

NAME: \_\_\_\_\_



# Learning from Home

Unit: 8  
Stage 1

Year 1 and Year 2



Term 3 Week 8 2021

# Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> For our Learning From Home Packages
- Department of Education *Learning from Home*: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Should you need to contact your child's teacher please use the following emails:

1W Marianne Galluzzo	<a href="mailto:marianne.galluzzo@det.nsw.edu.au">marianne.galluzzo@det.nsw.edu.au</a>
1F Nicole Fagan	<a href="mailto:nicole.fagan3@det.nsw.edu.au">nicole.fagan3@det.nsw.edu.au</a>
2M Mary Muldrew	<a href="mailto:mary.barr2@det.nsw.edu.au">mary.barr2@det.nsw.edu.au</a>
2R Alex Atterton	<a href="mailto:alexandra.redford1@det.nsw.edu.au">alexandra.redford1@det.nsw.edu.au</a>

## INDIGENOUS LITERACY DAY

- [Why the Koala has a Stumpy Tail](http://www.viewpure.com/fqmuAZL3h-o?start=0&end=0) <http://www.viewpure.com/fqmuAZL3h-o?start=0&end=0>
- The Rainbow Serpent <http://www.viewpure.com/T8RA7-yktM0?start=0&end=0>
- How the Kangaroos got their Tails <http://www.viewpure.com/JS2sZrI0KzQ?start=0&end=0>
- How the Birds got their Colours <http://www.viewpure.com/pu-HG9yuU4Q?start=0&end=0>

## ENGLISH

- Story Box Library (username: tnps and password: tnps) [www.storyboxlibrary.com.au](http://www.storyboxlibrary.com.au)
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books
- The Literacy Shed <https://www.literacyshed.com/>
- Dance Mat Typing [www.dancemattypingguide.com](http://www.dancemattypingguide.com) – Typing training with levels for children
- The State Library <https://www.sl.nsw.gov.au/learning/kids-and-families>
- Ku-ring-gai Library - online reader platform for ebooks <https://www.krg.nsw.gov.au/Community/Ku-ring-gai-Library>

## MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- Bubble Buster: Addition <https://www.education.com/game/number-pairs-bubble-buster/>
- 3-Digit Place Value Machine Game <https://www.education.com/game/place-value-machine-3-digit/>
- ABC Splash Mathematics activities for K-10 <https://education.abc.net.au/home#!/resources/-/mathematics>
- Mathematics activities for K-10 <https://nrich.maths.org/> with a focus on developing mathematical thinking and problem-solving skills
- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> Fun, creative and practical activities to develop everyday Maths skills

## SCIENCE AND TECHNOLOGY

- Making your own Lava Lamp <https://www.questacon.edu.au/outreach/programs/science-circus/videos/lava-lamp>
- Pop Top Fountain Experiment <https://www.questacon.edu.au/outreach/programs/science-circus/videos/pop-top-fountain>
- ABC Education- Pushing and Pulling Game <https://www.scootle.edu.au/ec/viewing/L700/index.html>
- Coding Activities for Kids <https://code.org/>
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos
- NASA Kids Club: <https://www.nasa.gov/kidsclub/index.html>
- Science for kids has some great experiments you could try at home. <http://www.sciencekids.co.nz/>

## HSIE – HISTORY AND GEOGRAPHY

- National Geographic Kids <https://www.natgeokids.com/au/category/kids-club/>
- ABC Education- Garden Detective Game <https://www.scootle.edu.au/ec/viewing/L1118/L1118/index.html>

## CREATIVE ARTS

- Dance exploration <https://www.gonoodle.com/>
- Drama Activities <https://www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- 000 Hero <http://kids.triplezero.gov.au/> for K-2 children. An interactive game that promotes safety messages and how to act in an emergency.
- Cosmic Yoga has great creative yoga videos that are easy for children to follow. <https://www.youtube.com/user/CosmicKidsYoga>



## 2M Zoom Classes WEEK 8 TERM 3 2021

**PLEASE NOTE THE CHANGE FOR the Wednesday, 1 September only**

- **Morning: Students will participate in an Indigenous Literacy Day livestream from the Sydney Opera House. The link for the livestream will be sent to families via SZapp before the day.**
- **Afternoon: Students will participate in Wellbeing activities outlined in their Learning from Home package.**

<b>Monday 30/8/21</b> <b>Tuesday 31/8/21</b> <b>Thursday 2/9/21</b> <b>Friday 3/9/21</b>	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
	667 8450 4207	629 4092 7163	242050	122346
<b>Wednesday 1/9/21</b>	Indigenous Literacy Day – livestream	Wellbeing activities as outlined in the Learning from Home Pack (No Zoom)	Livestream link will be sent via SZapp before the event.	Wellbeing activities as outlined in the Learning from Home Pack (No Zoom)

Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their **DoE student portal login** to gain access. **The DoE user ID and DoE password will be the same as last week.**

**Monday 30/8/21, Tuesday 31/8/21, Thursday 2/9/21, Friday 3/9/21**

Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H

# Week 8 Term 3 – Learning from Home

## Stage 1 Year 1 and 2

You may need help from a parent/carer and possibly resources from your teacher.

**One activity has been selected for feedback. It is highlighted on the timetable.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am
Break	Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Break	Break	Break	Break	Break	Break
Afternoon	ZOOM 1:30pm Science	ZOOM 1:30pm Art	ZOOM 1:30pm Wellbeing	ZOOM 1:30pm PDHPE	ZOOM 1:30pm Music





# MONDAY - English

## Spelling

- Ask a family member to pre-test you with the Week 8 spelling words. If a family member cannot help you, choose words that you find tricky to spell.

**Year 1** students should choose **10** words from the spelling list to complete the daily activities.

**Year 2** students should choose **12 – 15** words from the spelling list to complete the daily activities.

Year 1 Week 8 Spelling Words		
v ve / w wh u vase sleeve / web whale queen		
Core	Extension	Theme
vet	above	natural
vest	diver	resource
give	every	mineral
have	everyone	recycle
love	favourite	renewable
very	giving	solar
eleven	haven't	vegetable
twelve	leave	
was	lovely	
what	move	
when	river	
why	travel	
twin	vehicle	<b>Demon</b>
swim	video	vagrant
water	visitor	vague
queen	voice	valiant
	quarter	vanquish
	question	variable
	quickly	verify
	quilted	valid
	squeeze	
	swept	
	swift	
	twenty	
	twinkle	
	twisting	
	welcome	
	whale	
	while	
	window	
	winter	
	women	

Year 2 Week 8 Spelling Words		
v ve / w wh u vase sleeve / web whale queen		
Core	Extension	Theme
ever	above	natural
you've	adventure	resource
given	arrival	mineral
cover	could've	recycle
seventeen	cover	renewable
haven't	evenly	solar
above	everything	vegetable
loving	favourite	
dive	heavy	
they've	invite	
swim	leave	
quiet	lovingly	
which	serve	
while	seventy	<b>Demon</b>
would	should've	vagrant
quickly	travel	vague
where	vacation	valiant
white	video	vanquish
won	visit	variable
warm	visitor	verify
	afterwards	valid
	aqua	
	awoke	
	between	
	forward	
	quantity	
	quest	
	question	
	sandwich	
	sweet	
	waste	
	weather	
	weekend	
	welcome	
	wheat	
	wheel	
	whether	
	whisper	
	whistle	
	woman	

**Must do:**

- Practise your spelling words each day.

Remember to look, say, cover, write, check and correct each word.

**Look****Say****Cover****Write****Check**

Monday	Tuesday	Wednesday	Thursday	Friday

**Can do:****Bubble Words**

Write your spelling words in colourful bubble writing.

**bubble**

## Reading

Our reading tasks this week will be relating to the picture book “*Are We There Yet?*” by Alison Lester.

This is a multi-award-winning story about Grace and her family’s journey around Australia. The story is based on a journey undertaken by the author and illustrator, Alison Lester.

**Orientation: Let’s look at the cover of our book**



Describe what is happening in the illustration.

---

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---

Where might the family be going?

---

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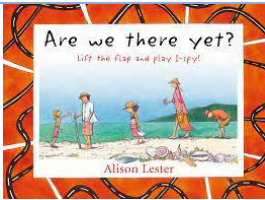
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Do you think this is going to be a long journey? Why?

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Listen to the story of “Are We There Yet?” by Alison Lester.

<https://www.youtube.com/embed/KW-SAG1tdhg>

While you are listening look at the map and see how many places you can identify on the map as Grace makes her journey around Australia.






Must do:


Our book "Are We There Yet?" by Alison Lester has many common and proper nouns. The posters below help remind us of what a common and proper noun is.

# common

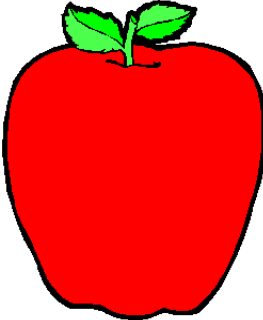
**Common nouns** are words that name an **object** you can see or touch.



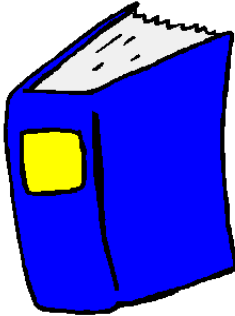
pencil



dog



apple



book

www.fastentdisplay.co.uk

# proper

**Proper nouns** are words that name a **particular** person, place or object.



John



London



Statue of Liberty


**REMEMBER:** Proper nouns always start with a capital letter.

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- Complete the noun sort worksheet.

# Proper and Common Noun Sort

Sort the nouns into the correct boxes.

Common Nouns	Proper Nouns
	

Sydney Harbour Bridge	dog	building bricks	pencil
September	zoo	Melbourne	kangaroo
table	holiday	Friday	Ned Kelly
school	Great Barrier Reef	Australia	week
Uluru	Jupiter	teacher	footballer

## Can do:

## Proper Nouns

These are special names given to particular people, places or things that have an individual name, or are to be distinguished from other people, places or things.

They always have capital letters. You wouldn't usually use 'the' or 'a' with these nouns.

Jason Maria January London Hawaii Christmas Day St. Patrick's Day



## Common Nouns

These are words that mean people, places or things but they are not to be specially distinguished in any way.

They do not need capital letters. You can usually use 'the', 'a' or 'an' with these nouns.

boy lady park town ice cream evening



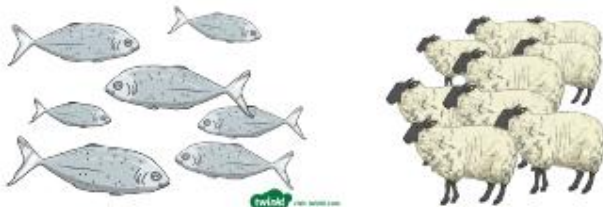
## Collective Nouns

These are the names given to groups or collections of people and things when they are put together.

They do not need capital letters.

flock      collection      gathering      pack      shoal      herd

Fun fact: A group of owls is called a 'parliament'!

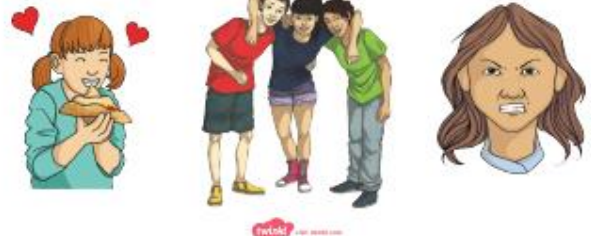


## Abstract Nouns

These are the names given to feelings or ideas that you cannot touch or see.

These do not need capital letters.

love      friendship      health      rage



Write sentences using common, proper, collective, and abstract nouns. Don't forget capital letters and correct sentence endings.

You might like to colour code your nouns to match the poster colours above!

[illegible]

## Writing

### Handwriting

- Today we will be practicing our letters that go above the lines:

h k

- Watch the short videos and copy along.

h

[www.youtube.com/embed/BRDzxCFWI3U](http://www.youtube.com/embed/BRDzxCFWI3U)



k

[www.youtube.com/embed/pOnWH3ntp70](http://www.youtube.com/embed/pOnWH3ntp70)



# Handwriting Hints

Lean your head slightly forward.

Sit up straight and all the way back in your chair.

Hold your pencil correctly. Don't grip it too tightly!

Put both feet flat on the floor.





Now, complete the worksheet by tracing and then copying it below.

h k h k h k h k h k

hawk chunk check

hack chuck checkup

H K H K H K H K H

## Editing

Choose ONE of the editing activities to complete below.

Option A is easier

Option B is more challenging

### Option A = Water

Find the mistakes in this text. You will need to:

- find and fix 4 spelling mistakes
- add 3 capital letters
- add 2 full stops and 2 commas.

all living things need warter to survive. plants and trees need  
water too grow Animals and humans need water to keep there  
bodies healthy and working correctly. humans allso use water  
for cooking washing cleaning and farming

Write the text correctly on the lines below.

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### Option B = Indoor Play

Correct the text using editing marks. There are 15 errors to find.


my mum keeps telling me to go and play outside She say's I need fresh air sunshine and physical exercize. But I like indoor play much better!

Some games is simply better suited to in-side play drawing and painting are easier to do at desk. Reading is much more relaxing when sit on a comfortable chair. It makes much more sense to do art and craft on a big table wear you can lay out all of your materials. it makes no sense to do these things outdoors when thay can be done indoors.

## Editing Marks


Capital letter 

End punctuation ○❗❓

Insert a word 

Change to lower case / l.c.

Take something out ๑7

Check spelling 

New paragraph ¶

**Write the text correctly on the lines below.**

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

# MONDAY - Mathematics

## Minute Maths

Write down or draw as many things as you can about fractions. Eg: Halves, quarters, eighths.

“My brother always gets the bigger half!”  
moaned Greg. Is this possible?



Answer:


Draw a picture to show your thinking:











## Number and Algebra - Must Do

We can use our knowledge of fractions to help us describe a collection of objects.

For example, to describe how many of the shapes below are blue, we say that:

	1 out of 2 shapes are blue.	<b>Extension:</b> $\frac{1}{2}$ are blue or half are blue
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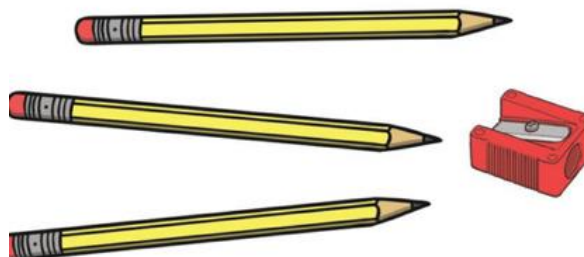
Complete the table. Some parts have been filled in for you. They get harder as you go down. Start at the top and see how far you can get!			<b>Extension: Write your answer as a fraction!</b>
How many are circles?		_____ out of <u>2</u>	
How many are green?		_____ out of <u>4</u>	
How many are squares?		_____ out of _____	
How many are orange?		_____ out of _____	
How many are _____?		<u>2</u> out of <u>8</u>	
How many are orange?		_____ out of _____	
How many are _____?		<u>6</u> out of <u>8</u>	
How many are green?		_____ out of _____	
How many are squares?		<u>2</u> out of <u>4</u>	

## Number and Algebra - Can Do

Use your knowledge of halves, quarters, and eighths to solve these tricky word problems.

They get harder as you go, so start from the top and work your way down.

. In a box of 24 pencils, half were sharp. How many weren't sharp?



Janik invited 20 friends to his birthday. A quarter of them were girls. How many were boys?



A hotel has 40 rooms. There are 10 rooms on each floor. What fraction of the hotel's rooms are on each floor?



Lorna got \$20 for her birthday. She spent \$10 on a DVD, \$2 on a magazine and \$3 on a football. What fraction of her birthday money did she have left?



Eva says " $\frac{1}{2}$  of 20 is more than a  $\frac{3}{4}$  of 16." Is she right?



# MONDAY – Science

## How do we use Earth's natural resources?

We may buy things from the shops, but everything we get comes from Planet Earth. The food we eat, the clothes we wear and the houses we live in, all come from natural resources.

- 1 Read the boy's words. Is he right? Where does ice cream come from? Have a class chat.



My favourite food to eat is ice cream.

I think it comes from the supermarket freezer.



Read the *Everything Comes from Something* Book



'Everything comes from something.  
Nothing comes from nothing.  
Just like **paper** comes from **trees**,  
And **glass** comes from **sand**.  
**An answer** comes from a **question**.  
All you have to do is ask.'

An extract from *Agatha's Feather Bed*  
by Carmen Agns Deady.



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2



© Inquisitive Pty Ltd

3

Corn cereal comes from corn plants.



MOO

Milk comes from dairy cows who munch on grass. Plants like corn and grass need good soil to grow.



© Inquisitive Pty Ltd

4





Most of our electricity comes from burning coal.



Coal is a natural mineral mined by people from inside the Earth.



Paper is made from wood that is squashed into a liquid pulp.



Some bike frames are made of aluminium, a metal found in the Earth.



Parts of wheels are made from latex (rubber), a liquid found in some trees and plants.



Most toys are made from plastic pellets.



Plastic is made from oil, a liquid dug by people from deep underground.







Most pillows are made of cotton, a material from a plant.



Some pillows are stuffed with duck or goose feathers.



Fill the shopping basket. Draw and label something you play with, you eat and you wear. Think of the natural resources used to make your objects.



**Use**



Wooden chair



Tree

**Play**

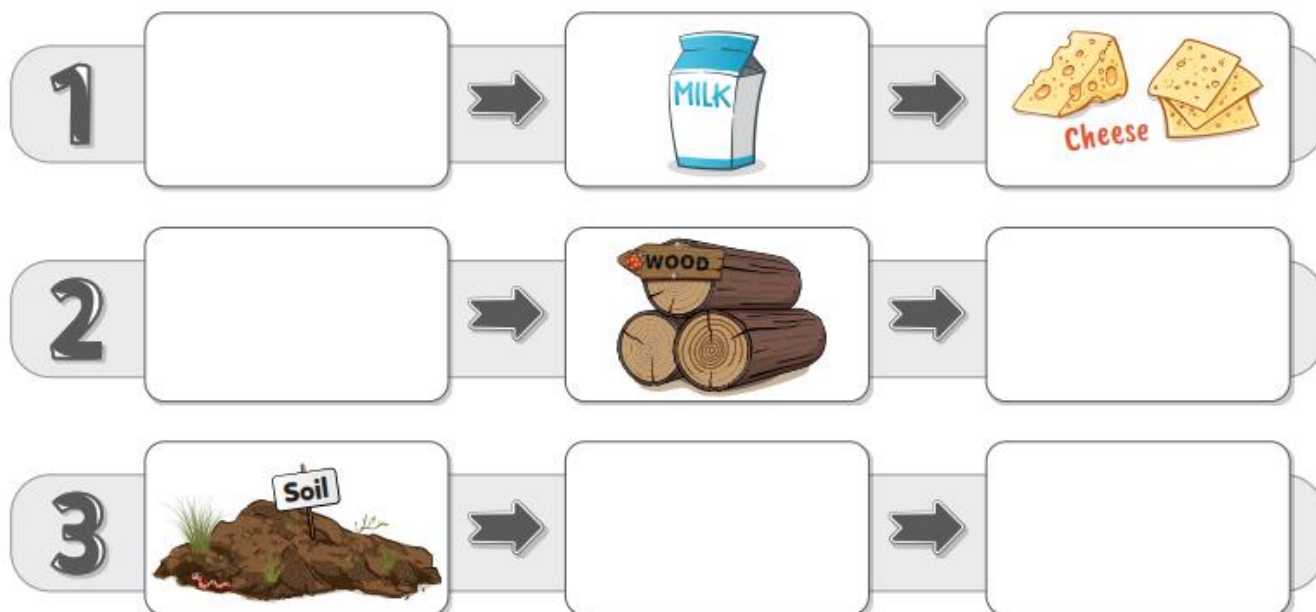
**Eat**

**Wear**

Complete the flowcharts showing how we use Earth's resources.

Draw and label the missing steps.

A **flowchart** shows how things are connected.



### Optional Experiment

#### Materials needed

##### INVESTIGATION PAGE 3

#### How to make ice cream in a bag

- 1 **Medium** zip lock bag
- 300ml of cream
- 2 tablespoons of caster sugar
- 1 tablespoon of cocoa  
or 1 teaspoon of vanilla essence
- 1 **Large** zip lock bag
- 2 trays of ice cubes
- 6 tablespoons of rock salt
- Tea towel or oven mitts



2 Watch the video *How to make ice cream in a bag*.

Make your own ice cream in a bag.

Record your investigation using the organiser.

<https://www.youtube.com/embed/978mZNGk4eo>



## INVESTIGATION

### How to make ice cream in a bag

**Materials:** What you will need.

**Predict:** What will happen?

**Method:** How to do it.

1

2

3



**Results:** What happened?

# TUESDAY - English

## Spelling

### Must do:

- Using the table in Monday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

- Read the sentence below. Can you find the common sound?  
Underline, circle or highlight the letter / letters that make the common sound.

***The lovely queen looked out of the window and saw a whale in the water. There was a vet on the beach looking at the water.***



- The letters **v ve w wh qu** all represent the same sound. Using the table below, brainstorm as many words that you can think of. **You may use the spelling lists to help you.**

<b>v</b>	vase,
<b>ve</b>	sleeve,
<b>w</b>	web,
<b>wh</b>	whale,
<b>qu</b>	queen,

### Can Do:

**Write** the contractions for the following words. **Finish** the sentences with your contractions. [Go to Helpful Hint 13](#).

you have \_\_\_\_\_ they have \_\_\_\_\_

I have \_\_\_\_\_ have not \_\_\_\_\_

Y \_\_\_\_\_ been to my house, \_\_\_\_\_ you?

I \_\_\_\_\_ got a swimming pool at my house.

T \_\_\_\_\_ got a pool next door too.

## Reading

**Read the questions before you revisit the story of “Are We There Yet?” by Alison Lester.**

You will only need pages 1-6 (0.00mins – 3.14mins) for this task. Stop the story as you go along so you can write your answers to the questions.

<https://www.youtube.com/embed/KW-SAG1tdhg>



1. Who is telling the story of the family's journey around Australia? \_\_\_\_\_
2. What is the name of the family's hometown? \_\_\_\_\_
3. In what season was the journey taken? \_\_\_\_\_
4. Who looked after the family's pets (Buffy, Tigger and Bess)? \_\_\_\_\_
5. In what did the family stay while on their travels? \_\_\_\_\_
6. Why did Luke choose to sleep under the stars? \_\_\_\_\_  
\_\_\_\_\_
7. What was the first place they visited on the journey? \_\_\_\_\_
8. Why did seeing the pelican make them laugh? \_\_\_\_\_  
\_\_\_\_\_
9. Where did the family sleep on the first night? \_\_\_\_\_
10. What did the children do to entertain themselves at Streaky Bay and Murphy's Haystacks?  
\_\_\_\_\_  
\_\_\_\_\_
11. How long did it take to cross the Nullarbor Plain? What did the children do to pass the time?  
\_\_\_\_\_  
\_\_\_\_\_



12. What did they see at the Head of the Bight? \_\_\_\_\_

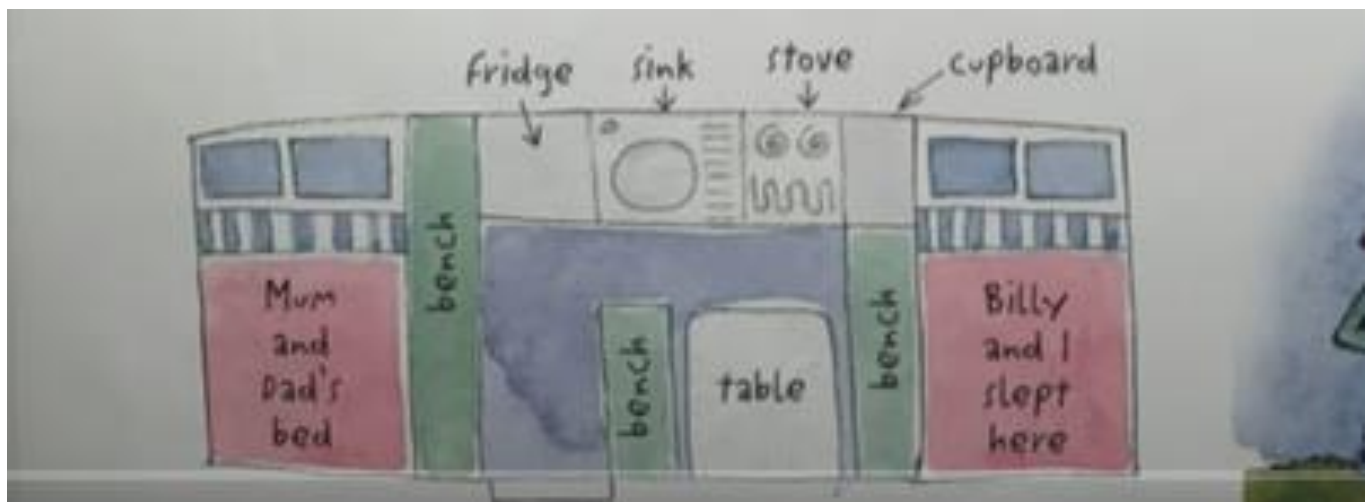
\_\_\_\_\_

13. What was the sound made by the whales likened too? \_\_\_\_\_

\_\_\_\_\_

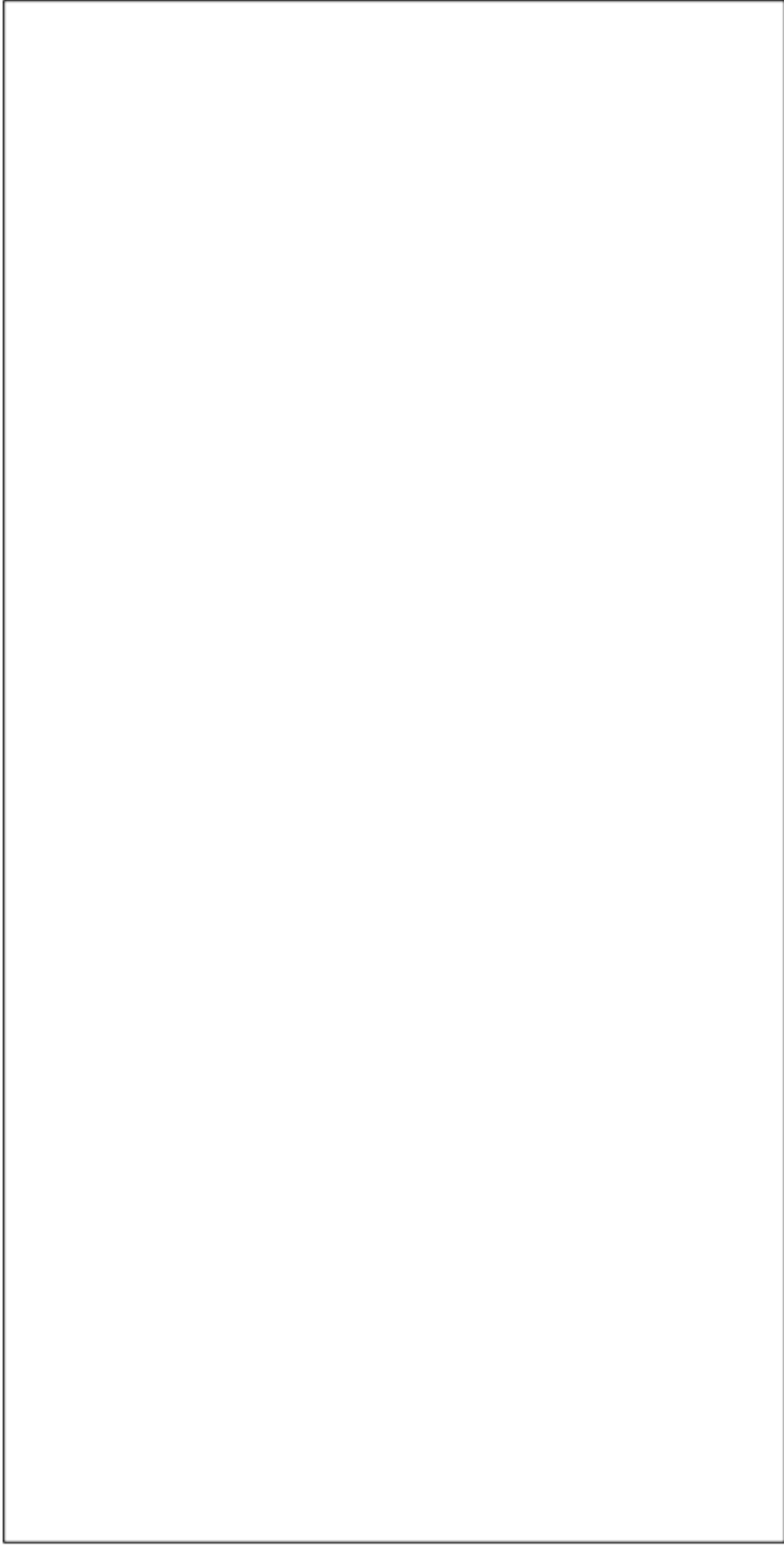
Look at the sketch map of Grace's Camper.

Sketch maps show where things are located relative to other things.



Draw a plan (sketch map) of a camper trailer you would like to own include all the features that you think would be necessary to cater for your family on a journey around Australia.  
Label your camper.

**Task:** Draw a plan of a camper trailer you would like to travel around Australia in. Include all the features that they think would be necessary to cater for your family on the journey.

A large, empty rectangular box with a thin black border, intended for a student to draw a plan of a camper trailer. The box occupies the majority of the page below the task instruction.

## Writing

What we have learnt so far about Informative Texts:

**Informative texts provide facts about a particular topic. Some of these topics might include people, places, animals and objects.**



people



animals



places



objects

**Informative texts contain facts. Facts are true statements about the topic that can be proven.**

Read each sentence below and decide if it is a fact or an opinion.

Circle your answer.

Turtles have a hard shell.

Fact / Opinion

Turtles are very cute.

Fact / Opinion

A group of turtles is called a bale.

Fact / Opinion

Turtles have a sharp beak for eating.

Fact / Opinion

Turtles live in many places on land and in water.

Fact / Opinion

Turtles are the best animals at the zoo.

Fact / Opinion

Most turtles move very slowly because of their heavy shell and short legs.

Fact / Opinion



## Answers:

Turtles have a hard shell.

Fact / Opinion

Turtles are very cute.

Fact / Opinion

A group of turtles is called a bale.

Fact / Opinion

Turtles have a sharp beak for eating.

Fact / Opinion

Turtles live in many places on land and in water.

Fact / Opinion

Turtles are the best animals at the zoo.

Fact / Opinion

Most turtles move very slowly because of their heavy shell and short legs.

Fact / Opinion

### Information reports usually follow this Structure:

#### General Description

What are you going to describe? What group does it belong to?

#### Fact 1

Describe one aspect of the subject using facts.

#### Fact 2

Describe one aspect of the subject using facts.

#### Fact 3

Describe one aspect of the subject using facts.

#### Concluding Sentence

Conclude with an interesting fact about the subject.

### Read the text below on Eagles.

Using your colours, see if you can find:

- the **general description**
- the **three facts**
- the **concluding sentence**.

(The answers are below)

### Eagles

Eagles of all kinds are a type of bird.

They mostly live in trees in wetland areas, all around the world.

Eagles have strong wings, a sharp beak and long talons.

They are all carnivores, crushing their prey with their sharp claws.

Most eagles can live for 20 to 25 years in the wild.



## Answers:

### General Classification

Eagles of all kinds are a type of bird.



### Fact 1: Habitat

They mostly live in trees in wetland areas, all around the world.

### Fact 2: Appearance

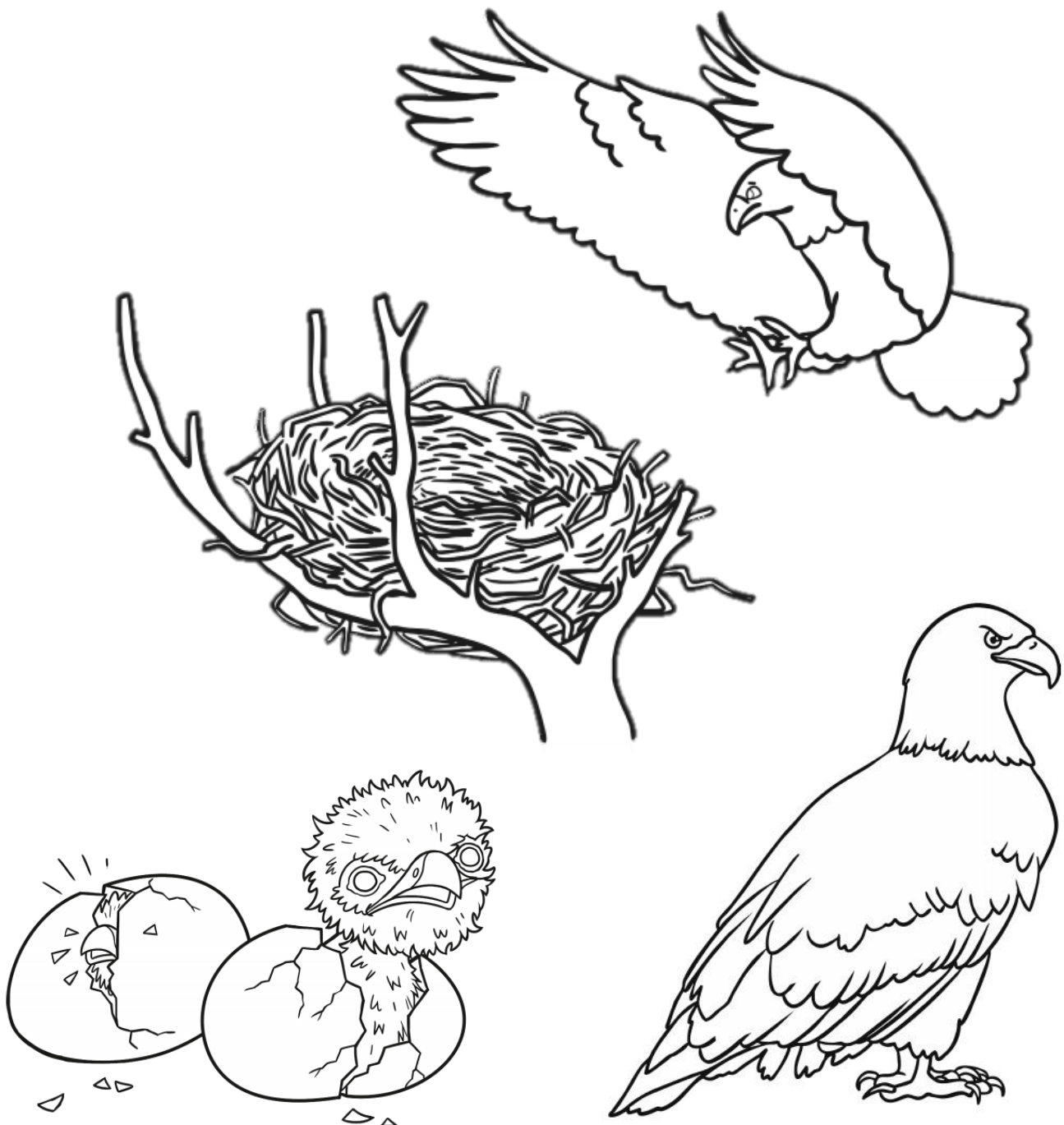
Eagles have strong wings, a sharp beak and long talons.

### Fact 3: Diet

They are all carnivores, crushing their prey with their sharp claws.

### Concluding Sentence

Most eagles can live for 20 to 25 years in the wild.



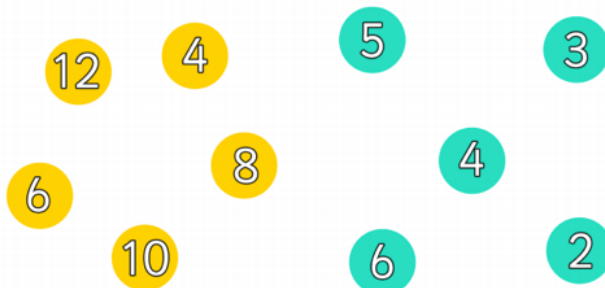
# TUESDAY - Mathematics

## Minute Maths

Halving Challenge Cards

Match the number to its half like this:

$$10 \rightarrow 5$$

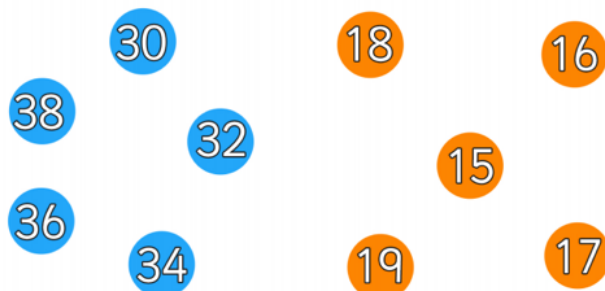


twinkl.co.uk

Halving Challenge Cards

Match the number to its half like this:

$$4 \rightarrow 2$$

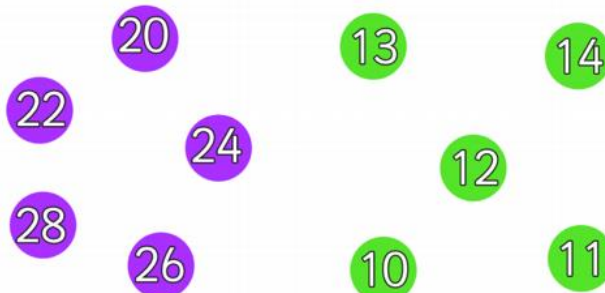


twinkl.co.uk

Halving Challenge Cards

Match the number to its half like this:

$$10 \rightarrow 5$$



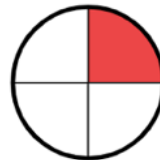
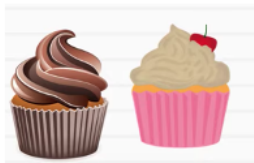
twinkl.co.uk

Number and Algebra - Must Do

Draw lines to join any fractions, symbols or words that match.

Level 1

$$\frac{1}{1}$$



whole

two out of four



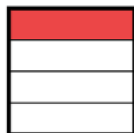
$$\frac{1}{4}$$



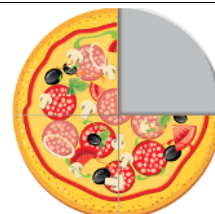
$$\frac{1}{2}$$

Level 2

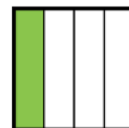
three quarters



$$\frac{2}{4}$$



$$\frac{3}{4}$$

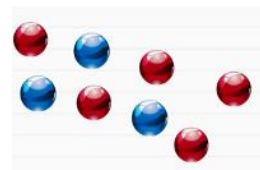


one out of four

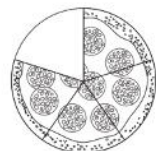
Level 3



$$\frac{7}{8}$$



$$\frac{5}{8}$$



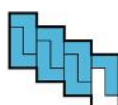
$$\frac{2}{6}$$



four-fifths

three-eighths

4 out of 6

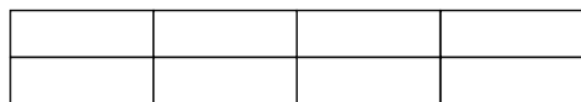
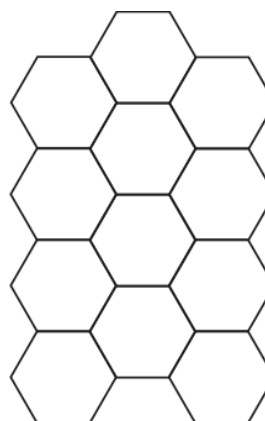
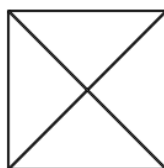
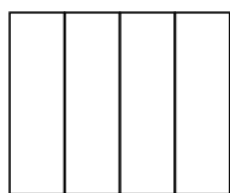


seven out of 10



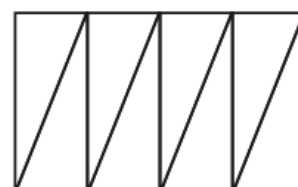
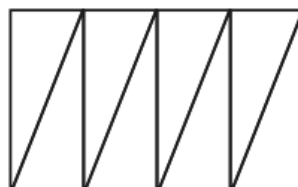
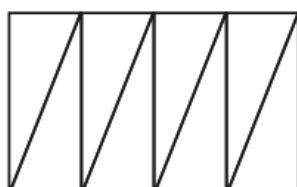
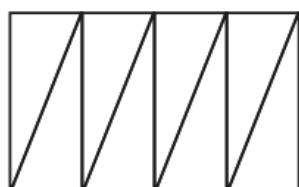
## Number and Algebra - Can Do

Can you shade each of these pictures into 3 quarters?



Colour in a fraction of each rectangle.

Label what fraction of the shape you have coloured in below:



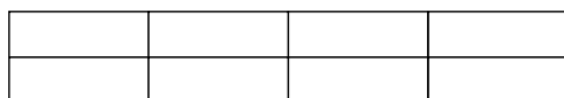
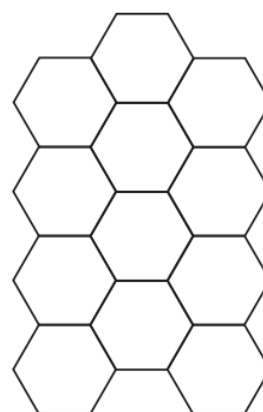
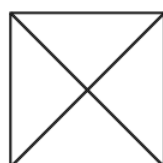
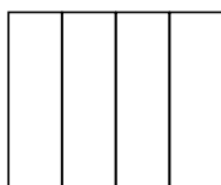
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Shade  $\frac{2}{4}$  of these shapes.



What do you notice about 2 quarters? Does it remind you of another fraction you know?

Explain your answer and draw a picture to show your thinking.



## TUESDAY – Art

### Construction Sculpture

Jean DuBuffet was a French sculptor and painter who was born more than 100 years ago. Look at some of his artworks.



Using cardboard, oil pastels, textas or paint can you create your own version of a Jean DuBuffet. I have created one below. Here are the steps in pictures.



You can draw pictures on your pieces of cardboard before you attach them together.  
Have fun.

# WEDNESDAY - English

## Spelling

### Must do:

- Using the table in Monday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

Colour the vase **blue** if you hear **v ve** at the **start** of the picture name.

Colour the vase **orange** if you hear **v ve** at the **end** of the picture name.



Where do you hear **wh u** in the picture name? Colour the drop **blue** if it is **first** and **yellow** if it is **second**. Finish the words to match the pictures.



tw\_\_\_\_ns    \_\_\_\_ater    twel\_\_\_\_    \_\_\_\_atch    q\_\_\_\_een

Write these words in alphabetical order. The alphabet is here to help you.

a b c d e f g h i j k l m n o p q r s t u v w x y z

given    dive    ever    above    cover    seventeen

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

### Can do:

Finish each sentence by adding **ed** or **ing** to the words in the brackets.

Go to Helpful Hints **2a** and **2b**.

The vet was \_\_\_\_\_ the animals their injections. (give)

A dog \_\_\_\_\_ under a seat trying to escape. (dive)

Dogs are usually very \_\_\_\_\_ pets. (love)

## Reading



**Must Do: Look at the pages 7–12 of ‘Are We There Yet?’ (3.44 mins – 5.42mins)**

<https://www.youtube.com/embed/KW-SAG1tdhg>

The family has arrived in Western Australia. Make sure that you study all the drawings and maps carefully. When you have done this complete the following table.

Add information about the attraction/s seen at each place and the type of weather experienced.

Place visited	Attractions (points of interest)	Weather
Wave rock		
Rottnest Island		
Pinnacles		
Geraldton		
Monkey Mia		
Turquoise Bay		
Broome		
Windjana Gorge		
Tunnel Creek		
Tanami Track		



**Can Do: Look at the Information Sheet for our next activity.**

## Great Barrier Reef, Ningaloo Reef and Shark Bay Information Sheet

Read this information sheet before answering the comprehension questions.

### Great Barrier Reef

- The Great Barrier Reef is located off Queensland's coast, in the Coral Sea.
- It is the world's largest coral reef system, stretching over 2000km.
- The Great Barrier Reef is listed a World Heritage Site due to its environmental importance and unique natural attributes.
- Over 1600 species of fish, 5000 types of mollusc, 125 species of shark and stingray can be found as part of the Great Barrier Reef's diverse wildlife, as well as 30 types of whale, dolphin, porpoise and dugong.
- Visitors to the Great Barrier Reef can swim, snorkel, dive, sail, fish in designated areas and take scenic flights.

### Ningaloo Reef and Shark Bay

- Ningaloo Reef and Shark Bay are located on the north-west coastal region of Western Australia and both are listed as World Heritage Sites.
- Ningaloo Reef stretches 260km and is home to a variety of marine wildlife, including whale sharks and manta rays.
- Shark Bay has exceptional natural features, including diverse seagrass beds and stromatolites (deposits that are said to be the oldest lifeforms on Earth).
- Visitors to Ningaloo Reef and Shark Bay can snorkel, dive, sail, watch wildlife and camp.





# Comprehension Questions

Read the information sheet on the Great Barrier Reef, Ningaloo Reef and Shark Bay and answer the following questions.

1. Where in Australia would you find the Great Barrier Reef?

\_\_\_\_\_

2. Off the coast of which state would you find Ningaloo Reef and Shark Bay?

\_\_\_\_\_

3. Fill in the blanks:

The Great Barrier Reef, Ningaloo Reef and Shark Bay are all

W \_\_\_\_\_ H \_\_\_\_\_ S \_\_\_\_\_.

4. The Great Barrier Reef is the world's longest reef system stretching over 2000km. How long is Ningaloo Reef?

\_\_\_\_\_

5. What kinds of marine life would you find at the Great Barrier Reef and Ningaloo Reef? Name five.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Which two exceptional natural features would you find at Shark Bay?

\_\_\_\_\_  
\_\_\_\_\_

7. What are two activities that you can do at the Great Barrier Reef and Ningaloo Reef?

\_\_\_\_\_  
\_\_\_\_\_

8. What is an interesting fact you learned about the Great Barrier Reef?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What is an interesting fact you learned about Ningaloo Reef and Shark Bay?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Which one would you prefer to visit and why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Writing

### Language in Informative Writing

Watch 'Octonauts: Creature Report – Whale Shark'

[www.youtube.com/embed/VOC0wB0\\_M6E](https://www.youtube.com/embed/VOC0wB0_M6E)



**Think:** Can you identify any examples of informative language used in the video?

*Whale sharks are definitely the biggest fish in all the sea.  
They open up their mouths really wide and eat whatever swims inside.  
Though their mouths are so huge, whale sharks like to eat tiny food.*

### Informative Texts use special types of language:

#### The Language of Generalisation

This is used to make general statements about a subject.

E.g. **All** tigers are mammals.

#### The Language of Description

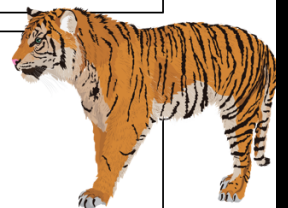
This is used to describe the subject in a clear and factual way.

E.g. Tigers have **strong** bodies, **broad** paws and **sharp** teeth.

#### The Language of Comparison

This is used to describe similarities and differences.

E.g. Tigers are **the largest** member of the cat family.



## Read the text below on Sharks.

Using your colours, see if you can find:

- the language of generalisation
- the language of description
- the language of comparison

(The answers are below)

### Sharks

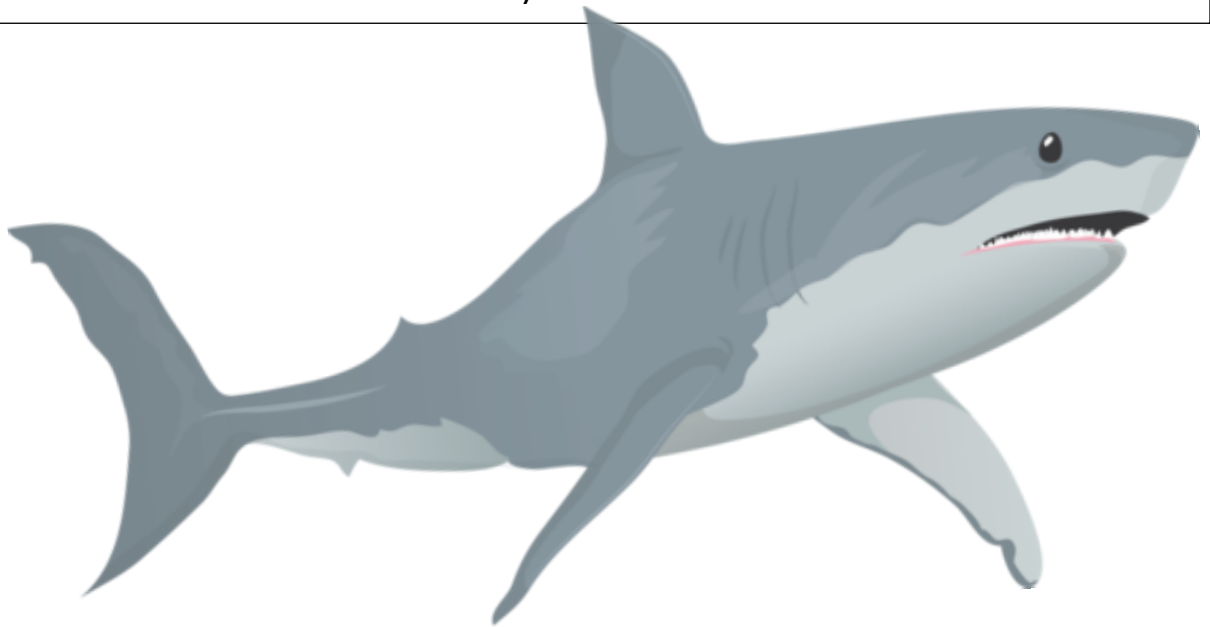
All sharks are fish.

They usually live in salt water, but some live in fresh water.

Sharks have tiny scales, like teeth, all over their stream-lined bodies.

They are all carnivores, which means they are meat-eaters.

Most sharks can live for 20 to 30 years in the wild.



### Answers:

All sharks are fish.

They usually live in salt water, but some live in fresh water.

Sharks have tiny scales, like teeth, all over their stream-lined bodies.

They are all carnivores, which means they are meat-eaters.

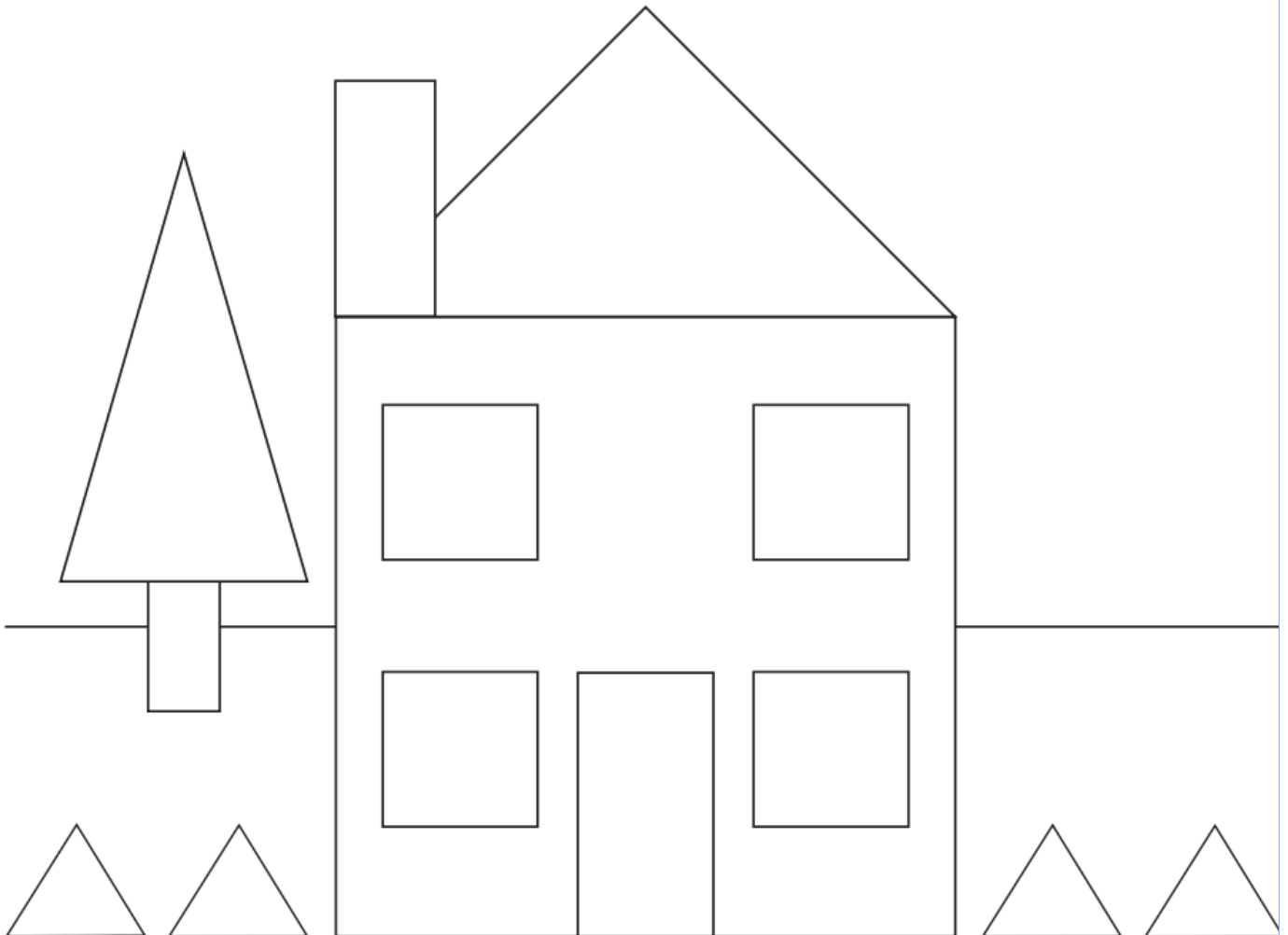
Most sharks can live for 20 to 30 years in the wild.

# WEDNESDAY - Mathematics

## Minute Maths

Follow the drawing instructions to show your knowledge of fractions:

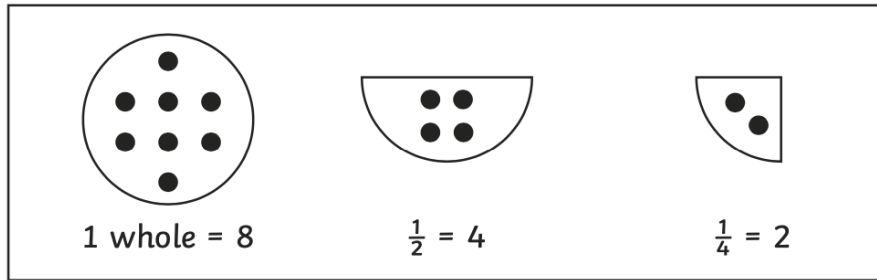
- Split each bush into halves
- Halve the roof
- Split each window into quarters
- Divide the tree into halves
- Split the tree trunk into quarters
- Split the door into eighths
- Draw the sun or a full moon in the sky and divide it into a fraction that you know.



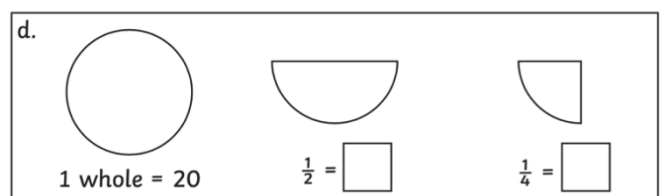
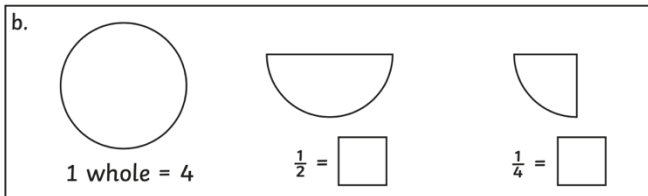
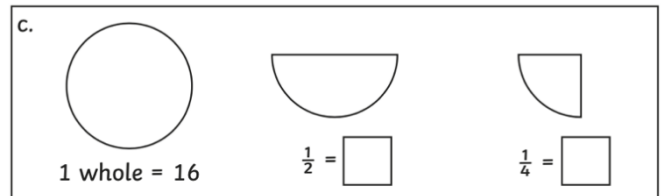
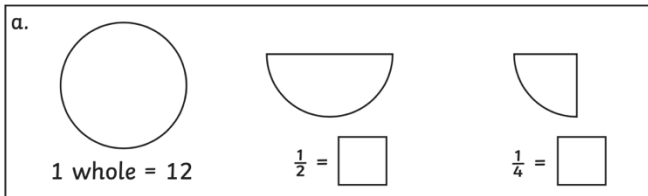


## Number and Algebra - Must Do

Find half by dividing a number into two equal parts.  
Find a quarter by dividing a half into two equal parts.



1. Find a half and a quarter of each of these numbers.  
Draw circles to help you.



### Challenge:

Which is bigger: 1 quarter of 20 or half of 18? Draw a picture to show your thinking:

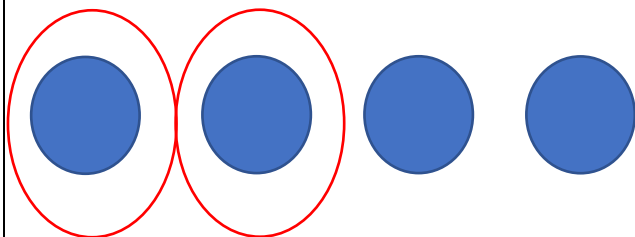
Would you rather have 3 quarters of \$16 or double \$5? Explain your reason.

Write a fractions question using halves, quarters, or eighths of your own below. Draw the answer.

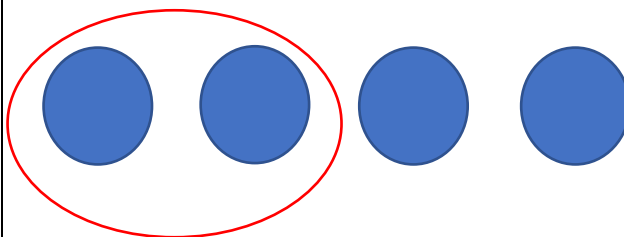
## Number and Algebra - Can Do

We know that some fractions sound different but mean the same thing. In yesterday's Can Do task you may have noticed that 2 quarters means the same as 1 half.

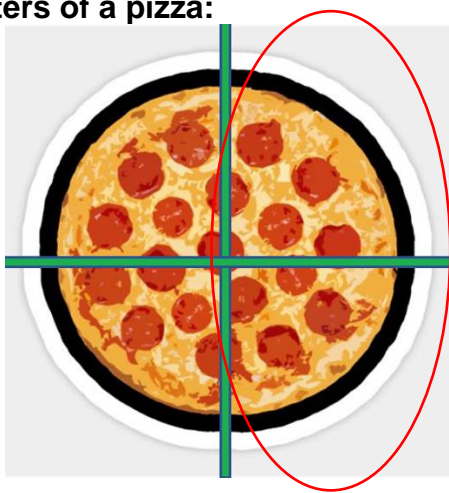
**2 quarters of 4 = 2**



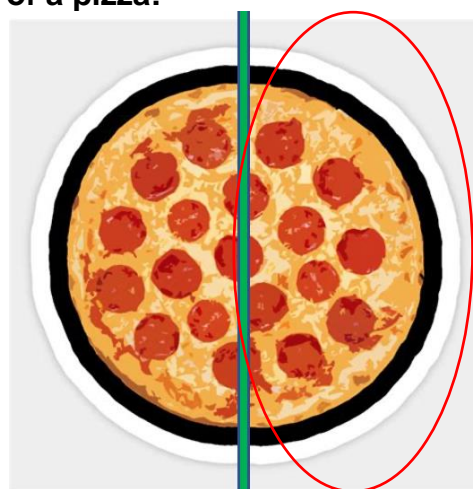
**1 half of 4 = 2**



**2 quarters of a pizza:**



**1 half of a pizza:**



Can you work out if there are any other fractions that sound different but look the same? Draw a picture to prove it.

# WEDNESDAY – Wellbeing Time

Use this time to focus on your wellbeing.



Choose an activity from the ideas below or think of something that you enjoy doing.

Try to choose an activity that is away from the screen to give your eyes a rest.

Feel free to share your choice of wellbeing with a post on Seesaw!

<p><b>1</b> How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!</p> <p>'Learning from home is fun'</p>	<p><b>2</b> Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.</p> <p>Thanks!</p>	<p><b>3</b> Get building! You could build a Lego model, a tower of playing cards or something else!</p> 	<p><b>4</b> Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?</p>	<p><b>5</b> Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?</p>
<p><b>1</b> Get doodling! Grab some paper and pens and doodle anything you like! Animals, aliens or something else.</p> 	<p><b>2</b> Create your own animal. Could you combine two of your favourites? What will you call it?</p> 	<p><b>3</b> Design and draw a new musical instrument. How would you play it and what will it sound like?</p> 	<p><b>4</b> Make up your own 5 minute exercise routine. What will you include?</p> 	<p><b>5</b> Can you make up your own jokes? Tell them to someone to make them laugh!</p> 
<p><b>1</b> Write a recipe for happiness. What are the essential ingredients you need to include?</p> 	<p><b>2</b> Design the front cover of your own recipe book. What will you call your book and how will you make it stand out?</p>	<p><b>3</b> Get revolting! What is the most disgusting menu you can think of? Design and create your own revolting menu.</p>	<p><b>4</b> Make your own chef's hat. What will you use to make it? Newspaper or something else?</p> 	<p><b>5</b> What makes a good friend? Can you write a recipe with the key ingredients?</p> 




CONNECT




BE ACTIVE



TAKE NOTICE



GIVE



KEEP LEARNING

# THURSDAY - English

## Spelling

### Must do:

- Using the table in Monday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

### Can do:

## Tongue Twisters

Write a tongue twister for each of your spelling words.

Big brown bears buy  
berry bubblegum.



Spelling Task Cards

© teachstarter



## Reading

### Must Do:

The family in, Are We There Yet? travel all around Australia in an old campervan.

Draw and write a sentence about what they did in each place.

The map shows Australia with the following locations marked:

- Kakadu** (Green dot in the north-east)
- Turquoise Bay** (Blue dot in the north-west)
- Head of Bight** (Pink dot in the west)
- The 12 Apostles** (Orange dot in the south-west)
- Sydney** (Red dot in the south-east)
- Uluru** (Orange dot in the center)
- Cow Bay** (Purple dot in the south-east)

Each location is associated with a box for writing:

- Kakadu** (Green box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Turquoise Bay** (Blue box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Head of Bight** (Pink box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- The 12 Apostles** (Orange box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Sydney** (Red box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Uluru** (Orange box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Cow Bay** (Purple box):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Picture Dictionary

Can you draw a picture to match the vocabulary found in the story?

camper trailer

swag

cliff

sand dunes

ferry

waterfall

wildflowers

Witchetty grubs

# Picture Dictionary

Choose eight new vocabulary words from the story. Record the word, draw a picture and write a sentence to show the meaning.









## Writing

### Using descriptive and Comparative Language

For this activity, you will need a family member or partner.

Read through this description below.

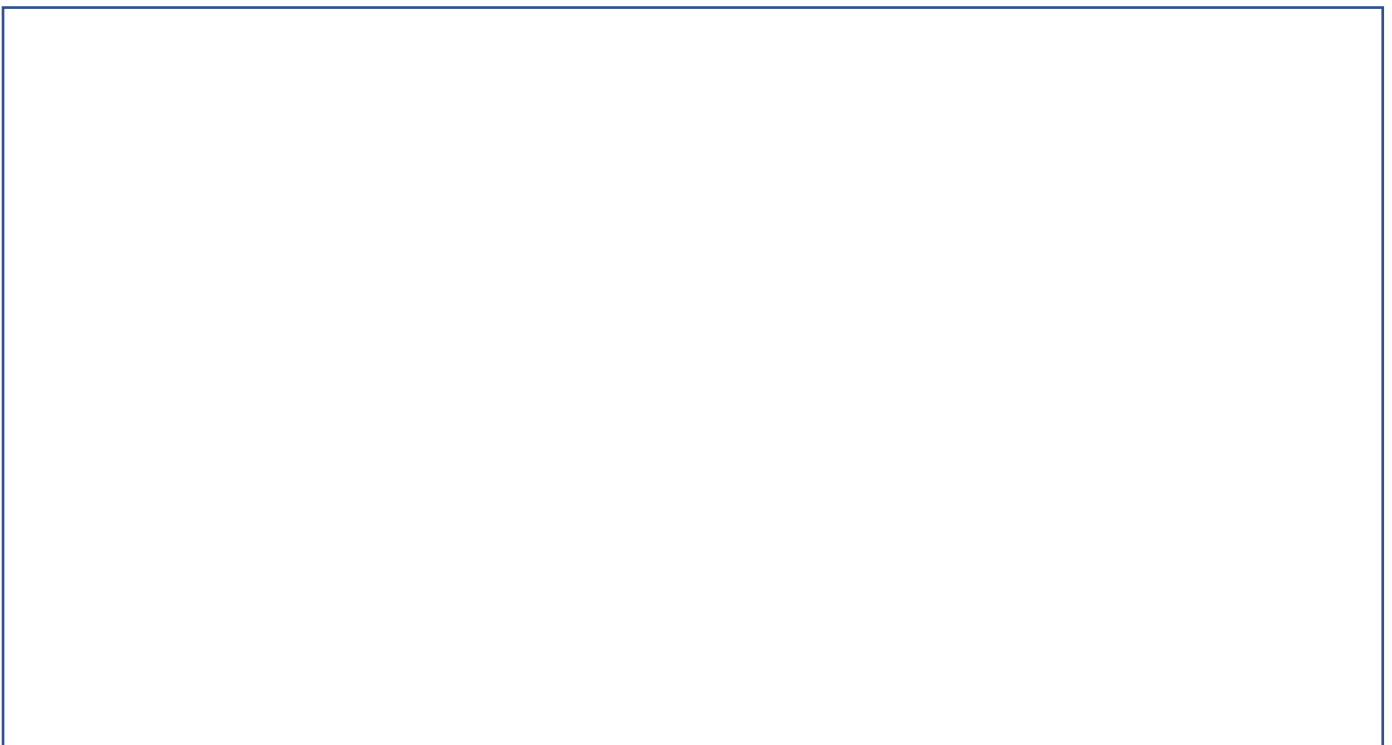
Then, both you and your family member or partner should EACH draw what you imagined.

*This animal has a body. Its body is covered in fur. It has a tail. It has four legs and four feet. It has two ears and eyes. It has a nose and whiskers.*

Draw your picture here:



Your partner/family member can draw their picture here:





**Have a think about the following questions:**

- Do your drawings look the same?
- Why do you think they look different?
- What words might need to be added to the description to make it easier to draw the animal?

**Read through this description below.**

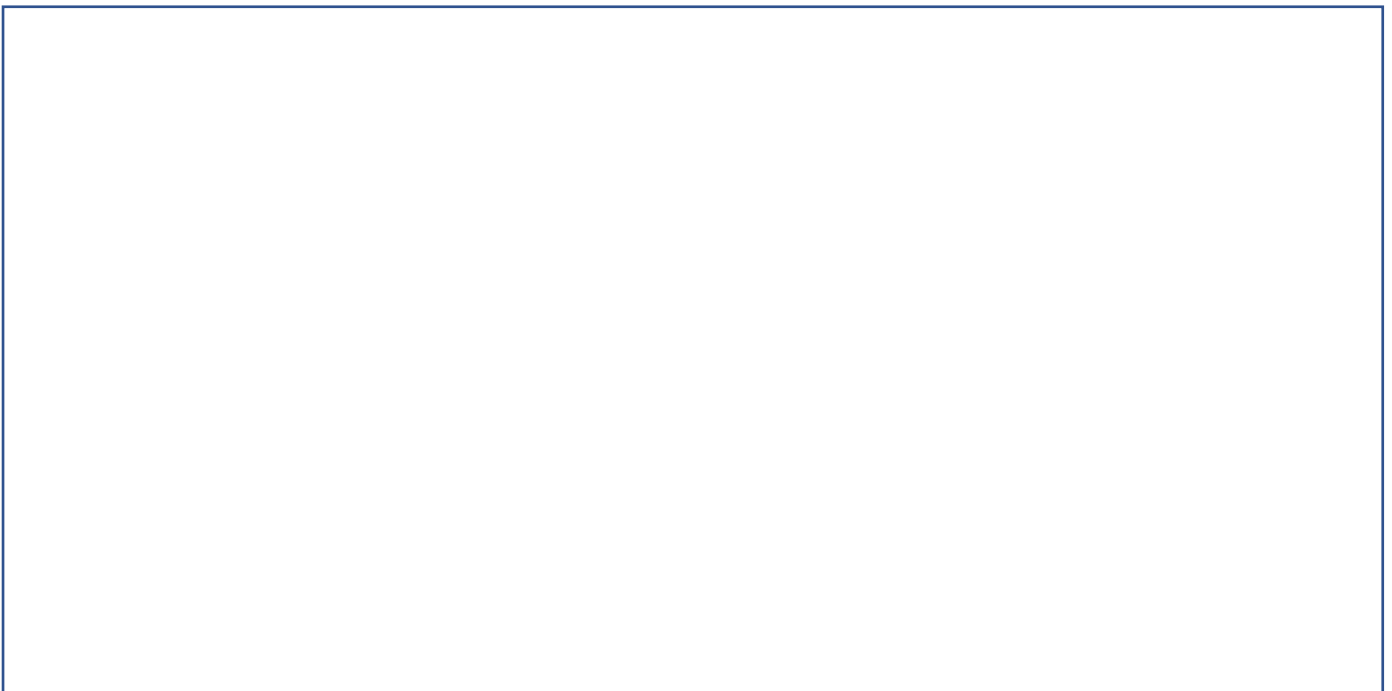
**Then, both you and your family member or partner should EACH draw what you imagined.**

*This animal has a tiny, egg-shaped body. It is smaller than a rat. Its body is covered in short, soft fur. It has a long tail, about the same length as a human's finger. It has four short legs and four tiny feet. It has two, leaf-shaped ears and small eyes. It has a pink, pointed nose and long whiskers.*

**Draw your picture here:**



**Your partner/family member can draw their picture here:**



Do your drawings look more similar this time? Why do you think this is?

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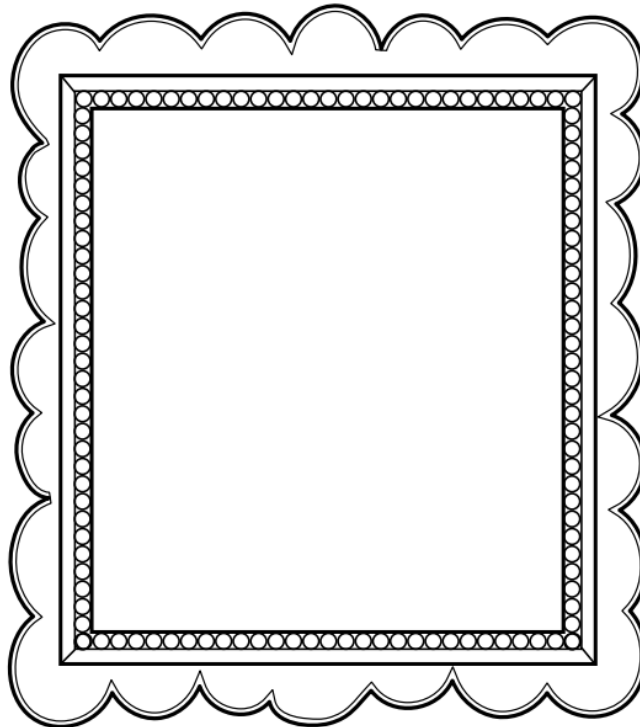
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## Creating Imaginary Animals

Draw and label an imaginary animal. Give your animal a name.  
Use at least five body parts from the word bank.



round nose	bulging eyes	small ears
thin whiskers	big head	long beak
stumpy legs	curved tail	wide wings
slimy skin	hard shell	pointy fins

## Using Comparative Language

1. Finish the following sentences.

- a) My animal is bigger than a \_\_\_\_\_.
- b) My animal is smaller than a \_\_\_\_\_.
- c) My animal is about the same size as a \_\_\_\_\_.
- d) My animal is the same as a \_\_\_\_\_  
because \_\_\_\_\_.
- e) My animal is not the same as a \_\_\_\_\_  
because \_\_\_\_\_.

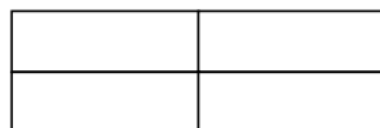
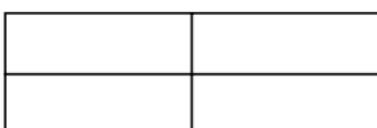
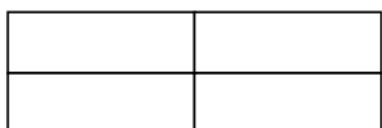
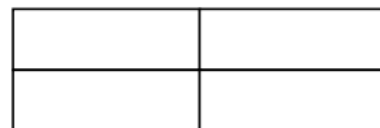
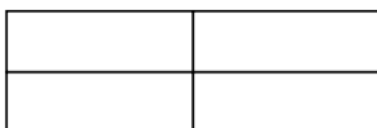
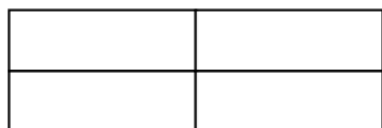


# Shading Shapes

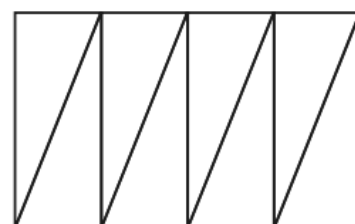
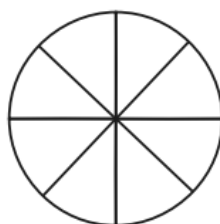
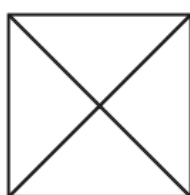
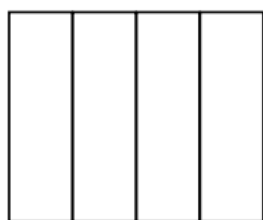
I can shade  $\frac{1}{2}$ ,  $\frac{1}{4}$  or  $\frac{2}{4}$  of a shape.



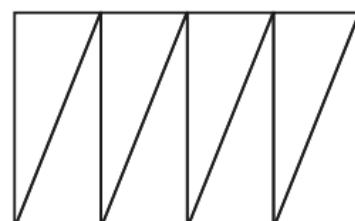
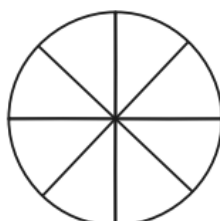
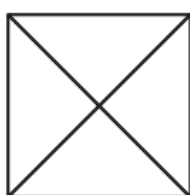
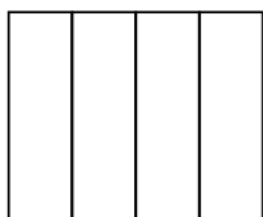
1. Can you find 6 different ways to shade  $\frac{1}{2}$  of these shapes?



2. Shade  $\frac{1}{4}$  of these shapes.

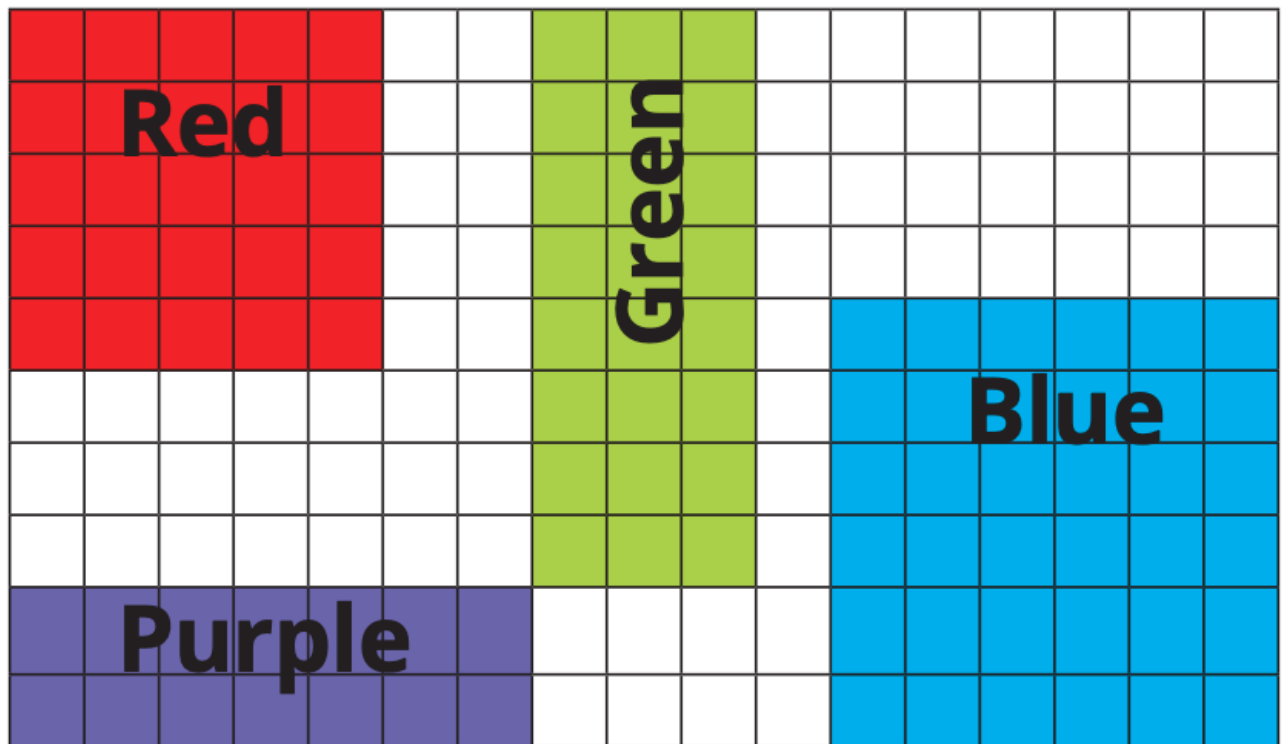


3. Now shade  $\frac{1}{4}$  in a different way.



## Measurement and Geometry – Year 1 Area

- ① Use the square grid to compare and measure the area of each of the four shapes:



- a) How many squares cover the red square? \_\_\_\_\_
- b) How many squares cover the purple rectangle? \_\_\_\_\_
- c) How many squares cover the green rectangle? \_\_\_\_\_

- ② Write a 1 on the shape with the largest area. Write a 2 on the shape with the next largest area. Keep going until all the shapes are numbered.

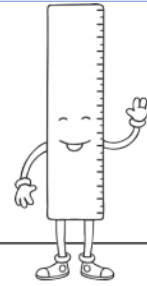
**Extension:** gather 5 objects from your house or classroom. Measure their area using a smaller object and order them from smallest area to largest area. Write the objects below:

\_\_\_\_\_



# Measuring Up

Find these objects around your home. Estimate how long they are in centimetres (cm). Now measure them using a centimetre ruler. How close were your estimates?



Object	My Estimate	Actual Measurement
Pencil		
Book		
Phone		
Shoe		
Photo frame		
Toothbrush		
Spoon		
Cup		
Hairbrush		

- What is the shortest object you measured?  
\_\_\_\_\_
- What is the longest object you measured?  
\_\_\_\_\_
- What is the difference in length between the longest and shortest objects you measured?  
\_\_\_\_\_
- Which object had your most accurate estimation?  
\_\_\_\_\_

# THURSDAY – PDHPE

## Lesson 8 – Water Safety

The weather is heating up and it's time to think about how we can stay safe around water. This week we are going to look at Pool safety. Playing in water can be fun, but it can also be dangerous if we don't know and follow some simple safety rules.

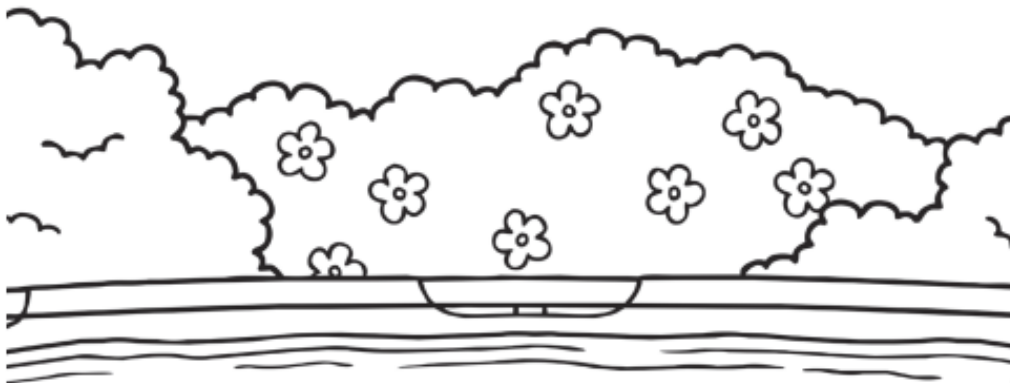
Today, we're going to read through all the **important rules** you need to remember at the pool.

- Always have an adult watch you
  - Learn to swim
- Don't go in water over your chest if you can't swim
  - Always walk around the pool — don't run
  - Listen to the lifeguards and obey pool rules
  - Never play rough games in the water
- Always jump feet first and far away from the side when you jump in
  - Never push someone into a pool or jump on someone
  - Only dive in a diving area

**Activity 1 – Use the words below to fill in the blanks.**

## Pool Safety

slowly	jump on	push
flotation	gate	shallow
lifeguard's	choke	adult



1. Never open the \_\_\_\_\_ or climb the pool fence.
2. Always have an \_\_\_\_\_ with you when you are in the pool.
3. Never jump into the \_\_\_\_\_ end of the pool.
4. Walk \_\_\_\_\_ around the edge of the pool.
5. Wear a \_\_\_\_\_ device if you are not confident.
6. Do not \_\_\_\_\_ people into the pool or \_\_\_\_\_ people in the pool.
7. Do not eat or chew gum in a pool as you could \_\_\_\_\_.
8. Always follow the pool rules and obey the \_\_\_\_\_ directions.

Activity 2 – Circle the 8 differences in the pictures below.

## Pool Safety

There are 8 differences in the pictures below. Can you find them? Circle them in red.



### Activity 3 – PE Activity

How can we solve problems when moving?

#### You will need:

- Help from an adult
- A soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper).
- An object or landmark to create a target for the object to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree).

#### You will:

- demonstrate and compare different types of throws and identify which ones are easier and harder
- predict possible outcomes while using different types of throws and pieces of equipment
- reflect upon your performance and identify ways to perform a throw more successfully
- demonstrate safe play by identifying appropriate equipment and places to use

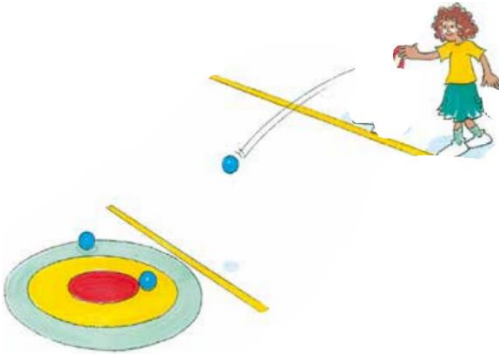
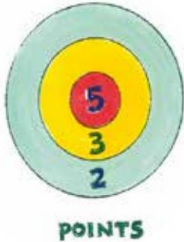
### Play the Game Bullseye

Before you start think about the following questions.

1. What types of throws have you used in previous weeks?
2. Which type of throw did you prefer to use? Why?
3. Name the four important components to remember when performing the overarm throw.

- Now Create a target that you can safely throw a soft object towards. If possible, create two larger rings around the centre target to create a 'bullseye'.
- Select 1 soft object that is safe to throw.
- Choose a 'starting point' where you will throw the object from.
- Discuss the following predictive questions before beginning:
  - Which throwing style do you think will score most points? Why?  
(Throwing styles are underarm, overarm and your own chosen style)
- Throw each object and attempt to hit the target as close to the centre as possible. Closer to the centre of the target scores more points.
- Have 5 attempts using each throwing style (underarm, overarm and your own style). Adjust the position of the 'starting point' each time.

**Table 1 - Bullseye example**

Bullseye	
	
<p>'Starting point' may be about 3-5 metres from the target for the first attempt.</p> <p>Before beginning each attempt, discuss the questions with your teacher or parent/caregiver:</p> <p>Which throwing style do you think will score most points? Why?</p>	<p>If you're unable to create a target with three rings as shown above, a sample scoring system may be:</p> <ul style="list-style-type: none"> <li>• 5 points if the object hits or lands on the target</li> <li>• 3 points if the object lands within one step of the target</li> <li>• 2 points if the object lands within two steps of the target</li> </ul>

**Record the number of points you score for each attempt in the table below. Remember, move the starting point for each attempt.**

Type of throw	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Underarm					
Overarm					
Your own throwing style					

**Discuss the following reflective questions with your teacher or parent/caregiver.**

- What type of throw was successful? Why?
- What type of throw was unsuccessful? Why?
- For each type of throw, what did you do with your body so your throw was accurate?
- How do you think you could change your throwing style so it is more accurate?
- Recently you have used the overarm throw, do you think any of the throwing styles you used were more effective than the overarm throw technique? Why?



## Activity 4 – PE Session

Click on the link below to follow along with Mrs Deck and Lara as we go on a Bear Hunt.

<https://youtu.be/sCc-EVg-cZk>



What you will need:

- A safe spot to exercise
- Suitable shoes
- A drink bottle
- Your imagination 😊



### Must do:

- Using the table in Monday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

- Have a family member test you on your spelling words. How did you go?

### Can do:

## Dot Spelling

Write each of your spelling words using dots.

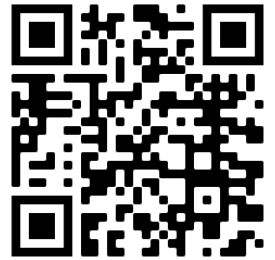
leopard

## Reading



Watch this short clip “Are we there yet?”

<https://www.youtube.com/embed/6XkRuAAhOkM>



Choose one of the following:

Design a postcard about a place you have visited. It can be a place nearby or far away. Write about your place. Use adjectives to describe your place.

or

Select a destination that you would like to visit in Australia. Using the internet make a fact file about your destination, listing where it is, what is interesting about your destination, are there any special attractions and what you would do at your destinations.



Use the next page for your work.





## Optional Activity

HINT: If you don't have watercolour paints, use colour pencils

# Boab Watercolour Painting

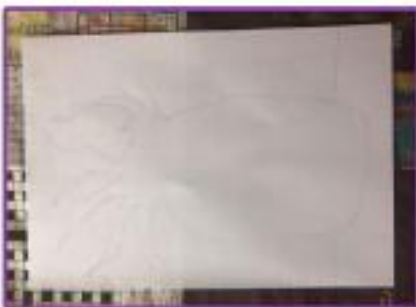
### You Will Need:

- water in a container
- A4 piece of paper
- watercolour paints
- paintbrushes
- lead pencil
- newspaper



### Instructions:

<b>1</b>	Begin by spreading out the newspaper onto the table and trimming the paper.
<b>2</b>	Draw a horizon and an outline of a boab tree.
<b>3</b>	Starting at the top of the page, paint the sky starting with the darkest red paint, gradually progressing to the lightest yellow.
<b>4</b>	Paint the boab a shade of brown.
<b>5</b>	Paint the ground green or brown.
<b>6</b>	When it has dried, mount it for display in your classroom.

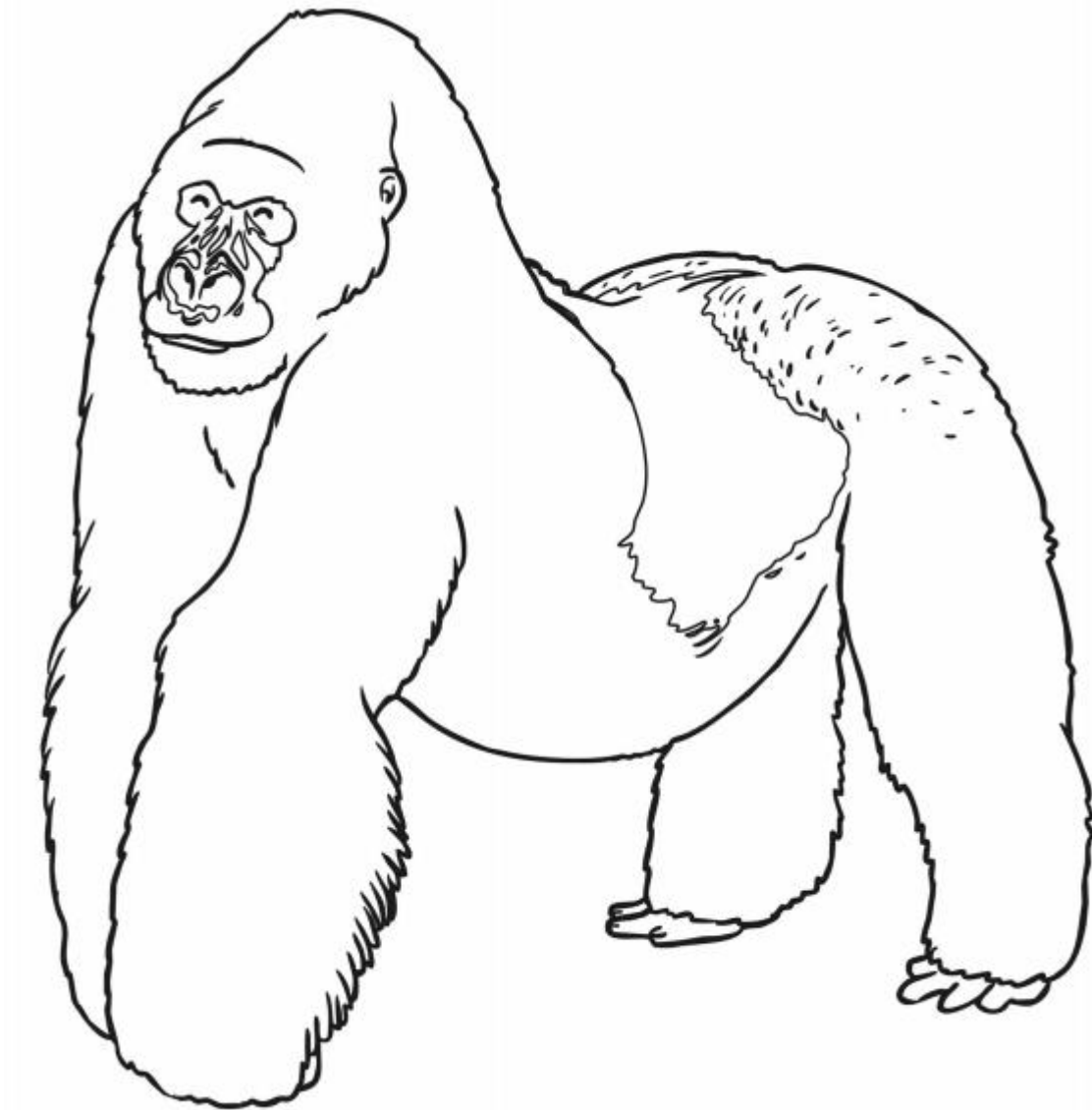
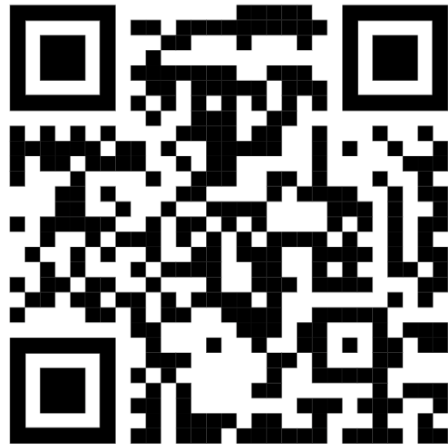




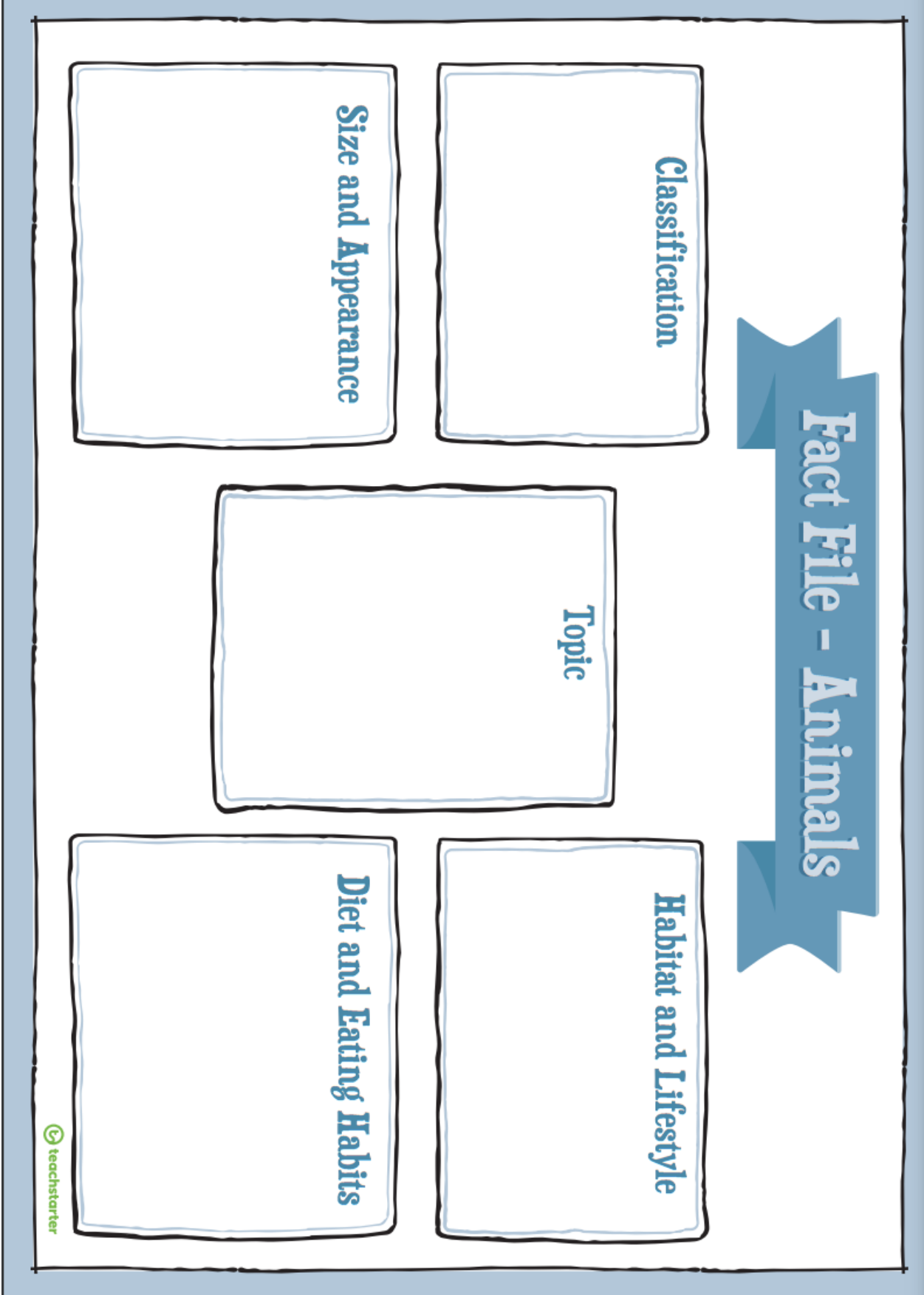
## Writing

Watch the video 'Gorilla Amazing Animals'

[www.youtube.com/embed/rHhSCO5-3Pg](http://www.youtube.com/embed/rHhSCO5-3Pg)



Using the facts from the video, write or draw any key information onto the Fact File below.  
(You may need to watch the video more than once)



The image shows a 'Fact File - Animals' template. It features a large blue banner at the top with the title 'Fact File - Animals' in white, bold, sans-serif font. Below the banner, there are five rectangular boxes with rounded corners and black outlines, arranged in two rows. The top row contains two boxes: 'Classification' on the left and 'Size and Appearance' on the right. The middle row contains a single, larger box labeled 'Topic'. The bottom row contains two boxes: 'Habitat and Lifestyle' on the left and 'Diet and Eating Habits' on the right. All text within the boxes is in a blue, sans-serif font. In the bottom right corner of the template, there is a small green circular logo with a white 't' inside, followed by the word 'teachstarter' in a green, lowercase, sans-serif font.

**Fact File - Animals**


**Classification**

**Size and Appearance**

**Topic**

**Habitat and Lifestyle**

**Diet and Eating Habits**

 teachstarter

Using your facts from your fact file, write your facts into an information report below.  
(Try and use appropriate language such as descriptive and comparative language).

**Informative Texts - Scaffold**

Title

Classification

Fact 1

Fact 2

Fact 3

Concluding Sentence

# FRIDAY - Mathematics

## Minute Maths

Can you find 10 different ways to shade  $\frac{1}{2}$  of these shapes?











How would you explain  $\frac{1}{2}$  to someone?

---

---

How would you explain  $\frac{1}{4}$  to someone?

---

---

How would you explain  $\frac{2}{4}$  to someone?

---

---

## Measurement and Geometry – Year 1 Area

Amy and her friends all wanted to play handball. They needed to find the handball court with the largest **area** so all their friends could play together. There were all sorts of handball courts to choose from! Write down the **area** of each handball court in squares.

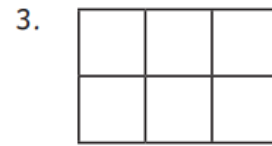
Eg: the first answer is **3 squares**.



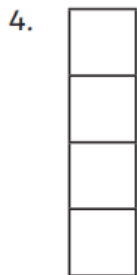
\_\_\_\_\_



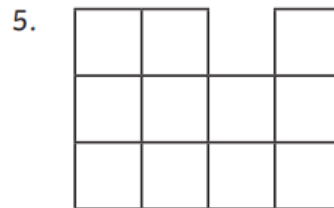
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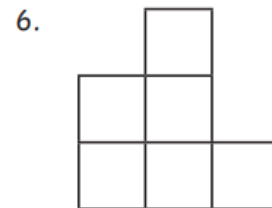
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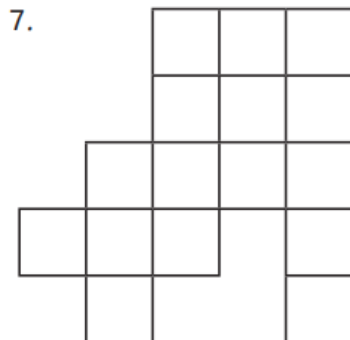
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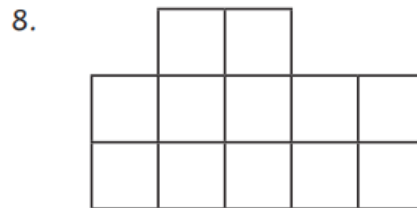
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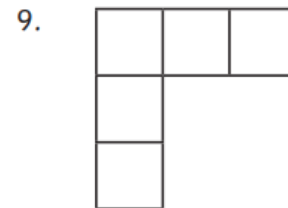
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Extension:

1. Amy and her friends needed 8 squares to play together. Circle all the handball courts that have an area that is large enough for them to play on.
2. Which handball court would you choose if you were Amy and her friends? Why?
3. Number 7 is the court with the largest area. Does that mean this is the best court to play on? Explain your answer:



## Measurement and Geometry – Year 2 Length

Use a ruler and a pencil to draw straight lines that match the measurement in each box.

**2cm**

**5cm**

**10cm**

**4cm**

Extension:

1. Which is longer? Circle one.

pencil

paper

2. How much longer in centimeters?

\_\_\_\_\_

3. Which is longer? Circle one.

highlighter

scissors

4. How much longer in centimeters?

\_\_\_\_\_

5. Which is longer? Circle one.

desk leg

eraser

6. How much longer in centimeters?

7. Which is longer? Circle one.

pencil sharpener

pencil

8. How much longer in centimeters?

\_\_\_\_\_

9. Which is longer? Circle one.

spine of text book

paper

10. How much longer in centimeters?

\_\_\_\_\_



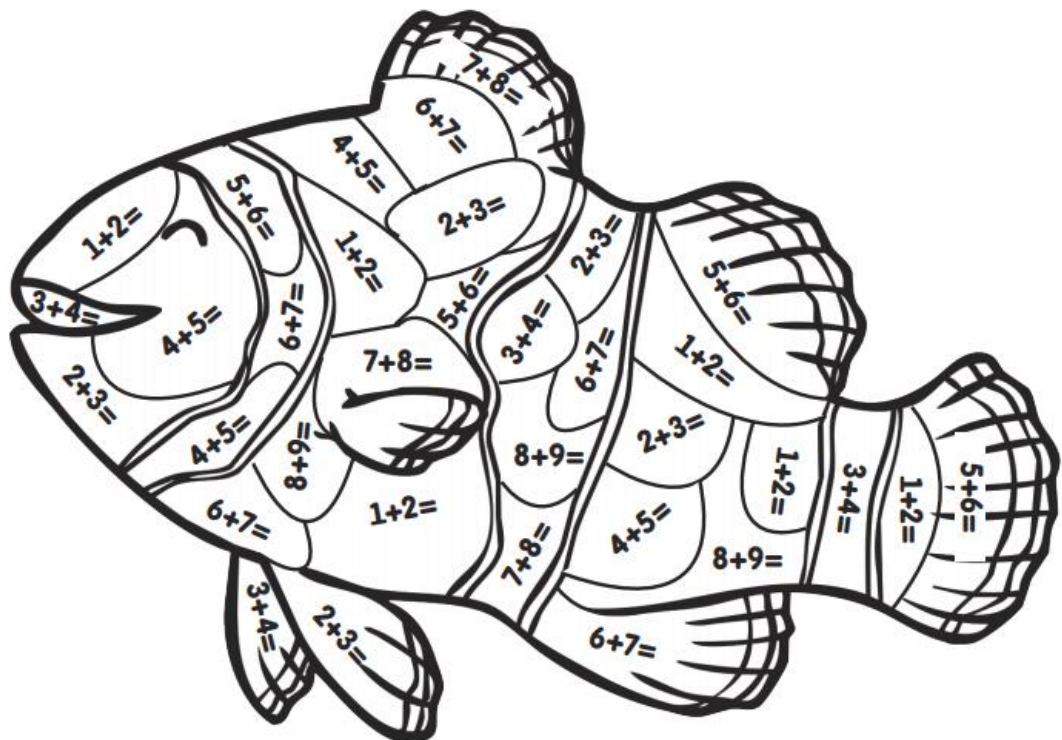


Put on your favourite music and spend the afternoon completing some fun activities

### Rainbow Fish

#### Doubles Plus One Colour by Number

-  3
-  5
-  7
-  9
-  11
-  13
-  15
-  17



## Spelling Word Puzzle

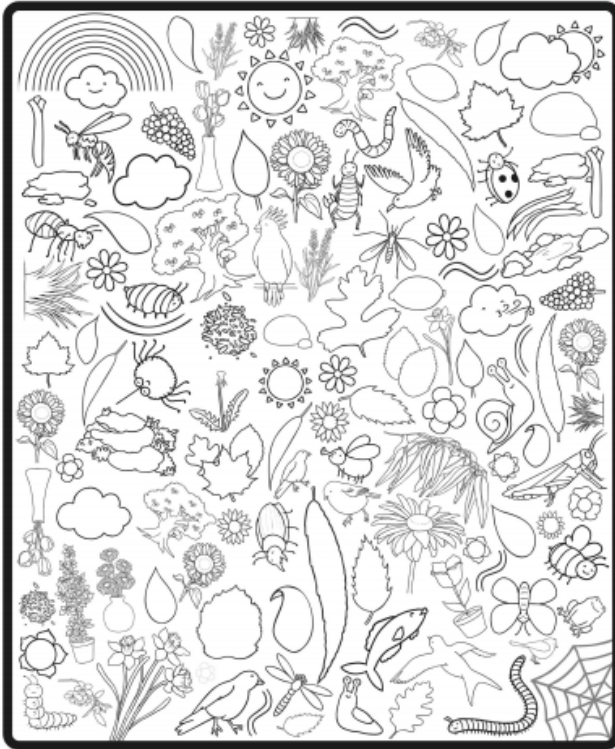
S	K	E	P
M	A	R	I
G	O	T	N
F	L	A	B

















[illegible]

There are 6 differences in the pictures below, can you find them?



## I spy with my little eye Checklist



- |                                      |   |                                    |   |
|--------------------------------------|---|------------------------------------|---|
| <input type="checkbox"/> ant         |   | <input type="checkbox"/> ladybird  |  |
| <input type="checkbox"/> butterfly   |  | <input type="checkbox"/> millipede |  |
| <input type="checkbox"/> bee         |   | <input type="checkbox"/> spider    |  |
| <input type="checkbox"/> caterpillar |  | <input type="checkbox"/> snail     |  |
| <input type="checkbox"/> dragonfly   |  | <input type="checkbox"/> slug      |  |
| <input type="checkbox"/> earwig      |  | <input type="checkbox"/> worm      |  |
| <input type="checkbox"/> fly         |   | <input type="checkbox"/> wasp      |  |
| <input type="checkbox"/> grasshopper |  | <input type="checkbox"/> woodlouse |  |

## Emoji Addition and Subtraction Facts up to 100 Mosaic

### Subtraction facts up to 100

Solve the calculations to reveal the hidden picture.

Each answer has a special colour:

1 to 20 = pink  
41 to 100 = yellow

21 to 40 = black

		54 - 10	60 - 10	70 - 20	85 - 10	70 - 20		
	80 - 20	64 - 5	77 - 20	74 - 10	94 - 6	60 - 15	53 - 6	
62 - 6	80 - 30	43 - 10	90 - 30	77 - 9	76 - 8	28 - 6	60 - 10	69 - 10
88 - 40	51 - 20	95 - 30	52 - 30	54 - 9	45 - 7	59 - 10	39 - 5	75 - 20
84 - 7	94 - 8	67 - 10	54 - 6	74 - 5	77 - 20	64 - 6	75 - 20	63 - 5
80 - 10	78 - 6	80 - 30	80 - 20	93 - 6	67 - 10	80 - 20	49 - 8	80 - 30
90 - 30	63 - 30	60 - 6	70 - 15	74 - 4	98 - 1	80 - 20	36 - 4	80 - 10
86 - 6	80 - 10	46 - 9	80 - 30	70 - 20	64 - 7	61 - 30	36 - 20	70 - 20
	80 - 30	87 - 8	44 - 20	37 - 7	56 - 20	22 - 8	20 - 10	46 - 30
		98 - 20	75 - 5	90 - 30	90 - 60	80 - 10	60 - 50	16 - 6

**Challenge:** If we know  $7 + 3 = 10$ , what other related addition and subtraction facts do we know?





# ROLL TO CREATE



## A SUPERHERO

1. Roll the dice and match the number on the dice with a row on the chart.
2. See which superhero body is on that row (in the '1st Roll' column).
3. Draw the body on a piece of blank paper.
4. Roll again, match the number to a row on the chart and see which head your superhero will have (in the '2nd Roll' column).
5. Draw your superhero's head on the body.
6. Continue until you have created your superhero.
7. Decorate your superhero, create a background and choose a superhero name!

1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll	6th Roll
BODY	HEAD	MASK	EXTRAS	SIDEKICK	SUPERPOWER





# All about my **DAD**

My dad's name:

.....

My dad makes me laugh  
when he:

HA!

HA!

HA!



My dad wishes he had:

My dad should get an award for:



My dad is unique because:



My dad loves it when:

My dad's favourite thing to  
do is:

# DAD

FOR ALL YOU ARE,  
FOR ALL YOU DO,  
I'D JUST LIKE TO SAY:

THANK YOU!



# WORLD'S BEST DAD



FAIR

AMUSING

TRUSTWORTHY

HELPFUL

ENCOURAGING

RELIABLE



I'M

SO

GLAD

THAT

YOU'RE

MY

DADDY







Here are some links to activities to give your brain a break and move your body!

<https://youtu.be/qQeq9ryQUa4>



SCAN ME

[https://www.youtube.com/embed/iMO4txHN\\_3E](https://www.youtube.com/embed/iMO4txHN_3E)

Aerobics



SCAN ME

<https://www.youtube.com/watch?v=-uKEuikMrRo>



SCAN ME