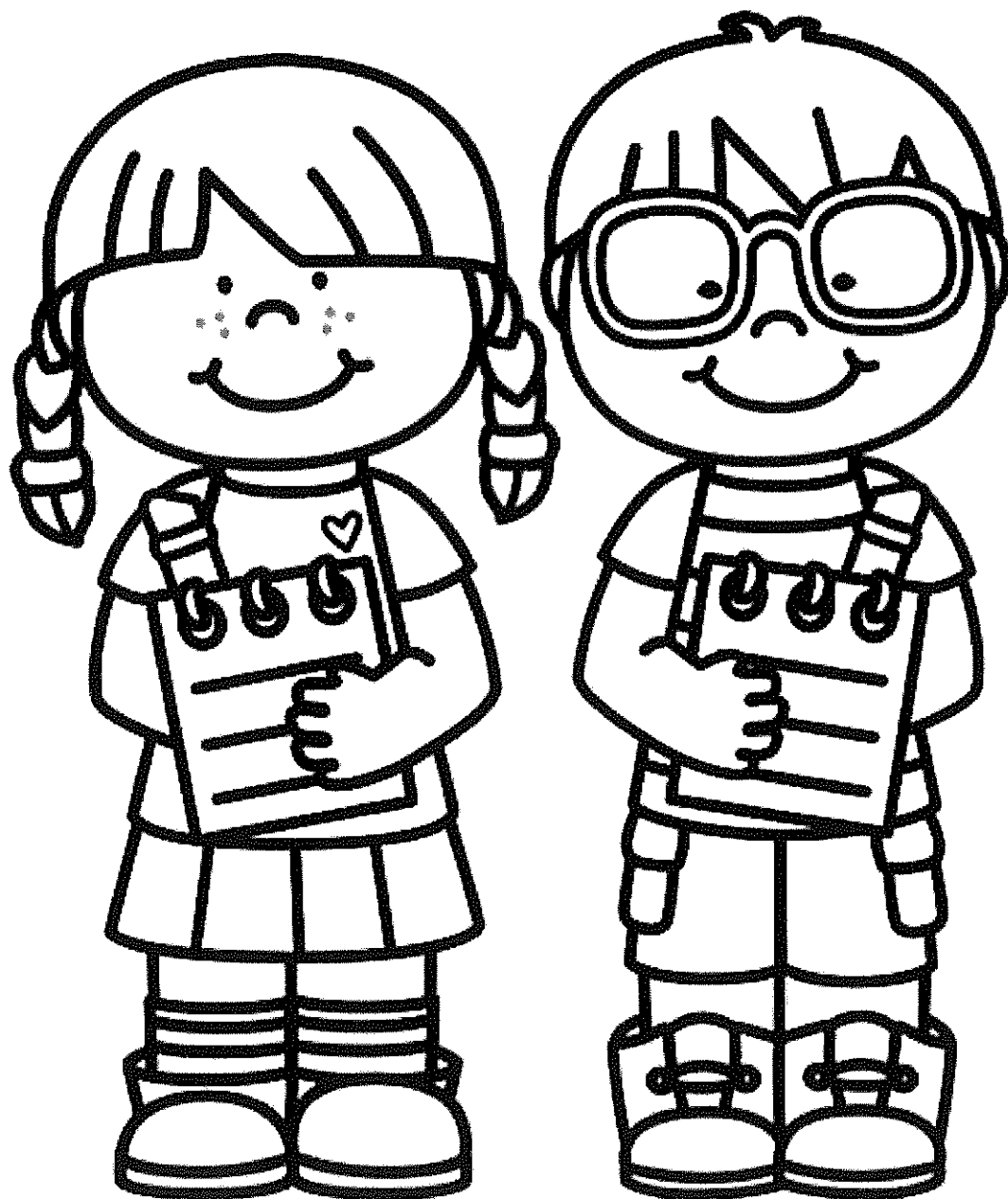


# Year 2 – Learning Week 4



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

# Home Learning Week 4 – Year 2

<b>Monday 2/8</b>	<b>Tuesday 3/8</b>	<b>Wednesday 4/8</b>	<b>Thursday 5/8</b>	<b>Friday 6/8</b>
Spelling – Unit 21 'ar, a are' Write as many words as you can in the star.	Spelling – Unit 21 'ar, a are' Write your list of words	Spelling – Unit 21 'ar, a are' Complete the first page of worksheet	Spelling – Unit 21 'ar, a are' Complete the second page of worksheet	Spelling – Unit 21 'ar, a are' Write two sentences with your spelling words
Handwriting – complete letter sheets (t and u)	Handwriting – complete letter sheets (v and w)	Handwriting – complete letter sheets (x and y)	Handwriting – complete letter sheets (z and a)	Handwriting – complete letter sheets (b and c)
Reading – Read aloud a book of your choice to a family member	Reading – Log on to Storyline Online/PM Online and choose a book to listen to	Reading – Read aloud a book of your choice to a family member	Reading – Log into Zoom session with your teacher	Reading – Watch Mopoke online <a href="https://www.youtube.com/watch?v=75q9bL5xh7A">https://www.youtube.com/watch?v=75q9bL5xh7A</a>
Writing – Information Report Koala. Read the information and fill in the template.	Writing – Information Report Echidna. Read the information and fill in the template.	Writing – Information Report Sugar Glider. Read the information and fill in the template.	Literacy activities Boggle - How many words can you make using the letters?	Literacy activities Proposition - Fill in the blanks
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 4 – Year 2

Number of the day Is 17. Complete activity in booklet	Number of the day Is 26 . Complete activity in booklet	Number of the day Is 35. Complete activity in booklet	Number of the day Is 50. Complete activity in booklet	Number of the day Is 100. Complete activity in booklet
Numeracy activities Read and colour the fractions	Numeracy activities Introducing Fractions ★Level 1 ★★Level 2 ★★★Level 3	Numeracy activities Fractions - Lets Sort	Numeracy activities One Quarter	Numeracy activities Roll a Fraction ★ $\frac{1}{2}$ and $\frac{1}{4}$ ★★ $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{8}$
Life skills Help around the house. Clean your room.	Life skills Help around the house. Sweep the floor.	Life skills Help around the house. Clean the dishes.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game outside with a family member.
PDHPE Staying safe writing activity	Science Physical World – Push and Pull - Fun with Forces	Geography Features of Places - Managed Features	Creative Arts Music- Body percussion activity	STEM Complete the Mopoke STEM activity
PBL and Wellbeing Mindful Breathing	PBL and Wellbeing Positive Education	PBL and Wellbeing Positive Education	PBL and Wellbeing Mindful Safari	PBL and Wellbeing Mindfulness colouring sheet

Online links.

# Home Learning Week 4 – Year 2

<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 2nd 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

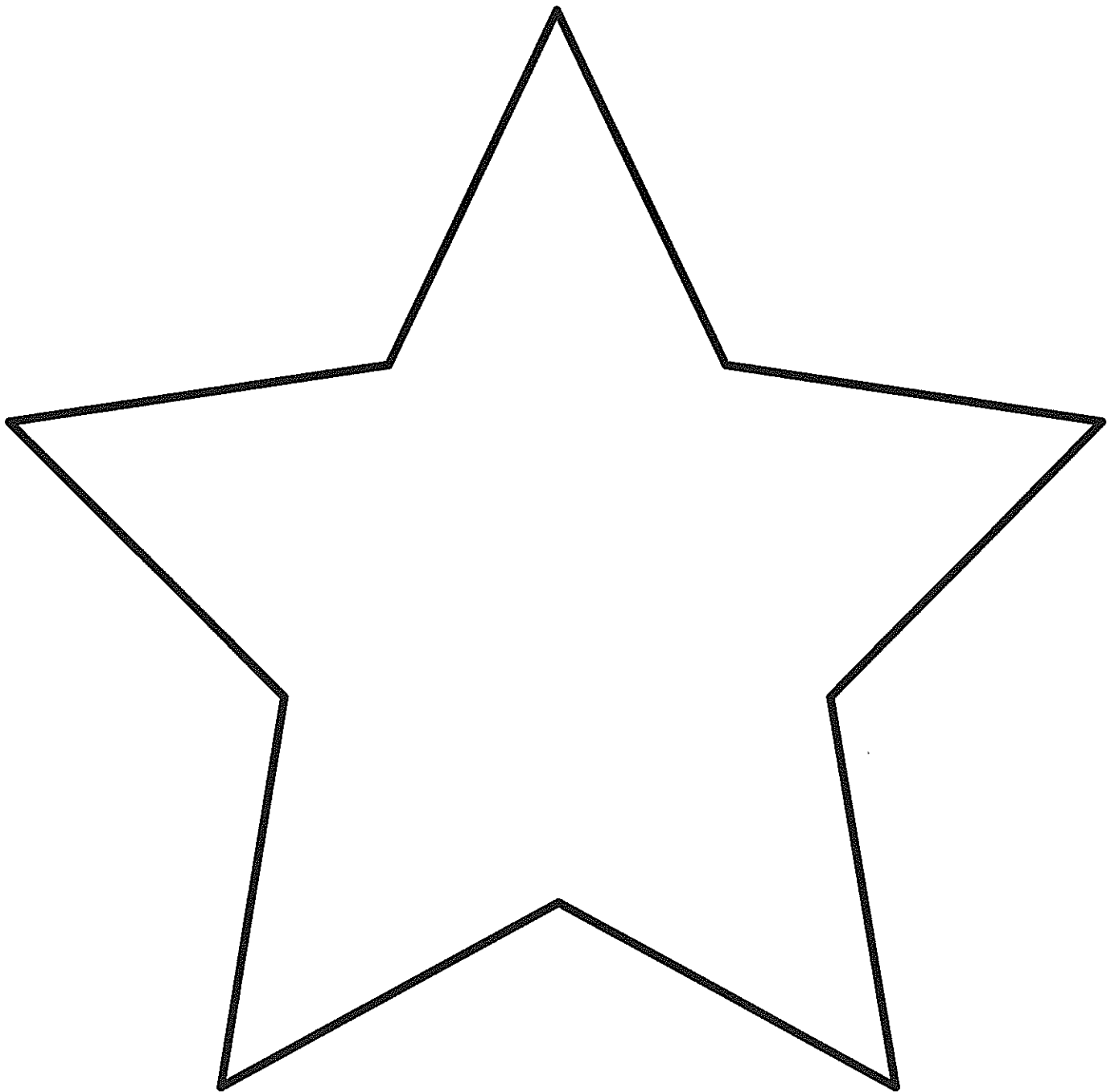
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

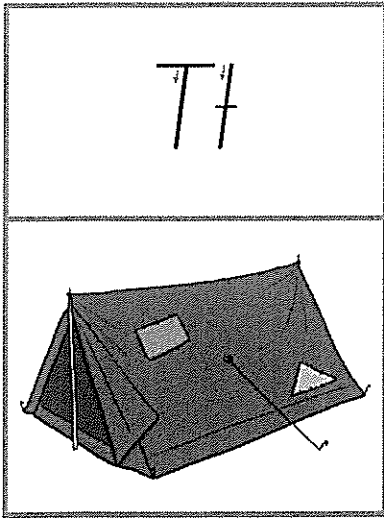
MA1-7NA represents and models halves, quarters and eighths

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



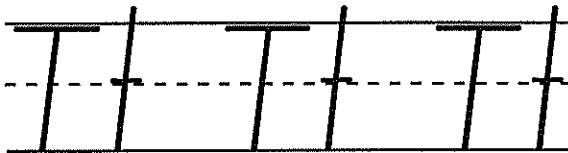
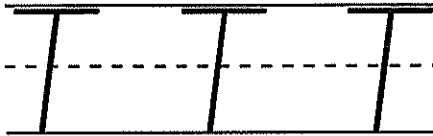
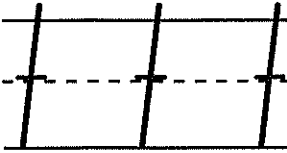


Notes to remember:

- 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: t for tent.

Now copy the letters and words into your handwriting book.



to

the

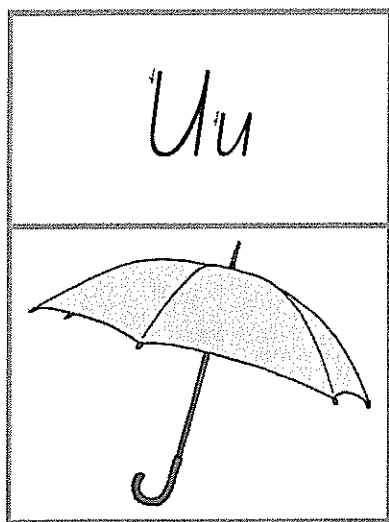
this

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

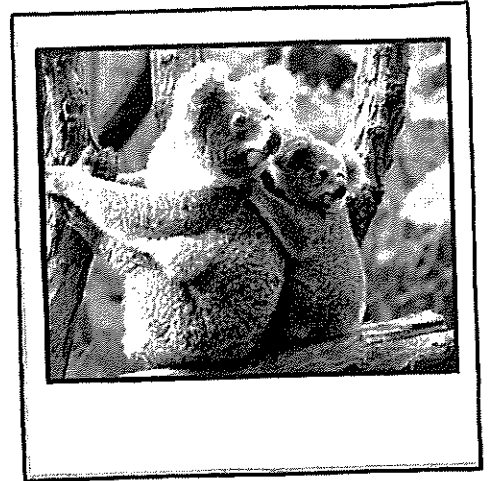
under

umbrella

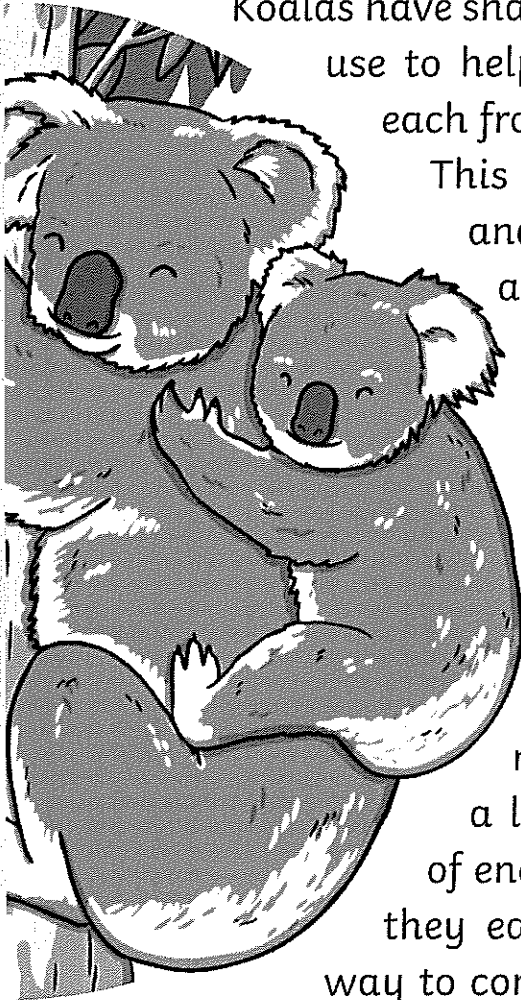


# Koala

Koalas are native to Australia. People still incorrectly refer to koalas as 'koala bears'. They are actually marsupials and are closely related to the wombat and kangaroo.



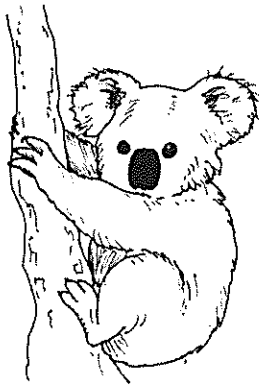
Koalas have sharp claws which they use to help them climb trees. They have five digits on each front paw, with two of them acting like thumbs. This helps them to hold firmly onto the branches and to grip their food. Their back paws are used as grooming paws.



A baby koala is called a 'joey'. Joeys live in their mother's pouch for around six months and will remain with them for another six months or so afterwards. An adult koala can eat about half a kilogram to one kilogram of leaves each night. Koalas are mostly nocturnal which means they are awake at night and asleep during the day. Koalas sleep a lot during the day because they require a lot of energy to digest the toxic, low-nutrient diet that they eat. Sleeping is the best way to conserve their energy.



Did you know...? Koalas can sleep for up to 20 hours a day.



Koala



## CLASSIFICATION

Blank space for classification information.



## APPEARANCE

Blank space for appearance information.



## DIET

Blank space for diet information.



## HABITAT

Blank space for habitat information.

## INTERESTING FACTS

Blank space for interesting facts.

# DRAWING

Draw and label a koala

# 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

100 more is...

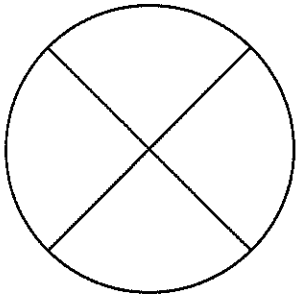
9

5 What is the number before?

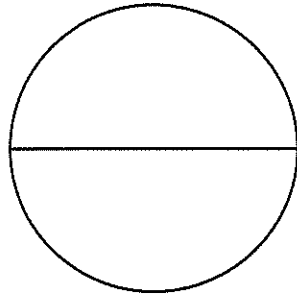
Make it in money

10

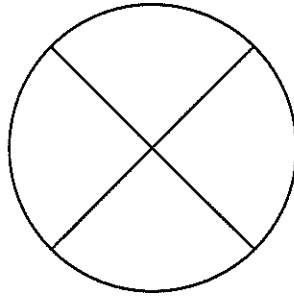
# Year 2 - Read and Colour the Fractions



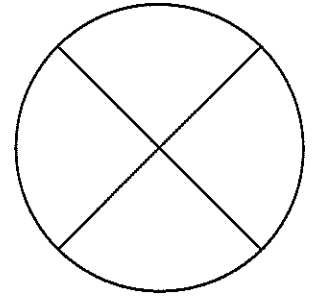
one quarter



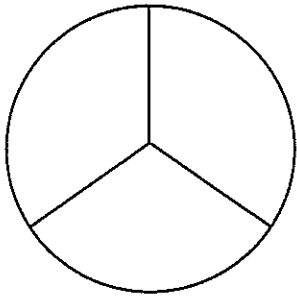
one half



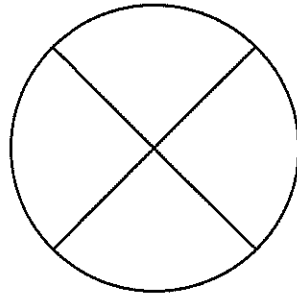
three quarters



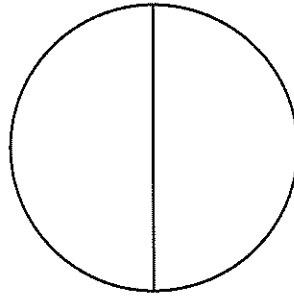
whole



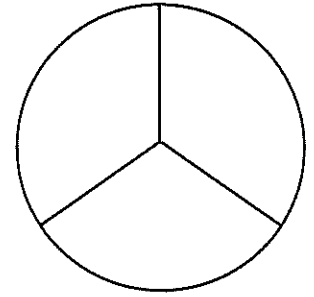
one third



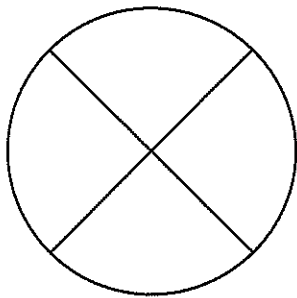
one quarter



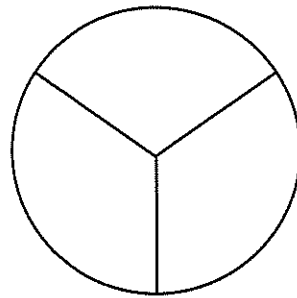
whole



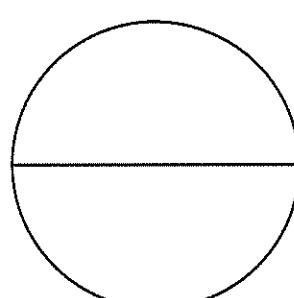
two thirds



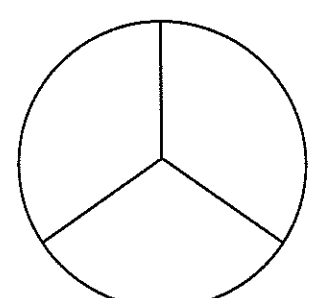
whole



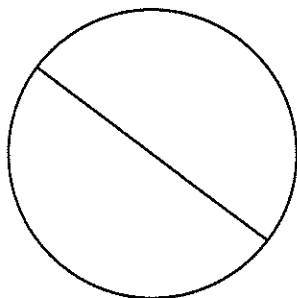
one third



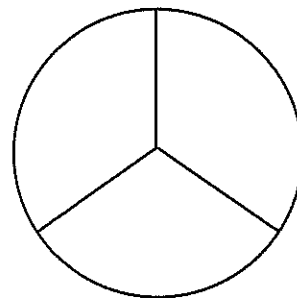
one half



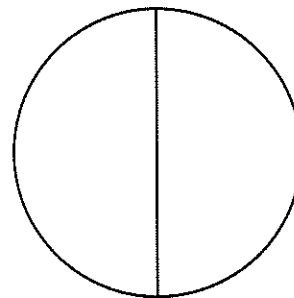
two thirds



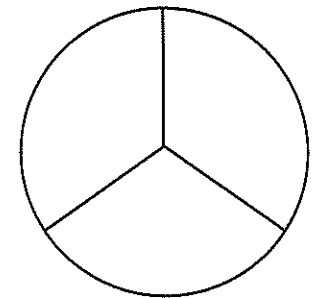
$$\frac{2}{2}$$



$$\frac{2}{3}$$



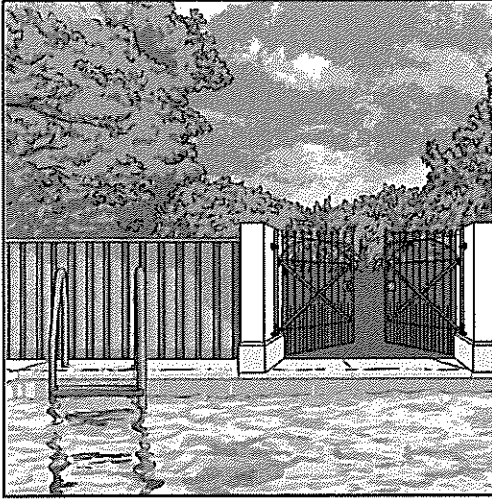
$$\frac{1}{2}$$



$$\frac{1}{3}$$

# Staying Safe Scenario

Look at each picture and identify the dangerous or uncomfortable situation. Suggest strategies you may use to deal with the situation.



Situation:

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---

---

Strategy:

---

---

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Situation:

---

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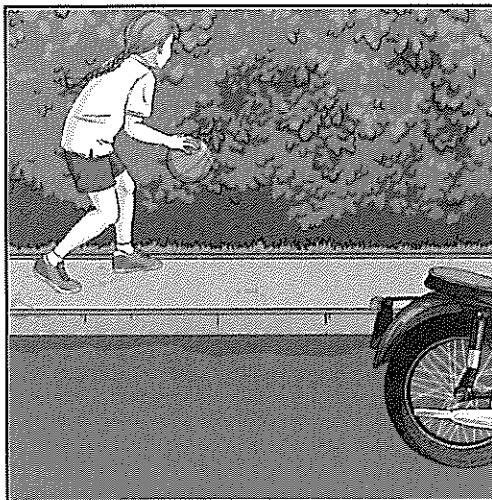
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Strategy:

---

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---



Situation:

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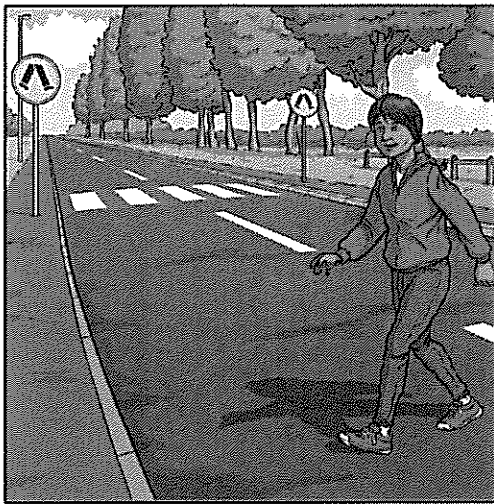
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Strategy:

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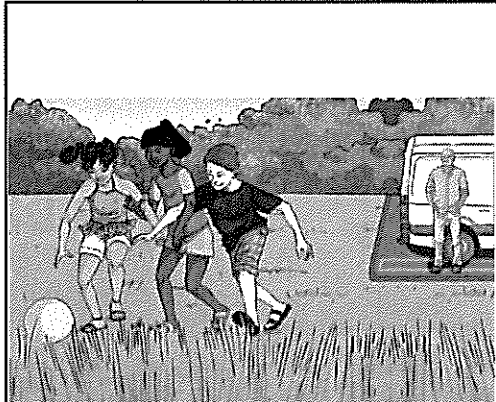
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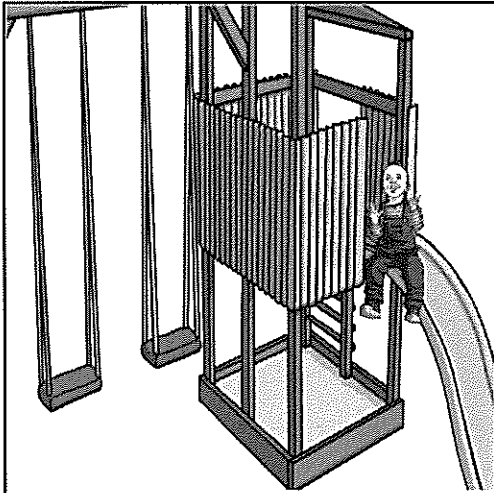
Situation:

Strategy:



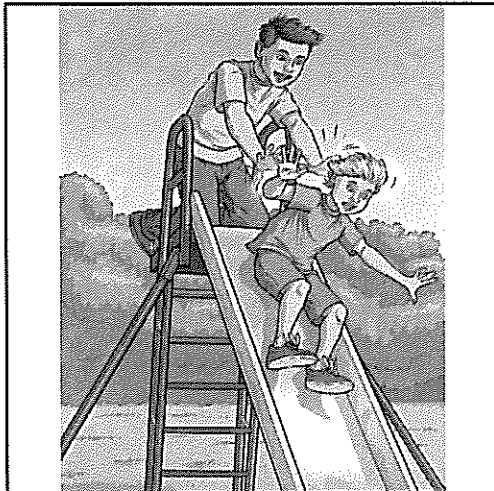
Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:



## Mindful breathing

This exercise can be used as a relaxing and thoughtful way to start the day, end the day or help relax and calm your child.

**Tip:** find somewhere quiet or put on some relaxing music in the background. For younger children, this can be done with a parent or teacher guiding them. For older children, it can be done alone or with others.

1. Find a comfortable place to sit or to lie down on your back.
2. Place your hands on your stomach.
3. Take a big deep breath – in through your nose and out through your mouth. Do this three times and then gently close your eyes.
4. Continue to slowly breathe in through your nose and count 1, 2, 3 in your head (or out loud).
5. Hold your breath and count 1, 2, 3 in your head (or out loud).
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head (or out loud).
7. Count 1, 2, 3 in your head (or out loud) and then breathe in again through your nose.
8. Repeat these steps for five minutes and think about the questions below while you are breathing.
9. When you have finished, gently open your eyes. Have a look at the room around you and think about how you feel. Do you feel different compared to before the activity?

### Questions to think about

- What parts of your body move when you breathe in?
- Do different parts of your body move when you breathe out?
- Can you feel your hands moving?
- What does it feel like when you breathe in – where does the breath go?
- What does your breath sound like?
- What other sounds can you hear while you're breathing?
- Does your body feel heavy or light while you're breathing?





# Tuesday 3rd 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

MA1-7NA represents and models halves, quarters and eighths

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

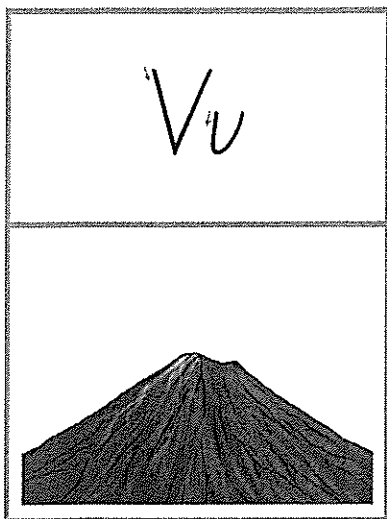
are											
ask											
far											
farm											
part											
hard											
mark											
smart											
start											
large											
fast											
last											
pass											
class											
glass											
father											
party											
aren't											
after											
asked											

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: v for volcano.

Now copy the letters and words into your handwriting book.



v v v

V V V

Vv Vv Vv

very

van

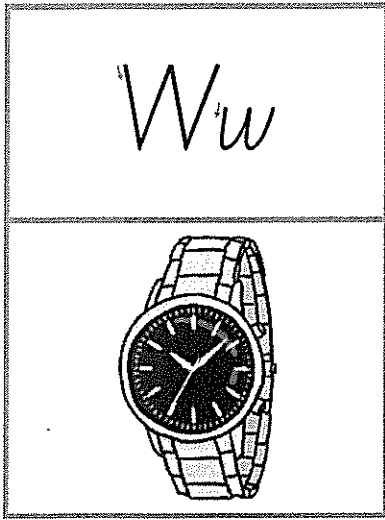
vowel

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: w for watch.

Now copy the letters and words into your handwriting book.



w w w

W W W

Ww Ww Ww

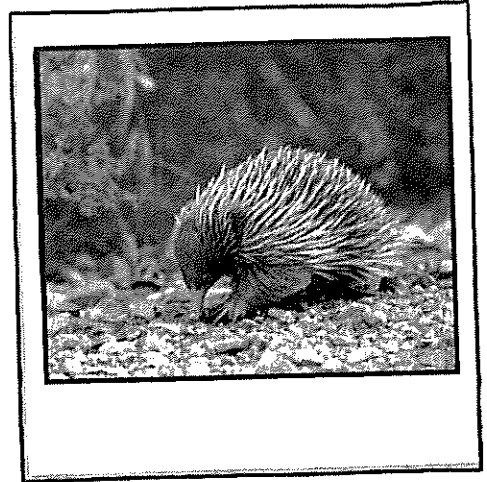
when

with

was

# Echidna

The echidna is a highly adaptable creature that can be found throughout Australia. They are found in coastal forests, alpine meadows and deserts. The echidna has the widest distribution of any native Australian mammal.



The echidna has a skinny snout and a long flicking tongue which is perfect for catching insects. It also has very sharp spines, known as quills, along its back and sides.

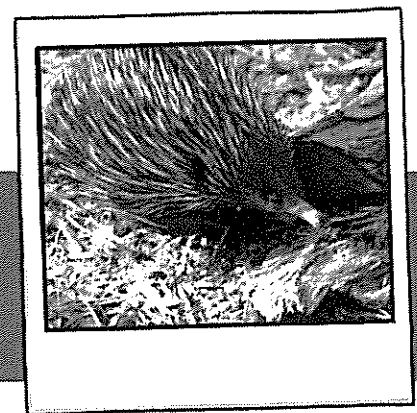
When an echidna is threatened, it will curl inwards leaving only its quills exposed. This is a form of protection from predators. Termites and ants are what echidnas love to eat.

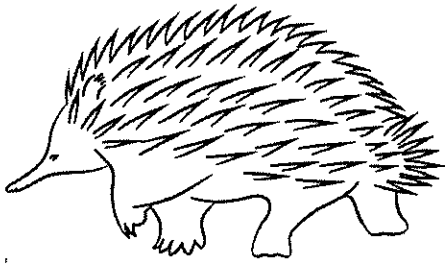
They especially love eating beetle larvae which are a type of soil invertebrate. Their sharp claws are what help them to find termites, as they often hide in rotting logs.



**Did you know...?**

**Echidnas have no teeth.**





Echidna



## CLASSIFICATION

Blank space for classification information.



## APPEARANCE

Blank space for appearance information.



## DIET

Blank space for diet information.



## HABITAT

Blank space for habitat information.

## INTERESTING FACTS

Blank space for interesting facts.

# DRAWING

Draw and label an echidna

# 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

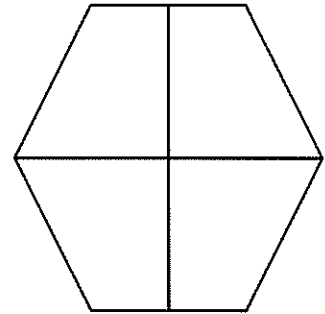
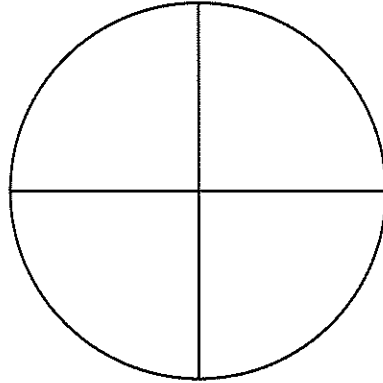
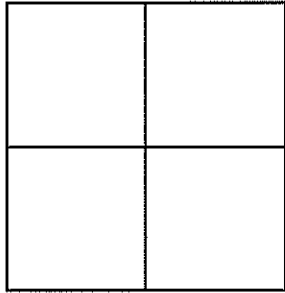
10



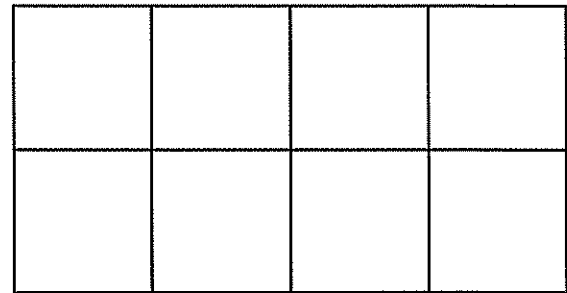
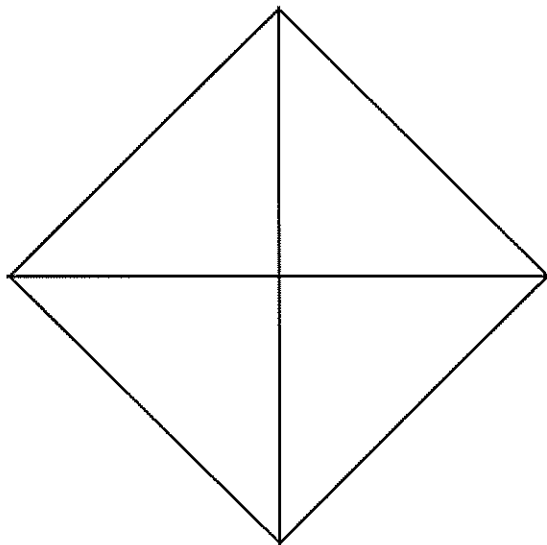
Introducing Fractions

# Finding Quarters

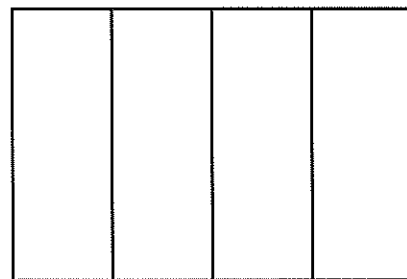
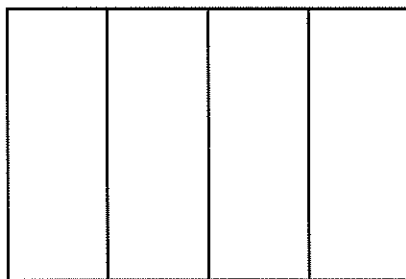
Shade **one quarter** of these shapes.



Shade **one quarter** of these shapes.



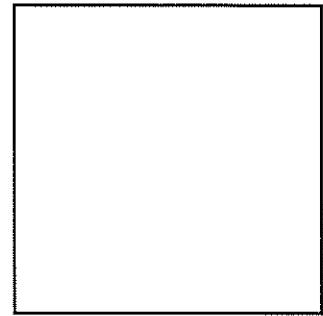
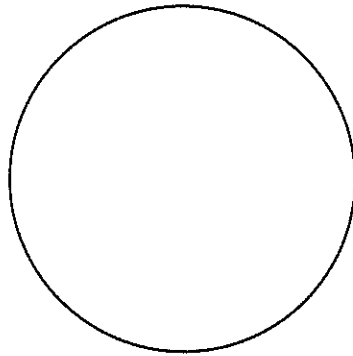
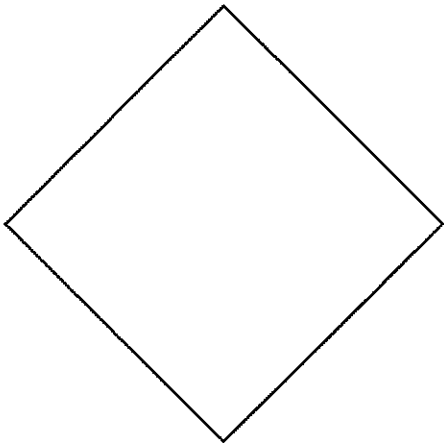
Find two ways to shade **one quarter** of this shape.



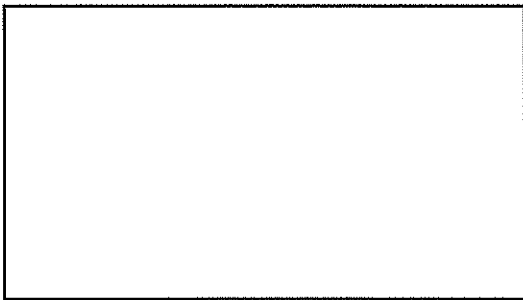
# Introducing Fractions

## Finding Quarters

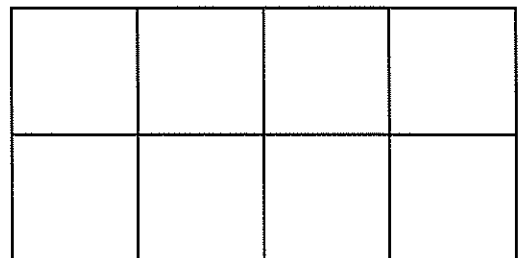
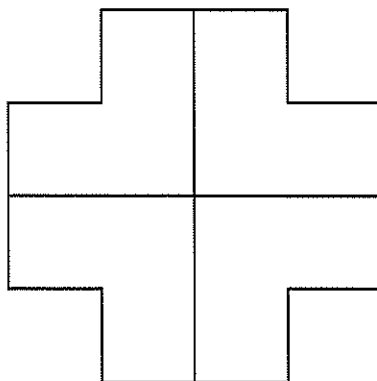
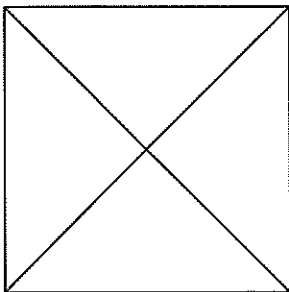
Shade **a quarter** of these shapes. You may need a ruler.



Find two ways to shade **a quarter** of this shape.



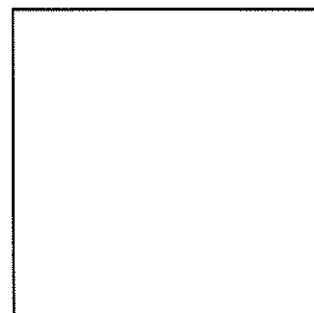
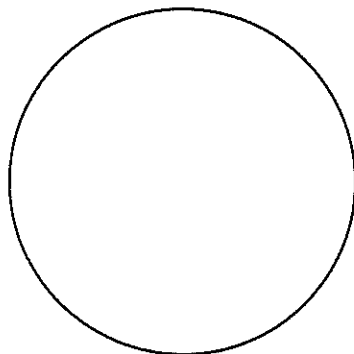
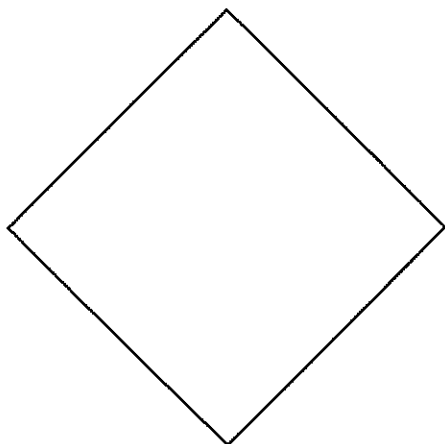
Shade **three-quarters** of these shapes.



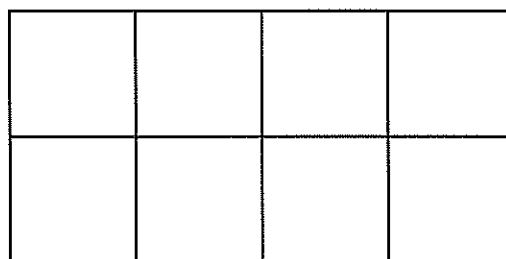
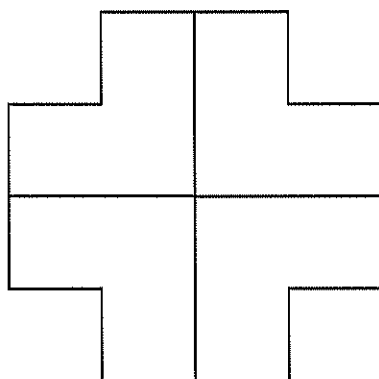
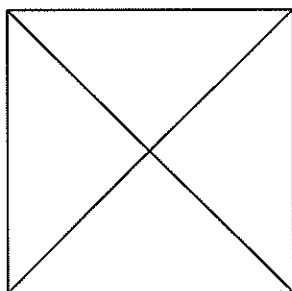
# Introducing Fractions

## Finding Quarters

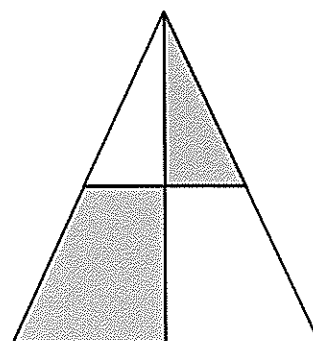
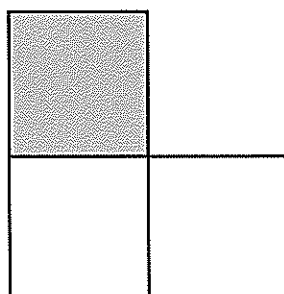
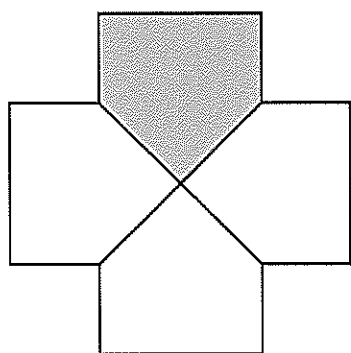
Shade **a quarter** of these shapes. You may need a ruler.



Shade **three-quarters** of these shapes.



Tick (✓) the shapes that have **one quarter** shaded.



# What happens when we change a force?



## Vocabulary

push pull force

launch weak


strong strength

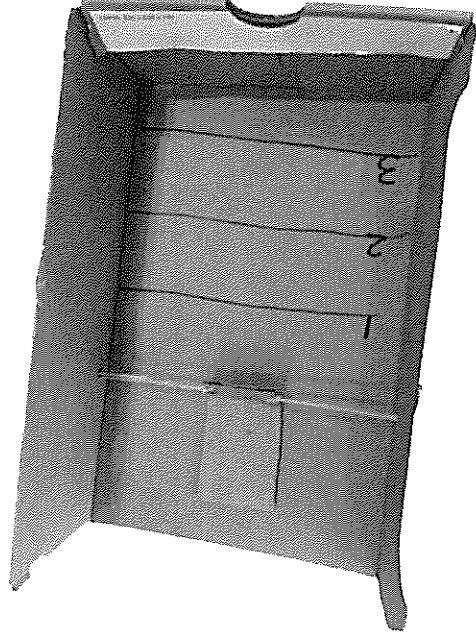
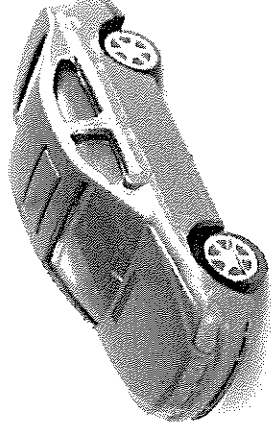
predict hand span

## Materials needed

### ACTIVITY QUESTION 3

You will need:

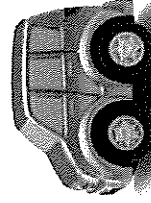
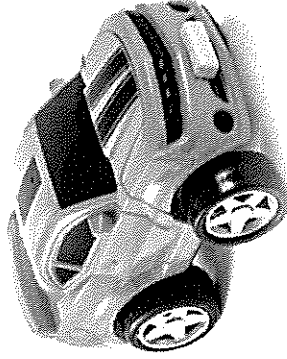
- 1 toy car for each group
- 1 toy car launcher for each group
-  Instructions on how to make a toy car launcher



### ACTIVITY QUESTION 4

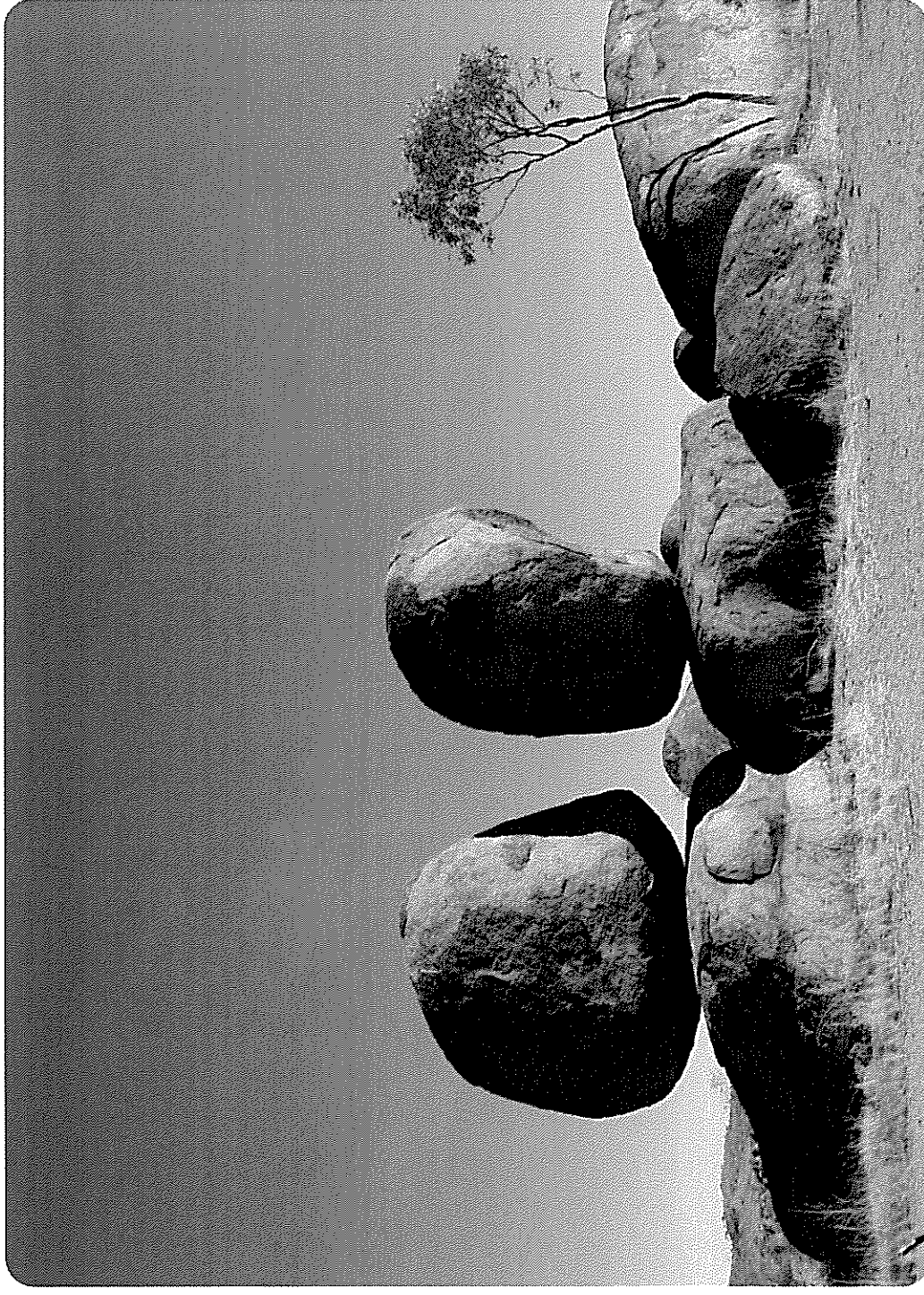
You will need:

- 1 larger or smaller toy car



These rocks are called Karlu Karlu or the Devils Marbles. They were formed millions of years ago.

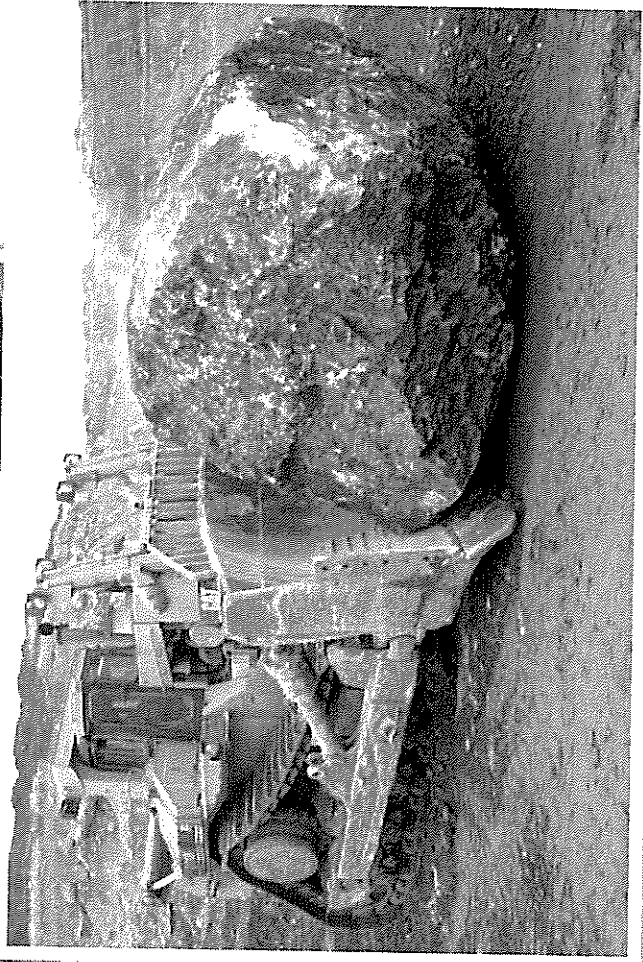
1 With your class, talk about what forces you think could move them.



Forces can be weak or strong. How far you can push something depends on how much force you use.



- 2 Look at the pictures then talk about which force would be most successful in moving the rock.





## Investigation

3 You are going to investigate what happens when we change the strength of a force.

Equipment needed:

- 1 toy car
- 1 car launcher



**Aim:** To find out what happens to a toy car when a force is made stronger.

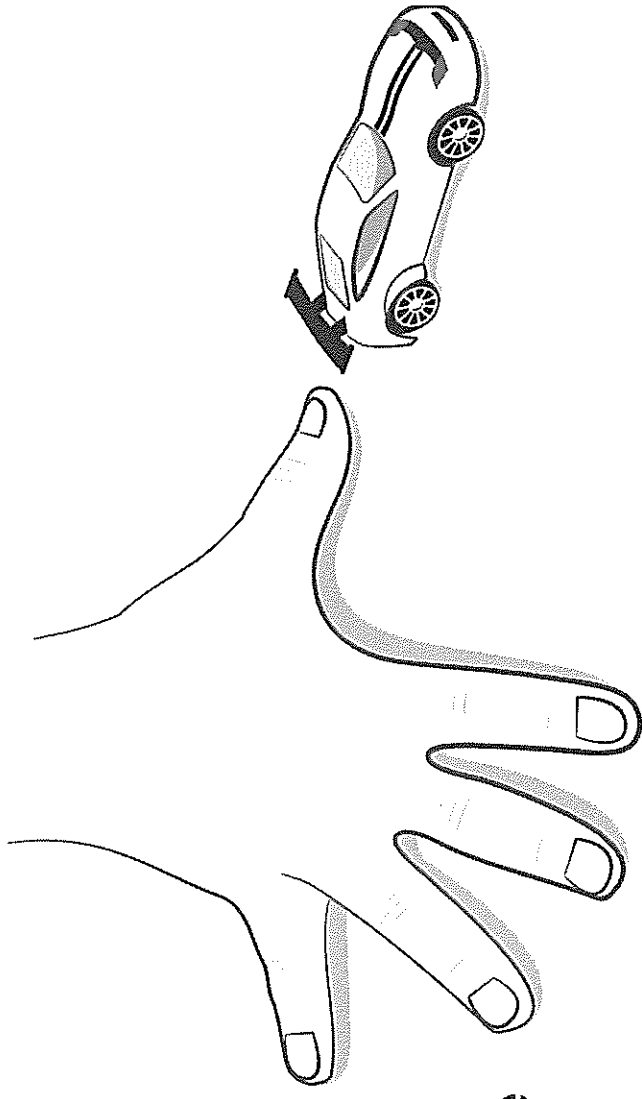
**Predict:** When the force is made stronger, I think the car will





## Observe:

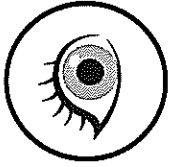
1. Put your car in the toy car launcher.
2. Pull it back to level 1.
3. Let the car go.
4. Use hand spans to measure how far it went.
5. Record your results.
6. Repeat steps 2–5 for level 2 and 3.



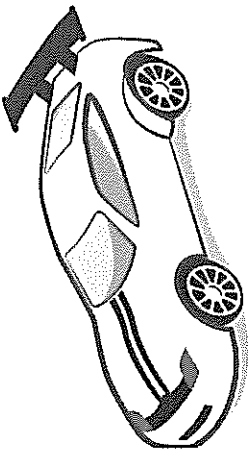
Force	Distance travelled
Level 1	Number of hand spans
Level 2	Number of hand spans
Level 3	Number of hand spans



**Explain:**



What did you see?



What do you think?



What do you wonder?

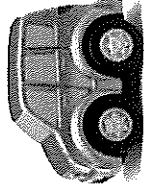
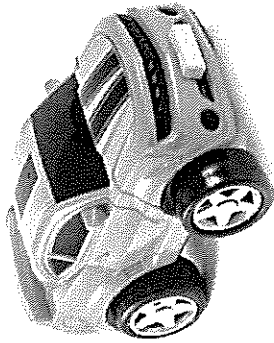
Was your prediction correct?



**4** Repeat the investigation with another car. One that is much bigger or smaller than the first one you used.

**Predict:** When I use a car that is \_\_\_\_\_ I think the force  
will make it go \_\_\_\_\_.

**Observe and record:**



<b>Force</b>	<b>Distance travelled</b>
Level 1	Number of hand spans
Level 2	Number of hand spans
Level 3	Number of hand spans

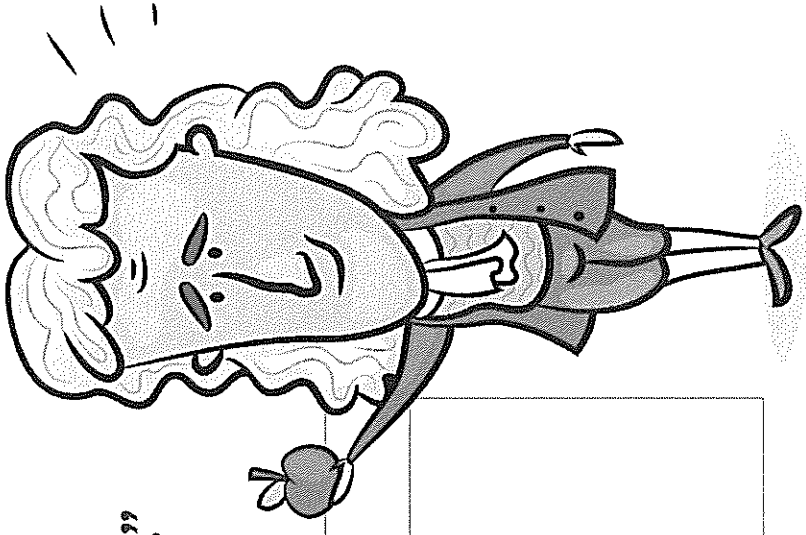
**Explain:**

What was different about the two cars?

What was the same?



- 5** A famous scientist, Sir Isaac Newton said, **“The greater the force the greater the acceleration.”**  
Do you agree with his statement?



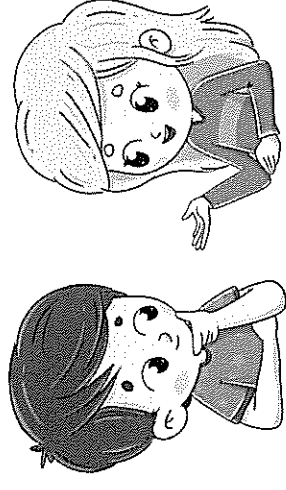
I think

Why I think that

Write your own statement to explain something about forces.

---

---



## Learn It!

### Creativity

Ask your parents or guardians if you can watch the following clip: 'Paper Planes Official Trailer #1 (2015) - Sam Worthington, Ed Oxenbould Movie HD' (2:12).



### Design Challenge

Design and make your own, original paper plane that can fly at least 5m.

Use the guide below to help you make your plane and think about how you went.

### Guide (circle the smileys)

I did some research to improve my design



I kept trying, even when things didn't go to plan



I changed my design if it didn't work



My final design achieved the outcome



My design was unique and creative

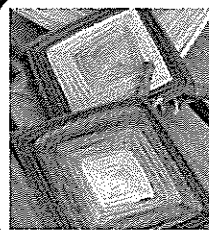


### Questions

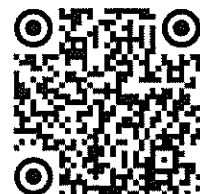
What is the most important thing you have learnt about creativity, and trial-and-error?

How could you use this in the future?

## Get Crafty!



Use some wool or string and some sticks to weave this crafty creation!



## Music Time

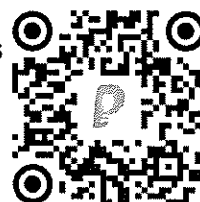


'Fireflies'  
by Owl City

## Mindful Moment



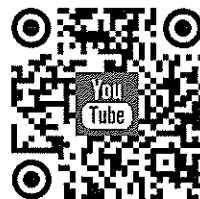
Focus your mind as you engage in the 'Tea Cup Stretch' from Playmeo.



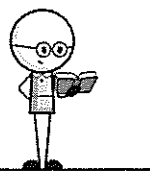
## Move It!



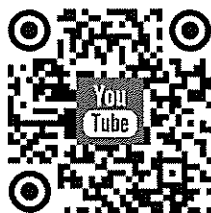
Have fun with this dance!  
Koo Koo Kangaroo:  
'B-E-L-I-E-V-E'



## Read It!



Watch this recording of 'Ish' by Peter H. Reynolds.



## Quotable Quote

*'Oh, the things you can think up if only you try.'*

– Oh, The Things You Can Think; Dr. Seuss –



# Wednesday 4th 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

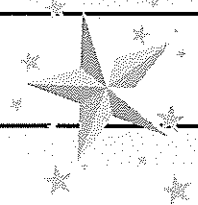
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-7NA represents and models halves, quarters and eighths

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

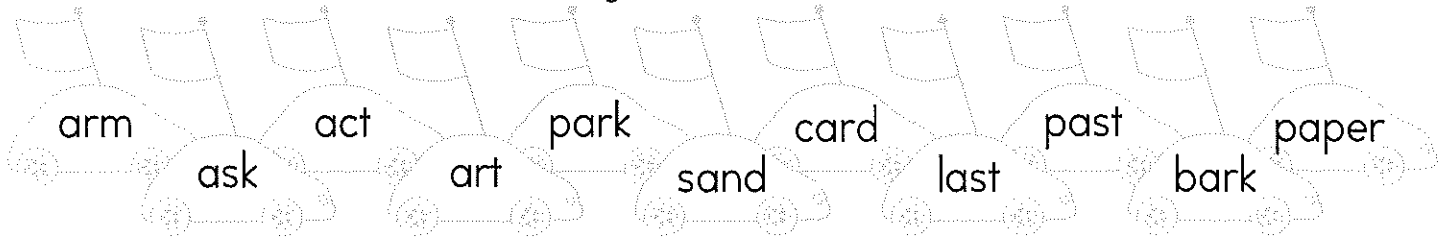


List Words

are	hard	fast	father
ask	mark	last	party
far	smart	pass	aren't
farm	start	class	after
part	large	glass	asked

Letters Words

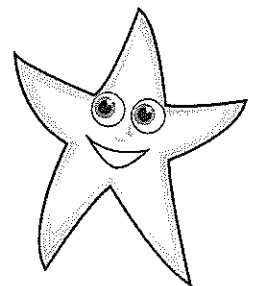

- 1 **Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 **Colour** the car if you hear in the word. **Count** the number of sounds in each word. **Write** the number in the flag on each car.



- 3 **Write** ar in the spaces. **Join** each word to its clue. ★ We sometimes write ar for , as in star.
  - p \_ \_ t • • opposite of *soft*
  - h \_ \_ d • • knows a lot
  - p \_ \_ ty • • not all of it
  - sm \_ \_ t • • lots of fun
  - st \_ \_ t • • begin
- 4 **Write** a in the spaces. **Join** each word to its clue. ★ We sometimes write a for , as in glass.
  - l \_ st • • group of children
  - f \_ st • • holds a drink
  - cl \_ ss • • opposite of *first*
  - gl \_ ss • • opposite of *before*
  - \_ fter • • opposite of *slow*

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

car	far	nar	jar	bar	var
part	cart	rart	dart	plart	start
class	glass	blass	pass	grass	trass

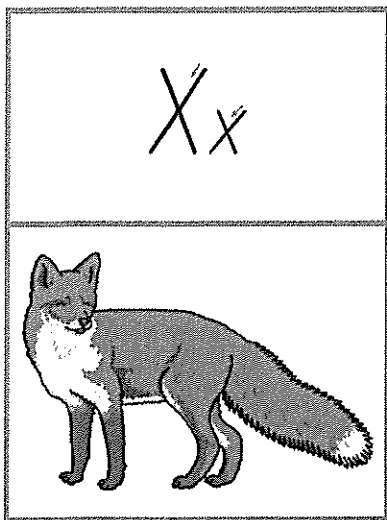


Notes to remember:

- 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: x for fox.

Now copy the letters and words into your handwriting book.



X X X

X X X

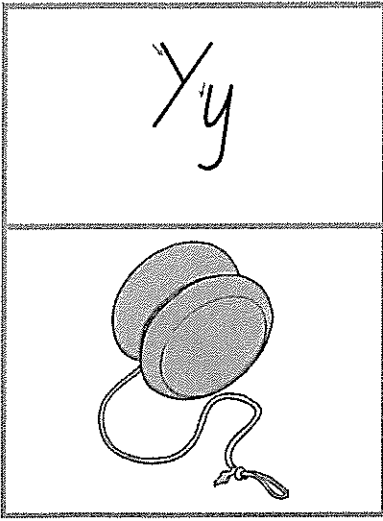
X x X x X x

fox

box

x-ray





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: y for yo-yo.

Now copy the letters and words into your handwriting book.

y y y

Y Y Y

Y y Y y Y y

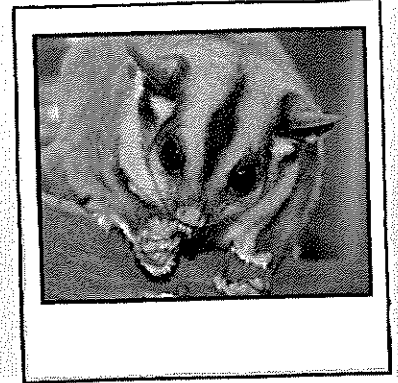
yes

yell

yo-yo

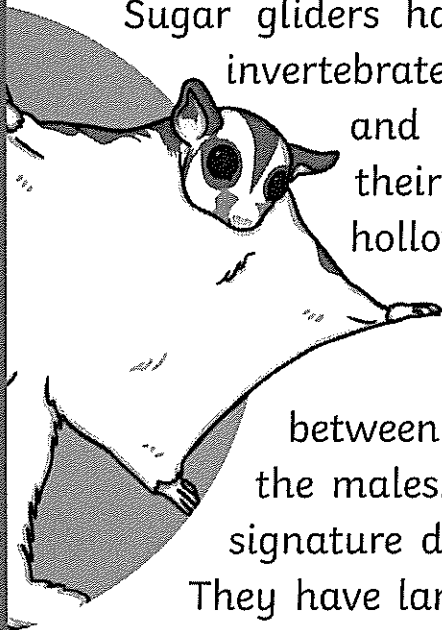
# Sugar Glider

The sugar glider is a small nocturnal marsupial that has stretchy membranes that extend from both sides of its body between the front and back legs. When the sugar glider jumps from tree to tree, it extends these membranes and glides between the trees. This is where the sugar glider gets its name.



The sugar glider is most common in parts of the north and eastern coastal areas of Australia. They can also be found in parts of Western Australia, Victoria and Tasmania. They are common where there are many tree hollows for shelter and food.

Sugar gliders have a diet of tree sap, nectar, pollen and small invertebrates that they hunt for at night. They live in colonies and during the day these groups (several adults and their young) can be found huddled together in the tree hollows or balls of leaves.

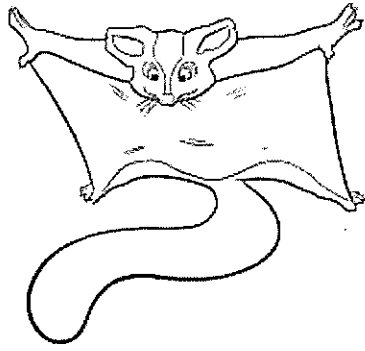


Adult sugar gliders are 16–21cm long, with a tail that can grow to the same length. They can weigh between 100–160 grams with the females weighing less than the males. They are covered with grey-brown fur with their signature dark stripe that runs the length of their foreheads.

They have large eyes that help them see at night. Sugar gliders communicate with one another using sounds and odours. They can produce a number of sounds that include a barking sound and hissing. Their chemical odour is the most common way they communicate and these odours are a way to mark territory, indicate the health of a glider or mark the rank of the colony members.

## Did you know...?

**The sugar glider can withstand very cold temperatures. As they live in groups, when the weather is cold, they group together and sleep near one another to keep warm. They conserve energy by going in to 'torpor' – a condition similar to hibernation.**



Sugar Glider



## CLASSIFICATION

Blank area for classification information.



## APPEARANCE

Blank area for appearance information.



## DIET

Blank area for diet information.



## HABITAT

Blank area for habitat information.

## INTERESTING FACTS

Blank area for interesting facts.

# DRAWING

Draw and label a Sugar Glider

# 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...

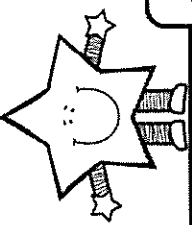
9

Make it in money

10



# Let's sort!



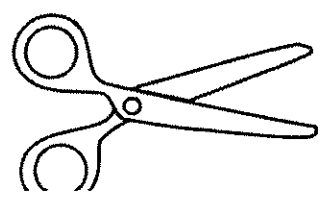
Name: \_\_\_\_\_

two thirds

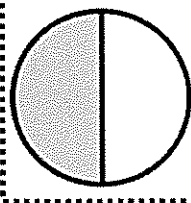
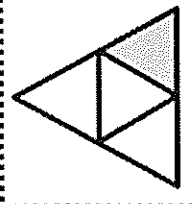

one third


one fourth

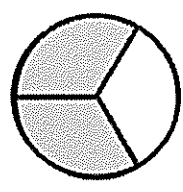
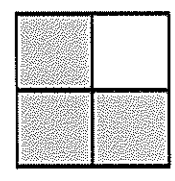
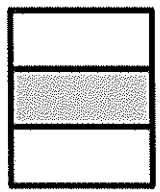

one half

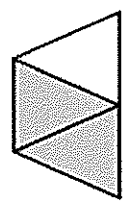
$\frac{1}{3}$



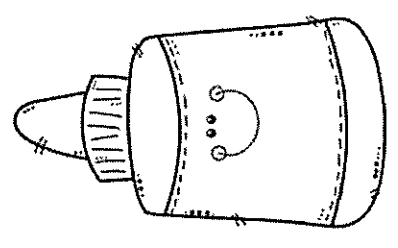
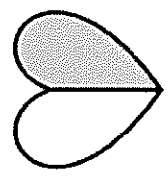
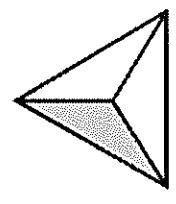
$\frac{1}{4}$



$\frac{1}{2}$



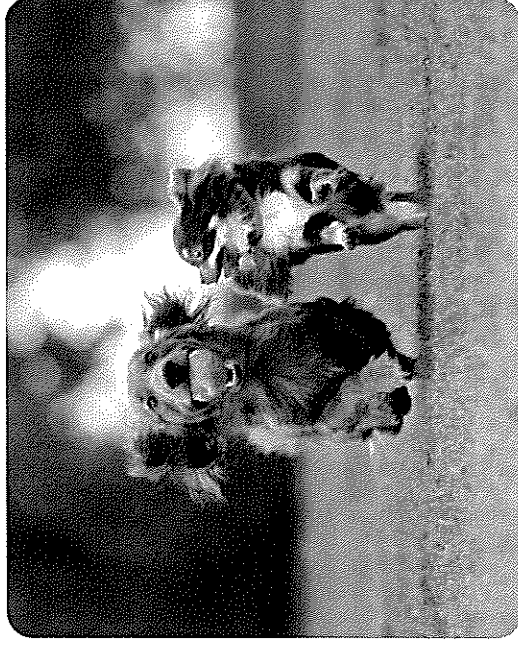
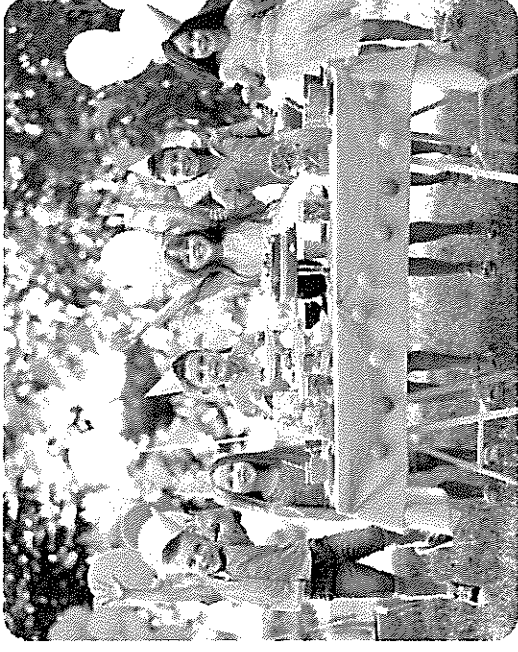
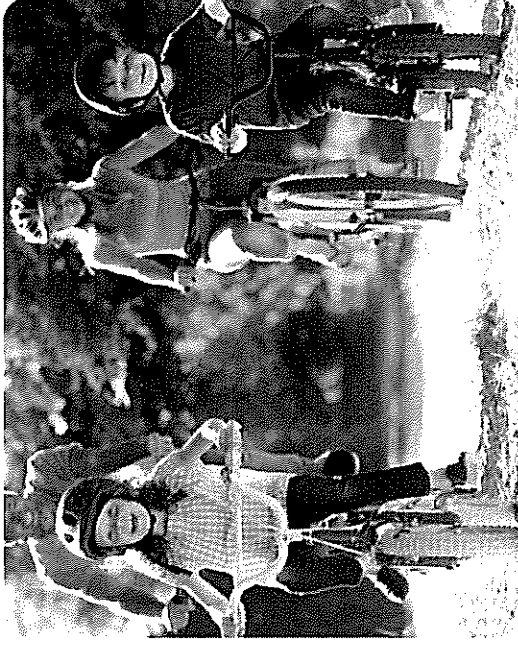
$\frac{2}{3}$



# Why do people go to parks?

## 1 Class chat.

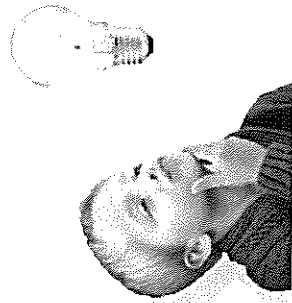
With your class, talk about all the reasons why people go to parks.



2 **Class tally.** Tally the number of children in your class who have done these park activities.



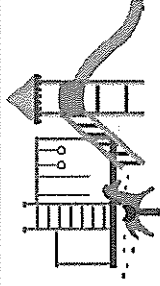
3 **Think of two more** activities in parks and tally them too.



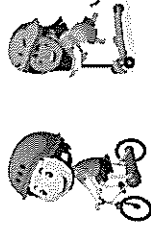
**Activity in a park**

**Number of children**

Played on equipment.



Rode a bike or a scooter.



Walked a dog.



Played a ball game.



Gone to a picnic or BBQ.



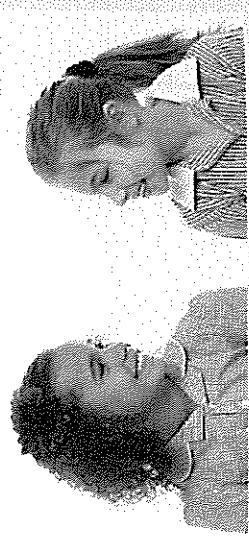
What is most popular?

What is least popular?



- 4 Use the web links to Street View or Google Earth – or walk around your neighbourhood to find a park near your school.

- 5 Think, pair and share the natural and built features of the park.



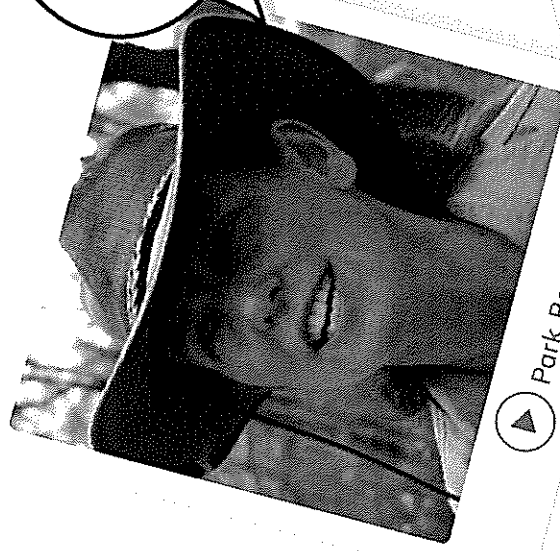
Parks are a mixture of natural and built features.



# Who looks after parks?

The features of a park need to be looked after. It takes many people to look after a park.

- 6 Choose ONE of the people who look after the park and watch the video.



▶ Park Ranger

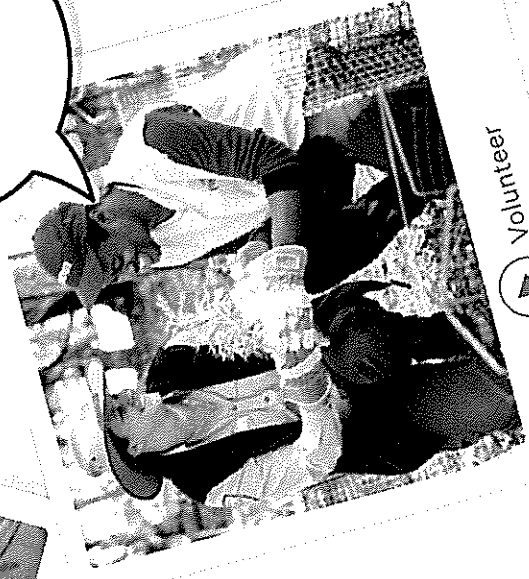
I look after the plants.

I make sure the equipment is challenging and safe

I work for free.



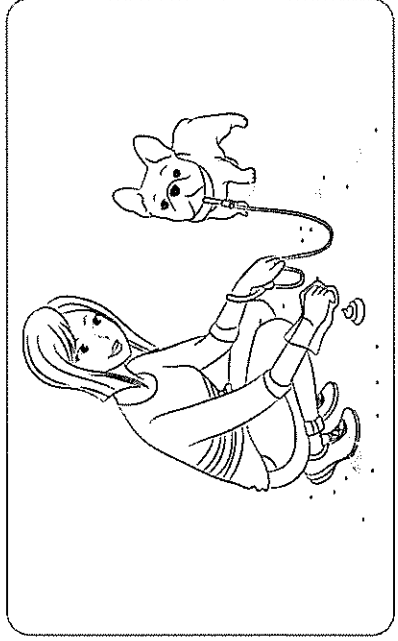
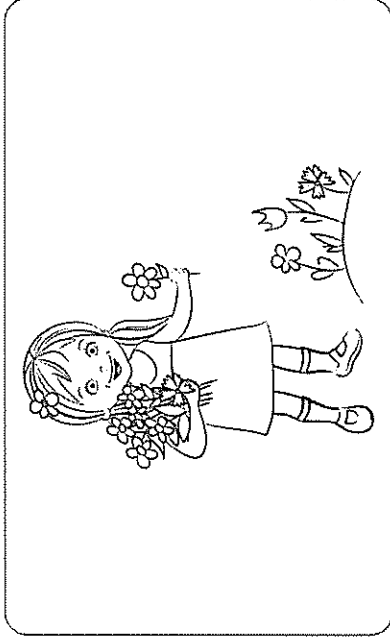
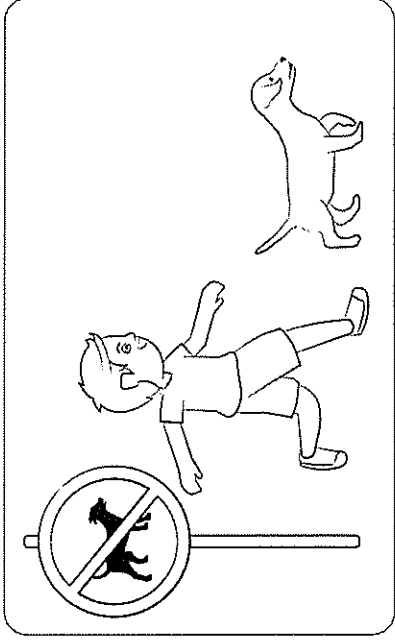
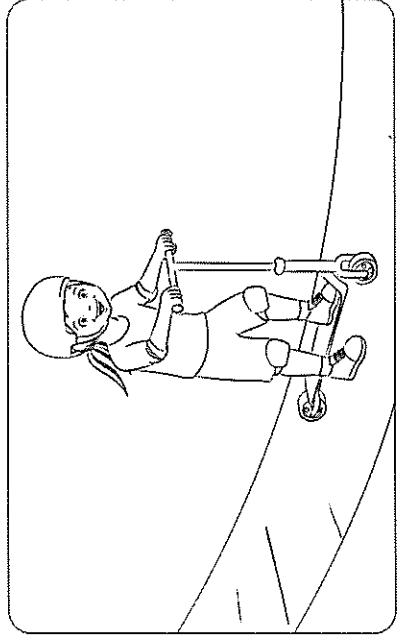
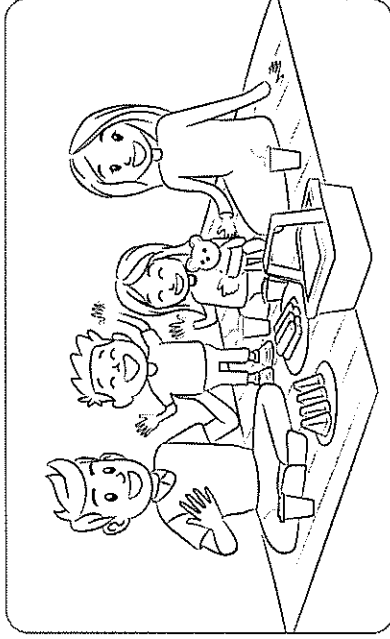
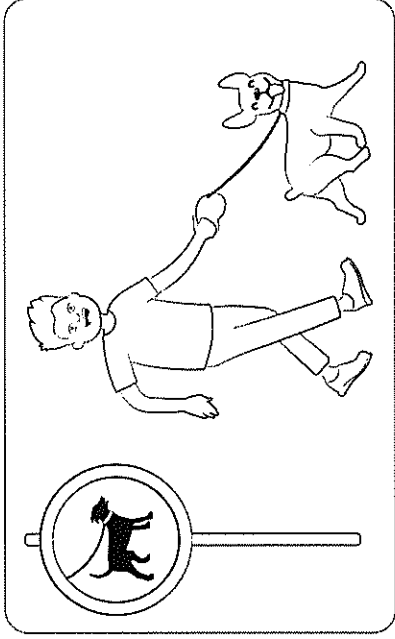
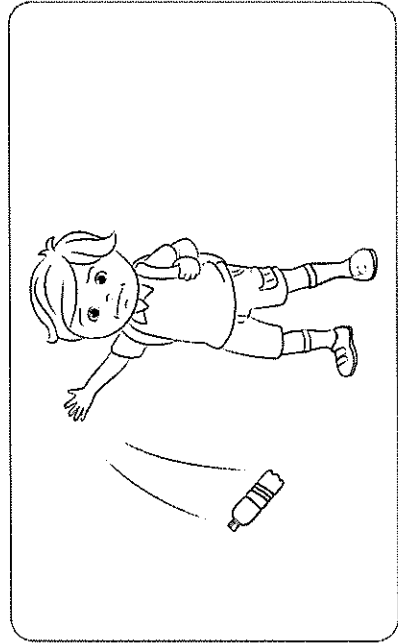
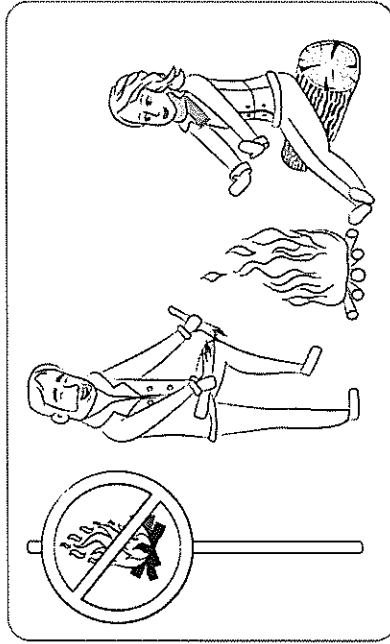
▶ Playground Designer



▶ Volunteer



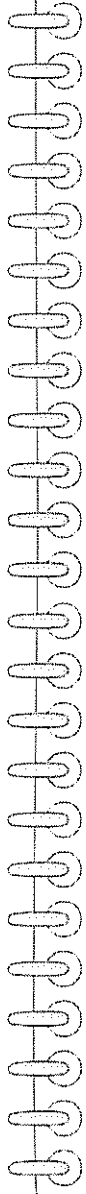
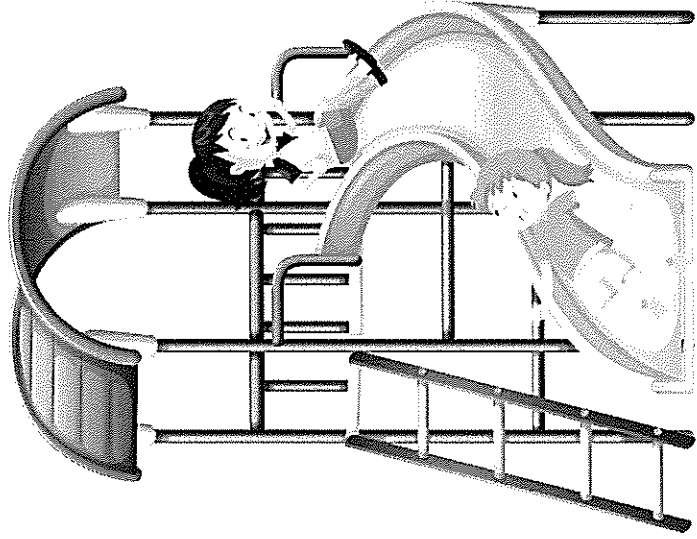
7 Circle the pictures that show people doing the right thing in a park.

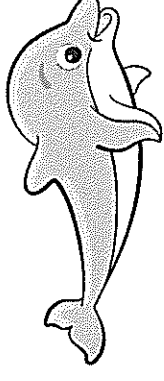




8

Make a list of things  
you can do to help  
look after a park.



**9****What is a Marine Park?**

 Use the websites to research your answer.

Draw a diagram to explain a Marine Park.



**10**

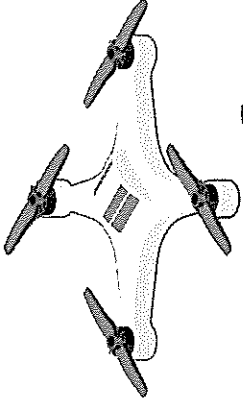
Should people be allowed to fly drones in parks?

Write your ideas in the PMI chart.

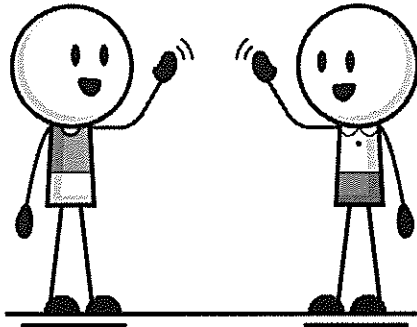
**P**

**M**

**I**



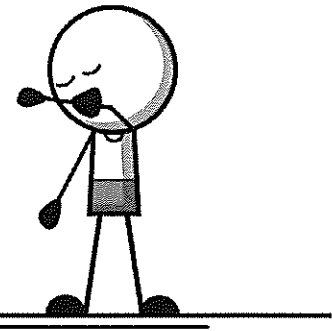
Plus (good things)	Minus (bad things)	Interesting things
<p>It would be fun.</p>	<p>It might land on someone's BBQ.</p>	<p>I could see what's in the trees.</p>



## Stay Connected!

It's important to stay connected socially, even though we're separated physically. Try the ideas below:

- Skype/Zoom someone while eating lunch
- Video call a friend to teach them a new skill, e.g. a recipe or a TikTok dance
- Use the Netflix party function to watch a favourite movie with friends
- Play a boardgame with family at home



## Cover Your Cough!

Dabbing might be so 2016... but in 2020 covering your coughs with your elbow is totally lit.



## Three Good Things That Happened This Week:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

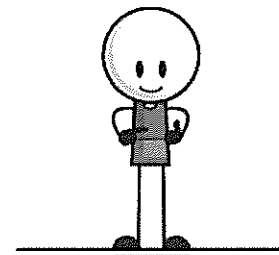
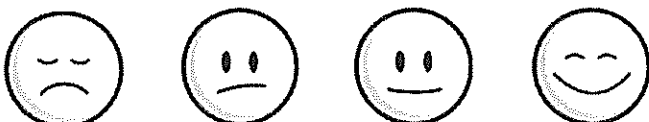
## Sleep Tracker

How many hours of sleep did you get?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Sun Mon Tue Wed Thu Fri Sat

## Reflection: My Week



## Thumb Challenge

Energy: Low  
Equipment: None  
Duration: 1 minute

Students stand and watch the teacher demonstrate the dexterous thumb-pointing challenge.

Students then attempt the challenge, having multiple turns and trying to improve their speed and coordination.

To perform the thumb pointing challenge – with one hand, simply clench your fist and give a 'thumbs up' sign. With your other hand, keep your thumb tucked in and point your pointer finger directly at the raised thumb.

On 'switch', simply reverse positions, with the opposite hand now pointing at the opposite raised thumb. Simply alternate between these two positions and you are doing the thumb challenge!



# Thursday 5th 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

MA1-7NA represents and models halves, quarters and eighths

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 Are, aren't, after or asked to finish the sentences.  
Cross out each word as you use it. Colour all the **ar a** words.

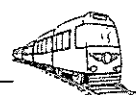
There \_\_\_\_\_ any slow cars in this race.

We \_\_\_\_\_ if we could drive across the grass.

\_\_\_\_\_ we going to the party \_\_\_\_\_ the race?

- 7 Read the words in the boxes. Write the best word for each picture.

fast  
faster  
fastest



large  
larger  
largest



- 8 Finish the words by writing the letter or letters for **ar a**.  
Use ar, a or are. Write one of these words for each picture.

f\_\_\_\_ \_sk p\_ss l\_st \_sked

f\_\_\_\_m \_\_\_\_n't m\_\_\_\_k gl\_ss f\_ther



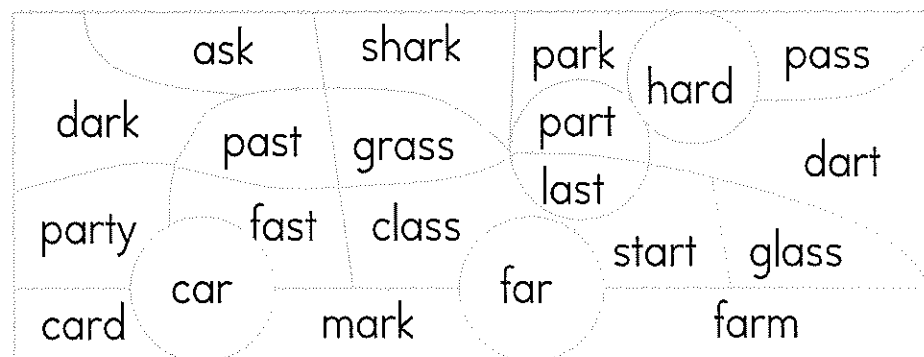
- 9 Count the number of sounds in the words.

Colour –

2 sound parts **black**

3 sound parts **blue**

4 sound parts **red**.

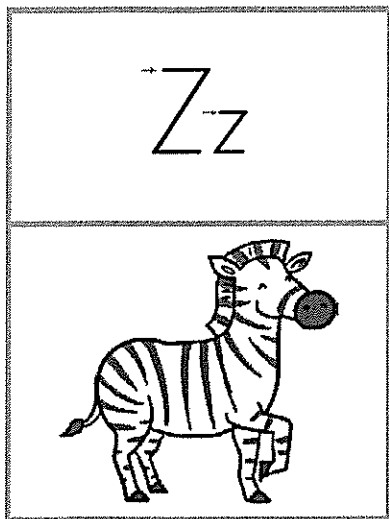


Notes to remember:

- 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: z for zebra.

Now copy the letters and words into your handwriting book.



Z Z Z

Z Z Z

Z z Z z Z z

zero

zip

fizzy

A A A A A A A A A A

a a a a a a a a a a

The ant was carrying a crumb.



# 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

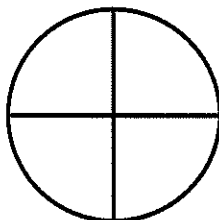
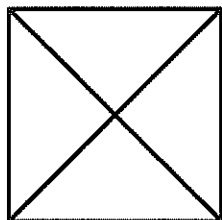
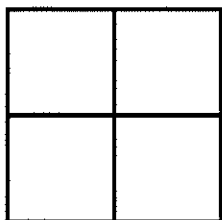
Make it in money

10

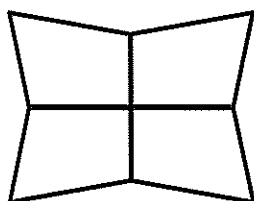
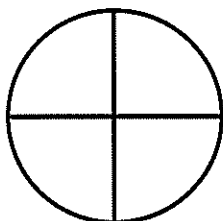
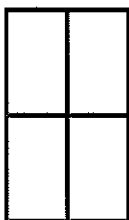
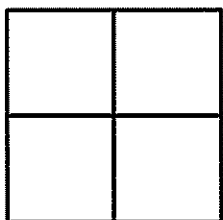
# One Quarter

One quarter can be written  $\frac{1}{4}$  or  $\frac{2}{8}$  or  $\frac{3}{12}$

One quarter of each of these figures is shaded:



Colour one quarter of each of these shapes:

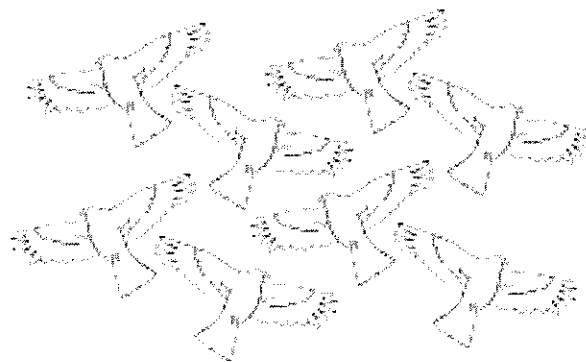


Colour one quarter of each of these groups of animals:

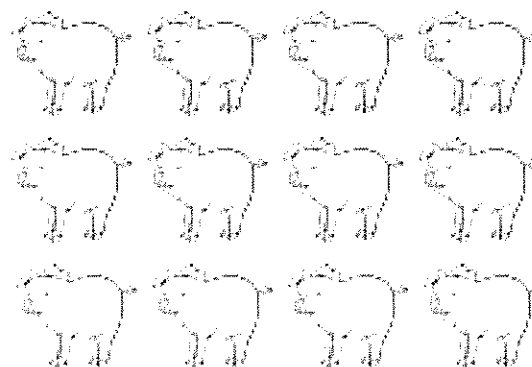
a.



b.



c.



What number is a quarter of 4? \_\_\_\_\_

What number is a quarter of 8? \_\_\_\_\_

What number is a quarter of 12? \_\_\_\_\_

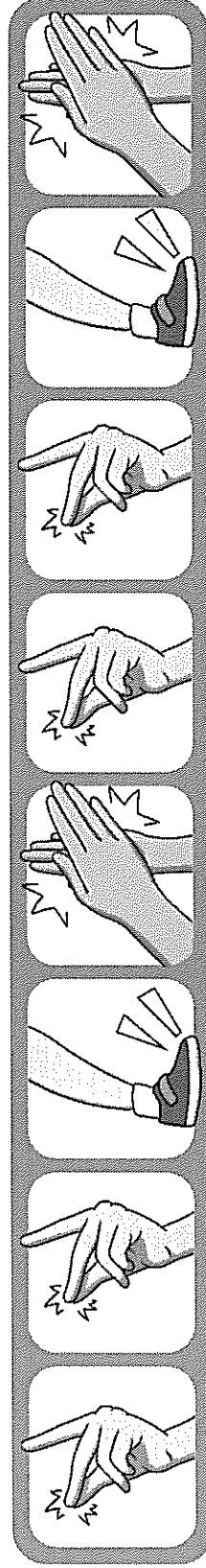
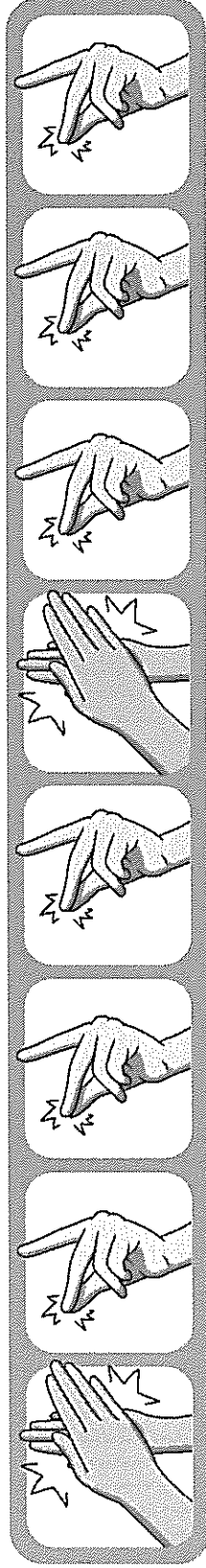
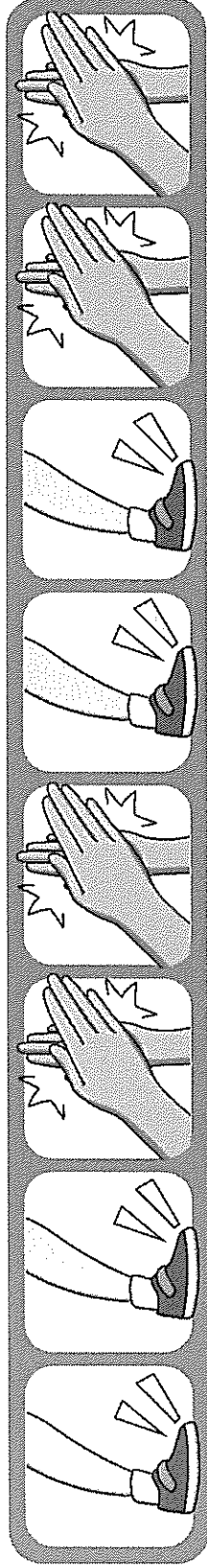
What number is a quarter of 16? \_\_\_\_\_

What number is a quarter of 20? \_\_\_\_\_

What number is a quarter of 40? \_\_\_\_\_

# Play a Body Percussion Song

Use the pictures to help you play a body percussion song.  
Stamp your feet, clap your hands, click your fingers.



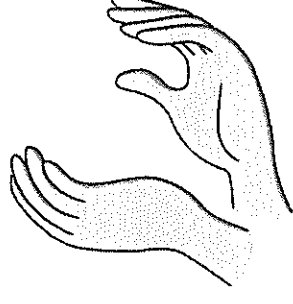
# Loud and Soft

Can you play your body percussion loud and soft?

Try clapping very quietly and then get louder and louder!

Try stamping very loudly then get quieter and quieter.

You might also like to try playing fast and slow.







## Mindful Safari

Everyone spends a lot of time indoors during the day. This activity allows children to get outside and move and refresh the mind.

**Tip:** if you are able to go outside into a garden or onto a veranda and you're in the sun, wear a hat and sunscreen while exploring outside! Young children will need a parent to guide them while older children may do this independently.

Explain that you are going to go on an exciting Safari adventure to look for animals that jump, fly, crawl. To look for plants and objects that may be big or small and to listen for different sounds.

1. Slowly breathe in through your nose and count 1, 2, 3 in your head.
2. Hold the breath for 1, 2, 3.
3. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
4. Now, make sure to move slowly and stay quiet and calm so you don't scare away the animals.
5. Engage your super-senses of sight, smell, hearing and touch while you walk around.
6. Focus on something such as a plant, animal or object you can see.
  - a. What does it look like?
  - b. Is it small or big?
  - c. What colour is it?
  - d. Does it smell? What does it smell like?
  - e. Can you safely touch it? What does it feel like?
  - f. Does it move? How does it move?
  - g. Have you seen this before?
7. Write or draw all the things you find! Show someone else in your classroom or home of all of the things that you have discovered – you could even write a story about it to read to them later.

### Alternative Step 6: Rainbow Walk

Instead of focusing on an object, plant or animal, take a walk, and look for something red, orange, yellow, green, blue, and purple. Keep going through the colours, in order, until the end of your walk.



# Friday 6th 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

MA1-7NA represents and models halves, quarters and eighths

Sport:

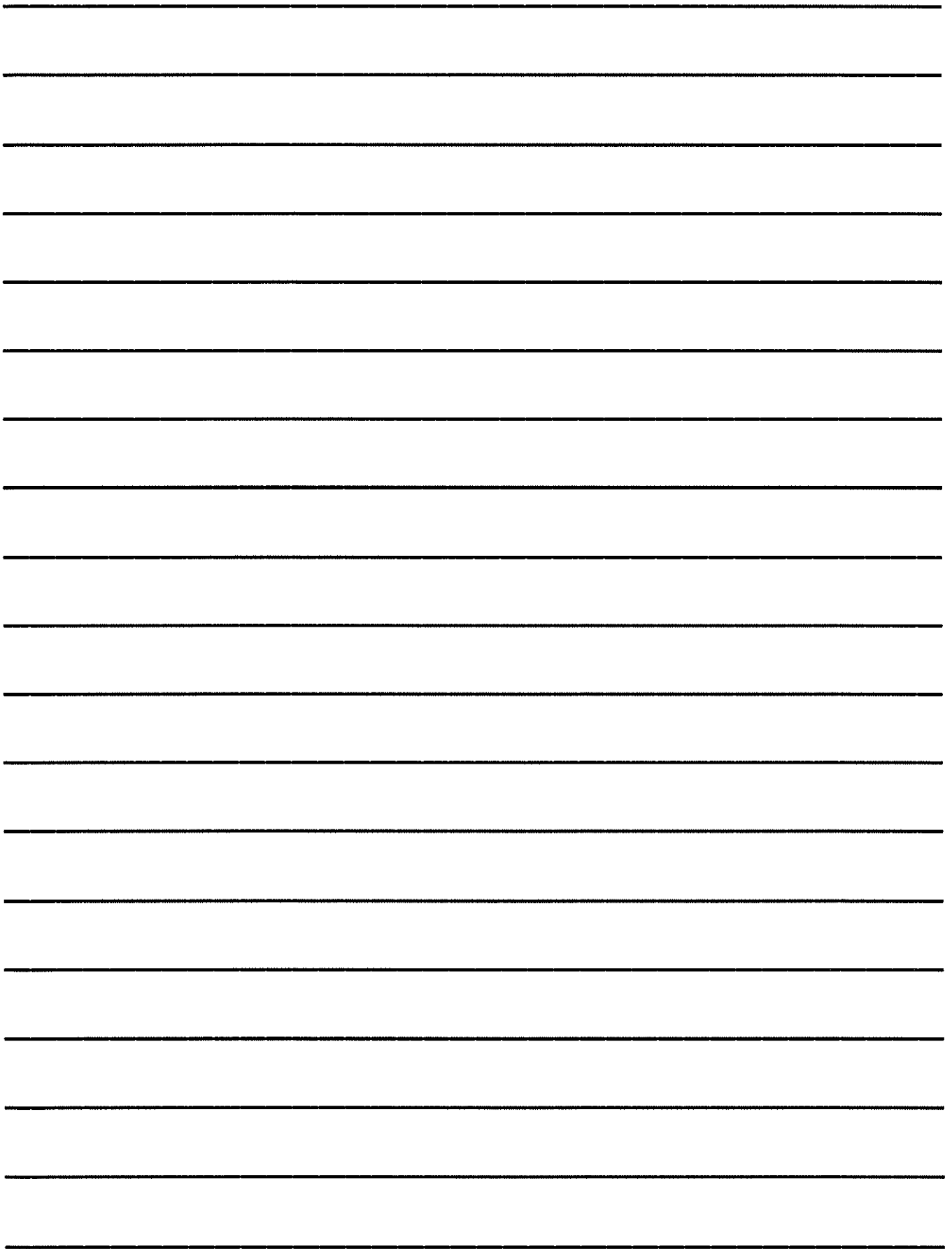
PD1-4 performs movement skills in a variety of sequences and situations

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



B B B B B B B B B B

b b b b b b b b b b

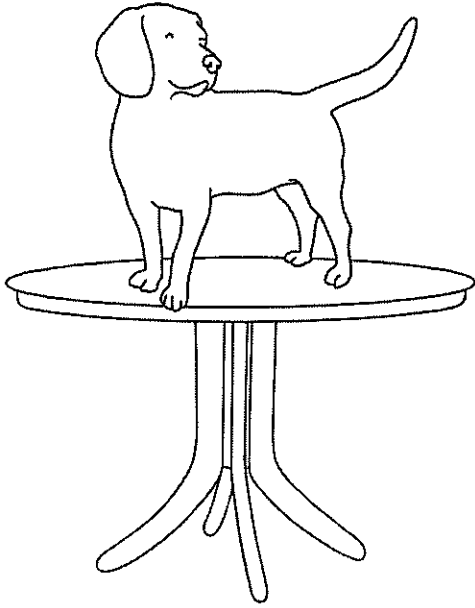
The boy was playing basketball.

C C C C C C C C C C

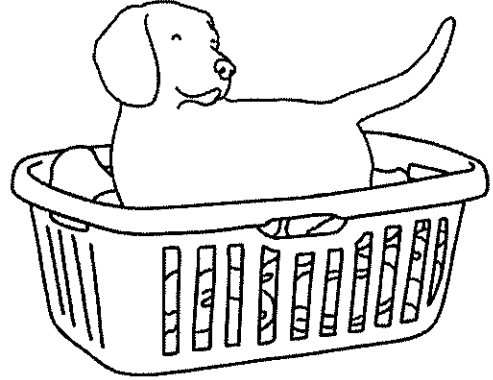
C C C C C C C C C C

The crab was crawling across the beach.

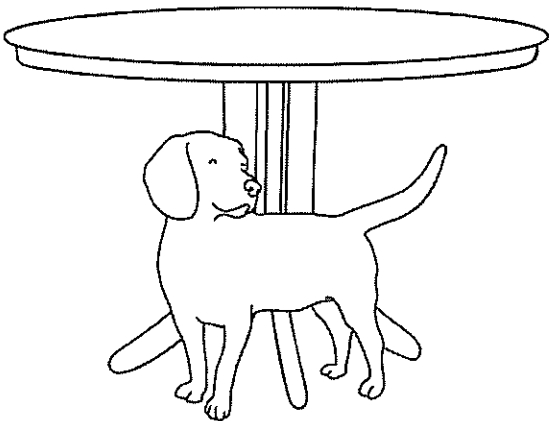
# Where is Max?



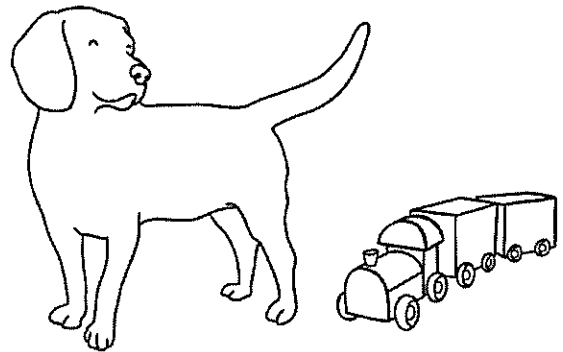
Max is standing \_\_\_\_\_  
the table.



Max is \_\_\_\_\_ the laundry  
basket.

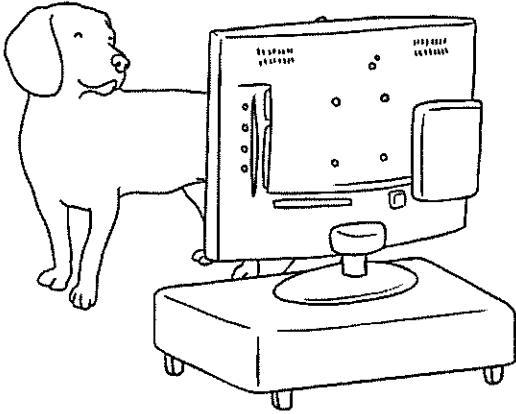


Max is \_\_\_\_\_ the table.

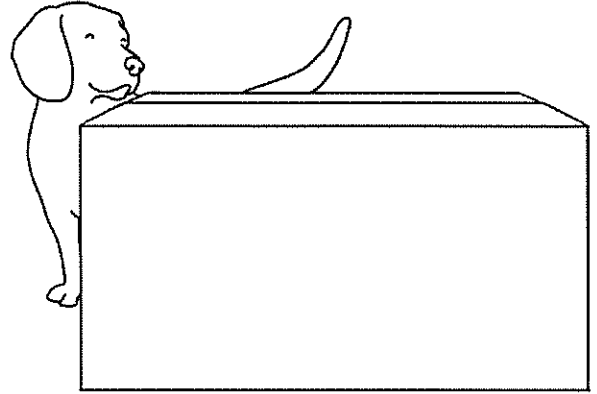


Max is \_\_\_\_\_ the toy train.

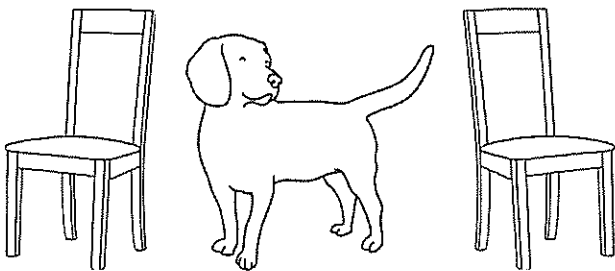
# Where is Max?



Max is \_\_\_\_\_ the television.



Max is \_\_\_\_\_ the box.

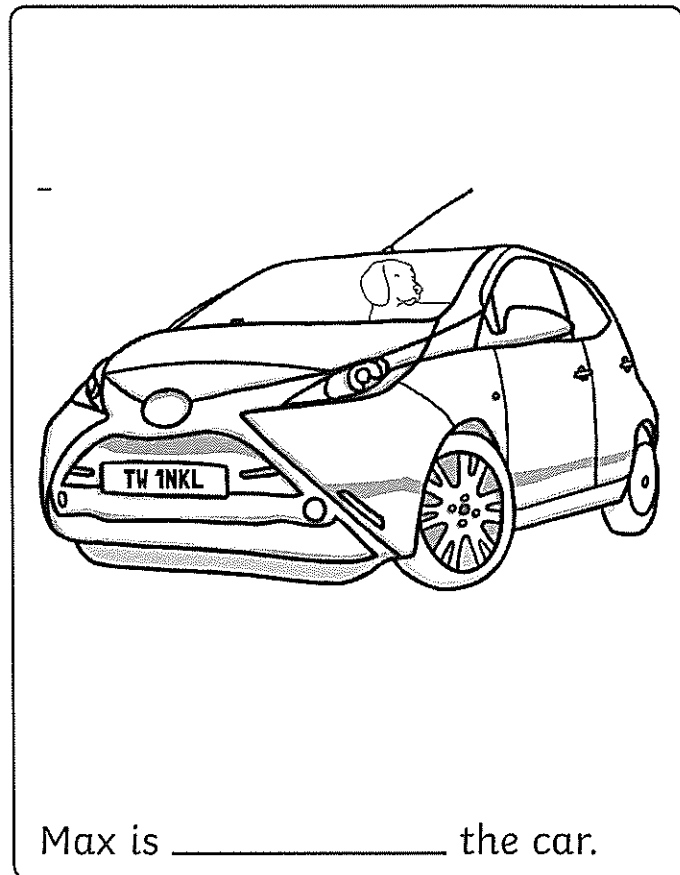
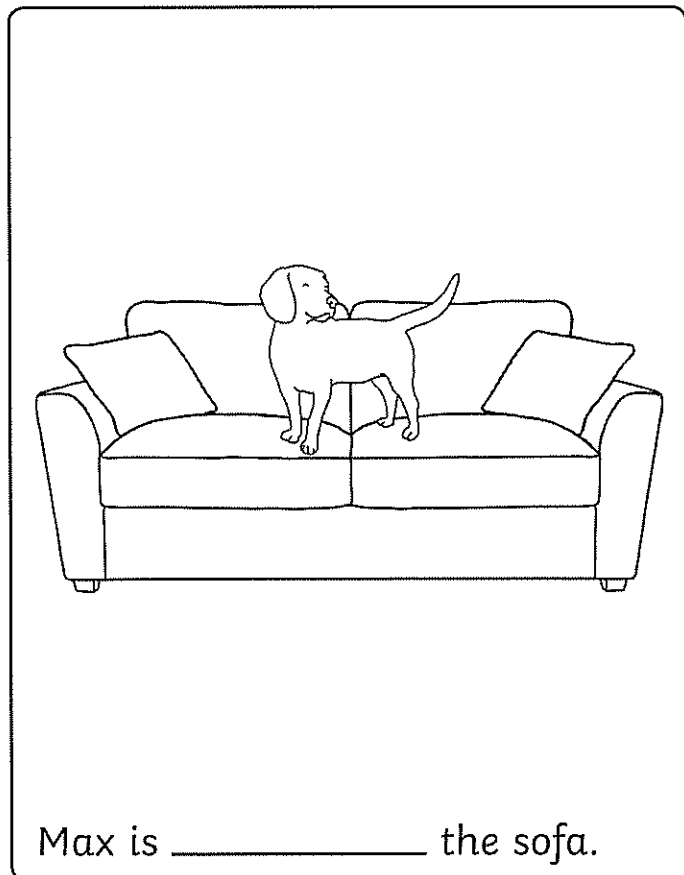
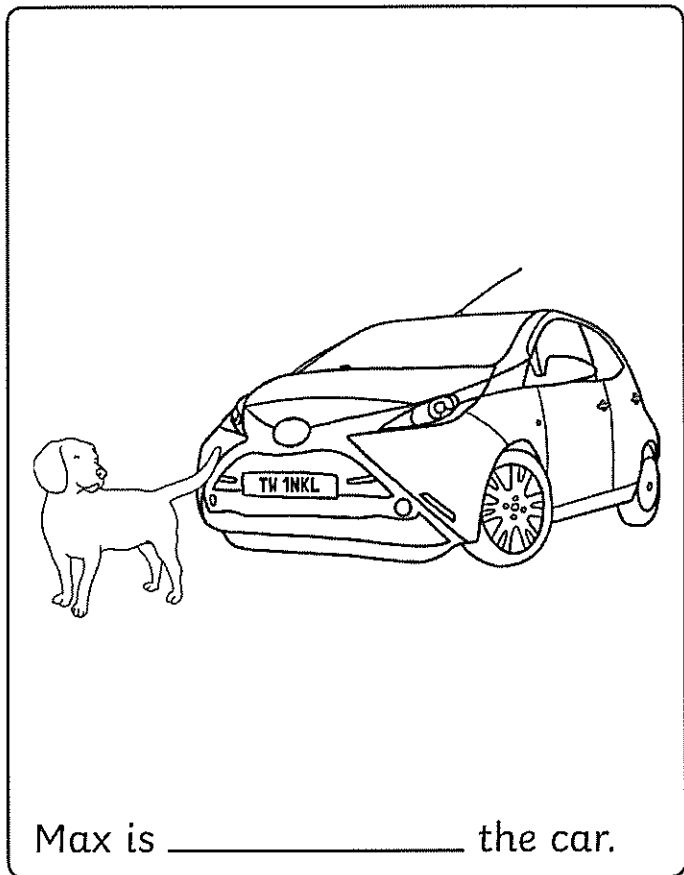


Max is \_\_\_\_\_ two chairs.



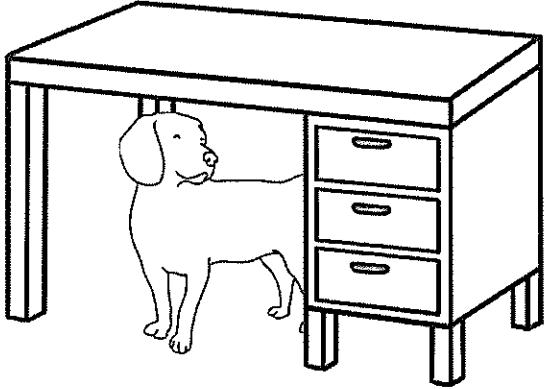
Max is \_\_\_\_\_ the beach bag.

# Where is Max?

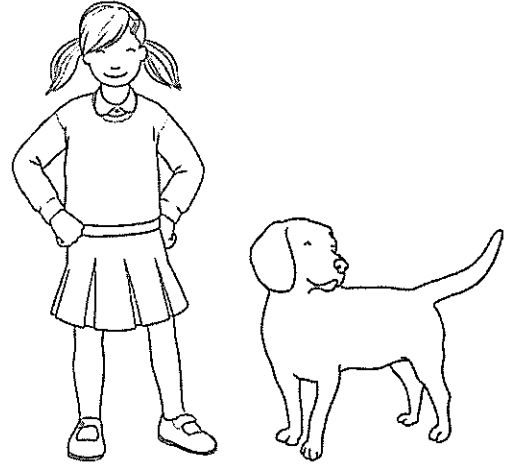




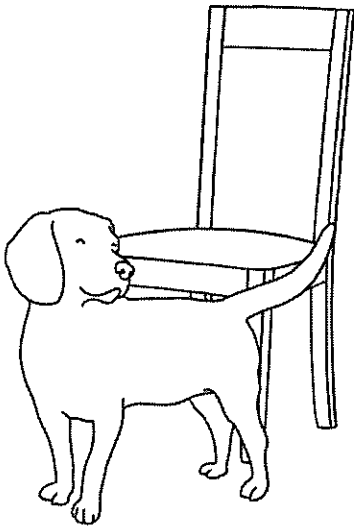
# Where is Max?



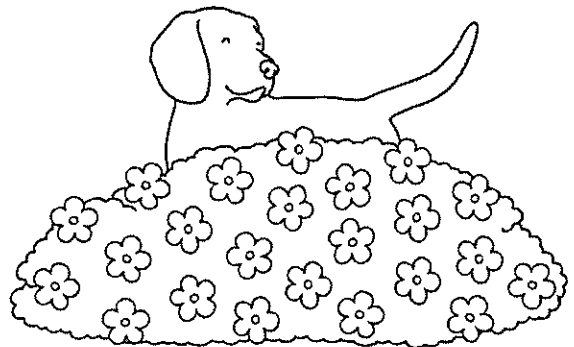
Max is \_\_\_\_\_ the desk.



Max is \_\_\_\_\_ the girl.



Max is \_\_\_\_\_ the chair.



Max is \_\_\_\_\_ the flowers.

# 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

What is the number after?

6

10 more is...

7

4 What is the place value?

4

hundreds	tens	units

10 less is...

8

100 more is...

9

5 What is the number before?

5

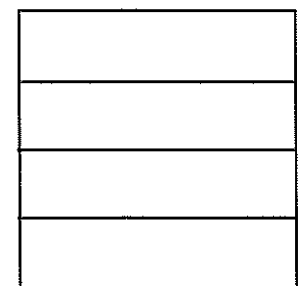
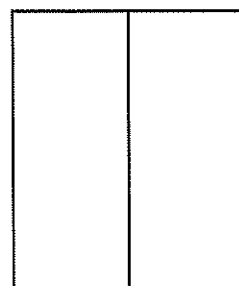
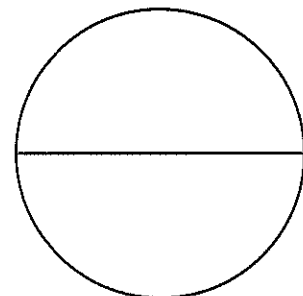
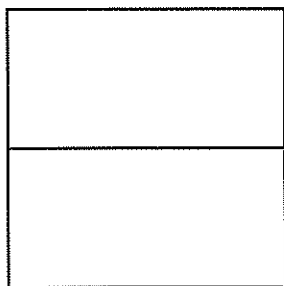
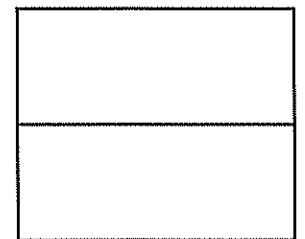
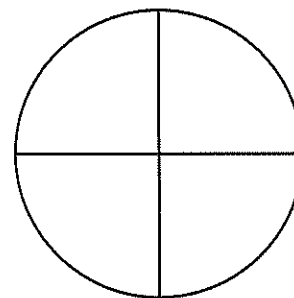
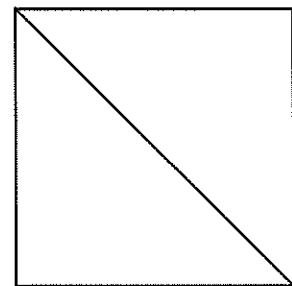
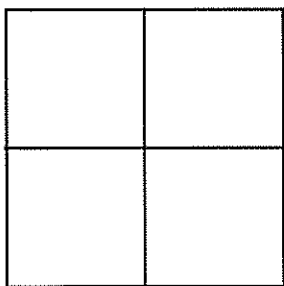
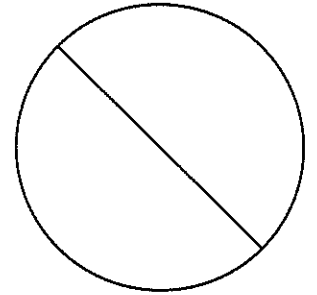
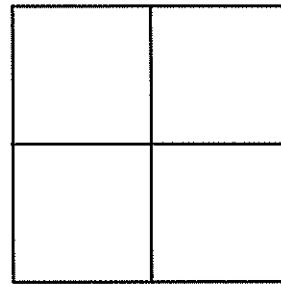
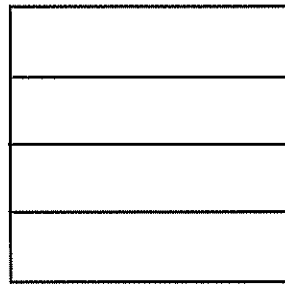
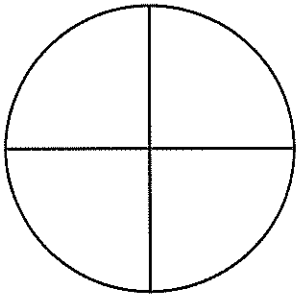
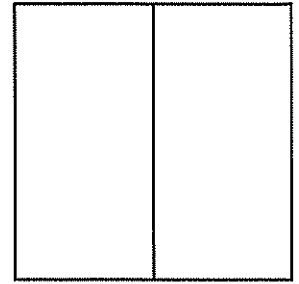
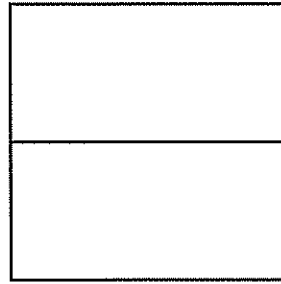
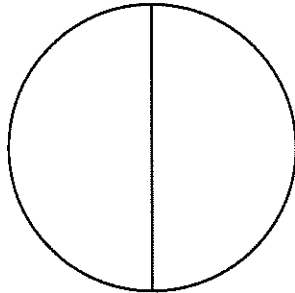
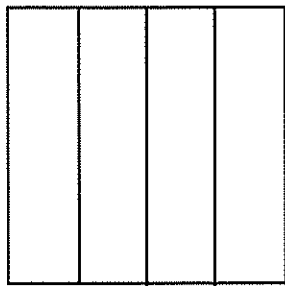
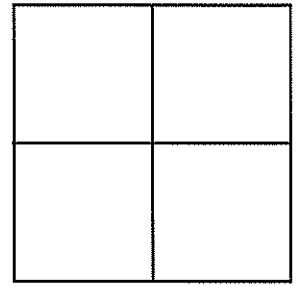
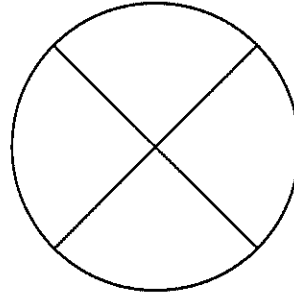
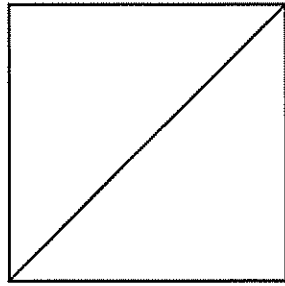
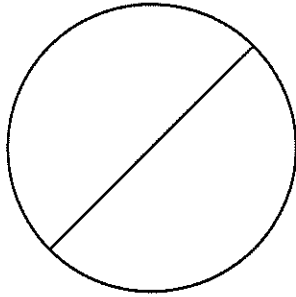
Make it in money

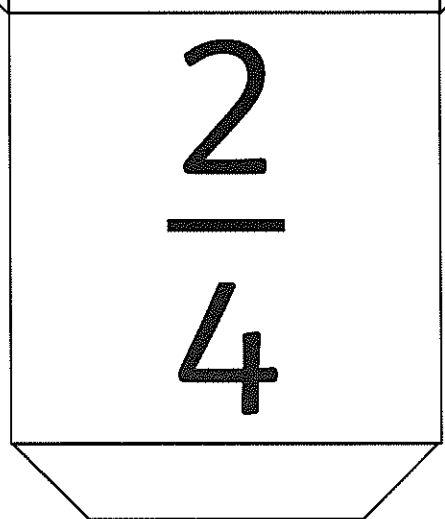
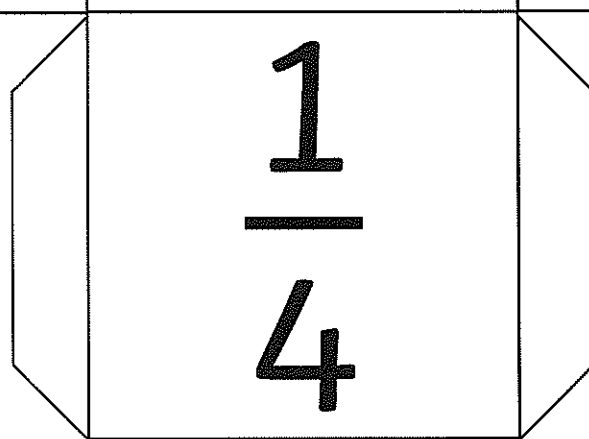
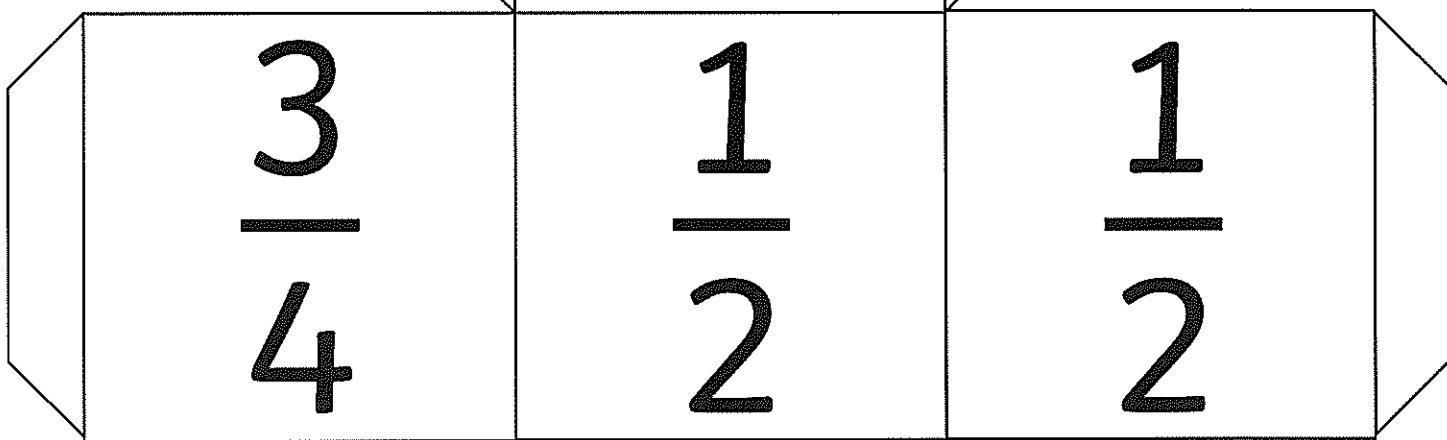
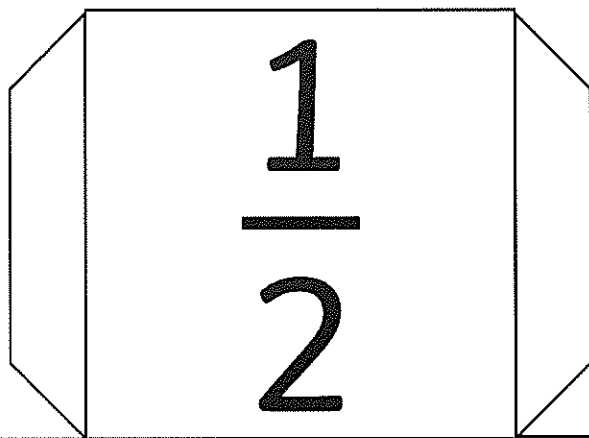
10

# Roll a Fraction

Roll the dice and colour the fraction.

If playing with 2 players, the first person to get 5 in a row wins!

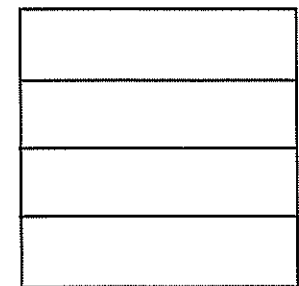
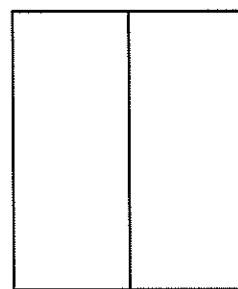
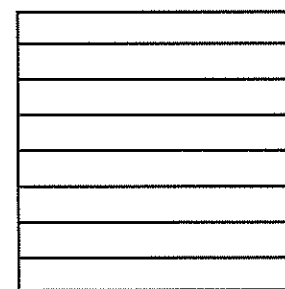
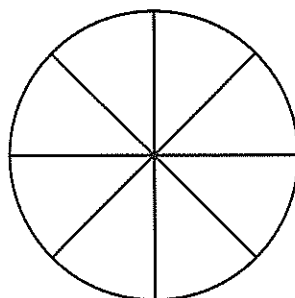
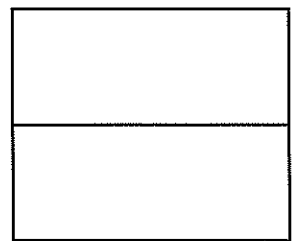
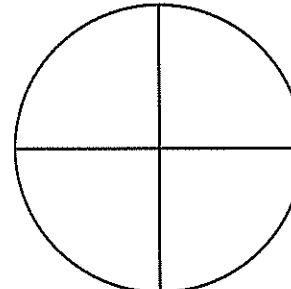
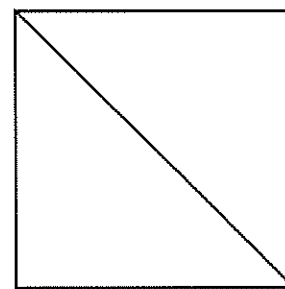
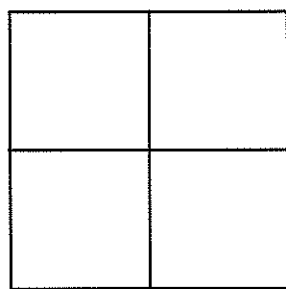
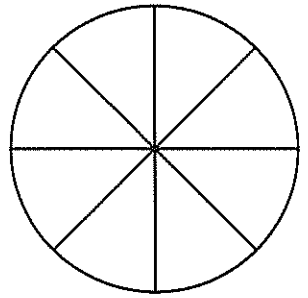
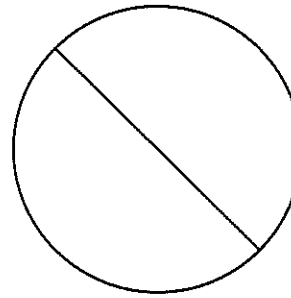
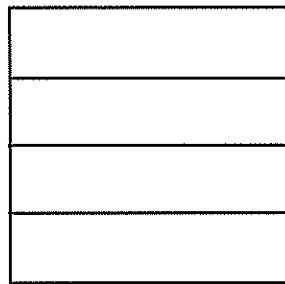
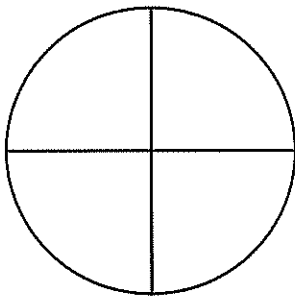
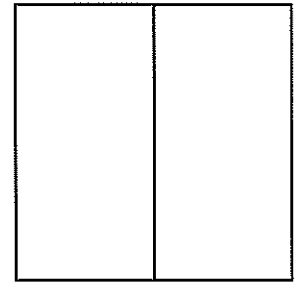
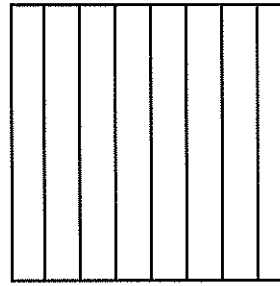
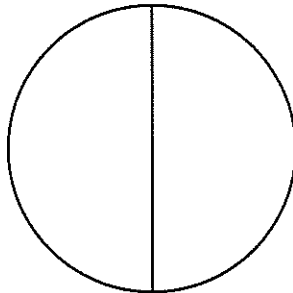
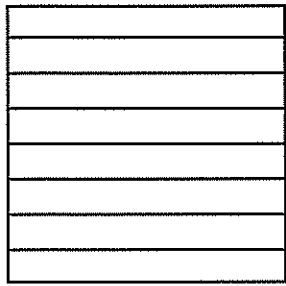
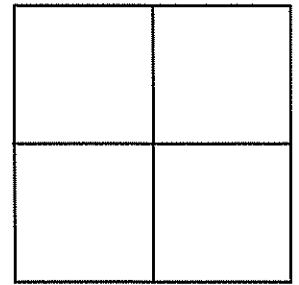
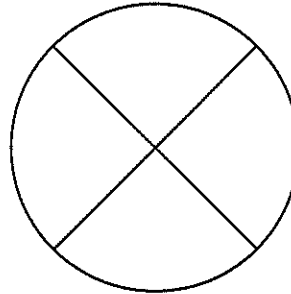
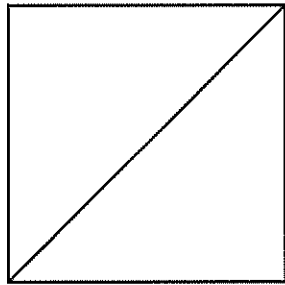
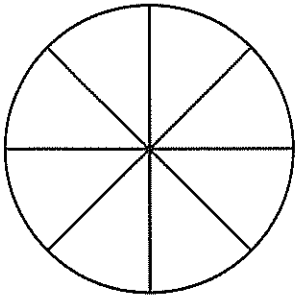


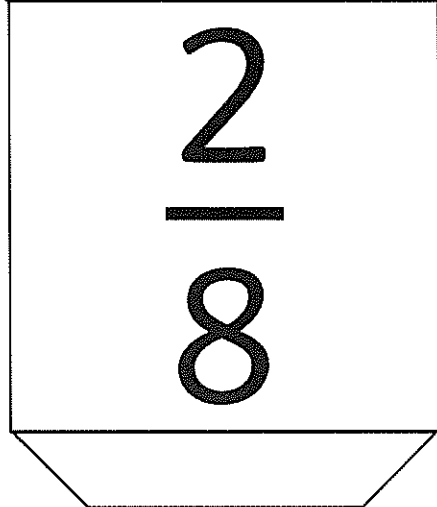
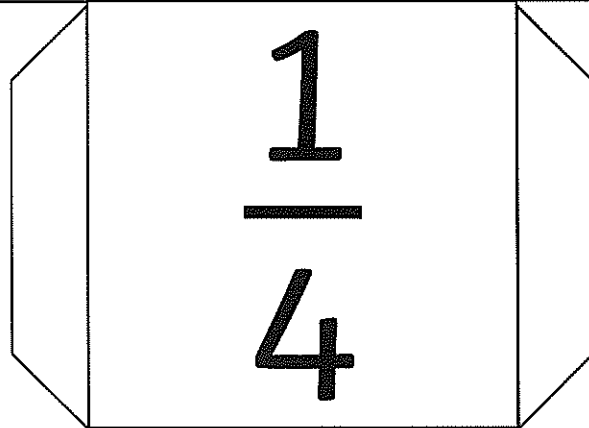
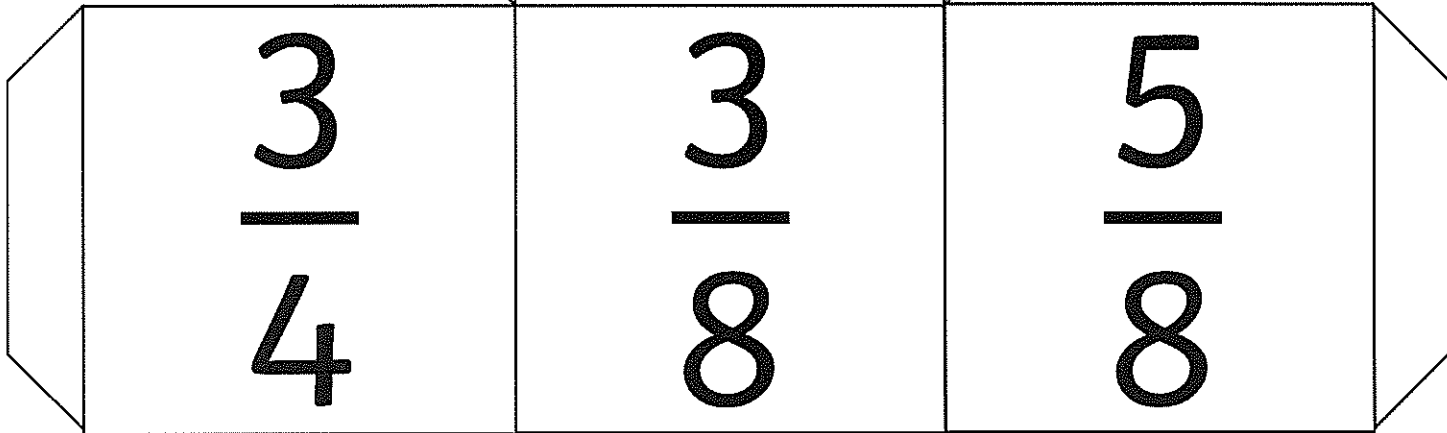
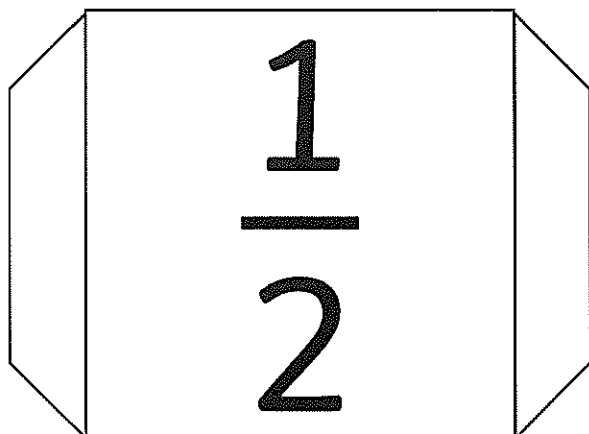


# Roll a Fraction

Roll the dice and colour the fraction.

If playing with 2 players, the first person to get 5 in a row wins!



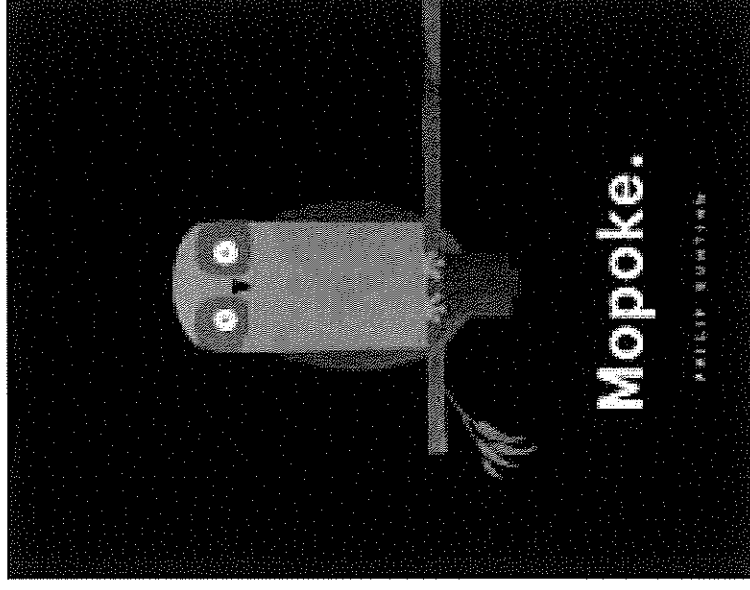


# Mopoke

By Phillip Bunting

What could you help  
Mopoke?

Could you design  
and build his own  
nesting box?



Picture Book STEM

