

Year 2

Year 2 Zoom Meeting

For the Year 2 Zoom meeting in the week 10, we are asking all Year 2 students to be a part of our theme week which is... CRAZY dress up! Grab your crazy hats, sunglasses and other accessories, create wild hairstyles or dress up in a costume and join your class zoom on **Thursday at 12pm**.

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

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

Meeting ID: 661 7731 0191

Passcode: bsp

Year 2 Reward Day!

All the year 2 students have worked so hard this term, so we have planned a special reward day! The Friday activities in your learning pack are all FUN activities! Enjoy a day of making, creating and having lots of fun! Thank you all for your amazing work! All the Year 2 teachers are so proud of you!

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 Thursdays and Fitness Fridays

Hip Hop Thursdays and Fitness Fridays are on again this week! Remember to check the times carefully below so you don't miss out!

All you need to do is click on the zoom link at the times listed below in the table and enter the passcode.

Join Hip Hop Thursdays and Fitness Fridays

<https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFTbWJCQktwYnVhUT09>

Meeting ID: 884 8630 9655

Passcode: 506086

Week 10	THURSDAY - 16th	FRIDAY - 17th
	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness

Morning Routine – Monday

Practise spelling 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>				

Write the long date: _____

Write the short date: ____/____/____

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



Morning Routine Tuesday – Practise spelling the months of the year

<i>January</i>				
<i>February</i>				
<i>March</i>				
<i>April</i>				
<i>May</i>				
<i>June</i>				
<i>July</i>				
<i>August</i>				
<i>September</i>				
<i>October</i>				
<i>November</i>				
<i>December</i>				

Morning Routine– Wednesday

Practise spelling 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>				

Write the long date: _____

Write the short date: ____/____/____

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



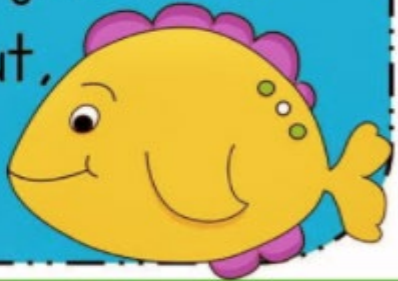
Morning Routine Thursday – Practise spelling the months of the year

<i>January</i>				
<i>February</i>				
<i>March</i>				
<i>April</i>				
<i>May</i>				
<i>June</i>				
<i>July</i>				
<i>August</i>				
<i>September</i>				
<i>October</i>				
<i>November</i>				
<i>December</i>				

Sentence of the Day Week 10

Compound Sentence

- 2 or more complete sentences joined together
- joined by a "hook" (conjunction)
- "hooks" include and, but, or, so, etc.



I was thirsty.

I drank water.

so

but

and





Faith sat on the swing.

She slid down the slide.

so

but

and



Use the link below to listen and learn more about compound sentences.

<https://www.tinytap.com/activities/g35f9/play/compound-sentences-so-but-and>

Monday- Sentence of the Day

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?



Have a go at creating your own compound sentences using some of the conjunctions above.

Tuesday- Sentence of the Day

Co-ordinating Conjunctions

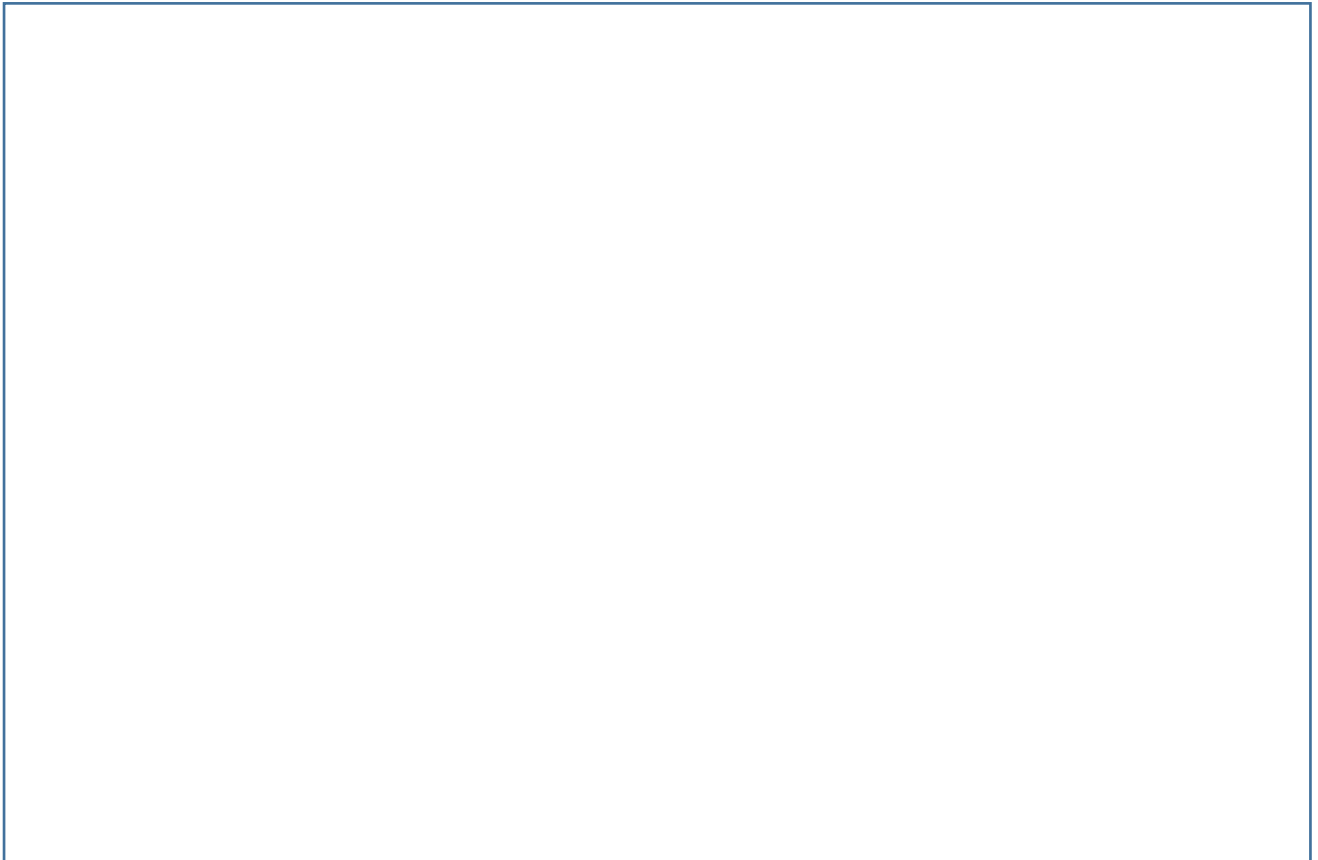
2. Write your own sentences using the co-ordinating conjunctions below.

but

or

and

Draw a picture of one your sentences below.



Wednesday- Sentence of the day

Compound Sentences

Task: Add to these simple sentences to create a compound sentence.

Conjunctions to use: **for, and, nor, but, or, yet, so**

Trent likes to play football _____

The spelling test was easy _____

Pizza is my favourite food _____

Bananas are good for you _____

I fell over on the ground _____

It was cold outside _____

The kitten was hungry _____

It was Grandma's birthday _____

The movie was funny _____

I like to paint pictures _____

Now try and write your own compound sentences!



Thursday- Sentence of the day

Finish off the sentences by using some of the conjunctions you learnt this term 😊

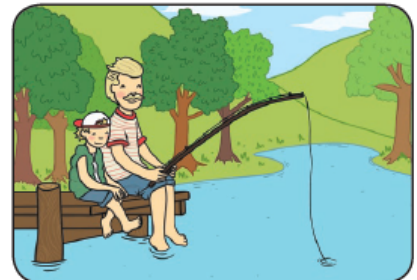
I find maths tricky



My favourite colour is yellow



I love to fish with my dad



The drive was very long



Hazel was frightened



Unit 10 - air ear are ere

Target Representations			
air	ear	are	ere
air	bear	care	where
fair	pear	bare	there
hair	wear	dare	somewhere
pair	bearhug	parent	nowhere
lair	wearing	fare	
chair		glare	
fairy		hare	
fairest		rare	
dairy		stare	
flair		share	
unfair		scare	
stair		pare	
airgun		careful	
airman		careless	
airship		caretaker	
hairbrush		barefoot	
repair		scarecrow	
fairground		scared	
staircase		aware	
haircut		software	

Monday Phonics - /air/ air, ear, are, ere

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!

air	where	bear	glare
pair	pear	chair	there
fairy	wear	care	rare

Tuesday Phonics - /air/ air, ear, are, ere

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

air	where	bear	care
there	wear	fairy	share

How did you go?





Wednesday Phonics - /air/ air, ear, are, ere

Look carefully at the spelling of the words in the box below. Write the words that use **/or/ phonemes** correctly in the TREAT column and the words that use **/or/ phonemes** incorrectly in the TRICK column.

air	herebrush	fairy	chere
nowhair	careful	bairfoot	there
hairbrush	ferey	ere	nowhere
barefoot	chair	cearful	thair

Thursday Phonics - /air/ air, ear, are, ere

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

nowhere	chair	pear	careful
bear	rare	fair	somewhere

How did you go?





Camera Words! Camera Words!

REVISION

great
break
whole
won
son
done
ocean
gone
buy
friend
because
laugh
trouble
double
tough

**

Fun Activities:

Have a camera word spelling competition to find out who in your family is the camera word champion!

Camera words can be found in many different places! Ask your parents and carers to help you search through the kitchen to find camera words! Don't forget to check on food packages!

**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—select challenging words! For example, if you want to learn about the ocean here is a good list:

desert
arid
vegetation
sand storm
cactus
oasis

**If you don't know what they mean—find out!
Use a dictionary or google the word.**



Monday

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 words in a sentence. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

trouble

tough



Tuesday

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 words to write sentences. Don't forget to begin with a capital letter and use end punctuation.

double

ocean



Wednesday

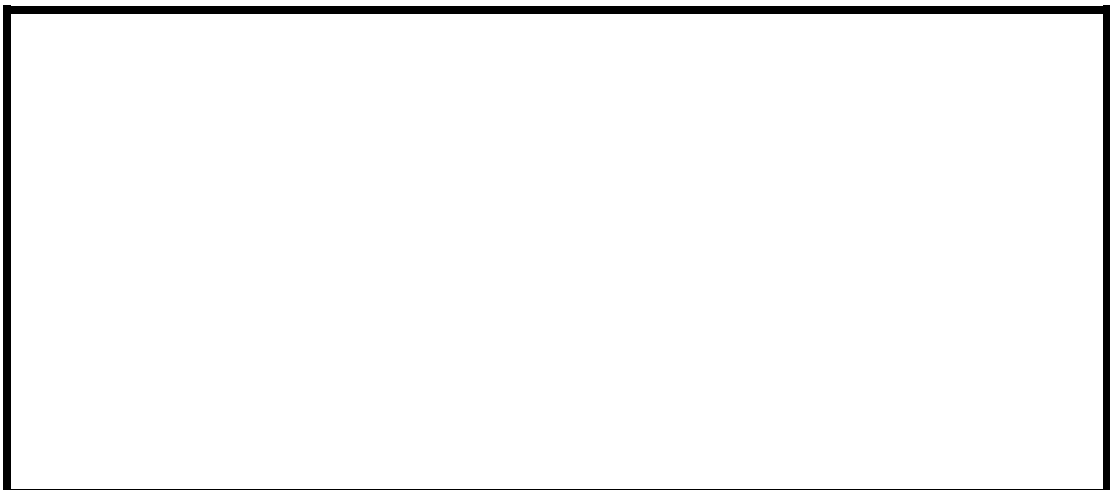
1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to complete the sentence.

tough ocean great

I went swimming in the _____.

It was _____ to swim against the current. The _____ big waves were crashing onto the shore.

4. 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 words in one or two sentences. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

friend won

4. Draw lines to match the camera word with the correct definition. The first one is done for you.

trouble

come apart into pieces

double

a problem

tough

strong

break

twice as much

The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff who lived in a valley. One day, they made a plan to cross a bridge that had a grumpy troll underneath.

The smallest Billy Goat Gruff came to the bridge.

"Who's *that* trip trapping over *my* bridge?" growled the troll.

"It's only me, the Little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"But *my* brother is much bigger. You should wait for him" said the smallest Billy Goat Gruff.

Next, the medium-sized Billy Goat Gruff came to the bridge.

"Who's *that* trip trapping over *my* bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"But *my* brother is much bigger. You should wait for him" said the medium-sized Billy Goat Gruff.

Soon, the biggest Billy Goat Gruff came to the bridge.

"Who's *that* trip trapping over *my* bridge?" growled the troll.

"It's me. Big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Oh no you won't!" shouted the biggest goat, and he butted him off the bridge. The troll was never seen again.

The big Billy Goat Gruff joined his brothers in the field of sweet, green grass.



Reading Monday Term 3 Week 10 Level 1

The Three Billy Goats Gruff Questions

1. How many Billy Goats are there in the *story*?

2. Who lived under the bridge?

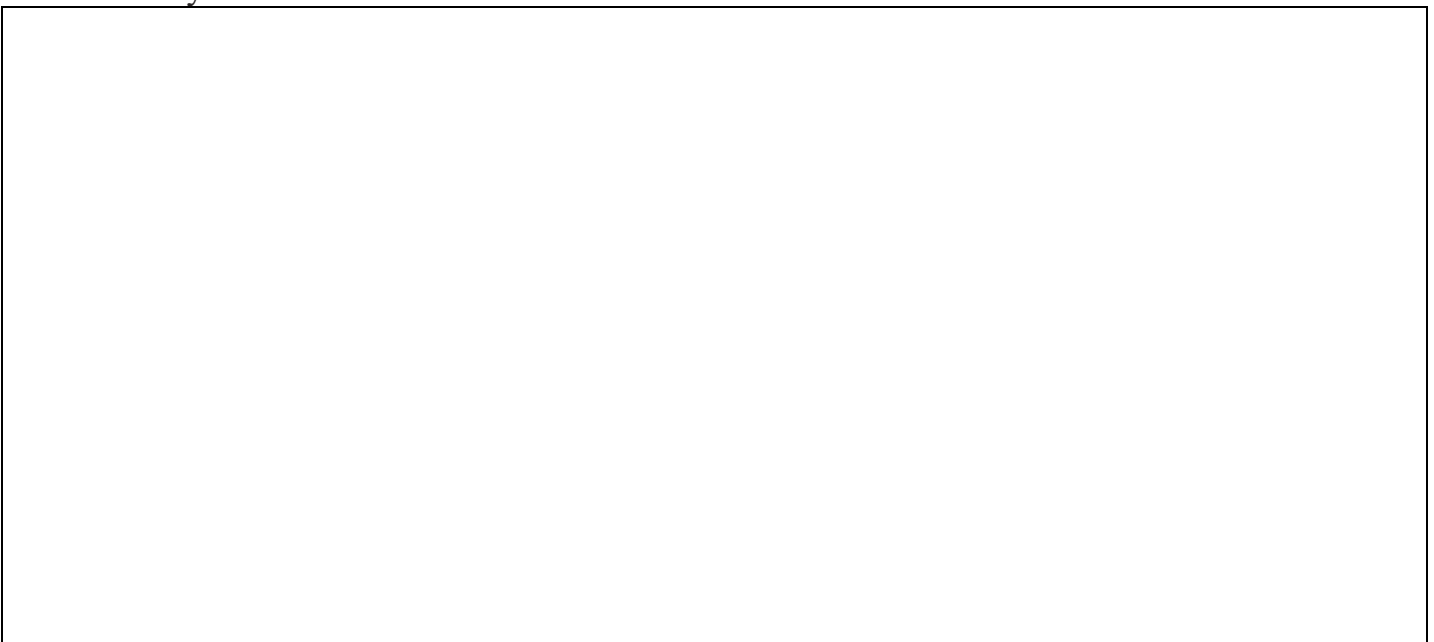
3. Which Billy Goat Gruff went first?

4. What did the troll *say* when he could hear them coming over the bridge?

5. What did the troll want to do with the goats?

6. What did the biggest goat do to the troll?

Draw what you think the troll looks like.



The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff. They Lived in a valley in the hills. One day, they saw a field of sweet, green grass on the other side of the valley. They decided to go there. To reach the valley, the three billy goats had to cross a river.

There was only one bridge across the river and underneath there lived a terrible, grumpy troll. He never let anyone cross and he always gobbled them up for his breakfast. The three goats made a plan.

The smallest Billy Goat Gruff was the first to get to the bridge. Trip trap, trip trap went his hooves as he walked across the bridge. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the Little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too Little," said the smallest Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Next, the medium-sized Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too Little," said the medium-sized Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Soon, the biggest Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves.

"Who's that trip trapping over my bridge?" growled the troll.

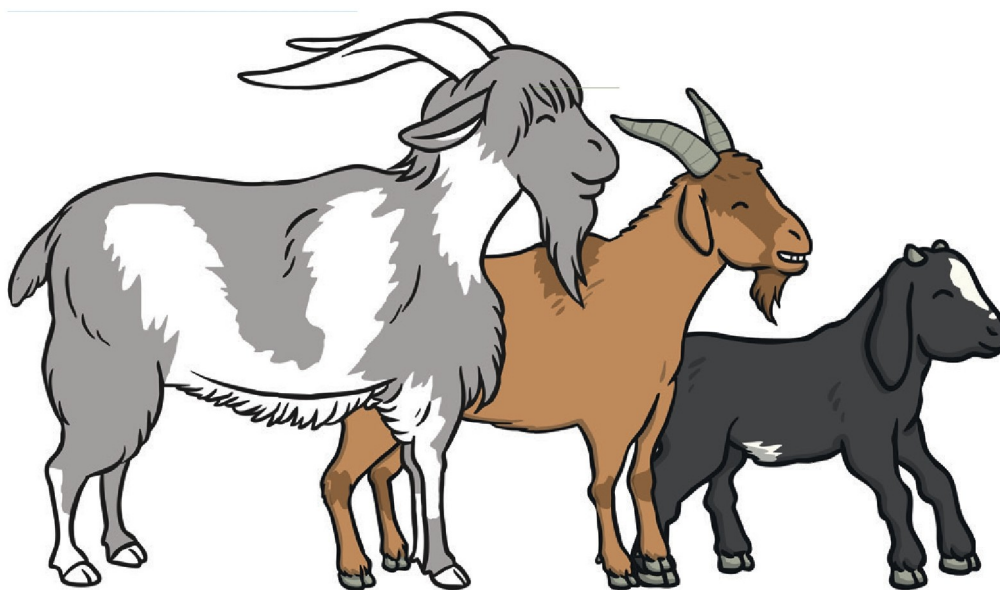
"It's me. Big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.



"Oh no you won't!" shouted the biggest goat, and he lowered his horns and charged *at* the troll. Smack! He butted him right over the edge of the bridge. The troll fell into the river and was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate their fill.



Reading Monday Term 3 Week 10 Level 2

The Three Billy Goats Gruff Questions

1. Where did the three Billy Goats Gruff live?

2. Write down two phrases that are repeated throughout the traditional tale.

3. Why did the goats want to cross the bridge?

4. Why did they have to *hatch a plan*?

5. Why did the troll wait for the next brother?

6. What could the troll hear *as* the goats crossed the bridge?

7. Does this story have *a* happy ending for all the characters?

8. Describe the troll using three adjectives.

9. Which is your favourite word or phrase in the story and why?

10. What would be an alternative ending for the story?



Reading Monday Term 3 Week 10 Level 2

The Three Billy Goats Gruff Questions

Write your own story with a twist! For example, change the characters and the setting.

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Reading Term 3 Week 10 Tuesday Level 1

Goldilocks and the Three Bears

Once upon a time there lived three bears and a little girl called Goldilocks. One day, she saw a house and went inside. She saw some porridge.

She tasted the large bowl and said, "This porridge is too salty!"

She tasted the medium bowl and said, "This porridge is too sweet!"

She tasted the small bowl and said, "This is porridge is just right." She ate it all up.

Goldilocks saw three chairs.

She sat in the big chair. "This chair is too big!" she said.

She sat in the medium chair. "This chair is too big, too!" she said.

She sat in the small chair and said, "This chair is just right." Then it broke.

Goldilocks went upstairs.

She lay down on the big bed and said, "This bed is too hard!"

She lay on the medium bed and said, "This bed is too soft!"

She lay down on the small bed and said, "This bed is just right." She fell asleep.

The Three Bears came home.

"Someone's been eating my porridge," said Daddy Bear.

"Someone's been eating my porridge," said Mummy Bear.

"Someone's been eating my porridge and it's all gone!" cried Baby Bear.

"Someone's been sitting in my chair!" growled Daddy Bear.

"Someone's been sitting in my chair!" said Mummy Bear.

"Someone's been sitting in my chair and it's broken!" cried Baby Bear.

They went upstairs. "Someone's been sleeping in my bed," said Daddy Bear.

"Someone's been sleeping in my bed too," said Mummy Bear.

"Someone's been sleeping in my bed, and she's still there!" cried Baby Bear. Goldilocks woke up and screamed. She ran away and never went back into the woods again.



Questions about Goldilocks and the Three Bears

Reading Term 3 Week 10 Tuesday Level 1

Answer the questions below in full sentences.

1. What did Goldilocks find first inside the house?

2. What did Goldilocks say about the medium bowl of porridge?

3. What did she do with the small bowl of porridge?

4. What did Goldilocks say about Daddy Bear's chair?

5. What happened to Baby Bear's chair?

6. What did Goldilocks say about Daddy Bear's bed?

7. What did Daddy Bear say about his bowl?

8. Whose bed did The Three Bears find Goldilocks asleep in?

Reading Term 3 Week 10 Tuesday Level 2

Goldilocks and the Three Bears

Once upon a time there lived three bears and a little girl called Goldilocks. One day, Goldilocks went for a walk in the forest and found a house. She knocked, and when nobody answered, she decided to go inside. At the table, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the large bowl. "This porridge is too salty!" she said. She tasted the porridge from the medium bowl. "This porridge is too sweet!" she said. She tasted the porridge from the small bowl. "This is porridge is just right," she said and she ate it all up.

Goldilocks felt tired, so she walked into the living room and saw three chairs. She sat in the large chair to rest her feet. "This chair is too big!" she said. She sat in the medium chair. "This chair is too big, too!" she said. She sat in the small chair. "This chair is just right," she sighed. Just as Goldilocks settled down into the chair to rest, it broke into pieces!

By now, Goldilocks was very sleepy, so she went upstairs to the bedroom. She lay down on the large bed. "This bed is too hard!" she said. Then she lay on the medium bed. "This bed is too soft!" she said. So she lay down on the small bed. "This bed is just right," she said, and Goldilocks fell asleep.

As she was sleeping, The Three Bears came home. "Someone's been eating my porridge," growled Daddy Bear.

"Someone's been eating my porridge," said Mummy Bear.

"Someone's been eating my porridge and it's all gone!" cried Baby Bear.

"Someone's been sitting in my chair!" growled Daddy Bear.

"Someone's been sitting in my chair!" said Mummy Bear.

"Someone's been sitting in my chair and it's broken!" cried Baby Bear.

When they got upstairs to the bedroom, Daddy Bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too," said Mummy Bear.

"Someone's been sleeping in my bed, and she's still there!" cried Baby Bear.

Just then, Goldilocks woke up and saw The Three Bears. "Help!" she screamed. Goldilocks ran down the stairs and out of the house, and she never went back into the woods again.



Questions about Goldilocks and the Three Bears

Reading Term 3 Week 10 Tuesday Level 2

Answer the questions below in full sentences.

1. What did Goldilocks think about Daddy Bear's and Mummy Bear's bowls of porridge?

2. What did Goldilocks find after finishing the third bowl of porridge?

3. What did Goldilocks think about Daddy Bear's and Mummy Bear's chairs?

4. Why did Goldilocks go upstairs after breaking Baby Bear's chair?

5. What did Goldilocks think about Daddy Bear's and Mummy Bear's beds?

6. Why did Goldilocks fall asleep on Baby Bear's bed?

7. How do you think Daddy Bear and Mummy Bear felt when they returned to their house?

8. How do you think Baby Bear felt when he found his porridge eaten and chair broken?

9. Do you think Goldilocks should have gone into The Three Bears' house? Why?

10. Describe Goldilocks using three adjectives.

Write your own story with a twist! For example, Goldilocks and the Three Dinosaurs or Goldilocks and the Three Pandas.

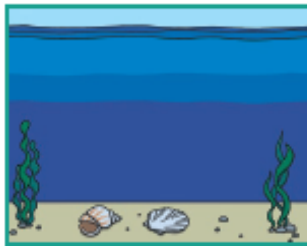
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Dolphins



What do dolphins look like?

A dolphin is a sea animal. They have two fins on the side and one on the back to help them to swim fast. They can be a mix of black, white and grey. Dolphins have fat under the skin to keep them warm in the cold seas. They breathe out of a nostril on the top of their head called a blowhole.



Where do dolphins live?

Dolphins live in seas and rivers. They live together in groups called 'pods'.



What do dolphins eat?

Dolphins eat fish. They wait for the fish to jump out of the sea into their mouth.



What do dolphins do?

Dolphins can jump out of the water and flip over to land on their back, belly or side. This is called 'breach'. They breach to let other dolphins know about food nearby.

Reading Term 3 Week 10 Wednesday Level 1

Questions

1. Why do dolphins have two fins on the side and one on the back? Tick one.
 - ☐ to help them to jump out the water
 - ☐ so they can swim on their back
 - ☐ to help them to swim fast

2. Why do dolphins have fat under the skin? Tick one.
 - ☐ to keep them warm
 - ☐ to make them bigger
 - ☐ to help them swim down

3. What is the name of the nostril on the top of their head? Tick one.
 - ☐ horn hole
 - ☐ blowhole
 - ☐ spray hole

4. What do dolphins eat? Tick one.
 - ☐ plants
 - ☐ toast
 - ☐ fish

5. What is it called when dolphins jump out of the water and flip over to land on their back, belly or side? Tick one.
 - ☐ breach
 - ☐ splash
 - ☐ spin

Dolphins



What do dolphins look like?

A dolphin is a marine animal. They have smooth, rubbery skin and can be a mixture of black, white and grey in colour. A bottlenose dolphin is large with a dark grey back and paler belly. They have short, stubby beaks that look like they're smiling. They have two fins on their sides and a triangle shaped fin on their back that helps them to swim fast. They have fat under the skin called blubber which keeps them warm in the harsh cold of the freezing seas. Dolphins are mammals, not fish, so they are warm-blooded. They are able to keep their body at the same temperature at all times. As mammals, they have lungs and breathe through a single nostril called a blowhole which is on the top of their head.

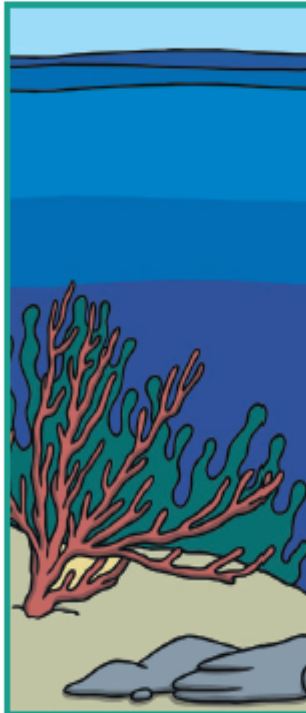


What do dolphins eat?

Bottlenose dolphins hunt their prey by swimming around in big circles near fish, beating their tails down hard to stir up the seafloor making the water cloudy. The dolphin swims around, making the circle smaller and smaller, trapping the fish like a net. As the fish jump out, the other dolphins catch them in their mouth.

Reading Term 3 Week 10 Wednesday Level 2

Dolphins



Where do dolphins live?

Dolphins live in the world's seas, oceans and in rivers too. They like to be with other dolphins and live together in groups called 'pods'. Some dolphin pods like to live in coastal areas, others choose to live in shallow waters away from the coast further out at sea.

The Amazon river dolphin prefers to live in freshwater rivers and lakes. Other dolphins, such as the bottlenose dolphin may visit lakes and can be seen close to cities.



What do dolphins do?

Dolphins can jump out of the water as high as 4.9 metres, flipping over to land on their backs, bellies or sides. This is called 'breach'. They breach to let other dolphins know about food nearby. Dolphins are very playful and both young and old dolphins like to chase each other, carry objects, blow air out their blowhole to spray water, toss seaweed and practise catching food.

Reading Term 3 Week 10 Wednesday Level 2

Dolphins

Questions

1. What is the texture of a dolphin's skin? Tick one.

- ☐ soft, wet skin
☐ rough, dry skin
☐ smooth, rubbery skin

2. What features does a bottlenose dolphin have to help them to swim fast?

3. Fill in the missing word.

Dolphins are _____, not fish, so they are warm-blooded.

4. Find and copy the name of the dolphin that has a short beak.

5. Draw **three** lines and complete each sentence. One has been done for you.

Dolphins live in the	lakes and can be seen close to cities.
They like to be with other dolphins and live	world's seas, oceans and in rivers too.
The Amazon river dolphin prefers to live in	freshwater rivers and lakes.
Other dolphins, such as the bottlenose dolphin may visit	together in groups called 'pods'.

6. Why do you think dolphins have been recorded by scientists as very playful? Use the text to support your answer.

Write the answers to the questions in your Home Learning book or on a piece of scrap paper. Explain your answers to someone in your household.

Children on a rollercoaster.



twinkl.com

Where are the children?
How are they feeling?
What time of year could it be?
What could happen next?

Ice cream van.



twinkl.com

What will the girl buy?
What could the weather be like?
What time of year could it be?
What could happen next?

Reading Thursday Level 1 & 2 Term 3 Week 10

Write the answers to the questions in your Home Learning book or on a piece of scrap paper. Explain your answers to someone in your household.

Now it is your turn!

1. Draw a picture

2. Give it a title

3. Create 4 questions asking the reader to infer something about the picture.



Handwriting - Week 10

Fare pair care nowhere there

bear glare fairy parent

He was faster than a hare!

I know I put my pear

somewhere!

Writing – Monday

We are starting to write warning tales! They are stories where the character is warned not to do something and does not listen.

Below is an example of a warning tale.

Zane the Zebra Learns a Lesson

In the grasslands of Africa lived Zane, a young, enthusiastic and careless zebra.

Zane was often told by his mother not to wander off away from group. "If you wander from the group you will be attacked. You must stay with us to keep safe!"

But being the mischievous irresponsible zebra Zane was, he couldn't help but wander off from his family as he played and explored the land.

Without warning, a leopard appeared from the long grass and pounced on innocent Zane...ready to attack!

Luckily, Zane's mother galloped along and used her strong legs to kick the hungry leopard away.

From then on, Zane learned to always stay in the safety of the group and most importantly to always listen to his mother.

The resolution

The fifth paragraph is where the problem is solved (resolution). The character who warned Zane comes to save him.

Copy the resolution paragraph on the lines below:

Luckily, Zane's mother galloped along and chased the hungry leopard away.

Writing – Tuesday

The fifth paragraph is where the problem is solved (resolution). The character who warned Zane comes to save him.

Copy the resolution paragraph on the lines below:

Luckily, Zane's mother galloped along and chased the hungry leopard away.

We can add more information about what Zane's mother does to make the leopard go away.

Copy lines below:

Luckily, Zane's mother galloped along and used her strong legs to kick the hungry leopard away.

Writing – Wednesday

The fifth paragraph is where the problem is solved (resolution). The character who warned Zane comes to save him.

Copy the resolution paragraph on the lines below:

Luckily, Zane’s mother galloped along and chased the hungry leopard away.

Extension: Need a challenge? Write your own resolution paragraph for Carrie the Kangaroo. Carrie’s sister saves her from the dingo!



Writing – Thursday

The fifth paragraph is where the problem is solved (resolution). The character who warned Zane comes to save him.

Fill in the blanks.

Zane the _____ Learns a Lesson

In the grasslands of Africa lived Zane, a young, enthusiastic and careless zebra.

Zane was often told by his mother not to wander from the group. “If you wander from the group, you will be _____!” warned his _____.

But being the _____ zebra Zane was, he couldn’t help but _____ from his _____.

Without warning, a _____ appeared from the long grass and _____ on innocent Zane... ready to _____!

Luckily, Zane’s _____ galloped along and _____ the _____ leopard away.

Copy this onto a spare piece of paper if you have some.

Addition
Strategy

Multiples of 10

To add 10, 20, 30 and so on, change the digit in the tens place.



1 Find the digit in the tens place.

2 Change the tens digit.

tens	ones
2	8

 $+ 30$

add three tens

↓

tens	ones
5	8

 $=$

Other Examples

tens	ones
4	5

 $+ 20$

add two tens

↓

 $= 65$

tens	ones
3	1

 $+ 10$

add one ten

↓

 $= 41$

Day 1

1 $25 + 10$

2 $25 + 20$

3 $25 + 30$

4 $42 + 30$

5 $58 + 20$

6 $16 + 50$

7 $32 + 60$

8 $29 + 20$

9 $11 + 70$

10 Jess saved 45c, then added 40c more. How much altogether?



Day 2

1 $35 + 30$

2 $74 + 20$

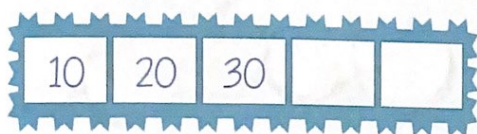
3 $19 + 40$

4 $17 + 20$

5 $22 + 60$

Practice

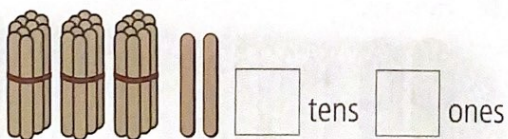
6 Count on by 10s.



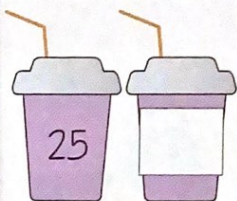
7 Count back by 10s.



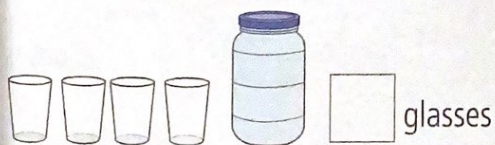
8 How many popsticks?



9 Write the number that is ten more.



10 How many glasses to fill the jar?



Day 3

1 $73 + 20$

2 $41 + 40$

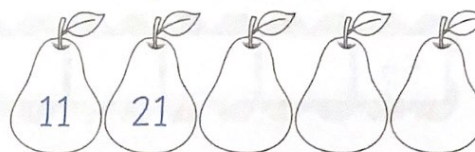
3 $24 + 30$

4 $15 + 20$

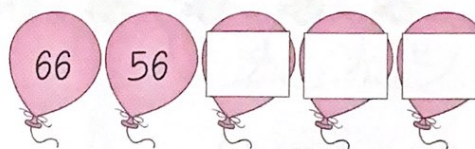
5 $36 + 60$

Practice

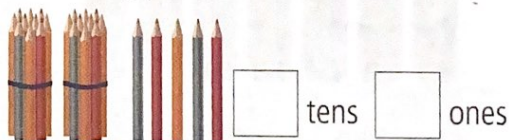
6 Count on by 10s.



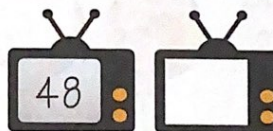
7 Count back by 10s.



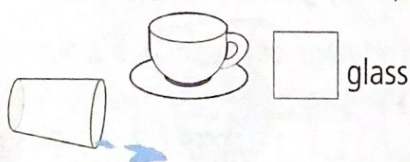
8 How many pencils?



9 Write the number that is ten more.



10 How many glasses to fill the cup?



Q1-5: /5 6-10: /5 My time:

Q1-5: /5 6-10: /5 My time:

Day 4

1 $30 + 27$

2 $20 + 12$

3 $40 + 38$

4 $70 + 21$

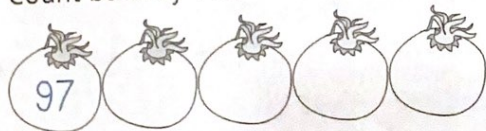
5 $50 + 49$

Practice

6 Count on by 10s, starting from 65.

65				
----	--	--	--	--

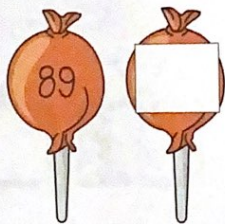
7 Count back by 10s, starting from 97.



8 How many pencils?


 tens ones

9 Write the number that is ten more.



10 How many glasses to fill the jug?


 glasses

Day 5

1 $22 + 30$

2 $18 + 50$

3 $71 + 20$

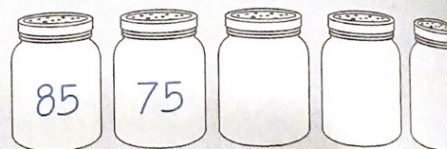
4 $45 + 40$

5 $14 + 30$

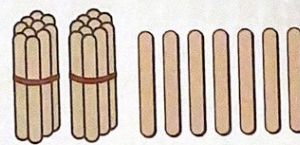
6 Count on by 10s.



7 Count back by 10s.



8 How many popsticks?


 tens ones

9 Write the number that is ten more.



10 How many glasses to fill the bowl?


 glasses

Q1-5:

/5

6-10:

/5

My time:

Q1-5:

/5

6-10:

/5

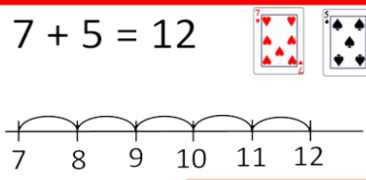
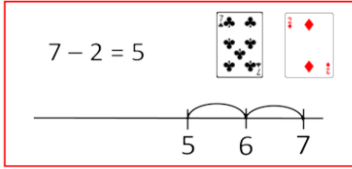
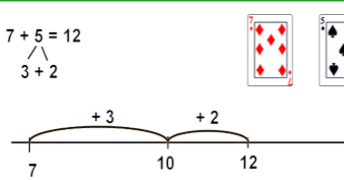
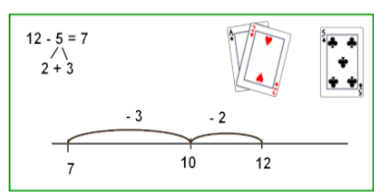
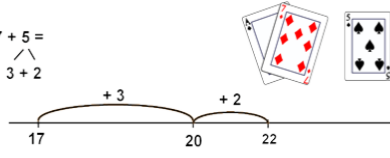
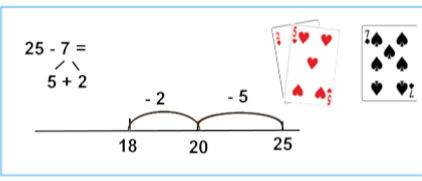
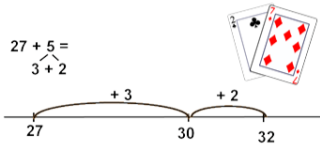
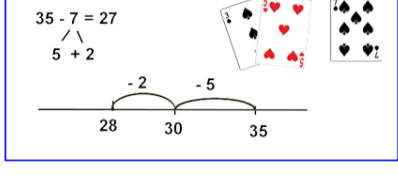
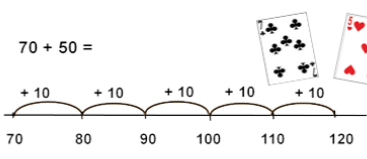
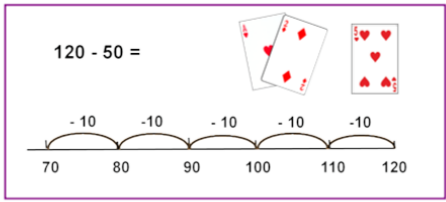
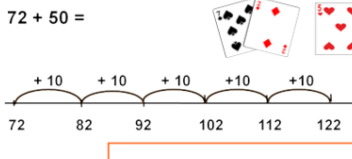
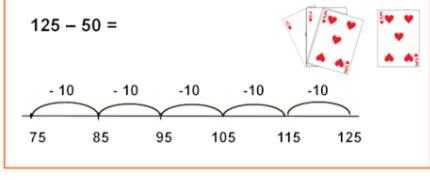
My time:

ISBN 978

Monday - Friday : Students to work on their addition and subtraction levels each day.

Addition and Subtraction Levels

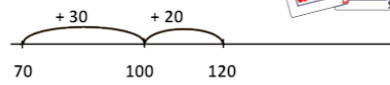
1. Have a look at the maths levels below and remind yourself which level you are working at.

<p style="text-align: center;">Addition and Subtraction - by 1's using a number line</p> <p>$7 + 5 = 12$</p>  <p>$7 - 2 = 5$</p> 	<p style="text-align: center;">Addition and Subtraction - bridging to 10</p> <p>$7 + 5 = 12$</p>  <p>$12 - 5 = 7$</p> 
<p style="text-align: center;">Addition and Subtraction - bridging to 20</p> <p>$17 + 5 =$</p>  <p>$25 - 7 =$</p> 	<p style="text-align: center;">Addition and Subtraction - bridging to any decade</p> <p>$27 + 5 =$</p>  <p>$35 - 7 = 27$</p> 
<p style="text-align: center;">Addition and Subtraction - 2 tens numbers counting by 10's</p> <p>$70 + 50 =$</p>  <p>$120 - 50 =$</p> 	<p style="text-align: center;">Addition and Subtraction - two-digit and tens number counting off the decade</p> <p>$72 + 50 =$</p>  <p>$125 - 50 =$</p> 

Addition and Subtraction - two-digit and tens number using partitioning

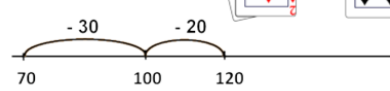
$$70 + 50 =$$

$$30 + 20$$



$$120 - 50 =$$

$$30 + 20$$

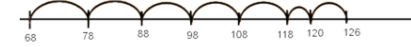


Addition and Subtraction - 2 two-digit numbers using partitioning

$$68 + 58 =$$

$$50 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$50 + 8$$

$$6 + 2$$



Addition and Subtraction - 2 two-digit numbers using place value

$$78 + 58 =$$

$$30 + 20$$

$$20 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$20 + 8$$

$$20 + 6$$



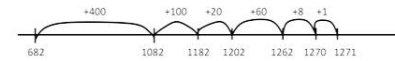
Addition and Subtraction - three digit numbers using place value

$$682 + 589 = 1271$$

$$400 + 100$$

$$20 + 60$$

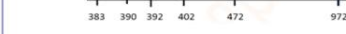
$$8 + 1$$



$$972 - 589 = 383$$

$$70 + 10$$

$$2 + 7$$



Addition and Subtraction - four digit numbers using place value

$$6825 + 5897 =$$

$$4000 + 1000$$

$$200 + 600$$

$$80 + 10$$

$$5 + 2$$



$$12722 - 5897 =$$

$$5000$$

$$700 + 100$$

$$20 + 70$$

$$2 + 5$$

$$-5$$

$$-2$$

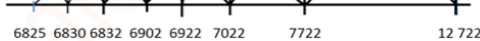
$$-70$$

$$-20$$

$$-100$$

$$-700$$

$$-5000$$



Place Value Three-Digit Number

I can recognise the place value of each digit in a three-digit number.



Here are some raffle tickets from the lucky dip. Colour in the most appropriate raffle ticket.

1. Colour the lowest number.



2. Colour the highest number.



3. Colour the numbers with 9 tens.



4. Colour the numbers with more than 5 hundreds.



5. Colour the numbers with less than 6 ones.



6. Colour the numbers with more than 2 ones and more than 5 tens.



TUESDAY – MEASURING TIME USING INFORMAL UNITS



Clapping



Task	Time (How many steady handclaps did it take to complete this step ?)
1. Walk from your bedroom to the bathroom.	
2. Sing Happy Birthday twice.	
3. Walk in a circle two times.	
4. Walk to the kitchen and the living room.	



Stomping


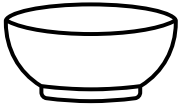
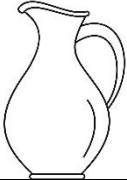






Task	Time (How many steady footsteps did it take to complete this step ?)
1. Count to 100 out loud.	
2. Write your first and last name on a piece of paper.	
3. Draw a picture of a house, a sun, and a tree.	
4. Walk to your bedroom.	

WEDNESDAY– MEASURING CAPACITY USING INFORMAL UNITS

Volume is the amount of space an object takes up in 3 dimensions. **Capacity** is the **volume** a container can hold when it is filled.






Measure the objects below using a plastic cup of water. Remember to ask an adult for permission before beginning.

How many cups of water does it take to fill these items?		Answer
bowl 		The bowl held ____ plastic cups of water.
jug 		The jug held ____ plastic cups of water.
jar 		The jar held ____ plastic cups of water.
mug 		The mug held ____ plastic cups of water.
water bottle 		The water bottle held ____ plastic cups of water.
container 		The container held ____ plastic cups of water.

THURSDAY – DATA IN TALLY MARKS

The table below shows the number of animals that Emily found in the farm. Use the table to complete the tally chart.

Cat	Dog	Goat	Pig	Cow
				
20	30	15	10	14

Animals	Tally Chart
	
	
	
	
	

1) Do they have more dogs or cows?

Dogs

2) How many animals are there in total?

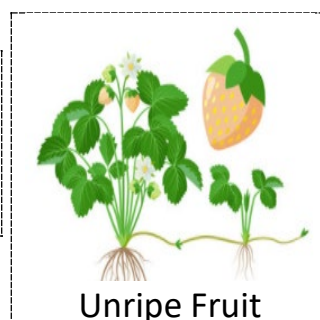
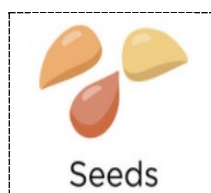
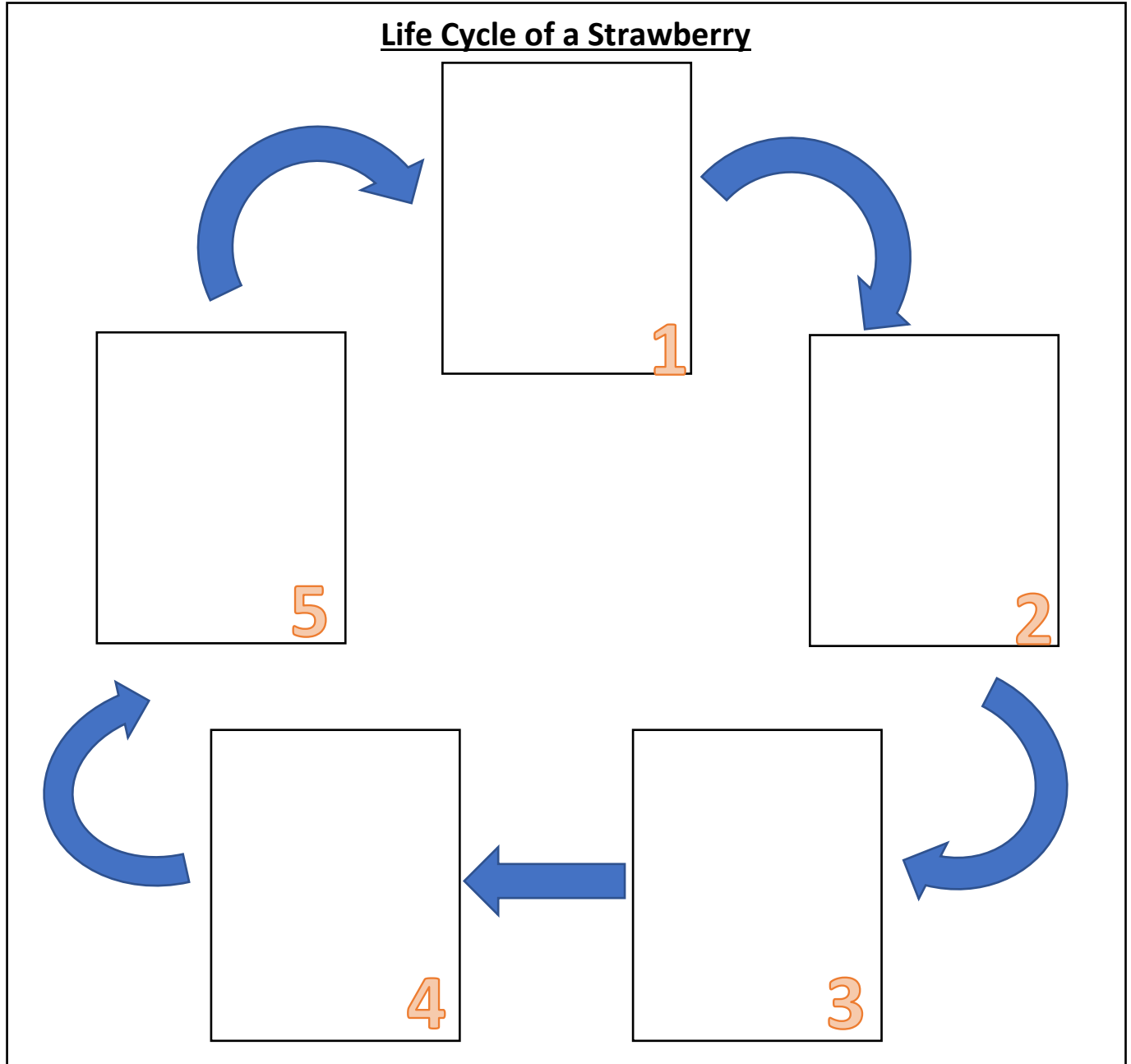
3) How many cats are there?

4) Which is the least counted animal?

Wednesday -Science – Biological Science

A life cycle is a **series of stages a living thing goes through during its life**. It is helpful to use diagrams to show the stages, which often include starting as a seed or egg, then growing up and reproducing.

Using the following cycle and show the stages of life for a Strawberry. Cut out and glue the pictures and name each stage and put it in the correct spot.



Wellbeing Wednesday

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



Try it out!
Make sure you
have plenty of
space around you.

Can you balance for longer than 30 seconds? Time yourself and see how long you can balance on each foot. _____

Learn a Focus Rhyme with Headspace and
Grover!



https://www.youtube.com/watch?v=T6XDe9jPfrI&list=PLW8o3_GFoCBNxXveDbD1xSQFBCGrHmYPC&index=4

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

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

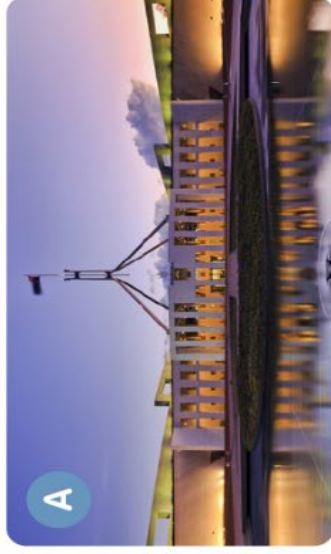
Lesson 2 Names of Places

Unit 2 Australian Places

Geography- Thursday

Many Australian place names come from the languages of the Aboriginal Peoples.

3 Match these places to the meaning of their name.



A



B



C



D

Place	Meaning	Picture
Canberra	meeting place (Ngunnawal)	
Parramatta	eel waters (Darug)	
Oodnadatta	Mulga blossom – a Mulga is a small tree which grows in the outback. (Arrernte)	
Dandenong	lofty mountains (Woiwurrung)	

Lesson 2

Names of Places

Unit 2 Australian Places

Some places are named after famous people.

4

With a partner, match the town names to the portraits of the people.

Justify your answers.



Bendigo (Victoria) – named after William Abednego, a famous boxer.

Elizabeth Town (Tasmania) – named after a queen.

Hervey Bay (Queensland) – named after Augustus John Hervey, a Royal Navy Officer.

Alice Springs (Northern Territory) – named after Alice, the wife of Sir Charles Todd.





7

Sometimes places are named after the natural feature they are near.
Draw what you think these places would look like.

White Cliffs	Kangaroo Valley	Broken Hill
Great Sandy Desert	Blue Lake	Black Mountain

Term 3 Week 10 Friday CAPA

You will need:

- * coloured pencils or textas or crayons or paints
- * string or ribbon or thread or wool
- * twig/stick



How to:

Step 1

Colour and decorate the dolphin sheets.

You may also want to name each dolphin after your family members!



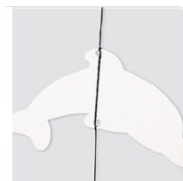
Step 2

Cut along the black line around each dolphin. On the 'Fronts' template pieces, use a hole punch where the circles sit outside the dolphin to create holes for hanging.



Step 3

Use a piece of thread to connect each dolphin, looping and tying a knot at each hole. Make sure you leave enough thread at the top to secure to a piece of driftwood or twig!



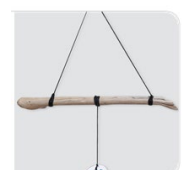
Step 4

Apply glue to the plain side of the back dolphin pieces, then place them onto the plain side of the front dolphins, covering the thread.

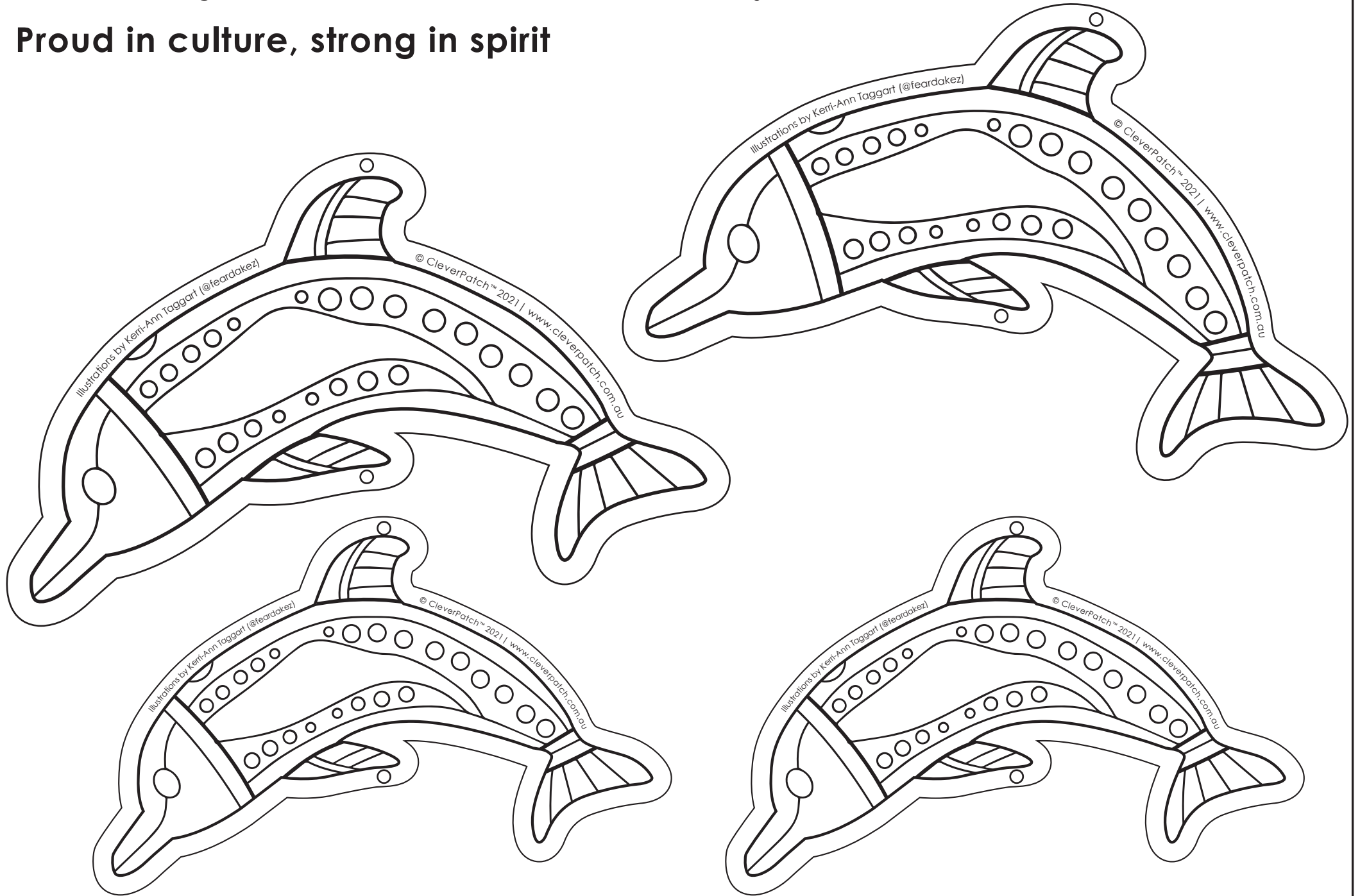


Step 5

Tie the loose thread from the top dolphin onto the centre of a twig/stick. Cut another length of thread and tie each end to the wood to create a hanger. Trim any excess thread. Your Dolphin Mobile is now ready to display!




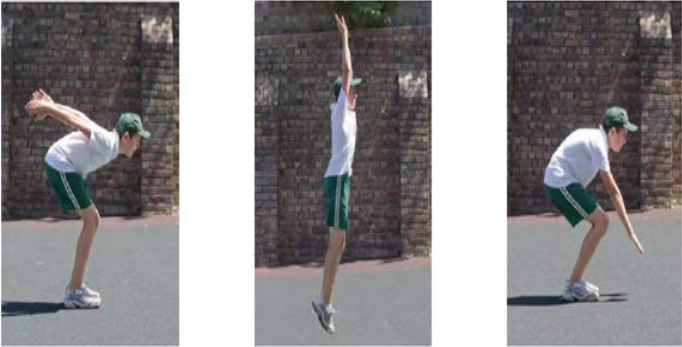
Proud in culture, strong in spirit

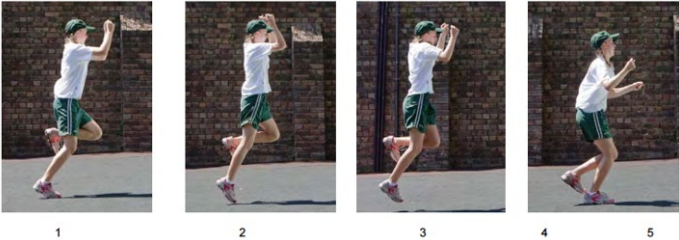


Fundamental Movement Skills

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

Your Job is to perform the following activities for the set amount of time indicated.

<p>Static Balance – Card Twelve</p> <div><div><div>12</div><div>34</div></div></div>	<ol style="list-style-type: none">1. Support leg still, foot flat on the ground.2. Non-support leg bent, not touching the support leg.3. Head stable, eyes focused forward.4. Trunk stable and upright.5. No excessive arm movements.	<p>Complete this holding for 15 seconds on each leg 3 times.</p>
<p>Vertical jump – Card Three</p> <div><div><div>12</div><div>34</div><div>56</div></div></div>	<ol style="list-style-type: none">1. Eyes focused forward or upward throughout the jump.2. Crouches with knees bent and arms behind the body.3. Forceful forward and upward swing of the arms.4. Legs straighten in the air.5. Lands on balls of feet and bends knees to absorb landing.6. Controlled landing with no more than one step in any direction.	<p>Complete this movement 30 times.</p>

<p>Hop – Card One</p>  <p>1 2 3 4 5</p>	<ol style="list-style-type: none"> 1. Support leg bends on landing, then straightens to push off. 2. Lands and pushes off on the ball of the foot. 3. Non-support leg bent and swings in rhythm with the support leg. 4. Head stable, eyes focused forward throughout the jump. 5. Arms bent and swing forward as support leg pushes off. 	<p>Complete this hopping 15 times on each leg 3 times.</p>
--	--	--

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

- Do some Cosmic Kids Yoga: “Colonel Crockles the Crocodile | A Cosmic Kids Yoga Adventure!”
https://www.youtube.com/watch?v=obzFP6eEGAg&list=PL8snGkhBF7nhEquR7wXbzIXjFrIXsze_H&index=13
- Why not sign up to Go Noodle and complete some of the free videos.
<https://www.gonoodle.com/>

Don't forget Hip Hop Thursdays and Fitness Fridays

All you need to do is click on the zoom link at the times listed below in the table and enter the passcode if asked.

<https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtbWJCQktwYnVhUT09>

Meeting ID: 884 8630 9655

Passcode: 506086

Week	THURSDAY - 16th	FRIDAY - 17th
10	1050-1130 - Blaxcell St PS K-6 Hip Hop	1105-1145 - Blaxcell St PS K-6 Fitness

AROUND THE HOUSE SCAVENGER HUNT!

Find your favourite picture in the house. What is it?	Guess how many doors you have in your house. Now count them! Were you right?	Find something that starts with the same letter as your first name.	Find something that makes a loud noise.
Think of your favourite food, what tools in your house help you make it and eat it?	Find something smaller than a paper clip. What is it? Imagine it being as big as a car.	Guess how many windows you have in your house. Now count them! Were you right?	Find something that is the same colour as your hair.
Find your favourite toy. List 5 reasons why it's your favorite!	Find something you can wear on your head.	Find something that rhymes with car.	Find something that is soft and fluffy.
Find something that rhymes with the word "sat".	Find an object in your house that has more than 8 letters. What is it?	Find something that is the same colour as your shirt.	Find something that has buttons.

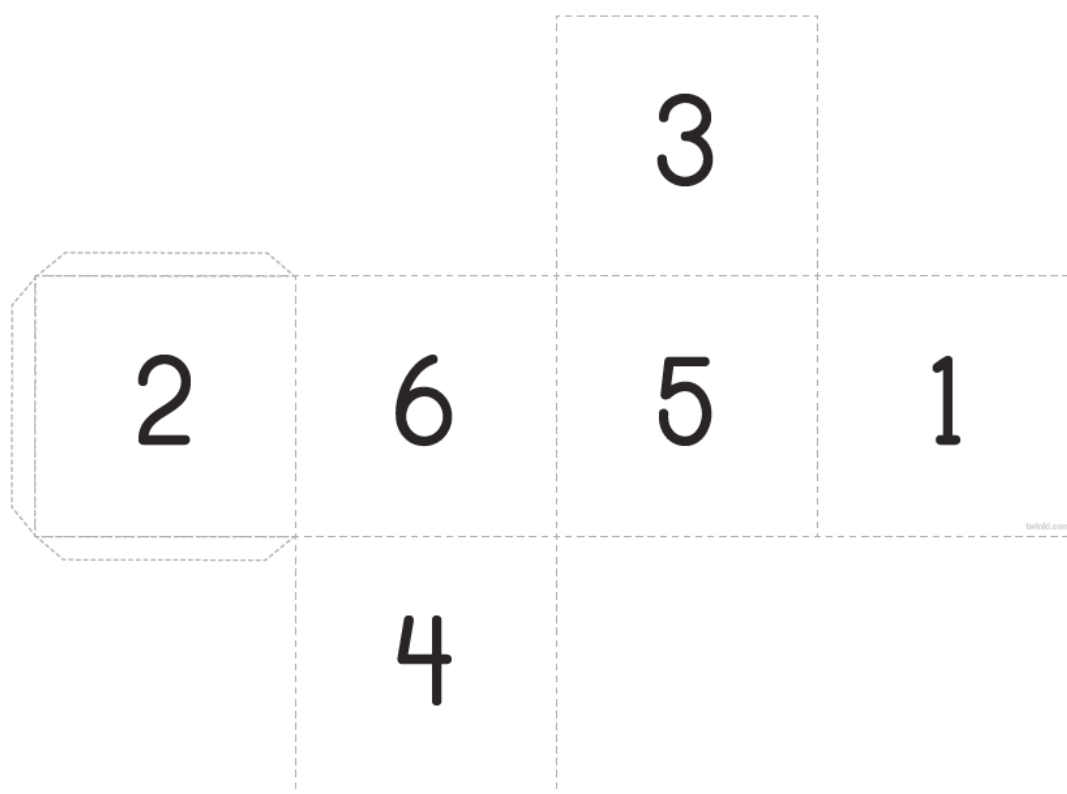
Reward Time Activity Term 3 Week 10

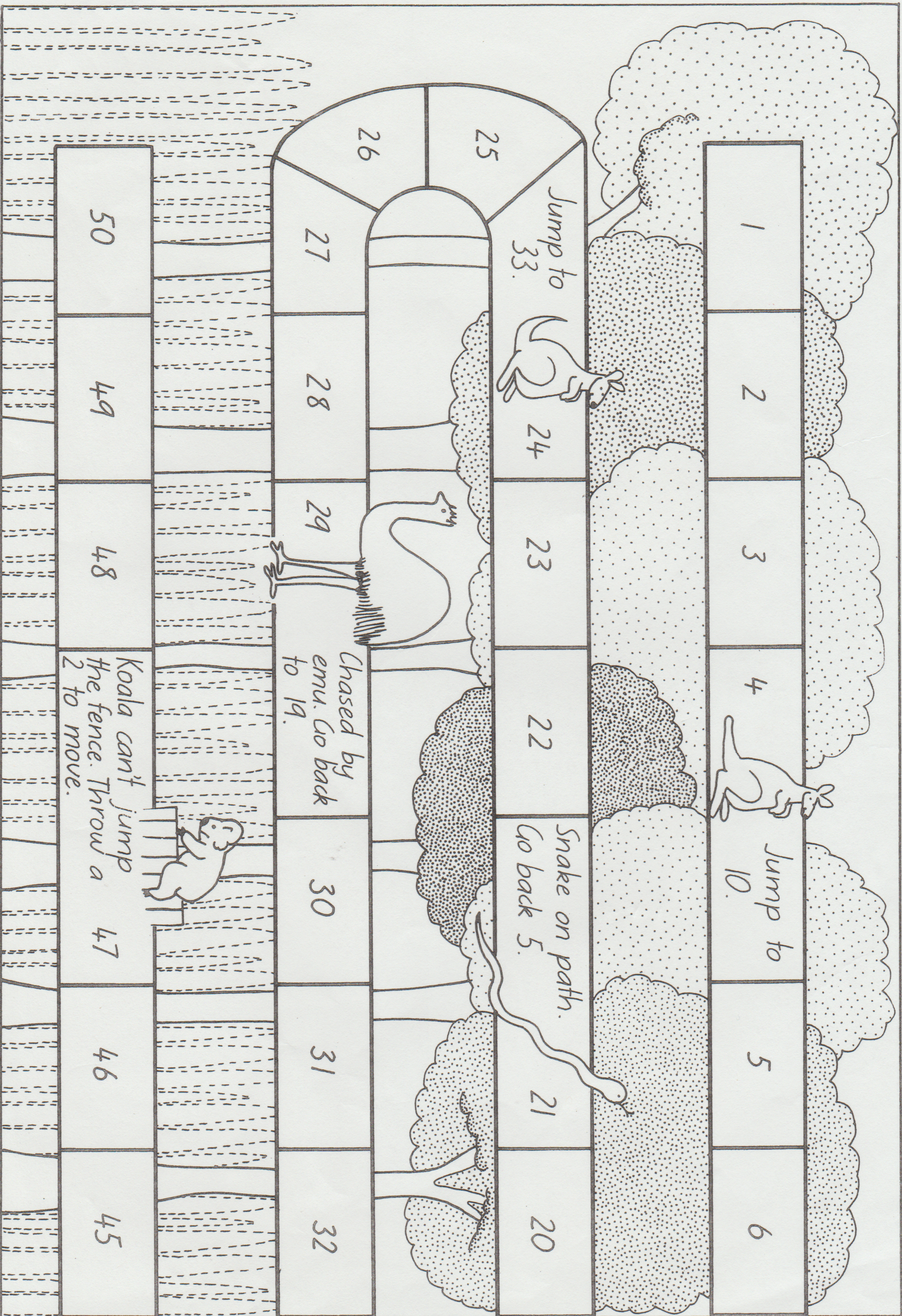
Australian Bush Board Game

Instructions:

1. Assemble the pages side by side and make the die if needed.
2. Collect a playing piece for each player (different coloured coin-sized paper or small toy etc).
3. Place all playing pieces near the first box.
4. Take turns rolling the die and moving the playing piece that number of boxes.
5. If a player lands on an animal, read and follow the instructions.
6. The winner is the first player to land exactly on the last box '50'.

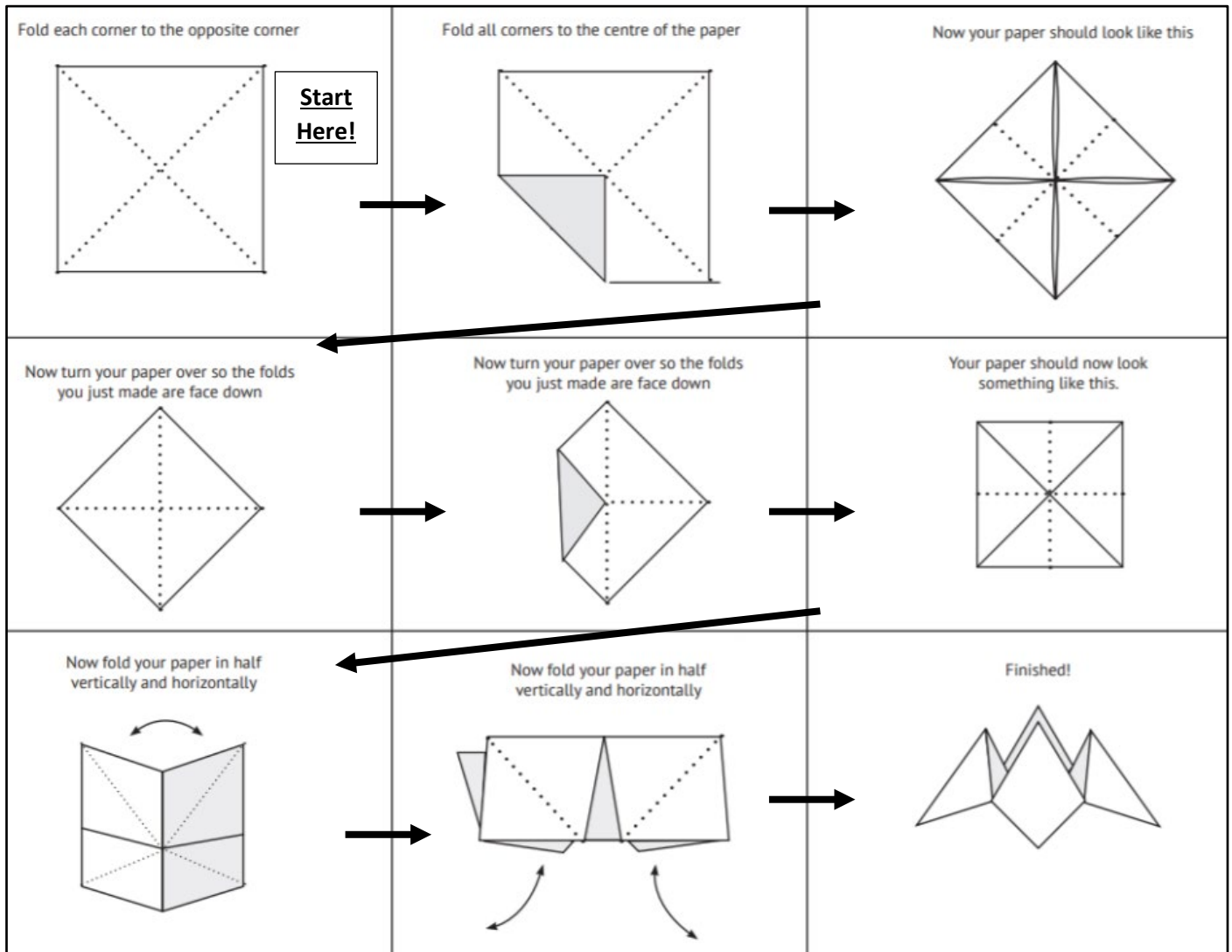
Enjoy!





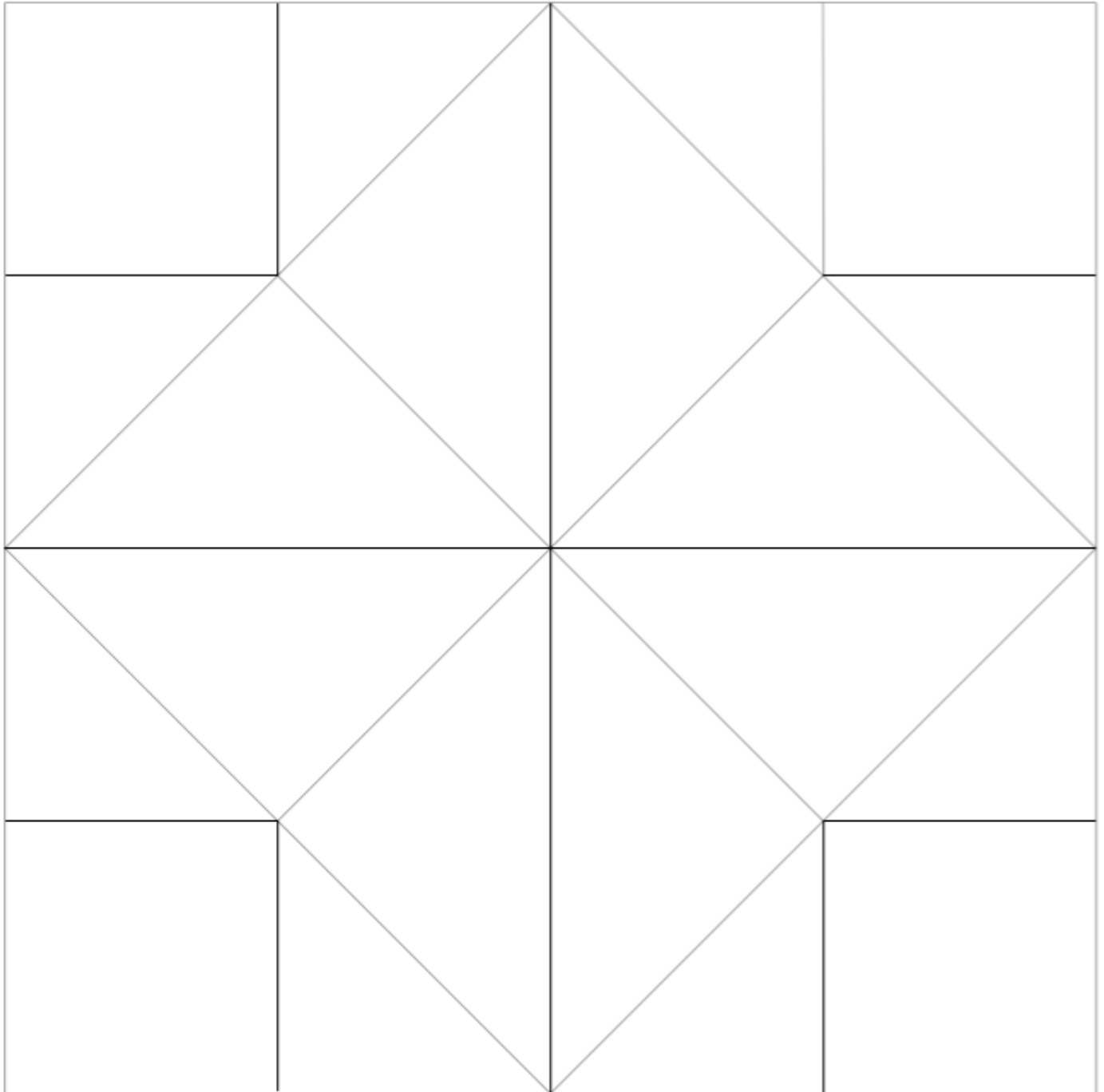
Let's Make a Chatterbox!

Cut out the template on the next page and follow these steps to create your own chatterbox. When you are done, you can then colour in and design it in your own way.



Chatterbox Template!

Cut around the outside edge of this square and follow the instructions on the previous page.

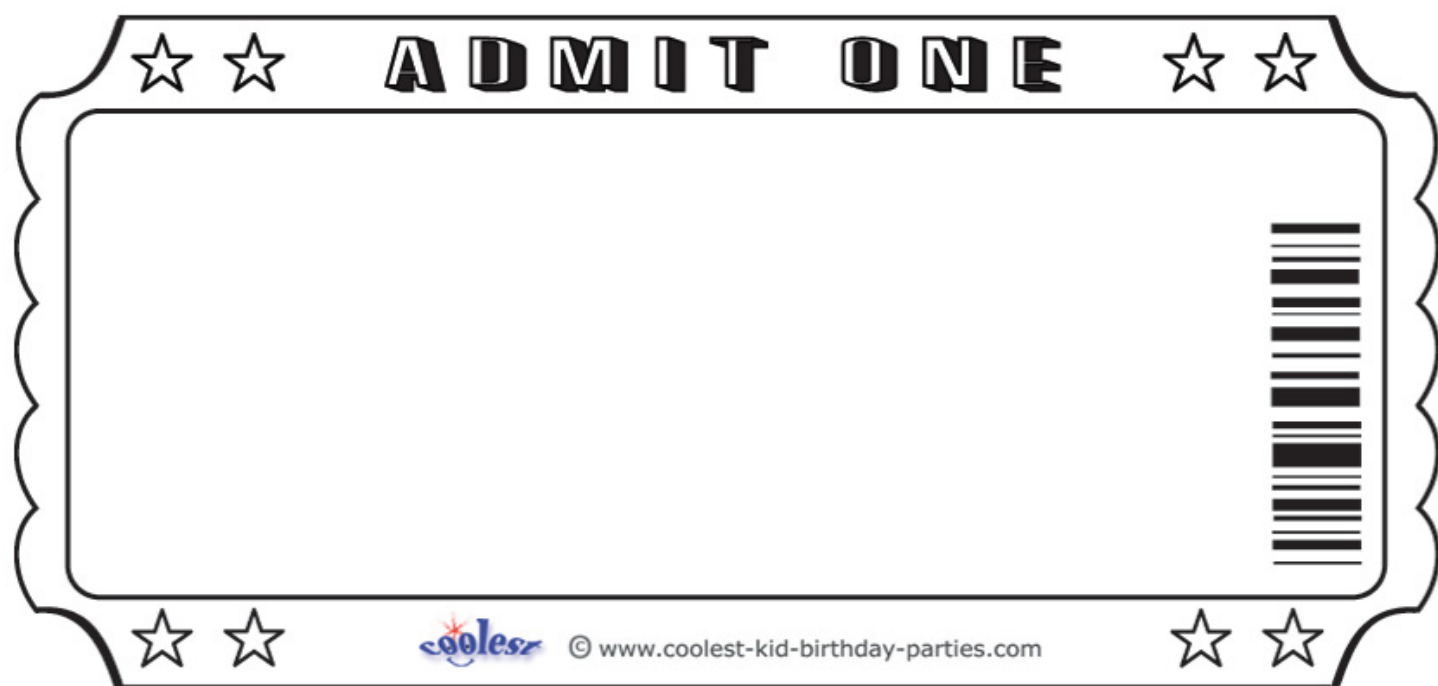
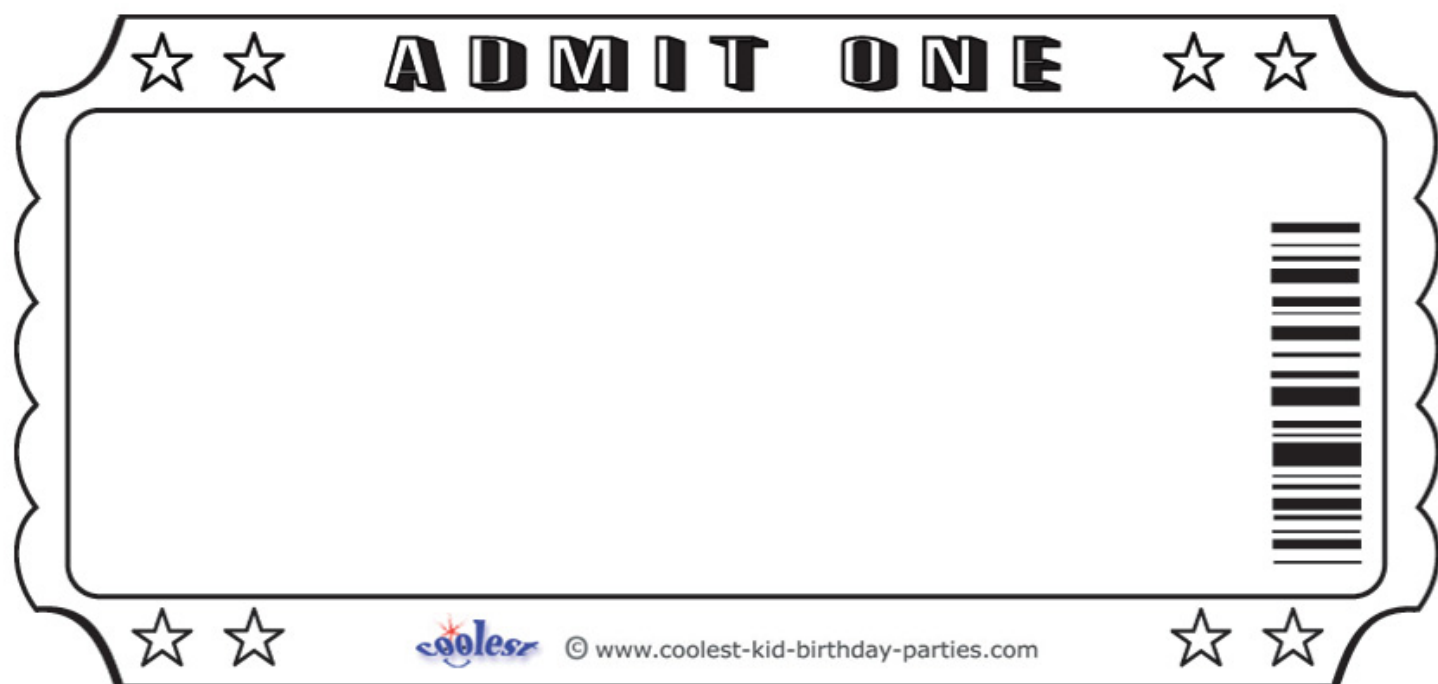


Friday Reward Day! - Design your own movie time!

Plan your movie time in the boxes below. Write or draw your ideas to help you plan.

What movie are you going to watch?	What time will the movie start?
Where will you watch the movie?	Will you have any snacks during the movie? If so, what snacks will you have?

Now it is time to design your movie tickets!
Remember to write the movie, time and place where you will watch the movie!



FUN EASY RECIPES FOR REWARD DAY THAT YOU CAN DO AT HOME!



DIY Fruit Yoghurt

400g light Greek-style yoghurt

125g strawberries (sliced)

125g blueberries

1 banana, sliced diagonally

1 mango, peeled, deseeded, cut into wedges

2 tbs passionfruit pulp

1 tbs pumpkin seed kernels

1 tbs black chia seeds

1 tbs shredded coconut

1 tbs rolled oats

METHOD

Spoon yoghurt into bowls. Top with fruit and sprinkle with toppings of your choice. Serve.



Fruity Yoghurt Pops

1 1/2 cups light Greek-style yoghurt

1 tbs honey

1/2 mango, peeled, thinly sliced

4 strawberries, hulled, thickly sliced

1/2 cup blueberries

METHOD

- 1.** Whisk yoghurt and honey in a small bowl until smooth and combined.
- 2.** Layer fruit and yoghurt mixture in 6 x 1/3-cup capacity ice block moulds.
- 3.** Insert wooden ice block sticks, and then freeze for 8 hours or overnight until set. Serve.



Boiled Egg with Rainbow Soldiers

- 8 spears asparagus, ends removed
- 1 red capsicum, cut into strips
- 1 medium Lebanese cucumber, cut into sticks
- 2 carrots, cut into sticks
- 1/3 cup hummus
- 4 slice wholemeal bread
- 4 large free range eggs, at room temperature

METHOD

1. Boil eggs in a large saucepan of water over medium-high heat for 4 minutes for soft-boiled. Meanwhile, in another saucepan blanch asparagus in boiling water for 3-4 minutes or until bright green and just tender.
2. Meanwhile, toast bread, spread with hummus and cut each slice into four strips
3. Drain eggs and asparagus. Run cold water over eggs and cut off tops. Serve eggs in eggcups with toast and rainbow vegetable soldiers for dipping.

Reward Time Activity Term 3 Week 10

Read and Draw:

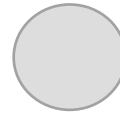
In this activity you'll be practising reading instructions to draw a fun picture.

You will need: **blue**, **red**, **green** and **yellow** colour pencils or crayons, and



1. Write your name under the instructions where it says 'My name is....'

2. Draw a medium-sized circle in the middle



This Photo by Unknown Author is licensed under CC BY-SA

3. Draw two small fish in the circle

4. Colour both fish **yellow**

5. Colour the rest of the water **blue**

6. Draw an apple tree on one side of the circle.



7. Colour the apples **red**.

8. Draw a towel under the tree

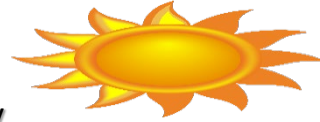


9. Add **green** and **yellow** stripes on the towel

10. Draw three clouds in the sky



11. Draw a sun in the corner of the sky



12. Put sunglasses



and a smile 😊 on the sun.

Now your turn to draw:

My name is: and this is my drawing

Year 2: Week 10 Specialist Learning Pack

Learning intention: We are learning to write to entertain with a warning tale.

Success Criteria: We can write a **title** for a warning tale using **alliteration**. We can write an **orientation**, a **warning**, a **complication**, and a **resolution** for a warning tale. We can write a **compound** and a **complex sentence**.

MONDAY REVISION

- Join the sentences below to make a compound sentence using a coordinating conjunction.

The rhino was huge. He was still fast on his feet.

- Select a name for your character and fill in the blanks for the **title**, **orientation**, **warning** and the **complication** of this text.

_____ the _____ Learns a Lesson.
name animal

In the grasslands of Africa lived _____, a young, _____ and playful _____.
name adjective animal

_____ was often told by his _____ not to wander away from the colony. "If you wander from the _____, you will be in _____!" warned his mother.
name someone


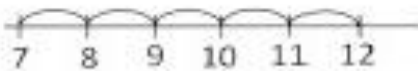

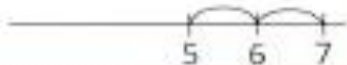

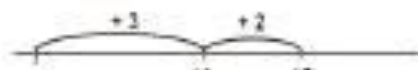


- Fill in the blanks for the complex sentence and re-write it on the line below.

Being the _____ badger Brett was, he couldn't help but to _____ off to _____.
adjective adjective verb

- What did your animal character do while not listening to the **warning**?

Without warning a _____ appeared from the _____ and _____ an unaware Brett...
The animal who attacks. place verb
ready to attack!

Week 10 Year 2 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 so the 2 bottom numbers add up to the top number.</p> <p>2 DIGIT PLACE VALUE</p> <div style="text-align: center;"> $\begin{array}{c} 65 \\ \swarrow \quad \searrow \\ 60 + \underline{\quad\quad} \end{array}$ <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 so the 2 bottom numbers add up to the top number.</p> <p>3 DIGIT PLACEVALUE</p> <div style="text-align: center;"> $\begin{array}{c} 174 \\ \swarrow \quad \searrow \\ 100 + \underline{\quad\quad} \end{array}$ <p><i>What will the other part look like?</i></p> </div> <p>Q3. What is the value of the <u>hundreds</u> in this number?</p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <div style="font-size: 2em; margin-right: 20px;">560</div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> Answer: </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"> $7 + 8 =$ $2 + 7 =$ <p style="text-align: center;"><u>Addition Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $6 + 8 =$ $9 + 3 =$ <p style="text-align: center;">Subtraction:</p> <p><u>Subtraction by ones:</u></p> <ol style="list-style-type: none"> $9 - 5 =$ $12 - 8 =$ <p style="text-align: center;"><u>Subtraction Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $17 - 9 =$ $11 - 5 =$ 	<p style="text-align: center;"><u>Addition and Subtraction by ones:</u></p> <div style="background-color: red; color: white; padding: 5px; text-align: center; font-size: 0.8em;">Addition and Subtraction - by 1's using a number line</div> <div style="text-align: center; margin-top: 10px;"> $7 + 5 = 12$  </div> <div style="text-align: center; margin-top: 10px;">  </div> <div style="border: 1px solid red; padding: 10px; margin-top: 10px; text-align: center;"> $7 - 2 = 5$   </div> <p style="text-align: center; margin-top: 20px;"><u>Addition and Subtraction Bridging to 10:</u></p> <div style="background-color: green; color: white; padding: 5px; text-align: center; font-size: 0.8em;">Addition and Subtraction - bridging to 10</div> <div style="text-align: center; margin-top: 10px;"> $7 + 5 = 12$  </div> <div style="text-align: center; margin-top: 10px;">  </div> <div style="border: 1px solid green; padding: 10px; margin-top: 10px; text-align: center;"> $12 - 5 = 7$   </div>

Making Groups of 2	Patterns	Chance and Probability																				
<p>Q1. DIVIDE – GROUPS OF 2</p> <p>Jana has 10 pizzas. She shares them into groups. There are 2 pizzas in each group. How many groups of 2 are there?</p> <p>Answer: _____ *Use counters or buttons to help you work out the answer.</p> <p>Q2. DIVIDE – GROUPS OF 2</p> <p>Ms Dooner has 8 cans of soft drink. She shares them into groups. There are 2 cans in each group. How many groups of 2 are there?</p> <p>Answer: _____ *Use counters or buttons to help you work out the answer.</p> <p><u>Optional Interactive Activity:</u> https://au.ixl.com/maths/year-1 https://au.ixl.com/maths/year-2</p>	<p>Q1. Mahmoud created a pattern that went like this:</p> <p>4, 8, 12, _____, 20, _____.</p> <p>Write the 2 missing numbers from the number pattern in the spaces provided.</p> <p>Q2. Selina created a pattern that went like this:</p> <p>12, 16, _____, 24, 28, _____.</p> <p>Write the 2 missing numbers from the number pattern in the spaces provided.</p> <p>Q3. Eric was counting forwards by 6s. He counted:</p> <p>6, 12, _____, 24, 30, 36</p> <p>What number is missing after 12? Fill it in the space provided.</p> <p>Q4. Michelle counted backwards by 6s. She counted:</p> <p>42, 36, 30, 24, 18, _____, _____.</p> <p>What two numbers comes before 18 to finish the pattern? Fill them in the spaces provided.</p>	<div><div>What is the Probability?</div><p>Cut out the squares below and match them to the correct event column. Try to work out whether the event is: impossible, unlikely, likely or certain?</p><table><tr><td>Impossible</td><td>Unlikely</td><td>Likely</td><td>Certain</td></tr></table><p>Remember: Impossible means it can't happen. Unlikely means a small chance of happening. Likely means there is a big chance of happening. Certain means it will always happen.</p><table><tr><td>It will rain today.</td><td>Someone from class will be away sick tomorrow.</td><td>You will drink water during the day.</td><td>It will be Christmas tomorrow.</td></tr><tr><td>A monster will walk through the door.</td><td>The day after Thursday will be Friday.</td><td>I will speak to friends today.</td><td>It will be dark tonight.</td></tr><tr><td>A triangle will have 3 sides.</td><td>You will have a dream tonight.</td><td>You will fly in a spaceship tonight.</td><td>Rolling an 8 of on a 6-sided die.</td></tr><tr><td>Ice will melt out of the freezer.</td><td>During a heavy storm, the house will be damaged.</td><td>A bee will fly into a hive.</td><td>A branch will fall from a nearby tree.</td></tr></table></div>	Impossible	Unlikely	Likely	Certain	It will rain today.	Someone from class will be away sick tomorrow.	You will drink water during the day.	It will be Christmas tomorrow.	A monster will walk through the door.	The day after Thursday will be Friday.	I will speak to friends today.	It will be dark tonight.	A triangle will have 3 sides.	You will have a dream tonight.	You will fly in a spaceship tonight.	Rolling an 8 of on a 6-sided die.	Ice will melt out of the freezer.	During a heavy storm, the house will be damaged.	A bee will fly into a hive.	A branch will fall from a nearby tree.
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