

# Remote learning Grid – Week 5, 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><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> Complete the spelling activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Guided Reading</b> Read a guided reading book on WUSHKA.</p> <p><b>Writing:</b> <b>Snow Globe Creative Writing Task (Activity 4)</b> <b>Part 1 - Pre-writing</b> <b>You will be planning your writing for the week.</b></p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> Complete the spelling activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Typing club</b> Let's learn to touch type! Visit this website to practise your typing. <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> <p><b>Zoom Check-in:</b> 11:00- 2H and 2M 11:30-2S</p> <p><b>Guided Reading</b> Read a guided reading book on WUSHKA.</p> <p><b>Writing:</b> <b>Snow Globe Creative Writing Task (Activity 4)</b> <b>Part 2 - Draft Writing</b> You will be writing a draft copy of your story for this week.</p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> Complete the spelling activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Guided Reading</b> • Read a guided reading book on WUSHKA.</p> <p><b>Writing:</b> <b>Snow Globe Creative Writing Task (Activity 4)</b> <b>Part 3 - Revising</b> You will be revising your draft writing that you completed yesterday.</p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question. <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Typing club</b> Let's learn to touch type! Visit this website to practise your typing. <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> <p><b>Zoom Check-in:</b> 11:00- 2H and 2M 11:30-2S</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Guided Reading</b> Read a guided reading book on WUSHKA. (If working online, record yourself reading and post on Seesaw.)</p> <p><b>Writing:</b> <b>Snow Globe Creative Writing Task (Activity 4)</b> <b>Part 4 - Editing</b> <b>You will be editing the draft copy of your story.</b></p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <b>Look cover write check:</b> Complete the spelling activity assigned on Seesaw (Activity 2) or in your Home Pack.</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Writing:</b> <b>Snow Globe Creative Writing Task (Activity 4)</b> <b>Part 5 - Publishing</b> You will be publishing your writing from this week.</p>
Choose 1 activity from the Wellbeing Grid					

**Break**

**Mathematics**

<b>M i d d e</b>	<b>Silent Reading (20minutes)</b>	<b>Silent Reading (20minutes)</b>	<b>Silent Reading (20minutes)</b>	<b>Silent Reading (20minutes)</b>	<b>Silent Reading (20minutes)</b>
	<p><b>Number</b> Complete 'A number of the day' activity (Seesaw Activity 5).</p> <p><b>3D shapes</b> <b>What is it? game</b> (See Seesaw or hme pack for more information).</p>	<p><b>3D shapes</b> (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b> Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• 3D shapes</li> </ul>	<p><b>3D shapes</b> (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b> Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• 3D shapes</li> </ul>	<p><b>3D Shape Hunt!</b> (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b> Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• 3D shapes</li> </ul>	<p><b>Number</b> Complete 'A number of the day' activity (Seesaw Activity 5).</p> <p><b>3D shapes art</b> Complete the artwork as outlined in your home pack or on Seesaw</p>

**Choose 1 activity from the Wellbeing Grid**

**Break**

<b>A f t e r n o n</b>	<b>Sport</b>	<b>History</b>	<b>Road Safety</b>	<b>History</b>	<b>Sport</b>
	<p>Complete the assigned Sport task on Seesaw (Week 5 Friday: SPort ).</p> <p>Offline - Complete the home package activity (Week 5 Friday: SPort ).</p>	<p>Complete the assigned History task on Seesaw (Week 5 Tuesday: History).</p> <p>Offline - Complete the home package activity (Week 5 Tuesday: History).</p>	<p>Complete the assigned Road Safety task on Seesaw (Week 5 Wednesday: Road Safety).</p> <p>Offline - Complete the home package activity (Week 5 Wednesday: Road Safety).</p>	<p>Complete the assigned History task on Seesaw (Week 5 Tuesday: History).</p> <p>Offline - Complete the home package activity (Week 5 Thursday: History).</p>	<p>Complete the assigned Sport task on Seesaw (Week 5 Friday: SPort ).</p> <p>Offline - Complete the home package activity (Week 5 Friday: SPort ).</p>

# Weekly wellbeing challenge for students

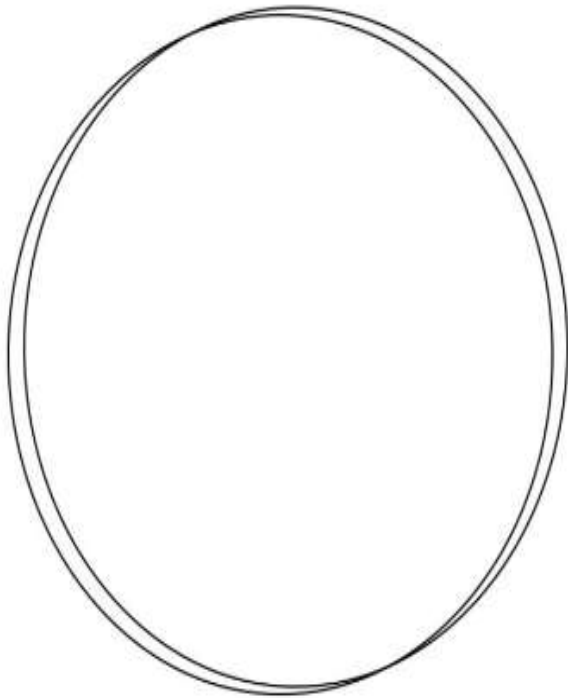
Your aim is to complete one activity per day

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

## HOW ARE YOU FEELING TODAY?

**TODAY I FEEL:**

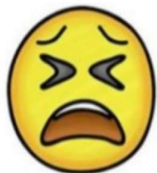


**I FEEL THAT WAY BECAUSE...**

A large empty rectangular box for writing the reason behind the student's feeling.



HAPPY



FRUSTRATED



ANGRY



SAD



SILLY



EXCITED



WORRIED



# Monday – Week 5 – Writing Task

## Snow Globe Story – Part 1



This week you will be writing a story about how you became stuck in a snow globe and how you managed to escape from inside of it.

This will go over 5 days and each day you will be expected to complete a different part of the Writing Process.

### Writing Process – Part 1 - Pre-writing (Planning)

#### **Learning Intention:**

We are learning to write creatively.

#### **Success Criteria:**

I can plan my creative writing ideas. This could include a drawing/ideas web/list of ideas/writing plan.

I can use illustrations to support and reflect my writing plan.

1. Create a list/web/plan/picture for your story. Please refer to the attached templates for further ideas and suggestions. We are only planning today, not writing the story.

2. Decorate your scene (the snow globe template attached or draw your own) any way you'd like – Include trees, a house, a snowman, a city scene.... Be creative! The possibilities are endless.

3. Upload your work to SeeSaw or complete the task in your Home Pack.



# THE WRITING PROCESS

STAGE

DEFINITION

TIPS FOR THE WRITER

## Prewriting

Brainstorm ideas and organize your topic.

- ★ Think about what you want to say.
- ★ Talk about your ideas with a friend to find a main idea.
- ★ Use a list or web to organize your ideas.

## Drafting

Create a rough copy of your writing.

- ★ Write your ideas in order.
- ★ Read your work out loud and note places where you stumble.
- ★ Ask a friend for his or her feedback.

## Revising

Improve your writing.

- ★ Try out different beginnings and endings.
- ★ Use quotes or add dialogue.
- ★ Include descriptive words.
- ★ Add detail to develop important parts.

## Editing

Proofread your work.

- ★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.
- ★ Reread to see if each sentence makes sense.
- ★ Ask a friend to proofread your work.

## Publishing

Create a clean final copy.

- ★ Type your writing or copy it neatly onto new paper.
- ★ Think of an interesting title.
- ★ Share your writing.

What does it LOOK like?



What is the Stage called?

Prewriting

What does a WRITER do?

Choose a topic and Plan it out:  
-talk about it  
-draw a picture  
-make a web



Drafting

Write your first copy in your journal ("sloppy copy")



Revising

Rereading to make the story better.  
Think ARMS!



Editing

Think  
✓ Capitalization  
✓ Usage  
✓ Punctuation  
✓ Spelling!



Publishing

Creating the FINAL copy:  
-typing on computer  
-rewriting neatly

# My Creative Writing Plan

*Characters*

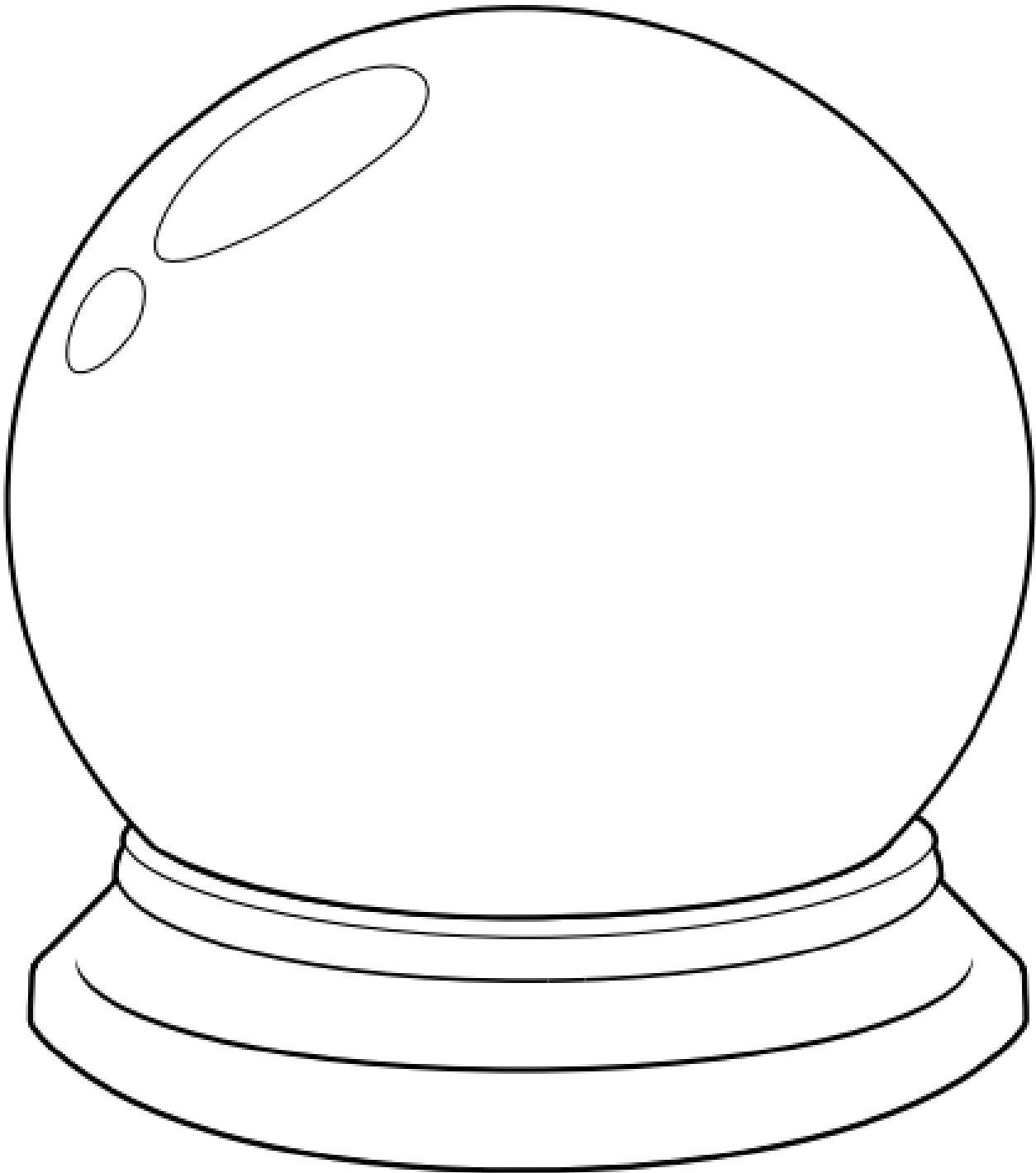
*Setting*

*Problem*

*Solution*



*Decorate the snow globe with the  
scene for your story*



## Number of the day

### Learning Intention:

We are learning to represent numbers in different ways.

### Success Criteria:

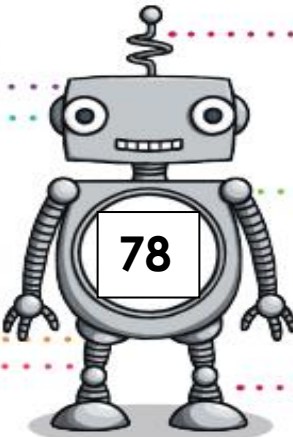
I can partition 2-digit numbers to make new numbers

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?



## **3D Shapes**

### Learning Intention:

We are learning to sort, describe, represent, and recognise familiar 3D objects.

### Success Criteria:

I can identify and name familiar three-dimensional objects, including cones, cubes, cylinders, spheres, and prisms, from a collection of everyday objects.

I can use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex'.

I can represent three-dimensional objects by making simple models or by drawing or painting.

### **Revision:**

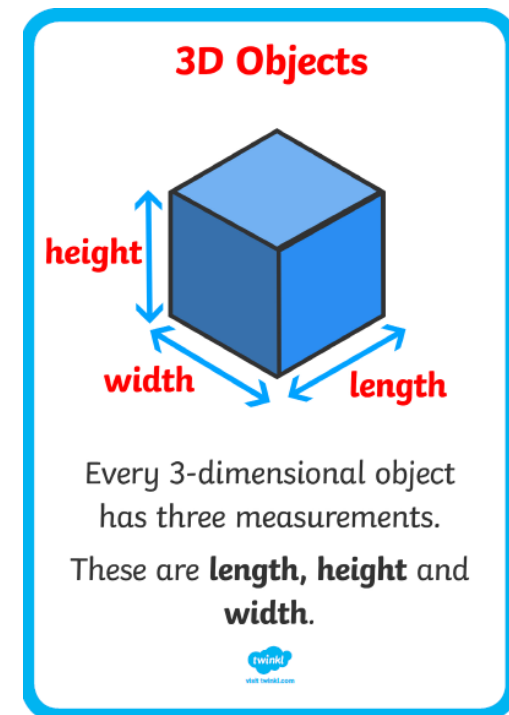
#### What are 3D shapes? Definition

3D (three-dimensional) shapes are solid shapes that have three dimensions including length, depth and width. These are shapes that occupy space. This means that we can touch and feel them.

The main difference between 2D shapes and 3D shapes are their dimensions. A shape (two-dimensional) only has length and height as the dimensions. 2D shapes are flat, while 3D shapes take up more space in three dimensions.

### **Activity instructions:**

1. Watch the number blocks explain to us what 3D shapes are.  
<https://www.youtube.com/watch?v=7tAKG9Cospq>
2. Play the "what am I?" game to help you remember some 3D shapes.



2D

Let's revise what we already know about 3D- shapes with a game! Let's play



# What Am I?

A shape description game

Click on the numbers for clues.

- 1 I have 6 square faces
- 2 I have 8 vertices
- 3 I have 12 edges

What am I?



Click on the numbers for clues.

- 1 I have 6 square faces
- 2 I have 8 vertices
- 3 I have 12 edges

What am I?

Draw the 3D shape here

Click on the numbers for clues.

- 1 I have 5 faces, at least 4 of which are triangular
- 2 I have 5 vertices
- 3 I have 8 edges



Click on the numbers for clues.

- 1 I have 5 faces, at least 4 of which are triangular
- 2 I have 5 vertices
- 3 I have 8 edges

What am I?  
Draw the 3D shape here

Click on the numbers for clues.

- 1 I have 5 faces (two of these are triangular)
- 2 I have 6 vertices
- 3 I have 9 edges



Click on the numbers for clues.

- 1 I have 5 faces (two of these are triangular)
- 2 I have 6 vertices
- 3 I have 9 edges

What am I?  
Draw the 3D shape here



Click on the numbers for clues.

- 1 I have 2 faces and 1 continuous curved surface
- 2 I have 0 vertices
- 3 I have 2 edges

What am I?



Click on the numbers for clues.

- 1 I have 2 faces and 1 continuous curved surface
- 2 I have 0 vertices
- 3 I have 2 edges

What am I?

Click on the numbers for clues.

- 1 I have 1 continuous curved surface
- 2 I have 0 vertices
- 3 I have 0 edges

What am I?



Click on the numbers for clues.

- 1 I have 1 continuous curved surface
- 2 I have 0 vertices
- 3 I have 0 edges

What am I?

Draw the 3D shape here

# Week 5 Monday: Sport

## We are learning about Olympic sports

- I can name some Olympic sports and events
- I understand what good sportsmanship is

### Instructions:

1. Watch the video with Coach Rob to learn about Olympic sports.  
<https://www.loom.com/share/1ef080795b44454a9081ea9cbb1d0bcd>
2. Answer the questions below about the activities from the video.

### Name 3 Olympic sports or events:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

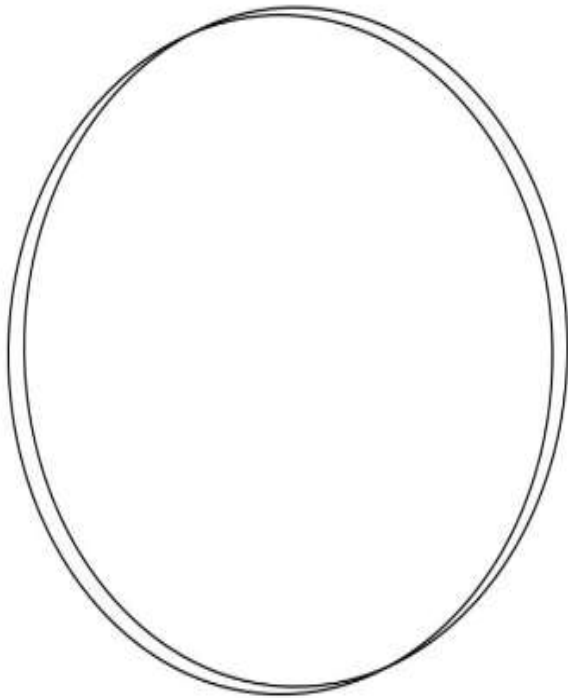
What does it mean to play fair and be a good sport?



# Attendance Question

## HOW ARE YOU FEELING TODAY?

**TODAY I FEEL:**



**I FEEL THAT WAY BECAUSE...**

A large empty rectangular box for writing the reason behind the student's feeling.



HAPPY



FRUSTRATED



ANGRY



SAD



SILLY



EXCITED



WORRIED

# 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

u	oo	oul
full	book	could
pull	cook	would
bull	foot	should
put	good	shouldn't
bully	hook	wouldn't
wishful	wool	couldn't
helpful	wood	ghoul
graceful	took	
grateful	hood	
mouthful	oops	
hopeful	soot	
	brook	
	rook	
	woollen	
	firewood	
	crook	
	cookbook	
	shook	

1. Use a dictionary to find the meaning of the words below.

Word	What I think it means	Dictionary meaning
bully		
wishful		
helpful		
graceful		
grateful		
soot		
brook		
rook		
woollen		
should		
shouldn't		
ghoul		

# Tuesday – Week 5 – Writing Task

## Snow Globe Story – Part 2



This week you will be writing a story about how you became stuck in a snow globe and how you managed to escape from inside of it.

This will go over 5 days and each day you will be expected to complete a different part of the Writing Process.

### Writing Process – Part 2 – Draft Writing

#### Learning Intention:

We are learning to write creatively.

#### Success Criteria:

I can create a draft (rough copy) piece of writing using the ideas from my plan/web/list etc.

I can use capital letters and full stops in my creative writing.

I can use full and well structured sentences when writing creatively.

I can use adjectives, verbs and adverbs in my creative writing.

I can use WOW words (advanced vocabulary) in my creative writing.

1. Write up a rough draft of your story. This is your first copy as we will be editing as we move along in the process this week. Make sure your ideas are in order.

2. Read your work out loud and make note of places that might need changing.

3. Ask an adult for their feedback.

4. Submit a copy of your draft on SeeSaw or in your Home Pack.

What does it LOOK like?	What is the Stage called?	What does a WRITER do?
	Prewriting	Choose a topic and plan it out: -talk about it -draw a picture -make a web
	Drafting	Write your first copy in your journal ("sloppy copy")
	Revising	Rereading to make the story better. Think ARMS!
	Editing	Think ✓Capitalization ✓Usage ✓Punctuation ✓Spelling!
	Publishing	Creating the FINAL copy: -typing on computer -rewriting neatly

THE WRITING PROCESS		
STAGE	DEFINITION	TIPS FOR THE WRITER
<b>Prewriting</b>	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none"> <li>Think about what you want to say.</li> <li>Talk about your ideas with a friend to find a main idea.</li> <li>Use a list or web to organize your ideas.</li> </ul>
<b>Drafting</b>	Create a rough copy of your writing.	<ul style="list-style-type: none"> <li>Write your ideas in order.</li> <li>Read your work out loud and note places where you stumble.</li> <li>Ask a friend for his or her feedback.</li> </ul>
<b>Revising</b>	Improve your writing.	<ul style="list-style-type: none"> <li>Try out different beginnings and endings.</li> <li>Use quotes or add dialogue.</li> <li>Include descriptive words.</li> <li>Add detail to develop important parts.</li> </ul>
<b>Editing</b>	Proofread your work.	<ul style="list-style-type: none"> <li>Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.</li> <li>Reread to see if each sentence makes sense.</li> <li>Ask a friend to proofread your work.</li> </ul>
<b>Publishing</b>	Create a clean final copy.	<ul style="list-style-type: none"> <li>Type your writing or copy it neatly onto new paper.</li> <li>Think of an interesting title.</li> <li>Share your writing.</li> </ul>



## 3D Shapes

### Learning Intention:

We are learning to sort, describe, represent, and recognise familiar 3D objects.

### Success Criteria:

I can identify and name familiar three-dimensional objects, including cones, cubes, cylinders, spheres, and prisms, from a collection of everyday objects.

I can use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex'.

I can represent three-dimensional objects by making simple models or by drawing or painting.

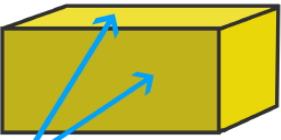
### The Learning:

When we are learning about 3D shapes or objects, we use special words to describe the features. We call the features- **properties**.

The properties of a 3D shape include its corners, sides and edges but when we are looking at these shapes, we need to use special maths words or vocabulary.

Below are some posters that can help you remember these special words.


**3D Objects**  
**Faces**



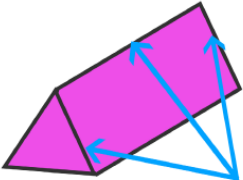
**faces**

Faces are the flat sides on a shape.

This cuboid has 2 square faces and 4 rectangle faces.




**3D Objects**  
**Edges**




**edges**

Edges are the lines where two faces meet.

A triangular prism has 9 edges.




**3D Objects**  
**Vertices**



**vertices**

Vertices are the corners of a 3D object, where two or more edges meet.

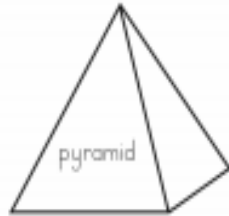


### Activity Instructions:

On the worksheet below count the edges, faces and vertices of the common 3D shapes.

# 3D Shapes

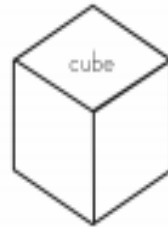
Name \_\_\_\_\_



edges \_\_\_\_\_

faces \_\_\_\_\_

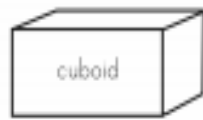
vertices \_\_\_\_\_



edges \_\_\_\_\_

faces \_\_\_\_\_

vertices \_\_\_\_\_



edges \_\_\_\_\_

faces \_\_\_\_\_

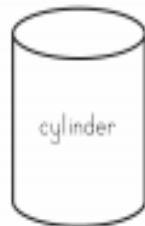
vertices \_\_\_\_\_



edges \_\_\_\_\_

faces \_\_\_\_\_

vertices \_\_\_\_\_



edges \_\_\_\_\_

faces \_\_\_\_\_

vertices \_\_\_\_\_



edges \_\_\_\_\_

faces \_\_\_\_\_

vertices \_\_\_\_\_

## Week 5 Tuesday: History

### We are learning about the past, present and future

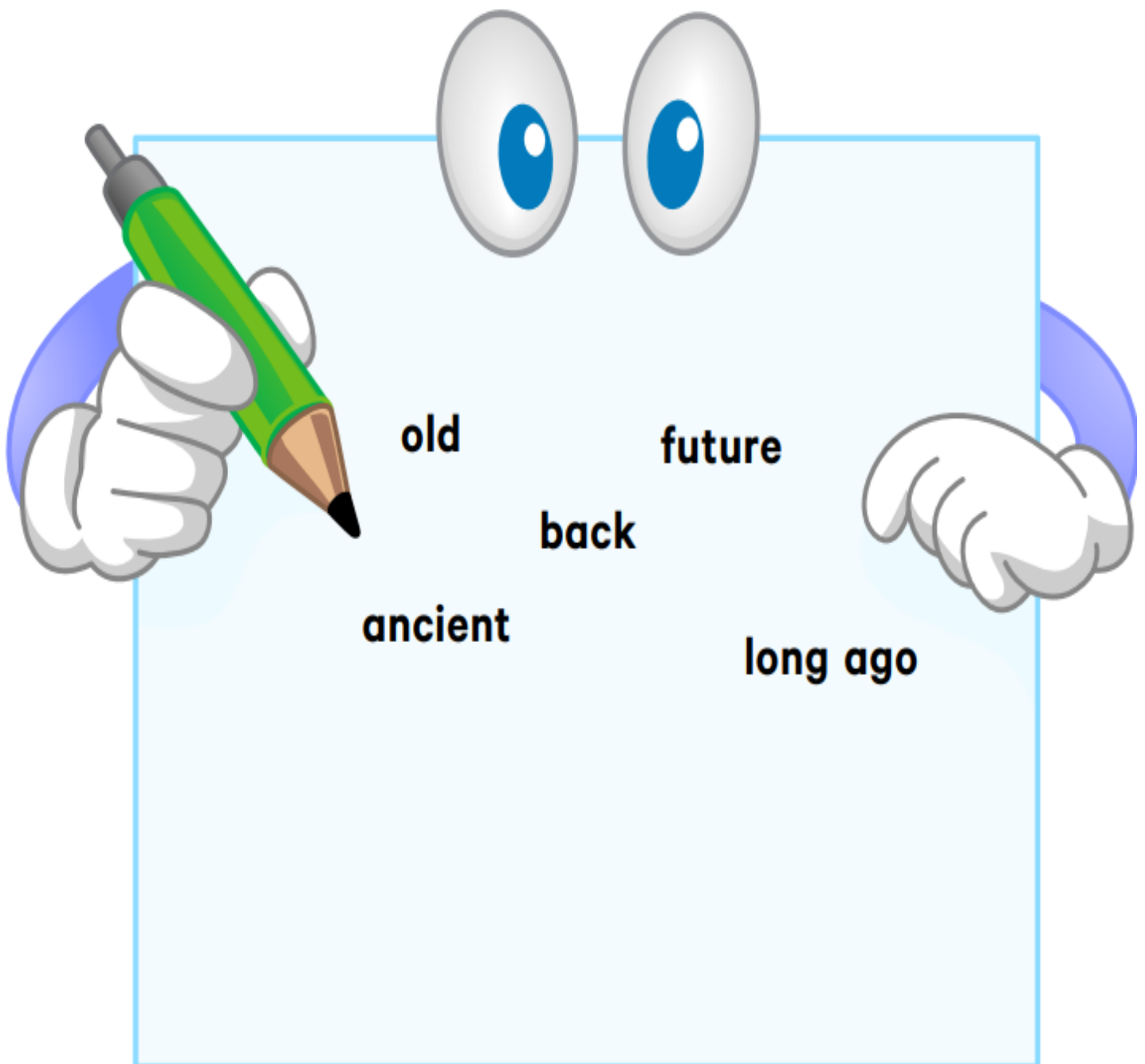
- I can use different words to describe the past, present and future
- I can identify features of the past, present and future and features that do not belong

#### Activity 1 Instructions:

Try to fill up the square below with as many 'time' words that you can think of. See how many others that you can add with your family.

If you have access to a device, you may watch the following video to help you:

<https://www.inquisitive.com/video/611-time-traveller>

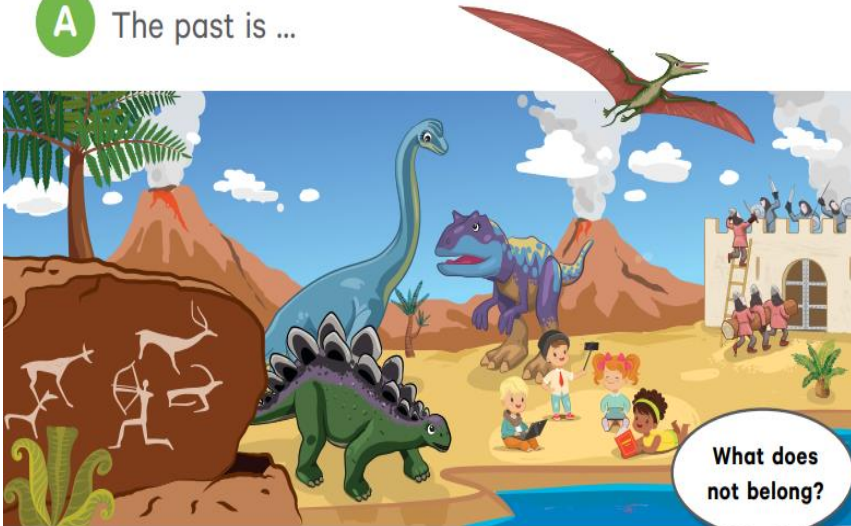


# Week 5 Tuesday: History

## Activity 1 Instructions:

1. Find the things that don't belong in the pictures below and circle them.
2. Underneath each picture, explain why you think that the things you circled do not belong.

**A** The past is ...



history

old

a long time ago

then

**B** The present is ...



now

today

this year

modern

this month

**C** The future is ...



tomorrow

time to come

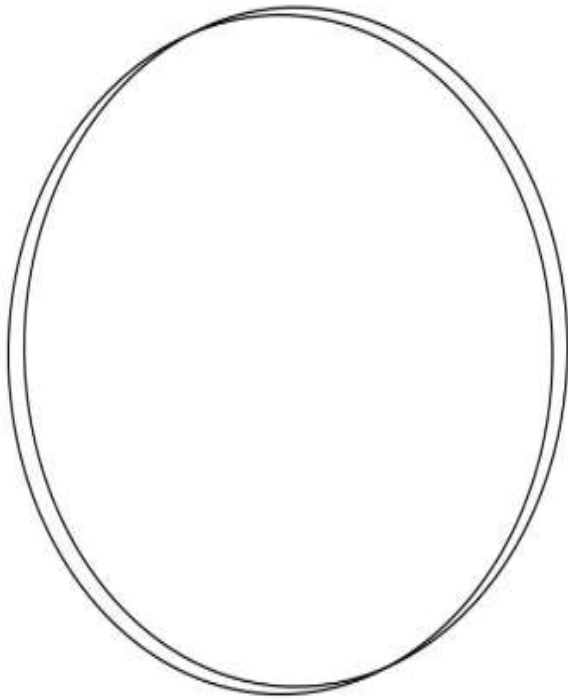
many years  
from now

next year

# Attendance Question

## HOW ARE YOU FEELING TODAY?

**TODAY I FEEL:**

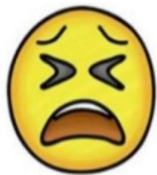


**I FEEL THAT WAY BECAUSE...**

A large empty rectangular box for writing the reason behind the student's feeling.



HAPPY



FRUSTRATED



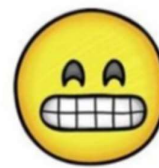
ANGRY



SAD



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## 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

u	oo	oul
full	book	could
pull	cook	would
bull	foot	should
put	good	shouldn't
bully	hook	wouldn't
wishful	wool	couldn't
helpful	wood	ghoul
graceful	took	
grateful	hood	
mouthful	oops	
hopeful	soot	
	brook	
	rook	
	woollen	
	firewood	
	crook	
	cookbook	
	shook	

### Activity instructions:

Silly sentences:

Use your spelling words to write 12 sentences.





**Week 5 Wednesday – Activity 3**

**Book Study**

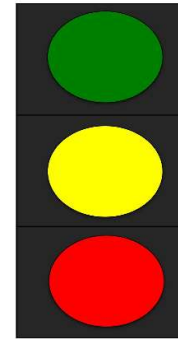
**Beginning, Middle and End**

**Learning Intention:**

I am learning to retell a story.

**Success Criteria:**

- I can state what occurs in the beginning, middle and end of a story
- I can use pictures to help me retell the story
- I can give reasons for my choice



**Beginning**  
What happens first in the story!  
• Who are the characters?  
• Where are they?

**Middle**  
What happens in the middle of the story!  
• Is there a problem?

**End**  
What is the last part of the story?  
• How was the problem solved?

Created by: Easy Peasy Resources

Title of Book: \_\_\_\_\_

Beginning

Middle

End

My favourite part of the book is when

---

---

# Wednesday – Week 5 – Writing Task

## Snow Globe Story – Part 3



*This week you will be writing a story about how you became stuck in a snow globe and how you managed to escape from inside of it.*

*This will go over 5 days and each day you will be expected to complete a different part of the Writing Process.*

### Writing Process – Part 3 – Revising

#### *Learning Intention:*

*We are learning to write creatively.*

#### *Success Criteria:*

- I can revise my work (re read it) to find ways to improve my writing.*
- I can try out different beginning and endings to make more of an impact.*
- I can add detail to build on the important parts of the story.*
- I can use adjectives, verbs and adverbs in my creative writing.*
- I can use WOW words to make my story more interesting and exciting.*

- 1. Using your draft piece of writing, make changes to improve the quality of your work. Add the changes on your draft piece using a different coloured pencil.*
- 2. Re read your writing to see if you are happy with the changes made and to see if you would like to change anything further.*
- 3. Upload your work to SeeSaw or complete the task in your Home Pack.*

What does it LOOK like?	What is the Stage called?	What does a WRITER do?
	Prewriting	Choose a topic and plan it out: - talk about it - draw a picture - make a web
	Drafting	Write your first copy in your journal ("sloppy copy")
	Revising	Rereading to make the story better. Think ARMS!
	Editing	✓ Capitalization ✓ Usage ✓ Punctuation ✓ Spelling!
	Publishing	Creating the FINAL copy: - typing on computer - rewriting neatly

THE WRITING PROCESS		
STAGE	DEFINITION	TIPS FOR THE WRITER
<b>Prewriting</b>	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none"> <li>★ Think about what you want to say.</li> <li>★ Talk about your ideas with a friend to find a main idea.</li> <li>★ Use a list or web to organize your ideas.</li> </ul>
<b>Drafting</b>	Create a rough copy of your writing.	<ul style="list-style-type: none"> <li>★ Write your ideas in order.</li> <li>★ Read your work out loud and note places where you stumble.</li> <li>★ Ask a friend for his or her feedback.</li> </ul>
<b>Revising</b>	Improve your writing.	<ul style="list-style-type: none"> <li>★ Try out different beginnings and endings.</li> <li>★ Use quotes or add dialogue.</li> <li>★ Include descriptive words.</li> <li>★ Add detail to develop important parts.</li> </ul>
<b>Editing</b>	Proofread your work.	<ul style="list-style-type: none"> <li>★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.</li> <li>★ Reread to see if each sentence makes sense.</li> <li>★ Ask a friend to proofread your work.</li> </ul>
<b>Publishing</b>	Create a clean final copy.	<ul style="list-style-type: none"> <li>★ Type your writing or copy it neatly onto new paper.</li> <li>★ Think of an interesting title.</li> <li>★ Share your writing.</li> </ul>

Week 5, Wednesday (Activity 5)

## **3D Shapes**

### Learning Intention:

We are learning to sort, describe, represent, and recognise familiar 3D objects.

### Success Criteria:

I can identify and name familiar three-dimensional objects, including cones, cubes, cylinders, spheres, and prisms, from a collection of everyday objects.

I can use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex'.

I can represent three-dimensional objects by making simple models or by drawing or painting.

## **Hands on Activity:**

Activity Instructions:

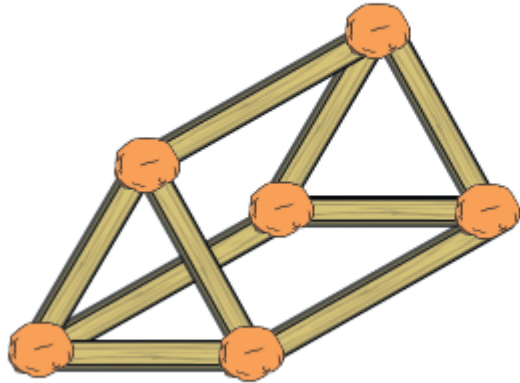
Today you are going to build 3D shapes out of things you can find in your house. Using ANY of the resources below, see how many 3D shapes you can make.

Types of materials you can use:

- Toothpicks
- blue tac
- marshmallow or lollies.
- BBQ skewers
- play dough
- Cotton tips
- Cotton balls and glue
- Pencils/ pens
- Cards
- Cardboard
- Sticky tape

Popstick 3D Shapes Challenge Cards

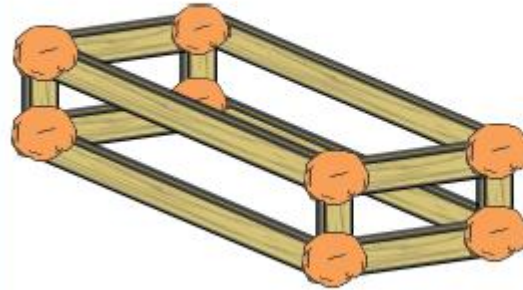
**triangular prism**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

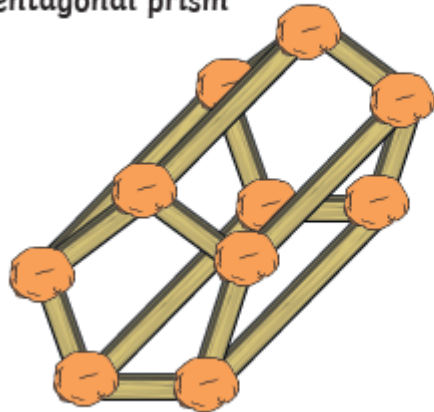
**cuboid**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

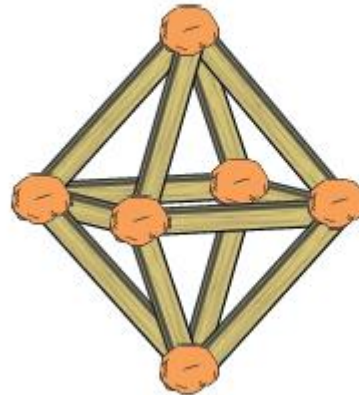
**pentagonal prism**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

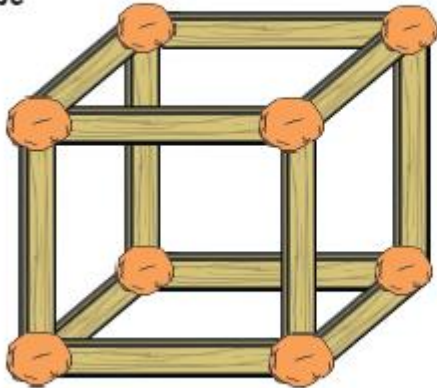
**octahedron**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

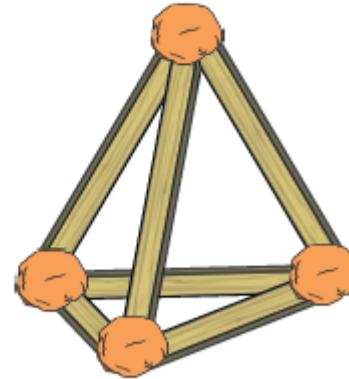
**cube**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

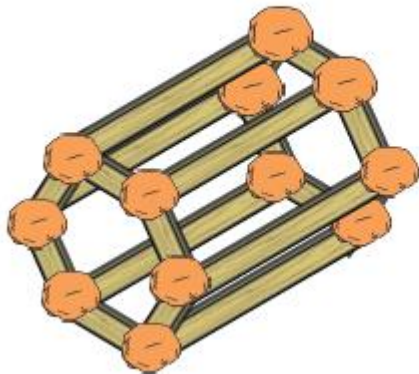
**tetrahedron**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

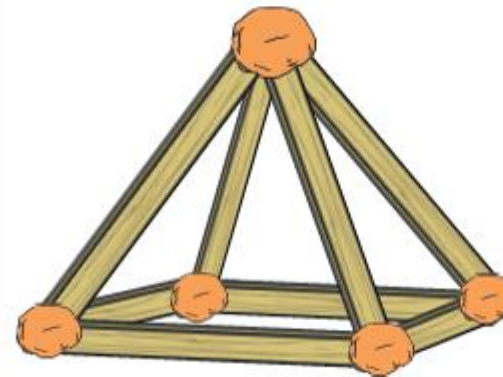
**hexagonal prism**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices

Popstick 3D Shapes Challenge Cards

**square-based pyramid**



\_\_\_\_\_ faces  
\_\_\_\_\_ edges  
\_\_\_\_\_ vertices



# Week 5 Wednesday: Road Safety

## We are learning to be safe on and around the road

- I know how to check the fit of my bike helmet
- I know how a helmet protects me
- I know why I need to wear a helmet on a bike, skateboard or scooter

### Activity Instructions:

Read the information about helmets and finish the sentences below.

### How to check helmets are always correctly fitted and worn




Check the helmet is positioned correctly. Can you fit just two fingers between your eyebrows and helmet?

1




Check the chin straps are tight enough. Can you just fit two fingers between the helmet strap and your chin?

3



Check the straps are correctly positioned and free from twists. Do the straps join in a 'V' just below the ears?

2



A grown-up should always check that your helmet fits correctly and is buckled properly so you'll be ready to ride.'

4

I wear my helmet when...

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I wear my helmet because...

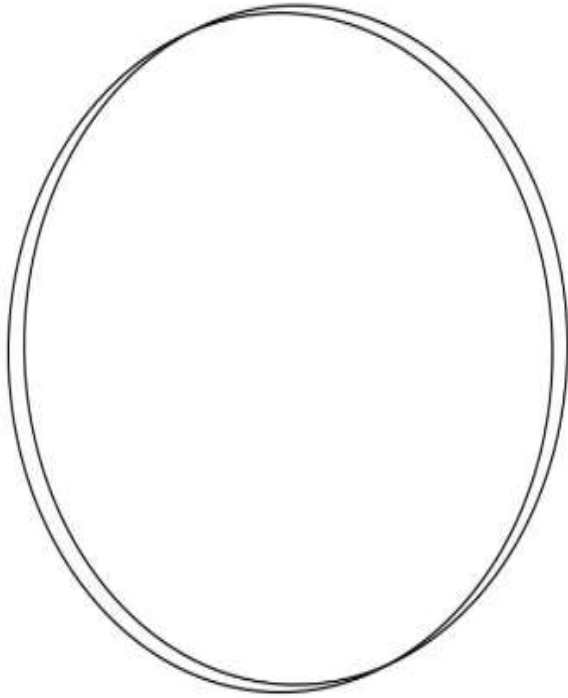
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# Attendance Question

## HOW ARE YOU FEELING TODAY?

**TODAY I FEEL:**



**I FEEL THAT WAY BECAUSE...**

A large empty rectangular box for writing the reason behind the student's feeling.



HAPPY



FRUSTRATED



ANGRY



SAD



SILLY



EXCITED



WORRIED

## Reading Comprehension

### Learning Intension:

I am learning to show an understanding of the text I read by answering questions accurately.

### Success Criteria:

- I can begin my answer using part of the question
- I can use evidence/clues from the text to justify my answer
- I can reread my answer to make it better

**How do you know?**

Don't forget to include evidence to support your answer!

How many eggs are in a dozen?

-> There are 12 eggs in a dozen. I know this because the author shows me a picture with 12 eggs in the carton.

Read a book of your choice and answer the following questions. Make sure to provide evidence to support your answer!

1) What was the problem in the story and how did the main character solve the problem?

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2) Predict what might happen next if the story continued

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# Thursday – Week 5 – Writing Task Snow Globe Story – Part 4



*This week you will be writing a story about how you became stuck in a snow globe and how you managed to escape from inside of it.*

*This will go over 5 days and each day you will be expected to complete a different part of the Writing Process.*

## Writing Process – Part 4 – Editing

### *Learning Intention:*

*We are learning to write creatively.*

### *Success Criteria:*

*I can edit my writing looking for spelling and grammatical errors.*

*I can use correct punctuation in my writing - capital letters, full stops, commas, exclamation marks, speech marks etc*

*I can use full and well structured sentences when writing creatively.*

- 1. Re read your writing to check that your sentences make sense.*
- 2. Make sure you have used complete sentences using correct spelling and punctuation.*
- 3. Ask an adult to proofread your work to check of there is something that you have missed.*
- 4. Upload your work to SeeSaw or complete the task in your Home Pack.*

What does it LOOK like?	What is the stage called?	What does a WRITER do?
	Prewriting	Choose a topic and plan it out: - talk about it - draw a picture - make a web
	Drafting	Write your first copy in your journal ('sloppy copy')
	Revising	Rereading to make the story better. Think ARMS!
	Editing	✓ Capitalization ✓ Usage ✓ Punctuation ✓ Spelling!
	Publishing	Creating the FINAL copy: - typing on a computer - rewriting neatly

THE WRITING PROCESS		
STAGE	DEFINITION	TIPS FOR THE WRITER
<b>Prewriting</b>	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none"> <li>★ Think about what you want to say.</li> <li>★ Talk about your ideas with a friend to find a main idea.</li> <li>★ Use a list or web to organize your ideas.</li> </ul>
<b>Drafting</b>	Create a rough copy of your writing.	<ul style="list-style-type: none"> <li>★ Write your ideas in order.</li> <li>★ Read your work out loud and note places where you stumble.</li> <li>★ Ask a friend for his or her feedback.</li> </ul>
<b>Revising</b>	Improve your writing.	<ul style="list-style-type: none"> <li>★ Try out different beginnings and endings.</li> <li>★ Use quotes or add dialogue.</li> <li>★ Include descriptive words.</li> <li>★ Add detail to develop important parts.</li> </ul>
<b>Editing</b>	Proofread your work.	<ul style="list-style-type: none"> <li>★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.</li> <li>★ Reread to see if each sentence makes sense.</li> <li>★ Ask a friend to proofread your work.</li> </ul>
<b>Publishing</b>	Create a clean final copy.	<ul style="list-style-type: none"> <li>★ Type your writing or copy it neatly onto new paper.</li> <li>★ Think of an interesting title.</li> <li>★ Share your writing.</li> </ul>

## **3D Shapes**

### Learning Intention:

We are learning to sort, describe, represent, and recognise familiar 3D objects.

### Success Criteria:

I can identify and name familiar three-dimensional objects, including cones, cubes, cylinders, spheres, and prisms, from a collection of everyday objects.








I can use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex'.

I can represent three-dimensional objects by making simple models or by drawing or painting.

## **3D Shape Hunt**

### **3D Shape Hunt**

Use a tally to count the shapes you see.

Shape	Tally	Name of found object
		
		
		
		
		
		
		

Which shape did you see the most?

Which shape did you see least?

### Activity Instructions:

Search around the house or classroom to find as many different types of 3D shapes or objects as you can. Tally how many you find, and write what the object are.

### Extension Activity:

Make a picture or bar graph to represent the data collected on your hunt.

# Week 5 Thursday: History

## We are learning to investigate calendars

- I can answer questions about a calendar, including about months and seasons
- I can research and write about a calendar from the past

### Activity 1 Instructions:

1. Read the statements below about the seasons and months on a calendar.
2. Circle the thumbs up if you think the statement is true. Circle the thumbs down if you think the statement is untrue.
3. Optional: If you have access to a device, you may watch this video to help you:  
<https://www.inquisitive.com/video/620-months-and-seasons-song>

The image displays six colorful speech bubbles arranged in a 2x3 grid. Each bubble has a white background and a colored border. At the top of each bubble, there are two circular icons: a green thumbs-up and a red thumbs-down. The statements inside the bubbles are:

- Top Left (Pink border):** The fifth month of the year is May.
- Top Middle (Blue border):** There are 24 months in a year.
- Top Right (Orange border):** The last month of the year is December.
- Bottom Left (Purple border):** It is winter, spring, summer then autumn.
- Bottom Middle (Teal border):** August is in the middle of summer.
- Bottom Right (Purple border):** Snow falls in every part of Australia in winter.

### Activity 2 Instructions:

1. Read the information on the next page about Stonehenge – You may need a parent to help you read it. If you have access to a device, you may watch this YouTube video to help you: Stonehenge for Kids – What is it?  
<https://www.youtube.com/watch?v=APaIPPKFM-U>
2. Answer the question about Stonehenge and write some facts that you have learnt.



# Stonehenge

## What is Stonehenge?

Found on England's **Salisbury Plain in Wiltshire**, Stonehenge is a **huge man-made circle** of standing stones. Built by our ancestors over many hundreds of years, it's one of the **world's most famous prehistoric monuments**... And one of its biggest mysteries, too!

## When was Stonehenge built?

Work started on this super stone circle around **5,000 years ago** in the late **Neolithic Age** – but it took over 1,000 years to build, in four long stages! Archaeologists believe the final changes were made around 1,500BC, in the early **Bronze Age**.

## The structure of Stonehenge

If you visit Stonehenge today, you'll see many of the **enormous stones** still standing strong in a circular arrangement. Archaeological research shows that the structure of this amazing monument changed over time, as it was built and rebuilt by generations of ancient peoples.

4,000 years ago, Stonehenge was made up of an outer circle of 30 standing stones called '**sarsens**', which surrounded five huge **stone arches** in a horseshoe shape. There were also two circles made of smaller '**bluestones**' – one inside the outer circle and one inside the horseshoe – as well as four '**station stones**' positioned outside the central monument. The entire site was surrounded by a circular ditch and bank, which also remains this day!

It's a question that has baffled people for centuries – and even to this day, no theory has been proven! How could people thousands of years ago have transported and arranged such colossal stones?

## How was Stonehenge built?

A legend from the 12<sup>th</sup> century claimed **giants** placed the monument on a mountain in **Ireland**, before a wizard named **Merlin** magically moved the stone circle to England. It's a shame they didn't *really* have a wizard to help them – they could have done with the help...

The lighter bluestones weigh about **3,600kg** each (that's the same as two cars!), while the bigger **sarsen stones** each weigh a whopping **22 tonnes** – that's as heavy as **four African elephants**! Archaeologists believe that the sarsen stones were hauled to the site on big wooden sledges from 32km away, but the bluestones have been traced to rock outcrops 225km away in Wales! It's thought they could have been dragged on sledges to a waterway and then floated on rafts to the building site.

Shaping the stones would have required hundreds of hours of hard graft with stone hammers and chisels. But how were the ginormous boulders lifted to their standing position? Well, it's thought that first, the builders **dug deep ditches** for the base of the boulders. They then used ropes and strong wooden poles and frames to raise them up, before packing the ditches with rocks and rubble to hold them in place. And voilà – job done!



**What is Stonehenge? Do you think could be an ancient calendar?**

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**What are some facts you learnt about Stonehenge?**

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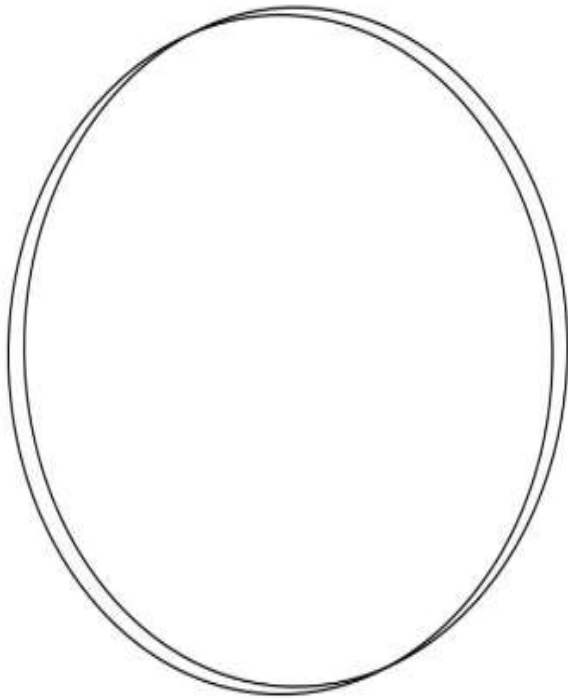
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# Attendance Question

## HOW ARE YOU FEELING TODAY?

**TODAY I FEEL:**



**I FEEL THAT WAY BECAUSE...**

A large empty rectangular box for writing the reason behind the student's feeling.



HAPPY



FRUSTRATED



ANGRY



SAD



SILLY



EXCITED



WORRIED

## Week 5 Friday: Spelling (Activity 2)

### We are learning to use the u, oo,oul phoneme

- I can identify where the phoneme is in a word
- I can read words with the phoneme
- I can write words with the phoneme
- I can use words with the phoneme in a sentence

**Look, cover, write and check the following ow/ou words.**

<b>Look &amp; Cover</b>	<b>Write</b>	<b>Check</b>
<b>would</b>		
<b>wouldn't</b>		
<b>could</b>		
<b>couldn't</b>		
<b>should</b>		
<b>shouldn't</b>		
<b>took</b>		
<b>look</b>		
<b>full</b>		
<b>put</b>		

## Reading Fluency

### Learning Intention:

I am learning to read texts fluently.

### Success Criteria:

- I can read 'not too fast' or 'not too slow'
- I can emphasise certain words when I read
- I can read clearly and loudly
- I can read with expression
- I can read like I am speaking to someone

**Read FLUENTLY**  
**How do readers read fluently?**  
Good readers read fluently by reading accurately, smoothly, and with expression.

**Fluent readers:**

- Read naturally, as if they are speaking.
- Read the words correctly.
- Take brief pauses at punctuation marks like commas and periods.
- Change their voices at a question mark or to show strong feelings at an exclamation mark.
- Read words in small phrases, rather than one by one.

**KEY ELEMENTS:**

<b>ACCURACY</b> Read the words correctly.	<b>RATE</b> Read at an appropriate speed.	<b>EXPRESSION</b> Change your voice as you read. Read with feeling.
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Practice reading these sentences out loud.

- 1) That seed is *SO* bad!
- 2) And I do *lots* of other bad things, too. Know why? Because I am baaaaaaaaaad seed.
- 3) I *stare* at everybody. I *glare* at everybody. I finish everybody's sentences. And I *never* listen.

# Friday – Week 5 – Writing Task Snow Globe Story – Part 5



This week you will be writing a story about how you became stuck in a snow globe and how you managed to escape from inside of it.

This will go over 5 days and each day you will be expected to complete a different part of the Writing Process.

## Writing Process – Part 5 - Publishing

### Learning Intention:

We are learning to write creatively.

### Success Criteria

I can publish my creative writing using neat handwriting or by typing it up.

I can add illustrations to my story.

I can make a cover for my story which includes the title, author and illustrator.

1. You now need to produce the final copy of your story. You can use the Text option on SeeSaw to type your story up or you can write out the final draft of your story in your neatest handwriting.

2. Illustrate parts of the story to make it interesting for the reader.

3. OPTIONAL – Make a cover for your story.

4. Submit your work on SeeSaw or complete the task in your Home Pack.

What does it LOOK like?	What is the Stage called?	What does a WRITER do?
	Prewriting	Choose a topic and plan it out: -talk about it -draw a picture -make a web
	Drafting	Write your first copy in your journal ("sloppy copy")
	Revising	Rereading to make the story better. Think ARMS!
	Editing	Capitalization Usage Punctuation Spelling!
	Publishing	Creating the FINAL copy: -typing on computer -rewriting neatly

THE WRITING PROCESS		
STAGE	DEFINITION	TIPS FOR THE WRITER
<b>Prewriting</b>	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none"> <li>Think about what you want to say.</li> <li>Talk about your ideas with a friend to find a main idea.</li> <li>Use a list or web to organize your ideas.</li> </ul>
<b>Drafting</b>	Create a rough copy of your writing.	<ul style="list-style-type: none"> <li>Write your ideas in order.</li> <li>Read your work out loud and note places where you stumble.</li> <li>Ask a friend for his or her feedback.</li> </ul>
<b>Revising</b>	Improve your writing.	<ul style="list-style-type: none"> <li>Try out different beginnings and endings.</li> <li>Use quotes or add dialogue.</li> <li>Include descriptive words.</li> <li>Add detail to develop important parts.</li> </ul>
<b>Editing</b>	Proofread your work.	<ul style="list-style-type: none"> <li>Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.</li> <li>Reread to see if each sentence makes sense.</li> <li>Ask a friend to proofread your work.</li> </ul>
<b>Publishing</b>	Create a clean final copy.	<ul style="list-style-type: none"> <li>Type your writing or copy it neatly onto new paper.</li> <li>Think of an interesting title.</li> <li>Share your writing.</li> </ul>

Week 5, Thursday (Activity 5)

## 3D Shapes

### Learning Intention:

We are leaning to sort, describe, represent, and recognise familiar 3D objects.

### Success Criteria:

I can identify and name familiar three-dimensional objects, including cones, cubes, cylinders, spheres, and prisms, from a collection of everyday objects.

I can use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex'.

I can represent three-dimensional objects by making simple models or by drawing or painting.

## 3D House Art



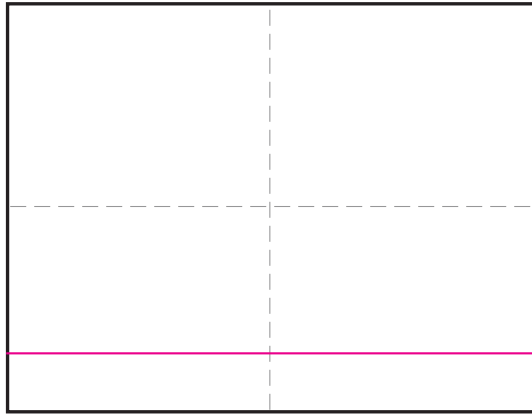
Activity Instructions:

### **MATERIALS**

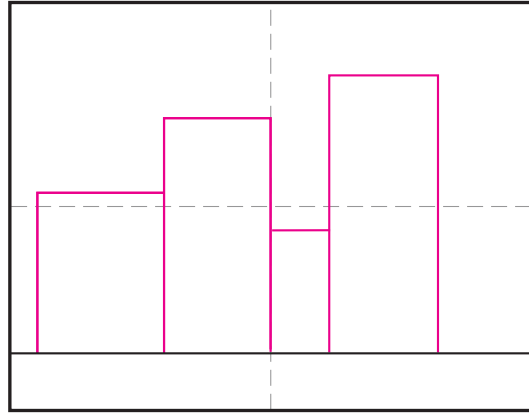
- [How to Draw Easy 3D Buildings \(On the next page\)](#)
- Drawing paper
- Black marker
- Crayons/ pencils/ textas

Time needed: 30 minutes.

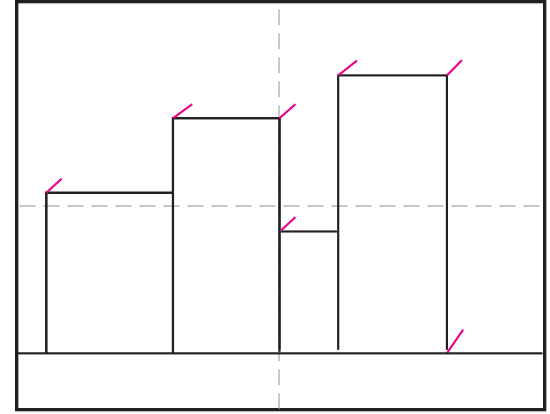
# Draw Easy 3D Buildings



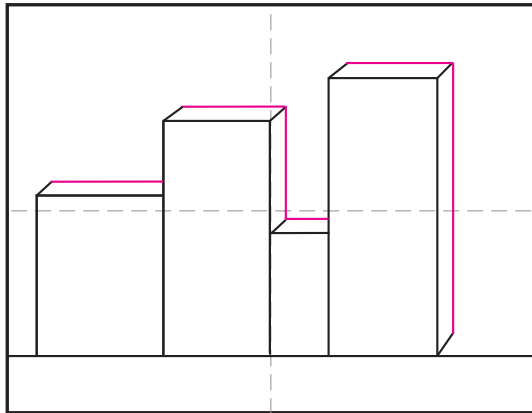
1. Draw a ground line.



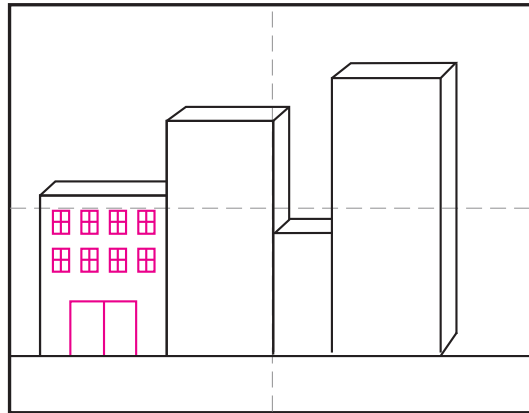
2. Add touching rectangles above.



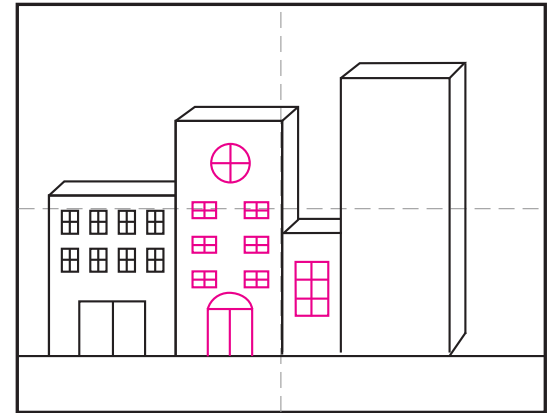
3. Draw 45° angle lines at corners shown.



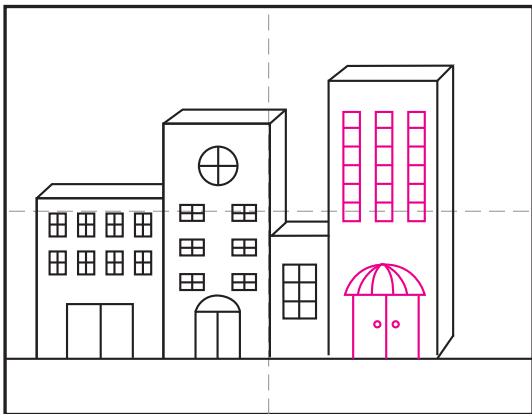
4. Connect ends with straight lines.



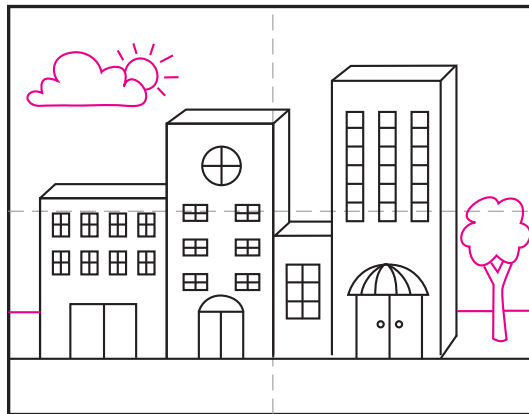
5. Start adding doors and windows.



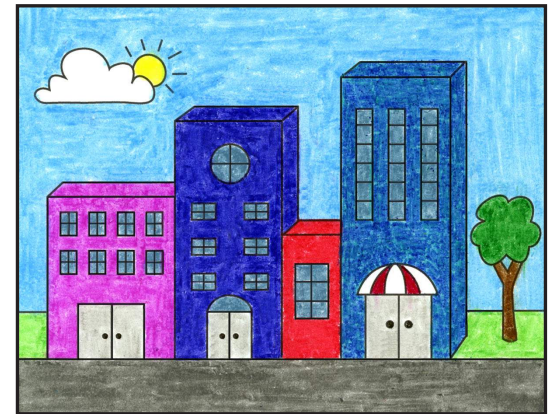
6. Continue adding doors and windows.



7. Finish the doors and windows.



8. Add a tree, cloud and sun.



9. Trace with a marker and color.



## Number of the day

### Learning Intention:

We are learning to represent numbers in different ways.

### Success Criteria:

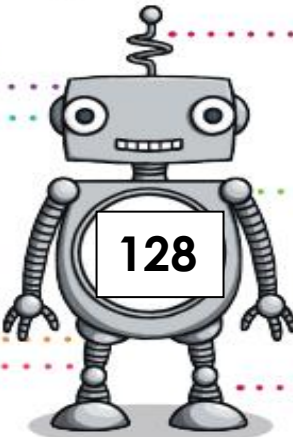
I can partition 2-digit numbers to make new numbers

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

105

_____	+	_____	=	_____
-------	---	-------	---	-------

10 more

_____	-	_____	=	_____
-------	---	-------	---	-------

### Ten Frames

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# Week 5 Friday: Sport

## We are learning about Olympic sports

- I can know what the Olympics and Paralympics are
- I can name some athletes and sports that take place
- I understand that athletes train different parts of their bodies

### Instructions:

1. Watch the video with Coach Rob to learn about Olympic sports.  
<https://www.loom.com/share/e65e45e838254ad1ac1393155b8ad2c4>
2. Answer the questions below about the activities from the video.

**Name 3 athletes from either the Olympics or Paralympics:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What are the Paralympics?**

