

# Year 2 Learning

## Week 8



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

# Home Learning Week 8 – Year 2

<b>Monday 30/8</b>	<b>Tuesday 31/8</b>	<b>Wednesday 1/9</b>	<b>Thursday 2/9</b>	<b>Friday 3/9</b>
Spelling – Unit 25 'or, ore, a, aw, au' Write as many words as you can on the horse.	Spelling – Unit 25 'or, ore, a, aw, au' Write your list of words	Spelling – Unit 25 'or, ore, a, aw, au' Complete the first page of worksheet	Spelling – Unit 25 'or, ore, a, aw, au' Complete the second page of worksheet	Spelling – Unit 25 'or, ore, a, aw, au' Write two sentences with your spelling words
Grammar - word search	Grammar - A-Maze-ing Nouns	Grammar - Name these nouns	Grammar - Build the sentence	Grammar - Which makes sense
Reading – Decoable text (Ron in the tub)	Reading – Login in to Wushua	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (The wet track)
Writing – Weekend Recount	Writing – Banana writing	Writing – Home Poem	Writing - Adjective Poem	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 Time	Numeracy activities Time	Numeracy activities Time	Numeracy activities Time	Numeracy activities Time

# Home Learning Week 8 – Year 2

Life skills Help around the house. Clean your room.	Life skills Help around the house. Fold the laundry.	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	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Warm and cool colours	STEM Complete the Hungry Caterpillar activity
PBL and Wellbeing Calm-a-llama	PBL and Wellbeing ZONES	PBL and Wellbeing ZONES	PBL and Wellbeing ZONES	PBL and Wellbeing ZONES

## Online links.

<https://storylineonline.net/>

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

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

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

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



# Monday 30th 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

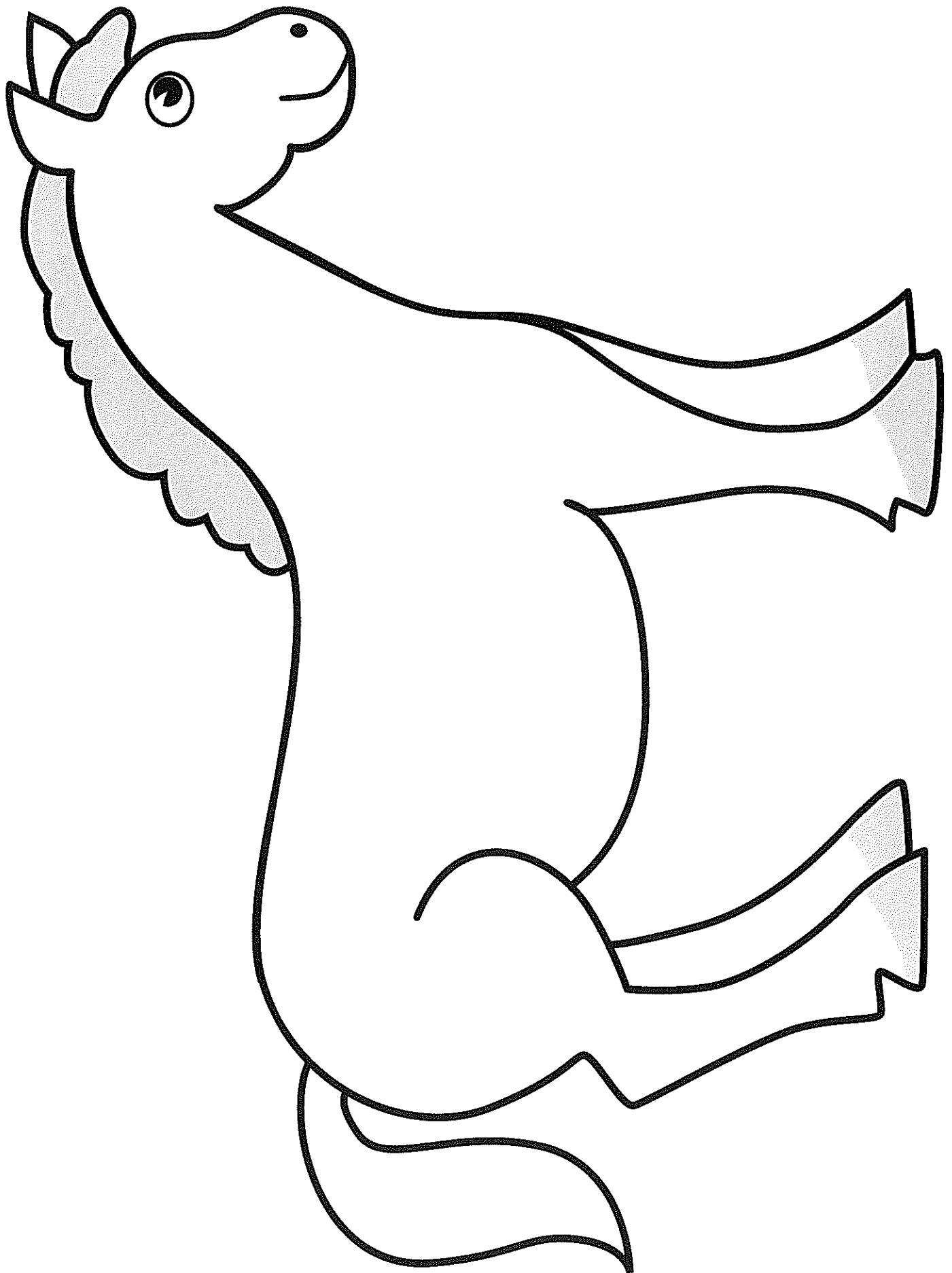
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

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

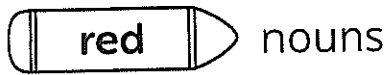


Name: \_\_\_\_\_

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.



nouns



verbs

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

walking

skipping

running

leaping

hat

shoes

shorts

socks

hopping

shirt

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

## Ron in the Tub

Tricky words:

the is he has likes to

Ron is in the tub. He has a cloth.

It is soft. Ron likes  
to splash in the  
bath. The mat  
is wet!



Ron is in the:

- tub
- tap
- tin

Write a word  
that rhymes  
with **tub**.

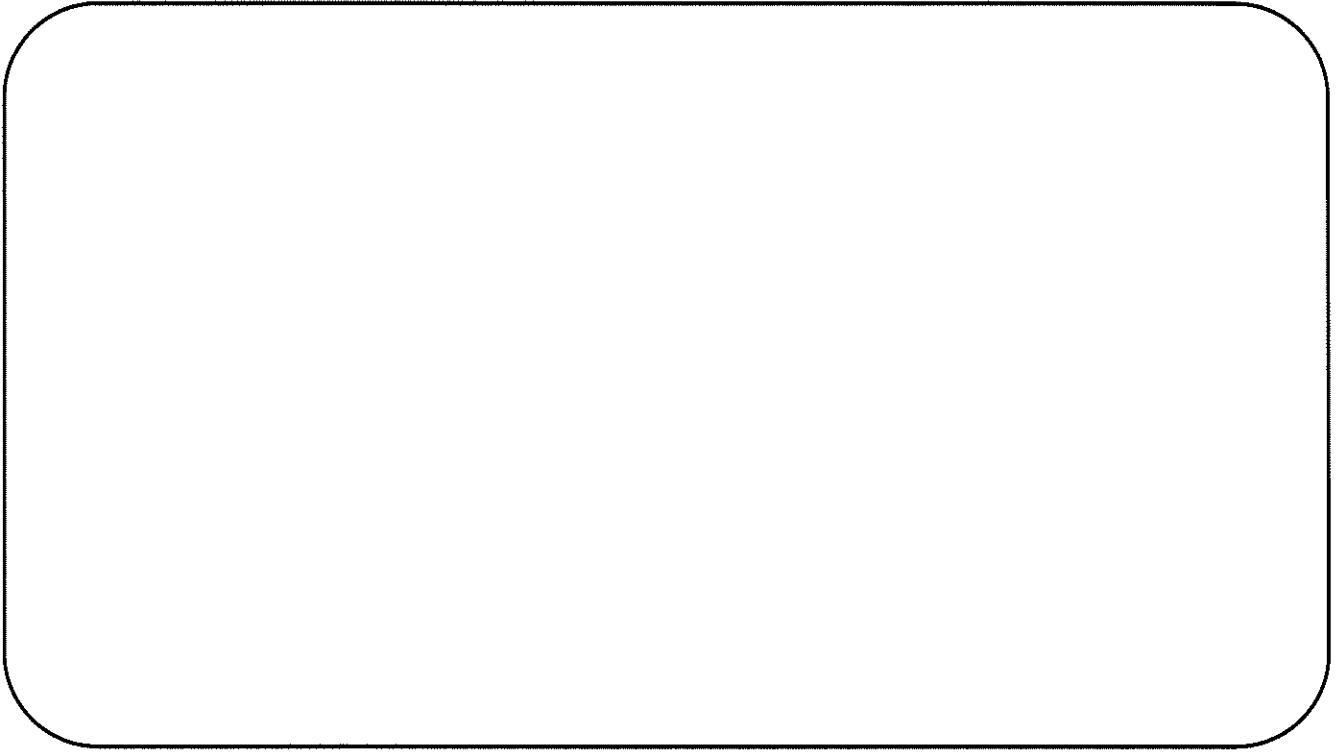
Self-reflection:





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

# Weekend Recount



On the weekend \_\_\_\_\_

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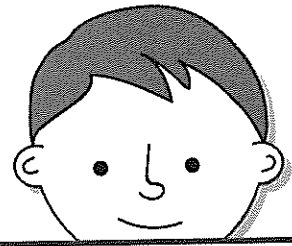
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Number of the Day



Word Form:

Numeral Form:

ODD

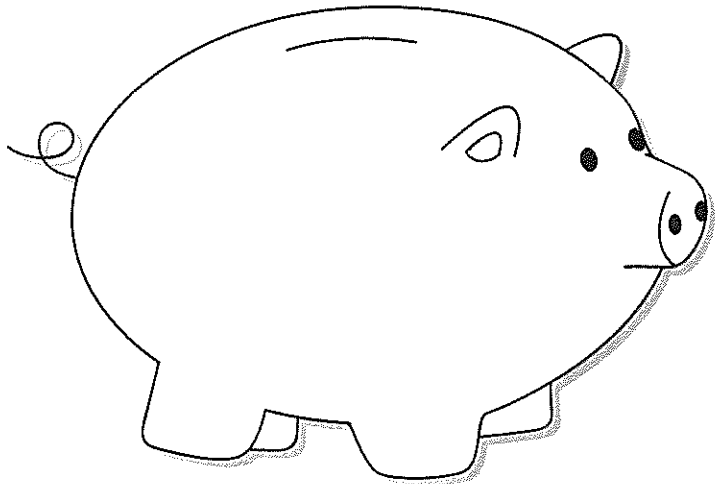
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



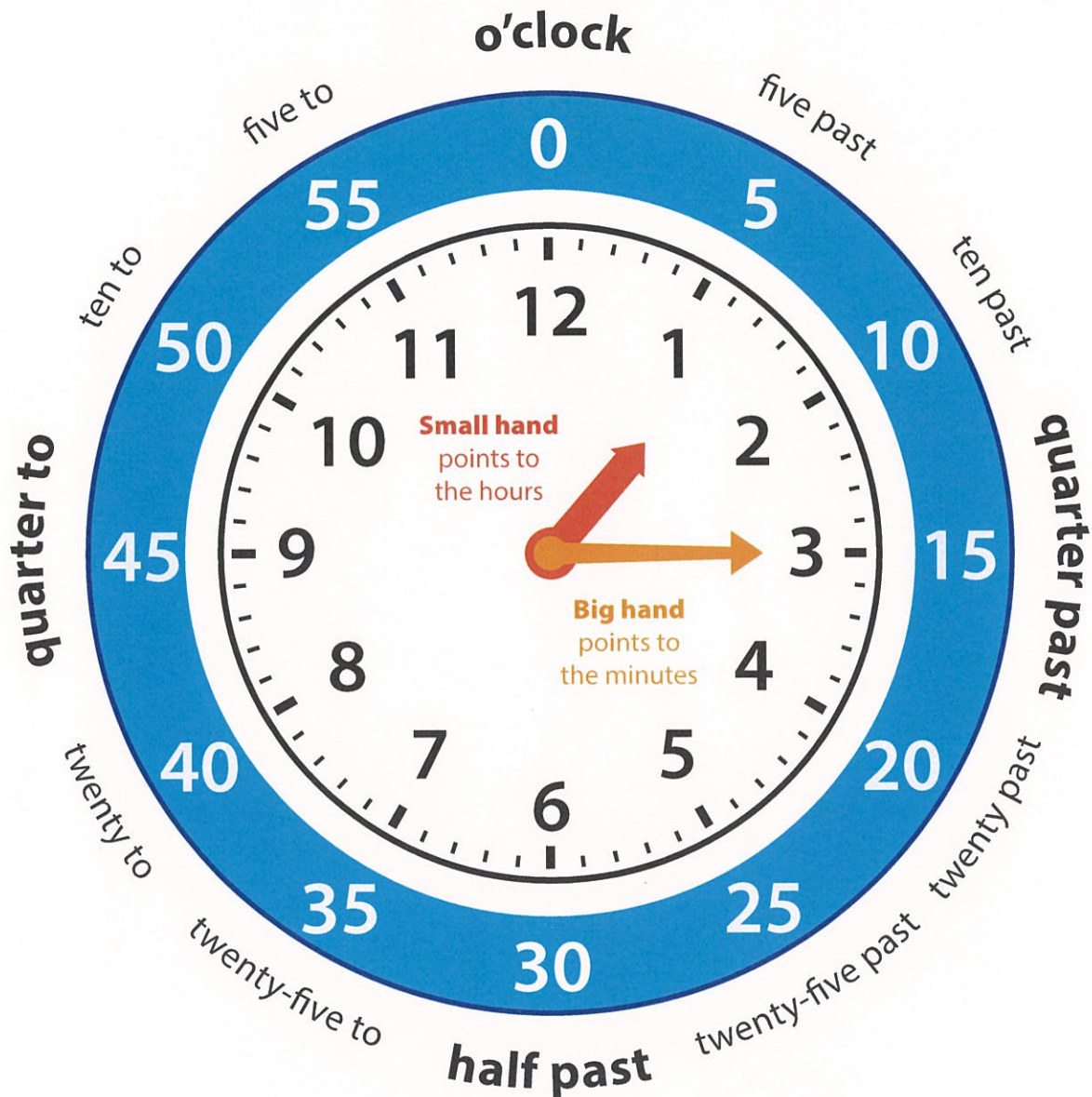
Greater than:



Less than:



# Telling The Time



**60 seconds = 1 minute**

**60 minutes = 1 hour**

**24 hours = 1 day**



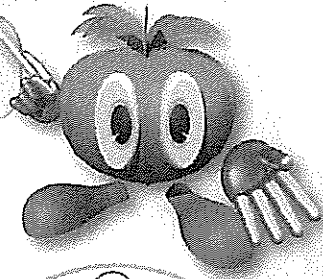
**Ante Meridiem**  
Latin for "before midday"

**Post Meridiem**  
Latin for "after midday"

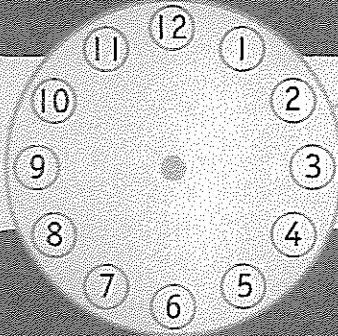
# Time

Telling time

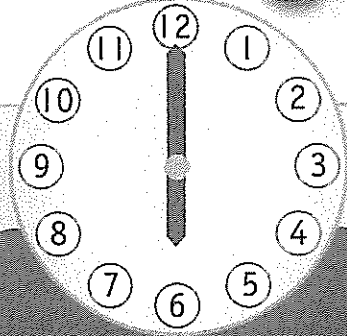
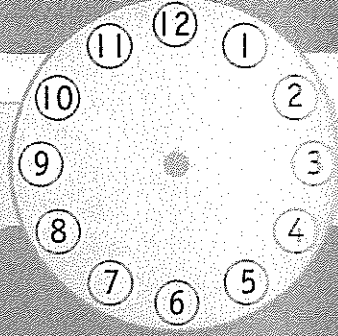
Draw and write each time.



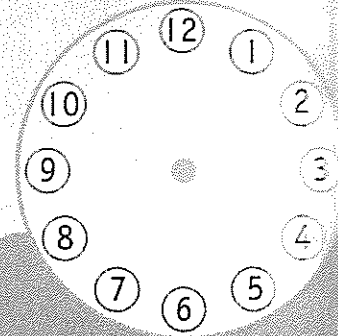
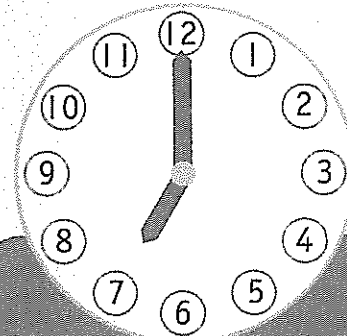
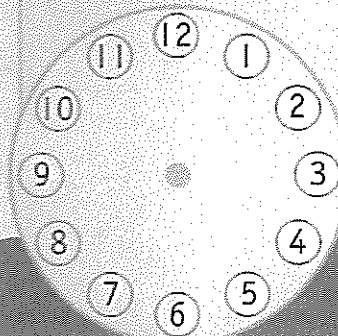
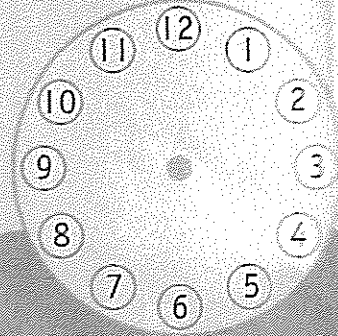
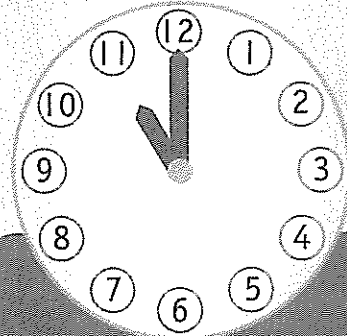
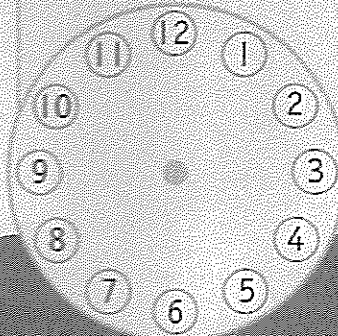
1 hour before



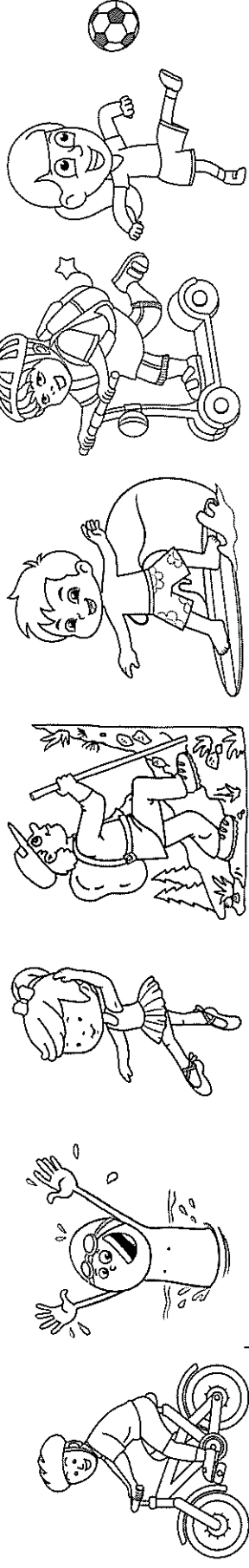
1 hour after



6 o'clock



## PDHPE - Staying Safe - Week 8



It is really important to be safe and ready when we exercise. What exercise do you do that you really like?

Your job over the next 3 weeks is to PLAN, MAKE and SHARE a poster to teach someone about how to be safe and ready for whatever exercise you choose.

STEP 1: Choose the exercise.

STEP 2: Fill in the Mind Map boxes:

- How to get ready
- Things to keep us safe
- Things to keep us happy (Like not giving up, looking at nature or saying nice things to our team mates)
- Who can help if you need help?
- Why do I need to be safe?

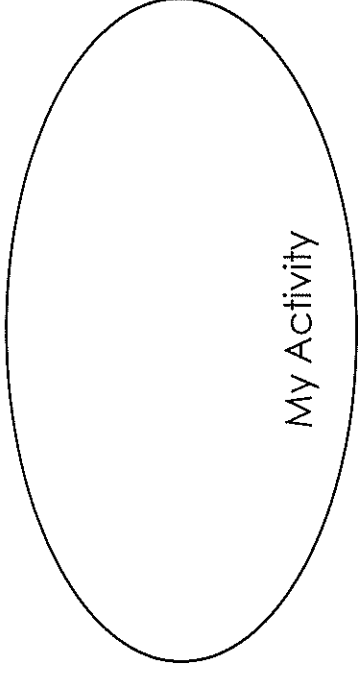
Next week you will make a POSTER with your ideas.



How To Get Ready

Two smiley face icons, one on the left and one on the right, flanking the text.

Things to Keep Us Happy



Things to Keep

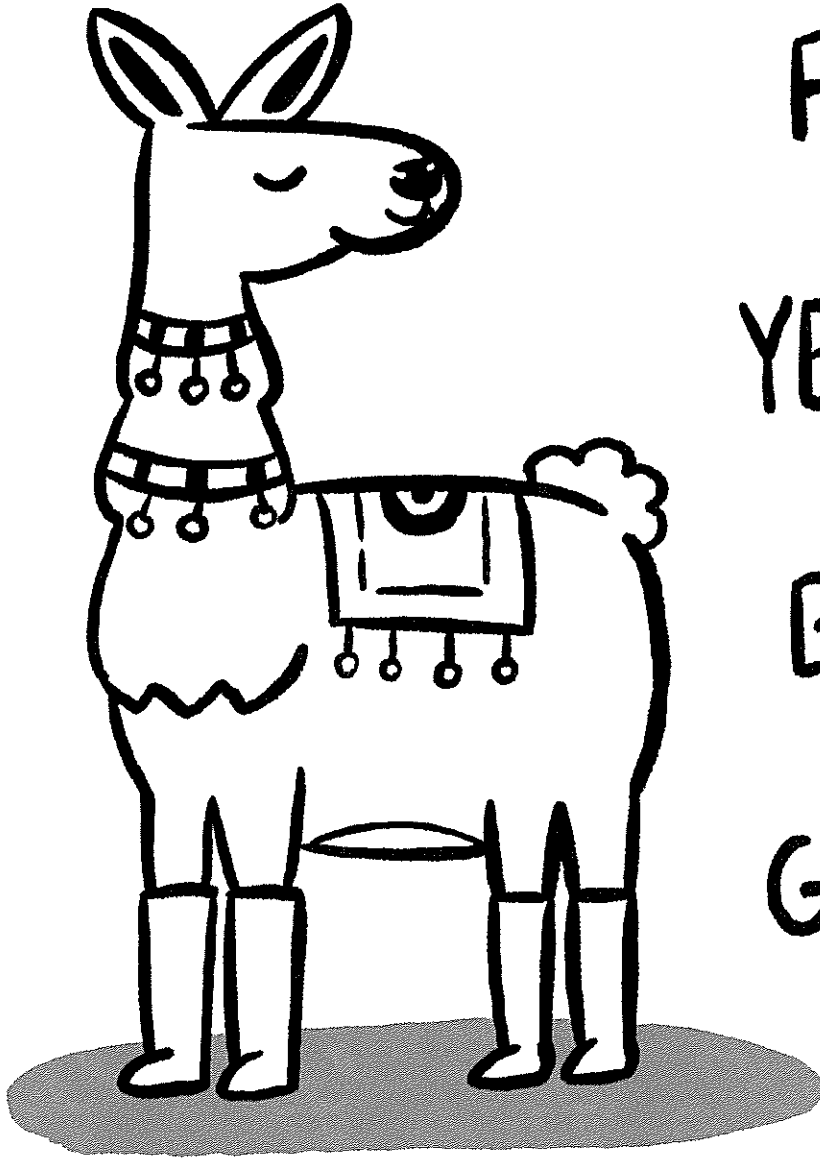


Why Do I Need To Be Safe?



Who Can He

# Calm-a-llama



RED



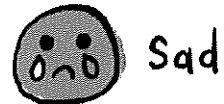
Mad

YELLOW



Worried

BLUE



Sad

GREEN



Happy





# Tuesday 31th August



## Outcomes addressed

English:

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

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MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Science:

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



for

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born

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sort

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horse

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paw

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draw

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straw

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water

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because

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caught

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

Date: \_\_\_\_\_

# A-Maze-ing Nouns

Some nouns have lost their letters in the maze.

1. Draw lines to connect the letters and spell the words.

The maze contains the following letters:

- Top row: p, c, d
- Middle row: e, a, o
- Bottom row: n, t, g

A dog is on the left and a cat is on the right. A pen is on the right side of the maze.

2. Write the words below.

\_\_\_\_\_

**How did this banana grow  
so huge?**



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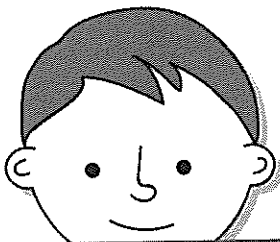
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Number of the Day



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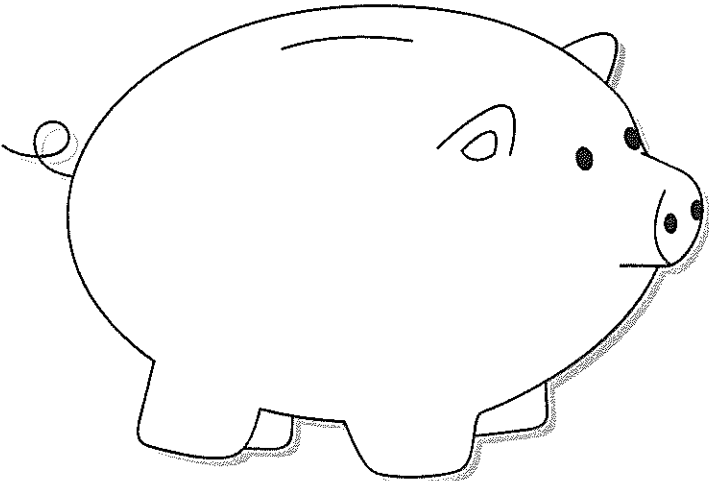
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

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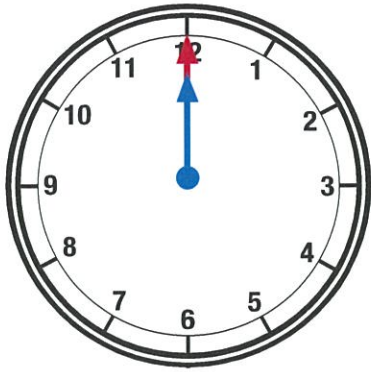
Greater than:



Less than:

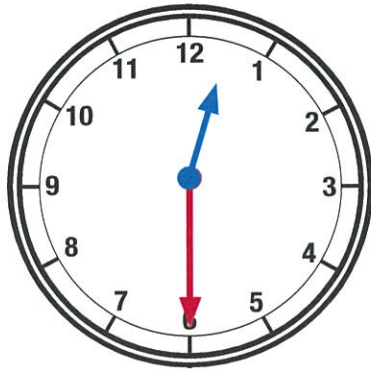






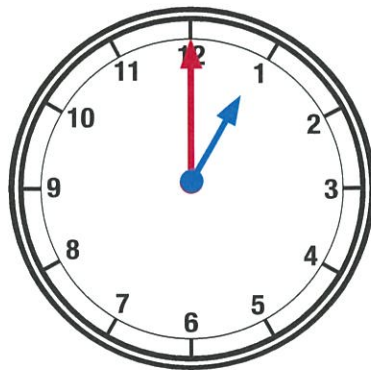
12:00

Teacher Resources



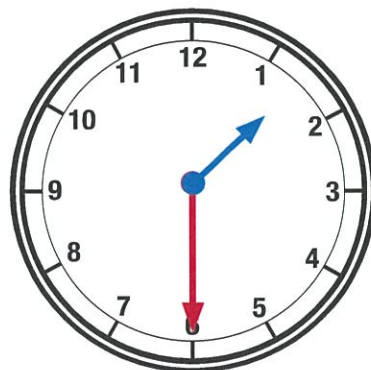
12:30

Teacher Resources



1:00

Teacher Resources

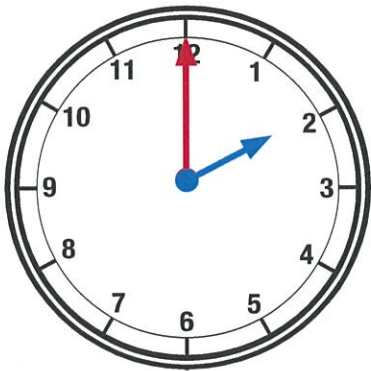


1:30

Teacher Resources

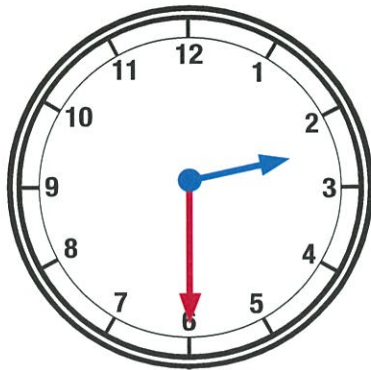






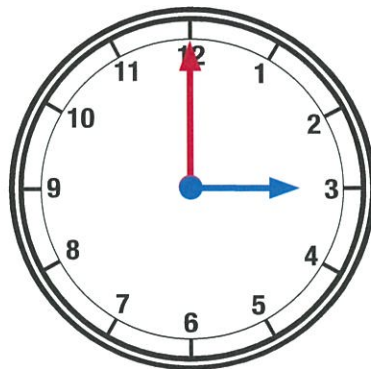
2:00

KS Teacher Resources



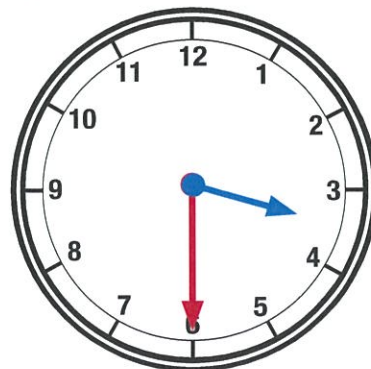
2:30

KS Teacher Resources



3:00

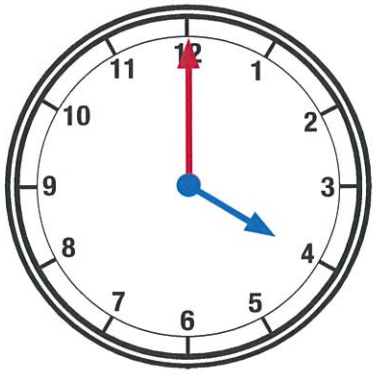
KS Teacher Resources



3:30

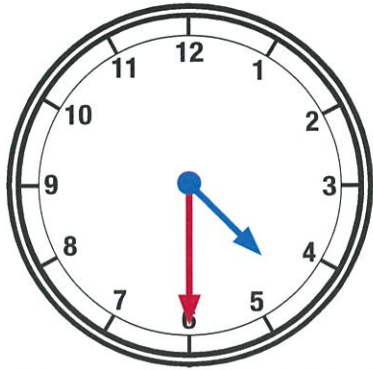
KS Teacher Resources





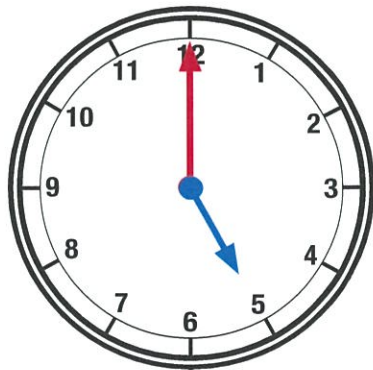
4:00

Teacher Resources



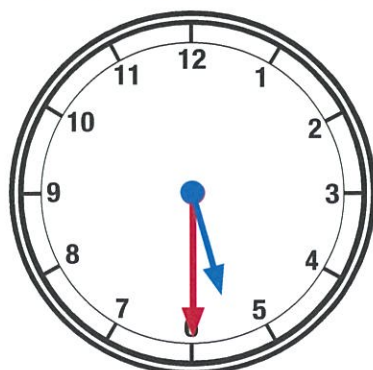
4:30

Teacher Resources



5:00

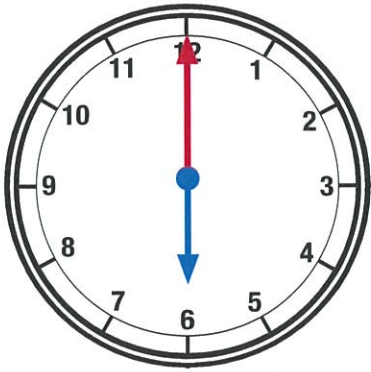
Teacher Resources



5:30

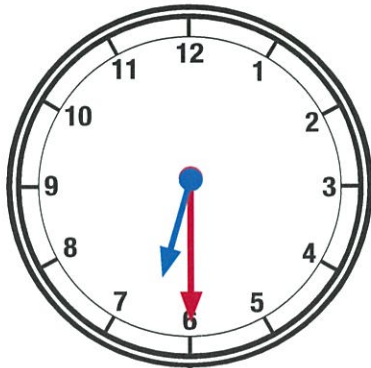
Teacher Resources





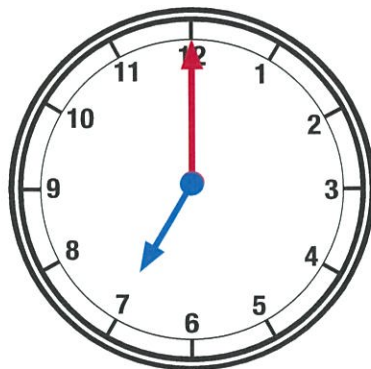
6:00

Teacher Resources



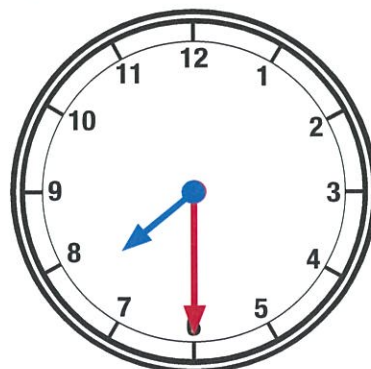
6:30

Teacher Resources



7:00

Teacher Resources



7:30

Teacher Resources




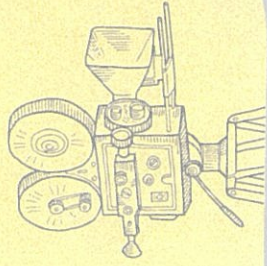
# What stories does my local area tell from the past?

Most places have events from the past that tell a story. These can be about natural, sporting or cultural events or even interesting discoveries.



- 1 Look at the images and talk with your class about what type of events they are. (Natural, sporting, cultural, discoveries – or more than one!)

- 2**  Watch the video and answer the questions with your class.



What story is being told?

Why is it important?

What do you think people remember about the earthquake?

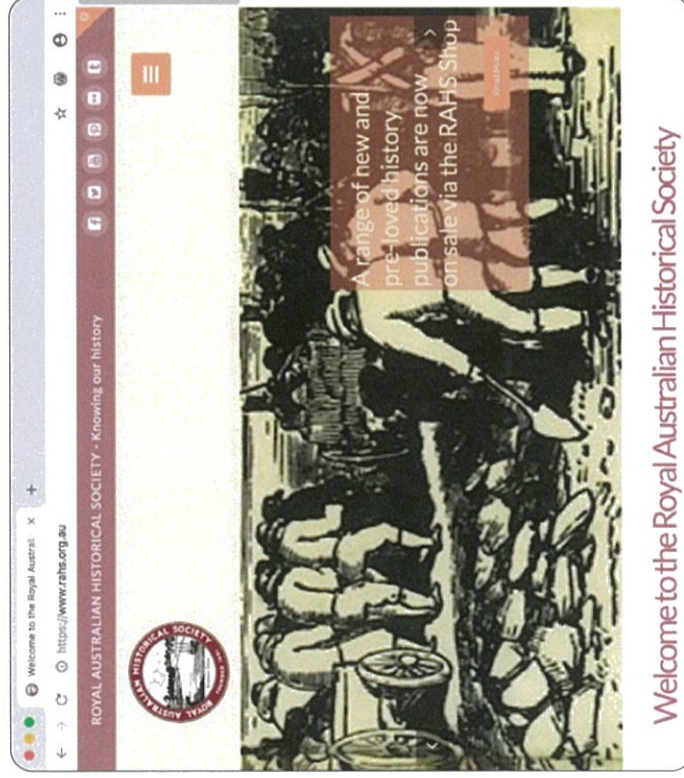
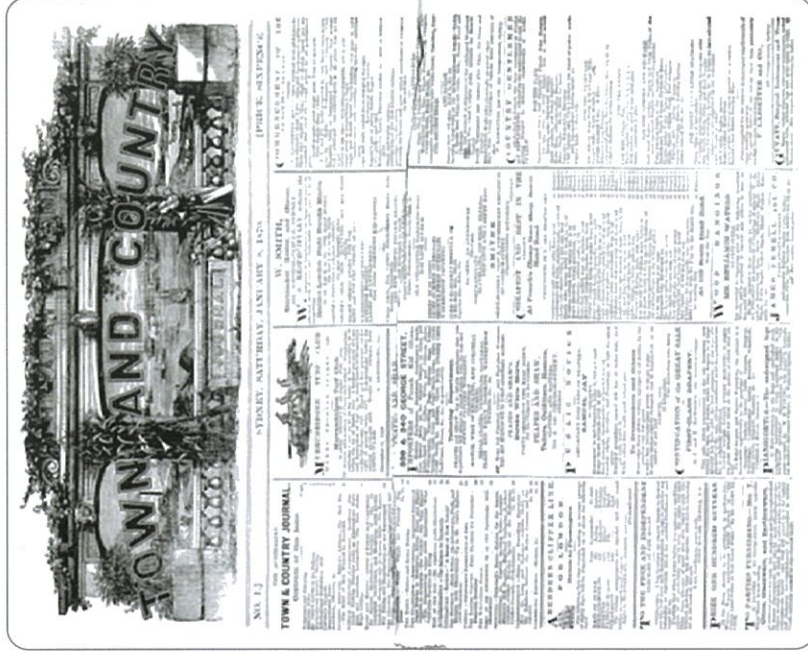


## Lesson 3 Local Legends

## Unit 1 Learning about the Past

Knowing about past events in our local area can help us to learn about our community.

**3** Look at the pictures. Talk with a partner about what these artefacts and sources of historical knowledge are. Talk about how we can use these to learn about the past.





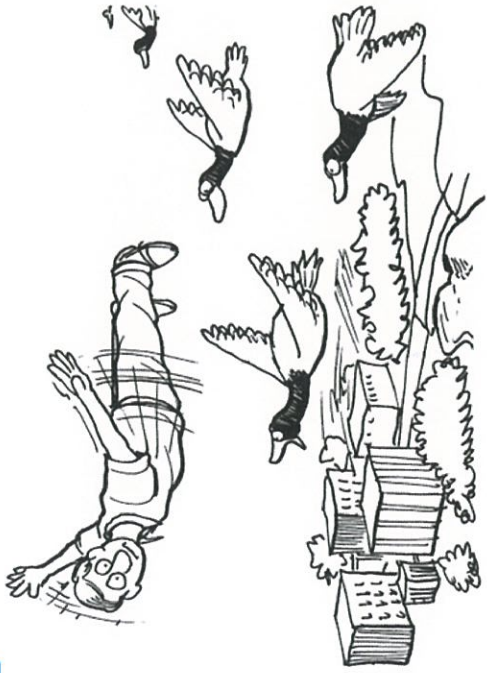
- 4** Do a Google search for your local area (suburb, town or city). Choose one event from the past and write about it or draw it.

- 5** Is it a natural, cultural or sporting event? \_\_\_\_\_
- Is it a discovery or something different? \_\_\_\_\_
- 6** Why is it important? \_\_\_\_\_



**7**

Look at these pictures about perspective.



“Sometimes it’s good to get a different perspective.”

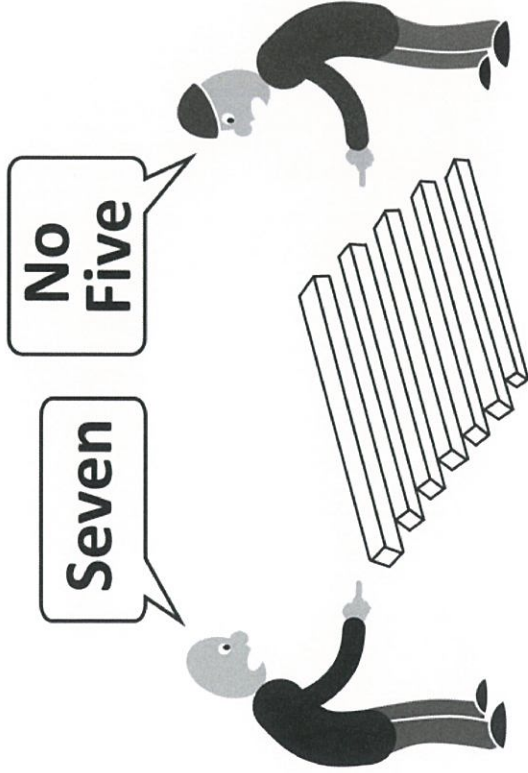
What do you think perspective is?

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Why do you think perspective might be important when looking at the past?



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**8**

There were more than 2000 bushrangers in Australia's past. Do you think the places they came from should remember them and tell their story?

What I think \_\_\_\_\_

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Why I think that \_\_\_\_\_

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# \_\_\_\_\_ 's Toolbox

Tools I can use to get out of the **RED** zone

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# Wednesday 1st September



## Outcomes addressed

English:

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

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MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Geography:

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



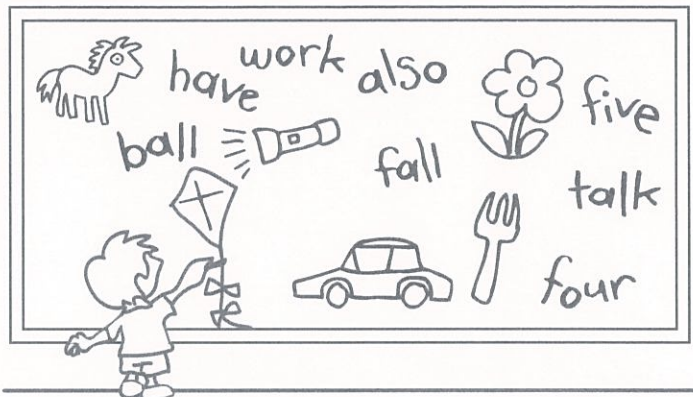
List Words

for	more	your	always
born	saw	four	water
sort	paw	called	warm
horse	draw	small	because
forty	straw	walk	caught

Letters Words


1 **Underline** the letter or letters for or ore a aw au 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 word or picture if you hear or ore a aw au in the word or picture name.



3 **Write or** in the spaces. **Join** each word to its clue. ★ We sometimes write or for or ore a aw au, as in horse.

f \_ \_ k • • a car has one  
h \_ \_ n • • you eat with this  
h \_ \_ se • • a number  
f \_ \_ ty • • an animal

4 **Write ore** in the spaces. **Join** each word to its clue. ★ We sometimes write ore for or ore a aw au, as in core.

m \_ \_ \_ • • it hurts  
s \_ \_ \_ • • has a higher number  
bef \_ \_ \_ • • centre of an apple  
c \_ \_ \_ • • opposite of after

5 **Read** the words. **Cross** out the words that don't have or ore a aw au. **Colour** the letter or letters for or ore a aw au in the other words.

wall	four	you	water	after	catch
walk	forty	your	watch	always	caught



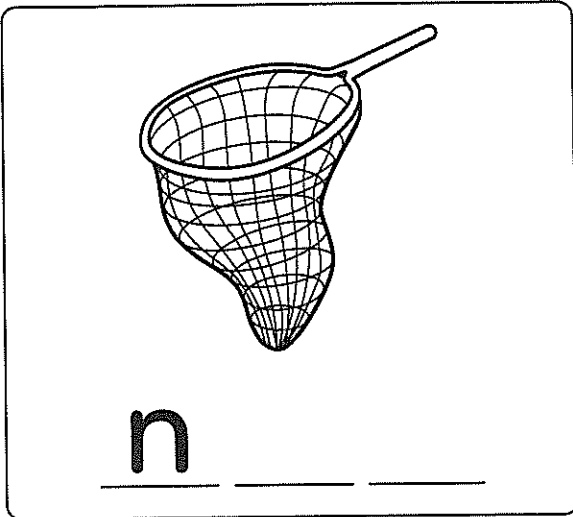
Name: \_\_\_\_\_

Date: \_\_\_\_\_

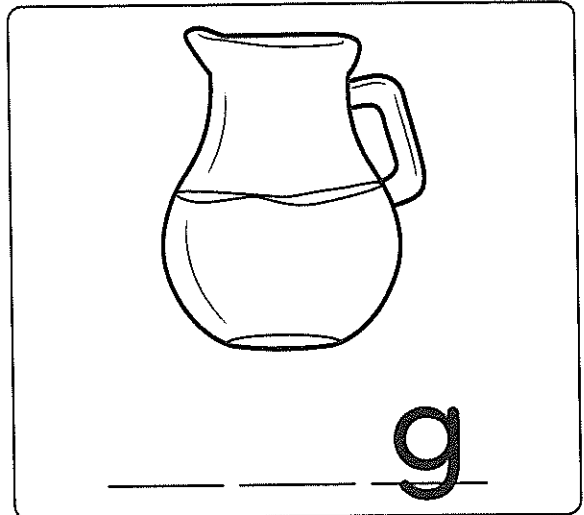
# Name These Nouns

Fill in the missing letters to name each noun.

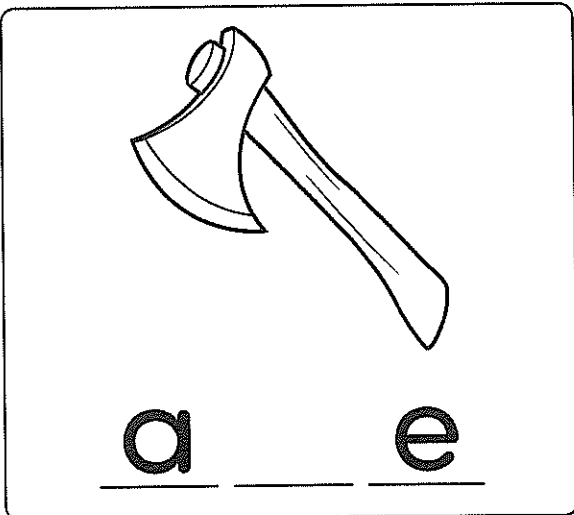
1.



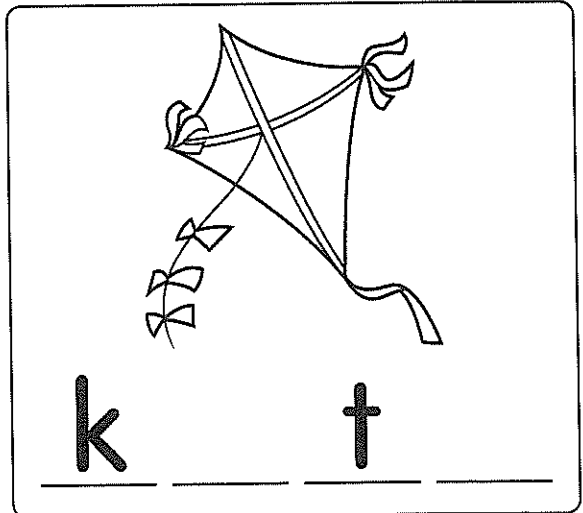
2.



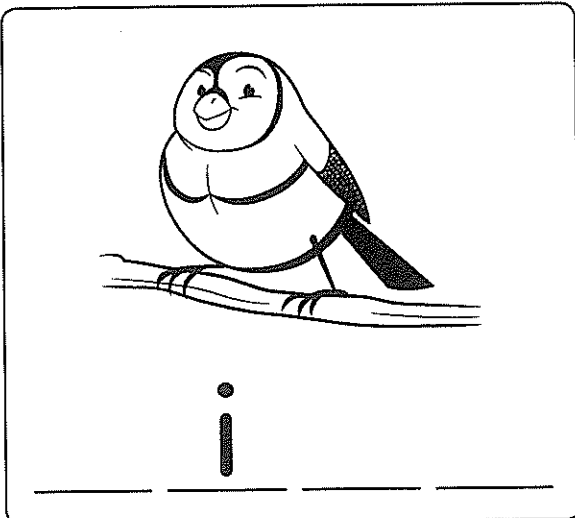
3.



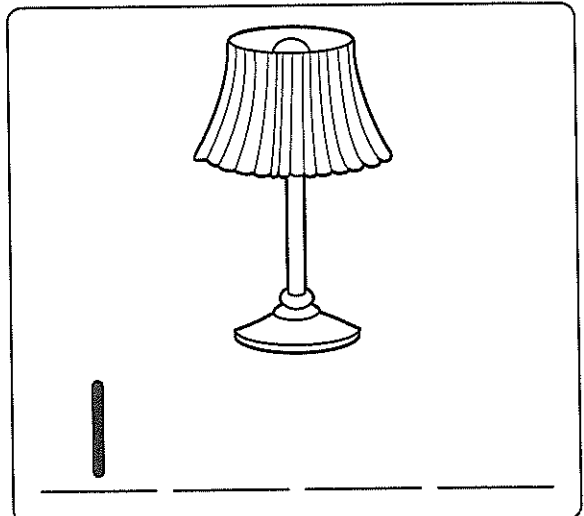
4.



5.

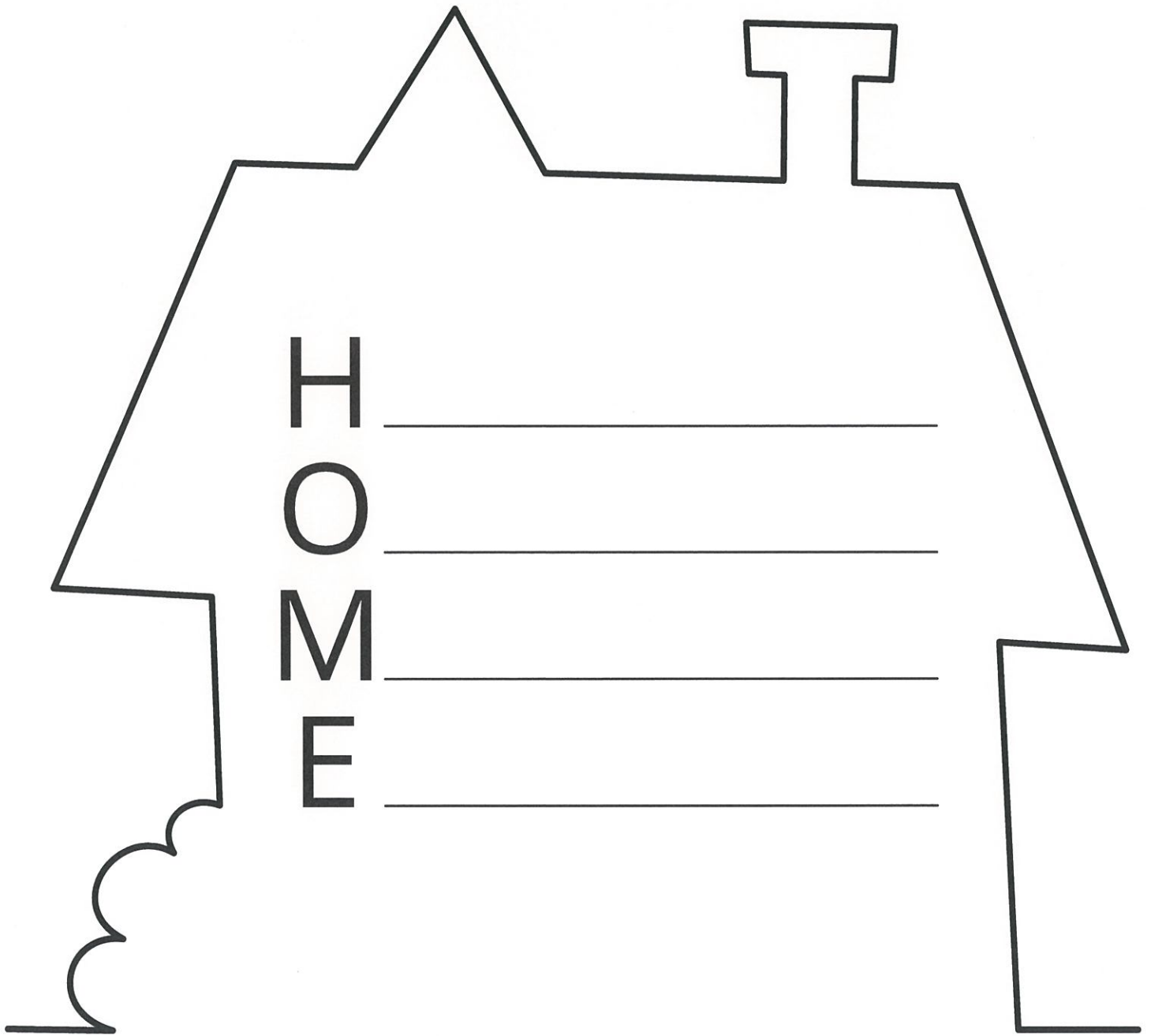
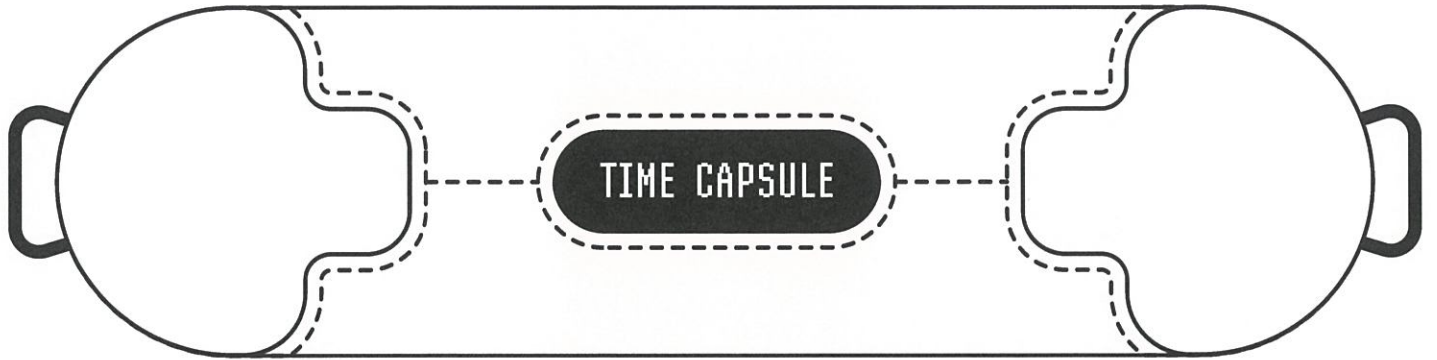


6.



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

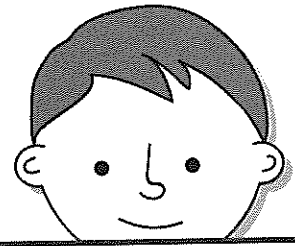
Date: \_\_\_\_\_



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

Date: \_\_\_\_\_

# Number of the Day



Word Form:

Numeral Form:

ODD

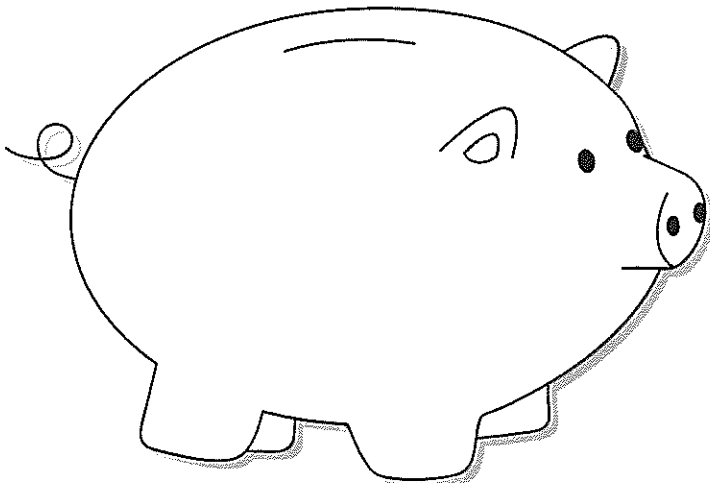
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



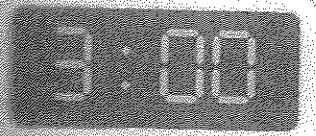
Greater than:



Less than:



What time is it?



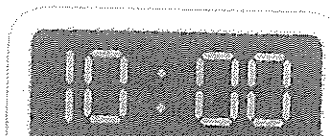
3 o'clock



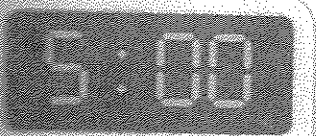
o'clock



o'clock



o'clock



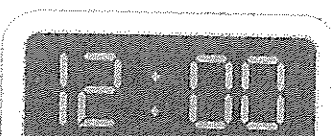
o'clock



o'clock

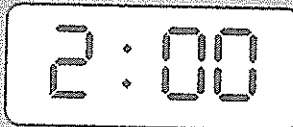
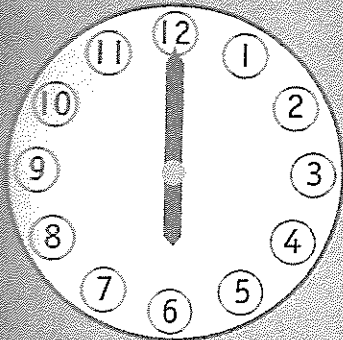


o'clock



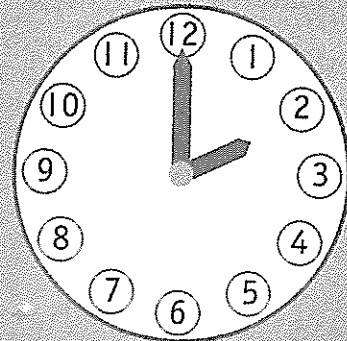
o'clock

Colour to match.

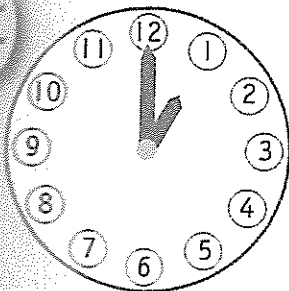


6 o'clock

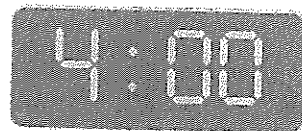
2 o'clock



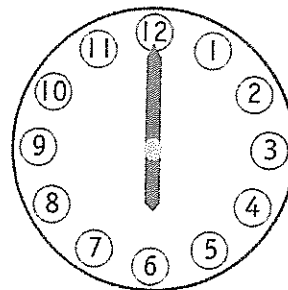
**Challenge!** What time is it 1 hour after?



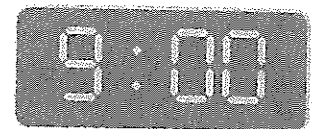
o'clock



o'clock



o'clock

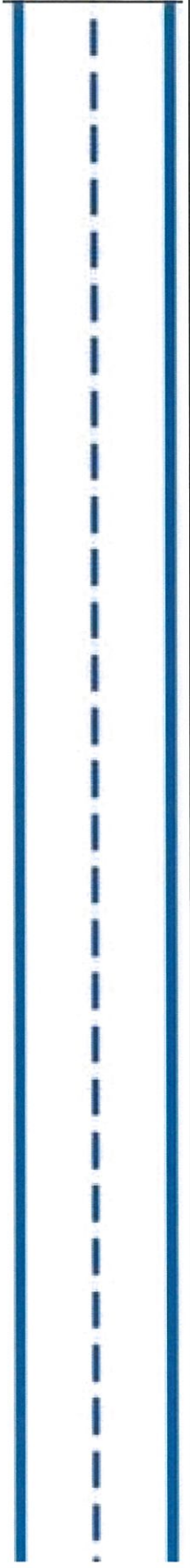


o'clock



# \_\_\_\_\_ 's Toolbox

Tools I can use to get out of the **Yellow** zone





# Thursday 2nd 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)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

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

6 Write **aw** in the spaces. Join each word to its clue. ★ We sometimes write **aw** for  **or ore a aw au**, as in paw.

s \_ \_ • • makes a picture  
 p \_ \_ • • did see it  
 dr \_ \_ • • a dog has four

7 Write **au** in the spaces. Join each word to its clue. ★ Sometimes write **au** for  **or ore a aw au**, as in sauce.

P \_ \_ l • • to stop for a while  
 s \_ \_ ce • • a boy's name  
 p \_ \_ se • • good on hotdogs

8 Finish the words by writing letters for  **or ore a aw au**.

Use **a** or **our**.

y \_\_\_\_\_ w \_\_\_\_\_ ter  
 f \_\_\_\_\_ w \_\_\_\_\_ ll  
 c \_\_\_\_\_ lled sm \_\_\_\_\_ ll

Use **aw**, **au** or **ar**.

w \_\_\_\_\_ m str \_\_\_\_\_  
 s \_\_\_\_\_ ce dr \_\_\_\_\_  
 bec \_\_\_\_\_ se

9 Answer each question with a word from Activity 8.

What is two plus two? \_\_\_\_\_  
 What helps you drink? \_\_\_\_\_  
 What do you do with a pencil? \_\_\_\_\_  
 What do you drink? \_\_\_\_\_  
 What do you put on a hotdog? \_\_\_\_\_

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

tall  
 taller  
 tallest



small  
 smaller  
 smallest





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

Date: \_\_\_\_\_

## Build the Sentence

These sentences are missing words. Cut out the word blocks that are at the bottom of the page and paste them in the blank spaces.

The	car			the	street.
-----	-----	--	--	-----	---------

We		at		park.
----	--	----	--	-------

I		to	school	
---	--	----	--------	--

A	rat		on		
---	-----	--	----	--	--

Write each sentence in full.

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

nibbled	some	walked	cheese.
down	played	the	today. drove



# Adjective Poem

Fill in the blanks to describe the noun and then draw a picture to match your poem

# Dogs

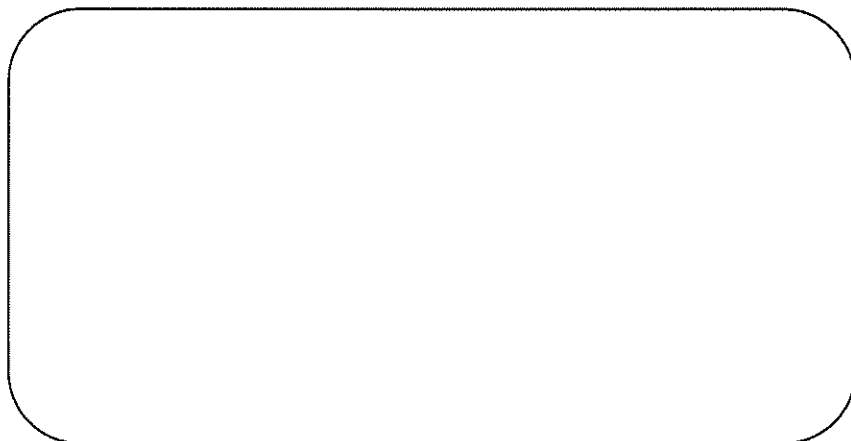
\_\_\_\_\_ dogs,

\_\_\_\_\_ dogs,

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ dogs.

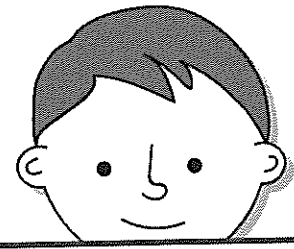
I like dogs.



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

Date: \_\_\_\_\_

# Number of the Day



Word Form:

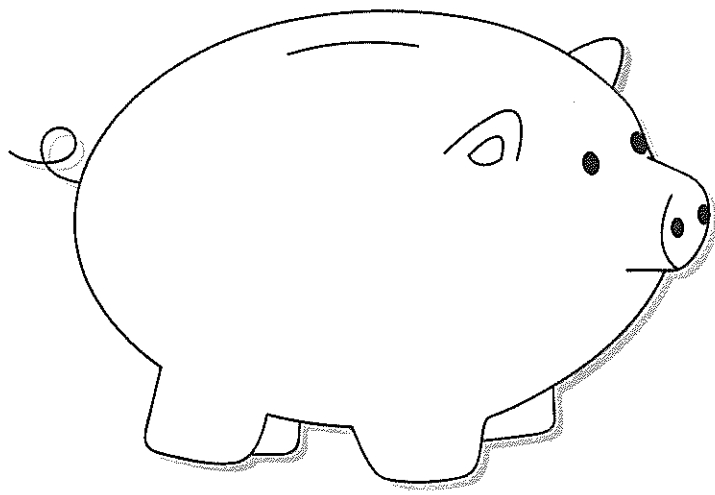
Numeral Form:

ODD  
OR  
EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:  
>

Less than:  
<

# Hours, minutes and seconds



Match.



hours



minutes



seconds



How long does it take? Write hours, minutes and seconds.

travel to school

write your name

a birthday party

blink your eyes

go to the pool



## Explore Warm and Cool Colours

### TASK

Create an artwork using two environmental images: one that replicates warm colours and one that replicates cool colours.

### MATERIALS

a lead pencil, white card, oil pastels or crayons

### DIRECTIONS

1. Choose two contrasting environmental images e.g. the moon and the sun, the ocean and the sun's rays or the desert and the rainforest.
2. Decide if you want your environmental images to be separated (using a diagonal line) or if you want your artwork to be inclusive of both environmental aspects.
3. Using a lead pencil, sketch out the main outline of each environmental aspect. Include lines and patterns where appropriate.
4. Using oil pastels or crayons, add warm colours to your warm environmental aspect and cool colours to your cool environmental aspect.



## Experimenting with Primary and Secondary Colours

### TASK

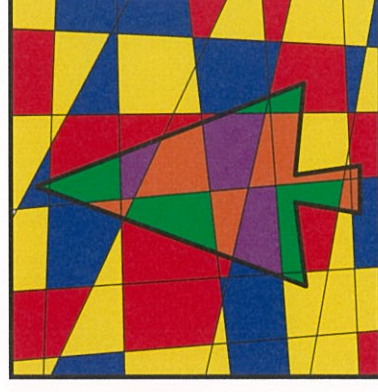
Using only primary colours (red, blue and yellow), create the secondary colours (green, orange, violet). Use all of these colours to create an abstract artwork of a tree.

### MATERIALS

a lead pencil, white card, red, blue and yellow paint, a paintbrush

### DIRECTIONS

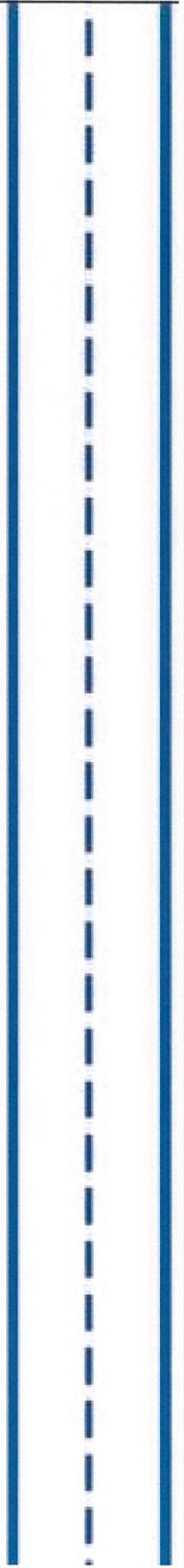
1. Trace the shape of a tree in the middle of the white card.
2. Draw horizontal lines, vertical lines and diagonal lines across the page, creating different shapes both inside and outside the tree.
3. Paint the shapes you have created outside the tree with the primary colours.
4. Create the secondary colours and use them to paint the shapes you have created inside the tree.





# \_\_\_\_\_ 's Toolbox

Tools I can use to get out of the Blue zone







# Friday 3rd 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)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Sport:

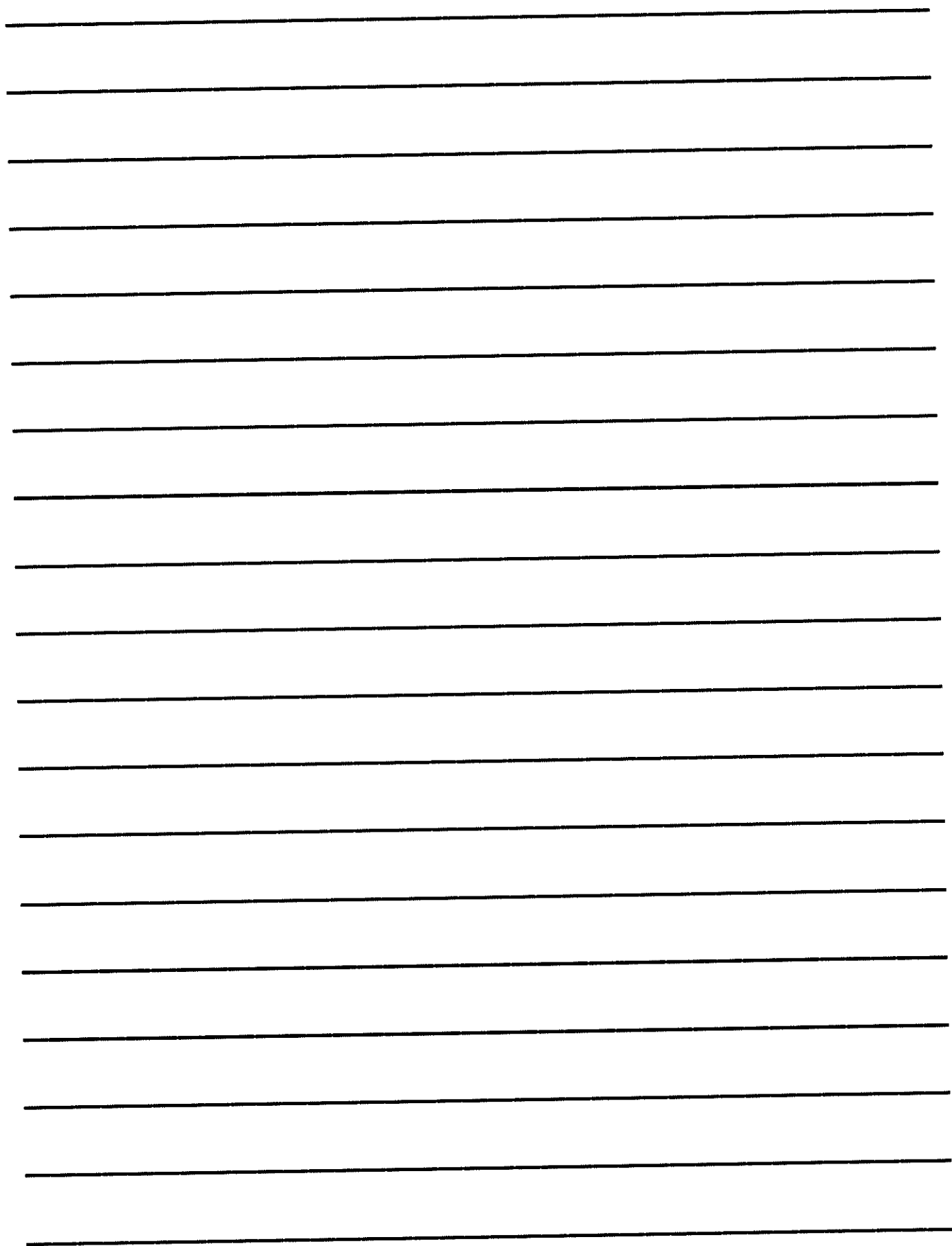
PD1-4 performs movement skills in a variety of sequences and situations

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

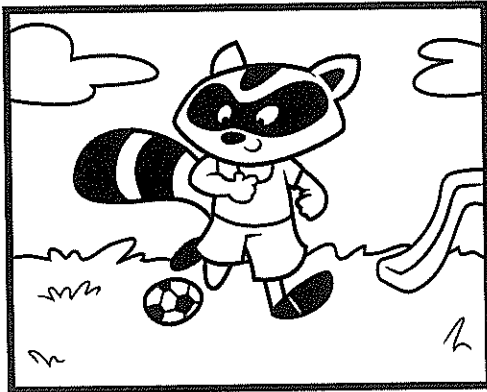


Name: \_\_\_\_\_

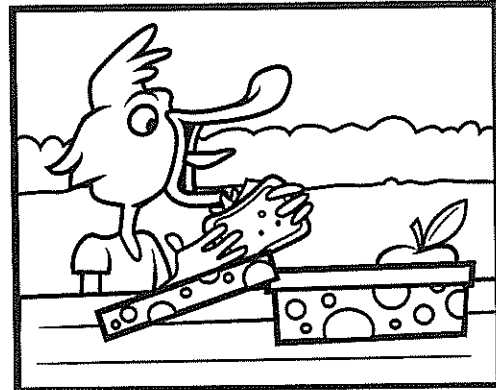
Date: \_\_\_\_\_

## Which Makes Sense?

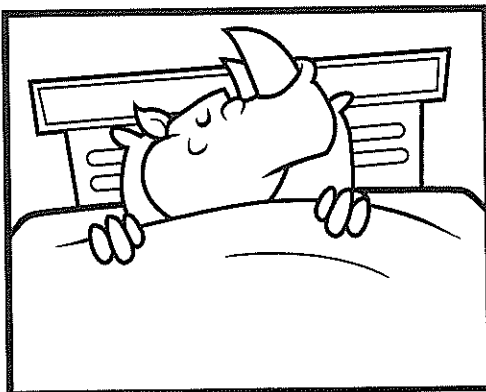
Colour the bubble next to the sentence that makes sense.



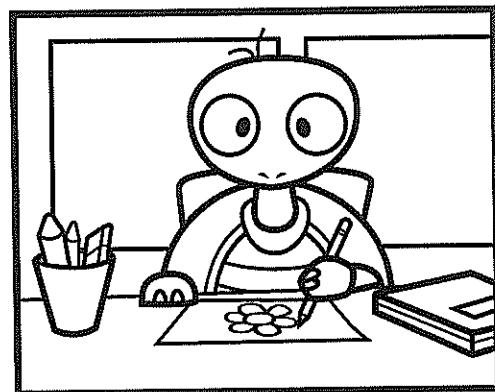
- (a) Jack soccer at recess.  
 (b) Jack played soccer at recess.  
 (c) Jack soccer at played recess.



- (a) Sam some ate lunch.  
 (b) Sam lunch ate some.  
 (c) Sam ate some lunch.



- (a) Sleep went to Grace.  
 (b) Grace went to sleep.  
 (c) Grace sleep to went.



- (a) Tim drew a picture.  
 (b) Drew a picture did Tim.  
 (c) Picture drew a Tim.

- (a) We all had fun day doing the things we like.  
 (b) We all had a fun day doing the things we like.

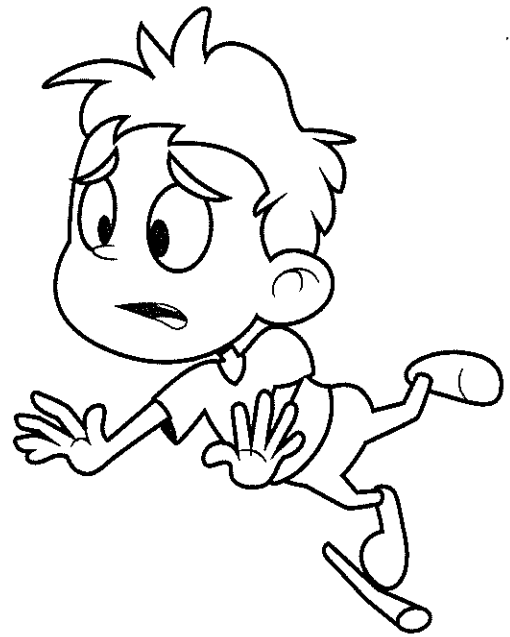
Name: \_\_\_\_\_

# The Wet Track

Tricky words:

the      is      do      you      could

Stop! The track is wet. Do not run! You could slip. You could trip on a stick. You could get a gash!



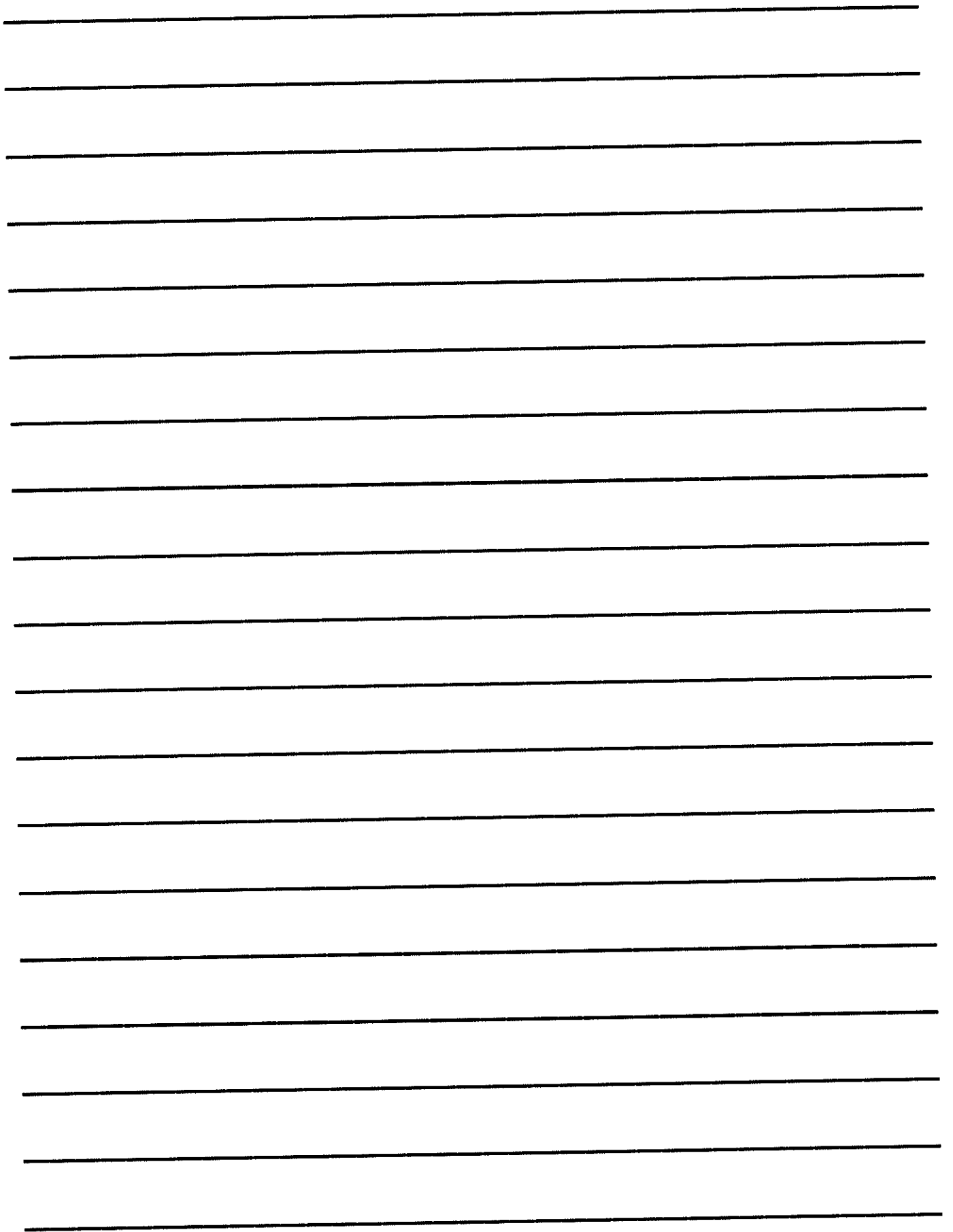
You could get a:

- rash
- gash
- wish

Write the word **stick**.

Self-reflection:

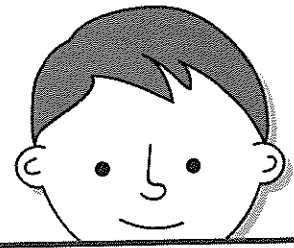




Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Number of the Day



Word Form:

Numeral Form:

ODD

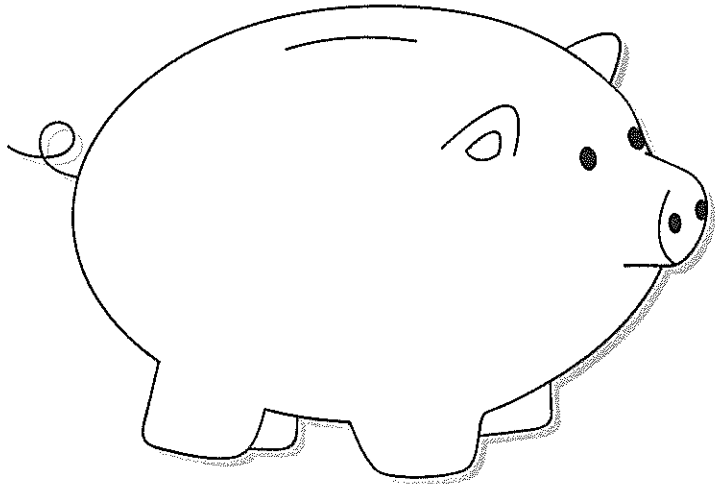
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:

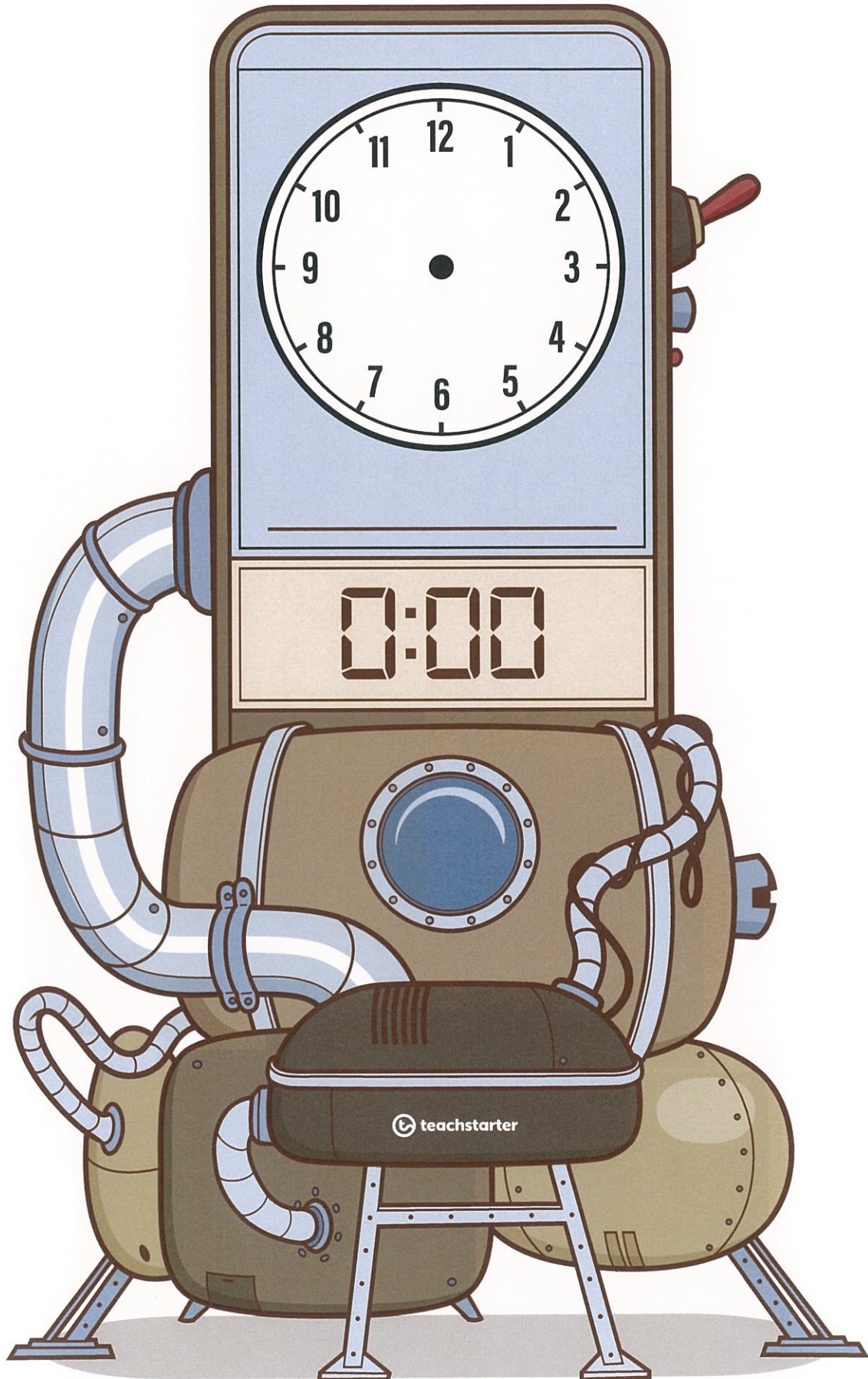


Less than:



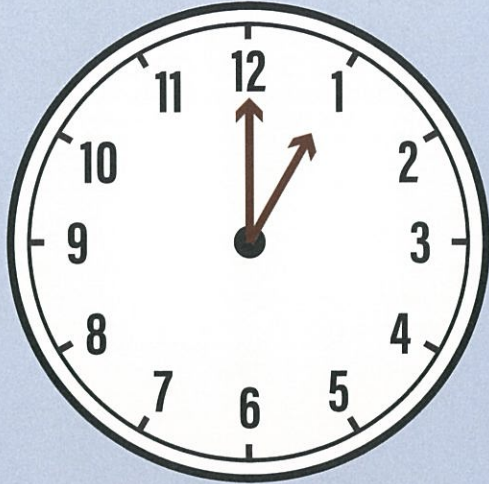
# Time Machine

## Match-Up

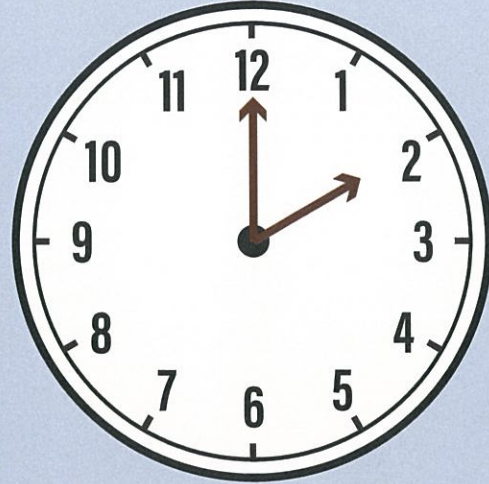








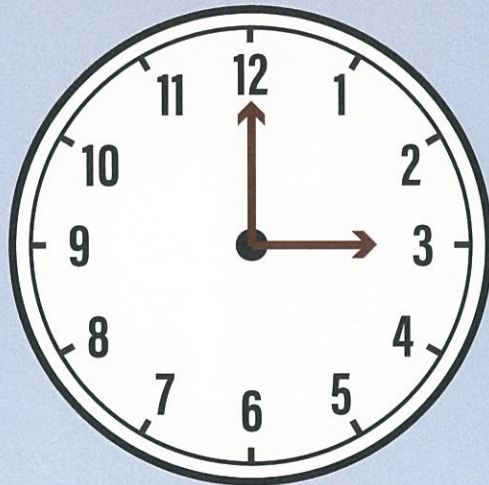
**1 o'clock**



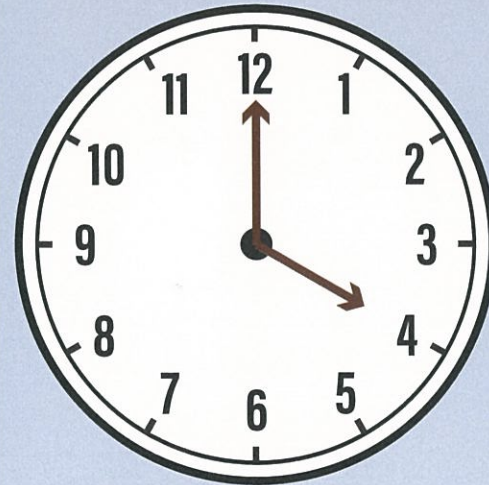
**2 o'clock**

**1:00**

**2:00**



**3 o'clock**

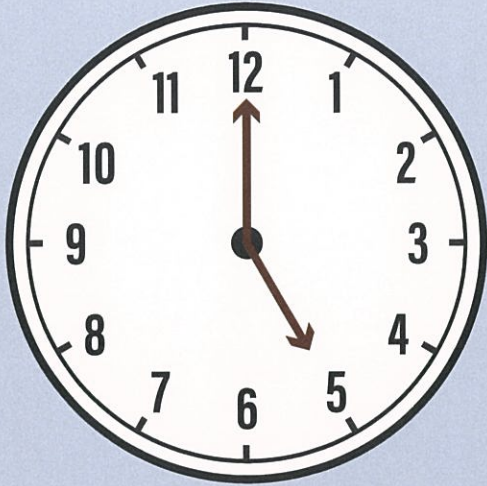


**4 o'clock**

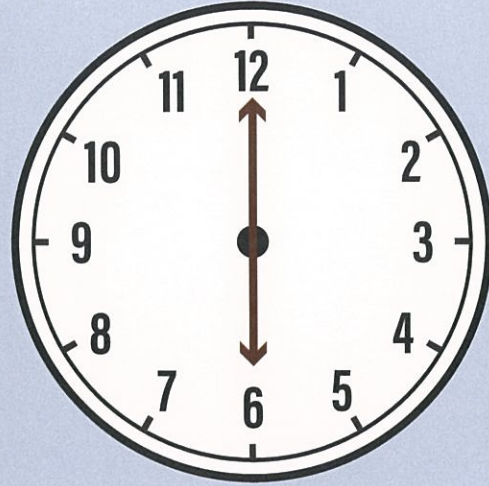
**3:00**

**4:00**





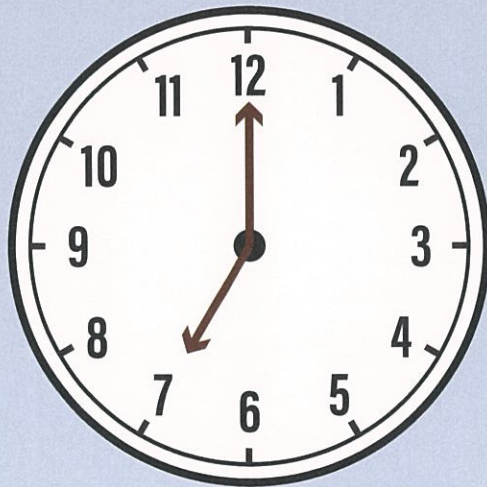
**5 o'clock**



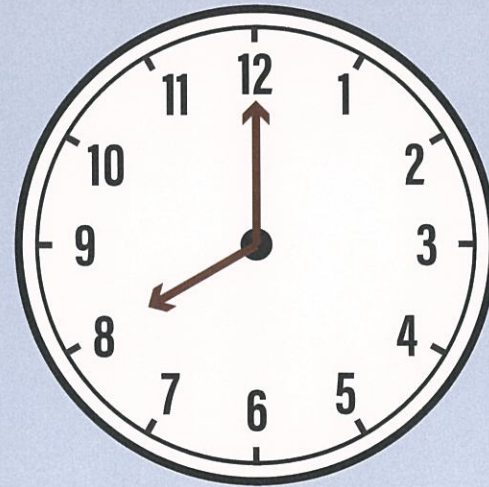
**6 o'clock**

**5:00**

**6:00**



**7 o'clock**

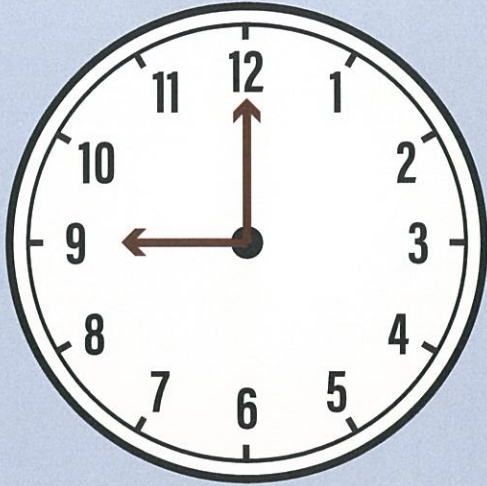


**8 o'clock**

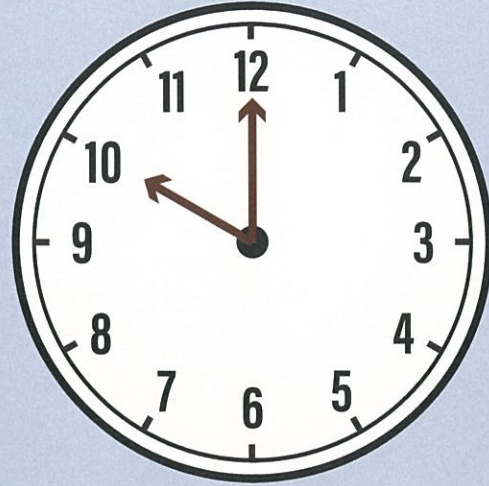
**7:00**

**8:00**





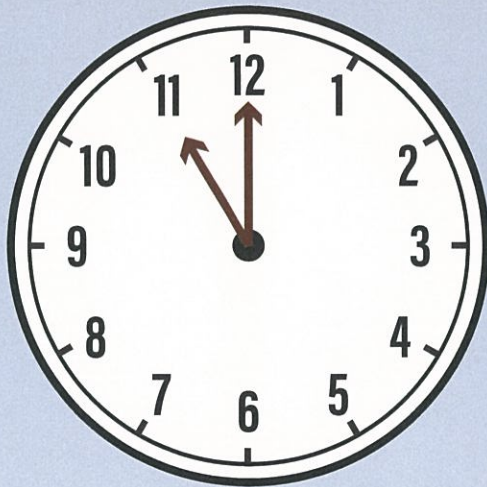
**9 o'clock**



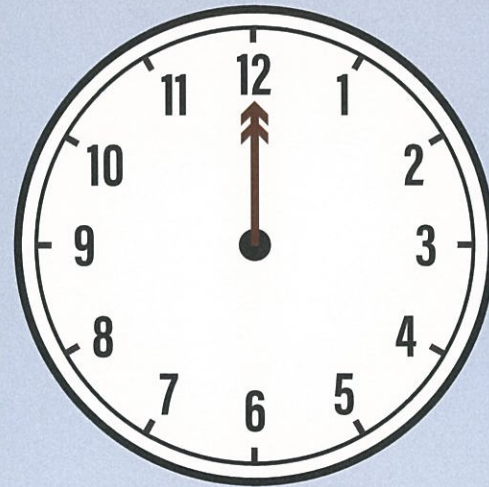
**10 o'clock**

**9:00**

**10:00**



**11 o'clock**

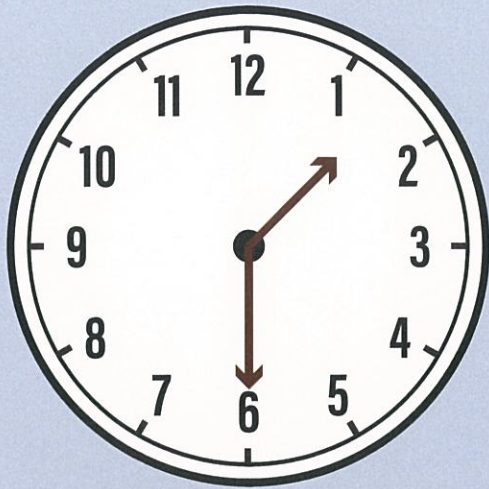


**12 o'clock**

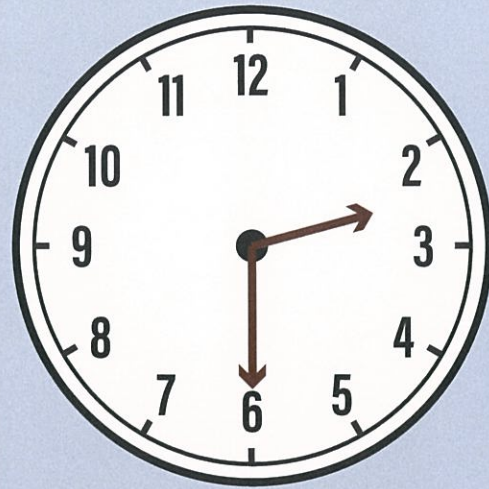
**11:00**

**12:00**





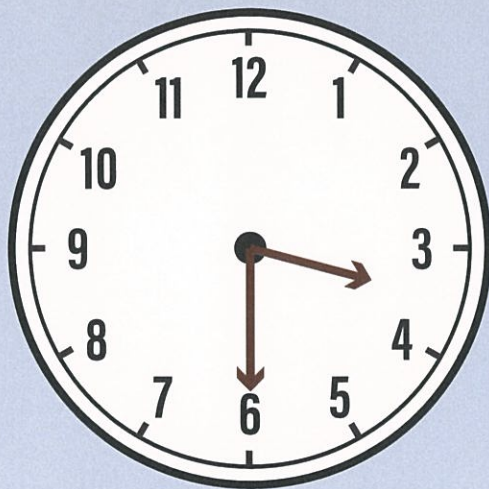
**half past 1**



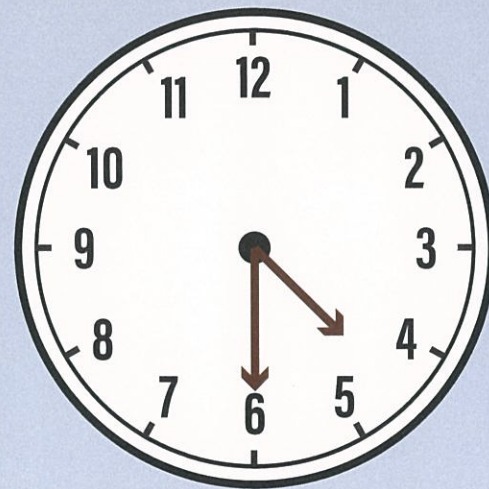
**half past 2**

**1:30**

**2:30**



**half past 3**



**half past 4**

**3:30**

**4:30**





# The Very Hungry Caterpillar

By Eric Carle

What could you  
design and build?

Could you build  
something to protect  
his cocoon?



**Picture Book STEM**



# \_\_\_\_\_ 's Toolbox

Tools I can use to stay in the **Green** zone

