

Remote learning Grid – Week 3 Term 3 - Stage 1, Year 2

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

	Monday	Tuesday	Wednesday	Thursday	Friday
M o r n i n g	English				
	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Choose 10 spelling words in alphabetical order. <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Guided Reading Read a guided reading book on WUSHKA.</p> <p>Writing: Creative Writing (Activity 4) Write a letter to a family of aliens who are coming to visit your city/town. Refer to Activity 4 Instructions.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>11am-class zoom with your class</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Rainbow words- Write your name in rainbow colours <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Guided Reading</p> <ul style="list-style-type: none"> Read a guided reading book on WUSHKA. <p>Writing: Creative Writing (Activity 4) Use the picture stimulus on SeeSaw or in the home pack to write a creative story. Refer to Activity 4 for instructions.</p> <p>Zoom Chat with your class</p> <p>2M and 2H- 11am</p> <p>2S- 11:30am</p> <p>(More information to come)</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Silly sentences-write 10 of your words in silly sentences <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Guided Reading</p> <ul style="list-style-type: none"> Read a guided reading book on WUSHKA. <p>Writing: Creative Writing (Activity 4) Use the story starter prompt on SeeSaw or in the home pack to continue writing the creative story. Refer to Activity 4 instructions.</p>	<p>Attendance (Seesaw)- Please answer the attendance question. Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Write 10 of your spelling words backwards <p>Shared and guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Guided Reading</p> <ul style="list-style-type: none"> Read a guided reading book on WUSHKA. (If working online record yourself reading and post on Seesaw. <p>Writing: Creative Writing (Activity 4) Writing creative sentences about an object connected with a hobby/interest that you have. Refer to Activity 4 instructions.</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar</p> <ul style="list-style-type: none"> Complete the phonics/ spelling activity assigned on Seesaw (Activity 2) or in your Home Pack. Jumble up the letters in 10 of your words and ask a family member to figure them out. <p>Shared and Guided Reading: Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p>Writing: Free writing _Write about anything you like! Make sure to check for capital letters, full stops, adjectives etc. Use words to WOW your teachers!</p>

Choose 1 activity from the Wellbeing Grid

Break

Mathematics

M i d d l e	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>	<u>Silent Reading (20minutes)</u>
	Number Complete 'A number of the day' activity (Seesaw Activity 5). ● Practice your skip counting backwards by 3's.	Number Complete 'A problem of the day' activity (Seesaw Activity 5). ● Practice your skip counting by 4's.	Number Complete 'A number of the day' activity (Seesaw Activity 5). ● Practice your skip counting by 4's.	Number Complete 'A problem of the day' activity (Seesaw Activity 5). ● Practice your skip counting backwards by 3's.	Number Complete 'A number of the day' activity (Seesaw Activity 5). ● Practice your skip counting by 10's on and off the decade.
	<u>Multiplication and division</u> Complete the Math's assigned activity on Seesaw or in your Home Pack. (Activity 6)	<u>Multiplication and division</u> Complete the Math's assigned activity on Seesaw or in your Home Pack. (Activity 6)	<u>Patterns and Algebra</u> Missing number- number patterns Complete the Math's assigned activity on Seesaw or in your Home Pack. (Activity 6)	<u>Multiplication and division</u> Complete positional language activity on Seesaw (Activity 6)	<u>Multiplication and division</u> Complete positional language activity on Seesaw (Activity 6)
		Mathletics: Login to Mathletics and complete the assigned activity. ● Multiplication and Division	Mathletics: Login to Mathletics and complete the assigned activity. ● Multiplication and Division	Mathletics: Login to Mathletics and complete the assigned activity. ● Multiplication and Division	Mathletics: Login to Mathletics and complete the assigned activity. ● Addition and Subtraction

Choose 1 activity from the Wellbeing Grid

Break

A f t e r n o n	Sport	History	Road Safety	History	Sport
	Complete the assigned sport task on Seesaw (Week 3 Wednesday: Sport). Offline - Complete the home package activity (Week 3 Wednesday: Sport)	Complete the assigned History task on Seesaw (Week 3 Tuesday: History). Offline - Complete the home package activity (Week 3 Tuesday: History)	Complete the assigned Road Safety task on Seesaw (Week 3). Offline - Complete the home package activity (Week 3)	Complete the assigned History task on Seesaw (Week 3 Tuesday: History). Offline - Complete the home package activity (Week 3 Tuesday: History)	Complete the assigned sport task on Seesaw (Week 3 Wednesday: Sport). Offline - Complete the home package activity (Week 3 Wednesday: Sport)

Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations(e.g. I am capable of making it through this storm)

Attendance Question – Week 3

Please complete this slide between 9-8:30am everyday

Monday 26th July

**What is your
favourite
colour?**

Write your response here

Week 3, Monday (Activity 3)

Making Predictions!

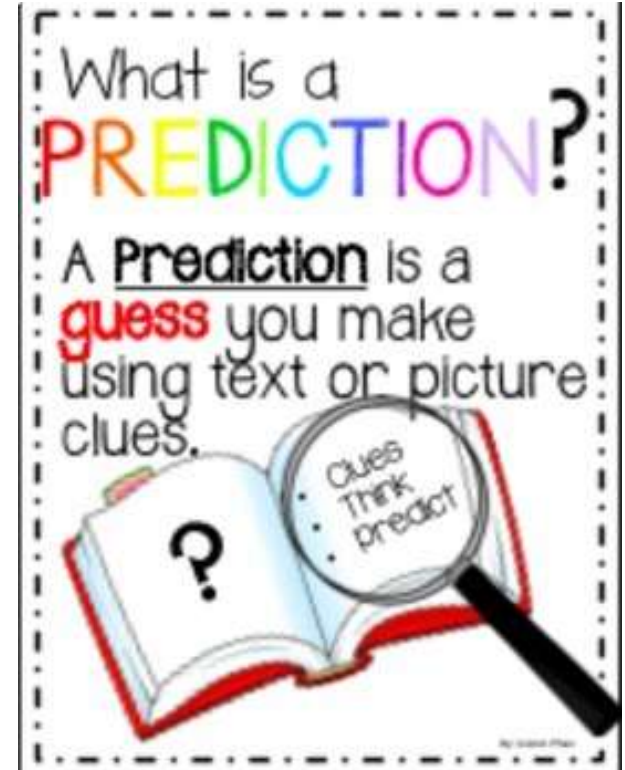
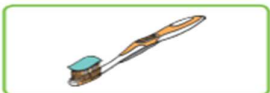
Learning Intention:

I am learning to use evidence in a text to make a prediction.

Success Criteria:

- I can use evidence from a text (pictures and words) to make a prediction
- I can justify my prediction using reason (where did you get your evidence from)
- I can reflect on my prediction (was your prediction correct)

1) Draw a line to match the prediction pairs:



2) Choose a book of your choosing. Before you read it, make a prediction on what you think the book will be about.

Name of book: _____

I think this book is going to be about

My evidence is from

3) Read your book.

Was your prediction correct? Why?

Monday – Week 3 - Activity 4

Creative Writing

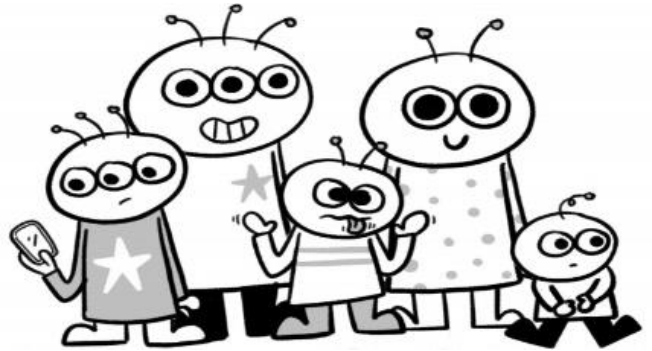
You need to write a letter to this family of aliens telling them everything they should know before they arrive at your city or town.

Learning Intention

We are learning to write creatively

Success criteria

- I can write full sentences that make sense.
- I can use full stops and capital letters.
- I can use adjectives (describing words) to make my writing more interesting.



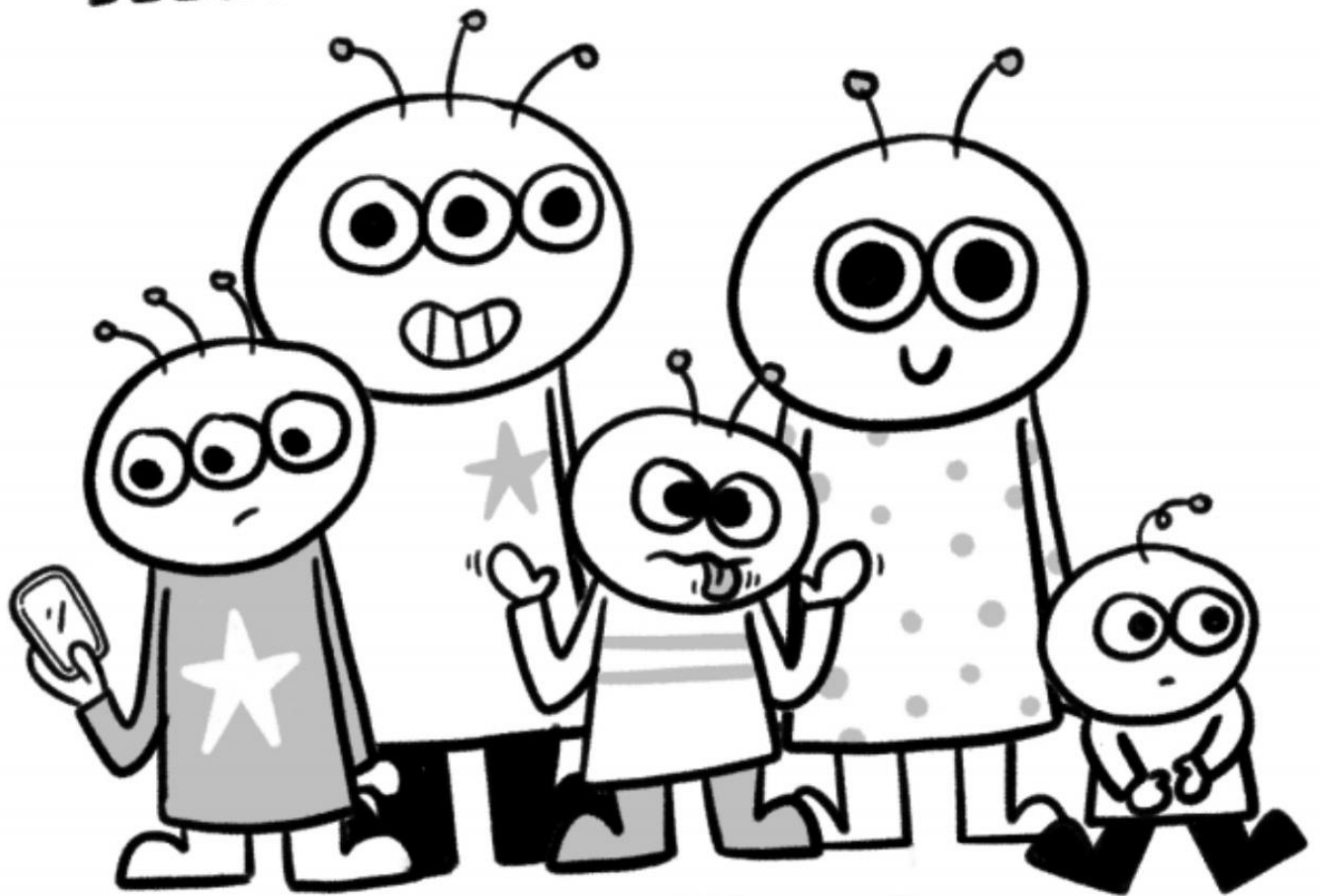
Editing Ideas -

Capital Letters	<input type="checkbox"/>	Adverbs	<input type="checkbox"/>
Full Stops	<input type="checkbox"/>	Punctuation – ! ? , “ ”	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	Wow Words	<input type="checkbox"/>

Check off the grey boxes to make sure you have used these in your writing

Once you have completed this task, take a photo of your work and upload it on SeeSaw or alternatively you can complete the task in your Home Learning Pack and hand the pack back to your teacher at the end of the week.

THIS FAMILY OF ALIENS
IS COMING TO VISIT
YOUR CITY OR TOWN



WRITE THEM A LETTER TELLING THEM
EVERYTHING THEY SHOULD KNOW
BEFORE THEY ARRIVE

Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

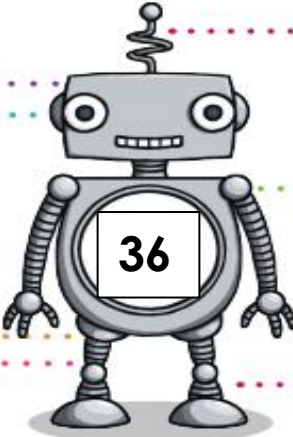
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it:

draw it:

odd / even

less:
2 less is: _____
10 less is: _____

more:
2 more is: _____
10 more is: _____

today's number >
today's number <

$\frac{1}{2}$? _____
 $\frac{1}{4}$? _____

tens | ones

Is it in these times tables?
 $2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence:

anything special?

tens	ones
------	------

10 less

<	=	>
---	---	---

1 less	Number	1 more
	36	

_____ + _____ = _____

10 more

_____ - _____ = _____

Ten Frames

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Multiplication and division

Learning intention:

We are learning to recognise and represent multiplication as repeated addition, groups, and arrays.

Success criteria:

I can use repeated addition to solve multiplication problems

I can find the total number of objects by placing them in equal sized groups

I can use things I can find around the house to make an array of equal rows and equal columns.

The learning:

One way to solve multiplication problems is to use repeated addition.

Repeated addition is when you add the same number over and over again to find your total, sometimes in class we also call this skip counting.

$$2+2+2+2+2+2=14$$

2,4,6,8,10,12,14



This is what we call repeated addition.

Activity Instructions:

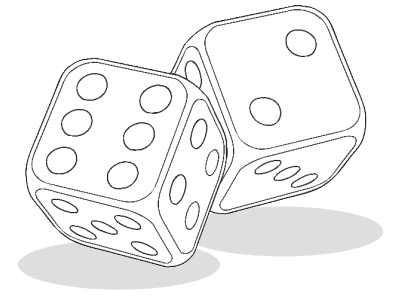
Roll the first dice (if you don't have dice you could choose numbers out of a hat?)- that is how many times you have to plus.

Roll the second dice- That's the number you add.

Write the number sentence and find the answer.

Repeated Addition Roll and Record Activity

Roll 2 dice and record the numbers you rolled. Use the numbers to write your repeated addition number sentence and then find the answer!



Roll 1	Roll 2	Repeated Addition Number Sentence	Answer
3	4	$4 + 4 + 4$	12

Week 3 Monday: Sport

We are learning to keep our hearts healthy

- I understand that exercise is important
- I can see how my heart is working by checking my heart rate

Instructions:

1. Watch the video with Mr Ellis to learn about Fun Fitness for healthy hearts.
<https://www.loom.com/share/e1fbb145125f4e21868a270d976e467c>
2. Answer the questions below about the activities from the video.

What was your favourite activity from the sport lesson with Mr Ellis?

Write and draw about it.

What are some things that you learnt about keeping your heart healthy?

Attendance Question - Week 3

Please complete this slide between 9-9:30am everyday

Tuesday 27th July

**What is your
favourite
number?**

Write your response here

Spelling

Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

Spelling Words

c	ce	s	se	ss
cent	bounce	skill	sense	dress
mice	balance	case	tense	mess
dice	pence	sat	chase	less
lace	decent	sun	mouse	hiss
cement	peace	sick	house	kiss
princess	since	sea	cease	boss
space	prince	silly	rinse	bless
ice	cancel	seem	dense	princess
notice	palace	safe	response	fuss
price	sentence	sunset	horse	cross
city	absence	seventy	promise	
rice	office	sixty	nonsense	
fancy	police			
pencil	voice			
parcel	invoice			
advice	confidence			
ace				
accept				
twice				
place				
accident				
participate				
certificate				

Week 3, Tuesday Spelling

1. Use a dictionary to find the meaning of all the words in the 'se' column.

Word	What I think it means	Dictionary meaning
sense		
tense		
chase		
mouse		
house		
cease		
rinse		
dense		
response		
horse		
promise		
nonsense		

Retell

Learning Intention:

I am learning to give a recount of a text.

Success Criteria:

-I can say what happened in order -I can use sequence words (first, then, after, next, finally)

-I can use pictures to help me retell the story -I can tell about the important parts of the story

1) Read a book and complete a retell of your story.

Setting

Characters

Order of Events

Beginning

Middle

Last

Oh no! Problem

Problem Solved

The form consists of several rounded rectangular boxes for drawing and writing. At the top are two boxes labeled 'Setting' and 'Characters'. Below these is a larger box labeled 'Order of Events' which is divided into three smaller boxes labeled 'Beginning', 'Middle', and 'Last'. At the bottom are two boxes labeled 'Oh no! Problem' and 'Problem Solved', each containing five horizontal lines for writing.

Tuesday – Week 3 - Activity 4

Creative Writing

Learning Intention

We are learning to write creatively

Success criteria

- I can write full sentences that make sense.
- I can use full stops and capital letters.
- I can sequence events in my story.
- I can use wow words to make my writing more interesting.

(Advanced vocabulary)

Take a look at the picture on the next page. Imagine you were walking through a jungle and you found this animal that no one has ever seen before. Write a story about how you found it and what name you would give it. Use the notes feature on Seesaw or, if you are working in your Home Learning Pack, you can write on the lined paper provided. If you use paper, take a picture and upload it to seesaw or hand it back to your teacher when you pick up your new pack at the end of the week. **Please use the microphone to read your writing to your teacher.** Click on the green check mark to send to your teacher when you are done.

Editing Ideas -

Capital Letters	<input type="checkbox"/>	Adverbs	<input type="checkbox"/>
Full Stops	<input type="checkbox"/>	Punctuation – ! ? , “ ”	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	Wow Words	<input type="checkbox"/>

Check off the grey boxes to make sure you have used these in your writing



Transition Words

Beginning

First,
To start,
To begin,
At first,

Middle

Next,
Then,
Afterwards,
Later,
Second,
After that,

End

Last,
At last,
Lastly,
In the end,
Finally,

Problem of the Day

Learning intention:

We are learning to solve problems using a variety of strategies.

Success Criteria:

I can identify what operation to use


I can represent my working out in lots of different ways

I can use mental strategies flexibly

How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? $+-x$
How do you know?
3. Draw the picture
4. Write the number sentence- 10 groups of 2 = 20
5. What strategy are you going to use?
6. Write the answer

An example:

1. I read the question.
2. Multiplication-
Groups means multiplication
3. 4 groups of 10
4. 
5. Count by 10's 4
times- 10,20,30,40
6. Answer is: 40

Multiplication and Division

4 groups of children go on a school trip. There are 10 children in each group. How many children go on the trip?



How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? +-x
How do you know?
3. Write the number sentence- $23+15=$
4. What strategy are you going to use?
5. Write the answer

Multiplication and Division

I buy 8 packets of sweets. There are 5 sweets in each packet. How many sweets do I have?



How do I solve word problems?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Multiplication and division

Learning intention:

We are learning to recognise and represent multiplication as repeated addition, groups, and arrays.

Success criteria:

I can use repeated addition to solve multiplication problems

I can find the total number of objects by placing them in equal sized groups

I can use things I can find around the house to make an array of equal rows and equal columns.

The learning:

One way to solve multiplication problems is to use repeated addition.

Repeated addition is when you add the same number over and over again to find your total, sometimes in class we also call this skip counting.

$$2+2+2+2+2+2=14$$

2,4,6,8,10,12,14













This is what we call repeated addition.

Activity Instructions:

Use what you know about skip counting and repeated addition to solve the problems on the next sheet.

Multiplication as Repeated Addition

<p>1 ladybird has 2 spots.</p> 	2	$1 \times 2 = 2$
<p>How many spots do 2 ladybirds have?</p> 	$2 + 2 =$	$2 \times 2 =$
<p>How many spots do 3 ladybirds have?</p> 	$2 + 2 + 2 =$	
<p>How many spots do 4 ladybirds have?</p> 	$_ + _ + _ + _ =$	$4 \times 2 =$
<p>How many spots do 5 ladybirds have?</p> 		$5 \times 2 =$
<p>1 flower has 5 petals.</p> 	5	
<p>How many petals do 2 flowers have?</p> 	$5 + 5 =$	$2 \times 5 =$
<p>How many petals do 3 flowers have?</p> 	$_ + _ + _ = _$	$3 \times 5 =$
<p>How many petals do 4 flowers have?</p> 		$4 \times 5 =$
<p>How many petals do 5 flowers have?</p> 		



Challenge: See if you can make your own repeated addition pattern like on the worksheet above. What is the hardest one you can make?

Week 3 Tuesday: History

We are learning about families

- I can identify how men and women had different roles in the past
- I can draw and label who takes care of different jobs in my home

Instructions:

1. Look at the pictures below to learn about the household roles of men and women in the past
2. Use the template to draw different jobs around your home and who is responsible for doing them.



Introduction
When your grandparents were young, family roles were very different from now.

Now



Then

© Inquisitive Pty Ltd

3

Women's roles



In the past, most married women stopped working and became housewives.

© Inquisitive Pty Ltd

4



A housewife's day was busy.



© Inquisitive Pty Ltd

5



A woman's role was to stay home to look after her house and children.



© Inquisitive Pty Ltd

6



Children's roles

Children also had to help at home and were given chores.

© Inquisitive Pty Ltd

7



Men's roles

Men went to work to earn money.
They worked long days.

© Inquisitive Pty Ltd

8



Men were seen as the
head of the house.

© Inquisitive Pty Ltd



9



Present day

In modern families, most
women work and men and
women usually share the
jobs around the house.

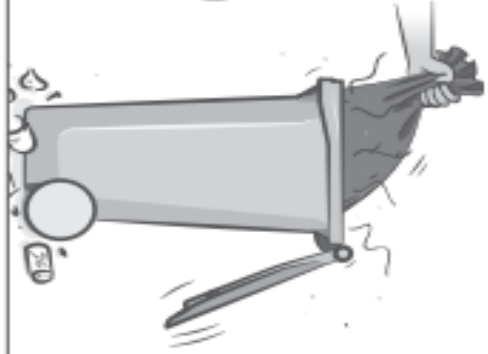
© Inquisitive Pty Ltd

10

Week 2 Tuesday: History

6

Draw and label who does the different jobs in your home.



Who?

Blank drawing area for a job.

Blank drawing area for a job.

Blank drawing area for a job.

Blank drawing area for a job.

Blank drawing area for a job.

Attendance Question - Week 3

Please complete this slide between 8-8:30am everyday

Wednesday 28th July

**What is your
favourite
number?**

Write your response here

Spelling

Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

Spelling Words

c	ce	s	se	ss
cent	bounce	skill	sense	dress
mice	balance	case	tense	mess
dice	pence	sat	chase	less
lace	decent	sun	mouse	hiss
cement	peace	sick	house	kiss
princess	since	sea	cease	boss
space	prince	silly	rinse	bless
ice	cancel	seem	dense	princess
notice	palace	safe	response	fuss
price	sentence	sunset	horse	cross
city	absence	seventy	promise	
rice	office	sixty	nonsense	
fancy	police			
pencil	voice			
parcel	invoice			
advice	confidence			
ace				
accept				
twice				
place				
accident				
participate				
certificate				

Activity instructions:

Sort the sentences by writing them into the phoneme that suits it best.

Make up your own sentence and write it in green into the right phoneme.

Sentence Sort

Sentences:

1. They have fur pence.
2. Jeff likes to chase me.
3. Don't cancel the game!
4. They felt sick today.
5. Did you notice that dog?
6. Ben has a fancy pencil
7. The prince lives in a palace.
8. Kip gave Jess a kiss.
9. There is a mouse in the house.

c

ce
Sam can jump and bounce.

se

s

ss

Making Connections!

Learning Intention:

I am learning to understand what we are reading by making connections to a text

Success Criteria:

- I can connect what I am reading to my own experience
- I can connect what I am reading to other ideas from a text that I have read
- I can connect my ideas from a text to what is happening in the world around me

MAKING CONNECTIONS
My Connection Can Be...

Text to Self
This reminds me of my own life...

Text to Text
This reminds me of another book I've read/ movie I've watched...

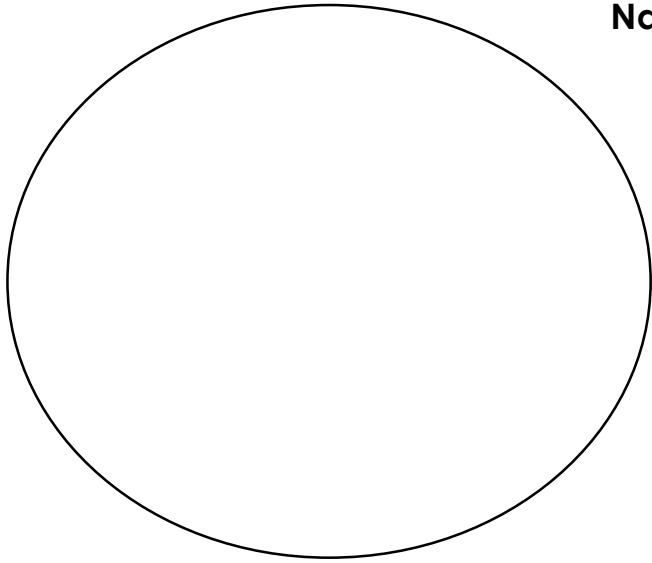
Text to World
This reminds me of something that happened/is happening in the world...

©Samantha Novick, Fun with Firsties

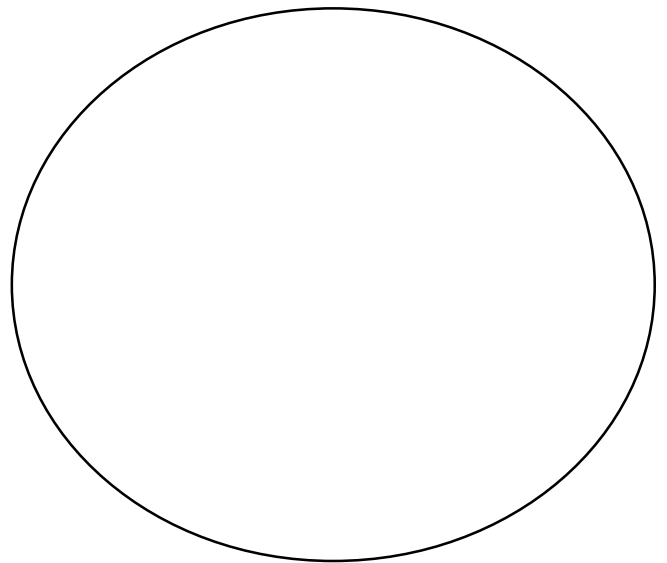
Read a book and make one connection to your story. Draw a picture in the bubble and then write a sentence describing your connection with the story.

Text to Self

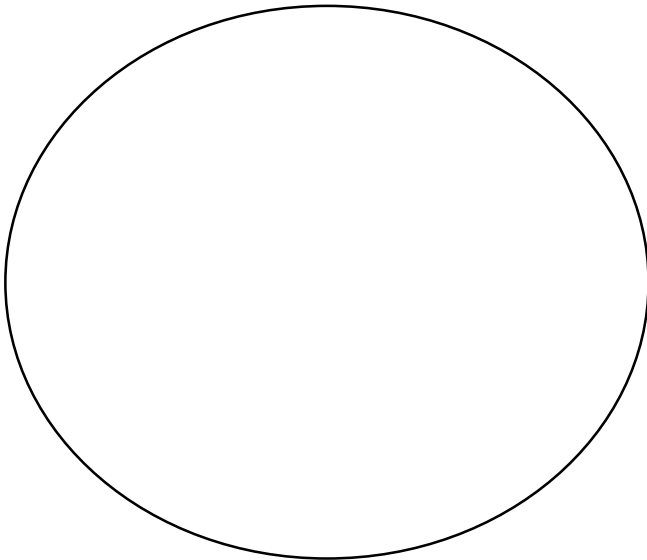
Name of book: _____



Text to Text



Text to World



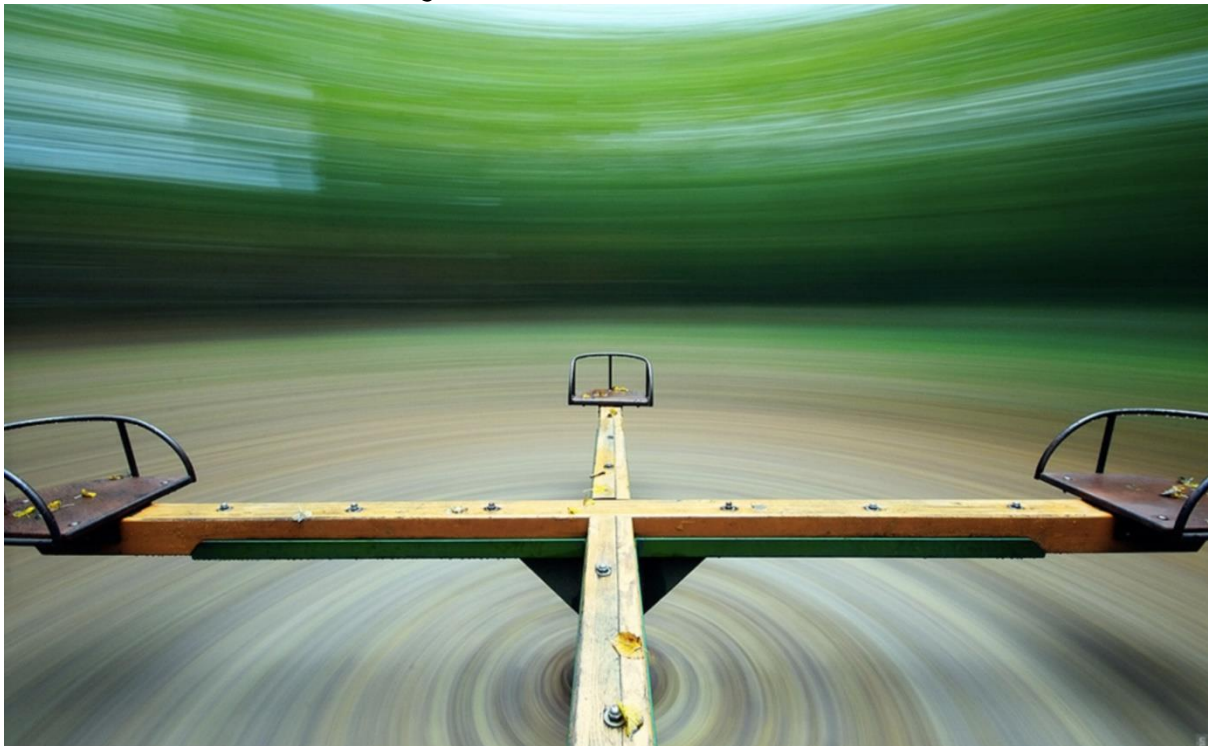
Week 3 – Wednesday - Activity 4 Creative Writing Task – 'The Magic Ride'

Learning Intention

We are learning to write creatively



Success criteria

- I can write full sentences that make sense.*
 - I can use full stops and capital letters.*
 - I can sequence the events in my story.*
 - I can use wow words to make my writing more interesting.*
- (Advanced Vocabulary)*



- Look closely at the picture and read the story starter. What do you think is about to happen to Daisy? Discuss your thoughts and ideas with someone and then it's your job to continue the story!*

If you are completing this online –

- Click  and continue typing in the text section.
-
- Click  to finish or DRAFT if you have not finished yet.

If you are completing this in a Home Pack, use the attached pages.

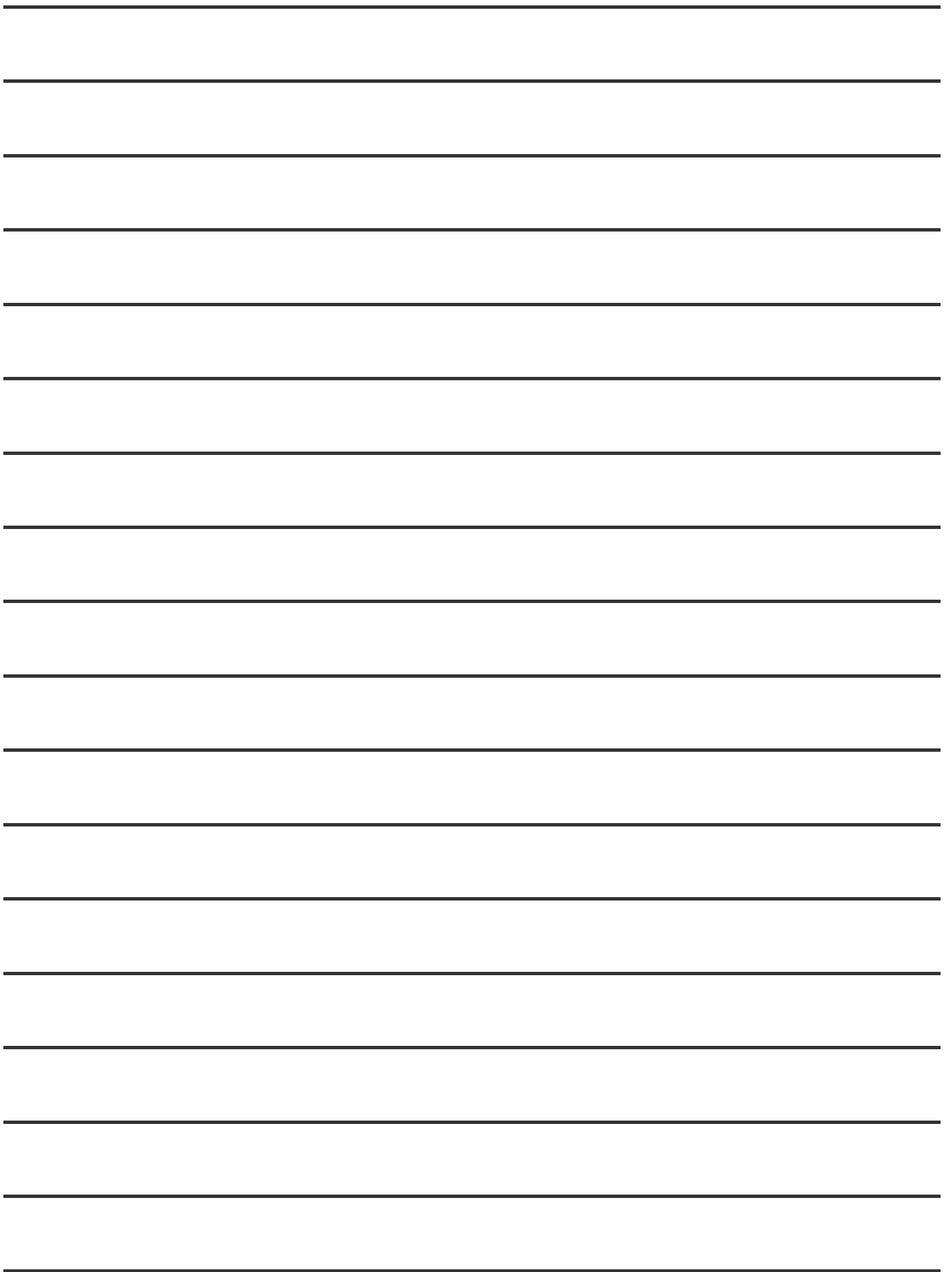
STORY STARTER

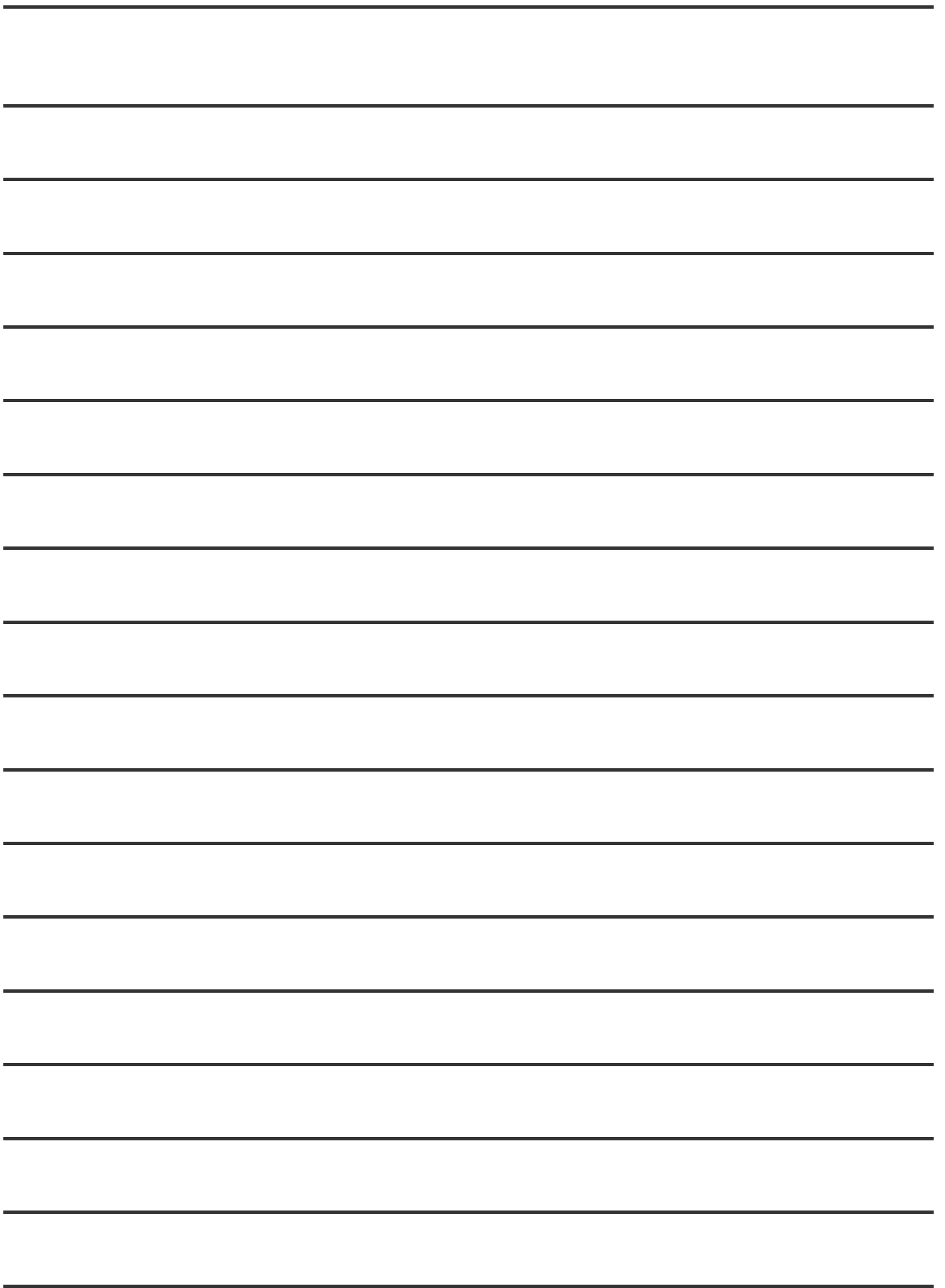
Title: _____

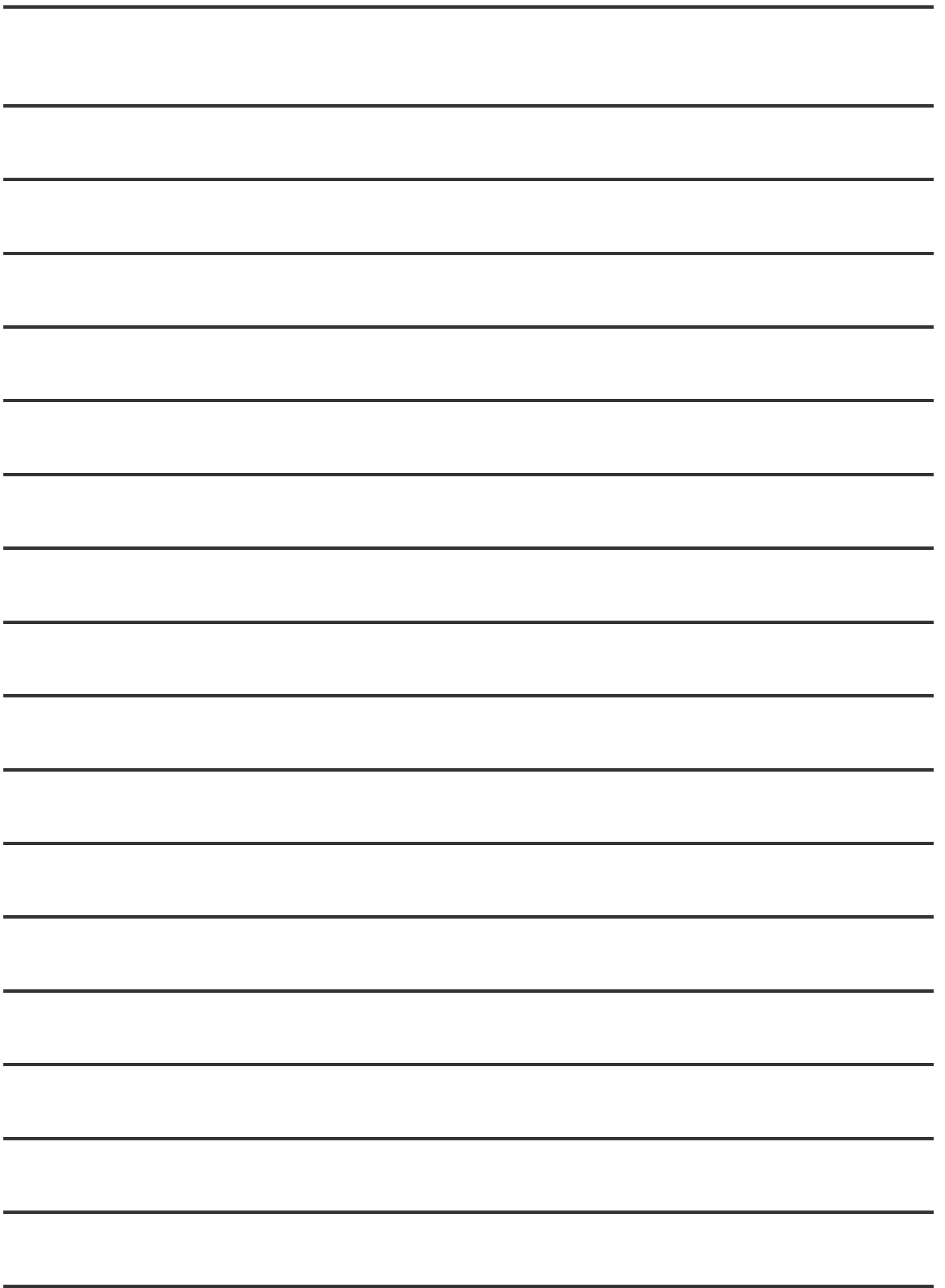
Faster and faster they spun, until it felt like they would fly off into the sky at any moment.

The park around Daisy became a blur of green. She held onto the seat with every muscle in her body as she concentrated on keeping her balance.

Little did Daisy know that this ride was unlike any other in the playground. When the ride reached top speed, something magical happened...







Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

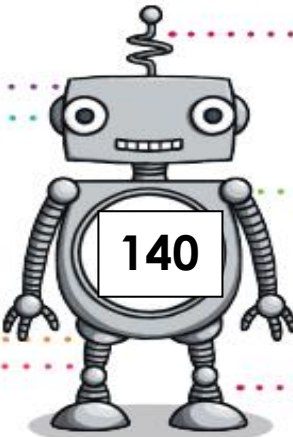
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it: _____

draw it: _____

odd / even

less:
2 less is: _____
10 less is: _____

more:
2 more is: _____
10 more is: _____

today's number >
today's number <

$\frac{1}{2}$? _____
 $\frac{1}{4}$? _____

tens | ones

Is it in these times tables?
 $2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence:

anything special?

Patterns

Learning intention:

We are learning to identify and continue patterns of any size.

Success criteria:

I can identify a number pattern

I can find missing numbers using the clues that other numbers give me.

Activity Instructions

Before you start practice counting by 10's on and off the decade. For example 2,22,32,42,52,62,72,82,92,102

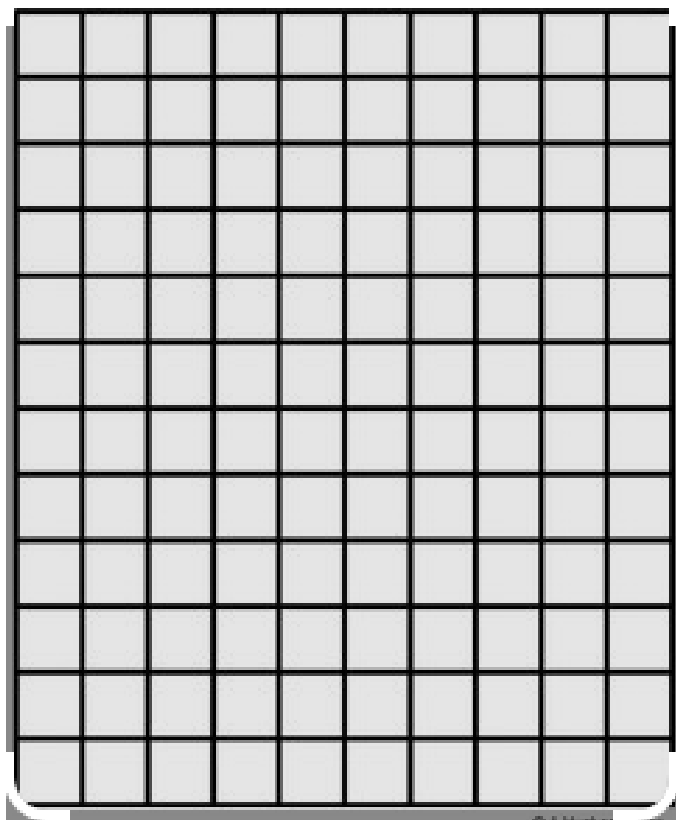
3,33,43, 53, 63, 73, 83 ,93, 103

If it helps complete the blank 100's chart on the next page. Once you are finished, see if you can complete the place value puzzles.

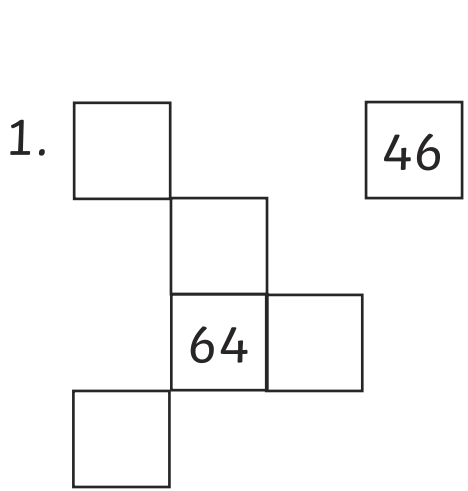
On the worksheet below you find pieces of a 100's grid. Using what you already know about the 100's grid to help you find the missing patterns.

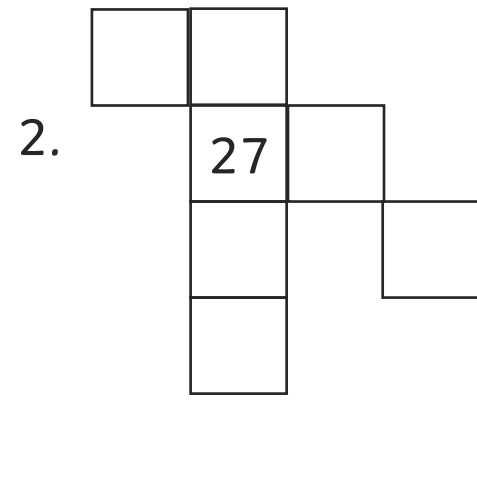
I have attached a 100's chart to help you figure out what numbers go where. If you are stuck think about how a 100's grid works and how you can use your skip counting by 10's to help you.

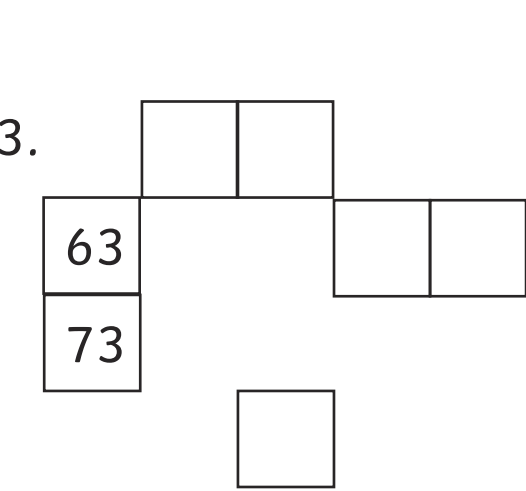
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

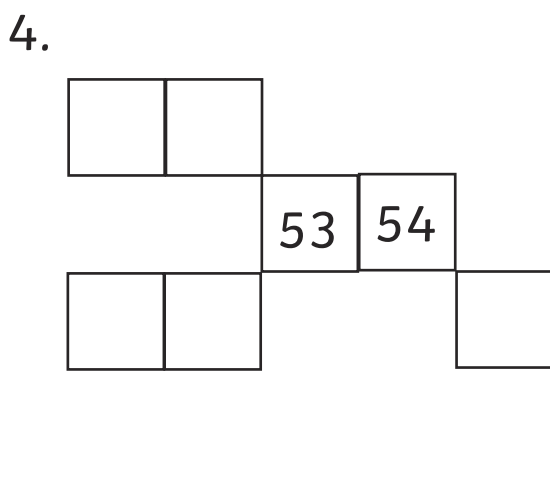


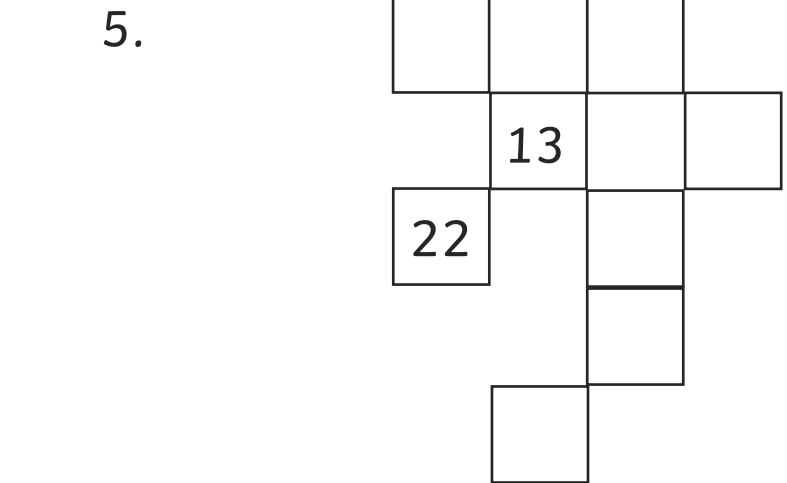
Place Value Puzzles

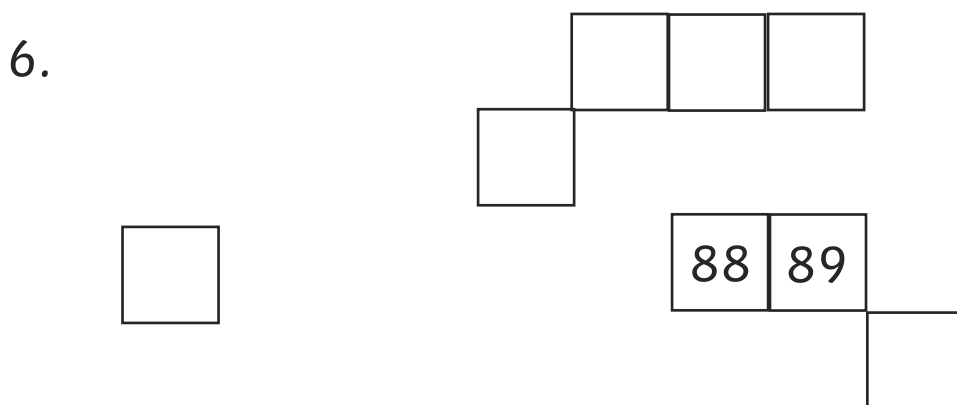
1. 

2. 

3. 

4. 

5. 

6. 

Week 3 Wednesday: Road Safety

We are learning to keep safe crossing the road

- I remember my safety words STOP, THINK, LOOK and LISTEN
- I know I need to hold an adult's hand when crossing the road.

Instructions

1. If you have access to a device, then watch this YouTube video about safely crossing the road: RACQ Road Safety Lessons – Crossing The Road
<https://www.youtube.com/watch?v=WPe22XLMHZQ>
2. Talk about what you watched in the video with an adult.
3. Match the words below to the correct sentences. You can do this by colouring them in the same colour.
4. Draw a picture for each safety word, for example you might draw some eyes for look.

STOP	is this the safest place to cross
LOOK	on the grass or footpath
LISTEN	In case something is coming around the corner
THINK	for cars, trucks and bikes

Attendance Question - Week 3

Please complete this slide between 9-9:30am everyday

Thursday 29th July

If you could
go on a
holiday
anywhere,
where
would you
go?

Write your response here

Spelling

Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

Spelling Words

c	ce	s	se	ss
cent	bounce	skill	sense	dress
mice	balance	case	tense	mess
dice	pence	sat	chase	less
lace	decent	sun	mouse	hiss
cement	peace	sick	house	kiss
princess	since	sea	cease	boss
space	prince	silly	rinse	bless
ice	cancel	seem	dense	princess
notice	palace	safe	response	fuss
price	sentence	sunset	horse	cross
city	absence	seventy	promise	
rice	office	sixty	nonsense	
fancy	police			
pencil	voice			
parcel	invoice			
advice	confidence			
ace				
accept				
twice				
place				
accident				
participate				
certificate				

Activity instructions:

Use your spelling words and make your own find-a-word.

Questioning!

Learning Intention:

I am learning to ask thin and thick questions

Success Criteria:

- I can write a thin question
- I can write a thick question
- I can recognise the difference between a thin and thick question
- I can remember to add a question mark (?) at the end of my question

Thin Questions


Right There



When? Where? Who? How many?

Thick Questions

Think and Search



Why do you think...?, What if?., How would you feel if...?, What might...?

Examples of Thin and Thick Questions:

Little Red Riding Hood



Thin:
Where was Little Red Riding going?

The answer is in the book!

Think:
How would you feel if you came across a wolf in the woods?

The answer is NOT in the book!

Read a book and write one thin and one thick question about your story.

Name of book: _____

THIN Questions



Thick Questions



Thursday - Week 3 - Activity 4

Writing

Learning Intention

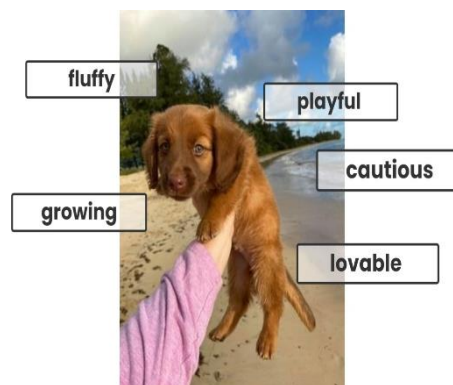
We are learning to write creatively

Success criteria

- I can write full sentences that make sense.
- I can use full stops and capital letters (and commas etc if needed).
- I can use adjectives (describing words) to make my sentences more interesting.

SeeSaw Instructions

1. Click :add:
2. Take a :photo: of an object from around your home. You can choose an object connected with a hobby or interest that you have, it could even be a game that you play e.g. Video games, Sports, Cooking, TV, etc.
3. Add 5 descriptive words to the image using :label:
4. Write 5 sentences using your descriptive words. You can use the :label: tool to type your sentences or you can write it on a piece of paper and take a :photo: of the sentences.



Home Learning Pack Instructions

If you have a Home Learning Pack then you can draw a picture of an object from around your house, label it and use the attached sheets to write your descriptive sentences. Once you are done you can upload a photo of your work on SeeSaw or submit your work when you hand back your Working From Home Booklet.

Drawing of my object

Creative Writing Sentences

1

2

3

4

5

Problem of the Day

Learning intention:

We are learning to solve problems using a variety of strategies.

Success Criteria:

I can identify what operation to use


I can represent my working out in lots of different ways

I can use mental strategies flexibly

How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? $+-x$
How do you know?
3. Draw the picture
4. Write the number sentence- 10 groups of 2 = 20
5. What strategy are you going to use?
6. Write the answer

An example:

1. I read the question.
2. Multiplication-
Groups means multiplication
3. 4 groups of 10
4. 
5. Count by 10's 4
times- 10,20,30,40
6. Answer is: 40

Multiplication and Division

4 groups of children go on a school trip. There are 10 children in each group. How many children go on the trip?



How do I solve word problems?

1. Read the question
2. What operation is it asking you to do? $+-x$
How do you know?
3. Write the number sentence- $23+15=$
4. What strategy are you going to use?
5. Write the answer

Multiplication and Division

I have 20 spare football cards. I share them equally between my 5 friends. How many cards will they get each?



How do I solve word problems?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Multiplication and division

Learning intention:

We are learning to recognise and represent multiplication as repeated addition, groups, and arrays.

Success criteria:

I can use repeated addition to solve multiplication problems

I can find the total number of objects by placing them in equal sized groups

I can use things I can find around the house to make an array of equal rows and equal columns.

The learning:

What Is an Array?

When pictures or objects are put into columns and rows, it is called an array. They can help us to count objects more efficiently.



$3 \times 5 = ?$

How Many Stars Are There?

Remember: You don't need to count every star.
For this one you could count in 5s!



$5 \times 5 = 25$










When you see the 'x' symbol it helps to think of it as 'groups of', something that helps us to remember what times mean when grown up's say it to us.

Activity Instructions:

Use what you know about arrays to complete the sheet on the next page.

Multiplication Using Arrays

Write two multiplication sentences for each array.
The first one has been done for you.

		
$2 \times 5 = 10$ $5 \times 2 = 10$		
		
		

Can you think of a different calculation and draw your own array?

Week 3 Thursday: History

I am learning about families from the past

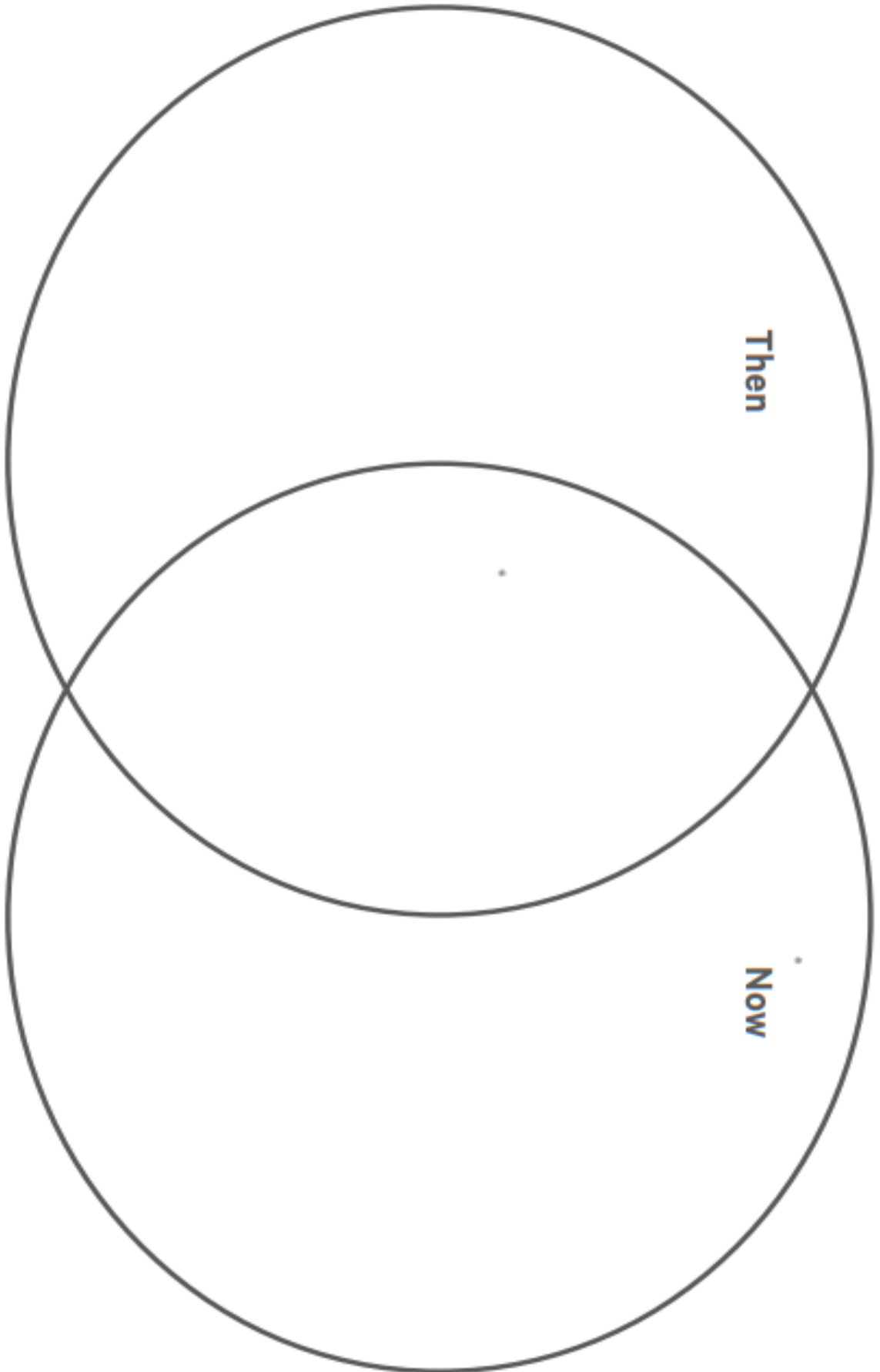
- I can write some things that were different in the 1950's
- I can write some things that we only have now
- I can think of some things that were the same in the 1950's and now

Instructions:

1. Watch the episode called '1950's' of the show 'Back In Time For Dinner: Education Shorts' on ABC iView. <https://iview.abc.net.au/show/back-in-time-for-dinner-education-shorts/series/0/video/CK1896H001S00>
2. Write about the things that you think were good in the past (then) and things that are good in the present (now).
3. In the circle venn diagram, write about some things that were only in the past (then) and things that are only in the present (now). The things that you think are the same for then and now go in the middle.

Then (Good things)	Now (Good Things)

Week 3 Thursday: History



Attendance Question – Week 3

Please complete this slide between 9-9:30am everyday

Friday 30th July

**What colour
does a red
back spider
have on its
back?**

Write your response here

Spelling

Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

Spelling Words

c	ce	s	se	ss
cent	bounce	skill	sense	dress
mice	balance	case	tense	mess
dice	pence	sat	chase	less
lace	decent	sun	mouse	hiss
cement	peace	sick	house	kiss
princess	since	sea	cease	boss
space	prince	silly	rinse	bless
ice	cancel	seem	dense	princess
notice	palace	safe	response	fuss
price	sentence	sunset	horse	cross
city	absence	seventy	promise	
rice	office	sixty	nonsense	
fancy	police			
pencil	voice			
parcel	invoice			
advice	confidence			
ace				
accept				
twice				
place				
accident				
participate				
certificate				

Activity instructions:

Silly sentences:

Use your spelling words to write 12 silly sentences.

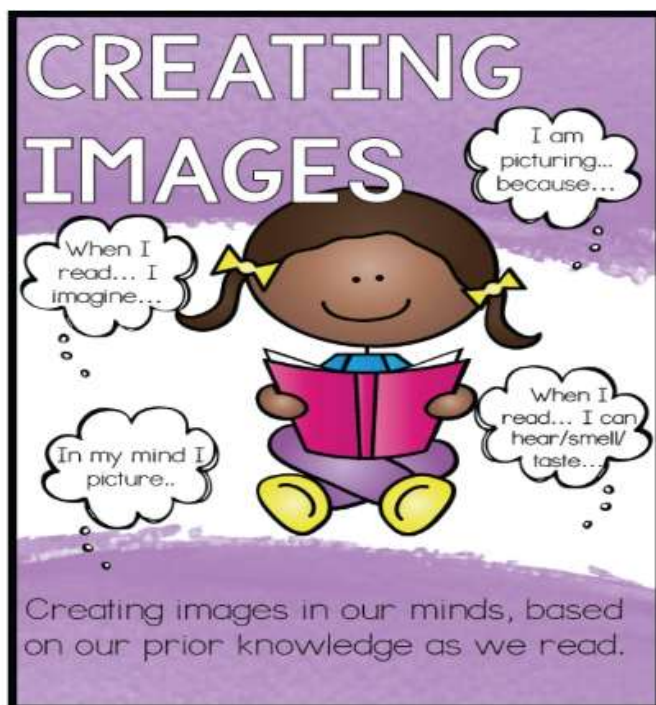
Visualising!

Learning Intention:

I am learning to create pictures in our minds by using clues and descriptive details from a text as we read.

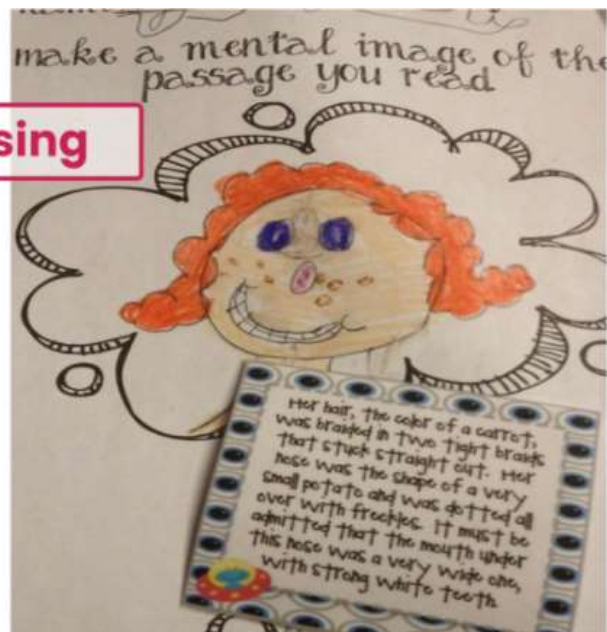
Success Criteria:

- I can draw the picture that is in my head
- I can write a sentence describing my picture
- I can use describing words in a text to help me create a picture in my mind



We are learning to visualise and create a picture/ image in our heads while we are reading.

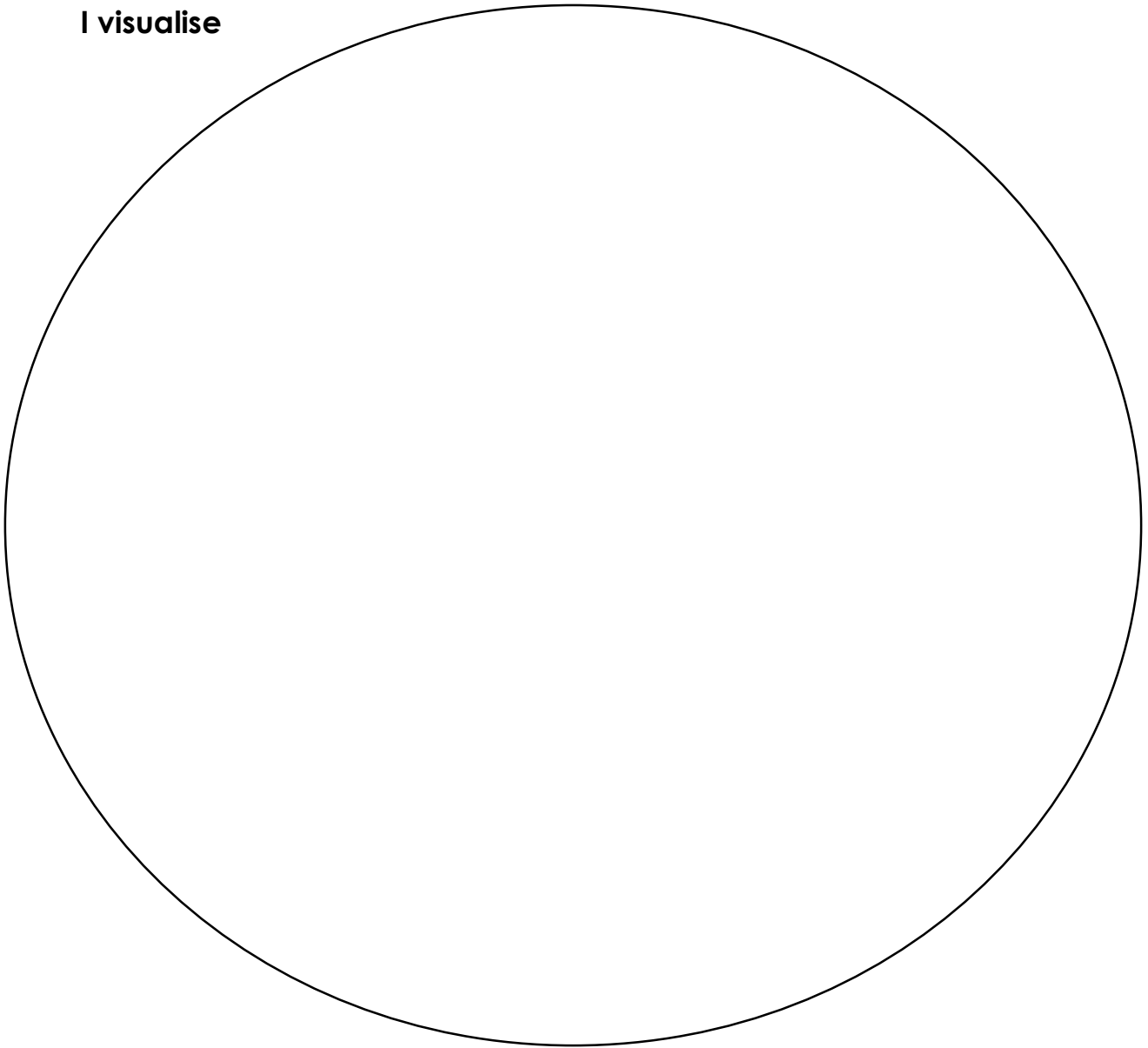
Example of Visualising



Read a book and then draw a picture that is in your head as you read.

Name of book: _____

I visualise



Write a sentence about your picture

Number of the day

Learning Intention:

We are learning to represent numbers in different ways.

Success Criteria:

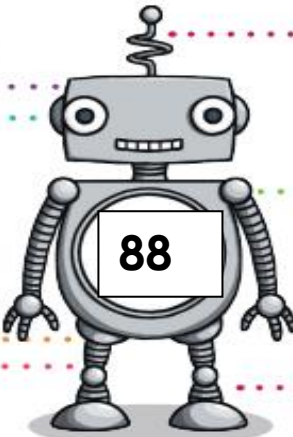
I can partition 2-digit numbers to make new numbers

I can make and break 2-digit numbers

I can represent a 2-digit number in lots of different ways.

Year 2 Number of the Day Maths Fluency

Today's Number Is...



spell it: _____

draw it: _____

odd / even

less:
2 less is: _____
10 less is: _____

more:
2 more is: _____
10 more is: _____

today's number >
today's number <

$\frac{1}{2}$? _____
 $\frac{1}{4}$? _____

tens | ones

Is it in these times tables?
 $2 \times$ $5 \times$ $10 \times$

Where is it? Draw an arrow on the number line:

0 10 20 30 40 50 60 70 80 90 100

partition it: (e.g. $24 = 20 + 4$)

number sentence: _____

anything special?

Fun Friday!

Multiplication and division

Learning intention:

We are learning to recognise and represent multiplication as repeated addition, groups, and arrays.

Success criteria:

I can use repeated addition to solve multiplication problems

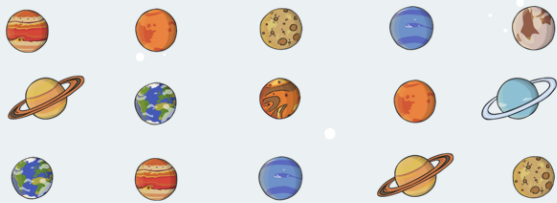
I can find the total number of objects by placing them in equal sized groups

I can use things I can find around the house to make an array of equal rows and equal columns.

The learning:

What Is an Array?

When pictures or objects are put into columns and rows, it is called an array. They can help us to count objects more efficiently.



$3 \times 5 = ?$

How Many Stars Are There?

Remember: You don't need to count every star.
For this one you could count in 5s!

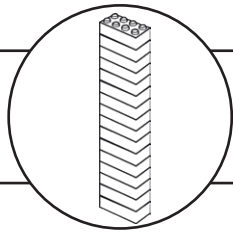


$5 \times 5 = 25$

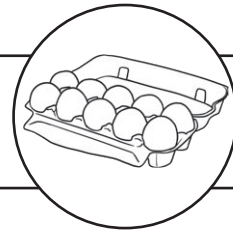
When you see the 'x' symbol it helps to think of it as 'groups of', something that helps us to remember what times mean when grown up's say it to us.

Activity Instructions:

Use what you know about arrays to complete the sheet on the next page.



We Are Going on an Array Hunt!

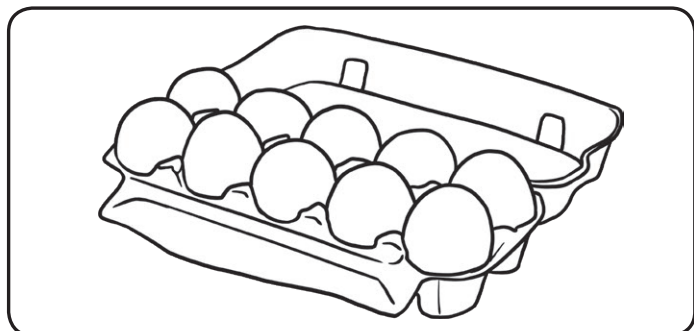


An array is when a picture or an object is put into a column or row. It can help us count and group more efficiently.

Go on a hunt in the space around you to find different sorts of arrays. How many can you spot in real life?

Draw the arrays below and write calculations to go with them.

Example:



$$2 \times 5 = 10$$

$$5 \times 2 = 10$$

$$5 + 5 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$



Week 3 Friday: Sport

We are learning to underarm throw

- I can throw using the underarm technique
- I can complete different challenges while I underarm throw

Instructions:

Read the challenges below and try to do some at home. Highlight or tick the challenges that you try.

Underarm Throw Challenges

Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

Mega Challenge

- Set varying distances from the target. Perform three body weight squats, then throw the ball at the target.
- Repeat this sequence using dominant/non-dominant hand.

Creative Challenge

- Move the body any way you can while throwing the ball at the target.

Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target.
- marking out a set distance for relay running in between throwing the ball at the target.
- trying combining different fitness infusion activities for example, performing a set number tuck jumps.



Equipment

Ball, soft toy, pair of rolled up socks.