

# 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 work via the front office. Optional activities are highlighted in green.

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

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
















# 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)

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

Term 2 Weeks 1-2

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




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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)

# CPPS Expected Behaviours Matrix

## Who's responsible? We are!

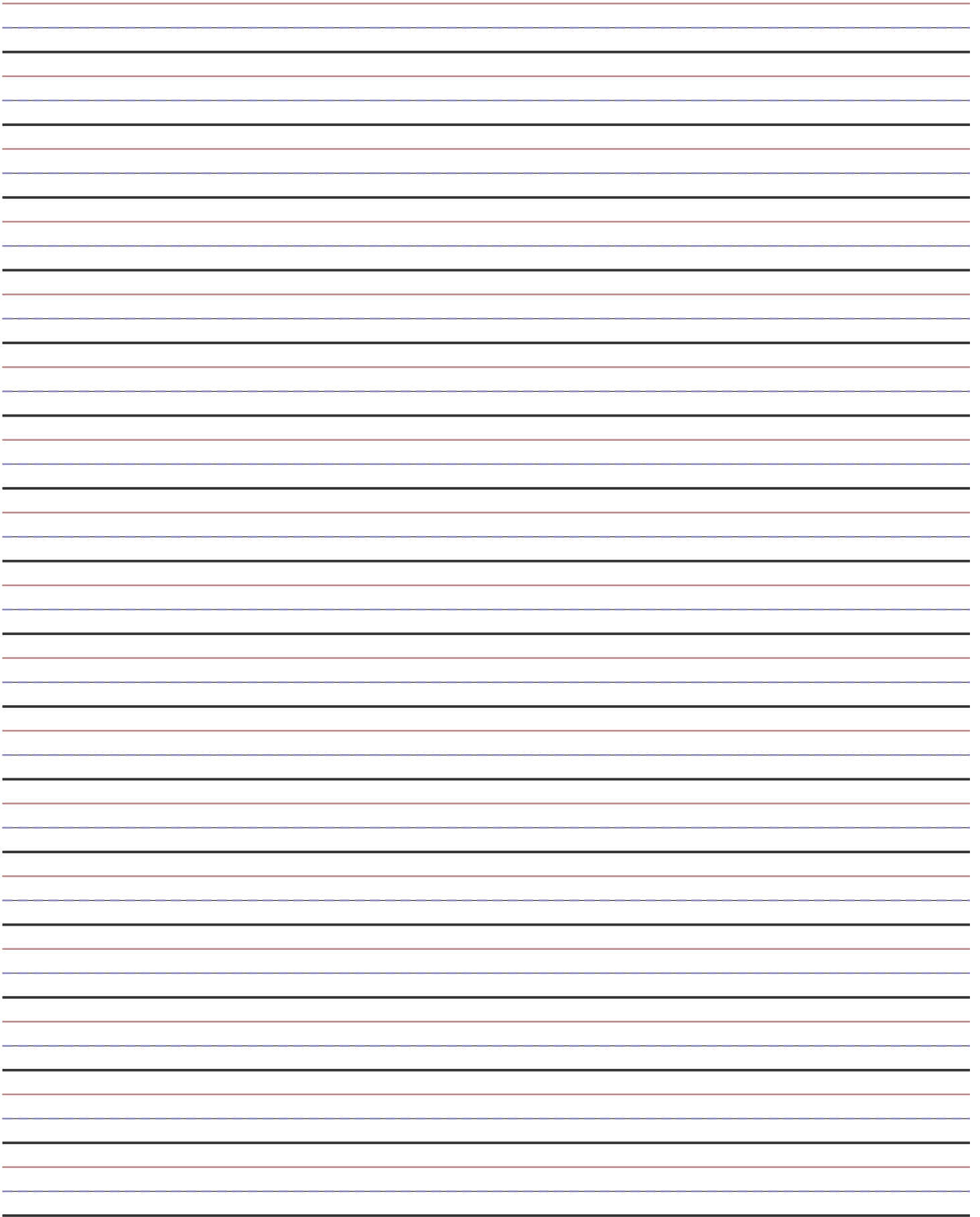
	<b>Learning from home</b>
 <p>We are safe</p>	<p>Use my device in the correct way</p> <p>Google classroom and Seesaw are for school work only</p> <p>We keep our personal information and passwords to ourselves</p> <p>We check with a teacher/parent before clicking on unknown links</p> <p>We only speak to people that we know</p>
 <p>We are learners</p>	<p>Complete my assigned tasks to the best of my ability</p> <p>Try each activity and keep trying when you are waiting for teacher feedback or help from home</p> <p>Submit my work on time</p> <p>We only use technology for their intended purpose</p> <p>Listen to your parent or carer</p>
 <p>We are respectful</p>	<p>Respect our google or seesaw classroom just like you would our physical classroom</p> <p>Remember that other people in your home are working too</p> <p>Quiet when someone is on the phone</p> <p>Focus on your own learning tasks</p> <p>We only write positive comments</p>

# Week 1 Home Learning Pack

## Year 2

### Overview of learning:

- PBL matrix
- Spelling
- 3 maths activities
- 1 Writing activity
- Shared reading
- Topic talks
- History
- Science
- Art





# Spelling Term 2- Week 1

## Monday

Using the handwriting lines complete the handwriting lesson based on Long O sound. See attached Cat handwriting lines

- On the handwriting lines practise writing some o words like pony and bony. Then choose some more to write.
- Concentrate on making tall letters tall and down low letters down low.

## Tuesday

1. Have a listen to the Alpha-blocks video that is posted below.

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

(You can watch this on a phone but if you don't have a phone just write all the oa, ow, o-e words you can think of

2. Brainstorm all the words that the little blocks make.

3. Make your list longer by thinking of words that rhyme with other words you have written

4. You can make up a story using the words you have listed and draw a picture.

Wednesday

Complete the stencil to practise your spelling.

Write these words into sentences.

## **Week 1 Monday Activity 3**

**Learning Intention: We are learning to tell time**

**Success Criteria: I can:**

**Fill in the number facts for the number 16**

**Identify analog clocks and digital time**

**Read and write hour time**

**Read and write half hour time**

# O'Clock

The minute hand is on the 12.



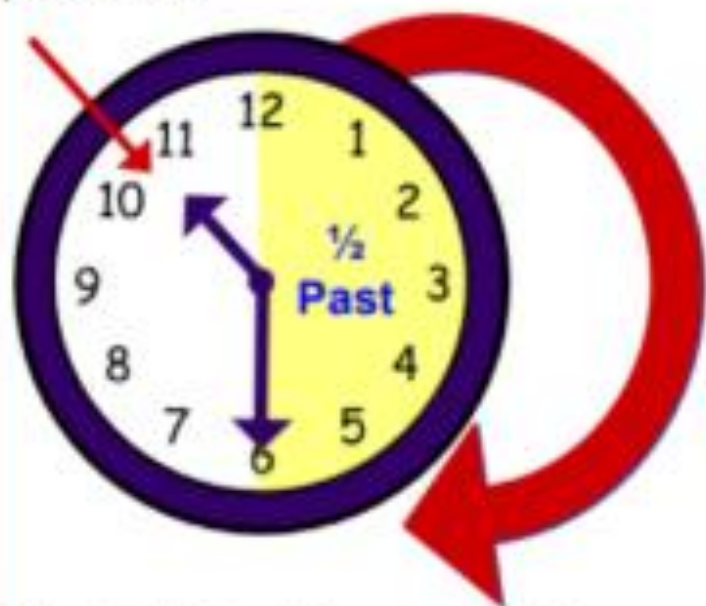
The hour hand pointing straight to the 4.

Here we would say the time is  
**4 o'clock.**

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# Half past

The hour hand has moved half way past the 10.



The minute hand has moved half way around the clock past the 12.

Here we would say the time is  
**HALF PAST 10.**

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# Analogue Clock

There are 60 minutes in one hour.

The minute hand is the long hand on the clock.



There are 12 hours on an analogue clock.

The hour hand is the small hand.

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# Digital Time

Digital time states the hour and the number of minutes that have passed in that hour.



In digital time, both 4:00 a.m. and 4:00 p.m. would both be shown as

04:00

E.g. 8:30 p.m. = 08:30

3:15 a.m. = 03:15

9:27 p.m. = 09:27

12:00 a.m. = 12:00

© Teach2Go.com.au (2009)

# Number talk

16

Number  
before

Number after

Double or  
half

+ and - facts

X and  $\div$  facts

Draw 3 of your own half-hour times! Write the digital time below.



Draw 3 of your own hour times! Write the digital time below.





**Hour Time! Match the digital time to the correct analog clock.**

Analog Clock:

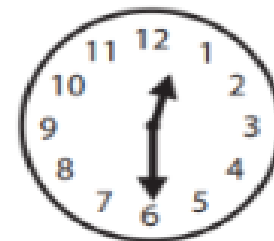
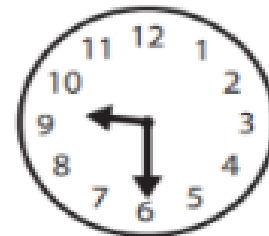
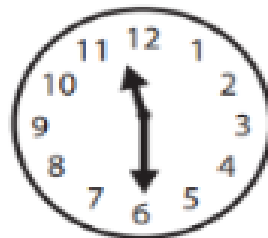
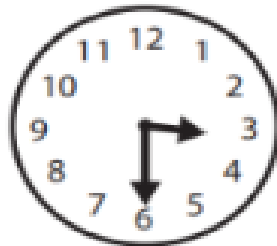
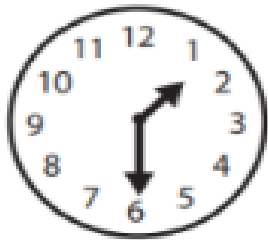


Digital Time:

9:00	5:00	3:00
2:00	8:00	11:00

**Half-Hour Time! Match the digital time to the correct analog clock.**

Analog Clock:



Digital Time:

**9:30**

**1:30**

**11:30**

**3:30**

**12:30**

## **Week 1 Tuesday Activity 3**

**Learning Intention: We are learning to tell time**

**Success Criteria: I can:**

**Fill in the number facts for the number 45**

**Identify analog clocks and digital time**

**Read and write my own hour and half hour time**

**Identify activities I do during those times**

# Number talk



Number  
before

Number after

Double or  
half

+ and - facts

X and  $\div$  facts

6:00 AM



I wake up  
at 6:00 AM.

11:30 AM

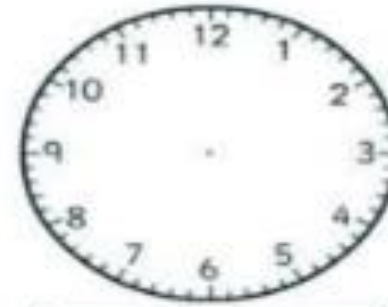


lunch



4:15 PM





## **Week 1 Wednesday Activity 3**

**Learning Intention: We are learning about a quarter past time**

**Success Criteria: I can:**

**Fill in number facts for the number 80**

**Identify analog clocks and digital time**

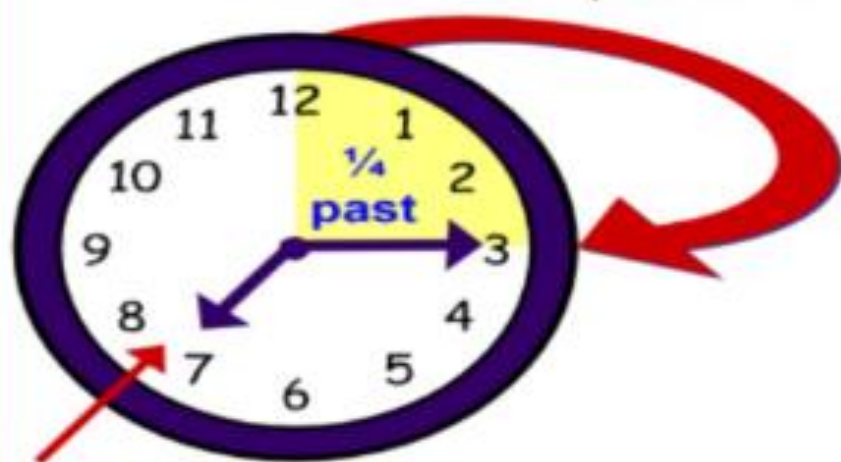
**Read and write a quarter past time**

**Identify activities I do during those times**



## Quarter past

The minute hand has moved a quarter of the way around the clock past the 12.



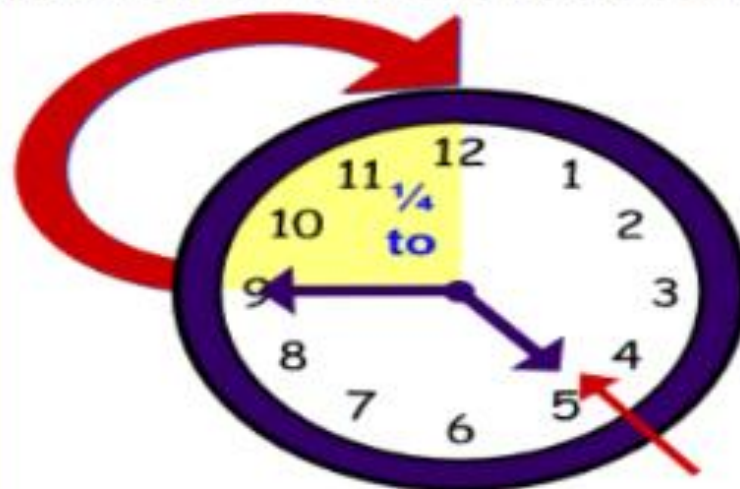
The hour hand has moved a little bit past the 7.

Here we would say the time is a  
**QUARTER PAST 7.**

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## Quarter to

The minute hand only has to travel one quarter of the way before it reaches the 12.



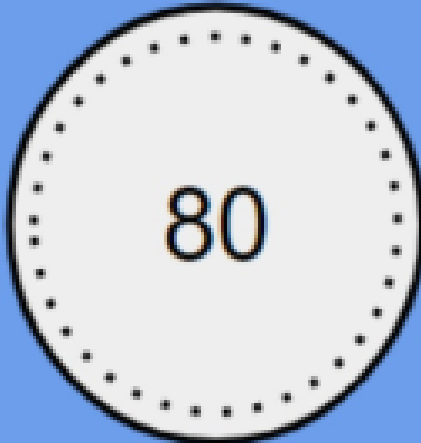
The hour hand is a little bit before the 5.

Here we would say the time is a  
**QUARTER TO 5.**

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# Number talk



Number  
before

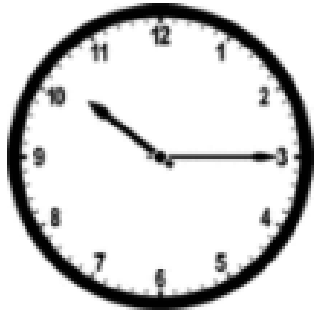
Number after

Double or  
half

+ and - facts

X and  $\div$  facts

Match the quarter past time to the correct analog clock

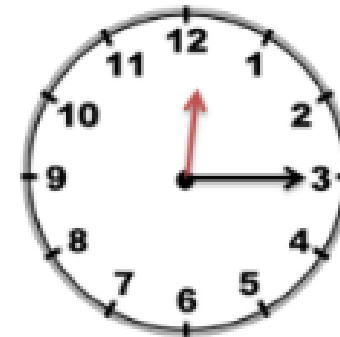
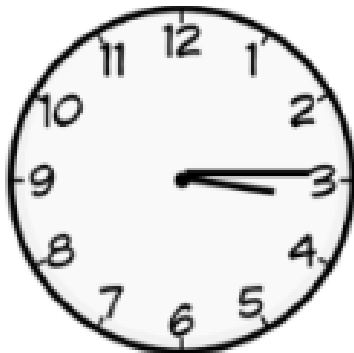


a quarter past twelve (12:15)

a quarter past three (3:15)

a quarter past one (1:15)

a quarter past ten (10:15)



Draw your own a quarter past times. Write the digital time below.

 :  :  :

Draw your own quarter past time and write an activity that you would do at that time



## Week 1 Thursday Activity 3

Learning Intention: **We are learning about fractions**

Success Criteria: **I can:**

Fill in number facts for the number 54

I can identify halves and quarters ( $\frac{1}{2}$  and  $\frac{1}{4}$ )

I can recognise eighths fractions (example  $\frac{3}{8}$  or  $\frac{5}{8}$ )



**1**

**one whole**

*Teach This...*



$$\frac{1}{2}$$

**one half**

Teach This...





$$\frac{1}{4}$$

**one quarter**

*Teach This...*



**$\frac{1}{4}$**

**$\frac{1}{4}$**

**$\frac{1}{2}$**



**+**



**=**



**one half**

*Teach This...*

**$\frac{1}{2}$**

**$\frac{1}{2}$**

**1**



**+**



**=**



**one whole**

*Teach This...*

# Number talk

54

Number  
before

Number after

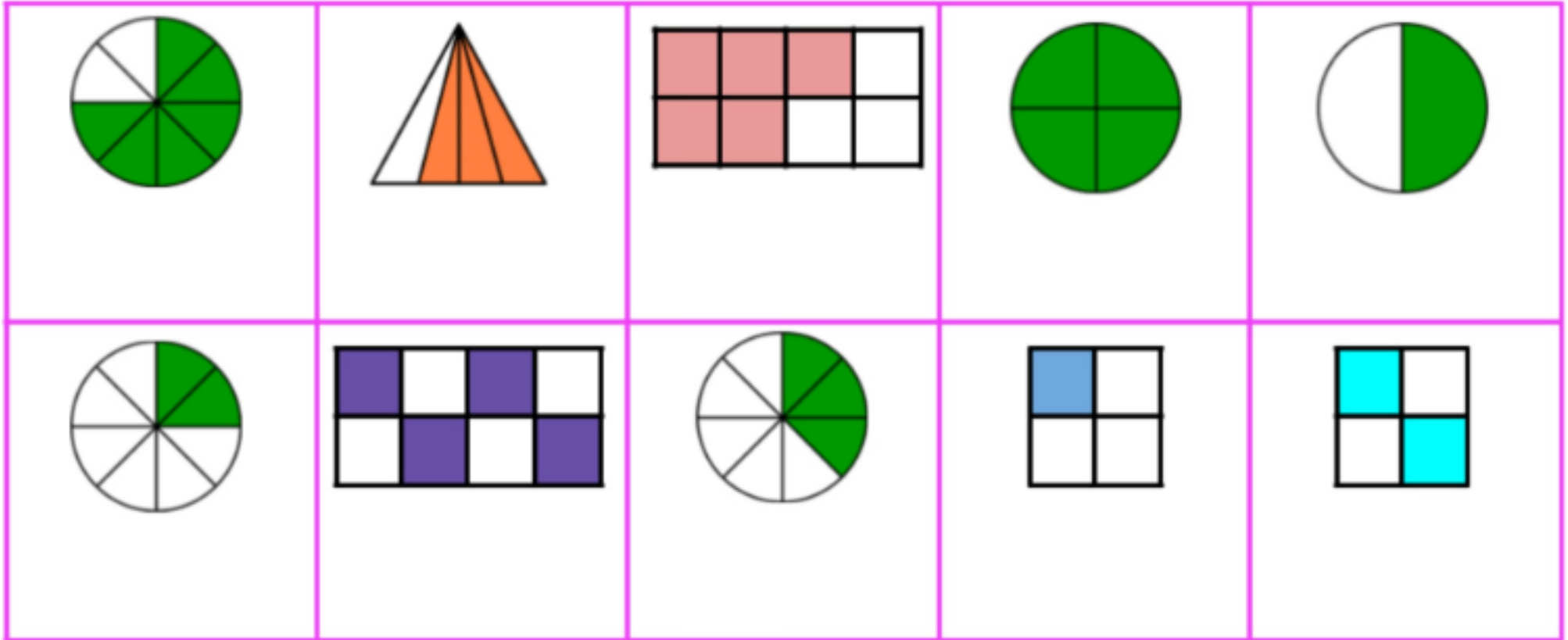
Double or  
half

+ and - facts

X and  $\div$  facts

2.3A: Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words

What is the Fraction of the Shaded Part?



a quarter ( $1/4$ )

three quarters ( $3/4$ )

a half ( $1/2$ )

a whole

a half ( $1/2$ )

three eighths ( $3/8$ )

five eighths ( $5/8$ )

two eighths ( $2/8$ )

a half ( $1/2$ )/ four eighths ( $4/8$ )

six eighths ( $6/8$ )

## Week 1 Monday Writing Task 1 (Activity 2)

Learning Intention: We are learning to write a procedure. Have a look at the example of a procedure provided in this pack.

Success Criteria:

I can:

- Write a title
- Write what ingredients are needed
- Write the steps/instructions
- Use a verb at the beginning of each step/instruction.

For example:

Stir the soup. Pour the mixture into the pot.

\* Draw a picture of my finished product! Look at the example attached. Think of something that YOU would like to make.

Now: Write your very own procedure on the template provided for this lesson.

## Procedure

How to make \_\_\_\_\_

### Ingredients

**Method:** Write as many step as you need to show how to make.

1.

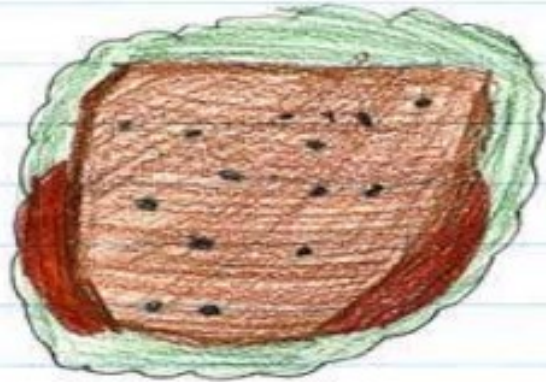
2.

# Seesaw Procedure Example

## How to make a Sandwich

### What you need:

- \* Butter
- \* Knife
- \* lettuce
- \* cheese
- \* tomato
- \* 2 slices of bread
- \* plate



### what to do:

- 1 Put the plate on the bench. Then get 2 slices of bread and put them on the plate.
- 2 Get a knife and the butter then put the butter on the bread with a knife.
- 3 Put the cheese on top of the butter. Then put lettuce on top of the cheese.
- 4 Put tomato on top of the lettuce. Then get your knife and cut it into triangles and enjoy.

# Shared Reading Week 1

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.



## Tuesday - Activity 2

View 'Tiddalik the Frog' on you tube.

Write 1 sentence about the beginning of the story.

Write 1 sentence about the problem and 1 sentence about how the problem was solved.

Draw a picture about the story.

## Wednesday - Activity 2

View 'Stella Luna' on you tube.

Draw your favourite part of the story and write 3 sentences about Stella's problems.

# Speaking and Listening: News Topics

## Friday Activity 2

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

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

# HISTORY WEEK 1 – TECHNOLOGY & ARTEFACTS LEARNING TASK

An artefact is something that was made and used by people in the past.

It often tells us about the way people lived in the past lived.

Artefacts can tell us about times from tens, hundreds and even thousands of years ago

**Lesson 3**    **Step Back in Time**    **Unit 3 Then and Now**

Technology has changed the way we do many things. Devices like the smart phone are replacing objects we used in the past. We call these objects **artefacts**.

**2** Look at the artefacts. Name them and then match them to the apps on the phone. Think about the questions in the box.

Are some artefacts still used? Why?



The image is a learning task page titled 'Lesson 3 Step Back in Time' and 'Unit 3 Then and Now'. It features a central collage of various objects: a black rotary telephone, a silver vintage camera, a black record player with a red vinyl record, a brown wooden television set, a white smartphone held in a hand with a finger touching the screen, a wooden chess set, and a globe. To the left of the collage is a spiral-bound notebook with text explaining that technology has changed the way we do things and that these objects are called 'artefacts'. Below the notebook is a yellow box with a numbered instruction '2' to look at the artefacts, name them, and match them to apps on the phone. A question box asks 'Are some artefacts still used? Why?'. A callout box on the left says 'Your task for this week.' with an arrow pointing to the notebook. At the bottom, there is a small image of a boy with a question mark on his forehead.

Your task for this week.

## HISTORY Week 1 – Technology & Artefacts

1. Watch this YouTube video about technology THEN Vs NOW <https://youtu.be/DENG7Q7VRgo>
2. Label the picture by matching each artefact to an app on the phone.
3. Name each artefact in the table below. What is it? What was it used for? ***Year 2 students need to present this information on Seesaw by recording themselves using the video camera option.***
4. Year 1 and year 2 must upload images of their work on Seesaw for teachers to mark.



Artefact name:

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What was it used for?

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## STAGE 1 Science Activity TERM 2 (Weeks 1–5)

### What's That Sound?

**Stage 1 Outcomes:**

- ST1-2DP-T** uses materials, tools and equipment to develop solutions for a given task  
**ST1-8PW-S** describes common forms of energy and explores some characteristics of sound energy  
**ST1-7MW-T** describes how the properties of materials determine their use

	<i>I'm an expert</i>	<i>I've got it!</i>	<i>I'm still learning</i>
<i>I can explain how sound is made and explore volume and pitch (ST1-8PW-S)</i>	<i>I explained how my instrument made sound and talked about the pitch of my instrument.</i>	<i>I explained how my instrument made sound and how it can be loud or quiet.</i>	<i>I showed how my instrument made noise by playing it.</i>
<i>I can design and use materials to make a musical instrument that makes 1 or more sounds. ST1-2DP-T</i>	<i>I made an instrument that makes more than 1 sound. It can be loud and quiet and the pitch changes.</i>	<i>I made an instrument that makes a sound. I can make the sound loud and quiet.</i>	<i>I made an instrument that makes a sound.</i>
<i>I can decide what materials to use in my design and explain why I used them. (ST1-7MW-T)</i>	<i>I chose materials I knew would make a sound. I changed my materials to make my design more successful.</i>	<i>I chose materials I knew would make a sound.</i>	<i>I chose materials that I liked and I had at home.</i>
<i>I can reflect on my design and the choices I made ST1-2DP-T</i>	<i>I can talk and write about my design and make changes to it to make it better.</i>	<i>I can talk or write about my design and if it worked or not.</i>	<i>I can talk about and draw my design and what I like about it.</i>

## STAGE 1 Science Activity

### TERM 2 (Weeks 1–5)

## What's That Sound?

#### *Stage 1 Outcomes:*

*ST1–2DP–T uses materials, tools and equipment to develop solutions for a given task*

*ST1–8PW–S describes common forms of energy and explores some characteristics of sound energy*

*ST1–7MW–T describes how the properties of materials determine their use*

#### *Overview for Families - The individual weekly tasks are on seesaw*

#### *The next 5 lessons follow this task:*

*Create a musical instrument with materials you have at home.*

*Follow these steps:*

- *Design phase - decide what materials you can collect at home. Think about what can vibrate to make sound and how you will make it move.*
- *Draw a plan for your instrument. Label the parts and what materials will be used.*
- *Make your instrument and write a procedural recount to explain the steps in making it. Eg First I.... Next I ..... Then I .....*
- *Test it out. Does it make a sound? Is it loud or soft? Does it make more than 1 sound? How do you make the sound? Are you happy with the result? Write at least 2 sentences about this result.*
- *Result - Did it work? Could it be better? What changes could you make to improve your design? Can you change it to make more than 1 sound? Can you think of better materials to use? Write 3 –4 sentences about your results.*

*Note to parents/carers:* *This activity is a fun way to round off our Science unit and incorporate what we found out while conducting experiments about sound.*

## *Sound Sources in my home*

*I can describe the sounds I hear  
I can explain how the sound was made*

1.

2.

3.

4.

5.



## *Week 1 – Wednesday – Activity 4 (Science)*

*We are learning to investigate sound.*

*I can identify different sounds in my house*

*I can describe the sounds I hear*

*I can explain how the sounds were made*

### *Activity Steps*

*1. Watch the Youtube video:*

*[https://www.youtube.com/watch?time\\_continue=220&v=UiJn5AqksfQ&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=220&v=UiJn5AqksfQ&feature=emb_logo)*

*2. Find 5 sources of sound from your house*

*3. record these sounds (with a device or by drawing)*

*4. Write a sentence describing each of the sounds you found*

# **ART – WEEK 1**

## **Nature Insect Sculptures**

1. Watch the video in the link below about creating striking insect sculptures.

<https://thekidshouldseethis.com/post/how-to-turn-garden-clippings-into-insect-illustrations-plants-raku-inoue?s=zfd1mvt7zwtqcytictyq>

### **YEAR 1 TASK INSTRUCTIONS –**

2. You will need to collect nature items such as sticks, petals, pine cones, rocks, flowers, stones etc.

3. Create your own insect sculpture using your collected nature items.

4. Take a photo of your insect sculpture and upload it so I can see your amazing work.

5. Record yourself telling me about your sculpture. E.g. what nature materials you used to create it and how you felt about this art activity.

Can't wait to see and hear about your amazing creation!

### **YEAR 2 TASK INSTRUCTIONS**

2. You will need to collect nature items such as sticks, petals, pine cones, rocks, flowers, stones etc.

3. Create your own insect sculpture using your collected nature items.

4. Take a photo of your insect sculpture and upload it so I can see your amazing work.

5. Label the parts of the insect's body.

6. Record yourself telling me about your sculpture. Labelled the body parts of your insect and what nature materials you used to make each part.

7. Then submit an image of your labelled work.

Can't wait to see and hear about your amazing creation.

Examples – These are here for inspiration. Please try to create your own unique sculpture.

