

## Year 2 - Learning at Home - Week 1

*Each of the activities included in this document are designed to last for approximately 30 minutes.*

*Please note: There is a writing-based task that we have asked you to send to your classroom teacher via email, on behalf of your child. Your child's classroom teacher will provide individual feedback based on this task. If your child wishes to send any other photos of their work at home, please feel free to do so. We hope to include these photos in our classroom blogs, which will be sent out weekly for the time being, as we are 'learning at home'.*

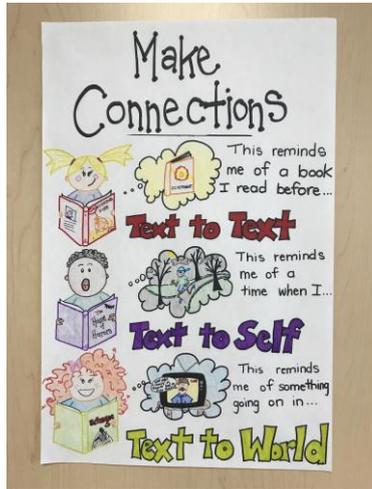
*Please remember to use a pencil to date and rule off your task.*

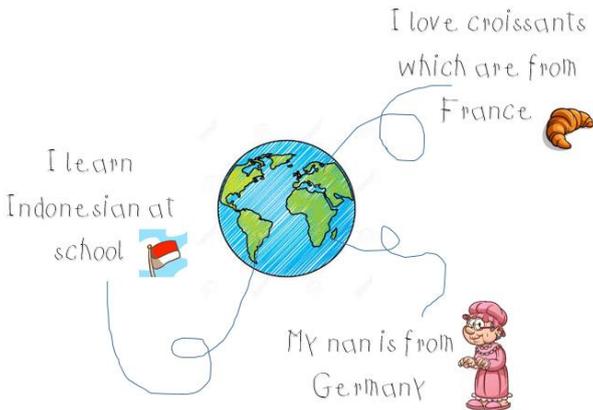
<b><u>SUGGESTED DAILY HOME LEARNING TIMETABLE</u></b>		
<i>Before 9:00am</i>	<i>Wake up</i>	<i>Eat breakfast, make your bed, get dressed and clean your teeth</i>
<i>9:00am-10:00am</i>	<i>Healthy time</i>	<i>Take a walk outside, do some yoga (this may be online via Cosmic Kids) or complete some mindfulness (Smiling Mind videos and Spotify: Guided meditation for kids, available online)</i>
<i>10:00am-11:00am</i>	<i>Literacy</i>	<i>Complete Phonics and Reading task (30 minutes) and Writing task (30 minutes)</i>
<i>11:00am-11:30am</i>	<i>Brain break</i>	<i>Have something healthy to eat and take half an hour to rest your brain</i>
<i>11:30am-12:00pm</i>	<i>Numeracy</i>	<i>Complete set Mathematics task</i>
<i>12:00pm-12:30pm</i>	<i>Health/BQT</i>	<i>Complete Health <b>or</b> BQT task (1 per day)</i>
<i>12:30-1:30pm</i>	<i>LUNCH</i>	
<i>1:30pm-2:30pm</i>	<i>Specialists</i>	<i>Complete Art, PE, Indonesian <b>or</b> Performing Arts task (1 or 2 per day)</i>
<i>2:30-3:30</i>	<i>Educational iPad Apps</i>	<i>If you have an iPad, you may use apps such as Targeting Maths, Book Creator, Friends of 10 or School Writing app. *Children may like to re-read previous classroom blog posts at <a href="#">NLPS Grade 2 Blog</a> or the school <a href="#">Newsletter</a></i>

## Week 1

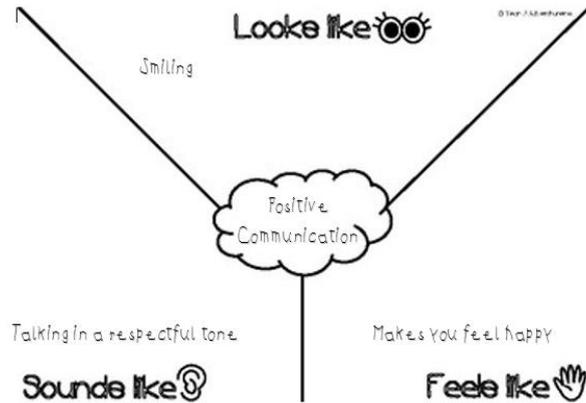
Curriculum Area	Focus	Activities
Maths	Mapping	<p><b>Session #1: Following Directions:</b></p> <p><b>Warm Up:</b></p> <p>Draw a tree in the <b>middle</b> of the page. Draw a rose bush to the <b>left</b> of the tree. Draw a House to the <b>right</b> of the tree. Draw a bird <b>above</b> the house. Draw 3 apples <b>on</b> the tree. Draw a fence <b>below</b> the house. Draw a dog <b>beside</b> the rose bush.</p> <p><b>Independent Practise:</b></p> <p>Get a toy and give your child 3 directions for where to place it: on top of the table, to the left of the pot plant. Draw a picture to match and include a sentence that describes the position of the toy. <i>For example, My teddy is sitting to the <b>left</b> of the couch.</i></p> <p><b>Session #2- Map designing</b></p> <p>Using one page of your book draw a map of somewhere you have walked to in the past few days. For example, a map of the route between your house and the park. Include arrows and directional language (such as forwards, backwards, left, right, clockwise, anti-clockwise, around, under, etc.)</p>  <p><i>If your child posted their letter (see writing), they may like to draw a simple map of the route between their house and the post box, with the same prompts as above.</i></p> <p><b>Essential Assessments:</b></p> <p>Students to log on to Essential Assessment <a href="#">Student Page - Australian Curriculum assessment made easy</a> Click on the links to My Numeracy &amp; Sunset Maths. Complete assignments set by your teacher at the end of the week.</p>  <p><b>Targeting Maths App- Optional purchase for additional skills practise.</b></p>

<p>English</p>	<p><b>Reading:</b> Making Connections</p>	<p><b>Independent reading: (30 minutes)</b> Students read their take home readers and/or other just right books. Students continue to make connections while they read and share connections with you.</p> <p><b>Session #1</b> - Read a book to your child or listen to the read aloud book. Discuss the book together and share your connections. Discuss what a connection is. You can do this using any book available each day, but if you're looking for a good read aloud, here are some links -&gt; <a href="#">Grandpa's Slippers</a>, <a href="#">How to Babysit A Grandpa</a> and <a href="#">'The Day the Crayons Quit'</a></p> <p><b>Session #2</b> - Return to yesterday's book and students express a text-to-self connection. This reminds me of a time when...</p> <p><b>Session #3</b> - Read a similar book to make connections between the two texts. Think of a book that you have read that may be alike in some way to this week's book. For example, they may have the same ending, topic or characters.</p>
	<p><b>Writing:</b> Synonyms (words that mean the same or have a similar meaning) and letter writing</p>	<p><b>Session #1- Word Play:</b> Create a word gradient for different words for <b>GOOD</b>. <i>Good, great, stupendous, amazing, super, wonderful, terrific, splendid, smashing, delightful</i></p> <p>For parents, this link may help with the purpose of this activity: <a href="#">Semantic Gradients</a> <i>Student to rank the words from the 'weakest way' of writing a word meaning 'good', to the strongest way.</i></p> <p>Encourage students to use a couple of these words - where possible and appropriate - in their letter writing below.</p> <p><b>Session #2 - Gratitude Letter Writing:</b> Students are to write to someone working in the 'essential services'.</p> <p>For example, a worker at Coles that is stocking the shelves late at night; a nurse caring for a sick patient; a worker at a pharmacy supplying medicine; a GP at the local doctors' surgery who is diagnosing sick people; a journalist who is getting the facts for the public and reporting back the essential information, etc.</p> <p><b>What their letter should include:</b> Conventions such as commas, full stops, spaces. Greeting &amp; sign off (Dear _____, From _____) Today, students should do a first draft of their letter.</p> <p><b>Session #3 - Revising/Editing/Publishing letter</b> Students should re-read their letter aloud, making sure it makes sense. They should look over their spelling choices and consider whether there are any changes that need to be made. Parents to support their children in correcting important elements of their writing (try not to correct everything, so that the child is not overwhelmed or disheartened - choose the most obvious things that you think are the most important).</p>



		<p>Once corrected, ask your child to re-write on fresh paper in neat handwriting, including an illustration.</p> <p><b>Discuss ways with your child to deliver the letter - is it a matter of walking it down to the supermarket, or researching an address online and then posting it in the post box.</b></p> <p><b>Action (Optional):</b> Children are to take a photo of their letter before it is sent and email it to their teacher. Teachers will provide feedback on this work at some stage this week, via a personal email reply. Please let your child's teacher know if you are having any difficulties with this.</p> <p>Writing - Date – Student Name - Gratitude Letter</p>
	Phonics	<p>Due to it being a three-day week, we have not included a spelling investigation this week. You will see one included next week.</p>
Big Question Time (BQT)	<p><b>Big Question:</b> What is it like to grow up somewhere else?</p>	<p><b>Establishing Prior Knowledge</b> <i>How am I connected to the world?</i></p> <p>Create a mind map with the question, <i>How am I connected to the world?</i> in the middle. Think of ways in which you are connected to other countries. Eg: I love croissants which are French. Lionel Messi is the best soccer player from Barcelona, Spain.</p>  <p><b>Action (Optional):</b> Take a photo of your mind map and email it to your teacher. We would love to see how you are connected with the world!!</p> <p>BQT - Date – Student Name - Mind Map</p>
Health	Cyber Safety: Showing good manners online.	<p><b>Watch: <a href="#">Netsafe Episode 4</a></b></p> <p>What are some ways in which we show good manners at home and at school? How can we show good manners when using the internet?</p> <p>Create a Y Chart – Brainstorm what positive communication and manners in the real world look, feel and sound like. Then adapt this to web behaviours. How can students display</p>

manners and positive communication in an online environment?



Art

The Art Elements

**The Art Elements**

What are the art elements? Write a definition in your own words. Think about the posters on display in the Art Room. If you need to look up the definition online, here are two helpful websites.

<https://theartofeducation.edu/content/uploads/2015/12/The-Elements-of-Art.pdf>  
[The Visual Elements of Art](#)

Research the art elements listed in the table below using the two websites listed above to help if you need.

Rewrite the table with the elements listed in the 'Elements' column and in the 'Examples' column draw some examples of each element.

Elements	Examples
Line	8 examples:
Colour	8 examples:
Shape	8 examples:
Tone	1 examples:
Pattern	3 examples:
Space	1 examples:

[Tate Kids](#) Check out the Tate Kids page for more activities, games and videos.

P.E

Foot Skills

**Foot Skills**

**Opening/Warm-up** – Complete the movement exercises from the link (approximately 12 minutes) [Physical Activities For Kids: Get Active At Home!](#) or complete a circuit consisting of the listed exercises where students move from one exercise to the next every 30 seconds and have a short rest in between.

		<p>Circuit exercises include – running on the spot, star jumps, sit ups, squats, frog leaps, balancing on one leg, ball bounce, hopping on the spot, jump rope, knee or full push-ups.</p> <p><b>Foot Dribbling Exploration</b></p> <p><b>Dribbling</b> - Is when we move a ball with our feet, keeping it close and moving in a given direction.</p> <p><b>Trapping</b> - Is when we use our feet, thighs or chest to gain control of a moving ball by stopping it completely or redirecting it.</p> <p>Grab any sized round ball, preferably mid to large, and find a little bit of space. If you do not have a ball, grab a pair of rolled up socks instead. Complete the following activities:</p> <ul style="list-style-type: none"> <li>● Begin to dribble your ball in an open space using any part of your foot. Every so often, trap the ball by placing your foot on top of the ball gently.</li> <li>● Now you are going to practise dribbling the ball using only certain parts of your feet. You are still going to trap the ball the same way. Practise each one several times.</li> <li>● Dribble using the inside of both feet where the ball moves from your right to left foot continuously.</li> <li>● Dribble using the outside of both feet, taking it in turns to touch the ball with each foot. You will have to move a little from side-to-side behind the ball to ensure you are touching it with the outside of your feet.</li> <li>● Dribble using one foot at a time only. Start with your right foot and then repeat with your left. Dribble the ball where you alternate using the inside and outside of the same foot.</li> <li>● Dribble the ball any way you wish and make different lines and shapes on the floor/ground. For example: straight, diagonal and zig-zag lines and circle, triangle, square and rectangle shapes. Can you dribble your name and age?</li> <li>● Obstacle Dribble – scatter several things in your open area. It can be cones, blocks, toys, books etc. (Just remember to pack everything up when you finish). Dribble your ball in between the obstacles. Try to avoid the ball touching them. Every so often, trap the ball with one foot, not your hands.</li> </ul>
Music	Listening and analysis	<p><b>Listening and analysis</b></p> <p>‘Sinfonia Antartica’ was written by the English composer Ralph Vaughn Williams (1872 - 1958), and is based on the music he wrote for a movie about the Antarctic. This movie told the story of the disastrous expedition to the South Pole by the British explorer Captain Robert Scott.</p> <p>The Symphony No. 7 - ‘Sinfonia Antartica’ has 5 movements;</p> <p>1 - Prelude <a href="https://www.youtube.com/watch?v=4XaKLLnrhzw">https://www.youtube.com/watch?v=4XaKLLnrhzw</a></p> <p>2 - Scherzo <a href="https://www.youtube.com/watch?v=oHiBUHIH_6A">https://www.youtube.com/watch?v=oHiBUHIH_6A</a></p> <p>3 - Landscape <a href="https://www.youtube.com/watch?v=v64_ETldWBU">https://www.youtube.com/watch?v=v64_ETldWBU</a></p> <p>4 - Intermezzo <a href="https://www.youtube.com/watch?v=AViRfxjINXg">https://www.youtube.com/watch?v=AViRfxjINXg</a></p> <p>5 - Epilogue <a href="https://www.youtube.com/watch?v=hoXeG_ziBdo">https://www.youtube.com/watch?v=hoXeG_ziBdo</a></p> <p>Find a quiet spot and pick one movement to listen to. Even if you cannot hear the music, imagine what it sounds like and share with someone at home what your piece would sound like. Use the elements of music to help you with your description. Explain what sort of instruments you would use and why.</p>

		<p>Imagine you are to compose the music for a remake of the movie. Describe a scene and the type of music that would make good background music. I have given you an example of a description below;</p> <p><b>Scene 1. from the movement Prelude;</b> “The start of the journey. The tempo is quick and lively. There is a mood of excitement created by the fast playing stringed instruments and the high-pitched flutes playing very short, loud notes. I liked this movement because of the energy. I can really picture an explorer embarking on a journey to the icy antarctic.”</p> <p>In your description of a scene, you may want to focus on one or more of the elements of music;</p> <p><u>Rhythm/Tempo</u> = Is there a rhythmic pattern that continues? does the speed of the piece change? is it fast/slow?</p> <p><u>Dynamics</u> = Is it loud/soft? Does it change? What do the volumes/dynamics tell you about the story?</p> <p><u>Melody</u> = Is there a main tune? What instrument do you think is playing it?</p> <p><u>Harmony</u> = What is the background music doing?</p> <p><u>Texture</u> = Are there lots of instruments playing? is the texture busy/thick? If lots of instruments are playing, what is that telling you about your story?</p> <p><u>Structure</u> = Is there a main theme or melody in the music that comes back? Does the piece start the same way it finishes? How does this effect your story line?</p>
Drama	Puppets	<p><b>Puppets</b></p> <p>Introduction to puppets. Advise your child that puppets used to be used as a form of entertainment in history.</p> <p>Watch this clip.  <a href="#">The very hungry caterpillar</a>  now answer these questions</p> <p>ASK?</p> <p>Did the actors stay in character?</p> <p>Did the narrator change his voice?</p> <p>What were the puppets made out of?</p> <p>When could you see what the puppets were doing?</p> <p>What could you use around the house to make puppets?</p> <p>When did the action happen/take place? What did the puppets do to help tell the story?</p> <p><b>Vocabulary words to research</b></p> <p>Puppeteer</p> <p>Puppet</p>
LOTE Indonesian	Traditional Indonesian Stories	<p><b>Traditional Indonesian Stories – Kancil the Mousedeer</b></p> <p>These stories are all about a small Indonesian rainforest animal known as <i>kancil</i> (<i>kanchil</i>) who plays tricks on other animals.</p> <p><b>Watch:</b></p> <p>Mousedeer and Tiger - Fables by SHAPES   Sang Kancil   Folktale from Indonesia  <a href="https://www.youtube.com/watch?v=9uoaA5YYaiQ">https://www.youtube.com/watch?v=9uoaA5YYaiQ</a></p> <p><b>Research 1:</b></p> <p>Find out some information about <i>kancil</i> on the internet.</p> <p>What do they look like? Draw a picture and label it.</p>

		<p>What do they eat? Where do they live? Find 3 other interesting facts about <i>kancil</i>.</p>
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