

Stage 1 (Year 2) – Learning From Home – Week 10

Term 4 recommences: Tuesday, 5th October

Monday

OPTIONAL: Question time at 9:30am

Fitness
See 'Week 10 Fitness Activities' page to complete today's skill focus and daily workout activity.

English

Reading: 10-15 minutes




Spelling: See 'Week 10 Spelling Tasks' to complete today's activities.

Grammar: See 'Week 10 Grammar Tasks' to complete today's activities.

Writing: This week we will focus on writing a storyboard about Tiddalik, the frog. Refer to 'Week 10 Writing Tasks'. To improve our writing we are going to learn about similes.

Brain Break - Crunch & Sip

Get your fruit, grab your water and have a break while listening to the story "[Too Much Glue](#)" by Jason Lifebrve 

Speaking: See 'Week 10 Speaking Tasks' to complete today's activities.

Tuesday

Fitness
See 'Week 10 Fitness Activities' page to complete today's skill focus and daily workout activity.

English


Reading: 10-15 minutes



Spelling: See 'Week 10 Spelling Tasks' to complete today's activities.

Speaking: See 'Week 10 Speaking Tasks' to complete today's activities.

Brain Break - Crunch & Sip

Get your fruit, grab your water and have a break while listening to the story "[Creepy Pair of Underwear](#)" by Aaron Reynolds 

Handwriting: Watch the following video: <https://youtu.be/0FbPhrZdUOA>



Complete the handwriting sheet. Take a photo and upload it to Seesaw. Your teacher will mark your handwriting using the handwriting criteria sheet.

Wednesday

DEVICE DOWN DAY

Thursday

Fitness
See 'Week 10 Fitness Activities' page to complete today's skill focus and daily workout activity.

English

Reading: 10-15 minutes




Spelling: See 'Week 10 Spelling Tasks' to complete today's activities.

Speaking: See 'Week 10 Speaking Tasks' to complete today's activities.

Grammar: See 'Week 10 Grammar Tasks' to complete today's activities.

Writing: See 'Week 10 Writing Tasks' to complete today's activities.

Brain Break - Crunch & Sip

Get your fruit, grab your water and have a break while listening to the story "[Caterpillar Shoes](#)" presented by The Old Branch 

Comprehension:
Read the story 'Tiddalik the frog' and choose to either answer these questions below in your workbook OR complete the comprehension on

Friday

Fitness
See 'Week 10 Fitness Activities' page to complete today's skill focus and daily workout activity, including the self-reflection task.

English


Reading: 10-15 minutes



PDHPE: See 'Week 10 Key Learning Areas Tasks' to complete today's activities for PDHPE.

Spelling: See 'Week 10 Spelling Tasks' to complete today's activities.

Brain Break - Crunch & Sip

Get your fruit, grab your water and have a break while listening to the story "[Decibella and Her 6 Inch Voice](#)" by Julia Cook 

Writing: See 'Week 10 Writing Tasks' to complete today's activities.

Creative Arts: Upload your new Milkshake dance.








	<p>See 'Handwriting Marking Criteria' sheet'.</p> <p>Writing: See 'Week 10 Writing Tasks' to complete today's activities.</p>	<p>Kahoot (Choose only ONE to do).</p> <ol style="list-style-type: none"> 1. What did the echidna do to try and make Tiddalik laugh? 2. What made the billabong fill up with water again? 3. Tiddalik said 'Out of my way. I'm thirsty,' to the other animals. What does this tell us about his personality? 4. Kangaroo and Koala share where they can find more water with the other animals, rather than keeping it a secret and going by themselves. What does this tell us about their characters? <p>Go to www.kahoot.it and type in your class game pin. 2H: 03468213 2K: 04712030 2M: 09461938 2S: 03885933 2T: 09434043</p>	<p>Stage 1 Virtual Assembly: 11:00am - See your teacher for the Zoom link.</p>
Middle	<p>Mathematics See 'Week 10 Mathematics Tasks' to complete today's activities.</p> <p>Brain Break Would You Rather? Energizer Game 1</p>	<p>Mathematics See 'Week 10 Mathematics Tasks' to complete today's activities.</p> <p>Brain Break The Learning Station - Hip Hop Fast</p>	<p>Mathematics See 'Week 10 Mathematics Tasks' to complete today's activities.</p> <p>Brain Break Go Noodle: Can't Stop the Feeling</p>
	<p>Science & Technology See 'Week 10 Key Learning Areas Tasks' to complete today's activities for <u>Science & Technology</u>.</p>	<p>Creative Arts See 'Week 10 Key Learning Areas Tasks' to complete today's activities for <u>Creative Arts</u>.</p>	<p>Mathematics See 'Week 10 Mathematics Tasks' to complete today's activities.</p> <p>Brain Break The Learning Station - Move & Freeze</p>
Afternoon	<p>Break</p>		<p>Break</p> <p>Geography See 'Week 10 Key Learning Areas Tasks' to complete today's activities for <u>Geography</u>.</p> <p>Footsteps Disco: To be confirmed</p>
<p>Break</p>			<p>Break</p> <p>Catch up session for all incomplete tasks</p>



Year 2

WEEK 10 MATHEMATICS TASKS



<p>Monday Scan the QR code to watch the video. https://youtu.be/QE4wqAl2wdE</p> 	<p>Topic: <i>Fractions</i> Learning Intention: We are learning to describe and identify halves and quarters.</p> <ol style="list-style-type: none">1. Scan the QR code and watch Monday's Fraction lesson.2. Complete "Week 10 – Halves and Quarters" in Seesaw activities.  <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Use halves, thirds and quarter"</p>
<p>Tuesday Scan the QR code to watch the video. https://youtu.be/OCxH0U583rY</p> 	<p>Topic: <i>Fractions</i> Learning Intention: We are learning to describe and identify halves, quarters, and eighths.</p> <ol style="list-style-type: none">1. Scan the QR code and listen to the story "Wombat's Picnic".2. Complete "Wombat's Picnic Fractions" worksheet. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Do more counting in 5s"</p>
<h1>Wednesday</h1> <h2>DEVICE DOWN DAY</h2>	
<p>Thursday Scan the QR code to watch the video. https://youtu.be/ol3mdvIA-7E</p>  	<p>Topic: <i>Volume</i> Volume is the amount of space inside a solid figure. These figures are 3D meaning the figure has three parts, including length, width, and height.</p> <p>Learning Intention: We are learning to measure volumes of 3D objects using informal units.</p> <ol style="list-style-type: none">1. Using 5 cubes (must be the same size) create a line or tower.2. Think about what the volume of this is. (Answer: 5 cubes)3. Rearrange the 5 cubes so that they are still connected but form a different structure. Has the volume changed?4. Repeat this activity for higher number of cubes. Say the volume of each as "<u> </u> cubes".5. Complete "Week 10 Thursday - Measuring Volume" in Seesaw activities. Don't forget to do the reflection questions on the second page. <p>**If you do not have access to cubes at home, please use this website: https://toytheater.com/build/ Click on the blue cube in the middle to place the blocks.</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Know about days, weeks, and months"</p>
<p>Friday Scan the QR code to watch the video. https://youtu.be/5Pe_THNca2I</p>  	<p>Topic: <i>Volume</i> Learning Intention: We are learning to compare and order several objects based on volume and capacity using appropriate uniform informal units.</p> <ol style="list-style-type: none">1. Walk around your house and look for 3D objects with different size volumes. Try to find something that has a bigger volume than you and something that is smaller.2. Complete "Week 10 Friday - Comparing Volumes" page in Seesaw activities.3. Practise finding the volume of these objects by playing this game once you have finished all Seesaw activities: https://bit.ly/3gMf9DI <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Know the names of 3D shapes"</p>



YEAR 2

WEEK 10 WRITING TASKS



Focus: Characters in a story

Learning Intention – I am learning how to write a description about a character.

This is because the reader needs have a better understanding about my character.

Success Criteria – I am successful if I have:

- ✓ Correct punctuation
- ✓ adjectives
- ✓ conjunctions to make compound sentences
- ✓ at least one simile

This week's task:

You are going to create a wanted poster with descriptive sentences about Tiddalik the frog.

<p>Monday</p>	<p>On Zoom with Year 2, we will be going through:</p> <ul style="list-style-type: none"> • Revision of setting and characterisation • What adjectives are and why are the important? • Introduction of similes – comparing adjectives to make it more powerful • View the story of Tiddalik: https://youtu.be/U11TKY9Vtg <div data-bbox="774 891 976 1093" data-label="Image"></div> <ul style="list-style-type: none"> • 'Wanted' poster – what is it and what are the key features? <p>Plan: Follow the Youtube Video and draw a detailed picture of Tiddalik in landscape. https://youtu.be/DI2a6_5q7CM</p> <div data-bbox="774 1272 976 1473" data-label="Image"></div> <p>The drawing should be in the centre of the page, the background must be a setting from the story. Your picture needs to be coloured in neatly.</p>
<p>Tuesday</p>	<p>Plan and compose using 5 senses: Tiddalik has gone missing after drinking all the water. Your task is to write a descriptive paragraph so that the other animals can know who to look for. You need to include adjectives to describe what he looks like. Your description needs to contain conjunctions (FANBOYS) to extend your sentences and make them more interesting. You will need to use ONE simile in your writing.</p>
<p>Wednesday</p>	<p style="text-align: center;">DEVICE DOWN DAY</p>
<p>Thursday</p>	<p>Revise and edit: Improve your sentences by making them more interesting. Use a resource to check your spelling and fix up all punctuation. Read it aloud to yourself to see if it makes sense.</p>
<p>Friday</p>	<p>Publish and upload to Seesaw: Use NSW Foundation Style to neatly publish your writing on the poster. Upload this to Seesaw.</p>

YEAR 2 WEEK 10 SPELLING & GRAMMAR TASKS



SPELLING

Learning Intention – I am learning how to spell words with the digraph mb and silent b
Success Criteria – I can spell, read and write words with the digraph mb and silent b correctly.

Monday
 Read through the spelling words, which focus on words with digraph “mb” and silent “b”.
 Write the heading ‘Monday Spelling’ in your workbook and practise writing your spelling words. You may also choose to type it.
 Choose 2 activities from the spelling grid to complete. You **do not** need to post your daily practise on Seesaw.
Tuesday
 Choose 2 activities from the spelling grid to complete. You **do not** need to post your daily practise on Seesaw.

Wednesday

Choose 2 activities from the spelling grid to complete. You **do not** need to post your daily practise on Seesaw.

Thursday

Complete “Year 2 Spelling and Grammar Kahoot quiz” independently. Try to do all the questions yourself. If you don’t know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it
 Type in your class **game pin**. Please use your **first name** only.

Friday

2K: 06854872 **2H:** 02357004 **2M:** 04369582

2S: 02249428

2T: 07446118

If you cannot access Kahoot, do the spelling and grammar quiz attached to the learning pack, **INDEPENDENTLY**. If you don’t know the answer, have a guess. You can only ask someone to help you read the question.

You **DO NOT** need to do both the Kahoot and quiz.

GRAMMAR

Learning Intention – I am learning how to create similes to make my descriptions more interesting.
Success Criteria – I can accurately use similes to compare one thing to another.

Monday
 Complete “Year 2 Grammar Kahoot quiz” independently. Try to do all the questions yourself. If you don’t know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it
2K: 01996979
2H: 0738093
2M: 05441782
2S: 03503468
2T: 0155180

Tuesday

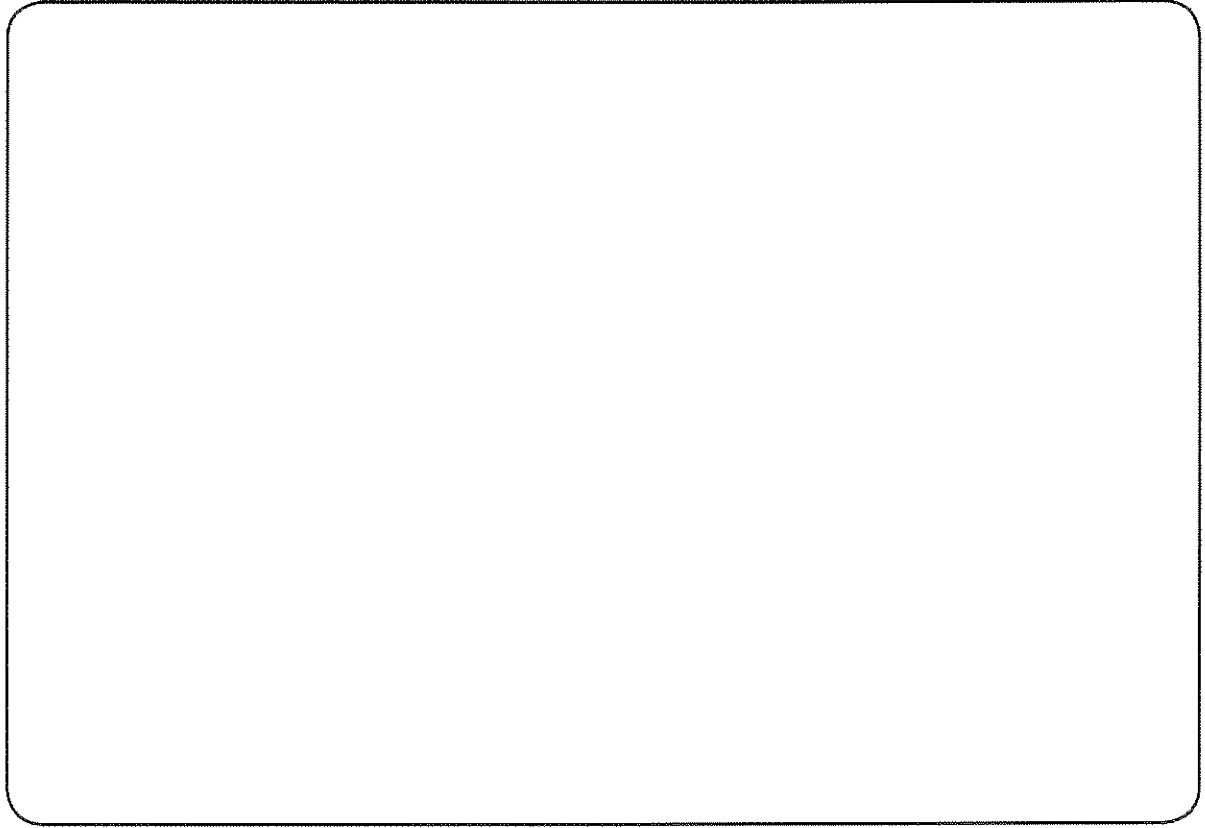
DEVICE DOWN DAY

Thursday
 Complete “Year 2 Grammar Kahoot quiz” independently. Try to do all the questions yourself. If you don’t know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it
2K: 07899313
2H: 08198688
2M: 01086872
2S: 06474699
2T: 05811660

Complete “Year 2 Spelling and Grammar Kahoot quiz” independently. Try to do all the questions yourself. If you don’t know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it



WANTED

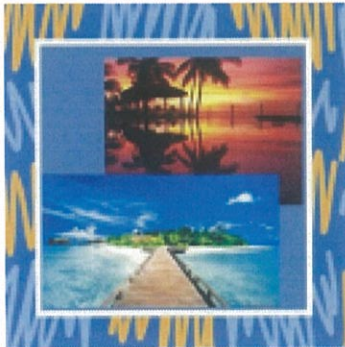


Name: _____

Looks like: _____

Week 10 - Spelling and Grammar Quiz

1. Find the missing word. The little mouse left a trail of _____.
a) new
b) limb
c) succumb
d) crumbs
2. Find the missing word. My ankle is _____ because I twisted it during soccer practise.
a) swollen
b) swollen
c) subtle
d) thumb
3. Find the missing word. The _____ came to fix my leaky taps.
a) plumber
b) plumber
c) plumer
d) plumber
4. Which spelling word matches the picture below?



- a) paraide
b) paradise
c) paradice
d) sunset
5. Unjumble the letters to make one of your spelling words: cubmcsu
a) cucumber
b) cucumbers
c) crumbs
 14. This sentence is a simile: I'm

- d) succumb
6. Unjumble the letters to make one of your spelling words: lamsl a) malls
b) slams
c) small
 7. Unjumble the letters to make one of your spelling words: munb a) numb
b) bumh
c) munb
 8. The word "bom" is spelt correctly.
a) true
b) false
 9. The word "climbe" is spelt correctly.
a) true
b) false
 10. Write the correct spelling for the word "climbe".

Write your answer here:

11. A simile is:
a) a describing word
b) a comparison
c) a simile
12. Which words do we use to compare things?
a) 'like' and 'because'
b) 'as' and 'for'
c) 'like' and 'as'
13. This sentence is a simile: His sister is as gentle as a lamb.
a) true
b) false

feeling blue.

- a) true
- b) false

15. Circle or highlight the sentence that is not a simile.

- a) Her smile is as bright as the sun.
- b) He ran as fast as the wind. c) The dog chased the ball as fast as he could.
- d) The tip of the pencil was sharp like a needle.

16. What is the adjective in: The rice was very dry...

- a) drank
- b) dry
- c) river
- d) water

17. Which conjunction best suits this sentence:

The kangaroo laughed and so did the emu, _____ Tiddalik didn't laugh.

- a) so
- b) because
- c) but
- d) for

Speaking criteria – FOR TEACHER’S USE ONLY.

Speaking criteria	B	S	H	O	No attempt
uses appropriate or mainly appropriate word order					
organises key ideas in logical sequence					
uses adjectives to describe					
speaks audibly and clearly to a familiar audience					
Uses conjunctions to make compound sentences in their speech					

Taken from Literacy Learning Progressions.



YEAR 2 - WEEK 10

KEY LEARNING AREAS TASKS

<p>Monday</p> <p>SCIENCE & TECHNOLOGY</p>	<p>Science STEAM Task Part 2 Due Date: Friday, Week 10</p> <p>Last week you created a 3D model of an animal and described its external features. This week you need to:</p> <ol style="list-style-type: none">1. Research the features of the habitat that your animal lives in. You should know that a habitat is an animal's natural home or environment. Some things you might want to research could be: what does your animal use for shelter; what does it eat; where does it get water from; does it have any predators; or any other interesting facts.2. Use your research findings to create a diorama (3D model) of your animal's habitat. Again, you must only use things that you <i>already have at home</i> to make the habitat so get creative!3. Record a video which shows your diorama and explain in the video the features of the habitat that you have included and how they relate to your animal. For example, "The tall, shady tree provides shelter to the bird and it digs around in the moist soil with its strong beak to find brown, slimy worms to eat". <div style="display: flex; justify-content: space-around;"></div>
<p>Tuesday</p> <p>CREATIVE ARTS</p>	<p>Follow the instructions on the Dance worksheet and complete the task independently.</p> <p>Continue practising your new dance of <i>Milkshake</i> and upload onto Seesaw on Friday.</p> <p>Complete self-reflection sheet.</p>
<p>Wednesday</p>	<p style="text-align: center;">DEVICE DOWN DAY</p>
<p>Thursday</p> <p>GEOGRAPHY</p>  <p>QR code for eBook</p>	<p>Read the eBook using the link or QR code: One World - Two Hemispheres</p> <p>Complete the Geography- Land Down Under worksheet and record any questions you may have.</p> <p><i>Optional:</i> Play Kahoot with your class about the song <i>Land Down Under</i>. See your teacher for class PIN.</p> <p>View the song carefully before playing: Land Down Under by Men at Work https://youtu.be/XfR9iY5y94s</p>
<p>Friday</p> <p>PDHPE</p>	<p>Complete the Seesaw Activity independently:</p> <div style="text-align: center;"><p>Week 10: PDH (Independent Activity)</p></div> <p>Watch the instructional video (attached to the Seesaw Activity) before completing the task.</p>

WEEK 10 FITNESS ACTIVITIES

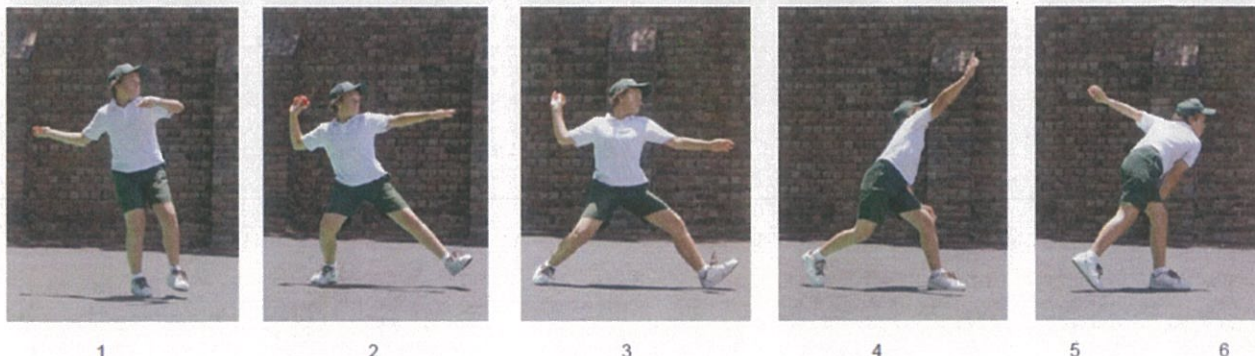
All activities must be completed **daily** – including skill practice AND workout (either digital OR non-digital).

Skill focus: Overarm Throw



Video demonstration: <https://youtu.be/1mdyMVezRGc>

Instructions/Components of overarm throw:



1. Eyes focused on target area throughout the throw.
2. Stands side-on to target area.
3. Throwing arm moves in a downward and backward arc.
4. Steps towards target area with foot opposite throwing arm.
5. Hips then shoulders rotate forward.
6. Throwing arm follows through, down and across the body.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by throwing object into the distance. See how far you can get it.	<input type="checkbox"/> Practice skill by throwing object into a hoop.	DEVICE DOWN DAY	<input type="checkbox"/> Practice skill by throwing object to knock over a bottle.	<input type="checkbox"/> <u>FILM</u> and <u>UPLOAD</u> to Seesaw a video of yourself demonstrating the overarm throw in your backyard (or inside) from a distance. Show 5 overarm throws. <input type="checkbox"/> Complete self-reflection sheet.

Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
Click here 	Click here 	DEVICE DOWN DAY	Click here 	Click here

Daily workout – non-digital:

Try to do each of these activities for 20 seconds without stopping. Take a 10 second break, then repeat this twice more.

Activity 1: Plank toe taps Start in a plank position with your hands beneath your shoulders and straight legs. Keep your hands stuck to the ground. Move one foot to the side and tap your toes on the ground. Bring your foot back in and repeat on the other side.	Activity 2: Knee drive with taps Stand tall with your shoulders back and hands together above your head. Lift one knee to your chest and tap your knee with your hands. Go back to your starting position, and repeat with the other knee. Repeat this.	Activity 3: Boat to canoe Sitting in a tuck position, arms straight out in front and in line with your shoulders, lift your feet off the ground to balance on your bottom (boat). Try to straighten your legs (canoe). Move from your boat to canoe without putting your hands or feet on the ground.		
<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday

Handwriting Marking Criteria

Your teacher will mark your handwriting using the following criteria:

	Unsatisfactory	Needs Improvement	Satisfactory	Excellent
Letter Formation Letters are drawn with straight lines and appropriate curves using NSW Foundation style.	Consistently forms all letters incorrectly.	Consistently forms most letters incorrectly.	Consistently forms most letters correctly.	Consistently forms all letters correctly.
Usage Letters are used correctly. Use capital letters where it is required.	Consistently makes usage mistakes.	Makes many usage mistakes.	Makes few usage mistakes.	Makes no usage mistakes.
Sizing Letters are sized appropriately. Capital letters are larger than lowercase letters and all lowercase letters are consistently in the same size.	Writes letters that are inappropriate sizes.	Rarely writes letters that are appropriate sizes.	Regularly writes letters that are appropriate sizes.	Always writes letters that are appropriate sizes.
Line Awareness Letters sit on the correct lines, they do not float on the line or hang below unless appropriate.	Writes without line awareness.	Rarely writes with line awareness.	Regularly writes with line awareness.	Always writes with line awareness.
Neatness Handwriting shows evidence of time and effort.	Show no evidence of time and effort.	Show some evidence of time and effort.	Show good evidence of time and effort.	Show great evidence of time and effort.



Week 10 - Overarm throw Self-Reflection

I can:	
<ul style="list-style-type: none"> Keep my eyes focused on target area. 	
<ul style="list-style-type: none"> Stand side-on to target area. 	
<ul style="list-style-type: none"> Check that my throwing arm moves in a downward and backward arc. 	
<ul style="list-style-type: none"> Step towards target area with my foot opposite throwing arm. 	
<ul style="list-style-type: none"> Rotate my hips then shoulders in a forward direction. 	
<ul style="list-style-type: none"> Throwing arm follows through, down and across the body 	
<p>My overarm throw looks right.</p>	
<p>I did my best.</p>	
<p>I can teach someone how to do an overarm throw.</p>	
<p>I know the difference between overarm throw and underarm throw.</p>	
<p>I can hit a target using overarm throw.</p>	

Why is it important to learn how to do an overarm throw?

How can you improve your overarm throw?

What I enjoyed the most during fitness this week:
