

Year 2

Welcome to Term 4!

Welcome to term 4! All the Year 2 teachers are so excited to start term 4 with you! We miss you all very much so make sure you jump onto See-Saw, say hi and ask us any questions that you have.

Year 2 Zoom Meeting

Each week, Year 2 students will be able to join a class Zoom meeting on **Thursdays at 12pm**. The zoom session will go for 20 minutes only and is an opportunity for us to catch up and discuss learning tasks. Please download and install the app onto your device before the meeting time. Please open the link to join the meeting 10 minutes early to avoid technical difficulties.

Below are the links and passcodes for each class:

2A

<https://nsweducation.zoom.us/j/64170688660?pwd=UWhwWnhxb3hWanhVazd2S1R0ZWlVdz09>

Meeting ID: 641 7068 8660

Passcode: bsp

2E

<https://nsweducation.zoom.us/j/62067334163?pwd=Y1lmZ3RUbXpvY0dNbDREeGFkVTg0QT09>

Meeting ID: 620 6733 4163

Passcode: bsp

2J

<https://nsweducation.zoom.us/j/66421468056?pwd=cXJVck5veFBkQWJuckNVWFFBS2REUT09>

Meeting ID: 664 2146 8056

Passcode: bsp

2M

<https://nsweducation.zoom.us/j/69231004872?pwd=VGhLRGMybTYyZFFKZmM3OFJUUDY0dz09>

Meeting ID: 692 3100 4872

Passcode: bsp

(2S is continued on the next page)

2S

<https://nsweducation.zoom.us/j/66177310191?pwd=d0EraS81R1JSeGE4V3FPb010djM2QT09>

Meeting ID: 661 7731 0191

Passcode: bsp

See-Saw

The Year 2 teachers are using See-Saw to communicate important messages and to help the students connect with one another. Thank you to all the parents and students who have already connected to See-Saw.

If you would like to connect to See-Saw, please phone the school office on 9632 8162 and ask for your child's See-Saw code.

Then go to <https://web.seesaw.me> or download the See-Saw app. Tap "I'm a Student" and type in your child's code.

Hip Hop Session and Fitness Fridays

Hip Hop and Fitness Fridays are on again this term! For week 1, Hip Hop will be on Tuesday but every other week it will be Monday.

Fitness Fridays will still be on Fridays. Remember to check the times carefully below so you don't miss out!

Week 1	Tuesday - 5th	FRIDAY - 8th
	1:30-2:00 - Blaxcell St PS K-6 Hip Hop	1:30-2:00 - Blaxcell St PS K-6 Fitness

Week 2	MONDAY - 11th	FRIDAY - 15th
	1:30-2:00 - Blaxcell St PS K-6 Hip Hop	1:30-2:00 - Blaxcell St PS K-6 Fitness

Week 3	MONDAY - 18th	FRIDAY - 22nd
	1:30-2:00 - Blaxcell St PS K-6 Hip Hop	1:30-2:00 - Blaxcell St PS K-6 Fitness

Year 2 – Week 1 Learning from Home Checklist

Monday (4.10.21)	Tuesday (5.10.21)	Wednesday (6.10.21)	Thursday (7.10.21)	Friday (8.10.21)
Public Holiday	Morning Routine <input type="checkbox"/> Write the days of the week and complete the day sentences Sentence of the Day <input type="checkbox"/> Compound sentences – insert correct conjunction and identify all capital letters and full stops	Morning Routine <input type="checkbox"/> Write the months of the year in the correct order Sentence of the Day <input type="checkbox"/> Compound sentences – insert correct conjunction	Morning Routine <input type="checkbox"/> Write the long and short date <input type="checkbox"/> Circle the weather <input type="checkbox"/> Skip count by 2s Sentence of the Day <input type="checkbox"/> Compound sentences – identify correct conjunction and draw a picture of one of the sentences	Morning Routine <input type="checkbox"/> Label the map of Australia Sentence of the Day <input type="checkbox"/> Compound sentences – insert correct conjunction and identify all capital letters and full stops
	Reading <input type="checkbox"/> Level 1 & 2 – The Fox: read text and answer comprehension questions <input type="checkbox"/> Phonics – create a find-a-word using the /j/ words <input type="checkbox"/> Camera words – look, cover, write, check the camera words	Reading <input type="checkbox"/> Level 1 & 2 –The Zoo Vet: read text and answer comprehension questions <input type="checkbox"/> Phonics – write sentence using the /j/ phonics words <input type="checkbox"/> Camera words – fill in the close passage and draw a picture	Reading <input type="checkbox"/> Level 1 & 2- How the koala got a stumpy tail: read text and answer comprehension questions <input type="checkbox"/> Phonics – Fill. In the blanks using the /j/ phonics words <input type="checkbox"/> Camera words – write a sentence using wolf, and match the camera word to its blank	Reading <input type="checkbox"/> Level 1 & 2- Beach Habitat: read text and answer comprehension questions <input type="checkbox"/> Phonics – complete the /j/ phonics worksheet <input type="checkbox"/> Camera words – correct the spelling and rewrite the camera word sentences
	Writing <input type="checkbox"/> Fill in the blanks then copy the title and introduction	Writing <input type="checkbox"/> Fill in the blanks then copy the title and introduction	Writing <input type="checkbox"/> Fill in the blanks then copy the title and introduction	Writing <input type="checkbox"/> Fill in the blanks then copy the title and introduction
	Mathematics <input type="checkbox"/> Maths Mentals – Day 1 <input type="checkbox"/> Place Value – counting forwards and backwards by 10s on and off the decade. <input type="checkbox"/> Addition and Subtraction – Create and complete addition and subtraction problems.	Mathematics <input type="checkbox"/> Maths Mentals – Day 2 <input type="checkbox"/> Fractions – Complete Wednesday's worksheet.	Mathematics <input type="checkbox"/> Maths Mentals – Day 3 <input type="checkbox"/> Fractions – Complete Wednesday's worksheet.	Mathematics <input type="checkbox"/> Maths Mentals – Day 4 and 5 <input type="checkbox"/> Problem Solving (Place Value, Fractions and Addition & Subtraction) - Complete Friday's worksheet
	Handwriting <input type="checkbox"/> /or/ phoneme words – trace over the words.	Science <input type="checkbox"/> Forces and Energy – Identify push and pull as forces used to move objects.	HSIE <input type="checkbox"/> Geography – looking at suburbs and where their names initiated from. Completing a map of their own town	Creative Arts <input type="checkbox"/> Karate Craft-create a karateka using toilet roll and paper skills.
	PDH <input type="checkbox"/> Road Safety – Identify safe places to cross the road (Pedestrian and Pelican Crossings)	Wellbeing <input type="checkbox"/> Make Positive affirmation cards <input type="checkbox"/> Watch Headspace Try Try again video		PE <input type="checkbox"/> Practice the fundamental movement skills: static balance, vertical jump and hop

Morning Routine – Tuesday

Copy the days of the week

<i>Sunday</i>	
<i>Monday</i>	
<i>Tuesday</i>	
<i>Wednesday</i>	
<i>Thursday</i>	
<i>Friday</i>	
<i>Saturday</i>	

Today is _____.

Tomorrow is _____.

How many days are in one week? _____

Figure out the missing letters to find out what day this is!

T _ _ r _ d _ y

Morning Routine – Wednesday

Put the months of the year in the correct order

<i>September</i>	<i>1.</i>
<i>December</i>	<i>2.</i>
<i>November</i>	<i>3.</i>
<i>October</i>	<i>4.</i>
<i>February</i>	<i>5.</i>
<i>July</i>	<i>6.</i>
<i>May</i>	<i>7.</i>
<i>January</i>	<i>8.</i>
<i>June</i>	<i>9.</i>
<i>August</i>	<i>10.</i>
<i>March</i>	<i>11.</i>
<i>April</i>	<i>12.</i>

What month is it now? _____

Morning Routine – Thursday

Write the long date: _____

Write the short date: ____/____/____

Weather: Circle the picture that matches today's weather.



Skip count by 2s to one hundred. Colour in the numbers as you skip count!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Morning Routine – Friday

Label the states and territories of Australia using the correct spelling:

- New South Wales*
- Victoria*
- Queensland*
- Western Australia*
- South Australia*
- Northern Territory*
- Australian Capital Territory*
- Tasmania*

Colour in the map of Australia when you are finished labelling it.



Unit 11 - j dge ge g

Target Representations			
j	dge	ge	g
jam	edge	cabbage	page
jet	bridge	pigeon	gently
jug	ridge	baggage	tragic
jump	ledge	damage	germ
Jack	hedge	package	stage
jazz	pledge	sausage	gender
junk	wedge	message	German
just	nudge	postage	general
jelly	fudge	voyage	gym
joke	smudge	beverage	giant
Jan	grudge	vegetable	magic
June	sludge	emerge	gin
jog	trudge	surgeon	logic
adjust	dredge	charge	ginger
	fridge	cage	giraffe
	judge	tinge	engine
		verge	region
		village	legend
		passage	gypsy
		engage	dangerous
		rage	genius
			genie
			geography
			energy

Tuesday Phonics - /j/ j, dge, ge, g

Create your own 'Find a Word'

1. Use the phoneme words below to start your find-a-word.
2. Place the words in the grid. The words can go across, up and down or diagonally.
3. See if a member of your family can complete the Find a Word!

<i>jet</i>	<i>fudge</i>	<i>fridge</i>	<i>joke</i>
<i>ledge</i>	<i>jam</i>	<i>giant</i>	<i>page</i>
<i>rage</i>	<i>charge</i>	<i>jog</i>	<i>gym</i>

Wednesday Phonics - /j/ j, dge, ge, g

Use the 'j' phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

jam	magic	fridge	message
charge	vegetable	jump	jet

How did you go?



Thursday Phonics - /j/ j, dge, ge, g

Fill in the blanks using the phonics words

joke	fudge	giant
jog	jelly	pigeon

1. I went for a _____ around the block to stay fit.
2. I told a funny _____ to my mum.
3. The _____ flew away into the tree.
4. The wobbly _____ nearly wobbled off the plate and onto the floor!
5. My mum bought me some delicious chocolate _____.
6. The _____ fell down the beanstalk when he was trying to chase Jack!

Draw a picture of your favourite sentence!



Friday Phonics - /j/ j, dge, ge, g

INSTRUCTIONS

Read each word. Circle the letter(s) that represent the phoneme /j/.

hedge

message

joke

germ

baggage

just

page

grudge

Jan

jog

fudge

logic

tinge

jazz

magic

smudge

adjust

pigeon

judge

legend



Camera Words! Camera Words!

Set 2			
one	sister	laugh	your
some	house	out	could
want	where	there	took
many	because	about	half
love	two	should	first
has	another	down	good
people	more	friend	girl
live	here	their	saw
brother	our	were	would

Set 3			
ocean	cough	island	whole
gone	muscle	front	prove
whose	listen	sword	sugar
blood	enough	wolf	sure
flood	rough	sew	yacht
buy	tough	hour	eye
busy	trouble	great	won
build	double	break	son
built	height	steak	done

****If you can read and spell the above words quickly and correctly, then you can make up your own camera word list! Select 6 words at a time that YOU are interested in learning how to spell!**



Tuesday

1. Look, cover, write, check! Copy the camera words correctly.

<i>laugh</i>		
<i>another</i>		
<i>people</i>		
<i>because</i>		
<i>muscle</i>		
<i>yacht</i>		
<i>build</i>		
<i>height</i>		
<i>double</i>		
<i>island</i>		



Wednesday

1. Use the following camera words to complete the sentence.

muscle

tough

break

Becoming strong is very _____.
You have to build lots of
_____ by eating healthy and
exercising. You definitely have
to _____ a sweat to become
strong!

2. Draw a picture for this sentence.





Thursday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera word in a sentence

wolf

4. Fill in the missing letters and draw a line to match it to the correct camera word. The first one is done for you.

trouble

_ s _ a n d

laugh

t _ _ _ b l e

height

l _ u g h

island

h _ _ g h t



Friday

1. Time for a CHALLENGE! Highlight the spelling mistakes and re-write the sentence with all the words spelt correctly.

i wood like to eat ice cream on an eyeland.

I went in frunt of the yocht.

Thair was trubl down in the osean.

Sentence of the Day Week 1

Conjunctions

Use conjunctions in-between your ideas to link them together. Here are some examples:

and

- I like jelly and ice cream.
- We went on the slide and on the swings.
- My daddy has brown eyes and he wears glasses.

but

- I like chocolate but I don't like crisps.
- I've got two brothers but I haven't got any sisters.
- It's very cold today but James isn't wearing a coat.

or

- I want three or four children in each group please.
- You can have pasta or pizza for tea.
- I haven't got a dog or a cat.

so

- I was hungry so I ate my lunch quickly.
- Jemma's mummy was late so she had to wait at the office.
- You did really well so you can have a sticker!

because

- I'm wet because it's raining.
- They watched a boring film because they had nothing to do.
- Samed mustn't eat nuts because he's allergic to them.

when

- We get a sticker when we've worked hard.
- Ava was sad when her friend moved to a new school.
- You can play on your new tablet when it's home time.

if

- Come and play with me if you want to.
- Put your hand up if you want some help.
- I don't know if I'm going to Grandma's today.

that

- I know a game that you will like.
- We went to a park that had a boating pond.
- Have you got everything that you need?



www.twinkl.co.uk

Tuesday

Conjunctions join two independent clauses together to make a compound sentence. Use a highlighter to circle the correct conjunction for each sentence.

1. Sonia (and, but) I were hiding behind the wooden door.
2. Word problems were hard (or, but) the sums were easy.
3. The flower was red (and, but) pink.
4. I had thick pan pizza (and, but) wedges.
5. I play baseball on Saturday (or, but) basketball on Sunday.
6. Umar likes hot (and, but) sour soup.
7. The schools are closed on Saturday (and, but) Sunday.
8. Jenna joined in March (or, but) I joined in August.
9. Winters are cold (or, but) summers are hot.
10. The bed was old (or, but) the sheets were new.
11. Joey (and, but) Brad were busy tonight.
12. Mangoes (and, but) bananas are yellow.

Use a different coloured highlighter or pencil to circle all the capital letters and full stops in each sentence.

Wednesday

Coordinating conjunctions 2

and or for
nor yet so
but



Complete the sentence with the correct conjunction:

1. I know the answer, I can't tell you.
2. Should we go by train, take the bus?
3. I am allergic to cats, I have two of them.
4. She did not study, she failed the test.
5. I will be late for the party, I will be having dinner with my parents first.
6. Can you stay here wait for him?
7. She does not like apples, does she like oranges.
8. He has a small house, it feels very spacious.
9. You can pay with cash, you can use your credit card.
10. He was driving too fast, he missed the turn.
11. We bathed the dog, we could not get him clean.
12. He was supposed to study, he played games instead.

Thursday

Conjunctions

Directions: Circle the conjunction in each sentence.

- 1) My favorite colors are green and brown.
- 2) I did it because I was angry.
- 3) Would you like tea or coffee?
- 4) The store was closed, so I went home.
- 5) I wanted a puppy, but he wanted a cat.
- 6) I jumped because Simon said to jump.
- 7) We cleared the floor so we could dance.
- 8) She'll go to Chicago or Detroit on vacation.
- 9) I'd go to the party, but I already have plans.
- 10) I like bananas and you like apples.

Draw picture of one of the sentences below.

Friday

Name : _____

Date : _____

Coordinating Conjunctions Worksheet

and	but	so	or	for
------------	------------	-----------	-----------	------------

Complete the sentence with correct conjunction:

1. Ron laughed cheerfully _____ jumped out.
 2. She is poor _____ she is kind.
 3. Emma asked me a doubt, _____ I replied.
 4. Tina _____ Tim are best friends.
 5. I was tired, _____ I went to home early.
 6. She refused at first, _____ finally accepted it.
 7. I buy cakes, candies _____ ice-creams.
 8. I have got an exam tomorrow, ____ I must study tonight.
 9. Do you prefer coffee _____ tea?
 10. I have waited at the airport _____ three hours.
-

Circle all capital letters and full stops in each sentence.

All About... The Fox

Foxes are members of the dog family. They are quite small animals and are just slightly bigger than most cats. Foxes live all over the UK.

Amazing Facts

- Foxes have pointy ears and have great hearing.
- Foxes can run really fast.
- Foxes sometimes catch mice just to play with them.

What do foxes eat?

- Foxes eat small animals such as birds and mice.
- They eat berries and fruit.
- Foxes eat vegetables and seeds.



Did you know?

Foxes are nocturnal. This means they move around and eat at night but sometimes they can be seen during the day. They like to sunbathe.

Where do they live?

- Foxes live in dens.
- They dig down into the earth to make their den.
- Most foxes choose to live in the countryside but some live in towns and cities.



Reading Term 4 Week 1 Tuesday Level 1

Questions

1. Foxes are only a little bigger than what animal?

2. What do foxes like to do during the day?

3. What two things do foxes do with mice?

4. What is a fox's home called?

5. Name two things that a fox might eat.

6. How do foxes make their dens?

7. What does nocturnal mean?

8. Why do you think most foxes choose to live in the countryside?

All About... The Fox

Foxes are a member of the dog family, and are found throughout the United Kingdom. Though they are like dogs, they are only a little bit bigger than most cats. The male fox is called a dog and a female fox is called a vixen. As well as being the same size as cats, foxes can retract (pull in) their claws like cats.



Did you know?

They are mammals, which means they have warm blood and fur. Even though they are nocturnal (move around and eat at night), they can be seen during the day. They like to sunbathe.

Amazing Facts

Foxes have brilliant hearing. They can hear something as quiet as a watch ticking, from 30 metres away!

This would be like hearing someone whisper from across the playground. As well as having great hearing, they can run really fast. They can run up to 30 miles per hour, which is really fast. Did you know that foxes have whiskers on their legs as well as their face, to help them find their way?



What do foxes eat?

Foxes are carnivores, which means they eat meat, but they will eat berries off bushes and even look in rubbish bins for leftovers. Baby

Reading Term 4 Week 1 Tuesday Level 2

All About... The Fox

foxes, called kits, drink milk from their mothers before they start eating more usual foods like worms! Foxes will also hide food to come back and eat later.

Where do they live?

Foxes are found in all sorts of places, or habitats. They live with other foxes in dens in the countryside but will also make their homes in towns and cities. You might spot one if you are out on a dark night. In the countryside, foxes used to be hunted for their tail, or brush and because some people see them as pests.



Photo courtesy of Silverkeepers (Flickr.com) - granted under creative commons licence - attribution

Reading Term 4 Week 1 Tuesday Level 2

Questions

1. Where on a fox would you find whiskers?

2. What is a female fox called?

3. In what two habitats might you find a fox?

4. Name two things that foxes might eat.

5. How are foxes the same as cats? Name two ways.

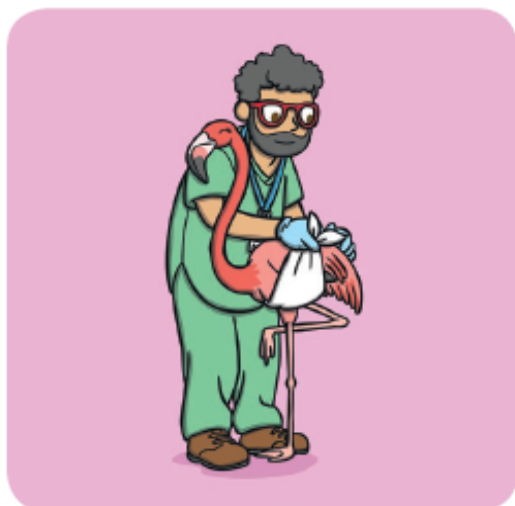
6. What does nocturnal mean?

7. Write one fantastic fact about foxes.

The Zoo Vet

On Monday, George the giraffe visited the vet. He had a sore throat. The vet gave George some medicine and a scarf to wrap around his neck.

Thanks to the vet, the patient soon began to feel much better.



On Tuesday, Fatima the flamingo visited the vet. She had a broken wing. The vet bandaged Fatima's wing and put it into a sling.

Thanks to the vet, the patient soon began to feel much better.

On Wednesday, Cam the chameleon visited the vet. He had a temperature. The vet put a cool flannel on Cam's head and gave him plenty of water to drink.

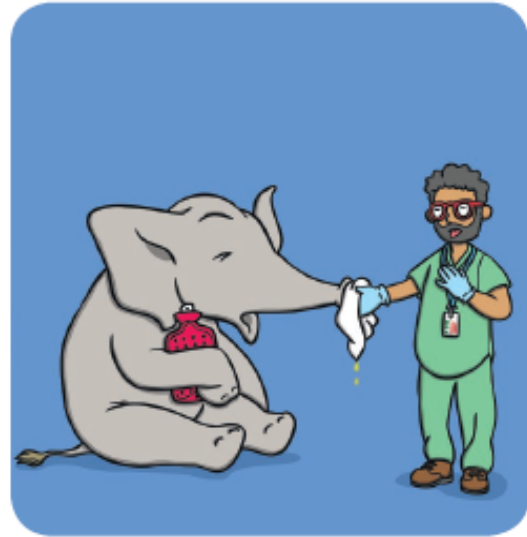
Thanks to the vet, the patient soon began to feel much better.



Reading Term 4 Week 1 Wednesday Level 1&2 Reading

On Thursday, Eric the elephant visited the vet. He had a cold. The vet gave Eric a big hankie and a hot-water bottle.

Thanks to the vet, the patient soon began to feel much better.



On Friday, Tori the tiger visited the vet. She had a thorn stuck in her paw. The vet pulled the thorn out of Tori's paw and wrapped it in a bandage.

Thanks to the vet, the patient soon began to feel much better.

Oh no! On Saturday, it was the vet who was feeling poorly!

On Sunday, he put some cream on his spots and got plenty of rest...



Reading Term 4 Week 1 Wednesday Level 1 Questions

Questions

1. What job does the main character have in the story? Tick **one**.

- ☐ He is a teacher.
- ☐ He is a taxi driver.
- ☐ He is a vet.

2. Which animals appear in the story? Tick **two**.

- ☐ an elephant
- ☐ a giraffe
- ☐ a polar bear

3. What does the zoo vet do to help Fatima the flamingo? Tick **one**.

- ☐ He gives her some medicine.
- ☐ He builds her a new home.
- ☐ He puts her wing in a sling.

4. What did the vet give to Cam the chameleon? Tick **one**.

- ☐ plenty of milk
- ☐ plenty of juice
- ☐ plenty of water

5. What happens on Saturday and Sunday in the story? Tick **one**.

- ☐ The zoo vet has a party.
- ☐ The zoo vet is poorly.
- ☐ The zoo vet goes to the cinema.

Reading Term 4 Week 1 Wednesday Level 2 Questions

Questions

1. Who visits the vet on Monday? Tick **one**.

- ☐ Eric the elephant
- ☐ George the giraffe
- ☐ Tori the tiger

2. Why does Cam the chameleon visit the vet?

3. Name three treatments the vet gives to the animals.

- 1.

- 2.

- 3.

4. Draw a line to match the animal to its problem and the day it visited the vet. The first one has been done for you.

tiger	temperature	Tuesday
chameleon	broken wing	Thursday
giraffe	thorn in its paw	Monday
flamingo	sore throat	Friday
elephant	a cold	Wednesday

5. After the vet has been poorly, which day of the week do you think he returns to work on? Why?

6. Do you think it would be good to be a vet? Why?

Why the Koala Has a Stumpy Tail

The following story is based on a traditional Aboriginal Dreamtime story of how the koala came to have a short, stumpy tail.

Long ago in the Dreamtime lived Koala and Tree Kangaroo. They were best friends. Back then, Koala had a very long, furry tail just like his friend, Tree Kangaroo.



One year, all the rivers and lakes were dried up. There was no water anywhere. "What are we going to do?" asked Koala.

Then, TreeKangaroo had a plan. He remembered when his mother dug a hole in a dry stream bed. "She dug until water began to fill the dry hole," said TreeKangaroo. "Let's try that!" said Koala.

So, TreeKangaroo and Koala walked until they came to a dry stream bed. Koala was thirsty and tired so he climbed up the closest tree and left TreeKangaroo to start digging for the water.

After a while, Tree Kangaroo called out to Koala. Koala climbed down the tree until he said, "Ouch!" Koala had got a thorn in his foot. He couldn't dig with a sore foot, so Tree Kangaroo kept on digging and let Koala rest.

Then, TreeKangaroo was getting tired. He called out to Koala. Koala climbed down the tree until he said, "I am so dizzy. I need to rest longer". TreeKangaroo was getting very angry!

At last, some water began to appear in the dry hole. "Hooray, I can see water!" yelled TreeKangaroo. Koala heard this and he quickly jumped from the tree. He pushed TreeKangaroo out of the way, stuck his head down the hole and began drinking all the water. Tree Kangaroo was furious! "Save some for me!" he shouted, but Koala just kept on drinking.

Tree Kangaroo grabbed Koala's tail to pull him out of the hole. He pulled ever so hard until Koala's tail broke off.

This is why the koala has a short and stumpy tail.



Questions

1. The following passage comes from the story "Why The Koala Has A Stumpy Tail".

Fill in the missing words.

At last, some water began to appear in the dry _____. "Hooray, I can see _____" yelled Tree Kangaroo. _____ heard this and he quickly jumped from the tree. He pushed Tree _____ out of the way, stuck his head down the hole and began _____ all the water. Tree Kangaroo was furious! "Save some for me!" he shouted, but Koala just kept on drinking. Tree Kangaroo _____ Koala's tail to pull him out of the hole. He pulled ever so hard until Koala's _____ broke off and this is why the koala has a _____ and stumpy tail.

2. Which of the following happened first? Choose a or b.

- a) Tree Kangaroo and Koala walked until they came to a dry stream bed.
- b) Tree Kangaroo had a plan.

- a) Koala quickly jumped down from the tree.
- b) Tree Kangaroo pulled Koala's tail off.

- a) Koala got a thorn in his foot.
- b) Tree Kangaroo started to get very angry with Koala.

3. List two interesting things you learnt from this Aboriginal Dreamtime story.

- a) _____
- _____
- b) _____
- _____

Why the Koala Has a Stumpy Tail

The following story is based on a traditional Aboriginal Dreamtime story of how the koala came to have a short, stumpy tail.

Koala and TreeKangaroo were best friends who lived in the Dreamtime. Back then, Koala had a very long, furry tail just like his friend, TreeKangaroo.



One year, all the rivers and lakes were dried up and no water could be found anywhere. “What are we going to do?” asked Koala. Just then, TreeKangaroo had a plan. He remembered when his mother dug a hole in a dry stream bed. “She dug for hours, until water began to fill the bottom of the dry hole.” said Tree Kangaroo. “Let’s try that!” replied Koala.

So, TreeKangaroo and Koala walked until they came to a dry stream bed. Koala said, “I am so thirsty and tired.

I need to have a rest.” So Koala climbed up the closest tree and left Tree Kangaroo to start digging for the water.

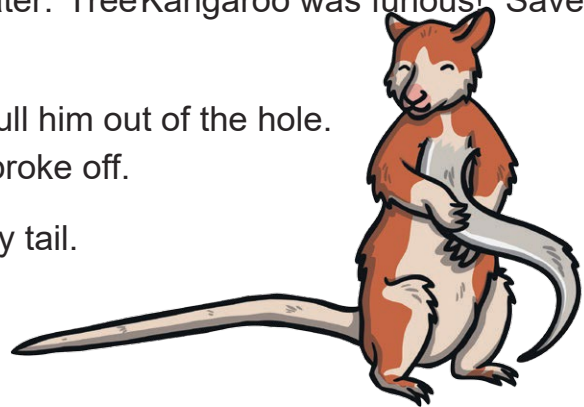
After a while, TreeKangaroo called out, “Hey Koala, come and help me dig!” Koala climbed down the tree until he said, “Ouch!” Koala had got a thorn in his foot. He couldn’t dig with a sore foot, so TreeKangaroo kept on digging and let Koala rest.

TreeKangaroo was getting tired. “Koala!” he yelled. “I am tired and I need a rest. It is your turn to come and dig.” Koala climbed down the tree until he said, “I am so dizzy. I need to rest longer.” TreeKangaroo was getting very angry!

At last, water began to fill the dry hole. “Hooray! Water!” yelled TreeKangaroo. Koala quickly jumped down from the tree. He pushed TreeKangaroo out of the way and started drinking all of the water. TreeKangaroo was furious! “Save some for me!” he exclaimed.

Tree Kangaroo grabbed Koala’s tail to pull him out of the hole. He pulled ever so hard until Koala’s tail broke off.

This is why the koala has a short, stumpy tail.



Reading Term 4 Week 1 Thursday Level 2

Questions

1. Complete the sentences using the following words from the text.

stream

thorn

furious

possibly

dizzy

a) There are so many dark clouds outside, I think it will _____ rain by this evening.

b) When I spin around, I get very _____.

c) I was _____ when I found out my brother had played with my toys.

d) "Ouch! The _____ from the rose bush pricked me!"

e) I like listening to the sound of the water flowing in the _____.

2. Circle the words that do not have the "er" sound.

a) heard, tree, break

b) water, kangaroo, short

c) ever, really, stream

3. What did TreeKangaroo remember?

4. What four things did the Koala use as excuses?

5. Why did TreeKangaroo get angry at Koala?

6. Write all the words from "Why the Koala Has a Stumpy Tail" that have three syllables.

Reading Term 4 Week 1 Thursday Level2

Challenge Option

Create a storyboard of "Why the Koala Has a Stumpy Tail". You also need to include two to three sentences explaining what each picture is about.

Here is an example of a storyboard:







1. Click the QR code to visit twinkl.com.au
2. Follow the instructions to download the
twinkl app to your device

visit [twinkl.com.au](https://www.twinkl.com.au)



Beach Habitat

Habitats are places where plants and animals live.

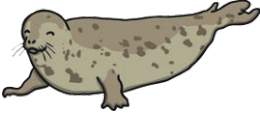










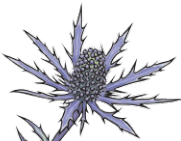
What Do Animals and Plants Need from a Habitat?

food

water

shelter

What Might You Find in a Beach Habitat?

Mammals	<p>seal</p> 	<p>otter</p> 	<p>porpoise</p> 
Birds	<p>puffin</p> 	<p>seagull</p> 	<p>oystercatcher</p> 
Minibeasts	<p>prawns</p> 	<p>starfish</p> 	<p>hermit crab</p> 
Plants	<p>seaweed</p> 	<p>marram</p> 	<p>sea holly</p> 

What Could We Do to Help Look after Our Beaches?

Do:

- keep a safe distance away from animals;
- leave the shells at the beach;
- take your litter home;
- take photos of plants instead of picking them.



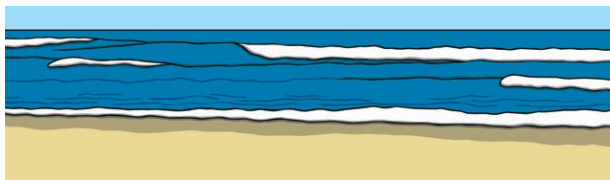
Reading Term 4 Week 1 Friday Level 1

Questions

1. What lives in a habitat? Tick one.
 - ☐ stones
 - ☐ animals and plants
 - ☐ clouds
2. What do animals and plants need? Tick one.
 - ☐ cars, pens and hats
 - ☐ chairs, beds and TVs
 - ☐ food, water and shelter
3. Tick a type of bird that you might find at the beach.
 - ☐ seagull
 - ☐ sea holly
 - ☐ otter
4. What is a puffin? Tick one.
 - ☐ a minibeast
 - ☐ a plant
 - ☐ a bird
5. Tick two things you could do to help look after our beaches.
 - ☐ take your litter home
 - ☐ drop litter
 - ☐ leave the shells at the beach

Beach Habitat

Habitats are environments that plants and animals live in. Habitats provide animals and plants with three important things: food, water and shelter.



Types of Coastal Habitats

- beaches
- sand dunes
- rocky shores
- cliffs
- muddy estuaries
- seaside towns and cities

What You Might Find in a Beach Habitat?

Beaches are important habitats for many animals and plants, including:

Mammals - harbour (common) seals, grey seals, harbour porpoise and otters;

Birds - oystercatchers, puffins, guillemots, curlews and seagulls;

Minibeasts - mussels, shore crabs, hermit crabs, shrimp, prawns, starfish, common whelks, dog whelks and razor shells;

Plants - seaweed, sea holly, marram and sea lettuce.



How Are the Creatures Suited to Live Here?

Oystercatchers have long, strong, flattened, red bills which they use to break open cockles, mussels and other shellfish to eat. Puffins use their wings to help them swim and dive for fish. Harbour seals can hold their breath for up to 10 minutes. Otters have webbed feet which help them swim well and they use their tails to propel, steer themselves and to balance.

What Could We Do to Help Look after Our Beaches?

We need to keep a safe distance away from animals. We also need to leave the shells at the beach instead of taking them away. We should take our litter home to put in the bin. We should also take photos of plants and flowers instead of picking them.



Reading Term 4 Week 1 Friday Level 2

Questions

1. What do animals and plants need from their habitat?

2. Tick two different coastal habitats.

- ☐ sand dunes
- ☐ rainforest
- ☐ muddy estuaries

3. What is a porpoise?

- ☐ a plant
- ☐ a mammal
- ☐ a minibeast

4. Complete the sentence.

_____ have long, strong, flattened, _____

_____ eat.

5. Which do you think is the most important thing we can do to look after our beaches and why?

Writing – Tuesday

We are starting to write a persuasive text! We try to convince our audience to agree with our ideas.

Below is an example of a persuasive text.

Title

Introduction

Cool Karate

Karate is a Japanese martial art. The three reasons why you should try karate are that you can learn to defend yourself while getting fit and healthy and learn discipline and respect.

It is important to learn karate because it teaches you defensive skills. You can learn to block punches, so you can protect yourself.

Karate helps keep you fit and healthy. It is easy to strain your muscles when you are unfit, so staying active is important.

Karate teaches you discipline and respect. It helps you to be tolerant and patient when things don't go your way.

Karate is the best sport because you can learn to defend yourself, keep fit and healthy and learn discipline and respect. Go on, join a dojo now!

The title include alliteration and describes our topic. The introduction is the first paragraph. It introduces our topic and the reasons why the audience should agree with us.

Fill in the blanks for the title and introduction below:

Copy from the text above if you get stuck!

_____ Karate

_____ is a Japanese martial art. The _____ reasons you should try _____ are that you can learn to defend yourself while getting fit and healthy and learn discipline and respect.

Writing – Wednesday

The title include alliteration and describes our topic. The introduction is the first paragraph. It introduces our topic and the reasons why the audience should agree with us.

Copy the title and introduction on the lines below

Cool Karate

Karate is a Japanese martial art. The three reasons you should try karate are that you can learn to defend yourself while getting fit and healthy and learn discipline and respect.

Writing – Thursday

The title include alliteration and describes our topic. The introduction is the first paragraph. It introduces our topic and the reasons why the audience should agree with us.

Fill in the blanks and then copy the title and introduction on the lines below:

_____ *Karate*

_____ *is a Japanese martial _____.* *The*
_____ reasons you should try _____ are
that you can _____ to defend yourself while
getting _____ and healthy and learn discipline and
_____.

Writing – Friday

The title include alliteration and describes our topic. The introduction is the first paragraph. It introduces our topic and the reasons why the audience should agree with us.

Fill in the blanks and then copy the title and introduction on the lines below:

_____ *Karate*

_____ *is a Japanese _____ . The*

_____ *reasons you should try _____ are*

that you can _____ to _____ yourself while

getting _____ and healthy and learn discipline and

_____ .

HANDWRITING – TERM 4, WEEK 1

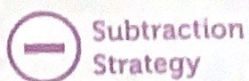
Low proud noun bound ground

owl brow how now scowl

clown frown island front sword

Scowl at the clown on the

ground.



Subtraction
Strategy

Extended Facts

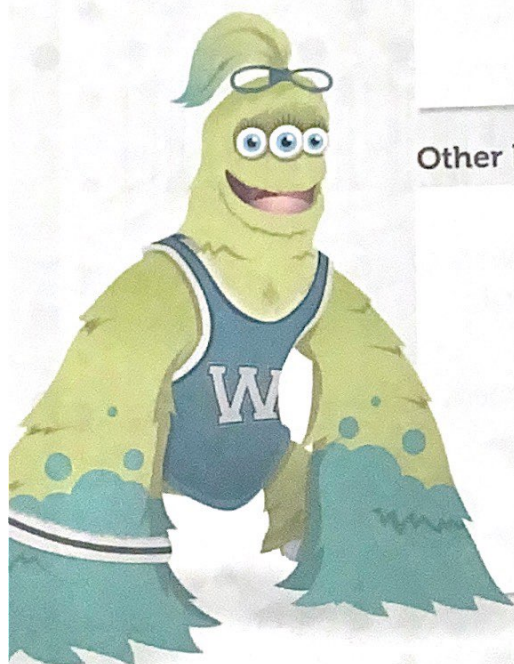
Extend basic facts into the tens
and hundreds places.

1 Find a friendly
subtraction fact.

2 Calculate.

3 Adjust the
place value.

$$\begin{array}{r} 50 - 20 \\ \hline 5 - 2 = 3 \\ \hline = 30 \end{array}$$



Other Examples

$$\begin{array}{r} 70 - 60 \\ \hline 7 - 6 = 1 \\ \hline = 10 \end{array}$$

$$\begin{array}{r} 900 - 400 \\ \hline 9 - 4 = 5 \\ \hline = 500 \end{array}$$

Day 1

1 $70 - 20$

2 $60 - 30$

3 $90 - 50$

4 $40 - 20$

5 $90 - 80$

6 $800 - 400$

7 $900 - 200$

8 $500 - 100$

9 $700 - 600$

10 Alex had \$400 and spent \$200.
How much left?

Day 2

1 $80 - 20$

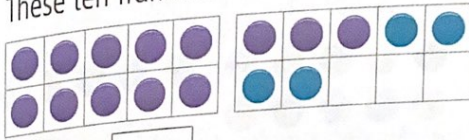
2 $60 - 40$

3 $500 - 200$

4 $30 + 60$

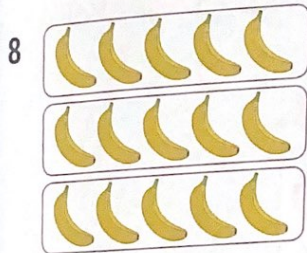
5 $500 + 100$

Practice

6 These ten frames show $13 + 4$.

$13 + 4 =$

7 7 tens and 4 ones =

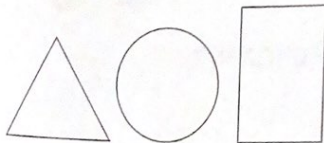


$3 \times 5 =$

9 Circle the 5c coin.



10 Colour the circle.



Day 3

1 $70 - 60$

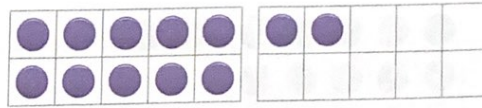
2 $80 - 40$

3 $900 - 300$

4 $40 + 20$

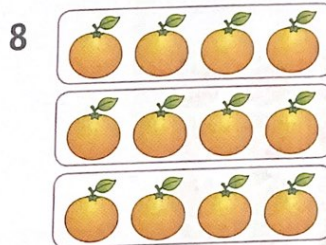
5 $700 + 200$

Practice

6 These ten frames show 12.
Show $12 + 6$.

$12 + 6 =$

7 5 tens and 9 ones =



$3 \times 4 =$

9 Circle the \$2 coin.



10 Colour the rectangle.



Q1-5:

/5

6-10:

/5

My time:

ISBN 978 1 74135 337 2

Q1-5:

/5

6-10:

/5

My time:

Day 4

1 $100 - 50$

2 $100 - 90$

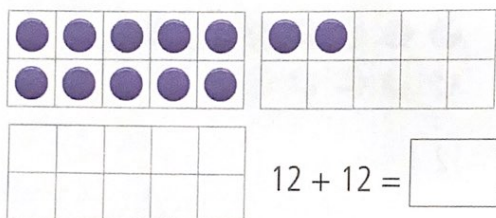
3 $400 - 400$

4 $50 + 50$

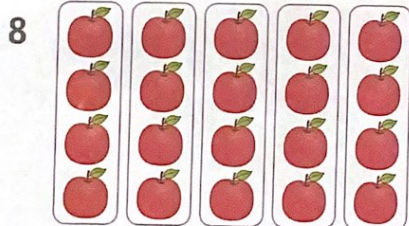
5 $500 + 500$

Practice

- 6 These ten frames show 12.
-
- Show
- $12 + 12$
- .



- 7 8 tens and 0 ones =
-

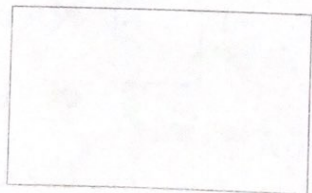


\times =

- 9 Circle the 10c coin.



- 10 Draw a square.



Day 5

1 $50 - 40$

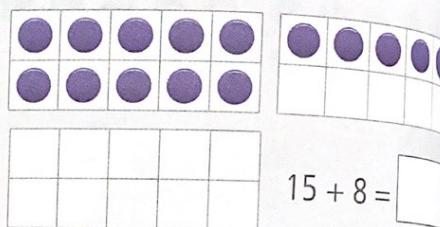
2 $80 - 20$

3 $70 - 30$

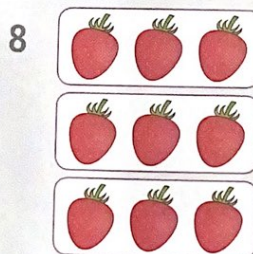
4 $600 - 300$

5 $900 - 500$

- 6 These ten frames show 15.
-
- Show
- $15 + 8$
- .



- 7 6 tens and 4 ones =
-

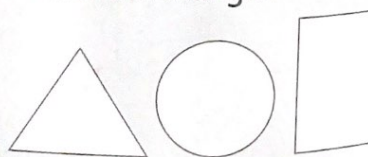


\times =

- 9 Circle the 50c coin.



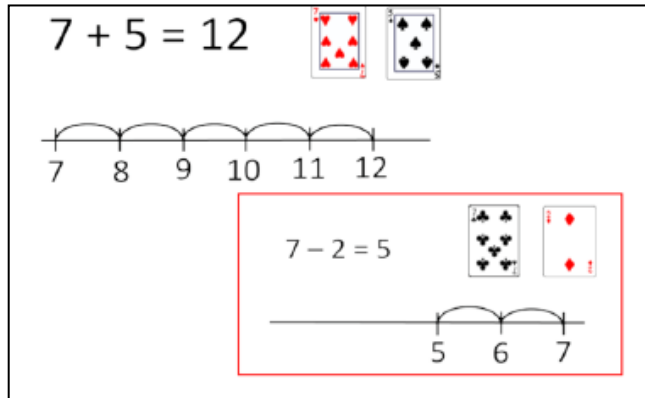
- 10 Colour the triangle.



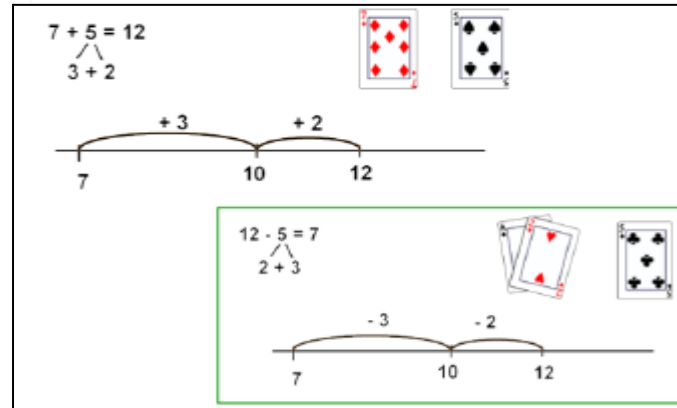
TUESDAY : ADDITION AND SUBTRACTION

Have a look at the maths levels below and remind yourself which level you are working at.

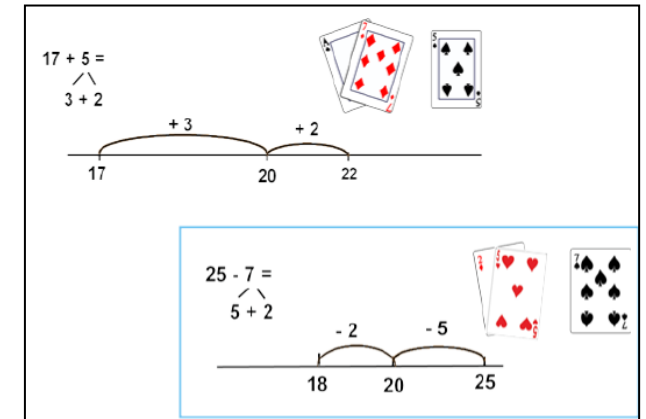
Adding and Subtracting by 1s



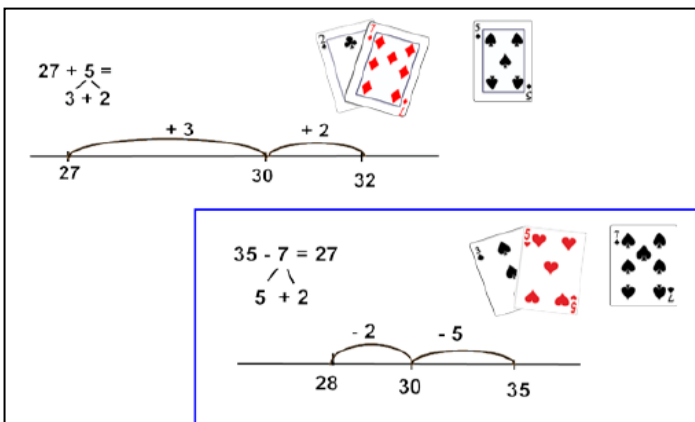
Adding and Subtracting by bridging by 10



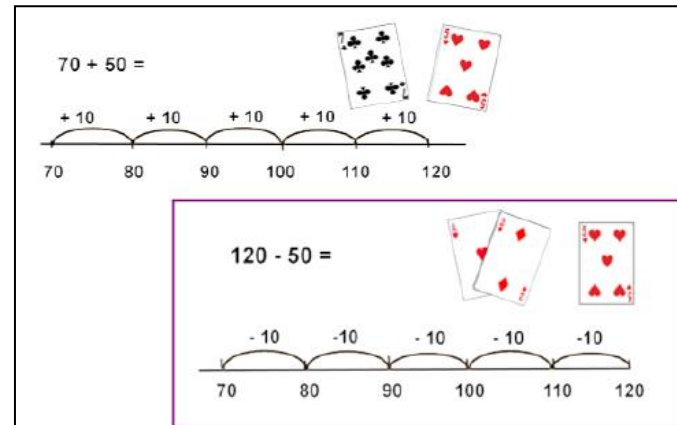
Adding and Subtracting by bridging to 20



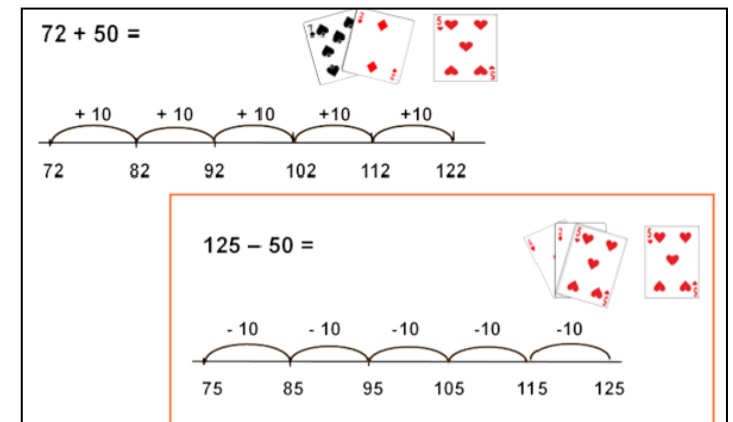
Adding and Subtracting by bridging any decade



Adding and Subtracting by adding 2 tens numbers



Adding and Subtracting by adding a 2-digit number and a tens number counting off the decade

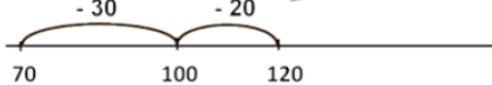
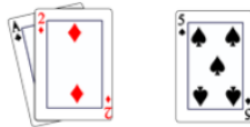


Adding and Subtracting by adding a 2-digit number and a tens number by partitioning.

120



- 30



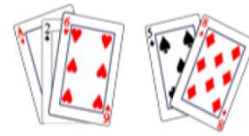
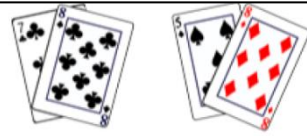
Adding and Subtracting by adding 2 digit numbers by partitioning.

6.



YEAR 2 GRADE LEVEL –Adding and Subtracting by adding 2-digit numbers using place value.

36



Adding and Subtracting by adding 3-digit numbers using place value.



TUESDAY : ADDITION AND SUBTRACTION

Use the number cards below to make addition and subtraction number sentences. Work on your level. Use the number lines below to help you to answer your number sentences.

0

1

2

3

4

5

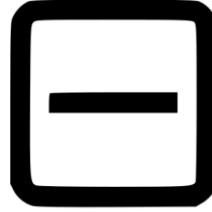
6

7

8

9

10



$$\square - \square = \square$$

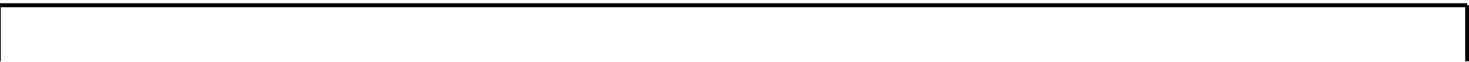
$$\square - \square = \square$$

$$\square - \square = \square$$

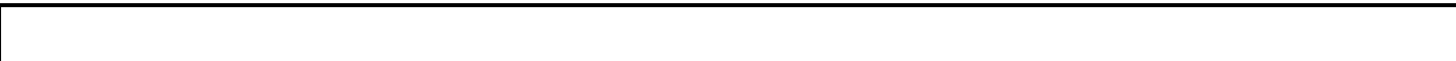
$$\square - \square = \square$$



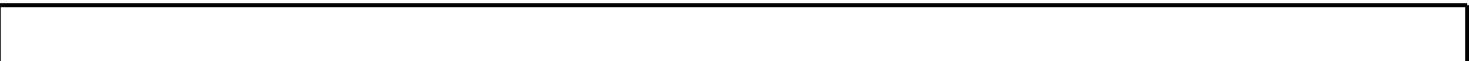
$$\square - \square = \square$$



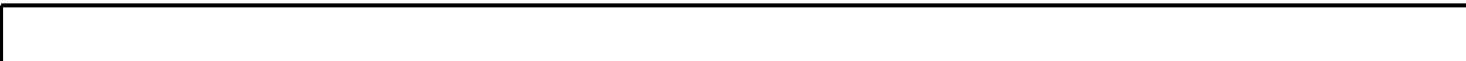
$$\square - \square = \square$$



$$\square - \square = \square$$



$$\square - \square = \square$$



TUESDAY – PLACE VALUE

We are learning to count forwards, backwards by 10s on and off the decade.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Circle the number 5 in a different colour on the number chart. Count forwards by 10s and circle each number you land on in the same colour.
2. Use the number chart to fill in the missing numbers.

15			45			75	
----	--	--	----	--	--	----	--

3. Circle the number 95 in another colour on the number chart. Count backwards by 10s and circle each number you land on in the same colour.
4. Use the number chart to fill in the missing numbers.

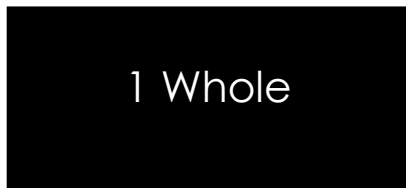
99				59			29
----	--	--	--	----	--	--	----

5. Challenge! Count forwards by 10s from 23. How far can you go?

23								

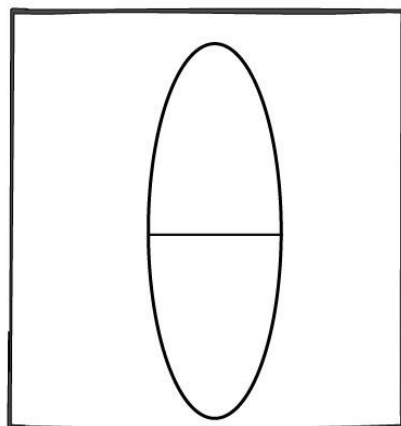
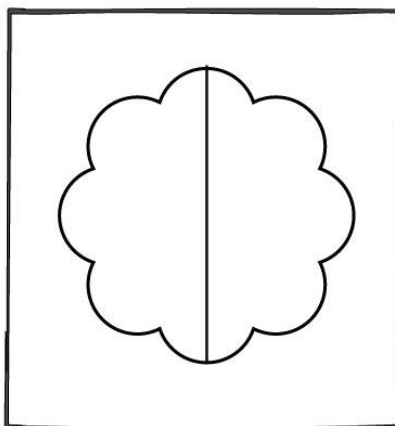
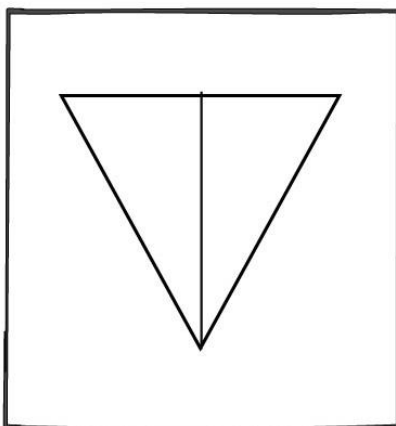
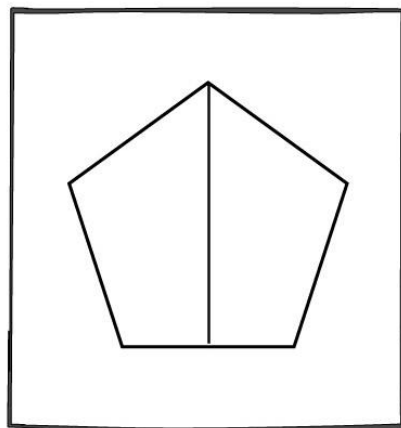
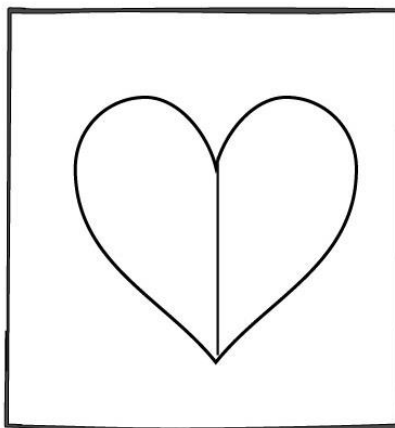
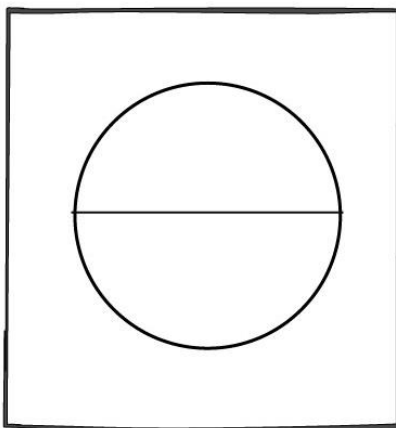
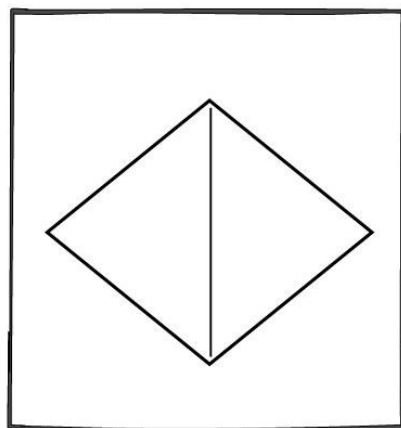
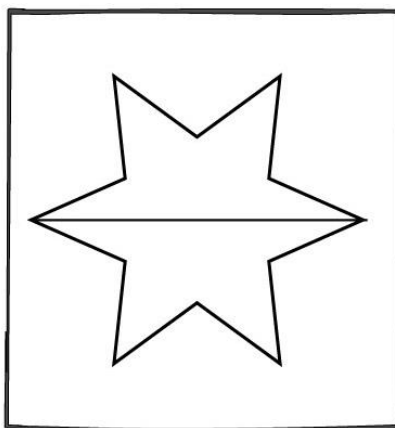
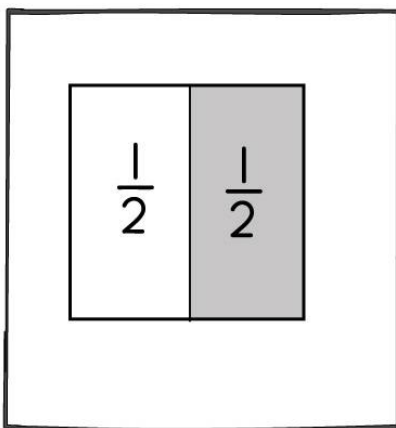
WEDNESDAY – FRACTIONS – HALVES

Equal parts of a shape are called fractions. When a whole shape is cut into equal parts, we call them halves.



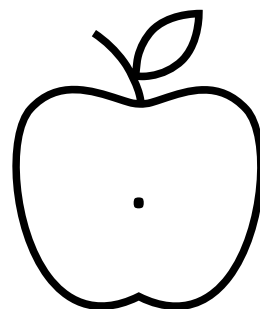
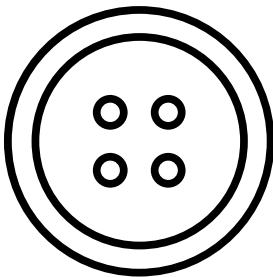
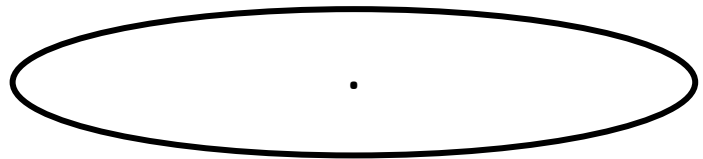
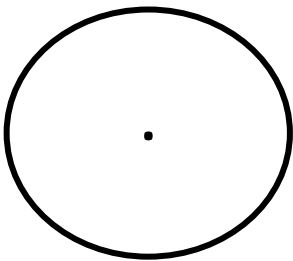
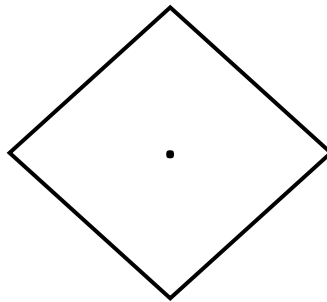
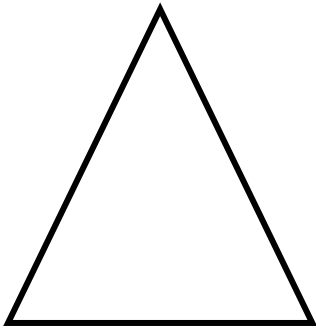
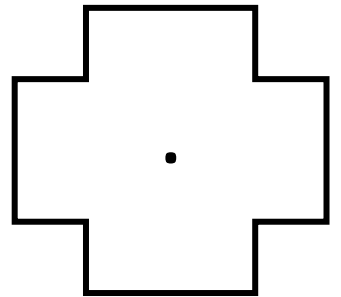
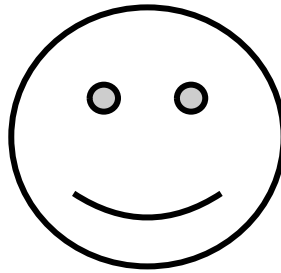
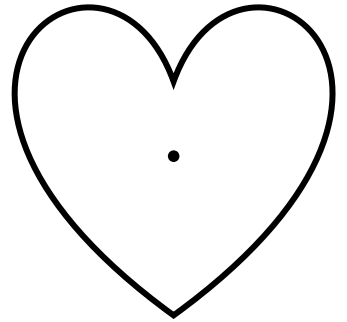
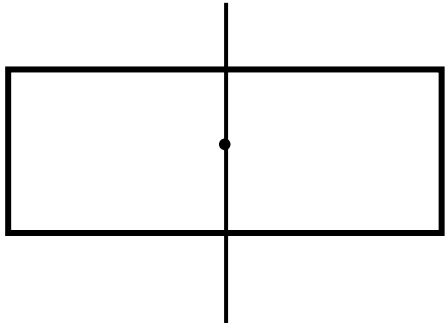
One rectangle is divided into 2 equal parts. So, each part is one half.

Colour in each half and write $\frac{1}{2}$ on each half.



THURSDAY – FRACTIONS – HALVES

Divide the shapes and objects into equal parts and then colour one half.
There may be one way to divide each shape.



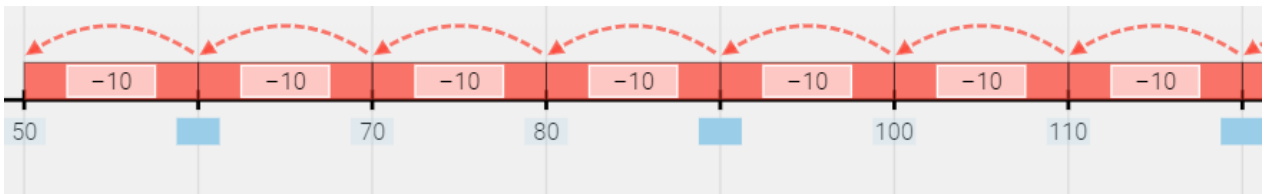
FRIDAY – PROBLEM SOLVING

Place Value Problem Solving

1. A class were skip counting on a number line, but some of the numbers are missing. What are the missing numbers?



2. Jackson was skip counting backwards on a number line, but some of the numbers are missing. What are the missing numbers?



3. Wassim drew a number line starting at 20. After adding some tens, he landed on 80. How many tens did he add?

Addition and Subtraction Problem Solving

1. Marcus collected 45 seashells. Alex collected 57. How many more seashells did Alex collect than Marcus?
2. Noah made 30 thank you cards for his classmates. Noah gave away 24 of his cards. How many cards did he have left over?
3. Douha read 10 pages from her favourite book to 2A. Isata read another 15 pages from the same book to 2A. How many pages were read altogether?

Fractions Problem Solving

1. Barry had these apples. He gave half of them to Jackson. How many apples did Barry give to Jackson?



2. Khaled purchased one whole pizza. He wanted to share half of his pizza to Wissam. How many sections did he cut his pizza in order to share it with Wissam ?

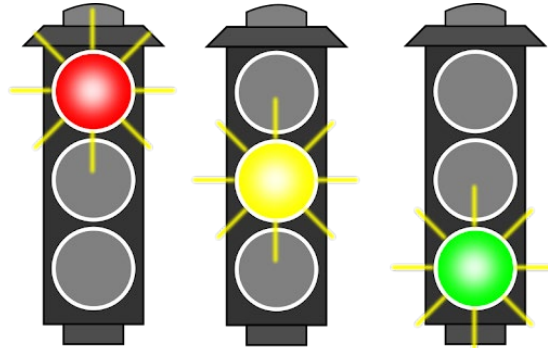


3. Sam had some lollipops. Sam shared half of his lollipops to Siraj. He then had these left. How many lollipops did Sam give to Siraj ?



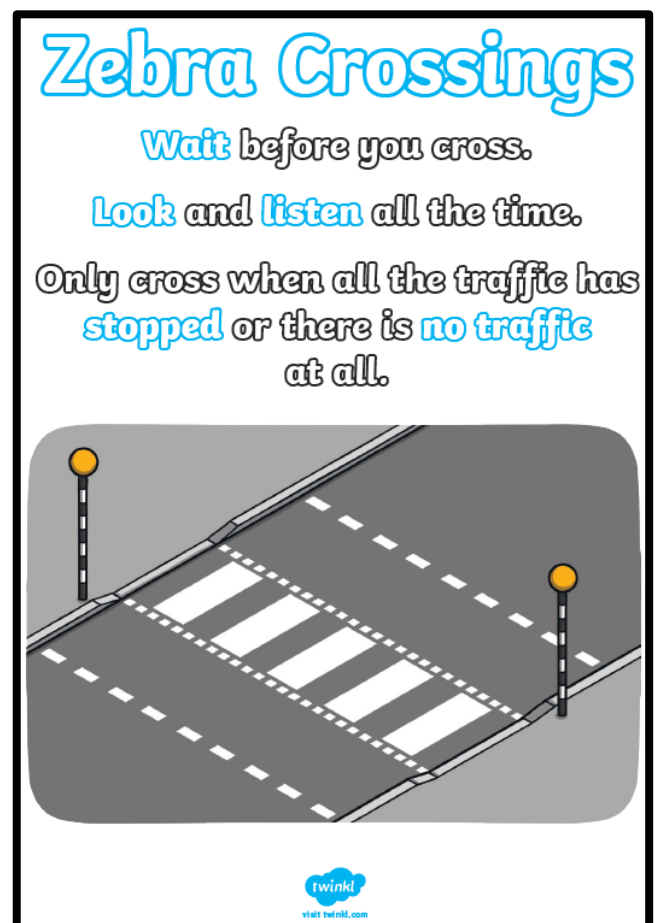
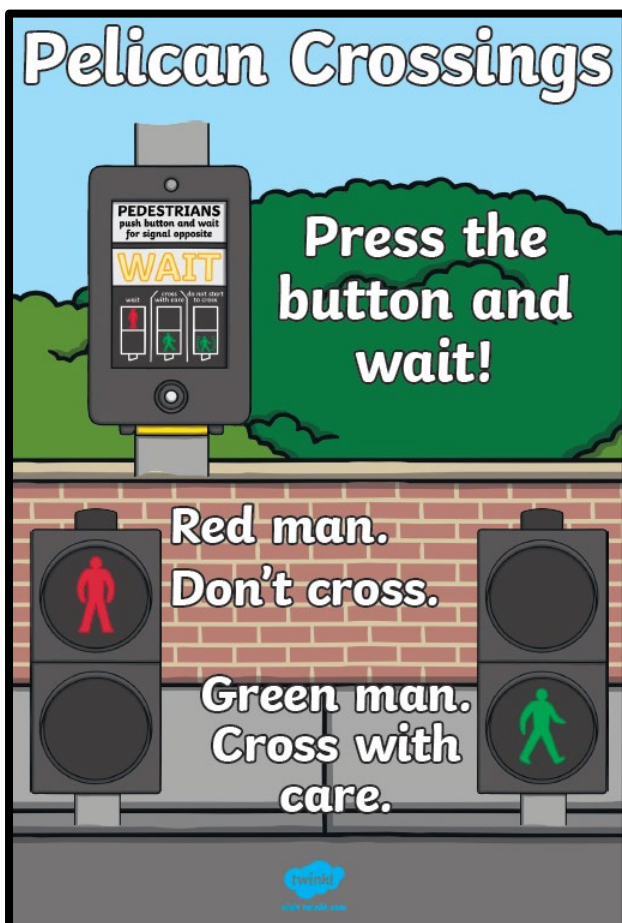
Tuesday – Personal Development and Health – Road Safety

At Blaxcell Street Public School we are all Safe, Respectful Learners and we know that! Even though we know how to be safe in school, we also need to know how to be safe out of school.



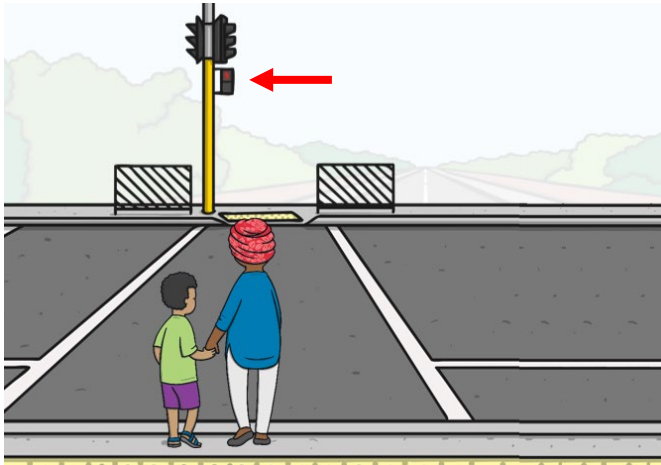
Road safety is the knowledge and understanding of how we are able to keep ourselves and others safe around our community streets. It is extremely important to know how, when and where to cross streets.

Where can we cross safely?



Safe or Unsafe?

Circle under each picture to say whether it is safe or unsafe to cross the road in the situation.



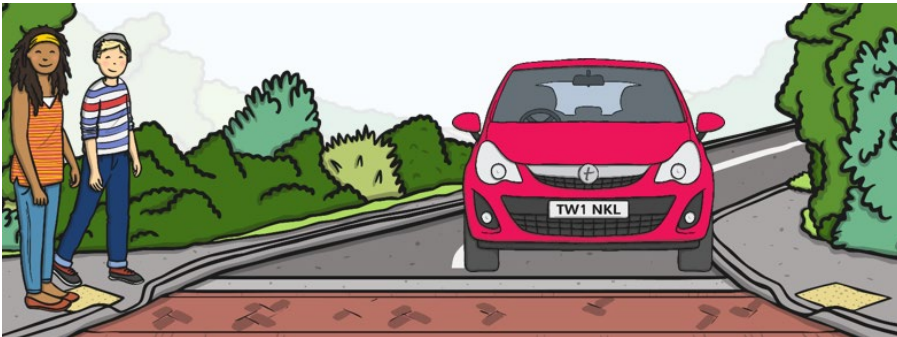
SAFE

UNSAFE



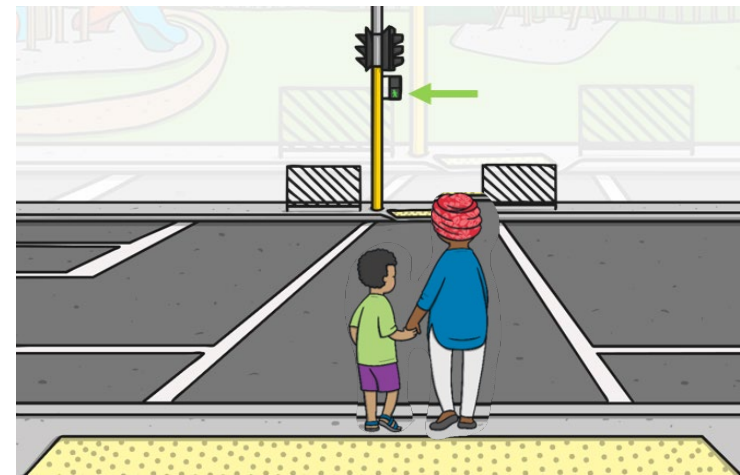
SAFE

UNSAFE



SAFE

UNSAFE



SAFE

UNSAFE

What makes things move?

How many ways
could you move
this train?



Vocabulary

push

pull

forwards

backwards

straight

up

down

force

arrow

- 1 Watch the video about Traintastic Teamwork then answer the questions. Click or type this link in your browser:

<https://www.inquisitive.com/video/1797-traintastic-teamwork>

Things can't move by themselves. The way to start something moving is to give it a push or a pull.



Push or Pull?

Pushes and pulls are called forces. Something that is sitting still will stay still unless a force makes it move.

2

Look at the action pictures and circle whether the forces used for the action is a push or pull.



Push?

Pull?



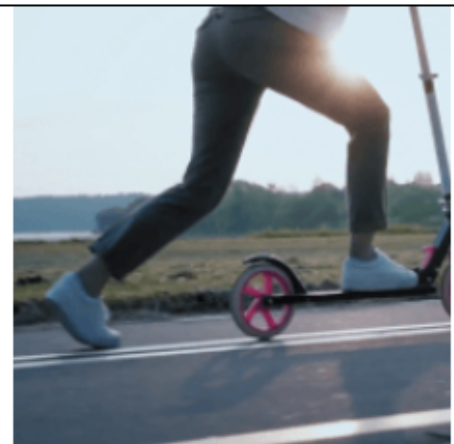
Push?

Pull?



Push?

Pull?



Push?

Pull?

Wellbeing Wednesday

Below are some different wellbeing activities to help give your brain a little break.

Make some **positive affirmation cards**.

I am grateful for...

I am proud of...

I feel calm when...

My smile is...

Make some positive affirmation cards!

Write down these sentence starters on a piece of paper, finish the sentences and then decorate them.

I am grateful for...

I am proud of...

I feel calm when...

My smile is...



Learn a Try Try Again with Headspace and Two-Headed Monster!

https://www.youtube.com/watch?v=mQAWSXQ1xOU&list=PLW8o3_GFoCBNxXveDbD1xSQFBCGrHmYPC&index=3

Interested in more mindfulness? Check out the Smiling Mind website or download the free Smiling Mind App

<https://www.smilingmind.com.au/>

Geography- Thursday

Lesson 3

Suburbs

Unit 2 Australian Places

What is a suburb?

Suburbs are places where people live. They are parts of a city.

Suburbs have their own facilities like shopping centres, schools, parks, playgrounds, sporting fields and stations.

Most cities have many suburbs.

1

Watch the video
What is a Suburb?

With a partner, answer the questions around the picture.



Do you live in a city, town or suburb?

What do you like about living in your place?

What facilities does your city, town or suburb have?

Year 1 / 2 Geography People and Places

inquisitive 1

Lesson 3

Suburbs

Unit 2 Australian Places

Most suburbs are planned. A large area of vacant land is used. Roads and streets are built. Electricity and water are connected. Houses are built a short time later.

2

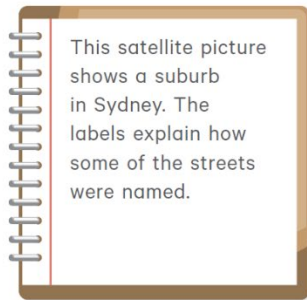
People give suburbs and roads names.

With your class, list all the different ways roads and streets can be named.



Year 1 / 2 Geography People and Places

inquisitive 2



3 With your teacher, use the link to Google Earth to find your school.

Use the websites, do an internet search or ask some people to find the meanings of the streets near you.



- 4** Imagine you have been asked to plan a town or suburb. First, think of all the things that are important to you. Write them in the box.

Example

animals, sport,
adventure, reading,
dancing, family,
music, games,
dinosaurs,
skateboards, heroes,
extinct animals

What I like



5

Choose one of the words in your box to name your town or suburb.

Example

Name: Dinosaur Town

My town or suburb

6

Make a list of words for your town or suburb. Make sure you have famous people, Aboriginal words and words about nature.

Example

Muttaborrasaurus,
Bunyip, Allosaurus,
Kulta, Diplodocus,
Mirreeulla, Triceratops,
Brontosaurus, Jurassic,
David Elliot, T-Rex

My words



Map of the town or suburb.



**7**

Draw a map for your town or suburb and explain the street names.

Fundamental Movement Skills - Dodge

The skills on this page are key movement skills that you will learn and develop to help you in building your strength and ability in sports and other activities.

The dodge is a locomotor skill that uses lots of balance and stability. It builds on top of the side gallop and sprint run by adding a change of direction. It is common to many playground games and activities and is an important skill in the majority of team sports.

Your Job is to perform the following activity for the set amount of times indicated.

How to Dodge:



Steps:

1. Change direction by bending knee and pushing away off the outside foot.
2. Change of direction should be in one step.
3. Lower your body when you are changing direction or in the direction of travel.
4. Keep your eyes focused forward.
5. Dodge repeated equally well on both sides.

Activity:

Complete this movement by running side-to-side and dodging to change direction 10 times each side.

If you finish quickly and want some more activities you can complete the following activities:

- Do some Cosmic Kids Yoga: “Pokemon | A Cosmic Kids Yoga Adventure”
<https://www.youtube.com/watch?v=tbCjkPlsaes&list=PL8snGkhBF7ngiFwW6-b9aV5eCgY0FAAB4&index=4>
- Why not sign up to Go Noodle and complete some of the free videos.
<https://www.gonoodle.com/>

CAPA Term 4 Week 1

Karate Craft

Materials:

- toilet paper roll
- scissors
- glue
- paper
- markers



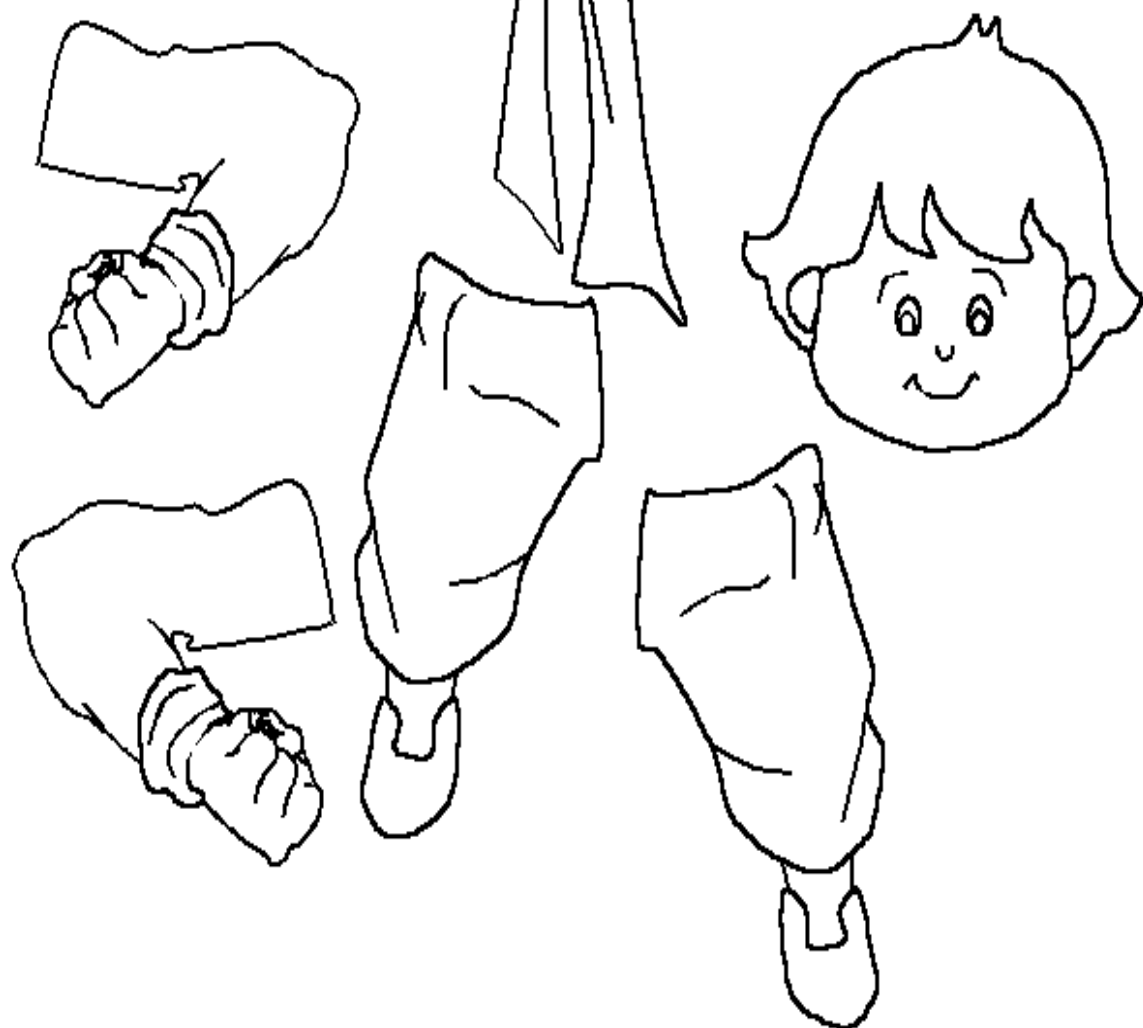
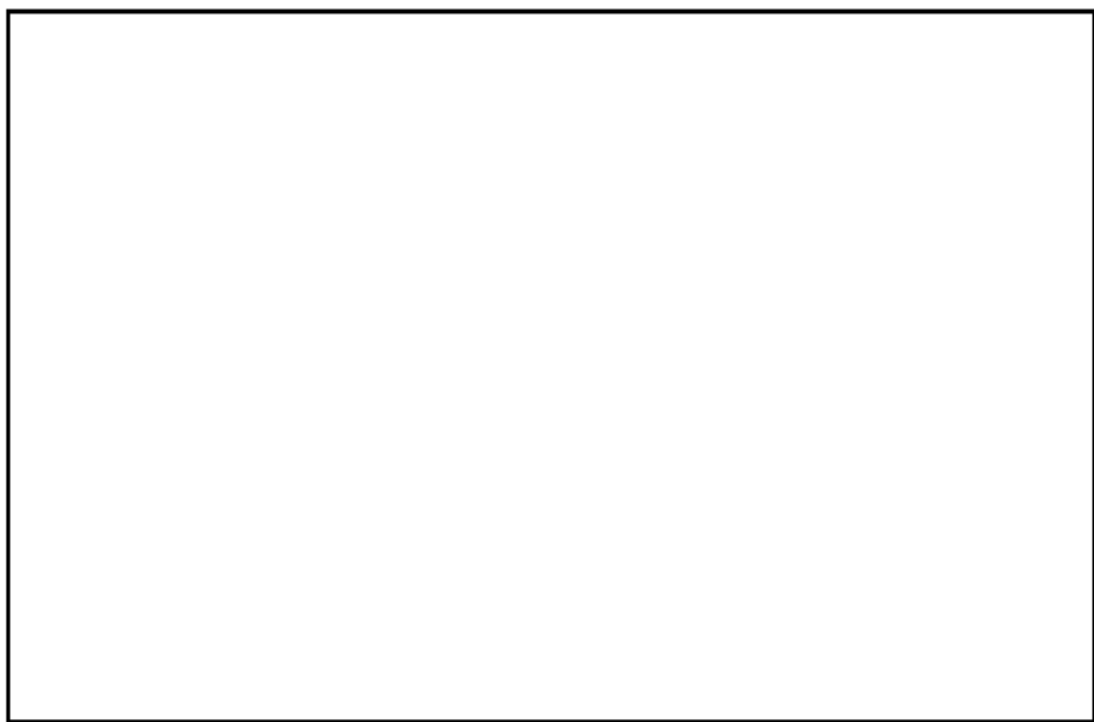
Instructions:

- Colour and cut out the template pieces.
- Glue the large rectangular piece on first to cover the tube.
- Glue on the belt, head, arms, and legs.

Variations:

Create more than one **karateka** (空手家). A person who practises karate is called a 'karateka'. Give each karateka a different coloured belt. There are 9 colours altogether and each one has a meaning.

- White: birth or beginning
- Yellow: beams of sunlight for growth
- Orange: growing strength of the sun
- Green: represents growth
- Blue: represents the sky and light
- Purple: represents the colours of dawn
- Red: symbolizes the red, hot strength of the sun
- Brown: represents the ripening of the seed
- Black: symbolizes darkness beyond the sun



Year 2: Week 1 Specialist Learning Pack

Learning Intention: We are learning to write compound sentences.

Success Criteria: We can use a coordinating conjunction and an adjective in a compound sentence.

Adjectives describe a place, person, or thing.
Below are all the adjectives in **bold**.

I would love to join a **fantastic** karate class. My **best** friend wants to join with me. My mum said karate is very **good** for you because it keeps you **fit** and **healthy**. Doing karate helps you build **strong** muscles.

A **compound sentence** is two sentences joined together with a coordinating conjunction. This week we focus on the conjunctions **so** and **because**.

Example:

I want to learn karate, **so** I can become super healthy.
I love karate **because** it teaches you respect.

Tuesday

- Circle the adjectives.

The brave firemen rescued the cat from the tree.

My brother and I are going to watch a scary movie.

My sister likes to read funny books about fairies.

The crazy clown had a huge smile on his face.

- Write your own adjective in the blanks.

Does _____ music hurt your ears?

Can you pass me the _____ paper please?

The _____ building had a _____ door.

When it is dark outside, I can see the _____ stars.

Wednesday

- Circle the conjunctions.

I love going to the beach, so I can swim.

I can run and jump because I have strong legs.

You must eat apples, so you can stay healthy.

You can wake up late today because it is Saturday.

- Fill in the blanks with the conjunctions **so** or **because**.

Most people love pizza _____ it is very tasty.

You must go to school, _____ you can learn to read.

Every night you should read, _____ you can get better at it.

I took my dog for a walk, _____ he could exercise.

Thursday

- Circle the adjectives.

Dad parked the red and white car in the driveway.

My brother ate all the green vegetables.

My sister ate all the tender chicken on her large plate.

The dog is digging a deep hole in the garden.

- Write your own adjective in the blanks.

Sally broke her _____ pencil.

Roger ran over to the _____ lake.

Bill loves his _____ shorts.

My friend has a _____ and a _____ dog.

- Write two sentences below with an adjective.

Friday

- Circle the conjunctions.

I love flowers because they smell pretty.

I had a hole in my shoe, so I had to get a new pair.

- Fill in the blanks with the conjunctions **so** or **because**.

I rode my bike to school _____ I missed the bus.

I left my book at school, _____ I couldn't do my homework.

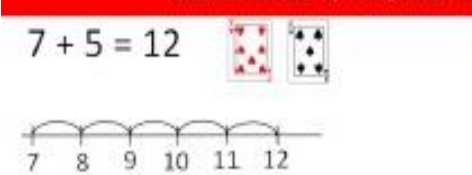
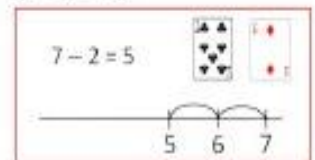
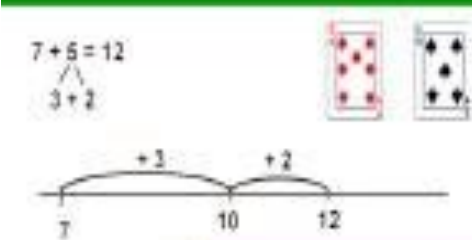
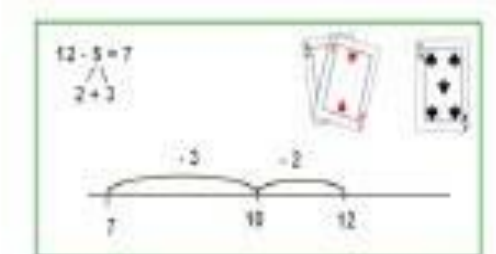
- Write your own compound sentence using **so** or **because**.

N F U T M T S O I A
E E L S D A B Z L Y
V S M U Z D Y W L M
E V S M L D A B V I
R D J U R Y A Y E G
L Q O U S B K X P H
X H K N O D X W Z T
S C E R T A I N L Y
U W P C V L G H Q F
A B S O L U T E L Y

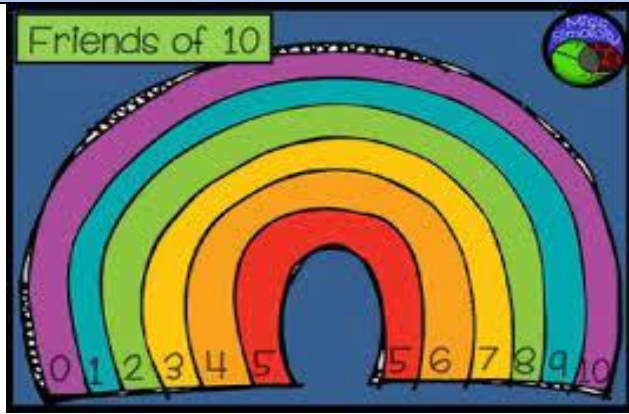
Modality Words

must
should
certainly
maybe
might
will
probably
absolutely
never
always

Term 4 Week 1 Specialist Learning Pack

Place Value: (2/3 Digit Numbers)	Addition and Subtraction	Number Line Anchor Charts
<p>Q1. What will the other part look like? Fill in the blank space to make the 2 bottom numbers add up to the top one. 2 DIGIT PLACE VALUE</p> <div style="text-align: center;"> $\begin{array}{c} 62 \\ \swarrow \quad \searrow \\ 40 + \underline{\quad} \end{array}$ <p><i>What will the other part look like?</i></p> </div> <p>Q2. What will the other part look like? Fill in the blank space to make the two bottom numbers add up to the top one 3 DIGIT PLACE VALUE</p> <div style="text-align: center;"> $\begin{array}{c} 256 \\ \swarrow \quad \searrow \\ 40 + \underline{\quad} \end{array}$ <p><i>What will the other part look like?</i></p> </div> <p>Q3. What is the value of the tens in this number?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>708</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Answer:</p> </div> </div> <p>Q4. What is the value of the tens in this number?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>745</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Answer:</p> </div> </div>	<p>Use the anchor charts in the next column and use playing cards or your own numbers to solve these problems throughout the week.</p> <p style="text-align: center;">Addition:</p> <p><u>Addition by ones:</u></p> <ol style="list-style-type: none"> $9 + 0 =$ $5 + 5 =$ <p><u>Addition Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $9 + 9 =$ $6 + 4 =$ <p style="text-align: center;">Subtraction:</p> <p><u>Subtraction by ones:</u></p> <ol style="list-style-type: none"> $7 - 6 =$ $14 - 7 =$ <p><u>Subtraction Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $12 - 5 =$ $18 - 9 =$ 	<p style="text-align: center;"><u>Addition and Subtraction by ones:</u></p> <div style="text-align: center;"> <p><small>Addition and Subtraction - by 1's using a number line</small></p> <p>$7 + 5 = 12$</p>  </div> <div style="text-align: center;"> <p>$7 - 2 = 5$</p>  </div> <p style="text-align: center;"><u>Addition and Subtraction Bridging to 10:</u></p> <div style="text-align: center;"> <p><small>Addition and Subtraction - bridging to 10</small></p> <p>$7 + 5 = 12$</p>  </div> <div style="text-align: center;"> <p>$12 - 5 = 7$</p>  </div>

Friends of 10



Use the rainbow above to work out the missing numbers in the 'Friends of 10' grids below. The first one is done for you: $7 + 3 = 10$
Write your answer in each blank space.

●	●	●	●	●
●	●	○	○	○

$$7 + 3 = 10$$

●	●	●	●	

$$4 + \underline{\quad} = 10$$

●	●	●	●	●
●	●	●		

$$8 + \underline{\quad} = 10$$

●	●	●	●	●

$$5 + \underline{\quad} = 10$$

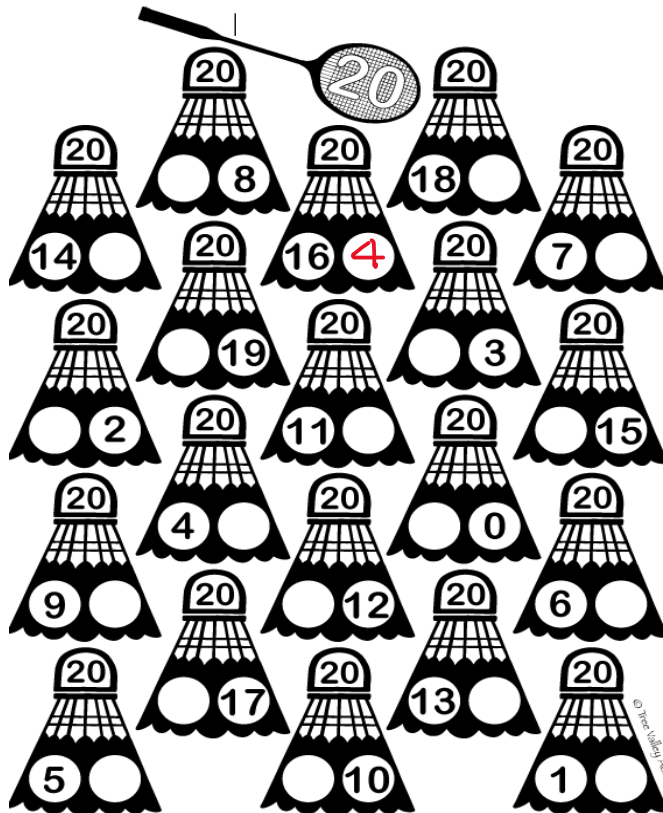
●	●	●	●	●
●	●	●	●	

$$9 + \underline{\quad} = 10$$

Friends of 20



Use the rainbow above to work out the missing numbers in the 'Friends of 20' circles below. The first one is done for you: $16 + 4 = 20$
Write your answer in the empty circles.



Problem Solving

Friends of 10:

Q1. Two apple trees have **10 apples**. If one tree has **6 apples**, how many apples are there in the second tree?

Answer:

Q2. Two boys have **10 toy cars altogether**. If one boy has **2 cars**, how many cars does the second boy have?

Answer:

Q3. A girl has 7 oranges and her friend has 2 oranges. Do the oranges the girls have **altogether**, make a 'Friend of 10'?

Circle the **correct answer**: YES NO

Friends of 20:

Q4. There are **20 seats** on a bus. **12 children** got on the bus. How many **empty seats** are there on the bus?

Answer:

Optional Activity:

<https://www.bbc.co.uk/bitesize/articles/zh8m6v4>