

Home Learning Activities for Year 2 students – Week 10 (Monday 30/3- Friday 3/4)

WALT (We are learning to...) This describes the focus skill for the lesson

Monday	Tuesday	Wednesday	Thursday	Friday																				
English																								
<p>WALT: Spell unknown words Have a parent test you on your spelling words. (attached below)</p> <ul style="list-style-type: none"> • Alphabetical Order Write the first 10 words of the list in Alphabetical order • Syllables – Find two words that have one, two and three syllables (parts) from the spelling list • Fancy Fonts – Write 5 words in fancy writing (eg bubble writing, rainbow colours, swirly letters) <p>WALT: Communicate effectively to entertain Practise your speech in the mirror. Present to a friend or family member. Remember to speak loudly and clearly while maintaining good eye contact. Vary your voice to emphasise important words.</p> <p>How we can help protect our earth and the environment... Our lesson is important because...</p>	<p>Read a fiction book -focus on fluency and expression</p> <p>WALT – Summarise Write down the main ideas for each part <u>Orientation</u> - Write some sentences about who, when, where and what is happening at the beginning of the story. <u>Problem/Complication</u> - write two sentences about the problem in the story. <u>Events</u> – Write about the events that take place that lead to the problem being solved. <u>Resolution/Solution</u> - how was the problem solved?</p> <p>Remember to use complete sentences.</p> <p>WALT: Type with greater speed and accuracy Practise touch typing on Google Classroom</p> <p>Remember to use both hands and position fingers along middle row.</p>	<p>WALT: Make connections https://iview.abc.net.au/show/gruffalo-s-child</p> <p>Watch the short story ‘The Gruffalo’s Child’</p> <p>Complete a Venn Diagram comparing the similarities and differences between the movie you just watched and the play we saw at Riverside theatre.</p> <p style="text-align: center;">(Venn Diagram below)</p> <p>WALT: use Seesaw to communicate</p> <p>Log into Seesaw and tap the Activity tab. Find the activity “Get to Know you” and follow the directions. Draw a picture of yourself and record your voice telling us all about you.</p>	<p>Read a fictional book -focus on fluency and expression</p> <p>WALT – Ask questions to help understand text Write 2 Skinny questions about the book you have read. Write 2 fat questions about the book you have read.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; text-align: center;">SKINNY</th> <th style="width: 50%; text-align: center;">FAT</th> </tr> </thead> <tbody> <tr> <td>What is ... ?</td> <td>Explain why.</td> </tr> <tr> <td>When did ... ?</td> <td>Why do you think.</td> </tr> <tr> <td>Name ... ?</td> <td>In what ways are ... and ... alike?</td> </tr> <tr> <td>Did ... ?</td> <td>In what ways are ... and ... different?</td> </tr> <tr> <td>Do you agree ?</td> <td>Predict what happens when.</td> </tr> <tr> <td>Does ... ?</td> <td>Why do you believe.</td> </tr> <tr> <td>Can ... ?</td> <td>Who will ... ?</td> </tr> <tr> <td>Will ... ?</td> <td>What will happen when ... ?</td> </tr> <tr> <td>Is it true ... ?</td> <td>How might ... ?</td> </tr> </tbody> </table> <p>WALT: Write to inform Help make yourself and your family lunch/breakfast.</p> <p>Write a procedure (instructions) on how to make the meal.</p> <p>Must include these sub headings;</p> <ul style="list-style-type: none"> • Ingredients • Equipment • Steps 	SKINNY	FAT	What is ... ?	Explain why.	When did ... ?	Why do you think.	Name ... ?	In what ways are ... and ... alike?	Did ... ?	In what ways are ... and ... different?	Do you agree ?	Predict what happens when.	Does ... ?	Why do you believe.	Can ... ?	Who will ... ?	Will ... ?	What will happen when ... ?	Is it true ... ?	How might ... ?	<p>WALT: Write neatly Practise your handwriting – copy out some sentences from the book you have been reading. Get someone to check your letter formation.</p> <p>WALT: Recognise when words are spelt correctly Get someone to test you on your spelling words; can you spot any mistakes?</p>
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<p>how is it being damaged?, things you can do to care for the environment at home, school and community...</p>	<p>Login: student email e.g. Joe.smith2@education.nsw.gov.au</p>			
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Maths

<p>WALT: Use place value to read, represent and order numbers up to three digits.</p> <p>Roll 3 dice and write 10 different 3-digit numbers in a column down the page. Write the numbers before and after.</p>	<p>WALT: Find the missing number in a number pattern</p> <p>Find and explain the pattern in these number sequence.</p> <p>A) 2, 4, 6, 8, 10 B) 3, 6, 9, 10, 12 C) 4, 8, 12, 16, 20 D) 10, 20, 30, 40, 50 E) 4, 7, 10, 13, 16 F) 5, 9, 13, 17, 21</p> <p>Find the pattern and fill in the missing numbers.</p> <p>A) 2, 4, __, 8, 10 B) 5, 10, 15, __, 25 C) 9, __, 15, 18, 21 D) 30, 40, __, __, 70 E) 8, 11, __, 17, __ F) 9, __, 19, __, 29, __</p>	<p>WALT: I can gather and present information</p> <p>Have a look in your food cupboard at home. How many cans are in your cupboard? How many packets? How many bottles? How many boxes? Record your answers using a tally chart.</p> <p>Now use your tally chart to make a picture graph. Here is a suggestion to help you.</p> <div data-bbox="996 893 1243 1220" data-label="Form"> <p style="text-align: center;">Making Pictograms</p> <p>Date: _____ Name: _____</p> <p>Pictogram Title: _____</p> <p>Key: <input type="checkbox"/> = _____</p> <table border="1" style="width: 100%; height: 150px;"> <tr><td>10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> </div> <p>Now make up three questions about your graph for someone in your family to answer.</p>	10										9										8										7										6										5										4										3										2										1										0										<p>WALT: I can record and compare lengths</p> <p>Choose a small item from around your home that you could use to measure the length of different items. This could be a pen, paperclip or tea spoon. Now collect 5 different objects with a flat surface from around the house, maybe a book, magazine, box lid or iPad!!</p> <p>Which object is the longest? How do you know? Which object is the shortest? How do you know?</p> <p>Now use your measuring item to measure how long each item is and record your answers. Was your item a good choice for measuring all your flat objects? Why?</p>	<p>WALT: I can use and understand 2 digit numbers</p> <p>Roll a dice and place the number rolled into your tens column. Roll the dice a second time to make a number for your units column. Now crunch your number all these different ways:</p> <p>a) Write the number after b) Write the number before c) Is your number odd or even? d) What is 10 more than your number? e) What is 5 less than your number? f) Double your number g) Write your number in words h) Show your number by drawing coins</p> <p>Now try it again with another number.</p> <p>Extend yourself with a three digit number.</p>
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Mindfulness

MINDFULNESS- Emotional (feelings) Wellbeing

WALT- recognise and practise strategies that nurture mental health and wellbeing

WILF: I can be kind to myself

Watch and follow:
[Be Kind to Yourself](#)

Choose ANY activity that makes you happy and allows you to be kind to yourself. eg reading a book, playing a game, lego. Set a timer for 15 minutes.

Mindful Reflection:

Tell someone how you feel after doing this activity. Do you feel happier, more relaxed?



MINDFULNESS- Social (friends) Wellbeing

WALT- recognise and practise strategies that nurture mental health and wellbeing

WILF: I can focus my attention on one activity

Click on the link and find the episode 'Hide and Seek'
Watch: [Bluey Episode - Hide and Seek](#)

Put the timer on for 10 minutes. Ask a sibling or parent to play hide and seek with you.

Mindful Reflection:

How is playing with someone else good for your wellbeing? Tell your play buddy.



MINDFULNESS- Cognitive (mind) Wellbeing

WALT- recognise and practise strategies that nurture mental health and wellbeing

WILF: I can explore the outdoors using my mind to focus on nature

Set a timer for 15 minutes.

Silent search for beautiful natural objects

- What does it look like?
- What colour is it?
- What does it smell like?
- Can I touch it?
- What does it feel like?

Silent search for minibeasts and other creatures that move. DO NOT TOUCH THE MINIBEAST.

When you find a creature, watch the creature in silence

- What does it look like?
- How does it move?
- What colours can you see on its body?

Mindful Reflection:

How has this quiet time of being in the 'present' made you feel? You might like to create an artwork based on what you discovered, adding how this mindful activity made you feel.

MINDFULNESS- Physical (movement) Wellbeing

WALT- recognise and practise strategies that nurture mental health and wellbeing

WILF: I can get energized with music

Click on the link below or move to your favourite song.

[Mindful Movement](#)

Mindful Reflection:

Getting your body moving is good for your physical wellbeing. Do you feel different after moving to the music? Find a sibling/parent to do the activity with you again.



MINDFULNESS- Emotional (feelings) Wellbeing

WALT- recognise and practise strategies that nurture mental health and wellbeing

WILF: I can notice my emotions

Trace your hands. On one hand, describe nervous feelings about an event. On the other hand, describe hopeful and excited feelings about the same event.

Decorate your hands with colours and patterns.

Mindful Reflection:

Talk to someone about the feelings you have added to each hand.




Other

<p>WALT: Move in different ways</p> <p>Choose a designated area as your 'nest'. Time how long it takes you to gather the items below and place them in your nest. You can only collect and place 1 item at a time!</p> <ul style="list-style-type: none"> 🔗 5 sticks 🔗 10 leaves 🔗 12 sticks 🔗 20 leaves <p>Music WALT: Understand the beat in music Watch the following video http://www.youtube.com/watch?v=8u5Jc3D5p3c</p> <p>Play 'Pass the Beat Around the Room' either by yourself or with members of your family. Try to keep a steady beat. Sing the nursery rhyme Twinkle Twinkle Little Star Every line has 4 beats Now sing the song again and clap your hands to show the beat. You might like to record yourself.</p>	<p>WALT: Move in different ways</p> <p>Learn How to Floss from Blazer Fresh, and then make up our own dance tutorial to teach someone your favourite dance move!</p> <p>Follow Link: https://www.youtube.com/watch?v=TGiYrY2bUPc</p> <p>Music WALT: Explore sounds using percussion instruments Find containers and items which could make interesting sounds. Eg a pot and wooden spoon, glass bottles with different amounts of water, containers of rice etc</p> <p>Use your instruments (+ body percussion) to create a short piece of music describing one of the following:-</p> <p>Wind blowing gently then getting stronger</p>	<p>WALT: Move in different ways</p> <p>Roll a dice or flip a playing card to get a number. Move through the list performing each skill that number of times.</p> <ul style="list-style-type: none"> • Star jumps • Push-ups • Toe touches • Sit ups • burpees <p>HSIE: WALT: Collect, record and display information</p> <p>Watch - http://www.abc.net.au/btn/story/s3681044.htm</p> <p>Discuss the following questions with a family member. <i>What are the different types of weather?</i> <i>What are extreme weather conditions?</i> <i>How does it impact the environment?</i></p> <p>How does the weather affect places and activities?</p>	<p>WALT: Move in different ways</p> <p>Nature to Nature One player starts as the nature guide and chooses an interesting object from the ground. The nature guide shows their item to the rest of the players for 10 seconds, and then hides it away. The rest of the players have until the count of 100 is up to find another item that resembles what the nature guide found. The person with the most similar item becomes the nature guide in the next round.</p>	<p>HSIE: WALT: Collect, record and display information</p> <p>Continue creating your poster that informs others on a chosen extreme weather.</p> <p>What cause them? What do they do? Where are they found?</p>
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	<p>Rain falling softly then pelting down and easing off</p> <p>A stream trickling over rocks and waterfalls in the rainforest</p> <p>You might like to record your music and ask others in your family to guess your choice</p>	<p>Create a poster that informs others on a chosen extreme weather.</p>		
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Science

<p>Lesson 1 WALT: observe, question and collect data</p> <p>WILF: I can tell you what I already know about soil I can ask scientific questions about soil</p> <p>Task 1- Reflection & I wonder.... 'Flower Garden'- Draw flowers in a garden on the top half of a piece of paper. Write down everything you have already learnt about soil under the flowers.</p>  <p>'Thought Bubble'- Draw a thought bubble and write down everything you are wondering about soil. For example: What is soil made of? Is soil always brown?</p>	<p>Lesson 2 WALT: observe, question and collect data</p> <p>WILF: I can observe soil and talk about what I have seen</p> <p>Note# Please make sure you have done Lesson 1 before you do this lesson.</p> <p>Task 3: Science Experiment - Examining Soil</p> <p>Note: (Please do this activity with an adult and wear gloves when touching the soil)</p> <p>Step 1: Fill a jar halfway with dirt. Add water nearly to the top of the jar. Put the lid on, and tighten it securely.</p> <p>Step 2: Shake the jar vigorously for a half a minute, and then put it down. Let the</p>			
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Task 2 : Watch

Click on the link below:

What's the dirt on dirt?

Tell a sibling/parent what you have learnt about soil

jar stand until the dirt and water settle. What happens?
Step 3: Observe the layers in the jar, and see what you can tell about them. How many layers are there? Can you describe them?

Task 4: What do you now know?

- What have you learnt so far about soil? Add this to your 'Flower Garden'(Lesson 1) in another colour.
- What new questions do you have about soil? Add this to your 'Thought Bubble'.(Lesson 1)

Year 2 Spelling Term 1 Weeks 9 & 10

	Monday	Tuesday	Wednesday	Thursday
still				
smell				
skull				
stall				
across				
dress				
glass				
miss				
jazz				
buzz				
fizz				

dizzy				
cuff				
staff				
mist				
thunder				
yesterday				
April				

Year 2 Spelling Term 1 Weeks 9 & 10 - Extension

	Monday	Tuesday	Wednesday	Thursday
recall				
actually				
retell				
appalling				
access				
useless				
priceless				
discuss				
compass				
blizzard				
drizzle				

bedazzle				
fizziness				
gruffly				
atmosphere				
drought				
sheriff				
invention				

SKINNY

FAT

What is ... ?

Explain why...

When did ...?

Why do you think...

Name ... ?

In what ways are ___ and ___ alike?

Did ... ?

In what ways are ___ and ___ different?

Do you agree...?

Predict what happens when...

Does ...?

Why do you believe...

Can ...?

Who will ...?

Will ...?

What will happen when ...?

Is it true ...?

How might ... ?

The Gruffalo's Child

