



Stafford State School

Independent Public School

Term 2

Week 2

Year 2/3B

Home Learning

Learning Areas:

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



<p>Wellbeing Task</p>	<p>Create 5 stations for a mini exercise class. Include exercises like star jumps, sit ups, burpies, push ups, frog jumps, balancing or skipping. Complete each activity for 1 minute.</p>
<p>Morning English</p>	<p><u>Lesson 1: Reading and Grammar</u></p> <ul style="list-style-type: none"> ▪ Read the procedural text about how to feed a baby pig. <ul style="list-style-type: none"> ▪ Highlight the verbs (what did you notice) ▪ Read each sentence again. Did you notice that they are simple sentences. <p><u>Lesson 2: Daily writing</u></p> <p>Write a procedural text about how to make a sandwich.</p> <ul style="list-style-type: none"> ▪ You need to have a title, what you need, and a method ▪ Underline each heading with a red pencil ▪ Each sentence in your method needs to start with a verb and be very clear. Short sentences work best. <p><u>Lesson 3: Spelling</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK1 Sheet 1 - Soundwaves Unit 12 (Left side only) <p>If you have your textbook, do the activity in the book.</p> <p><u>Lesson 4: Handwriting</u></p> <ul style="list-style-type: none"> ▪ Complete the activity focusing on joins
<p>Break</p>	
<p>Middle Maths</p>	<p>YEAR 2 & YEAR 3</p> <p><u>Lesson 5: Quick Facts</u></p> <p>If you have access to a computer, https://www.topmarks.co.uk/maths-games/daily10 Try Level 2 (first) in addition, giving yourself 10 seconds for each question (you can try harder, if you get 100% correct) If you do not have a computer, see attached worksheet</p> <p>YEAR 2</p> <p><u>2D Shapes</u></p> <ul style="list-style-type: none"> ▪ In this investigation, you need to design a crazy cubby house. ▪ In your scrapbook you must draw a design on grid paper using a variety of 2D shapes (squares, rectangles, triangles and circles). <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Complete Monday WK2 Sheet 4 - Maths "Problem Solving Monday Week 2". Write your answers in your scrapbook. Remember to use CUBES (Monday WK1 Sheet 5 - Maths) to help you solve these word problems. <p>YEAR 3</p> <p><u>Lesson 6: Problem Solving</u></p> <p>Remember to use CUBES to help solve the problem. (Circle the numbers, underline key words, box the question, eliminate unnecessary words, solve the problem)</p> <p>YEAR 3</p> <p><u>Signpost Unit 12.1</u></p> <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics

Break	
Afternoon	<u>Lesson 8: Feather, fur and plants</u>
Science	Cut the pictures out neatly and sort them into animal, plant and unsure. Complete the grid to see if you can see any patterns.

Monday Lesson 1: Read and Complete

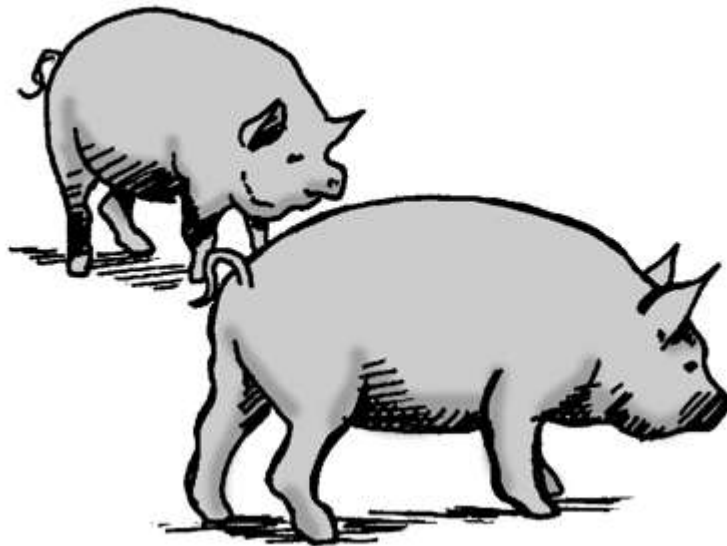
How to feed a baby pig

What you need:

- goat's milk (about 2 or 3 tablespoons)
- bottle
- blanket
- tray

Method:

1. Put the goat's milk in a bottle.
2. Pick up the piglet gently.
3. Put a blanket around the piglet to keep it warm.
4. Guide the bottle into the piglet's mouth. Be patient.
5. Feed your baby pig every three to four hours. Baby pigs' stomachs cannot hold much milk.
6. Switch from the bottle to a tray of milk after a few days. Gently place the piglet's nose in the milk. This will help teach the piglet to feed itself.



© DETE

Monday Wk 2 Lesson 2: Daily writing

The page contains 20 sets of primary-ruled lines. Each set is composed of three horizontal lines: a top red line, a middle blue line, and a bottom red line. These lines are spaced evenly down the page to facilitate handwriting practice.

Unit
12



h house

List Words

- here _____
- hear _____
- he's _____
- heard _____
- hundred _____
- hurry _____
- haven't _____
- hurt _____
- who _____
- who's _____
- whose _____
- hole _____
- whole _____

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Colour the letters that represent in the words.

who hurt heard where whole choose why
how shirt third here hole whose high

5 Write contractions for these pairs of words. Finish the sentences with contractions that begin with . Use each contraction once only.

✦ A contraction of two words is made by 1. Writing all of the first word. 2. Joining the second word to it, leaving out one or more letters. 3. Writing an apostrophe where letters have been left out. For example, he is contracts to he's.

it is _____ where is _____ who is _____

that is _____ here is _____ how is _____

_____ half of my hamburger for you to eat.

_____ Harry going to the island for his holiday?

_____ that person hurrying across the highway?

Grapheme Chart

letters	words



6 Finish the sentences with the homophones in the brackets.

✦ Homophones are words that sound the same but have different spelling, for example be – bee.

I can _____ a noise _____ in the house. (hear, here)

I _____ the _____ of cows outside. (heard, herd)

My _____ head will fit through that _____. (hole, whole)

_____ the person hiding in that house? (Who's, Whose)

I don't know. _____ house is it? (Who's, Whose)

Learning about diagonal joins

You're going to learn more about joining letters with exits to letters with pointed entries. Look at this word.



eight

Can you work out how to join the letter e to i?

1. Draw a line to show how you think the letter e joins to i in the word above.
2. Trace over the grey lines and then practise writing e joined to these letters.

ei ej ep eu

ei ej ep eu

ev ew ey

ev ew ey



Remember, the letters are joined by a straight line.

Name: _____

Basic Addition

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$


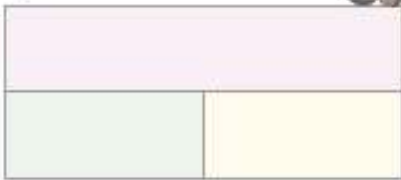

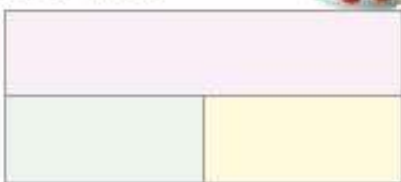
$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} \\ + 2 \\ \hline \end{array}$$

Time: _____ minutes **Score:** _____ out of 50













Addition word problems

<p>1. The toy factory made 319 trikes last year. This year they have made 254. How many trikes has the toy factory made altogether?</p>	<p>Number sentence</p>
<p>Part-part-whole</p>  	<p>Drawings</p>
<p>Jottings</p>	
<p>2. Jessica went to the shops twice this week to buy groceries. The first time she spent \$278. The second time she spent \$253. How much did Jessica spend on groceries altogether?</p>	<p>Number sentence</p>
<p>Part-part-whole</p>  	<p>Drawings</p>
<p>Jottings</p>	

Monday Wk 2 Lesson 9: Science













Living things cards

Feathers, fur or leaves?

<p>ant</p>  <p>3mm long</p>	<p>crab</p>  <p>20mm across</p>	<p>snake</p>  <p>1m long</p>
<p>earthworm</p>  <p>20cm long</p>	<p>spider</p>  <p>5cm long</p>	<p>eagle</p>  <p>2m across</p>
<p>octopus</p>  <p>5cm long</p>	<p>goldfish</p>  <p>20cm across</p>	<p>kangaroo</p>  <p>1m high</p>
<p>millipede</p>  <p>5cm long</p>	<p>frog</p>  <p>5cm long</p>	<p>dragonfly</p>  <p>5cm long</p>

Living things cards

Feathers, fur or leaves?

<p>leech</p>  <p>4cm long</p>	<p>tick</p>  <p>5mm long</p>	<p>human</p>  <p>160cm high</p>
<p>snail</p>  <p>4cm long</p>	<p>axolotl</p>  <p>20cm long</p>	<p>shark</p>  <p>4m long</p>
<p>centipede</p>  <p>8cm long</p>	<p>lizard</p>  <p>12cm long</p>	<p>rice grass</p>  <p>80cm high</p>
<p>slater</p>  <p>1cm long</p>	<p>chicken</p>  <p>40cm high</p>	<p>tree</p>  <p>8m high</p>

What is an animal?

Name: _____ Date: _____

Tick the claims that are true for each animal that you find.

Claim	Animal				
It has legs.					
It has feathers.					
It is green.					
It moves.					
It is warm.					
It has eyes.					
It has roots.					
It has leaves.					
It eats things.					

Which of these claims do you think all animals have? Circle them.



Wellbeing Task	Think of 3 random acts of kindness you could do today. For example, help mum or dad, write a thank you card, give someone in your family a massage.
Morning English	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> Using the words from this week's Soundwaves, write 5 sentences. You need to include a who, what, where, how/why in each sentence. <p><u>Lesson 2: Proof reading activity</u></p> <ul style="list-style-type: none"> Look for errors and circle mistakes. Re-write using proper punctuation. There is a guide on the sheet for you to use. You can use different coloured pencils to show the errors. <p><u>Lesson 3: Grammar</u></p> <ul style="list-style-type: none"> Using the worksheet "How to catch a fly" <ul style="list-style-type: none"> Colour the nouns pink Colour the verbs green <p><u>Lesson 4: Writing</u></p> <ul style="list-style-type: none"> Use "How to catch a fly" as a guide to write your own procedure. Your task is to write about "Organising my book". Show me how to organise your page with date and margin. Don't forget about the underlining and using a red pencil.
Break	
Middle Maths	<p><u>YEAR 2 & YEAR 3</u></p> <p><u>Lesson 5:</u> <u>Time</u></p> <ul style="list-style-type: none"> Complete Wednesday WK2 Sheet 3 - Maths "Working with O'Clock" Complete Wednesday WK2 Sheet 4 - Maths "Half-Past Time" Play the game on Wednesday WK2 Sheet 5 - Maths "What's the Time Mr Wolf" <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> Spend 15 - 20 minutes doing some tasks on Mathletics <p><u>YEAR 3</u> <u>Signpost Unit 12.2</u></p>
Break	
Afternoon Wellness/Yoga	<p><u>Lesson 8: Yoga</u></p> <ul style="list-style-type: none"> How many poses can you do for more than one minute?

Tuesday Wk 2 Lesson 1: Sentence Writing

The page contains 15 sets of horizontal lines for writing. Each set is composed of three lines: a top red line, a middle blue line, and a bottom red line. This layout is designed to help students practice sentence writing by providing a consistent structure for each line.

Tuesday Wk 2 Lesson 2 Proof Reading Activity

**Proofreading
Marks**

☰ Capitalize letter.

○ Add a period.

⊙ Add a question mark.

^ Add a comma.

✂ Take words out.

○ Spell correctly.

¶ Indent.

/ Lowercase letter.

^ Add words.

Name: _____

Editing: How many mistakes can you find?

The Beach



Do you no Ryan did last weekend. He went to the beach with his family. First, Ryan builded a huge sand castle. Then, he collect seashells and rocks. After that, he goed swimming with his brother. Ryan has a wonderful time at the beach.

Tuesday Wk 2 Lesson 3: Grammar

How to catch a fly

What you need:

- a web
- silk
- a fly

Method:

1. Spin a web and wait for a fly to become tangled.
2. Dive at the fly headfirst.
3. Wrap the fly up by throwing silk around it. Keep wrapping the fly up until it cannot move.
4. Bite the fly to knock it out. After this the fly will not be able to feel anything.
5. Eat the fly when you are hungry.















Tuesday Wk 2 Lesson 4: Writing

The page contains 15 sets of horizontal lines for writing. Each set is composed of three lines: a top red line, two middle blue lines, and a bottom red line. This layout is designed to help students practice consistent letter formation and alignment.

Working With o'Clock

Draw the missing hands onto each clock.

<p>4 o'clock</p>  <p>4:00</p>	<p>6 o'clock</p>  <p>6:00</p>	<p>2 o'clock</p>  <p>2:00</p>	<p>12 o'clock</p>  <p>12:00</p>
<p>1 o'clock</p>  <p>1:00</p>	<p>8 o'clock</p>  <p>8:00</p>	<p>11 o'clock</p>  <p>11:00</p>	<p>3 o'clock</p>  <p>3:00</p>
<p>7 o'clock</p>  <p>7:00</p>	<p>10 o'clock</p>  <p>10:00</p>	<p>9 o'clock</p>  <p>9:00</p>	<p>5 o'clock</p>  <p>5:00</p>

Half-Past Time

Write the time on the clock face :



1:30



6:30



11:30



9:30



2:00



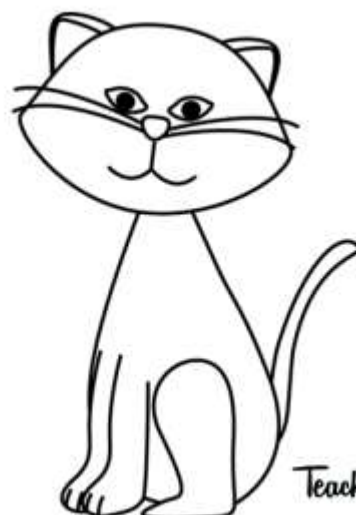
4:30



12:00



5:30



Tuesday Wk 2 Lesson 8: Yoga

Try a different yoga pose each day.

Try this yoga pose.
How long can you
balance?





<p>Wellbeing Task</p>	<p>Play mirror pairs with a family member. Use the yoga poses you know for actions - snake, cat, cow, dog, mouse, lion, superman, rocket, tree, aeroplane.</p>
<p>Morning English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Read the procedural text and answer the following questions. Remember to answer in full sentences using correct punctuation. <p><u>Lesson 2: Spelling</u></p> <ul style="list-style-type: none"> ▪ Complete Soundwaves Unit 11 <p><u>Lesson 3: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Write a short narrative using this story starter: "It was a cold and storm night." <p><u>Lesson 4: English: Examine a traditional representation of a character</u></p> <p>Read and/or Listen to the traditional fairy-tale 'Little Red Riding Hood'. On Youtube. Search: Little Red Riding Hood Fairy Tales Gigglebox (https://www.youtube.com/watch?v=LDMWJCrDVMi)</p> <ul style="list-style-type: none"> • Discuss the different language features the author has used to represent the characters in the traditional story. • Complete a character profile for the main character. Complete worksheet 1 <ul style="list-style-type: none"> ○ appearance and qualities (how the character looks and their personality traits) ○ thoughts and actions (what the character is thinking, doing, and/or saying). • Discuss how the author portrays the main character in the traditional story through their choice of words and images. • Discuss how the language the author uses to represent the main character affects the way a reader feels about the character. <p><i>Share and compare opinions about characters</i></p> <ul style="list-style-type: none"> • Discuss and share opinions about the way the author has represented the main character of the traditional story.
<p>Break Middle Maths</p>	<p><u>YEAR 2 & YEAR 3</u></p> <p><u>Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 - Level 2 - Doubles/Halves - Up to 20 https://www.topmarks.co.uk/maths-games/daily10 ▪ Maths Warm Up (PowerPoint) <p><u>YEAR 2</u></p> <p><u>Doubles</u></p> <ul style="list-style-type: none"> ▪ Complete the activity on Wednesday WK1 Sheet 3 - Maths "Doubles" ▪ Complete the activity on Wednesday WK1 Sheet 4 - Maths "Double Trouble" <p><u>YEAR 3</u></p> <p><u>Lesson 5: Number</u></p> <ul style="list-style-type: none"> ▪ Regrouping sheet <p><u>Lesson 6: Addition with regrouping / problem solving</u></p>

	<ul style="list-style-type: none"> ▪ Revision in regrouping and solve the word problems using CUBES (Circle the numbers, underline key words, box the question, eliminate unnecessary words, solve the problem) <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> ▪ Spend 15 - 20 minutes doing some tasks on Mathletics <p><u>YEAR 3</u> <u>Signpost 12.3</u></p>
Break	
Afternoon	<p><u>Lesson 8: Chinese</u></p> <ul style="list-style-type: none"> ▪ Refer to Chinese sheet
Chinese	

Written procedure for pig's escape

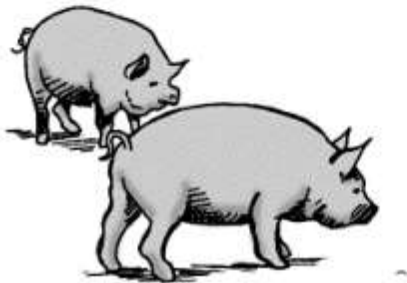
How to escape the pigpen

What you need:

- trotters
- a gap between the ground and the fence

Method:

1. Find a place along the fence line where there is a gap between the ground and the bottom of the fence.
2. Dig the dirt away using trotters until there is a big enough space to crawl under the fence.
3. Crawl under the fence.
4. Run away from the pigpen to a safe place where the farmers will not find you.



Use full sentences to answer the questions.

Example: Where **could the pigs run** away to?

Answer: **The pigs could run** down the road to another farm.

Question 1: What did the pigs have to crawl under?

Question 2: What are trotters?

Question 3: Where were the pigs at the start of the text?

Question 4: Why would the pigs want to run away?



j g ge dge jellyfish giraffe barge bridge



List Words

- jaw _____
- jeans _____
- June _____
- July _____
- page _____
- change _____
- large _____
- giant _____
- gentle _____
- edge _____
- bridge _____
- juggle _____
- _____
- _____

1 Circle the letters that represent in the List Words.

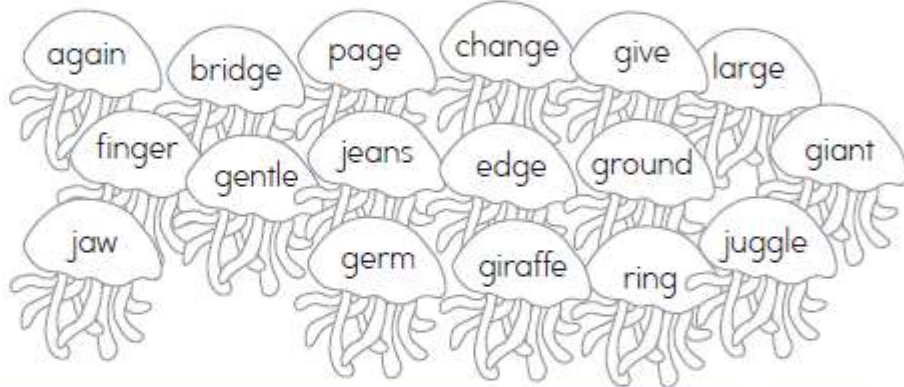
2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Colour the jellyfish if the letters j, g, ge or dge represent .

Grapheme Chart

letters	words



5 Write List Words to match the clues.

2 sounds
3 letters

3 sounds
4 letters

3 sounds
5 letters

4 sounds
4 letters

4 sounds
5 letters

Challenge

- Which month starts with and has 3 sounds? _____
- Which month starts with and has 8 sounds? _____
- Which month has 2 sounds? _____
- Which month has 4 sounds and 4 letters? _____
- Which month has the same number of sounds as November? _____
- Which month has and sounds in it? _____
- Which month ends in ? _____

Wednesday Wk 2 Lesson 3: Daily Writing

The page contains a vertical line on the left side, approximately 10 units from the left edge, extending from the top margin to the first writing line. The rest of the page is filled with horizontal blue lines for writing, with red lines indicating the top and bottom margins. The blue lines are spaced evenly, providing a guide for letter height and placement.

Creating character profiles

Character's name: _____

The character's:	How the author has represented the character These can be words the author has used to describe the character and also what you have inferred about the character from the words and the pictures.
appearance <i>What does the character look like?</i>	
qualities <i>What are his/her qualities? How does he/she behave? For example: Is the character loving/caring/gentle/scary?</i>	
thoughts <i>What does the character think about himself/ herself? about other characters? about the events in the story?</i>	
actions <i>What does the character do?</i>	
<i>How do you feel or think about this character? What words in the text make you feel this way?</i>	



Doubles



1) Double 2 =

2) Double 25 =

3) Double 22 =

4) Double 10 =

5) Double 80 =

6) Double 200 =

7) Double 8 =

8) Double 4 =

9) Double 7 =

10) Double 30 =

11) Double 12 =

12) Double 50 =

13) Double 9 =

14) Double 5 =

15) Double 3 =

16) Double 11 =

17) Double 4 =

18) Double 6 =

YEAR 3

Wednesday Wk 2 Lesson 5 Regrouping

Name _____

Date _____

Vertical addition of 3 digit numbers

$$\begin{array}{r} 837 \\ + 977 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 848 \\ + 398 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 588 \\ + 664 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 452 \\ + 997 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 794 \\ + 314 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 126 \\ + 702 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 484 \\ + 290 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 401 \\ + 281 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 870 \\ + 292 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 515 \\ + 466 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 563 \\ + 273 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 467 \\ + 123 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 383 \\ + 478 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 960 \\ + 855 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 424 \\ + 108 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 402 \\ + 767 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 309 \\ + 507 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 811 \\ + 576 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 152 \\ + 183 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 869 \\ + 970 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 787 \\ + 124 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 122 \\ + 633 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 508 \\ + 321 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 865 \\ + 681 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 472 \\ + 441 \\ \hline \hline \end{array}$$



Addition and subtraction problems

Solve the following problems. Use the inverse operation to check your answers.

The nursery planted 584 seedlings last spring. This spring they have planted 342 more. How many seedlings has the nursery planted altogether?

Eastmore is a suburb with 99 houses. Northless Heights is the next suburb and has 54 houses. How many more houses does Eastmore have?

The queen counted 76 precious jewels in her collection. She gave 38 away as gifts. How many precious jewels does the queen have left?

The Choc-tastic chocolate factory produced 290 boxes of chocolate in January and 704 in February. How many boxes of chocolate did they produce altogether in January and February?

Jason plans to buy a new controller for his game console. The controller costs \$55. He has saved \$36. How much more money does Jason have to save before he can buy the controller?

Demi went to the movies twice to see Tiger Queen. The first time she counted 187 people in the cinema. The second time she counted 253 people. How many people did Demi count altogether?



<p>Wellbeing Task</p>	<p>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. What new tricks can you learn this week?</p>
<p>Morning English</p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Choose a fictional book to read aloud with a parent/carer/sibling. ▪ Before reading, predict what you think is going to happen by looking at the pictures. ▪ Read the book aloud. Answer these questions: <ul style="list-style-type: none"> - Does it have a good beginning and ending? - Are the characters interesting? What makes them interesting? - Which illustration in the story was your favourite? Why? <p><u>Lesson 2: Daily Writing</u></p> <ul style="list-style-type: none"> ▪ Write a letter to your teacher. Let me know how you feel about learning using these booklets. What are you missing most about school? You can save it to give to your teacher when you return to school. <p><u>Lesson 3: English: Review traditional representations of characters</u></p> <ul style="list-style-type: none"> • Review text and character profile for a traditional story character from previous lesson. <p>Explore a text with an alternative representation of a Prince, Princess or a Dragon.</p> <p>Suggested text 'Emily and the Dragon' by L. Lee (Omnibus Books) or Youtube <i>Eduainment Factory Story For Children Emily and the Dragon Red By Monique Bradley</i> (https://www.youtube.com/watch?v=OBS1NRoFb1Y)</p> <ul style="list-style-type: none"> • Use the title and illustrations to predict the content of the story. • Discuss the story events. • Discuss the use of nouns and noun groups to describe the character. <p><u>Lesson 4: Spelling</u></p> <ul style="list-style-type: none"> ▪ Write your list words in alphabetical order. Make sure you are using entries and exits and any joins you have learnt.
<p>Break</p>	
<p>Middle Maths</p>	<p><u>YEAR 2 & YEAR 3</u></p> <p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> ▪ Daily 10 - Level 2 - Multiplying - x2 https://www.topmarks.co.uk/maths-games/daily10 <p><u>YEAR 2</u></p> <p><u>Doubles and near doubles</u></p> <ul style="list-style-type: none"> ▪ Complete the activity on Thursday WK2 Sheet 2 - Maths "Addition - Doubling" ▪ Complete the activity on Thursday WK2 Sheet 3 - Maths "Addition - Near Doubles" ▪ Then play the "Near Doubles" game <p><u>YEAR 3</u></p> <p><u>Lesson 6: Shape</u></p> <ul style="list-style-type: none"> ▪ Quadrilaterals are four sided shapes. Have a go at the worksheet. Remember to use a ruler to draw your shapes.

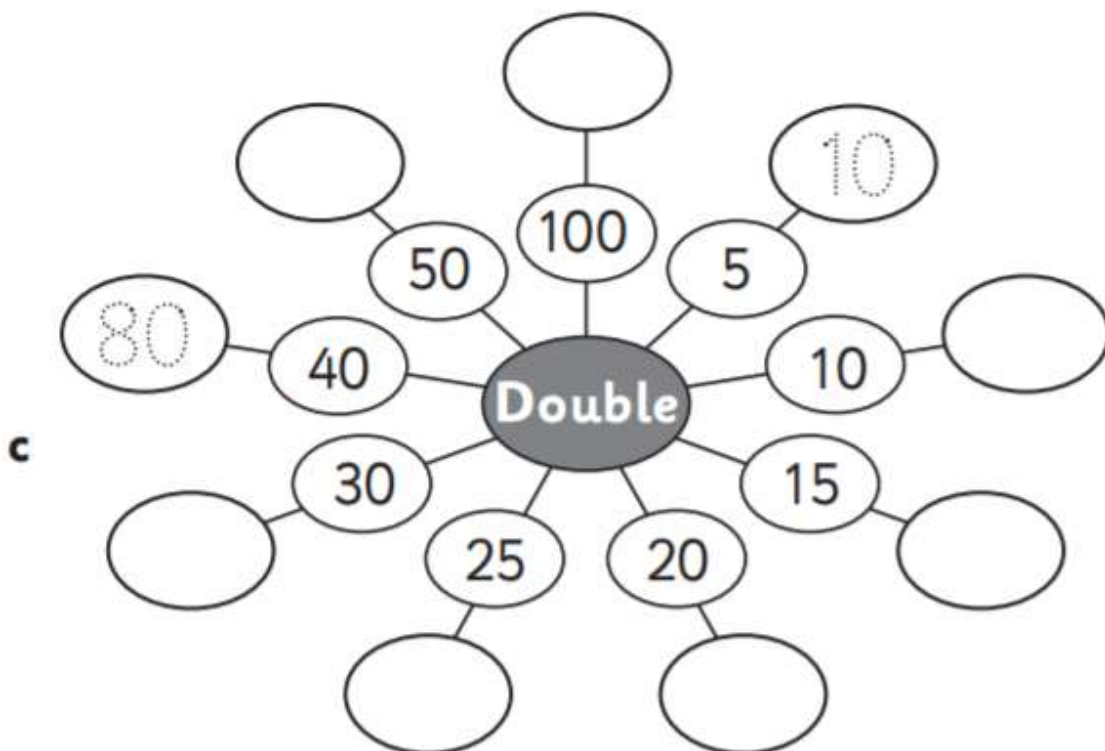
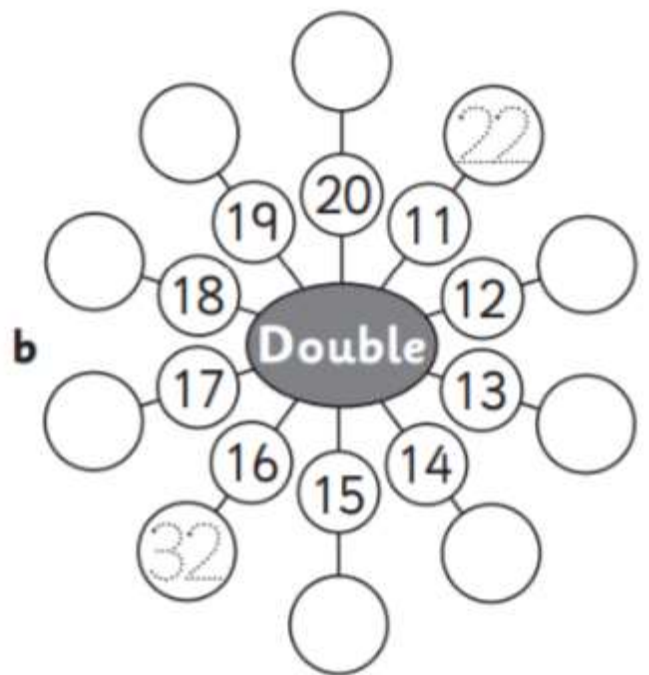
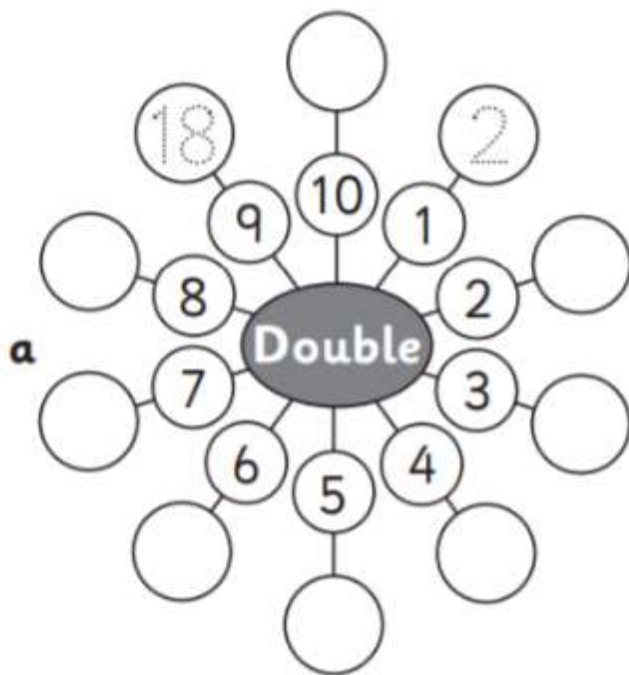
	<p><u>YEAR 2 & YEAR 3</u> <u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none">▪ Spend 15 - 20 minutes doing some tasks on Mathletics <p><u>YEAR 3</u> <u>Signpost 12.4</u></p>
Break	
Afternoon	<p><u>Lesson 9: HASS</u> ANZAC Day: Read the sheet and answer the questions in sentences. Colour the</p>
Science	<p>colouring sheet neatly.</p>

Thursday Wk 2 Lesson 4 Spelling

The page contains a series of horizontal lines for handwriting practice. It starts with a red line, followed by two blue lines, and then continues with a repeating pattern of one red line and two blue lines. A vertical line is present on the left side, starting from the top red line and extending downwards.

Addition – doubling

1 Finish these doubles facts.



Addition – near doubles

Once we know our doubles we can learn the near-doubles strategy.

$$6 + 7 = \boxed{?}$$

We know that $6 + 6 = 12$


7 is 1 more than 6 so we count on 1 more.

$$6 + 7 = 13$$

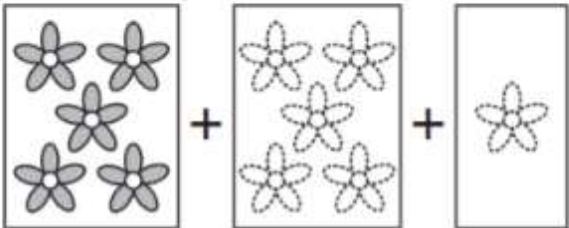
1 Colour 1 more counter on each tens frame. Complete the number facts.

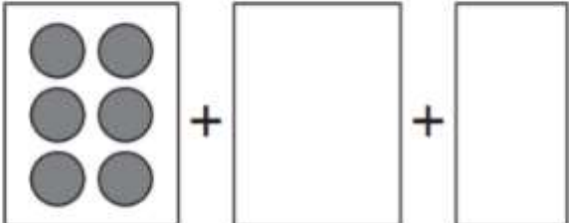
a  $2 + 3 = \square$ $\boxed{2} + \boxed{2} + \boxed{1} = \square$

b  $3 + 4 = \square$ $\square + \square + \square = \square$

c  $4 + 5 = \square$ $\square + \square + \square = \square$

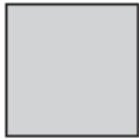
2 Complete the double plus 1 pictures and number facts.

a  $5 + 6 = \square$
 $\boxed{5} + \boxed{5} + \boxed{1} = \square$

b  $6 + 7 = \square$
 $\square + \square + \square = \square$

Investigating 2D shapes – quadrilaterals

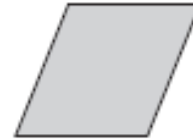
Quadrilaterals are shapes with 4 sides.



square



rectangle



rhombus



trapezium

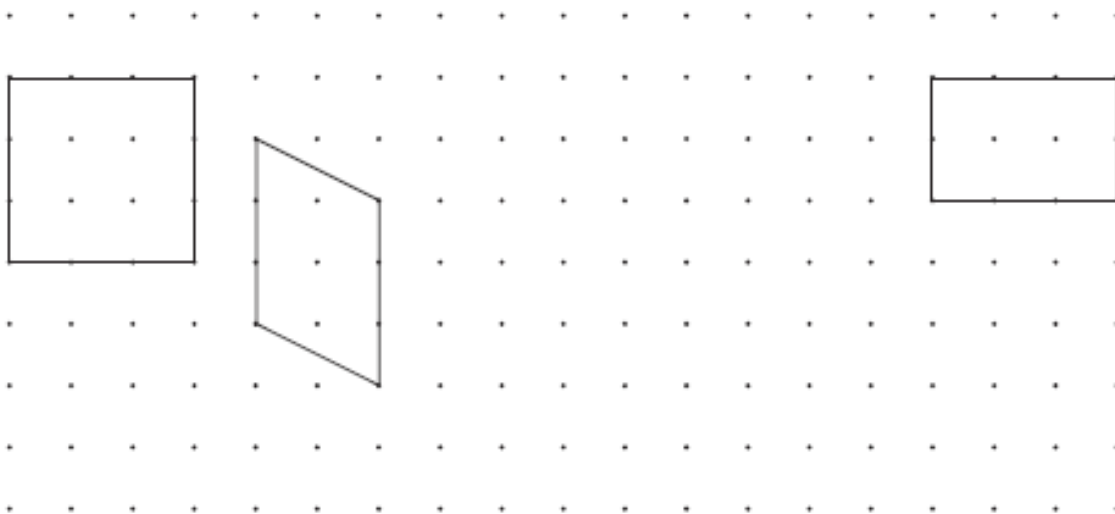


parallelogram

1 Which quadrilateral am I?

- a My opposite sides are equal in length and all my angles are right angles. _____
- b I have 4 sides that are all the same length with 2 different sized angles. _____
- c I have 4 sides with only 1 pair of parallel sides. _____
- d I have 4 sides with 2 pairs of parallel sides and 2 different sized angles. _____

2 Which two quadrilaterals are missing? Add them to the dot paper below:





Origins of Anzac Day

Focus question: *Why and how is Anzac Day commemorated in Australia?*

Historical context

- 'ANZAC' stands for Australian and New Zealand Army Corps. ANZAC was the name given to the troops of the AIF (Australian Imperial Force) who landed on the Gallipoli Peninsula in Turkey early on the morning of 25 April 1915, during World War I (1914–1918). Those soldiers became known as Anzacs, a term that has become commonly used for all Australian and New Zealand army personnel today. The *Protection of the Word 'Anzac' Act 1920* established clear regulations on the use of the word, 'Anzac'. While the acronym originally used full capitalisation when it was devised in 1915, the Act designated it as 'Anzac'.
- The first Anzac Day commemorations were held in 1916 to honour the soldiers who fought and died during the Gallipoli campaign of World War I, but also to encourage more men to join the AIF.
- Each year, Anzac Day ceremonies are held to remember all Australian and New Zealand military personnel who have given their lives in the service of their country. These ceremonies and commemorations involve parades, religious services, prayers and special music.
- The special music played at Anzac services includes the 'Last Post', played to signal a time of reflective silence (one minute) and 'Reveille' or the 'Rouse', which ends the reflective silence. This is followed by a reading of the Ode, an Anzac tradition since 1921.
- The 'mounting of the catafalque party' (pronounced 'kat-uh-falk') involves four members of the Defence Forces standing at the four corners of a memorial, facing outwards, with heads bowed.
- National flags are flown at half-mast as a sign of respect for the personnel who died in service of their country.
- A significant person (such as a current serving officer, war veteran or politician) gives a speech about the sacrifice of the service personnel lost.

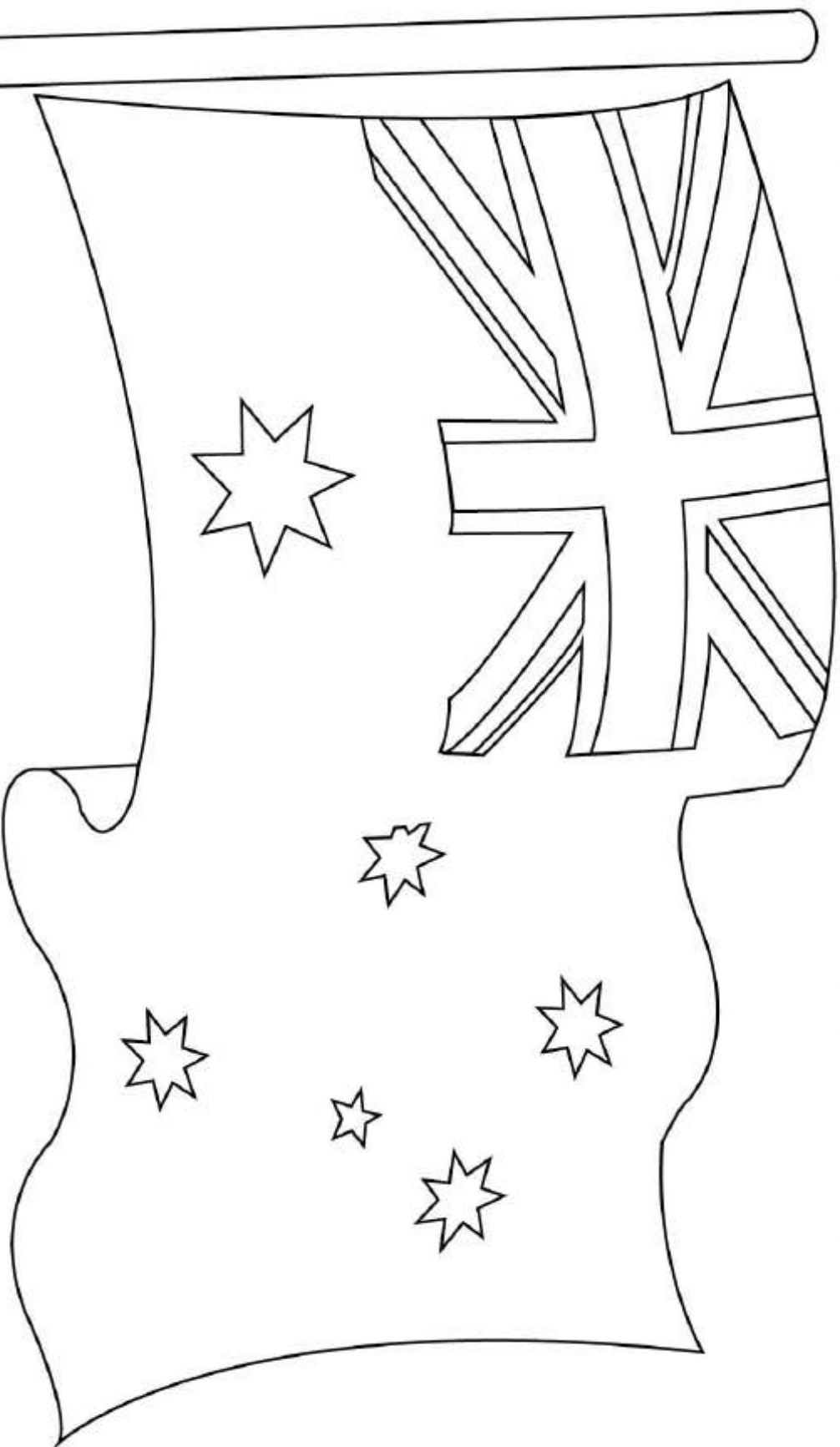
Questions

Where is Gallipoli?

Why did the Anzac soldiers go to Gallipoli?

What happened when they landed at Gallipoli?

LEST WE FORGET





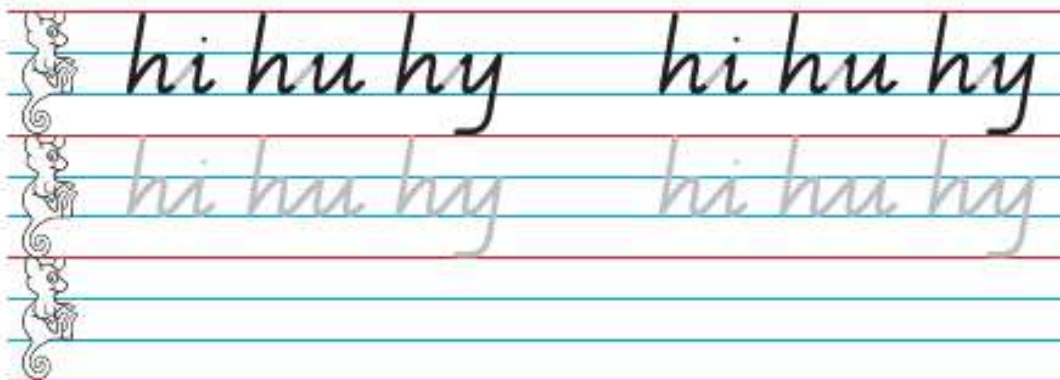
Wellbeing Task	Follow an online meditation such a smiling mind or do the high 5 breathing strategy - trace each finger breathe in through your nose as you trace up and breathing out really slowly as you trace down your finger.
Morning English	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> ▪ Read to yourself about something that you enjoy for 20 minutes. It could be a novel, comic, magazine, brochure, etc. Think about why you love reading it and how you could encourage someone else to have a go at reading that genre. <p><u>Lesson 2: Daily writing (The writing warm up can help you with this)</u></p> <ul style="list-style-type: none"> ▪ Write the introduction to a persuasive text <ul style="list-style-type: none"> - State what it is that you are trying to get someone to do - List 2-3 reasons why that genre is the absolute best - State your opinion and try to include a rhetorical question. - Use your high modal verbs (must, should) <p><u>Lesson 3: Handwriting</u></p> <ul style="list-style-type: none"> ▪ Complete the attached worksheet <p><u>Lesson 4: Spelling</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Lesson 5: English Compare characters in texts</u></p> <ul style="list-style-type: none"> • Complete a character profile for an alternative character. (English work sheet 1) • Jointly construct a Venn diagram to compare the two characters. (English work sheet 2) • Refer to similarities and differences when completing the diagram. • Understand synonyms and antonyms. • Identify and discuss synonyms and antonyms in the Venn diagram. • Create a table of words that describe character qualities from both texts identifying synonyms and antonyms. (English work sheet 3) • Compare similarities and differences between the texts and characters. • Discuss how authors have used language features differently to represent characters and describe the effect this has on an audience. • Write a sentence to compare two characters.
Break	
Middle Maths	<p><u>Cards</u></p> <ul style="list-style-type: none"> ▪ Play the following game with someone in your house. ▪ 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. ▪ 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. ▪ 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.

Free Time	<u>Free Time</u> <ul style="list-style-type: none"> ▪ If you have finished all your tasks from the week have some free time. Some ideas are: <ul style="list-style-type: none"> - Draw a picture - Colour in (see Friday WK 1 Sheet 2 - Colouring) - Go onto Mathletics and play Live Mathletics or Rainforest Maths - Read - Make a chatterbox - Do some craft
Break	
Afternoon	<u>Lesson 6: Music</u>
Music	Refer to Music sheet
Health/PE	<u>Lesson 7: Health/ PE</u>
Health/PE	Refer to Health/ PE sheet

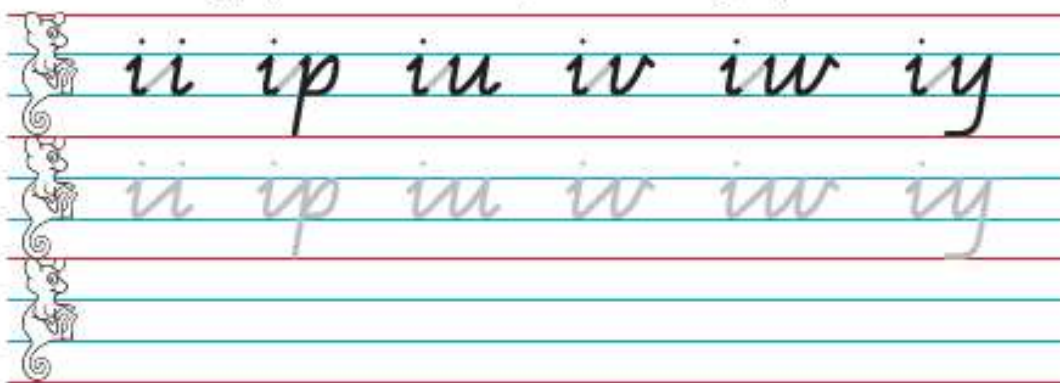
Friday WK2 Lesson 2: Persuasive Text

The page contains a writing template for persuasive text. It features a vertical margin line on the left side. The main writing area is filled with horizontal lines: a top red line, followed by two blue lines, then a red line, and this pattern repeats down the page. This layout is designed to help students format their persuasive text, likely for a specific assignment or exam.

3. Trace over the grey lines and then practise writing h joined to these letters.



4. Trace over the grey lines and then practise writing i joined to these letters.



5. Trace over the grey letters that join in these words.



If you can see any other exits to join to pointed entries, join them too.

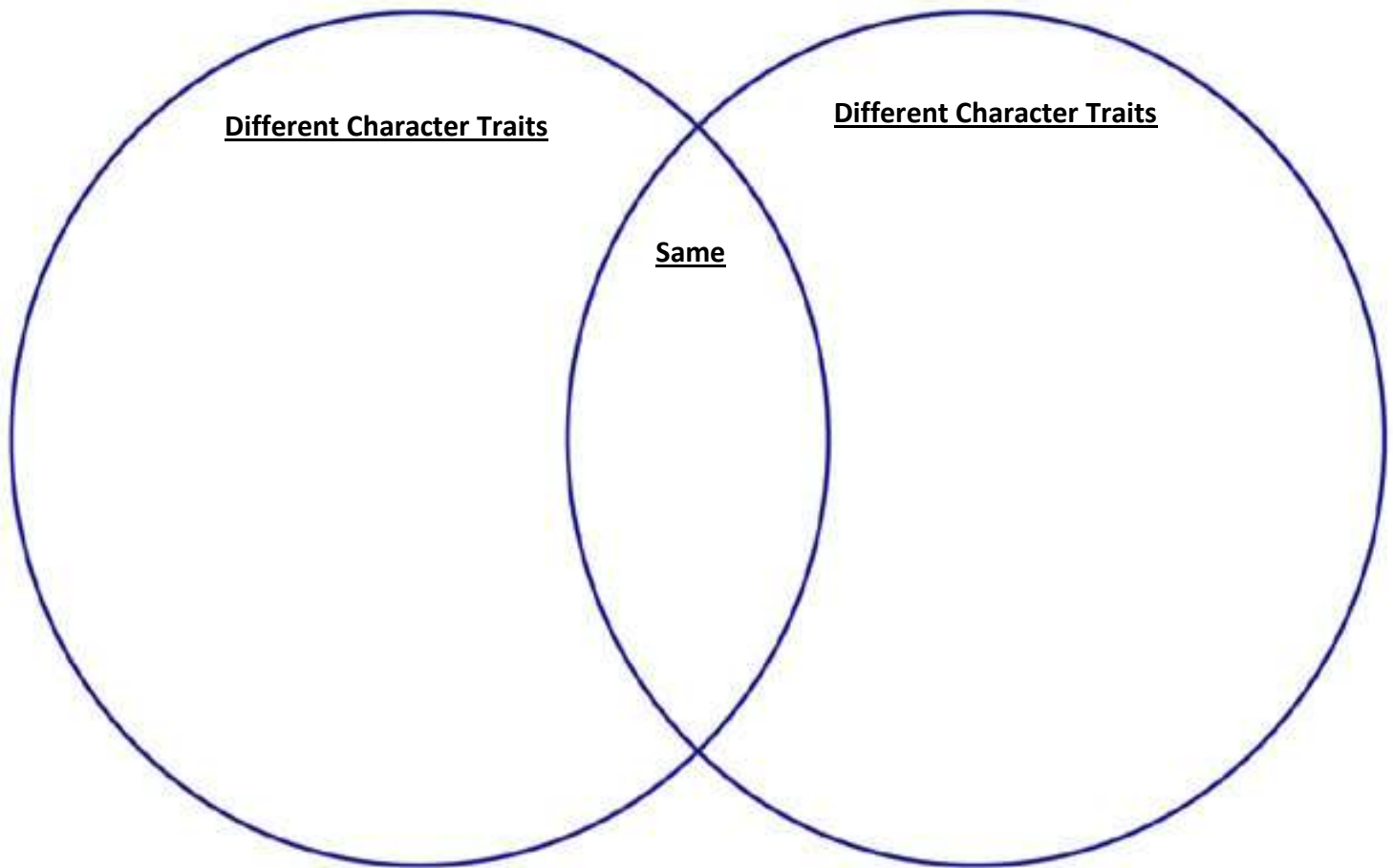
Creating character profiles

Character's name: _____

The character's:	How the author has represented the character These can be words the author has used to describe the character and also what you have inferred about the character from the words and the pictures.
appearance <i>What does the character look like?</i>	
qualities <i>What are his/her qualities? How does he/she behave? For example: Is the character loving/caring/gentle/scary?</i>	
thoughts <i>What does the character think about himself/ herself? about other characters? about the events in the story?</i>	
actions <i>What does the character do?</i>	
<i>How do you feel or think about this character? What words in the text make you feel this way?</i>	

Venn diagram

Compare and Contrast
Characters



Friday WK2 Lesson 5 - English work sheet 3

Synonyms and antonyms

1. **Read** the words in the tables below that describe either the qualities of a traditional storybook dragon or the qualities of a traditional storybook princess character.
2. **Fill** in the tables to find synonyms and antonyms for these words

Words to describe a dragon	Synonym	Antonym
wicked	bad	
angry	cross	
terrifying		gentle

Words to describe a princess	Synonym	Antonym
kind		cruel
helpless		strong
meek	timid	

Why do you think an author might write a story which shows traditional storybook characters in a different way?

I think authors write stories to show traditional storybook characters in a different way because...



Music - Year 2/3B

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 ...
stands out to me is... I wonder why...

A sound that

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)



Listen

Choose a different song or piece of music to listen to. Tap the beat somewhere on your body while you listen to it.

Music Title: _____

How did you go?

I kept in time (not too fast or too slow)

I used musical words to describe the music I heard



Compare and Contrast!

Your task, if you choose to accept it, is to
compare two pieces of music.

- Use the **elements of music** below to discover how they're used in the two pieces.
- Using musical terms, **discuss and describe** how each piece of music is **different or the same**.
- Discuss this with your family and see if they **agree** or **disagree** with your findings.
- Choose **two** different pieces of music. These can be either pop songs, movie themes, or any music of your favourite genre (style) of music – maybe jazz, classical, country, world, Australian etc.
- Try talking with your family about ANY music you hear on the radio, internet, CDs, iPad etc!

Elements of Music

<i>Rhythm & Beat</i>	<i>Tempo</i>	<i>Dynamics</i>	<i>Timbre</i>	<i>Texture</i>
Long/Short	Allegro/Largo	Piano/Forte	Instruments	Unison/Melody (one sound)
Strong Beat/Weak Beat	Fast/Slow	Loud/Soft	Voices	Harmony (many sounds mixed together)

Music eLearning Grid

Debbie O'Shea is a wonderful music teacher in Brisbane. She has created a series of musical activities and experiences you may like to try. Some are online, while others only require a good imagination. No matter what activities you try, Mr Dooner encourages you to make music a part of your day, every day!

	Music Piece 1	Music Piece 2
Title of music piece		
Genre of music piece (eg. pop, movie, jazz)		
Circle any of these musical elements that you can hear in your music piece	Dynamics (volume; loud and soft) Tempo (fast/slow) Rhythm (beat, long/short) Texture (unison/melody, harmony) Timbre (instruments, voices)	Dynamics (volume; loud and soft) Tempo (fast/slow) Rhythm (beat, long/short) Texture (unison/melody, harmony) Timbre (instruments, voices)
Task 1 Write 3 sentences about each song. Is the music sad/happy/ scary/ exciting/slow/fast?		

<p>How have the elements of music been used to create those feelings?</p>		
<p>Task 2 Now compare your two pieces of music. Think about how they are the same similar or different.</p>	<p><u>Same:</u></p> <p><u>Different:</u></p>	

Task 1- Sample Response

My first song has a sad sound at the beginning of the piece. It creates the sad feeling by using a slow tempo (largo). The dynamics are soft (piano). There is only one female singer and a guitar in this song.

Task 2- Sample Response

My first song is sad but my second song is a really happy. The tempo is slow (largo) in the first song and fast (allegro) in the second song. The dynamics are much louder in the second song. I can hear lots of instruments and at least two singers in the second song.

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>



Health – Year 2/3B

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



PE (Athletics) - Year 3 to Year 6

This term Students, develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.

Mini Olympics

Your mission is to create your own Mini Olympics @ Home. There are currently 5 events on your Olympics program for you to compete in. You may wish to design and add more events to your program.

Each week you will need to train for the following events. Skill and drill videos have been supplied if you have access to the internet. Each event has three key words for you to remember when competing in that event.

Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

Drill videos - <https://www.youtube.com/watch?v=5SQviRdHHRI>

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.



Week 2 - Long Jump – Run Up, Pop Up, Landing

Drill videos https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15 and https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s



Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.

Week 3 - Shot Put – Pivot, Push, Release

How to video - <https://www.youtube.com/watch?v=tHVMufMECPo>

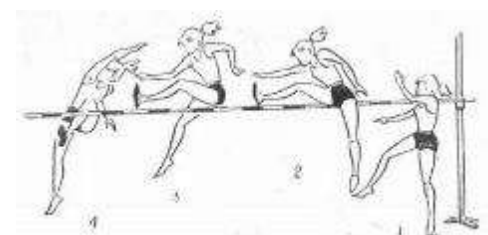
Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



Week 4 - High Jump – Run Up, Kick Up, Landing

How to Video - <https://www.youtube.com/watch?v=VZApaVkJMIHw>

Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.



Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball <https://www.youtube.com/watch?v=leGwtjZEqeA>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.

3rd Whistle = Game begins by the captain rolling the ball through everyone's legs.

The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Under and Over <https://www.youtube.com/watch?v=w-EkRQWgFUw>

1st Whistle = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.

3rd Whistle = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball *no examples available online*

1st Whistle = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.

2nd Whistle = Captain / Leader picks up the ball.

3rd Whistle = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

For all Years P-6

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

For more videos to improve your athletics skills and drills check out;

https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC

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



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

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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BLUEY FAMILY FUN ACTIVITY GRID #2. THINGS TO DO AFTER WATCHING THESE EPISODES...



<p>THE POOL Draw or write a list of things you need when you go for a swim. What things can protect you from the sun? Make a list of all the different places you've had a swim. How many different places have you cooled off?</p>	<p>HAMMERBARN Write a list of ingredients you need to make a pizza. If mum or dad have the ingredients, you could help to make pizza for dinner. If not, you could draw or use paper to create a meal. You might make a burrito, a sandwich or a pizza out of paper or card.</p>	<p>BIKE Can you ride your bike? Do you remember learning to ride? Ask mum or dad to share their memories of you learning to ride your bike. How old were you? What do you want to learn how to do next? Maybe you could learn how to tie shoelaces or whistle a tune.</p> 	<p>STICKY GEEKO How long is 1 minute? What can you do in 1 minute? How many times can you hop on one foot? How many star jumps can you do? Find a push or pull toy in your house. If you don't have one, perhaps you could make your own out of recycled containers.</p>
<p>THE DUMP How does your family recycle? Are you collecting the 10c containers? How many 10c containers do you need to make \$1? Do you have some old art? Have you ever used your art to wrap a present?</p> 	<p>HIDE AND SEEK Count to 20 and get your family to hide. Before you begin, decide on some rules. Will it be an inside or outside game of hide and seek? Where was the best hiding spot? Who took the longest to be found?</p> 	<p>HORSEY RIDE Play make-believe! Gather your toys and create a wedding or a birthday party for the toys to celebrate! Draw your last birthday party. How many candles were on your cake?</p> 	<p>MAGIC XYLOPHONE Do you have any musical instruments in your home? Gather them together and make some music. If you don't have any, make your own. You can use cans or containers from your kitchen. Perform for your family. Everyone can have a turn! Pick an instrument and decide what magical feature it has.</p>
<p>CHARADES Play a game of Charades with your family. Remember to take turns and make sure everyone knows the rules before you begin. What's another card game you have at home? You may like to play snap, go fish or memory with your family.</p> 	<p>KEEPLY UPPY Use a mini bean bag, ball or balloon and play a game of hot potato (keeply uppy). How many times can you pass the ball before it touches the ground? Play a throw and catch game with someone in your family. You might like to say the alphabet as you pass back and forth. You could also try and count to 10, 20 before someone drops the ball. What other ball games can you play?</p>	<p>FAIRIES Make a fairy ring. You might like to use rocks, flowers, leaves or sticks. Dance in the centre of the ring. Take turns and see who can make up the most creative dance. If you have a shady spot, maybe you could make a fairy garden. You could draw a picture or write a little note for a fairy to find overnight. If you have dominoes at home, create a domino ring or heart.</p>	<p>FEATHERWAND Move around your house like you are carrying a very heavy bag of bricks. Now move around like you are as light as a feather. How are your movements different? Choose two objects. Hold them in your hands and work out which one is heavier, and which one is lighter. This is called hefting. You could also arrange objects from heaviest to lightest!</p> 