA1449, ACELA1454, ACPPS019, ACPPS021, ACPPS022</p> <p><b>Yr 2.</b> ACELA1460, ACELA1463, ACELA1466, ACELA1470, ACELY1666, ACELY1668, ACELY1674, ACPPS018, ACPPS021, ACPPS022</p> <p><b>Yr 3.</b> ACELA1478, ACELY1676, ACELY1678, ACELY1682, ACELY1683, ACELY1685, ACPPS035, ACPPS036, ACPPS039</p>
<b>11. ART: Bacteria Models</b>	<ul style="list-style-type: none"> <li>* Online images of bacteria of different shapes (spherical, rod, spiral, comma, corkscrew)</li> <li>* Clay and collage materials</li> </ul>	<p><b>Yr 1.</b> ACSSU017, ACSHE022, ACAVAM106, ACAVAM107, ACAVAM108</p> <p><b>Yr 2.</b> ACSSU030, ACSHE05, ACAVAM106, ACAVAM107, ACAVAM108</p> <p><b>Yr 3.</b> ACSSU044, ACSHE051, ACAVAM111</p>
<b>12. MATHS: Bugs in a Petri Dish.</b>	<ul style="list-style-type: none"> <li>* 100s and 1000s</li> <li>* Small spoons and plates for counting on</li> <li>* 'Bugs in a Petri Dish' worksheet</li> </ul>	<p><b>Yr 1.</b> ACMNA012</p> <p><b>Yr 2.</b> ACMNA026, ACAMNA027, ACAMNA028</p> <p><b>Yr 3.</b> ACMNA052, ACMNA053</p>
<p><b>WALT:</b> Create a poster demonstrating correct handwashing technique.</p> <p><b>WILF:</b> Produce an instructional poster to display in hand-washing areas.</p>		
<p><b>WALT:</b> Create a 3d model of a chosen bacteria.</p> <p><b>WILF:</b> View images online of different shaped bacteria. Use clay and collage materials to produce a 3d model of a bacteria.</p>		
<p><b>WALT:</b> Skip counting by 10s to 100 and beyond.</p> <p><b>WILT:</b> Count a small spoonful of 100's and 1000s, estimate how many in a jar, complete the worksheet showing 10 bugs in 10 petri dishes to total 100.</p>		