



Stafford State School

Independent Public School



Term 2

Week 3

Year 2/3B

Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Music
- Health/PE
- Chinese
- Digital Technology
- Library



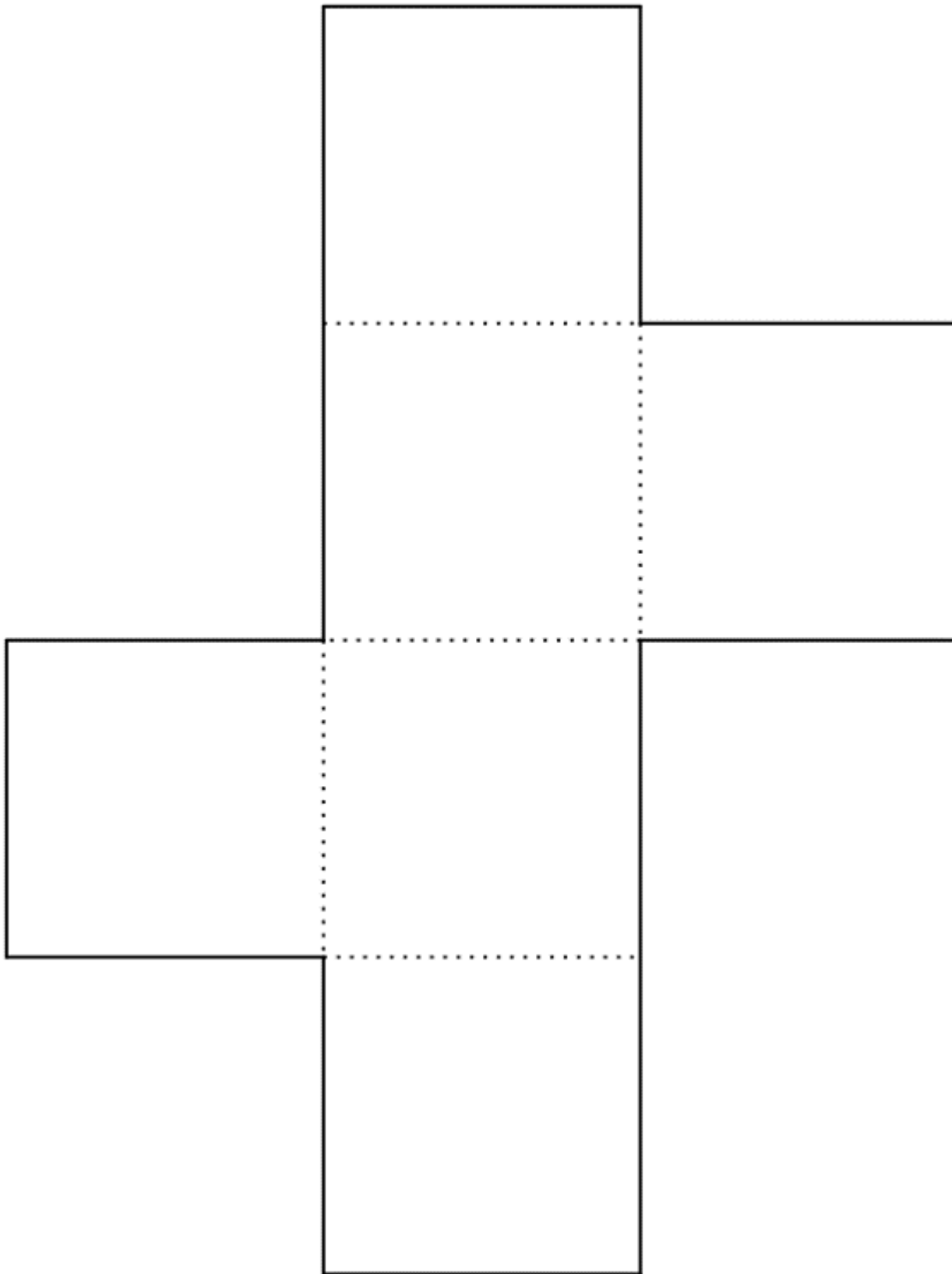
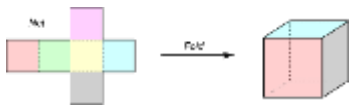
Wellbeing Task	Belly Breathing – find a toy to place on your tummy. Lie on your back with the toy on your tummy. Look at your toy and take three long slow breaths in and out watching the toy move up and down with your breath. Count as you breathe in 1,2,3,4 and count as you breathe out 1,2,3,4. See if you can close your eyes and feel the toy move. Continue for up to 5 minutes. How do you feel?
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> 1. Fun Facts - read a non-fiction book for 10 minutes by yourself then share some fun facts from your reading with an adult at home. 2. Watch the Reading Warm-ups Powerpoint - practise saying aloud <p><u>Spelling</u></p> <ul style="list-style-type: none"> Complete Soundwaves Unit 13 ai/ay/a_e/a (left page only) <p><u>Handwriting</u></p> <p>*complete one page in your handwriting textbook If you don't have your textbook, practise writing your name using entries and exits in your exercise book.</p> <p><u>Daily Writing</u></p> <ul style="list-style-type: none"> Look at the picture - Animal Town (worksheet 1) <p>What do you notice? What do you wonder? Talk about this with an adult. Complete the worksheet or write your sentences in your exercise book.</p>
Break	
Middle Maths	<ul style="list-style-type: none"> <u>Warm Ups</u> - count by 2 starting at 66 and finishing at 104 (write them into your workbook -circle all the even numbers red <p>**Worksheet 2 - Quick Facts. Set a timer for 1 minute. Try to get as many quick facts completed in the Monday column as you can in the time. (If you finish before the time is up, record your time.) Tomorrow you will do the same again, in the Tuesday column, to see if you can complete more fast facts in the same time, and so on.</p> <ul style="list-style-type: none"> <u>3 Dimensional objects (3D)</u> Around your home find - a cylinder, a rectangular prism, a cube, and a sphere. Which shapes roll? What object did you find that is a rectangular prism? Try to draw all the shapes. <p>*Worksheets 3 & 4 - Nets are 2D designs that can be folded to make a 3D shape. Describe the difference between them. Write down your ideas.</p> <p><u>Problem Solving (year 3)</u></p> <ul style="list-style-type: none"> Ask an adult for an empty cardboard box (e.g. a cereal or tissue box). Carefully open it up to make it a flat piece of cardboard. What shapes do you see? Then try to reassemble the box to its original 3D shape. <p>Year 2 Mathletics 15mins Year 3 Complete Signposts 13.1</p>
Break	
Afternoon HASS	<p><u>Year 2</u></p> <ol style="list-style-type: none"> Read through Worksheet 5 - "Country and Place" Complete Worksheet 6 -"Suggesting Action" <p><u>Year 3</u></p> <p>2 worksheets - Aboriginal and Torres Strait Islanders</p>

Worksheet 2 – Maths 1 minute Quick Facts (use this sheet for each day this week)

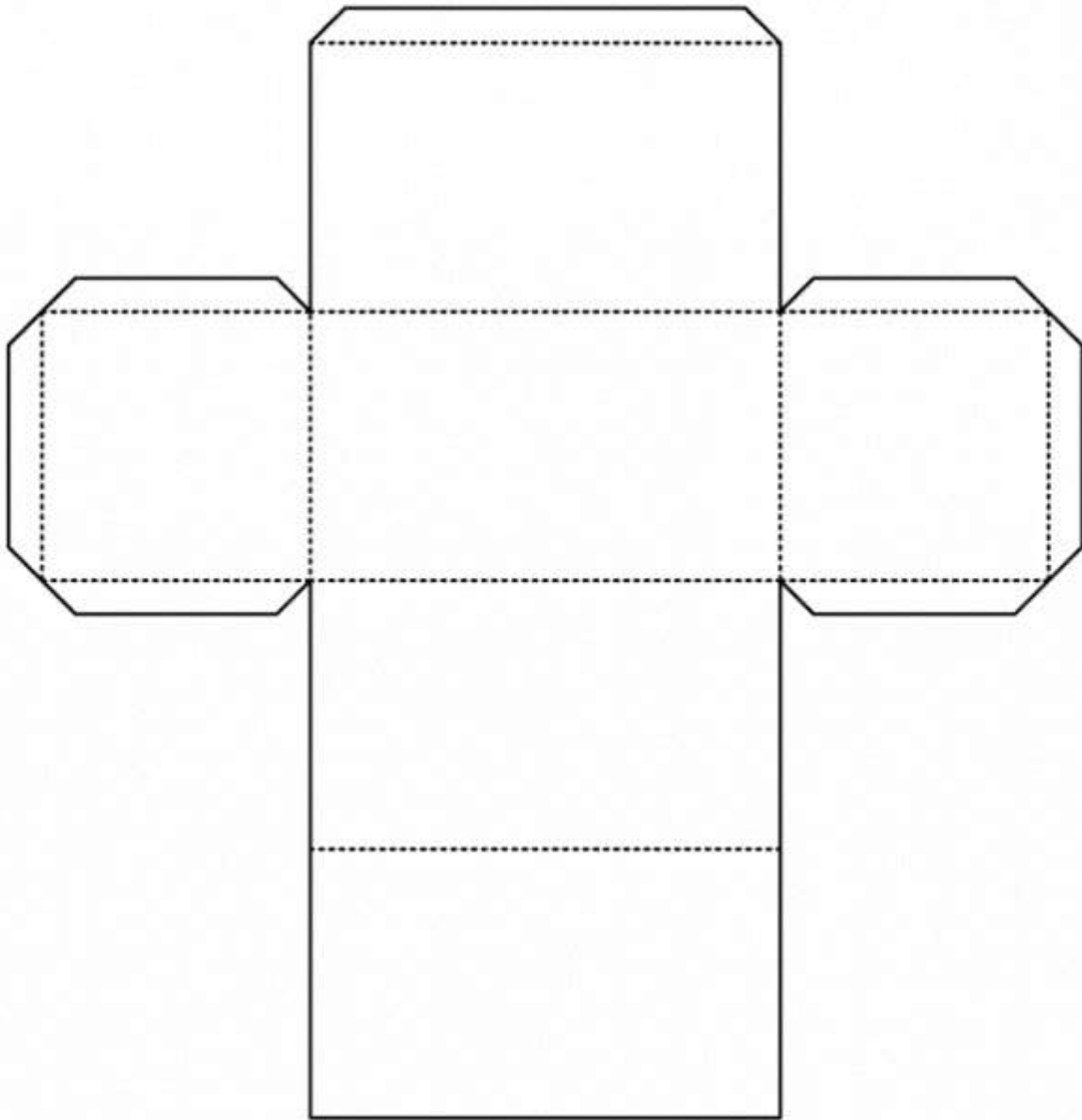
<p><u>Monday</u> 2+5= 3+4= 1+9= 6+2= 5+5= 3+7= 1+1= 2+8= 6+3= 5+4= 7+3= 6+6= 7+4= 8+3= 2+2= 4+4= 7+7= 3+3= 8+8= 1+5=</p>	<p><u>Tuesday</u> 1+1= 3+5= 7+2= 6+6= 3+3= 8+3= 2+3= 3+2= 9+9= 8+8= 7+7= 7+9= 5+4= 3+8= 9+1= 1+0= 7+0= 4+4= 7+3= 2+6=</p>	<p><u>Wednesday</u> 2+7= 1+8= 5+5= 8+8= 6+6= 5+0= 7+1= 7+2= 0+9= 9+9= 5+3= 7+1= 4+3= 2+5= 5+2= 9+4= 9+5= 7+4= 4+7= 6+5=</p>
<p><u>Thursday</u> 2+2= 5+5= 7+2= 8+1= 8+8= 8+9= 7+7= 4+3= 3+4= 8+2= 9+3= 5+7= 6+6= 7+6= 5+4= 3+6= 1+7= 8+3= 9+9= 9+8=</p>	<p><u>Friday</u> 5+5= 6+6= 4+2= 9+9= 5+3= 9+1= 8+8= 8+7= 6+5= 7+4= 3+2= 1+8= 9+8= 5+4= 7+7= 2+2= 1+9= 4+7= 8+1= 3+3=</p>	<p>Ask an adult to check your answers.</p> <p>How did you go?</p> <p>Did you complete each column in the time given?</p> <p>If not, did you improve?</p> <p>Did you remember your doubles and rainbow facts?</p> <p>Keep practising! Quick recall of these will help to make maths become quicker and easier for you.</p>

Monday Worksheet 3 - Make a cube using a net

Cut around the outside of the net and fold on the dotted lines. Use sticky tape to hold it into shape.



Monday Worksheet 4 - Make a rectangular prism using a net



HASS – Year 2 (worksheet 5 – Country and Place)

Country and Place

Aboriginal peoples and Torres Strait Islander peoples have a special relationship with and connection to Country or Place.



Wikipedia Commons. 2016. https://commons.wikimedia.org/wiki/File:Rock_art_in_a_shelter_in_the_outback_of_QA.jpg

Aboriginal peoples and Torres Strait Islander peoples are warned that this resource may contain images and names of deceased persons.

Country and Place



Wikimedia Commons. 2016. https://commons.wikimedia.org/wiki/File:Country_of_Egypt.jpg#/media/File:Country_of_Egypt.jpg



Wikimedia Commons. 2016. https://commons.wikimedia.org/wiki/File:Country_of_Egypt.jpg#/media/File:Country_of_Egypt.jpg

The term Country is often used by Aboriginal peoples and Place by Torres Strait Islander peoples to describe where their family comes from and their connection with particular parts of Australia.

Connections

Connections to Country and Place can include:

- family, such as parents, grandparents, great-grandparents and great-great-grandparents
- features of the place such as the landscape (e.g. streams, mountains), plants and animals
- spiritual beliefs and histories.



Wikimedia Commons. 2016. https://commons.wikimedia.org/wiki/File:Country_of_Egypt.jpg#/media/File:Country_of_Egypt.jpg



Wikimedia Commons. 2016. https://commons.wikimedia.org/wiki/File:Country_of_Egypt.jpg#/media/File:Country_of_Egypt.jpg

Resources

Aboriginal peoples and Torres Strait Islander peoples use plants, animals and other natural materials from the environment for food, shelter, clothing and medicines. These materials are found in their Country or Place.



Wikimedia Commons. 2016. https://commons.wikimedia.org/wiki/File:Country_of_Egypt.jpg#/media/File:Country_of_Egypt.jpg

Importance

Aboriginal peoples and Torres Strait Islander peoples have a special relationship with Country and Place, and it is very important to them.

Their ancestors' spirits are with them here, and their rich spiritual and cultural heritage is all around them, within their Country or Place.

They must care for Country and Place and respect them.

HASS Year 2 (worksheet 6)

Suggesting action

A place I have a special connection with is

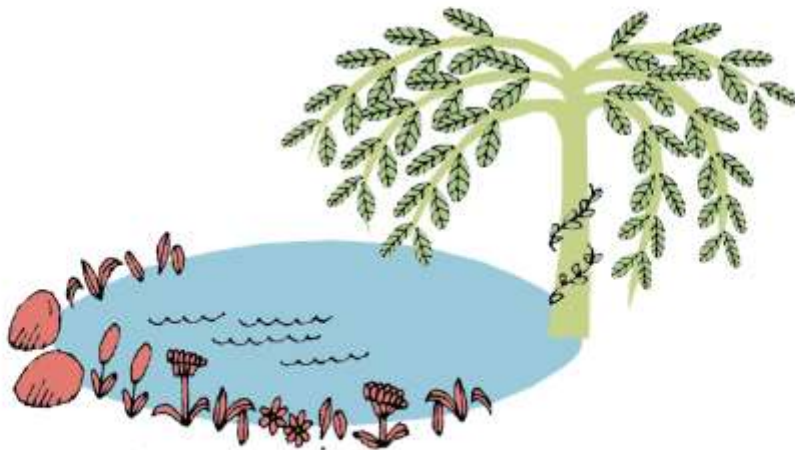
It is located at

I use this place to

This place is important to me because

Some actions **others** could take to protect or improve this place include

An action I can take to protect or improve this place would be

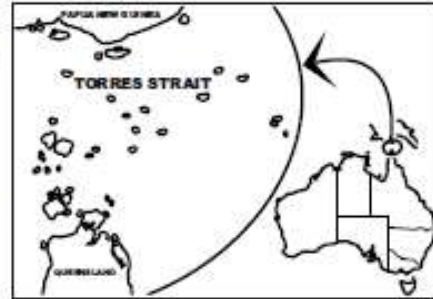


Year 3 HASS

Read the text and highlight or underline (using 2 different colours) specific facts relating to Aboriginal or Torres Strait Islanders to help complete the Venn diagram on the next page. Then complete questions 1, 2 and 3.

Aboriginal and Torres Strait Islander people - 1

Indigenous Australians were the first people to live in Australia and on its nearby islands. Australia has two Indigenous peoples: Aboriginal and Torres Strait Islanders (ATSI). Aboriginal Australians began living in mainland Australia more than 60 000 years ago. Torres Strait Islanders have lived on islands between Australia and Papua New Guinea for about 10 000 years.



IMPORTANCE OF COUNTRY AND PLACE

on one language group; however, if information or sources are not readily available, another representative area may be studied. (ADH/10/10)

Each group of people lived a hunter-gatherer way of life. Men hunted larger animals such as emus and kangaroos. Women and children gathered berries, fruits, eggs and plants. People who lived on the islands or the coast caught animals like fish, turtles and dugongs and gathered shellfish like mussels and oysters.

The natural world around them (land, sea, waterways and skies) is very special to traditional ATSI people. Aboriginal people use the word Country to refer to the place where they live. Torres Strait Islanders use the word Place. Everything traditional ATSI people need comes from the environment: their food, clothing, shelter, medicines and tools.



Aboriginal people have Dreaming stories to explain how the land, people, animals and plants came to be. Torres Strait Islanders use different words to name their Creation stories, depending where they live. For example, Zogo Time is used in the islands in the east.

ATSI people did not use fences and paths to mark out the area where different groups of people lived and roamed. They used natural barriers like rivers, mountains, waterholes and trees. Each Aboriginal group has a name which usually comes from its language and land. For example, Nyungar or Noongar (south-west of Western Australia), Koori (southern New South Wales and Victoria). Torres Strait Islanders use the name of their island community; e.g. Yam or Badu.

There used to be hundreds of Aboriginal languages. Now there are only about 50 in use. Torres Strait Islanders have two traditional languages. Meriam Mir is spoken by Islanders in the east and Kala Lagaw Ya by those in the central and west.

Year 3 HASS

Aboriginal and Torres Strait Islander people - 2

Answer the questions about the text.

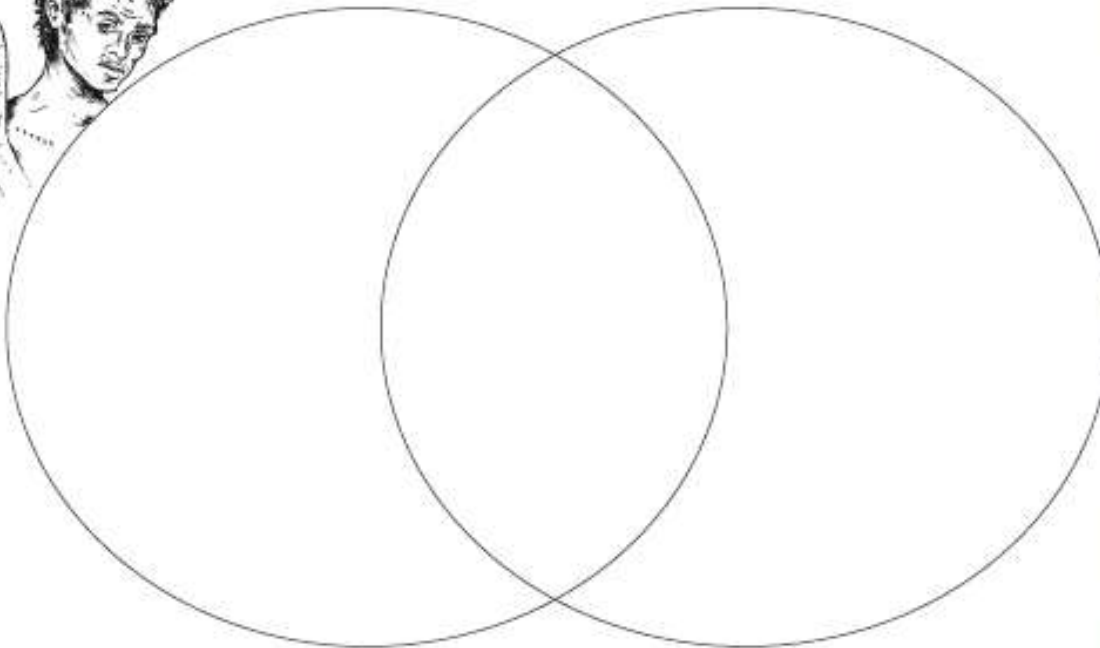
1. What do the letters ATSI stand for?

2. Fill in the Venn diagram with the words and phrases given below.



Aboriginal Australians

Torres Strait Islanders



Dreaming Zogo Time mainland Australia Country
islands in Torres Strait 60 000 years hunter-gatherer Place
environment very important 10 000 years Creation stories
named after language/land named after island community

3. Explain why Country and Place mean so much to ATSI people.

FACT FILE *Indigenous Australians looked after their Country/Place very carefully. One way they did this was to eat every part of an animal or plant or use it to make clothing, baskets, shelters, tools or weapons. Nothing was wasted.*



Wellbeing Task	Use the Superhero Yoga sheet. Try to do each superhero pose and say the 'I am' statements out loud. Make up some other superhero poses and 'I am' statements. For example 'I am powerful', 'I am healthy'.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> Read a fiction book and find 3 nouns (person, place or thing), 2 verbs (doing words) and 4 adjectives (describing words). <p>*Write them down - nouns in red, verbs in blue and adjectives in green.</p> <p><u>Writing</u></p> <p>Try to use adjectives to help the reader make a picture in their mind.</p> <p>Eg: Sad sentence - The dog ran away. Wow sentence - With legs moving quickly, the frightened little dog raced around the corner of the house to escape the nasty cat.</p> <p>Your turn: Complete worksheet 1 or write the sentences into your exercise book.</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Write out your Soundwaves list words 3 times - check your spelling!
Break	
Middle Maths	<p><u>Warm Ups (watch the Maths warm ups on school website)</u></p> <ul style="list-style-type: none"> Quick facts worksheet (from Monday) - set timer for 1 minute and complete Tuesdays column. <ul style="list-style-type: none"> Write out your 5x tables Year 2 & 3 - Shapes - 3D shapes <p>3D shapes have some or all of these features:</p> <p>Face - a flat surface Edge - where two faces meet Vertex - the point where two or more edges meet (vertices - more than one vertex)</p> <p>**Watch video - https://www.youtube.com/watch?v=3-QwWFkz5hw</p> <p>**Complete Worksheet 2 - Name The Shape</p> <p>**Complete Worksheet 3 - Finding Shapes</p> <p>**Year 3 also complete Signposts Unit 13.2</p>
Break	
Afternoon Science	<p>Year 2 & 3 - Exploring pushes and pulls - Forces</p> <p>Pushes and pulls are forces. A push or pull affects how an object moves. Find some things around the home that move with a push or a pull. Eg a drawer, a door</p> <p>Explore some of your toys at home to understand how they move. Some toys may move in more than one way.</p> <ol style="list-style-type: none"> 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. Select a toy at home and complete worksheet 4: How Toys Move - Drawing and Observations. Complete activities on worksheet 5 - Spinning Toys

SUPERHERO YOGA



I am brave.

WARRIOR 1 POSE



I am strong.

WARRIOR 2 POSE



I am peaceful.

PEACFUL WARRIOR POSE



I am kind.

WARRIOR 3 POSE



I am a superhero!

HALF MOON POSE

Worksheet 1 – Turning Sad Sentences Into Wow Sentences!

1. *A flower grew in the garden.* (Now it's your turn to turn this into a wow sentence)

Handwriting practice lines for the first exercise. The page features a series of horizontal lines: a top red line, followed by two blue lines, a red line, two blue lines, a red line, two blue lines, a red line, two blue lines, and a final red line at the bottom of the section.

2. *The tiger growled in the jungle.*

Handwriting practice lines for the second exercise. The page features a series of horizontal lines: a top red line, followed by two blue lines, a red line, two blue lines, a red line, two blue lines, a red line, two blue lines, and a final red line at the bottom of the section.

3. *The boy ate the spaghetti.*

Handwriting practice lines for the third exercise. The page features a series of horizontal lines: a top red line, followed by two blue lines, a red line, two blue lines, a red line, two blue lines, a red line, two blue lines, and a final red line at the bottom of the section.

3D shapes

NAME THE SHAPE

Name: _____

Date: _____

Score: _____ / 6

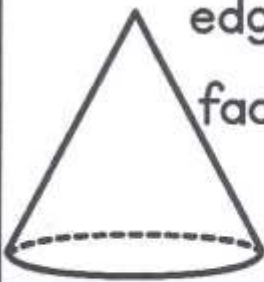
Name the shape and then fill in the vertices, edges, and faces.

name: _____

vertices: _____

edges: _____

faces: _____



name: _____

vertices: _____

edges: _____

faces: _____

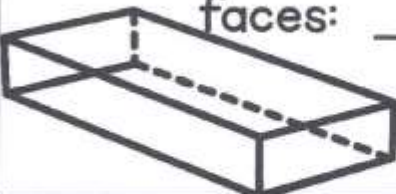


name: _____

vertices: _____

edges: _____

faces: _____

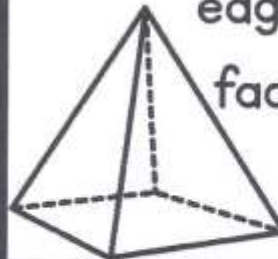


name: _____

vertices: _____

edges: _____

faces: _____



name: _____

vertices: _____

edges: _____

faces: _____



name: _____

vertices: _____

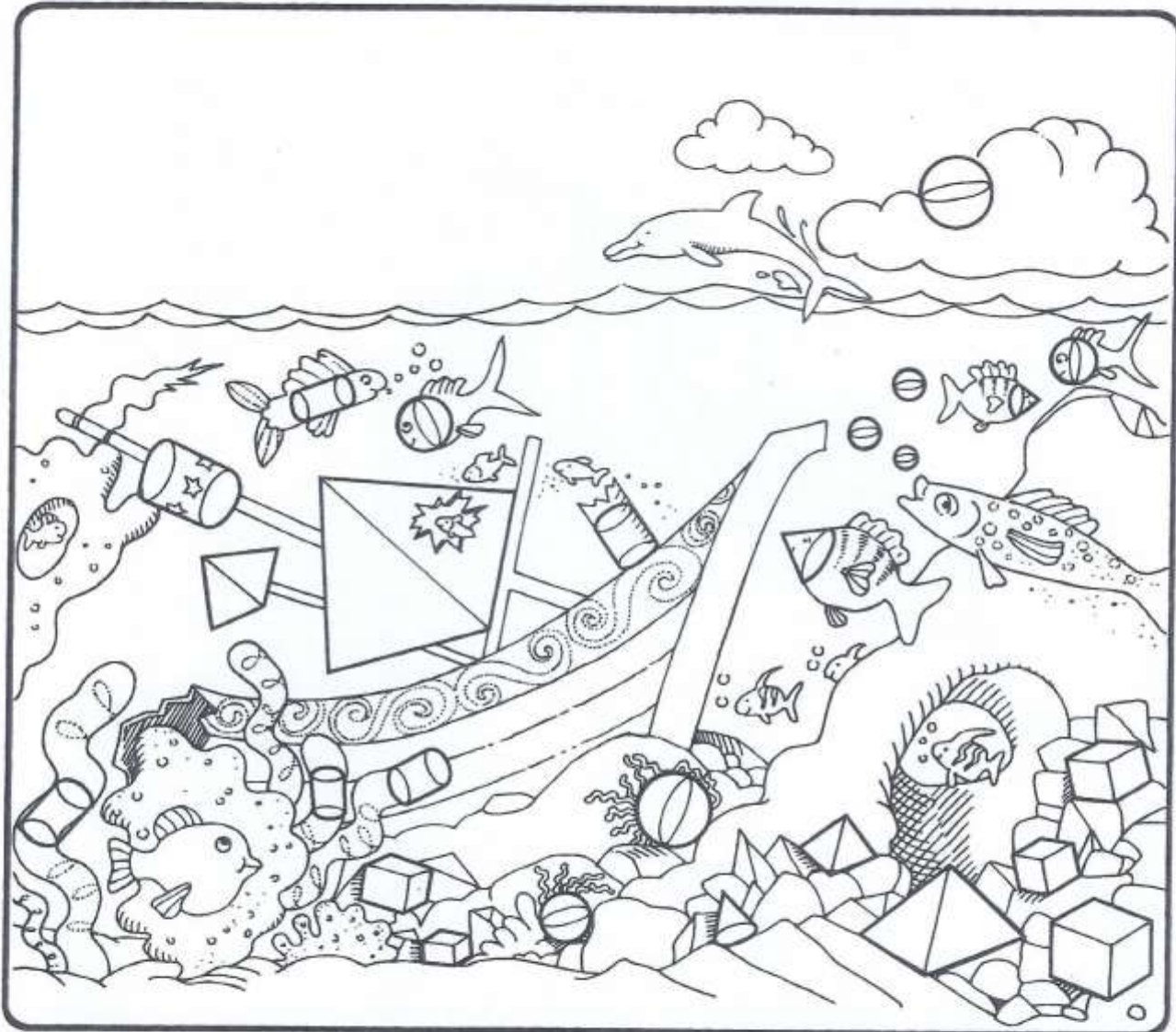
edges: _____

faces: _____








Finding shapes - 2

1. Find the hidden shapes and use the key to colour them.



Key

- red
- yellow
- blue
- green
- orange

2. Write how many of each shape you found.

- (a) I found _____ spheres.
- (b) I found _____ pyramids.
- (c) I found _____ cubes.
- (d) I found _____ cylinders.
- (e) I found _____ cones.

SCIENCE:

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.

Worksheet 5

Spinning Toys

Spinning toys are made and used by children all over the world, including Indigenous Australians. One such spinning toy is the **mammandur**, made by the Guugu Yimidhirr people of Cape Bedford, Queensland. The mammandur requires **pushes and pulls** to work.

****PUT ON YOUR SCIENTIST COAT TO BEGIN YOUR EXPERIMENT:**

Make a spinning toy. You could make this out of a circle of cardboard with a pencil pushed through the centre. Perhaps you could use a milk carton lid and a toothpick (you will need an adult to help punch a hole through the **centre** of the lid). There are lots of other things you can make a spinning top from.



Extension: Try making more spinning tops by using different sized lids, different sized cardboard circles, etc. Which spinning top spins the best? Why do you think that is so? Try spinning them on different surfaces. Have fun timing how long they spin for?

Activity: In your scrapbook make a heading "Spinning Toys". Write down some of your spinning toy observations.

****If you are looking for more spinning fun, try making a pinwheel using paper and a straw. You will find online videos to help with instructions.**



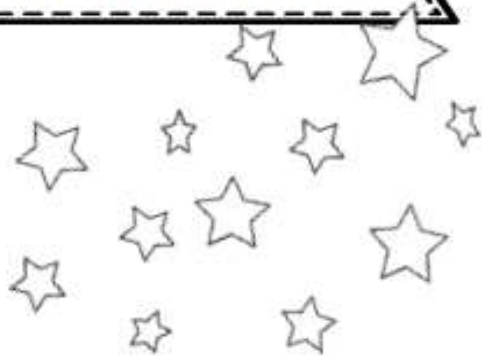
Wellbeing Task	Think about your house. What are your 3 favourite things about your house? Choose a favourite place in your house for you to do 2 minutes of slow, quiet breathing with your eyes closed.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> Use School website to access Reading Warm Ups, Year 2. Read a short story of your choice. Before you read, complete Week 3 Wednesday - Worksheet ' <u>Predictions</u> '.
Break	
Middle Maths	<p><u>Warm Ups -</u></p> <ul style="list-style-type: none"> **Watch warm up P/P on school website. **Complete Quick Facts worksheet from Monday (Wednesday section) <p><u>Year 2 & 3</u></p> <ul style="list-style-type: none"> **Worksheet- 3D SHAPE DESCRIPTIONS - Cut along the lines. Mix them up and then try to put them back correctly matching the descriptions with the shapes. Turn them over and play the Memory game with them. When you have them arranged correctly, glue them neatly into your scrapbook. You could rule up columns and put headings to help you organize them. <p><u>Year 3</u></p> <ul style="list-style-type: none"> **Worksheets - Make a cylinder -Make a cone **Complete Signposts 13.3 <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> If I glued two cubes together, what new 3D shape would I create? <p><u>Mathletics</u></p> <ul style="list-style-type: none"> 15-20 minutes
Break	
Afternoon Chinese	See worksheet for Chinese

Week 3 Wednesday - Worksheet 1.




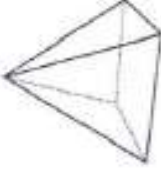
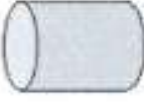

The worksheet contains ten sets of primary-ruled lines. Each set is composed of three horizontal lines: a top red line, a middle blue line, and a bottom red line. These lines are spaced evenly down the page to provide a guide for letter height and placement in handwriting practice.

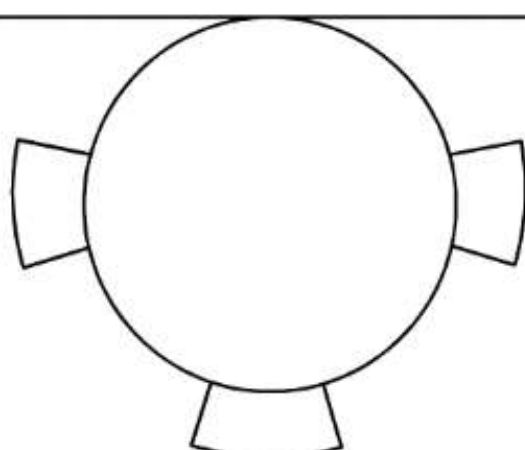
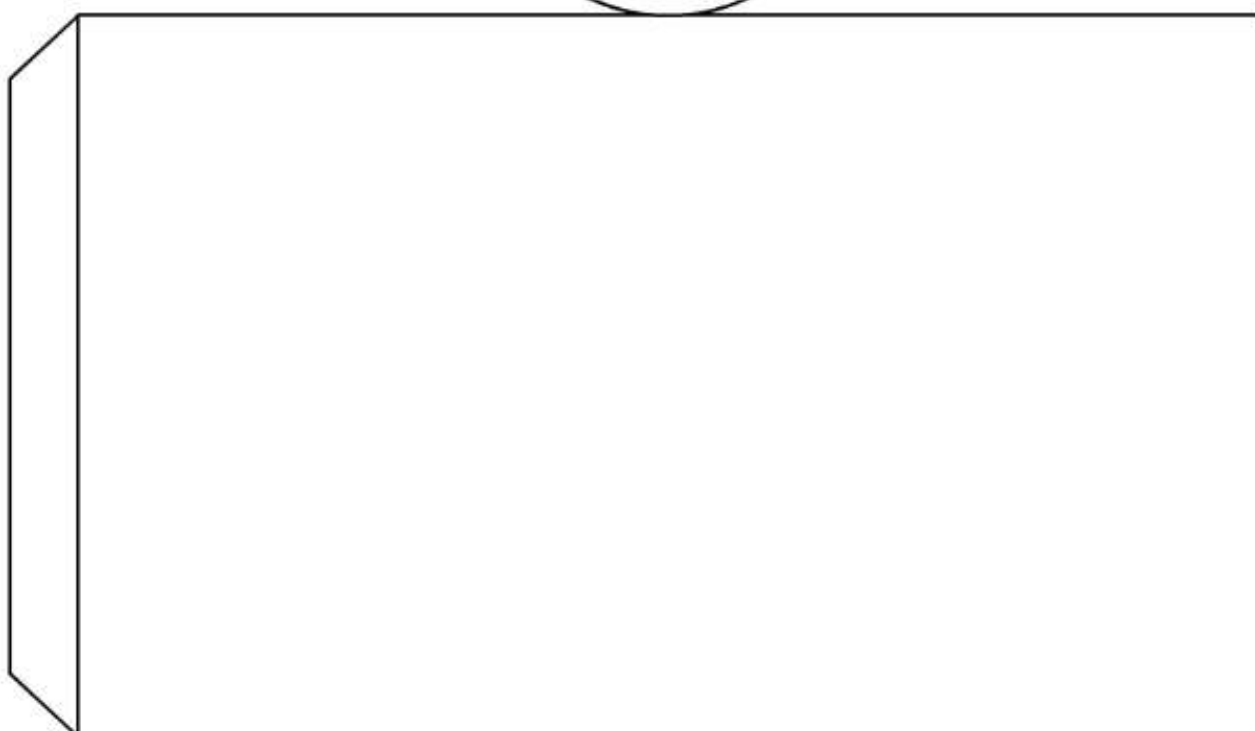
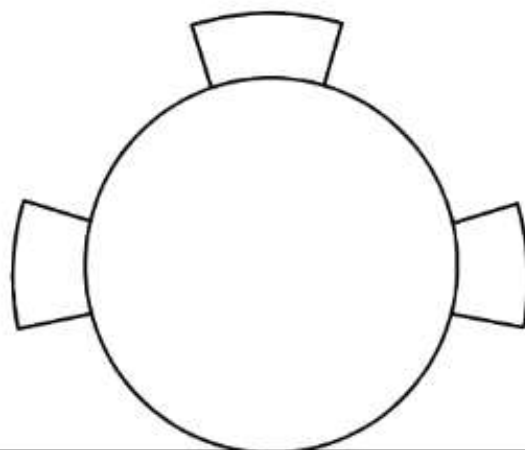
MY FAIRY TALE CHARACTER

Draw your fairy tale character



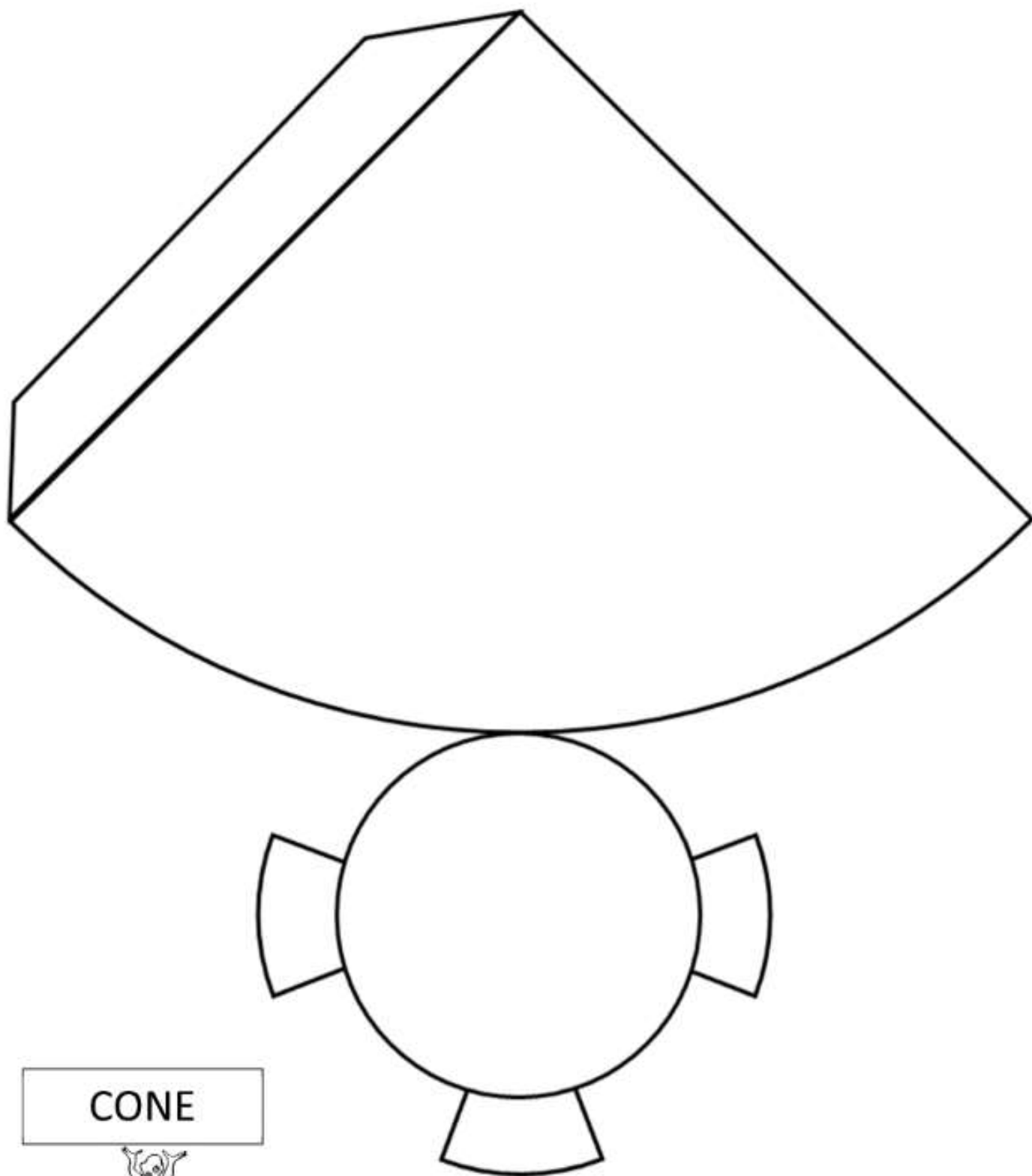
Worksheet - 3D SHAPE DESCRIPTIONS

<p>What shape am I?</p>		<p>Cube</p>
<p>A shoebox looks like me. I am a solid shape and have 2 long sides and 2 short sides. What shape am I?</p>		<p>Cuboid</p>
<p>I am the shape of a football. What shape am I?</p>		<p>Sphere</p>
<p>There are a lot of my shape in Egypt. I am pointed at the top but I am not flat. What shape am I?</p>		<p>Pyramid</p>
<p>I look like a tin of beans. I have 2 faces that are the shape of circles. What shape am I?</p>		<p>Cylinder</p>
<p>You put your ice cream in me. I can also be a party hat. What shape am I?</p>		<p>Cone</p>



CYLINDER






CONE





Wellbeing Task	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?
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> Use School website to access Reading Warm Ups, Year 2. Read a short story of your choice. After you read, complete Week 3 Thursday - Worksheet 'Summarise' . <p><u>Spelling</u></p> <ul style="list-style-type: none"> Write out your Spelling words (these are you 'list words' from Soundwaves Unit 13) using the Week 3 Thursday - Worksheet 1. <p><u>Handwriting</u></p> <p>*complete one page in your handwriting textbook</p> If you don't have your textbook, continue to practise writing your name using entries and exits. You can also practice writing spelling words. <p><u>Daily Writing</u></p> Imagine you are a character from a favourite story. Write a letter from that characters perspective. This means, you are pretending to be the character while writing a letter to the person of your choice. Complete this activity using Thursday Week 3 - Worksheet 2.
Break	
Middle Maths	<p><u>Warm Ups</u></p> <ul style="list-style-type: none"> watch power point on school website *Complete Quick Facts worksheet from Monday (Thursday section) <p>Year 2 & 3</p> <ul style="list-style-type: none"> Complete worksheet- 3D objects - Fill In The Gaps <p>Year 3</p> <ul style="list-style-type: none"> Worksheet - Make a square-based pyramid Complete Signposts 13.4 <p>Year 2 & 3 Problem solving</p> <p>The dots on opposite faces of a dice add up to 7.</p> <p>1. Imagine rolling one dice. The score is the total number of dots you can see. You score 17. Which number is face down? How did you work out your answer?</p>  <p><u>Mathletics</u></p> <ul style="list-style-type: none"> 15 mins
Break	
Afternoon Art	<ul style="list-style-type: none"> Access 'Art Hub' YouTube video and follow instructions to draw a person hugging the earth. https://www.youtube.com/watch?v=pL8z6Penuvo

SUMMARISE

Summarise the main events of the story after reading.



What happened first?

What happened next?

What happened then?

What happened last?

Week 3 Thursday – Worksheet 2

The worksheet contains ten sets of primary-ruled lines. Each set is composed of three horizontal lines: a top red line, two middle blue lines, and a bottom red line. These sets are arranged vertically down the page, providing a template for handwriting practice.


Worksheet

Three-dimensional objects: Fill in the gaps

Queensland Government

Department of Education and Training
QC Independent Learning Materials

Version 1.0 (2016)

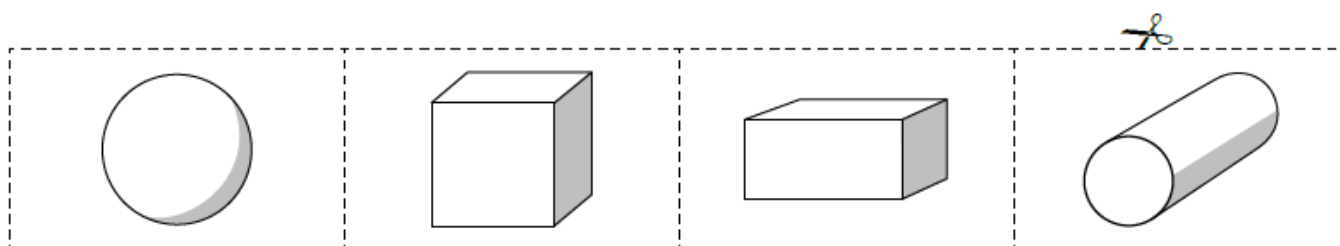
Object	Name	Real-life example	Description
			
	<i>cylinder</i>		
			

Queensland Government

Department of Education and Training
QC Independent Learning Materials

Version 1.0

Object	Name	Real-life example	Description
			<i>six flat rectangular faces twelve straight edges eight corners</i>
	<i>cube</i>		
		<i>a ball</i>	

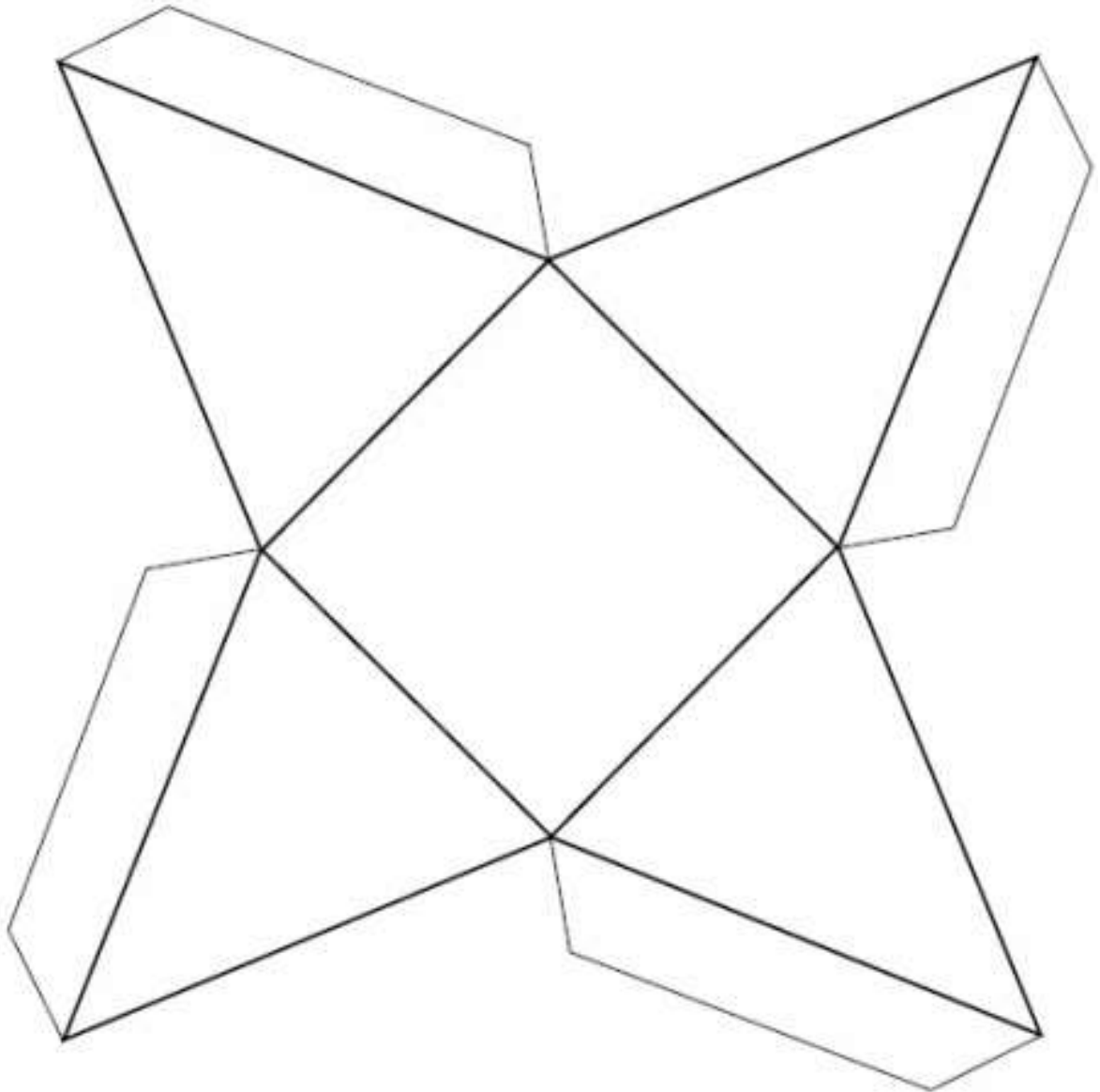


Make a square based pyramid using a net

Cut around the outside of the shape.


Fold up to make a pyramid.

Use glue on the flaps to hold it together





Friday – Week 3

Wellbeing Task	Create a quiet space in your home for relaxation. Add some things that make you feel calm. Run or skip on the spot for 2 minutes so your body feels tired. Then take a moment to lie down in your calm corner. Close your eyes and your mouth and breathe in 1-2-3-4 and out 1-2-3-4. As you lie there think about things that make you feel happy. Lay still for up to 5 minutes. When you wake up draw a picture of something that makes you feel happy.
Morning English	<p><u>Reading</u></p> <ul style="list-style-type: none"> Use School website to access Reading Warm Ups, Year 2. <p>Read a short story of your choice. After you read, complete Week 3 Friday - Worksheet <u>'Making Connections'</u>.</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Draw a large swirly line in your scrapbook. Write your spelling words over and over along the swirly line.  <p><u>Handwriting</u></p> <p>*complete one page in your handwriting textbook</p> <p>If you don't have your textbook, continue to practise writing your name using entries and exits. You can also practice writing spelling words.</p> <p><u>Daily Writing</u></p> <p>Imagine you could rule school for a day! Who would you be and what would you do?</p> <p>Complete this activity using Week 3 Friday - Worksheet 1 and 2.</p>
Break	
Middle Maths	<p><u>Warm Ups</u> - view maths Powerpoint, then complete Quick Facts worksheet from Monday</p> <p><u>Cards</u></p> <ul style="list-style-type: none"> Find a pack of cards and play a game with someone <p><u>Free Time</u></p> <ul style="list-style-type: none">
Break	
Afternoon Music Health/PE	Please see worksheet/lesson for MUSIC and HEALTH/PE

Making Connections

Make connections with the text by thinking about a part of the story that reminds you of a time in your own life.

Book: _____ Author _____

Picture from the book

Picture from my life

This part in the story...

Reminds me of a time when...

CHARACTER PROFILE

Character Name:

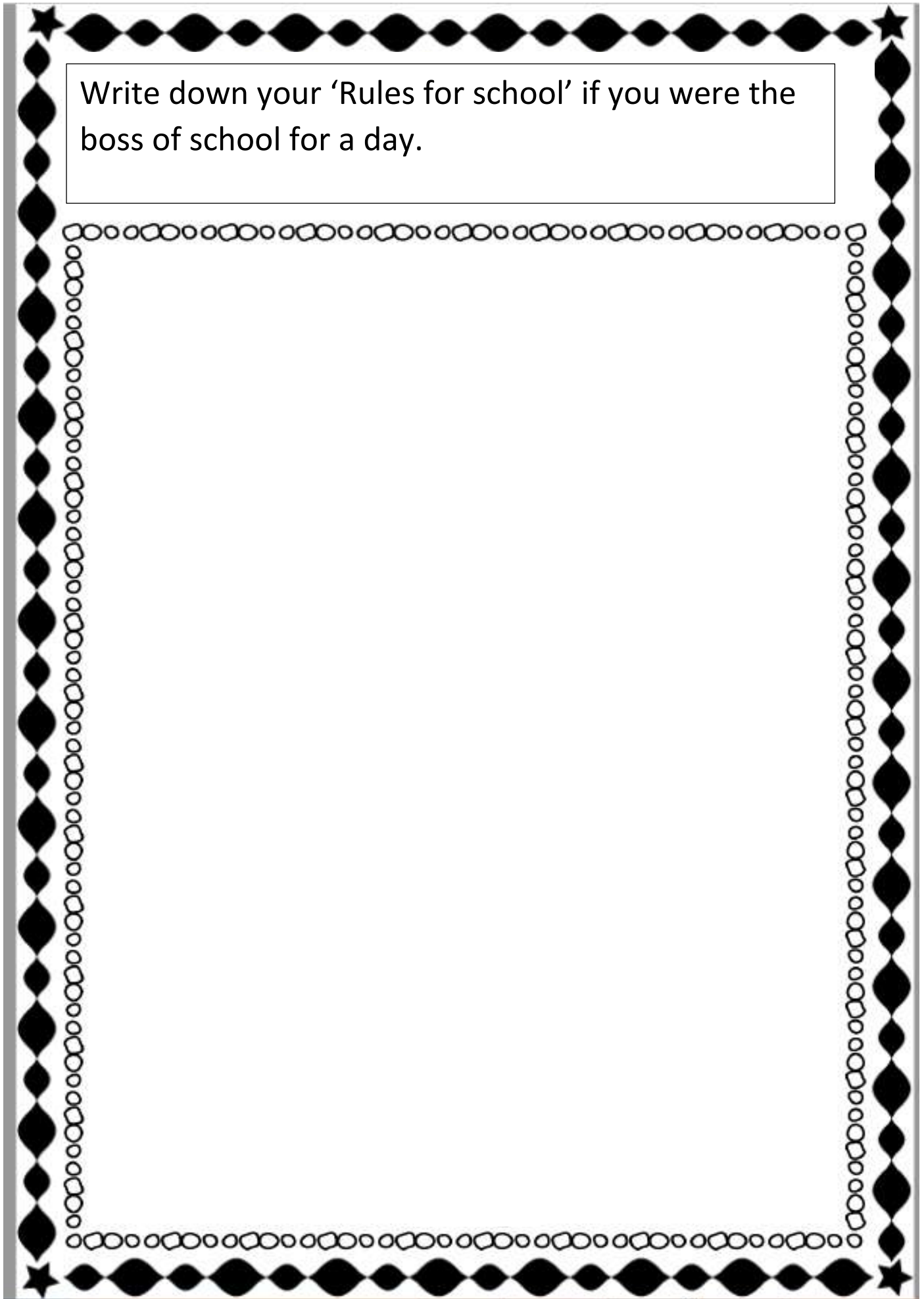
What are some physical character traits?

What are some personality character traits?

Use adjectives to describe your character.

Draw your character

Write down your 'Rules for school' if you were the boss of school for a day.





Topic 2 – Where and why people make music?

Task 1

Look

- Have a look at the pictures on the following page.
- Where and why are these people making music?
- Can you answer any of the questions below?

Where are they?

What is around them?

Who is listening to the music?

What do you think the music is like?

Are they using instruments or their voices or both?

Why are they making the music?

Why are they in this place?

**What does this music make you think about?
Why?**



Which is your favourite picture?

Why? _____

Task 3

Music is for everyone! Music brings people together.

Sharing music is something wonderful you can do with your family.

Talk with your family members about music.

Colour in each box when you have discussed the question with someone.

What sorts of music do you like?	What is your favourite instrument? What instruments have you played?	What different sounds and instruments are used in music?
Where do people make music?	Why do people make music?	What does music make you think about? Why?
Is there music that is special to your family or culture?	What sorts of music does someone in your family like?	What do you like about music you listen to or make?

Draw

Draw somewhere where you hear music.

Draw your favourite instrument.

Draw yourself making music!



Health

Year 1 and 2



that they understand their 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.

Students explore safe and unsafe situations so responsibility in staying safe. They examine the

Week 3 – Staying Safe

Every day we do lots of things to keep our bodies safe. Healthy actions are a way of keeping our bodies safe.

Draw and label 6 healthy actions you do every day to keep your body safe and well. For example – clean your teeth, drink lots of water, wear a hat.

1.	2.	3.
4.	5.	6.

Do something that makes you happy every day!
I look forward to seeing you when you come back to school.

Miss B

PE – Prep to Year 2 Weeks 3, 4 and 5



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.

Please email me a photo or video of you completing the following activities.

EMAIL: nxsma0@eq.edu.au

Week 3 – Dodging and Obstacle Course

https://www.youtube.com/watch?v=v7V_uKNvxvk

Choose some objects from around the home or use chalk outside to design your own obstacle course. Your course needs to include some dodging. If you would like to be like a ninja warrior you could time yourself doing the course and then see if you can get faster. Remember it is your job to pack up the course after you have completed it.

Week 4 – Hopping and Skipping (step-hop, step-hop) – not with a rope

Practise hopping on each leg. Hop around some obstacles.

Skip over a distance (of at least 20m) – remember the pattern step-hop, step-hop. If this is difficult begin with one step and two hops on the right then one step and two hops on the left or watch this clip <https://www.youtube.com/watch?v=LWUsF32jdFg>

Week 5 – Overarm Throw and Dribbling a Ball (with your feet)

Throw - Using a large outdoor space practise throwing overarm. Make sure the foot that is not on the same side as your throwing arm is out in front. Use your whole body to throw not just your arm. https://www.youtube.com/watch?v=C0sl_YYBxuo watch these 5 stages.

Dribbling – using any ball you have at home kick the ball from one place, around some obstacles and then into a made up goal. Make sure you are kicking with the inside or outside of your foot (not your toe). <https://www.youtube.com/watch?v=fcHJJ1SnwSk>

Extension activities – send me a video of you bouncing a ball, skipping with a rope or playing catch.

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 see what you have been up to!

Miss B



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Chinese – 2A, 2/3B, 3A Week 3

☺ Click on the link (<https://quizlet.com/89jvlz?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: To introduce your friends to other people by saying:-

“Who is this? ^{zhè shì shuí} 这是谁?”

“This is... ^{zhè shì} 这是”

Learn new words: Read the words below and memorise the meanings of the word.

<p>^{zhè shì shuí} 1. 这是谁? Who is this?</p>	<p>^{zhè shì} 2. 这是... This is...</p>
---	---

Read: Read the sentences below.

	<p>^{zhè shì shuí} 这是谁? Who is this? ^{zhè shì} 这是 Kong Sisi。</p>
---	---



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HOME
LEARNING



Stafford



Activity: Read and write down the answers.

<p>1. </p>	<p>zhè shì shuí 这是谁? zhè shì 这是 _____。</p>
<p>2. </p>	<p>zhè shì shuí 这是谁? zhè shì 这是 _____。</p>
<p>3. </p>	<p>zhè shì shuí 这是谁? zhè shì 这是 _____。</p>
<p>4. </p>	<p>zhè shì shuí 这是谁? zhè shì 这是 _____。</p>



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Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6



Continue to highlight items off this grid as you complete. If you would like some more ideas check out the [65 Fun Things To Do Activities](https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/)

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>








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	Create your own obstacle course. You could use chalk and objects from around the home
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 a thankyou letter to a doctor or nurse who is exhausted treating patients	Write a list of 10 things and opportunities you're grateful for
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?

65 FUN THINGS TO DO WITH KIDS AT HOME

 teachstarter



<p>1</p> <p>Count all the light switches in your house. How many are on and how many are off?</p>	<p>2</p> <p>Learn a short passage from your favourite book off by heart. Perform it for the people in your house.</p>	<p>3</p> <p>Build a blanket cubbyhouse. Draw up a plan for your cubbyhouse and create a list of the items you will need.</p>	<p>4</p> <p>Write a letter to a friend or family member you haven't seen in a while.</p> 	<p>5</p> <p>Go on a nature scavenger hunt outside and sketch each item on paper.</p>
<p>6</p> <p>Build an outdoors obstacle course for your family. Draw up a plan and create a list of items you will need.</p>	<p>7</p> <p>Find different 3D objects around the house and draw them on paper.</p>	<p>8</p> <p>Play hide-and-seek as a family.</p>	<p>9</p> <p>Dress up and perform a play for your family.</p> 	<p>10</p> <p>Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?</p>
<p>11</p> <p>Do some mindful colouring as a family.</p> 	<p>12</p> <p>Cut out letters from a magazine to make your name.</p>	<p>13</p> <p>Create a colour wheel by cutting out bits of coloured paper from a magazine.</p>	<p>14</p> <p>Using the food you have at home, create a dinner menu. Try to include descriptive language that will make your menu sound delicious!</p>	<p>15</p> <p>Use items found in your garden to make nature faces.</p>
<p>16</p> <p>Create a musical instrument from recycled items you find around the house.</p>	<p>17</p> <p>Draw a maze with a start and end point, and ask each family member to try to navigate it.</p>	<p>18</p> <p>Organise the books on your bookshelf into rainbow colours or alphabetical order.</p> 	<p>19</p> <p>Learn magic tricks and perform a magic show for your family.</p>	<p>20</p> <p>Teach your family how to create some origami.</p>
<p>21</p> <p>Start a gratitude journal. Every morning when you wake up, write about something you are grateful for.</p>	<p>22</p> <p>Interview members of your household, or your grandparents, other family, or friends on Skype and record what they are thinking.</p>	<p>23</p> <p>Play book bingo! Make a list of common words for each family member and see who can find them the fastest on the titles in your bookshelf.</p>	<p>24</p> <p>Create a Joy Jar. Each day, write a sentence on a piece of paper about what made you joyful that day.</p>	<p>25</p> <p>Start a squiggle on a piece of paper and place it on the fridge. During the day, family members take turns to add a little more squiggle to the picture.</p>
<p>26</p> <p>Paint the driveway, fence or deck with water – or with paint if you are allowed.</p> 	<p>27</p> <p>Design a piece of furniture built from paper straws, masking tape, cardboard and a hole punch.</p>	<p>28</p> <p>Use sidewalk chalk on the driveway to create a hopscotch pattern or to draw an obstacle course.</p>	<p>29</p> <p>Have some messy fun, using shaving cream and food colouring on a tray.</p>	<p>30</p> <p>Create a dinosaur city from sticks, dirt, rocks and whatever you can find outside.</p>

<p>31</p> <p>Learn Morse code and use it to communicate to your family members.</p>	<p>32</p> <p>Sit quietly and write about what you can hear, smell, see, touch and taste.</p>	<p>33</p> <p>Graffiti your fence with uplifting messages or bright artwork in chalk.</p>	<p>34</p> <p>Write a short story that includes a giraffe, a panda and a yoyo.</p>	<p>35</p> <p>Have a paper-plane flying competition!</p> 
<p>36</p> <p>Stick masking tape to the floor to create a racetrack around the house!</p>	<p>37</p> <p>Do some cloud-spotting! Write about or draw the different shapes you can see.</p>	<p>38</p> <p>Have an online playdate with a friend, using Skype, Zoom, Google Hangouts or Facetime.</p>	<p>39</p> <p>Transform an empty shoebox into a setting from one of your favourite storybooks.</p>	<p>40</p> <p>Draw a floor plan of your bedroom and show the outlines of all of your furniture.</p>
<p>41</p> <p>Design your 'dream house' floor plan, complete with measurements.</p>	<p>42</p> <p>Collect 10 different leaves on an afternoon walk and put them in order from darkest to lightest.</p>	<p>43</p> <p>Use bark or leaves to create a rub picture.</p> 	<p>44</p> <p>Choose a famous person to research.</p>	<p>45</p> <p>Play a board game.</p>
<p>46</p> <p>Sort your toys into groups. Get people to guess which sorting rule you used.</p>	<p>47</p> <p>Learn to say the alphabet backwards.</p> 	<p>48</p> <p>Play a game of charades with your family.</p>	<p>49</p> <p>Make up a dance routine to go with your favourite song.</p>	<p>50</p> <p>See who can build the largest structure using a deck of cards.</p>
<p>51</p> <p>Pick an exercise move for each number on a dice. Take turns rolling the dice for some movement fun!</p>	<p>52</p> <p>Paint some rocks and create a kindness garden in your backyard.</p>	<p>53</p> <p>List all the different colours you can see outside, and tally how many items you can see in each colour.</p>	<p>54</p> <p>Using recyclable items, design and create a boat that can float on water.</p>	<p>55</p> <p>Learn how to read a map.</p> 
<p>56</p> <p>Hide some 'treasure' and create a treasure map for someone in your family to follow.</p> 	<p>57</p> <p>Make your own pet rock.</p>	<p>58</p> <p>Play a game of I Spy.</p> 	<p>59</p> <p>Go on a bug scavenger hunt around the yard. Take photos of interesting bugs you see.</p>	<p>60</p> <p>Explore the world with Google Earth.</p>
<p>61</p> <p>Learn about a famous artist and use their art as inspiration for your own creation.</p>	<p>62</p> <p>Construct your own sundial.</p>	<p>63</p> <p>Learn the alphabet in sign language.</p> 	<p>64</p> <p>Learn how to say hello in 5 different languages.</p>	<p>65</p> <p>Make some homemade playdough.</p>



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Digital Technology

Years Prep-2

Weeks 3, 4 and 5

Online Activities	Offline Activities			
Use the Scratch Junior app on iPad/tablet to create your own program.	Draw a picture of a robot. Add colour and labels.	Build a robot using cardboard boxes and other recycling and craft materials.	Build a robot out of LEGO.	Sort your LEGO (or coloured pens/pencils) into colours and sizes.
Watch Youtube *(Link below): 'Going on a Bear Hunt'. List the order of the places they visit. E.g. long wavy grass,	Pretend to be a BeeBot and program some directions for you (or a sibling) to follow.	Create a treasure hunt game.	Tell and retell a story *Think about the sequence.	Solve some puzzles
Watch Youtube *(Link below): Rosie's Walk. List the order of the places Rosie visits. E.g. Across the yard	Create and follow a maze.	Build with blocks. Think about the steps you did to make it and see if you can knock it down and rebuild it the same way.	Build some LEGO by following the instructions.	Create a maze using boxes and other recyclable materials. Take a toy through the maze.
Use a computer keyboard to practise finding letters and typing words. *Can also be done offline using a print out of a keyboard which can then be coloured. Try using one colour for vowels and other colours for the consonants.	Build and create with LEGO.	Do some beading and create different patterns.	Use just 4 LEGO blocks and build a duck. Can you make different ducks using the same 4 blocks?	Create your own puzzles by drawing a picture and then cutting it into different shapes and putting it back together.

Online resources

- Scratch Junior app on iPad
- Watch: YouTube *Going on a Bear Hunt:*
<https://www.youtube.com/watch?v=Waoa3iG3bZ4>
- Watch: YouTube: *Rosie's Walk*
<https://www.youtube.com/watch?v=R3kNUTwJhf8&t=15s>



Every Day is a Good Day to Read a Book! Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

<p>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p>	<p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p>Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p>	<p>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p>	<p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p>Writing a Poem 1 Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p>
<p>Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.</p>	<p>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p>	<p>Nonfiction Activity 2: Atlas With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.</p>	<p>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</p>

Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

Fiction

Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

Picture Book Scavenger Hunt



Look through your favourite picture books at home.

Find the items below. Show someone or tick each item when you have found it.

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

Make it harder and find a character whose name starts with the first letter of your name