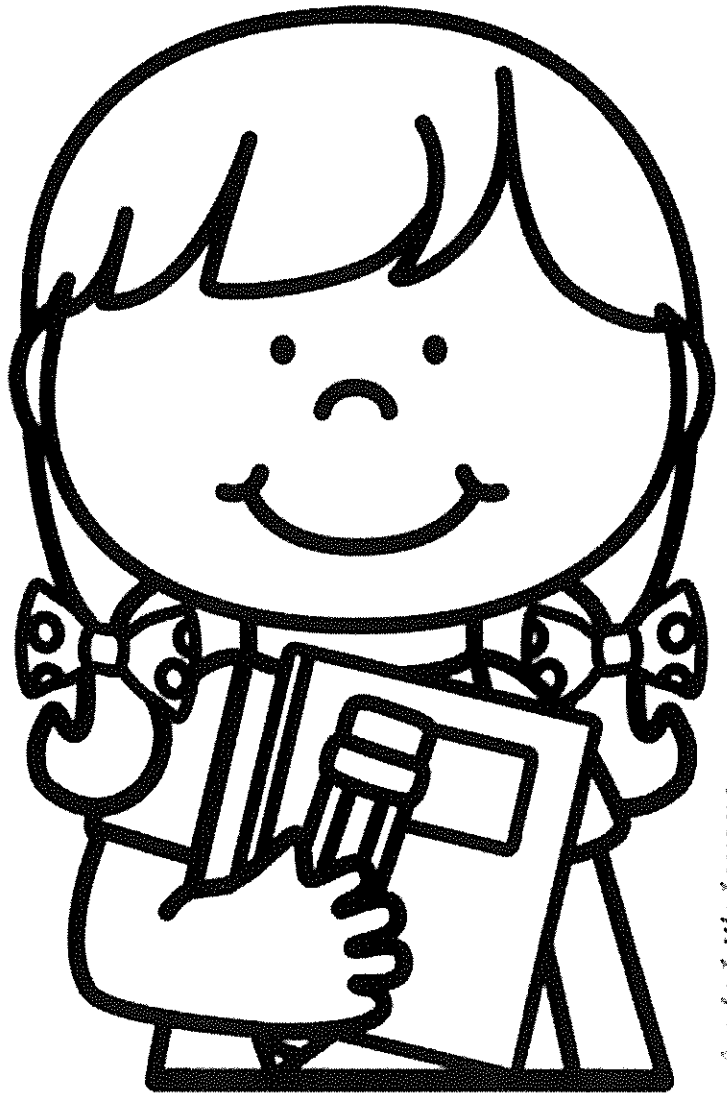


# Year 2 – Learning Week 2



Name: \_\_\_\_\_

# Home Learning Week 2 – Year 2

<b>Monday 19/7</b>	<b>Tuesday 20/7</b>	<b>Wednesday 21/7</b>	<b>Thursday 22/7</b>	<b>Friday 23/7</b>
Spelling – Unit 19 'oa, o_e, ow, o' Write as many words as you can in the boat.	Spelling – Unit 19 'oa, o_e, ow, o' Write your list of words	Spelling – Unit 19 'oa, o_e, ow, o' Complete the first page of worksheet	Spelling – Unit 19 'oa, o_e, ow, o' Complete the second page of worksheet	Spelling – Unit 19 'oa, o_e, ow, o' Write two sentences with your spelling words
Handwriting – complete letter sheets (a and b)	Handwriting – complete letter sheets (c and d)	Handwriting – complete letter sheets (e and f)	Handwriting – complete letter sheets (g and h)	Handwriting – complete letter sheets (i and j)
Reading – Read aloud a book of your choice to a family member	Reading – Log on to Storyline Online and choose a book to listen to	Reading – Read aloud a book of your choice to a family member	Reading – Log on to Storyline Online and choose a book to listen to	Reading – Read aloud a book of your choice to a family member
Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice	Speaking and Listening – Write your speech and practice
Writing – Procedural writing. Complete activity in booklet,	Writing – Procedural writing. Complete activity in booklet	Literacy activities Parts of speech colouring	Literacy activities Adjective picture activity	Literacy activities Finding adjectives activity

# Home Learning Week 2 – Year 2

how to make Fairy bread	on how to make a potion				
Number of the day Is 9. Complete activity in booklet	Number of the day Is 15. Complete activity in booklet	Number of the day Is 20. Complete activity in booklet	Number of the day Is 29. Complete activity in booklet	Number of the day Is 38. Complete activity in booklet	
Numeracy activities Addition worksheets	Numeracy activities Addition worksheets	Numeracy activities Addition & Subtraction worksheets	Numeracy activities Subtraction worksheets	Numeracy activities Subtraction worksheets	Numeracy activities Subtraction worksheets
Life skills Help around the house. Clean your room.	Life skills Help around the house. Help with some gardening.	Life skills Help around the house. Sweep the kitchen.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game outside with a family member.	
PDHPE Water Safety	Science Physical World Push – Pull	Geography Features of Places	Creative Arts Music	STEM Complete activity in booklet	
PBL and Wellbeing Breathing activity	PBL and Wellbeing Coping with unpleasant emotions	PBL and Wellbeing Go for a walk with a family member	PBL and Wellbeing Write 5 things you love about yourself	PBL and Wellbeing Have a sleep in	

# Home Learning Week 2 – Year 2

Online links.

<https://storylineonline.net/>

[https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

<https://www.mathletics.com/au/>

<https://app.pmecollection.com.au/login>

<https://www.typing.com/>

<https://www.abcya.com/>

<https://scratch.mit.edu/>



# Monday 19<sup>th</sup> July



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

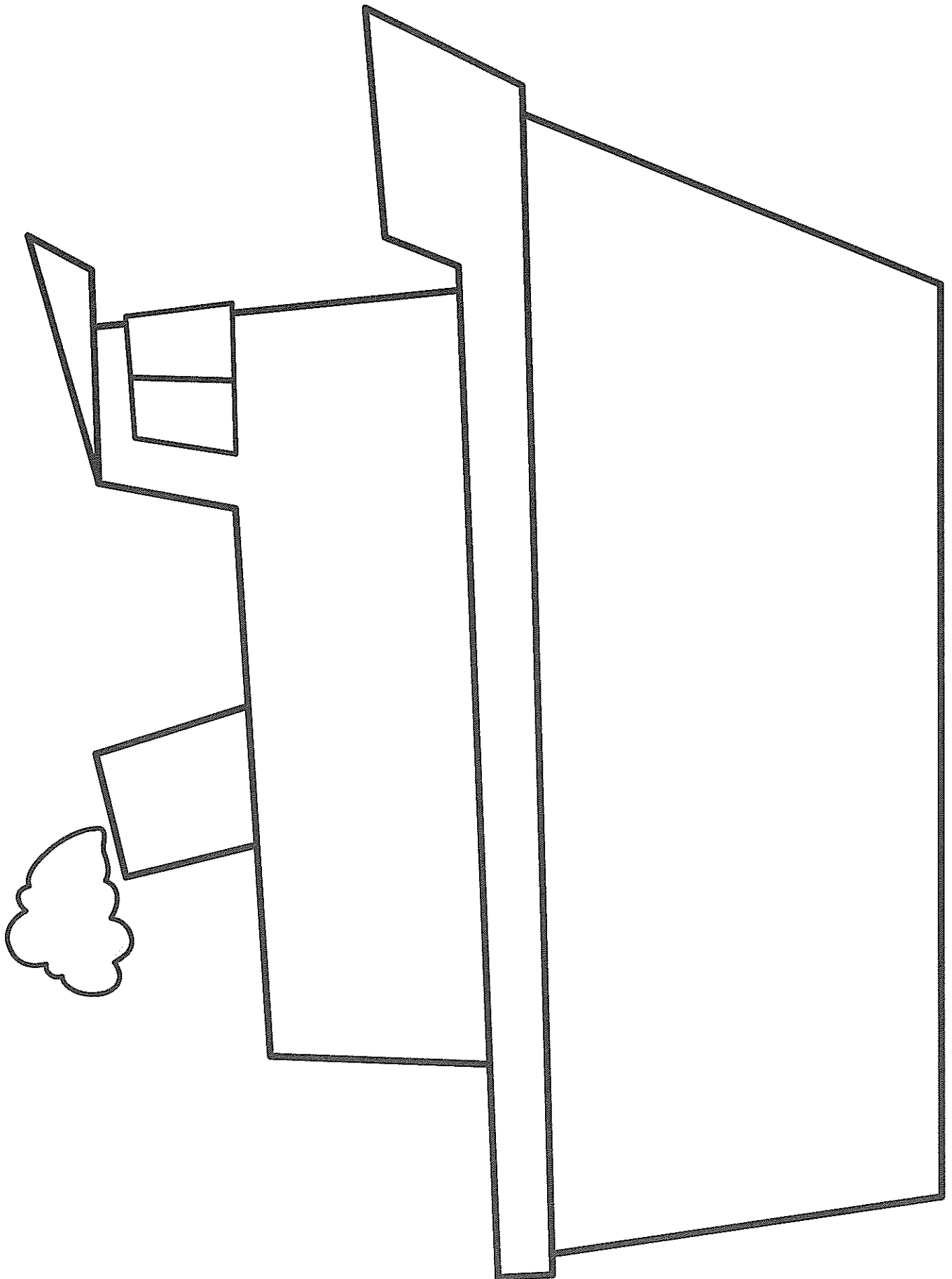
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

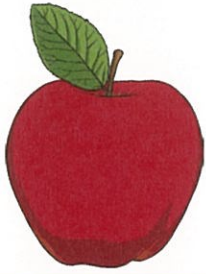
PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own actions



Aa



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

A A A

Aa Aa Aa

and

apple

axe

Bb



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

B B B

Bb Bb Bb

be

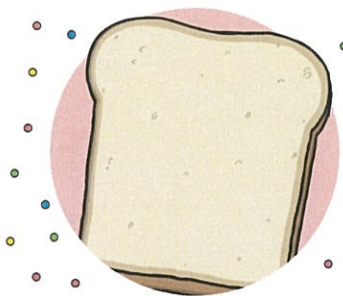
but

before

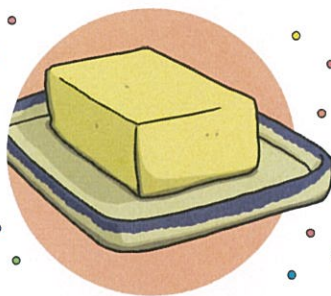


# How to Make Fairy Bread

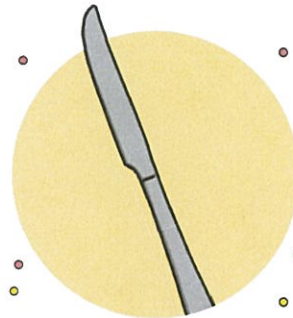
What you need:



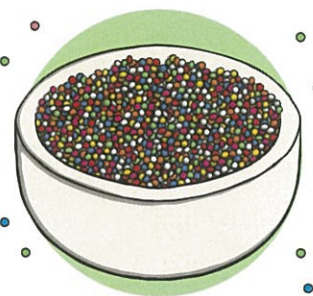
Bread



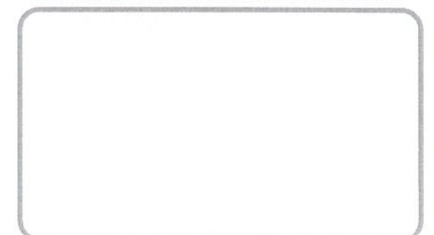
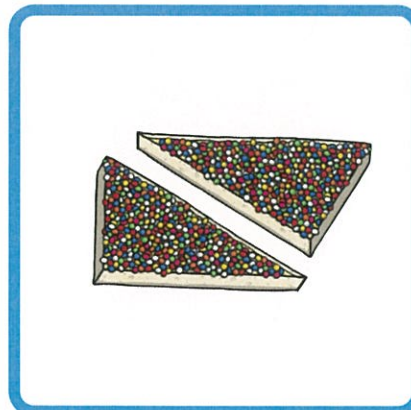
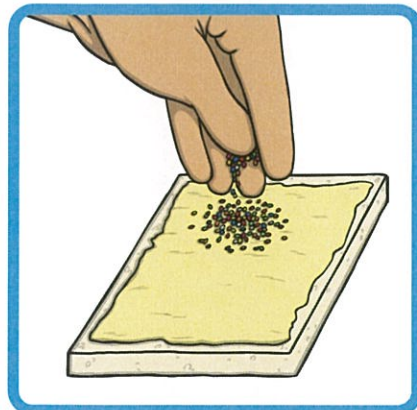
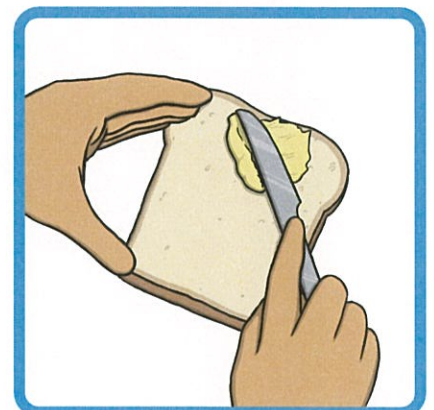
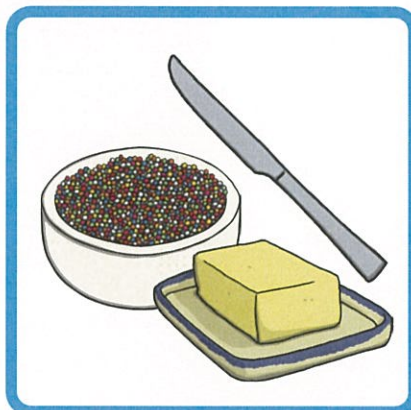
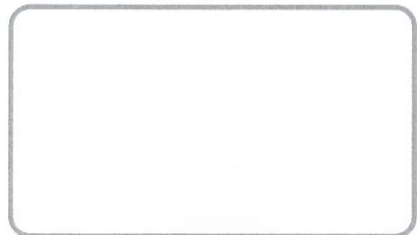
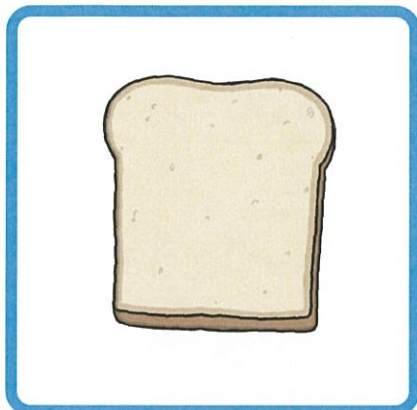
Butter



Knife



Sprinkles





Cut out each step and glue them next to the correct picture:

Get some sprinkles, some butter and a knife.

twinkl.com

Cut the bread into triangles.

twinkl.com

Sprinkle the sprinkles onto the bread.

twinkl.com

Eat your fairy bread.

twinkl.com

Get some bread.

twinkl.com

Spread the butter onto the bread.

twinkl.com

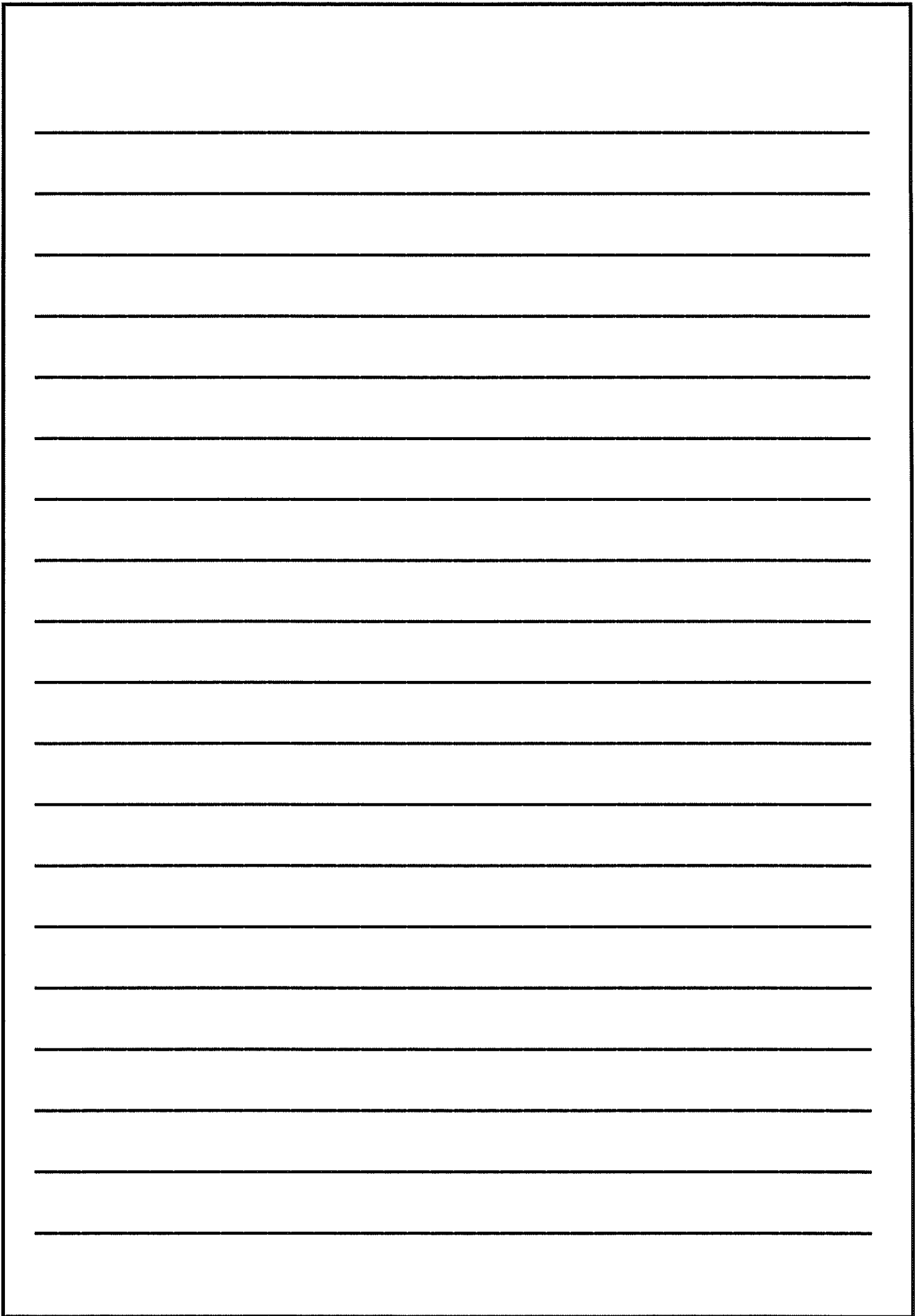
---

**Answer Key:**

1. Get some bread.
2. Get some sprinkles, some butter and a knife.
3. Spread the butter onto the bread.
4. Sprinkle the sprinkles onto the bread.
5. Cut the bread into triangles.
6. Eat your fairy bread.







# Number of the Day

Today's number is:

1

Write it in words

2

Is it odd or even?  
(Circle one)

odd      even

3

Write it in tally marks

4

What is the place value?

hundreds	tens	units

5

What is the number before?

What is the number after?

6

10 more is...

7

10 less is...

8

100 more is...

9

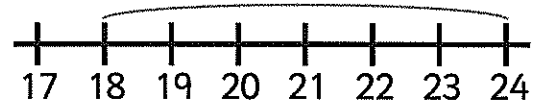
Make it in money

10

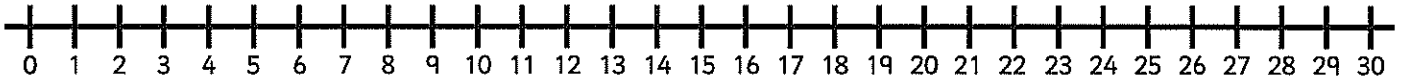
# Addition to 30 with a number line

Example:

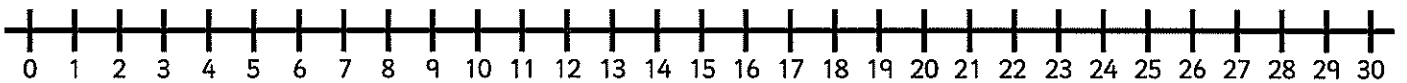
$$\underline{18} + 6 = \textcircled{24}$$



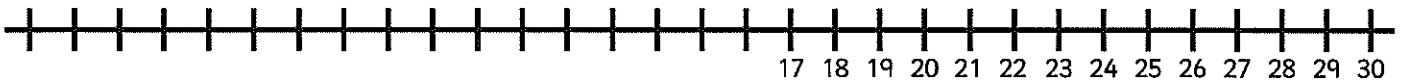
$$15 + 10 =$$



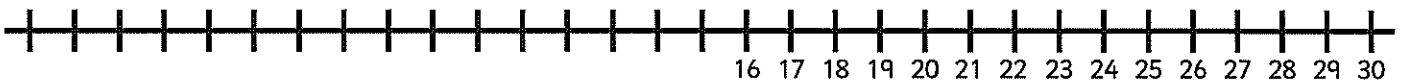
$$18 + 10 =$$



$$17 + 3 =$$



$$16 + 8 =$$



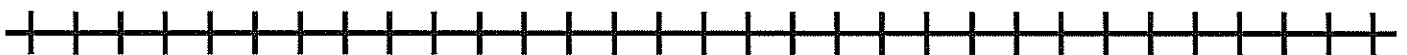
$$19 + 11 =$$



$$14 + 7 =$$



$$25 + 5 =$$



$$23 + 6 =$$



# Numicon Shape Addition within 30

Use the Numicon Shapes to work out the answers to each addition question.

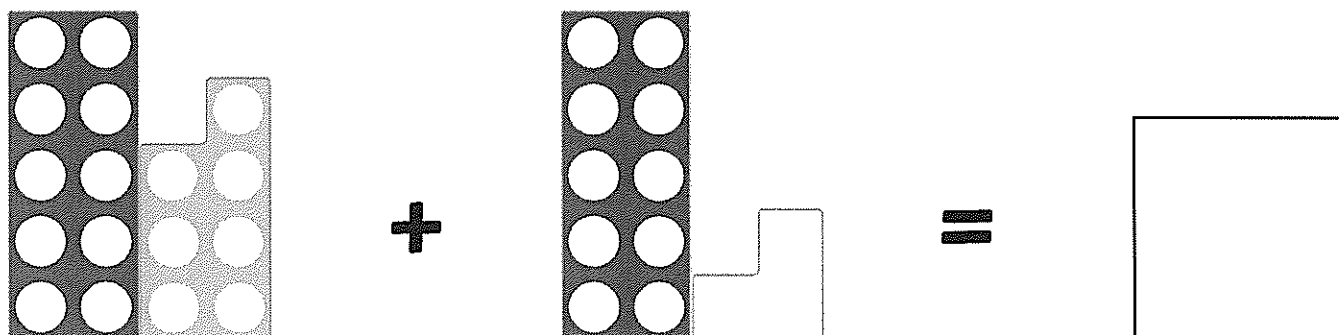
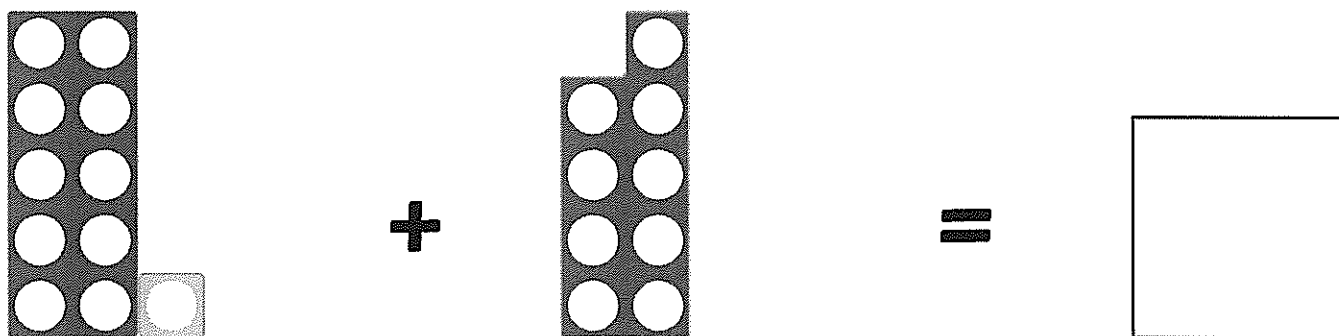
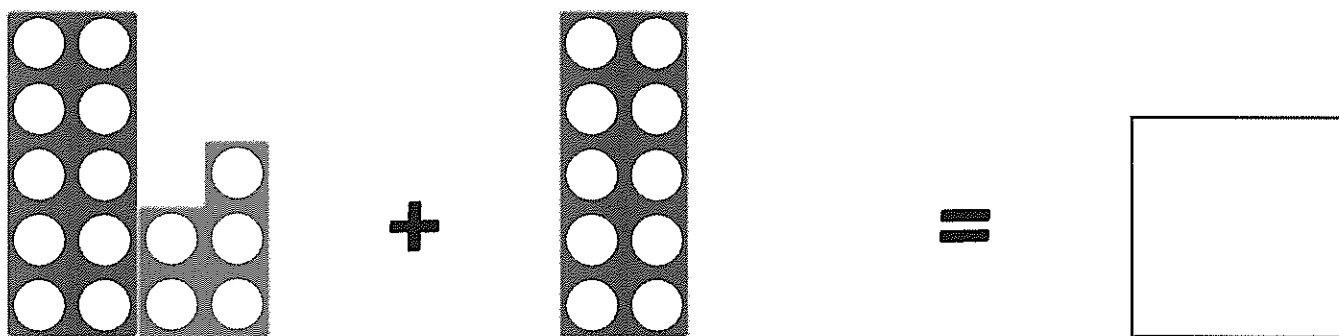
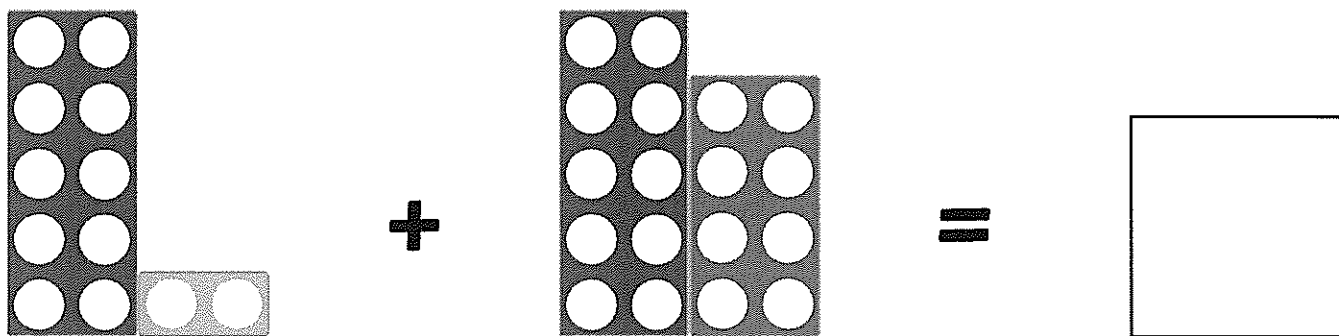
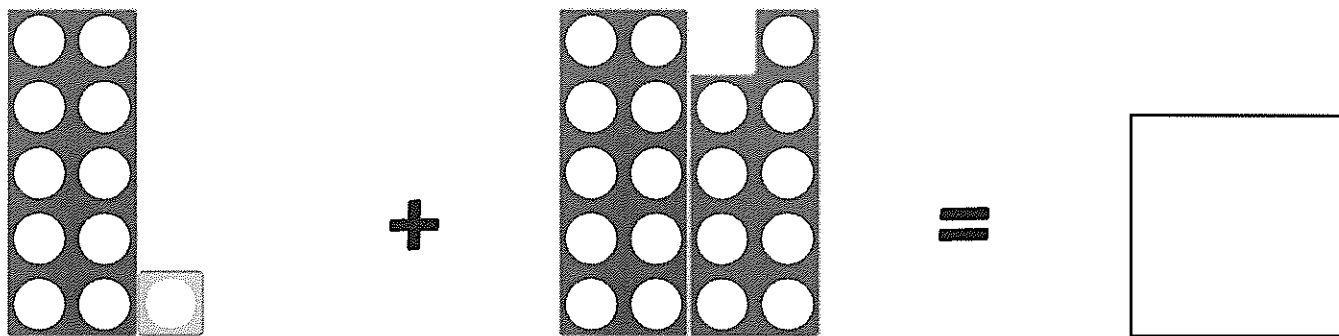
$$10 + 2 = \square$$

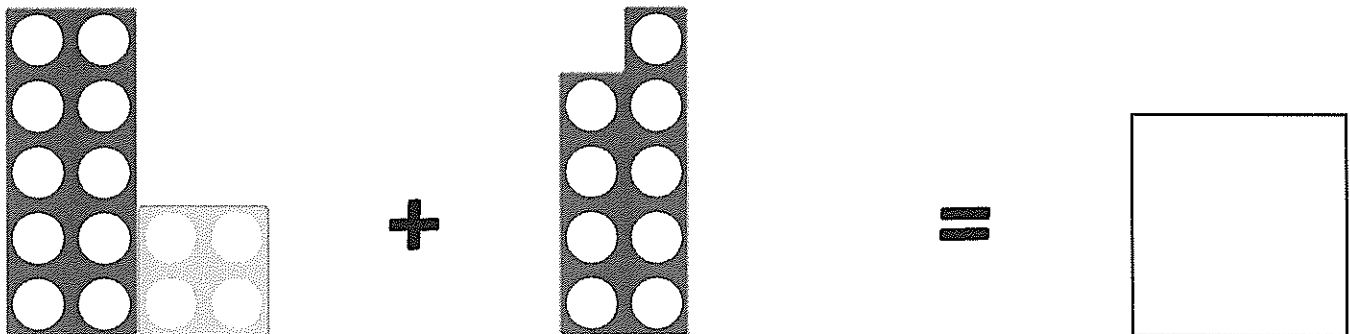
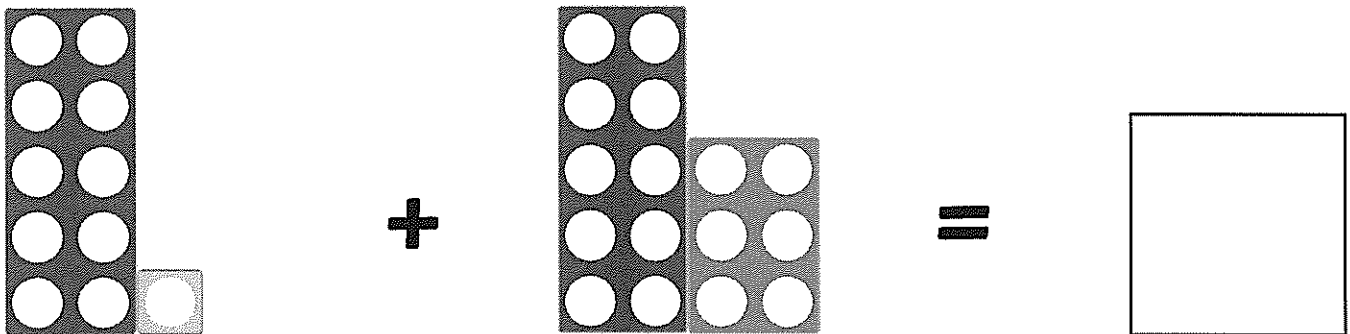
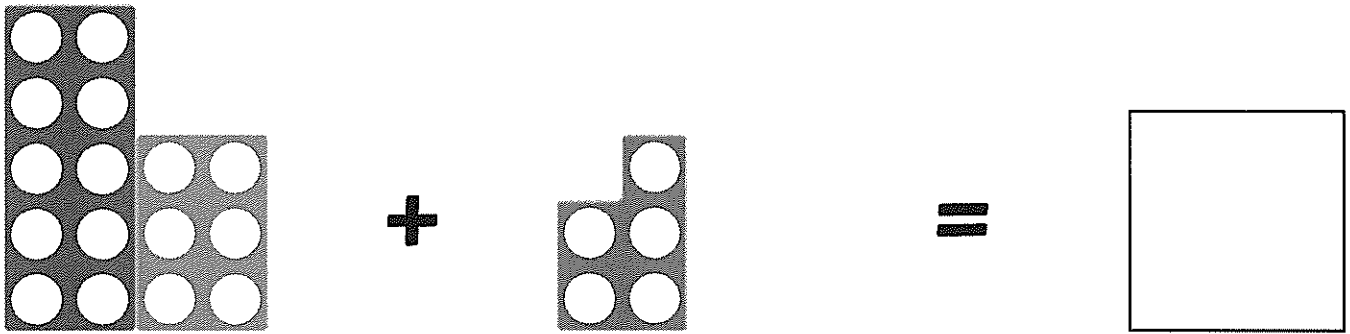
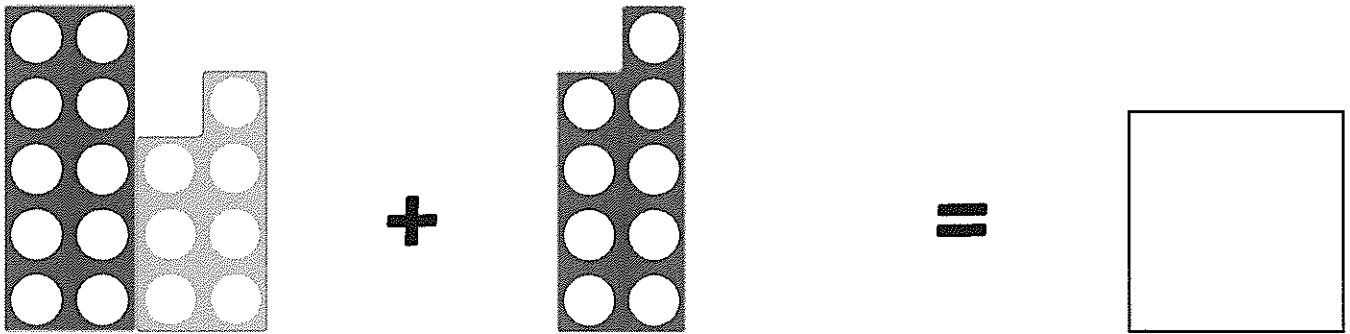
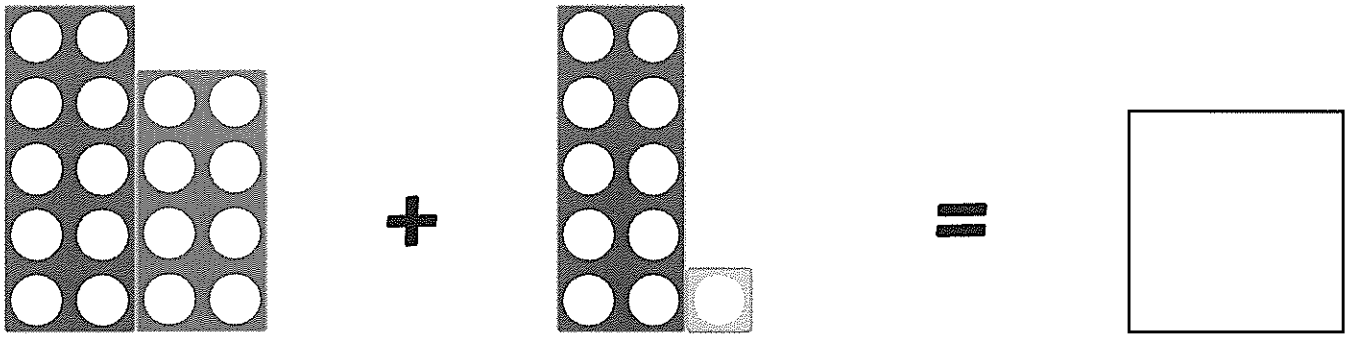
$$10 + 1 = \square$$

$$10 + 4 = \square$$

$$10 + 6 = \square$$

$$10 + 2 = \square$$





# Pool Safety

a d s i t f w p s d f l  
s w i m m i n g a i l e  
h a o w p d i l f x o d  
a p o o l r u l e s a a  
l f e l k h d a t f t n  
l e x o i n o t y e a g  
o n u i o m e n g a t e  
w c r k b l s e o y i r  
i e c d e e p i x g o u  
g f t h y j k t m t n s  
n p l i f e g u a r d b  
c h e m i c a l s l k n

swimming

lifeguard

pool rules

floatation

shallow

danger

gate

deep

chemicals

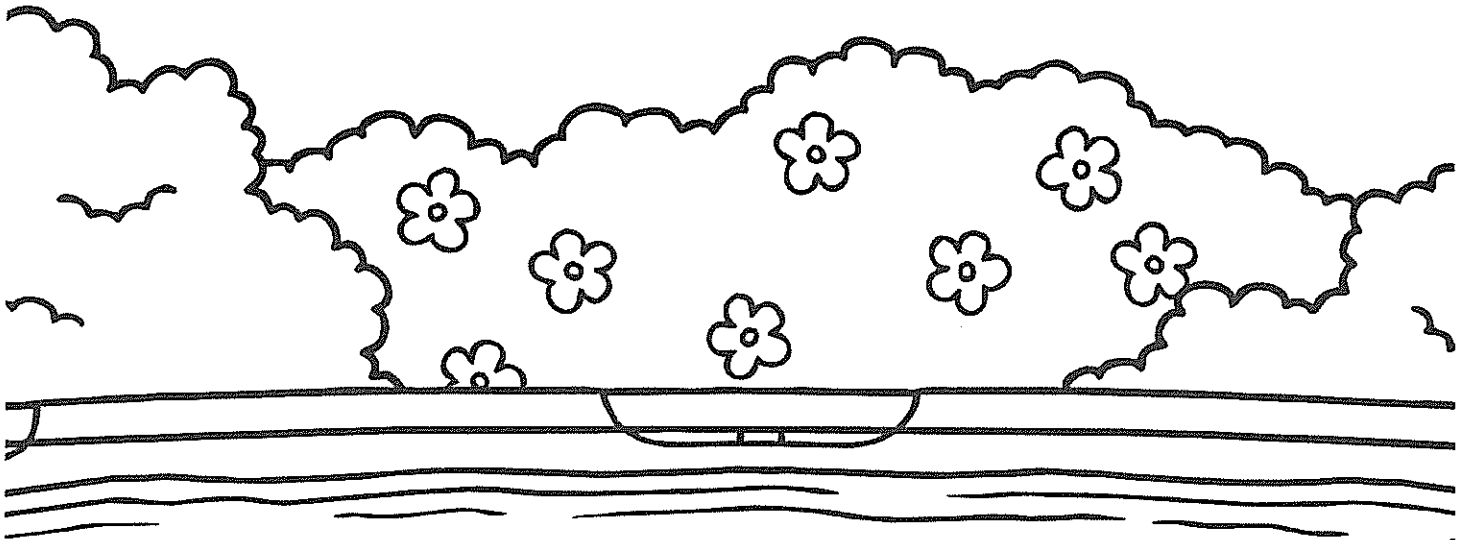
fence

obey

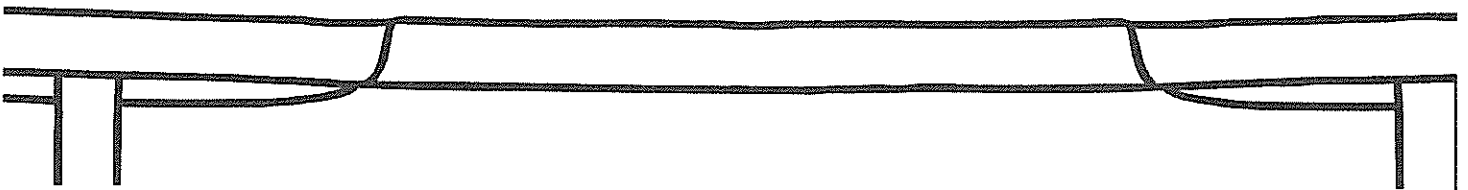
safety

# Pool Safety

slowly	jump on	push
flotation	gate	shallow
lifeguard's	choke	adult



1. Never open the \_\_\_\_\_ or climb the pool fence.
2. Always have an \_\_\_\_\_ with you when you are in the pool.
3. Never jump into the \_\_\_\_\_ end of the pool.
4. Walk \_\_\_\_\_ around the edge of the pool.
5. Wear a \_\_\_\_\_ device if you are not confident.
6. Do not \_\_\_\_\_ people into the pool or \_\_\_\_\_ people in the pool.
7. Do not eat or chew gum in a pool as you could \_\_\_\_\_.
8. Always follow the pool rules and obey the \_\_\_\_\_ directions.



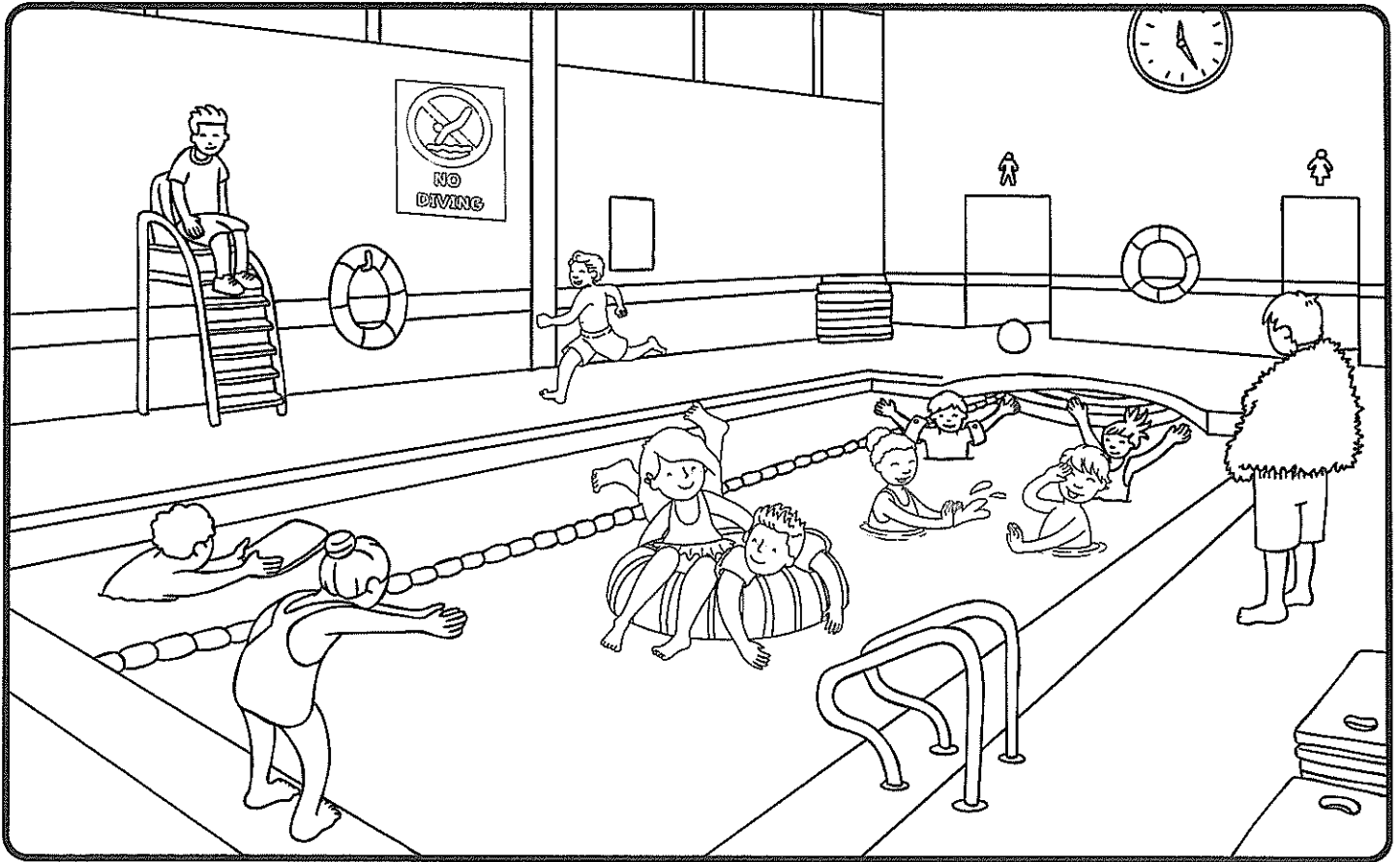


# Taking a Risk in the Swimming Pool

Some of the people at this pool are taking a risk.

Can you match the statements to the picture?

Cut out the statements at the bottom and match them to the correct image.



visit [twinkl.com](https://www.twinkl.com)



This child is at risk of slipping on the puddles and falling into the water.

This child is diving into the pool beside a 'no diving' sign. They could cause themselves injury by diving where it is not allowed.

These children are fooling around on one rubber ring. They are at risk of falling out of the ring and drowning.

This child is splashing in the pool and could be at risk by getting into a panic if they choke on the water.






# PRACTISING MINDFULNESS

## Mindful Silence

### Take these steps:

- 1 Gently close your eyes.
- 2 Take slow, deep breaths.
- 3 Notice what you can smell.
- 4 Notice what you can hear, e.g. the faraway hum of traffic.
- 5 Notice what you can feel, e.g. tingles in your toes.
- 6 After a few minutes, gently open your eyes and fill in the table below.



What I could <b>smell</b> : 	What I could <b>hear</b> : 	What I could <b>feel</b> : 

# Tuesday 20<sup>th</sup> July



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Science:

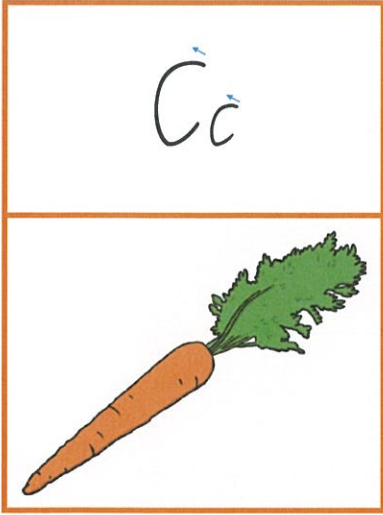
ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

ST1-9PW-ST investigates how forces and energy are used in product

road										
coat										
boat										
load										
soap										
hope										
cone										
stone										
close										
closing										
low										
grow										
know										
throw										
yellow										
ago										
only										
most										
open										
both										





Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

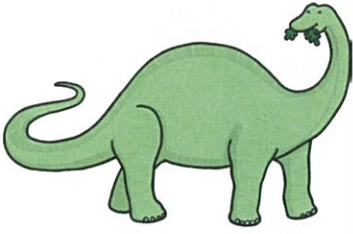
Cc Cc Cc

can

cat

come

Dd



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

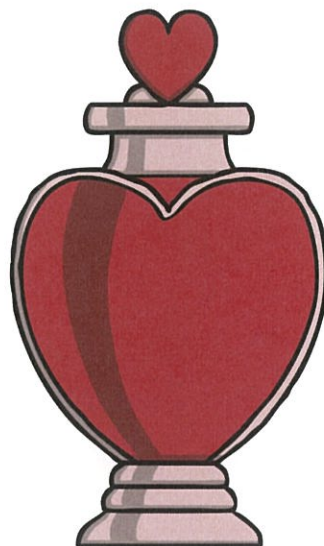
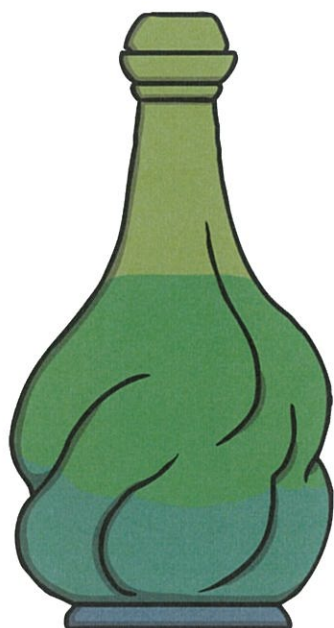
Dd Dd Dd

Dad

do

did

# How to Make a Potion



**You will need:**

---

---

---

---

---

---

---

---

---

---



# Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?  
(Circle one)

odd      even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

Make it in money

10

# Domino Doubles Addition to 20

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet \\ \hline \end{array} = \square$$

$$\begin{array}{|c|c|} \hline \bullet & \bullet & \bullet \\ \hline \bullet & \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \square$$

# Addition or Subtraction?

Add an + or - to show the correct calculation.

$7 \square 3 = 10$

$12 \square 4 = 16$

$8 \square 4 = 12$

$3 \square 8 = 11$

$9 \square 3 = 6$

$16 \square 5 = 11$

$10 \square 5 = 5$

$3 \square 9 = 12$



# How are forces used in games?



## Vocabulary

arcade games    design    flowchart

procedure    recyclable

## Materials needed

### ACTIVITY QUESTION 4

You will need:

- cardboard boxes
- cardboard
- tape
- scissors
- markers

### ACTIVITY QUESTION 7

You will need:

- elastic bands



Arcade games are indoor, action games that are usually played using a push or a pull.

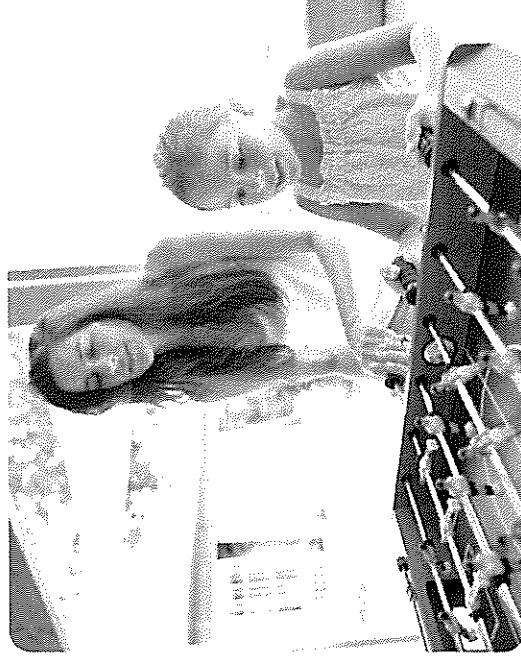


Basketball Shoot Out



Air Hockey

- 1 With your class, look at the pictures and talk about how pushes and pulls are used in each game.



Foosball

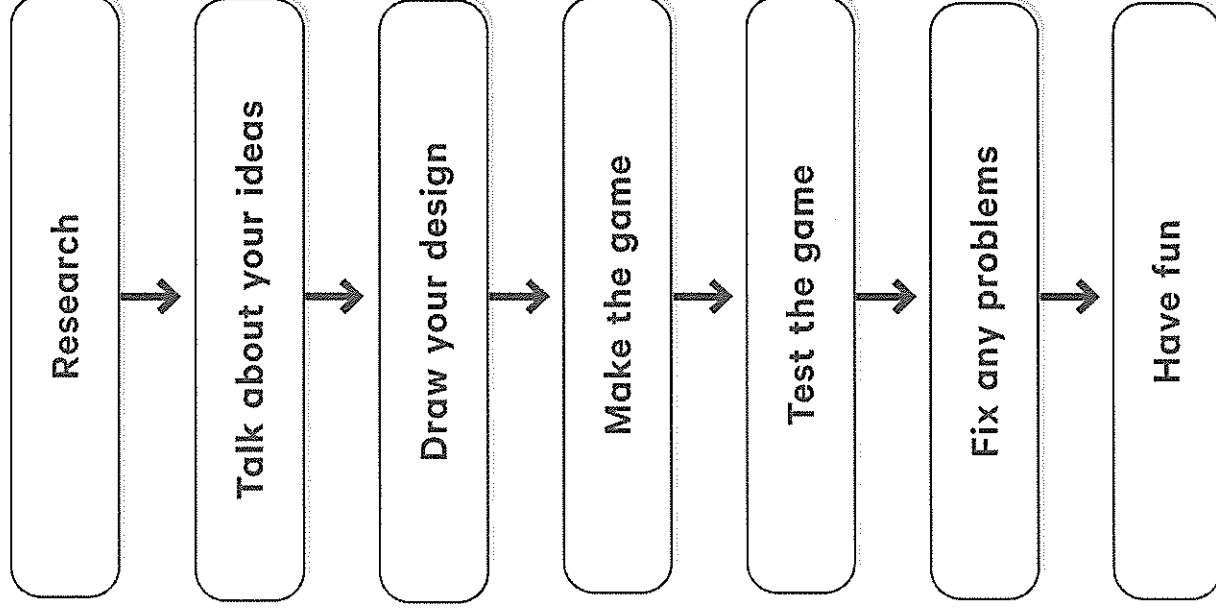


Pinball

Game designers work hard to make sure games are fun and safe to play.

They often use a flowchart to show the procedure for designing and making the game.

2 Look at the flowchart and talk about what you would do in each step.






**3** You are going to be a game designer and design an arcade game.

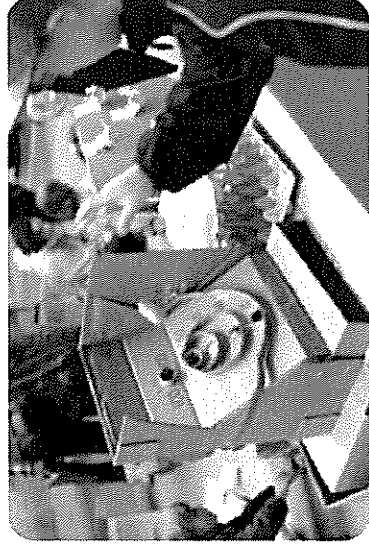
Your game must:

- be made in a group
- use a push or a pull to play
- be safe
- be made from recyclables

**4** Follow the design flowchart to make your game.

### Research

 Use the website links to research cardboard arcade games.







## Talk about your ideas

In your group:

- talk about what game you would like to make
- check that your game is different from the other groups
- make sure you have what you need to make the game
- talk about how your group will make the game
- check that your game will be safe to play



**Draw your design and label it**

A large, empty rounded rectangle with a thin black border, intended for the student to draw their design and label it.



## Make the game

**Procedure:** Write what your group will do to make the game.

**Step 1:**

---

**Step 2:**

---

**Step 3:**

---

**Step 4:** Make the game.

---



## Test the game

Play your game then check the list.

- It works
- It is safe
- It is fun to play
- Your group worked well together

## Fix any problems

Think of one way you could make your game better.

---

---

## Have fun

Set up a class Games Arcade and take turns playing each group's game.



**5** How are forces used in games?

Choose one of the games that your class made.

Draw the game and use arrows to show the forces used in the game.

A large, empty rectangular box with rounded corners, intended for students to draw a game and use arrows to show the forces used in it.

**6** Explain how a force can be used in an arcade game.

A large, empty rectangular box with rounded corners, intended for students to explain how a force can be used in an arcade game.



**7**

Elastic bands can be used to make a force stronger.

Think of two ways you could add an elastic band to your game to make a stronger force.

**1**

**2**





**8**

Add something to your game that uses gravity as a force.

Draw and label your design.

A large, empty rectangular box with rounded corners, intended for students to draw and label their design.

# Coping with Unpleasant Emotions



Developing skills to help you cope with unpleasant emotions that will arise at different times of your life will be useful. Slowing down and focusing on your breathing will help, but there are many other ways to cope.

To manage unpleasant emotions, we could:



## use positive self-talk

Thinking positive thoughts is much more helpful than thinking of all the things that worry you.



## make a list

This could be a list of things that trigger the unpleasant emotions, or things you have to do that are making you feel worried.



## focus on breathing

Sit quietly with your eyes closed and focus on your breathing. Do this until you feel calmer.



## stay active

Exercise can help you feel happier and more relaxed.



## learn how to relax

Doing something you enjoy that calms you down can help to take your focus away from the things you are worried about.



## be mindful

Taking time to stop what you are doing to notice the things you can hear, see, smell and feel around you can help focus on the present rather than your worries.

List two things you do to cope with unpleasant emotions.

A dashed-line box with four star-shaped corners (green and pink) for writing answers.

# Wednesday 21<sup>st</sup> July



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Geography:

GE1-1 Describes features of places and the connections people have with places

GE1-3 Communicates geographical information and uses geographical tools for inquiry



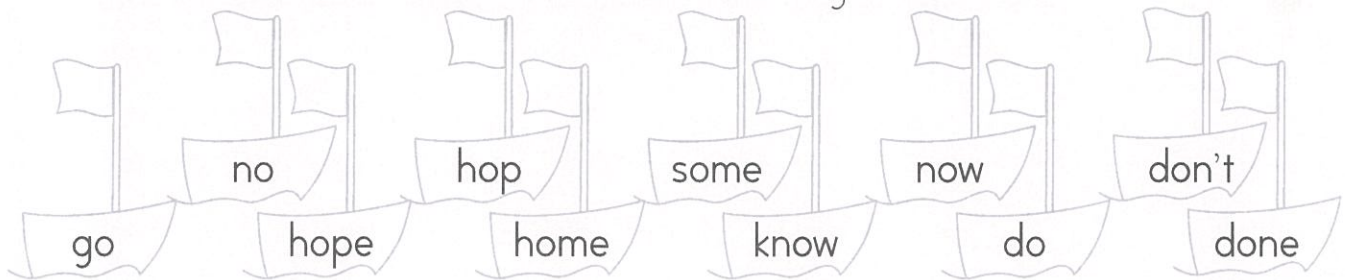


List Words

road	hope	low	ago
coat	cone	grow	only
boat	stone	know	most
load	close	throw	open
soap	closing	yellow	both

Letters Words


- Underline** the letter or letters for oa o\_e ow o in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- Colour** the boat if you hear oa o\_e ow o in the word. **Count** the number of sounds in each word. **Write** the number in the flag on each boat.



- Write oa** in the spaces. **Join** each word to its clue. ★ We sometimes write oa for oa o\_e ow o, as in boat.

s \_ \_ p • • keeps you warm  
 c \_ \_ t • • a warty animal  
 r \_ \_ d • • helps you keep clean  
 t \_ \_ d • • cars drive on this

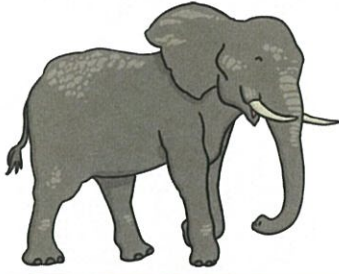
- Write ow** in the spaces. **Join** each word to its clue. ★ We sometimes write ow for oa o\_e ow o, as in window.

gr \_ \_ • • the wind can \_  
 l \_ \_ • • become bigger  
 bl \_ \_ • • toss a ball  
 thr \_ \_ • • opposite of high

- Read** the words. **Cross** out the ones that don't make sense.

boat	hoat	coat	poat	goat	float
road	toad	doad	foad	load	poad
blow	clow	slow	glow	plow	flow

Ee



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

E E E

Ee Ee Ee

every

envelope

elephant

Ff



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

f f f

F F F

Ff Ff Ff

for

four

from



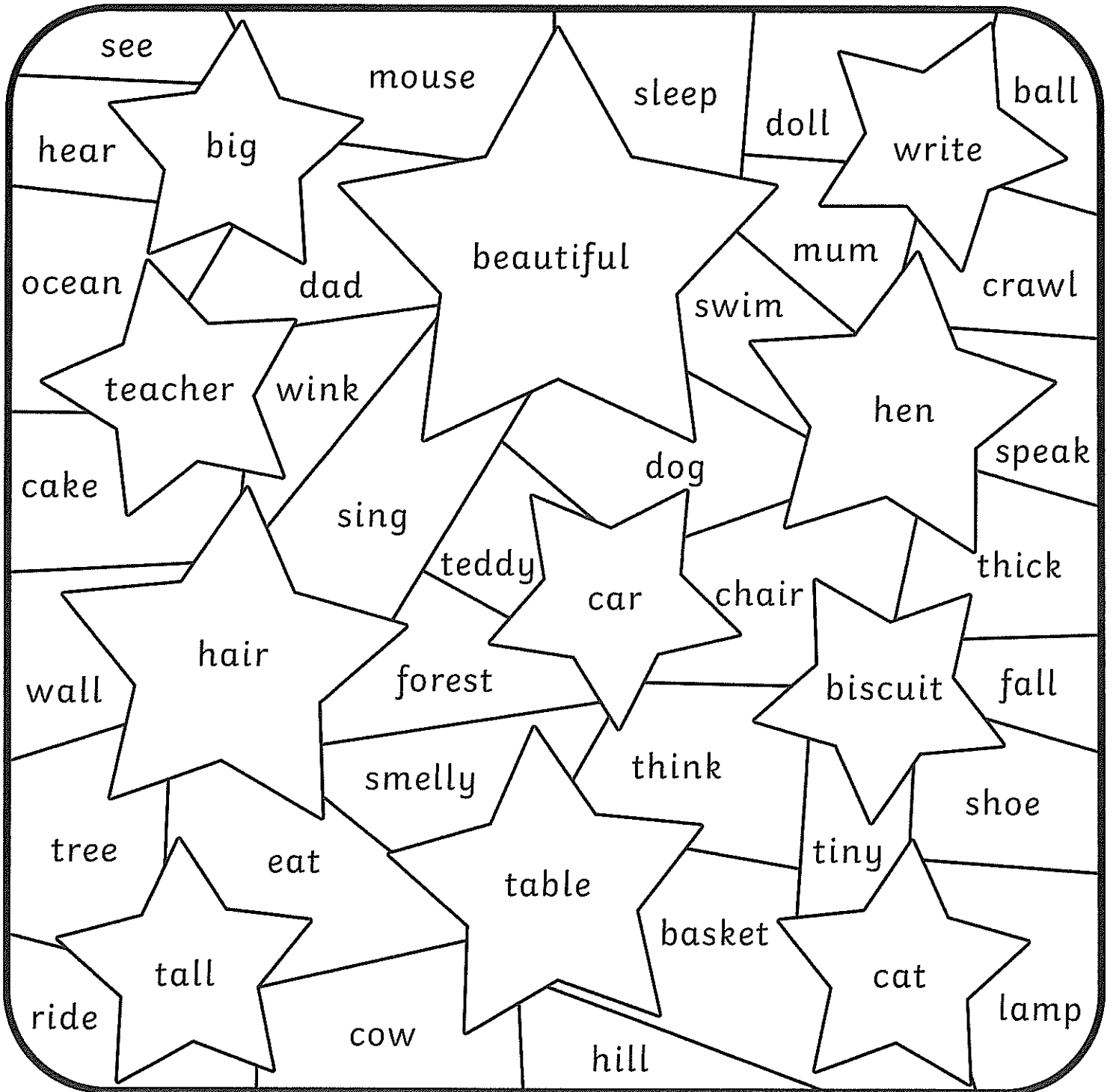
# Parts of Speech

Colour picture using the key below...

Adjectives: red

Nouns: yellow

Verbs: green



# Number of the Day

Today's number is:

1 Write it in words

1

2 Is it odd or even?  
(Circle one)

2

odd even

3 Write it in tally marks

3

4 What is the place value?

4

hundreds      tens      units

--	--	--

5 What is the number before?

5

What is the number after?

6

10 more is...

7

10 less is...

8

100 more is...

9

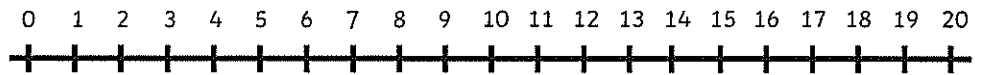
Make it in money

10

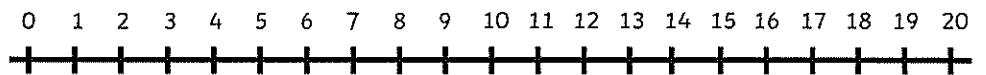


# Number Line Subtraction

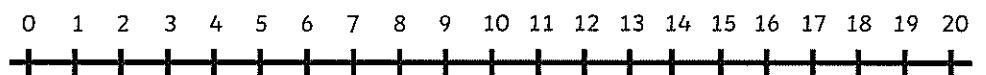
$20 - 17 =$



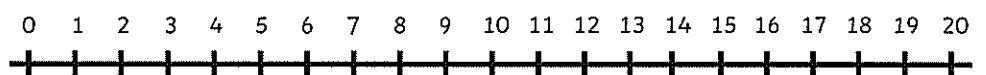
$12 - 4 =$



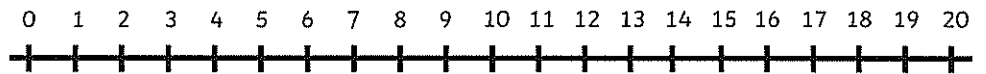
$18 - 12 =$



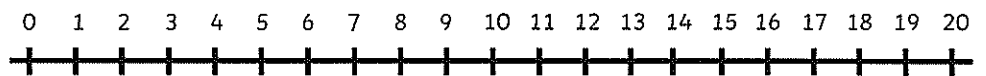
$10 - 3 =$



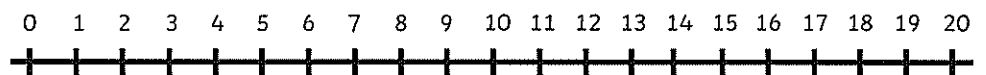
$17 - 5 =$



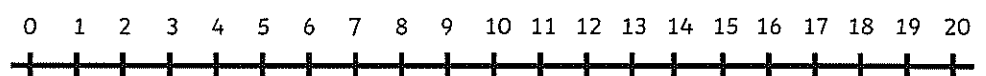
$12 - 2 =$



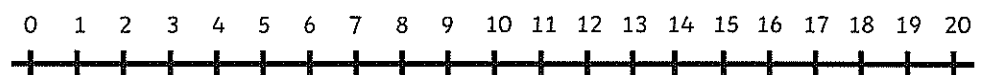
$3 - 2 =$



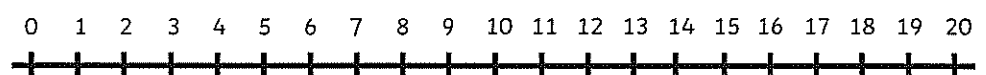
$20 - 8 =$



$15 - 3 =$



$19 - 11 =$



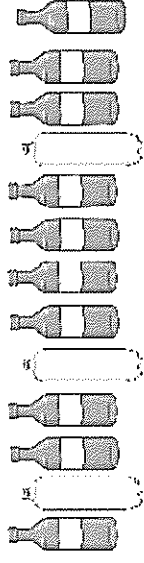
# Addition Word Problem Challenge Cards



Addition Word Problem Challenge Cards

☆☆

If you had 10 glass bottles and 3 plastic bottles, how many bottles are there altogether?

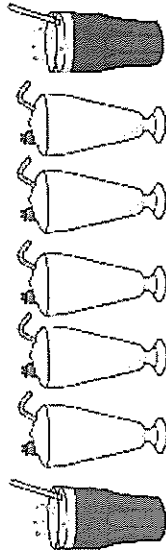


Answer:

Addition Word Problem Challenge Cards

☆☆

If you had 5 milkshakes and 2 fizzy drinks, how many drinks do you have in total?

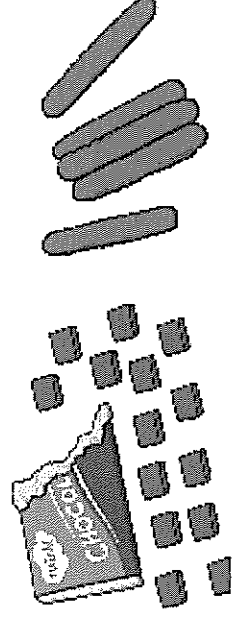


Answer:

Addition Word Problem Challenge Cards

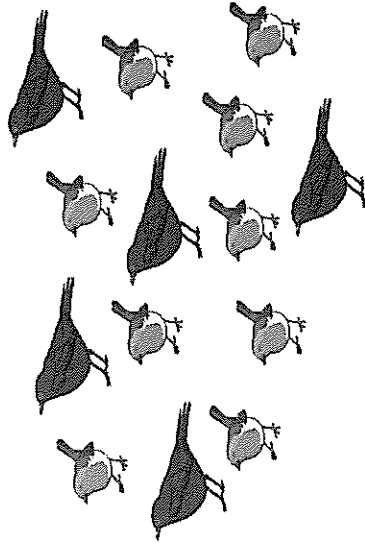
☆☆

If you had 14 squares of chocolate and 5 chocolate fingers, how many do you have in total?

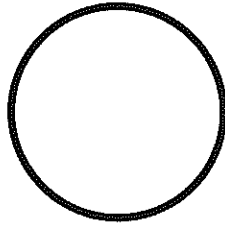


Answer:

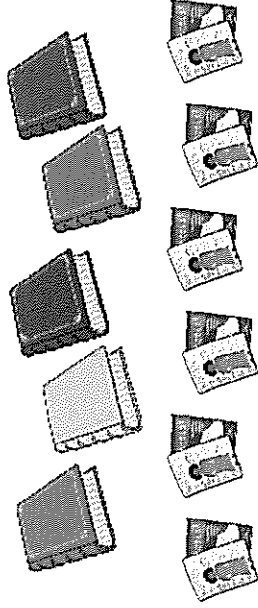
If you have 5 blackbirds and 9 robins in your garden, how many are there?



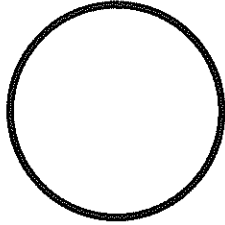
Answer:



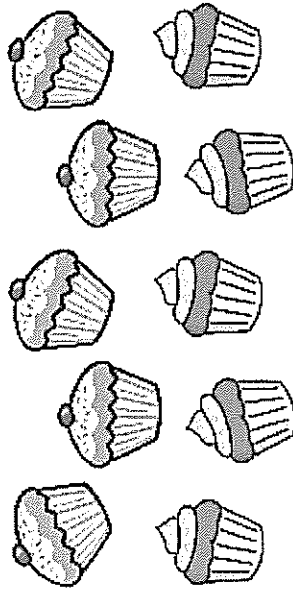
If you had 5 books and 6 magazines, how many do you have?



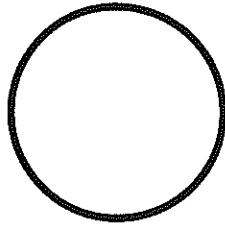
Answer:



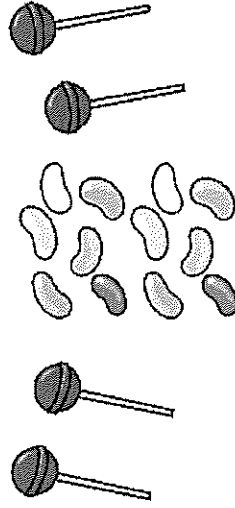
If you had 5 cherry cakes and 5 plain cakes, how many would you have altogether?



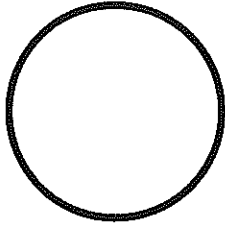
Answer:



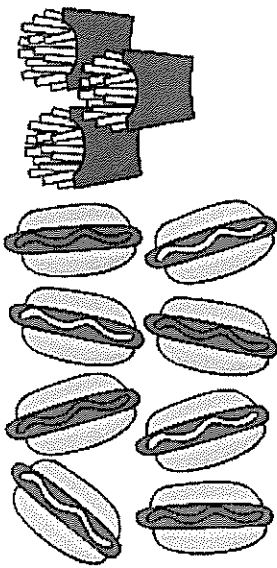
If you had 12 jelly beans and 4 lollipops, how many would you have in total?



Answer:

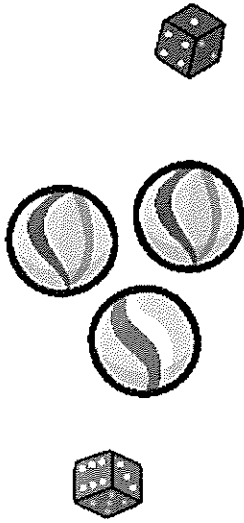


If you had 8 hotdogs and 3 portions of chips, how many would you have altogether?



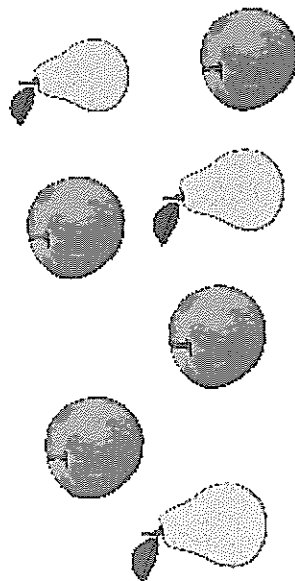
Answer:

If you had 3 marbles and 2 dice, how many do you have in total?



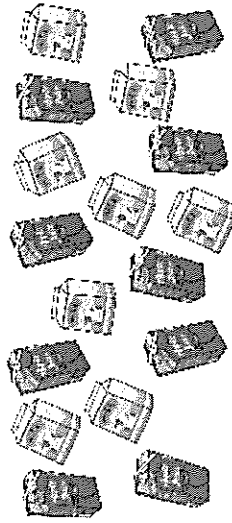
Answer:

If you had 4 apples and 3 pears, how many do you have?



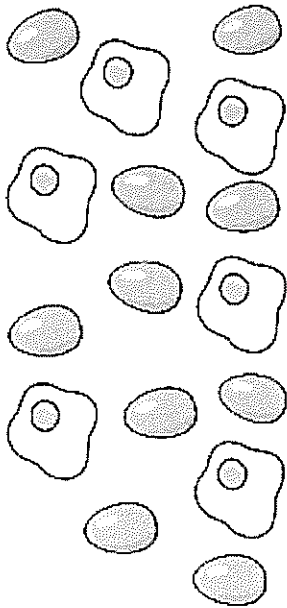
Answer:

If you had 8 milk cartons and 9 juice cartons, how many would you have altogether?

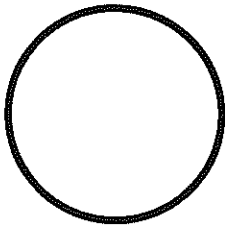


Answer:

If you have 10 boiled eggs and 6 fried eggs, how many would you have in total?



Answer:





Addition Word Problem Challenge Cards Answers



If you had 10 glass bottles and 3 plastic bottles, how many bottles are there altogether?

$$10 + 3 = 13$$

There are 13 bottles altogether.

Addition Word Problem Challenge Cards Answers



If you had 5 milkshakes and 2 fizzy drinks, how many drinks do you have in total?

$$5 + 2 = 7$$

There are 7 drinks in total.

Addition Word Problem Challenge Cards Answers



If you had 14 squares of chocolate and 5 chocolate fingers, how many do you have in total?

$$14 + 5 = 19$$

There are 19 in total.

Addition Word Problem Challenge Cards Answers



If you have 5 blackbirds and 9 robins in your garden, how many are there?

$$5 + 9 = 14$$

There are 14 birds.

Addition Word Problem Challenge Cards Answers



If you had 5 cherry cakes and 5 plain cakes, how many would you have altogether?

$$5 + 5 = 10$$

There are 10 cakes altogether.

Addition Word Problem Challenge Cards Answers



If you had 5 books and 6 magazines, how many do you have?

$$5 + 6 = 11$$

There are 11 books altogether.

Addition Word Problem Challenge Cards Answers



If you had 12 jelly beans and 4 lollipops, how many would you have in total?

$$12 + 4 = 16$$

There are 16 in total.

Addition Word Problem Challenge Cards Answers



If you had 8 hotdogs and 3 portions of chips, how many would you have altogether?

$$8 + 3 = 11$$

There are 11 altogether.

Addition Word Problem Challenge Cards Answers



If you had 3 marbles and 2 dice, how many do you have in total?

$$3 + 2 = 5$$

There are 5 in total.

Addition Word Problem Challenge Cards Answers



If you had 4 apples and 3 pears, how many do you have?

$$4 + 3 = 7$$

There are 7 pieces of fruit.

Addition Word Problem Challenge Cards Answers



If you had 8 milk cartons and 9 juice cartons, how many would you have altogether?

$$8 + 9 = 17$$

There are 17 cartons altogether.

Addition Word Problem Challenge Cards Answers




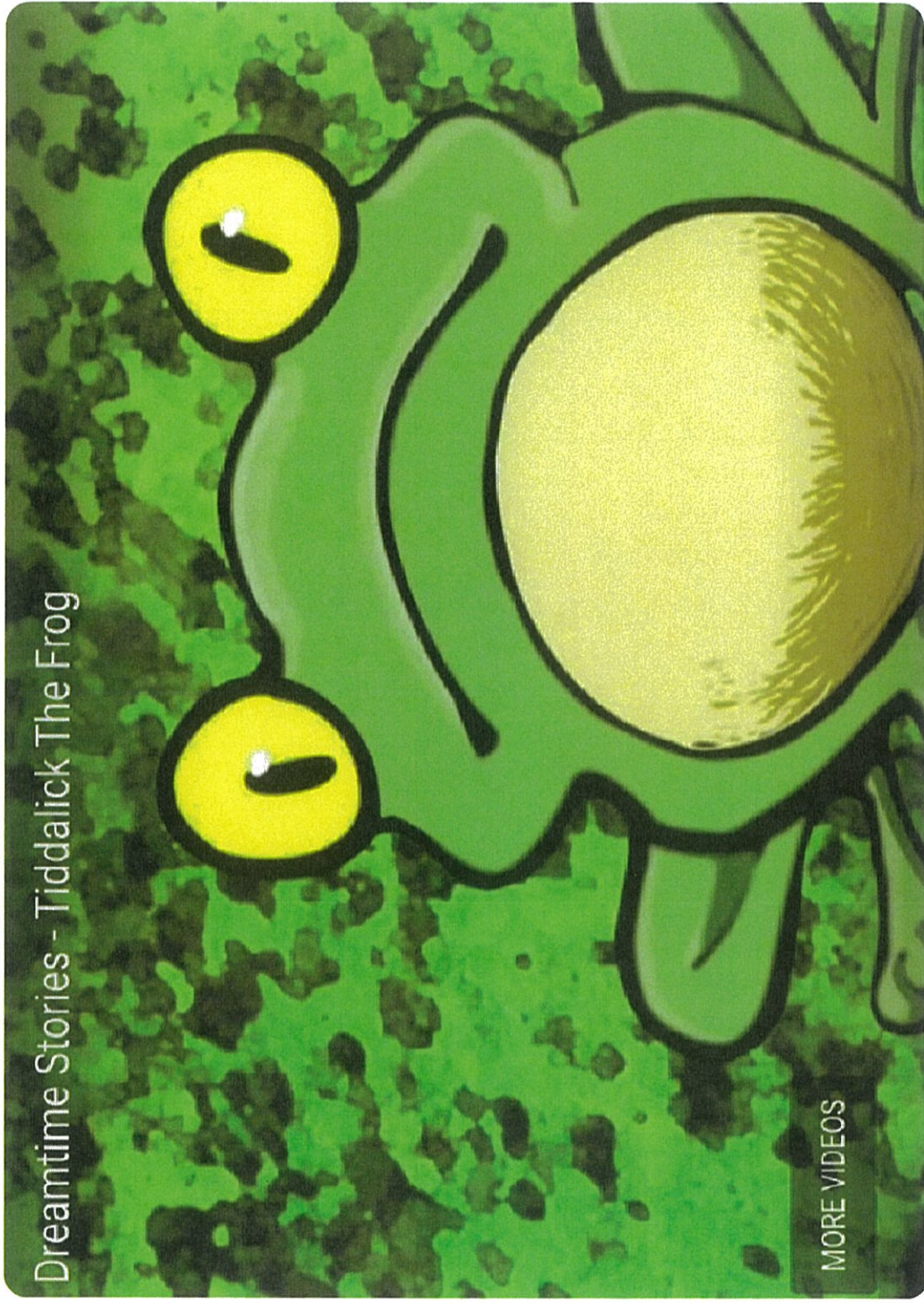
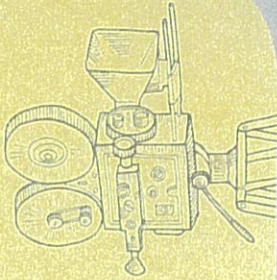
If you have 10 boiled eggs and 6 fried eggs, how many would you have in total?

$$10 + 6 = 16$$

There are 16 eggs in total.

# What are natural features of places?

- 1  Watch the video about the Dreamtime Story of Tiddallick the Frog.





Natural Features are things like mountains, rocks, rivers, creeks and waterholes. They are often used in the Dreamtime Stories of the Aboriginal and Torres Strait Islander Peoples. Dreamtime Stories can help us to learn the right way to behave.

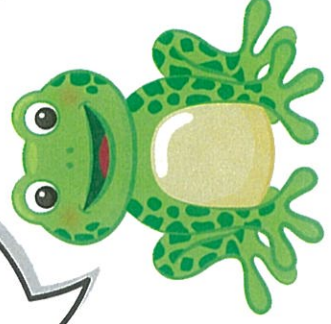
**2** Think, pair and share to answer the questions about the story.



Why did the other animals try to make Tiddalick laugh?



Do you think Tiddalick was greedy?



What could this story teach us about sharing?



This rock is near the town called Wollombi and it inspired the story of Tiddalick the Frog. It is a Natural Feature.

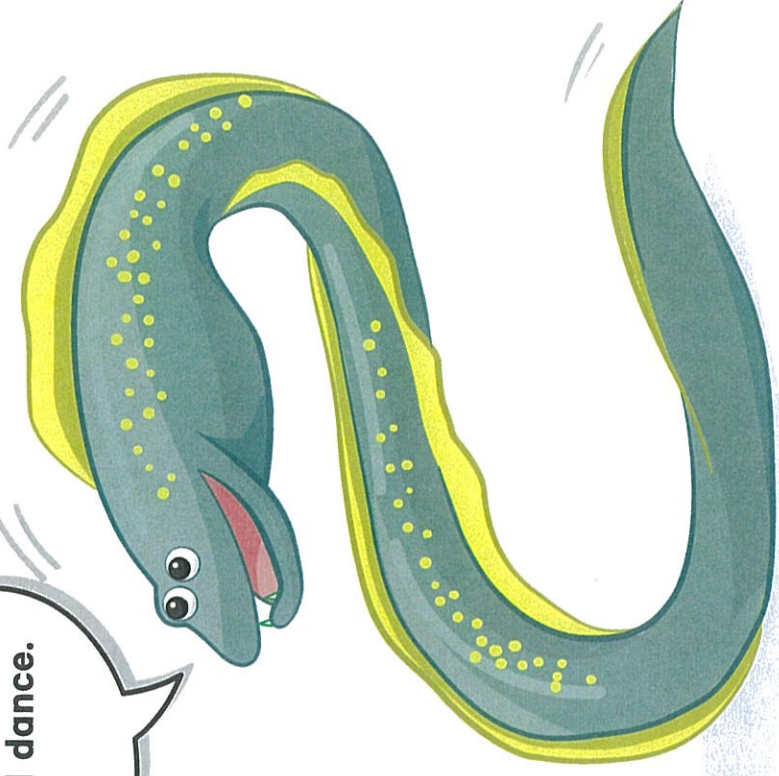
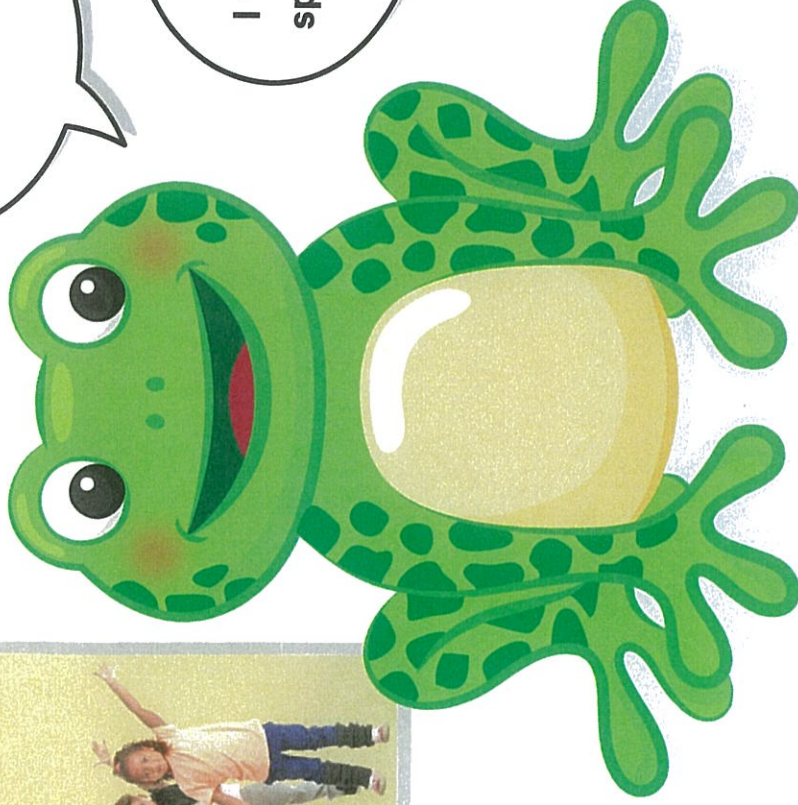


**3** **Move it!** With a partner, take turns to be Tiddalick or the eel.



Try to make me laugh.

I will with my special dance.



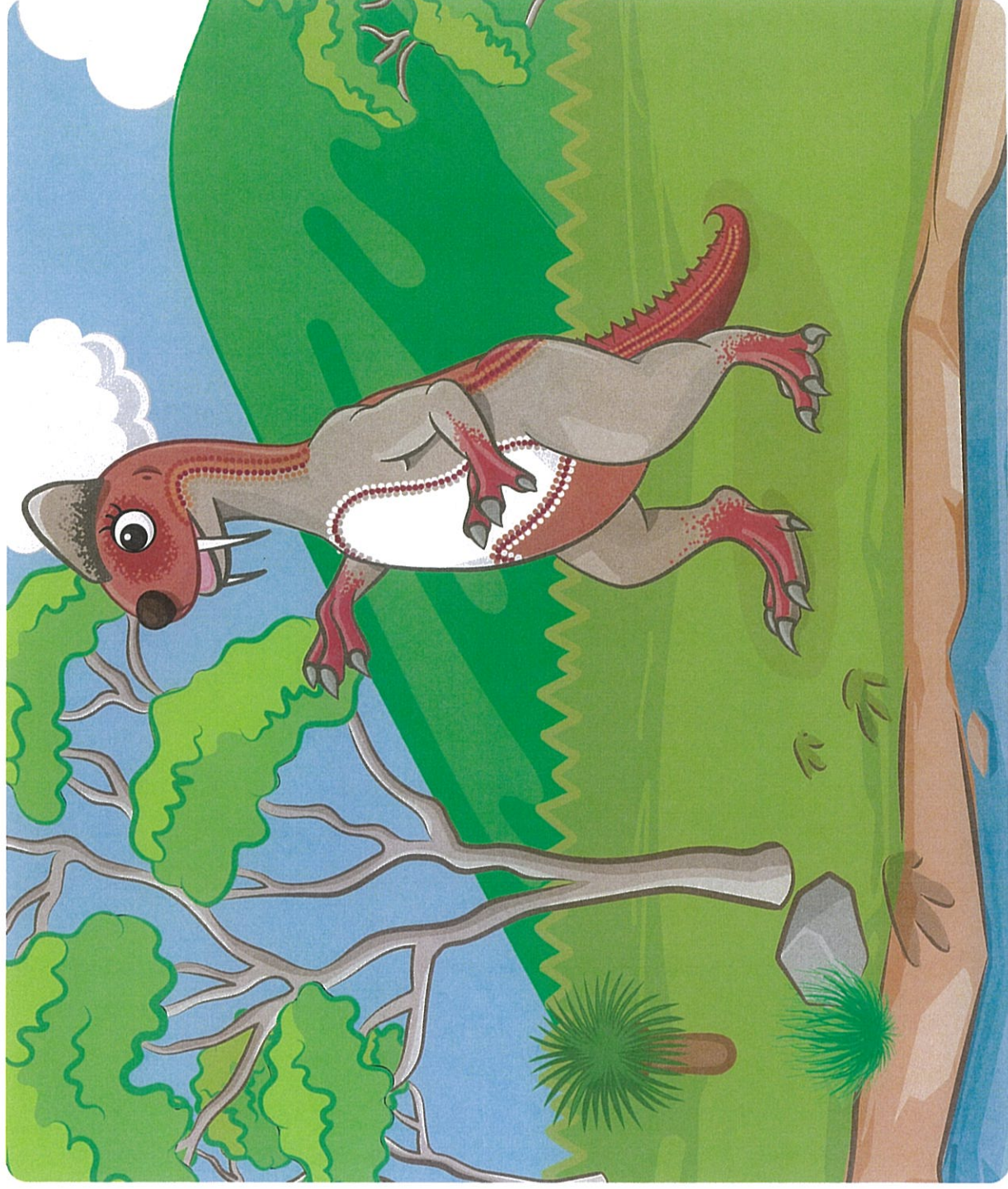


Another character from Aboriginal Legends is the Bunyip. A Bunyip is an imaginary creature and is said to live in swamps, billabongs, creeks, rivers and waterholes.

4

We're going on a Bunyip hunt!

**Move it!** Watch the video and follow the actions for the Bunyip hunt.



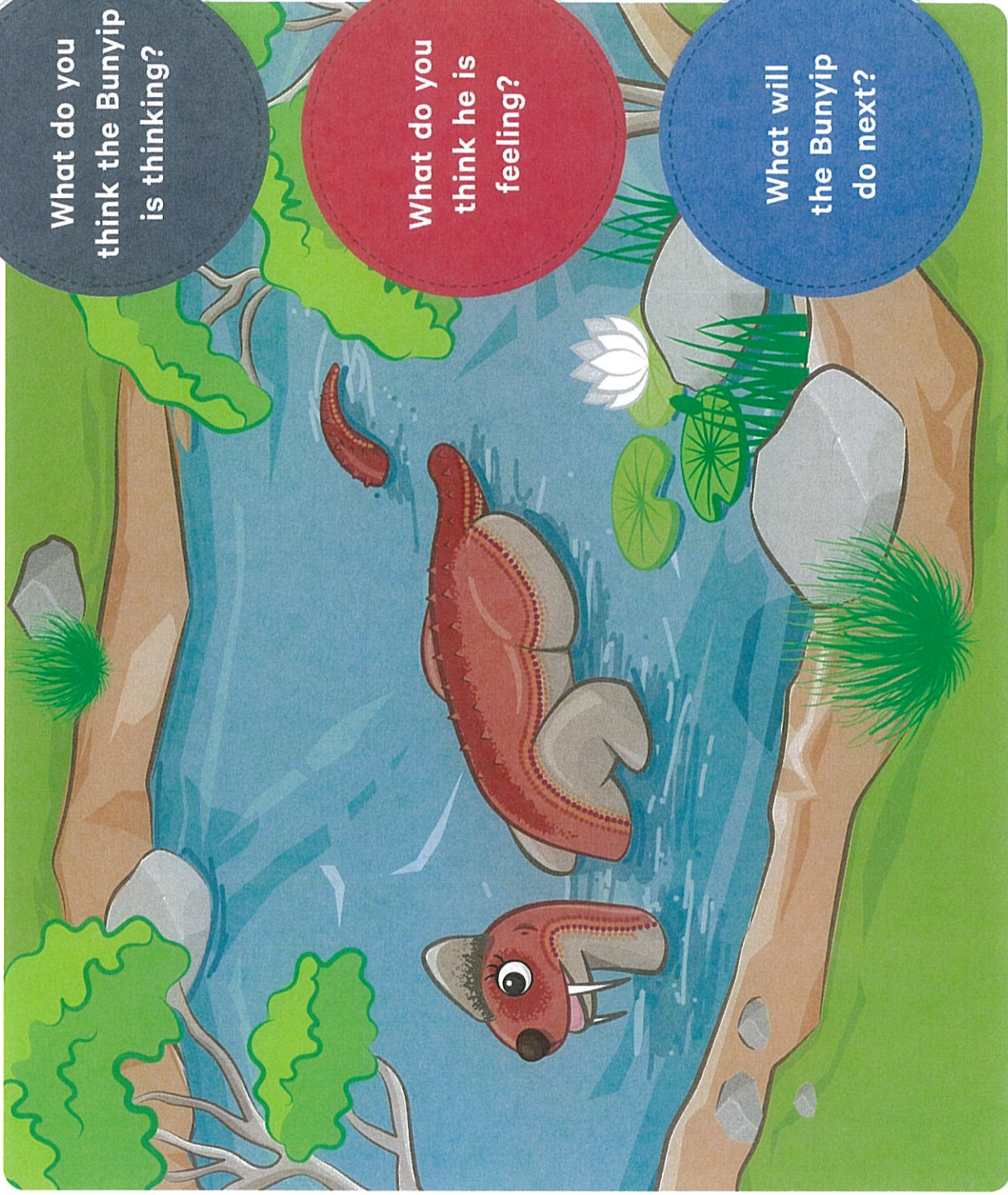


**5** Class Chat.

What natural features did you pass by on the Bunyip hunt?

**6**

**Step Inside.** Imagine you are the Bunyip in the story. Step inside his character and answer the questions.



What do you think the Bunyip is thinking?

What do you think he is feeling?

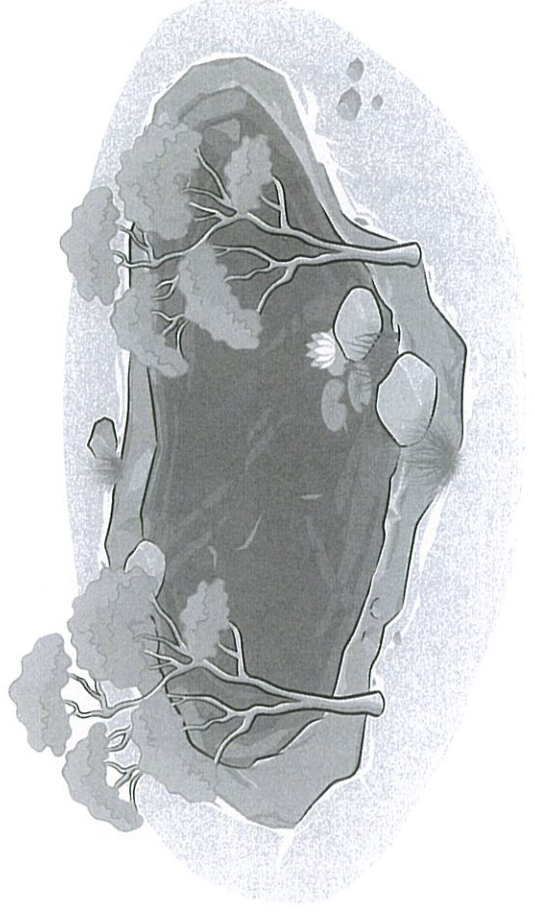
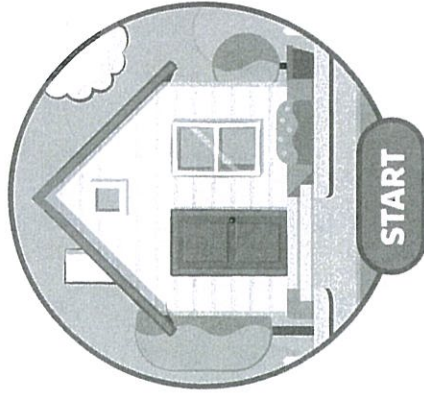
What will the Bunyip do next?



**7**

Draw a map for the Bunyip hunt. Draw all the natural features you pass on the way to the Bunyip's waterhole.

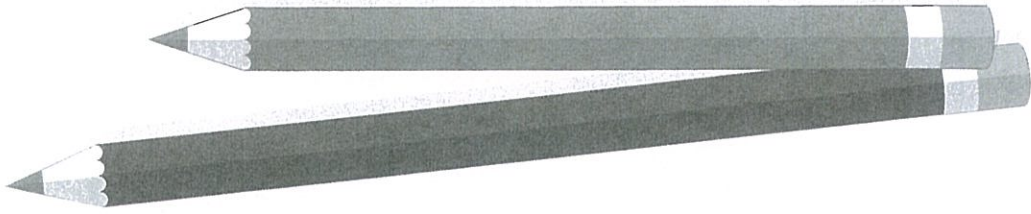
Draw a line showing where you walked.





**8**

Write or draw some other natural features.



**9**

Choose one natural feature and make up another verse for the Bunyip Hunt story.

Hold up, obstacle, something is in our way!

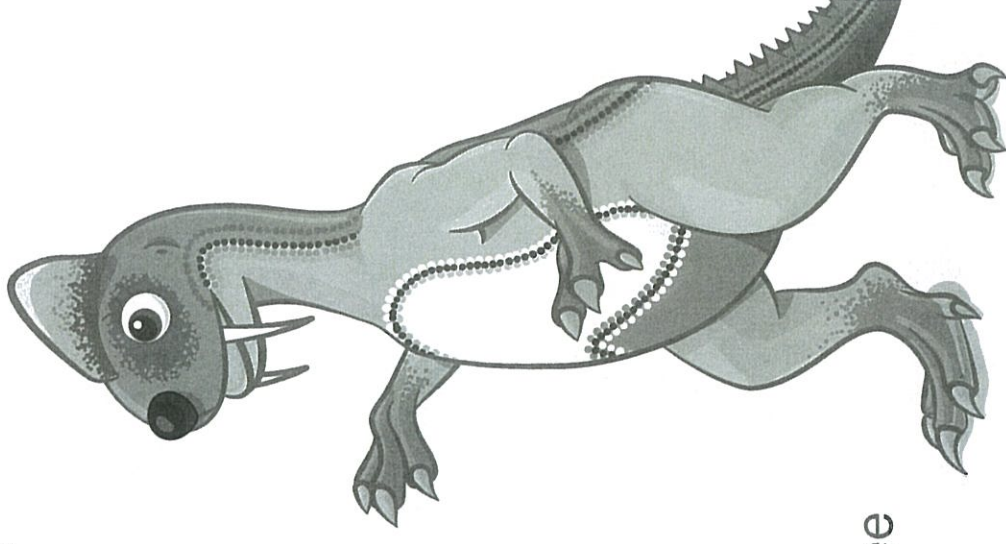
It's a \_\_\_\_\_

A \_\_\_\_\_ I can see

We'll have to go right through

The \_\_\_\_\_ I can see

First me, then you.



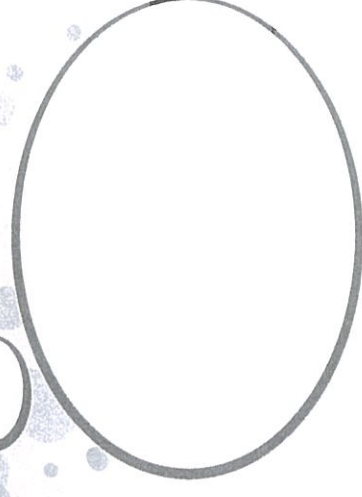
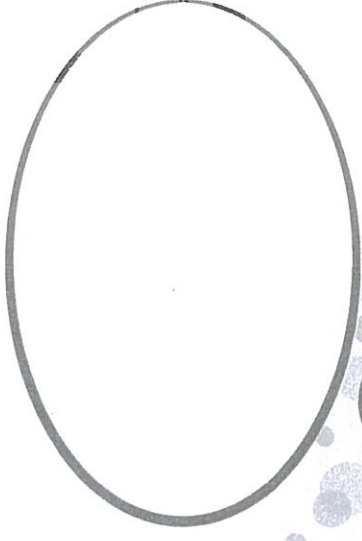
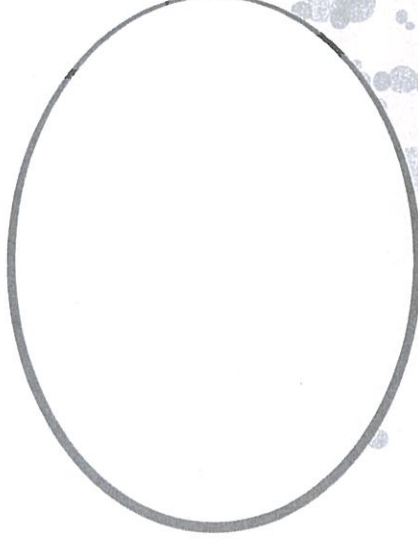
**10**

Some natural features are so amazing that they are called Wonders of the World. The Great Barrier Reef is a Natural Wonder of the World.

 Use the website to research the Great Barrier Reef.

Use the mind map to write some notes.

Explain to someone, in your own words, why it is called a Wonder of the World.





# Thursday 22<sup>nd</sup> July



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Creative Arts:

MUS1.1 - sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

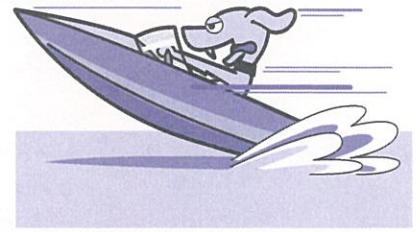
MUS1.2 explores, creates, selects and organises sound in simple structures.

MUS1.3 uses symbol systems to represent sounds

6 Write a letter in each space to make an **oa o\_e ow o** word.

★ We sometimes write **o\_e** for **oa o\_e ow o**, as in *rose*.

no\_\_e    ho\_\_e    bo\_\_e    spo\_\_e  
 co\_\_e    ro\_\_e    bro\_\_e    smo\_\_e  
 sto\_\_e    jo\_\_e    dro\_\_e    clo\_\_e



7 Finish the words by writing the letter or letters for **oa o\_e ow o**.

Use **o**, **o\_e**, **oa** or **ow**. Write one of these words for each picture.

kn\_\_\_\_    r\_\_\_\_d    h\_\_p\_\_    \_\_pen    yell\_\_\_\_  
 ag\_\_\_\_    b\_\_th    r\_\_s\_\_    m\_\_st    wind\_\_\_\_



8 Circle the **prefix** in each word. Write the prefix in the top of the boat, and the base word in the bottom of the boat. Write a word for each clue.

➤ Go to Helpful Hint 17.

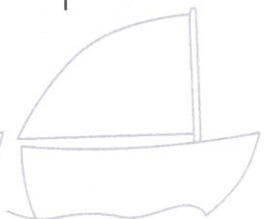
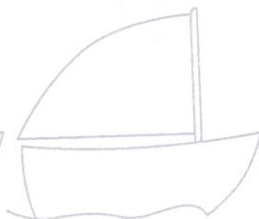
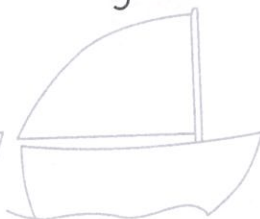
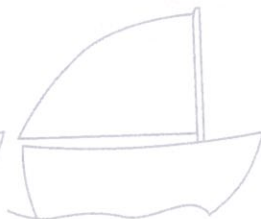
unknown

overcoat

regrow

reload

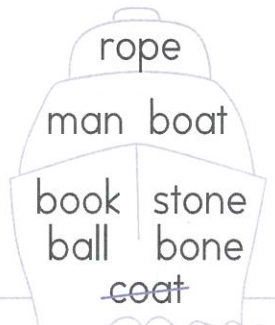
presoak



not known \_\_\_\_\_ load again \_\_\_\_\_

9 Make compound words by joining a word from the first boat to a word from the second boat. Use each word only once. Cross out the words as you use them.

➤ Go to Helpful Hint 14.



overcoat

\_\_\_\_\_

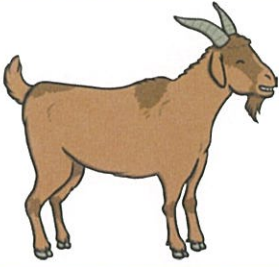
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Gg



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

G G G

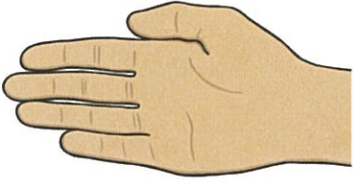
Gg Gg Gg

go

good

got

Hh



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

H H H

Hh Hh Hh

her

his

hello

# Adjectives

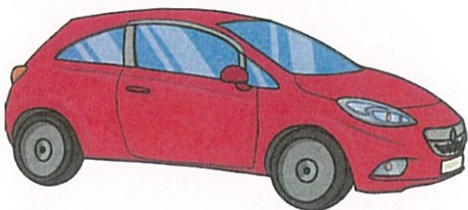
In the box next to the illustration, write as many adjectives as you can.

Remember, adjectives are used to describe nouns.

What adjectives could you use to describe these pictures?



A large, empty rectangular box with a purple border, intended for writing adjectives to describe the bear.

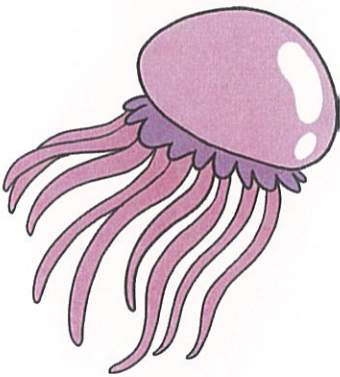


A large, empty rectangular box with a purple border, intended for writing adjectives to describe the car.

# Adjectives



Blank space for writing adjectives describing the cake.



Blank space for writing adjectives describing the jellyfish.



Blank space for writing adjectives describing the crown.

# Number of the Day

Today's number is:

1 Write it in words

1

2 Is it odd or even?  
(Circle one)

2

odd even

3 Write it in tally marks

3

4 What is the place value?

4

hundreds tens units

--	--	--

5 What is the number before?

5

What is the number after?

6

10 more is...

7

10 less is...

8

100 more is...

9

Make it in money

10

# Snake Subtraction from 20

Match the colours to the numbers.

$1-3 = \text{red}$

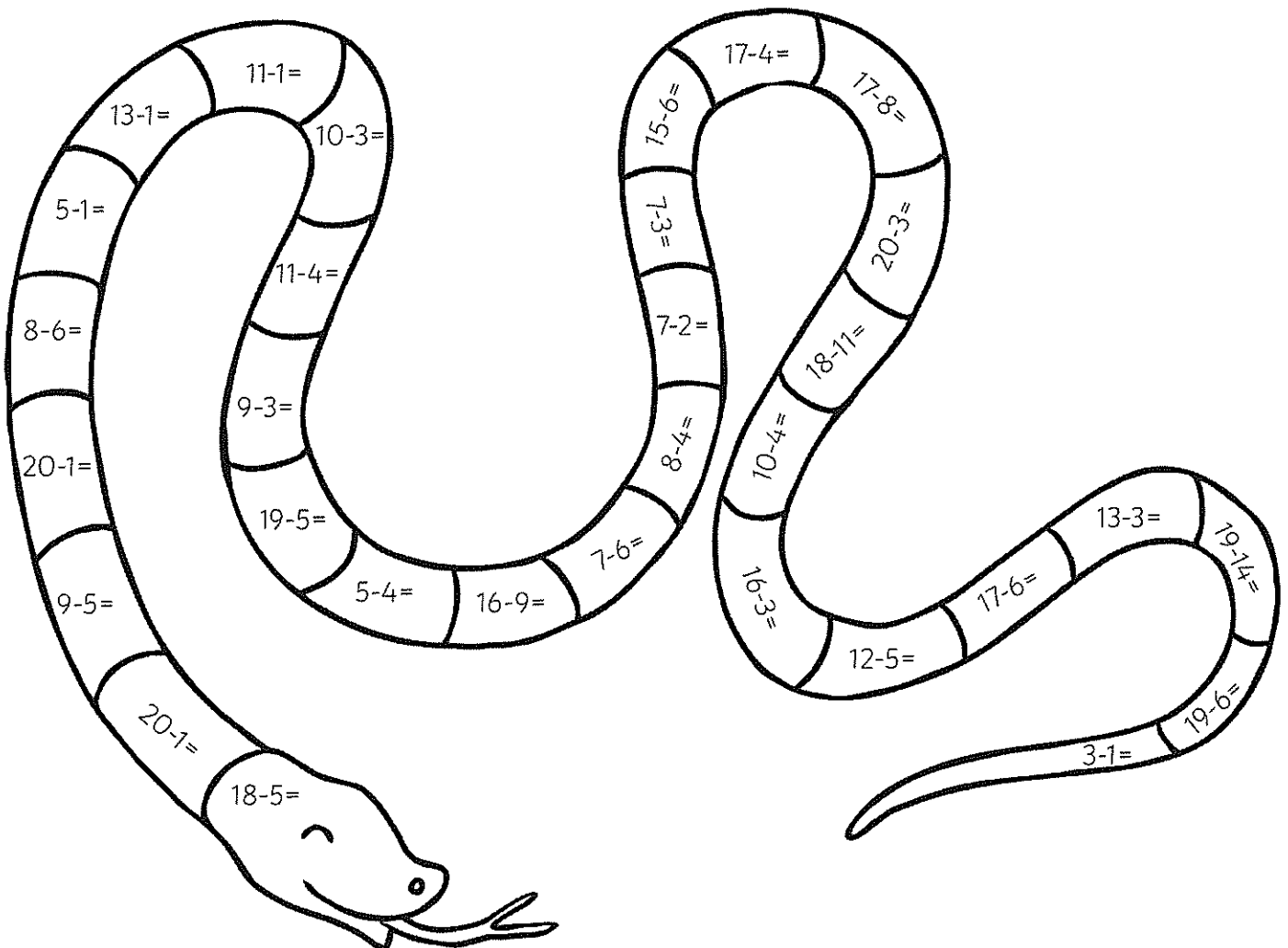
$10-12 = \text{blue}$

$4-6 = \text{orange}$

$13-15 = \text{green}$

$7-9 = \text{yellow}$

$16-20 = \text{purple}$





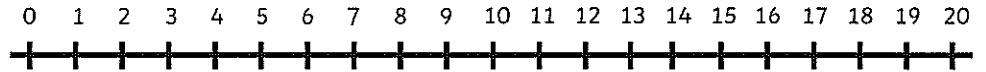
# Number Line Subtraction

Example:

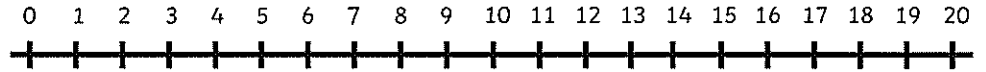
$$\underline{10} - 5 = \textcircled{5}$$



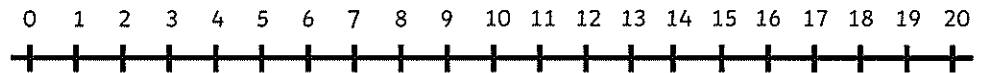
$$20 - 3 =$$



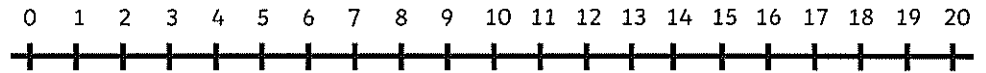
$$9 - 4 =$$



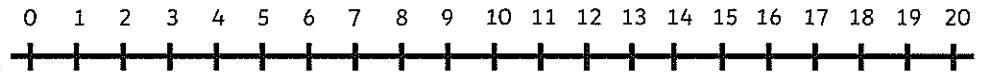
$$18 - 2 =$$



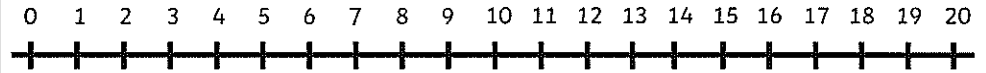
$$10 - 6 =$$



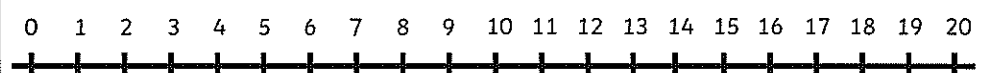
$$7 - 3 =$$



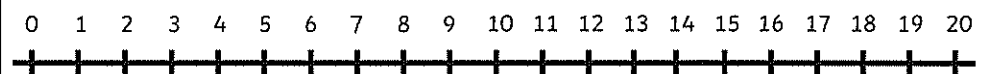
$$2 - 2 =$$



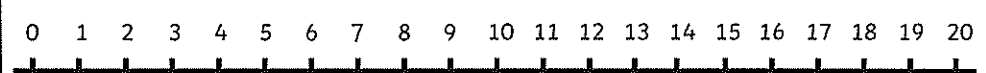
$$3 - 1 =$$



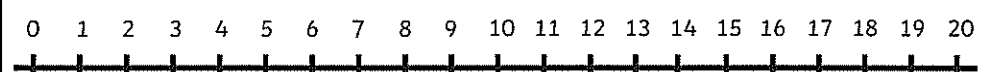
$$11 - 8 =$$



$$15 - 3 =$$



$$6 - 1 =$$

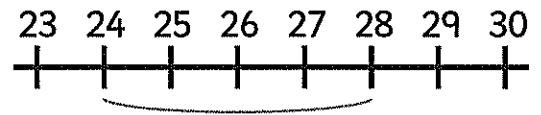




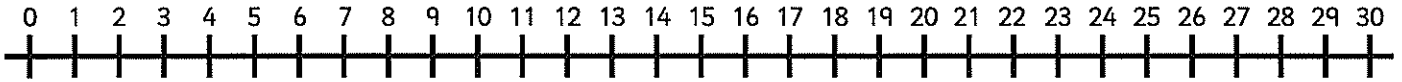
# Subtraction from 30 with a Number line

$$\underline{28} - 4 = \textcircled{24}$$

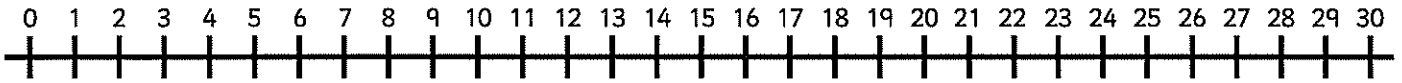
Example:



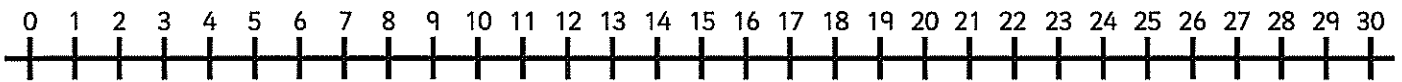
$$30 - 4 =$$



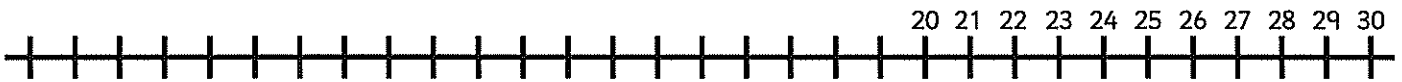
$$20 - 4 =$$



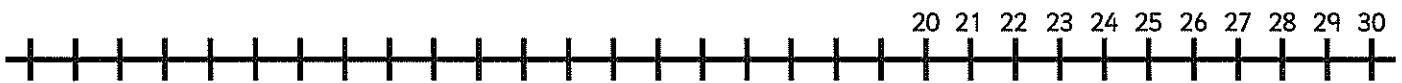
$$25 - 4 =$$



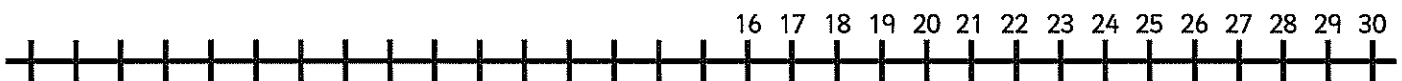
$$15 - 4 =$$



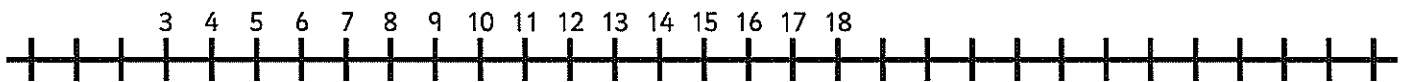
$$29 - 1 =$$



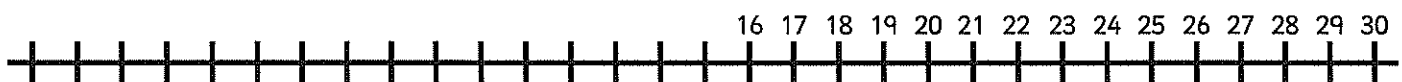
$$23 - 3 =$$



$$27 - 5 =$$

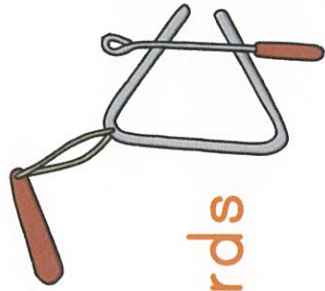


$$20 - 11 =$$





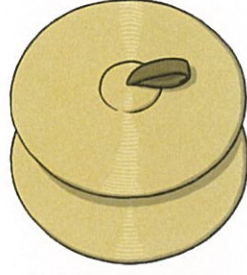
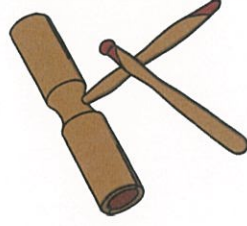
# Music Challenge Cards



Music Challenge Cards

## Sound Effects

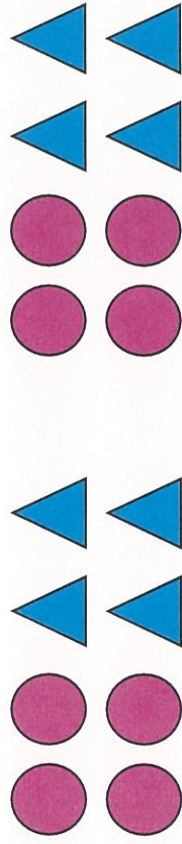
Choose your favorite story and ask a friend to read it aloud. Add sound effects using as many instruments as you like!



Music Challenge Cards

## Highs and Lows

Choose any instrument to play the pattern below, using the key to help you.



Key: High Low

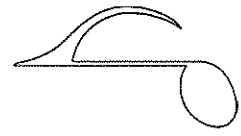
Music Challenge Cards

## Highs and Lows

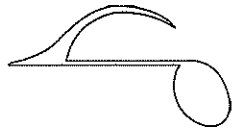
Choose any instrument to play the pattern below, using the key to help you.



Key: High Low



# Compose a Piece of Music



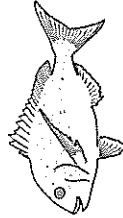


Can you create a piece of music? Use the grid to create a composition for one or more people. The animal pictures below all have different rhythms that match with their name.

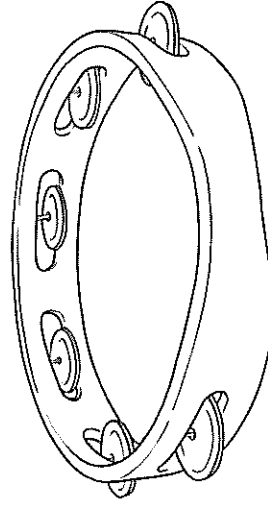
Fish = 1 clap (1 beat)

Frog = 1 clap (hold for two beats)

Tadpole = 2 claps (2 claps that last the same amount of time as the fish)

1. Draw or write the instrument(s) of your choice in the first box.
2. Use the animal pictures to choose your rhythms. The information on this page will help.
3. Place the animal cards in the grid.
4. Using your instrument, follow the grid and play.

 fish ( ♪ )	 frog ( ♫ ) 2 beats	 tadpole ( ♪ ♪ )
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# Instrument

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# Instrument

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# Instrument

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# Instrument

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# Friday 23<sup>rd</sup> July



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

Sport:

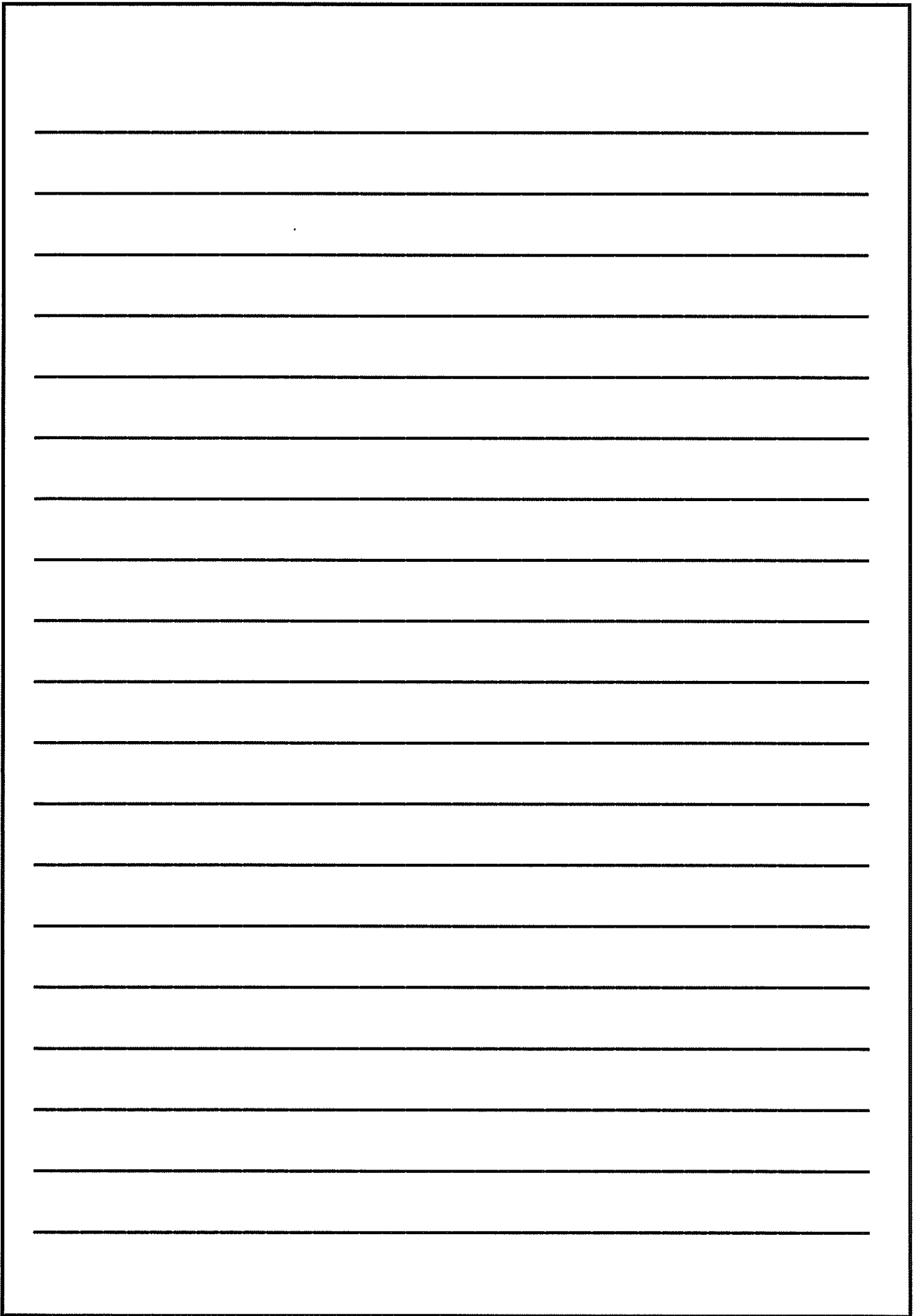
PD1-4performs movement skills in a variety of sequences and situations

STEM:

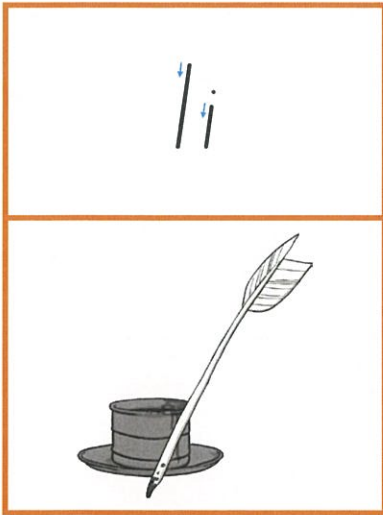
ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations







Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

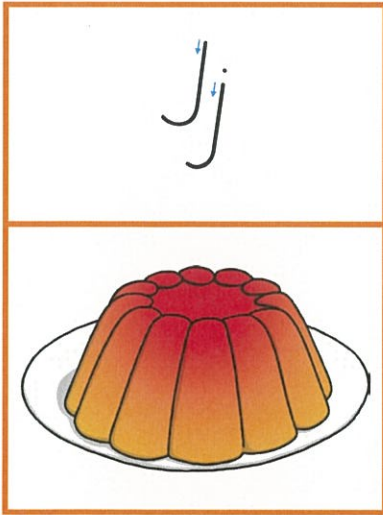
I I I

hi hi hi

it

is

if



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

J J J

Jj Jj Jj

just

joke

jump

# Finding Adjectives

Read the sentences and circle the adjectives in each of them.

1. The cat had pretty eyes.
2. Mark has long legs.
3. She cut her hand on the rough log.
4. The shiny diamond sparkled in the bright sun.
5. The calm penguin looked around the pebbly beach.
6. The huge elephant drank from the murky waterhole.
7. The small dog has fluffy, brown fur.



Now, choose five of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

*Example: The cat had attractive eyes.*

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# Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?  
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

100 more is...

9

Make it in money

10

# Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

a)  $56 - 33 =$

**$50 - 30 = 20$**

**$6 - 3 = 3$**

**$20 + 3 = 23$**

$56 - 33 = 23$

b)  $49 - 27 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$49 - 27 =$  \_\_\_

c)  $35 - 14 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$35 - 14 =$  \_\_\_

d)  $58 - 23 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$58 - 23 =$  \_\_\_

e)  $66 - 43 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$66 - 43 =$  \_\_\_

f)  $29 - 18 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$29 - 18 =$  \_\_\_



# Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

**a)**  $77 - 44 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$77 - 44 =$  \_\_\_

**b)**  $81 - 41 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$81 - 41 =$  \_\_\_

**c)**  $97 - 62 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$97 - 62 =$  \_\_\_

**d)**  $87 - 34 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$87 - 34 =$  \_\_\_

**e)**  $58 - 55 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$58 - 55 =$  \_\_\_

**f)**  $94 - 82 =$

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ - \_\_\_ = \_\_\_

\_\_\_ + \_\_\_ = \_\_\_

$94 - 82 =$  \_\_\_

# Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

**a)**  $79 - 32 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$79 - 32 = \underline{\quad}$$

**b)**  $87 - 63 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$87 - 63 = \underline{\quad}$$

**c)**  $144 - 113 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$144 - 113 = \underline{\quad}$$

**d)**  $239 - 127 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$239 - 127 = \underline{\quad}$$

**e)**  $346 - 222 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$346 - 222 = \underline{\quad}$$

**f)**  $397 - 144 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$397 - 144 = \underline{\quad}$$

## STEM Challenge:

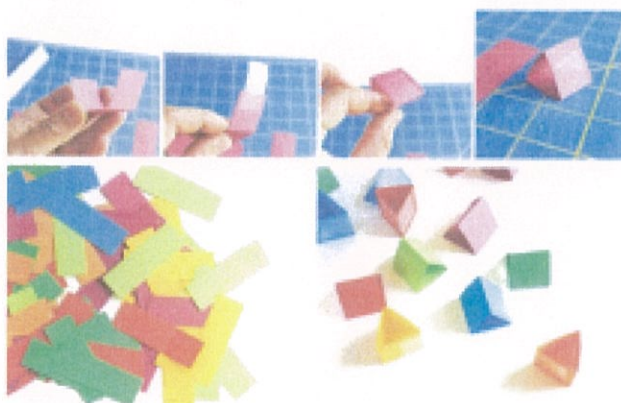
### Materials

- o Thick coloured paper
- o Scissors
- o Tape



### Instructions:

- o **Step One** Select your first piece of paper and cut it into long strips around 4cm thick.
- o **Step Two** Repeat the scoring and trimming process with each colour of paper.
- o **Step Three** Cut each strip into smaller lengths.
- o **Step Four** . Fold your strips into thirds.
- o **Step Five** Tape the open edges together to form a triangle
- o **Step Six** . Repeat folding and cutting until you have a bunch of blocks assembled



You're done! Now it's time to build!

Start positioning the triangles in a row alternating between triangles that are right side up and upside down. Add a plank or two on top of each layer. When you have a few layers you can test how strong your paper structure is by balancing objects on top of it!



