






# Stage 1 (Year 2) – Learning From Home – Week 4







| Monday   | Tuesday  | Wednesday   | Thursday  | Friday   |
|--|--|---|---|--|
| <p><b>Morning</b></p> <p><u><b>Fitness</b></u></p> <p>Follow The Body Coach:<br/> <a href="https://youtu.be/mhHY8mQc5eo">https://youtu.be/mhHY8mQc5eo</a></p>  <p>OR</p> <p><b>Jumping:</b> See how far you can jump, starting and landing on two feet. Use an object to mark how far you have jumped and then see if you can improve. You could have a competition against someone at home to see who can jump the furthest.</p> <p><b>Balancing:</b> Find an object at home (e.g. a small soft toy) and practise balancing it on different parts of your body.</p> <p>Can you balance it on your head, bent knee, shoulder, arm or foot?</p> | <p><u><b>Fitness</b></u></p> <p>Follow The Body Coach:<br/> <a href="https://youtu.be/TUp2_VAHlrl">https://youtu.be/TUp2_VAHlrl</a></p>  <p>OR</p> <p><b>Galloping:</b> Gallop sideways around cones (or a shoe), changing the lead leg on each turn.</p> <p><b>Jumping jacks:</b> How many different ways can you jump? Can you jump on the spot (small jumps/big jumps), side to side, star jumps, bunny jumps, backwards, forwards, with eyes open and eyes closed!</p> <p><u><b>English</b></u></p> <p><b>Writing:</b><br/>Based on the snake you chose on Monday.</p> | <p><u><b>Fitness</b></u></p> <p>Follow The Body Coach:<br/> <a href="https://youtu.be/EDC-plCTBbc">https://youtu.be/EDC-plCTBbc</a></p>  <p>OR</p> <p><b>Wall warm up:</b> Find a wall. How many arm pushes can you do in a minute?</p> <p><b>Throwing:</b> Practise some accurate underarm throwing. You could throw it at someone at home or against a wall.</p> <p>Use a hoop or a bucket to practise aiming for a target.</p> <p>Remember to look carefully at your target and think about how hard you need to throw.</p> <p><u><b>English</b></u></p> <p><b>Writing:</b> Based on the</p> | <p><u><b>Fitness</b></u></p> <p>Follow The Body Coach:<br/> <a href="https://youtu.be/pluM18p9zbM">https://youtu.be/pluM18p9zbM</a></p>  <p>OR</p> <p><b>Rolling:</b> Collect some empty plastic bottles to use as skittles and practise rolling a ball to knock them over. Have a competition with someone at home to see who can knock the most down. Practise the activity and see if you can improve on your score.</p> <p><b>Catching:</b> Toss bean bag (or a sock rolled into a ball) straight up and then:</p> <ul style="list-style-type: none"> <li>Clap 1 time before it hits the floor.</li> <li>Clap 1 time and then try to catch it.</li> <li>Clap as many times as you can before it hits</li> </ul> | <p><u><b>Fitness</b></u></p> <p>Follow The Body Coach:<br/> <a href="https://youtu.be/16FIVgWUKlY">https://youtu.be/16FIVgWUKlY</a></p>  <p>OR</p> <p><b>Name workout:</b> Using the 'Alphabet Exercise and Movement' poster, complete the exercise activities associated with the letters in your name.</p> <p><u><b>English</b></u></p> <p><b>Writing:</b><br/>Complete and upload published copy.</p> <p><b>Speaking:</b> Plan and compose a short 2 minute speech about your favourite snake which you have learnt about this week. Make sure you include lots</p> |







|   |   |   |   |   |
|---|---|---|---|---|
| <p>Can you sit or kneel down and stand back up again with the object still balanced?</p>  | <p>Heading 2 and 3</p> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Habitat</li> </ul> <p><b>Anacondas</b></p> <p>This video can be watched after your research task for the day is completed. You Tube search: The Anaconda is a Heavyweight of Snakes<br/><a href="https://youtu.be/_qgA63lxc_Y">https://youtu.be/_qgA63lxc_Y</a></p>   | <p>snake you chose on Monday.</p> <p>Heading 4 - Interesting facts</p> <p><b>The Python</b></p> <p>This video can be watched after your research task for the day is completed. You Tube search: Pythons 101   National Geographic<br/><a href="https://youtu.be/uns8vUQNXpc">https://youtu.be/uns8vUQNXpc</a></p>  | <p>the floor.</p> <ul style="list-style-type: none"> <li>• Clap as many times as you can and then try to catch it.</li> <li>• Toss with right hand only (repeat tasks above)</li> <li>• Toss with left hand only (repeat tasks above)</li> <li>• Toss and turn 360 degrees before the bean bag hits the floor.</li> <li>• Start with the beanbag on top of your foot. Flip it into the air and try to catch it.</li> </ul>      | <p>of detail about the snake, where it lives, what it eats, interesting facts you have learnt about it and why it is your favourite snake. You may also use your own research and include facts you have learnt. Record a video of yourself speaking.</p> |
| <p><b>English</b></p> <p><b>Informative Writing Task:</b></p> <p>Choose <b>ONE</b> type of snake to research and complete an informative writing task. Make sure you have parent permission to use the internet. Your informative writing must include the headings below and can be neatly handwritten or typed. Research means finding the information, but using your own words.</p>                         | <p><b>Comprehension:</b></p> <p>Answer in FULL sentences either in Seesaw using the text tool or on lined paper/book.</p> <ol style="list-style-type: none"> <li>1. Where are anacondas usually found?</li> <li>2. What body feature allows anacondas to stay submerged under water?</li> <li>3. How do anacondas hunt their prey?</li> <li>4. What else would the anaconda's teeth be useful for?</li> <li>5. Why do you think it takes so long for an anaconda to digest its meal?</li> <li>6. What kind of skills do you think are important for anacondas to have in order to survive?</li> </ol> | <p><b>Comprehension:</b></p> <p>Answer in FULL sentences either in Seesaw using the text tool or on lined paper/book.</p> <ol style="list-style-type: none"> <li>1. How long does the reticulated python usually grow up to?</li> <li>2. Like anacondas, how do pythons hunt their prey?</li> <li>3. What do scientists believe the legs of the python are related to?</li> <li>4. What are the benefits of having lots of teeth?</li> <li>5. Why should we leave pythons in the wild and not keep them as pets?</li> </ol> | <p><b>English</b></p> <p><b>Writing:</b></p> <p>Based on the snake you chose on Monday.</p> <p><b>Heading 5 - Detailed drawing in colour or picture with labels.</b></p> <p><b>Super Serpents That Slither</b></p> <p>This video can be watched after your research task for the day is completed. You Tube search: Super Serpents That Slither<br/><a href="https://youtu.be/hvvyVL95ukY">https://youtu.be/hvvyVL95ukY</a></p> | <p><b>Spelling:</b> Write the heading 'Friday Spelling' in your workbook. Ask someone to read out the words to you to see if you remember how to spell them.</p> <p>Choose another activity to complete from the spelling grid.</p>                       |
| <p><b>Writing:</b></p> <p><b>Headings to include:</b></p> <p><i>Research and write about one heading a day.</i></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Diet</li> <li>• Habitat</li> <li>• Interesting facts</li> <li>• Detailed drawing in colour or picture with labels.</li> </ul> <p>Heading 1: <b>Description</b></p> <p><b>The hook - What can we learn about snakes?</b></p> | <p><b>Reading:</b></p> <p>Choose a book from your</p>   | <p><b>Reading:</b></p> <p>Choose a book from your home library and read for one minute. Do not record.</p> <p><b>Focus: Rhythm and</b></p>  | <p><b>Comprehension:</b></p> <p>Answer in FULL sentences</p>  | <p><b>Handwriting:</b> Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't</p>              |

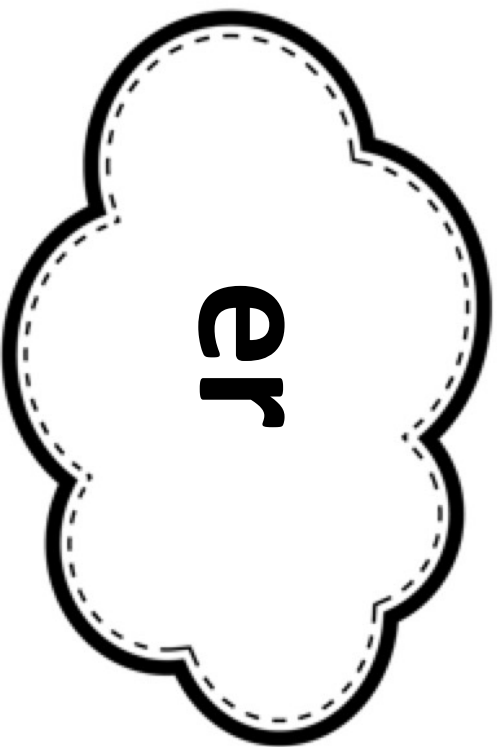
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| <p>YouTube search: Supercool Snakes Snake City<br/><a href="https://youtu.be/MeGIdl-Ko8">https://youtu.be/MeGIdl-Ko8</a></p>  | <p>home library and read for one minute. Do not record.</p> <p><b>Focus:</b> Automatic word recognition<br/><i>Automatic. Effortless.</i></p>   | <p>phrasing<br/><i>Phrasing. Chunking. Voice usage. Pause at punctuation.</i></p>  | <p>either in Seesaw using the text tool or on lined paper/book.</p> <ol style="list-style-type: none"> <li>1. Why do you need to be very careful around a Gaboon Viper and Saw-Scaled Viper?</li> <li>2. How does camouflage help snakes?</li> <li>3. What will an Indian Cobra do when it feels threatened?</li> <li>4. Why can you run but not hide from an Indian python?</li> <li>5. How would you keep yourself safe if you encountered a snake?</li> </ol> | <p>forget to complete the last sentence.</p> <p>See 'Handwriting Instruction and Marking Criteria' sheet.</p> |
| <p><b>Comprehension:</b><br/>Answer in FULL sentences either in Seesaw using the text tool or on lined paper/book.</p> <ol style="list-style-type: none"> <li>1. How do you know a snake is ready to shed its skin?</li> <li>2. Why do snakes shed their skin?</li> <li>3. What do snakes use to smell?</li> <li>4. What does the skin of a snake feel like?</li> <li>5. Why should you take care when handling a snake?</li> <li>6. Why do snakes hiss?</li> </ol> | <p><b>Spelling:</b> Write the heading 'Tuesday Spelling' in your workbook. Practise writing your spelling words by writing any blends you find in <b>blue</b>.</p> <p>Choose 2 activities from the spelling grid to complete in your workbook.</p> <p><b>Handwriting:</b><br/>Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't forget to complete the last sentence.</p> | <p><b>Editing:</b><br/>Complete editing passage cards 1 and 2 - <i>It's my party and John's Sick</i>. Rewrite the sentences without any mistakes. Use the checklist underneath to see if you have found all of the mistakes.</p> <p><b>Spelling:</b> Write the heading 'Wednesday Spelling' in your workbook and practise writing your spelling words in alphabetical order.</p> <p>Choose 2 activities from the spelling grid to complete in your workbook.</p> | <p><b>Focus:</b> Smoothness<br/><i>Accurate. Smooth. Self-correct. Minimal hesitation.</i></p> <p>Today, you need to record yourself reading and upload it to Seesaw so that your teacher can assess your EARS effort.</p>   |   |
| <p><b>Focus:</b> Expression<br/><i>Confidence. Natural</i><br/>(See Thursday)</p> <p><b>Spelling:</b> Read through the spelling list which focuses on the digraph <i>er</i>. Write the heading 'Monday Spelling' in your workbook and practise writing your spelling</p>  | <p>See 'Handwriting Instruction and Marking Criteria' sheet.</p> <p><b>Grammar:</b><br/>Complete the 'Powerful Plurals' worksheet.</p>  | <p><b>Handwriting:</b><br/>Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't forget to complete the last sentence.</p> <p>See 'Handwriting Instruction and Marking Criteria' sheet.</p>  | <p><b>Spelling:</b> Write the heading 'Thursday Spelling' in your workbook.</p> <p>Ask someone to give you a pre-test. They may like to challenge you and mix up all of the words.</p>   |   |

|               |   |  |  |   |  |
|---------------|---|--|--|---|--|
|               | <p>words.</p> <p>Choose 2 activities from the spelling grid to complete in your workbook.</p> <p><b>Handwriting:</b><br/>Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't forget to complete the last sentence.</p> <p>See '<i>Handwriting Instruction and Marking Criteria</i>' sheet.</p> <p><b>Grammar:</b><br/>Fill in the missing words about snakes and draw a picture showing how a snake changes its skin.</p> |  |  | <p>Choose 2 activities from the spelling grid to complete in your workbook.</p> <p><b>Handwriting:</b><br/>Complete the handwriting sheet. Start by tracing over the letters then rewrite them on your own on the lines underneath. Make sure you look at the lines and form your letters using the correct formation. Don't forget to complete the last sentence.</p> <p>See '<i>Handwriting Instruction and Marking Criteria</i>' sheet.</p> <p><b>Grammar:</b><br/>Choose 5 words from a book of choice and find one synonym and antonym for each.</p> |  |
| <b>Break</b>  | <b>Break</b>  | <b>Break</b>   | <b>Break</b>   | <b>Break</b>  | <b>Break</b>   |
| <b>Middle</b> | <p><b>Mathematics</b></p> <p><b>Maths mentals:</b><br/>Complete 'Daily 5 mental maths lessons' 57-60 sheet. Try and do this without any help. The answers will be uploaded onto Seesaw on Friday for you to mark yourself.</p>  | <p><b>Mathematics</b></p> <p><b>Maths mentals:</b><br/>Complete 'Daily 5 mental maths lessons' 61-64 sheet. Try and do this without any help. The answers will be uploaded onto Seesaw on Friday for you to mark yourself.</p> | <p><b>Mathematics</b></p> <p><b>Maths mentals:</b><br/>Complete 'Daily 5 mental maths lessons' 65-68 sheet. Try and do this without any help. The answers will be uploaded onto Seesaw on Friday for you to mark yourself.</p> | <p><b>Mathematics</b></p> <p><b>Maths mentals:</b><br/>Complete 'Daily 5 mental maths lessons' 69-72 sheet. Try and do this without any help. The answers will be uploaded onto Seesaw on Friday for you to mark yourself.</p>  | <p><b>Mathematics</b></p> <p><b>Maths mentals:</b><br/>Complete 'Daily 5 mental maths lessons' 73-76 sheet. Try and do this without any help. The answers will be uploaded onto Seesaw on Friday for you to mark yourself.</p> |
|               | <b>Addition - split strategy:</b>   | <b>Odd and even numbers:</b>   | <b>Time - half past:</b>   |   |  |



|              |  |   |  |   |   |
|--------------|--|---|--|---|---|
|              | <p><b>Subtraction - jump strategy:</b><br/>YouTube search: Jump strategy for subtraction year 2<br/><a href="https://www.youtube.com/watch?v=g_KmkLNUYtw">https://www.youtube.com/watch?v=g_KmkLNUYtw</a></p>  <p>Complete 'Jump strategy - subtraction' worksheet.<br/><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a><br/>Complete the assigned activity: "Subtraction V - Jetstream Riders"</p> | <p>YouTube search: Addition using split strategy<br/><a href="https://www.youtube.com/watch?v=ZF-MWwuyid8">https://www.youtube.com/watch?v=ZF-MWwuyid8</a></p>  <p>Complete 'Split strategy' worksheet.<br/><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a><br/>Complete the assigned activity: "Addition VI Jetstream Riders"</p> | <p>YouTube search: Learning Odd and Even Number for Kids<br/><a href="https://www.youtube.com/watch?v=uuD5JlrMnAk">https://www.youtube.com/watch?v=uuD5JlrMnAk</a></p>  <p>Complete 'Even or Odd' worksheet.<br/><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a><br/>Complete the assigned activity: "Recognise odds and evens"</p> | <p>Watch a video on learning to read time to half past.<br/><a href="https://www.youtube.com/watch?v=9p_Ca_Yb0ZQ">https://www.youtube.com/watch?v=9p_Ca_Yb0ZQ</a></p>  <p>Complete the 'Time to the half hour riddle' worksheet.<br/><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a><br/>Complete the assigned activity: "Telling the time - hours and half hours"</p> | <p><b>Time - quarter past and quarter to:</b><br/>Watch 2 videos on learning to read time for quarter past/to.<br/><br/>Quarter PAST:<br/><a href="https://youtu.be/XvrPpRMsQm4">https://youtu.be/XvrPpRMsQm4</a></p>  <p>Quarter TO:<br/><a href="https://youtu.be/HKZOGRIpZ11">https://youtu.be/HKZOGRIpZ11</a></p>  <p>Complete 'Half past and quarter to' worksheets.<br/><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a><br/>Complete the assigned activity: "Telling the time - Tick Tock Train"</p> |
| <b>Break</b> | Break  | Break   | Break  | Break   | Break   |

| Afternoon | Science and Technology  | PDHPE   | Creative Arts   | Geography  | Catch up session for all incomplete tasks |
|-----------|---|---|---|--|---|
|           | <p><b>Animal Investigator: How Offspring Looks Like Their Adult</b></p> <p>Watch and listen to the 'Baby King of the Jungle'<br/> <a href="https://youtu.be/Q6gBCrE1UA0">https://youtu.be/Q6gBCrE1UA0</a></p>  <p>Discuss</p> <ul style="list-style-type: none"> <li>the features that are the same for the cub and the adult (skin covering, number of legs, ears, tail).</li> <li>the differences in their appearance and behaviour at these two life stages.</li> </ul> <p>Using the internet to support your learning, pick an animal that you would like to research. Suggestions: platypus, giant panda, lion, camel, koala, rhinoceros, kangaroos. Draw a picture of the offspring and adult animal in the box.</p> <p>Brainstorm similarities and differences, including physical features and behaviours of the animal.</p> | <p>Read the book 'Germ, germs, germs!' by Bobbi Katz.</p>  <p><a href="https://bit.ly/3izQPVe">https://bit.ly/3izQPVe</a></p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>- What can we do to get rid of germs?</li> <li>- Why is it important to get rid of germs?</li> <li>- Write down 2 new things you have learnt about germs.</li> </ul> <p>Answers must be written in full sentences.</p> | <p>Create a cereal box puppet theatre and record yourself presenting an underwater puppet theatre show.</p> <p>Youtube search: DIY underwater puppet theatre made of cereal box</p> <p>Link:<br/> <a href="https://youtu.be/XcPcE6qIT6M">https://youtu.be/XcPcE6qIT6M</a></p>  | <p><b>Names of places:</b><br/>         Use a device to access Google Earth:<br/> <a href="https://earth.google.com/web/">https://earth.google.com/web/</a></p>  <p>(Parents may have to assist in downloading Google Earth if using iPads/phones)</p> <p><u>Instructions for using Google Earth:</u><br/> <a href="https://youtu.be/i39a4CvS81M">https://youtu.be/i39a4CvS81M</a></p>  <p>Find the  and think about its features (what can you see?):</p> <ul style="list-style-type: none"> <li>Your house</li> <li>Our school</li> <li>Bonnyrigg Plaza</li> <li>St Johns Park High School</li> <li>Westfield Liverpool</li> </ul> <p><b>Worksheet:</b> After investigating, continue to use Google Earth to find and list a few more places that you know of and draw or write about its features (family's house, parent's workplace, parks, restaurants, etc...)</p> |   |







# Spelling Words

- |         |             |                |
|---------|-------------|----------------|
| 1. goes | 6. germ     | 11. certain    |
| 2. use  | 7. kerb     | 12. insert     |
| 3. upon | 8. herb     | 13. interview  |
| 4. term | 9. alert    | 14. determined |
| 5. fern | 10. western | 15. permit     |

## Extension

- |            |             |
|------------|-------------|
| 1. snake   | 4. slither  |
| 2. reptile | 5. venomous |
| 3. scaly   |             |

# Activity Grid

| <p>Using your spelling words, count how many of each letter you have in your list.</p> <table border="1"> <thead> <tr> <th>Letter</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>45</td> </tr> <tr> <td>B</td> <td>3</td> </tr> <tr> <td>C</td> <td>6</td> </tr> <tr> <td>D</td> <td>14</td> </tr> <tr> <td>E</td> <td>67</td> </tr> </tbody> </table> | Letter  | Count | A | 45 | B | 3 | C | 6 | D | 14 | E | 67 | <p>Find words in books that match your weekly phoneme.</p> |
|--|---|-------|---|----|---|---|---|---|---|----|---|----|--|
| Letter   | Count   |       |   |    |   |   |   |   |   |    |   |    |  |
| A  | 45  |       |   |    |   |   |   |   |   |    |   |    |  |
| B  | 3   |       |   |    |   |   |   |   |   |    |   |    |  |
| C  | 6   |       |   |    |   |   |   |   |   |    |   |    |  |
| D  | 14  |       |   |    |   |   |   |   |   |    |   |    |  |
| E  | 67  |       |   |    |   |   |   |   |   |    |   |    |  |
| <p>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</p>   |   |       |   |    |   |   |   |   |   |    |   |    |  |
| <p>Write your spelling words forwards and then backwards.</p> <div style="display: flex; justify-content: space-around;">   </div>   | <p>Write a story using as many of your spelling words as you can. Make sure you underline your spelling words.</p>  |       |   |    |   |   |   |   |   |    |   |    |  |
| <p>Skip and spell your spelling words, saying one letter for each jump! How many words can you spell before you get puffed out?</p>  | <p>Write your spelling words once with your left hand and once with your right hand.</p> <div style="display: flex; justify-content: space-around;">   </div> |       |   |    |   |   |   |   |   |    |   |    |  |
| <p>Use wool, string or playdough to build your spelling words. Shape each letter in the word.</p>   | <p>Create your own word-search / find-a-word puzzle using as many of your spelling words as you can.</p>  |       |   |    |   |   |   |   |   |    |   |    |  |

Name \_\_\_\_\_

My Writing Planning Sheet

**Instructions:** Use this sheet to write down key ideas/words. Do **not** write sentences here.

**Topic:**

|   |                   |
|---|-------------------|
| Description                                       | Diet              |
| Habitat   | Interesting facts |
| Detailed drawing in colour or picture with labels |                   |



## Handwriting Instruction & Marking Criteria

*You will complete one handwriting piece each day this week. After you have completed your handwriting piece, check through your work and choose a best piece. Your teacher will mark your best piece using the following criteria:*

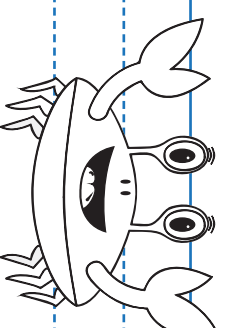
| <u><b>Letter Formation</b></u><br>Letters are drawn with straight lines and appropriate curves using NSW Foundation style.  | <u><b>Unsatisfactory</b></u><br>Consistently forms all letters incorrectly. | <u><b>Needs Improvement</b></u><br>Consistently forms most letters incorrectly. | <u><b>Satisfactory</b></u><br>Consistently forms most letters correctly. | <u><b>Excellent</b></u><br>Consistently forms all letters correctly. |
|---|---|---|--|--|
| <u><b>Usage</b></u><br>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><b>Sizing</b></u><br>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><b>Line Awareness</b></u><br>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><b>Neatness</b></u><br>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.                              |

123456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100

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# Snakes

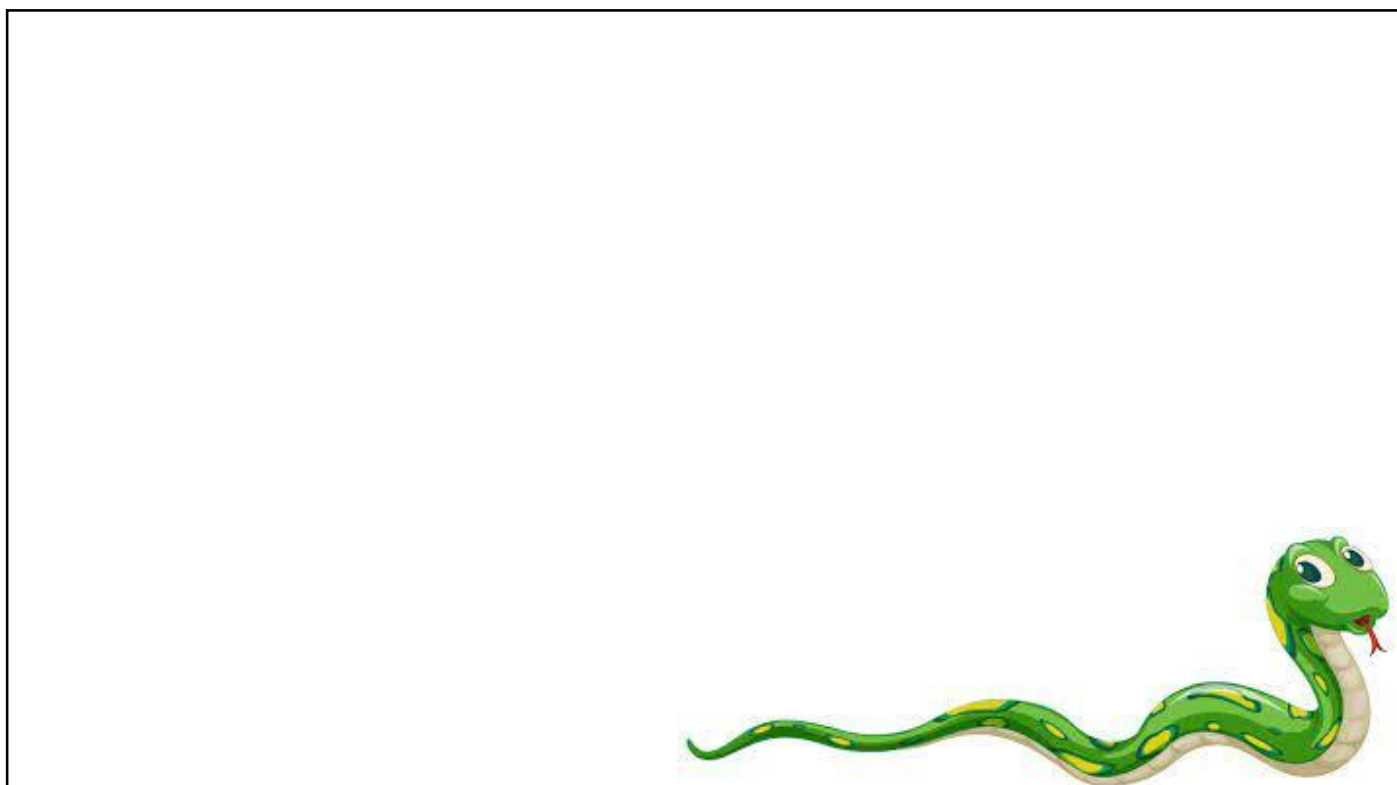
Snakes are \_\_\_\_\_ like crocodiles, turtles and \_\_\_\_\_. They are cold-blooded creatures that lie in the sun to keep \_\_\_\_\_ and sleep in the winter.

There are over 2900 types of \_\_\_\_\_ and can \_\_\_\_\_ almost anywhere in the world. They can be found in places such as deserts, forests, \_\_\_\_\_ and lakes. Snakes live on the ground, in trees and in the \_\_\_\_\_. They cannot survive where there is \_\_\_\_\_ on the ground so they cannot live in the Arctic.

A snake's \_\_\_\_\_ is covered with scales. These \_\_\_\_\_ protect their bodies. A snake can \_\_\_\_\_ new skin under its old one and once the new skin is ready, the snake rubs its body against a \_\_\_\_\_ and removes its old skin much like taking off a sock. They have many bones. In fact, snakes have more \_\_\_\_\_ than humans do!

|        |         |       |        |
|--------|---------|-------|--------|
| warm   | reptile | tree  | oceans |
| water  | scales  | bones |        |
| snakes | lizards | live  | ice    |
|        | grow    | body  |        |

**Draw how a snake removes its old skin.**



# DAILY 5 Mental Maths

Lessons 61-64

## Lesson 61

## Lesson 62

## Lesson 63

## Lesson 64

Date:

Date:

Date:

Date:

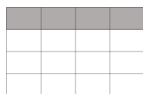
Double 1.

Double 7.

Double 9.

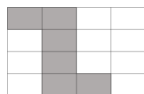
Double 8.

What is the area of this shape?



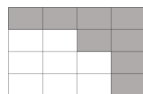
\_\_\_\_\_ squares

What is the area of this shape?



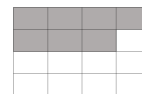
\_\_\_\_\_ squares

What is the area of this shape?



\_\_\_\_\_ squares

What is the area of this shape?



\_\_\_\_\_ squares

What is the chance that ice-creams will fall from the sky?

IMPOSSIBLE

CERTAIN

What is the chance you will grow wings and fly like a bird?

IMPOSSIBLE

CERTAIN

What is the chance you will breathe?

IMPOSSIBLE

CERTAIN

What is the chance Friday will come after Monday?

IMPOSSIBLE

CERTAIN

How much?



\_\_\_\_\_

How much?



\_\_\_\_\_

How much?



\_\_\_\_\_

How much?



\_\_\_\_\_

$$38 - 5 =$$

$$73 - 8 =$$

$$60 - 5 =$$

$$40 - 20 =$$

tap teacher

# 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.



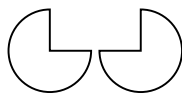
| ANIMAL | TALLY |
|--------|-------|
| snails |       |

Count and tally the spiders.



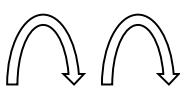
| ANIMAL  | TALLY |
|---------|-------|
| spiders |       |

Flip or slide?



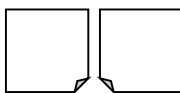
\_\_\_\_\_

Flip or slide?



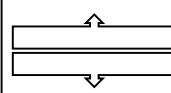
\_\_\_\_\_

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?

tap teacher



Name: \_\_\_\_\_

Jump back on the number line to find the difference

$$30 - 18 = \underline{\quad}$$



$$40 - 24 = \underline{\quad}$$



$$50 - 12 = \underline{\quad}$$



$$40 - 19 = \underline{\quad}$$



Name: \_\_\_\_\_

Jump back on the number line to find the difference

$$52 - 21 = \underline{\quad}$$



$$59 - 35 = \underline{\quad}$$



$$64 - 12 = \underline{\quad}$$



$$68 - 37 = \underline{\quad}$$



# Science Animal Investigation

Offspring

Name of animal:

Adult

What is different?

**SAME**

- Physical features (body parts, size, colour, shape)
- Behaviours (what can it can do)

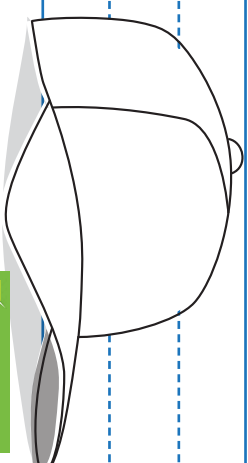
What is different?

Wash your hands  
before you eat  
or drink.  
Wash your hands  
after you use  
the toilet.  
Wash your hands  
after you cough  
or sneeze.  
Wash your hands  
after you touch  
someone who  
is sick.

Wash your hands  
before you eat  
or drink.  
Wash your hands  
after you use  
the toilet.  
Wash your hands  
after you cough  
or sneeze.  
Wash your hands  
after you touch  
someone who  
is sick.

Wash your hands  
before you eat  
or drink.  
Wash your hands  
after you use  
the toilet.  
Wash your hands  
after you cough  
or sneeze.  
Wash your hands  
after you touch  
someone who  
is sick.

Wash your hands  
before you eat  
or drink.  
Wash your hands  
after you use  
the toilet.  
Wash your hands  
after you cough  
or sneeze.  
Wash your hands  
after you touch  
someone who  
is sick.



# Powerful Plurals

When a **y** follows a consonant, change the **y** to an **i** and add **es**.  
If the **y** follows a vowel add **s**.



| SINGULAR | PLURAL | SHOW AS A PICTURE |
|----------|--------|-------------------|
| lady     |        |                   |
| boy      |        |                   |
| puppy    |        |                   |
| toy      |        |                   |
| family   |        |                   |
| berry    |        |                   |
| key      |        |                   |



I can use the 'Split Strategy'

1)  $21 + 44 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6)  $94 + 13 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2)  $30 + 19 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7)  $82 + 27 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3)  $22 + 57 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8)  $62 + 33 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4)  $37 + 20 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9)  $66 + 55 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5)  $44 + 30 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10)  $74 + 68 =$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can do this!



I am getting there!



I need some help!



## 1 It's My Party

were having a partie for my birthday  
today my partys today but my  
birthday was yesterday ive invited all  
my friends from skool to come were  
going to watch a moovie and make  
our own popcorn



Find 3 spelling mistakes.  
Add 4 capital letters, 4 full stops and 4 apostrophes of  
contraction.



## 2 John's Sick!

john wasnt at skool today bekose he  
was sick i didnt hav anyone to play  
with i hope he isnt sick tomorrow



Find 3 spelling mistakes.  
Add 3 capital letters, 3 full stops and 2 apostrophes of  
contraction.

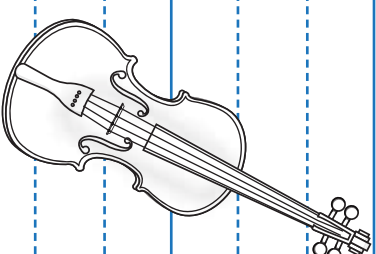


Violins are used in orchestras and bands.

They are played with a bow and can play many different notes.

Violins are one of the most popular instruments in the world.

They are often used to play beautiful melodies.



# DAILY 5 Mental Maths

Lessons 69-72

## Lesson 69

## Lesson 70

## Lesson 71

## Lesson 72

Date:

Date:

Date:

Date:

Expand 987.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Expand 2361.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

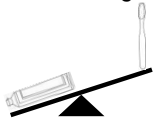
Write the numeral for eighteen.

\_\_\_\_\_

Write the numeral for twenty six.

\_\_\_\_\_

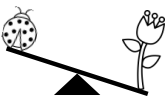
Which is lighter?



TOOTHPASTE

TOOTHBRUSH

Which is lighter?



LADYBUG

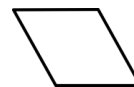
FLOWER

Name this shape.



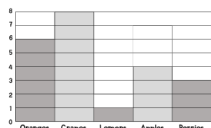
\_\_\_\_\_

Name this shape.

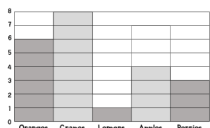


\_\_\_\_\_

How many people like berries?




How many people like lemons?




Draw tally marks to represent the number 6.

Draw tally marks to represent the number 14.

How much?



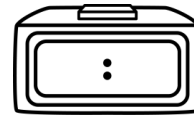
\_\_\_\_\_

How much?

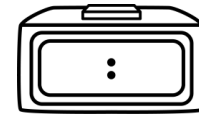


\_\_\_\_\_

What's the time?



What's the time?



$$3 \times 5 = \square$$

$$9 \times 5 = \square$$

Greater than or less than?

$$9 \square 7$$

Greater than or less than?

$$21 \square 34$$

top teacher

# DAILY 5 Mental Maths

Lessons 65-68

## Lesson 65

## Lesson 66

## Lesson 67

## Lesson 68

Date:

Date:

Date:

Date:

Double 10.

Expand 64.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

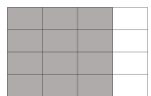
Expand 238.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Expand 842.

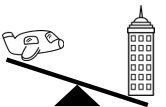
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

What is the area of this shape?



\_\_\_\_\_ squares

Which is lighter?



PLANE

SKYSCRAPER

Which is heavier?



PEAR

PINEAPPLE

Which is heavier?



\$2 COIN

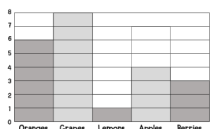
5c COIN

What is the chance the sun will rise?

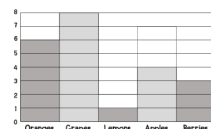
IMPOSSIBLE

CERTAIN

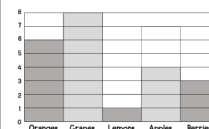
How many people like apples?




How many people like grapes?




How many people like oranges?




How much?



\_\_\_\_\_

How much?



\_\_\_\_\_

How much?



\_\_\_\_\_

How much?



\_\_\_\_\_

$$64 - 6 = \square$$

$$2 \times 8 = \square$$

$$5 \times 4 = \square$$

$$10 \times 9 = \square$$

top teacher

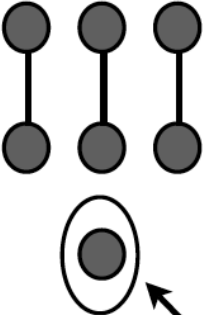


# Even or Odd?

2OA.3

Name: \_\_\_\_\_

Show with pictures/dots how you know and **circle** even or odd.

|   |                |               |     |               |     |
|---|----------------|---------------|-----|---------------|-----|
| <div>7</div> <div>No Buddy</div> <div></div> |                | <div>13</div> |     | <div>14</div> |     |
| Even  | <div>Odd</div> | Even          | Odd | Even          | Odd |
| <div>9</div>  |                | <div>20</div> |     | <div>15</div> |     |
| Even  | Odd            | Even          | Odd | Even          | Odd |
| <div>17</div>   |                | <div>16</div> |     | <div>12</div> |     |
| Even  | Odd            | Even          | Odd | Even          | Odd |

Wash your hands  
before you eat  
and after you use  
the toilet.

Wash your hands  
before you eat  
and after you use  
the toilet.

Wash your hands  
before you eat  
and after you use  
the toilet.

Wash your hands  
before you eat  
and after you use  
the toilet.

Name \_\_\_\_\_

# What time is it when you find an elephant in your car?



Solve each box. Use the letters to answer the riddle at the bottom the page.

|                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>a</b><br><br>_____ | <b>e</b><br><br>_____ | <b>i</b><br><br>_____ | <b>o</b><br><br>_____ | <b>u</b><br><br>_____ | <b>y</b><br><br>_____ |
| <b>b</b><br><br>_____ | <b>c</b><br><br>_____ | <b>d</b><br><br>_____ | <b>f</b><br><br>_____ | <b>g</b><br><br>_____ | <b>h</b><br><br>_____ |
| <b>j</b><br><br>_____ | <b>k</b><br><br>_____ | <b>l</b><br><br>_____ | <b>m</b><br><br>_____ | <b>n</b><br><br>_____ | <b>p</b><br><br>_____ |
| <b>r</b><br><br>_____ | <b>s</b><br><br>_____ | <b>t</b><br><br>_____ | <b>v</b><br><br>_____ | <b>w</b><br><br>_____ | <b>x</b><br><br>_____ |

7:30 1:00 3:30 5:30

7:30 9:00

2:00 5:30 7:30

2:30

8:00 5:30 1:30

6:00 2:30 7:00

!

Think of a place that you know very well. List its features.

| Natural features | Plants | Special features |
|------------------|--------|------------------|
|                  |        |                  |

Use these words to write a descriptive long name for your place.

Example

  
Swan

+




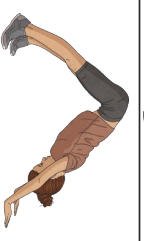





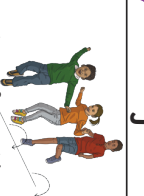
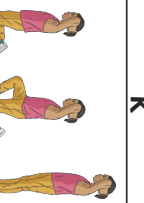

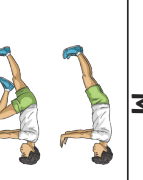





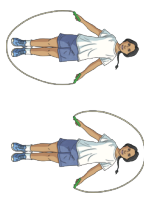


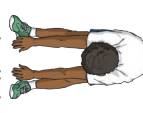

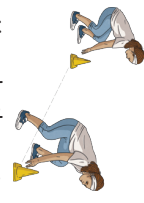


  
Hill

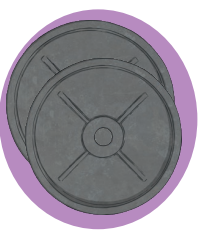
=

Swan Hill

# Alphabet Exercise and Movement

Get moving and have some fun spelling out your name. Complete the exercise or movement associated with each letter.

|   |   |   |
|---|---|---|
| <b>A</b><br>arm circles<br>                      | <b>B</b><br>bunny hops<br>         | <b>C</b><br>crunches<br>                                   |
| <b>D</b><br>downward dog<br>                      | <b>E</b><br>egg roll<br>            | <b>F</b><br>flossing<br>                                    |
| <b>G</b><br>giant leaps<br>                        | <b>H</b><br>high knees<br>           | <b>I</b><br>inchworm<br>                                     |
| <b>J</b><br>jump from side to side over a line<br> | <b>K</b><br>kneeling up-downs<br>    | <b>L</b><br>lunges<br>                                       |
| <b>M</b><br>mountain climbers<br>                  | <b>N</b><br>ninja pose<br>       |   |
| <b>O</b><br>overhead stretch<br>               | <b>P</b><br>pop up<br>           | <b>Q</b><br>quick feet<br>                                |
| <b>R</b><br>run on the spot<br>                 | <b>S</b><br>skipping<br>          | <b>T</b><br>tree pose<br>                                  |
| <b>U</b><br>up-down bridges<br>                  | <b>V</b><br>vertical roll down<br> | <b>W</b><br>wheelbarrow with a partner<br>                 |
| <b>X</b><br>X marks the spot<br>                 | <b>Y</b><br>star jumps<br>         | <b>Z</b><br>zigzag run through some cones or obstacles<br> |



## Informative Writing

**Name**.....

**Class.....**

**Topic**.....

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





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# Friday – Speaking Task – Planning Sheet

For your speaking task this week you need to talk about your favourite snake from this week's English topic. Make sure that you talk about these things when presenting.

- Name of the snake
- What does it look like?
- Where does it live?
- What does it eat?
- What are some interesting facts about this snake?

**Planning – Name of the snake:** \_\_\_\_\_

| What does it look like?<br> | Where does it live?<br> | What does it eat?<br> | Interesting facts<br> | Why is it your favourite? |
|--|--|--|--|---------------------------|
|  |  |  |  |                           |

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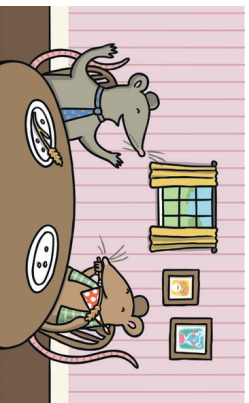
A good speaker maintains pace (how fast or slow you speak), eye contact (looking at the audience), volume (speak clearly and loudly) and gesturing (small hand movements).





# The Town Mouse and the Country Mouse

Once upon a time, a town mouse took a trip to the countryside and met a country mouse. The country mouse invited the town mouse to his home for dinner. They sat down to eat a dinner of fresh peas and corn but the town mouse didn't like the country food.



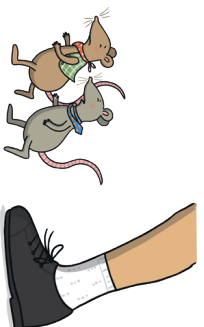
"This food is boring!" the town mouse said. "You should come and sample the food in town."

"I will," said the country mouse.



They arrived at the town mouse's house and headed straight for the cupboard. Inside, there were jars of jam, chutney, rice, pasta and much more. The country mouse was amazed.

All of the sudden, the kitchen door swung open and the cook walked in. The mice jumped out of the cupboard and ran across to the mouse hole.



The country mouse was terrified.

When the coast was clear, the mice ventured out to find more food. This time, they went to the pantry and found a jar of prunes to eat.

"I've never eaten anything like it!" said the country mouse. "Thank you, town mouse."

## The Town Mouse and the Country Mouse

The country mouse was munching through the prunes when the town mouse whispered, "Quiet!" The cat had crept into the kitchen.



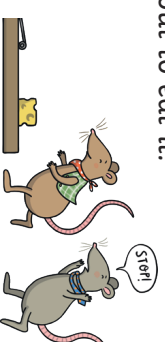
The mice tiptoed back to the hole. They went to the cellar. There was even more food. There were cheeses, meat and big bags of fruit!

The country mouse saw a tasty-looking piece of cheese in the corner. He ran towards it and was about to eat it.

"Stop!" yelled the town mouse. "It's a mousetrap!"

"Oh dear!" said the country mouse.

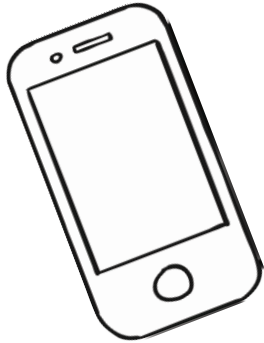
"I think it's time for me to go. There are too many shocks here! I'd rather eat my boring food in peace than have all these shocks and danger."



**It is better to have a little and live in peace than have a lot and live in fear.**

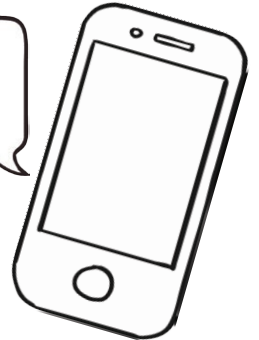
# Text Talk

Two of the characters from the story you've just read have been texting each other non-stop! Can you write a conversation between your two characters about something that happened in the story?



This phone  
belongs to:

This phone belongs  
to:



Four horizontal lines for writing a text message.

Two horizontal lines for writing a text message.

Four horizontal lines for writing a text message.

Two horizontal lines for writing a text message.

Four horizontal lines for writing a text message.

Two horizontal lines for writing a text message.

Wash

Wash

Wash

Wash

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Wash

Wash

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Wash

Wash

# DAILY 5 Mental Maths

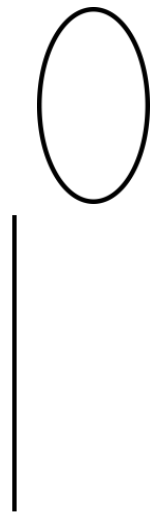
## Lessons 73-76

### Lesson 73

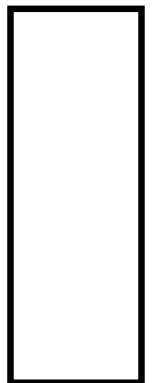
Date: \_\_\_\_\_

Write the numeral for three hundred and seventy nine.

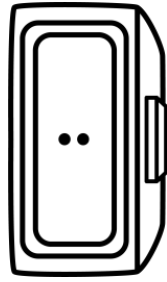
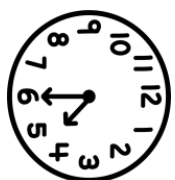
Name this shape.



Draw tally marks to represent the number 23.



What's the time?



Greater than or less than?

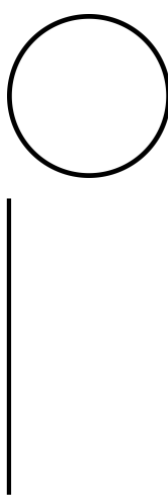
68  72

### Lesson 74

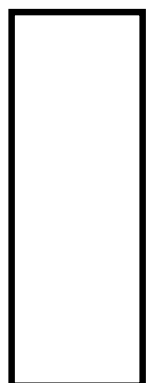
Date: \_\_\_\_\_

Write the numeral for four hundred and twenty four.

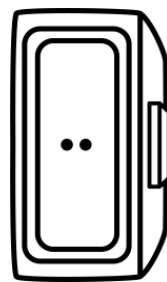
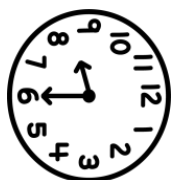
Name this shape.



Draw tally marks to represent the number 16.



What's the time?



Greater than or less than?

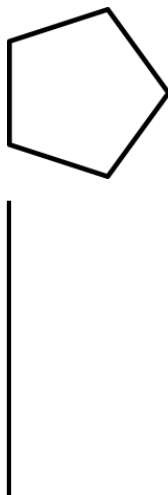
91  104

### Lesson 75

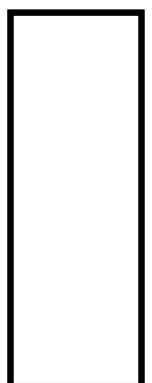
Date: \_\_\_\_\_

Write the numeral for eight hundred and five.

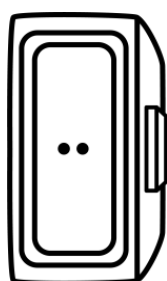
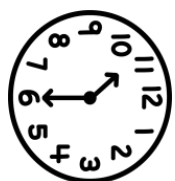
Name this shape.



Draw tally marks to represent the number 23.



What's the time?



Greater than or less than?

305  498

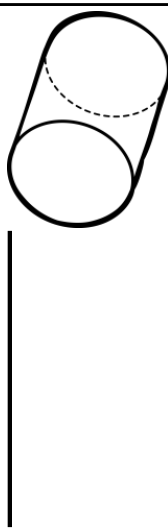
### Lesson 76

Date: \_\_\_\_\_

18

|      |
|------|
| ODD  |
| EVEN |

Name this shape.



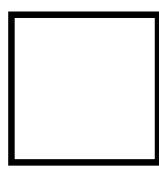
What's the chance of pulling an apple from the bag?



|            |          |
|------------|----------|
| IMPOSSIBLE | UNLIKELY |
| LIKELY     | CERTAIN  |

How many days are in...

March?



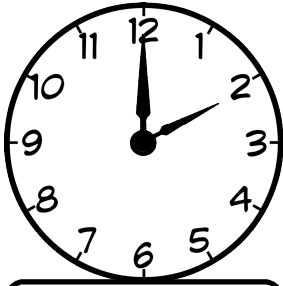
What is  $\frac{1}{2}$  of 4?

\_\_\_\_\_

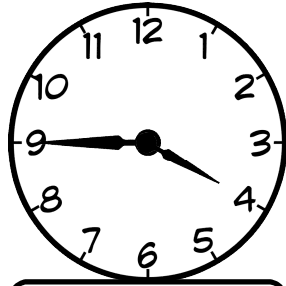
Name \_\_\_\_\_

# Telling Time to the Quarter Hour

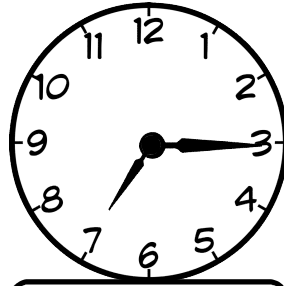
Write the correct digital time below each clock.



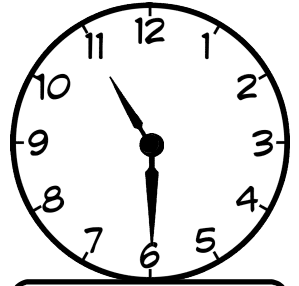
⋮



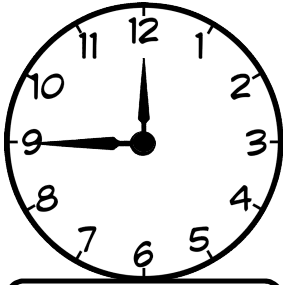
⋮



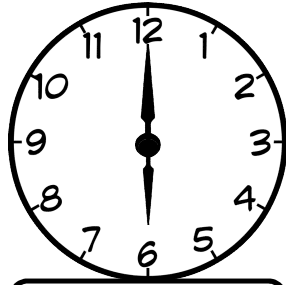
⋮



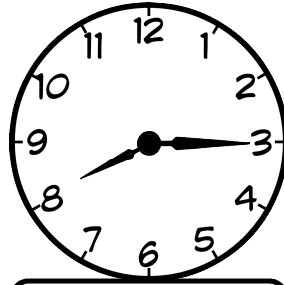
⋮



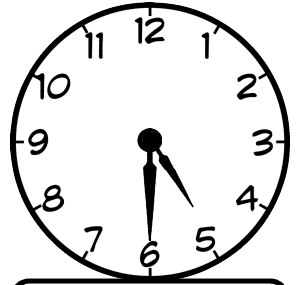
⋮



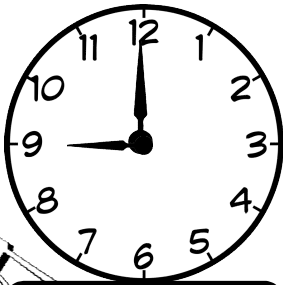
⋮



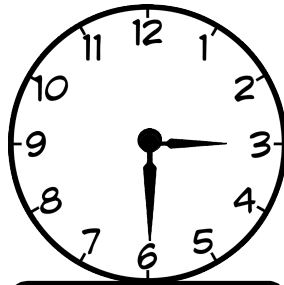
⋮



⋮



⋮



⋮

