

Year 2 - Learning at Home - Week 2

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

Please note: **There is a maths-based task that we have asked you to send to your child's classroom teacher via email, on their behalf.**

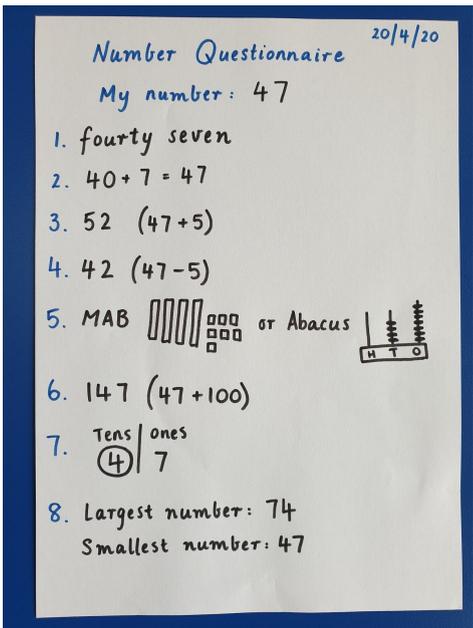
Your child's classroom teacher will provide individual feedback based on this task. If your child wishes to send in any other photos of their work at home, please feel free to do so. We hope to include these photos in our classroom blogs, which will be sent out weekly, while we are 'learning at home'.

Please remember to use a grey lead pencil, to date each of your tasks and rule off after each activity.

SUGGESTED DAILY HOME LEARNING TIMETABLE

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed and clean your teeth
9:00am-10:00am	Healthy time	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)
10:00am-11:00am	Literacy	Complete Phonics and Reading task (30 minutes) and Writing task (30 minutes)
11:00am-11:30am	Brain break	Have something healthy to eat and take half an hour to rest your brain
11:30am-12:00pm	Numeracy	Complete set Mathematics task
12:00pm-12:30pm	Health/BQT (Big Question Time)	Complete Health or BQT task (1 per day)
12:30-1:30pm	LUNCH	
1:30pm-2:30pm	Specialists	Complete Art, PE, Indonesian or Performing Arts task (1 or 2 per day)
2:30-3:30	Educational Apps	If you have an iPad, you may use apps such as Targeting Maths, Sunshine Online or School Writing app. *Children may like to re-read previous classroom blog posts at NLPS Grade 2 Blog or the school Newsletter

Week 2

Curriculum Area	Focus	Activities
Maths	Number and Place Value	<p>Warm-Up Activities (15- 20mins): If you have a deck of cards or dice at home, choose one of the following activities each day (or prior to each maths session). These fun warm-ups allow students to practise and consolidate their number fact knowledge:</p> <ul style="list-style-type: none"> - Pick up 1, 2 or 3 cards and children write down the number you make with your card/s, then the number before/after, 2 before/2 after, 10 before/10 after etc. - Pick up a card and students say the partner to 10 (for example, if they pick up a 6, what goes with 6 to make 10? Child would say 4, and then pick up a new card) <ul style="list-style-type: none"> - Roll two dice and add them up as fast as you can - Roll two dice and find the 'difference between' the two numbers - subtract the smaller number from the larger number <ul style="list-style-type: none"> - Roll two dice and count on from that number by 2s, 5s, 10s, etc. - Flip two cards over (in a snap-style set up) and race your partner to find the total, whoever gets it first gets to keep the cards - find the total of all of the cards put together at the end (variation - multiply the two numbers together, or minus the smaller number from the larger number) - Order cards from 2 to 9 in a line, take out 2 cards and students identify the missing numbers <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 45%;"> <p>Session #1-3: Number Questionnaire Select a 2, 3, 4 or 5 digit number and answer the following questions about that number.</p> <ol style="list-style-type: none"> 1. Write your number in words. 2. Write your number in expanded form. 3. What is 5 more than your number? 4. What is 5 less than your number? 5. Draw your number in MAB or on an Abacus. 6. What is 100 more than your number? 7. Circle the number in the tens column. 8. Rearrange the digits in your number to create the largest number and smallest number. </div> </div> <p style="text-align: center;"><i>(The example to the left is a reminder of Place Value, the MAB model and expanded form)</i></p> <p>Action (optional): Take a photo of the number questionnaire that you are most proud of and email it to your teacher. We strongly encourage children to attempt this task on their own to enable us to get an accurate understanding of their knowledge.</p> <p style="text-align: center;"><i>Maths - Date – Student Name - Number Questionnaire</i></p>

Session #4: Open Ended Problem Solving

You are having a birthday party and to get things ready, your parents have bought a big bag of lollipops - it has 24 lollipops in it. (*This number can be tweaked depending on your child's level of confidence with the question*). Decide how many people are coming to your party and then make sure everyone gets the same amount of lollipops each.

Talk to your child about how open ended tasks have more than one way to be solved. Encourage them to explore multiple possibilities, for example - What would it look like if I invited 4 kids? What about 7 or 9 kids? Do they notice that the lollipops can't always be shared evenly?

Children are to use numbers/pictures/words to represent all of their solutions to the problem. Extra challenge: is there a finite number of answers to this problem? How many?

Words <i>I have 24 lollipops and I invited 4 kids. Everyone gets 6 lollipops each.</i>		
Numbers		Picture
$24 \div 4 = 6$		

*At the end of the week or once students have completed the above maths sessions they will be ready to access the assigned **Essential Assessment Task**. This will give us a picture of how your child is progressing but the tasks above will allow your child to tune in, become familiar with the concept and have some independent practise prior to the Essential Assessment. The students are familiar with this program and the questions are scaled to increase in complexity, please allow them to complete these tasks independently.*

Essential Assessments:

Students to log on to Essential Assessment.

Login detail (studentname and grade- lowercase) example:

School Code: NLPS3015

Username: sally2a

password: sally2a

<https://www.essentialassessment.com.au/student/>

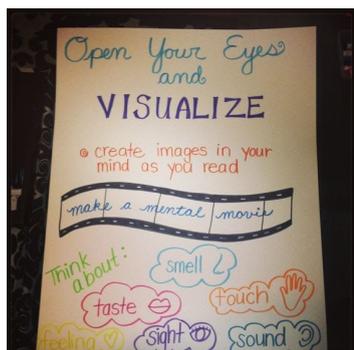
Once students have completed the assigned task, they can click on the links to My Numeracy - to work on areas that need improving, and Sunset Maths.



Targeting Maths App- *Optional purchase for additional skills practise.*

English

Reading:
Visualising



Independent reading: (30 minutes)

Students read their take home readers and/or other just right books they may have at home.

Sunshine Online is also available for use at home:

[Sunshine Online](#)

username: newportlakes

password: newport

Week long Visualising Focus:

Parents or an older sibling read a page out of a chapter book and students draw what they are hearing.

Students consider the author's word choice (how does the writer's use of voice help you to visualise?)

You might like to try it with the passage below and then re-do it with different books in your house, some examples may be *The Twits* by Roald Dahl, *The Magic Faraway Tree* by Enid Blyton etc.

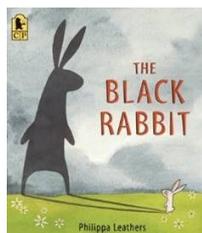
Eg: Her hair was as wispy as cobwebs in ceilings. Her bones were as creaky as floorboards at midnight. Her only companion was a fat old dog called Butch Aggie. People who lived nearby said Lillie was nearly 90, but they were only guessing.



Students record the descriptive words that they noticed, as **their evidence** to support what they drew. **As a Writing task**, they could invent and describe (in detail) their own character, and then test out their description on a parent, so that the parent is then the one drawing what the student described. Students will need to add descriptive details.

*These skills should be **practised daily** and the students' knowledge and responses can be built on each day. Making connections from day 1 conversations to day 2 conversations are also useful to build your child's understanding.*

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Rabbit woke up one morning and stepped out of his burrow into the bright sunlight. It was a beautiful day. But something was wrong, he was not alone. Rabbit was scared.

'Go away Black Rabbit!' he cried.

But the Black Rabbit did not move. Rabbit ran but the Black Rabbit was right behind him. Rabbit ran even faster. The Black Rabbit won't find me here! Thought the Rabbit, and he hid behind a tree. But when Rabbit stepped out from behind the tree...

there was the Black Rabbit right in front of him! Maybe he is not a good swimmer like me, thought Rabbit, and he jumped into the river and swam to the other side. But as he pulled himself up onto the bank... the Black Rabbit climbed out of the water too!

"What do you want?" cried Rabbit trembling. "Why are you following me?"

But the Black Rabbit did not reply.

Rabbit began to run again, faster than he had ever run before- straight into the deep, dark woods. The forest was dark and quiet and Black Rabbit was nowhere to be seen. With a sigh of relief, Rabbit sat down and nibbled a carrot, until he noticed two eyes shining brightly in the dark.

'Oh No' thought Rabbit. 'The Black Rabbit has found me.'

But it was not the Black Rabbit. Rabbit ran as fast as he could out of the deep, dark forest, with the wolf close behind him. Then he tripped. Rabbit scrambled to his feet, but it was too late. He shut his eyes tight and waited for the wolf to attack... but nothing happened.

Because there, standing in the sunlight behind Rabbit, was the Black Rabbit. Rabbit smiled, and somehow he knew that the Black Rabbit was smiling back. Hand in hand, they bounced off across the field.

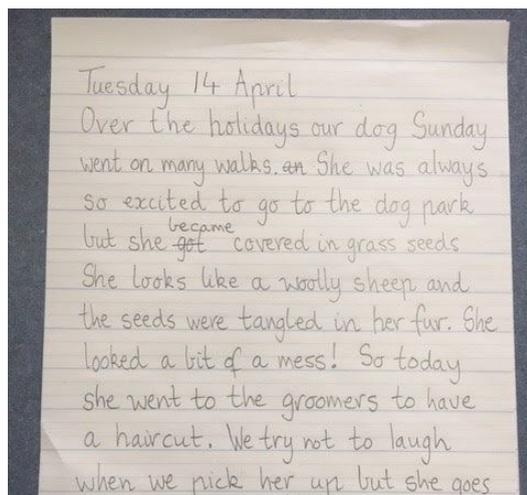
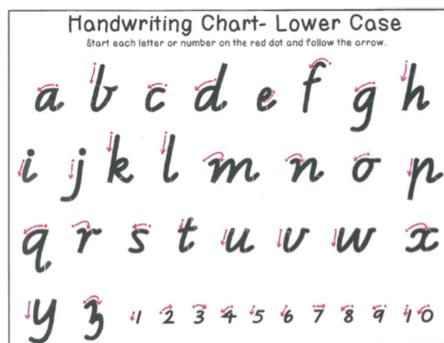
[The Black Rabbit by Philippa Leathers](#)

Link to decodable readers:

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Writing:
Recount
Writing

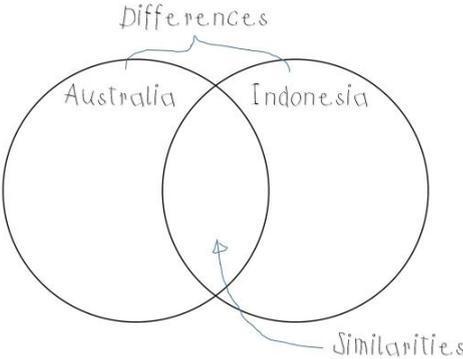
Writing Warm Ups: Before students begin any writing task for the day, it would be a good idea to have them practise some handwriting. Selecting some upper and lower case letters that are particularly challenging (eg- r, p, q, f, b, x, etc.) is a good way to start.



Session #1- 4 (This can be repeated each day)

Students or parents take photos (or draw a picture of something that happened during the day) and keep a journal. The journal entries should be reflected upon daily. Once the entry has been completed ask the child to reread thinking about any elements that could be improved. This could include adding **capital letters and full stops** or fixing a **spelling mistake** they have noticed.

As a school we are focusing on

		<p>vocabulary/word choice, so support your child to come up with synonyms for words as they write. For example, instead of writing <i>I walked my dog to the park</i>, a child could change it to, <i>I strolled down to the park with my large Dalmatian named George</i>.</p> <p style="text-align: center;">Session #5</p> <p>*A suggested writing task has been added in the reading section, which follows up on the visualisation strategy that readers use.</p>
	<p>Spelling Investigation</p>	<p style="text-align: center;">Focus: The two sounds of the letter 'S'</p> <p>Support your child to search for different examples of the two sounds that the letter 's' makes (they must be words that they can read) and create a list.</p> <p>The most common sound is /s/ for 'snake' but what about the sounds it makes in the words 'rise' or 'cars'? We often add 's' to the end of a word to show plural e.g. one chair, two chairs or possession e.g. Heidi's room. This 's' can make a /s/ or a /z/ sound.</p> <p>Create a sentence using one or more of the words you found that have the /s/ or /z/ sounds.</p>
<p>Big Question Time (BQT)</p>	<p>How and why do things change?</p>	<p>How might growing up in another country and culture be different? Students complete a Venn Diagram showing what could differ between Australia and Indonesia and what they can find might be similar..</p> <p>You might like to print a venn diagram off the internet to assist you or try tracing around two circular objects.</p> <p>For example: The Australian flag is different from the Indonesian flag. People in both countries like eating rice.</p> <div style="text-align: center;">  </div>
<p>Health</p>	<p>Feelings</p>	<p>Talk to your child about their feelings and emotions. Ask how do you feel when you pat a puppy? When you get a cuddle from your Grandma and Grandpa? When you go down a big slippery slide? When a friend says something mean to you?</p> <p>Students write down all the different feelings you can think of.</p> <div style="display: flex; align-items: center;">  <div> <p>Discuss what makes them feel happy/sad/confused/safe/unsafe and what they could do if they feel scared.</p> <p style="text-align: center;">Listen to the story In My Heart</p> </div> </div>

		<p>Ask children to select three different emotions they can articulate with an example. For example, “I feel sad when something special of mine breaks”.</p> <p>I feel ...</p> <p>When...</p> <p>Students then draw a picture to show the example.</p>
Art	Analysis	<p>Thinking Routine: Line/Shape/Colour</p> <p>Look at the two images at the end of the document, one by Picasso and one by Van Gogh – you can look at them online and watch the video to find out more, see links below</p> <p>https://www.moma.org/audio/playlist/289/340</p> <p>https://www.moma.org/audio/playlist/289/140</p> <p>Now that you know the elements of art, choose one of the artworks and use the thinking routine Line/Shape/Colour as if you were in the art room working in your art journal.</p> <p>Write the artist’s name as the heading at the top of your page. Write Line, Shape, Colour as headings down the side of the page. See example below</p> <p>Look at the artwork and next to each element draw what you can see in the artwork.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Van Gogh</p> <p>Line</p> <p>Shape</p> <p>Colour</p> </div> <p>https://www.tate.org.uk/kids Check out the Tate Kids page for activities, games and videos.</p>
LOTE Indonesian	Story Telling	<p>Story Telling</p> <p>Find some more examples of kancil stories. There are plenty more on YouTube to watch and also written stories you can read with your family. Or follow these links...</p> <p>Watch:</p> <p>Storytime – The Crocodile and the Mousedeer https://www.youtube.com/watch?v=IFExlJaKxFA</p> <p>Deer and Crocodile https://www.youtube.com/watch?v=0s1jWvwINt0</p> <p>Read:</p> <p>Outwitting a Crocodile http://www.topics-mag.com/folk-tales/folk-tale-cleverness-malaysia.htm</p>

P.E	Foot Skills - Kicking	<p>Foot Skills - Kicking</p> <p>Opening/Warm-up– Complete the movement exercises from the link (approximately 7 minutes)</p> <p>https://www.youtube.com/watch?v=FaC-DVQy2Aw</p> <p>or move around in a set way in an open area for 30 seconds. Have a short rest and then try the next type of movement.</p> <p>Different ways to move may include – walking forwards, sideways or backwards, skipping, jumping with your feet together, hopping, sideways shuffling, crawling and jogging.</p> <p>Kicking – Today we are going to focus on kicking a ball off the ground for distance. When we are doing this, we need to use our bodies properly to ensure the kick is a good one. Here are some tips:</p> <ul style="list-style-type: none"> - Eyes are focused on the ball throughout the kick - Have a 3-4 step run-up. Step forward towards the ball and place your non-kicking foot near the ball with toes pointing towards your intended target - Bend knee of your kicking leg during the backswing for the kick - Contact the ball with the top of the foot - Kicking leg follows through towards the target after contact with the ball <p>Grab any sized round ball, preferably mid to large, and find an open space. If you do not have a ball, grab a pair of rolled up socks instead. Complete the following activities (Repeat a minimum of 5 times each):</p> <ol style="list-style-type: none"> a) Kick your ball, run in front of it and trap it as it's rolling towards you by gently placing your foot on top of the ball b) Kick your ball, run after it and trap it as it's rolling away from you c) Kick your ball, run after it, jump over it and then trap it d) Find an open wall space that you can kick your ball against. Kick the ball against the wall using the correct technique and trap it with your foot as it rebounds back towards you. Try to trap the ball with the instep or sole of your foot e) Partner passing. Stand a few metres away from a partner. Kick the ball to and from each other using the correct technique when kicking and trapping the ball.

f) How far can you kick your ball? Mark the distance of your furthest kick and try to beat it whenever you have time to practise your kicking

Drama

Puppet Making

Puppet Making

Explain that there are many different ways to make a puppets such as:

- Figure attached to a stick puppets
- Sock puppets
- Paper bag puppets
- Found object puppets
- Paper plate puppets
- Cardboard tube puppets



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Create some puppets for a puppet show using one or more of the techniques listed above.

Students are now going to be the puppeteers. They need to start thinking about the voice their puppet will have.

		<p>Vocabulary words to research</p> <p>Manipulate-</p> <p>Character-</p>
Music	Listening and analysis	<p>Listening and analysis</p> <p>'La Mer' is a piece by the French composer Claude Debussy (1862 - 1918) and is made up of three 'pictures';</p> <p><i>From Dawn till noon on the sea</i>, https://www.youtube.com/watch?v=66hX8Ms0FwE</p> <p><i>Play of the Waves</i>,</p> <p>https://www.youtube.com/watch?v=GhnM3RSZyKo&list=RDGHnM3RSZyKo&start_radio=1</p> <p><i>Impression of the aspects of the sea</i>, https://www.youtube.com/watch?v=doUPB0A3hFE</p> <p>The piece has 3 movements that make up the whole piece.</p> <p>Find a quiet spot and play one of these moments. You will hear music that depicts waves rising and falling, the swell of currents and the sea spray blowing about. 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.</p> <p>Rhythm/Tempo; Is there a strong tempo? Or is it a bit more free with no beat? Does the speed of the piece change? Is it fast or slow? How is the Sea represented with a tempo?</p> <p>Dynamics; Is it loud or soft? Does it change? What do the volumes/dynamics tell you about the sea?</p> <p>Melody; Is there a main tune? What instrument do you think is playing it? What instruments would you use in a piece of music about the sea?</p> <p>Harmony, What is the background music doing? What are the instruments representing?</p> <p>Texture; Are there lots of instruments playing? Is the texture busy/thick? If lots of instruments are playing, what is that telling you about the sea?</p> <p>Structure; 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 affect your image of the sea?</p> <p>While listening to the music, you may want to draw a picture of the sea. What colours would you use to match the music? What sort of lines would you draw to match it - sharp edges/ curved flowing lines? Are there any other characters you hear in the music?</p>



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