



# Stafford State School

Independent Public School

Term 2

Week 1

# Year 2

# Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Chinese
- Music

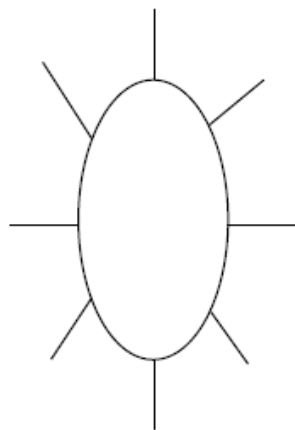
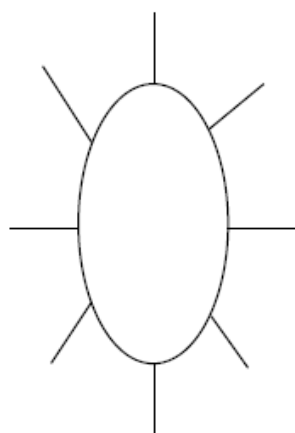
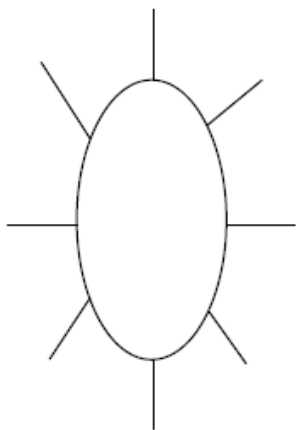
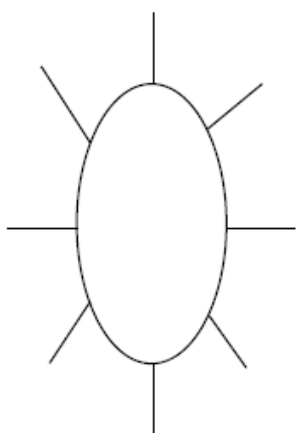
# Monday – Week 1



<b>Wellbeing Task</b>	Teach your family our wellbeing welcome song with Auslan signs– Shake, shake, shake, rub, rub, rub, hands in a circle and up above, bring your hands to your heart, now we're ready to start, hello, and welcome to class.
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"><li>▪ Choose a non-fictional book to read aloud with a parent/carer/sibling.</li><li>▪ Before reading, discuss what you already know about the topic.</li><li>▪ Read the book aloud. Answer these questions:<ul style="list-style-type: none"><li>- What was this book about?</li><li>- What are three facts you have learnt from reading it?</li></ul></li></ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"><li>▪ Complete Monday WK1 Sheet 1 – English “Rhyming Wheels”</li></ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"><li>▪ “What did you do on the weekend?” – Write a paragraph explaining what you did on the weekend. Try to include who, when, where, why, what. Use this sentence starter if you are stuck: “On the weekend, I ...”</li></ul> <p><u>English</u></p> <ul style="list-style-type: none"><li>▪ Discuss how to wash your hands and why it is so important</li><li>▪ Complete Monday WK1 Sheet 2 – English “Hand Washing Procedure”</li><li>▪ Complete Monday WK1 Sheet 3 – English “How To Wash Your Hands”</li></ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Estimating and Counting</u></p> <ul style="list-style-type: none"><li>▪ Get some counters (or sultanas, M&amp;Ms, Tiny Teddies, etc.)</li><li>▪ Take a handful of counters (or sultanas, M&amp;Ms, Tiny Teddies, etc.) and, without looking, estimate how many you have in your hand. Write your estimates in your scrapbook.</li><li>▪ Organise your counters. Draw your counter arrangement in your book. Ask someone to work out how many you have by looking and thinking (without counting). Ask questions like:<ul style="list-style-type: none"><li>- What helps you know how many there are without having to count?</li><li>- Are there more or less counters than you estimated?</li><li>- How many more or less?</li></ul></li></ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"><li>▪ Complete Monday WK1 Sheet 4 – Maths “Problem Solving Monday Week 1”. Write your answers in your scrapbook. Remember to use CUBES (Monday Sheet 5 – Maths) to help you solve these word problems.</li></ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"><li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li></ul>
<b>Break</b>	
<b>Afternoon HASS</b>	<p><u>Places in Australia</u></p> <ul style="list-style-type: none"><li>▪ Fill in the missing states of Australia in Monday WK1 Sheet 6 – HASS</li><li>▪ Complete Monday WK1 Sheet 7 – HASS “Australian ABC”. You will need an atlas, map of Australia or access to the internet.</li></ul>

## Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



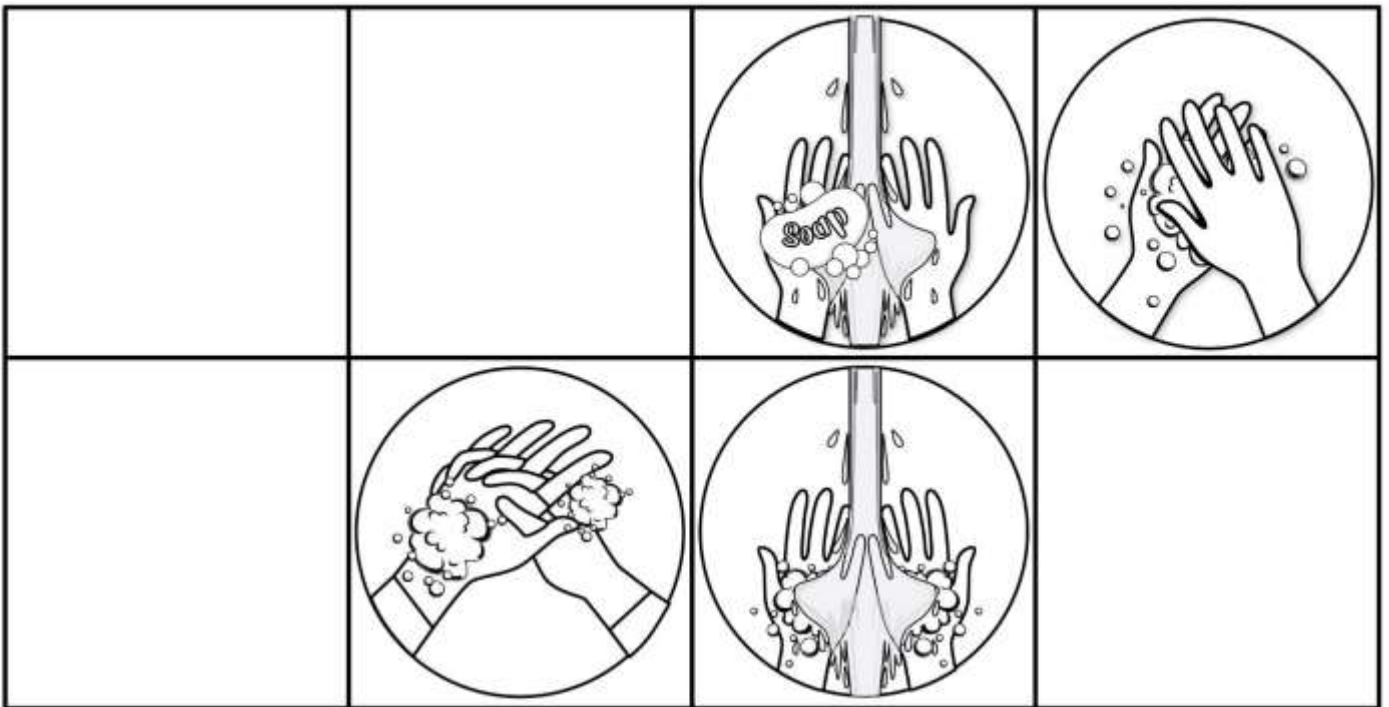
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



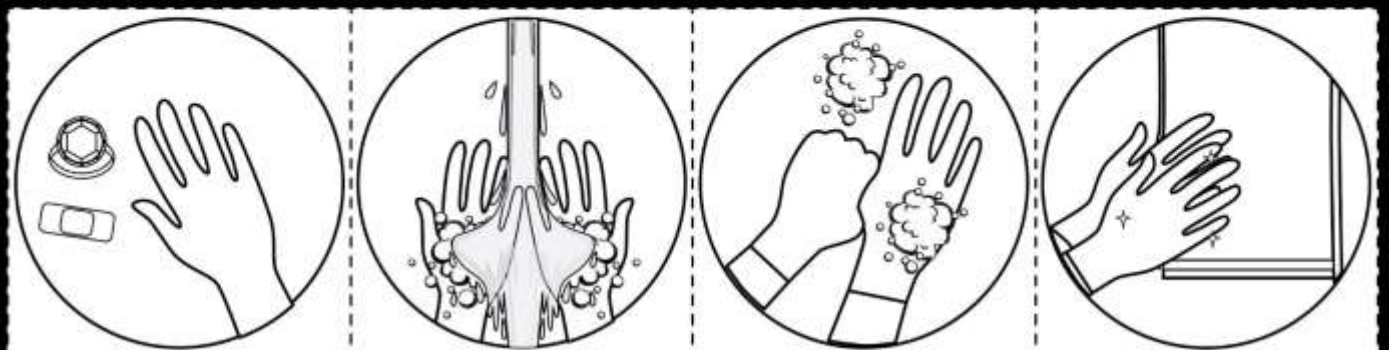
# Hand Washing Procedure

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

Colour, cut and glue the image in the box.



Teach **THIS**

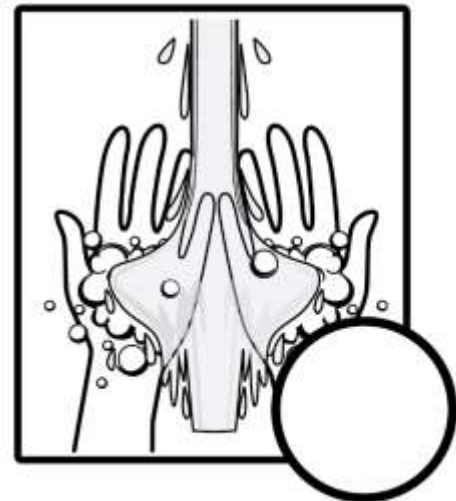
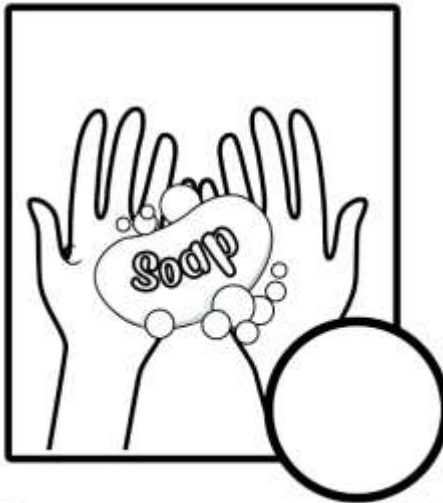
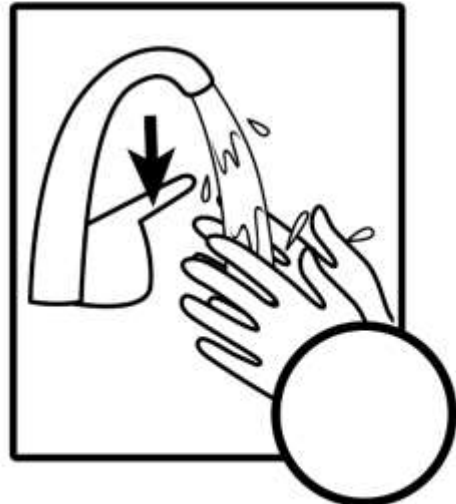
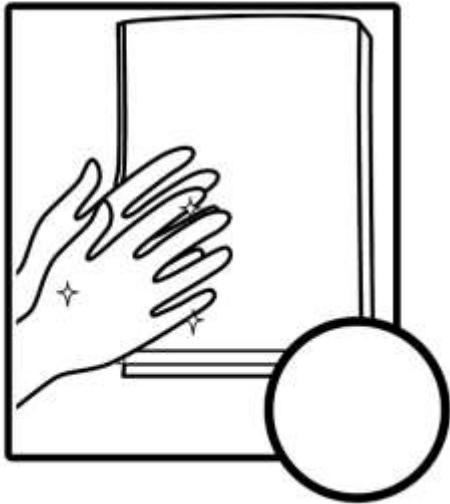


# How to wash your Hands

Number each picture in the correct order.

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

Teach 



Monday WK1 Problem Solving

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?



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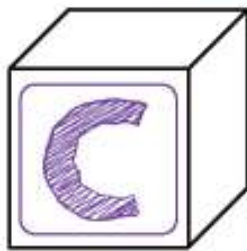
Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



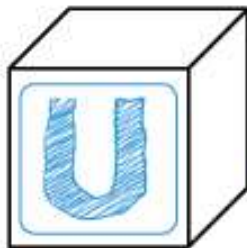
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# CUBES

## PROBLEM SOLVING STRATEGY



**Circle** the numbers



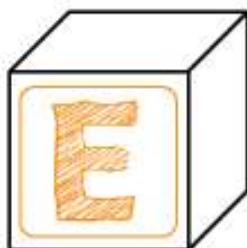
**Underline** the question

What is the problem I am trying to solve?



**Box** the key words

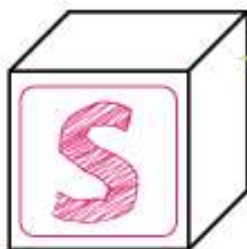
Do I need to add, subtract, multiply or divide?



~~Eliminate~~ and evaluate

What information is not needed?

What steps do I need to take?



Show your work!

**Solve and check**

Did I answer the underlined question?

How can I check my answer?



**AUSTRALIA**








# Australian ABC



List and draw Australian places.



Aa

Bb 	Cc	Dd	Ee	Ff
Gg	Hh 	Ii	Jj	Kk 
Ll	Mm	Nn	Oo 	Pp 
Qq	Rr	Ss	Tt 	Uu 
Vv	Ww	Xx Xantippe	Yy	Zz

Where is Xantippe? Search the internet to find the answer.

Teach **THIS**





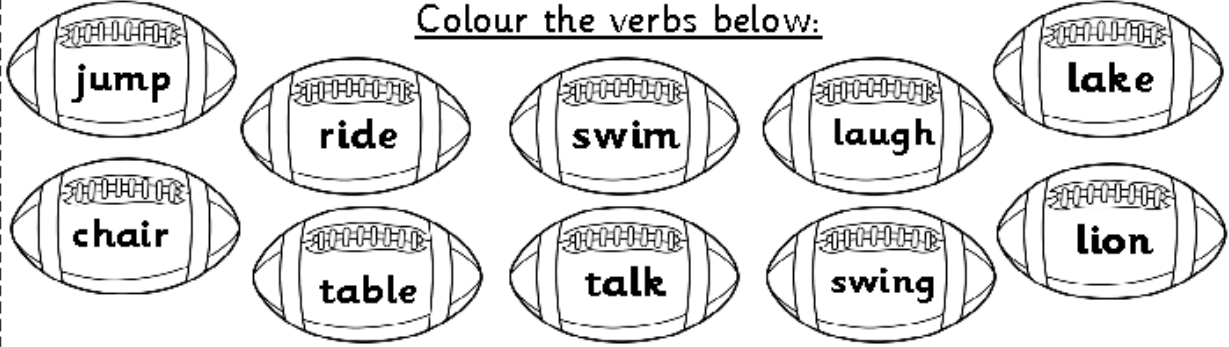
<b>Wellbeing Task</b>	Perform a mini yoga sequence – mountain, rocket, ragdoll, dog, snake, mouse, dog, ragdoll, rocket, and mountain. Each time change the way you do it - with or without sounds, fast or slow.
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Choose a fictional book to read aloud with a parent/carer/sibling.</li> <li>▪ Before reading, predict what you think is going to happen by looking at the pictures.</li> <li>▪ Read the book aloud. Answer these questions:                         <ul style="list-style-type: none"> <li>- What was this book about?</li> <li>- Who is your favourite character?</li> </ul> </li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ “What can you see out the window or door?” – Use adjectives (describing words) when you write about what you can see.</li> <li>▪ Imagine you are in a different place i.e. outer space, on safari in a jungle or a place of your choice. Repeat the activity and describe what you can see out the window/door.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Complete Tuesday WK1 Sheet 1 – English “Verbs”</li> <li>▪ Complete Tuesday WK1 Sheet 2 – English “Verb Hunt”</li> </ul> <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>▪ Complete the first page of Unit 11 in your Soundwaves book</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> <li>▪ Daily 10 – Level 2 – Addition <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> </ul> <p><u>Shape Hunt</u></p> <ul style="list-style-type: none"> <li>▪ Go on a shape hunt around your home! Can you find 3 of each shape in a different location? You need to find:                         <ul style="list-style-type: none"> <li>- 3 triangles</li> <li>- 3 circles</li> <li>- 3 hexagons</li> <li>- 3 octagons</li> </ul> </li> <li>▪ Draw the different shapes you found in your scrapbook.</li> <li>▪ Make shapes using toothpicks, paddle pop sticks or sticks, etc. Glue them into your book.</li> </ul> <p><u>Addition</u></p> <ul style="list-style-type: none"> <li>▪ Complete the activity on Tuesday WK1 Sheet 3 – Maths “Summer – roll and colour”</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Wellness/Yoga</b>	<ul style="list-style-type: none"> <li>▪ Refer to Wellness/ Yoga Sheet</li> </ul>



# Verbs

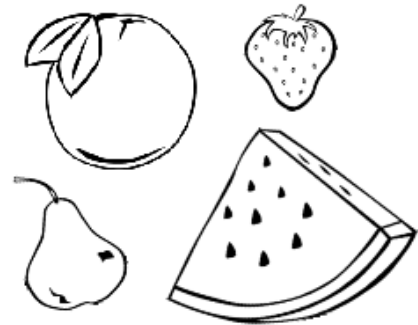
Verbs are doing, being and having words.  
They are words that show "action".

Colour the verbs below:



Circle the verb in each sentence:

- They are going to play a game of cricket.
- Mary skipped all the way to school.
- Tim wrote letters to his cousin.
- I eat fruit and vegetables everyday.
- We walk to the playground after school.



Write a sentence to match the picture.  
Make sure it includes a verb:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Complete the crossword:

- Across:
- We are going to \_\_\_\_\_ the tree.
  - I like to \_\_\_\_\_ a lot of water.
  - I am going to \_\_\_\_\_ my bike to school.

- Down:
- In class we \_\_\_\_\_ to the teacher.
  - The ball \_\_\_\_\_ the window.
  - In sport, I can run really fast.

# Verb Hunt

An verb is an action,  
thinking or saying word.

Find the verbs and write them on the lines below.

B	W	V	T	H	I	N	K	X	C	A	T
S	O	P	L	U	G	C	L	I	M	B	A
T	N	Z	F	U	N	N	Y	F	A	N	P
A	D	P	L	A	Y	L	G	I	V	E	E
N	E	S	I	X	F	A	F	S	V	X	C
D	R	S	U	N	A	U	R	A	M	H	R
T	R	A	I	N	L	G	O	D	A	E	Y
S	W	I	M	E	L	H	G	Z	N	A	W
C	R	A	B	T	V	F	A	C	E	R	T
D	R	I	N	K	Q	T	A	K	E	Q	E
Z	X	Q	U	I	C	K	L	Y	Z	X	N
S	M	I	L	E	B	U	T	H	A	V	E

stand

\_\_\_\_\_

fall

\_\_\_\_\_

take

\_\_\_\_\_

swim

\_\_\_\_\_

laugh

\_\_\_\_\_

have

\_\_\_\_\_

drink

\_\_\_\_\_

climb

\_\_\_\_\_

cry

\_\_\_\_\_

smile

\_\_\_\_\_

give

\_\_\_\_\_

think

\_\_\_\_\_

play

\_\_\_\_\_

hear

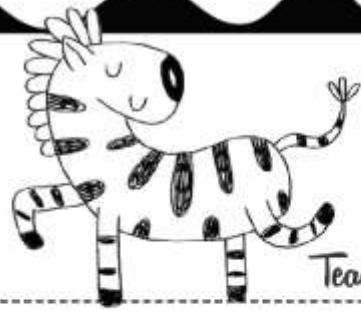
\_\_\_\_\_

wonder

\_\_\_\_\_

# Summer

## Roll and Colour



To Play: Take turns rolling the two dice. Add the dice together and then colour the answer circle. The winner is the player with the most circles coloured at the end.

You will need: 2 x six-sided dice and coloured pencils.

2   7   11   12   6   3

10   3   8   4   2   10

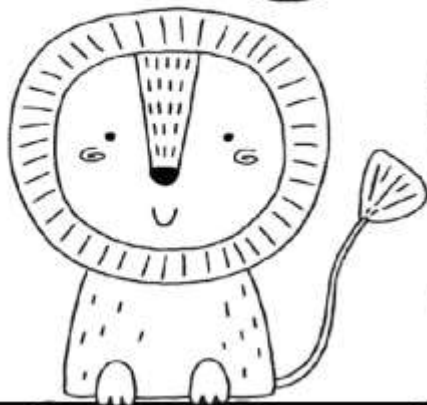
5   9   2   10   7   11

6   11   4   12   9   6

5   8   2   7   11   12

5   9   2   10

4   12   9   6





<b>Wellbeing Task</b>	Teach your parents the Stafford High 5 – Talk Friendly, Talk Firmly, Ignore, Walk Away, Report (tell a teacher). Give an example of how you could use the Stafford High 5. Have you been using this at home with your family?
<b>Morning</b> <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Choose a non-fictional book to read aloud with a parent/carer/sibling.</li> <li>▪ Before reading, discuss what you already know about the topic.</li> <li>▪ Read the book aloud. Answer these questions:             <ul style="list-style-type: none"> <li>- What was this book about?</li> <li>- What are three facts you have learnt from reading it?</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK1 Sheet 1 – English “Code Breaker”</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Write a short narrative using this story starter: “Wow, it was so hairy. I cannot believe it was in my home...”</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK1 Sheet 2 – English “Nouns and Verbs”</li> <li>▪ Complete Wednesday WK1 Sheet 3 – English “Nouns and Verbs”</li> </ul>
<b>Break</b>	
<b>Middle</b> <b>Maths</b>	<p><u>Estimating and Measurement</u></p> <ul style="list-style-type: none"> <li>▪ Ask your family if you can use five containers, bottles, cups and bowls for an investigation.</li> <li>▪ Estimate which container will hold the most rice (or pasta, dried beans, water, etc.). Order your containers from the most to the least. Draw the containers in order in your maths book.</li> <li>▪ Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate.</li> <li>▪ Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?</li> </ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK1 Sheet 4 – Maths “Wednesday WK1 Problem Solving”. Write your answers in your scrapbook. Remember to use CUBES (Monday WK1 Sheet 5 – Maths) to help you solve these word problems.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b> <b>Chinese</b>	<ul style="list-style-type: none"> <li>▪ Refer to Chinese Sheet</li> </ul>





# Nouns and Verbs

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

Use the words below to complete the sentences.

- |       |        |         |      |      |           |     |       |      |        |
|-------|--------|---------|------|------|-----------|-----|-------|------|--------|
| laugh | cat    | want    | jump | doll | neighbour | go  | shirt | swim | river  |
| eat   | cleans | oranges | know | moon | bake      | zoo | plays | bats | pupils |

Each of these sentences is missing a **noun**.

1. The children are going to the \_\_\_\_\_.
2. The \_\_\_\_\_ are in the classroom now.
3. Tom is wearing a blue \_\_\_\_\_ today.
4. \_\_\_\_\_ sleep during the day.
5. Tom forgot to feed his \_\_\_\_\_ yesterday.
6. Sally wants a \_\_\_\_\_ for Christmas.
7. We can see a full \_\_\_\_\_ tonight.
8. I like sweet and juicy \_\_\_\_\_.
9. My \_\_\_\_\_ is a kind man.
10. Tom jumped into the \_\_\_\_\_ to save Jane.

Each of these sentences is missing a **verb**.

1. John \_\_\_\_\_ his room every day.
2. My mother loves to \_\_\_\_\_ cakes.
3. She can \_\_\_\_\_ very fast in the pool.
4. The boys \_\_\_\_\_ over the fence.
5. The clown is making the girls \_\_\_\_\_.
6. Do you \_\_\_\_\_ how to cook?
7. Peter does not want to \_\_\_\_\_ to school.
8. Janice \_\_\_\_\_ the piano well.
9. They \_\_\_\_\_ to play football later.
10. My brother does not like to \_\_\_\_\_ fish.



# Nouns and Verbs

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

Use the words below to complete the sentences and decide whether it is a noun or a verb.

rises	water	contains	break	banana	lake	island	wear	know	likes
borrow	turn	win	park	cake	bee	summer	teacher	sleep	apples

- The monkey is eating a \_\_\_\_\_ (noun /verb).
- It gets very hot during the \_\_\_\_\_ (noun/verb).
- The sun \_\_\_\_\_ in the east (noun/verb).
- The girls are playing in the \_\_\_\_\_ (noun/verb).
- My mother bought some red and juicy \_\_\_\_\_ (noun/verb).
- I can't decide which shirt to \_\_\_\_\_ (noun/verb).
- This box \_\_\_\_\_ (noun/verb) all his toys.
- He doesn't like to \_\_\_\_\_ (noun/verb) money from others.
- John and Peter are swimming in the \_\_\_\_\_ (noun/verb).
- His mother baked him a birthday \_\_\_\_\_ (noun/verb).
- Polly is boiling \_\_\_\_\_ (noun/verb) to make tea.
- Did you \_\_\_\_\_ well (noun/verb) last night?
- Sally \_\_\_\_\_ (noun/verb) to play the piano.
- Who do you think will \_\_\_\_\_ (noun/verb) this game?
- Tasmania is an \_\_\_\_\_ (noun/verb) southeast of Australia.
- It is cold here. Please \_\_\_\_\_ (noun/verb) off the fan.
- Do you \_\_\_\_\_ (noun/verb) how to swim?
- Poor Billy was stung by the \_\_\_\_\_ (noun/verb).
- The \_\_\_\_\_ (noun/verb) told the students a funny story.
- Be careful. Try not to \_\_\_\_\_ (noun/verb) these plates.

Wednesday WK1 Problem Solving

Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?



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On one side of the street there are 14 houses and on the other side there are 8 houses. How many houses are in the street?



© teachstarter

Lee has read 12 pages of her book. She still has 8 pages left to read. How many pages were in the book altogether?



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<b>Wellbeing Task</b>	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. If you have access to the internet search 30 jump rope tricks you can learn #JumpingJordyn
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Choose a fictional book to read aloud with a parent/carer/sibling.</li> <li>▪ Before reading, predict what you think is going to happen by looking at the pictures.</li> <li>▪ Read the book aloud. Answer these questions:                         <ul style="list-style-type: none"> <li>- Does it have a good beginning and ending?</li> <li>- Are the characters interesting? What makes them interesting?</li> <li>- Which illustration in the story was your favourite? Why?</li> </ul> </li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Write a letter to your teacher. Let them know how you have been going this week. You can save it to give to your teacher when you return to school or email it to them (mhard200@eq.edu.au).</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Play the game on Thursday WK1 Sheet 1 – English ‘Farming for Verbs’</li> <li>▪ Complete Thursday WK1 Sheet 2 – English ‘Verb Past Tense’</li> </ul> <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>▪ Complete the second page of Unit 11 in your Soundwaves book</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> <li>▪ Daily 10 – Level 2 – Addition <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> </ul> <p><u>Pattern Hunt</u></p> <ul style="list-style-type: none"> <li>▪ What patterns can you find in and around your home? Draw the patterns you found in your scrap book. Ask someone to help you describe your favourite pattern.</li> <li>▪ Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest.</li> <li>▪ Draw your toys in order in your maths book.</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>▪ Ask your parents if you can borrow some coins. Can you identify all the coins?</li> <li>▪ Can you make \$1? Draw this in your scrapbook. Can you find a different way to make \$1? Draw this in your scrapbook. Try this for different amounts.</li> </ul> <p><u>Mathletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 – 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Science</b>	<p><u>Push and pull</u></p> <ul style="list-style-type: none"> <li>▪ Watch the Youtube video “Pushing and Pulling – What is the difference – Force and Energy for Kids” <a href="https://www.youtube.com/watch?v=mEg5GOVpUIE">https://www.youtube.com/watch?v=mEg5GOVpUIE</a></li> <li>▪ Discuss what it means to push or pull an object.</li> <li>▪ Find different objects around the house and try to push and pull them.</li> <li>▪ Complete Thursday WK1 Sheet 3 – Science “Push and Pull”</li> </ul>

# Farming For Verbs

**- A Game Of Identifying Verbs-**

1. Roll a die.
2. Count forward that number of spaces.
3. Say the word in that space. Is it a verb?

If correct, move your counter to that space.  
If not, stay on your space.

**START**   **Finish**

## Verb Past Tense Worksheet

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

1. Yesterday we \_\_\_\_\_ (look) for bugs in the park.
2. We \_\_\_\_\_ (search) for bugs under rocks and on leaves.
3. I \_\_\_\_\_ (see) a butterfly. It \_\_\_\_\_ (fly) past the purple flowers.
4. I \_\_\_\_\_ (lift) up a big rock and \_\_\_\_\_ (find) a lady beetle.
5. I \_\_\_\_\_ (place) it in my bug jar, so that I could show my parents when I \_\_\_\_\_ (get) home.
6. I \_\_\_\_\_ (catch) three bugs at the park. I \_\_\_\_\_ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I \_\_\_\_\_ (think) my brother Sam could help me identify the tiny bug.
8. We \_\_\_\_\_ (get) out the bug book, and Sam \_\_\_\_\_ (open) my bug jar to get a closer look. The bug \_\_\_\_\_ (crawl) up Sam's sleeve.
9. It \_\_\_\_\_ (give) him a fright, and he \_\_\_\_\_ (spit) out the water he was \_\_\_\_\_ (drink).
10. We \_\_\_\_\_ (laugh) until we \_\_\_\_\_ (fall) down.



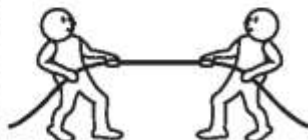
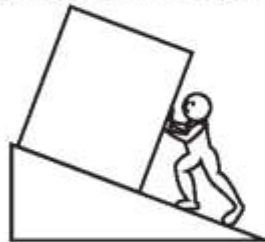
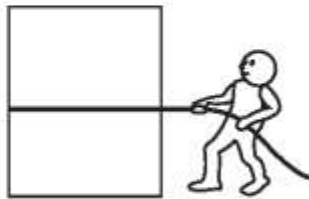
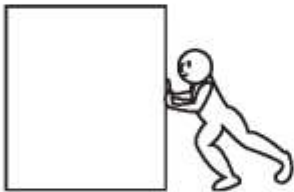
# Push and Pull

Cut out each of the pictures below. Decide whether the force displayed is a push or pull force. Glue pictures in the correct column.

## Push

## Pull

TeachIT





<b>Wellbeing Task</b>	Play Sleeping Lions – How long can you lie still in your relaxation position with your eyes and mouth closed. Breathe in and out as slowly as you can. How did it make you feel? Relaxed, refreshed, calm...
<b>Morning</b>  <b>English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Choose a non-fictional book to read aloud with a parent/carer/sibling.</li> <li>▪ Before reading, discuss what you already know about the topic.</li> <li>▪ Read the book aloud. Answer these questions:                         <ul style="list-style-type: none"> <li>- How does the title describe the content of the book?</li> <li>- Was the title a good one for this book? Why or why not?</li> </ul> </li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Time how long it takes to write out your spelling words (in your scrapbook). Record your time. Try again. See if you can beat your first time.</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Write a list of food you would like a dinner. Think of a main dish and dessert. Draw a picture.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Complete Friday WK1 Sheet 1 – English “Week 1 Editing”</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>▪ Complete 2 pages in your handwriting book. Remember to be neat!</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>          <b>Free Time</b>	<p><u>Cards</u></p> <ul style="list-style-type: none"> <li>▪ Play the following game with someone in your house.</li> <li>▪ Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</li> <li>▪ Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile.</li> <li>▪ Take turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your scrapbook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</li> </ul> <p><u>Free Time</u></p> <ul style="list-style-type: none"> <li>▪ If you have finished all your tasks from the week have some free time. Some ideas are:                         <ul style="list-style-type: none"> <li>- Draw a picture</li> <li>- Colour in (see Friday WK 1 Sheet 2 – Colouring)</li> <li>- Go onto Athletics and play Live Athletics or Rainforest Maths</li> <li>- Read</li> <li>- Make a chatterbox</li> <li>- Do some craft</li> </ul> </li> </ul>
<b>Break</b>	
<b>Afternoon</b>  <b>Music</b>  <b>Health/PE</b>	<ul style="list-style-type: none"> <li>▪ Refer to Music Sheet</li> <li>▪ Refer to Health/ PE Sheet</li> </ul>

Week 1 Editing

**1 New House**

my family mooved house last week. we now live at number 6 North Street. Mum and Dad painted our new door red and put a pot plant at our front steps



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.



**2 Joe's Pets**

joe has three petts. A lizard named spikey, a dog named fluffy and a fish namd goldie



Find 2 spelling mistakes.  
Add 4 capital letters and 1 full stop.



**3 Mary's Birthday Party**

jane and i went to a birfday party on Saturday. It was held at Splash Waterpark. we all bought an ice creme



Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.



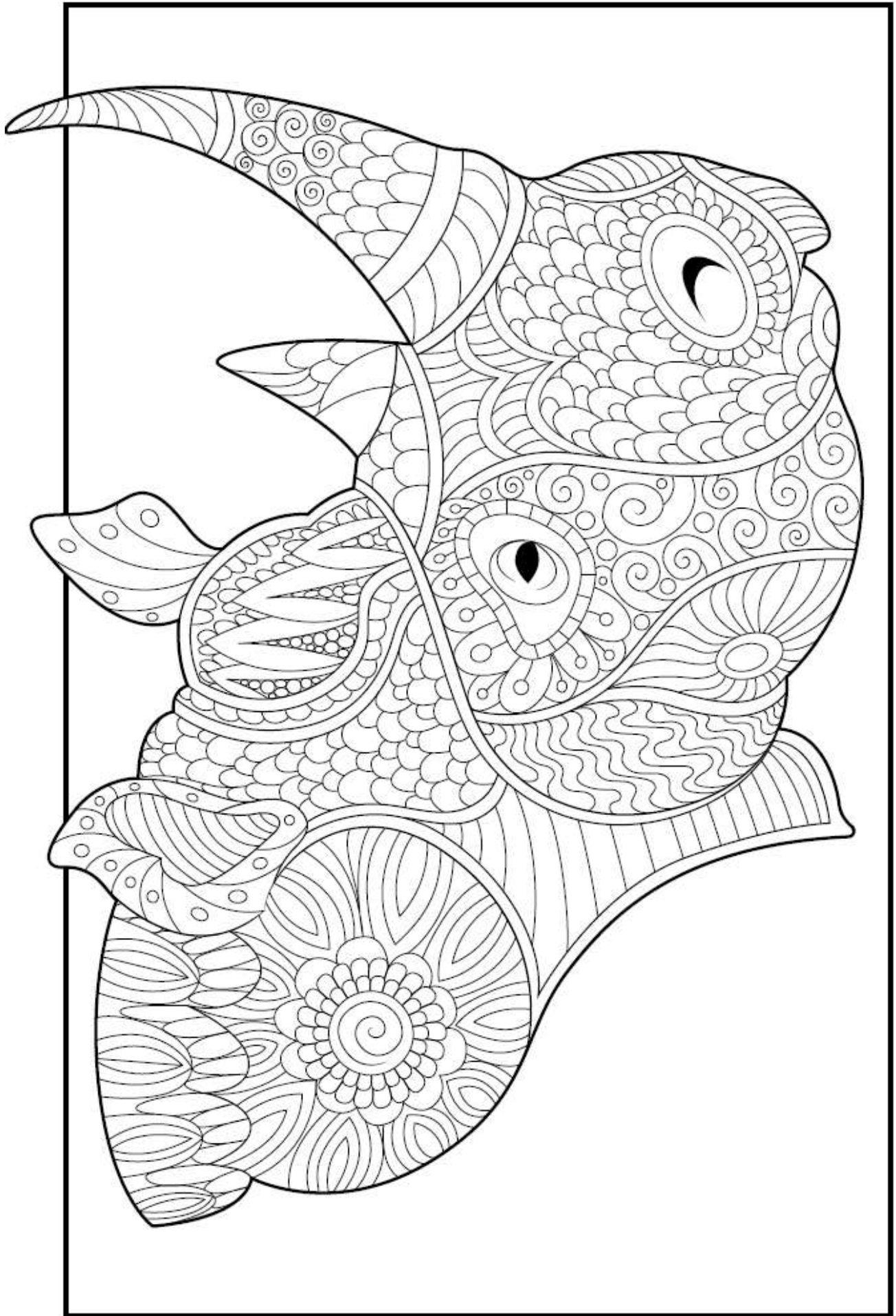
**4 King Kong and Fred the Frog**

king Kong has a pet frogg. The name of his frog is Fred. king Kong and Fred live in a castle calld Ruby Castle



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.







## Music - Year 2

**Welcome to our music unit on responding to music!**

Your task, if you choose to accept it, is to

**share music with your family**

### Talk

**Choose a piece of music to listen to. Talk with a family member about what you hear. Use some of these sentence starters...**

I hear.... It sounds like... It makes me think about... I can picture ...  
sound that stands out to me is... I wonder why...

A

### Word Bank

**Use some of these words in your sentences.**

loud/ <i>forte</i>	exciting	rhythm	voice	one singer
soft/ <i>piano</i>	relaxing	high pitch	body percussion	many singers
gentle	fast	low pitch	instruments	smooth
noisy	slow	singing	found sound	bumpy

### Make

**Choose a song to sing to your family.**

Song title: \_\_\_\_\_

*How did you go?*

I stayed in tune and kept in time as I sang



I added actions to my performance



I added dynamics when I sang (*Forte*-loud; *Piano*- soft)



## Keep the Beat

Can you **sing and perform the beat** at the same time? Remember, the beat stays the same, but the *rhythm changes with the words!*

Try it!

Sing *Round Comes Jenny* and keep the beat in different ways:

- Clap
- Tap your legs
- Step on the spot
- Walk on the beat
- Play the beat on an instrument
- Think of other ways to keep the beat on your body
- Use your toys to keep the beat – tap a teddy, tap two toys together, or use your own idea.

*Round comes Jenny, round comes she,  
She is hiding the money and the key.  
Who has the money? I have the money!  
Who has the key? I have the key!*

Choose a piece of music.

**Keep the beat somewhere on your body while you listen to it.**

Circle how your performance went.

Discuss your performance with a family member.

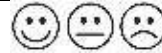
Did they agree or disagree with you?

Song title:

I tapped the beat somewhere on my body



I kept in time (I didn't go too fast or too slow)



I listened carefully to hear the beat in the music



**Now ask a family member to keep the beat while they listen to some music! How did they go?**

**Challenge!**

**Can you clap the RHYTHM of your chosen music (the pattern of the words/music)?**

## Here are some other ways you and your family can enjoy music.

Choose some activities that you'd like to try. Colour in the box after you have done it. Can you get four in a row?

### Have fun!

Play a freeze game (musical statues) with different styles of music. Try jazz, heavy metal, opera...	Teach a rhyme or song to someone in your family.	Learn a song from a family member.	Lip-sync along with your favourite song (use a brush for your microphone!)
Have a family disco!  Ask everyone to dress up!	Popping is a kind of dance where people move like robots. Create your own popping sequence.	Make up new words to a song you already know.	Dance with some props. Use scarves, balls, hoops, ribbons, toys...
Make a drum kit from kitchen pots, pans and containers.	Draw what you hear. Put some music on and away you go!	Play "Guess that Tune". Hum a song for others to guess the title.	Move to the music - dance and prance to any music that has different tempos (fast/slow).
Set up and play "Pass the Parcel". <i>Challenge:</i> <i>Choose a piece of classical music for the game. Find out the composer's name.</i>	Make a maraca (shaker) or a few maracas that use different materials and make different sounds.	Lay down, relax and listen to some beautiful music. Tell someone what you thought about while it was playing.	Finger tutting is where people dance using only their fingers and hands. Make up your own sequence.

Mr Dooner hopes you and your family have a wonderful time exploring music together!

This song will help you wash  
your hands carefully:

[https://www.youtube.com/  
watch?v=L89nN03pBzI](https://www.youtube.com/watch?v=L89nN03pBzI)



# Stafford State School

Independent Public School

## Health – Year 1 and 2

*Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.*

### Week 1 – Staying Safe

Today you will be going to the beach. Draw 6 things do you need to pack for a day at the beach to keep you safe?


### Week 2 – Feeling Unsafe

Here are 3 places that could be unsafe. Talk to your parent about what you could do to stay safe in these places.

SHOP



KITCHEN



ROAD





# Stafford State School

Independent Public School

## PE – Prep to Year 2

*This term, students participate in tagging games which incorporate the fundamental movement skills of dodging and running. They experiment with movement skills and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.*

### Week 1 and 2 Rotations

Complete each activity for 5 minutes

#### Activity 1 – Running

Play tag games with a family member or run between two places. Try different movements in the game such as galloping, skipping, crawling, bear walking.

#### Activity 2 - Jumping

Stand behind a line and see how far you can jump. See if you can jump further when you use your arms.

#### Activity 3 – Throwing

Use a ball or scrunched up paper to throw into a target - a washing basket or bucket is ideal. Can you move further away and still get the ball in the basket?

#### Activity 4 – Skipping

Use a skipping rope (or pretend rope) to practise forward and backward skipping.

#### Activity 5 - Ball Games

Week 1 - Use a ball to play catching games like piggy in the middle.

Week 2 – Use a ball to play kicking games like soccer (shoot for a goal)

**While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!**

**I can't wait to see you when you get back and to hear what you have been up to!**

**Miss B**



**Stafford State School**

Independent Public School

## Chinese - Year 2

### A package from China

☺ Click on the link (<https://quizlet.com/88a7do?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: Revise the words we learnt.

Revision: Read the words below and memorise the meanings of the word.

1. 你好	2. 我叫
3. 龙	4. 澳大利亚
5. 中国	6. 学生
7. 老师	8. 灯笼
9. 熊猫	10. 筷子
11. 脸谱	12. 饺子 U 盘

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Revision: Read the words below and memorise the meanings of the word.

2. My name is	1. Hello
4. Australia	3. dragon
6. students	5. China
8. Lanterns	7. Teacher
10. Chopsticks	9. Panda
12. Dumpling USB	11. Mask



# Wellness/ Yoga

Complete one or more of the activities on the Health and Wellbeing Grid.

## Health and Wellbeing Grid



Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house Make sure you pack it away after play	Write a list of 10 things and opportunities you're grateful for
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am ...' statements to describe yourself.	Design a new active game for indoors Write out the rules	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Create your own obstacle course. You could use chalk and objects from around the home
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black text/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need: cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?

- Highlight the tasks when you have completed them

## Meditation Online

- Rainbow breathing <https://www.youtube.com/watch?v=O29e4rRMrV4>
- The Listening Game [https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

## Brain Breaks Online

- Move and Freeze <https://www.youtube.com/watch?v=388Q44ReOWE>
- Exercise, Rhyme and Freeze <https://www.youtube.com/watch?v=cSPmGPlyyKU>

## Yoga Online

- Strengthen Your Focus <https://www.youtube.com/watch?v=0vuaCHEAs-4>

# Health and Wellbeing Grid



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