

Remote learning Grid - Week 2 Term 2- Stage 1 (1/2R, 2A, 2J, 2SH)

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
Morning	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <p>Write about the problem in the book. What was it? How was the problem solved?</p>	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. • Create an alternative ending for your book. 	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. • Create an artwork based on your book. This could be a drawing, a painting or even something 3D. 	<p>English</p> <ul style="list-style-type: none"> • Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. 	<p>English</p> <ul style="list-style-type: none"> • Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided • Complete the Topic Talk task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. • Re-read your favourite book from this week
Break		Break	Break	Break	Break
Middle	<p>Mathematics</p> <ul style="list-style-type: none"> • Complete the Maths assigned activity on 	<p>Mathematics</p> <ul style="list-style-type: none"> • Complete the Maths assigned activity on 	<p>Mathematics</p> <ul style="list-style-type: none"> • Complete the Maths assigned activity on 	<p>Mathematics</p> <ul style="list-style-type: none"> • Complete the Maths assigned activity on 	<p>Mathematics</p> <ul style="list-style-type: none"> • Choose a 2-digit number and practise counting on

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Seesaw (Activity 3).</p> <ul style="list-style-type: none"> Choose a 2 digit number and practise counting on from this number. E.g. 23, 24, 25, 26, 27 and so on. Login into Mathletics and complete the assigned activity. Using a hundreds chart play race to 100. Roll the dice and add on until you get to 100. 	<p>Seesaw (Activity 3).</p> <ul style="list-style-type: none"> Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and so on. Login into Mathletics and complete the assigned activity. Using the dice in your pack, play a subtraction game. 	<p>Seesaw (Activity 3).</p> <ul style="list-style-type: none"> Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and so on. Login into Mathletics and complete the assigned activity. Using the dice in your pack, play an addition game. 	<p>Seesaw (Activity 3).</p> <ul style="list-style-type: none"> Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and so on. Login into Mathletics and complete the assigned activity. Using the dice in your pack, play a subtraction game. 	<p>and back from this number.</p> <ul style="list-style-type: none"> Login into Mathletics and complete the assigned activity. Using materials from the resource pack, play a number game with someone.
Break		Break	Break	Break	Break
Afternoon	<p>French</p> <ul style="list-style-type: none"> Complete the assigned Seesaw activity. 	<p>Library</p> <ul style="list-style-type: none"> Complete the assigned Seesaw activity. 	<p>Science</p> <ul style="list-style-type: none"> Complete the assigned library activity on Seesaw. 	<p>History</p> <ul style="list-style-type: none"> Complete the activity assigned on Seesaw for History 	<p>Art</p> <ul style="list-style-type: none"> Complete the assigned Art Activity on Seesaw.
Additional Activities for this week					
<ul style="list-style-type: none"> - Recorder (Seesaw) - Music (Seesaw) - Sport. Students should be participating in a daily sport/fitness activities for approximately 30 min/day. Some ideas are: <ul style="list-style-type: none"> - Go for a bike ride - Go for a walk - Play a game in your backyard - Throw and kick a ball - Follow a dance or yoga video - Choose one activity from the Wellbeing Grid (Additional Document) 					

Learning from Home Timetable (1/2R, 2A, 2J, 2SH)

Term 2 Weeks 1-2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Literacy Block Phonics & Spelling (Activity 1)  Seesaw Writing Task 1 (Activity 2)  Seesaw Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Seesaw Shared Reading (Activity 2)  Seesaw Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Seesaw Shared Reading (Activity 2)  Seesaw Guided Reading 	Literacy Block (no activity 1 today) Writing Task 2 (Activity 2)  Seesaw Guided Reading 	Literacy Block (no activity 1 today) Topic Talk (Activity 2)  Seesaw Guided Reading 
Break					
Middle	Maths (Activity 3)  Seesaw 	Maths (Activity 3)  Seesaw 	Maths (Activity 3)  Seesaw 	Maths (Activity 3)  Seesaw 	Maths - Practise counting on and counting back - Play a number game using the materials from your resource pack. 
Break					
Afternoon	French (Activity 4)  Seesaw	Library (Activity 4)  Seesaw	Science (Activity 4)  Seesaw	History (Activity 4)  Seesaw	Art (Activity 4)  Seesaw

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)

Week 2 Year 2 phonics

Monday - Activity 1

If you can, listen to the link below. (Perhaps you can watch on your phone)

Complete the attached template.

Talk to mum or dad to check real or nonsense words.

See attached stencil (Phase 5 Real and Nonsense words)

Tuesday- Activity 1

- Use the attached writing template to write words from your Long O list
Bow, bowl, throw, thrown, show slow, flow, grow. You can practise all of your ow words from the list.
- Make sure you are making tall letters tall and low-down letters low down.

Wednesday- Activity 1

- This game is called roll and read.

You need a dice and some counters to cover your words.

When you cover each word you can practise writing it on a whiteboard.

Extension: I have a template so you can make up your own Roll and write game. Just choose 6 words from your list, that are a bit tricky for you. Write them next to each dice number.

Now roll and write

(see games, "Phase 3 roll and read," and the template, "Roll a sight word,")

Word List 4



o oa ow o_e

Target Representations				Extension Representations	
o	oa	ow	o_e	oe	ough
no	oak	bow	woke	toe	dough
go	coat	tow	nose	foe	though
so	goat	row	note	hoe	
ago	road	own	bone	woe	
most	load	low	hope	doe	
open	foam	show	rope	goes	
only	moan	slow	dose	oboe	
hello	soap	snow	awoke	Joe	
pony	soak	flow	tone	tiptoe	
bony	loaf	grow	joke		
soda	boat	crow	rode		
solo	float	fellow	vote		
don't	toast	below	zone		
won't	boast	arrow	cone		
polo	coach	yellow	home		
hotel	groan	pillow	hole		
frozen	cloak	window	stroke		
zero		shallow	alone		
chosen			spoke		
buffalo			froze		
yodel			stone		
nobody			prone		
potato			choke		
tomato			close		
			those		
			broken		
			globe		
			drone		

Please note: words in the shaded area are a little more difficult



Phase 5 Real and Nonsense Words for o-e

There are many different words spelt with 'o-e'.

Can you spot which words are real and which are nonsense below?

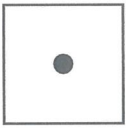
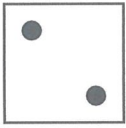

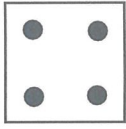
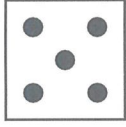
Fill in your key with a different colour for real words and nonsense words then colour in the correct boxes below.

Key

Real Words	<input type="checkbox"/>	Nonsense Words	<input type="checkbox"/>
------------	--------------------------	----------------	--------------------------

bone	stone	gome	pode
quobe	srone	alone	dome
cone	phone	slove	proke
trofe	splome	gnome	home
wrote	drome	zone	kroge

Phase 3 Roll and Read - oa

	coat	load	goat	loaf	road
	soap	oak	toad	foal	boat
	load	loaf	soap	toad	boat
	foal	oak	road	goat	coat
	load	oak	loaf	foal	toad
	toad	coat	goat	loaf	road

Week 2 Monday Writing Task 1 (Activity 2)

- Retell – Informative

Learning Intention:

- We are learning to retell a story in our own words.

Success Criteria:

I can

- Write sentences using capital letters and full stops
 - Use different connectives to start each sentence
 - Read my writing to see if it makes sense.
 - Watch and listen to this video: The story of Wilfred Gordon McDonald Partridge. Perhaps you can watch on a phone.
<https://www.youtube.com/watch?v=6dLCKYTbR5c>
-
- Recount 3 memories that Miss Nancy had in the story.
-
- The student template attached is an example for you to brainstorm!

Wilfred Gordon McDonald Partridge

3 memories of Miss Nancy:

1. Miss Nancy remembered the tiny, speckled, blue eggs she once found in a bird's nest in her aunt's garden.
- 2.

Writing Task 2 (Activity 2)

Thursday

Learning Intention:

We are learning to compose a piece of writing independently.

Success criteria:

1. I can reread my writing to check my sentences make sense.
2. I can use capital letters and full stops correctly.
3. I can sound out words I don't know how to spell.

Look at the ideas attached and choose **ONE** new topic to write about.

Free Writing Ideas!

What is your favourite thing to do when you play outside?

What is your favourite thing to do when you play inside?

Write about what you would like to do for your next birthday.

If you could go on a vacation anywhere in the world, where would you go? Why? What would you do there?

Make a list of groceries that you think mum or dad should buy for you from the shops. Why should mum or dad buy these groceries?

Write about an animal you would like to have for a pet.

What would you do if there was a dragon stuck under your bed?

What kind of pet do you think your teacher should get for your classroom?

What is the best movie you have ever seen? Try to convince me that it is the best movie!

Write about your favourite restaurant. Why is it your favourite? What food can you eat there?

Which season do you like the most?? Why??

Which season do you like the least, why????

What would happen to you if you never went back to school?

Shared Reading Week 2

This week we will look at ANZAC DAY stories
We are learning to share our ideas about stories we hear.

I can talk about the story.
I can write and draw about the story.

Shared Reading Tuesday Week 2- Activity 2

View 'ANZAC Ted' on you tube by following this link.

<https://www.youtube.com/watch?v=LbitvBoOwzA>

Draw a picture of Ted when he was new and draw a picture of Ted as he is now beside it.

Why is Ted a special bear? How did the soldiers feel about Ted?

Shared Reading Wednesday - Activity 2

View 'ANZAC Billy' on you tube by following this link.

https://www.youtube.com/watch?v=ESc5_2UgqRQ

This story is about things that happened a long time ago.

Draw, colour and label 4 things that tell you the story happened a long time ago.

Week 2 Monday Activity 3

Learning Intention: We are learning how to measure length

Success Criteria: I can:

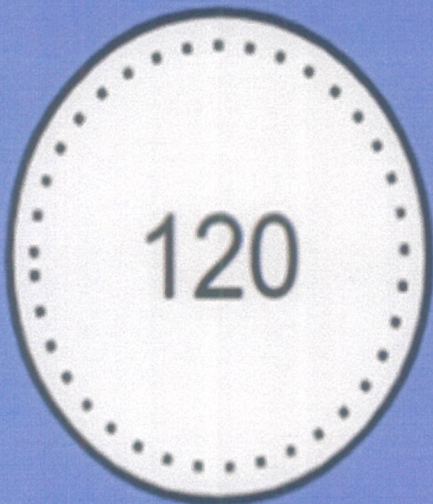
Fill in the number facts for the number 120

Recognise and understand the language of length

Measure the lengths of objects using a ruler

**Read and record the length of objects in centimetres
(cm)**

Number talk



Number
before

Number after

Double or
half

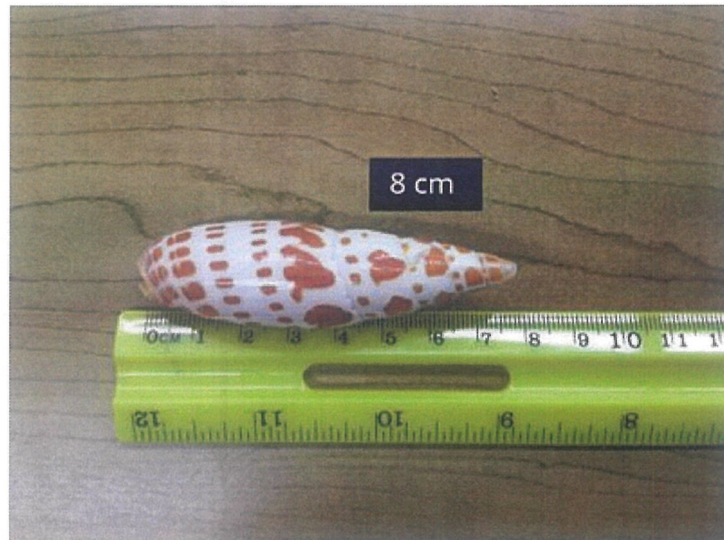
+ and - facts

X and \div facts

Choose 5 objects to measure and grab a ruler!

Place your ruler underneath your object.

(Make sure you place your ruler (0cm) at the edge of your object!)



Measure the length of each of your objects.

Read and record the length of each object in centimetres (cm). Write them down on the next page.

For example: The length of my pencil is 6cm long.

Week 2 Tuesday Activity 3

**Learning Intention: We are learning how to
measure length**

Success Criteria: I can:

Recognise and understand the language of length

**Measure length using informal units. E.g. paper
clips, pencils**

**Read and record length in informal units. For
example: The string is 14 pencils long.**

Number talk



Number
before

Number after

Double or
half

+ and - facts

X and \div facts

1. Choose one person (mum/dad/brother/sister) and choose an informal unit to measure them with (like lego blocks or paddle pop sticks).

2. Lie your family member down on the floor and place your first informal beside them.

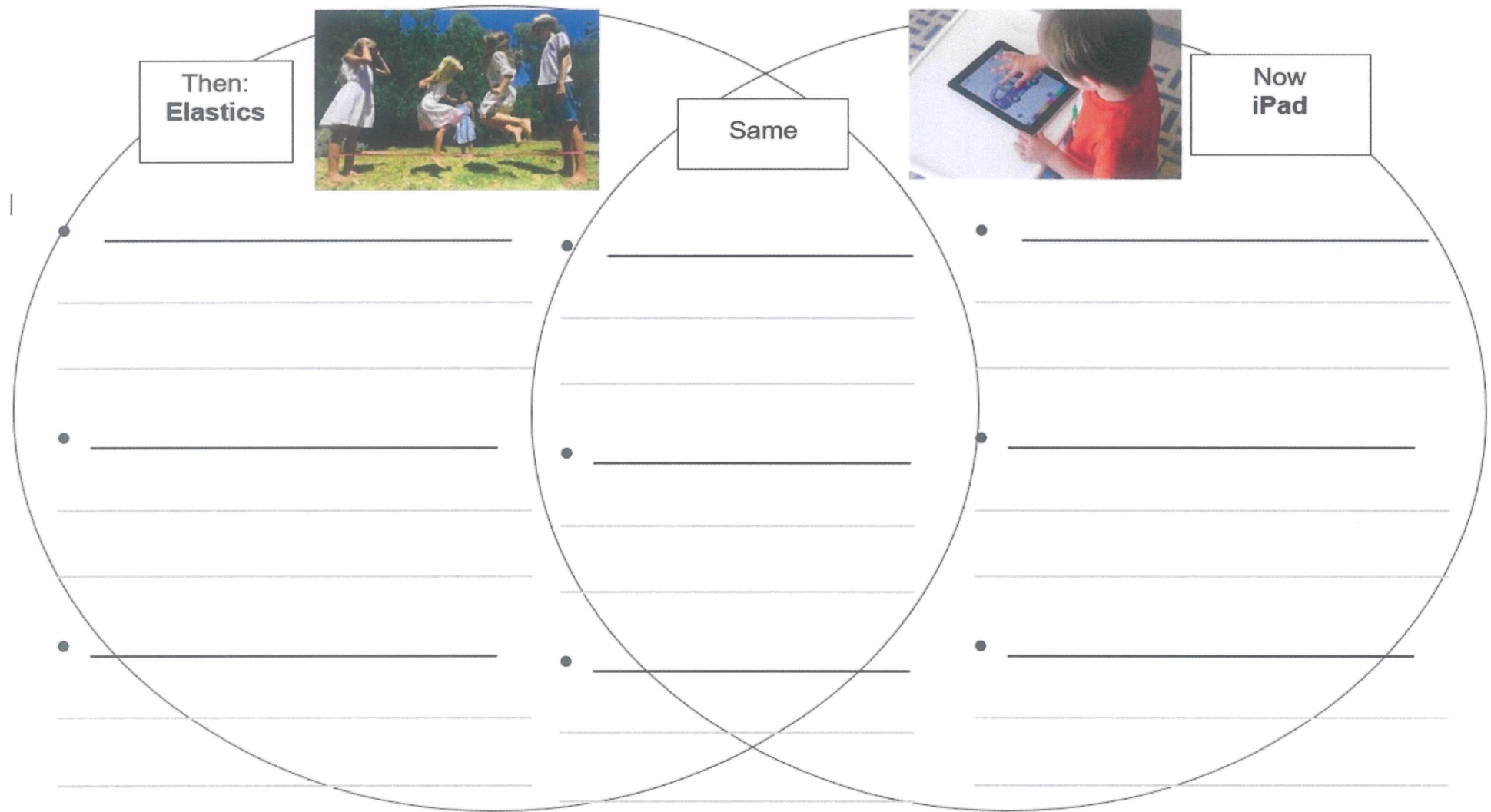
(Make sure you start at the bottom of their foot and measure their LONGEST side).

3. Write the length of your family member in informal units on the next piece of paper. For example: The length of my dad is 107 lego blocks long.

History - Week 2 - Term 2

Compare **GAMES** from the past and present

- List three features of games that are **different** from the past and present games.
- List three features of games that have **stayed the same** over time.



Week 2 – Wednesday– Activity 4 (Science)

We are learning to investigate sound:

I can explain how sound travels

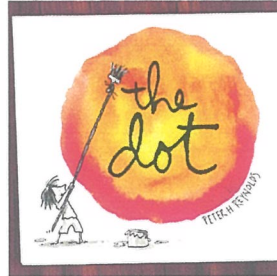
I can find objects in my house that vibrate to make a sound

Activity Steps

1. Watch the Youtube clip <https://www.youtube.com/watch?v=3-xKZKxXuuO>
2. Try the rubber band experiment at home. Video yourself explaining how sound is made or draw a picture of your experiment.
 - Stretch a rubber band over a cup, container, tin or jar
 - Pluck the rubber band
 - Try plucking it softly– What happened?
 - What happens if you stop the rubber band?
3. Find other objects in your home that vibrate to make a noise
4. Draw these objects

ART – WEEK 2

The Dot




Are you up for an art challenge? Well here it is!

Listen to the story, "The Dot" by following the link below

<https://www.youtube.com/watch?v=Clpw7PG7m1Q>

When you are finished, it's time to create!!!

Use your paper and colouring supplies to make your mark  or make something as a drawing on seesaw.

Design something and don't forget to sign your creative work

Post your work by either taking a photo of your creation or respond to the activity with your drawing on seesaw.

HAVE FUN!

Speaking and Listening: News Topics

Choose **1 topic each week** and present your news to your family!

<p>If you had a choice to play any musical instrument, which one would it be and why? Describe what the instrument looks like and what it is made from. How do you use or play that instrument?</p>	<p>What tasks have you been helping with around your house? Which is your favourite task to do and why? Who have you been helping? Which is your least favourite task to do and why?</p>	<p>Which piece of technology do you think is better? iPad and Computer? Choose one and convince your family that your opinion is correct! For example: I believe that iPads are better technology because.....</p>
<p>What games do you most enjoy playing at home with your family? Any boardgames? Do you play any games in your backyard? Are they made up or real games?</p>	<p>Talk about a favourite memory you had in preschool, kindergarten or year 1. What happened in that memory? Who was with you? Where were you? How does it make you feel and why?</p>	<p>Talk about your favourite subject to learn at school and/or at home. Example: Maths. What are some things you learn about in that subject? What do you like about that subject? What are some tools or technology you use to learn this subject at home?</p>

At the end of your news, your family can give you 2 stars and 1 wish:

Star 1: I like how you.....

Star 2: I like how you.....

Wish: For next time, I wish that you could.....

la famille

lah fam-ee

family

la mère/maman

lah mair/mamah

mother/mom

le père/papa

luh pair/papa

father/dad

la sœur

lah sir

sister

le frère

luh frair

brother

la grand-mère

lah grah-mair

grandmother

le grand-père

luh grah-pair

grandfather

le bébé

luh beh-beh

baby

les parents

leh pah-rah

parents

la fille

lah fee

daughter

le fils

luh fees

son

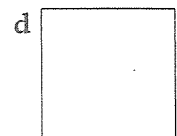
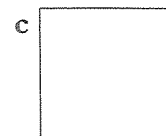
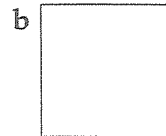
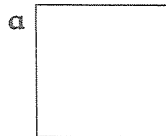
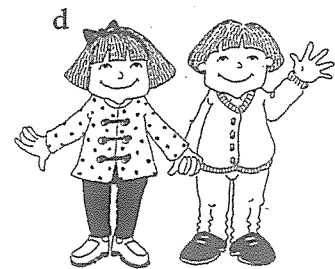
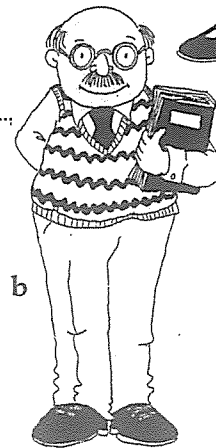
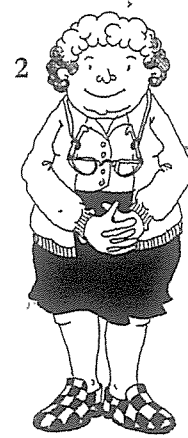
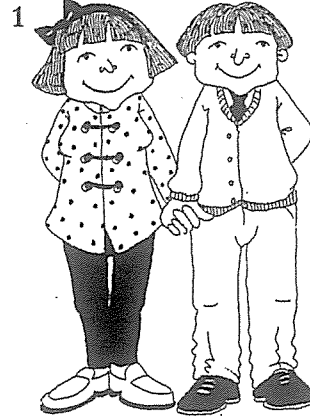
les jumeaux

leh shoo-mo

twins

La famille

Match up the family members. Now label them in French. You may find there is more than one way to describe each person. *Answers on the inside cover.*



Bonjour ! ☺ If you would like to practise saying the words out loud use Google French to English. Press on loudspeaker icon ! Merci ! Thank you.

Learning intention

We are learning about books

Success criteria

I can find the imprint page of a book
I can identify some of the features found on the imprint page

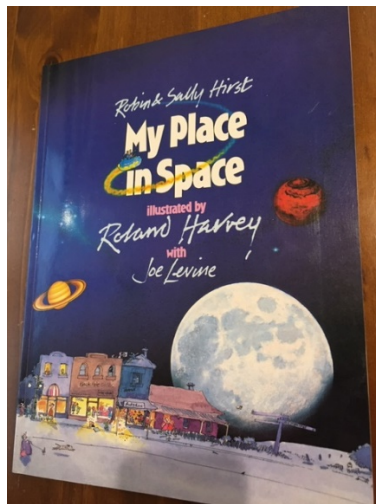
Imprint page

Name:

Class:

An imprint page help us to learn more about a book. We can learn about the author and illustrator. We can learn when the book was first published and which company published this book. The publishing company takes all the words and all the illustrations and turns them into the book. We can even find out where the book was produced and printed.

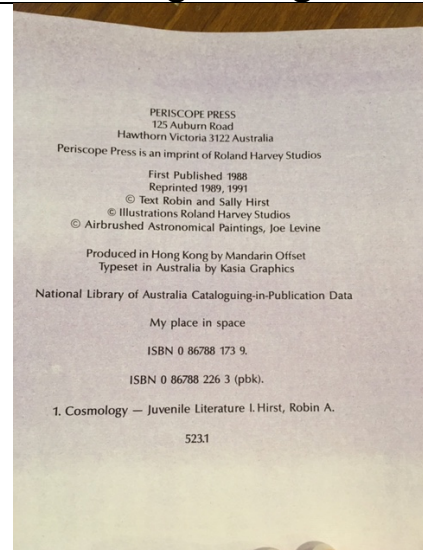
Here is the book's front cover



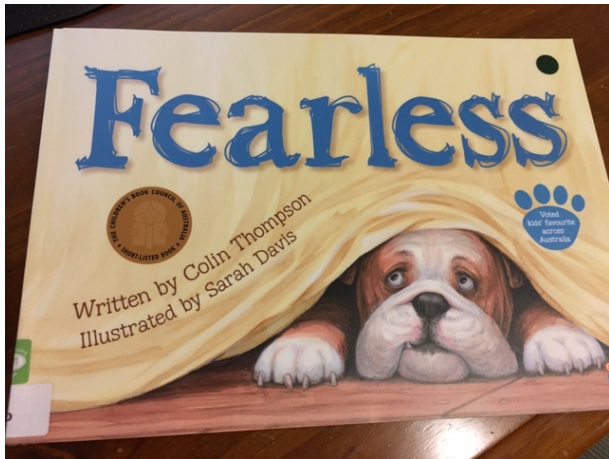
Here is its imprint page. It is most often found near the front of the book, before the story starts. Usually the text on the imprint page is very small.



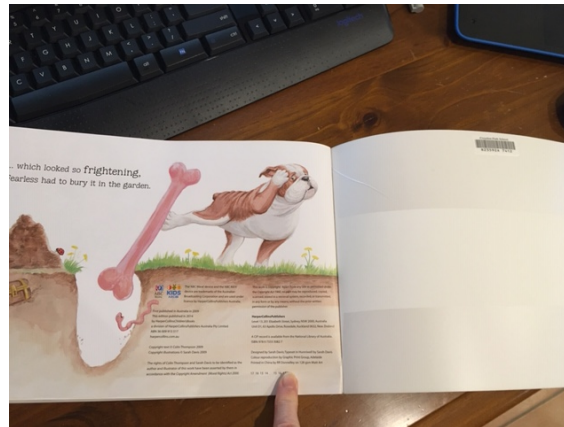
The text (words) is by authors Robin and Sally Hirst. The illustrations are by Roland Harvey. I can learn that this book was first published in 1988. This book was published by Periscope Press and was made in Hong Kong.



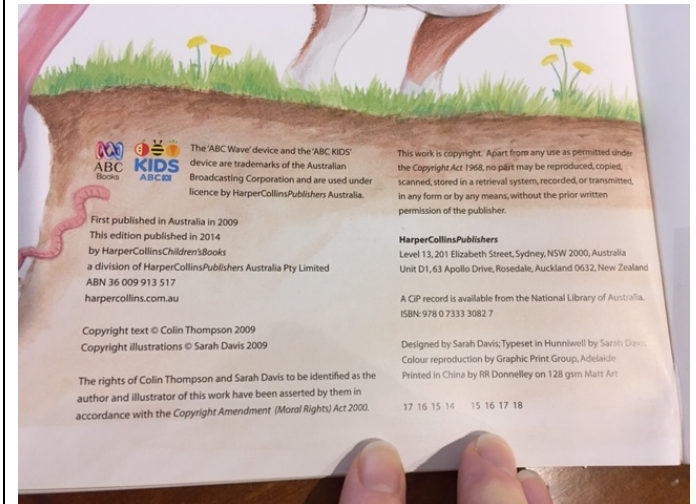
Look at this book.



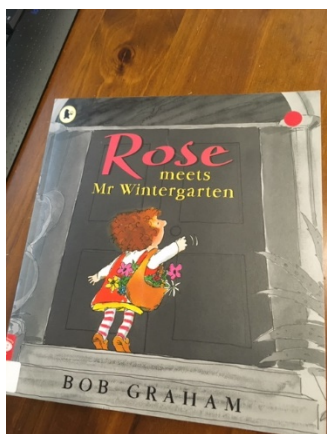
The imprint page is found at the back of the book, at the end of the story.



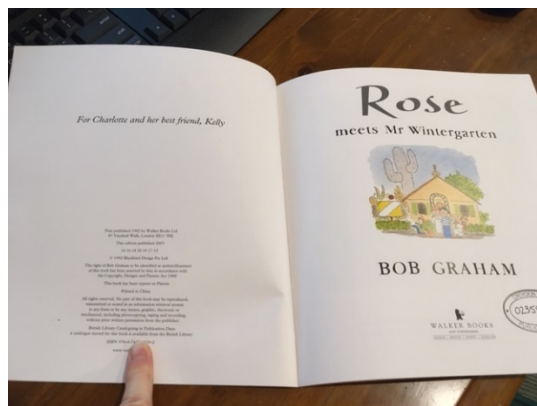
The imprint page



Look at this book.



Here is its imprint page.



Look at the imprint page and then answer the questions below.

First published 1992 by Walker Books Ltd
87 Vauxhall Walk, London SE11 5HJ

This edition published 2003

14 16 18 20 19 17 15

© 1992 Blackbird Design Pty Ltd

The right of Bob Graham to be identified as author/illustrator
of this work has been asserted by him in accordance with
the Copyright, Designs and Patents Act 1988

This book has been typeset in Plantin

Printed in China

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without prior written permission from the publisher.

British Library Cataloguing in Publication Data:
a catalogue record for this book is available from the British Library

ISBN 978-0-7445-9829-2

www.walker.co.uk

Imprint page

Name:
Class:

1.	What is the title of this book?
2.	Who is the author?
3.	Who is the illustrator?
4.	When was the book first published?
5.	Where was the book printed?
6.	Can you find anything else interesting about this book?

Week 2– Additional Activity– Music

Activity Instructions:

1. Today we will take a journey back through time.
Back to 1896 and Austria to witness a special sunrise.
Then way back to 1700 and England for a march to trumpets
We then begin our journey home stopping in Germany in 1786
and returning via 1928 America and Paris
<https://www.bushfirepress.com.au/kidslisten/s02e01/>
2. Find a nice quiet place with your special grownup or brother or sister, and just listen.
3. I wonder which creature you will enjoy the most?
4. Let's find out. Draw a picture of your favourite piece.