

Year 2 - Learning At Home - Term 3 - Week 1

It is very important that the learning at home program maintains a harmonious family life. If things aren't working out on any given day, please take a break or stop for the day. We are here to help and support you - please let us know if you are having any problems. Remember, it takes a village to raise a child!

Each day students are asked to complete a Reading, Writing, Maths and Specialist task (Art, Indonesian, PE, Music). It is **suggested** that you **allow for 30 minutes** to complete each task. Your child may wish to spend longer on a particular task that they are engaged in. Our planner allows for around 2 hours of learning per day. If you are looking for more opportunities for learning beyond this, you will find additional learning on the final page of the planner.

We ask that students complete each activity in their workbook, and when requested, share their work on Seesaw. Look for the Seesaw icon to know what to upload each day! All other work should be completed in your work book. This work should be completed as you would complete it in your class by using a greylead pencil, ruling off each task and dating your work each day. Your classroom teacher will be requesting that student work books be brought back to school when school resumes.



Each day at 9.15am, we invite all students to log in to Webex for a daily class check in. This is a fun way to engage with their teacher and other classmates. Each day your classroom teacher will give a brief overview of the learning for the day. This will also be an opportunity for students to ask questions and share their ideas and learning with each other.

Below, we have provided a brief overview of what each day will look like on Webex:

Time	Day	Focus
9.15am	Monday	Meet 'n' Greet & Seesaw expectations
	Tuesday	Webex expectations
	Wednesday	Invite students to share something from the week
	Thursday	Check in on the week/student questions/feedback
	Friday	Friday Fun Day!

Webex Daily Catch-Up Details:

Start Time: 9:15am

Below are the login details for each class:

Class	Meeting Number	Password	Web Browser Link
2A	165 893 4318	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=mcf4e1e9868c94404e929e78414d63995
2H	165 133 1906	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=m5eab811d85ad6330e92f13d850aa0dc8
2D	165 430 2901	NLPS	https://eduvic.webex.com/eduvic/j.php?MTID=mc73f693bca41d65f9ac77de62233f8d1

Messages from the Specialists

ART

Please note:

- There is audio and videos embedded in the slides, so make sure you have the volume turned up on your device.
- The audio recording will play automatically for each slide, but if you need to listen to the instructions again, you can click on the speaker icon in the top left hand corner of the slide. The audio recording is to assist young students that are unable to read independently.
- There are seven activities; each is listed as suitable for a range of year levels. The 'suitable year' range is a recommendation based on the average student. Students can choose activities that are not in their year level range. Students can select one or more of the activities to do. Students can select an activity that interests them or that matches their abilities.
- All videos are suitable for students from Prep to Grade 6. While students may not be in the recommended year level, they may find the visual information and artworks inspirational and helpful in gaining ideas for their own artwork.
- Some activities may require a printer so they can be printed. Copies will also be available at the Office with printed planners.
- Some activities can be downloaded and saved as a Word document, which can then be completed on the computer (for example, highlighting in a word search, or filling in text in a crossword).
- The intention is to provide students with choice in their learning, to accommodate a range of abilities and interests, and to provide younger students with more independence.

MUSIC

This term, you will get several different activities to select from. Choose one or two of the activities to complete. All of the activities will be found in the virtual music room. Click on me to watch my introduction first.

Day 1

Reading

FOCUS: Exploring Seesaw



Task: Watch the instructions on how to upload a photo onto the Seesaw App. Have fun exploring the assigned task and experimenting with photos. Send through your **one photo** in response to the task.

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

Writing

FOCUS: Writing a story using visual prompt

[Pigeons - Cute animation cartoon](#)



Task: Watch the animation. Look carefully at the pigeons' expressions throughout the clip. Retell the animation in sequence using descriptive language to describe the setting and how the characters felt. Reread your work to check that it makes sense and relates to the animated clip. Rewatch the clip to ensure your writing is telling the complete story.

Use coloured pencils to draw a picture to match the animation.

Maths

FOCUS: Expanding numbers.

Task: Students choose a list of numbers. Write each number out and expand it into their place value groups. For example, 346 = 3 hundreds + 4 tens + 6 ones.

Use the 3 number groups to choose a 2, 3, or 4 and 5 digit numbers to expand.

2 digit numbers	3 digit numbers	4 and 5 digit numbers
46	254	3,461
24	809	1,398
87	439	9,087
72	652	59,068
68	374	89,639

P.E

Use Seesaw to watch a short PE [welcome video](#).

Opening/Warm-up – Complete the short workout routine found in the link. Try to copy the actions of the boy playing the game.

<https://www.bing.com/videos/search?q=exercises+for+kids&&view=detail&mid=9F068CE6F6DE2792F3079F068CE6F6DE2792F307&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dexercises%2Bfor%2Bkids%26qpvt%3Dexercises%2Bfor%2Bkids%26FORM%3DVDRE>

Overarm throwing – We are going to start this term by looking at the overarm throw.

Click on the link below and watch a short video that explains how you throw a tennis ball overarm.

<https://www.youtube.com/watch?v=KTfg9KGHT1k>

Head outside to have-a-go. You can practice with someone else or by yourself by throwing your ball towards a rebound wall. If you do not have a tennis ball, you can use a bean bag, soft toy that fits in one hand or even a crumpled up piece of paper. Gradually increase the distance from your partner or the wall.

Day 2

Reading



Assigned Task



Upload

FOCUS: Book Response

Text: Pete the Cat- I Love my White Shoes

[Pete the Cat: I Love My White Shoes](#)

Task: Pete the Cat goes walking in his new white shoes. Pete's white shoes turned a few different colours after stepping into some red, blue, and brown objects. Your task is to design a fancy pair of shoes. Choose the colour of your shoes based around objects of that colour. For example: If you design **purple shoes** they would have pictures of grapes, figs, purple flowers, eggplant and passionfruit.

Check out my yellow shoes

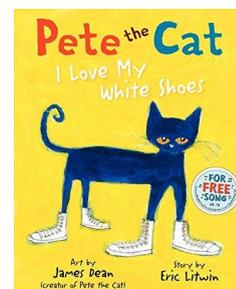


Independent Reading: (30 minutes)

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](#)

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Maths

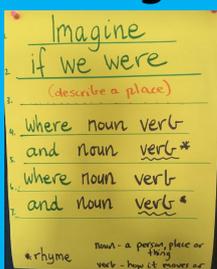
If you have the ability to print, cut out this maths block and stick it in your book before completing. Number your answers underneath.

FOCUS: Place Value

Task: Use the following digits **9, 1, 6, 2, 5, 4, 3** to respond to the 6 questions below. Remember you can only use each digit once in each number, for example you cannot make '919' because there is only one '9' but you can make 912 (and many more 3 digit numbers).

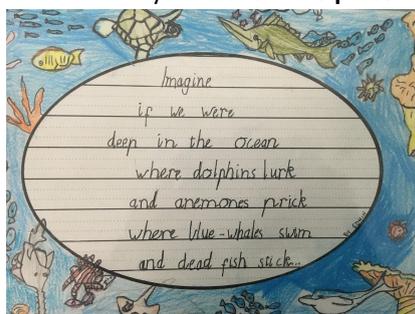
1. List as many 4 digit numbers that you can make
2. List as many 3 digit numbers you can make
3. List as many 2 digit numbers that you can make
4. Choose one of your lists and reorder from smallest to largest
5. Look at each of your lists and underline the odd numbers. Remember odd numbers are numbers ending (in the ones column) with (1,3, 5, 7, 9).
6. Using all the numbers above - what is the smallest number you can make and what is the largest number you can make?

Writing



FOCUS: Imagine Writing

We all had fun exploring Alison Lester's writing last term and using Imagine as a pattern to follow in our own writing. You have practised this pattern at school so have another go at home. Remember it is 7 lines and the last word of line 5 and line 7 must rhyme. **Follow the pattern below.**



Here is an example:

ART

During 'Learning at Home' for Art in Term 3, all students will be sent a link to the same google slides document. Please take the following steps to access the learning:

1. Click on this link:
https://docs.google.com/presentation/d/15JsGgreurclTwwCQVg8Xhcj1Rj_dXHir5BohKFuOnBo/edit#slide=id.p
2. Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button
3. The power point will then present as a full screen ready for students to watch

Week 1 – Artist of the Week: Bridget Riley

Day 3

Reading

FOCUS: Book Response

Text: Josephine Wants to dance

<https://www.youtube.com/watch?v=AZJTZ2mkUsI>

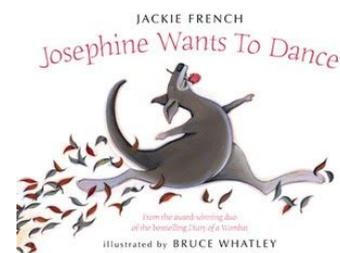
Task: Draw a picture of your favourite scene in the book and explain why you enjoyed it.

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



Writing

FOCUS: Sequential Writing

Sam has written about her day in her diary. Silly Sam has mixed up when things happened.

Task: Rewrite Sam's diary so that it makes sense.

Sam's Diary

I ate my breakfast, had a shower and then woke up. I put on my pyjamas and walked home from school. Next I went to bed and then walked to school. I ate my dinner, played in the backyard and then I got dressed.

Maths

FOCUS: Place Value Scavenger Hunt

Task: Use magazines, newspapers and catalogues to find the 3 digit number to match the place value clues. Cut and paste the numbers next to the matching clue on the template provided. When you have finished, circle the largest number!



Music

This term, you will get several different activities to select from. Choose one or two of the activities to complete! You will have all of the activity links by [Clicking Here](#) to access your virtual music room.

SINGING; This term, we are going to continue studying songs and how to use our voices. We will be learning another song by Lenka called 'Don't Let Me Fall'. The lyrics and some questions to discuss will be found in the virtual music room.

INSTRUMENTS OF THE ORCHESTRA; The Melbourne Symphony Orchestra is an amazing ensemble that is known worldwide. Use the virtual music room to Investigate further how the whole orchestra works, sections that make up the orchestra and what sound each instrument makes! Have fun investigating!

Day 4

Reading

FOCUS: Book Response

Text: No Place Like Home

[No Place Like Home | Read Aloud Story for Kids](#)



Task: George's feelings change throughout this book. Explain how George was feeling at the start of the book and what do you think was making him feel this way? How was George feeling at the end of the book and why? Draw your perfect home and explain why it is perfect for you?

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

Writing

FOCUS: Creative Writing

Task: Write about **ONE** of the topics listed below.

- A letter to a dear friend
- The toy that came to life
- Snow white and the three pigs
- Why I'm not scared of spiders

Remember when you are writing to always reread your work to make sure that it makes sense and you have corrected the punctuation and spelling.

Don't forget to separate your ideas into paragraphs.

Maths

Assigned Task

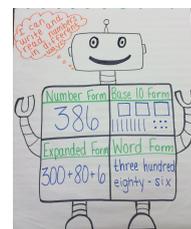


Upload

FOCUS: Place Value Robots

Using the numbers you found in your scavenger hunt, create robots for as many numbers as you can. Your robot should include 4 sections:

- You number in number form
- Base 10 Form (As a model- MAB, Bundles or an Abacus)
- Expanded Form
- Word Form



Indonesian



Halo anak-anak kelas dua.

Let's start the lesson singing **Balonku**, a song we learnt in Term 2. Click on the link and sing along.

<https://www.youtube.com/watch?v=6or1RRHa4cQ>

In Indonesian this term our topic is "Clothes".

Here is a list of the words we will be learning:

topi (hat)	baju (clothes)	celana panjang (trousers)	rok (skirt)	pakaian
sweater (jumper)	sepatu (shoes)	celana pendek (shorts)	kaos kaki (socks)	(clothes)

Now, let's practice saying the words. Click on the link below to hear the words. Make sure you repeat each word. The video has a few extra "clothes" words that are not on our list. That's ok, you can say them too.

<https://www.youtube.com/watch?v=vXVAZeb5dB0>

Our first activity is a word search. Make sure you use colour pencils or textas to highlight the words. Have fun! Selamat bersenang- senang!

<https://docs.google.com/document/d/1KrrMqaK4jrMUfgaCKvWedaq6Rs-5WTnVapNjkgFD6k/edit?usp=sharing>

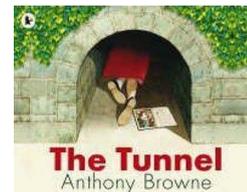
Day 5

Reading

FOCUS: Book Response

Text: The Tunnel by Anthony Browne

[The Tunnel by Anthony Browne \(approved school text year 3\)](#)



Task: Draw a picture of Rosie and her brother. Under your drawing list their character traits. Your list should show how different they were from each other, for example - Rosie likes inside activities and her brother likes outside activities, Rosie is short, her brother tall.

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

Writing

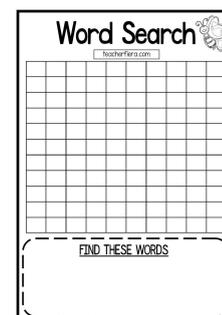
FOCUS: Word Find- oo sound

Focus: Words that make the /oo/u/ou/ sound

Task: Use the Word Find template provided to create your own word find.

Choose from list 1, 2 or 3. Read the words that make the /oo/ sound and hide them in a word find. The words can be written up or down and can intersect other words.

List 1	List 2	List 3
book	shook	booklet
cook	crook	cookery
put	putting	bulletin
bush	push	butcher
could	could	could
should	should	should
would	would	would



Maths

If you have the ability to print, cut out this maths block and stick it in your book before completing. Number your answers underneath.

FOCUS: Number Knowledge

Task 1 : Use this fun interactive game to help you to practise to read, recognise and say numbers. You choose your 'just right' number level (2 digit, 3 digit or 4 digit). Make sure you choose a level that you need to practise but that is not so hard. Have fun posting your letters.

<https://www.ictgames.com/postAletter/index.html>



Task 2: Select your '**just right**' level below and record the digits neatly into your workbook.

2 digit numbers	3 digit numbers	4 digit numbers	5 digit numbers
3 7 0 4 8 5	2 3 9 0 4	3 1 5 0 9 2	9 3 4 8 1 6 3

- Use the digits to list as many 2, 3, 4 or 5 digit numbers as you can with 3 in the tens place. For example: 932
- Looking at your list, underline the largest number you made.
- Circle one of your numbers and write what number is one more and what number is one less?
- Choose another number and draw a neat box around it and write what number is 10 more and 10 less than this number?
- Practise reading aloud the list of numbers you have made.
- Check and correct any digits you might have written backwards.

Optional / Additional Learning Activities

Health

Start by reading *Wilfrid Gordon McDonald Partridge* at <https://www.youtube.com/watch?v=rOgc7nLSreU>

Wilfrid is a small boy who lives next door to an aged care facility. He discovers that this favourite person there has lost her memory. He feels so upset about this that he takes in lots of items to help jog her memory.

Choose from any of the following activities:

- Write/draw about one caring thing you could do for a grandparent/another older person.
- Send drawings/photos/get-well messages to the local hospital.
- Make a list of the memories that you have about your grandparents/older people in your life; what is it that reminds you of them? Why?
- As a researcher, find out two facts about a charitable organisation.

STEM

Sorting socks

This science activity gives children the chance to develop their observation and investigation skills. It asks them to record, sort, compare and discuss the information they discover. These are all important scientific skills.



What you will need:

- a basket of clean socks

What to do:

1. After doing a load of washing, talk to your child about finding and sorting the pairs of socks.
2. Ask: How many socks are there altogether? How many pairs of socks would that be? What else comes in pairs or twos? Talk about these words and phrases: pairs, sorting, the same, the same as, different, etc.

Taking the learning further:

1. How else can socks be sorted? By wearer (e.g. Mum, Grandma, Me), by size (small, smaller, smallest), by colour (red, blue, white), by type (sports, school, hiking) ... etc.
2. Make two piles with one half of each sock pair in each pile. Take a sock from one pile so the other person can't see and describe it so the other person can find the matching pair in their pile.
3. Pose a problem: 6 friends went for a walk on the mountain. How many gloves would they need for them to have a pair each?

MATHS

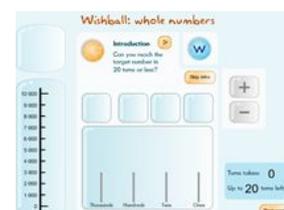
Task 1: This interactive game will challenge students to apply their place value knowledge to correctly placing a target number (2, 3 or 4 digits) on a number line. Look closely at the number line before you start to notice its starting, mid and end points to help you sequence and place the red flag.

[Placing Numbers on a Number Line - Tablet Version](#)



Task 2: Students add or subtract numbers to reach a target number. Involves some strategic thinking to determine whether they add or subtract thousands, hundreds or ones from their starting number.

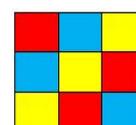
[Wishball: whole numbers](#)



Task 3: Brain buster

I've got 9 tiles- 3 red, 3 blue and 3 yellow. I put them together to make a square but I'm not allowed to put 2 tiles of the same colour next to each other. How many different ways can you do it? Make sure you draw all of the options.

Here is an example of one option --->



Word Search



teacherfiera.com

FIND THESE WORDS

3-Digit Place Value

Scavenger Hunt

Place Value Clue	Number
1 in the hundreds place	
9 in the ones place	
2 in the hundreds place	
3 in the tens place	
1 in the tens place	
4 in the ones place	
0 in the tens place	