

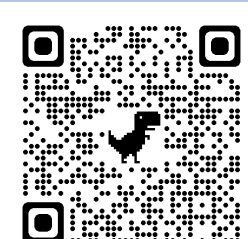
Year 2

Term 4



Week 3

Term 4 WEEK 3 There is NO pressure to finish every task, every day. As you complete each task take a photo and upload your work to Seesaw for your teacher to see!

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Task 1	<u>Warm Up</u> Complete the warmup on Seesaw <u>Spelling</u> Magic words	<u>Warm Up/Spelling</u> Complete the warmup on Seesaw <u>Spelling</u> Rainbow spelling	<u>Warm Up/Spelling</u> Complete the warmup on Seesaw <u>Spelling</u> Word search	<u>Warm Up/Spelling</u> Complete the warmup on Seesaw <u>Spelling</u> Pyramid words	<u>Warm Up/Spelling</u> Complete the warmup on Seesaw <u>Spelling</u> Ask a family member to give you a spelling test.
Task 2	<u>Daily Reading</u> Read a book from Wushka <u>Reading</u> Read or listen to 'For All Creatures' by Glenda Millard and Rebecca Cool  OR Choose a book from home and share with someone in your house	<u>Daily Reading</u> Read a book from Wushka <u>Reading</u> Read or listen to 'Isabella's Garden' by Glenda Millard and Rebecca Cool  OR Choose a book from home and share with someone in your house	<u>Daily Reading</u> Read a book from Wushka <u>Reading</u> Read or listen to 'Lightning Jack' by Glenda Millard and Patricia Mullins  OR Choose a book from home and share with someone in your house	<u>Daily Reading</u> Read a book from Wushka <u>Reading</u> Read or listen to Hattie and the Fox by Mem Fox and Patricia Mullins  OR Choose a book from home and share with someone in your house	<u>Daily Reading</u> <u>Reading</u> Read a book from Wushka OR Choose a book from home and share with someone in your house
Lunch	Make sure you have lunch, relax and enjoy some time outside				
Task 3	<u>Writing</u> Make a list of all the different creatures you can find in the book. Arrange the animals into groups that you think	<u>Writing</u> Fill out your Venn Diagram showing what is different and similar between For All Creatures and Isabella's	<u>Writing</u> Write a list of the adjectives used in Lightning Jack. Circle some of your favourites.	<u>Writing</u> Write a story based on this picture:	<u>Writing</u> Complete the Handwriting from your 'Learning from Home' work pack.

	belong together. (Some examples could include birds, Australian animals, dangerous animals, animals with four legs.) Available in work pack or on Seesaw.	Garden. Available in the work pack or on Seesaw.		 Work available in work pack or on Seesaw.	Letter Ee
Task 4	<u>Brain Break</u> Scan the QR code to watch the video or follow the instructions below. You will need: • a piece of paper • scissors • Pencil 	<u>Brain Break</u> Scan QR code to watch video or follow the instructions below. For today's brain break we are going to play the air guitar. First you will need to put on some music. Start playing by strumming your imaginary guitar. Move your body to the music as you play the air guitar. You may even like to jump around like a real rock star. See if your friends want to join in too. 	<u>Brain Break</u> Scan the QR code to watch the video or follow the instructions below. You will need: • a small plastic toy (like a Lego character) • deck of cards Can you throw the cards to knock the toy over? Hold the card between two fingers and try flicking it. If you get it, try moving back further. You might also like to try flicking the cards into a bowl or container. 	<u>Brain Break</u> In camouflage hide and seek you have to be out in the open but use camouflage to keep you hidden. Choose colours that help you blend in with the background. Tell a family member where you are hiding and they need to give you time to get into position. See how long it takes for them to find you. 	<u>Brain Break</u> We are going to make some shadow animals. You will need to find a place where there is enough light to make a shadow. If your house is too dark you can use the light from a lamp or torch. Shine the light onto a wall and see what animals you can make.
Task 5	<u>Maths Game</u> Playing with tessellations	<u>Maths Game</u> Make a mandala	<u>Maths Game</u> Crossing a rectangle	<u>Maths Game</u>	<u>Maths Game</u>

Task 6	<u>Maths</u>  Watch the song about addition and subtraction and then complete the Maths Key Words activity on seesaw or in your Learning from Home Pack Inverse operation worksheet.	<u>Maths</u> Using inverse operations to solve maths problems. Either on seesaw or in your Learning from Home Pack.	<u>Maths</u> Addition and subtraction with tens. Either on seesaw or in your Learning from Home Pack.	Subtraction stacks <u>Maths</u> Addition and Subtraction word problems on seesaw or in your Learning from Home Pack.	Mancala <u>Maths</u> STEM boat challenge from your Learning from Home Pack
Recess	Make sure you have recess, relax and enjoy some time outside				
Task 7	<u>Health & Wellbeing</u> Obstacle Course from your Learning from Home Pack.	<u>Geography-</u> Indian Pacific Train trip Watch parts of the video of the Indian Pacific travelling from Perth to Sydney.  Find and record 5 facts about the trip. Work available in work pack or on Seesaw.	<u>Science</u> Mini-Beasts <u>Library</u> How are people connected to places worksheet.	<u>Music</u> Beat Blocks Rhythm	<u>Art</u> Puppy surprise drawing from art hub for kids, follow the link or the QR code. https://www.youtube.com/watch?v=oufXsVM1oIQ  



Year 2 Term 4 Week 3 Spelling Homework

	Sound focus: tu – ch sound/cr	Monday	Tuesday	Wednesday	Thursday
1.	picture				
2.	nature				
3.	feature				
4.	future				
5.	capture				
6.	won't				
7.	know				
8.	before				
9.	hole				
10.	whole				
11.	cry				
12.	crow				
13.	crack				
14.	creep				
15.	crocodile				
16.	adventure				
17.	structure				
18.	furniture				
19.	creature				
20.	manufacture				

DAILY 5 Mental Maths

Lessons 57-60

Lesson 57

Lesson 58

Lesson 59

Lesson 60

Date:

Date:

Date:

Date:

33, 36, 39, ____, ____, ____

35, 40, 45, ____, ____, ____

70, 80, 90, ____, ____, ____

32, 37, 42, ____, ____, ____

What season is January in?

What season is September in?

What season is June in?

What season is December in?

Count and tally the worms.



ANIMAL	TALLY
worms	

Count and tally the dinosaurs.



ANIMAL	TALLY
dinosaurs	

Count and tally the snails.



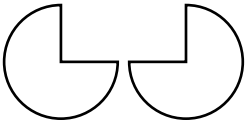
ANIMAL	TALLY
snails	

Count and tally the spiders.

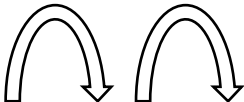


ANIMAL	TALLY
spiders	

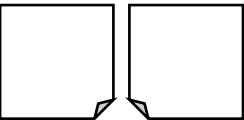
Flip or slide?



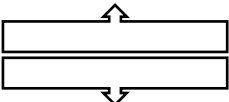
Flip or slide?



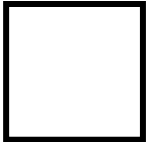
Flip or slide?



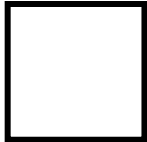
Flip or slide?



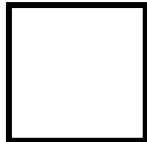
How many tens are in 973?



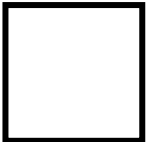
How many ones are in 498?



How many hundreds are in 524?



How many tens are in 361?



Monday





Magic Words

Write your spelling words in white crayon and then swap with a friend and colour over them to reveal the word.

My Spelling Words

For All Creatures Animal Groups activity

Group _____	Group _____
Group _____	Group _____
Group _____	Group _____
Group _____	Group _____
Group _____	Group _____

Brain break – Paper caterpillar

Instructions	Pictures
Cut a long rectangle strip from your piece of paper about 4cm wide.	
Fold the long rectangle in half and make a crease and then open it again.	
Fold one end to meet the crease in the middle. Leave it folded and fold in the same end again to the middle. Folding in 2 layers of paper.	
Do the same with the other end of the paper by folding twice to the middle.	
Now open the paper out so that it looks like a caterpillar	
Draw a face on your caterpillar	
To make your caterpillar move aim your breath just below halfway. Make sure you blow not too hard or too soft.	

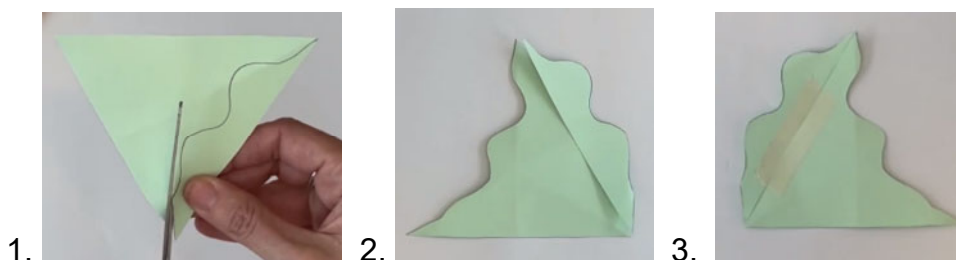
Maths – Playing with tessellations



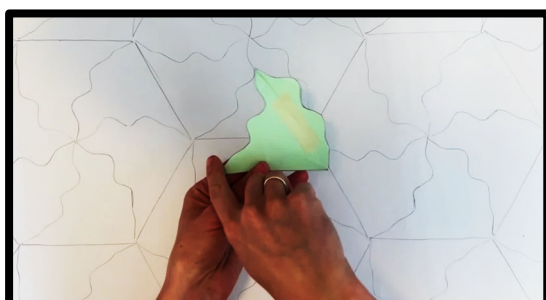
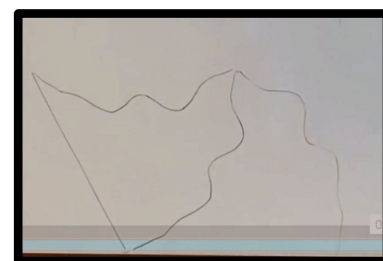
To begin you will need to make an equilateral triangle. The steps for how to do this are on the video which you can watch by scanning the QR code. An equilateral triangle has all three sides the same length.



Cut a section off one of your sides like they have in the picture. Your line can be different to this one. Attach it to another side as shown. Tape this together carefully.



Now use this shape and try to make a tessellating pattern by tracing your template onto some plain paper on paper as shown. If you rotate the shape, you can see there are no gaps left which is what we need in a tessellation.



Continue and fill your page to see what your tessellation looks like. Can you see the hexagons hiding in here? Decorate your tessellating design to share with your teacher.

Over to you mathematicians...

1. Create your own tessellating design using a triangle.
2. What other shapes can you create a tessellating design with?
3. What shapes can you find 'hiding' in your pattern?

- What happens if you create a tessellating design with different kinds of triangles (scalene or isosceles)?
- Why do you think this happens?



If you have access to a device watch this MathXplosion episode ['...It's a Metamorphosis'](#) to see some really cool ways to use tessellations.



Inverse Operations

Fill in the boxes below each sum with the inverse operation. The first one is done for you as an example.

$4 + 5 = 9$ $9 - 4 = 5$	$6 - 3 = 3$ 	$12 + 4 = 16$
$9 - 2 = 7$ 	$2 + 10 = 12$ 	$15 - 7 = 8$
$5 + 5 = 10$ 	$20 - 14 = 6$ 	$3 + 1 = 4$
$8 - 7 = 1$ 	$11 + 3 = 14$ 	$17 - 12 = 5$

Maths Key Word Activity

Do the words at the bottom of the page mean addition or subtraction?

Cut and paste or write the words in the correct box.

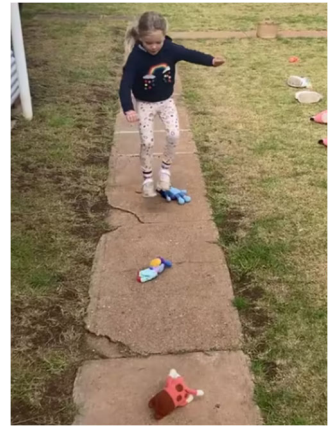
<u>Addition +</u>	<u>Subtraction -</u>

plus	less than	add	sum
decrease	altogether	fewer	combine
difference	increase	remains	both
fewer than	take away	minus	are left
how many more	join	in all	total

PDHPE– Obstacle course

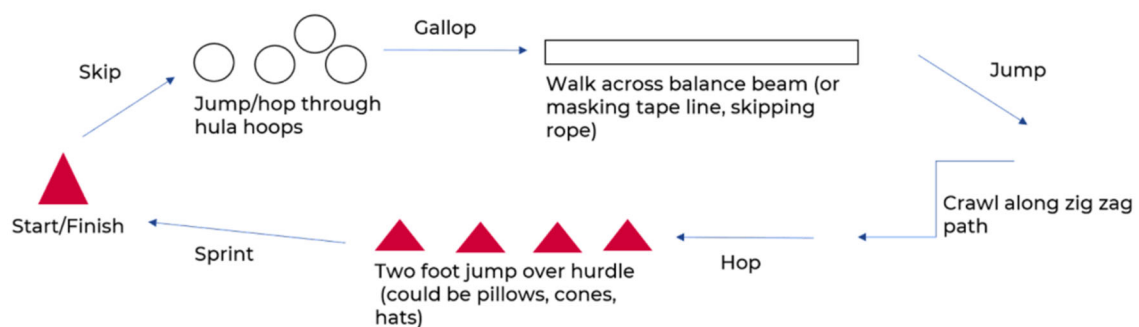
Let's get creative and plan an obstacle course!

- Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around. You may do this together with family members in your home.
- Use materials from your home to design your obstacle course. For example: buckets, towels, ropes, pegs, pillows, blankets.
- Draw a picture of your obstacle course.
- Show where the start and finish lines are.
- Draw arrows to show which way you need to go.



Girl demonstrates her course

Example of an obstacle course layout



If you are up for challenge.

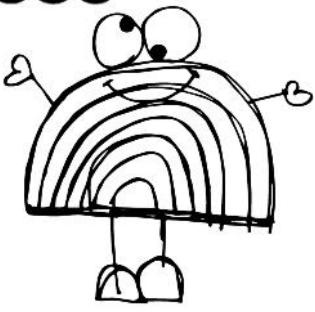
Complete the obstacle course:

- walking
- skipping
- hopping.

Which was the easiest for you?

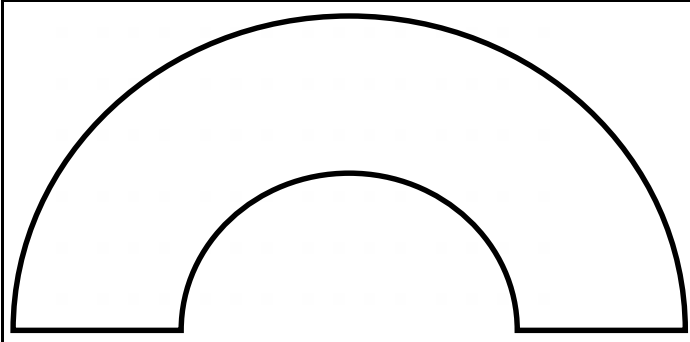
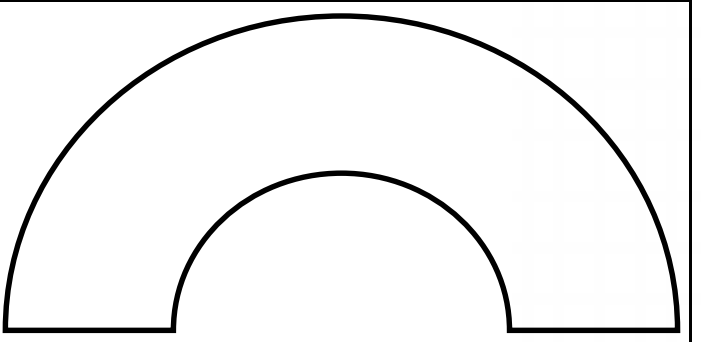
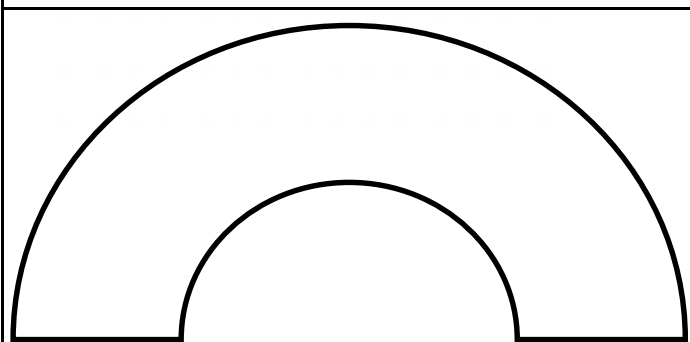
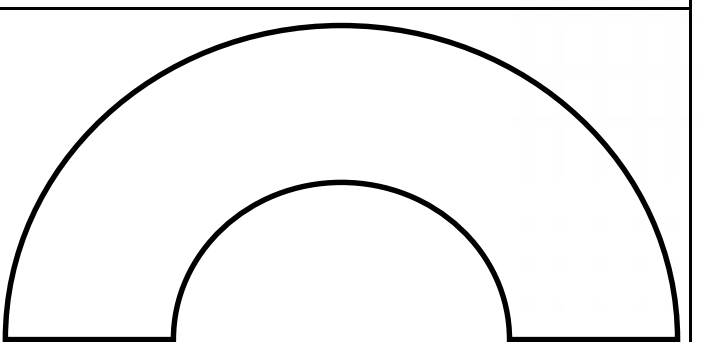
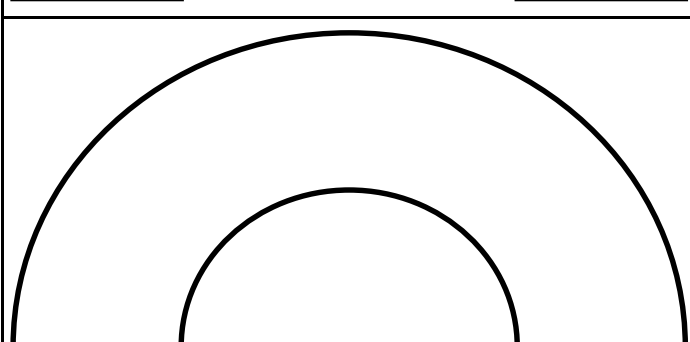
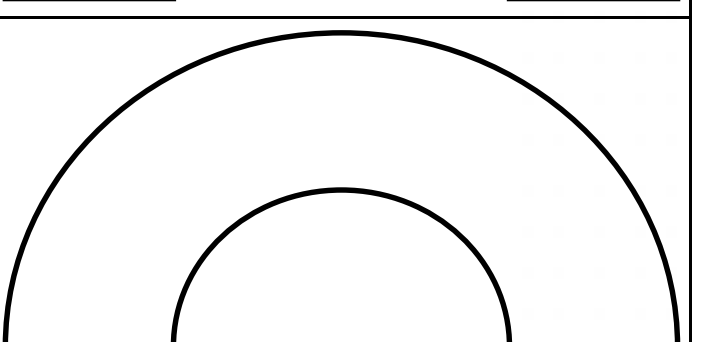
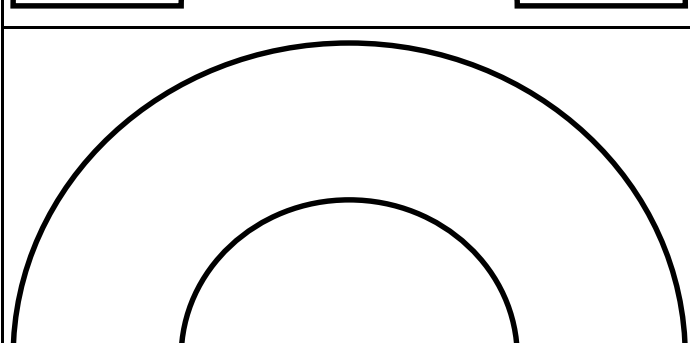
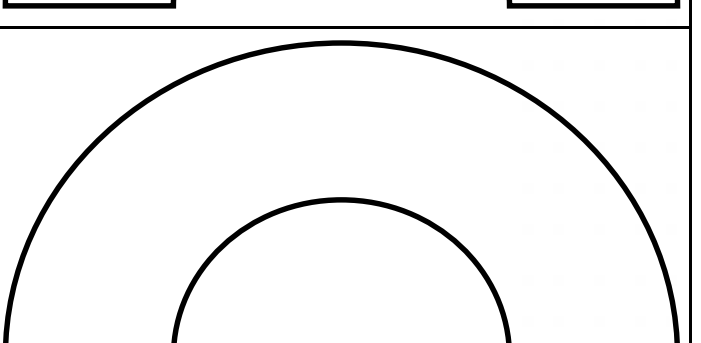
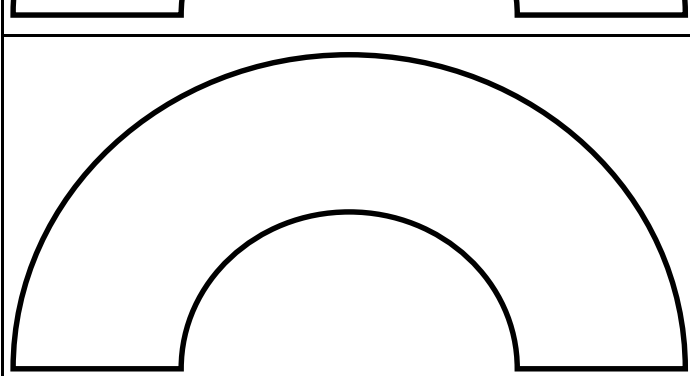
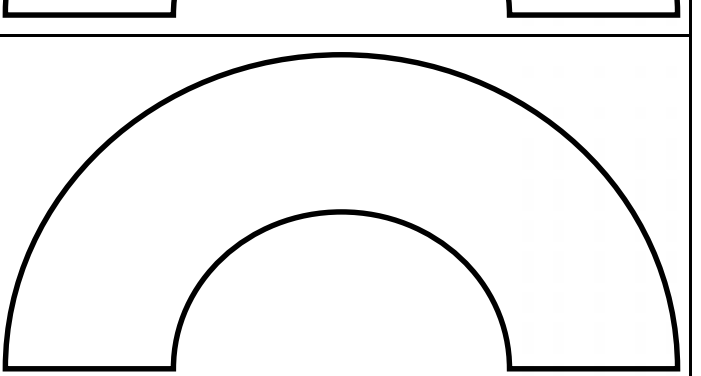
Tuesday



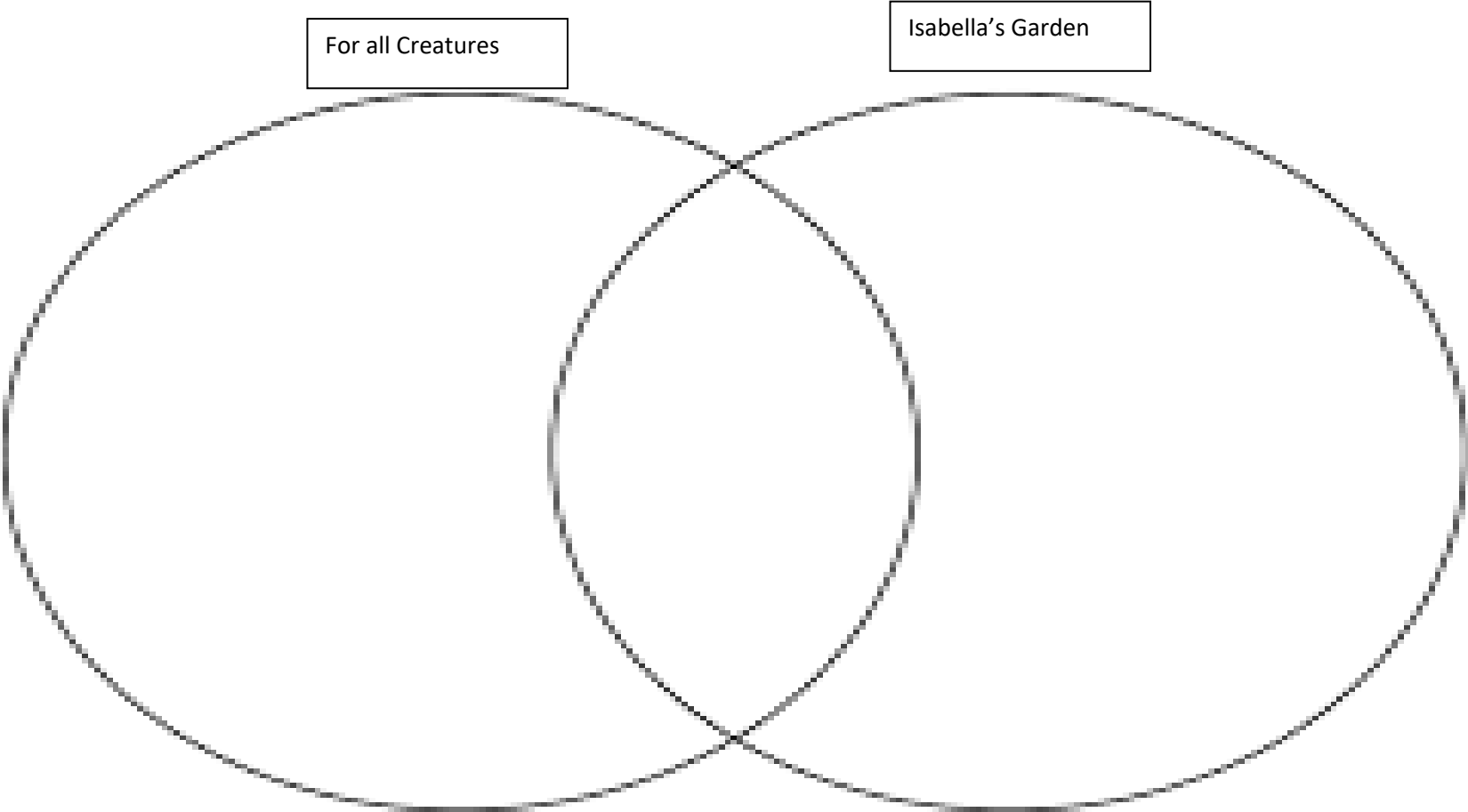


Rainbow Write

Write each letter of your spelling words in a different colour inside each rainbow.

Venn Diagram For all Creatures Vs. Isabella’s Garden



Maths - Make a mandala



Scan the code to watch the video or follow the instructions below.

We can use maths to create a mandala.

You will need:



- A piece of ribbon or string
- Assorted objects to make the mandala (for example pegs, leaves, beads, rocks, small stones) – **ask permission first!**

Collect objects from around your house. You will need to collect a pair of each object (two objects that are the same colour, size and shape). Remember to ask permission before using natural materials.

Select a pair of objects (two objects that are the same colour, size and shape) and place one object down as your starting point.

Create your own mandala using the objects you have collected by **flipping**, **sliding** and **turning** the objects. You can check the **lines of symmetry** using a ribbon to see if each side is a mirror image.



Think about:



- What is a line of symmetry?
- How many can you see in your Mandala?
- Could you make more lines of symmetry if you moved or added and other objects?

Using the Inverse to Solve Problems

1

$$\underline{\hspace{2cm}} + 18 = 92$$



2

$$97 - \underline{\hspace{2cm}} = 54$$



3

$$31 + \underline{\hspace{2cm}} = 54$$



4

$$\underline{\hspace{2cm}} - 49 = 29$$



5

$$61 - \underline{\hspace{2cm}} = 32$$



6

$$\underline{\hspace{2cm}} + 45 = 94$$



Geography T4W3- Indian **Pacific Train trip**

Please watch parts of <https://www.facebook.com/SBSAustralia/videos/383149689118190>

This video is of the Indian Pacific travelling from Perth to Sydney. It goes for over 3 hours. Feel free to watch the whole thing or just parts of it.

During the video, it has facts about the trip pop up on the screen. Please write down 5 facts you learn about the trip from the video.



Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

If you can't watch the video, please **highlight**, or underline the most important facts about these 8 stops along the trip.

Perth WA:

- Perth is the capital city of the state of Western Australia.
- About 2 million people live in the city.
- The city is built beside the Swan River.
- Perth is a very windy city.

More information from <https://www.kidcyber.com.au/perth>

Kalgoorlie WA:

- Kalgoorlie Boulder is 595 km east-northeast of Perth through the Great Eastern Highway, 360 meters above sea-level.
- Kalgoorlie comes from the Wangkathaa Aboriginal word "karlkurlah," meaning 'silky pear.' (A plant that is very common in the area). Boulder was from the Great Boulder Mine.
- Kalgoorlie Boulder is home to the world's largest open-pit [gold](#) mine.
- Today Kalgoorlie Boulder is a living heritage center as well as a modern city with over 30,000 residents.

More information from <https://kidskonnnect.com/places/kalgoorlie-boulder/>

Cook SA:

- Cook is a railway station and crossing loop on the standard gauge Trans-Australian Railway from Port Augusta to Kalgoorlie.
 - It has a population of four and is essentially a ghost town.
 - The bush hospital is closed, but has medical supplies in case of a train disaster.
 - There is a shop which only opens when the Indian-Pacific is there.
- For more information <https://kids.kiddle.co/Cook, South Australia>

Port Augusta SA:

- Port Augusta is a stop for both the Indian Pacific and also the Gha. (Adelaide to Darwin)
 - It has a population of 14000 people
 - Port Augusta has a natural harbour in the Spencer Gulf
 - It has a warm desert climate. Summers are hot and dry, while winters are mild and damp.
- For more information [https://kids.kiddle.co/Port Augusta](https://kids.kiddle.co/Port_Augusta)

Broken Hill NSW:

- **Broken Hill** is an isolated mining city in the far west of outback New South Wales
 - Unlike the rest of New South Wales, Broken Hill (and the surrounding region) the same time zone used in South Australia and the Northern Territory.
 - The earliest human settlers in the area around Broken Hill are thought to have been the Wiljakali people.
- For more information: [https://kids.kiddle.co/Broken Hill](https://kids.kiddle.co/Broken_Hill)

Bathurst NSW:

- **Bathurst** is a regional city in the Central Tablelands of New South Wales
- Home to Mount Panorama, a famous racetrack that is also a public road.
- Bathurst is the oldest inland settlement in Australia.
- The city has a subtropical highland climate.

For more information [https://kids.kiddle.co/Bathurst, New South Wales](https://kids.kiddle.co/Bathurst,_New_South_Wales)

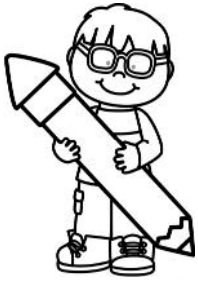
Sydney NSW:

- **Sydney** is the state capital of New South Wales and the most populous city in Australia and Oceania.
- The Sydney area has been inhabited by indigenous Australians for at least 30,000 years.
- There are more than 250 different languages spoken in Sydney and about one-third of residents speak a language other than English at home.
- Sydney has a humid subtropical climate

More information from <https://kids.kiddle.co/Sydney>

Wednesday





Word Search

Create a word search using your spelling words.
Then swap with a friend and find each other's words.

WORD LIST			

Lightning Jack Adjectives:

Write a list of adjectives from the book Lightning Jack. QR Code is in the timetable.

[illegible]

Maths – Crossing a rectangle

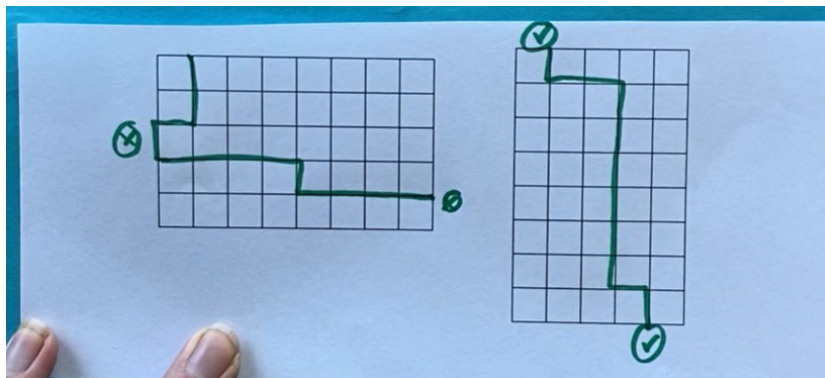


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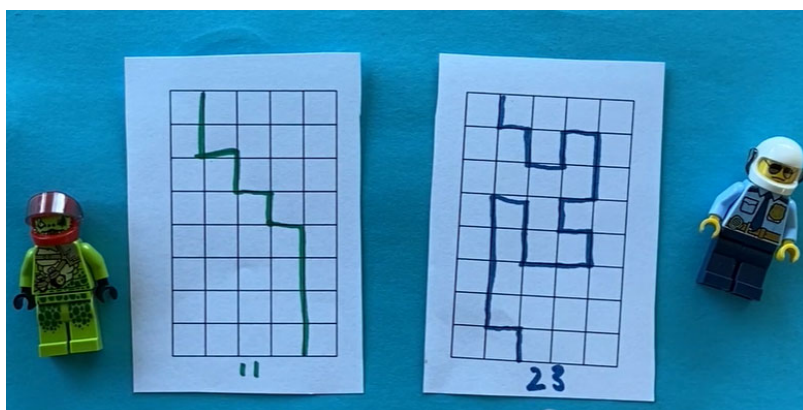
Make a pathway from the top of a grid, to the bottom of the grid, without touching the sides.

What is the longest path you can create?

What is the shortest path you can create?



Try the vertical grid orientation first. Here are some possible solutions:

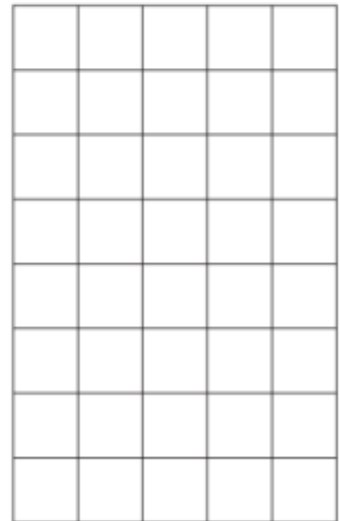
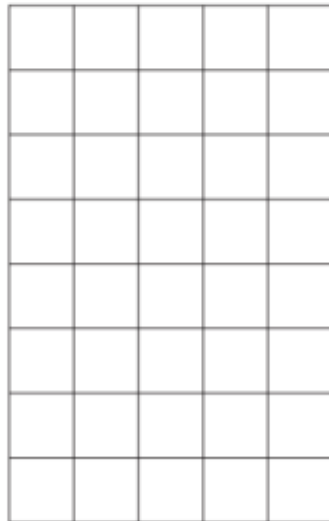
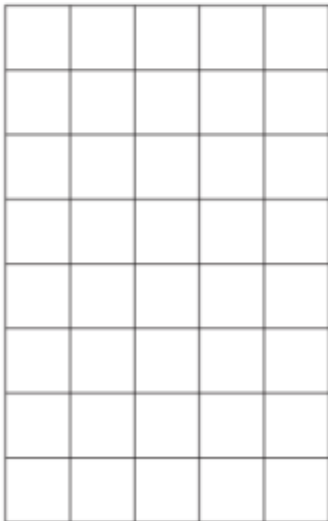
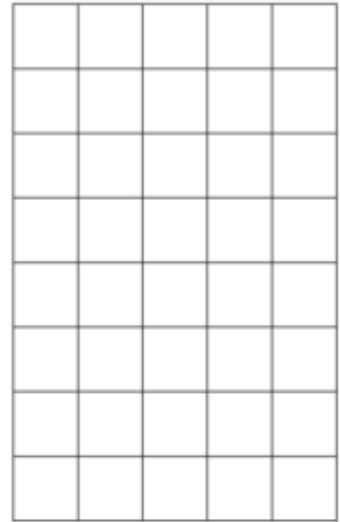
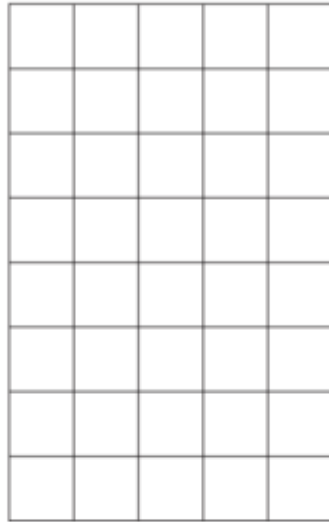
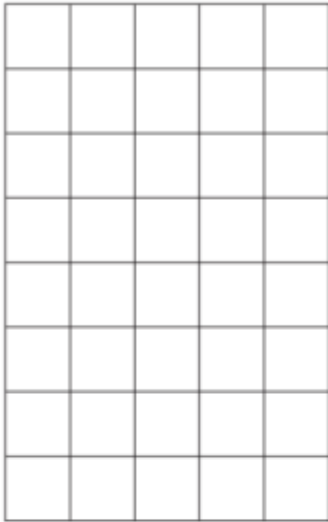


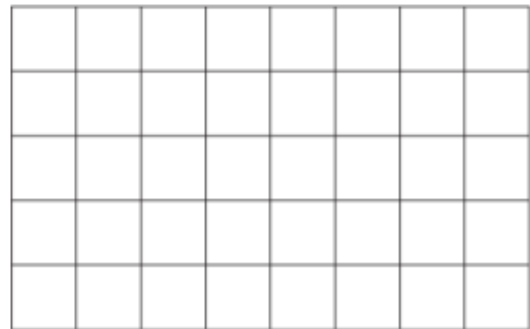
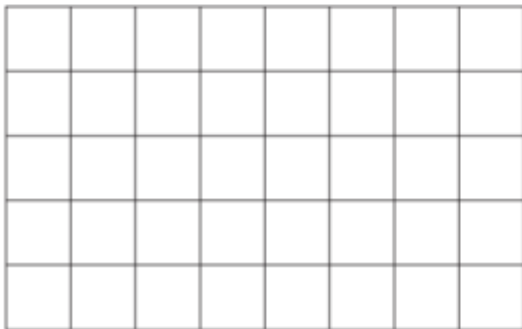
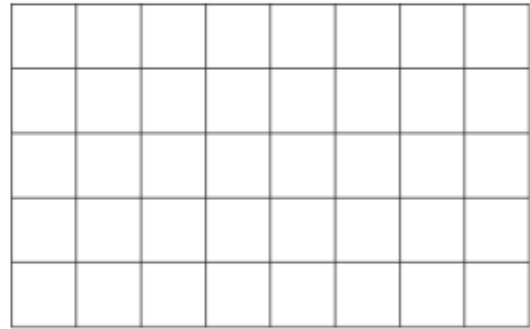
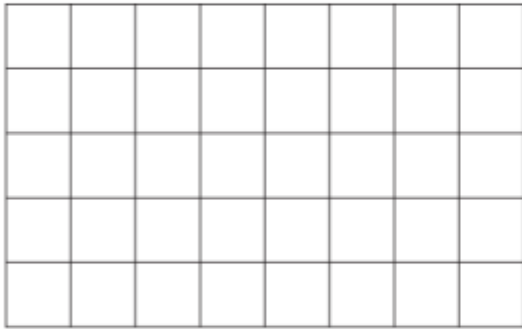
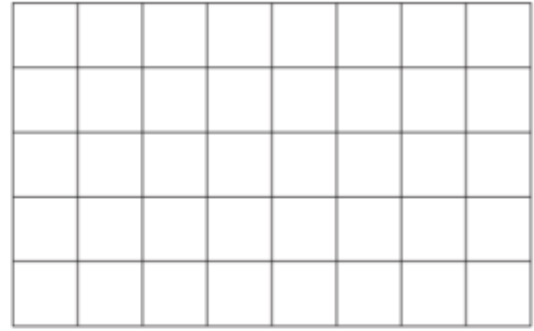
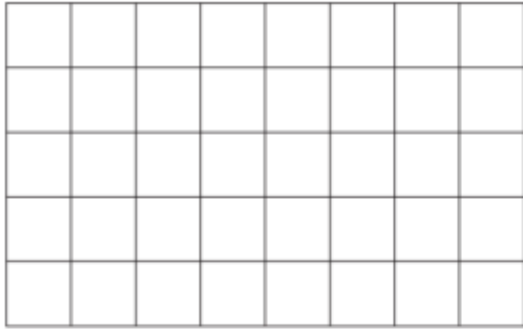
Now try the horizontal grid orientation. Can you make a longer path this way?



Investigate further:

- Create different pathways that have exactly 12 steps.
- How many pathways can you create that are exactly 12 steps?
- Create different pathways that have exactly 15 steps.
- How many pathways can you create that are exactly 15 steps?
- Create different pathways that have exactly 30 steps.
- How many pathways can you create that are exactly 30 steps?





Tricky Tens

Fill in the missing numbers by counting on in tens.

4	14	24					
---	----	----	--	--	--	--	--

27	37				77		
----	----	--	--	--	----	--	--

19			49				
----	--	--	----	--	--	--	--

8							78
---	--	--	--	--	--	--	----

Can you use this knowledge to help you solve these addition and subtraction sentences?

$24 + 10 = \underline{\quad\quad\quad}$

$44 - 30 = \underline{\quad\quad\quad}$

$34 + 30 = \underline{\quad\quad\quad}$

$99 - 10 = \underline{\quad\quad\quad}$

$44 + 20 = \underline{\quad\quad\quad}$

$39 - 20 = \underline{\quad\quad\quad}$

$19 + 10 = \underline{\quad\quad\quad}$

$88 - 30 = \underline{\quad\quad\quad}$

$39 + 40 = \underline{\quad\quad\quad}$

$47 - 40 = \underline{\quad\quad\quad}$

$8 + 10 = \underline{\quad\quad\quad}$

$67 - 60 = \underline{\quad\quad\quad}$

$48 + 40 = \underline{\quad\quad\quad}$

$54 - 30 = \underline{\quad\quad\quad}$

$37 + 20 = \underline{\quad\quad\quad}$

$58 - 20 = \underline{\quad\quad\quad}$

$57 + 40 = \underline{\quad\quad\quad}$

$24 - 10 = \underline{\quad\quad\quad}$

Science

Learning Intention: We are learning to explain the features of a mini-beast.

Success Criteria: I can describe the features of a mini-beast.

You are going to describe the features of a mini-beast. A mini-beast you might like to pick could be a bee, spider, butterfly, worm, ant or stick insect.

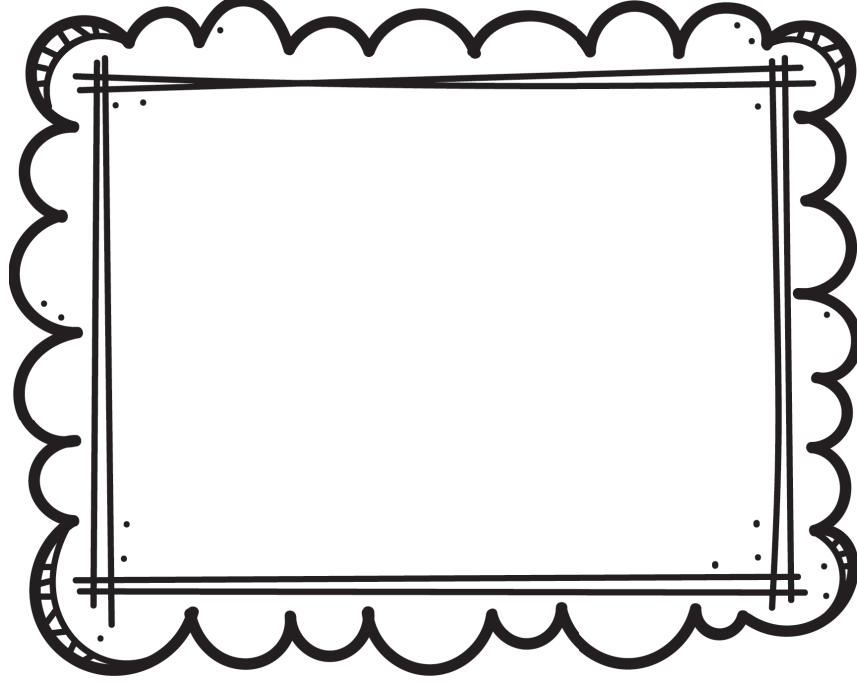
Name:



Tell me more!

Date:

Stick the flaps on top and then explain your creature using the boxes below.



What parts do
they have?

Where do
they live?

How do they
move?

Why do they
have these
parts?

What parts do
they have?

Where do
they live?

How do they
move?

Why do they
have these
parts?

Stage 1: People and Places

How are people connected to places?



Activity 3:

Lesson 3

Suburbs

Unit 2 Australian Places

This satellite picture shows a suburb in Sydney. The labels explain how some of the streets were named.

3

With your teacher, use the link to Google Earth to find your school.

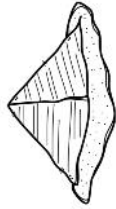
Use the websites, do an internet search or ask some people to find the meanings of the streets near you.



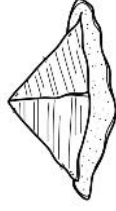
Draw some of the streets around you with their street names. Can you find out if they are named after people or Aboriginal words?

Thursday

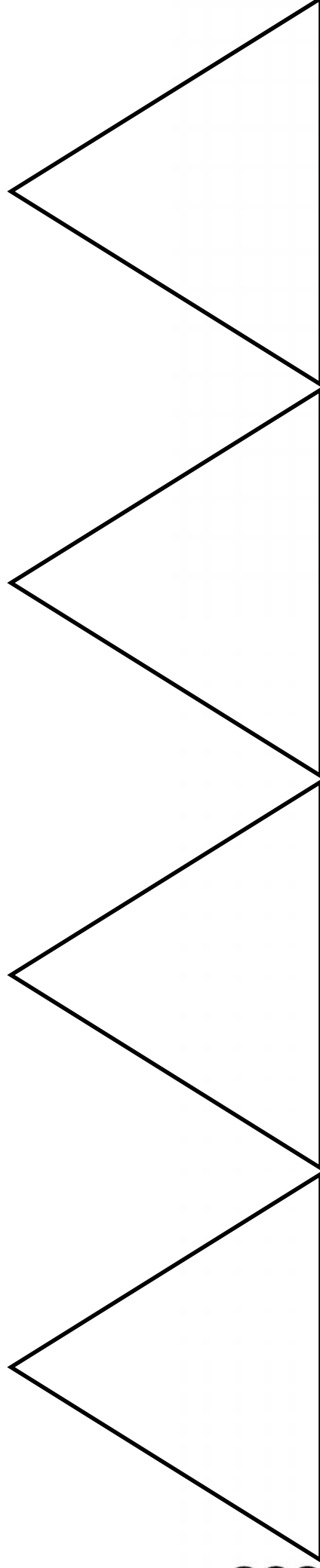
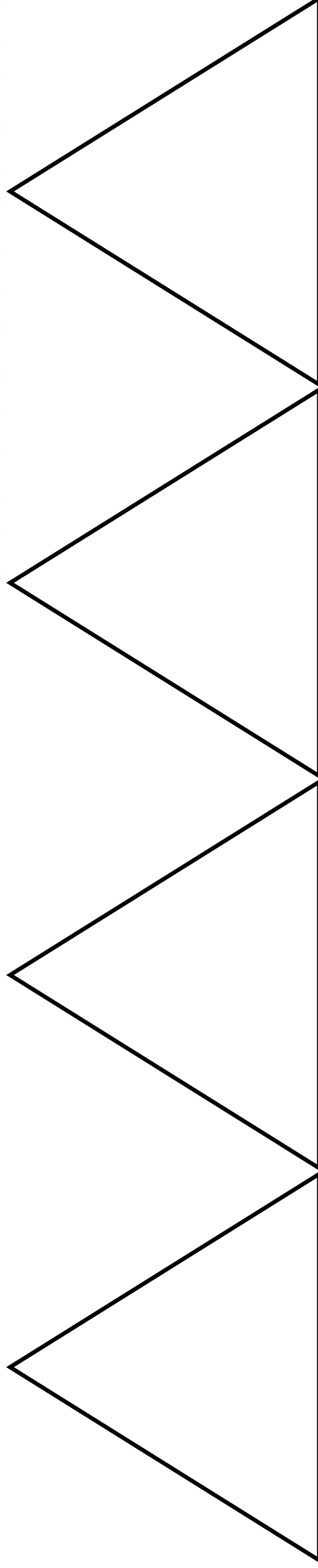
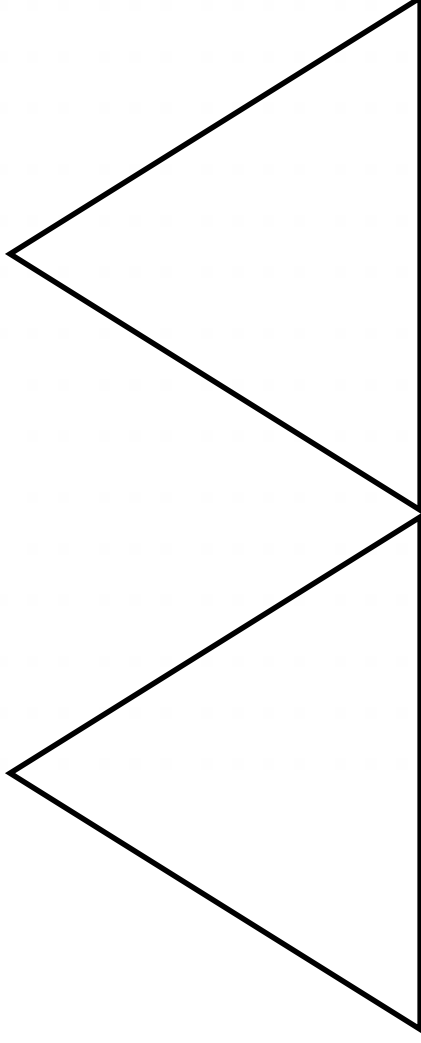




Pyramid Words

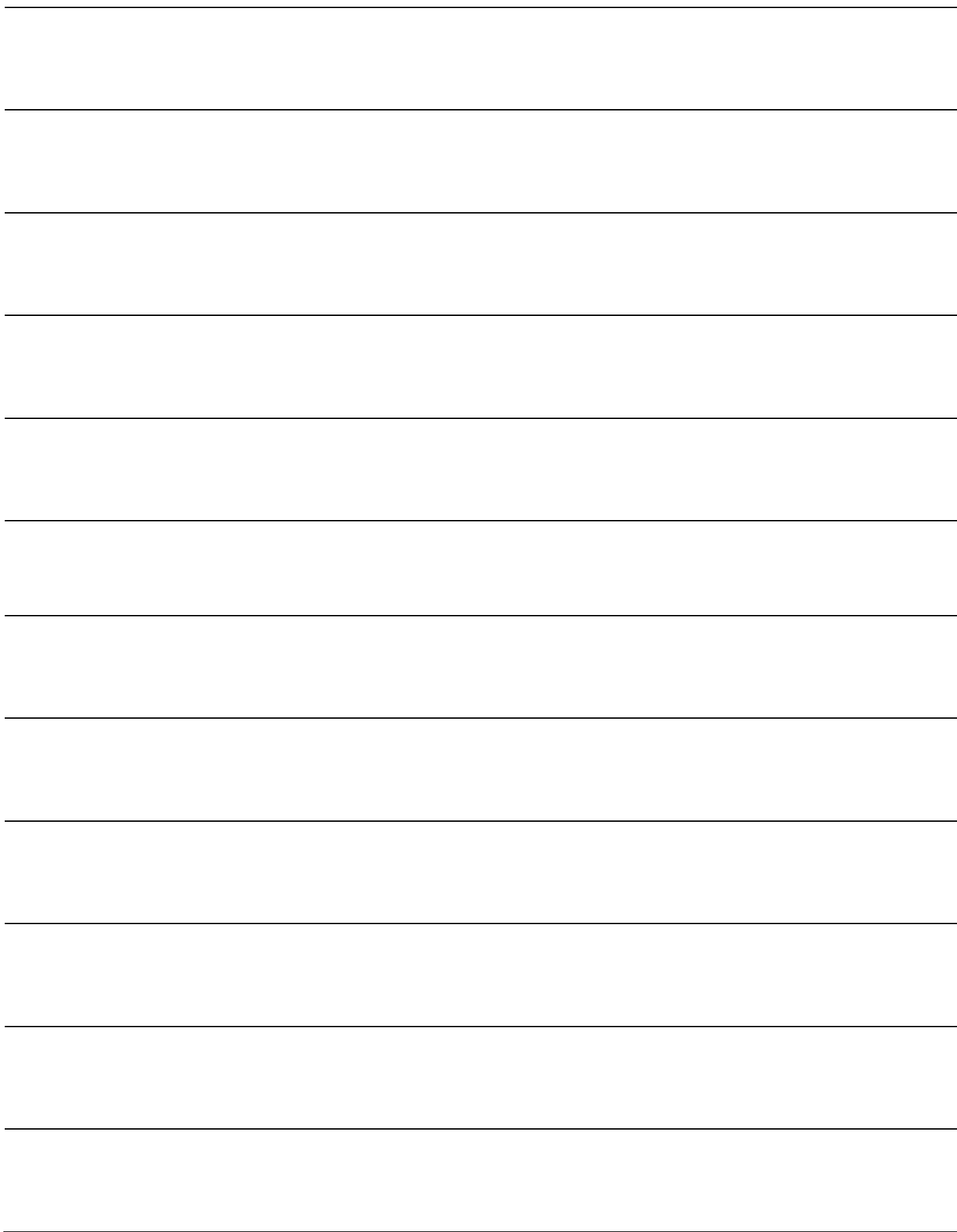


Write your words into the pyramids. Write the first letter, then on the next line write the first and second, then next line first, second, third etc until you have completed the word.



Write a story based on this picture:





Maths - Subtraction stacks



From J Bay-Williams and G Kling, 2019

Scan the code to watch the video or follow the instructions below.

You will need:



- 10 counters (or other items such as dried pasta, lego pieces) per player
- 2 dice (you could also use playing cards use the king as zero, or a number spinner zero to 6)
- Paper to make your Subtraction stack game board



How to play

- Each player places their 10 counters on their subtraction stack gameboard. More than one counter can be placed on each number.
- Take turns by rolling the dice and finding the difference between the two numbers rolled.
- If a counter is on the number, the player removes it from the gameboard.
- If there are no counters to remove, miss a turn.
- The winner is the player who removes all counters from their gameboard first.

Too easy? Extend the subtraction stack gameboard to 9 or 11 and use a 12 or 10-sided dice. Each player will need 20 counters or items to play.



Think about...

- What was one of your strategies for working out the difference between the numbers rolled? Is the strategy the same or different to your opponent?
- Will you place your stacks of counters differently next time you play? Why?

Maths Word Problems

There were 3 cats on the porch. 9 more came along. How many cats were on the porch?



Mom bought 17 apples. Dad ate 9 of them. How many were left over?



Doug had 13 fish in his fish tank. He went to the pet store with his Mom and bought 6 more. How many fish does he have in his tank now?



Jim had 18 stickers. He gave 11 of them to his friend, Bill. How many stickers does he have left?



We had 15 people over for a party. 9 had to leave early. How many people were still at the party?



There were 8 kids on the bus. 6 more got on at the bus stop. How many kids were on the bus now?



There were 14 frogs in the pond. 8 of them hopped away. How many were left in the pond?



Lisa had 5 red crayons and 8 blue ones. How many crayons did she have in all?



Term 4 – Week 3 - 2021 - Stage 1

Music

Name: _____

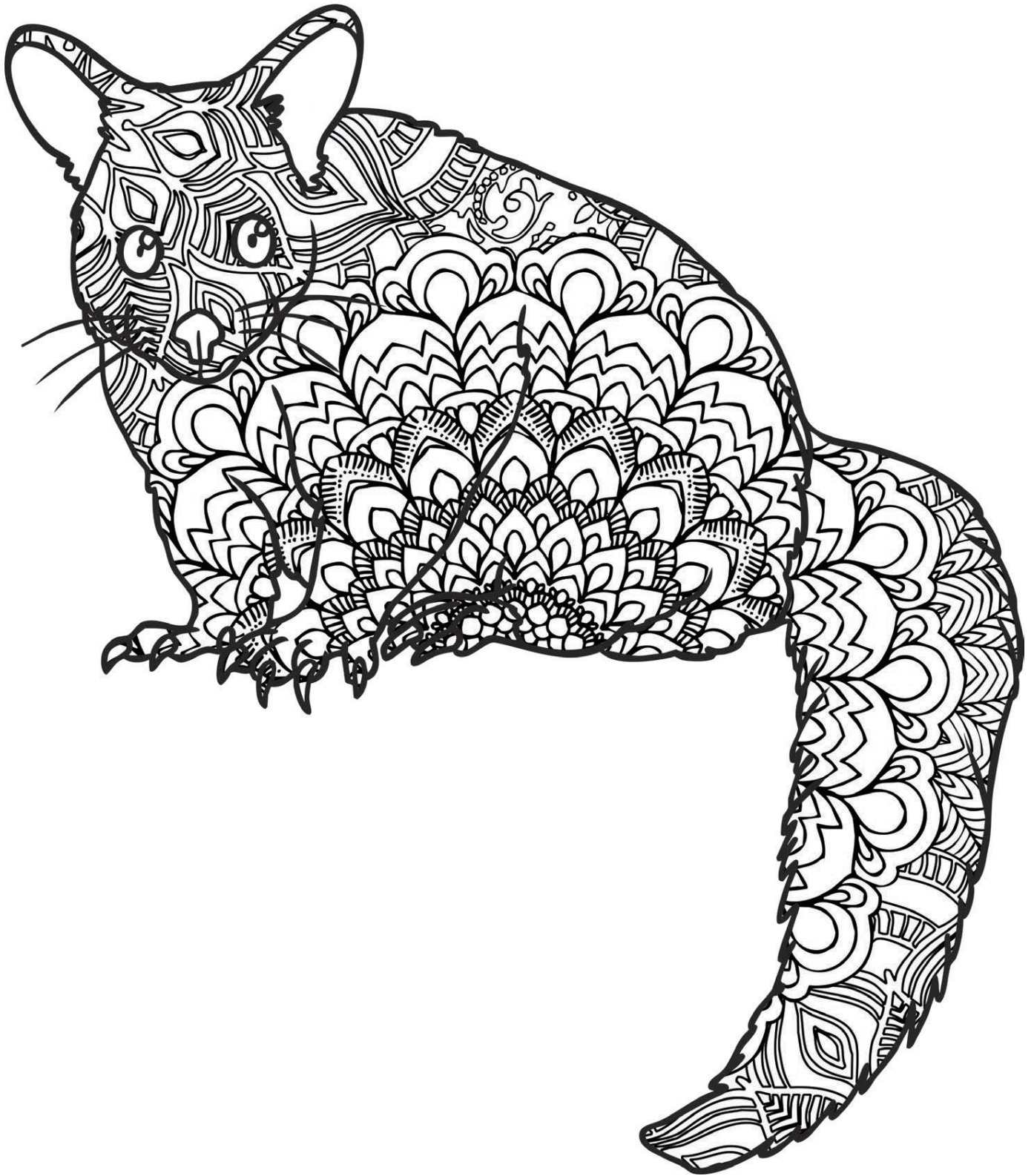
'Beat Blocks Rhythm.'

- Compose an 8 beat rhythm, using the 'Beat Blocks' below as a guide.



- Practice clapping it and speaking it, so that you know it well.

Friday



E E E E E E E E E

e e e e e e e e e e e e

The eagle flew high in the sky.

Maths - Play Mancala, an ancient game of strategy

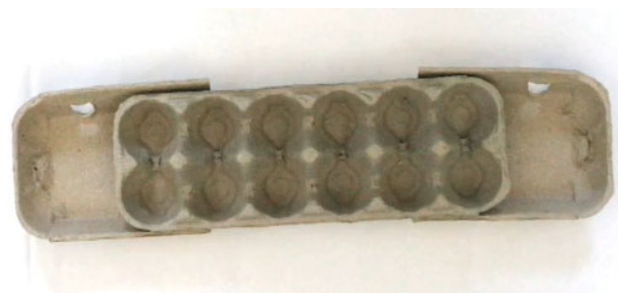


Scan the code to watch the video or follow the instructions below.

You will need:



- a game board- you can make it from an egg carton
- 48 counters (or other items such as beans, dried pasta, LEGO bricks, paper clips or buttons). They do not need to be the same object. Place 4 items in each hole.



- someone to play with (you can also play this game in teams so you can share your brainpower!)

Instructions	Picture
Get ready: • Each player sits opposite each other facing the long side of the game board (egg carton). • Players place 4 beans into each of the cups. • The collection cups (mancala stores), are placed at each end of the game board, and remain empty of beans.	
Goal: • Get beans into your keep tray	
How to play: • Pick up all the beans from one cup. • Moving to the right, drop a bean into each cup (including the keep tray) until your hand is empty. • If you finish on a keep tray, have another turn. • The winner is the player with all beans in the keep tray.	

STEM - Watercraft (boat) challenge

Scan the QR code to watch the video.



Challenge

Design and build a boat that can hold the weight of $\frac{1}{4}$ cup of water for at least 10 seconds without sinking.

Rules

1. You can only use the materials on the list, but you do not have to use all the materials
2. Your boat needs to hold a **weight of $\frac{1}{4}$ cup of water for at least 10 seconds** without sinking
3. The boat must float by itself (you cannot hold onto the boat)

Materials

- straws
- clingwrap
- tape
- string
- plastic cup
- container filled with water, such as a sink or bucket



Brainstorm and design your boat

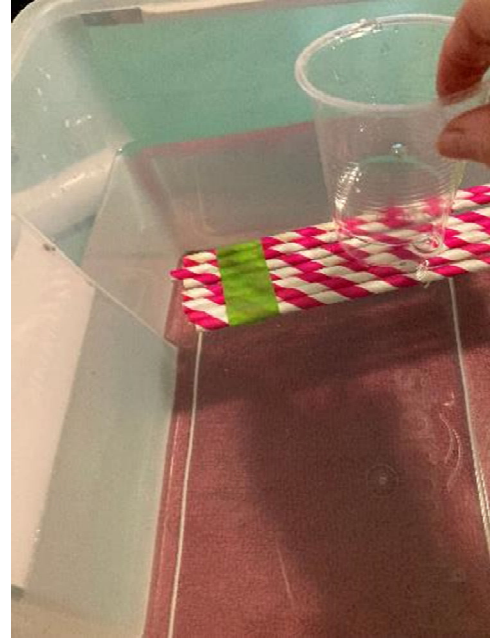
- Test the materials by floating them in the container of water
- Think about how you are going to construct the boat
- What shape are you going to make the boat?
- How will you support the heavy weight?



Tip: Shape matters! Try tying or taping the straws together to make a **raft shape** or a **boat shape** and see which one floats best.

Time to build! Make and test your boat

- Build your boat
- Make your design and test it
- Does it float? Can it hold the weight of $\frac{1}{4}$ cup of water?
- Draw or take a photo of your design
- Why do you think it did/did not work?
- What else could you try?



Tips:

If your boat **sinks** easily, try changing the width of the boat or the height of its sides

If your boat **tips** easily, try moving the cup of water to another position

Test and improve

- Redesign or make improvements to your boat
- What improvements did you make?
- How many times did you have to test your design before you were successful?
- Did you meet the challenge?