

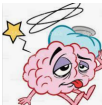



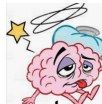



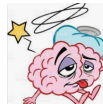



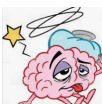





Stage 1, Year 2 – Learning From Home – Term 4, Week 1







Welcome back to Term 4!








	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING		<p>Fitness See <i>'Week 1 Fitness Activities'</i> page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Writing: Year 2 Zoom at 10:00am See <i>'Week 1 Writing Tasks'</i> to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story What If You Had Animal Eyes!?</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Spelling: See <i>'Week 1 Spelling Tasks'</i> to complete today's activities.</p> <p>Speaking: See <i>'Week 1 Speaking Tasks'</i> to complete today's activities.</p> <p>Grammar: Watch the following video</p>	<p>Optional: Question time at 9:30am</p> <p>Fitness See <i>'Week 1 Fitness Activities'</i> page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Writing: See <i>'Week 1 Writing Tasks'</i> to complete today's activities.</p> <p>Spelling: See <i>'Week 1 Spelling Tasks'</i> to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story What If You Had Animal Ears!?</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Speaking: See <i>'Week 1 Speaking Tasks'</i> to complete today's activities.</p>	<p>Fitness See <i>'Week 1 Fitness Activities'</i> page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <hr/> <p>English Reading: 10-15 minutes</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Writing: See <i>'Week 1 Writing Tasks'</i> to complete today's activities.</p> <p>Spelling: See <i>'Week 1 Spelling Tasks'</i> to complete today's activities.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story What If You Had An Animal Nose!?</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Speaking: See <i>'Week 1 Speaking Tasks'</i> to complete today's activities.</p> <p>Handwriting: Watch the following</p>	<p>Fitness See <i>'Week 1 Fitness Activities'</i> page to complete today's <u>skill focus</u> and <u>daily workout</u> activity, including the <u>self-reflection task</u>.</p> <hr/> <p>English Reading: 10-15 minutes</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Writing: See <i>'Week 1 Writing Tasks'</i> to complete today's activities.</p> <p>View the story Dogger in preparation for writing next week.</p> <p>Brain Break: Get your fruit, grab your water and have a break while listening to the story What If You Had Animal Teeth!?</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Spelling: See <i>'Week 1 Spelling Tasks'</i> to complete today's activities.</p> <p>Speaking: See <i>'Week 1 Speaking Tasks'</i> to complete today's activities.</p>

	<p>and complete the activities in it. Upload your work onto Seesaw.</p> 	<p>Grammar: Find examples of compound sentences with a contraction in a book of choice on Reading Eggs/Reading Eggspress. No need to upload onto Seesaw.</p> <p>Comprehension: You will complete all of the comprehension questions for “Once there was a boy” together as a class in your class zoom session.</p>	<p>video:https://youtu.be/EggwVAK4Ur8</p>  <p>Complete the handwriting sheet. Take a photo and upload it to Seesaw. Your teacher will mark your handwriting using the handwriting criteria sheet.</p> <p>See ‘Handwriting Marking Criteria’ sheet.</p>	<p>Stage 1 Virtual Assembly: 11:00am See your teacher for the Zoom link.</p>
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Break

MIDDLE	<p style="text-align: center;">Mathematics</p> <p>See ‘Week 1 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: <u>Skipping</u></p>  <p>Pull out your <i>imaginary</i> skipping ropes (or a real one if you have one) and see how long you can skip for. Can you do any tricks such as skipping on one foot?</p>	<p style="text-align: center;">Mathematics</p> <p>See ‘Week 1 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: <u>Charades</u></p>  <p>Ask someone in your house to play a game with you. You need to do some acting and they need to guess what you are doing. Here are some ideas:</p> <ul style="list-style-type: none"> ★ You’re driving a car ★ You’re blowing out bubbles ★ A bee is buzzing around you ★ You just met someone famous 	<p style="text-align: center;">Mathematics</p> <p>See ‘Week 1 Mathematics Tasks’ to complete today’s activities.</p> <p>Learning intention: We are learning to interpret information presented in lists, tables and picture graphs. Success criteria: I can record observations based on tables and picture graphs developed from collected data.</p> <p>Watch video to learn about data: https://vimeo.com/600648557</p>  <p>Data is a collection of facts about something. Data can be numbers, words or facts. When data is collected, it can be organised and often presented as a display, list,</p>	<p style="text-align: center;">Mathematics</p> <p>See ‘Week 1 Mathematics Tasks’ to complete today’s activities.</p> <p>Learning intention: We are learning to describe and interpret data displayed in simple tables and picture graphs. Success criteria: I can represent data in a picture graph using equal spacing, same-sized symbols and a key.</p> <ol style="list-style-type: none"> 1. Watch video: https://youtu.be/yZJR2MzkBrU  <ol style="list-style-type: none"> 2. Play the ‘Jewel Dive’ game: https://toytheater.com/jewel-diver/
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			<p>picture graph, tables.</p> <p>Some graphs have a key. The key tells you what each picture or symbol represents.</p> <ol style="list-style-type: none"> 1. Go to SeeSaw activities and complete '<i>data activity 1</i>'. 2. Look at the first slide of the picture graph for 'Class 2G's Favourite Mammals'. Can you identify the different features of a picture graph? 3. Complete the table and use the picture graph to answer the questions. <p> Mangahigh: Log in and complete assigned activity - "<i>Interpret and construct pictograms</i>"</p> <p>Brain Break:  <u>Secret handshake</u> Create a secret handshake with someone in your house. See if you can remember it at dinner time, then before you go to bed.. You can keep adding to it to make it longer.</p>	 <ol style="list-style-type: none"> 3. Show your data collected from the 'Jewel Dive' game in your choice of either a <i>bar graph</i>, <i>picture graph</i>, <i>tally</i> in your book/paper. 4. Take a photo and upload your data onto SeeSaw. 5. Go to SeeSaw activities and complete '<i>Spin, tally, graph + interpret data</i>'. <p> Mangahigh: Log in and complete assigned activity - "<i>Adding & subtracting up to 20 Sundae Times Lite</i>"</p> <p>Brain Break:  <u>Indoor bowling</u> Find a space in your home to set up a makeshift bowling lane. Collect items to use as "pins" (try empty water bottles or toys) and use a small ball to knock them down!</p>
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Break

AFTERNOON	<p style="text-align: center;"><u>PDHPE</u></p> <p>See '<i>Week 1 Key Learning Areas Afternoon Tasks</i>' to complete today's activities for <u>PDHPE</u>.</p>	<p style="text-align: center;"><u>Creative Arts</u></p> <p>See '<i>Week 1 Key Learning Areas Afternoon Tasks</i>' to complete today's activities for <u>Creative Arts</u>.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>See '<i>Week 1 Key Learning Areas Afternoon Tasks</i>' to complete today's activities for <u>Geography</u>.</p>	<p style="text-align: center;"><u>Science and Technology</u></p> <p>See '<i>Week 1 Key Learning Areas Afternoon Tasks</i>' to complete today's activities for <u>Science and Technology</u>.</p>
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WEEK 1 FITNESS ACTIVITIES

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

Skill focus: Side Gallop



Video demonstration: <https://youtu.be/la5VS5-oQ8Q>

Instructions/Components of side gallop:



1



2



3

4

5

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. Weight on the balls of the feet.
4. Hips and shoulders point to the front.
5. Head stable, eyes focused forward or in the direction of travel.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by side galloping from one edge of an area to the other side.	<input type="checkbox"/> Practice skill setting up a cone or an object similar, and side gallop around it and back to starting point.	<input type="checkbox"/> Practice skill by throwing object and side gallop to collect it.	<input type="checkbox"/> Practice skill by side galloping in different directions.	<input type="checkbox"/> <u>FILM</u> and <u>UPLOAD</u> to Seesaw a video of yourself demonstrating the side gallop in your backyard (or inside) for 30 seconds – 1 minute. <input type="checkbox"/> Complete self-reflection sheet.

Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
Click here 	Click here 	Click here 	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: Arm crossover

Stand up tall. With your arms straight out and in line with your shoulders, move your arms in front of your body, cross them over, then move them out to the side again. Can you march on the spot while doing your arm crossover?

Activity 2: Crab kicks

Sitting on your bottom, bend your legs and place your hands flat on the ground behind your bottom. Point your fingers towards your heels. With strong arms, lift your bottom off the ground. Kick one leg up in the air, place it down, then repeat with the other leg.

Activity 3: Side bunny hops

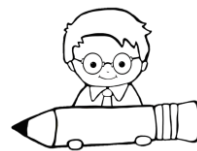
Start in a tuck position with your bottom off the floor. Place some socks beside your feet. With your hands flat on the floor in front of you, straight arms, and your knees/ankles together, lean forward and kick your bottom with your heels as you do some side bunny hops over the socks.

<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday
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YEAR 2

WEEK 1 WRITING TASKS



Learning Intention – We are learning to compose texts using personal experience and topic knowledge to express opinions.


This is because my audience needs to be able to read my writing for enjoyment and further engage them.


Success Criteria – I am successful if I can include:

- ✓ a simple orientation to indicate time and setting
- ✓ learnt ideas about connection to places
- ✓ adjectives, figurative language, synonyms, homophones and onomatopoeia

This week's task:

Write a response about a special place (park, school, library) that you're connected to and why it is important to you?

Monday	PUBLIC HOLIDAY																				
Tuesday	<p>On Zoom with Year 2 at 10:00am, we will be going through:</p> <ul style="list-style-type: none"> • Students refer to previous videos and slides of adjectives, figurative language, synonyms and homophones • Introduction of onomatopoeia. <ul style="list-style-type: none"> ○ What is onomatopoeia? Onomatopoeia appeals to the sense of <i>hearing</i>, and writers use it to bring a story or poem to life in the reader's head. Examples: Kaboom! Zoom! Pop! Boo! Kapow! Kaching! Can you think of some? ○ View the videoclip on onomatopoeia and remember the ones that got stuck in your head for later. https://youtu.be/FBQCgjo1QTU (By Jack Hartmann) ○ AFTER VIEWING (in break out rooms): <ul style="list-style-type: none"> - How many onomatopoeias can you recall? Write them down with an exclamation mark (!) - Choose one of the words and illustrate it on a whole page. Use lots of colour and your imagination. Include an exclamation mark (!) for effect. • Task: Go and get your favourite toy. Create an action with it and make a sound to match. • Co-construct a sentence with your class and teacher about what happened in the text, how the girl feels and how the girl is connected to the place. 																				
Wednesday	<p>Vocabulary: The following words will be in the story we are about to read. The meanings will help you to understand the story better.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">word</th> <th style="text-align: left;">definition</th> </tr> </thead> <tbody> <tr> <td>moral</td> <td>teaches us a lesson, usually by telling a story.</td> </tr> <tr> <td>island</td> <td>a piece of land that is completely surrounded by water.</td> </tr> <tr> <td>reconciliation</td> <td>to make peace and forgive.</td> </tr> <tr> <td>ancient</td> <td>very, very old.</td> </tr> <tr> <td>sapotes</td> <td>seeds that taste like chocolate</td> </tr> <tr> <td>mangrove tree</td> <td>a mangrove is a small tree that grows in salt water near the sea.</td> </tr> <tr> <td>startled</td> <td>worried, anxious, shocked surprised</td> </tr> <tr> <td>vanished</td> <td>disappeared</td> </tr> <tr> <td>kauri shell</td> <td></td> </tr> </tbody> </table>	word	definition	moral	teaches us a lesson, usually by telling a story.	island	a piece of land that is completely surrounded by water.	reconciliation	to make peace and forgive.	ancient	very, very old.	sapotes	seeds that taste like chocolate	mangrove tree	a mangrove is a small tree that grows in salt water near the sea.	startled	worried, anxious, shocked surprised	vanished	disappeared	kauri shell	
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kauri shell																					

	<ul style="list-style-type: none"> View the story 'Once There Was A Boy' by Dub Leffler: https://youtu.be/NqyVPGHgXv0  <ul style="list-style-type: none"> Making predictions: Pause at the cover page. (0.1 seconds) Think carefully about your answer. What do you think this story is going to be about? Why do you say that? What are the clues? Share your thoughts with a family member or in our Zoom Writing lesson.
<p>Thursday</p>	<p>Writing task: Write about a time when you have done something you were told not to do. How did you feel when you were discovered? How you could relate to the way the girl feels in the story?</p> <p>Plan: Use your 5 senses</p> <p>Compose: Use your plan to write about the time you did something when you were told not to do. Use past tense, contractions, compound sentences with conjunctions (FANBOYS), similes, adjectives and at least one onomatopoeia.</p>
<p>Friday</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>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 1 SPELLING TASKS



Learning Intention – I am learning how to spell words with the digraphs 'ph' and 'gh'

Success Criteria – I can spell, read and write words with the digraphs 'ph' and 'gh' correctly.

Tuesday



Watch the video which focuses on the digraphs 'ph' and 'gh'

<https://youtu.be/IJ0V4peFU4s>

Read through the spelling words which focus on words with digraph 'ph' as in *graph* and 'gh' as in *tough*.

Write the heading 'Monday spelling' in your workbook and practise writing your spelling words. You may choose to type it.

Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Wednesday

Spelling: Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Thursday

Spelling: Choose 2 activities from the spelling grid to complete. You **DO NOT** need to post this on Seesaw.

Friday

Complete "Year 2 Spelling and Grammar Kahoot" **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 only.

2M: 05111503

2K: 04638313

2T: 02920289

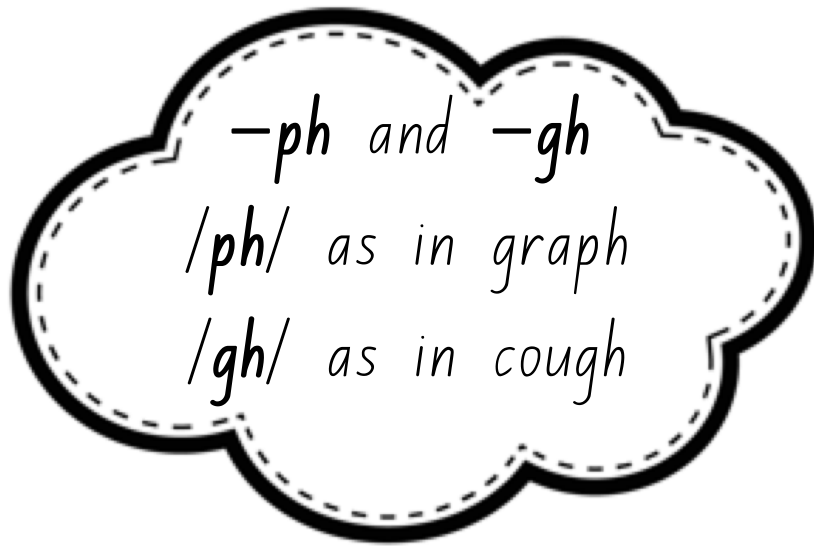
2S: 02155421

2H: 06230699

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.

Activity Grid



Spelling Words

- | | | |
|--------------|------------|-------------------|
| 1. close | 6. rough | 11. paragraph |
| 2. different | 7. enough | 12. triumph |
| 3. many | 8. morph | 13. autograph |
| 4. graph | 9. cough | 14. metamorphosis |
| 5. laugh | 10. trough | 15. tough |

Extension

- | | |
|----------------|------------------|
| 1. appreciate | 4. persevere |
| 2. challenging | 5. independently |
| 3. enjoyable | |

Using your spelling words, count how many of each letter you have in your list.

Letters in my spelling list	Number
A	45
B	3
C	6
D	14
E	67

Find words in books that match your weekly phoneme.

With an adult in your house, trace your spelling words on your partner's back and let them guess what word you are spelling. Take turns



Write your spelling words forwards and then backwards.



Write a story using as many of your spelling words as you can. Make sure you underline your spelling words.

Skip and spell your spelling words, saying one letter for each jump! How many words can you spell before you get puffed out?

Write your spelling words once with your left hand and once with your right hand.



wool

Use wool, string or playdough to build your spelling words. Shape each letter in the word.

Create your own word-search / find-a-word puzzle using as many of your spelling words as you can.

YEAR 2
WEEK 1 SPEAKING TASKS



Learning Intention – I am learning how to plan, compose and present a speech about how I felt about learning from home.

Success Criteria – I am successful if I can:

- Plan my speech using dot points.
- Write, edit and publish my speech with no spelling and punctuation mistakes.
- I can present my speech using the skills of a good speaker.

Tuesday

For this week's speaking task you are going to write and present a 2 minute speech on how you felt about learning from home in Term 3.

Plan your speech by using dot points to answer the following prompts.

What did you enjoy the most about learning from home and why?	What did you struggle with the most and why?	What did learning from home make you appreciate more and why?	If you could change one thing in the activities, what would it be and why?

Wednesday

Use the plan from Monday to write your speech in your work book. Remember to use conjunctions (FANBOYS) and adjectives to make your speech interesting. Revise and edit your speech by reading it out loud to make sure it makes sense. Check for spelling and punctuation mistakes.

Thursday

Practise your speech more than once using the skills of a good speaker.
Pace: maintain an appropriate pace, like how you would normally speak to your teachers.
Eye contact: challenge yourself by maintaining as much eye contact as you can.
Volume: you should be loud enough for the recording to be nice and clear.
Gesturing: small hand gestures that emphasise or making a point.

Friday

Practise your speech more than once before recording yourself. Post the recording onto Seesaw. **Optional:** post your published speech on Seesaw. Remember to use the skills of a good speaker.





Year 2

WEEK 1 MATHEMATICS TASKS



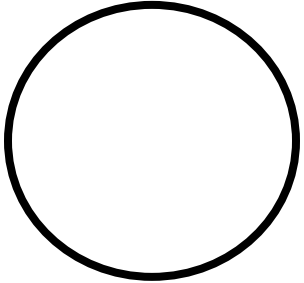
<p>Tuesday Scan the QR code to watch the video. https://youtu.be/87Aoil-tmSU</p> 	<p>Topic: <i>Fractions</i> Learning Intention: We are learning to recognise when objects and shapes have been shared into halves, quarters, or eighths.</p> <ol style="list-style-type: none">1. Scan the QR code to watch Tuesday's Fraction lesson.2. Complete "Fractions" worksheet. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Use fractions"</p>
<p>Wednesday Scan the QR code to watch the video. https://youtu.be/X-hVCoWcILU</p> 	<p>Topic: <i>Fractions</i> Learning Intention: We are learning to recognise when a collection has been shared into halves or quarters.</p> <ol style="list-style-type: none">1. Scan the QR code to watch Wednesday's Fraction lesson.2. Complete 'Fractions of a Collection' worksheet. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Introducing quarters - Beavers, Build It"</p>
<p>Thursday Scan the QR code to watch the video.</p>  	<p>Topic: <i>Data</i> Learning Intention: We are learning to interpret information presented in lists, tables and picture graphs. Success Criteria: I can record observations based on tables and picture graphs developed from collected data.</p> <ul style="list-style-type: none">• Data is a collection of facts about something. Data can be numbers, words or facts. When data is collected, it can be organised and often presented as a display, list, picture graph, tables.• Some graphs have a key. The key tells you what each picture or symbol represents. <ol style="list-style-type: none">1. Scan the QR code and watch video to learn about data: https://vimeo.com/6006485572. Go to Seesaw activities and complete 'Data Activity 1'.3. Look at the first slide of the picture graph for 'Class 2G's Favourite Mammals'. Can you identify the different features of a picture graph?4. Complete the table and use the picture graph to answer the questions. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Interpret and construct pictograms"</p>
<p>Friday Scan the QR code to watch the video.</p>  	<p>Topic: <i>Volume</i> Learning Intention: We are learning to describe and interpret data displayed in simple tables and picture graphs. Success Criteria: I can represent data in a picture graph using equal spacing, same-sized symbols and a key.</p> <ol style="list-style-type: none">1. Scan the QR code and watch the video: https://youtu.be/yZJR2MzkBrU2. Play the 'Jewel Dive' game: https://toytheater.com/jewel-diver/3. Show your data collected from the 'Jewel Dive' game in your choice of either a bar graph, picture graph or tally in your book/paper.4. Take a photo and upload your data onto Seesaw.5. Go to Seesaw activities and complete 'Spin, tally, graph + interpret data'. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Adding & subtracting up to 20 Sundae Times Lite"</p>

Fractions

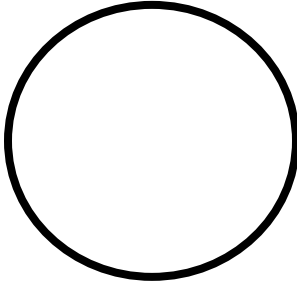
Name: _____

Partition the shapes.

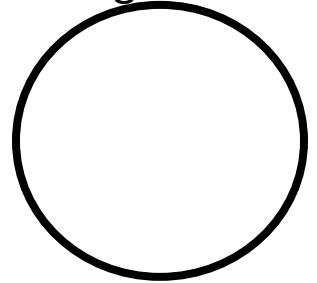
Halves



Fourths



Eighths



Partition the shapes.

Halves



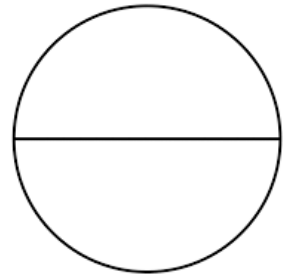
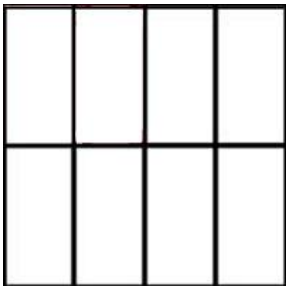
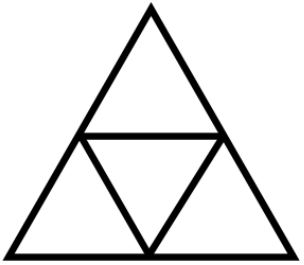
Fourths

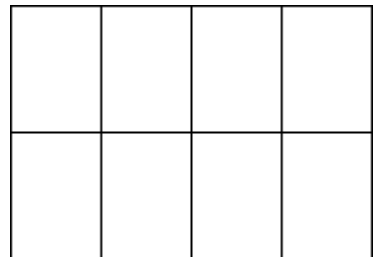
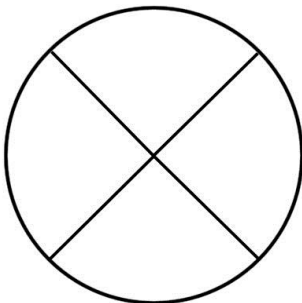
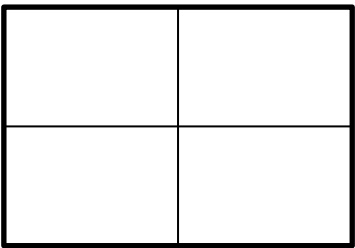


Eighths

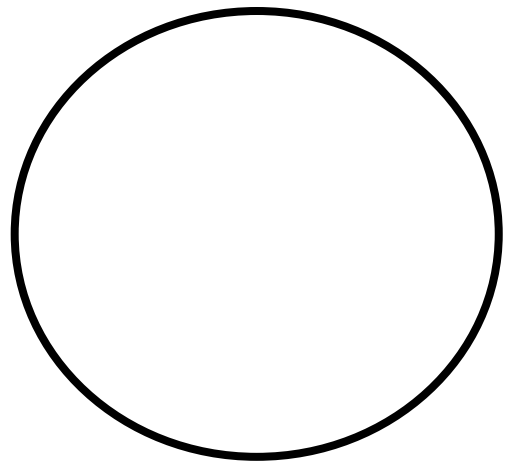


Write halves, fourths, or eighths to name each fraction.

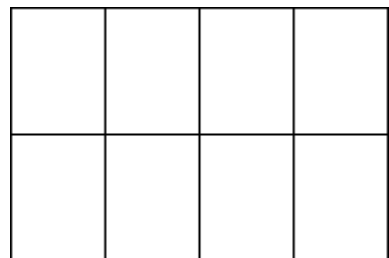
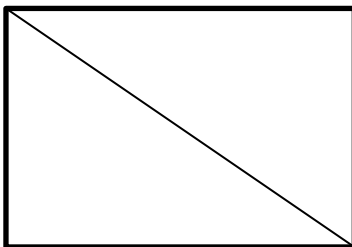
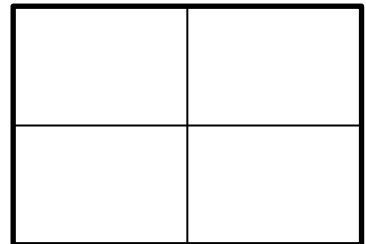




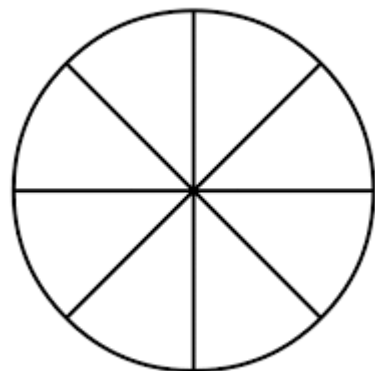
Mark wants to share his cookie cake with 3 friends. Partition the cookie into quarters.



Pamela wants to cut her turkey sandwich in half. Circle the sandwich that shows halves.



Suzy cut one pie into eighths. How many pieces of pie does she have now?



_____ pieces of pie



YEAR 2 - TERM 4 - WEEK 1 KEY LEARNING AREAS TASKS

TUESDAY

Watch the following reading 'A Germ's Journey' by Thom Rooke. www.bit.ly/agermsjourney
Using all your knowledge about germs, create your own germ monster on the worksheet provided.

PDHPE



A Germ's Journey

WEDNESDAY

Activity 1: Watch the following video and complete your Seesaw activity.
<https://youtu.be/iWbeGKfalk>

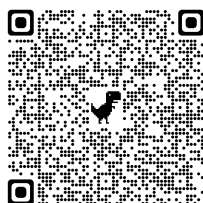
**CREATIVE
ARTS – MUSIC**



THURSDAY

Did you know you could tour the globe on a world cruise?
Imagine you are asked to plan a trip around the world.

GEOGRAPHY




Ports around the world

You must visit every continent and sail over every ocean.

Plan your trip so you travel in one direction, take the shortest route and end up where you started.

Can you cruise around the world?



Using prior knowledge of Continents and Oceans, view the ports in the world and plan a trip around the world (to view name of port, click on the  and it should appear on the left side): <https://bit.ly/3k4PFmy>

View worksheet and list the oceans and continents your cruise ship has visited. Remember to find one place to stop in each continent using the link above and what you have learnt (prior knowledge).

At the end, draw your journey on the map and upload onto Seesaw.

FRIDAY

Term 4 Science Inquiry Focus: What are materials? What properties do materials have?

SCIENCE



Learning intention: We are learning to observe objects, and describe properties of materials.
Success criteria: I can understand that science is used in daily life, such as when appropriate are used for objects.



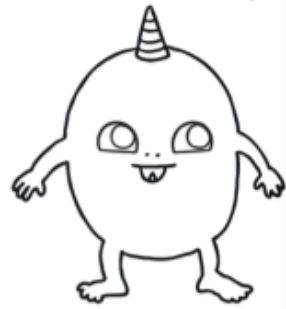
Science video

1. Watch video: https://youtu.be/340MmuY_osY
2. Go and gather different materials (metal, plastic, wood, natural material, fabric, etc) around your home. Look at these materials and think about these questions:
 - What are materials?
 - What materials are these objects made from?
 - How would I describe them?
 - What are the properties of materials? (*think about colour/texture/flexibility)
3. Go to **Seesaw activities** and fill out the first page of the topic wheel filling out what you know about materials and what you know about properties of materials.

Investigation: Get at least **8** objects from around your house and write the name and material in the first 2 columns in the second page of the science worksheet in **Seesaw activities**. Get a water dropper or a cup filled with water to test some of the properties such as 'waterproof'

and 'absorbent' for your chosen objects. Give each a  or a  if they are either **strong, waterproof, stretchy, bendy, absorbent, see-through, soft, smooth.**

My Germ Monster



My Germ Monster's name is:

My Germ Monster can:


My Germ Monster's weaknesses are: (What can people do to get rid of your germ monster?)

Introducing Fractions

Fractions of a Collection


Find half of these amounts. Use counters or buttons to help, or draw a circle around half to find the answer. The first one has been done for you.

8 sweets half of 8 is 4 $\frac{1}{2}$ of 8 = 4




half of is $\frac{1}{2}$ of =

kites




half of is $\frac{1}{2}$ of =

cats




half of is $\frac{1}{2}$ of =

flowers



half of is $\frac{1}{2}$ of =

trees



half of is $\frac{1}{2}$ of =

stars




Introducing Fractions

Fractions of a Collection


Find half of these amounts. Use counters or buttons to help, or draw a circle around half to find the answer. The first one has been done for you.

8 sweets half of 8 is 4 $\frac{1}{2}$ of 8 = 4



half of is $\frac{1}{2}$ of =

kites



half of is $\frac{1}{2}$ of =

cats



Now try these:

Draw 12 stars then find half.

Draw 16 flowers then find half.

Handwriting Marking Criteria

Your teacher will mark your handwriting using the following criteria:

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Excellent</i>
<u>Letter Formation</u> 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.
<u>Usage</u> 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.
<u>Sizing</u> 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.
<u>Line Awareness</u> 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.
<u>Neatness</u> 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.

Trace over the letters then rewrite them on the line underneath. Look at the lines and form your letters using the correct formation.

Remember to complete the last sentence.

Thursday

gh gh gh ph ph ph

trough trough paragraph paragraph laugh

triumph triumph morph morph laugh

Always cough into

You will need an atlas or a world map.

- 1 List the continents and oceans and mark them on your map. (Page 4)
- 2 Find one place to stop in each continent. It should be a port (town or city with a harbour).

Oceans	Continents	Port

Draw your journey on the map.



Week 1 - Side gallop Self-Reflection



I can:			
<ul style="list-style-type: none"> Keep a smooth rhythmical movement. 			
<ul style="list-style-type: none"> Both feet are off the ground for a brief period. 			
<ul style="list-style-type: none"> Weight on the balls of the feet to take a step. 			
<ul style="list-style-type: none"> Make sure hips and shoulders point to the front. 			
<ul style="list-style-type: none"> Keep head up, eyes focused forward or in the direction of travel. 			
<p>My side gallop looks right.</p>			
<p>I did my best.</p>			
<p>I can teach someone how to do a side gallop.</p>			

Why is it important to learn how to do a side gallop?

In which sport might I do a side gallop?

What I enjoyed the most during fitness this week:

Week 1 - Spelling and Grammar Quiz

1. Find the missing word. I have been eating apples every day but tomorrow I will have something _____.
a) different
b) diferent
c) diffarent
d) difarent
2. Find the missing word. My aunt gave me some _____ medicine when I felt sick.
a) coff
b) couf
c) cough
d) cuogh
3. Find the missing word. My best friend makes me _____ so hard that my stomach hurts.
a) larf
b) laf
c) laugh
d) luagh

4. Which spelling word matches the pictures below?



- a) signature
b) autograf
c) autograph
d) autograph
5. Unjumble the letters to make one of your spelling words: gparharahp
a) paragraf
b) paragraph
c) pharagraph
d) paraghraf

6. Unjumble the letters to make one of your spelling words: losce
a) cloes
b) sloce
c) close
7. Unjumble the letters to make one of your spelling words: htogur
a) trough
b) rought
c) ghrou
8. The word "triumf" is spelt correctly.
a) true
b) false
9. The word "metamorfisis" is spelt correctly.
a) true
b) false
10. Write the correct spelling for the word "metamorfisis".

Write your answer here:

-
11. Find the correct contraction: I (will not) be eating chocolate today.
a) willn't
b) won't
c) wont
d) wo'nt
 12. Find the correct contraction: Did you know that (he is) seven years old?
a) his
b) hes'
c) hes
d) he's

13. Find the correct contraction: I heard that (you are) going on a cruise.
- a) yo're
 - b) you're
 - c) your
 - d) youre
14. Find the correct contraction: You probably (should not) touch that.
- a) shoould'nt
 - b) shouldnt
 - c) shouldn't
 - d) shoudn't
15. Find the correct contraction: I (did not) grow tall because I ate too little fruit and vegetables.
- a) don't
 - b) didn't
 - c) did'nt
 - d) din't
16. Find the correct contraction: (It is) a good day to be together.
- a) it's
 - b) its
 - c) it'is
 - d) i'ts
17. Complete the sentence with the correct contraction: Dr Seuss _____ want to wear his stripy shirt.
- a) did not
 - b) don't
 - c) didn't
 - d) wont
18. Complete the sentence with the correct contraction: Lucy ate so much for dinner that she _____ feeling very well.
- a) didn't
 - b) was not
 - c) are not
 - d) wasn't