



# Stafford State School

Independent Public School

Term 2

Week 2

# Year 2

# Home Learning

Learning Areas:

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



<b>Wellbeing Task</b>	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.
<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 will happen in the book or if you have read it before retell the story before you begin.</li> <li>▪ Read the book aloud together.</li> <li>▪ Create a tally chart of all the punctuation used in the book. Count the full stops, exclamation marks and question marks.</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Complete Monday WK2 Sheet 1 – English “Odd One Out”</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Tell the story of when your main character finally brings home the pet they have been begging their parents for.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Discuss what a noun is (a person, place or thing). Write 6 examples of nouns (e.g. doctor, school, car). Discuss what a verb is (a doing/action word). Write 6 examples of verbs (e.g. jump, run, stretch). Discuss what an adjective is (a describing word). Write 6 examples (e.g. colourful, luscious, bright).</li> <li>▪ Complete Monday WK2 Sheet 2 – English “Active Animals”</li> <li>▪ Read through and complete Monday WK2 Sheet 3 – English “Text Types: Purpose”</li> </ul>
<b>Break</b>	
<b>Middle</b> <b>Maths</b>	<p><u>2D Shapes</u></p> <ul style="list-style-type: none"> <li>▪ In this investigation, you need to design a crazy cubby house.</li> <li>▪ In your scrapbook you must draw a design on grid paper using a variety of 2D shapes (squares, rectangles, triangles and circles).</li> </ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>▪ 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.</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>HASS</b>	<p><u>Connections to Place</u></p> <ul style="list-style-type: none"> <li>▪ Read through Monday WK2 Sheet 5 - HASS “Stories about people’s connections with distant places”</li> <li>▪ Complete Monday WK2 Sheet 6 – HASS “Survey – Connections to other places: Holiday destinations”</li> </ul>

**Odd One Out**

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_

i) \_\_\_\_\_

j) \_\_\_\_\_

k) \_\_\_\_\_

l) \_\_\_\_\_

m) \_\_\_\_\_







n) \_\_\_\_\_

o) \_\_\_\_\_

# ACTIVE ANIMALS

Glue the adjectives and verbs in their places.

Teach **IT'S**

	Adjective	Noun	Verb
The		 snake	
The		 lion	
The		 monkey	
The		 parrot	
The		 horse	
The		 mouse	

climbed

squeaked

colourful

prowled

hissed

galloped

tiny

squawked

cheeky

fierce

deadly

gentle

## Text Types: Purpose

We write for different **purposes** and for different **audiences**. These different types of writing are as **text types**. Some texts are **factual**, that is, they give facts and information. Some texts are **literary**, that is, their main purpose is to entertain.

**A writer chooses a particular text type depending on the purpose.**

- Decide whether the text types below are **factual** or **literary** and their **main purpose**. Give an example.  
Hint: Some text types could be either depending on their purpose!

Recount		Information report		Procedure		Narrative		Description	
Literary (imaginative)									
Factual									
Text type	Purpose	Example	Text type	Purpose	Example	Text type	Purpose	Example	
Recount	To retell events to others	A diary entry A retell of an excursion	Narrative	To entertain telling a story	A fairy tale A novel				



Share your answers with your partner.

Different text types have:

- different structures → are organised differently
- different language features → use different types of words

Monday WK2 Problem Solving

You received a bunch of balloons for your birthday. There were 14 balloons but then 3 popped. How many balloons do you have left?



 teacher's pet

Dave bought a pair of shoes for \$35. How much change will he receive from \$40?



 teacher's pet

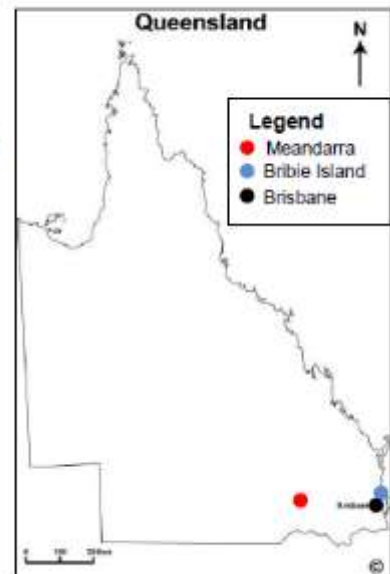
Michael saw 3 red cards, 2 blue cards and 8 white cards. How many cards did he see altogether?



## Stories about people's connections with distant places

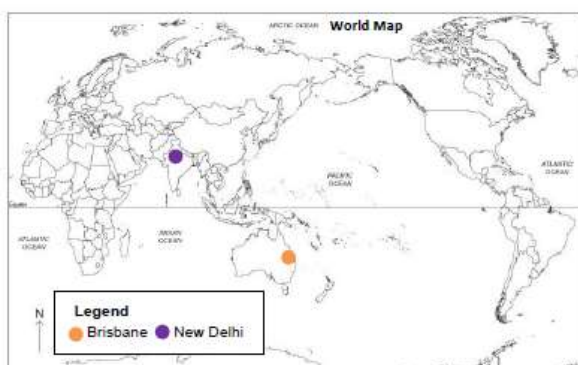
Hi. My name is Jack. My family and I go to Bribie Island for a holiday every year. My home is in a small country town called Meandarra, which is long way away from Bribie Island. We have to travel for most of a day to get to our holiday home at Bribie.

Our Bribie Island holiday has become a family tradition. We always go at Christmas time. We rent a holiday house near the beach. Sometimes we meet up with other family members. My favourite activity while on holiday is playing cricket on the beach with my brothers.



Hello, I'm Aashni. I live in Brisbane with my parents and my brothers and sisters. All of my family members were born in India, which is a country in Asia. India is very far away from Brisbane.

We went on holidays this year to India to see my grandparents, aunties, uncles and cousins. We had to travel by plane to get to India. It was such a long trip! My family members live in a very big city called New Delhi, which is



the capital city of India. This holiday meant a lot to me because I really miss playing with my cousins. We don't get to see our family members in India very often because they live so far away. I know it will be a long time until we can see them again.

All images © DETE

## Survey — Connections to other places: Holiday destinations

Record your responses in Table 1 about the holiday destinations you have visited. Survey two (2) other people in your class and record their responses in Table 1. Place a tick (✓) in the boxes that match the responses of each person surveyed.

Table 1: Connections to other places: Holiday destinations						
	Type of holiday destination					
Class member	beach	farm	capital city	another state	another country	other
Me						
Person 1						
Person 2						

Record the number of people in your class who have been to each type of holiday destination in Table 2.



Table 2: Survey responses	
Type of holiday destination	Number of people
beach	
farm	
capital city	
another state	
another country	
other	



Use the data in Table 2 to help you complete the sentences below by filling in the missing words.

- Most of the people surveyed have been to \_\_\_\_\_ for a holiday.
- Some of the people surveyed have been to \_\_\_\_\_ for a holiday.
- None of the people surveyed have been to \_\_\_\_\_ for a holiday.

# Tuesday – Week 2



<b>Wellbeing Task</b>	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.
<b>Morning 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>▪ Read the book aloud.</li> <li>▪ Talk about different ways this book could have ended. Decide on one. You will write about it in your next activity.</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ In your scrapbook write a new ending for the story you just read.</li> <li>▪ Draw a picture to match your writing.</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl. Read through Tuesday WK2 Sheet 1 – English “George’s Marvellous Medicine: Introduction”. Discuss the questions.</li> <li>▪ If you have the book at home read the first chapter ‘Grandma’. If not, watch the video reading of George’s Marvellous Medicine (Chapter 1 ‘Grandma’)</li> </ul> <p><a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></p> <ul style="list-style-type: none"> <li>▪ Complete Tuesday WK2 Sheet 2 – English “Chapter 1: Grandma”</li> </ul> <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>▪ Complete the first page of Unit 12 in your Soundwaves book</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> <li>▪ Daily 10 – Level 2 – Doubles/Halves – Up to 20</li> </ul> <p><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></p> <ul style="list-style-type: none"> <li>▪ Maths Warm Up (PowerPoint)</li> </ul> <p><u>Doubles</u></p> <ul style="list-style-type: none"> <li>▪ Complete the activity on Tuesday WK1 Sheet 3 – Maths “Doubles”</li> <li>▪ Complete the activity on Tuesday WK1 Sheet 4 – Maths “Double Trouble”</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 Wellness/Yoga</b>	<ul style="list-style-type: none"> <li>▪ Refer to Wellness/ Yoga sheet</li> </ul>

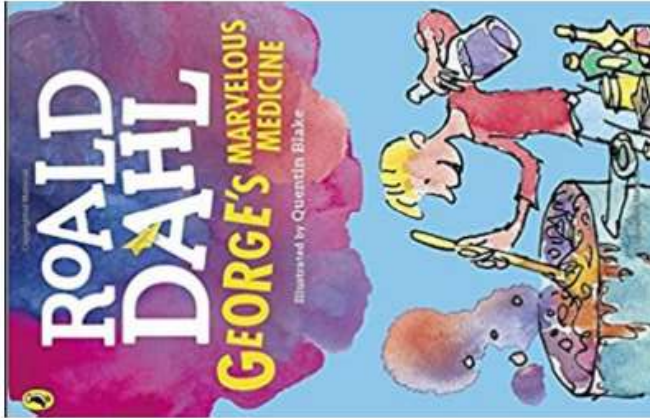
## George's Marvellous Medicine: Introduction

George's marvellous medicine is a hilarious story written by Roald Dahl, the world's best storyteller, and illustrated by Quentin Blake.

George is an eight-year-old boy bored to tears. He lives on a farm far away from anywhere and has no one to play with. Worst of all, George's grumpy old Grandma treats him very badly and she is quite scary.

So, when George is left in charge of giving Grandma her medicine, he decides that maybe he should make a new magic medicine that will 'either cure her completely or blow off the top of her head'.

In this story you will read how George prepares several recipes of marvellous medicines that will have very funny consequences.



<http://www.roalddahl.com/shop/books/georges-marvellous-medicine-paperback>



### Before reading:

- What type of text is this book?
- What is the purpose of this text? Why would someone read it?
- What structure will it have? How will it be organised?
- Who will be the main character? What traits will he have? What type of character will he be?
- Have you ever read other texts by this author? If so, what's your opinion?



Share your answers with your partner.



## Chapter 1: Grandma

Read through Chapter 1 and answer the following questions

1. What did George's mother say she was going to do?



2. What did George's mum tell him not to forget?

3. "Get me some tea" Grandma told George. "And \_\_\_\_\_,"



4. What did Grandma say George's problem was?

5. What was Grandma's advice to George?



"You should stop \_\_\_\_\_ and \_\_\_\_\_,"

6. What did George think about his Grandma's advice?

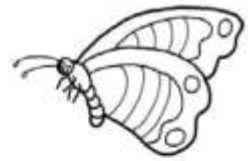


---

---



# 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 =

**DOUBLE TROUBLE (0-12)**

One student is the bees and one is the hexagons. Roll two six sided dice, add the numbers and then double that number, cover that number with a counter. If the number is already covered, you have to wait until your next turn. The first player to cover all their numbers wins!



<b>Wellbeing Task</b>	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.
<b>Morning English</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read a book aloud with a parent/carer/sibling.</li> <li>▪ Write down any tricky words you come across while reading.</li> <li>▪ Ask someone to explain the meaning of each word to you (or look it up online). Draw a picture to show the meaning of each word.</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK2 Sheet 1 – English “Sort Them Out”</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ Imagine you are a superhero. Write a paragraph explaining what your superpower would be and how you would use it.</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl.</li> <li>▪ If you have the book at home read the second chapter ‘The Marvellous Plan’. If not, watch the video reading of George’s Marvellous Medicine (Chapter 2: ‘The Marvellous Plan’)  <a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></li> <li>▪ Complete Wednesday WK2 Sheet 2 – English “Chapter 2: The Marvellous Plan”</li> </ul>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK2 Sheet 3 – Maths “Working with O’Clock”</li> <li>▪ Complete Wednesday WK2 Sheet 4 – Maths “Half-Past Time”</li> <li>▪ Play the game on Wednesday WK2 Sheet 5 – Maths “What’s the Time Mr Wolf”</li> </ul> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>▪ Complete Wednesday WK2 Sheet 6 – Maths “Wednesday WK2 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 Chinese</b>	<ul style="list-style-type: none"> <li>▪ Refer to Chinese sheet</li> </ul>

### **Sort Them Out**

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>

## Chapter 2 - The Marvellous Plan

Place a noun from the box below in each space.

George sat himself down at the . He was shaking a little.

Oh, how he hated . He really hated that horrid old witchy woman. He had a tremendous urge to do something about her, something whopping. A sort of . He may have only been eight, but he was a brave little boy. He wanted to put a  banger under her chair. He wanted to put a long green  down the back of her dress.

He would have liked to put six big black  in the room with her. But he didn't have these things. As George sat pondering this interesting problem he saw something he did have, Grandma's brown . Grandma took this medicine four times every .













It didn't do her the slightest bit of good. She was always just as horrid after she'd had it as she'd been before.

So-ho thought  I know exactly what I'll do. "I'll make her a new medicine that is so strong. It might cure her completely or blow off the top of her head. I'll make her a magic medicine that no  in the world has ever made before."

				
Firework	Grandma	table	Snake	Explosion
				
Day	rats	medicine	Doctor	George

# 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



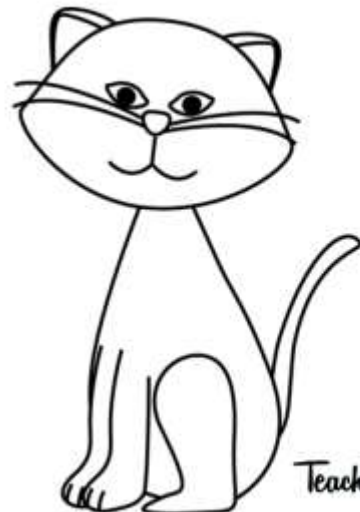
4:30



12:00



5:30



# WHAT'S THE TIME MR. WOLF?

**2 – 4 players**  
**Need: A die and coloured counters for each player**

1. Place your counter on 'Start'.
2. Take turns rolling the die and moving that number of spaces around the board.
3. Read the time out loud.
4. Place your counter on the matching clock.
5. If you can't put your counter on a clock, you miss that turn.
6. Take turns rolling and moving around the board until all clocks are covered.
7. The winner is the player with the most clocks covered.

START

11:30

MISS A TURN!

6:30

1:00

10:00

4:00

7:30

HAVE ANOTHER TURN

5:30

4:30

5:00

8:30

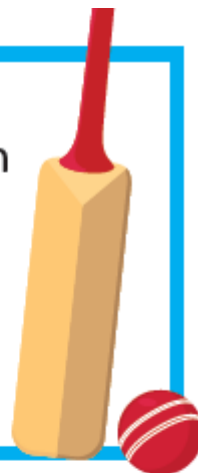
3:00

11:00

TAKE AWAY ANOTHER PLAYER'S COUNTER

Wednesday WK2 Problem Solving

In a game of cricket, Jacob scored 4 runs in the first game, 3 runs in the second game and 3 runs in the third game. How many runs did he score altogether?



 teachstarter

You picked 8 flowers and your friend picked 15 flowers. How many flowers do you both have when you put your flowers in a bunch together?



 teachstarter

Alana invited 8 of her cousins and 6 of her school friends to her birthday party. How many people were invited altogether?





<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. What new tricks can you learn this week?
<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>▪ Read the book aloud.</li> <li>▪ Choose your favourite character in the book. You will write about them in the next activity.</li> </ul> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> <li>▪ In your scrapbook write a paragraph describing a character from your book. What makes your character who they are?</li> <li>▪ Draw a picture of your character. Label the character with their traits (information about their appearance or personality).</li> </ul> <p><u>English – George’s Marvellous Medicine</u></p> <ul style="list-style-type: none"> <li>▪ This term we will be reading George’s Marvellous Medicine by Roald Dahl.</li> <li>▪ If you have the book at home read the third chapter ‘George Begins to Make the Medicine’. If not, watch the video reading of George’s Marvellous Medicine (Chapter 3: ‘George Begins to Make the Medicine’.)  <a href="https://www.youtube.com/watch?v=63RI-UspWdY">https://www.youtube.com/watch?v=63RI-UspWdY</a></li> <li>▪ Complete Thursday WK2 Sheet 1 – English “Chapter 3: George Begins to Make the Medicine”</li> </ul> <p><u>Soundwaves</u></p> <ul style="list-style-type: none"> <li>▪ Complete the second page of Unit 12 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 – Multiplying – x2  <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> </ul> <p><u>Doubles and near doubles</u></p> <ul style="list-style-type: none"> <li>▪ Complete the activity on Thursday WK2 Sheet 2 – Maths “Addition - Doubling”</li> <li>▪ Complete the activity on Thursday WK2 Sheet 3 – Maths “Addition – Near Doubles”</li> <li>▪ Then play the “Near Doubles” game</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>▪ “People use science in their daily lives. Pushes and pulls are forces. A push or pull affects how an object moves.”</li> <li>▪ Explore some of your toys at home to understand how they move. Some toys may move in more than one way.</li> <li>▪ List some words we use to describe ways in which toys move. For example, rolling, spinning, sliding, turning, bending. Write these words in colour, cut them out and make a word wall.</li> <li>▪ Select a toy at home and complete Thursday WK2 Sheet 4 – Science “How Toys Move – Drawing and Observations”</li> </ul>

### Chapter 3: George begins to make the medicine

1. After grabbing the big saucepan where did George go first?

---



2. Why did he go there first?

---



3. Why did George put the scarlet nail varnish in the saucepan?

---

---

4. In which room did George find the most things?

---

5. What kind of food did George put in from the kitchen?

---



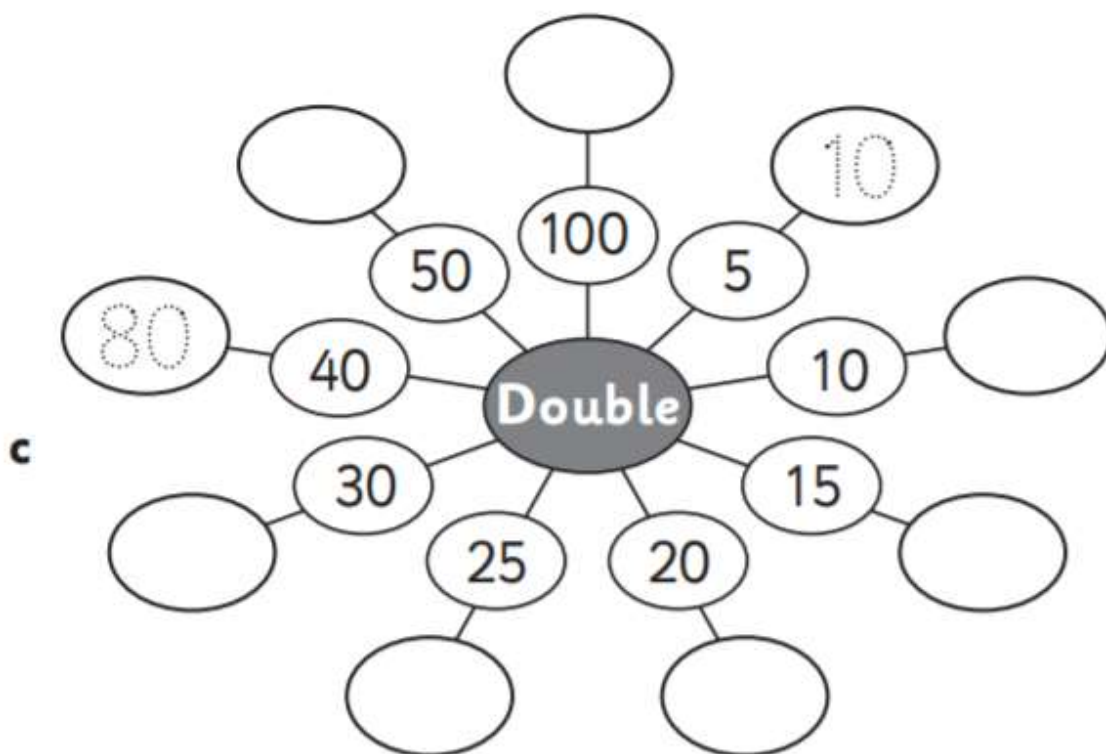
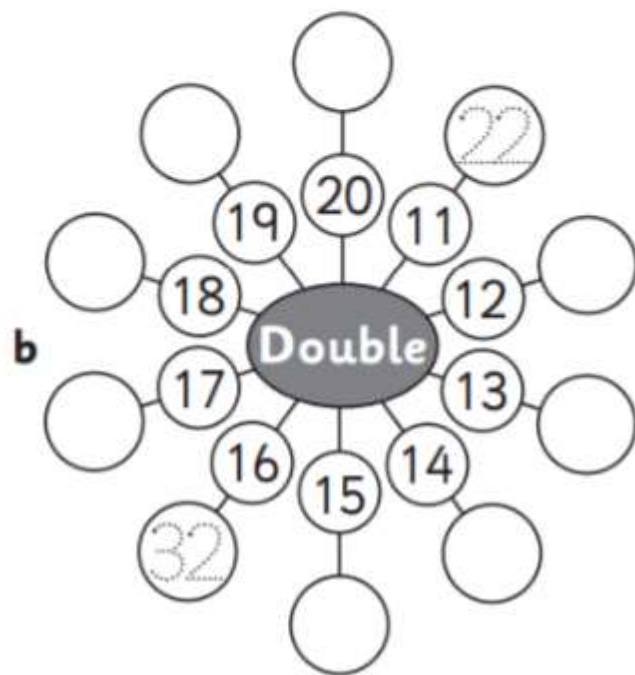
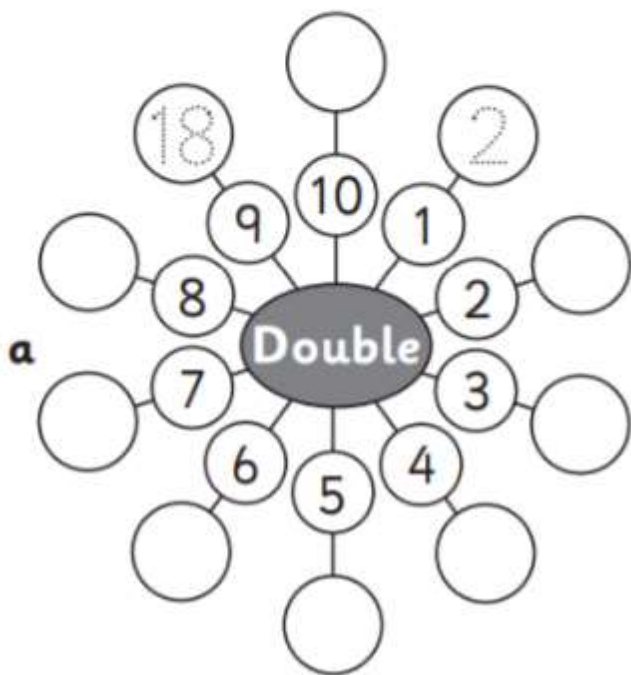
6. Why did George choose these foods?

---

7. Make a list of all the ingredients that George has added to the medicine?


# 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.

$$6 + 7 = 13$$

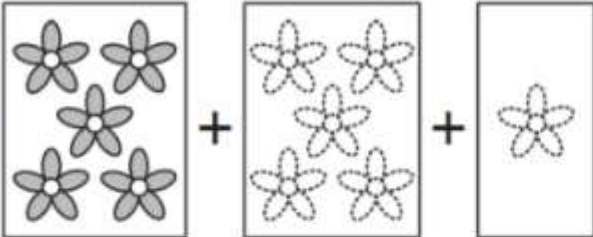
1 Colour 1 more counter on each tens frame. Complete the number facts.

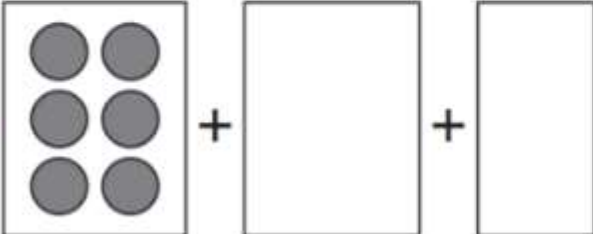
a   $2 + 3 = \square$        $\boxed{2} + \boxed{2} + \boxed{1} = \square$

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

## Addition – near doubles

**You will need:**  a partner  counters in 2 different colours  
 a die

### What to do:

Take turns rolling the die. Use either the double or near double strategy to create a number fact and cover the answer on the chart. For example, if you roll a 3, you could make  $3 + 3$  or  $3 + 4$ . So you could cover 6 or 7.

If your answer is already covered, it is the other player's turn. Play until all the numbers are covered. Who has the most counters on the board at the end of the game?

2	3	4
5	6	7
8	9	10
11	12	13

I can cover  
4 or 5. Which  
shall I choose?



### What to do next:

Which **kind** of numbers do you get when you double?

Which **kind** of numbers do you get when you double + 1?

## SCIENCE: Term 2 Week 1

### How Toys Move: Drawing and Observations

Draw a picture of a toy you have at home.

Label the drawing to show **parts that help the toy to move**.

Write a word or words to **tell how the toy moves** (e.g. rolling, spinning, bending).

**Circle the word or words** that tell what you did to make the toy move.

- Find another toy at home that moves the **same** way.
- Find another toy at home that moves in a **different** way.
- Talk about these with your adult at home.

This toy is a \_\_\_\_\_

The toy moves by \_\_\_\_\_

I **pushed/pulled** the toy to make it move.



<b>Wellbeing Task</b>	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.
<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.</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Use magazines, catalogues or newspapers to cut out the letters you need to make your spelling words. Glue them into your book.</li> <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>▪ Pretend you are the principal for the day. Write up a made up story to about that day.</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Complete Friday WK2 Sheet 1 – English “Week 2 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>Hundreds Board – Mystery Pictures</u></p> <ul style="list-style-type: none"> <li>▪ Uncover the mystery picture by doing the addition sums and colouring in their answers on the Hundreds Board (Friday WK2 – Sheet 2 – Maths)</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</li> <li>- Play Live Mathletics or Rainforest Maths</li> <li>- Read</li> <li>- Make a chatterbox</li> <li>- Do some craft</li> <li>- Have a go at some of the activities in Friday WK2 – Sheet 3 – Free Time</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 2 Editing

17 **The Noisy Classroom**

jane walked past the classroom  
next door. they were much louder  
than her class. she waved to her  
freind and then quicklie went  
back to her classroom



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



18 **The Picnic**

I like going on picknics in the  
bush. my brother and i enjoy  
bushwalking. the birds are  
beuatiful to watch but you need  
to be careful of snakes



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



19 **The Car Window**

david quickly threw the ball to  
his freind. the ball was heading  
straight for the car window. david  
closed his eyes and felt hopefull  
it was going to miss. Thankfully it  
did



Find 2 spelling mistakes.  
Add 3 capital letters and 1 exclamation mark.



20 **Classroom Plants**

ben was asked to water the plants.  
He was carefull not to get any  
water on the carpet. the teacher  
was thankful that ben had helpped



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



# Hundreds Board

## Mystery Picture No. \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Mystery Picture 7

**Brown:**

(40 + 35), (25 + 51), (60 + 25), (43 + 43), (89 + 6), (45 + 51)

**Red:**

(14 + 0), (9 + 9), (11 + 22), (18 + 19), (28 + 28)

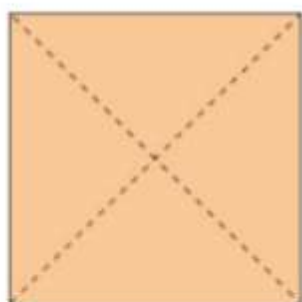
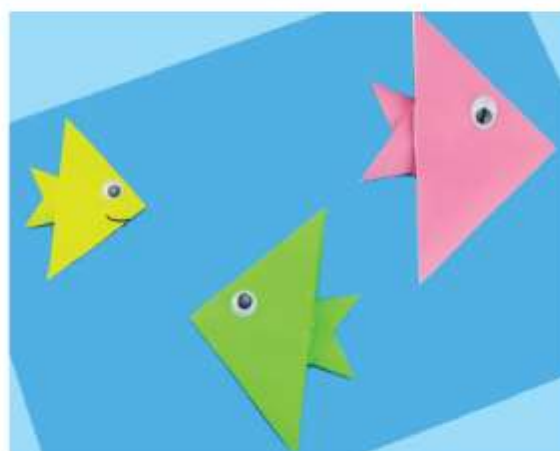
**Green:**

(3 + 0), (2 + 2), (4 + 1), (3 + 3), (5 + 2), (4 + 4), (6 + 6), (7 + 6), (8 + 7), (7 + 9),  
(10 + 7), (11 + 8), (15 + 6), (11 + 11), (13 + 10), (12 + 12), (19 + 6), (13 + 13), (11 + 16),  
(14 + 14), (23 + 6), (15 + 15), (22 + 9), (16 + 16), (17 + 17), (28 + 7), (18 + 18),  
(29 + 9), (12 + 27), (11 + 29), (29 + 12), (21 + 21), (20 + 23), (22 + 22), (21 + 24),  
(31 + 15), (37 + 10), (35 + 13), (24 + 25), (41 + 9), (1 + 51), (11 + 42), (21 + 33),  
(31 + 24), (51 + 6), (49 + 9), (39 + 20), (62 + 1), (52 + 12), (42 + 23), (32 + 34),  
(22 + 45), (12 + 56)

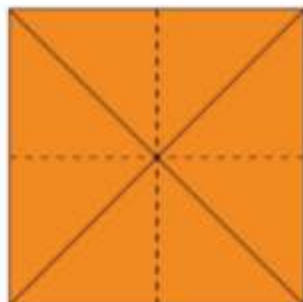
# Origami Fish

## You will need:

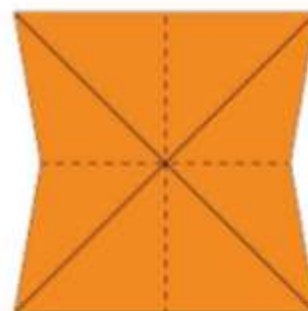
- 1 square piece of paper (at least 12cm x 12cm)
- black felt tip pen



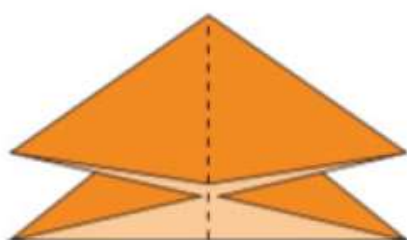
1. Fold the two diagonals.



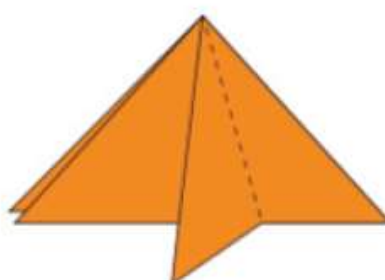
2. Turn the paper over and fold the vertical and the horizontal line.



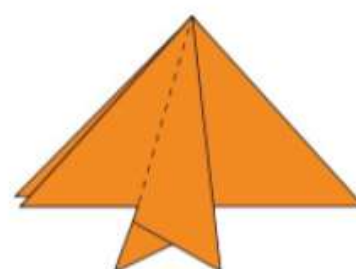
3. Hold the paper on both sides and push it together at the folded lines.



4. This creates a triangle.

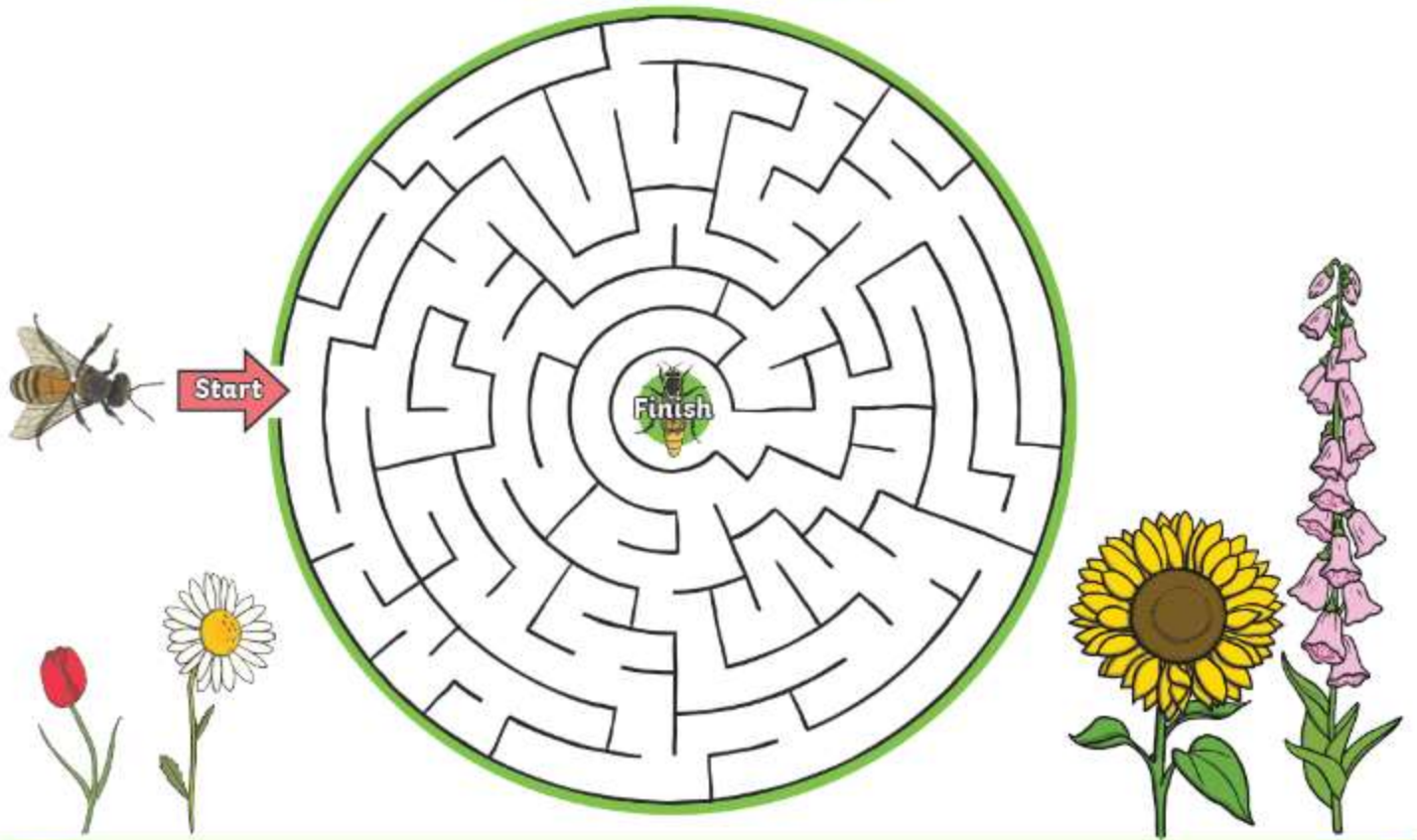


5. Fold the right corner to the middle to create a fin.

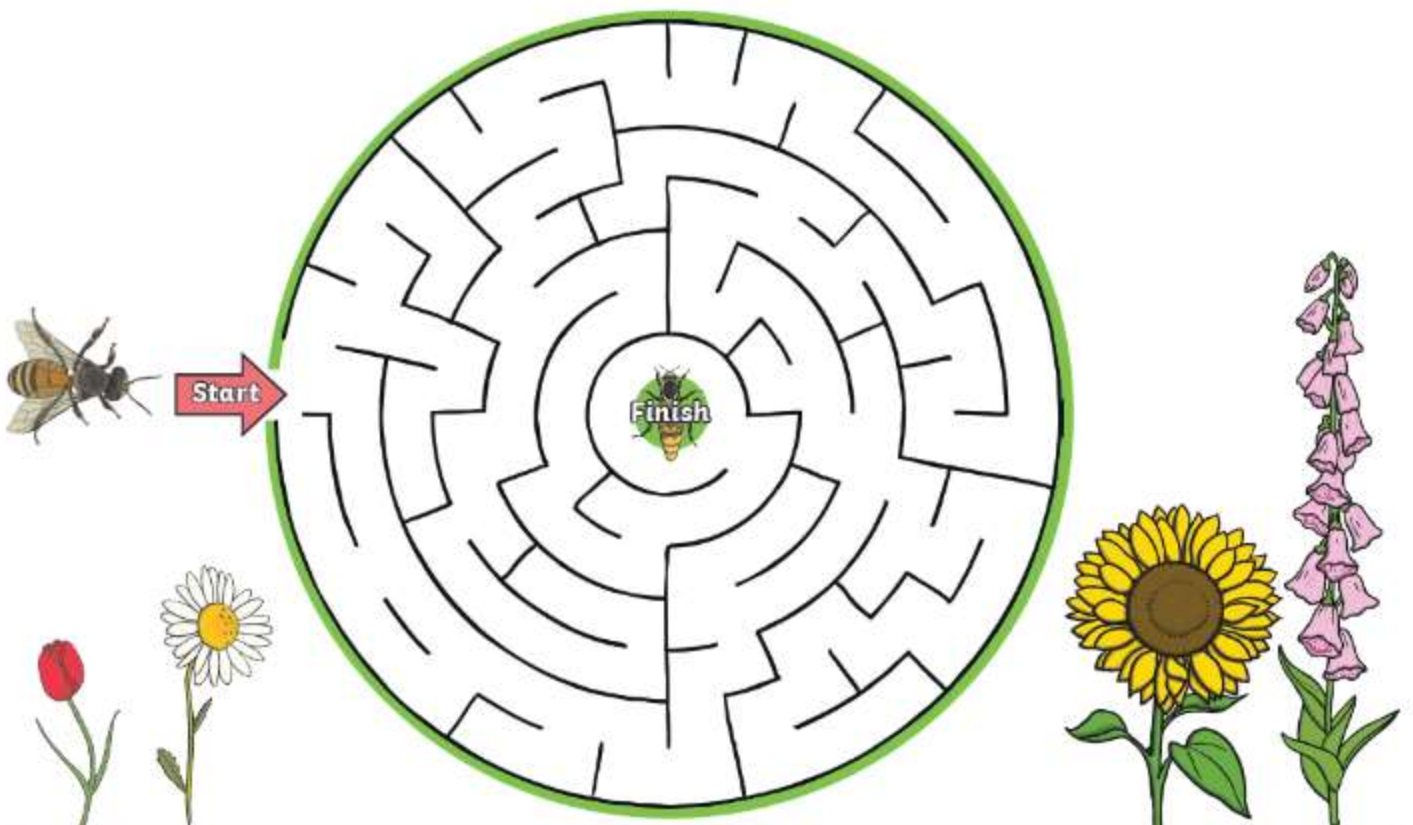


6. Finally fold the left corner on top of the right corner. Turn around the fish and use your black pen to draw an eye.

# Honeybee Maze



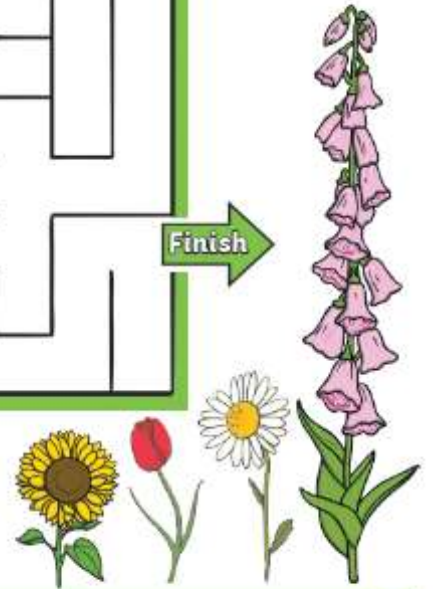
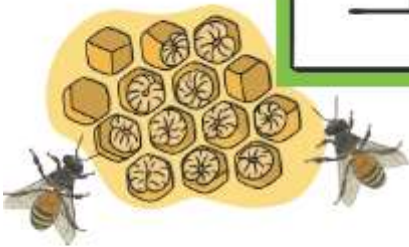
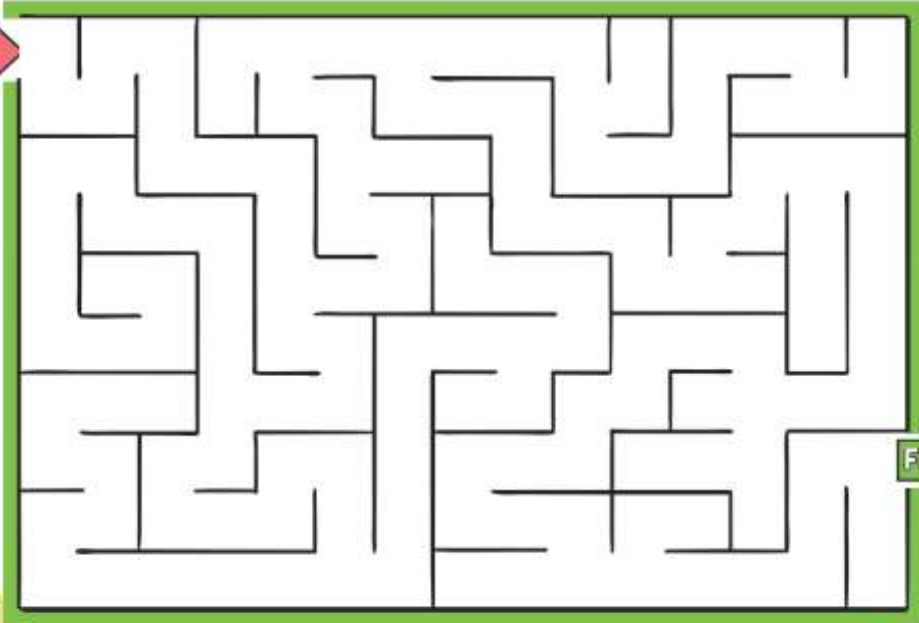
# Honeybee Maze



# Honeybee Maze



Start

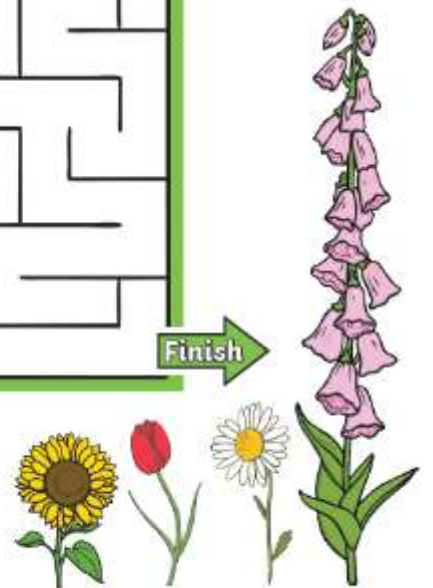
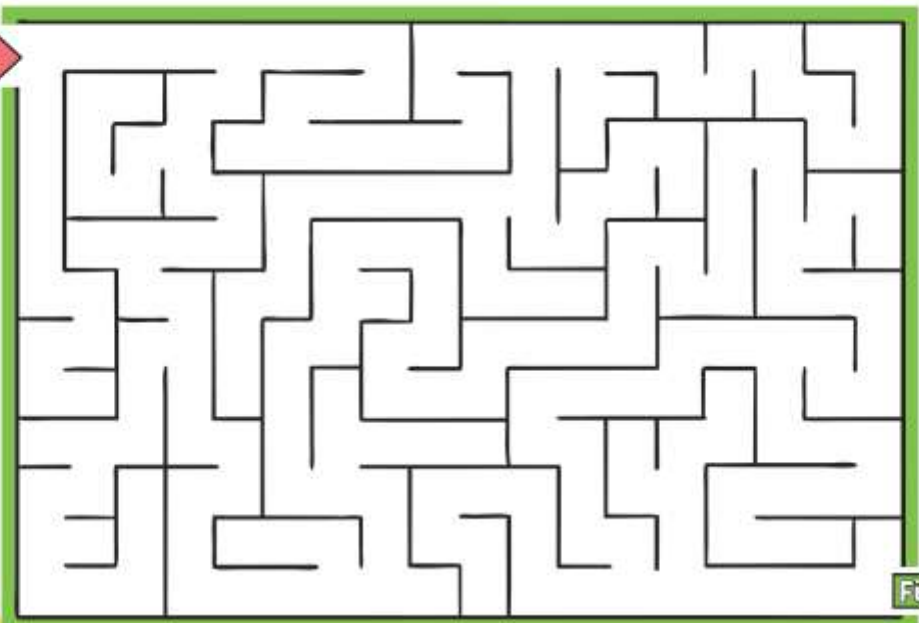


Finish

# Honeybee Maze



Start



Finish



## 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>



# 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!**

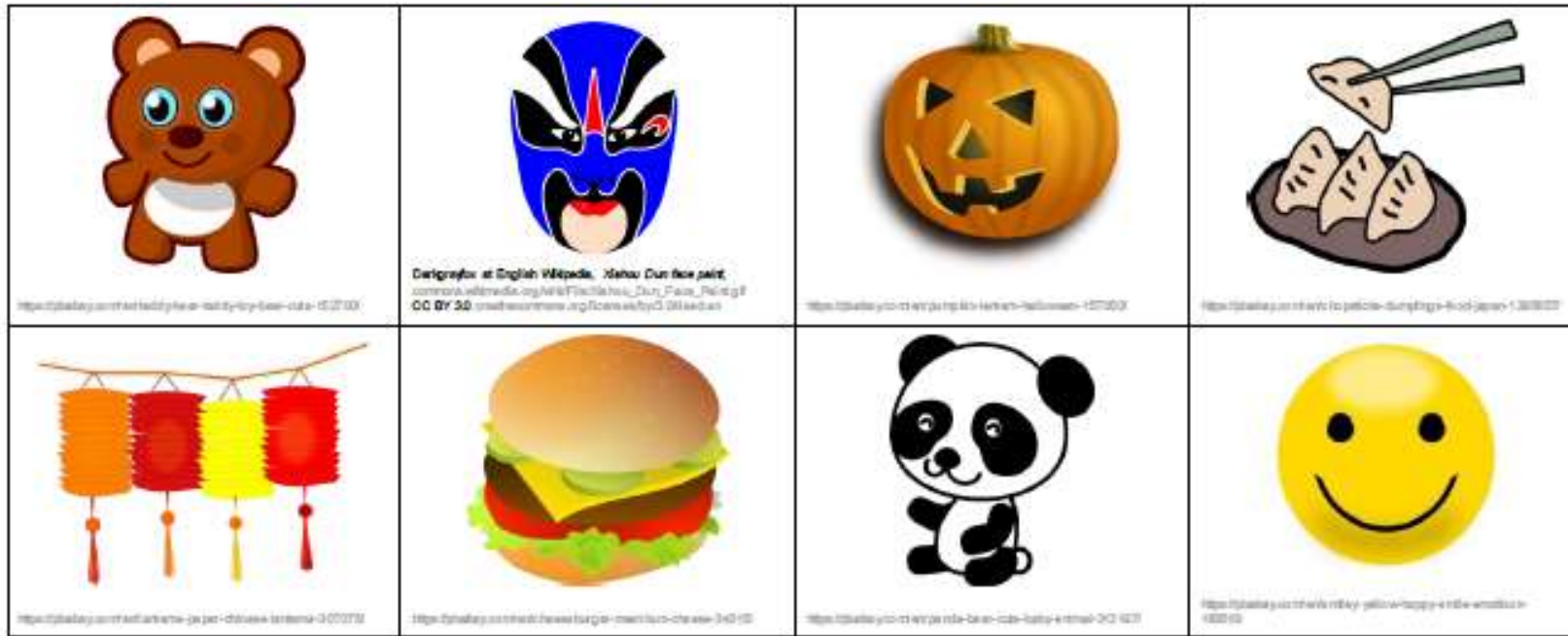
**Miss B**



## What's in the package

★ Learning objectives: You're going to revise the words we learnt

1. Draw a circle around the items that are in the package.



2. Match the words with the pictures





# 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=cSPmGPlyyU>

## Yoga Online

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

# 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 texta/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

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



<p><b>THE POOL</b>                  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><b>HAMMERBARN</b>                  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><b>BIKE</b>                  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><b>STICKY GEEKO</b>                  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><b>THE DUMP</b>                  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><b>HIDE AND SEEK</b>                  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><b>HORSEY RIDE</b>                  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><b>MAGIC XYLOPHONE</b>                  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><b>CHARADES</b>                  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><b>KEEPY UPPY</b>                  Use a mini bean bag, ball or balloon and play a game of hot potato (keepy 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><b>FAIRIES</b>                  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><b>FEATHERWAND</b>                  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> 