

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

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	<p>Optional: Question time at 9:30am</p> <p>Fitness See 'Week 2 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English Reading: 10-15 minutes</p>   <p>Writing: Year 2 Zoom at 10:00am See 'Week 2 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 2 Spelling Tasks' 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 Feet!? by Sandra Markle</p> 	<p>Fitness See 'Week 2 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 2 Writing Tasks' 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 Hair!? by Sandra Markle</p>   <p>Spelling: See 'Week 2 Spelling Tasks' to complete today's activities.</p>	<p>Optional: Question time at 9:30am</p> <p>Fitness See 'Week 2 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 2 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 2 Spelling Tasks' 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 Tongue!? by Sandra Markle</p> 	<p>Fitness See 'Week 2 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 2 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 2 Spelling Tasks' 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 Tail!? by Sandra Markle</p>  	<p>Fitness See 'Week 2 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity, including the self-reflection task.</p> <p>English Reading: 10-15 minutes</p>   <p>Writing: See 'Week 2 Writing Tasks' 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 T-Rex Teeth!? And Other Dinosaur Parts by Sandra Markle</p>   <p>Spelling: See 'Week 2 Spelling Tasks'</p>



Speaking: See “**Week 2 Speaking Tasks**” to complete today’s activities.

Grammar: Watch and complete the task at the end of the video. Upload your work to Seesaw



Speaking: See “**Week 2 Speaking Tasks**” to complete today’s activities.

Grammar:
Find examples of compound sentences with the contraction ‘will’ in a book of choice or on Reading Eggs/Reading Eggspress. No need to upload onto Seesaw.



Speaking: See “**Week 2 Speaking Tasks**” to complete today’s activities.

Comprehension:
You will complete all of the comprehension questions for the story “**Possum magic**” together as a class in your class zoom session.

Speaking: See “**Week 2 Speaking Tasks**” to complete today’s activities.

Handwriting: Watch the following video:
<https://youtu.be/V1kg71zqYoE>



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

See ‘*Handwriting Marking Criteria*’ sheet.

to complete today’s activities.

Speaking: See “**Week 2 Speaking Tasks**” to complete today’s activities.

Stage 1 Virtual Assembly:
11:00am
See your teacher for the Zoom link.

Break

MIDDLE

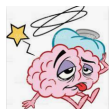
Mathematics

See ‘**Week 2 Mathematics Tasks**’ to complete today’s activities.

Brain Break:

Simon Says

Ask someone in your house to play Simon Says with you. You need to ask them to do some actions, such as “Simon Says put your hands on your head” but if you don’t say “Simon Says” first and they do it, they’re out. Take turns. If you don’t have anyone to play with,



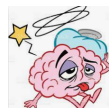
Mathematics

See ‘**Week 2 Mathematics Tasks**’ to complete today’s activities.

Brain Break:

GoNoodle

Get Footloose with the kids from GoNoodle
[Footloose NTV GoNoodle](#)



Mathematics

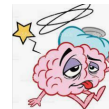
See ‘**Week 2 Mathematics Tasks**’ to complete today’s activities.

Brain Break:

Learn to Juggle

Do you know how to juggle? Would you like to learn? This will take lots and lots of practise but you can start off by watching this video [How to Juggle for Kids](#). You will need:

- ★ 2 scarves; and
- ★ 2 balls small enough to fit



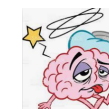
Mathematics

See ‘**Week 2 Mathematics Tasks**’ to complete today’s activities.

Brain Break:

Cosmic Kids

Get up from your chair and stretch your crinkles out with [Spooky Yoga](#).

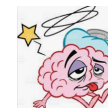


Mathematics

See ‘**Week 2 Mathematics Tasks**’ to complete today’s activities.

Brain Break:
Balance Break

Get a plastic or paper plate and balance it on your head while you walk across the room, keeping the plate in place. Make it trickier by adding something to the plate, like a piece of fruit or a small soft toy.



	<p>you can play along with this video Simon Says.</p> 		<p>in your hands, like tennis balls.</p> 		
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Break

AFTERNOON	<p style="text-align: center;"><u>Science & Technology</u></p> <p>See <i>'Week 2 Key Learning Areas Afternoon Tasks'</i> to complete today's activities for <u>Science and Technology</u>.</p>	<p style="text-align: center;"><u>PDHPE</u></p> <p>See <i>'Week 2 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 2 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 2 Key Learning Areas Afternoon Tasks'</i> to complete today's activities for <u>Geography</u>.</p>	<p style="text-align: center;">Catch up session for all incomplete tasks</p>
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WEEK 2 FITNESS ACTIVITIES

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

Skill focus: Skip



Video demonstration: <https://youtu.be/R5tFXsrzbCs>

Instructions/Components of skip:



1



2



3



4



5

1. Show a rhythmic step-hop.
2. Land on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. Head and trunk stable, eyes focused forward.
5. Arms relaxed and swing in opposition to legs.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by skipping from one edge of an area to the other side.	<input type="checkbox"/> Practice skill setting up a cone or an object similar, and skip around it and back to starting point.	<input type="checkbox"/> Practice skill by throwing an object and skip to collect it.	<input type="checkbox"/> Practice skill by skipping in different directions.	<input type="checkbox"/> FILM and UPLOAD to Seesaw a video of yourself demonstrating the skip 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: Star jumps with claps
Do some star jumps on the spot. Start in a star shape, then jump so that your feet come back together, and bring your arms above your head to clap. Repeat this! See how many claps you can do in 20 seconds.

Activity 2: Jogging with taps
Jog forward for five steps. Tap the ground, then jog back for five steps and tap the ground.

Challenge: Jog moving forward and back without tapping the ground.

Activity 3: Three frog hops
Stand tall with your legs out wide. Touch the ground with both hands, then jump up high and repeat. Make your best frog sounds!

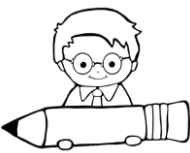
Challenge: Reach high instead of jumping.

<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 2 WRITING TASKS



Text: 'Dogger' by Shirley Hughes

Overview: A classic picture book from award-winning author-illustrator Shirley Hughes tells the endearing story of how Dogger, the much loved toy dog, was lost and finally found again.

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

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

Success Criteria (SC) – What I'm looking for (WILF):

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

Task: You were out in the park with your family and the family pet. The pet got lost and after a few days had passed, a stranger found him/her and returned him/her to you. Write a letter to a family member telling them all about this terrible experience.

On Zoom with Year 2 at 10:00am, we will be going through:

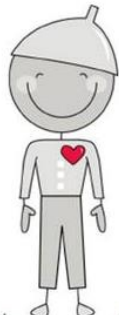
- Revision of similes and onomatopoeia.
- Introduction of metaphors.

Monday

Simile

A comparison of two different things using the words, "like" or "as".

Example:
On her first day of school, Jane was as cool as a cucumber.




WordNerdSpeechTeach

Metaphor

A comparison of two different things that DOES NOT use the words "like" or "as".

Example:
Noah has a heart of a lion.



WordNerdSpeechTeach

- View the YouTube video clip about metaphors. You can use some of these in your writing or create your own. <https://youtu.be/kOOFBAic5kw>
- Co-construct a sentence with your teacher and class about how Dogger was lost and found.



Tuesday

View the clip about metaphors again before viewing the story (See Monday).

View the story 'Dogger' by Shirley Hughes on YouTube:
<https://youtu.be/jNOYgRf5jes>

Writing Task: You were out in the park with your family and the family pet. The pet got lost and after a few days had passed, a stranger found him/her and returned him/her to you. Write a letter to a family member telling them all about this terrible experience.



	<p>Success Criteria: Reread the WALT, TIB and WILF at the top of the page.</p> <p>Plan: Plan 4 paragraphs with the heading of orientation, complication/problem, resolution, ending/conclusion. Write keywords underneath each of these headings.</p>
Wednesday	<p>Compose:</p> <p>Use your plan with the 4 headings to begin composing your letter to your family member about your experience of losing your pet.</p>
Thursday	<p>Revise and edit:</p> <p>Structure of a letter. Your letter must have: A greeting: Dear..... (person's name) <i>Skip a line</i></p> <p>Paragraph 1- Orientation Who were you with? When and where did you go? What type of pet did you take with you and what was its name? What did you do there? (3 sentences) <i>Skip a line</i></p> <p>Paragraph 2-Complication/Problem-What was the problem? How did it happen and how did it make you feel? (3 sentences) <i>Skip a line</i></p> <p>Paragraph 3- Resolution How was the problem solved? Include how the pet was returned to you and how that person's actions made you feel? (2-3 sentences) <i>Skip a line</i></p> <p>Paragraph 4-Ending/Conclusion What have you learnt from that experience? How can you help others? <i>Skip a line</i></p> <p>End your letter with: From..... (write your name)</p> <p>Hint: Your writing should include interesting adjectives, at least two similes, powerful synonyms, common error homophones must be used correctly, at least one example of onomatopoeia and one or two metaphors. Write in the past tense.</p>
Friday	<p>Publish and upload to Seesaw.</p>

YEAR 2
WEEK 2 SPELLING TASKS



Learning Intention – I am learning how to spell words with the split digraph 'i_e'.

Success Criteria – I can spell, read and write words with the split digraph 'i_e'.

Monday



Click the link below, or use the QR code to watch the video which shows some examples of words with the split digraph 'i_e'.

https://youtu.be/JrGmlGB_54

Read through the spelling words.

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.

Tuesday

Spelling: 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

CHECK SEESAW FOR YOUR CLASS GAME PIN.

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.

YEAR 2
WEEK 2 SPEAKING TASKS



Learning Intention – I am learning how to plan, compose and present a speech to persuade the audience on whether or not zoos should be banned.

Success Criteria – I am successful if I can:

- Plan my speech using dot points.
- Write my speech using high modality words.
- Present my speech using the skills of a good speaker.










Monday	<p>Watch the recorded lesson where Miss Vo shows you how to write a persuasive speech. https://bit.ly/3tFu3Az</p> <p>Zoos can be a great place to see animals up close, but have you ever thought about how zoo animals got there? Some animals are kept in zoos to educate people, to repopulate the species and to be hospitalised or recover from an injury. Other times, animals are captured from the wild, taken away from their families and natural habitat. Does this mean zoos should be banned?</p> <p>Watch the video below which poses the question - should zoos be banned? https://youtu.be/1M1haw8KRk</p> <p>Task: Use the persuasive writing template attached to the learning pack to plan your speech. What is your opinion? Use your knowledge of living things (science), evidence from the video or your own research to find evidence to support your opinion. Use dot points to plan.</p>
Tuesday	<p>Write a 2 minutes speech talking about whether zoos should be banned. Try to convince the audience using high modality words. High modality words are words that convince the audience, below are some examples of high modality words you can use.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>absolutely always certainly clearly definitely has to</p> <p>have to must mustn't never obviously surely</p> <p>undoubtedly unquestionably will will not</p> </div>
Wednesday	<p>Edit, revise, publish.</p> <p>Edit your speech and make sure there are no punctuation or grammatical mistakes. Revise and publish your speech on palm cards.</p> <p>Optional: Post your speech on Seesaw.</p>
Thursday	<p>Practise your speech more than once, showing the skills of a good speaker.</p>
Friday	<p>Practise your speech more than once before recording yourself and posting it onto Seesaw.</p>



Year 2

WEEK 2 MATHEMATICS TASKS



<p>Monday Scan the QR code to watch the video. https://youtu.be/adnnEjLYt6s</p> 	<p>Topic: <i>Fractions</i> Learning Intention: We are learning to recognise when a collection has been shared into halves, quarters, or eighths.</p> <ol style="list-style-type: none"> 1. Scan the QR code to watch Monday's Fraction lesson. 2. Complete 'Finding Half and Quarter' worksheet. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity -</p>
<p>Tuesday Scan the QR code to watch the video. https://bit.ly/3A0rh1q</p> 	<p>Topic: <i>Money - Coins</i> Learning Intention: We are learning to count and order small Australian coins according to their value.</p> <ol style="list-style-type: none"> 1. Scan the QR code to watch the video on 'Australian Coins'. 2. Complete TWO worksheets "Coins and Values" and "Coin Rubbing". <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity -</p>
<p>Wednesday Scan the QR code to watch the video. https://bit.ly/3k5xYUe</p>   	<p>Topic: <i>Money - Coins</i> Learning Intention: We are learning to recognise that there are 100 cents in \$1 and 200 cents in \$2.</p> <ol style="list-style-type: none"> 1. Scan the QR code to watch the video. 2. While watching the video, think: Does the size of money matter? For example, is the biggest coin always the one with the highest value? 3. Investigate how many ways you can make \$1 using all the coins you can find in your house. For example: <ul style="list-style-type: none"> • 10 ten-cent coins • 20 five-cent coins. <p style="text-align: center;"><i>How else can you make \$1?</i></p> 4. Take a picture and upload to Seesaw. <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity -</p>
<p>Thursday Scan the QR code to watch the video.</p>    <p style="text-align: center;">Activities</p>	<p>Topic: <i>Chance</i> Learning Intention: We are learning to understand the language of chance. Success Criteria: I can describe possible everyday events and order their chance of them occurring.</p> <ol style="list-style-type: none"> 1. Scan the QR code to watch the video on chance: https://vimeo.com/605195697 2. ROCK, PAPER, SCISSORS: Find a family member and play 'rock, paper, scissors' to see which move is most likely the winning move. 3. Play 10 games of 'rock, paper, scissors' with a family member and record the winning move. 4. Based on your data, which move (<i>rock, paper, or scissors</i>) is most likely the winning move? Record this in your book or paper. 5. Go to Seesaw activities and complete "Everyday events - Chance and Probability". <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Add and subtract numbers up to 20"</p>
<p>Friday Scan the QR code to watch the video.</p> 	<p>Topic: <i>Chance</i> Learning Intention: We are learning to understand the language of chance. Success Criteria:</p> <ul style="list-style-type: none"> • I understand the meaning of impossible, unlikely, even chances, likely and certain. • I can use the language of chance to describe the likelihood of an event. <ol style="list-style-type: none"> 1. Before viewing the video, think about what is likely and what is unlikely. Is it likely to rain today? Is it more likely to rain when it's cloudy or when it's sunny? At what time of year is it most likely to be hot enough outside to go to the beach? When is it most likely you might go to the snow? 2. Scan the QR code to watch the video: https://youtu.be/7ZEyZJm3sLk

3. Choose one of the following words to describe the likelihood of an event in the table below happening.

- might happen
- will happen
- might happen
 - probably
 - certain

My aunt will visit this weekend	My bedroom will tidy itself
My cat will talk	The sun will rise tomorrow
I'll eat Brussel sprouts this week	I'll get a 6 if I roll a die
It will rain this afternoon	A female kangaroo has a pouch
Grass is green	My mum is older than I am
Things fall if you drop them	Everyone I know owns a dog

4. Go to Seesaw activities and complete "Chance 2".

Mangahigh: Login to www.mangahigh.com and complete assigned activity – "Use the language of probability"



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

MONDAY



SCIENCE & TECHNOLOGY

During Science this term we will be learning how to create a sequence of instructions (steps) to solve a problem. In the technological world, this is known as '**coding**'.

We are using a website called [Code.org](https://code.org). In order to complete the activities, you will need to login to your own account which your teachers have created for you. Here are the steps you need to follow:

A. Type 'code.org' into your browser, use [Code.org](https://code.org) or



B. Click on the  button in the top right corner.

C. Enter your class section code (sent to you on Seesaw) into the field and press 'Go'.

Enter your 6 letter section code

D. Find your name and enter your password (sent to you on Seesaw).

E. Complete the following lessons:

1. Digital Traits
2. Move It, Move It
3. Sequencing with Angry Birds.

F. Do NOT do any more than lessons 1-3. All your progress can be seen by your teacher.

G. Have FUN!!

TUESDAY

View the following video (<https://bit.ly/pdhchanges>) and complete the worksheet provided.

PDHPE



Activity

Compose a response to the following question:
Share one experience of how you have changed.

Question 1: Share an example of a change that you have experienced.
Answer 1:

Question 2: How did the changes make you feel?
Answer 2:

Question 3: How did you deal with or what were able to do after the changes happened?
Answer 3:

Full response:

WEDNESDAY

MUSIC



Twinkle Twinkle Little Star



Online xylophone



Watch the video on pitch



Water Xylophone Sound experiment: get 5-8 glasses of water and pour a little water in the first cup and slowly increase the water in each until you reach the last cup. You can also add in food colour.

Learn the first 30 seconds of 'twinkle twinkle little star' by tapping the cups/jars with a spoon **OR** use the online xylophone to create a song.

Record your song/tune and answer the the below reflection questions in your video before uploading to Seesaw:

- What did you notice?
- What was the difference between the jars with more water compared to less water?
- How do you think the sound is made? (think back to our Science lesson on sound)

THURSDAY

View the worksheet and complete independently.

Success criteria:

GEOGRAPHY

- Identify continents
- Identify parts of the globe and explain why Australia is called "The Land Down Under".
- Write or draw three things you have learnt. Choose one of those things and explain why it is important to you.

My Persuasive Prewriting Template

Introduction

Point of View/Argument: _____

Body

Reason 1: _____ _____ _____ _____	Reason 2: _____ _____ _____ _____	Reason 3: _____ _____ _____ _____
Evidence: _____ _____ _____ _____ _____	Evidence: _____ _____ _____ _____ _____	Evidence: _____ _____ _____ _____ _____

Conclusion



Spelling Words

- | | | |
|----------|------------|---------------|
| 1. place | 6. time | 11. decide |
| 2. water | 7. prize | 12. exercise |
| 3. other | 8. quiet | 13. describe |
| 4. like | 9. outside | 14. sanitise |
| 5. kite | 10. divide | 15. emphasise |

Extension

- | | |
|-------------|------------|
| 1. fraction | 4. divide |
| 2. halve | 5. equally |
| 3. quarter | |

Activity Grid

Spelling flower

Find a flower or tree and have a go at drawing it. Write each spelling word on the petals or leaves.



Recycled words

Go outside, find natural resources such as twigs, rocks, leaves or flowers that has fallen to the ground. Make your spelling words out of these resources.

Air Write

Write your spelling words in the air with your finger. Ask someone to read your words as you write. You could also ask someone to air write while you read their words.

Letter Jump

Create letter flashcards and lay them on the ground. Jump to each letter to spell the word.



Rainbow Writing

Write out your spelling words in rainbow colours.

Funny Voices

Spell each word aloud in a funny voice. For example, a robot voice or a squeaky voice.

Find-a-Word

Search through books to find your spelling words. Use tally marks to record how many times you find each word.

Spelling Swatter

Put letter cards on the floor. Using a flyswatter, swat the letters in the order to spell words.

Jumping Jacks

Spell the words aloud as you star jump - one jump for each letter.

Dot Writing

Write out each of your spelling words using dots.

Monday - Mathematics

Finding Half and Quarter



Circle $\frac{1}{2}$ of the caps.



Circle $\frac{1}{2}$ of the bottles.



Circle $\frac{1}{2}$ of the beetles.



Circle $\frac{1}{2}$ of the shoes.

Coins and Values

Draw a line to match the coins with their value in words. Colour in the coins to show how they look.



one dollar

five cents

fifty cents

two dollars

twenty cents

ten cents



Activity

Compose a response to the following question:

Share one experience of how you have changed.

Question 1: Share an example of a change that you have experienced.

Answer 1:

Question 2:
How did the changes make you feel?

Answer 2:

Question 3: How did you deal with or what were able to do after the changes happened?

Answer 3:

Full response:

Coin Rubbing

Rubbing coins is a wonderful and exciting way to see the pictures on them!

Step 1: Place the coin under the paper.

Step 2: Gently rub over the paper with a lead pencil.

Step 3: Keep rubbing until the picture appears!

--	--	--	--	--	--

5c

10c

20c

50c

\$1

\$2

Now try rubbing coins in different colours:

--	--	--	--	--	--

Next, rub the coins in order from largest value to smallest value:

--	--	--	--	--	--

Finally, rub the back of the coins:

--	--	--	--	--	--

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

ie ie ie ie ie ie

divide divide describe describe exercise

outside outside quite quite exercise

Always sanitise your hands after

Handwriting Marking Criteria

Your teacher will mark your handwriting using the following criteria:

	<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Excellent</u>
<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.

The Big Picture – looking at levels of understanding

ACHIEVING

Draw a line to match the continents with their names. Colour each continent a different colour.



The Big Picture – looking at levels of understanding

TAKING IT FURTHER

- 1 Label the Equator, North Pole, South Pole, Northern Hemisphere and Southern Hemisphere on the globe.
- 2 Explain why Australia is called 'The Land Down Under'.



Self-assessment

- 1 Write or draw three things you learnt in this unit.

- 2 Choose one of the things you learnt and explain why it is important to you.

Week 2 Spelling and Grammar Quiz:

You **DO NOT** have to do the quiz if you do the spelling and grammar Kahoot.

1. The word below is spelt correctly:

exersise

- a) true
- b) false

2. The word below is spelt correctly:

divid

- a) true
- b) false

3. The word below is spelt correctly:

sanitis

- a) true
- b) false

4. Unjumble the letters to make a spelling word: ddeic

- a) decide
- b) deecide
- c) dicide
- d) deside

5. Unjumble the letters to make a spelling word: miet

- a) mite
- b) item
- c) time
- d) tiem

6. Find the missing word:

The ____ in the pool was as cold as ice.

- a) warter
- b) water
- c) worter
- d) watar

7. Find the missing word:

Susan wrote a beautiful poem about her country and won first _____ in the poetry competition.

- a) price
- b) prise
- c) prize
- d) prizez

8. Find the missing word:

The weather _____ hot and humid.

- a) atside
- b) outsid
- c) outside
- d) outsie

9. Which word has been spelt correctly?

- a) kiet
- b) keit
- c) kite
- d) keti

10. Which word has been spelt correctly?

- a) plase
- b) place
- c) plasce

11. Which word has been spelt correctly?

- a) deskribe
- b) describe
- c) discribe
- d) diskribe

12. What is this simile comparing to: You were as brave as a lion.

- a) Brave
- b) Lion
- c) Animal
- d) You

13. What is this simile comparing to: He is as strong as an ox.

- a) Strong
- b) The person
- c) Ox

14. What are we comparing William to: William was as clever as a fox.

- a) Clever
- b) Foxx
- c) A wild animal
- d) Fox

15. This is a simile: 'He was as quiet as a mouse'.


















- a) True
- b) false

16. What is the adjective in this simile: The kids climbed like an excited monkey.
- a) Climbed
 - b) Monkey
 - c) Exited
 - d) Excited
17. What is the adjective in this simile: The rain fell quickly like her salty teardrops.
(There is more than one answer)
- a) Quickly
 - b) Teardrops
 - c) Salty
 - d) Simile
18. What was compared to the Sahara Desert? I am so thirsty that my throat is as dry as the Sahara desert.
- a) The person
 - b) Throat
 - c) The Sahara desert
19. What should you do if you want to write a simile about how cold ice cream is?
- a) Think about what else is cold.
 - b) Think about what else is hot.
 - c) Think about adjectives that describe ice cream.
 - d) Think about ice cream flavours.
20. What does this simile mean: 'Sleeping on the new mattress was like sleeping on a cloud.'
- a) The mattress was floating in the air.
 - b) The mattress was white.
 - c) The firmness of the mattress changed like the weather.
 - d) The mattress was soft and comfortable to sleep on.

Week 2 - Skip Self-Reflection

Friday



<i>I can:</i>			
<ul style="list-style-type: none">• Show a rhythmical step-hop.			
<ul style="list-style-type: none">• Land on ball of my foot.			
<ul style="list-style-type: none">• Bend my knee of support to prepare for hop.			
<ul style="list-style-type: none">• Keep my head and trunk stable and eyes focused forward.			
<ul style="list-style-type: none">• Relax my arms and swing in opposition to legs.			
<i>My skip looks right.</i>			
<i>I did my best.</i>			
<i>I can teach someone how to do skip.</i>			

Why is it important to learn how to skip?

In which sport might I need to skip in?

What I enjoyed the most during fitness this week:
