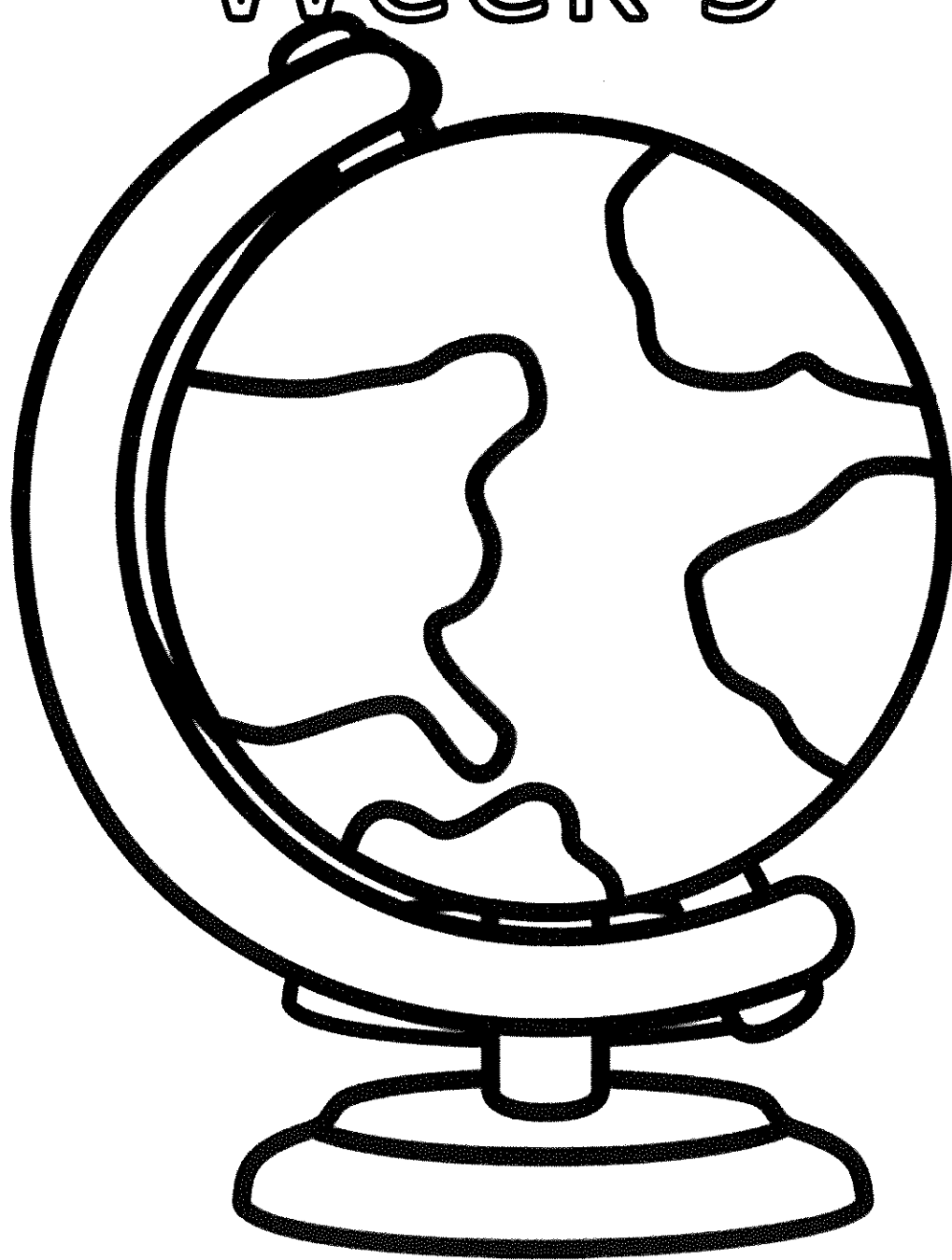


# Year 2 Learning

## Week 9



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

# Home Learning Week 9 – Year 2

<b>Monday 6/9</b>	<b>Tuesday 7/9</b>	<b>Wednesday 8/9</b>	<b>Thursday 9/9</b>	<b>Friday 10/9</b>
Spelling – Unit 26 'v' 've" Wright as many words as you can on the vase	Spelling – Unit 26 Complete spelling page	Spelling – Unit 26 'w' 'wh' 'u' Wright as many words as you can on the web	Spelling – Unit 24 't, tt' Complete the second page of worksheet	Spelling – Unit 24 't, tt' Write your spelling words
Grammar - Name that noun	Grammar - Colour by speech	Grammar - Adjectives and the senses	Grammar - Compound sentences	Grammar - The compound words
Reading – Decoable text (Fish and chips)	Login to Wushka	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (The frog)
Writing – Weekend Recount	Writing – If you could go anywhere	Writing – Adjective poem ice-cream	Writing - Story starters	Writing - Free choice
Number of the day Is ? Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activity in booklet	Number of the day is ?. Complete activit in booklet
Numeracy activities Time	Numeracy activities Its all about time	Numeracy activities Time	Numeracy activities Time	Numeracy activities Time my special day
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

# Home Learning Week 9 – Year 2

					outside with a family member.
PDHPE staying safe	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Origami	STEM Complete the The very noisy bear activity	
PBL and Wellbeing ZONES	PBL and Wellbeing Mindfulness	PBL and Wellbeing Mindfulness	PBL and Wellbeing Mindfulness	PBL and Wellbeing Enjoy a sleep in	

## Online links.

<https://storylineonline.net/>

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

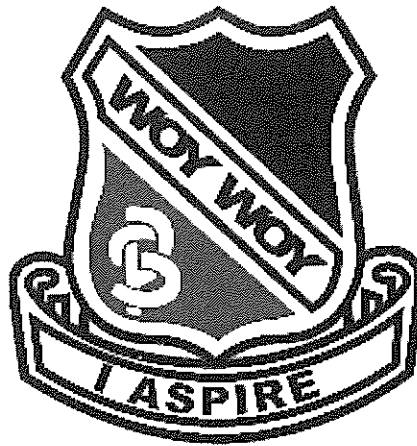
<https://www.mathletics.com/au/>

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

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



# Monday 6th 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

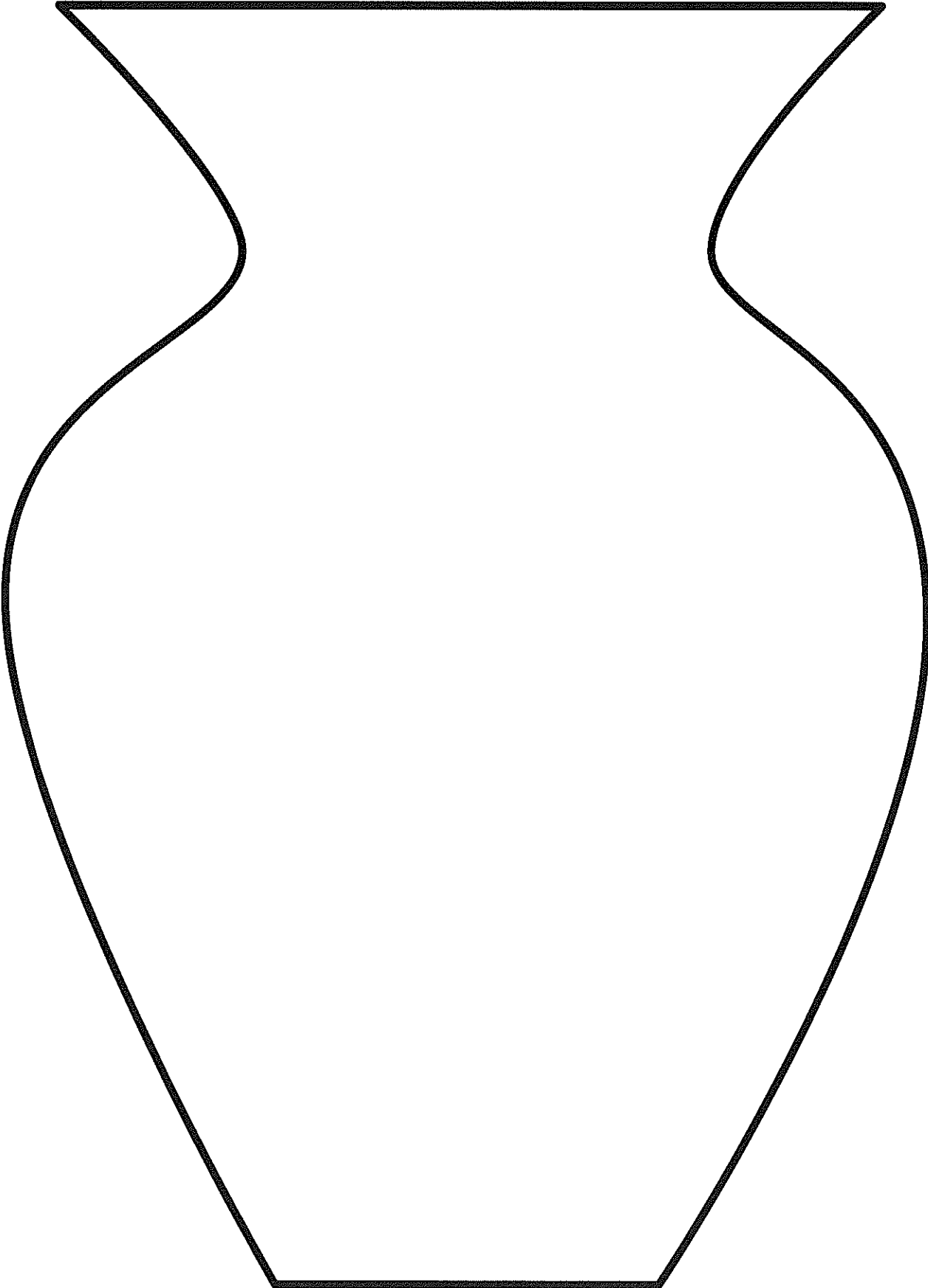
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

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

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



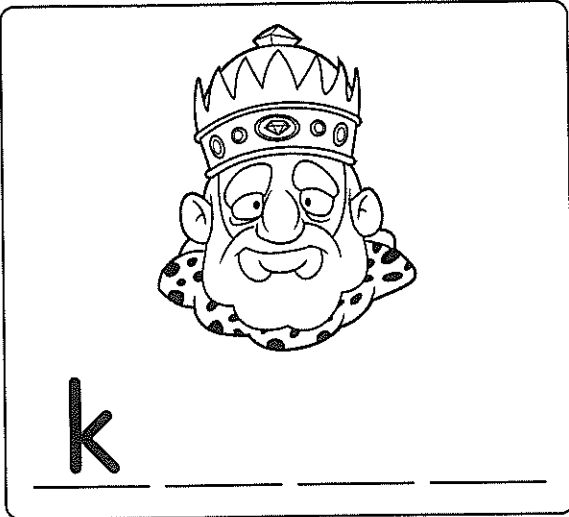
Name: \_\_\_\_\_

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

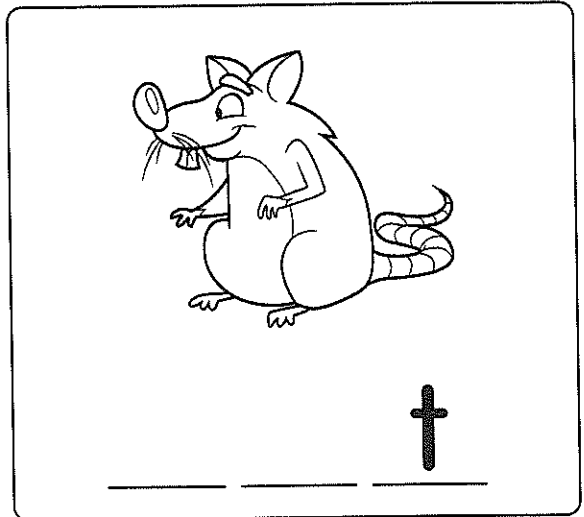
# Now Name These Nouns

Fill in the missing letters to name each noun.

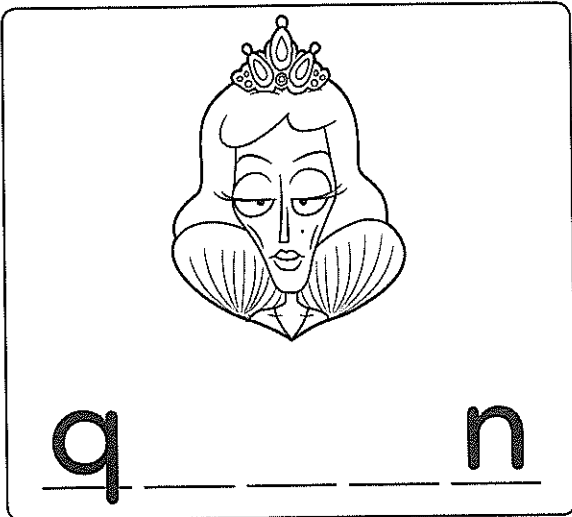
1.



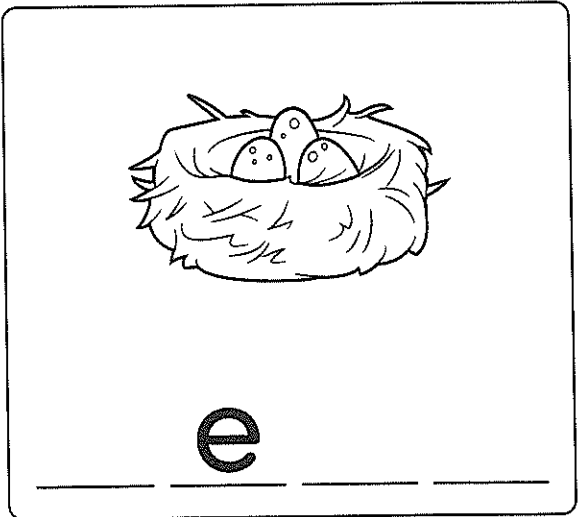
2.



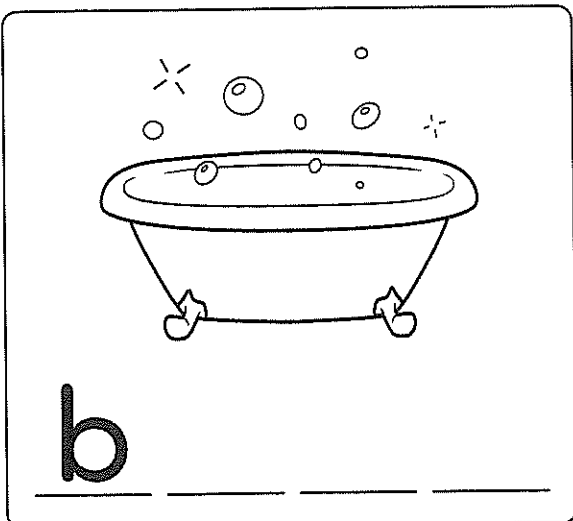
3.



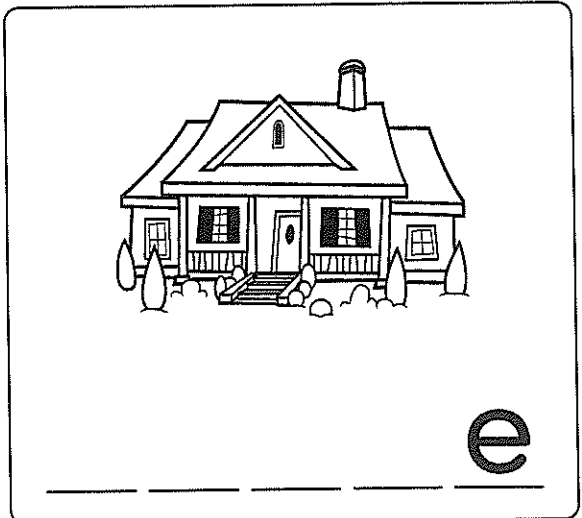
4.



5.



6.



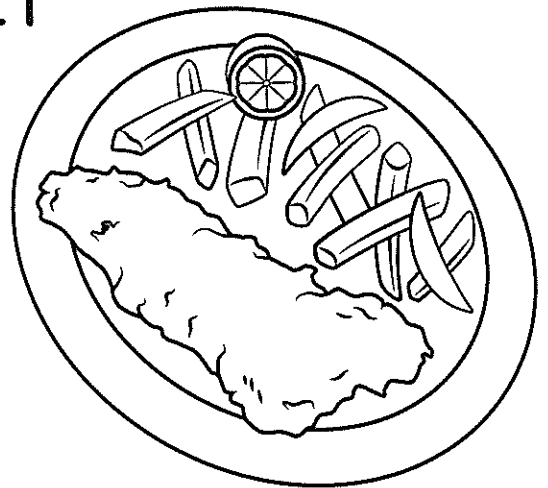
Name: \_\_\_\_\_

# Fish and Chips

Tricky words:

has            of            the            is

Jim has a dish of fish and chips. The dish is hot. It slips! The fish and chips drop on the rug. Crash!



What drops on the rug?

Draw a plate of **fish and chips**.

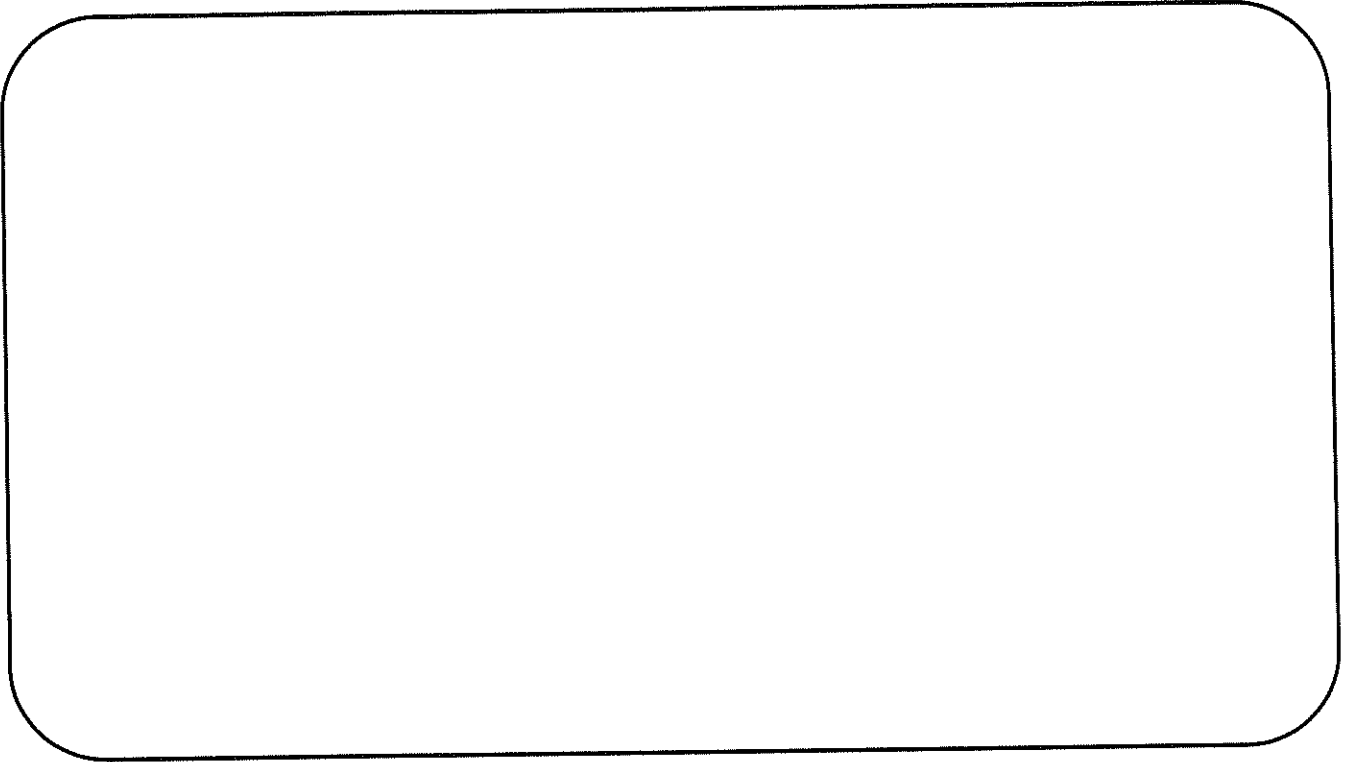
Self-reflection:





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

# Weekend Recount



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

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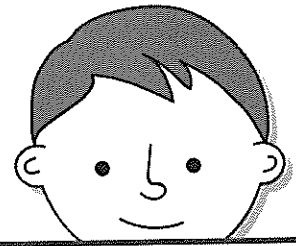
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Name: \_\_\_\_\_

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

# Number of the Day



Word Form:

Numeral Form:

ODD

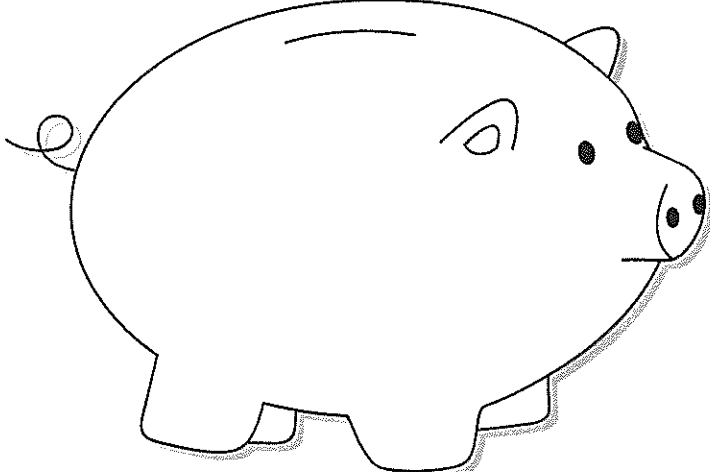
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:

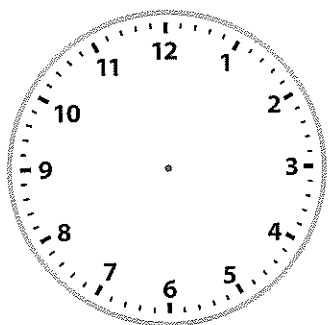


Name: \_\_\_\_\_

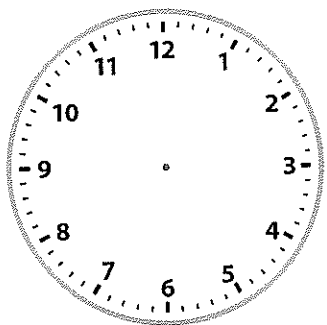
Date: \_\_\_\_\_

# Analogue Time to the Half Hour

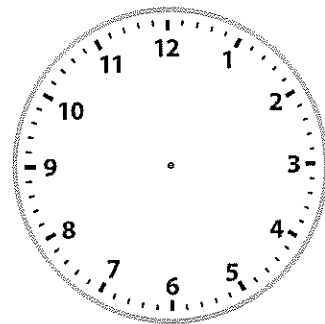
Read the times and draw the hour and minute hands on the analogue clocks.



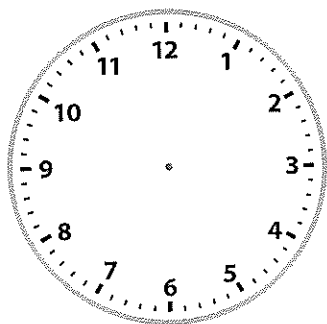
3 o'clock



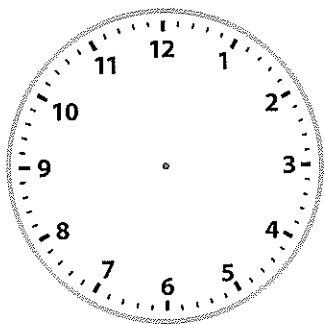
5 o'clock



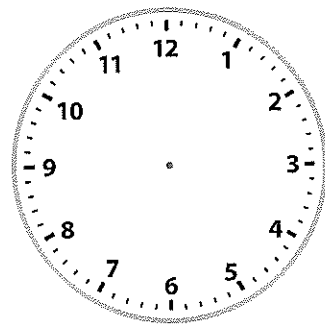
9 o'clock



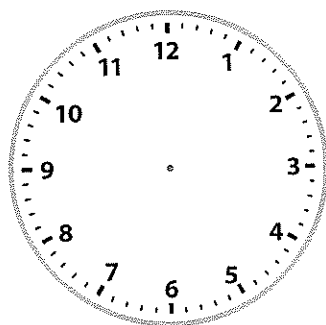
Half past 4



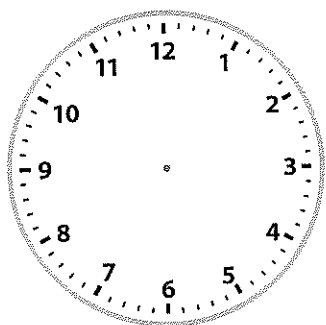
Half past 7



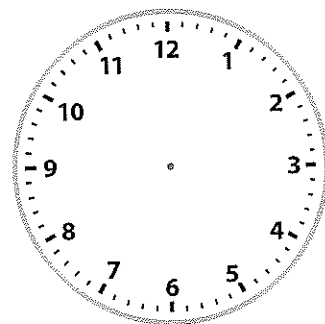
Half past 11



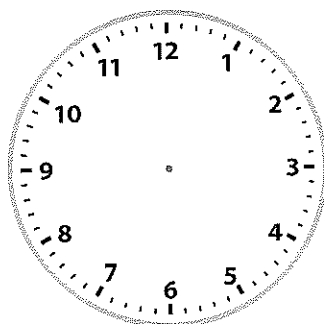
1 o'clock



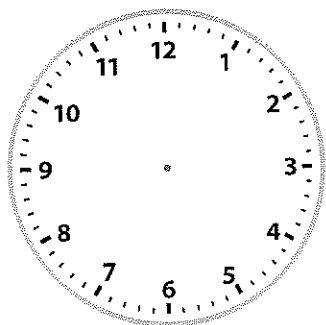
4 o'clock



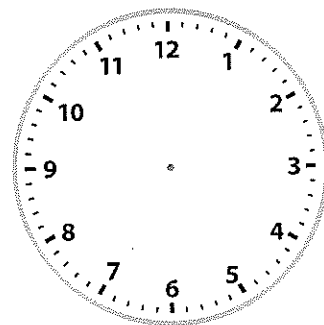
7 o'clock



Half past 1



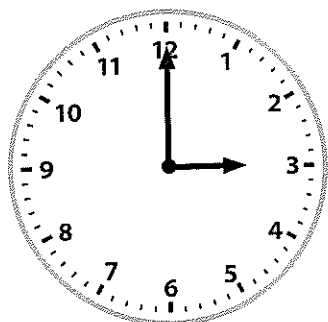
Half past 3



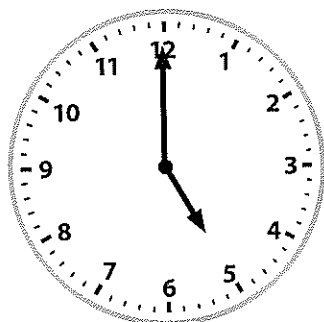
Half past 6



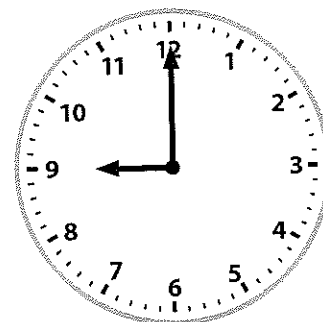
# Answers



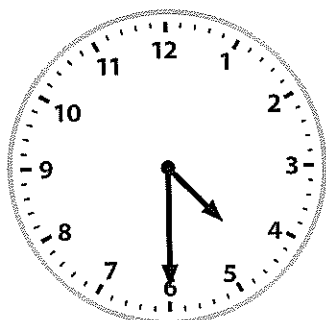
3 o'clock



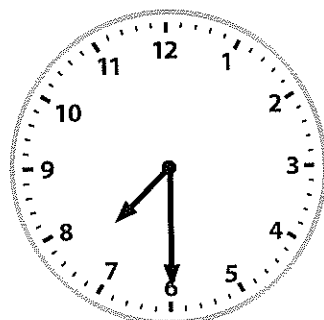
5 o'clock



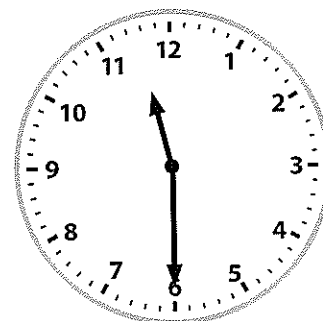
9 o'clock



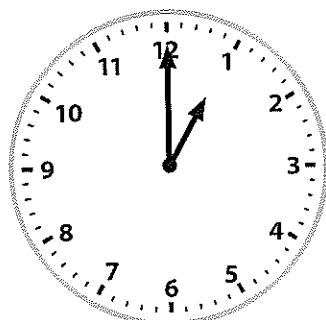
Half past 4



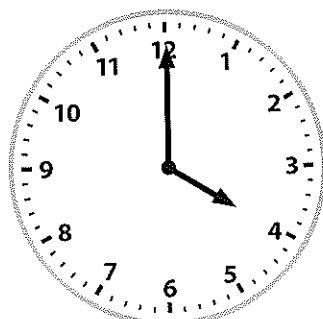
Half past 7



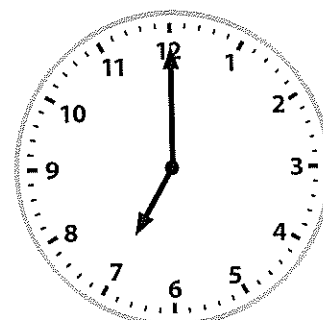
Half past 11



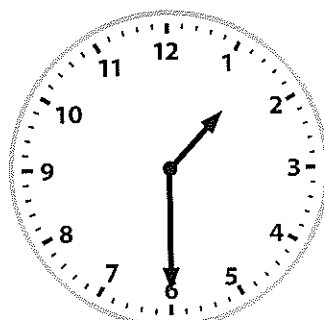
1 o'clock



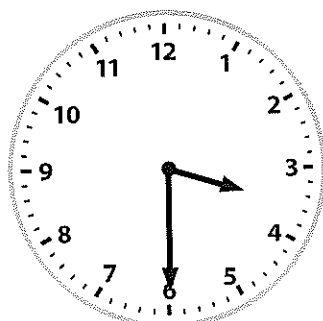
4 o'clock



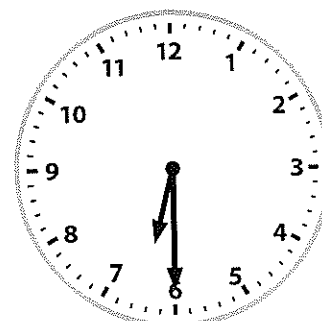
7 o'clock



Half past 1



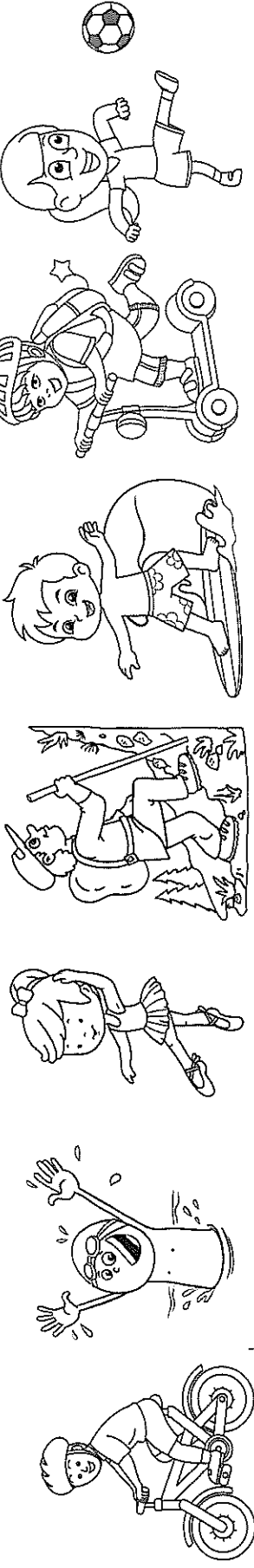
Half past 3



Half past 6



PDHPE - Staying Safe - Week 9



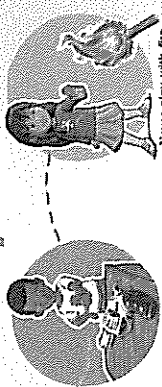
Last week you filled in the Mind Map for your chosen exercise.

Today you need to **MAKE A POSTER** with all those ideas. Make sure you include:

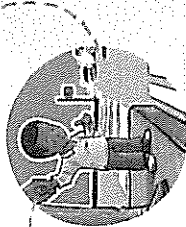
- How to get ready
- Things to keep us safe
- Things to keep us happy
- Who can help if you need help?

Check out the examples of the safety posters for some ideas. Can you see they have lots of pictures and not too many words?

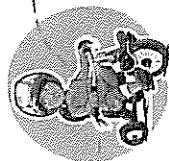
# Safety Rules



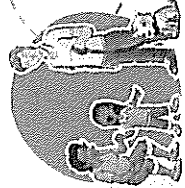
Never touch guns



Sit in a car seat when you ride in a car



Wear a helmet when you ride on wheels



Ask the big person in charge before you pet a dog

Have a big person watch you when you go in water

See Stop Child Protection Unit

# Our eSafety Top Tips!

**1** People you don't know are strangers. They're not always who they say they are.

**2** Be nice to people like you would on the playground.

**3** Keep your personal information private.

**4** If you ever get that 'uh oh' feeling, tell a grown-up you trust.



Full Sports Safety for Kids  
Hudson & Cochran

Have a pre-season physical examination and FOLLOW YOUR DOCTOR'S RECOMMENDATIONS

**TAKE TIME TO WARM UP AND COOL DOWN PROPERLY** with low-impact exercises that gradually increase or slow heart rate

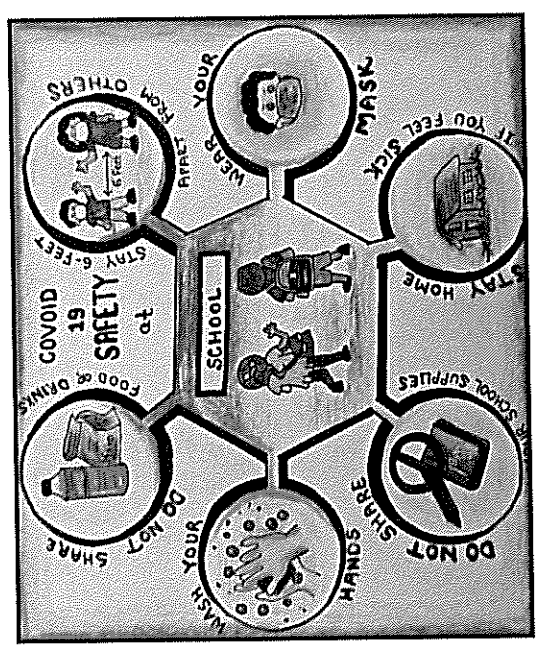
**ALWAYS WEAR THE APPROPRIATE PROTECTIVE GEAR,** such as helmets, mouth guards, pads or fitted chairs

**KEEP TRACK OF WEARABLE TRACKERS** in order to avoid heat stress or wet, slippery conditions that can lead to injuries

**DRINK ENOUGH TO STAY HYDRATED.** If you sweat and you're playing, it may be too hot to replace.

**DON'T OVERTRAIN.** IF YOU DEVELOP PAIN OR DISCOMFORT, DECREASE YOUR TRAINING TIME AND INTENSITY. This will lower your risk of injury and help you avoid burnout.

**NEVER PLAY THROUGH THE PAIN.** If you have an injury, seek medical help



*I feel this way when.....*

*In my body and my brain I feel....*

**Feeling**

**Zone**

*When I feel this way I....*

*I can use these strategies....*





# Tuesday 7th 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

Science:

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



v ve

vase sleeve



List Words

ever given cover seventeen you've  
dive loving above haven't they've

Letters Words


1 **Underline** the letter or letters for  **v ve** 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 **Write** these words in alphabetical order. The alphabet is here to help you.

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

given dive ever above cover seventeen

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

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

3 **Finish** each sentence by adding **ed** or **ing** to the words in the brackets.

➤ Go to Helpful Hints **2a** and **2b**.

The vet was \_\_\_\_\_ the animals their injections. (give)

A dog \_\_\_\_\_ under a seat trying to escape. (dive)

Dogs are usually very \_\_\_\_\_ pets. (love)

4 **Write** the contractions for the following words. **Finish** the sentences with your contractions. ➤ Go to Helpful Hint **13**.

you have \_\_\_\_\_ they have \_\_\_\_\_

I have \_\_\_\_\_ have not \_\_\_\_\_

Y \_\_\_\_\_ been to my house, \_\_\_\_\_ you?

I \_\_\_\_\_ got a swimming pool at my house.

T \_\_\_\_\_ got a pool next door too.

# Colour by Parts of Speech

Use the key below to help you colour the picture.



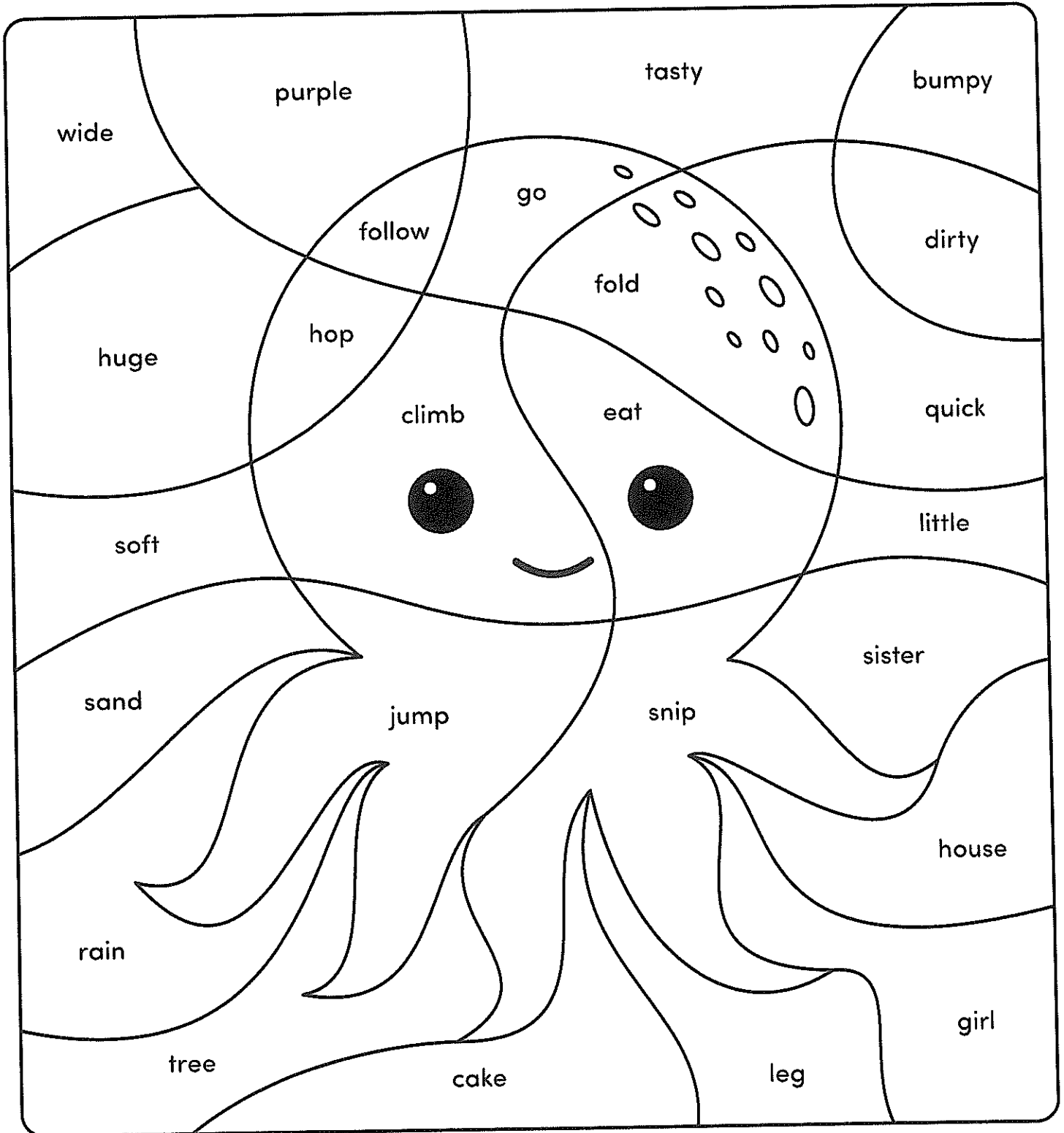
noun



verb



adjective



**If you could go anywhere, where would you go and why?**



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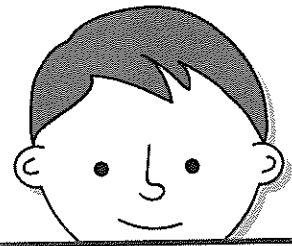
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Name: \_\_\_\_\_

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

# Number of the Day



Word Form:

Numeral Form:

ODD

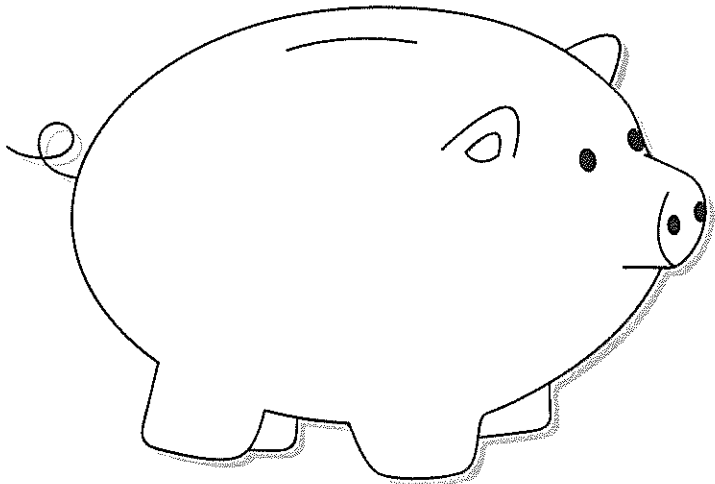
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Name \_\_\_\_\_

Date \_\_\_\_\_

# It's About Time!

1. Circle the day that comes next after Monday.

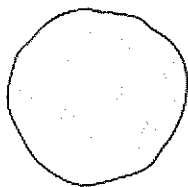
Wednesday

Tuesday

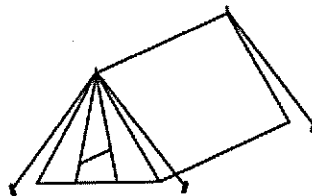
Sunday

2. Draw a picture of something that happens every Monday at school.

3. Circle the activity that takes the longest time to do.



eating a cookie



going camping



playtime at school



## Answers

1. Circle the day that comes next after Monday.

Wednesday

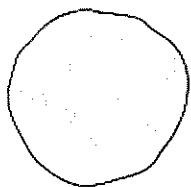
Tuesday

Sunday

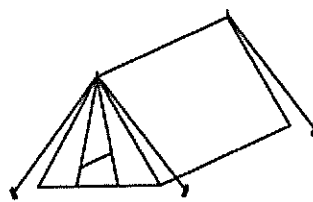
2. Draw a picture of something that happens every Monday at school.

any relevant activity connected with a Monday at school

3. Circle the activity that takes the longest time to do.



eating a cookie



going camping



playtime at school



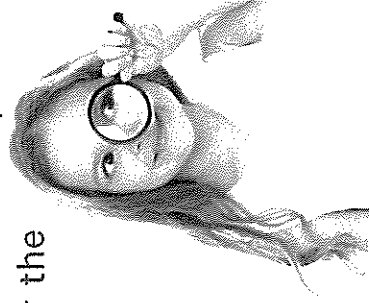


# How are Aboriginal and Torres Strait Islander Peoples connected to their place?

People have connections to places for many different reasons.

Sometimes people like to keep their places just for themselves.

- 1 Look at the sign and use the see, think, wonder routine to help you answer the question in the circle.



Why do some people want you to keep out of their place?



## Lesson 1

### Aboriginal and Torres Strait Islander Connections

#### Unit 4 Local and Global Connections

Some people are happy to share their place. Welcoming people makes visitors feel valued and cared for. These people are proud of where they live and like to share it.

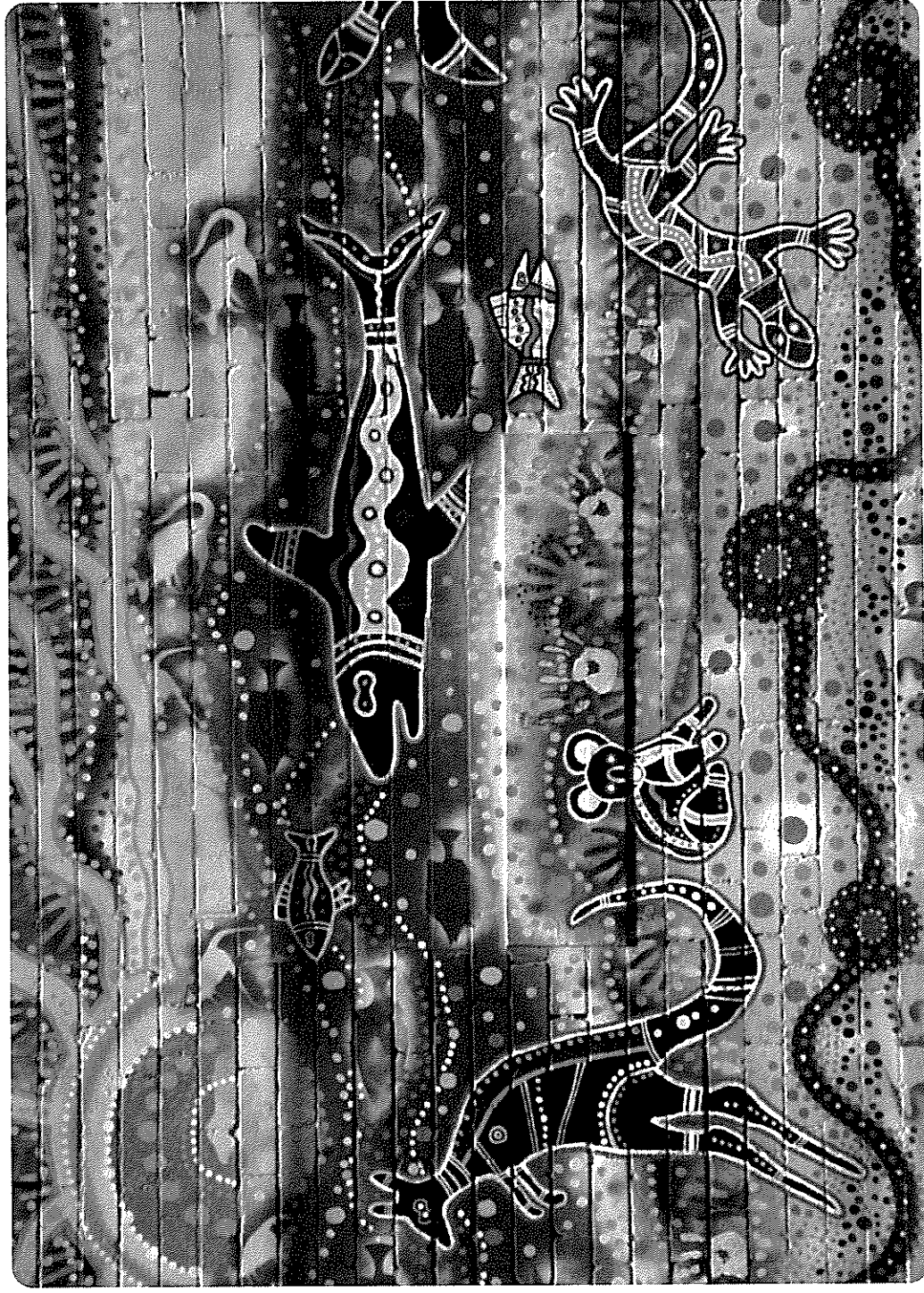
**2** When you are welcomed into someone's place you should acknowledge it and show respect for it. Think, pair and share ways that you can show respect for peoples' places.



Aboriginal and Torres Strait Islander Peoples have lived in Australia for many thousands of years. They have a very strong connection to their place. They call this connection 'country' and they share it with everyone.

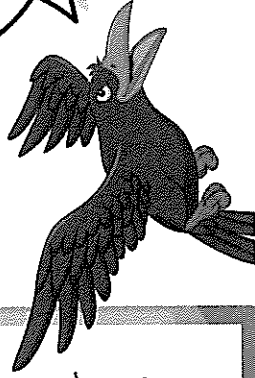
- 3 Aboriginal and Torres Strait Islander Peoples often use art to explain their connections.

Look at the painting and make a list of all the things that they are connected with in their 'country'.

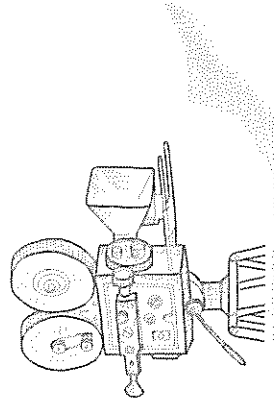




Aboriginal and Torres Strait Islander Peoples also use stories to explain their connection to country.



- 4 Watch the video about the story of *The Lost Girl*, then answer the crow's questions.



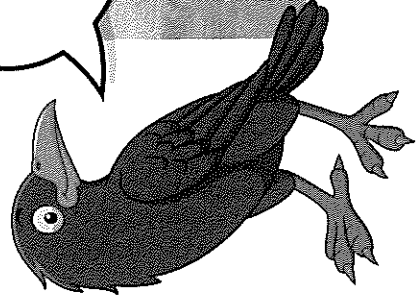
What did you do when you were lost?

Have you ever been lost? How did it feel?

What did the lost girl do?

# The lost girl

AMBELIN KWAYMULLINA & LEANNE TOBIN



**5**

The Lost Girl was all alone. After she was found, she said to her little brother, “How could I be frightened? I was with my mother.”

What did the lost girl mean? Complete the table to help you answer the question.

<b>What I know about the Lost Girl</b>	
<b>What I know about mothers</b>	
<b>What I think the Lost Girl meant</b>	



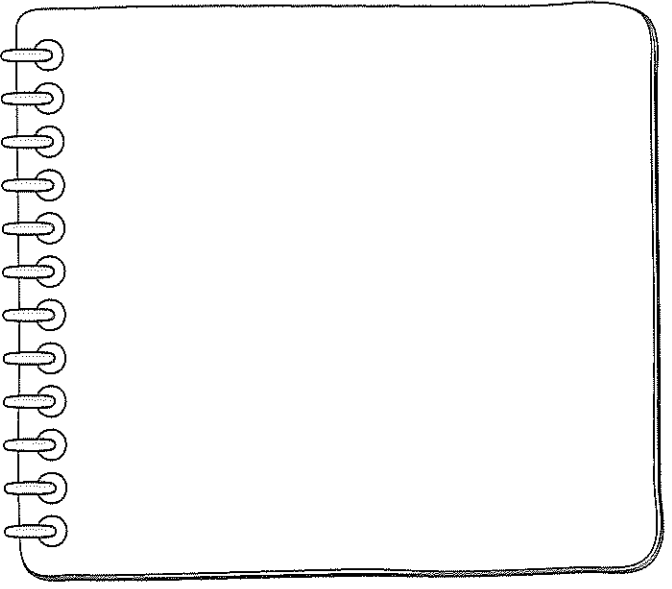
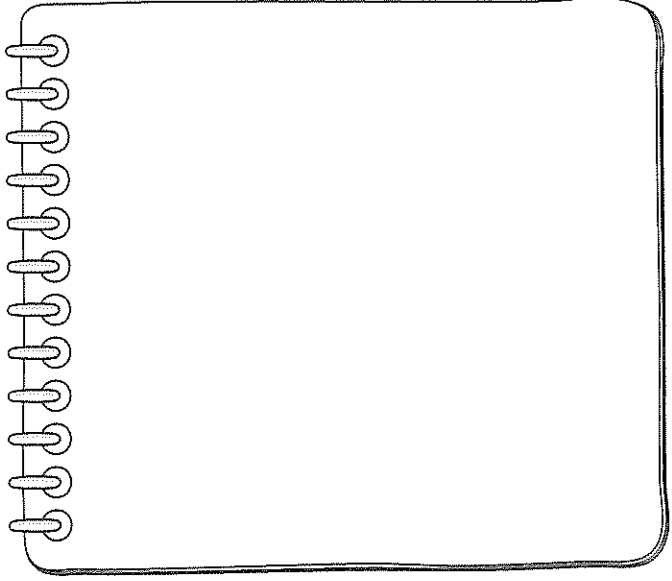
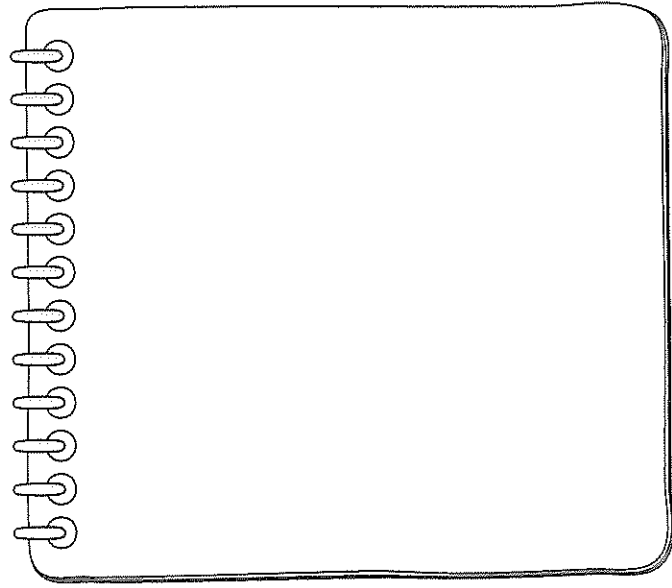
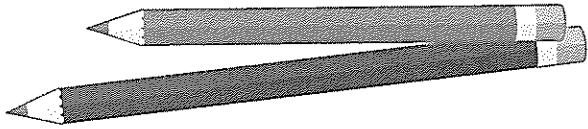
**6**

Where do you think the story took place?

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

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

Draw some pictures to explain your answer.





**7**

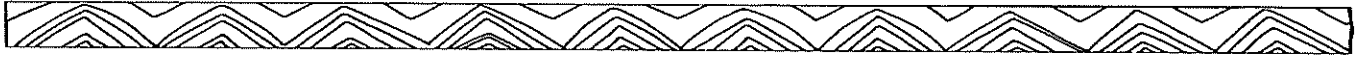
Flags are often used to show peoples' connection to their place.  
Draw the Aboriginal or Torres Strait Islander Flag and explain how it shows connection to their place.

A large, empty rectangular box with a thin black border, intended for the student to draw a flag and provide an explanation of its connection to a place.

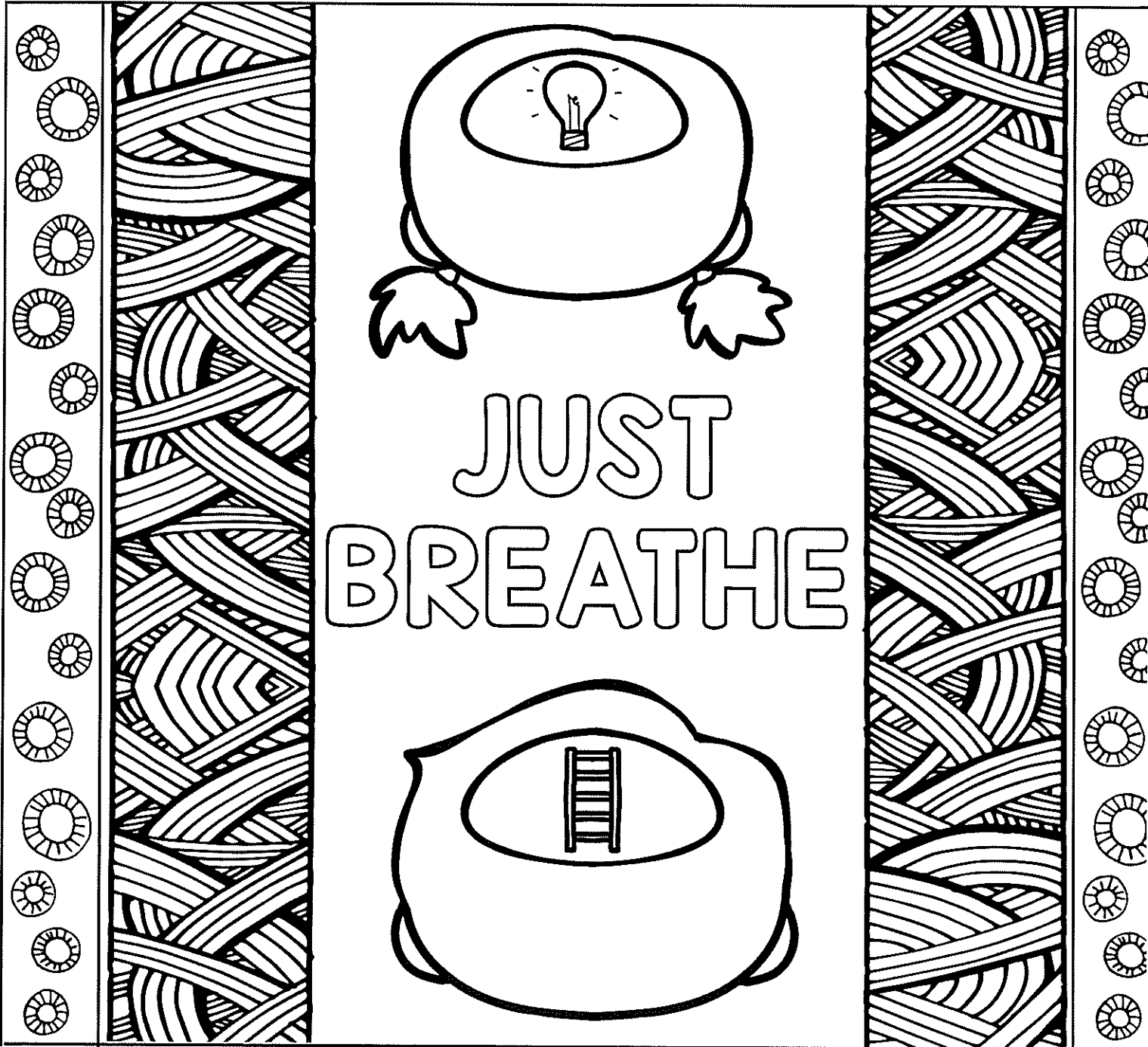
Name: \_\_\_\_\_

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

# MINDFULNESS COLORING



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







# Wednesday 8th 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:

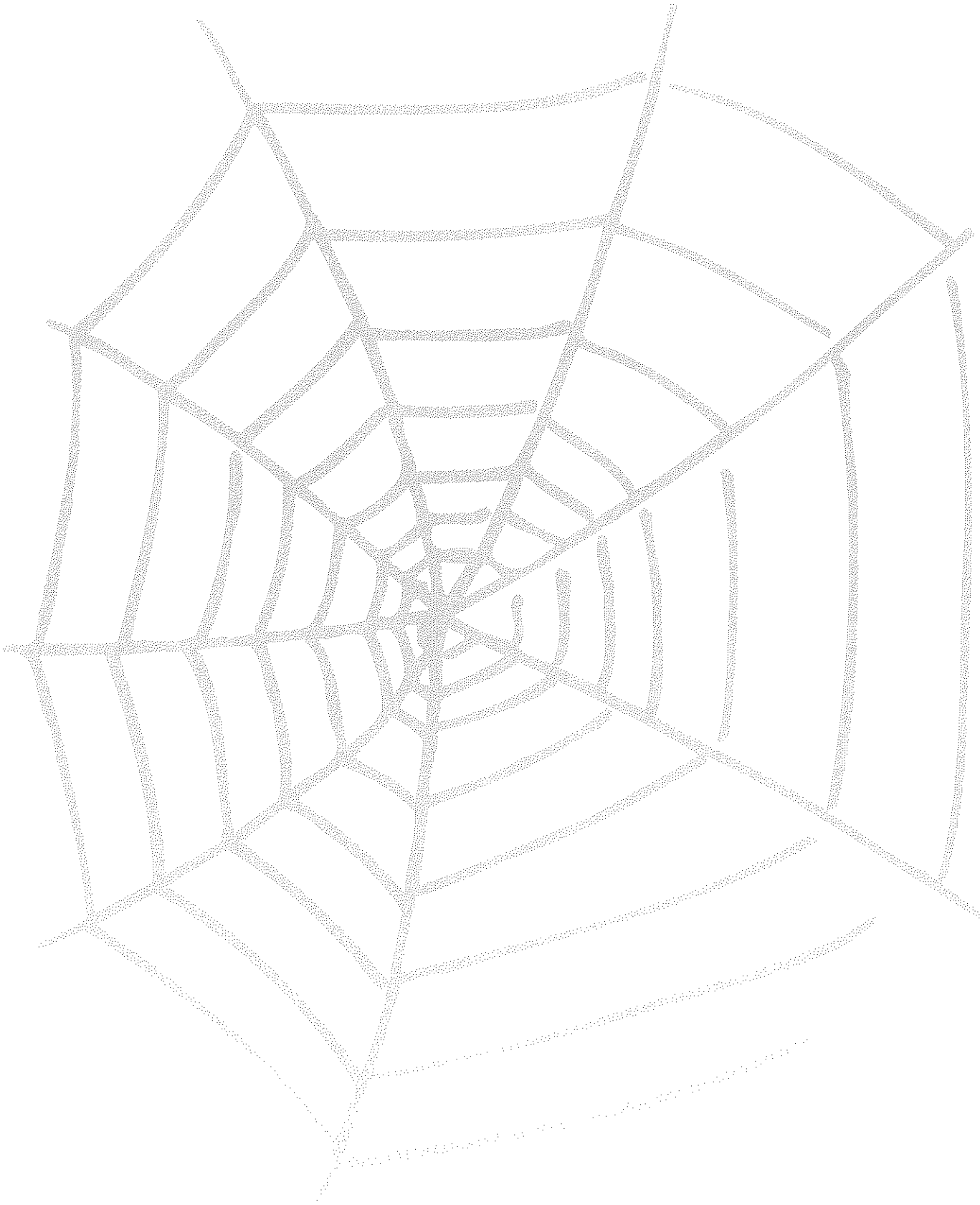
MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

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

Geography:

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



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

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

# Adjectives and the Senses

An adjective is a word that is used to describe a person, place or thing. You can use the five senses to describe what something looks like, feels like, sounds like, smells like or tastes like.

Sort these adjectives into the correct category. Some words can be placed into more than one category.

tiny

spicy

cold

bumpy

red

sticky

hissing

stinky

pale

sour

loud

fragrant

faint

smooth

quiet

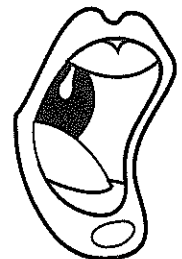
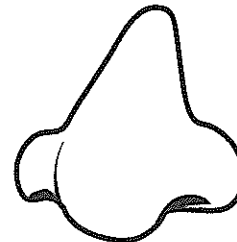
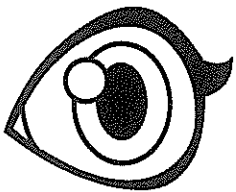
putrid

yummy

shiny

sweet

musty



sight

touch

hearing

smell

taste

# Adjective Poem

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

Ice-cream

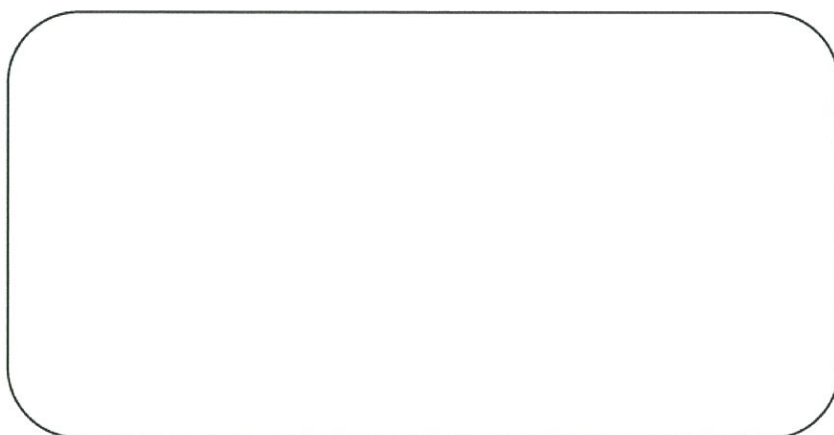
\_\_\_\_\_ ice-cream,

\_\_\_\_\_ ice-cream,

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

\_\_\_\_\_ ice-cream.

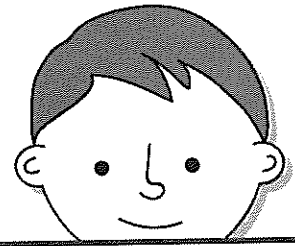
I like ice-cream.



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

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

# Number of the Day



Word Form:

Numeral Form:

ODD

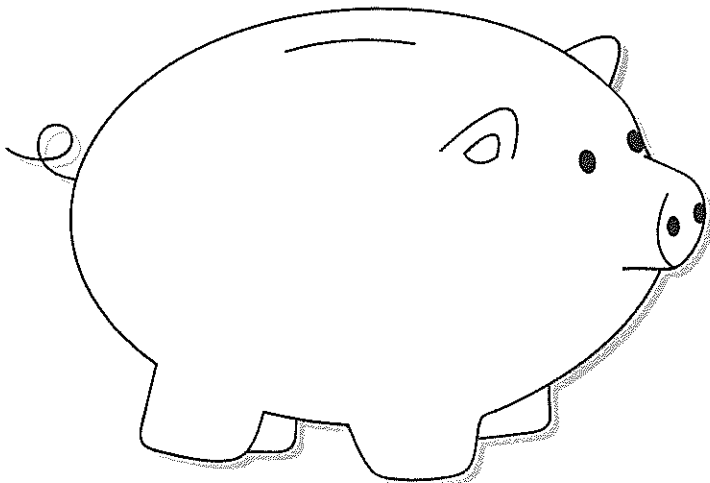
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



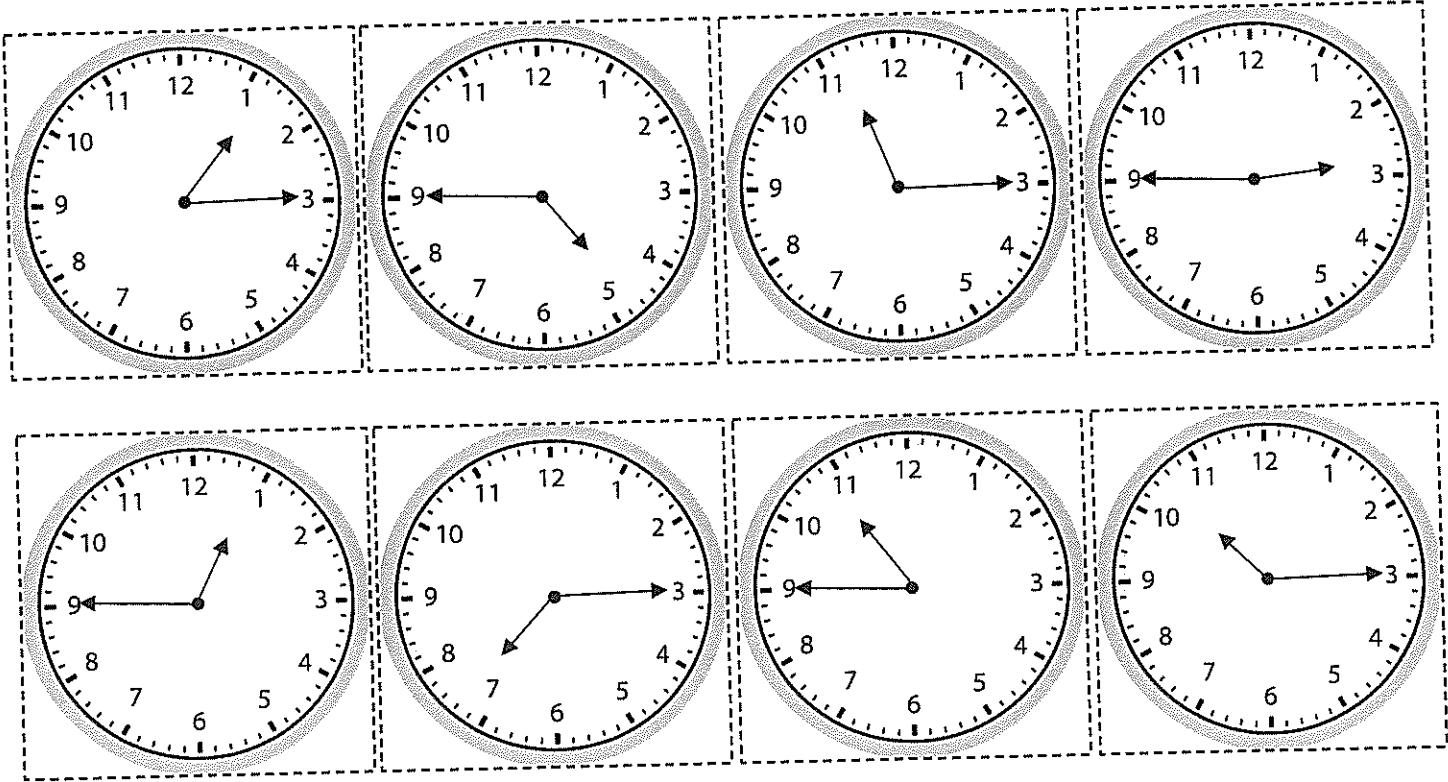


Name: \_\_\_\_\_

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

# Quarter Time Match Up

Cut and paste the correct analogue time with the time in words.



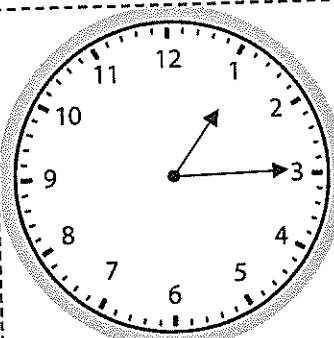
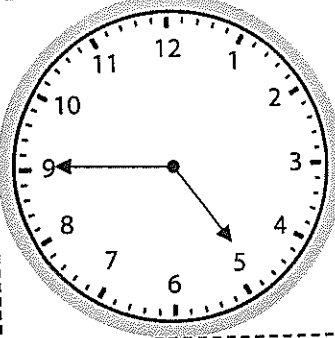
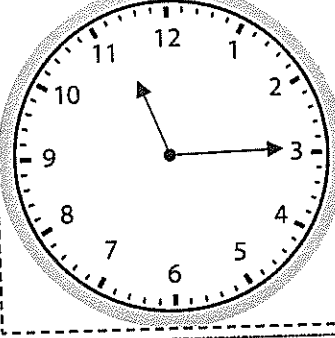
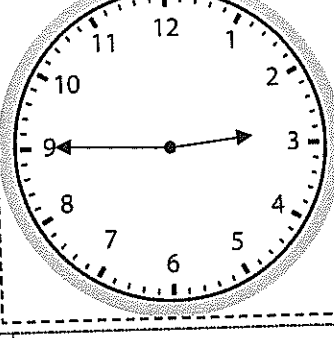
Quarter past 11	Quarter to 5	Quarter to 11	Quarter past 10
Quarter to 3	Quarter past 1	Quarter past 7	Quarter to 1

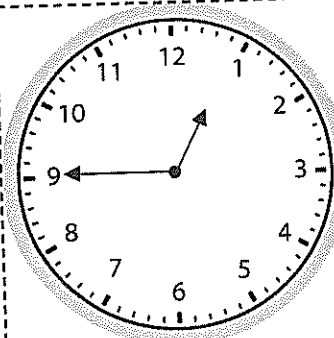
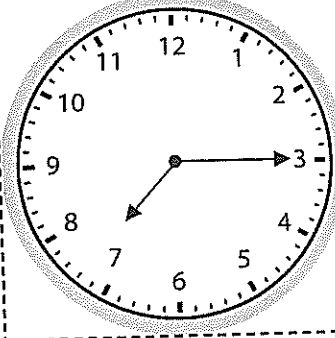
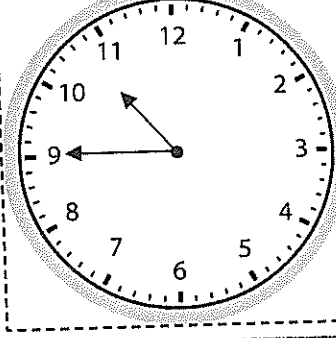
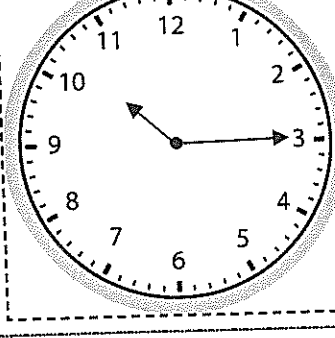




# Answers

Cut and paste the correct analogue time with the time in words.

			
<b>Quarter past 1</b>	<b>Quarter to 5</b>	<b>Quarter past 11</b>	<b>Quarter to 3</b>

			
<b>Quarter to 1</b>	<b>Quarter past 7</b>	<b>Quarter to 11</b>	<b>Quarter past 10</b>



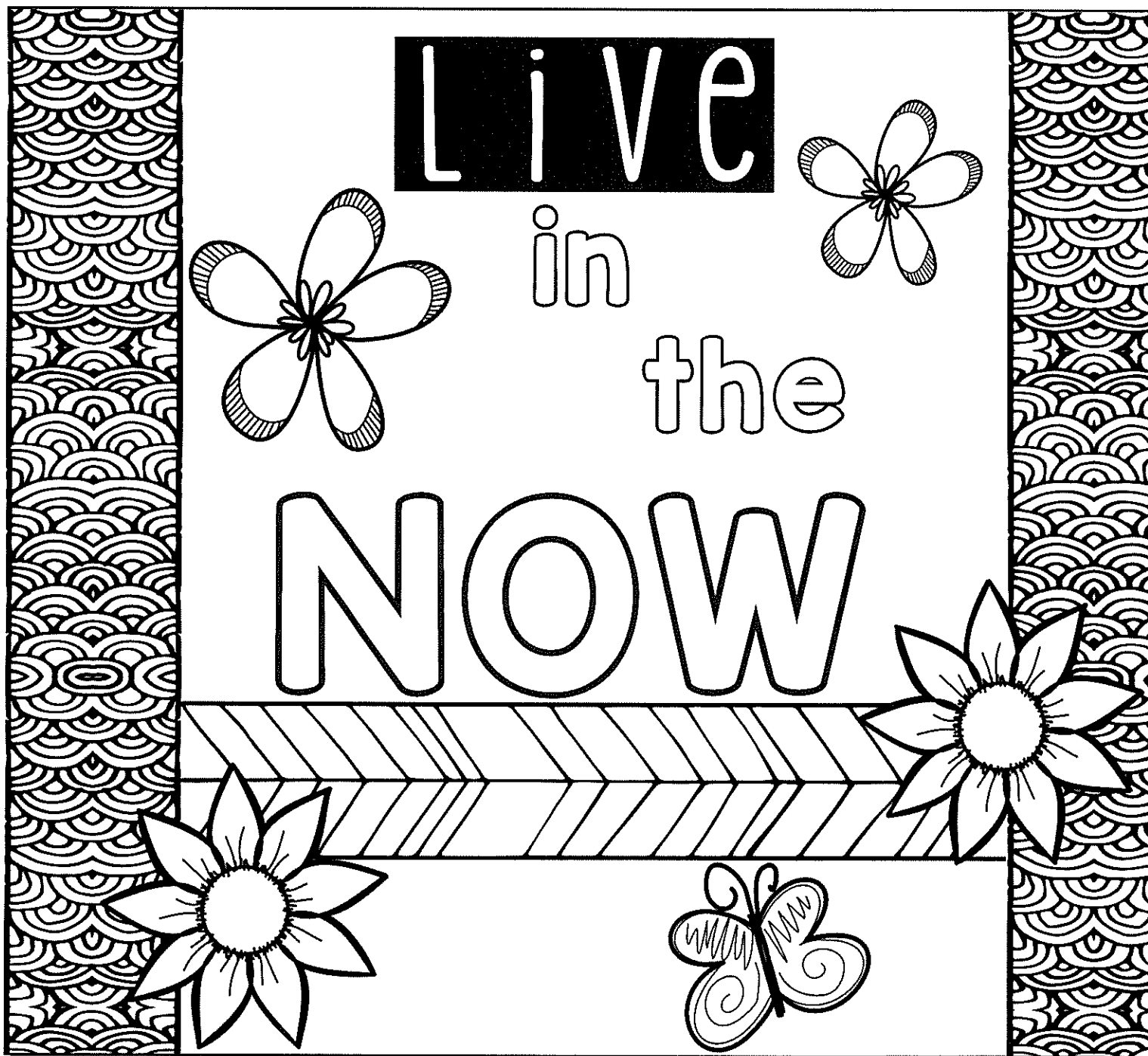
Name: \_\_\_\_\_

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

# MINDFULNESS COLORING



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# Thursday 9th September



## Outcomes addressed

English:

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

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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



w wh u

web whale queen

List Words

Letters Words

swim	which	while	would	quiet
won	white	where	quickly	warm

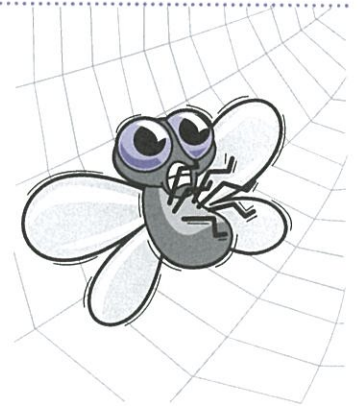

1 Underline the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Cross out the word that is not in alphabetical order in each row.

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

quiet swim twelve one would yellow  
 once quickly warm swimming twenty zebra

3 Finish the sentences with white, while, where, which. Use capitals to start sentences.



\_\_\_\_\_ way do we go?

Our house is painted \_\_\_\_\_.

\_\_\_\_\_ do you live?

It rained \_\_\_\_\_ we were swimming.

4 Colour 17 List Words in the Word Search.

Hidden Word \_\_\_\_\_

w	i	n	e	e	t	n	e	v	e	s	c	o	v	e	r
y	o	u	'v	e	e	t	i	h	w	e	l	i	h	w	n
e	v	e	r	e	v	o	b	a	h	a	v	e	n'	t	o
c	l	o	v	i	n	g	t	h	e	y	'v	e	k	e	w
n	e	v	i	g	h	c	i	h	w	w	h	e	r	e	d
y	l	k	c	i	u	q	d	i	v	e	t	e	i	u	q

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

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

## Compound Sentences

Use the conjunctions in the box to fill in the blanks.

**and****so****but**

1. I like turtles, \_\_\_\_\_ I have never seen one in the wild.
2. We climbed up higher, \_\_\_\_\_ we could see the view.
3. I can do a handstand, \_\_\_\_\_ I can't do a cartwheel.
4. I enjoy going to the park, \_\_\_\_\_ my dog likes it too.

The sentences below can be combined to create compound sentences. Use a conjunction to join each pair of sentences. Remember to add a comma before each conjunction.

5. I bought snacks. I didn't eat them.

---

6. The pig rolled in the mud. The piglets did the same.

---

7. I forgot to bring my hat. I sat in the shade.

---

Write your own simple sentences and then combine them to create a compound sentence.

---

---



# Story Starters



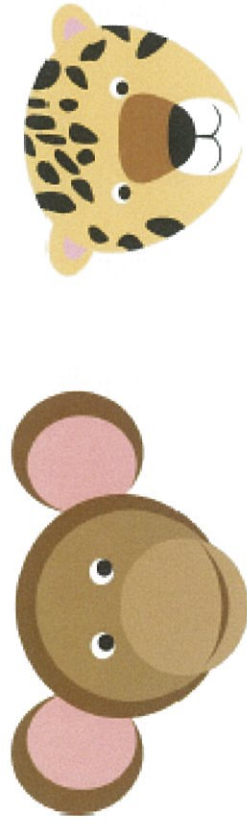
I woke up and I had changed  
bodies with my mum/dad.

# Story Starters



It was one of those days  
when everything seemed to  
go wrong.

# Story Starters

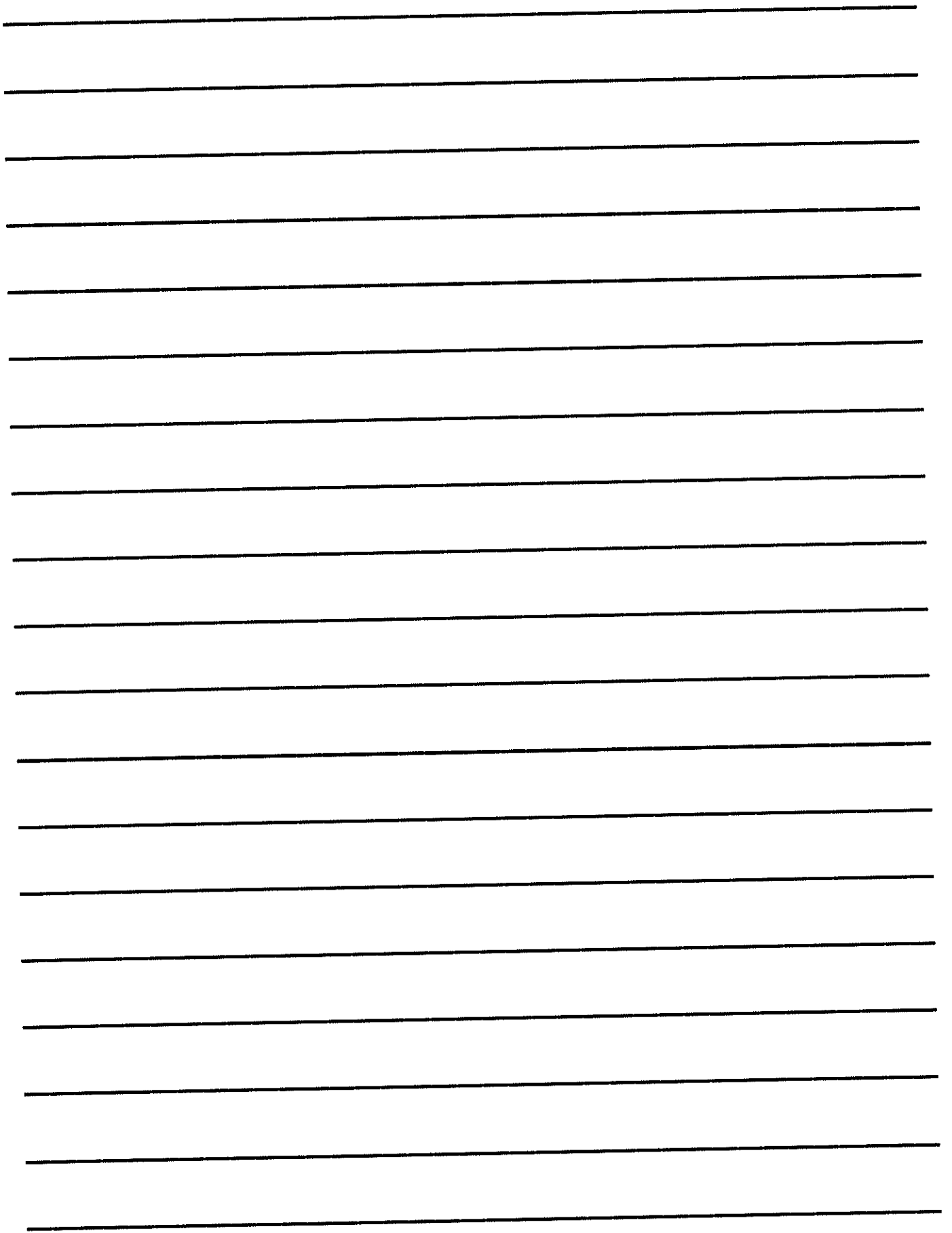


I was lost in the jungle...

# Story Starters



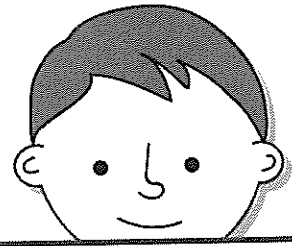
I looked out my window...



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

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

# Number of the Day



Word Form:

Numeral Form:

ODD

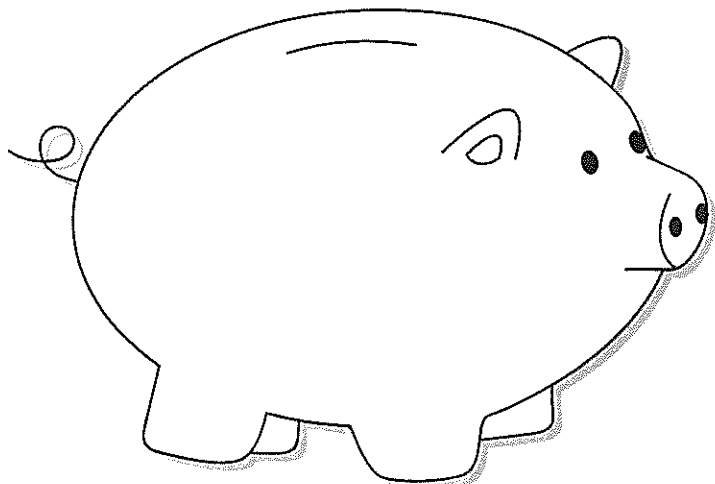
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:







Use a one-minute timer.

1 In one minute, how many times can you:

a write your name? \_\_\_\_\_ b bounce a ball? \_\_\_\_\_

c throw a dice? \_\_\_\_\_ d draw a hexagon? \_\_\_\_\_

2 In two minutes, how many:

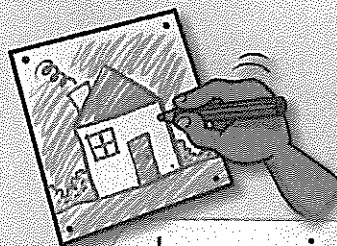
a cubes can you join? \_\_\_\_\_ b dogs can you draw? \_\_\_\_\_

c numbers can you write \_\_\_\_\_ d push-ups can you do? \_\_\_\_\_

3 Circle the activities that take about 5 minutes.



read 2 pages  
of a book



draw a picture  
of a house



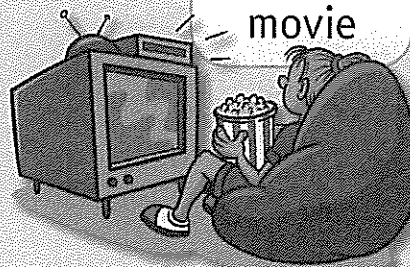
sing the  
National  
anthem



walk to  
the park



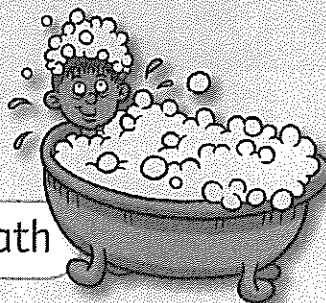
eat a piece  
of cake



watch a  
movie



fill a bucket  
of water



have a bath



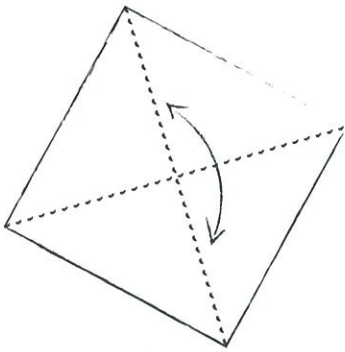
sleep



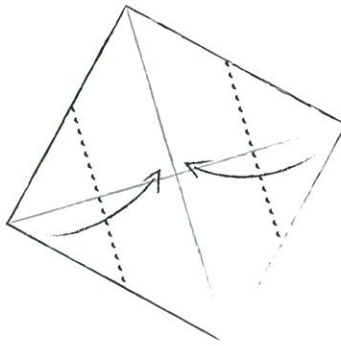
# ORIGAMI

## Animal Faces

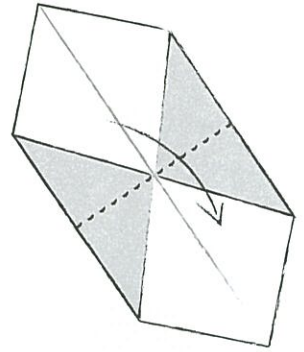
### Pig



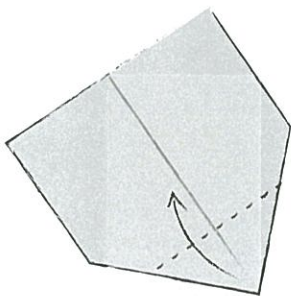
Step 1 – Fold to make creases and fold back.



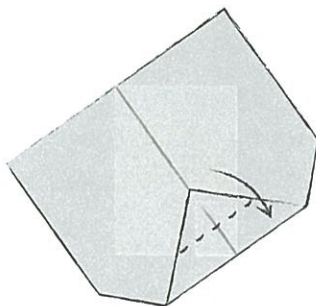
Step 2



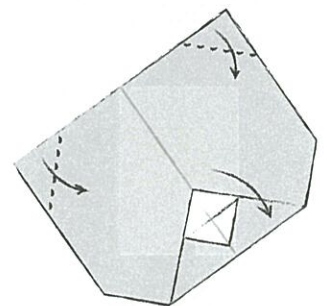
Step 3



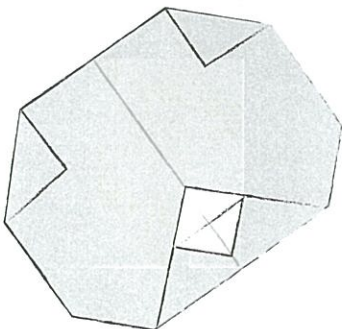
Step 4



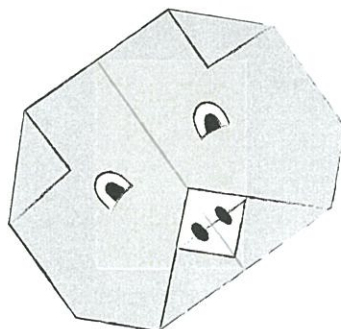
Step 5



Step 6



Step 7



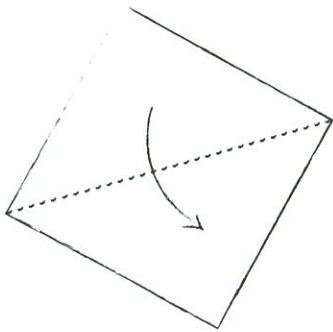
Step 8 – Add some eyes and a nose.



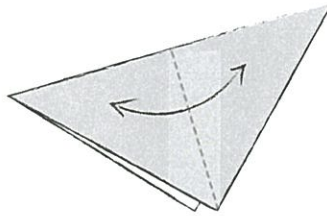
# ORIGAMI

## Animal Faces

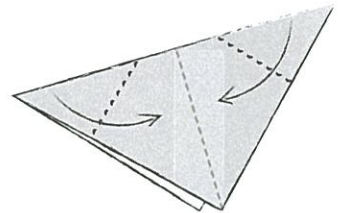
### Dog



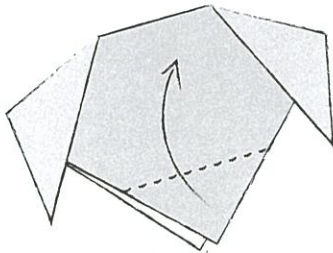
Step 1



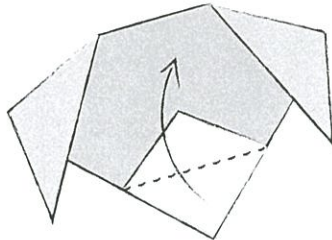
Step 2 – Fold to make a crease and fold back.



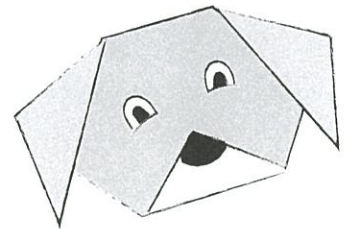
Step 3



Step 4



Step 5



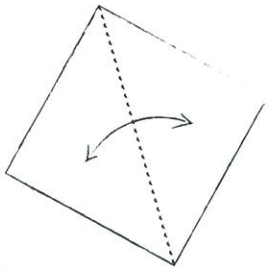
Step 6 – Add some eyes and a nose.



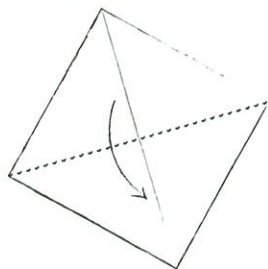
# ORIGAMI

## Animal Faces

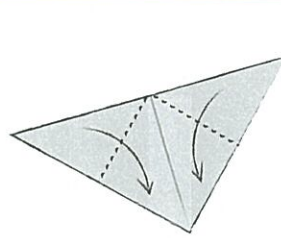
### Koala



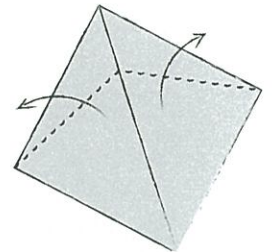
Step 1 – Fold to make a crease only.



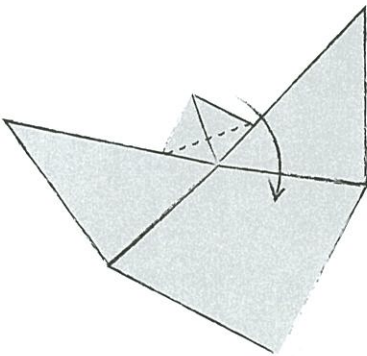
Step 2



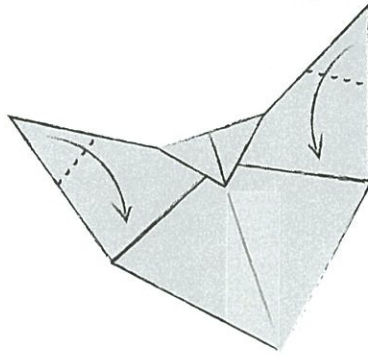
Step 3



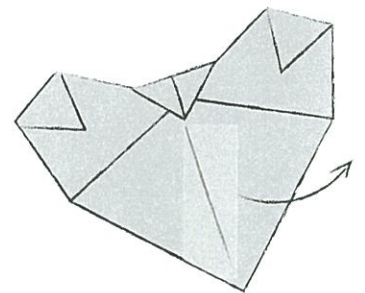
Step 4



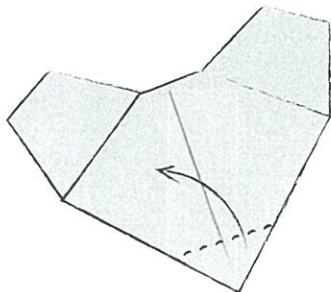
Step 5



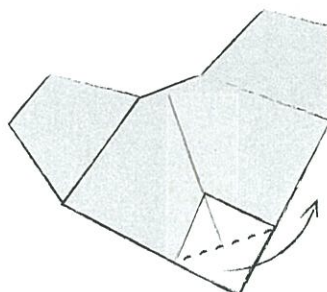
Step 6



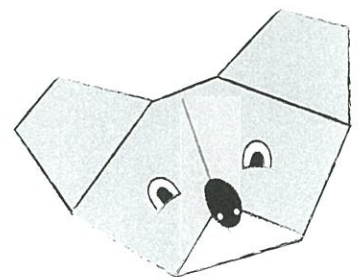
Step 7 – Turn the koala's face over.



Step 8



Step 9



Step 10 – Add some eyes and a nose.







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

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

# MINDFULNESS COLORING



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

It is part of the experience in practicing your mindfulness.







# Friday 10th 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

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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



v ve



w wh u

ever

dive

given

loving

cover

above

seventeen

haven't

you've

they've

swim

won

which

white

while

where

would

quickly

quiet

warm

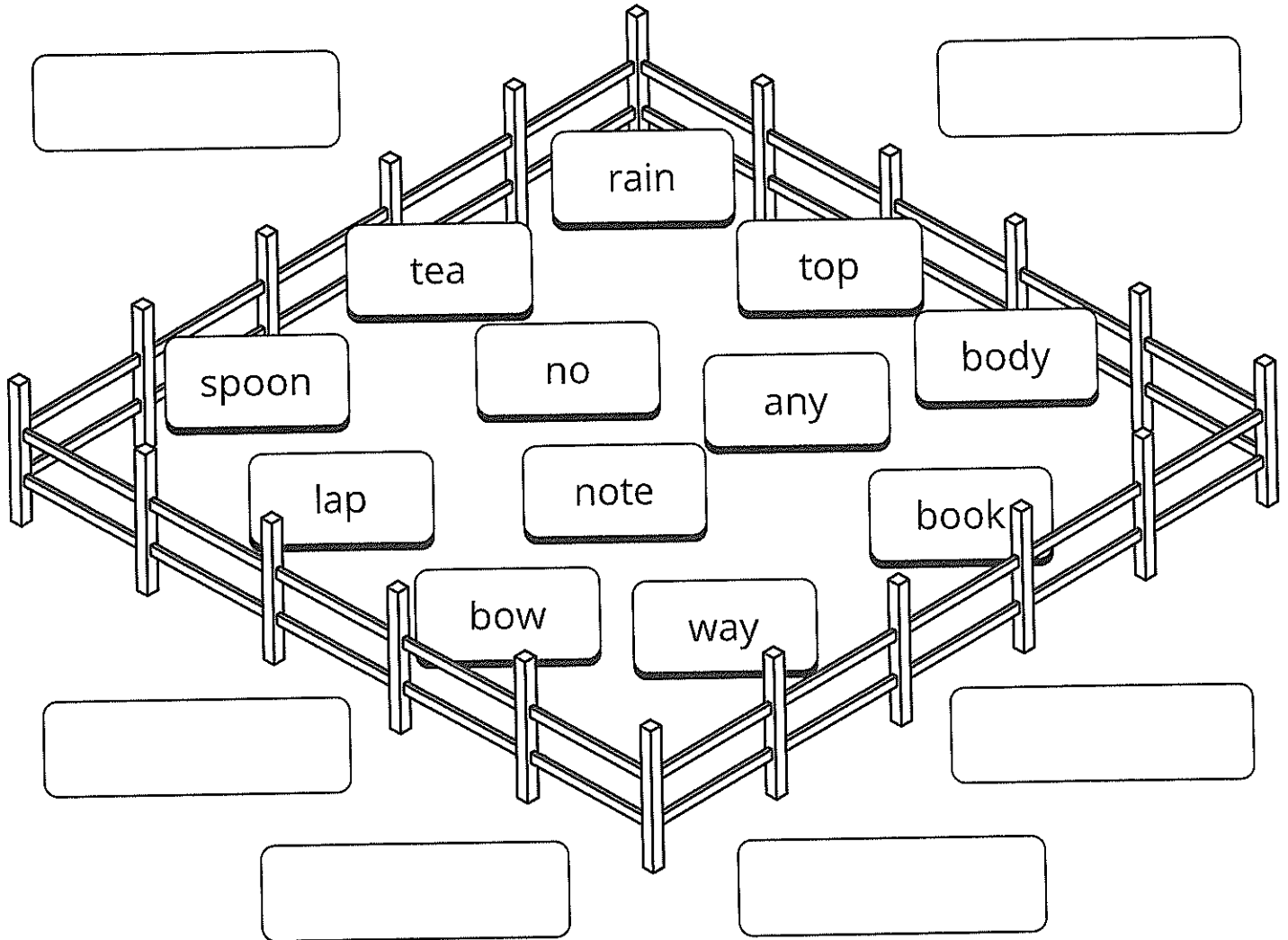
Name: \_\_\_\_\_

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

# The Compound Word Compound

These words are stuck inside the fence. The only way to get out is for them to find their compound word buddy.

1. Make compound words and write them outside the fence.



2. Write three sentences by using three of the new words.

---

---

---

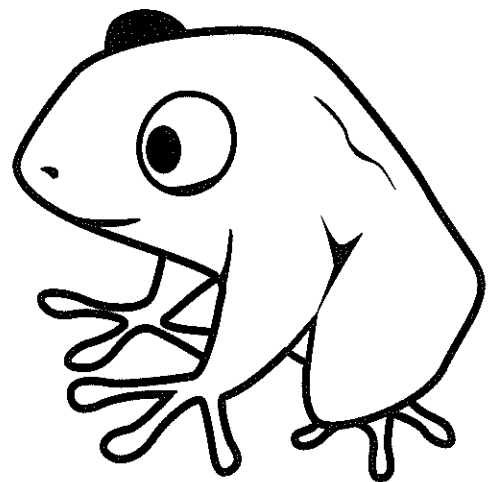
Name: \_\_\_\_\_

## The Frog

Tricky words:

the his is he has of

A frog swims in the pond. His skin is wet. He has spots on his chin. He has a chat with a bunch of bugs.



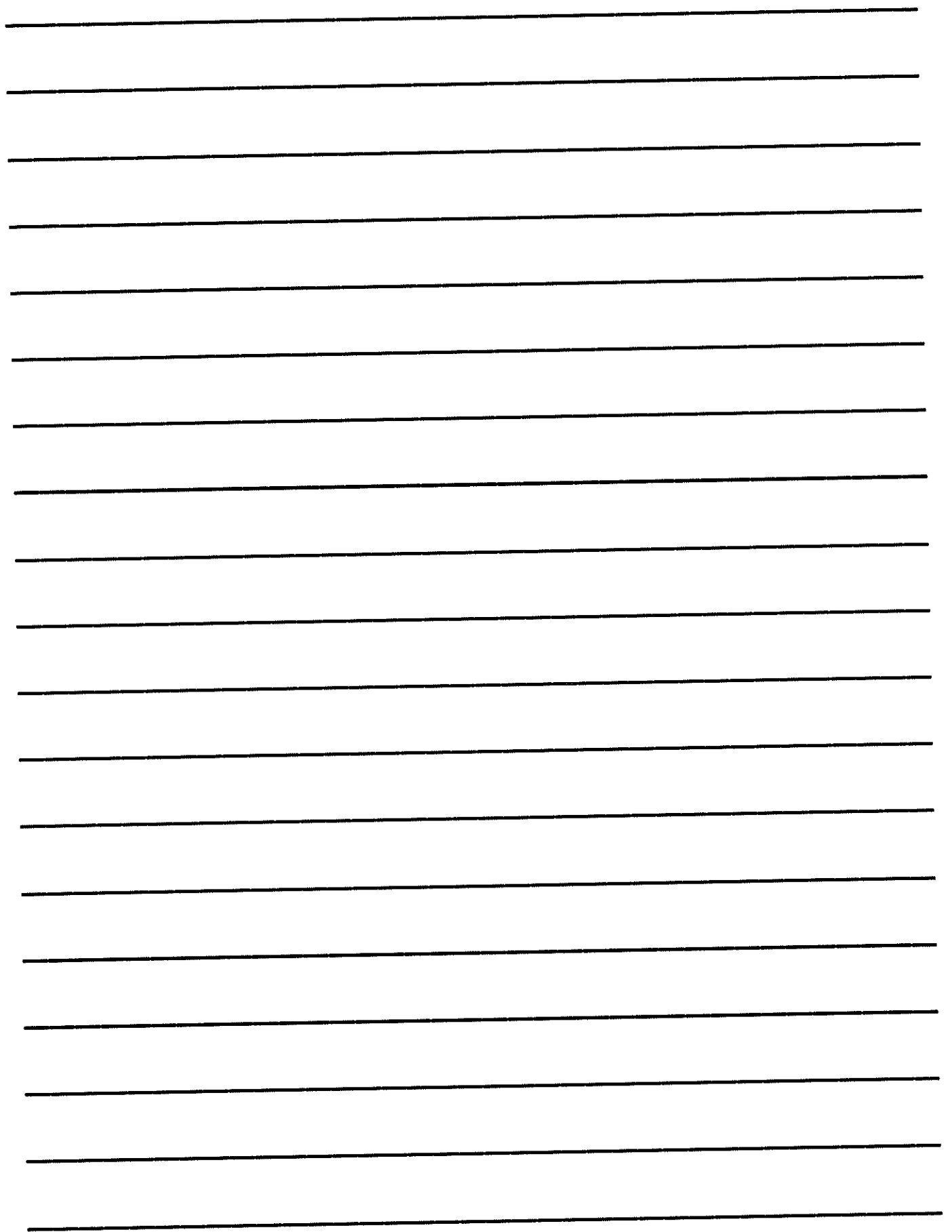
The frog has:

- dots
- pots
- spots

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

Self-reflection:

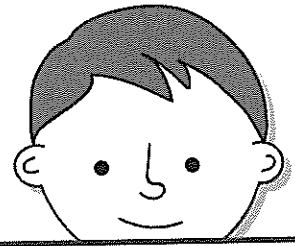




Name: \_\_\_\_\_

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

# Number of the Day



Word Form:

Numeral Form:

ODD

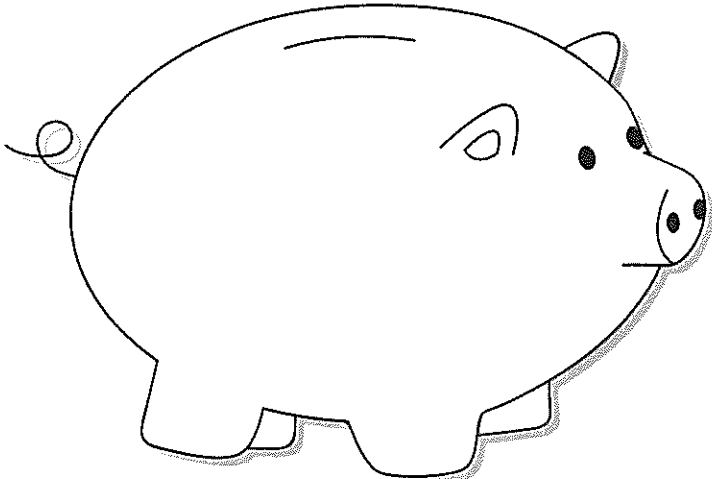
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



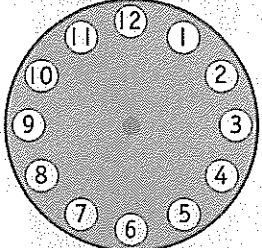
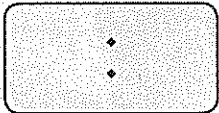
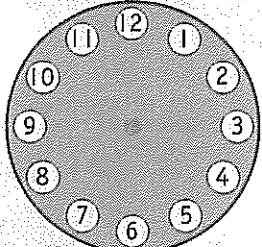
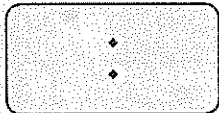
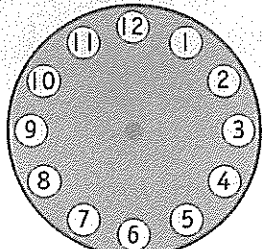
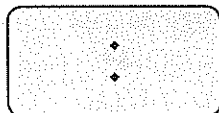
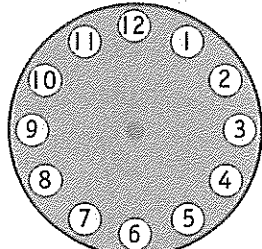
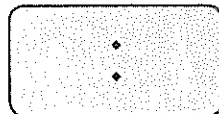
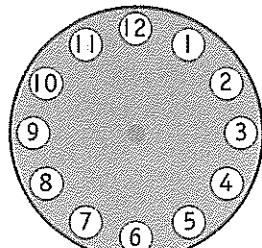
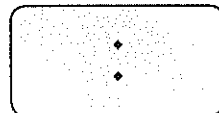
Less than:



# Problem solving

## My Special Day

Make a timetable for a special day where you can do all your favourite activities. You can choose the things you want to do. Use pictures, words and times.

Activity	Start Time	How long it takes	End time
			
			
			
			
			

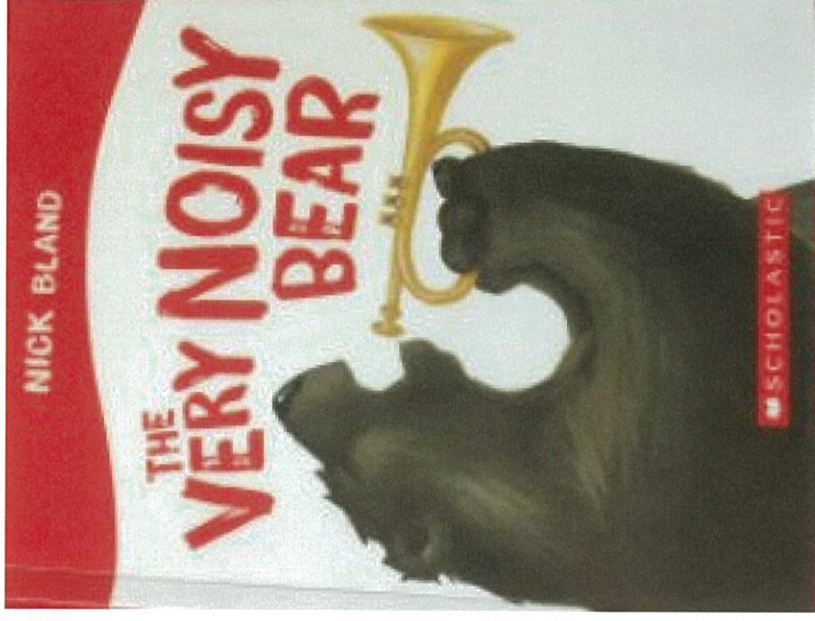


# The Very Noisy Bear

By Nick Bland

What could you design and build?

Can you design and build an unusual musical instrument and make noise like the bear?



**Picture Book STEM**



