



Stage 1 (Year 2) – Learning From Home – Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><u>Fitness</u></p> <p>Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See 'Week 8 Fitness Activities' page to complete today's tasks.</p> <hr/> <p><u>English</u></p> <p>Reading: You will engage with Reading Eggs as assigned by your teacher.</p> <p>Spelling: Watch this video which explains the split digraph a_e. https://youtu.be/f0aCGmNNI-s</p> <p>Read through the spelling words which focus on the split digraph a_e.</p> <p>Write the heading 'Monday Spelling' in your workbook and practise writing your spelling words. You may also choose to type it.</p> <p>Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.</p> <p>Grammar: For the past few weeks, you have been</p>	<p><u>Fitness</u></p> <p>Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See 'Week 8 Fitness Activities' page to complete today's tasks.</p> <hr/> <p><u>English</u></p> <p>Reading: See Monday</p> <p>Spelling: Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.</p> <p>Writing: See 'Week 8 Writing Tasks' to complete today's activities.</p> <p>Speaking: For the task outlined in <i>Week 8 Writing Activities</i>, you will be marked on your ability to:</p> <ul style="list-style-type: none"> • retell key details or points from the story • use appropriate word order • organise key ideas in a logical sequence • elaborate on ideas • speak clearly • use adjectives to 	<p><u>Fitness</u></p> <p>Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See 'Week 8 Fitness Activities' page to complete today's tasks.</p> <hr/> <p><u>English</u></p> <p>Reading: See Monday</p> <p>Spelling: Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.</p> <p>Writing: See 'Week 8 Writing Tasks' to complete today's activities.</p> <p>Comprehension: Answers to each question must be written out in FULL sentences (not in a few words).</p> <p>View and listen to the story on Youtube - "The Boy Who Grew a Forest" by Sophia Gholz https://youtu.be/auybLFGPMY</p> <p>1. Look at the cover of the book. When and where do you think this story takes place? Today or a long time</p>	<p><u>Fitness</u></p> <p>Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See 'Week 8 Fitness Activities' page to complete today's tasks.</p> <hr/> <p><u>English</u></p> <p>Reading: See Monday</p> <p>Spelling: Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.</p> <p>Writing: See 'Week 8 Writing Tasks' to complete today's activities.</p> <p>Handwriting: Watch the following video: https://youtu.be/LV87y7pmXCc</p>  <p>Complete the handwriting sheet. Trace over the letters and then rewrite them on the line underneath. Please look at the lines and form your</p>	<p><u>Fitness</u></p> <p>Complete the <u>skill focus</u> and a <u>daily workout</u> activity. See 'Week 8 Fitness Activities' page to complete today's tasks, including the <u>self-reflection task</u>.</p> <hr/> <p><u>English</u></p> <p>Reading: See Monday</p> <p>Spelling: Complete "Year 2 Spelling and Grammar Kahoot quiz" independently. Try to do all the questions yourself. If you don't know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it</p>  <p>Type in your CLASS GAME PIN. Please use your FIRST NAME ONLY.</p> <p>2H - 01689936 2K - 02133928</p>

	<p>learning how to edit and proofread.</p> <p>This week, teachers will be looking at how you transfer those skills into ALL work and will be looking out for proper spelling and punctuation.</p> <p>This will be used for your task.</p> <p>Writing: Focus: Writing a descriptive setting See 'Week 8 Writing Tasks' to complete the activities for today.</p>	<p>describe</p> <ul style="list-style-type: none"> experiment with vocabulary from a variety of resources <p>The marking criteria will be attached to this learning pack.</p> <p>Grammar: Log in to https://readingeggs.com.au/ and complete the assigned activity "reading lesson 117 - nouns"</p>	<p>ago? Nearby or far away? What clues on the cover tell you this?</p> <p>2. What do you notice about Payeng's home? What questions do you have about the way he lives? How is it different from the way you live? Why do you suppose that is? What impacts the way we live?</p> <p>3. The boy decided he needed to plant more than just the bamboo. Why? How did the boy create a richer soil for more plants?</p> <p>4. When animals returned to the forest, what issues did the village have? How did Jadav address these problems?</p> <p>5. Explain what you think Jadav meant by the following quote: "Only by growing plants, the Earth will survive."</p>	<p>letters using the correct formation. Remember to complete the last sentence. When you are done, take a nice photo and upload it to Seesaw. Your teacher will mark your handwriting using the handwriting criteria sheet.</p> <p>See <i>'Handwriting Marking Criteria'</i> sheet.</p> <p>Grammar: Log in to https://readingeggs.com.au/ and complete the assigned activity. "reading lesson 119 - verbs"</p>	<p>2M - 02279048 2S - 09273785 2T - 0644688</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>See 'Week 8 Mathematics Tasks' to complete today's activities.</p>	<p>Mathematics</p> <p>See 'Week 8 Mathematics Tasks' to complete today's activities.</p>	<p>Mathematics</p> <p>See 'Week 8 Mathematics Tasks' to complete today's activities.</p>	<p>Mathematics</p> <p>See 'Week 8 Mathematics Tasks' to complete today's activities.</p>	<p>Mathematics</p> <p>See 'Week 8 Mathematics Tasks' to complete today's activities.</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science & Technology</p> <p>See 'Week 8 Key Learning Areas Afternoon Tasks' to complete today's activities for <u>Science and Technology</u>.</p>	<p>PDHPE</p> <p>See 'Week 8 Key Learning Areas Afternoon Tasks' to complete today's activities for <u>PDHPE</u>.</p>	<p>Creative Arts</p> <p>See 'Week 8 Key Learning Areas Afternoon Tasks' to complete today's activities for <u>Creative Arts</u>.</p>	<p>Geography</p> <p>See 'Week 8 Key Learning Areas Afternoon Tasks' to complete today's activities for <u>Geography</u>.</p>	<p>Catch up session for all incomplete tasks</p>

WEEK 8 FITNESS ACTIVITIES

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

Skill focus: 2-handed catch

Video demonstration:

<https://youtu.be/sO7ZAzhdxk>



Instructions/Catching components:



1. Eyes focused on the object throughout the catch.
2. Feet move to place the body in line with the object.
3. Hands move to meet the object.
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-time closure).
6. Elbows bend to absorb the force of the object.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill for 5 minutes	<input type="checkbox"/> Practice skill for 5 minutes <input type="checkbox"/> Challenge: Jump to catch the ball.	<input type="checkbox"/> Practice skill for 5 minutes <input type="checkbox"/> Challenge: Balance on one leg to catch the ball.	<input type="checkbox"/> Practice skill for 5 minutes <input type="checkbox"/> Challenge: Throw a ball and catch it with your hands behind your back.	<input type="checkbox"/> FILM and UPLOAD to Seesaw a video of yourself demonstrating the 2-handed catch for 30 seconds to 1 minute. <input type="checkbox"/> Complete self-reflection sheet.

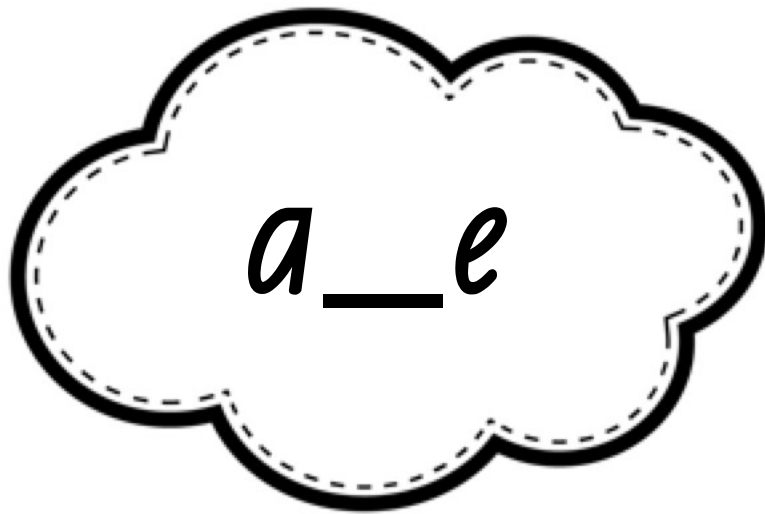
Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
https://youtu.be/3_olssULEk0 	https://youtu.be/skSbg1IGup8 	https://youtu.be/T8jl4RnHHf0 	https://youtu.be/L-8wW40jTzc 	https://youtu.be/SK8g6BDeBPw

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: Side hops Standing with your feet together, jump side to side like you are jumping over an imaginary line.		Activity 2: Kickbacks with taps Stand with your hands on your hips. Run on the spot and try to kick your bottom with your heels. While doing this, count four kickbacks then reach down and tap the floor. Repeat this.		Activity 3: Tic Toks Stand with your hands on your hips. Jump and kick one leg out to the side. When the leg comes back in, kick the other leg out to the side. Repeat this and see how fast you can go!	
<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	



Spelling Words

- | | | |
|---------|-------------|-----------------|
| 1. over | 6. gate | 11. escape |
| 2. your | 7. snake | 12. pancake |
| 3. dear | 8. place | 13. celebrate |
| 4. tape | 9. brave | 14. demonstrate |
| 5. lake | 10. mistake | 15. concentrate |

Extension Words

- | | |
|------------|--------------|
| 1. habitat | 4. shelter |
| 2. growth | 5. reproduce |
| 3. breathe | |

Activity Grid

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.

Letter Jump

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



Jumping Jacks

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



Find-a-word

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

Silly sentences

Use your spelling words to write silly sentences. Challenge yourself by using more than one spelling word in your sentences. Your sentences must be grammatically correct. E.g. The small snake slithered under the gate to have pancakes for breakfast.

Hangman

Choose some words from the spelling list to play hangman with someone from your family.



Lego Words

Build your spelling words with lego or some other building blocks.



Wooly words

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



YEAR 2 WEEK 8 WRITING TASKS



Learning Intention – I am learning how to write a descriptive setting.

Success Criteria – I can use my five senses to write a descriptive setting of the image provided.

Monday



Revision: What is a setting?

Definition – The setting of a story is the location where a story takes place. This setting can be anywhere; it could be your home, school, or a magical kingdom far away. Every story has a setting.

View: *Where The Forest Meets The Sea* by Jeannie Baker <https://youtu.be/xtUf4vrh4CA>

The Setting - Read this passage three times - Can you identify the senses I used to help me write this setting?

In the story 'Where The Forest Meets The Sea' by Jeannie Baker, we can say that the setting is in a tropical rain forest in North Queensland, Australia. The boy can see many ancient trees, very tall forests, Aboriginal children hiding everywhere and their elders. He can hear the sounds of extinct animals such as dinosaurs as well as cassowary birds. The boy smells the fresh sea breeze and can taste the salt in the air. The seasand is hot, rough and squelches as he runs on it. Near the shoreline, he sees the boat that will take them back home floating on the water. Above him, a flock of shrieking, white seagulls fly over his head.

Task: Draw an image of your hand and write the key words in each hand that uses the senses to describe the above setting: *Where The Forest Meets The Sea*

Tuesday



View and listen to the story: *The Boy Who Grew a Forest* by Sophia Gholz and illustrated by Kayla Harren <https://youtu.be/auybLFKGPMY>

Your task: View the story again and PAUSE when you find the double page with the tiger on it. (3.56-3.58 minutes)

Writing/Reading/Speaking

Write a detailed description of the setting where the tiger is. Read your setting with confidence a few times and when you are ready, record yourself reading it and upload to Seesaw. Do not upload the written task.

Word bank

hidden, above, below, tall, dry grass, camouflage, stalking, prey, small, animals, hunting

Wednesday

Writing: My Bedroom

Go to your bedroom. Take a photo and write a detailed description of your bedroom, but follow the steps.

Title: My Bedroom

Step 1 – Plan

Write keywords you will use in your sentences.

Step 2 – Compose

Turn your keywords into sentences.

Thursday

Writing: My Bedroom

Step 3 – Edit and Revise

Revise your sentences. Make them interesting and change them from simple to compound and complex sentences. Add NOUNS and ADJECTIVES to assist you. (1-5 sentences)

Extend your sentences with **conjunctions**: Words, which connect words, phrases, clauses or sentences, are called conjunctions.

F = fan **A** = and **N** = nor **B** = but **O** = or **Y** = yet **S** = so

Use present tense and be prepared to share this piece of writing on Zoom.

Step 4 – Edit and publish



Publish your written task by handwriting neatly using NSW Foundation Style and upload to Seesaw.



Year 2

WEEK 8 MATHEMATICS TASKS



<p>Monday</p> <p>Scan the QR code to access www.kahoot.it</p> 	<p>Topic: <i>Whole Numbers</i></p> <p>Complete “Year 2 Whole Numbers Kahoot quiz” independently. Try to do all the questions yourself. If you don’t know the answer, have a guess. You can only ask your parents to read the question to you.</p> <p>Type in your CLASS GAME PIN. Please use your FIRST NAME ONLY.</p> <p>2H - 02410262 2K - 09620215 2M - 057240 2S - 02287717 2T – 05906912</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity - “Count up to 1000”</p>
<p>Tuesday</p> 	<p>Topic: <i>Addition and Subtraction</i></p> <p>Complete “Week 8 Tuesday - Addition and Subtraction” independently in Seesaw Activities. Use the microphone button to record your voice and screen. Use the pen tool to show your working out. 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.</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity - “Add a two-digit number and a multiple of 10 (answers up to 100)”</p>
<p>Wednesday</p>	<p>Topic: <i>Multiplication - Arrays</i></p> <p>Complete “Equal Groups and Repeated Addition” worksheet 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.</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity - “Learn the 5 times table”</p>
<p>Thursday</p>	<p>Topic: <i>Position</i></p> <p>Complete “Position Task” independently. Try to do all the questions yourself. If you do not know the answer to a question, skip it/have a guess. You can only ask your parents to read the question to you.</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – “Identify shapes as 2D or 3D”</p>
<p>Friday</p>	<p>Topic: <i>2D/3D Shapes</i></p> <p>Complete “2D/3D Shapes Task” independently. Try to do all the questions yourself. If you do not know the answer to a question, skip it/have a guess. You can only ask your parents to read the question to you.</p> <p>Mangahigh: Login to www.mangahigh.com and complete assigned activity – “Describe 3D shapes”</p>

YEAR 2 - WEEK 8

KEY LEARNING AREAS AFTERNOON TASKS



<p>Monday</p> <p>SCIENCE & TECHNOLOGY</p>  <p>QR code for 'habitats' video</p>  <p>QR code for 'habitats' information</p>	<p>Learning intention: We are learning to identify and understand how different animals survive in different environments.</p> <p>Vocabulary: habitat - the natural home or environment of an animal, plant, or other organism. mackerel - a predatory marine fish with a greenish-blue back, important as a food fish. stickleback - a small fish with sharp spines along its back, able to live in both salt and freshwater and found in both Eurasia and North America.</p> <p>Watch: 'Habitats: What is a habitat' https://youtu.be/ZrSWYE37MJs</p> <p>Read through the "Animal Homes" worksheet carefully and complete the science activity and investigation. Use your device to research your chosen habitat to complete the investigation successfully or Click here! for more information</p> <p>Sort the animals/plants correctly into their habitat in the "Habitats" worksheet.</p>  <p>Go to Seesaw Activities and complete "<i>Plant and Animal Habitats and Needs</i>".</p>
<p>Tuesday</p> <p>PDHPE</p>  <p>QR code for 'Carla's Sandwich'</p>	<p>Watch: 'Carla's Sandwich' https://bit.ly/2VtTR5E</p> <p>Compose a written response to:</p> <ol style="list-style-type: none"> 1. How can we ask or talk about people's unique food choices respectfully? 2. If you were in the story, what would you do if you saw other people treating Carla the way they did?
<p>Wednesday</p> <p>CREATIVE ARTS</p>  <p>QR code for 'Gangnam Style'</p>	<p>Dance: Watch Gangnam Style - PSY Just Dance Version https://youtu.be/FRAJcT27dpw</p> <p>Practice the dance as is or if you are feeling adventurous, change some of the moves into your own.</p> <p>Film your best performance and upload on Seesaw.</p> <p>Reflection Film your best performance and explain the following questions:</p> <ol style="list-style-type: none"> 1. Explain how you felt with today's dance 2. The body parts you used for the dance? 3. What levels did this dance have? (Low/Middle/High) 4. What speed was this dance? (Slow/Medium/Fast) <p>Upload onto Seesaw.</p>
<p>Thursday</p> <p>GEOGRAPHY</p>  <p>QR code for 'Monkey Mia' video</p>	<p>Video: Monkey Mia https://bit.ly/3CkFamx</p> <p>Read page from "Are We There Yet" </p> <p>Using the image and video linked on the right, imagine that you are at Monkey Mia.</p> <p>Write a postcard to someone (friend, family, teacher, school) about what you did at Monkey Mia and how you got there.</p> <p>Remember to include a picture in your postcard and an address to who you're sending it to.</p>  <p>QR code for 'Are We There Yet'</p>

Animal homes



Background knowledge

Animals can be found living in almost any place on Earth. The place where an animal normally lives is called its *habitat*. There are many different kinds of habitats, such as in grass, under the ground, in trees, in ponds or rivers, on the seashore, and in the ocean.

Science activity

Where would these animals normally live? Draw a line between each animal and its habitat.



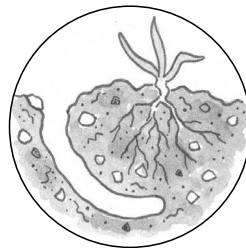
Pond



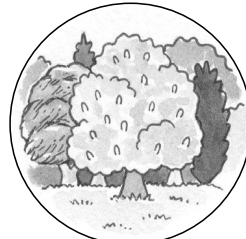
Ocean

Worm
Water snail
Stickleback
Centipede
Crab
Frog

Rabbit
Mackerel
Millipede
Butterfly
Starfish
Woodpecker



Soil



Woodland

Science investigation

Create a poster about one type of habitat. Include the plants and animals that live in the habitat. What type of habitat is it? What is the source of food and shelter for the animals?



Habitats

The place where an animal or plant lives is called its *habitat*.

Can you work out where each of the animals lives?

crab	seal	cactus	tadpole	seaweed
polar bear	lizard	mussel	walrus	camel
lily	starfish	husky dog	snake	jellyfish
reindeer	palm tree	duck	toad	

Seashore	Arctic	Desert	Pond

Student's name _____

Date _____

Speaking Criteria	B	S	H	O	No attempt
retells key details or points from a text viewed or heard					
uses appropriate or mainly appropriate word order					
organises key ideas in logical sequence					
elaborates on ideas using a short sequence of sentences					
speaks audibly and clearly to a familiar audience					
uses adjectives to describe					
experiments with vocabulary drawn from a variety of sources					

(Taken from the Learning Progressions)

WORD PROBLEMS: Equal Groups & Repeated Addition



DIRECTIONS: Draw equal groups and repeated addition sentence for the word problem.

Word Problem	Equal Groups	Repeated Addition
There are 4 plates. Each plate has 2 cupcakes on it. How many cupcakes are there?		
Each jar has 8 cookies in it. There are 4 jars. How many cookies in all?		
Nan put 3 apples in each basket. There are 5 baskets. How many apples did Nan use?		

Name _____ Date _____

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WORD PROBLEMS: Equal Groups & Repeated Addition



DIRECTIONS: Draw equal groups and repeated addition sentence for the word problem.

Word Problem	Equal Groups	Repeated Addition
There are 2 plates. Each plate has 6 cookies on it. How many cupcakes are there?		
Each jar has 5 dog treats in it. There are 5 jars. How many treats in all?		
Matt put 5 bears in each of his baskets. He has 2 baskets. How many bears does Matt have?		

Name _____ Date _____

11

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a_e a_e a_e ai ai ai

mistake mistake demonstrate demonstrate

concentrate concentrate lake lake tape tape

Making mistakes are good because

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.

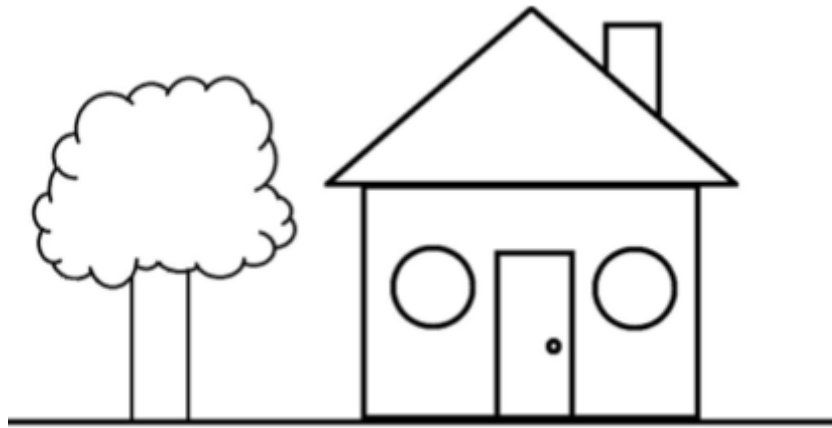
Position Task

Name: _____

Outcomes	A student describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols MA1-1WM	L	B	S	H	O
	A student represents and describes the positions of objects in everyday situations and on maps MA1-16MG	L	B	S	H	O

Question 1 (ES1)

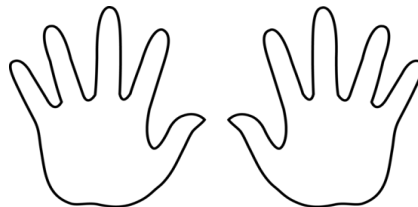
Follow the instructions below:



Draw a sun above the tree.	Draw a flower next to the house.
Draw a bird nest in the tree.	Draw a bird on top of the house.
Draw a person in between the house and the tree.	Draw some grass in front of the house underneath the windows.

Question 2 (ES1)

Colour in the **right-hand** red and the **left-hand** green.



Question 3

Circle the word **left** or **right** below to make each sentence correct:



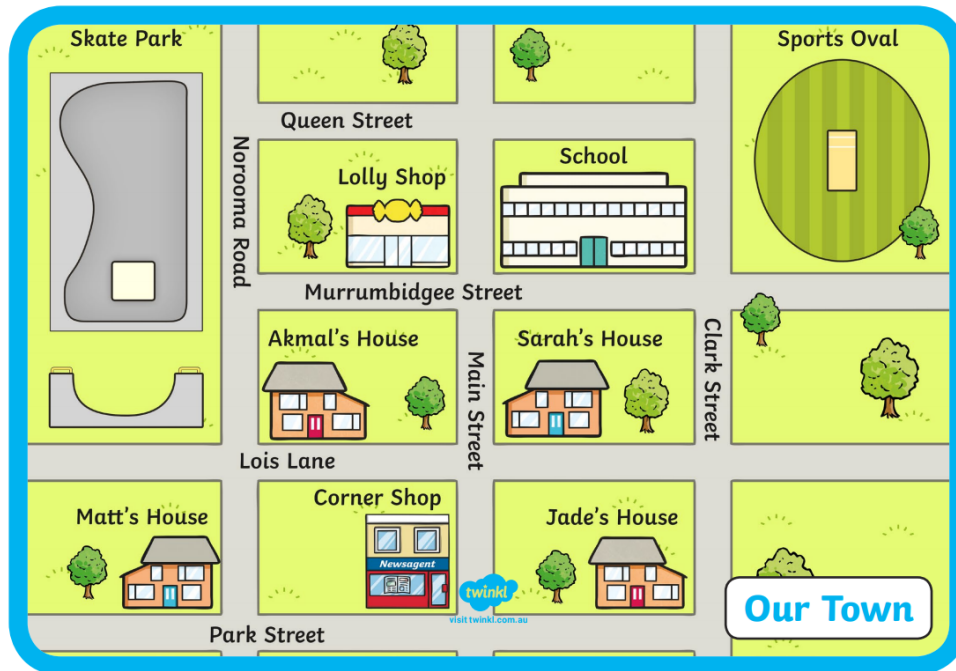
The girl is throwing the ball with her **left** or **right** hand



The ball is on the **left** or **right** side of the boy.

Question 4

Follow the directions to get to the right place on the map!



Draw a line on the map to show the path you took.

1. Start at Matt's House.
2. Walk forwards along Park Street.
3. Turn left when you get to Main Street.
4. Walk straight along Main Street, past Lois Lane.
5. Turn right when you get to Murrumbidgee Street.
6. Walk a couple of steps forward and look towards your left side.
7. What building are you standing in front of?

Question 5

Follow the directions to get to the right place on the map!

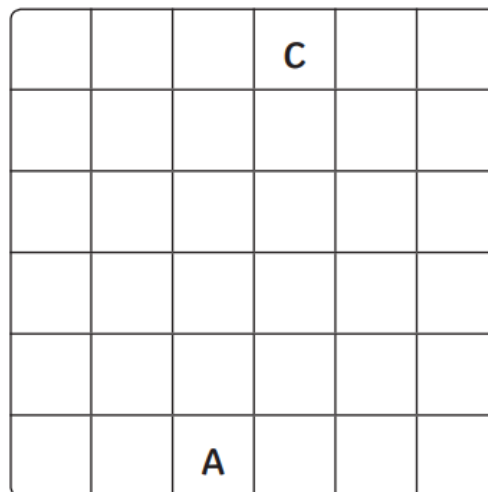


Draw a line on the map to show the path you took.

1. Start at Matt's House.
2. Turn left and walk straight along Norooma Road.
3. Walk past Lois Lane and Murrumbidgee Street.
4. Turn right at Queen Street.
5. Walk straight past Main Street.
8. Turn right when you get to Clark Street.
9. Turn left at Murrumbidgee Street and take a few steps forward.
10. What is on your left side?

Question 6

Follow the directions to get to the right place on the grid!

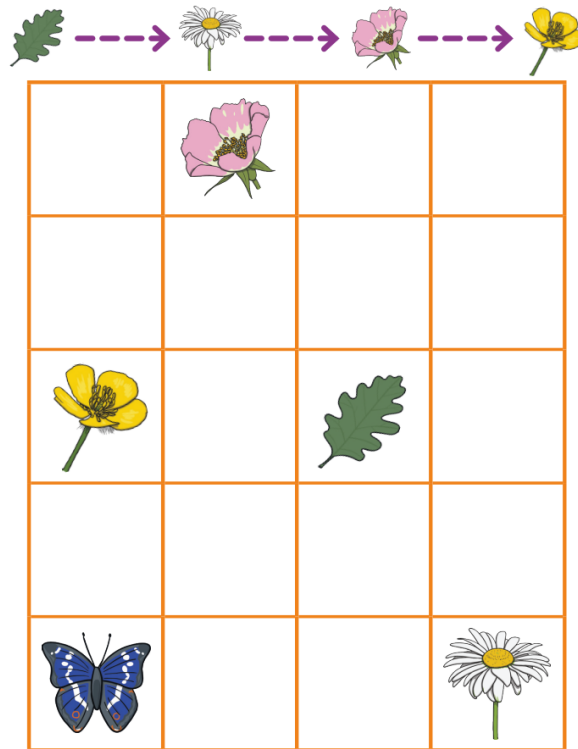


1. Start in the square marked **A**. Move forward 3 squares towards the top of the page. Make a quarter turn to the right and move forward 2 squares. Write the letter **B** in the square where you finished.

2. Start in the square marked **C** and move forward 4 squares towards the bottom of the page. Make a quarter turn to the left and move forward 1 square. Write the letter **D** in the square where you have finished.

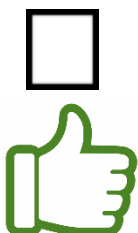
Question 7

Draw a path on the grid for the butterfly to get to the leaf and flowers in the correct order.



Write down instructions to match your path:

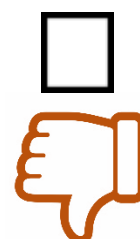
I am confident. I've got this.




I am almost there.


























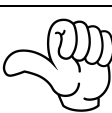









I am not confident yet. I need more help.





Week 8 - Catching Self-Reflection

I can:	
• Keep my <i>eyes</i> focused on the ball	  
• Move my <i>feet</i> to make sure my body is in line with the ball	  
• Move my <i>hands</i> to meet the ball	  
• Relax my hands and fingers and have it <i>slightly cupped</i> to catch the ball	  
• Catch the ball with my <i>hands only</i>	  
• Bend my <i>elbows</i> to catch the ball	  
Challenge - I can:	
• Jump to catch the ball	  
• Catch the ball in <i>different ways</i>	  
• Balance on one leg to catch the ball	  
I did my best.	  
I can teach someone how to catch.	  

Why is it important to learn how to catch?

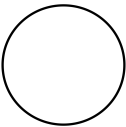
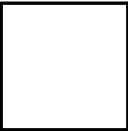


How can you improve your catching skills?

What I enjoyed the most during fitness this week:

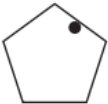

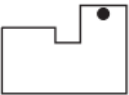
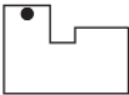




2D/3D Shapes Task

Name: _____

Outcomes Stage 1	MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols	L	B	S	H	O
	MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained	L	B	S	H	O
	MA1-15MG manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons	L	B	S	H	O
	MA1-3WM: supports conclusions by explaining or demonstrating how answers were obtained.	L	B	S	H	O

Question 1 (ES1)	
Name these Shapes	
 _____	 _____
 _____	 _____

Question 2 (ES1)	
What do these shapes have?	
A Square has _____ Corners/Vertices and _____ Side/s	A Triangle has _____ Corners/Vertices and _____ Side/s
A Rectangle has _____ Corners/Vertices and _____ Side/s	A Circle has _____ Corners/Vertices and _____ Side/s

Question 3 (S1)	
What movement have these shapes made? “Slide” or “Turn”	
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Question 4 (S1)

Draw these Shapes in the box and then write the name of the shape next to it

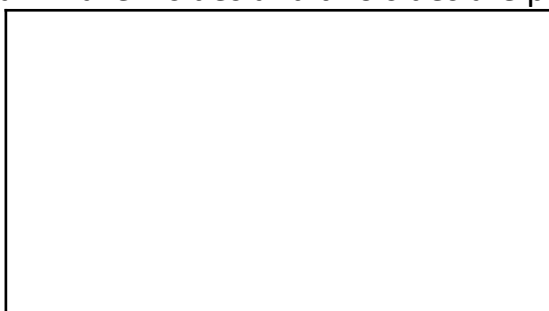
I have 3 sides with the same length. What am I?



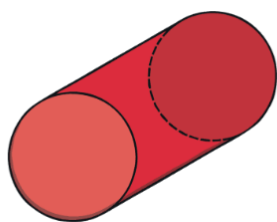
I have 5 sides that are all equal. What am I?



I am a quadrilateral. I have 4 sides and two sides are parallel. What am I?



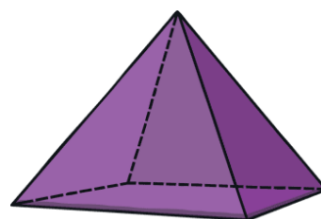
Question 5 (ES1)



Name of shape: _____

How many curved surfaces? _____

How many flat surfaces? _____

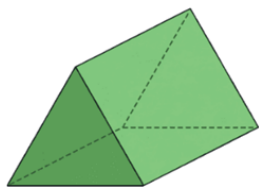


Name of shape: _____

How many curved surfaces? _____

How many flat surfaces? _____

Question 6 (S1)

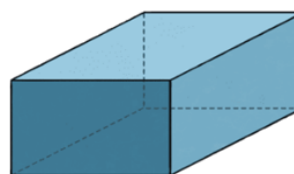


Name of shape: _____

How many faces? _____

How many edges? _____

How many vertices? _____



Name of shape: _____

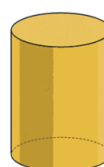
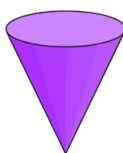
How many faces? _____

How many edges? _____

How many vertices? _____

Question 7 (S1)

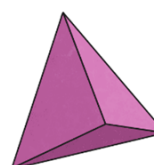
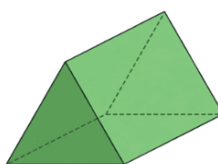
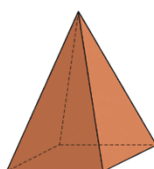
I am thinking of a shape, it has **1 flat surface** and **1 curved surface**. It has **0 edges** and **0 vertices**. Circle the shape you think is correct...



Bonus point: What is the name of the correct shape? _____

Question 8 (S1)

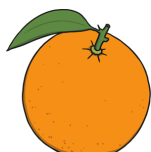
I am thinking of a shape, it has **4 faces**, **6 edges** and **4 vertices**. Hint: all of my faces are triangles. Circle the shape you think is correct...



Bonus point: What is the name of the correct shape? _____

Question 9 (S1)

Draw a line connecting these real-life objects to the correct 3D shape that matches it:



Cone

Cube

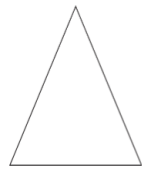
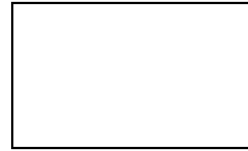
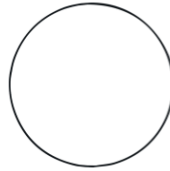
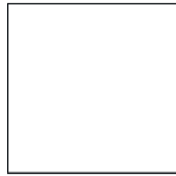
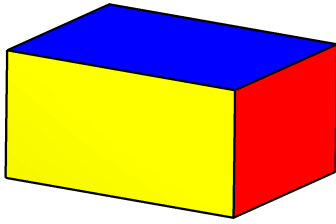
Cylinder

Rectangular Prism

Sphere

Question 10 (S1)

Colour in the 2D shapes that you can see on the surface of this 3D shape:



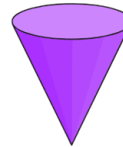
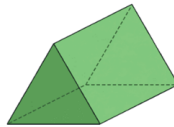
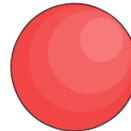
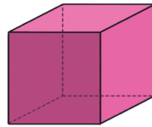
Question 11 (S1)

Draw a line connecting the 3D shape with the correct types of surface it has:

Curved Surface Only

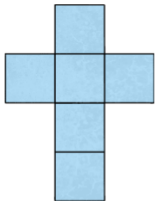
Curved and Flat Surface

Flat surface Only

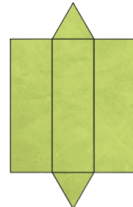


Question 12 (S2)

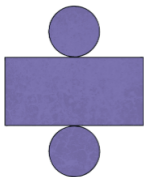
What 3D shapes will these shape nets create?



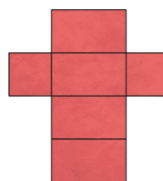
Name: _____



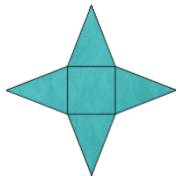
Name: _____



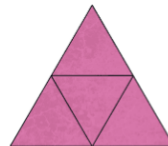
Name: _____



Name: _____



Name: _____



Name: _____

I am confident. I've got this.



I am almost there.



I am not confident yet. I need more help.

