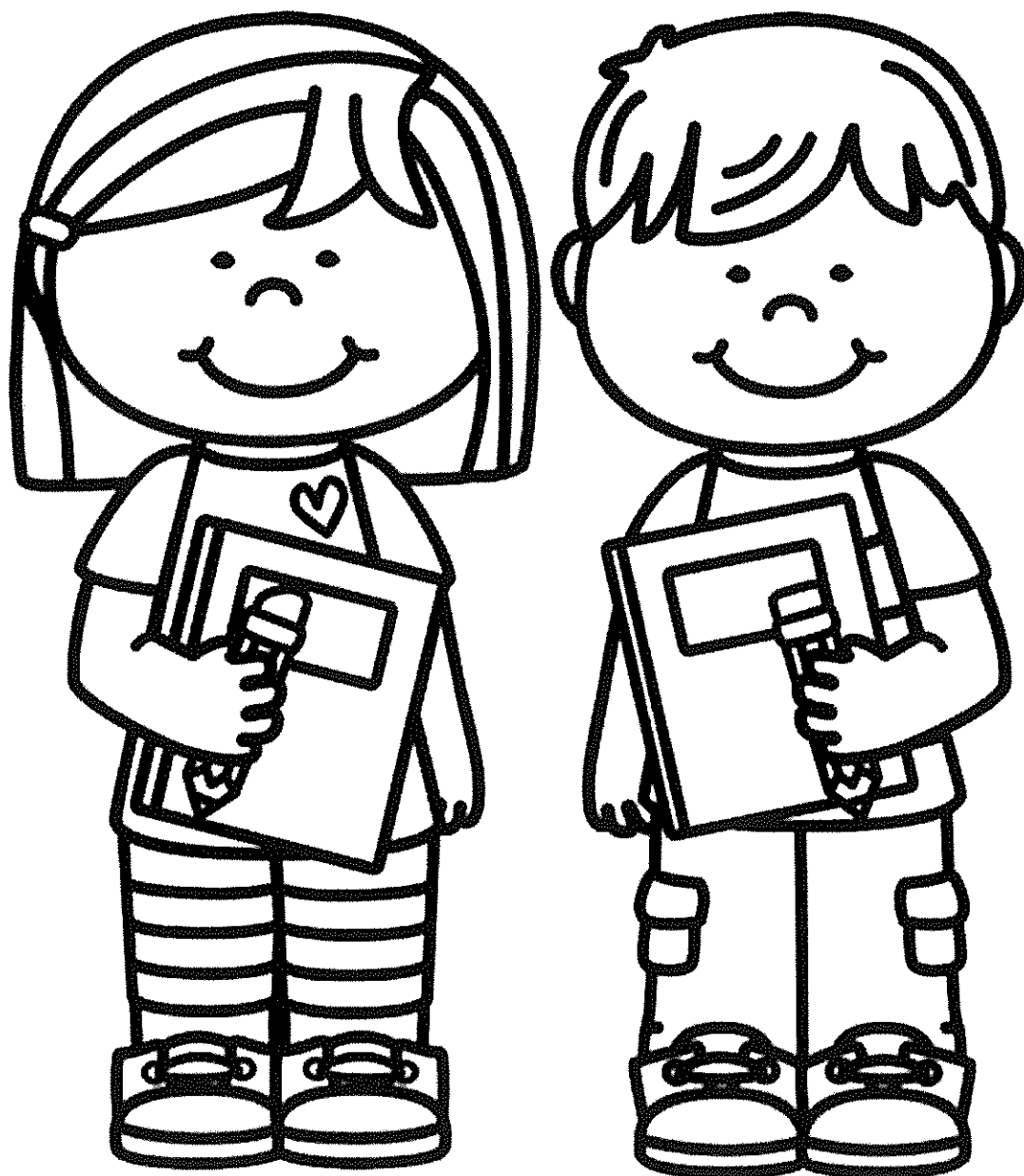


# Year 2 - Learning Week 3



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

# Home Learning Week 3 – Year 2

Monday 26/7	Tuesday 27/7	Wednesday 28/7	Thursday 29/7	Friday 30/7
Spelling – Unit 20 'p, pp' Write as many words as you can in the pig.	Spelling – Unit 20 'p, pp' Complete the first page of worksheet	Spelling – Unit 20 'r, rr' Write as many words as you can in the robot.	Spelling – Unit 20 'r, rr' Complete the second page of worksheet	Spelling – Unit 20 'p, pp, r, rr' Write two sentences with your spelling words from both list
Handwriting – complete letter sheets (k and l)	Handwriting – complete letter sheets (m and n)	Handwriting – complete letter sheets (o and p)	Handwriting – complete letter sheets (q and u)	Handwriting – complete letter sheets (r and s)
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
Writing – Procedural writing 'How to Wash your Hands Properly'	Writing – Procedural writing 'How to make a Sandwich'.	Writing – Procedural writing 'How to be Safe Crossing in the Road'.	Literacy activities Verb activity worksheet	Literacy activities Verb sorting activity
Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech

# Home Learning Week 3 – Year 2

Number of the day Is 12. Complete activity in booklet Numeracy activities Domino Patterns	Number of the day Is 14. Complete activity in booklet Numeracy activities Repeating Patterns	Number of the day Is 22. Complete activity in booklet Numeracy activities Identifying Number Patterns	Number of the day Is 30. Complete activity in booklet Numeracy activities Number Patterns	Number of the day Is 48. Complete activity in booklet Numeracy activities Counting in 1's, 2's and 5's
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 – Look! Listen!	Geography Features of Places	Creative Arts Music- Body percussion activity	STEM Complete the activity in the booklet
PBL and Wellbeing I am an amazing person activity	PBL and Wellbeing Being kind to yourself activity	PBL and Wellbeing Go for a walk with a family member	PBL and Wellbeing Mindfulness colouring sheet	PBL and Wellbeing Mindfulness colouring sheet

# Home Learning Week 3 – 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 26<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

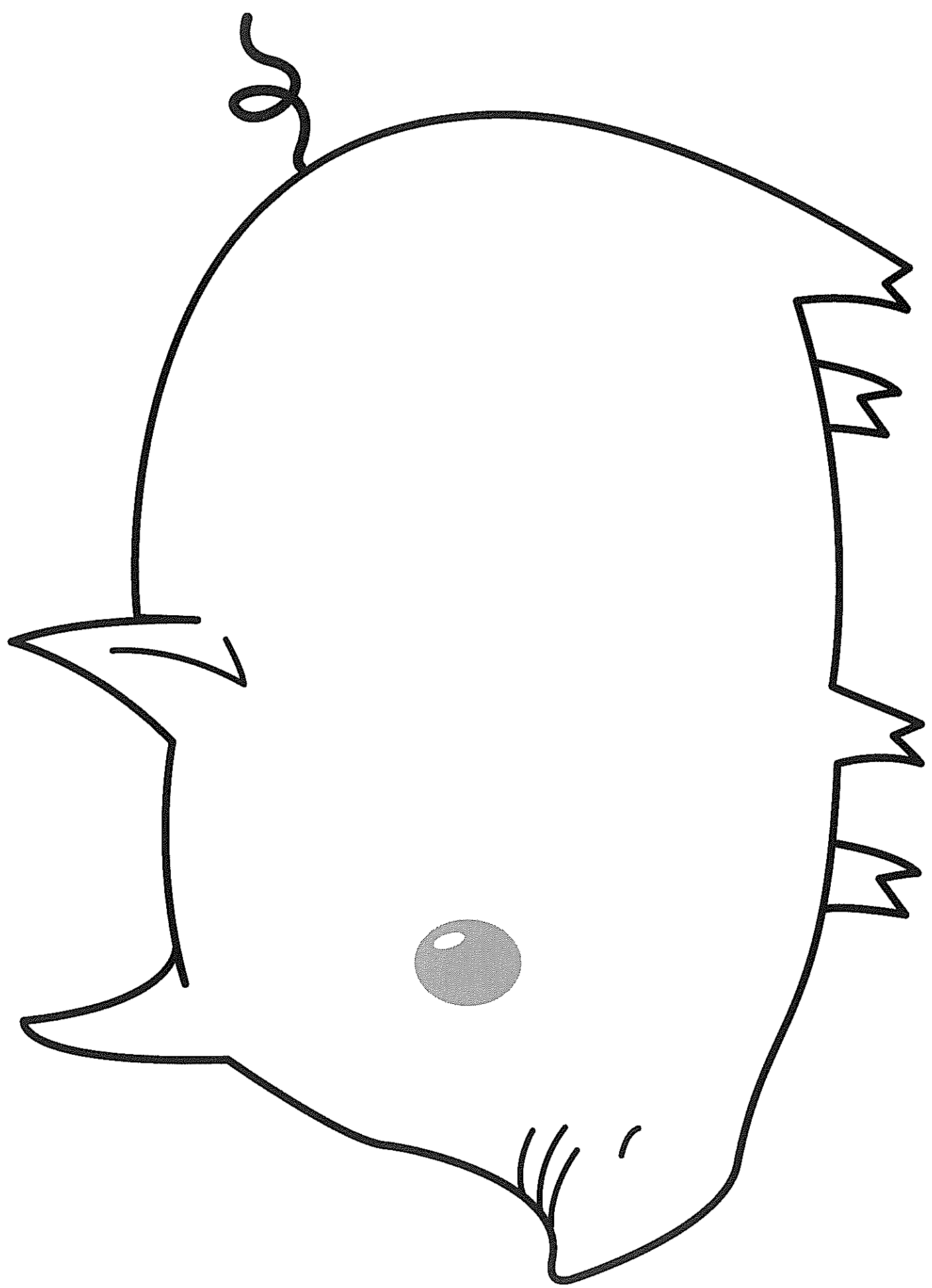
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

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



Kk



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: k for key.

Now copy the letters and words into your handwriting book.

k k k

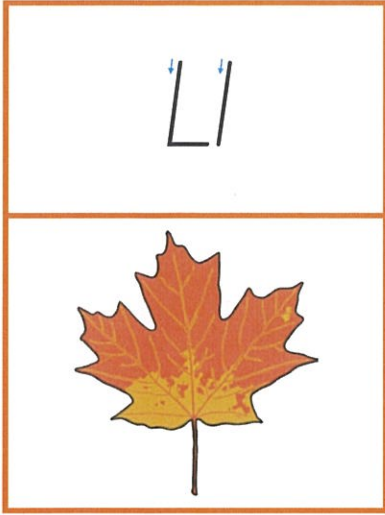
K K K

Kk Kk Kk

kite

kind

king



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: l for leaf.

Now copy the letters and words into your handwriting book.

l l l

l l l

l l l l l

like

little

look

# How to Wash Your Hands Properly



**You will need:**

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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?

10 less is... 8

hundreds	tens	units

100 more is... 9

5 What is the number before?

Make it in money 10

# Domino Patterns

Can you find the next dominoes in these patterns?




# Sun, Sea and Beach Safety

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



beach  
sun  
sea  
safety  
lifeguard

flags  
protect  
water  
hat  
skin





# Beach Safety

between	lifesavers	water
creatures	sun safety	an arm
an adult	calm	trouble

1. Practice \_\_\_\_\_ – slip, slap, slop, seek and slide.
2. Drink plenty of \_\_\_\_\_.
3. Stay with \_\_\_\_\_ at all times.
4. Always swim \_\_\_\_\_ the flags.
5. Follow the safety signs and listen to the \_\_\_\_\_.
6. Shout for help and raise \_\_\_\_\_ in the water if you are in trouble. Stay \_\_\_\_\_.
7. Tell a lifesaver or an adult if you notice someone else in \_\_\_\_\_.
8. Do not touch sea \_\_\_\_\_, like jellyfish and blue-ringed octopuses.

# Design a Water Safety Poster

Using everything you know about water safety, design a poster telling people how to keep safe in the water. Your poster could be about general water safety or specific to a certain type of water, such as swimming pools or the beach. Decide whether your poster should be aimed at younger children, older children or adults.



# I Am an Amazing Person!

Read and finish the sentences in the balloons below.

I am a good friend because...

I am really good at...

I have worked hard to improve...

I am proud of myself when...

I am a good team member because...

I am thoughtful because I...

My special talent is...

I am a good family member because...

I am unique because...

I am a good citizen because...



# Tuesday 27<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

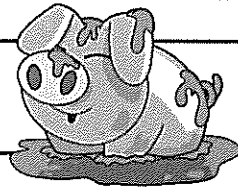
ST1-9PW-ST investigates how forces and energy are used in product



p pp

pig

slipper



## List Words

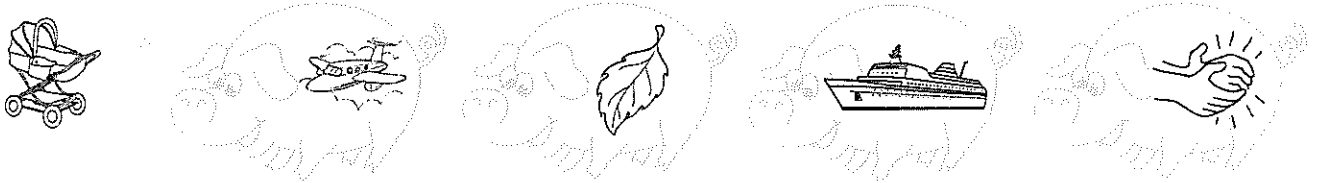
pram    plan    spill    kept  
press    plane    speak    puppy

## Letters

## Words


1 **Underline** the letter or letters for **p pp** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the pig if you hear **p pp** in the picture name. **Write** a stroke below the pig for each sound in the picture name, like this: *shop /sh/o/p/ III*.



3 **Write** p, pp or P to finish the words. **Draw** the picture.

★ We usually write p for **p pp**. Sometimes we write pp in the middle of a word. P starts sentences and the names of people and places.

\_\_\_am has a \_\_\_ig and a \_\_\_u\_\_\_y.



4 **Write** the letters that are in the pigs to finish the words.  
**Write** a word to match the clue.



\_\_\_an    \_\_\_ane

It can fly. \_\_\_\_\_



\_\_\_am    \_\_\_ess

push down \_\_\_\_\_



\_\_\_ill    \_\_\_eak

to talk \_\_\_\_\_



ke\_\_\_    we\_\_\_

did keep \_\_\_\_\_

Mm



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: m for mouse.

Now copy the letters and words into your handwriting book.

m m m

M M M

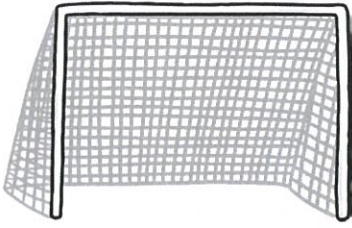
Mm Mm Mm

me

my

mum

Nn



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: n for net.

Now copy the letters and words into your handwriting book.

n n n

N N N

Nn Nn Nn

no

not

now

# How to Make a Sandwich



**You will need:**

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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?

10 less is... 8

hundreds	tens	units

100 more is... 9

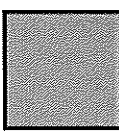
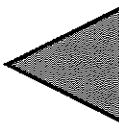
5 What is the number before?

Make it in money 10



# Repeating Patterns

Can you continue the patterns below?

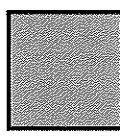
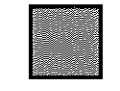
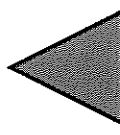
1. 

																			
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. 

																			
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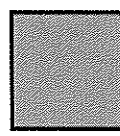

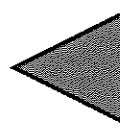

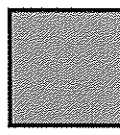
3. 

																			
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4. 

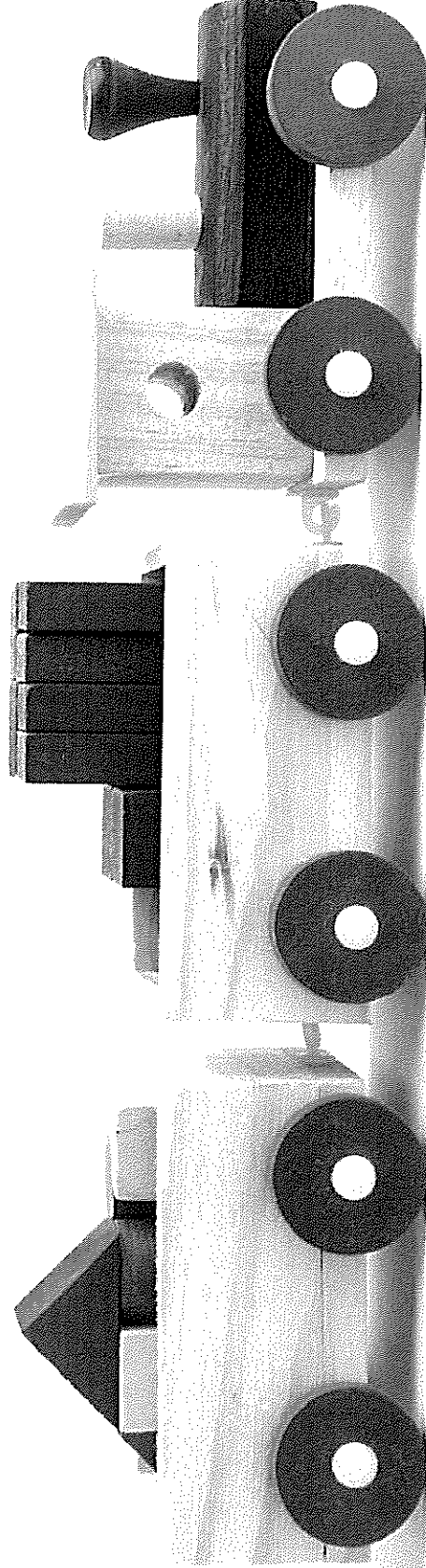
																			
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5. 

																			
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

# What makes things move?

How many ways  
could you move  
this train?



## Vocabulary

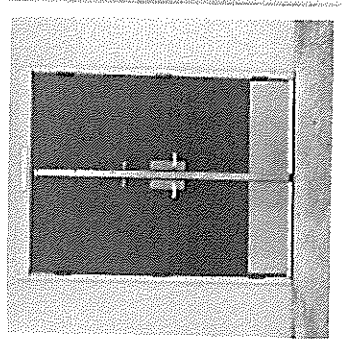
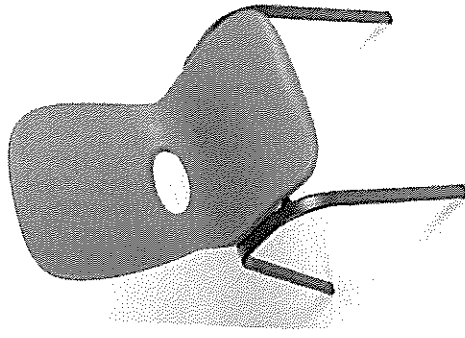
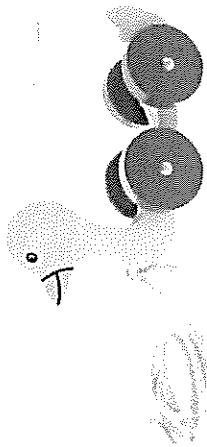
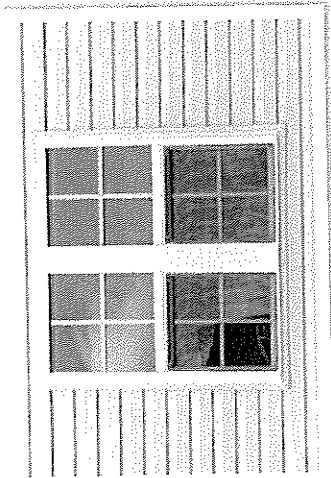
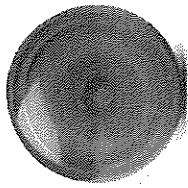
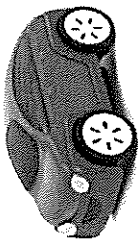
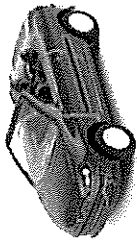
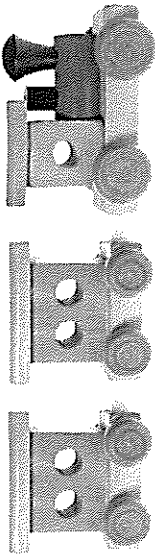
push pull forwards backwards straight up down force arrow

### Materials needed

#### ACTIVITY QUESTION 4

You will need:

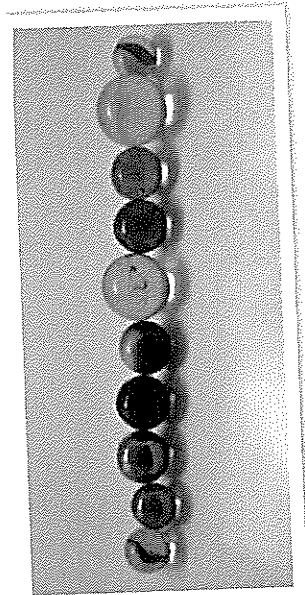
- toy cars
- pull along toys
- window
- chair
- door
- yoyo




#### ACTIVITY QUESTION 6

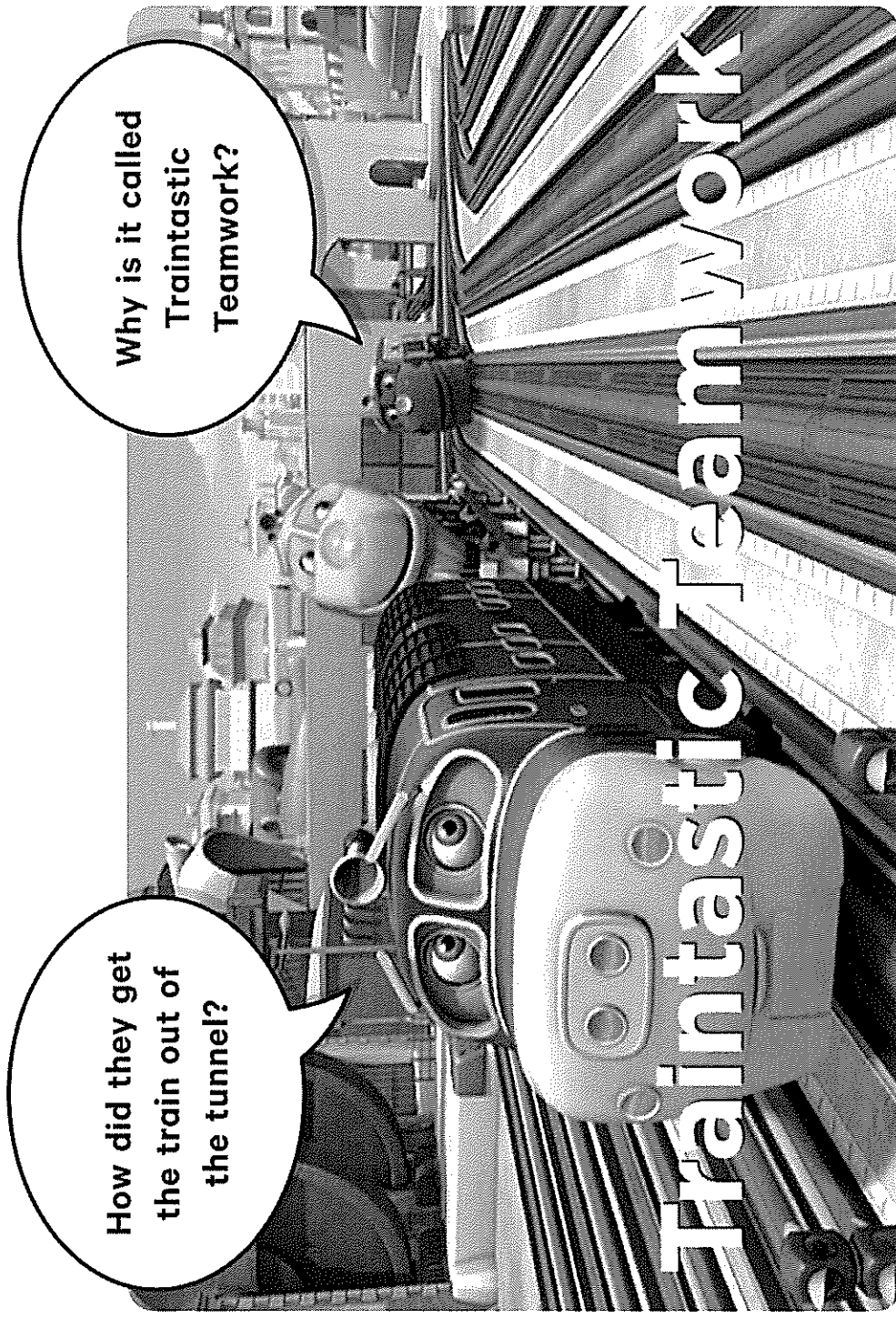
You will need:

- marbles



- 1  Watch the video about Traintastic Teamwork then answer the questions.

Things can't move by themselves. The way to start something moving is to give it a push or a pull.



Pushes and pulls are called forces. Something that is sitting still will stay still unless a force makes it move.

- 2 Look at the actions in the interactive and decide if the force is a push or a pull.

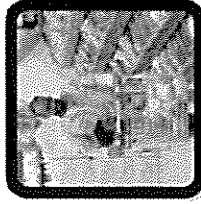


Reset

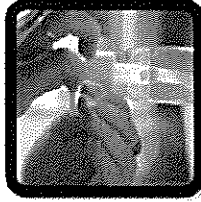
How to Play

# Push or Pull?

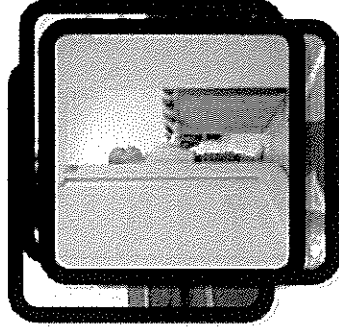
## PUSH



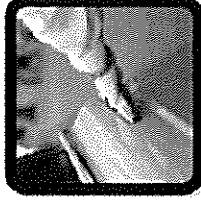
Pushing a shopping trolley.



Pushing down on a nozzle.



## PULL

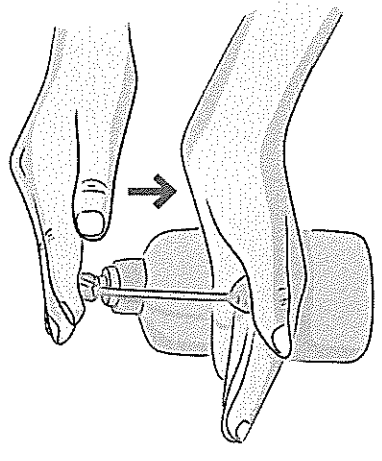
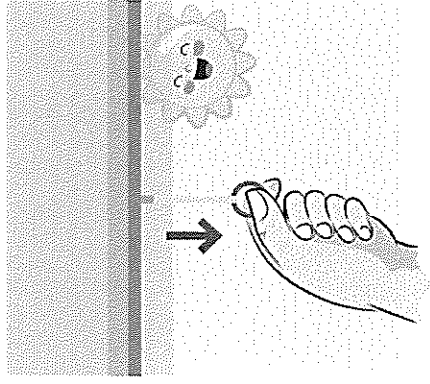
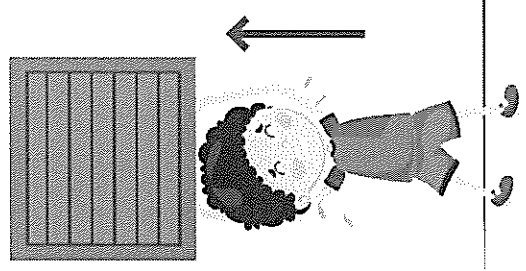
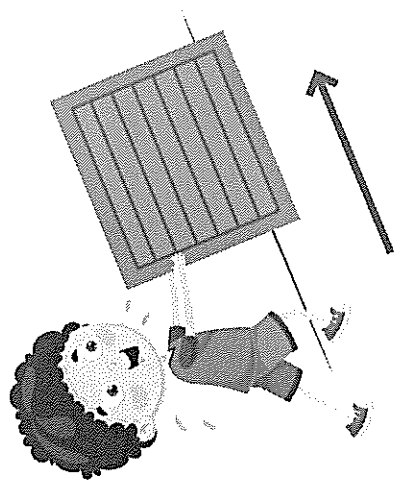
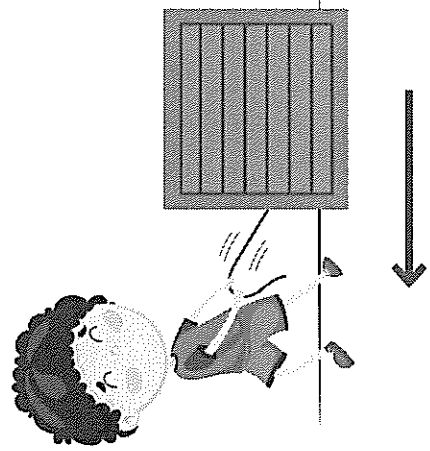
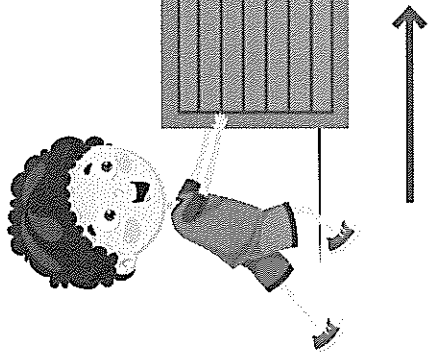


Pulling a car door open.



Pulling a luggage case.

Forces can move things in many directions.  
We can use arrows to show the direction of a force.



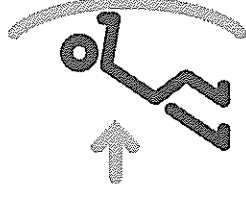
- 3 Look at each picture and talk about:
- which direction the force is going
  - if it is a push or a pull.



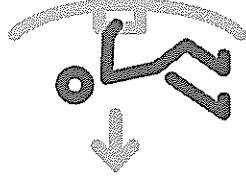


#### 4 You are going to investigate how things move:

- choose four things to investigate
- use a force to make each one move
- draw each one and put an arrow for the direction of the force you used to move it
- write if it is a push or a pull.



Push



Pull

1

2

3

4





5

**Claim**

Name one fact you now know about forces.

---

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**Support**

How do you know it is true?

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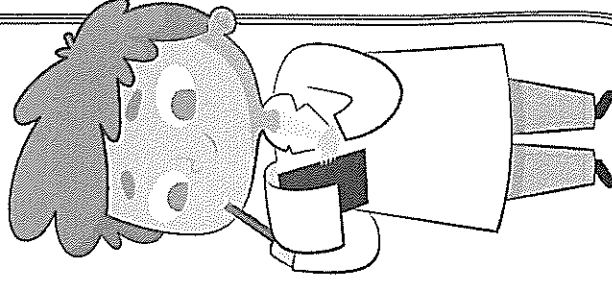
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**Question**

What more could you learn about forces?

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6

Draw and label six different ways can you make a marble move.

A large, empty rounded rectangular box for drawing a marble in motion.A large, empty rounded rectangular box for drawing a marble in motion.A large, empty rounded rectangular box for drawing a marble in motion.A large, empty rounded rectangular box for drawing a marble in motion.A large, empty rounded rectangular box for drawing a marble in motion.A large, empty rounded rectangular box for drawing a marble in motion.

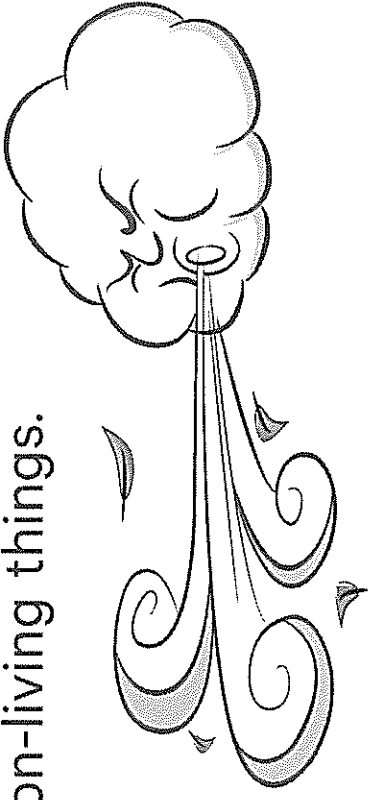


**7**

Forces can come from both living and non-living things.

Think of two non-living forces.

Draw and label them showing how their force can move something.



Blank drawing area for the first student response.

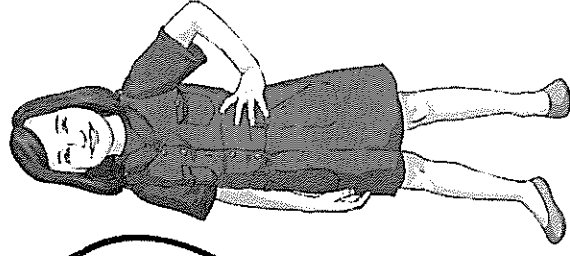
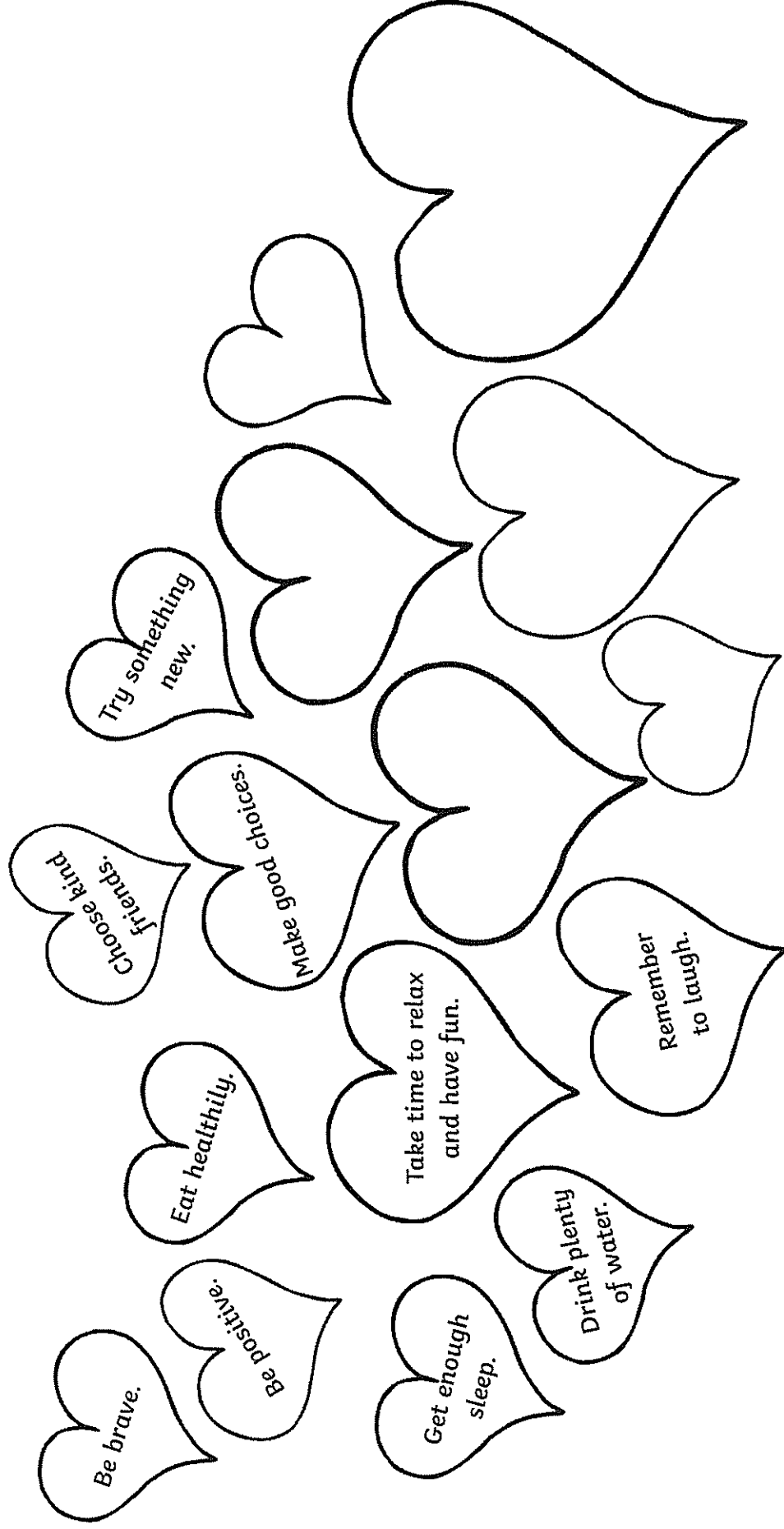
Blank drawing area for the second student response.

# How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off.

Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.



# Wednesday 28<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

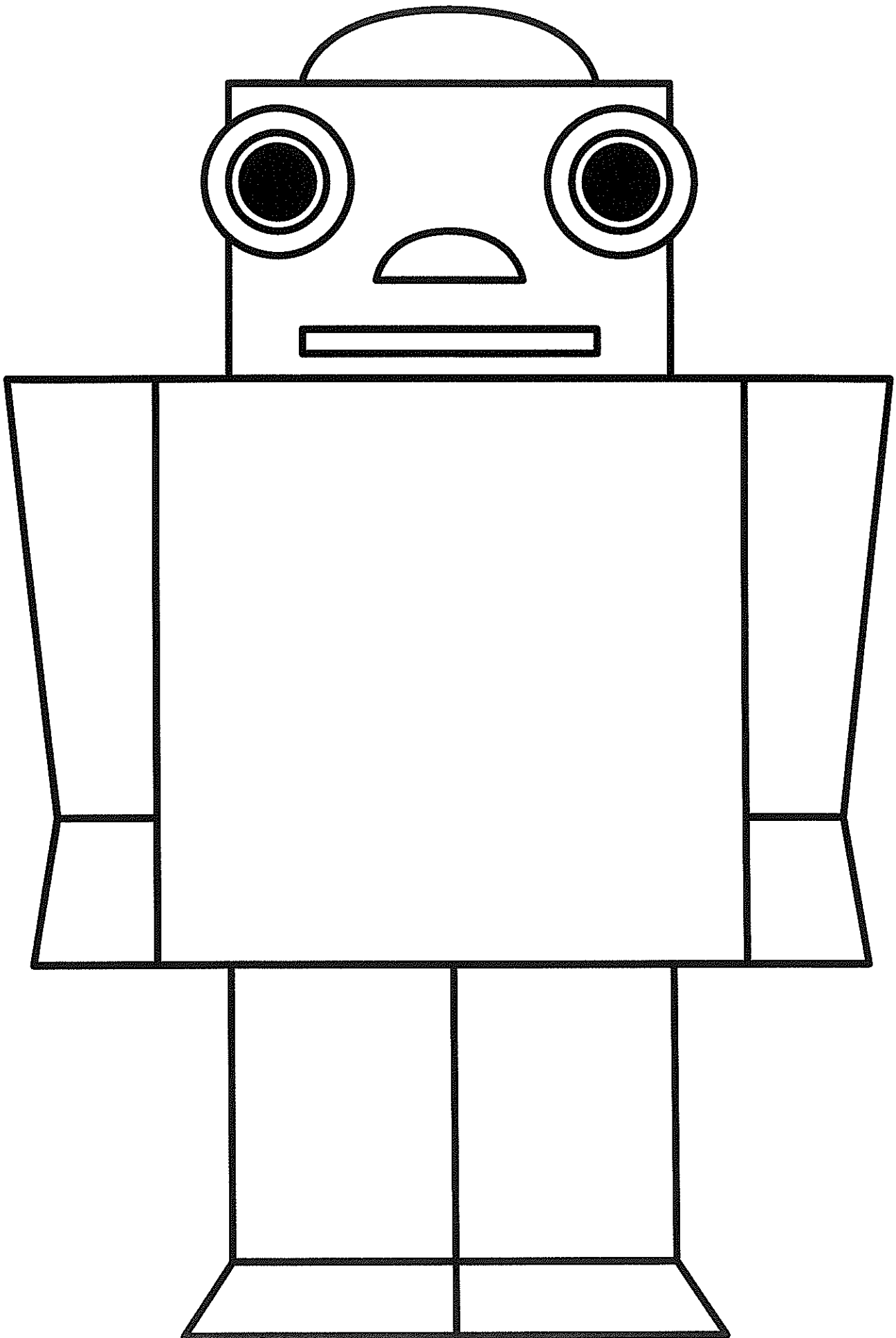
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

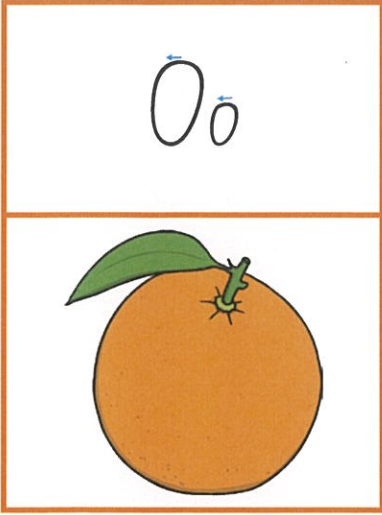
MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two digit numbers

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





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: o for orange.

Now copy the letters and words into your handwriting book.

o o o

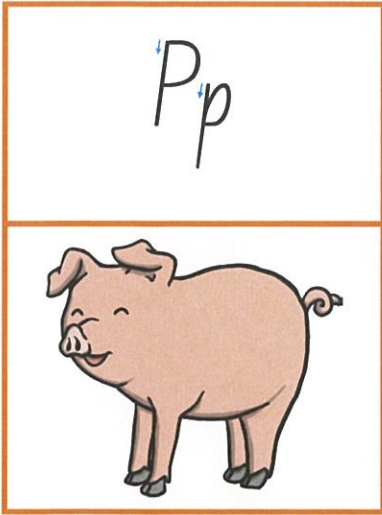
O O O

Oo Oo Oo

of

odd

ostrich



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: p for pig.

Now copy the letters and words into your handwriting book.

p p p

P P P

Pp Pp Pp

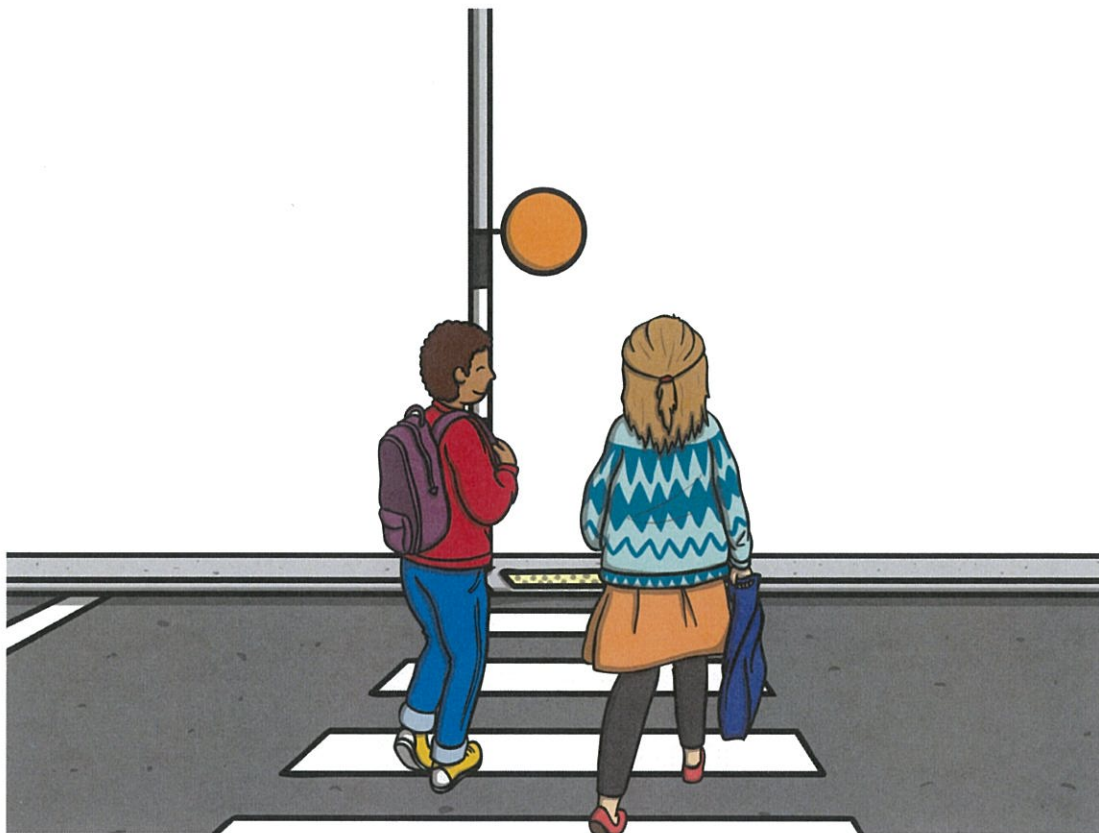
put

pull

pick



# How to be Safe Crossing the Road



**You will need:**

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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

# Identifying Number Pattern Rules Using a 100 Square

I can identify number pattern rules and complete the pattern. (ACMNA060)

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

Can you figure out what the rule is for the number pattern on the 100 square?

The rule is \_\_\_\_\_

Now that you know what the rule is, fill in the rest of the 100 square by colouring in the remaining numbers that follow the patterns rule.

Can you create your own tricky addition and subtraction number patterns?

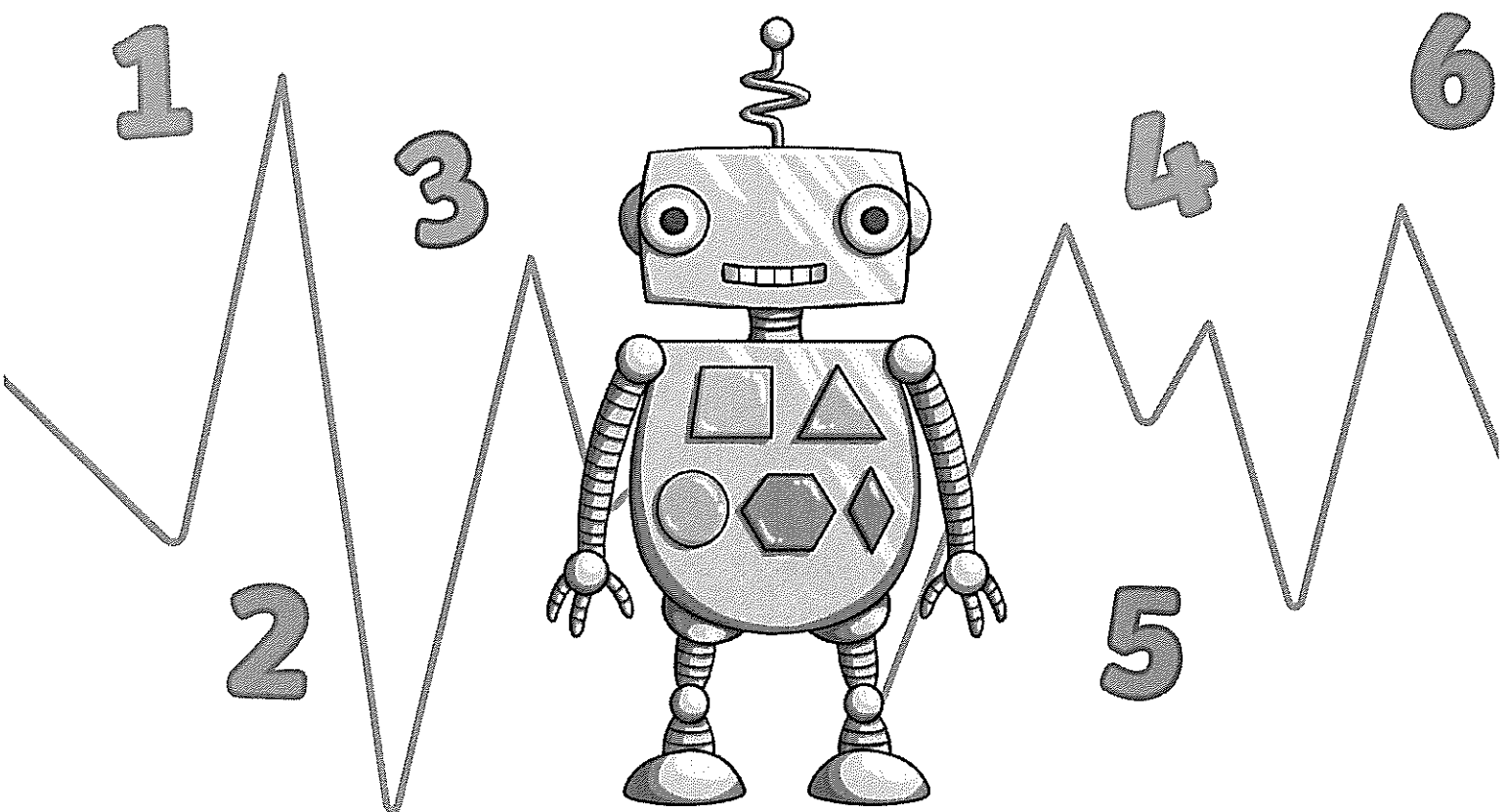
Don't forget to write down the rule!

My addition number pattern rule: \_\_\_\_\_

My number pattern is:

My subtraction number pattern rule: \_\_\_\_\_

My number pattern is:



# What are built features of places?

A built feature is something made by people.

A natural feature is something people did not make.

1

Read the eBook *Take a Closer*

Look. What do you see?



What do you see?



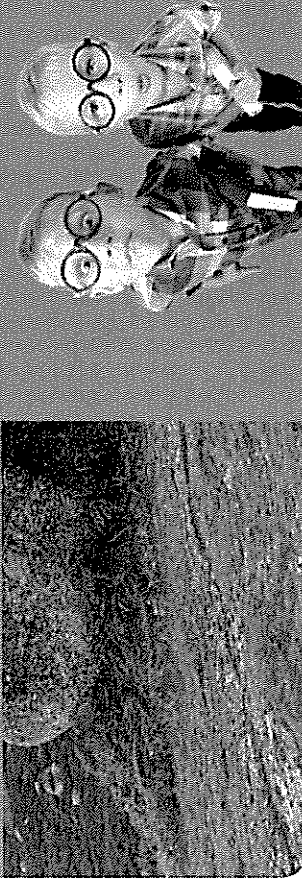


# Take a Closer Look

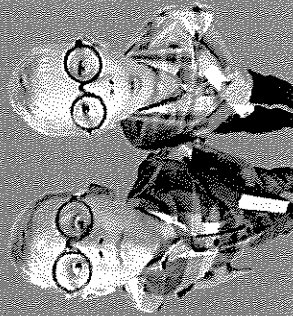


Inquisitive

What do you see?

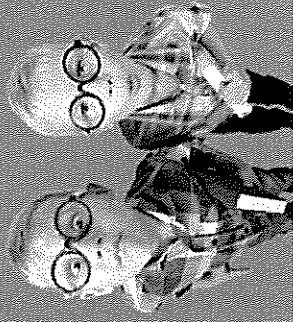


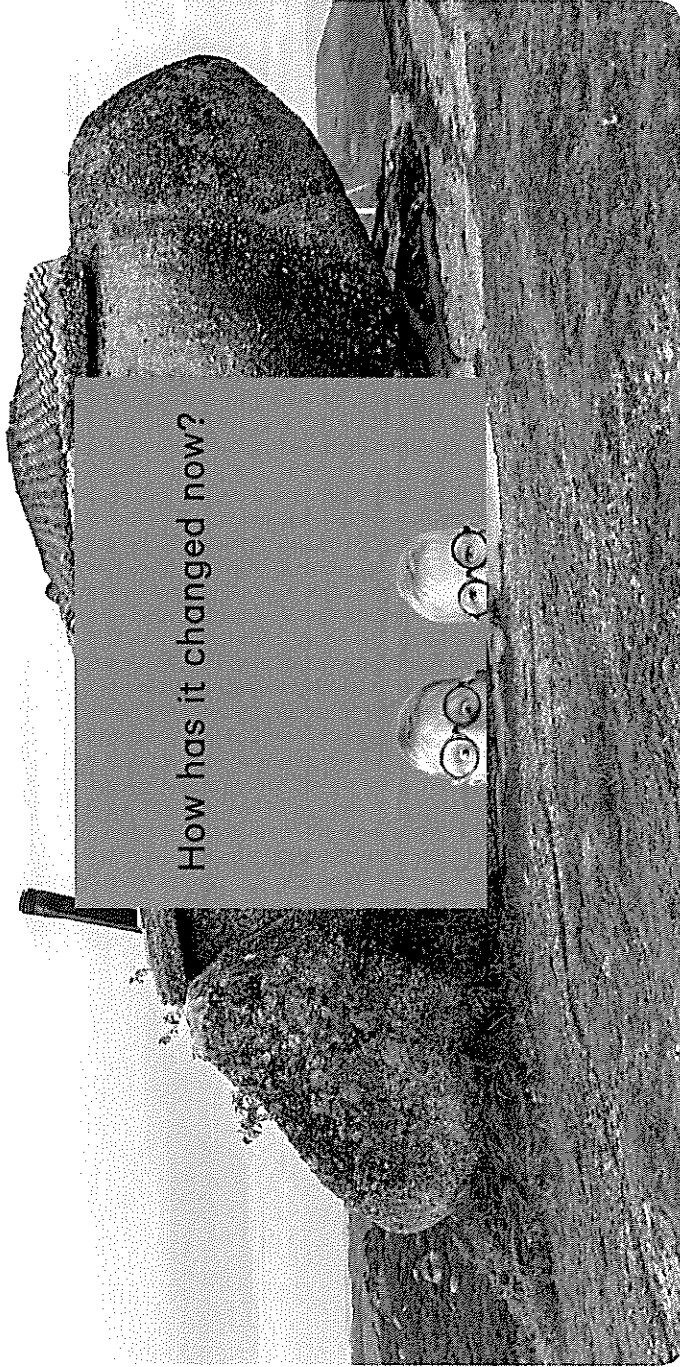
What do you think it is?





How has it changed?







Who could live here?



Is it built or natural?





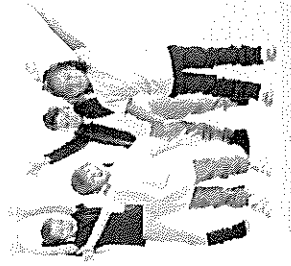
## 2 Group chat.

Talk about all the natural and built features that you know.



## 3 Move it!

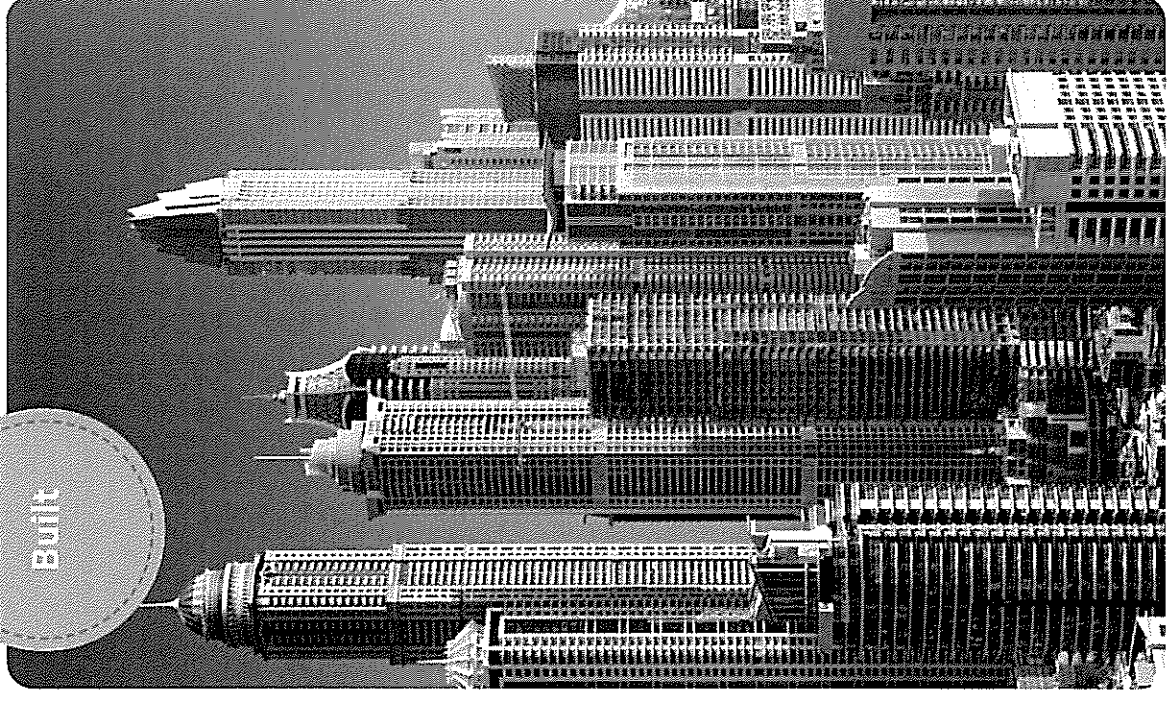
Watch the game show video about natural and built features.



Natural



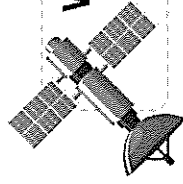
Built



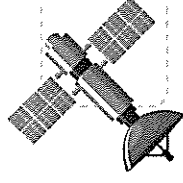
Google Earth shows a satellite image of a place and its natural and built features. This image is a school.

Where is your school?

- 4 Use the web link to Google Earth to see a satellite image of your school. Find the built and natural features.

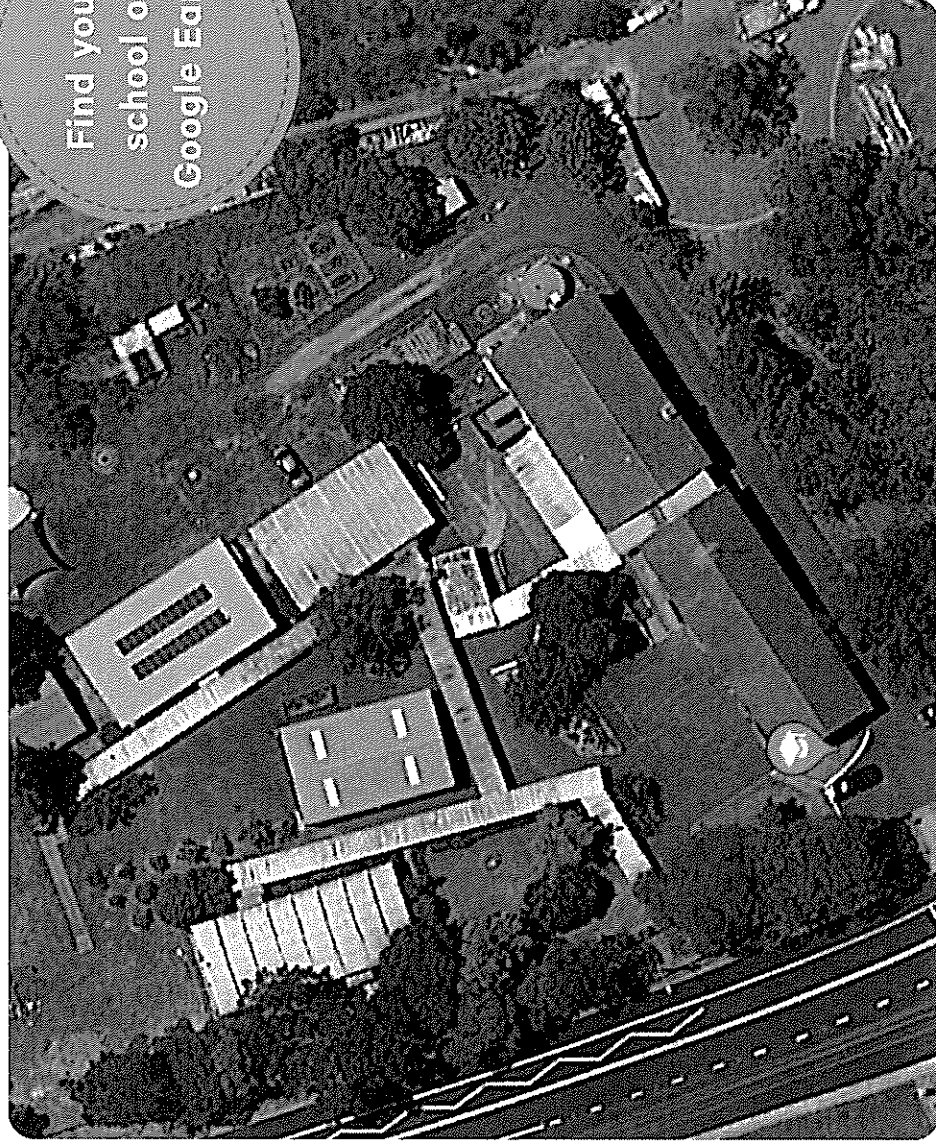


What natural features can you see?



What built features can you see?

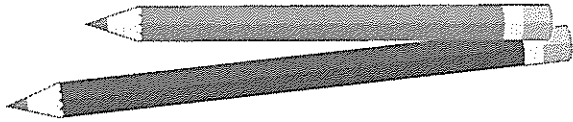
Find your school on Google Earth.





5

Draw some of the natural and built features of your school.

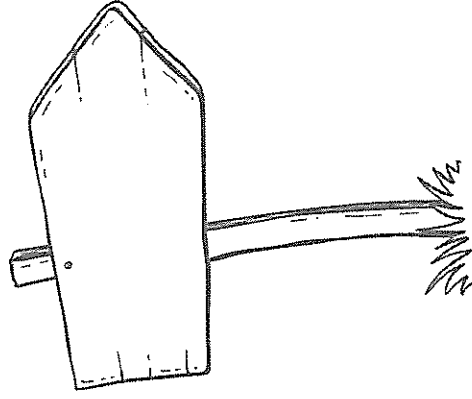
A large, empty rectangular box with a dashed border, intended for the student to draw features of their school.



**6**

Draw some signs for the natural and built features of your school to help visitors find their way around. Start with the most important.

Colour the natural feature signs green and the built feature signs blue.





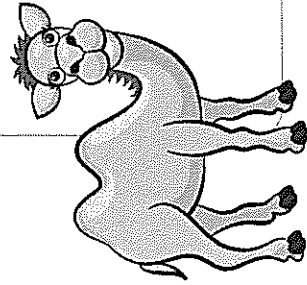
**7**

The Great Pyramid of Giza is a Wonder of the World. Is it a built or natural feature?



Use the website to research the Great Pyramid of Giza.

Draw a pyramid and write some facts around it.





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

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# Thursday 29<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

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



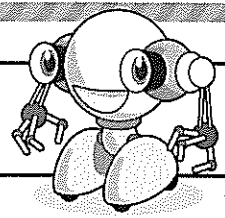
r rr



robot



carrot





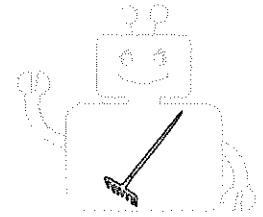
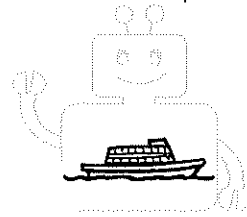
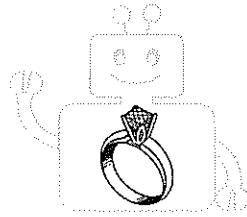
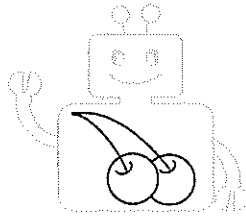
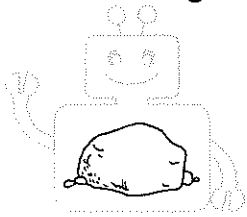
List Words

rock	rake	ride	sorry
ring	read	rode	carry

Letters


Words


- 1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 **Where** do you hear  in the picture name? **Colour** the robot **red** if it is first and **green** if it is third. **Finish** the words to match the pictures.

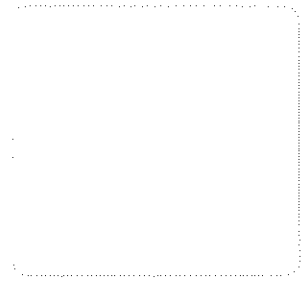


ro\_\_\_    ch\_\_\_rry    \_\_\_ing    ferr\_\_\_    ra\_\_\_e

- 3 **Write** r, rr or R to finish the words. **Draw** the picture.

★ We usually write r for . Sometimes we write rr in the middle of a word. R starts sentences and the names of people and places.

\_\_\_obby can ca\_\_\_y the \_\_\_ock.



- 4 **Write** the letters that are in the robots to finish the words.

**Write** a word to match each clue.



\_\_\_ock    \_\_\_ide    go on a bike \_\_\_\_\_

\_\_\_ead    \_\_\_ode    look at a book \_\_\_\_\_



ca\_\_\_y so\_\_\_y    Bring it. \_\_\_\_\_

be\_\_\_y hu\_\_\_y    Be quick! \_\_\_\_\_

Qq



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: q for queen.

Now copy the letters and words into your handwriting book.

q q q

Q Q Q

Qq Qq Qq

queen

quick

quiet

Uu



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: u for umbrella.

Now copy the letters and words into your handwriting book.

u u u

U U U

Uu Uu Uu

up

under

umbrella

# Verbs

1. George walked to school.
2. "Stop it!" shouted Beth.
3. Thomas licked the melting ice cream.
4. Freddie touched his hair.
5. Tessa looked out the window.
6. I thought about the answer.
7. The chocolate melted in my mouth.

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



**said**      **thought**      **looked**      **ran**      **went**      **touched**

Choose **3** of the verbs and write as many synonyms as you can think of.  
For example: said - yelled or screamed


Now use your synonyms to write 3 interesting sentences.

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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?

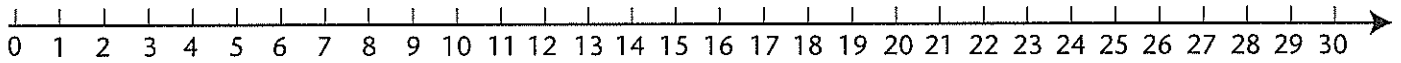
100 more is...

9

Make it in money

10

**3** Complete the number patterns. The number line may help you.



a 

0	2	4	6		
---	---	---	---	--	--

e 

10	12	14	16		
----	----	----	----	--	--

b 

0	3	6	9		
---	---	---	---	--	--

f 

16	18	20	22		
----	----	----	----	--	--

c 

0	5	10	15		
---	---	----	----	--	--

g 

6	9	12	15		
---	---	----	----	--	--

d 

10	11	12	13		
----	----	----	----	--	--

h 

10	13	16	19		
----	----	----	----	--	--

**4** Find the missing numbers in these patterns.

a 

12	14	16		20	22		26	28
----	----	----	--	----	----	--	----	----

b 

13		19	22	25		31		37
----	--	----	----	----	--	----	--	----

c 

10	15		25	30		40		50
----	----	--	----	----	--	----	--	----

d 

40		30	25		15	10		0
----	--	----	----	--	----	----	--	---

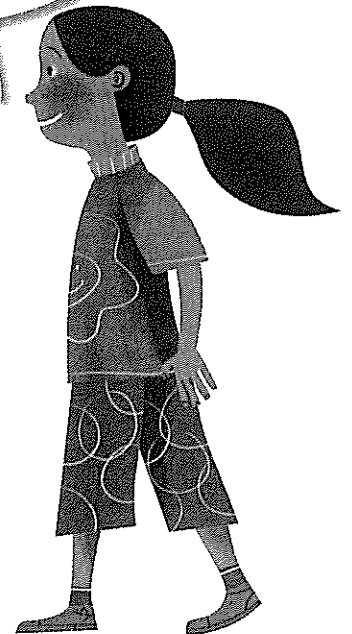
e 

58	56		52	50		46		42
----	----	--	----	----	--	----	--	----

f 

75	70		60		50		40	35
----	----	--	----	--	----	--	----	----

Discover the pattern before supplying the missing numbers.



**5** Write number patterns to match the rules.

a Forwards by twos.

--	--	--	--	--	--

c Forwards by tens.

--	--	--	--	--	--

b Forwards by fives.

--	--	--	--	--	--

d Backwards by fives.

--	--	--	--	--	--

# Body Percussion Rainstorm

This great body percussion activity is perfect for children of all ages and it really does sound like a rainstorm. It works best with a group of five or more people. The sounds start off very quietly and build up to a noisy storm. Then, as the storm passes, the volume goes back down from loud to quiet.



1. Rub hands together.

2. Click fingers.

3. Pat thighs softly.

4. Pat thighs louder.

5. Clap softly.

6. Clap louder.



7. During loud clapping, make thunder sounds vocally (booms, rumbles, etc.).

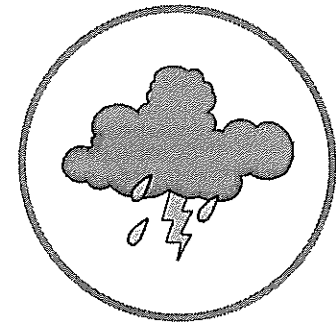


8. Clap softly.

9. Pat thighs loudly.

10. Pat thighs softer.

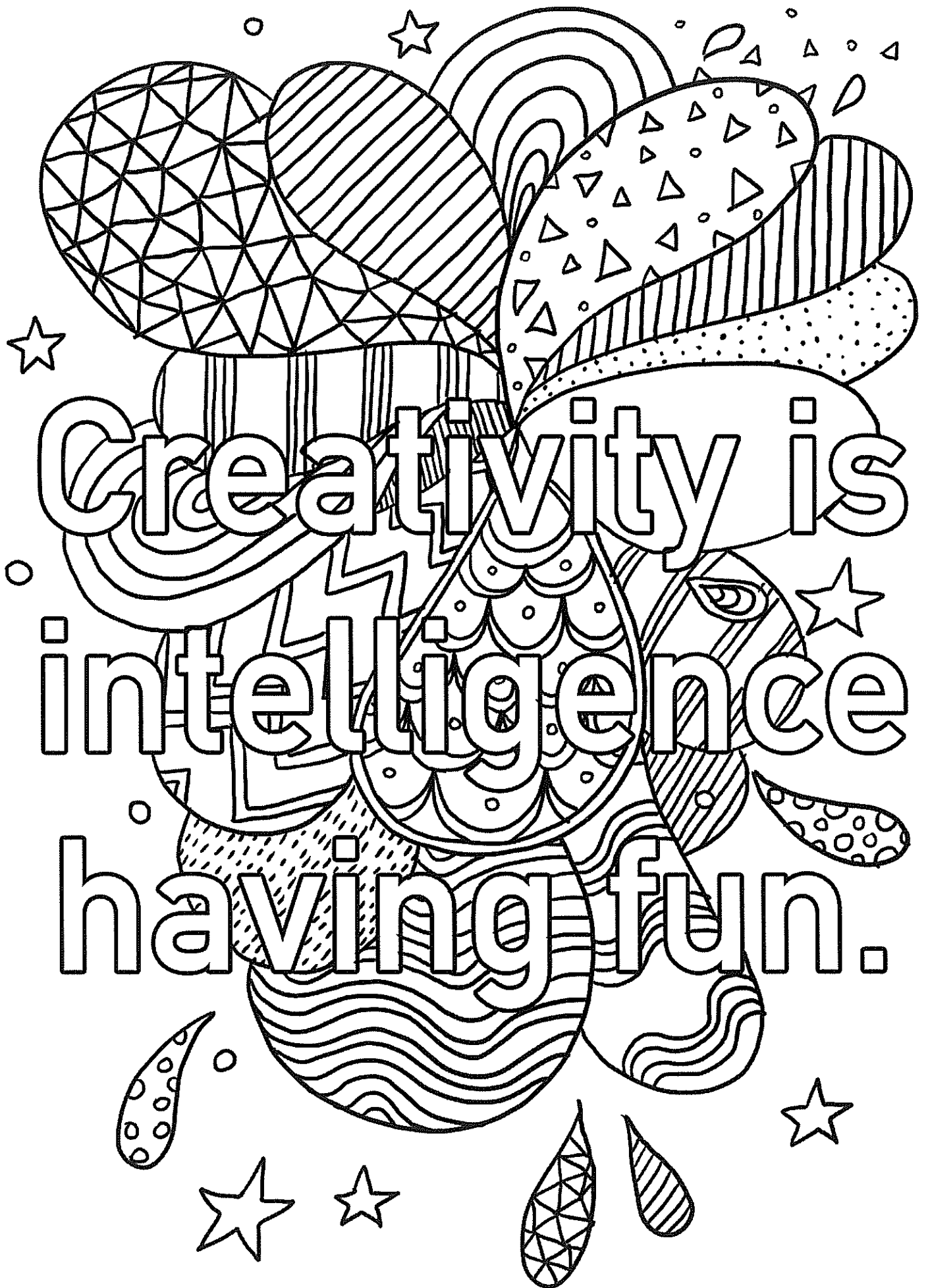
11. Click fingers.



12. Rub hands together.

There are no specific timings - just go with the flow of the activity. Give time for all the children to hear the changes in sounds as the storm gets louder or quieter.

It also works best when the leader moves to the next action but doesn't announce it. This allows for a smooth and slow transition to the next storm sound and sounds much more natural.



# Friday 30<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

Sport:

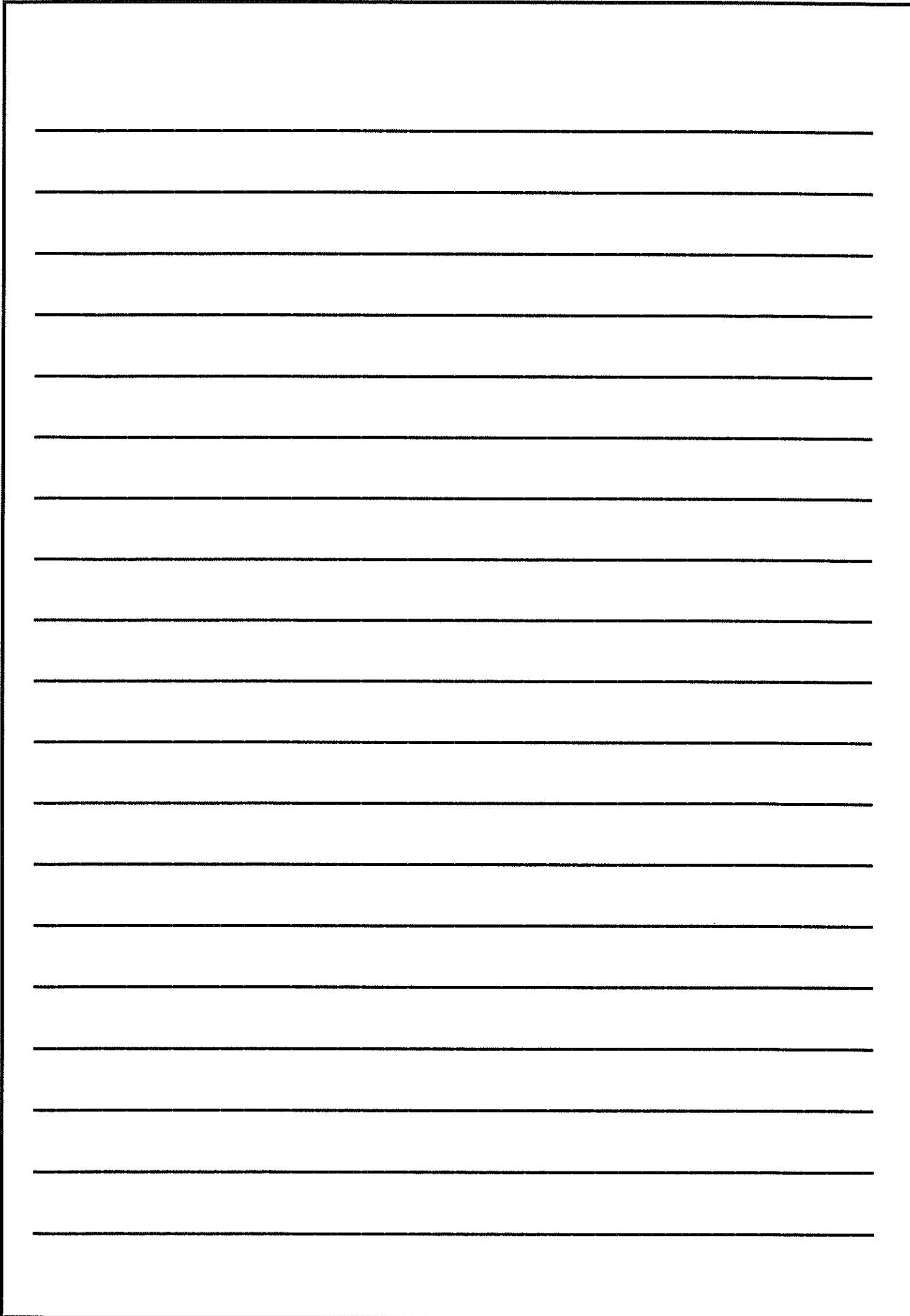
PD1-4performs movement skills in a variety of sequences and situations

STEM:

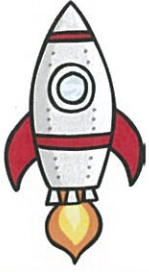
ST1-1WS-S observes, questions and collects data to communicate and compare ideas

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



Rr



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: r for rocket.

Now copy the letters and words into your handwriting book.

r r r

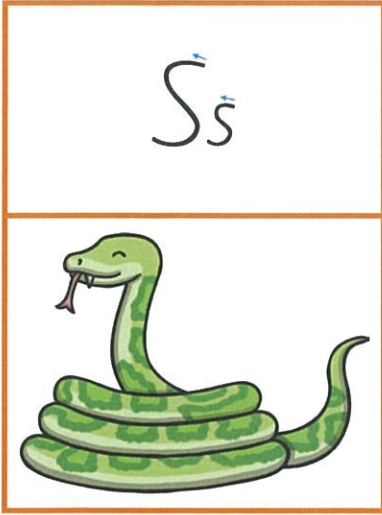
R R R

Rr Rr Rr

run

red

rain



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: s for snake.

Now copy the letters and words into your handwriting book.

s s s

S S S

Ss Ss Ss

so

sad

sun



Name:

# Verb Sorting

Doing Verbs	Saying Verbs	Thinking Verbs



**calculate**

**cried**

**whispered**

**imagine**

**remember**

**notice**

**decide**

**dream**

**exclaimed**

**blurted**

**laughed**

**exaggerated**

**begged**

**eat**

**dance**

**know**

**wonder**

**learn**

**jump**

**cook**

**wonder**



# 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?

10 less is... 8

hundreds	tens	units

100 more is... 9

5 What is the number before?

Make it in money 10

**4** Use the hundreds chart to help you with the counting patterns.

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

a 

31	32	33			
----	----	----	--	--	--

b 

86	87	88			
----	----	----	--	--	--

c 

2	4	6			
---	---	---	--	--	--

d 

12	14	16			
----	----	----	--	--	--

e 

30	32	34			
----	----	----	--	--	--

f 

20	25	30			
----	----	----	--	--	--

g 

50	55	60			
----	----	----	--	--	--

h 

65	70	75			
----	----	----	--	--	--

j 

41	43	45			
----	----	----	--	--	--

k 

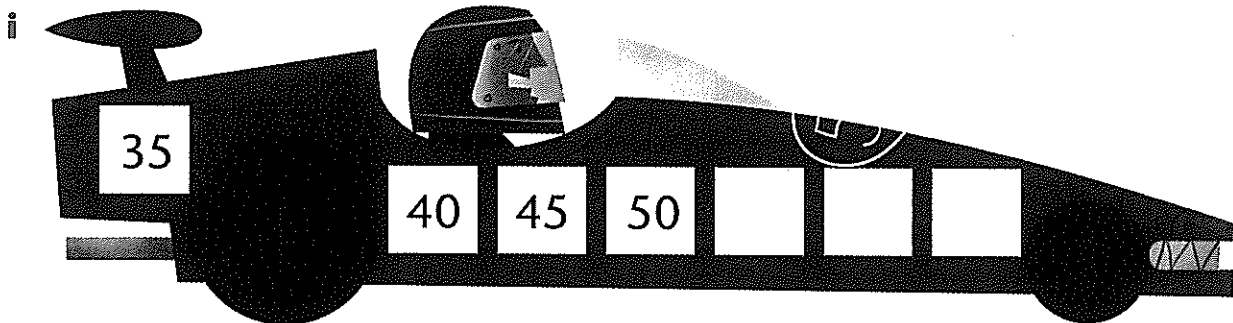
86	88	90			
----	----	----	--	--	--

l 

21	26	31			
----	----	----	--	--	--

m 

52	57	62			
----	----	----	--	--	--



**5** Write the number that comes before each of these numbers.

a 36 \_\_\_\_\_    b 192 \_\_\_\_\_    c 283 \_\_\_\_\_    d 145 \_\_\_\_\_

**6** Write the number that comes after each of these numbers.

a 40 \_\_\_\_\_    b 243 \_\_\_\_\_    c 351 \_\_\_\_\_    d 483 \_\_\_\_\_

**7** Make up two counting patterns of your own.

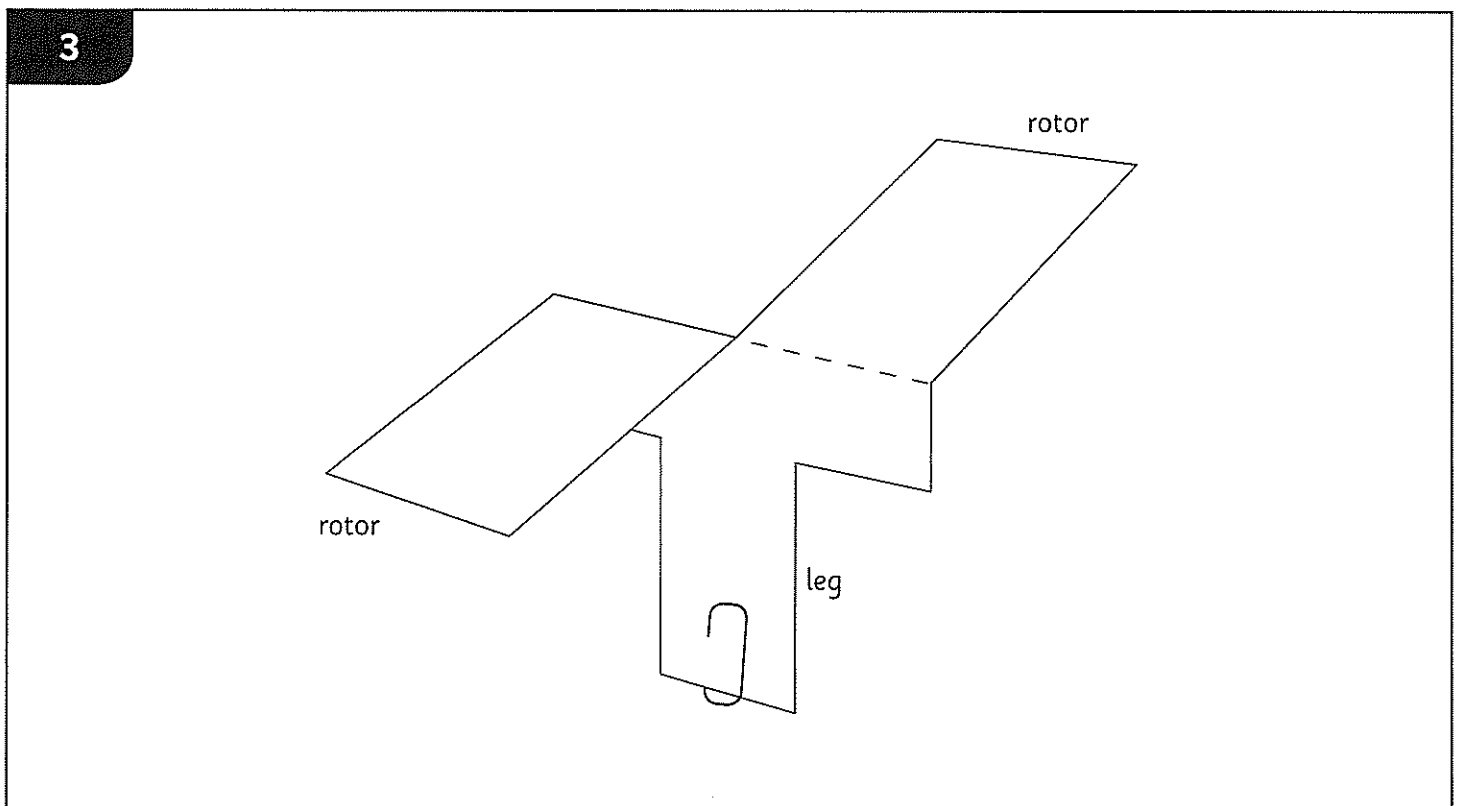
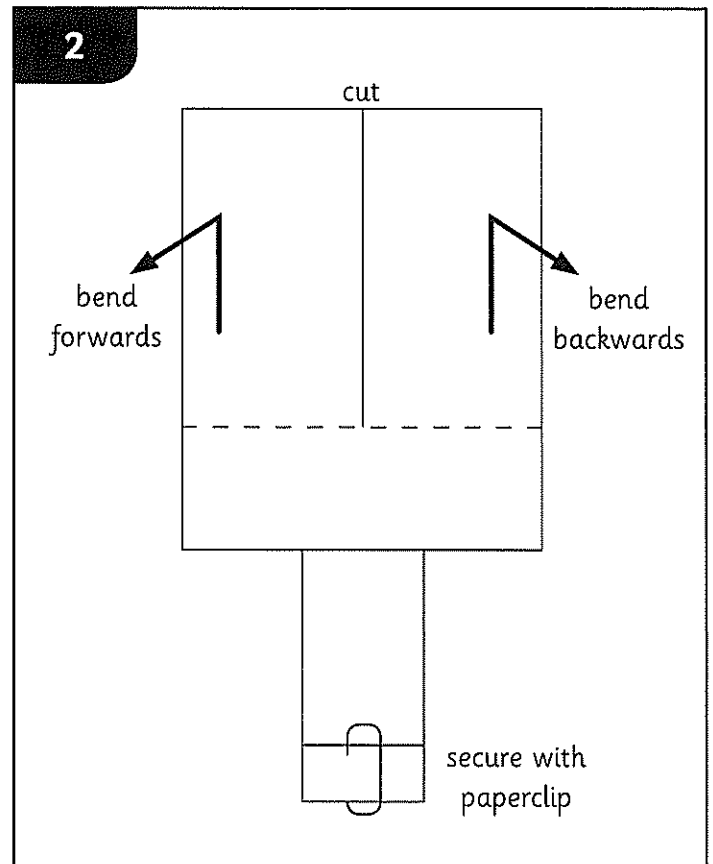
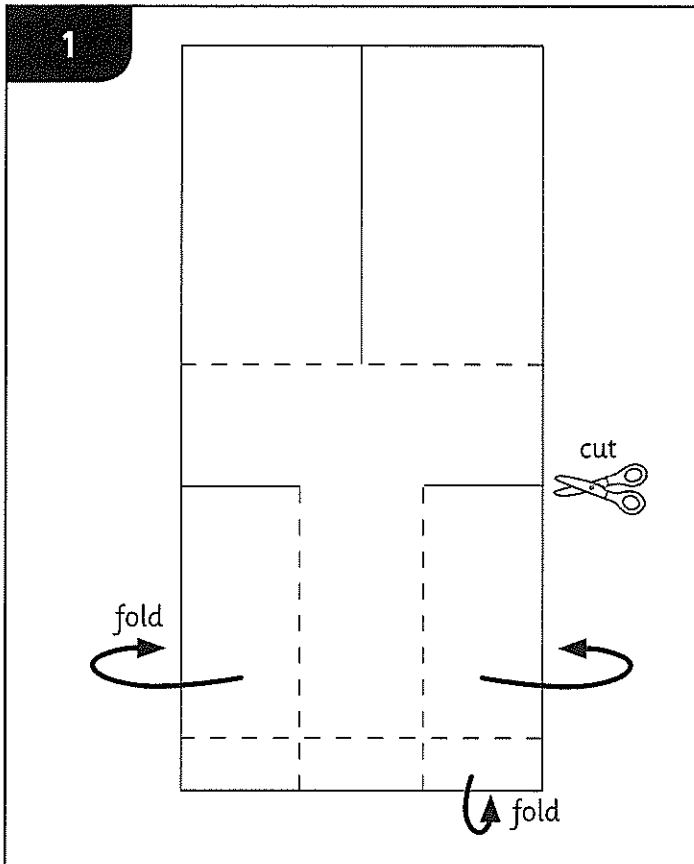
--	--	--	--	--	--

--	--	--	--	--	--

Now hide or cover two numbers in each one and give it to a friend to find the missing numbers.

# Paper Helicopter Instructions

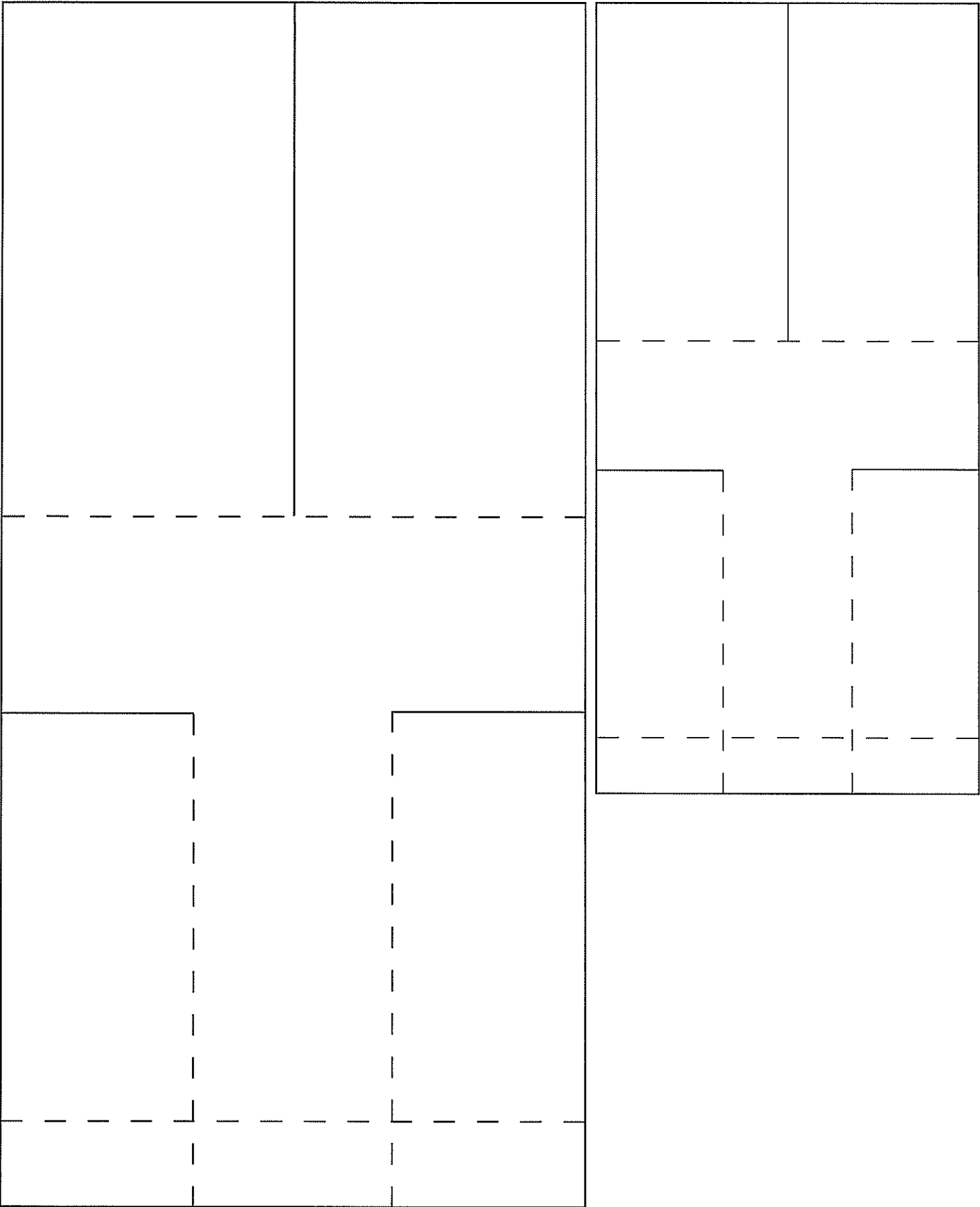
Cut along the solid lines and fold along the dashed lines.







# Paper Helicopter Template







It's no use to  
go back to  
yesterday

because I was  
a different  
person then.

Lewis Carroll

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. The paper is framed by a thin black border. There are 20 horizontal lines in total, starting from the top and ending near the bottom, leaving a small margin at the bottom. The lines are solid black and have a consistent thickness.