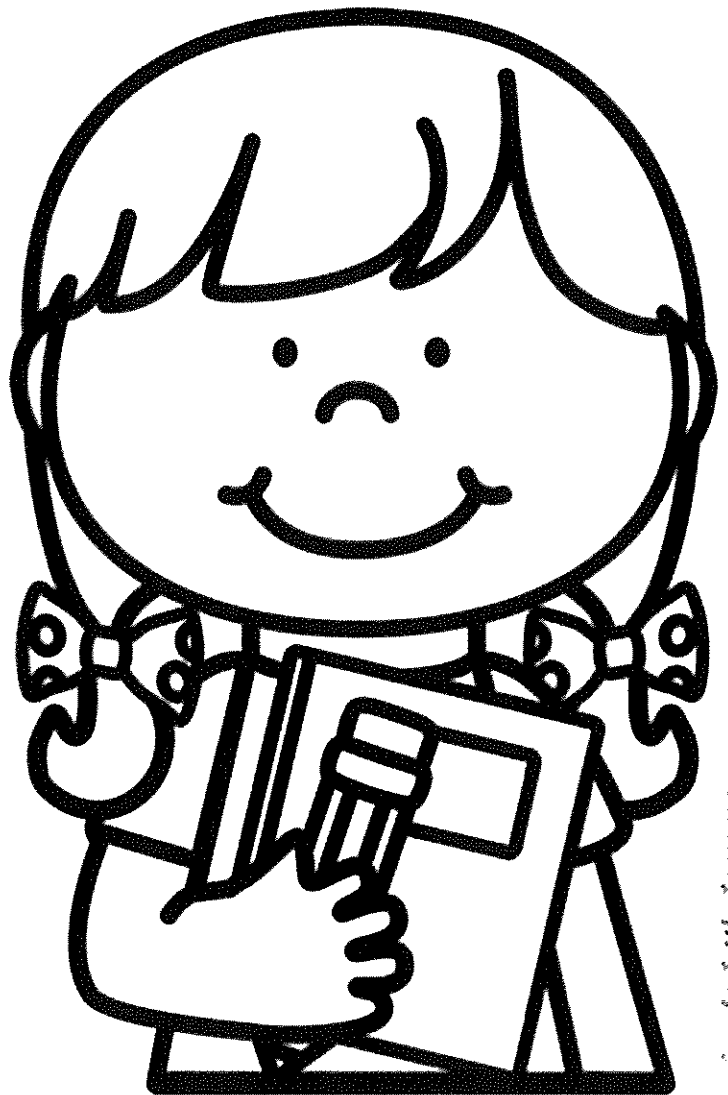
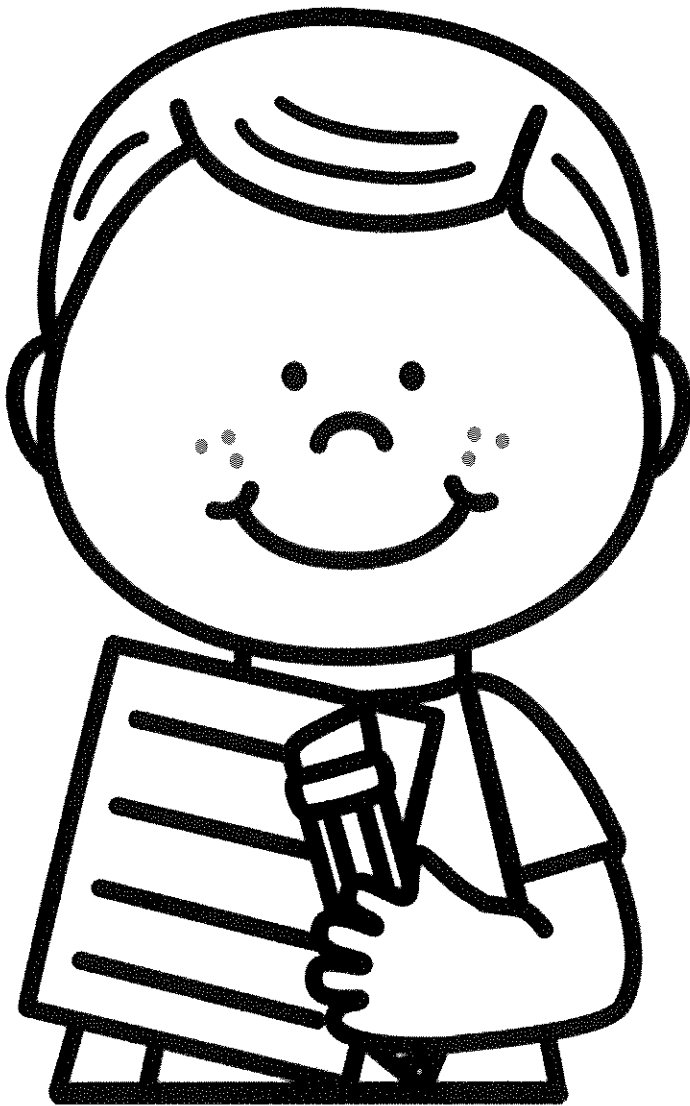


Year 2 Learning Week 10



Name: _____

Home Learning Week 10 – Year 2

Monday 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
Spelling – Unit 27 'oo' 'u' Write as many words as you can in the book	Spelling – Unit 27 'oo' 'u' Write your list of words	Spelling – Unit 27 'oo' 'u' Complete the first page of worksheet	Spelling – Unit 27 'oo' 'u' Complete the second page of worksheet	Spelling – Unit 27 'oo' 'u'nces with your spelling words
Grammar - Colour by speech	Grammar - Word search	Grammar - Alphabetical order	Grammar - colour by parts of speech	Grammar - The alphabetical maze
Reading – Decodable text (The big lunch)	Reading – Log into Zoom session with your teacher	Reading – Wuska	Reading – Read aloud a book of your choice to a family member	Reading – At the snow
Writing – Weekend Recount	Writing – What will hatch from the egg	Writing – Play Poem	Writing - Story starters	Writing - Free choice
Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet
Numeracy activities Twenty activity	Numeracy activities Addition	Numeracy activities Missing numbers	Numeracy activities Count backwards	Numeracy activities Ordinal numbers
Life skills	Life skills	Life skills	Life skills	Life skills Move your body today! Play a game

Home Learning Week 10 – Year 2

Help around the house. Clean your room.	Help around the house. Fold the laundry.	Help around the house. Clean the dishes.	Help around the house. Vacuum your bedroom.	outside with a family member.
PDHPE Staying safe	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Line drawings	STEM Complete a Pobble activity from the grid
PBL and Wellbeing Mindfulness	PBL and Wellbeing ZONES Practise calm breathing	PBL and Wellbeing Mindfulness	PBL and Wellbeing Find and colour scavenger hunt	PBL and Wellbeing Enjoy a sleep in

Online links.

<https://storylineonline.net/>

https://online.fireflyeducation.com.au/services/student_login/soundwaves

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

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

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

Monday 13th September



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:

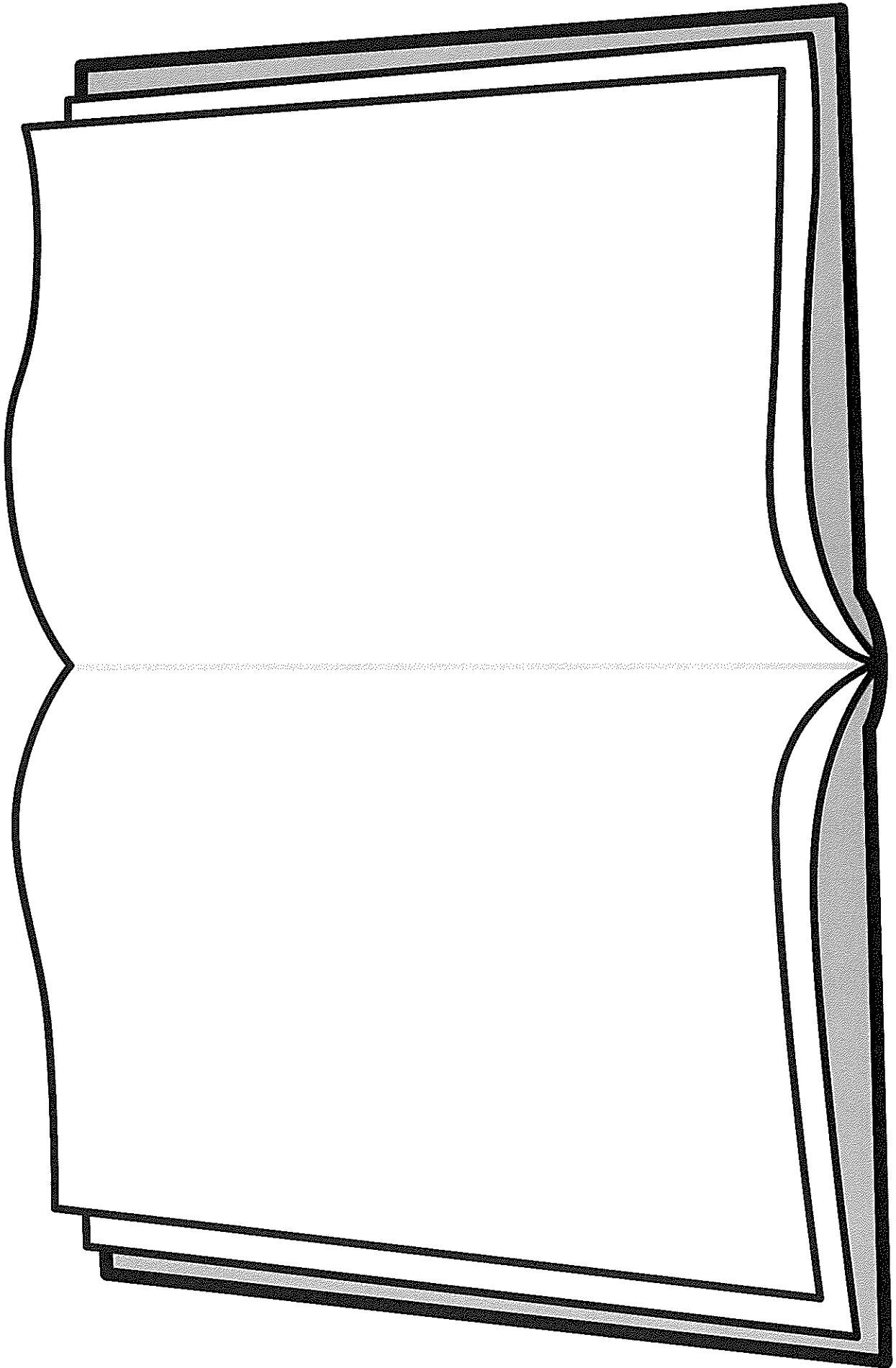
MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

PDHPE:

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

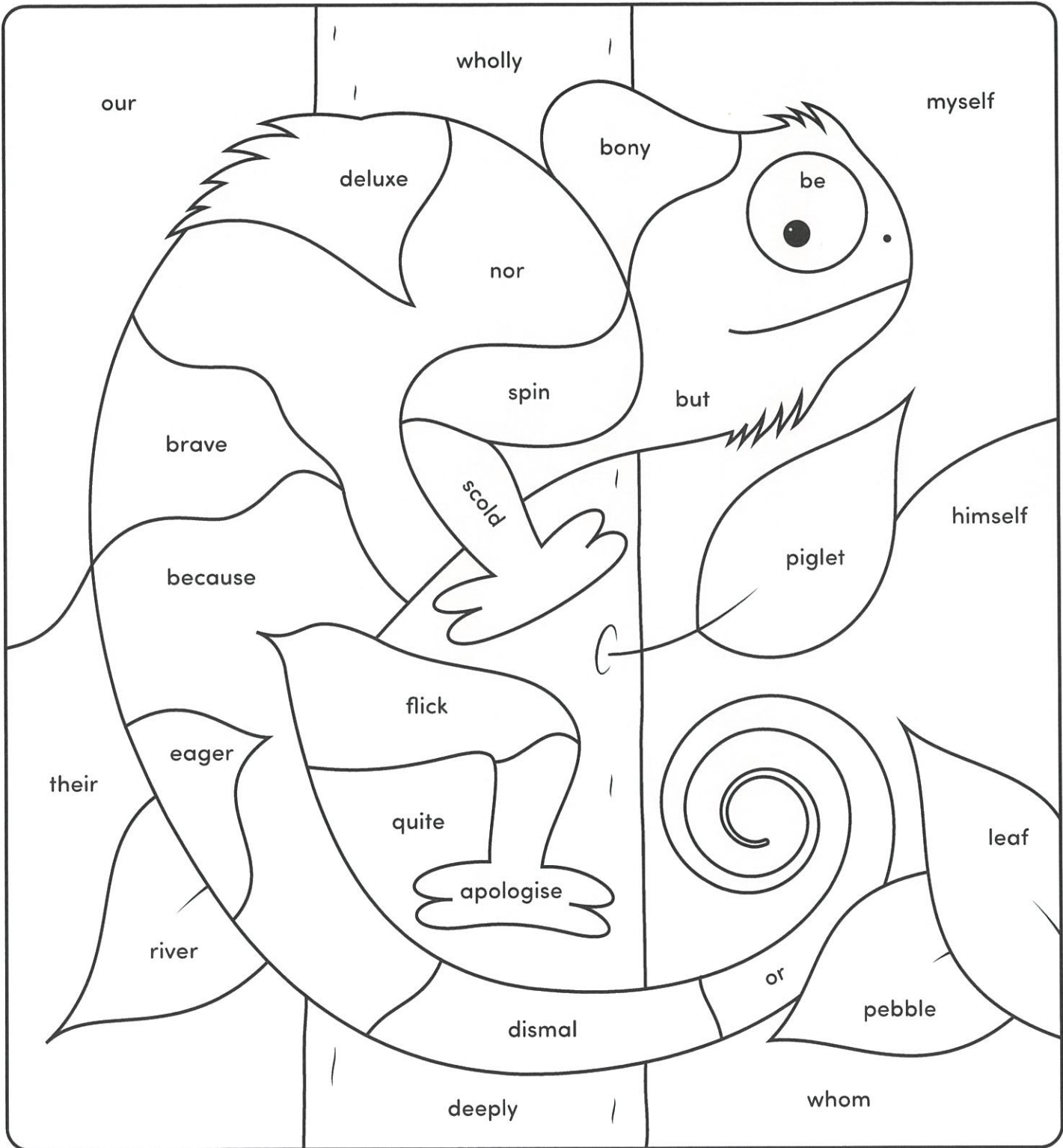
PD1-9 demonstrates self-management skills in taking responsibility for their own action



Colour by Parts of Speech

Use the key below to help you colour the picture.

- yellow verb
- orange conjunction
- blue pronoun
- purple adjective
- brown adverb
- green noun



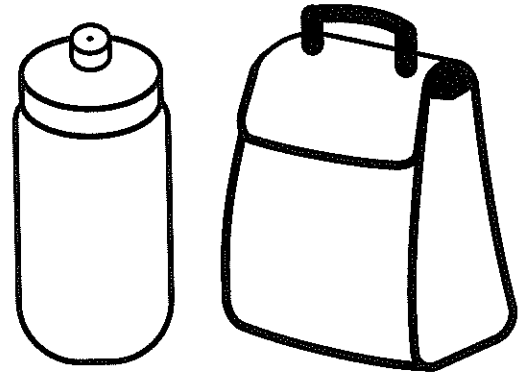
Name: _____

The Big Lunch

Tricky words:

the has his he some like

Ben has lunch in his back pack. He has a ham bun. He has a snack. He has some milk. I wish I had a big lunch like Ben!



Ben has a:

- sack
- snack
- shop

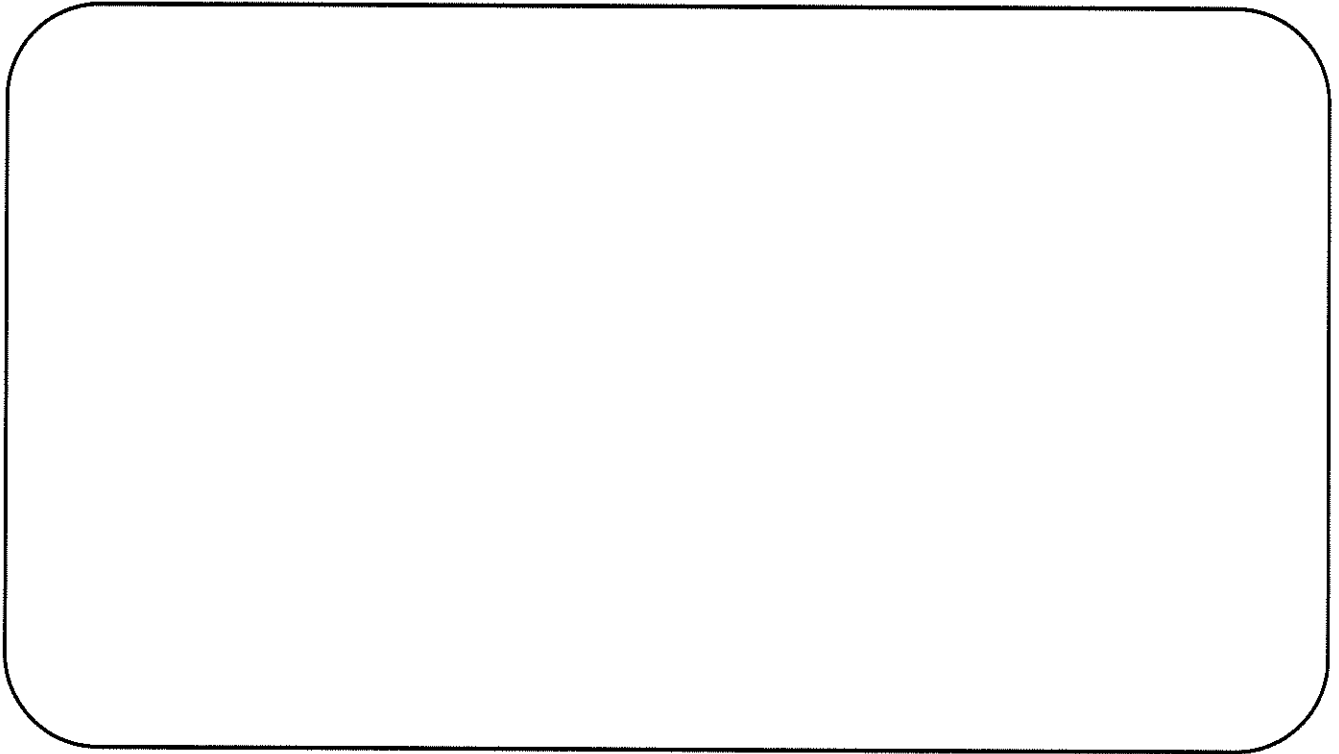
Draw a picture of Ben's lunch.

Self-reflection:



Name: _____

Weekend Recount

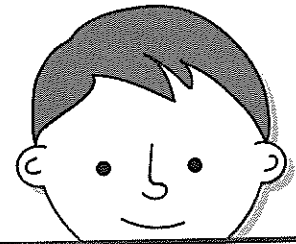


On the weekend _____

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

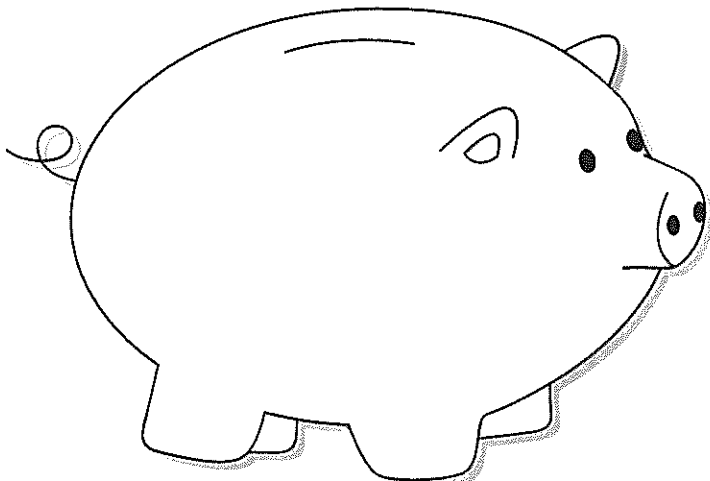
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:

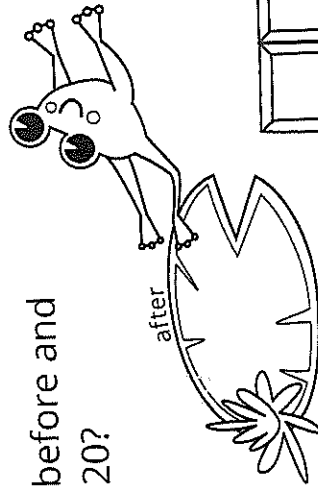


Name: _____
Date: _____

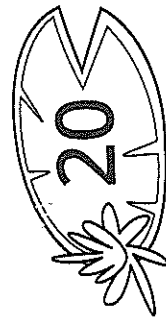
Name: _____

Handwriting practice lines for the number 20. The first row shows a dotted '20' for tracing. The second row shows a dotted '20' on a solid line with a dashed line below it. The third row shows a dotted '20' on a solid line with a dashed line below it. The fourth row shows a dotted '20' on a solid line with a dashed line below it.

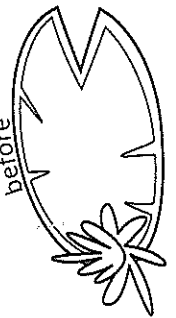
What comes before and after 20?



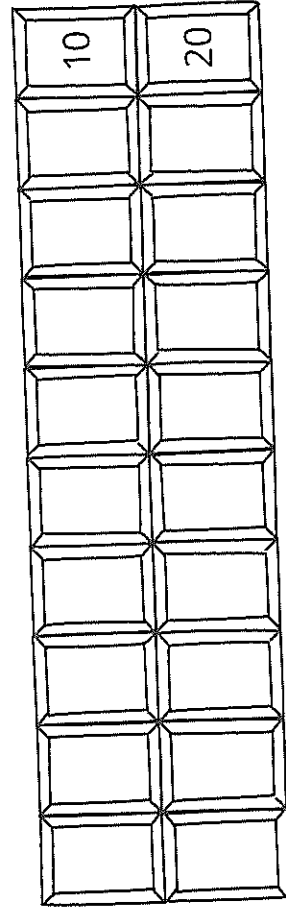
after



before



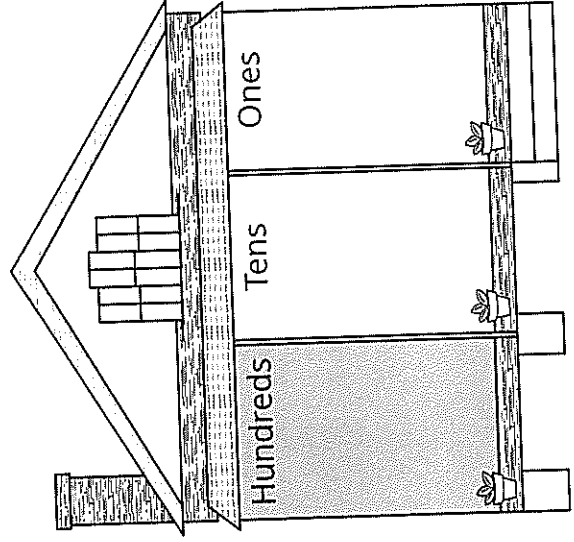
Colour in 20 pieces of this chocolate bar.



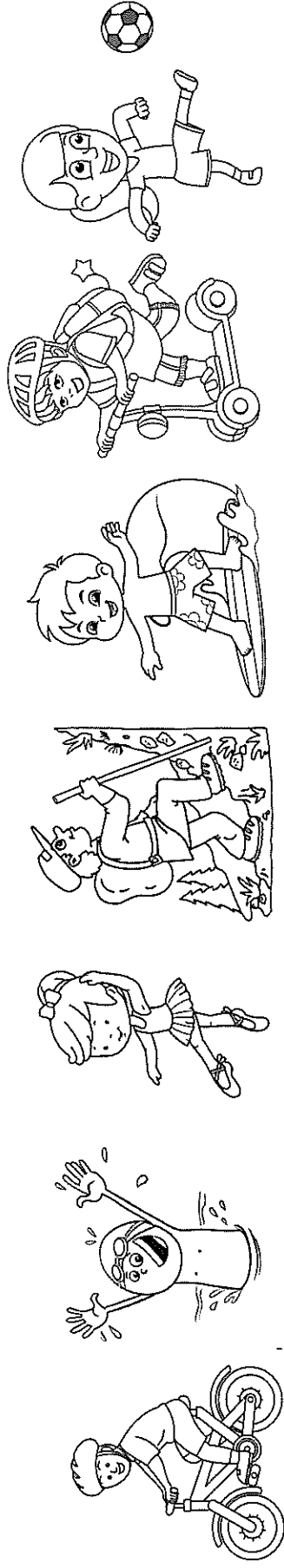
How many chocolate squares more than 10? _____

How many chocolate squares less than 20? _____

Write 20 in the correct houses.



PDHPE - Staying Safe - Week 10



Last week you created a poster for your chosen exercise.

Today you need to TEACH someone about how to be safe by SHARING YOUR POSTER with all your ideas. You could choose your Mum or Dad; a brother or sister; a friend; or video call a grandparent.

Make sure you talk about:

- How to get ready
- Things to keep us safe
- Things to keep us happy
- Who can help?

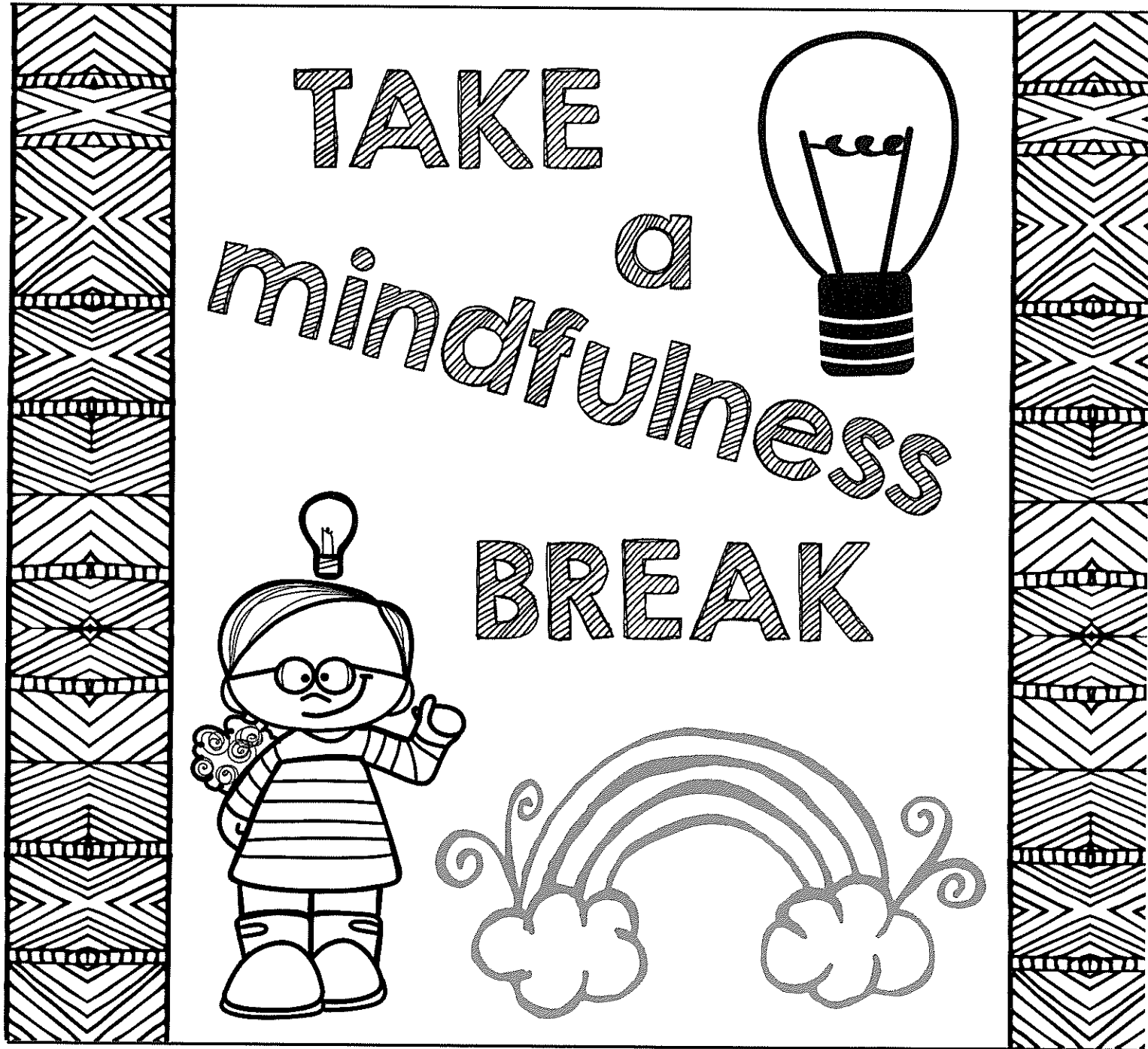
Name: _____

Date: _____

MINDFULNESS COLORING



Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on. It is part of the experience in practicing your mindfulness.



Tuesday 14th September



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 (recognise, describes and order Australian coins according to their

Science:

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

put											
pull											
full											
bull											
push											
book											
look											
took											
good											
wood											
stood											
wool											
would											
could											
should											
wouldn't											
couldn't											
shouldn't											
putting											
pulling											

Name: _____

Date: _____

Parts of Speech Word Search

In the grid, find the words that are listed below. Colour the squares in the correct colour according to the word type.



red

nouns



blue

verbs



green

adjectives



yellow

adverbs

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

slow

shiny

flower

hot

dance

happily

steam

apple

loudly

branch

stumble

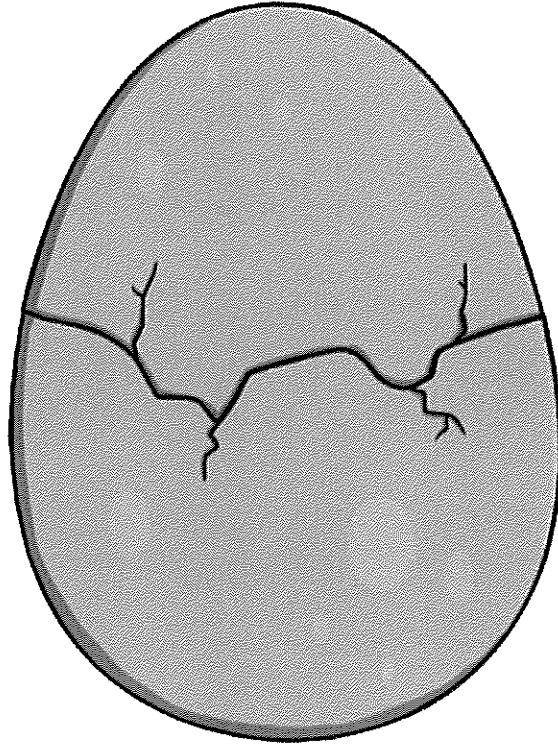
slip

quickly

slide

gently

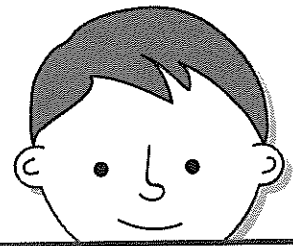
**What will hatch from this egg?
What will it do?**



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

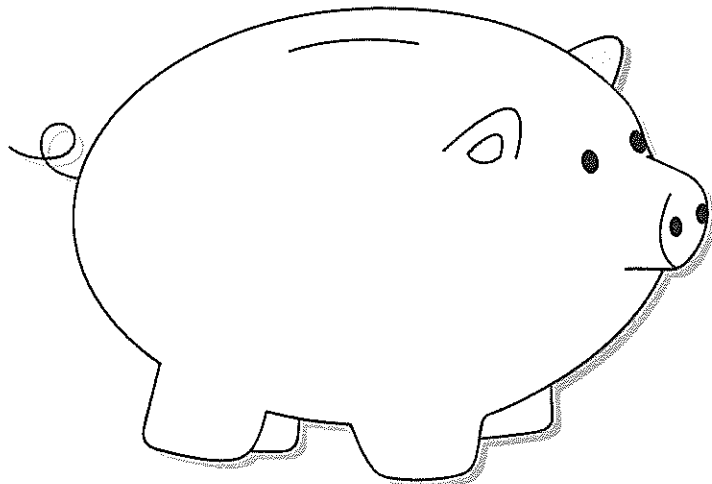
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:

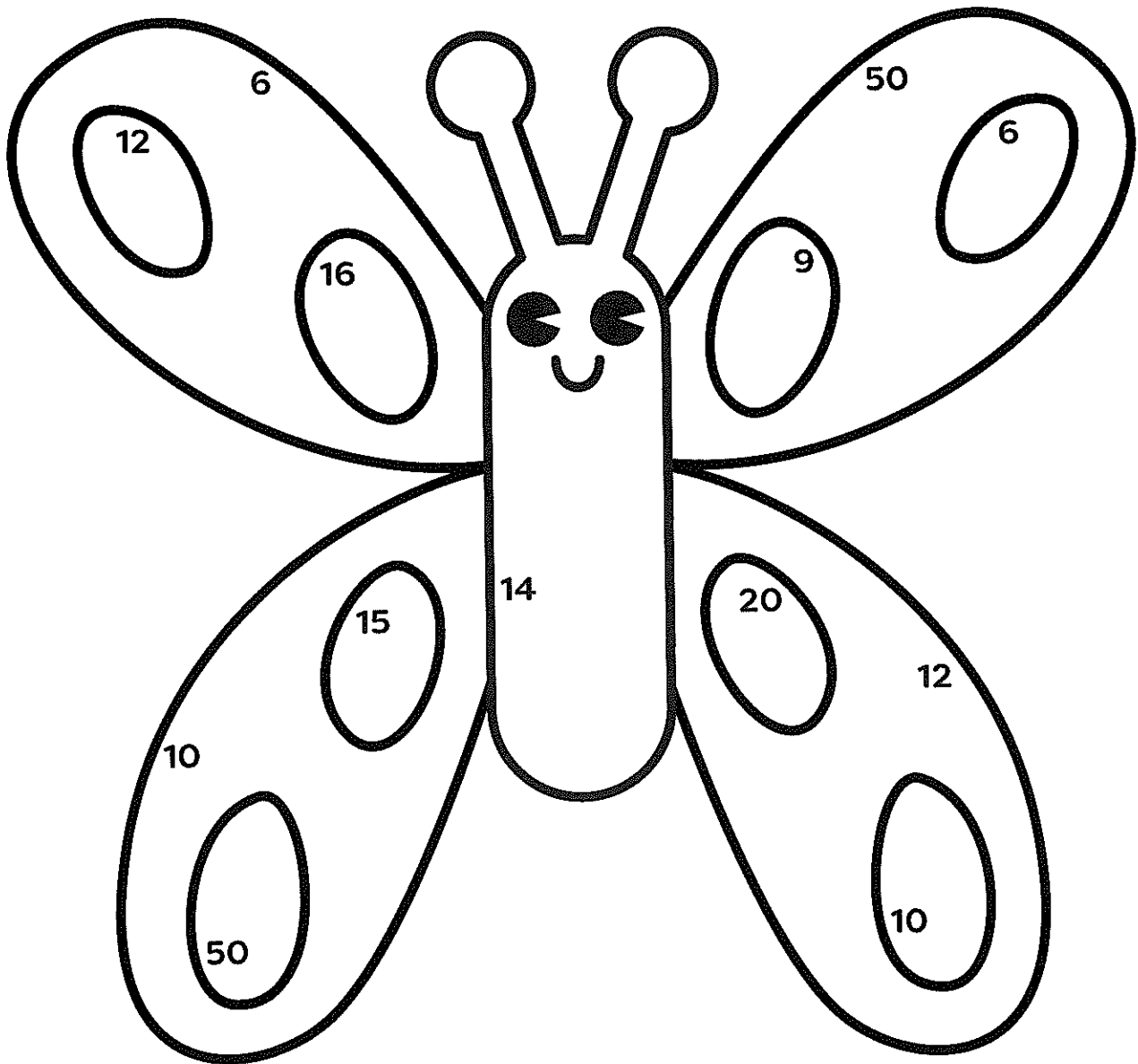


Name: _____

Date: _____

Colour by Number – Repeated Addition

Find the answer to the repeated addition number sentence and then colour that section the corresponding colour.



red $2 + 2 + 2$

light green $3 + 3 + 3 + 3$

orange $5 + 5 + 5 + 5$

purple $5 + 5$

pink $3 + 3 + 3$

yellow $10 + 10 + 10 + 10 + 10$

blue $2 + 2 + 2 + 2 + 2 + 2 + 2$

dark green $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$

dark blue $3 + 3 + 3 + 3 + 3$

Do we have to grow up?

Vocabulary

grow change

independent humans

dominance right left



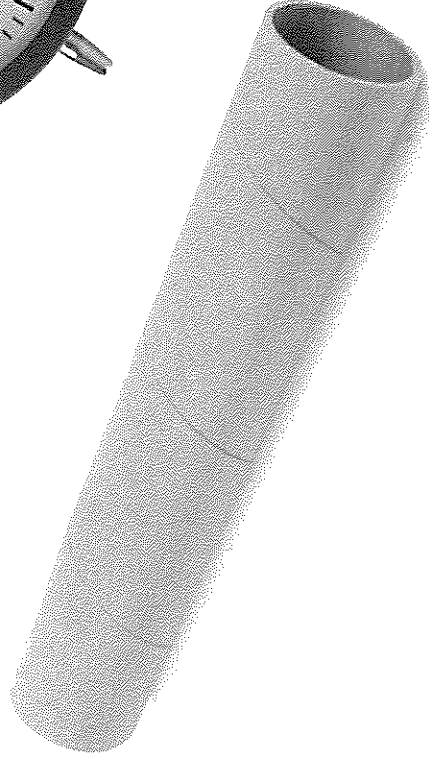
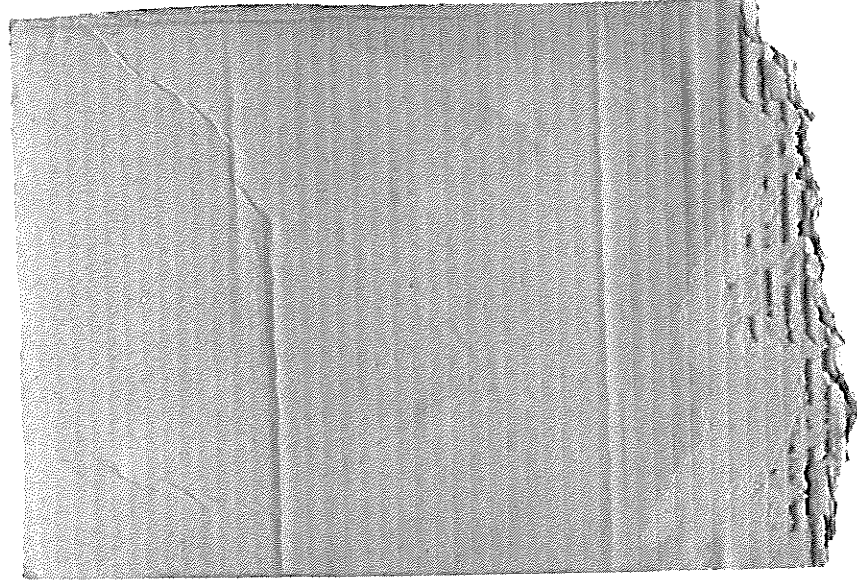
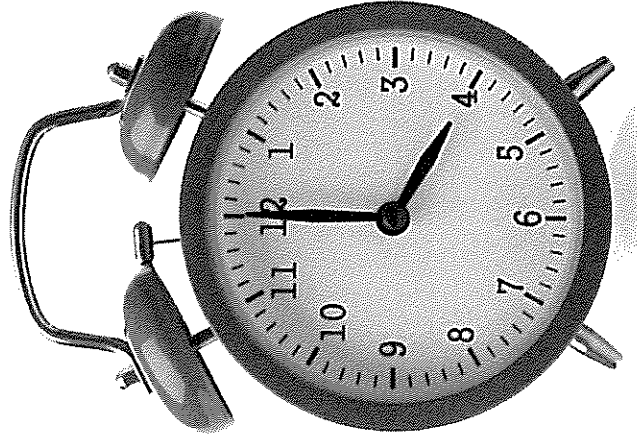
Materials needed

INVESTIGATION PAGE 6


Peter Pan activity

You will need:

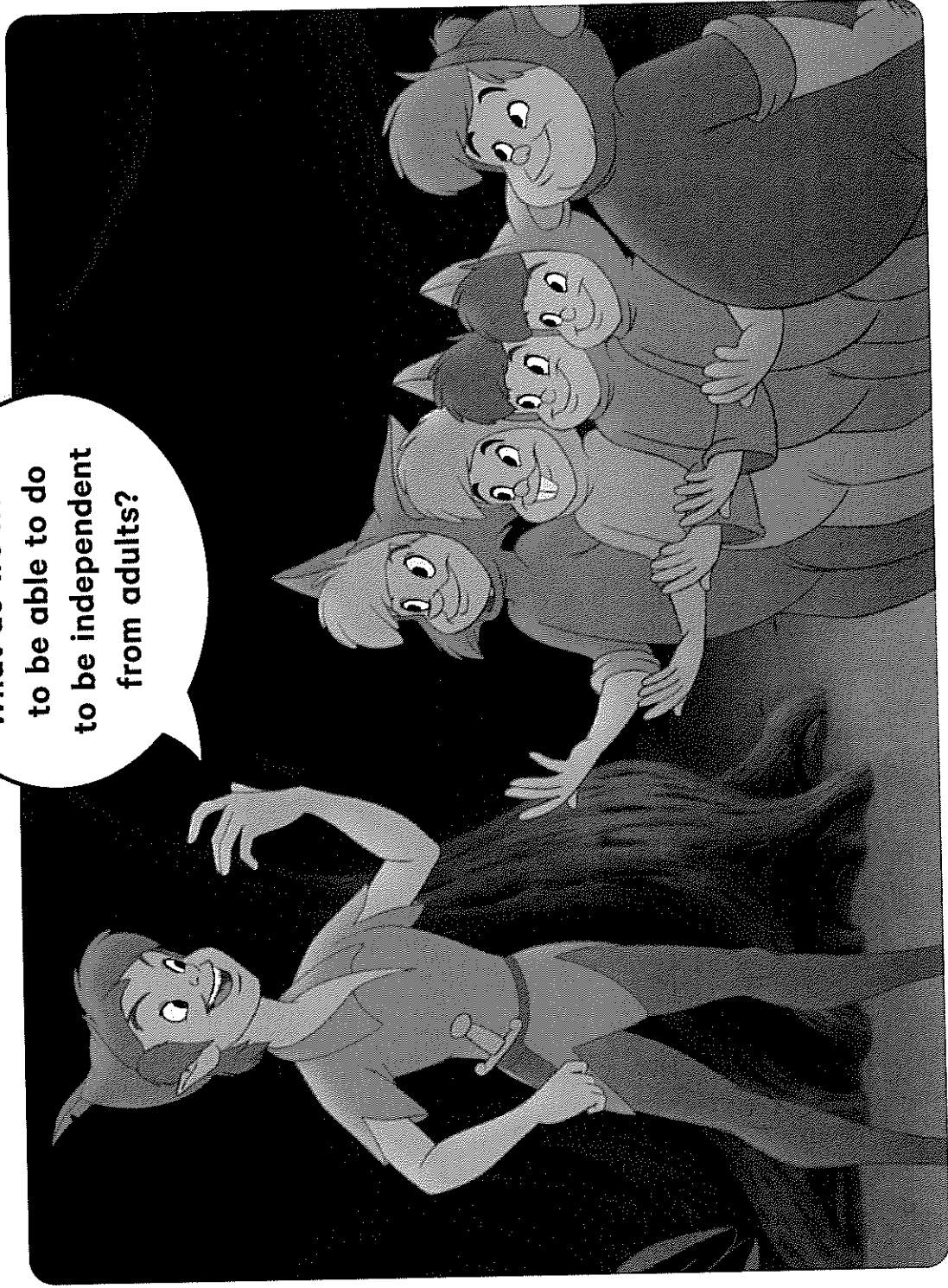
- cardboard cylinder
- clock
- cardboard for plank.



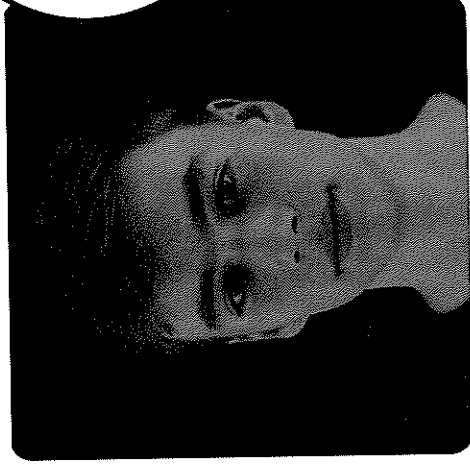
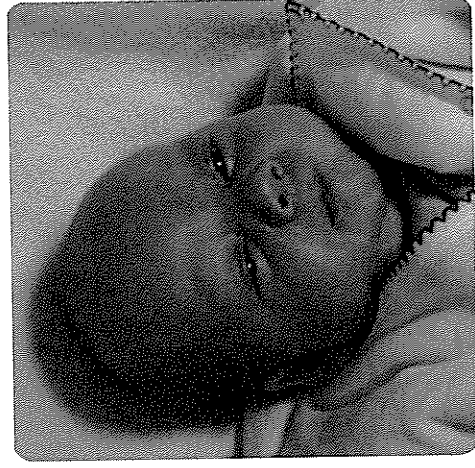
Peter Pan is the story of a boy who never wants to grow up. He lives on an island called Neverland with a group of lost boys who also never grow up.

- 1  Watch the video *Peter Pan*.
Imagine if you had a choice to never grow up! With a partner, answer Peter's question.

What do we need to be able to do to be independent from adults?

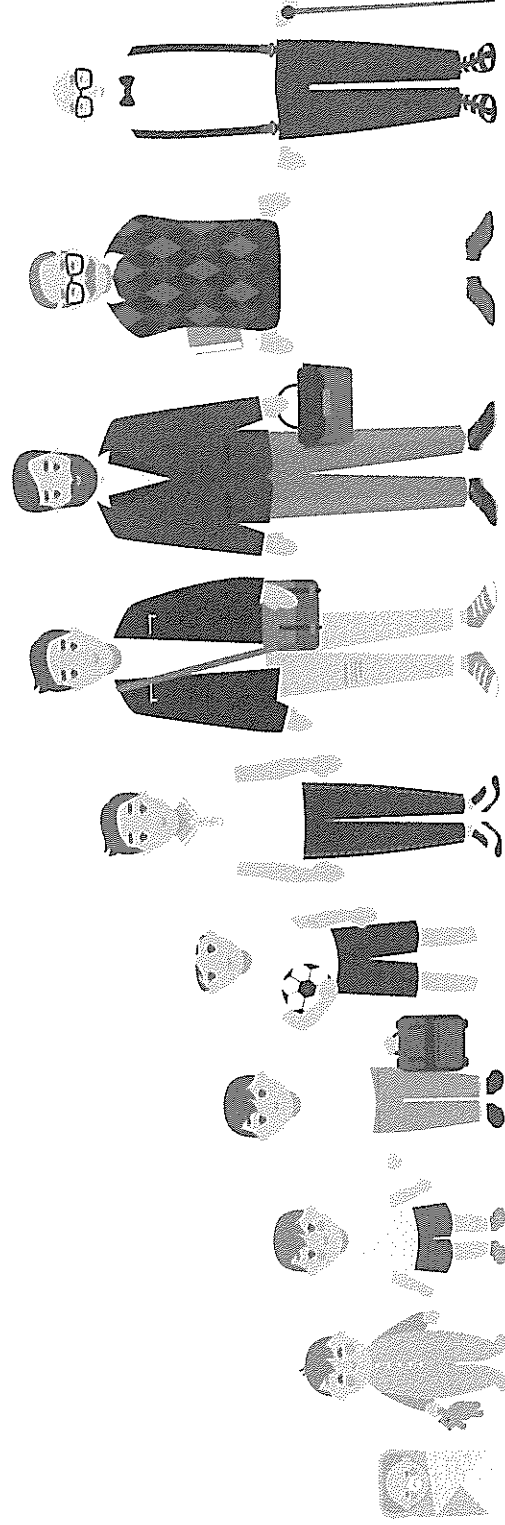


- ▶ We don't know how old Peter Pan really is but we can try to work it out. Watch the video of Vince from 0 to 16 years. Discuss the changes you saw in Vince as he grew up.



What would be the best age to stop growing if you were to be like Peter Pan?

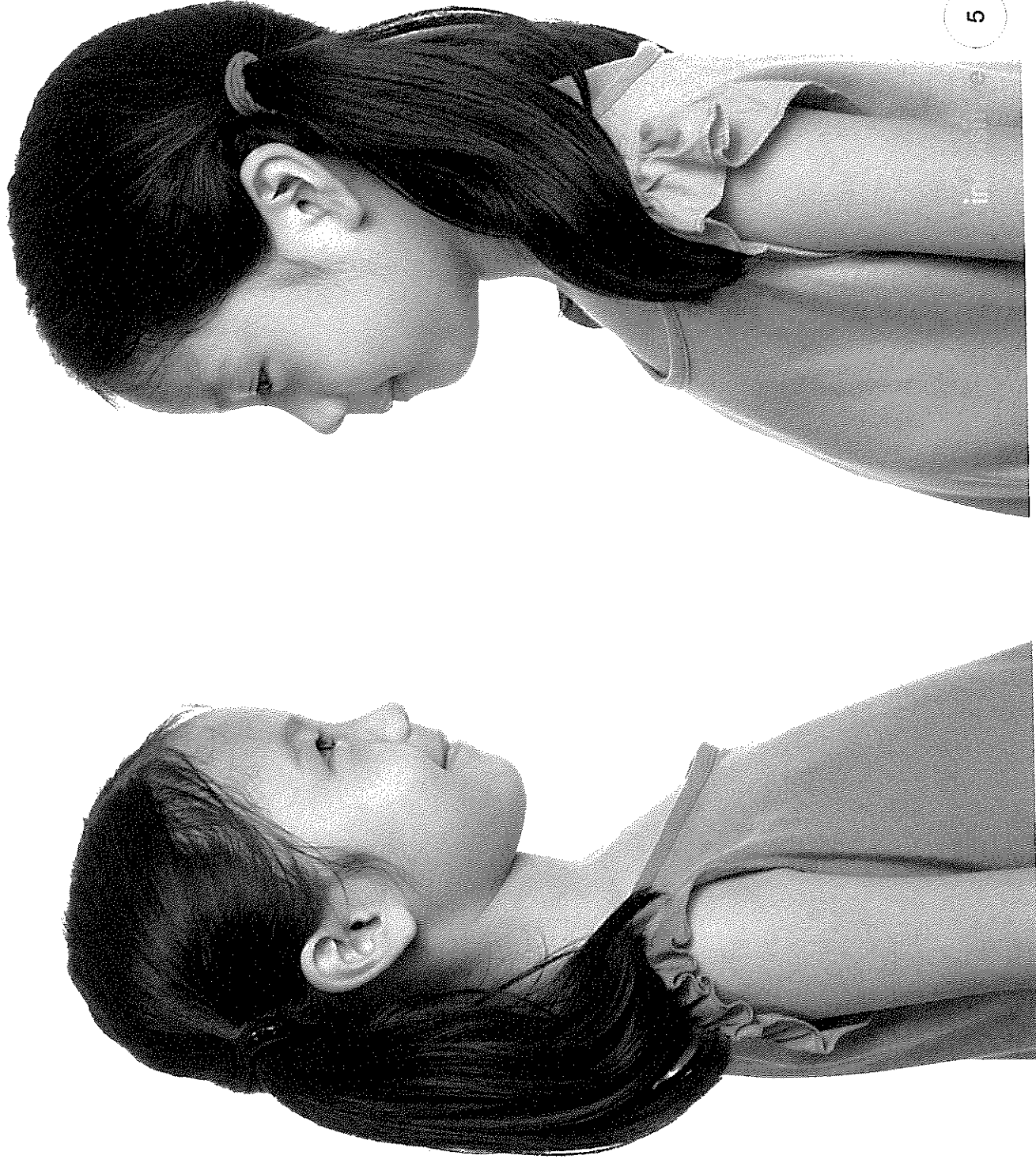
- Unfortunately, we can't be like Peter Pan and stay a child forever. Humans grow and change all their lives. Decide what age each person might be on the stages of human body growth chart.



Stages of human body growth

Many parts of our body grow and change but some things, like the colour of our eyes, stay the same.

- 4 Look at the person beside you and talk about some things that don't change. Think of some parts of humans that can't be seen. Do they grow and change too?



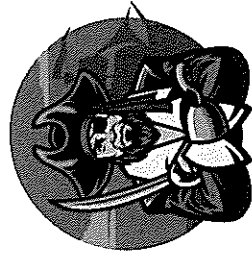


- 5 One thing that doesn't change is your right or left dominance.
Use these Peter Pan activities to test yourself.



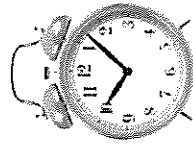
Pretend to sprinkle pixie dust.

I used my _____ hand



Use a cardboard cylinder as a telescope
to look for Captain Hook.

I put it to my _____ eye.



Put a clock to your ear to listen for the crocodile.

I put it to my _____ ear.



Walk the plank, stand on one foot before you jump.

I stood on my _____ foot.



6 Which side dominance do you think most people in your class are?

What I think _____

Tally the people and write the results in the table.

	Number of people	
	Right	Left
Hand		
Eye		
Ear		
Foot		

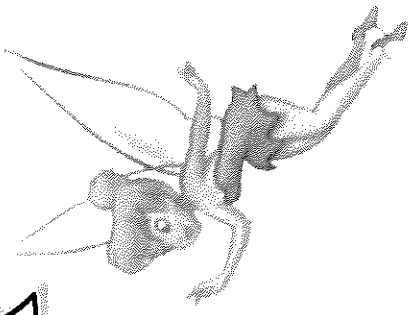
What I now know about
side dominance.



7

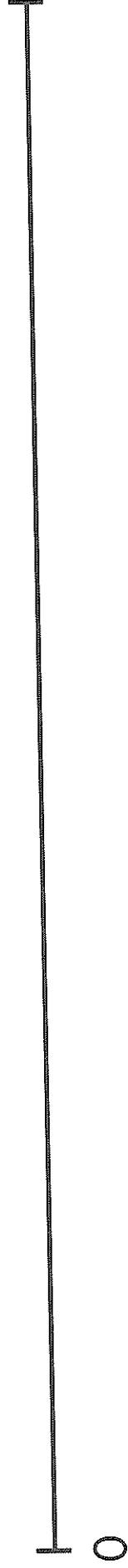
What would you say to Peter Pan about people growing and changing to convince him that he can't stay a boy forever?

Write a note and I'll deliver it to Peter.

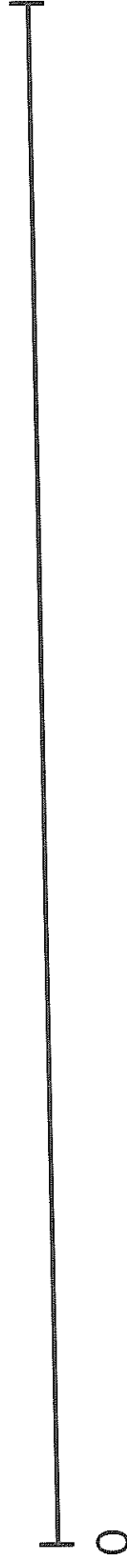




8 Draw the important stages of growth for humans on the lifeline.



Draw the important stages of growth for ducks on the lifeline.

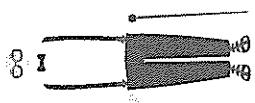
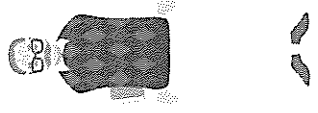
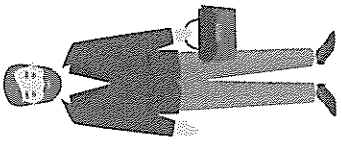
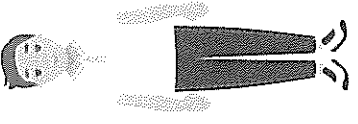

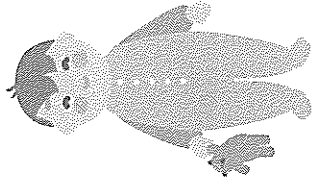
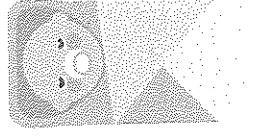


What is the same about a human's lifeline and a duck's lifeline?



9

What if humans were born old and got younger?

						
New born 0 years	Toddler 2 years	Primary school 8 years	Teenage 13 years	Parent 40 years	Grandparent 70 years	Great Grandparent 97 years

Plus (good things)	Minus (bad things)	Interesting

Wednesday 15th September



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

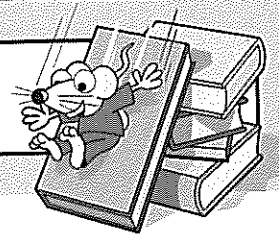
Mathematics:

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 (recognise, describes and order Australian coins according to their value)

Geography:

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



List Words

put	book	stood	wouldn't
pull	look	wool	couldn't
full	took	would	shouldn't
bull	good	could	putting
push	wood	should	pulling

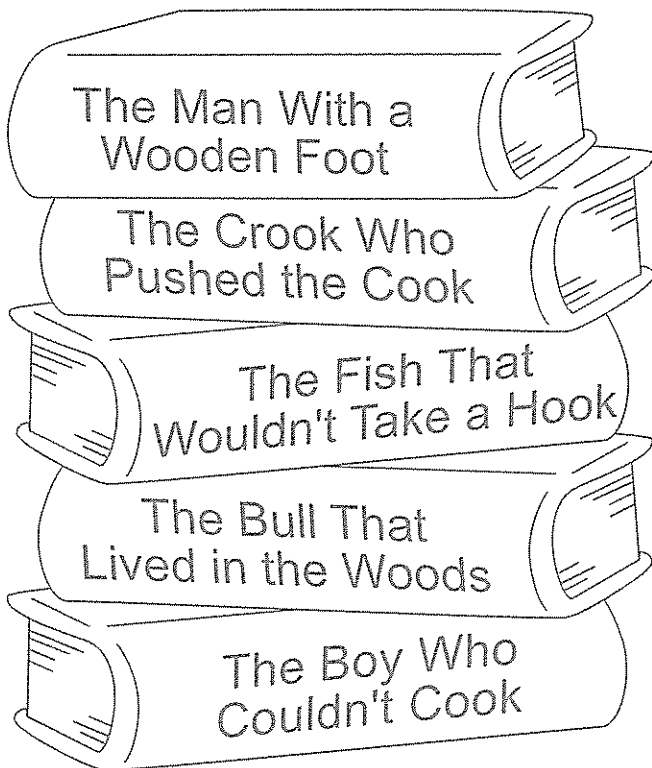
Letters Words

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 **Read** the titles of the books.

Colour each word with .

★ There are at least two in each title.



3 **Write** oo in the spaces. **Join** each word to its clue.

★ We sometimes write oo for , as in book.

- l _ _ k • • good to read
- c _ _ k • • see this
- b _ _ k • • to make a meal
- w _ _ d • • comes from trees
- st _ _ d • • comes from sheep
- f _ _ t • • did stand
- w _ _ l • • has five toes
- sh _ _ k • • did take
- t _ _ k • • shivered

4 **Write** words that rhyme.

full _____

wood _____

cook _____

Name: _____

Date: _____

2. The following words all start with the same letter. Write them in alphabetical order according to their second letter.

mug most
meet mit
man



Alphabetical Order

3. Put the following animals in alphabetical order.

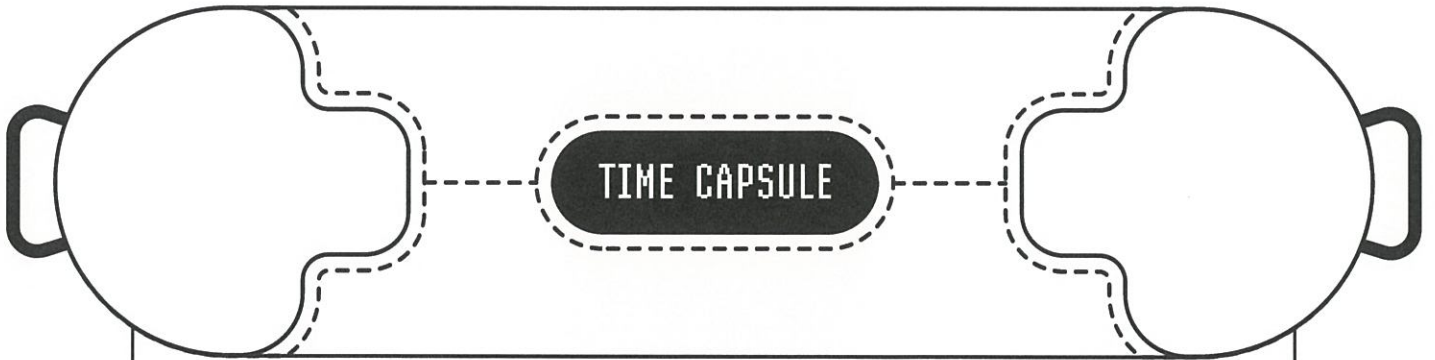
shark dog
duck fish
wombat crow
fox



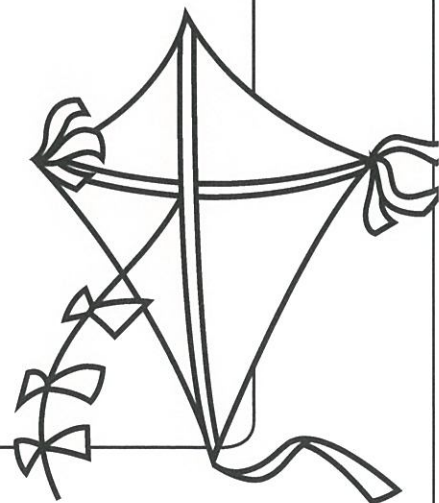
Alphabetical Order

Name: _____

Date: _____



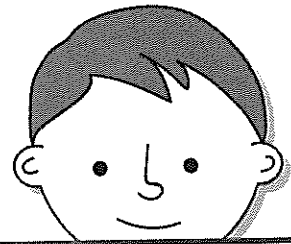
P _____
L _____
A _____
Y _____



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

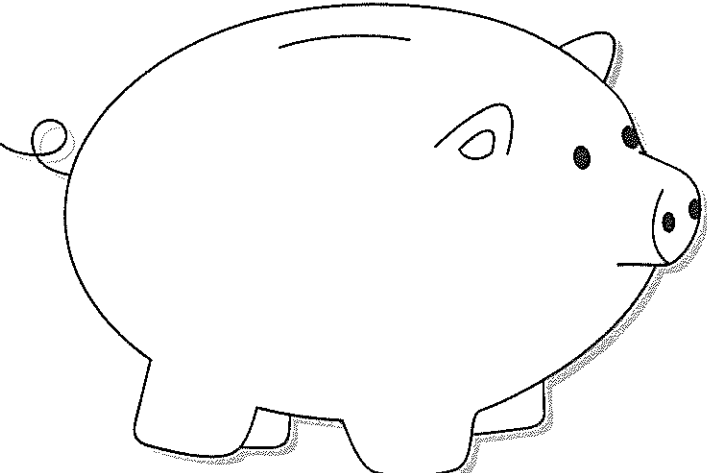
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Missing numbers

1	2		4	5	6	7	8	9	10
11	12				16	17	18		20
	22		24		26	27	28		
31	32	33	34			37		39	40
41			44		46	47	48		
51	52			55	56	57		59	60
61	62	63	64	65	66		68	69	70
71	72	73	74	75	76		78	79	80
81	82			85	86	87	88	89	90
	92	93	94	95		97	98	99	

Name: _____

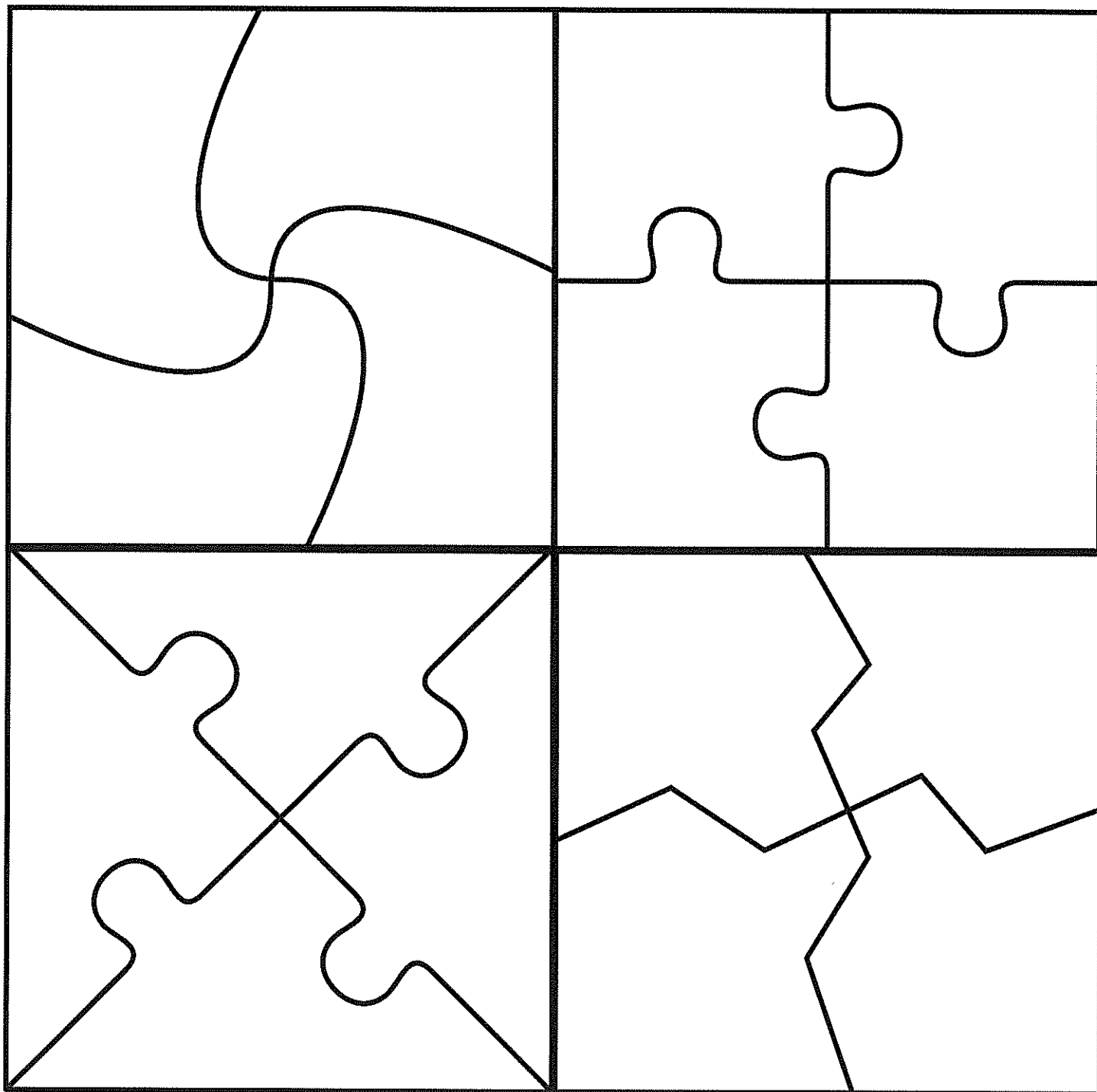
Date: _____

MINDFULNESS COLORING



Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on.

It is part of the experience in practicing your mindfulness.



Thursday 16th September



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

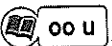
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

Creative Arts:

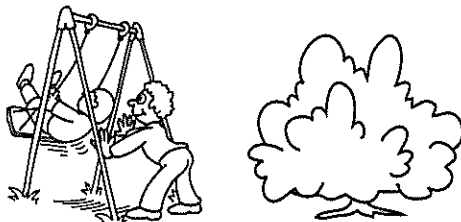
VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.2 Uses the forms to make artworks according to varying requirements

5 Read the words. Colour the words with u for .

★ We sometimes write u for , as in bush.

full pull gull bull
cut put but hut
bush rush push gush



6 Rewrite the words in the box adding ing to each one.
Finish the sentences with the words.

pull _____
push _____
put _____

She is _____ the car.

He is _____ the book away.

The horse is _____ the cart.


7 Write the words in the correct spaces to finish the sentences.

_____ you like to live in the _____s?

Would
wood

She _____ like to chop the _____ for the fire.

would
wood

8 Write the contractions for these pairs of words.  Go to Helpful Hint **13**.

would not _____ could not _____

should not _____

9 Help the cook find a path to his book. Finish each word with oo or u.

Colour oo parts blue.

Colour u parts red.



b__k	l__k	f__ll	p__sh
f__t	c__k	p__ll	t__k
p__t	b__ll	p__shing	w__l
p__lling	st__d	h__k	w__llen
p__tting	sh__k	l__king	c__king



Colour by Parts of Speech

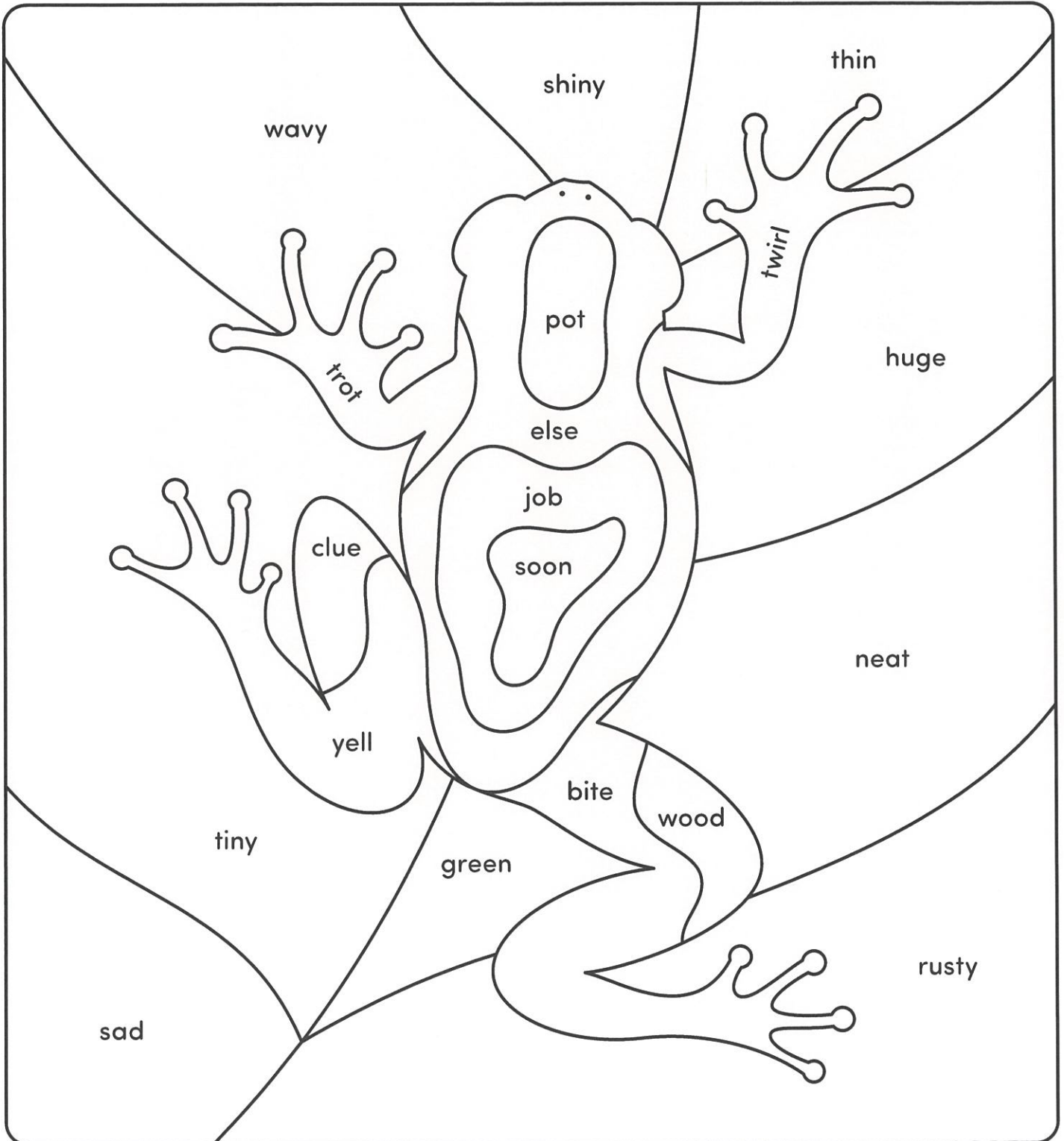
Use the key below to help you colour the picture.

yellow noun

orange adverb

blue verb

green adjective

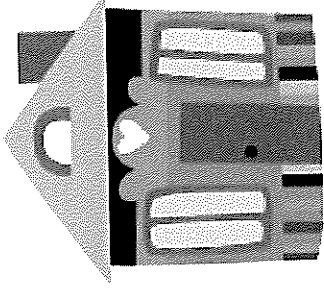


Story Starters



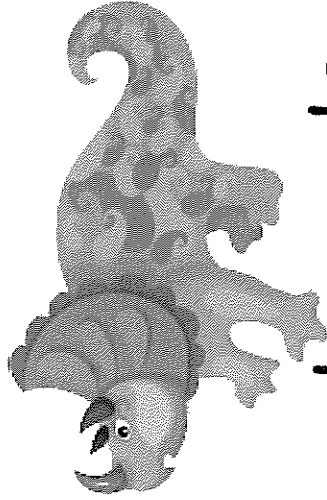
I got to school and all the teachers were gone.

Story Starters



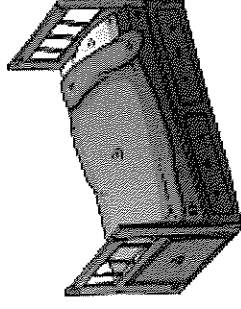
I heard a knocking at the door...

Story Starters

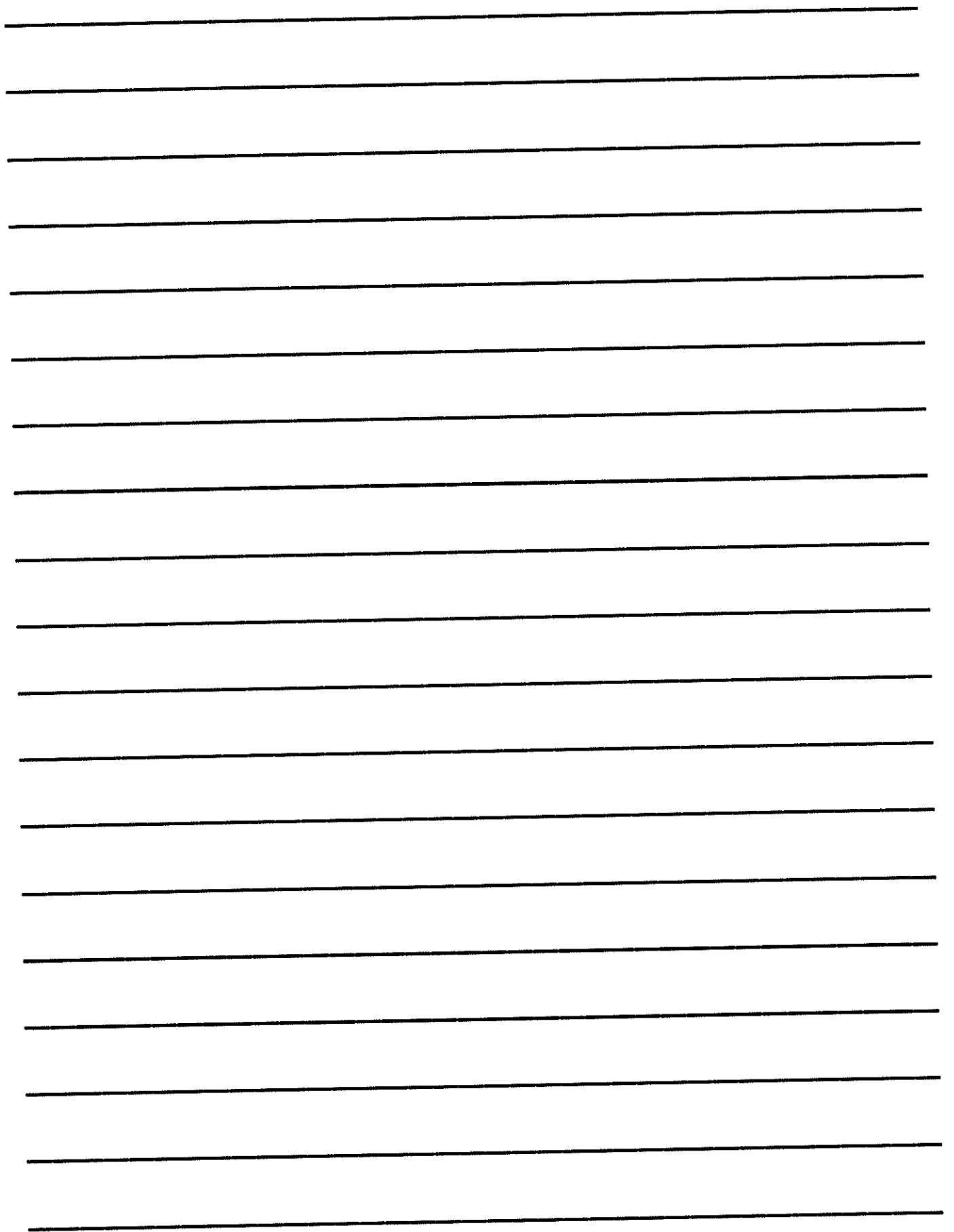


I turned around saw the dinosaur chasing me.

Story Starters



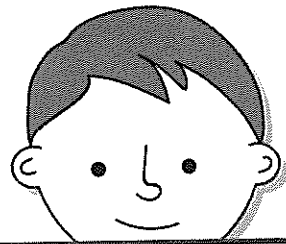
The storm was crazy outside and I hid under the covers.



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

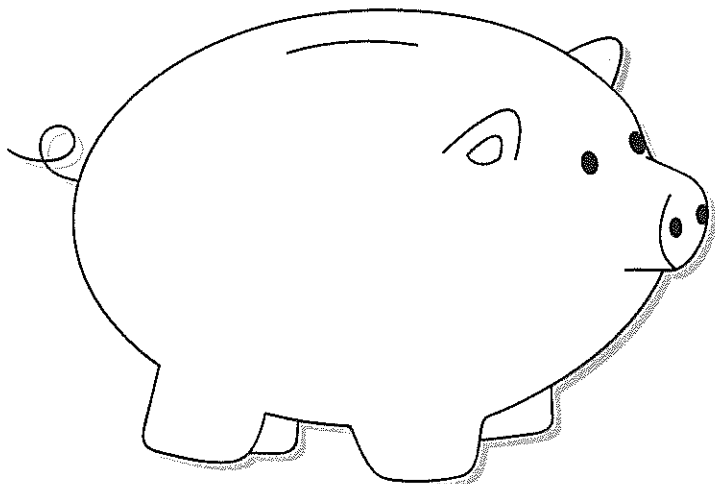
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Landscape Line Drawing

TASK

Re-create a landscape painting using different types of lines.

MATERIALS

a lead pencil, white card, a landscape image, a black marker, black card

DIRECTIONS

1. Analyse a landscape painting (selected by your teacher). Look at the main lines of the sun, the mountains, the rivers (and so on).
2. With a lead pencil, draw the main features of the landscape on the white card.
3. Using a variety of lines (wavy, straight, thin, thick, curvy, diagonal, spiral, horizontal and vertical), fill in each section of your artwork.
4. Once you are happy with your design, trace over the lines with a black marker.
5. Mount your artwork on a slightly larger piece of black card to provide a border.



The Longest Line Drawing

TASK

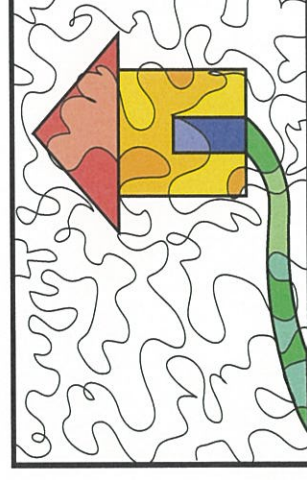
Create an abstract artwork by experimenting with basic shapes and curvy lines.

MATERIALS

a lead pencil, white card, a black marker, oil pastels or crayons

DIRECTIONS

1. On the white card, draw a basic house with a roof, a door and a pathway leading from the door down to the bottom of the page.
2. Fill in each shape within the house with one long, curvy line (see image).
3. Cover the background around the house with one long, curvy line.
4. Trace over all the lines on your artwork with a black marker.
5. Colour each section of the house with a different coloured oil pastel or crayon.

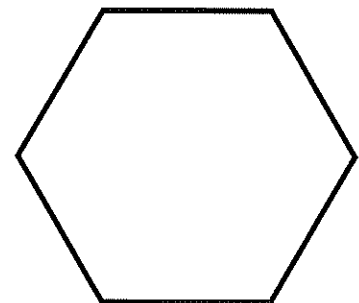
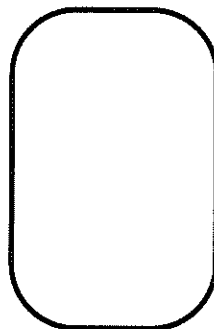
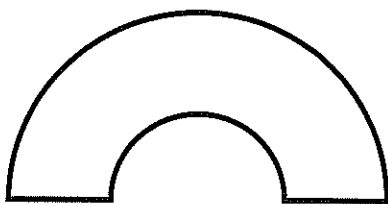
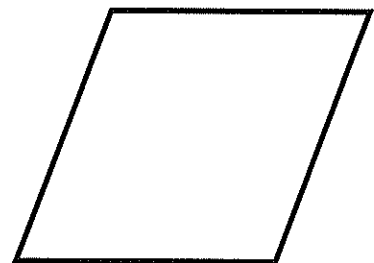
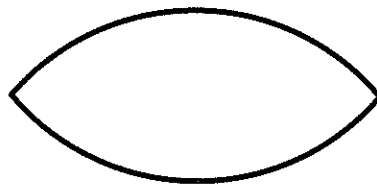
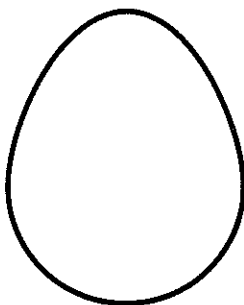
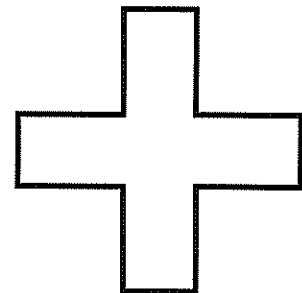
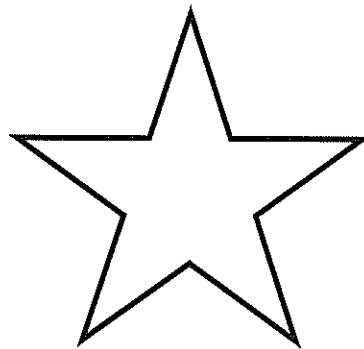
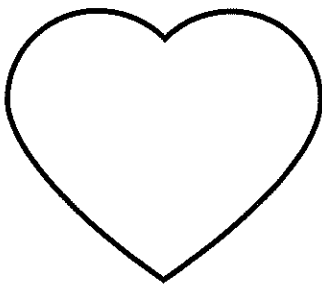
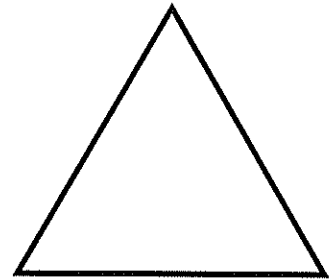
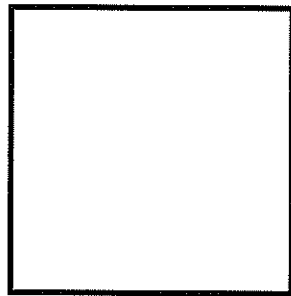
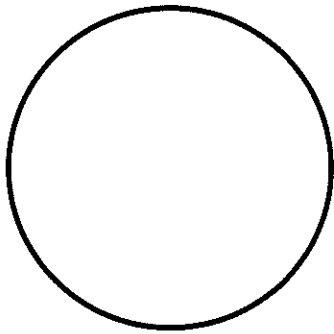


The Longest Line Drawing

Find and Colour

Scavenger Hunt

Look for these shapes around the room.
When you find a shape, colour it in. Can you find them all?



Friday 17th August



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 (recognise, describes and order Australian coins according to their value)

Sport:

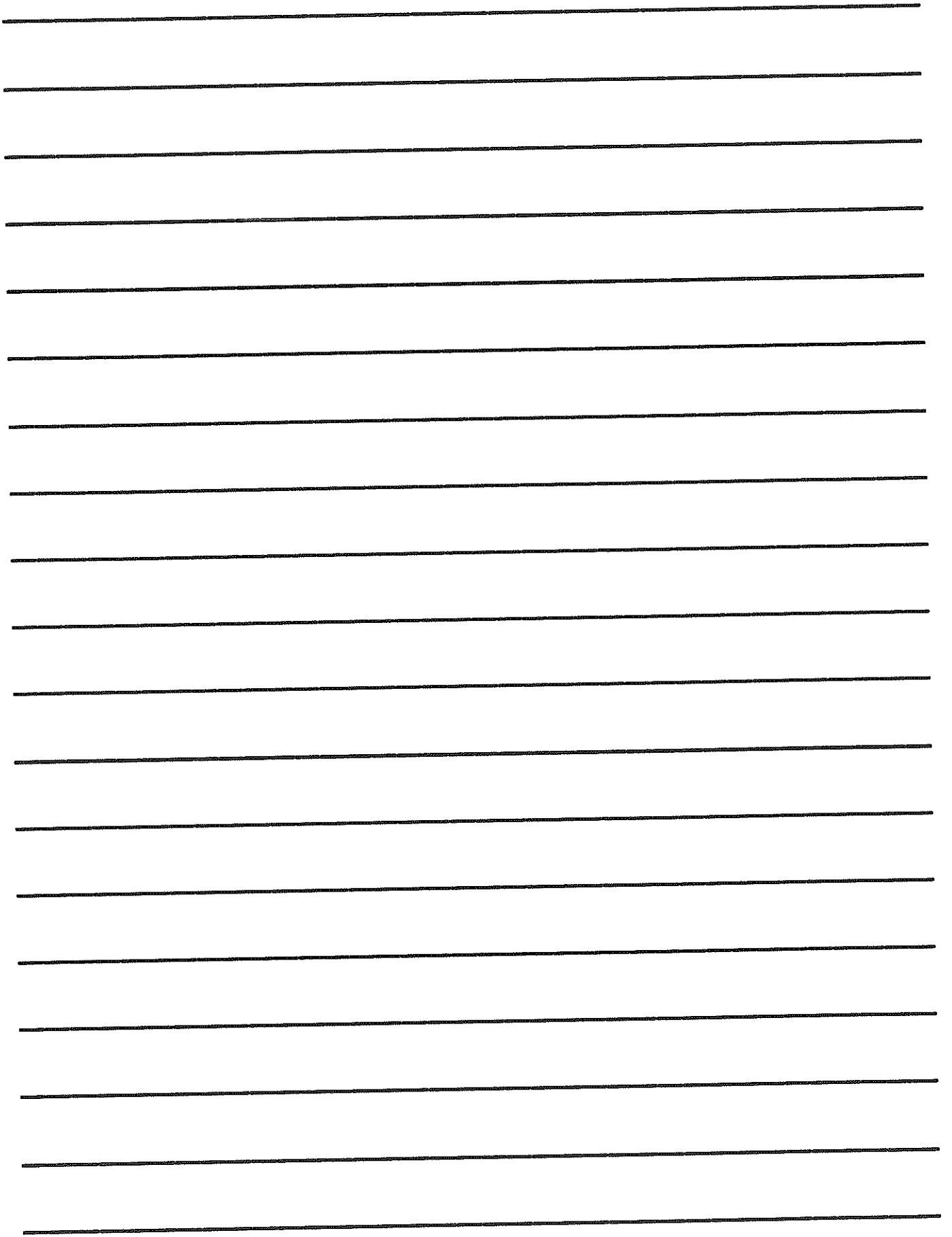
PD1-4 performs movement skills in a variety of sequences and situations

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



Name: _____

Date: _____

The Alphabetical Maze

All the colours on the left need to be placed in alphabetical order.

1. Write the words in alphabetical order on the right side of the maze.
2. Use coloured pencils to make a path to join each colour.

Non-Alphabetical Order	Alphabetical Order
orange	
brown	
grey	
blue	
pink	
yellow	
red	
purple	
green	
black	

3. Which colour stayed in the same position? _____

4. Which colour changed the most positions? _____

Name: _____

Phoneme Spotter Story - Long 'o' Sound

Read the following story aloud. As you are reading, listen carefully for the long 'o' sound. Colour in all the words that include this sound.

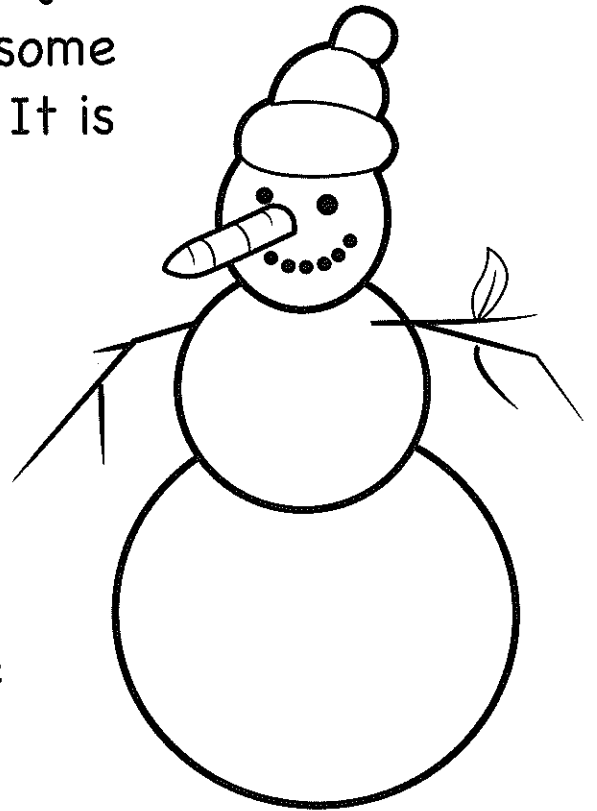
At the Snow

Joe and Rose are at the snow. The wind is blowing. Joe has a yellow coat. Rose has a yellow cloak.

Rose throws snow at Joe for a joke. It hits his elbow! Joe throws some snow at Rose. It hits her toe! It is fun to throw snow!

Joe and Rose make a snowman. They poke a nose in the snowman. They vote on a name. They name the snowman Otis.

It is time to go. Joe and Rose follow the road back home.



Challenge: Circle the letters, or combinations of letters, that make the long 'o' sound in the words below.

coat

snow

toe

joke

home

Answers

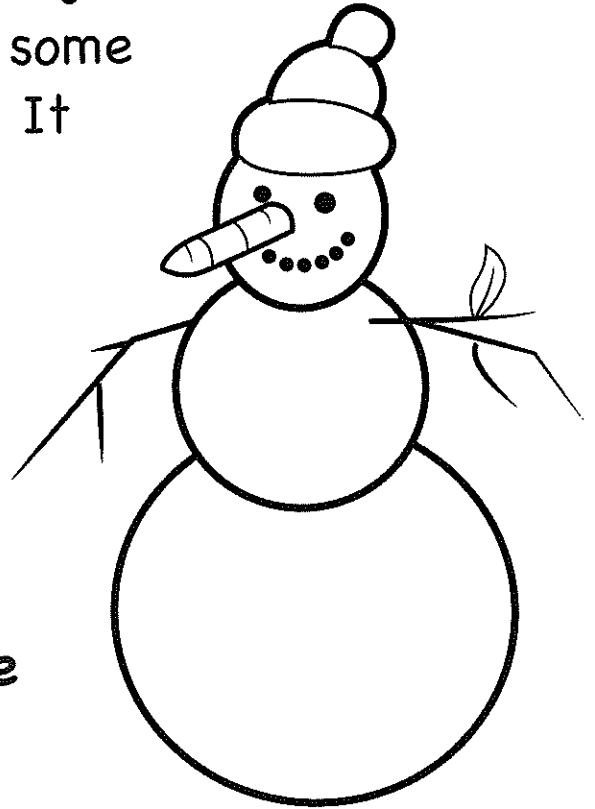
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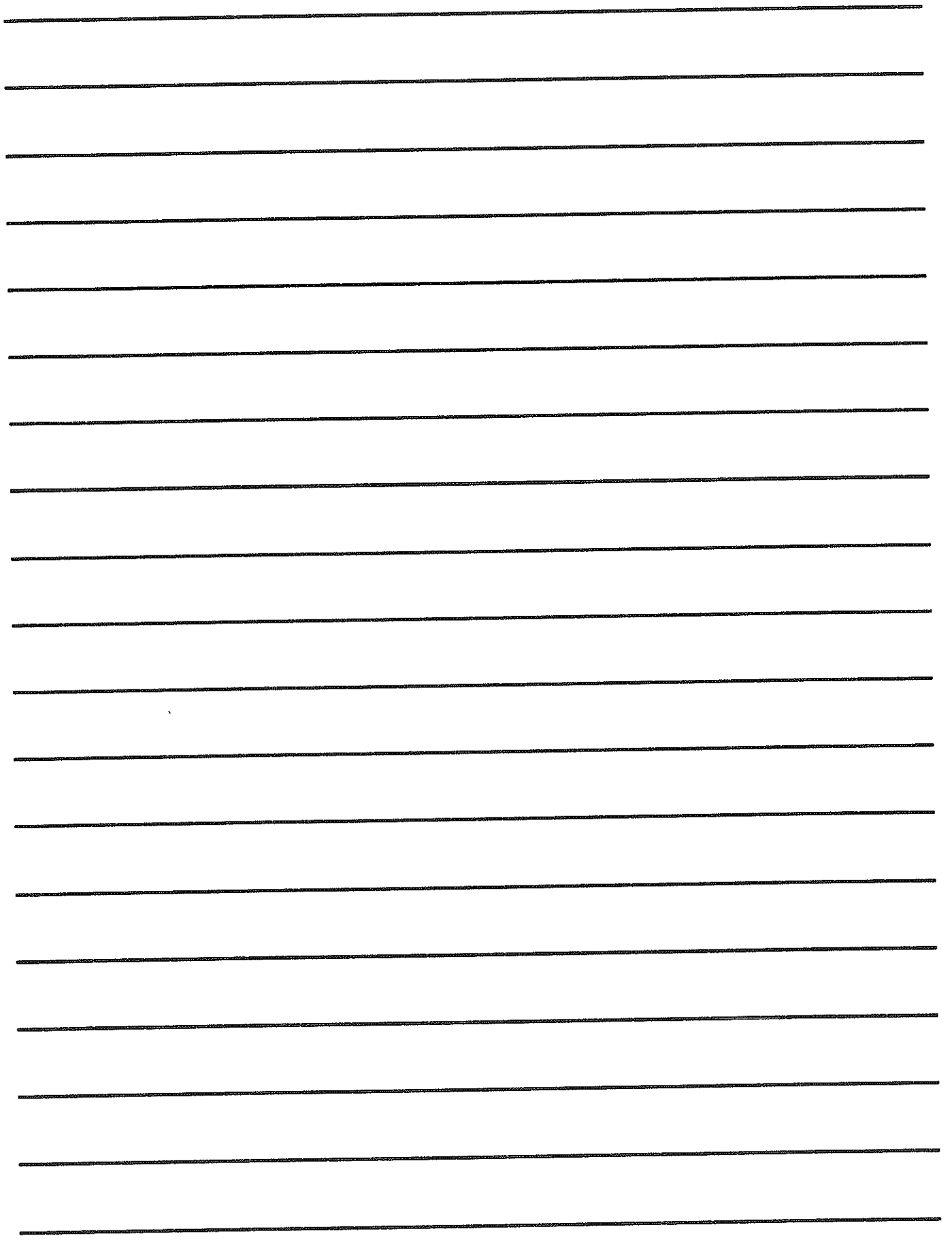
coat

snow

toe

joke

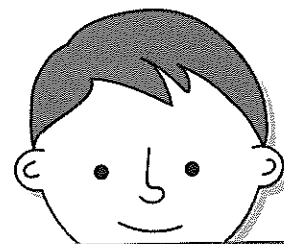
home



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

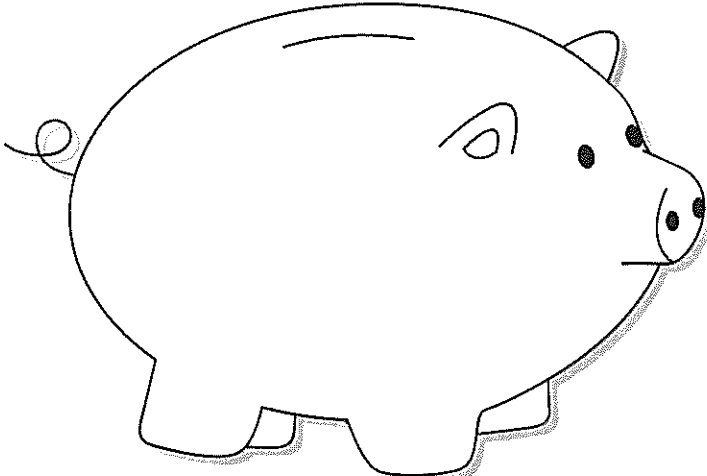
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Date _____

Name _____

Ordinal Numbers

1. Fill in the missing values:

a) 1st, 2nd, 3rd, _____, 5th, _____, _____, 10th

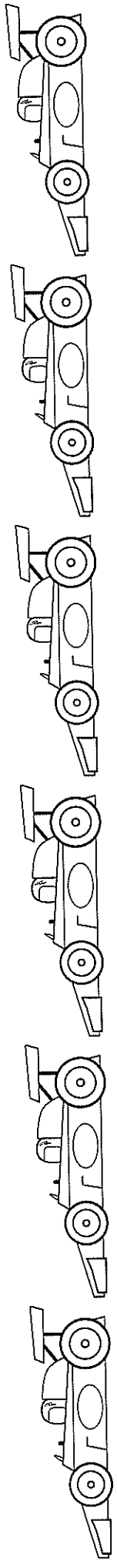
b) first, second, _____, _____, fifth, _____, _____, ninth, tenth

c) 11th, _____, _____, 15th, _____, _____, _____, 20th

d) eleventh, _____, _____, fourteenth, _____, _____, _____, _____, twentieth

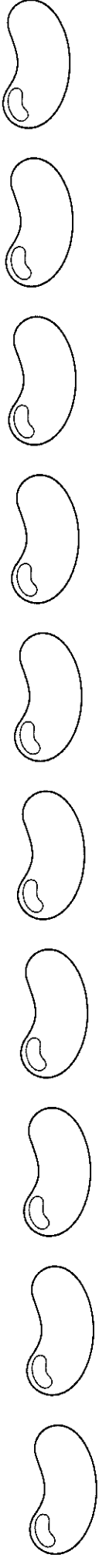
2. Colour in the 2nd and 5th car blue, the 3rd car green, the 1st and 4th car pink and the 6th car yellow.

Write the correct ordinal number in the oval on each car.



3. Colour 7th, 4th and 3rd jellybean green, the 1st, 5th and 8th jelly bean orange, the 10th and 2nd jellybean purple and the 6th and 9th jellybean red.

Write the correct ordinal number in each jelly bean.



Non-screen activities you can do at home

Pobble

25 ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.



1 How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

'Learning from home is fun'

2 Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 Get building! You could build a Lego model, a tower of playing cards or something else!



4 Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!

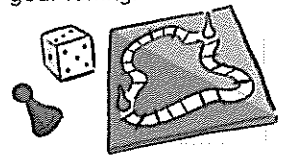


8 Use an old sock to create a puppet. Can you put on a puppet show for someone?



9 Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

10 Design and make a homemade board game and play it with your family.



11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



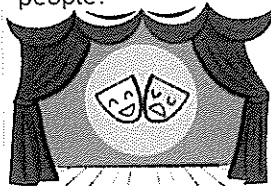
15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



16 Keep moving! Make up a dance routine to your favourite song.



17 Write a play script. Can you act it out to other people?



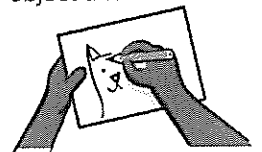
18 Read out loud to someone. Remember to read with expression.



19 Write a song or rap about your favourite subject.

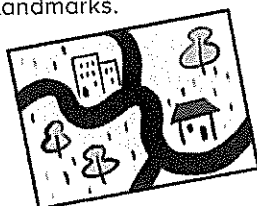


20 Get sketching! Find a photograph or picture of a person, place or object and sketch it.



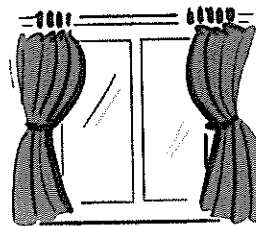
21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 Draw a map of your local area and highlight interesting landmarks.



23 Write a postcard to your teacher. Can you tell them what you like most about their class?

24 Draw a view. Look out of your window and draw what you see.



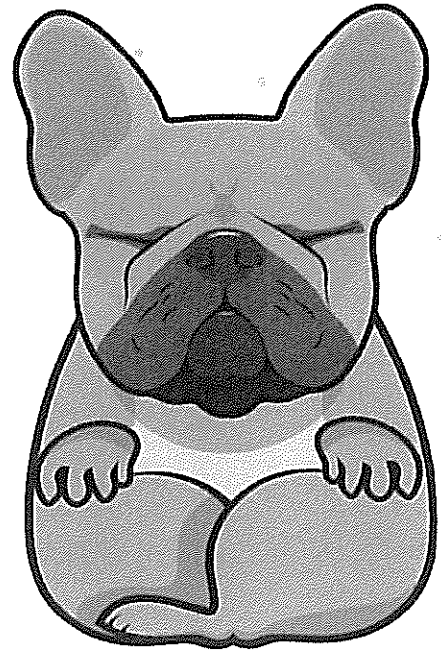
25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?




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.



<p>What I could smell:</p> 	<p>What I could hear:</p> 	<p>What I could feel:</p> 
--	---	---