

Year 2 – Week 2 Learning from Home Checklist

Monday (11.10.21)	Tuesday (12.10.21)	Wednesday (13.10.21)	Thursday (14.10.21)	Friday (15.10.21)
Morning Routine <input type="checkbox"/> Write the days of the week in the correct order and then fill in the blanks Sentence of the Day <input type="checkbox"/> Adjective worksheet-students have to find adjectives within sentences	Morning Routine <input type="checkbox"/> Write the months of the year in the correct order and answer the question Sentence of the Day <input type="checkbox"/> Students write adjectives describing the tiger and then use them to write compound sentences	Morning Routine <input type="checkbox"/> Write long date and short date and circle the weather <input type="checkbox"/> Skip count by 5s and colour the hundreds chart Sentence of the Day <input type="checkbox"/> Students write adjectives describing the parrot and then use them to write compound sentences	Morning Routine <input type="checkbox"/> Copy the months of the year and answer the question Sentence of the Day <input type="checkbox"/> Compound sentences – students re-write compound sentences focusing on including adjectives	Morning Routine <input type="checkbox"/> Circle all the places that are in New South Wales <input type="checkbox"/> Write your favourite place in New South Wales Sentence of the Day <input type="checkbox"/> Compound sentences – students finish off compound sentences focusing on including adjectives
Reading <input type="checkbox"/> Level 1 & 2 – Lilly and the Tooth Fairy: read text and answer comprehension questions <input type="checkbox"/> Phonics – complete the find a word and find the /j/ words <input type="checkbox"/> Camera words – write a sentence for another, there and buy	Reading <input type="checkbox"/> Level 1 & 2 – How to look after a fish: read text and answer comprehension questions <input type="checkbox"/> Phonics – write sentences using the /j/ words <input type="checkbox"/> Camera words – look, cover, write and check the list of camera words	Reading <input type="checkbox"/> Level 1 & 2 –All about Japan: read text and answer comprehension questions <input type="checkbox"/> Phonics – Fill in the blanks for the /j/ words and draw a line to match them <input type="checkbox"/> Camera words – fill in the close passage and draw a picture	Reading <input type="checkbox"/> Level 1 & 2- The Ver Naughty Leprechaun: read text and answer comprehension questions <input type="checkbox"/> Phonics – Fill in the blanks using the /j/ words <input type="checkbox"/> Camera words – write a sentence using the word people, and fill in the blanks and draw a line to match the camera words	Reading <input type="checkbox"/> Level 1 & 2- All about Blue Heeler Dogs: 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"/> Copy the first argument for the persuasive text	Writing <input type="checkbox"/> Copy the first argument for the persuasive text	Writing <input type="checkbox"/> Copy the first argument for the persuasive text <input type="checkbox"/> Create your own karate title using alliteration	Writing <input type="checkbox"/> Fill in the blanks and copy the first argument for the persuasive text.	Writing <input type="checkbox"/> Fill in the blanks for the title, introduction and first argument.
Mathematics <input type="checkbox"/> Maths Mental Day 1 <input type="checkbox"/> Addition and Subtraction – create and complete addition and subtraction problems	Mathematics <input type="checkbox"/> Maths Mentals Day 2 <input type="checkbox"/> Place Value- Investigating 3-digit numbers.	Mathematics <input type="checkbox"/> Maths Mentals Day 3 <input type="checkbox"/> Fractions – Complete Wednesday's worksheet.	Mathematics <input type="checkbox"/> Maths Mentals Day 4 <input type="checkbox"/> Fractions – Complete Thursday's worksheet.	Mathematics <input type="checkbox"/> Maths Mentals Day 5 <input type="checkbox"/> Problem Solving (Place Value, Fractions and Addition & Subtraction) - Complete Friday's worksheet
	Handwriting <input type="checkbox"/> tail letters -y, p, g, j, q – 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 – people visit places for different reasons. Students' complete tasks which allow them to understand that people go to places for different reasons	Creative Arts <input type="checkbox"/> Design and construction-- Hachimaki
	PDH <input type="checkbox"/> Road Safety – Identify safe procedures to cross the road.	Wellbeing <input type="checkbox"/> Create a happy dance to your favourite song! <input type="checkbox"/> Watch the Headspace video and play 123 Freeze! <input type="checkbox"/> Try some Cosmic Kids Yoga!		PDHPE <input type="checkbox"/> Practice the fundamental movement skills: Catch

Year 2

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

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

Meeting ID: 661 7731 0191

Passcode: bsp

Hip Hop Session and Fitness Fridays

Hip Hop and Fitness Fridays are on again this term! For week 1, Hip Hop will be on Mondays. Fitness Fridays will still be on Fridays. Remember to check the times carefully below so you don't miss out!

The two sessions use a different zoom link for this term.

HIP HOP LINK

<https://us06web.zoom.us/j/86908836259?pwd=M2NXMnNhQ2lITUVqd00zUm92cEtJQT09>

Meeting ID: 869 0883 6259

Passcode: 228368

FITNESS LINK

<https://us06web.zoom.us/j/85329582592?pwd=djJaUIMyZWVhaG54R08yYUJDdGdmdz09>

Meeting ID: 853 2958 2592

Passcode: 582814

Week 1	Tuesday - 5th	FRIDAY - 8th
	12:45-1:15 - Blaxcell St PS K-6 Hip Hop	1:30-2:00 - Blaxcell St PS K-6 Fitness

Week 2	MONDAY - 11th	FRIDAY - 15th
	12:45-1:15 - Blaxcell St PS K-6 Hip Hop	1:30-2:00 - Blaxcell St PS K-6 Fitness

Week 3	MONDAY - 18th	FRIDAY – 22nd
	12:45-1:15 - Blaxcell St PS K-6 Hip Hop	1:30-2:00 - Blaxcell St PS K-6 Fitness

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.

Morning Routine – Monday

Write the days of the week in the correct order

Thursday	1.
Tuesday	2.
Friday	3.
Saturday	4.
Sunday	5.
Monday	6.
Wednesday	7.

Today is _____.

Tomorrow is _____.

How many days are in one week? _____

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

T _ e _ d _ y

Morning Routine – Tuesday

Put the months of the year in the correct order

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

What month is it now? _____

Morning Routine – Wednesday

Write the long date: _____

Write the short date: ____/____/____

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



Skip count by 5s 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 – Thursday

Copy 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>		

What is the 11th month of the year? _____

Morning Routine – Friday

Circle all the places that are in New South Wales.



Sydney Harbour Bridge



Sydney Centre Point Tower



Uluru



Great Barrier Reef



Federation Square



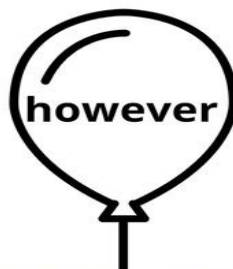
Sydney Opera House

What is your favourite place in New South Wales?

Sentence of the Day Week 2

Conjunctions

Words that connect phrases, clauses, and other words.



Adjectives



hot
dry
sandy

**Adjectives are
describing words.
They tell what
the noun is like.**

Monday

Finding Adjectives

1. The cat is pretty.
2. I have long legs.
3. She found a shiny shell.
4. The happy penguin looked up.
5. The big elephant drank water.
6. The dog had fluffy fur.

Read the sentences and circle the adjective in each of them.

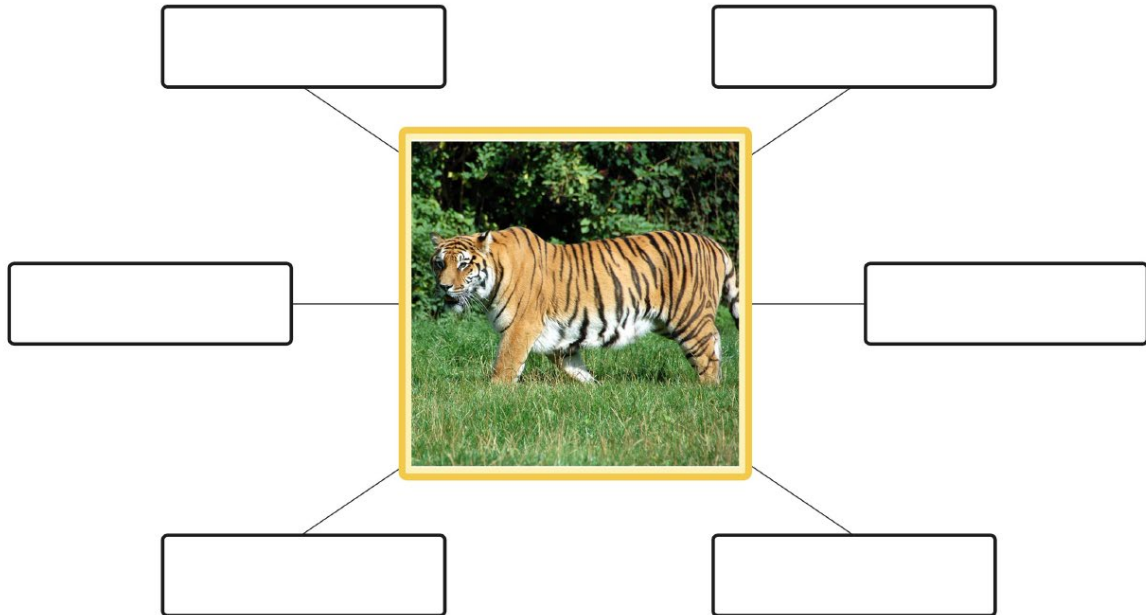


Now, choose three of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

Example: The cat is beautiful.

Tuesday

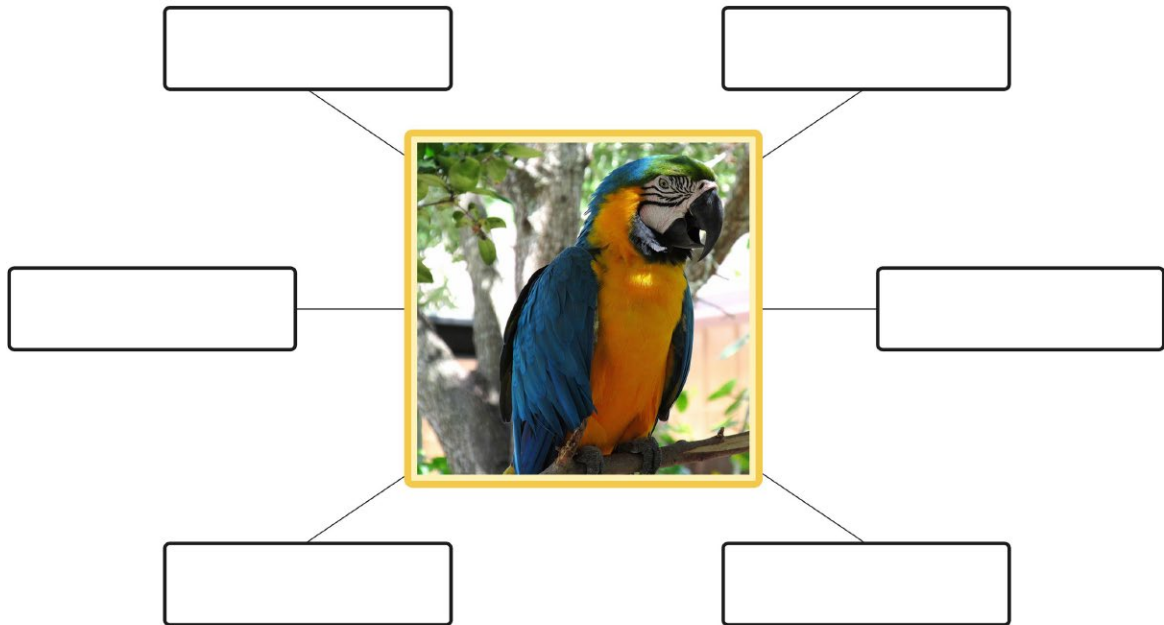
Describe the tiger:



Use the adjectives above to write compound sentences about the tiger.

Wednesday

Describe the parrot:



Use the adjectives above to write compound sentences about the tiger.

Thursday

Powerful Adjectives

Rewrite and improve these sentences by using powerful adjectives to describe each noun.

1. The lady was sitting in a chair.

2. My mum had a haircut.

3. The weather on the beach was blustery.

4. Lorna got a new puppy.

5. The story written by Fred was good.

6. We got on the coach to go on our school trip.

7. Miss Riley always tells jokes.

8. The birds played with their toys inside the cage.



Friday

Write a compound sentence of each picture using the adjectives provided in the box.

A Sentence a Day Writing Sheets

Write a sentence to go with each picture.

fancy, loud, happy, delicious, tiny, fabulous, sad, energetic, fragile, colourful



The bird is _____



The boy is _____



The lamb is feeling _____



The ice cream looks _____



This ladybird feels _____

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

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

Unit 11 Word Find

q	g	y	m	y	ge	c	a	g	e
p	g	f	j	u	m	p	l	m	l
i	e	dge	x	t	v	g	n	m	e
ge	n	s	t	a	g	e	qu	u	dge
on	ie	a	j	t	r	n	ch	d	g
g	s	m	u	dge	ge	d	a	j	e
g	f	c	m	l	o	e	r	o	a
d	v	oy	a	ge	i	r	ge	k	ie
g	i	n	g	er	d	c	j	e	t

cage

joke

jet

pigeon

stage

gym

smudge

jump

voyage

ledge

charge

ginger

Tuesday 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 😊

jug	giant	fudge	giraffe
damage	message	joke	jelly

How did you go?



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

Fill in the blanks to complete the 'j' words and then draw a line to match it to the correct word.

• June

• p _ _ e o n

• package

• _ i r a _ _ e

• fridge

• _ u _ p

• pigeon

• _ u n _

• energy

• f _ i _ _ e

• jump

• p _ c k _ _ _

• giraffe

• e _ e _ _ y

Draw a picture of a giraffe and a pigeon!



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

Fill in the blanks using the phonics words

jump	stage	giraffe
just	gym	charge

1. I had to _____ my Ipad.
2. The _____ ate leaves from the tall trees.
3. I like to _____ on my trampoline.
4. I go to the _____ to help me stay fit.
5. I made it to the bus stop _____ in time!
6. I performed a song on the _____.

Draw a picture of your favourite sentence!



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



INSTRUCTIONS

Fly the plane through the clouds. Only fly through clouds with real words on them. Read carefully.



edge

ege

gym

jym

jiant

giant

grudge

gruge

gog

jog

voyage

voyadge

jender

gender

nuj

nudge

tragic

trajic



vedgetable

vegetable

sludge

sluge

magic

majic

sausadge

sausage

page

paje

bridge

brige

surjon

surgeon

postage

postadge

plege

pledge



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!**



Monday

1. 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.

another

there

buy



Tuesday

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

<i>about</i>		
<i>friend</i>		
<i>many</i>		
<i>down</i>		
<i>would</i>		
<i>trouble</i>		
<i>yacht</i>		
<i>sugar</i>		
<i>gone</i>		
<i>listen</i>		



Wednesday

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

listen

brother

house

My _____ told me that it is
important to _____ to my
mother. She told me to tidy up
the _____.

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

people

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.

listen

_ _ _ _ n d

sister

/ _ _ _ e n

brother

_ _ _ _ h e r

friend

_ _ _ t e r



Friday

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

I am very bisy cleaning my howse.

i luv swimming in the calm oshen.

That gurl toock the lollies.

Lilly and the Tooth Fairy

Tomorrow was the school trip to the chocolate factory and Lilly was trying to get to sleep. Her tooth was wobbly and she really wanted it to fall out. If it did, the tooth fairy could leave her some money to buy a Choccy-Choc-Choc bar!

But the tooth would not come out! Lilly tried to forget about it and fall asleep.



"Lilly..."

Lilly thought she heard someone, so she opened her eyes.

"Hello, Lilly," said a glowing little creature.

"Oh-my-goodness!" Lilly shrieked.

"I didn't mean to scare you," the little creature said. "My name is Pixie-Dust and I am here for your tooth."

The little creature looked like a tiny princess. She had small wings, a wand and she was wearing a twinkly green dress.

"I am sorry," Lilly said, "but my tooth hasn't come out!" As she was talking, her tongue rolled across her wobbly tooth... but it wasn't there! Lilly felt her pillow. There was something small and hard! "My tooth!" she squealed. "It did come out!"

Pixie-Dust flew over and took the tooth. "Thank you," she said. Then she waved her little wand.



Reading Term 4 Week 2 Monday Level 1

Lilly and the Tooth Fairy

When Lilly woke up, she felt her wobbly tooth. It was missing! She remembered a funny dream about a little tooth fairy. "How strange," she said with a yawn. Then she felt something hard under her pillow.

It was a coin!

Lilly quickly got dressed. She couldn't wait for the school trip to the chocolate factory. Now she could buy a Choccy-Choc-Choc bar!

"Thank you," Lilly whispered, and somewhere in a far-off land, a little fairy smiled.



Bonus Question!

What do you think the little fairy does with all the teeth she collects?

Reading Term 4 Week 2 Monday Level 1

Questions

1. Where was Lilly going on the school trip? Tick one.

- ☐ chocolate shop
- ☐ chocolate factory
- ☐ Fairy-land

2. Who was the glowing little creature?

3. Why was Lilly sorry?

4. Match the characters to the actions they did in the story.

Lilly

spoke nice and politely.

Pixie-Dust

felt her pillow.

Lilly and Pixie Dust

waved her wand.

5. Number the events below to show the order in which they happen in the story.

- ☐ Lilly finds a coin.
- ☐ Lilly tries to fall asleep.
- ☐ Lilly remembers a funny dream.
- ☐ Pixie-Dust waves her wand.

Lilly and the Tooth Fairy

Lilly was lying in bed trying to get to sleep. Tomorrow was the school trip to the chocolate factory. Lilly really wanted her first tooth to fall out. Then the tooth fairy could leave her some money to buy a Choccy-Choc-Choc bar!

But her tooth didn't want to come out. She closed her eyes and tried to fall asleep.



"Lilly..."

Lilly thought she heard someone, so she opened her eyes.

"Hello, Lilly," said a glowing little creature.

"Oh-my-goodnesh!" Lilly shrieked.

"I didn't mean to scare you," the little creature said. "My name is Pixie-Dust and I am here for your tooth."

The little creature looked like a tiny princess. She was hovering by Lilly's bedside table and was the size of a doll. She had a small wand and was wearing a twinkly green dress.

"I'm shorry," Lilly said. "But my toosh hasn't come out yet." Lilly thought she must be really tired as her voice sounded a bit funny.

"That's odd," Pixie-Dust said. She took out a small tablet and turned it on. "Hmm, you are Lilly Molaire of 23, Wood Close, aren't you?"



"Yesh," Lilly nodded.

"Well, it says that I am to pick up your first milk tooth," Pixie-Dust explained.

"Oh," Lilly replied, not really knowing what else to say. "I am shorry but my toosh hasn't..." As she was talking, her tongue rolled across her wobbly tooth... but it wasn't there! Lilly felt her pillow. There was something small and hard! "My toosh!" she squealed. "It came out! That musht be why I'm shpeaking weirdly!"

Pixie-Dust fluttered over and took the tooth. "Thank you," she said. Then she waved her little wand.



When Lilly woke up, she felt her wobbly tooth with her tongue. It was missing! She remembered a funny dream about a little tooth fairy. "How shtrange," she said with a yawn. As she stretched, she felt something hard under her pillow.

It was a coin!

Lilly pulled back the covers and quickly got dressed. She couldn't wait for the school trip to the chocolate factory. Now she could buy a Choccy-Choc-Choc bar!

"Thank you," Lilly whispered, and somewhere in a far-off land, a little fairy smiled.



Reading Term 4 Week 2 Monday Level 2

Questions

1. What did Lilly do with her tongue when she was trying to get to sleep?

Tick **one**.

- ☐ stuck it out
☐ bit it
☐ rolled it over her wobbly tooth

2. Lilly shrieked. Why did Lilly shriek?

3. "I'm shorry," Lilly said. "But my toosh hasn't come out yet."
Why was Lilly's voice sounding strange?

4. Pixie-Dust fluttered over and took the tooth.
What word could you use instead of 'fluttered'?

5. Number the events below to show the order in which they happen in the story.

- ☐ Lilly stretched.
☐ Lilly thought she heard someone.
☐ Lilly closed her eyes and tried to fall asleep.
☐ Lilly found a coin.
☐ Pixie-Dust turned on a small tablet.

"Thank you," Lilly whispered, and somewhere in a far-off land, a little fairy smiled.

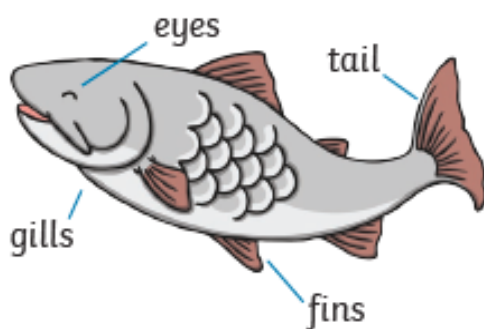
Who was it that smiled, and why do you think they did this?

Taking Care of a fish



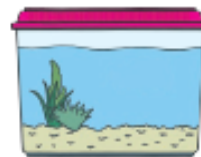
Fish are easy pets to look after because they do not need lots of equipment.

What does a fish look like?



What does a fish need?

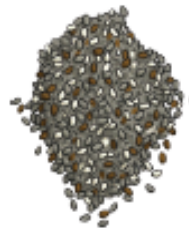
fish tank



clean water



fish food



somewhere to hide

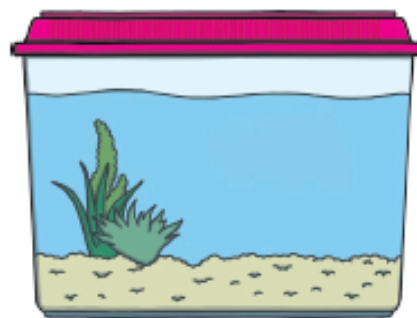


What do I need to remember about having my fish?



Different fish require different things. A goldfish needs cold water but other fish, like tropical fish, need warm water. Some fish need to be in salty water, like seawater, whereas other need fresh water.

How do I keep my fish healthy?



Fish breathe by taking in water through their gills. Therefore, it is vital for the water to be cleaned regularly. In a tank, the water is often cleaned by a filter.

Reading Term 4 Week 2 Tuesday Level 1

Questions

1. Tick two body parts that a fish has.

gills ☐

fins ☐

legs ☐

2. Fish do not need a lot of equipment.

true ☐

false ☐

3. Tropical fish need_____.

cold water ☐

warm water ☐

tepid water ☐

4. Fish take in water through their_____.

gills ☐

mouths ☐

eyes ☐

5. In the following sentence, what does the word 'vital' mean?

'Therefore, it is vital for the water to be cleaned regularly.'

not needed ☐

important ☐

special ☐

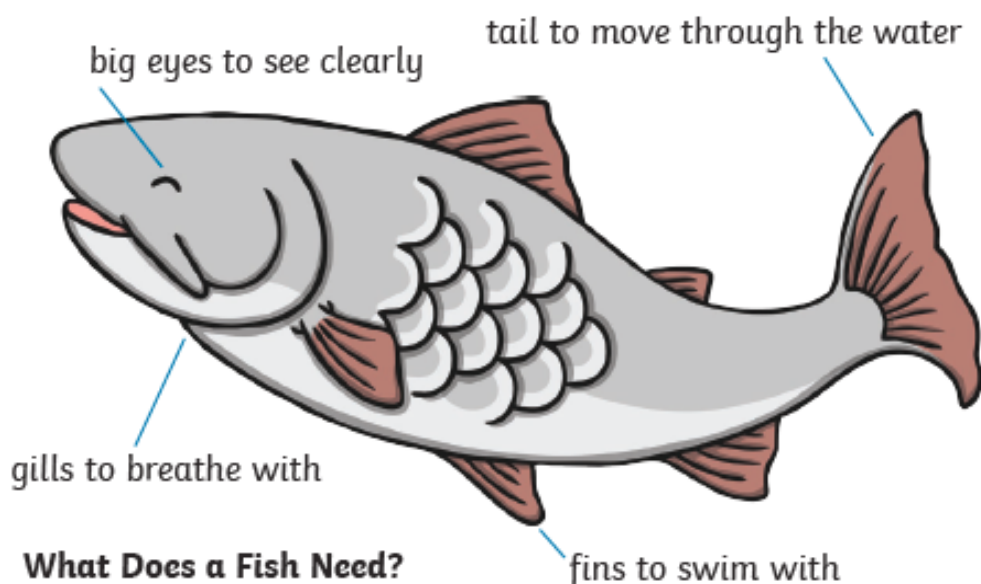
Taking Care of a fish



Fish are very popular pets. Unlike dogs and cats, they are not soft and cuddly, but they are beautiful to watch and very calming.

What Does a Fish Look Like?

Fish, which come in a wide range of colours, are small animals that live in water. They move through the water using their fins and tails to help them. On the side, they have gills that they use to help them breathe underwater. Additionally, they have large eyes to help them look around.



What Does a Fish Need?

In the home, fish need to be kept in a fish tank. If there is just one fish, like a goldfish, then they can live in a fairly small tank but they need enough room to move freely. You may choose to keep lots of fish at one time, but if you do, you will need a large tank. Some fish live in cold water so their tank can be filled with water from the tap. Others need warm water to survive so their tank needs to have a special part that heats the water up. Some fish need fresh water, while others will need salt water in order to stay healthy.

Reading Term 4 Week 2 Tuesday Level 2

What Else Do I Need to Keep My Fish Healthy?

It is vital to keep the water in fish tanks clean. This is because fish breathe using their gills (small slits down the side of their bodies). If the water is dirty, they are 'breathing in' the dirt from the water, which can make them ill. Fish tanks



Questions

1. What do gills help fish to do?

swim ☐

breathe ☐

eat ☐

2. Why would you need a large fish tank?

3. Why do some tanks need a water heater?

4. Find and copy one word which means 'important'.

5. What might happen to a fish if the owner forgot to keep its tank clean?

6. In your opinion, would a fish be an easy pet to look after?



All About Japan Lvl 1



Japan is a country in Asia.
It is made up of lots of islands.



Facts About Japan

Capital: Tokyo

Population: 127 million people

Language: Japanese

Flag:



What Is Japanese Food Like?

Sushi is a popular meal. It is made from rice, seaweed and raw (uncooked) fish.

There are lots of other Japanese foods too:



katsu curry



ramen noodles



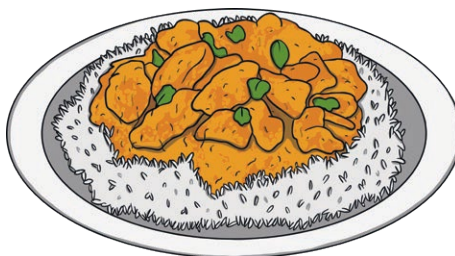
bento lunches

What Is the Weather Like in Japan?

Japan has four seasons. They are spring, summer, autumn and winter.

The weather is very different across Japan. The north of Japan gets very cold in winter and warm in summer. Many people go there to ski.

The south of Japan stays warm all year. Many people go to the sandy beaches for holidays.



What Can You See in Japan?



The Golden Temple



Mount Fuji



Sandy beaches in Okinawa



Questions Level 1

1. Where is Japan? Tick one.

- ☐ Asia
- ☐ England
- ☐ Islands

2. What is the capital city of Japan? Tick one.

- ☐ Japanese
- ☐ Tokyo
- ☐ Sushi

- ☐ three
- ☐ four
- ☐ five

- ☐ uncooked
- ☐ cooked
- ☐ seaweed

- ☐ The Golden Temple
- ☐ Mount Fuji
- ☐ sandy beaches



All About Japan Lvl 2



Japan is a country in the continent of Asia, on the edge of the Pacific Ocean. It is made up of 6852 islands altogether but most people live on the four main islands: Hokkaido, Honshu, Shikoku and Kyushu.



Key Facts



The population of Japan is about 127 million, which is nearly twice the population of the UK (66 million) and more than five times the population of Australia (25 million).



The capital city is Tokyo which is one of the world's 'megacities' because so many people live there. If you add all the people living in cities next to Tokyo, the population of this area totals 38 million people!

People in Japan speak Japanese (called 'Nihongo'). Like in other countries, the accent is different in different parts of the country.



What Is the Weather Like in Japan?

The weather changes throughout the year. Japan has four seasons, like the UK, South Korea and other countries.

The spring months of March and April are popular with tourists because the cherry blossoms are very beautiful. Autumn is also a busy time because it is cooler than the summer and the autumn leaves look stunning.

The summer months of July and August are very hot and humid.

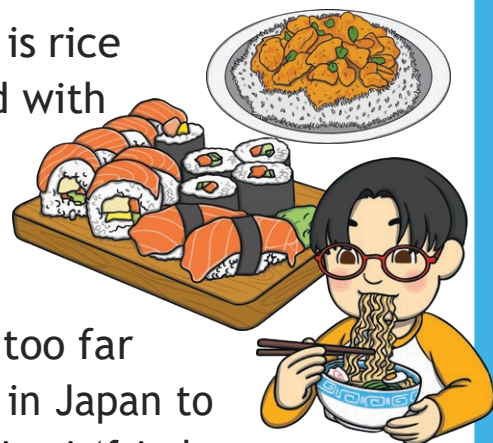
The winter months may be very cold with heavy snowfall.



What Is Japanese Food Like?

Rice plants grow very well in Japan so there is rice with most meals. Breakfast is usually served with rice and soup.

Sushi is a famous Japanese food made from raw fish and rice. Fresh fish is easily available in Japan because the sea is never too far away. However, there are lots of other foods in Japan to choose from, such as noodles, Kobe beef, yakitori (fried chicken) and pancakes (called 'okonomiyaki').



What Can You See in Japan?

There are many interesting places to see:



The Golden Temple



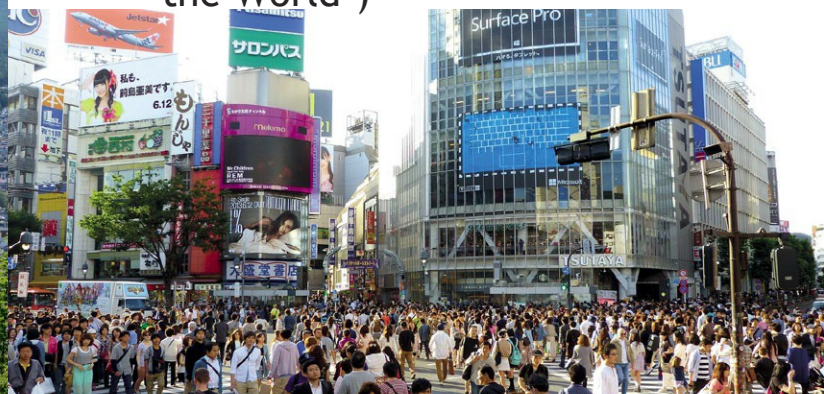
Mount Fuji



Himeji Castle



The Shibuya Crossing (nicknamed 'The Busiest Crossing in the World')



Questions Level 2

1. How many islands are there in Japan in total? Tick one.

- ☐ four
☐ 6852
☐ 127

2. How many times bigger is the population of Japan than the population of Australia? Tick one.

- ☐ twice
☐ five times
☐ 127 million

3. Fill in the missing word.

The winter months may be very cold with heavy_____.

4. Find and copy one word that means 'uncooked'.

5. What is the nickname of the Shibuya Crossing?

6. Bob says, 'If you go to Japan, there is only raw fish and rice to eat'.
 Do you agree?

Yes / No

Explain why you think that, using evidence from the text.

Reading Term 4 Week 2 Thursday Level 1

The Very Naughty Leprechaun



Niall was a very naughty leprechaun. He lived by himself in the woods and loved playing tricks on all the animals.

It was Niall's birthday and it was going to be the best birthday ever. He was looking forward to his birthday cake but first he wanted to play his favourite trick on the animals.

Niall made himself invisible and waited in the bushes.

Before long, Rosa Rabbit came hopping by with a bag of carrots.

"It's my birthday!" Niall shouted, when she was very close.

"Aaahhh!" Rosa screamed, throwing the carrots in the air.

The carrots landed on her head with a clump! Clump! CLUMP!

"You naughty leprechaun!" she shouted and angrily hopped away.

After Niall had stopped laughing, he settled down in the bushes once more.

Before long, Barry Badger came trotting by with a bag of flour.

"It's my birthday!" Niall shouted, when he was very close.

"Aaahhh!" Barry screamed, throwing the flour in the air.

The flour landed on his head with a flump!

Flump! FLUMP!

"You naughty leprechaun!" he growled and angrily trotted away.

After Niall had stopped laughing, he settled down in the bushes yet again.



Reading Term 4 Week 2 Thursday Level 1

The Very Naughty Leprechaun

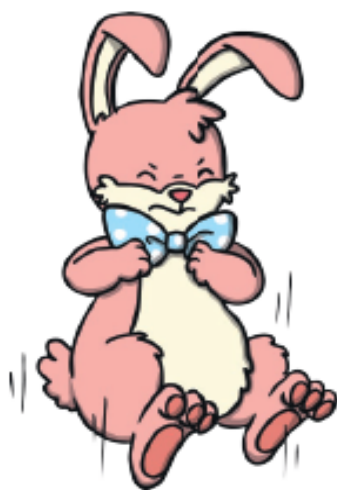
Before long, Hannah Hen came bobbing by with a box of eggs. "It's my birthday!" Niall shouted, when she was very close. "Aaahhh!" Hannah screamed, throwing the eggs in the air. The eggs landed on her head with a smash! Smash! SMASH! "You naughty leprechaun!" she clucked and quickly bobbed away. After Niall had stopped laughing, he walked back to his house in the old oak tree.

When he got there, the animals were waiting for him. Rosa had a big bruise on her head, Barry was completely white and Hannah had egg yolk dripping from her beak.

"Hello," Niall giggled.

"We made you a birthday carrot cake," Barry said.

"You remembered my birthday?" Niall squealed.



"Yes," Hannah clucked. She gave Niall the cake.

Niall looked down. Instead of the cake, it was a plate full of bashed carrots, smashed egg shells and powdery flour.

"Someone ruined all our ingredients," Rosa said. "Happy birthday."

"Oh," Niall said, sadly. "Thank you."

It was the worst birthday ever...

Reading Term 4 Week 2 Thursday Level 1

Questions

1. Who did Niall live with? Tick **one**.

- ☐ the animals
- ☐ Rosa Rabbit
- ☐ no-one, he lived by himself

2. What did Niall love doing?

3. Match the sound to the correct food when it lands on the animals' heads.

clump •

• flour

flush •

• eggs

smash •

• carrots

4. 'Niall looked down. Instead of the cake, it was a plate full of...'

Find and copy one thing on the plate instead of the cake:

5. Number the events below to show the order in which they happen in the story.

- ☐ Niall speaks sadly.
- ☐ Barry Badger comes trotting by.
- ☐ Niall makes himself invisible for the first time.
- ☐ The animals meet Niall at his house.

Reading Term 4 Week 2 Thursday Level 2

The Very Naughty Leprechaun



Niall was a very naughty leprechaun. He lived by himself in the woods and loved playing tricks on all the animals.

It was Niall's birthday and it was going to be the best birthday ever. He was looking forward to his birthday cake but first he wanted to play his favourite trick on the animals.

Niall made himself invisible and waited in the bushes.

Before long, Rosa Rabbit came hopping by with a bag of carrots.

"It's my birthday!" Niall shouted, when she was very close.

"Aaahhh!" Rosa screamed, throwing the carrots in the air.

The carrots landed on her head with a clump! Clump! CLUMP!

"You naughty leprechaun!" she shouted and angrily hopped away.

After Niall had stopped laughing, he settled down in the bushes once more.

Before long, Barry Badger came trotting by with a bag of flour.

"It's my birthday!" Niall shouted, when he was very close.

"Aaahhh!" Barry screamed, throwing the flour in the air.

The flour landed on his head with a flump!
Flump! FLUMP!

"You naughty leprechaun!" he growled and angrily trotted away.

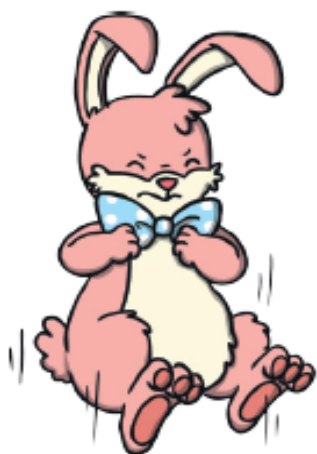
After Niall had stopped laughing, he settled down in the bushes yet again.



Reading Term 4 Week 2 Thursday Level 2

The Very Naughty Leprechaun

Before long, Hannah Hen came bobbing by with a box of eggs. "It's my birthday!" Niall shouted, when she was very close. "Aaahhh!" Hannah screamed, throwing the eggs in the air. The eggs landed on her head with a smash! Smash! SMASH! "You naughty leprechaun!" she clucked and quickly bobbed away. After Niall had stopped laughing, he walked back to his house in the old oak tree. When he got there, the animals were waiting for him. Rosa had a big bruise on her head, Barry was completely white and Hannah had egg yolk dripping from her beak. "Hello," Niall giggled. "We made you a carrot cake," Barry said, brushing the flour from his eyes. "You remembered my birthday?" Niall squealed. "Yes," Hannah clucked. She gave Niall the cake.



Niall looked down at what was supposed to be a freshly baked birthday cake, but instead of the cake, it was a plate full of bashed carrots, smashed egg shells and powdery flour.

"Someone ruined all of our ingredients," Rosa said. "Happy birthday."

"Oh," Niall said, sadly. "Thank you."

It was the worst birthday ever...

Reading Term 4 Week 2 Thursday Level 2

Questions

1. What did Niall do after he became invisible? Tick **one**.

- ☐ lived by himself
- ☐ laughed
- ☐ waited in the bushes
- ☐ shouted

2. Why do you think Rosa screamed and threw her carrots in the air?

3. Find and copy what the animals shouted at Niall after they threw their food in the air:

4. "Someone ruined all our ingredients," Rosa said. "Happy birthday." Who is the 'someone' Rosa is talking about?

5. Number the events below to show the order in which they happen in the story.

- ☐ The animals give Niall a plateful of raw ingredients.
- ☐ Niall meets the animals by the old oak tree.
- ☐ Niall thinks it's going to be the best birthday ever.
- ☐ Flump! Flour lands on Barry's head.
- ☐ Niall thinks it's the worst birthday ever.

6. "Oh," Niall said, sadly.

Why do you think Niall was sad at this point in the story?

Reading Term 4 Week 2 Friday Level 1

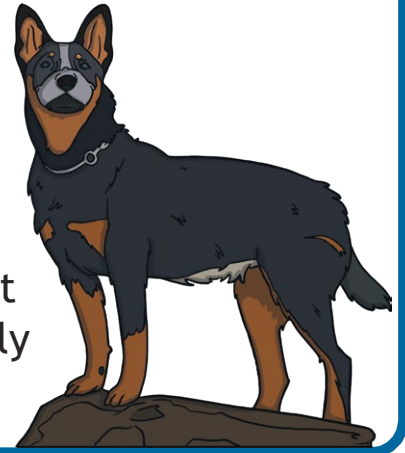
All About Blue Heeler Dogs

The Blue Heeler is also called an Australian Cattle Dog. Blue Heelers are known for being a working dog and are very intelligent. They are extremely energetic dogs and need a lot of exercise.

A Blue Heeler was the oldest dog in the world. It was called Bluey and it lived to 29 years old.

In dog years, that's 129 years old! In 1840, George Elliot (an Australian cattle farmer) began crossbreeding Dingoes with Collies. He named the breed a Blue Heeler.

A Blue Heeler's coat is dark blue. It has hints of light blue colouring through the coat. Blue Heelers typically have black patches around their ears and eyes.



1. Blue Heelers are known for being: (Tick the correct answers)

- ☐ Intelligent ☐ Lazy ☐ A working dog

2. How old did Bluey the oldest dog in the world live to?
(Tick the correct answer)

- ☐ 10 years old ☐ 35 years old ☐ 29 years old

3. A Blue Heeler needs a _____ of exercise. (Fill in the missing word)

4. A Blue Heelers coat are which colours? (Tick the correct answers)

- ☐ Dark blue
☐ Brown
☐ Hints of light blue
☐ Red

5. What was the name of the Australian cattle farmer who first crossbred Blue Heelers? (Tick the correct answer)

- ☐ George Brown
☐ George Elliot
☐ Elliot Simpson

Reading Term 4 Week 2 Friday Level 2

All About Blue Heeler Dogs

The Blue Heeler is also called an Australian Cattle Dog. Blue Heelers are known for being a working dog and are very intelligent. They are extremely energetic dogs and need a lot of exercise. A Blue Heeler was the oldest dog in the world. It was called Bluey and it lived to 29 years old. In dog years, that's 129 years old!

In 1840, George Elliot (an Australian cattle farmer) began crossbreeding Dingoes with Collies. He named the breed a Blue Heeler. By crossbreeding the Dingo and a Collie, Elliot believed it would create a world-class working dog. This was a success as the Blue Heeler is a tough and hardworking dog. Some say the hardest working dog in the world!

Since that time, the Blue Heeler females have been crossbred with many other dogs (such as Dalmatians and Kelpies).

A Blue Heeler's coat is dark blue. It has hints of light blue colouring through the coat. Blue Heelers typically have black patches around their ears and eyes.



1. What are Blue Heelers known for?

2. How old did Bluey the oldest dog in the world live to?

3. How many years is that in dog years? (Tick the correct answer)

☐ 150

☐ 70

☐ 129

4. What colours are in a Blue Heelers coat?

5. What was the name of the Australian cattle farmer who first crossbred Blue Heelers?

6. In what year was the first Blue Heeler crossbred?
(Tick the correct answer)

☐ 1890

☐ 1940

☐ 1840

7. What two breeds of dog did George Elliot crossbreed to create the Blue Heeler?

Writing – Monday

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.

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.

First argument

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 first argument links to the first reason in our introduction. We introduce the idea and explain it to try and convince our audience.

Copy the first argument on the lines below:

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

Writing – Tuesday

The first argument links to the first reason in our introduction. We introduce the idea and explain it to try and convince our audience.

Copy the first argument on the lines below:

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

Writing – Wednesday

The first argument links to the first reason in our introduction. We introduce the idea and explain it to try and convince our audience.

Copy the first argument on the lines below:

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

When we write our title, we use alliteration. That means the first sound of both words are the same. Choose your own word that starts with a /k/ sound to describe karate (for example: cool, creative)

_____ Karate

Writing – Thursday

The first argument links to the first reason in our introduction. We introduce the idea and explain it to try and convince our audience.

Fill in the blanks and then copy the first argument on the lines below:

*It is _____ to learn _____ because it
teaches you _____ skills. You can learn to
_____ punches, so you can _____ yourself.*

Writing – Friday

The first argument links to the first reason in our introduction. We introduce the idea and explain it to try and convince our audience.

Fill in the blanks for the title, introduction and first argument.

_____ *Karate*

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

It is _____ to learn _____ because
it teaches you _____ skills. You can learn
to _____ punches, so you can _____
yourself.

HANDWRITING – TERM 4 WEEK 2

y y y y y p p p p p g g g g g

j j j j j q q q q q

happy puppy giggle jump quit

The happy puppy jumped onto

its grumpy owner.



Addition
Strategy

Friendly Pairs

When there are many numbers
to add, look for pairs that add
to ten. Add them first.



1 Find friendly
pairs.

$$8 + \overset{10}{\boxed{7} + \boxed{3}}$$

2 Calculate.

$$= 8 + 10$$

$$= 18$$

Other Examples

$$\overset{10}{\boxed{9} + 4 + \boxed{1}}$$

$$= 10 + 4$$

$$= 14$$

$$\overset{10}{\boxed{2} + \boxed{5} + \boxed{8} + \boxed{5}}$$

$$= 10 + 10$$

$$= 20$$

Day 1

1 $7 + 4 + 6$

2 $8 + 5 + 5$

3 $3 + 7 + 2$

4 $8 + 2 + 9$

5 $9 + 5 + 1$

6 $2 + 8 + 4 + 6$

7 $5 + 5 + 7 + 3$

8 $6 + 9 + 1 + 4$

9 $8 + 5 + 2 + 5$

10 Tim has 3 cats, 1 dog and 7 fish.
How many pets is that?

Q1-10:

/10

Day 2

1 $2 + 7 + 3$

2 $6 + 4 + 8$

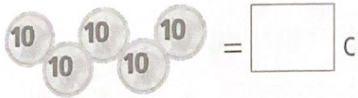
3 $5 + 5 + 9$

4 $8 + 2 + 6$

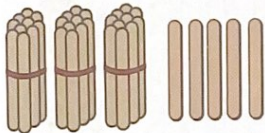
5 $1 + 9 + 5 + 5$

Practice

6 Count in 10s. How much money?



7 How many popsticks?


 tens and ones

8 Write 11 in words.

9


 beads + 1 bead = beads

10 What time is this?

 o'clock


Day 3

1 $7 + 5 + 5$

2 $6 + 4 + 6$

3 $9 + 2 + 8$

4 $3 + 1 + 7$

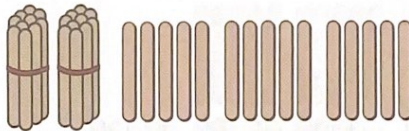
5 $5 + 6 + 4 + 5$

Practice

6 Count in 10s. How much money?

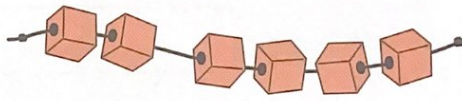


7 How many popsticks?


 tens and ones

8 Write 18 in words.

9


 beads + beads = beads

10 What time is this?

 o'clock


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

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

Day 4

1 $7 + 8 + 3$

2 $9 + 9 + 1$

3 $5 + 5 + 5$

4 $6 + 7 + 4$

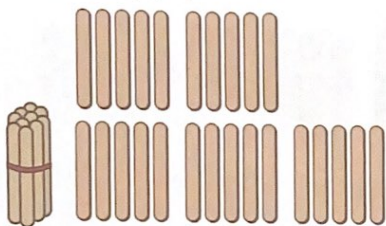
5 $1 + 3 + 9 + 7$

Practice

6 Count in 10s. How much money?



7 How many popsticks?

 tens and ones

8 Write 15 in words.

 beads + beads = beads

10 What time is this?

 o'clock

Day 5

1 $3 + 5 + 5$

2 $1 + 9 + 7$

3 $8 + 2 + 2$

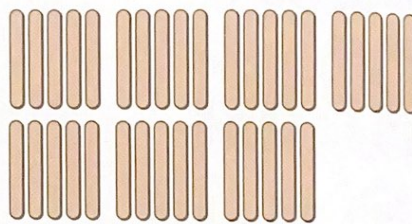
4 $7 + 5 + 3$

5 $5 + 1 + 9 + 5$

6 Count in 10s. How much money?



7 How many popsticks?

 tens and ones

8 Write 20 in words.

 beads + 3 beads = beads

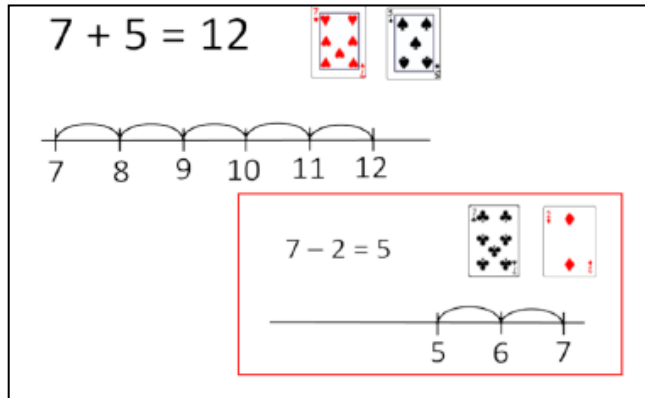
10 What time is this?

 o'clock

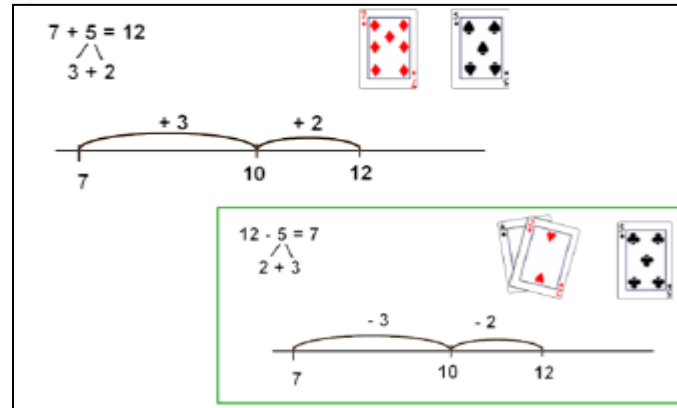
MONDAY : ADDITION AND SUBTRACTION

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

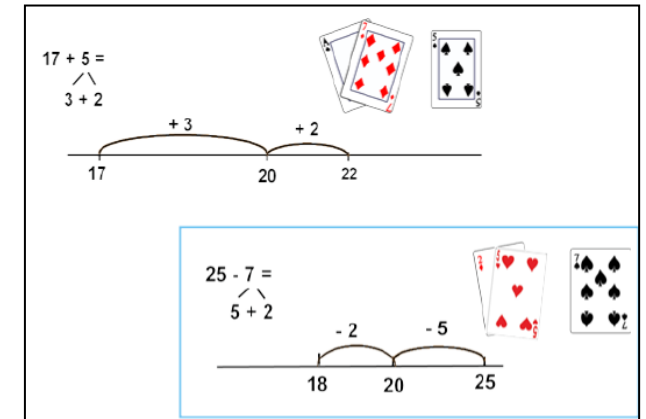
Adding and Subtracting by 1s



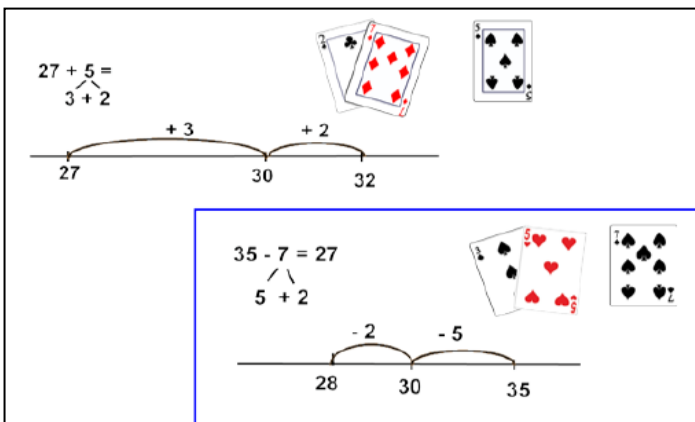
Adding and Subtracting by bridging by 10



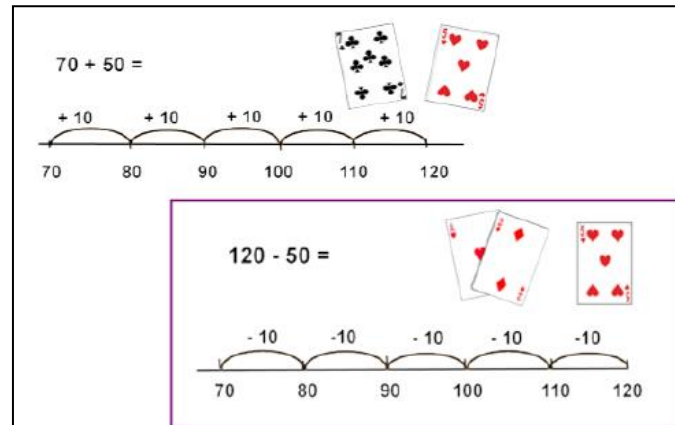
Adding and Subtracting by bridging to 20



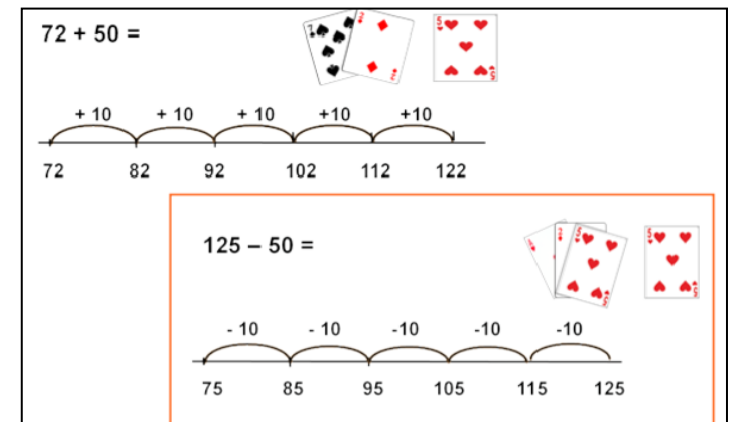
Adding and Subtracting by bridging any decade



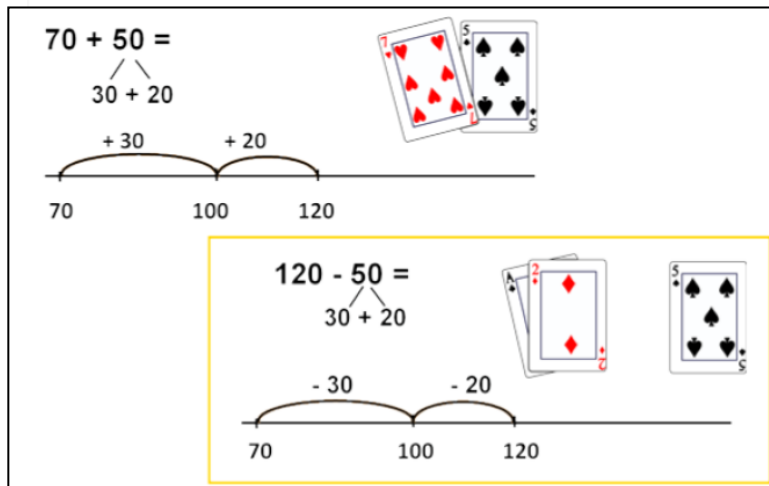
Adding and Subtracting by adding 2 tens numbers



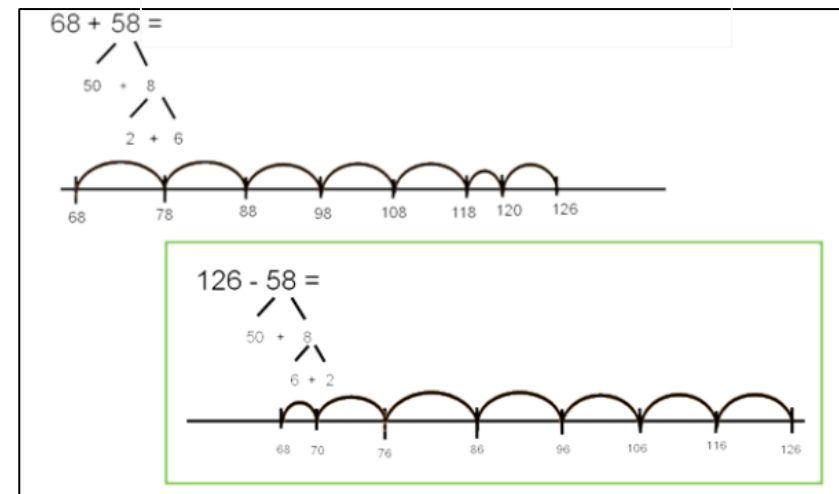
Adding and Subtracting by adding a 2-digit number and a tens number counting off the decade



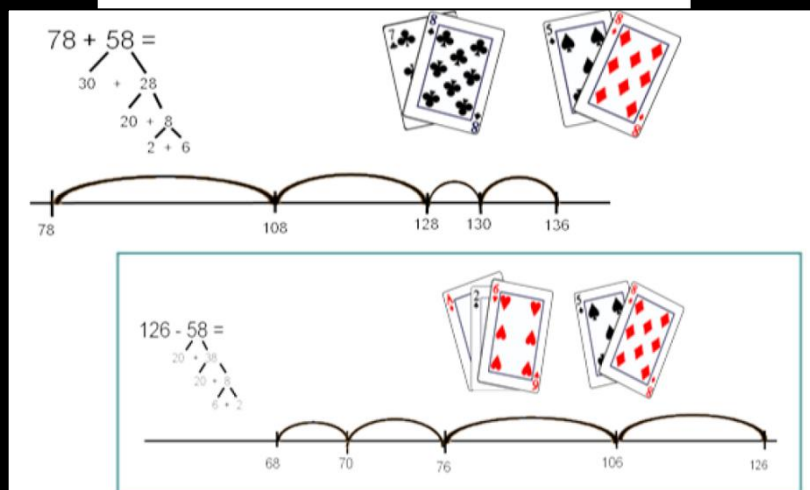
Adding and Subtracting by adding a 2-digit number and a tens number by partitioning.



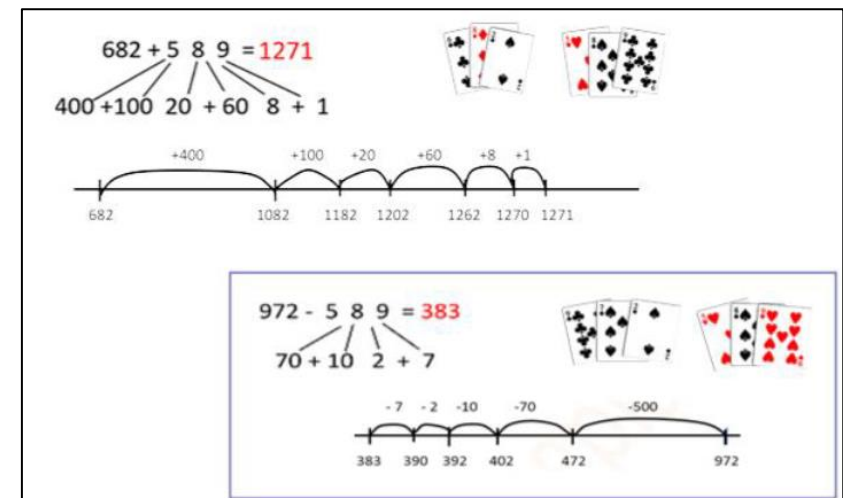
Adding and Subtracting by adding 2 digit numbers by partitioning.



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

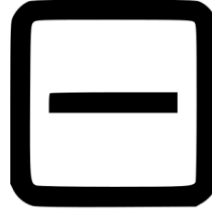


Adding and Subtracting by 3-digit numbers using place value.



MONDAY : 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. You can also add more number lines.

0**1****2****3****4****5****6****7****8****9****10**

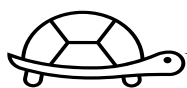
$$\square - \square = \square$$

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

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

TUESDAY – PLACE VALUE

WALT: INVESTIGATE 3-DIGIT NUMBERS



Here are some ways to partition 456 in standard and non-standard ways.

Standard	$456 =$	$400 + 50 + 6$	4 hundreds + 5 tens + 6 ones
Non - Standard	$456 =$	$400 + 56$	4 hundreds + 56 ones
Non - Standard	$456 =$	$400 + 40 + 16$	4 hundreds + 4 tens + 16 ones
Non- Standard	$456 =$	$200 + 250 + 6$	2 hundreds + 25 tens + 6 ones

Find four ways of partitioning 378.

$378 =$	$300 + 70 + 8$	3 hundreds + 7 tens + 8 ones
$378 =$		
$378 =$		
$378 =$		

Find four ways of partitioning 286.

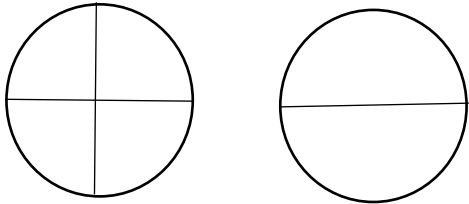
$286 =$		
$286 =$		
$286 =$		
$286 =$		

WEDNESDAY – FRACTIONS – HALVES

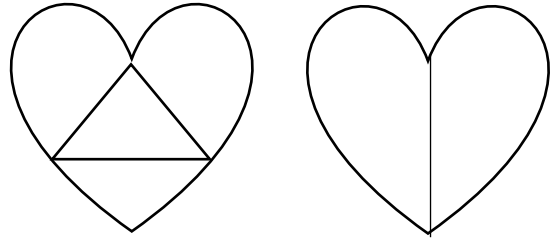
When a shape is cut into two equal parts, we call them halves.

Choose the shape that has been cut into halves and colour them in.

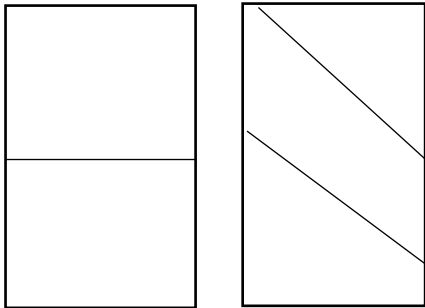
1.



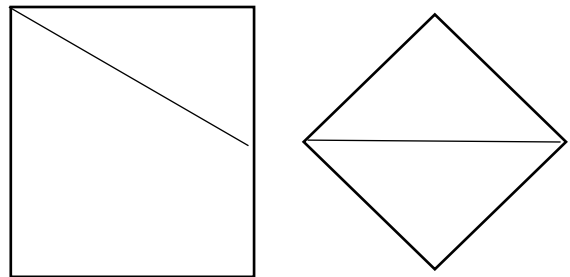
2.



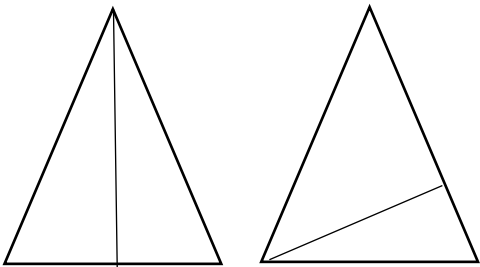
3.



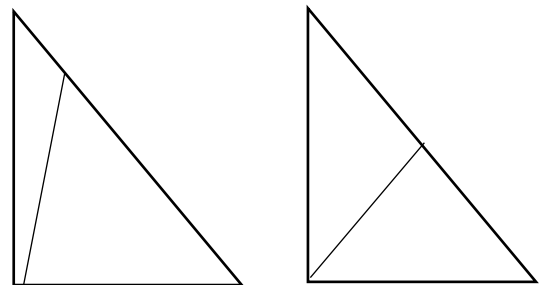
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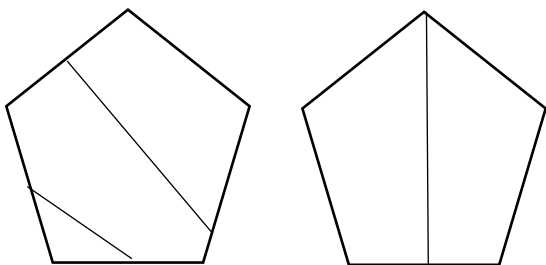
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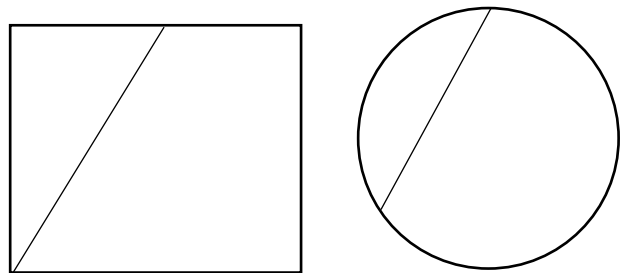
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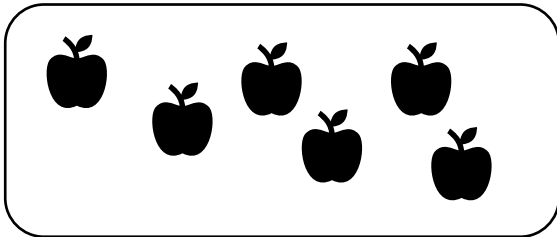


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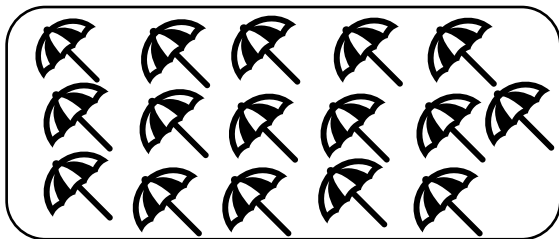


THURSDAY – FRACTIONS – HALVES

Find half of these numbers. Write the answers in the boxes.



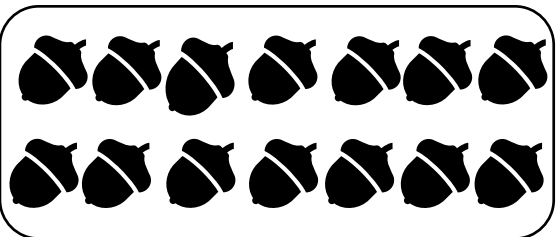
Half of 6 =



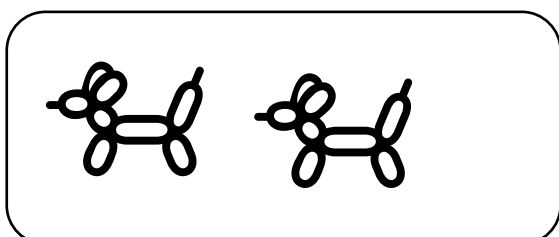
Half of 16 =



Half of 12 =



Half of 14 =



Half of 2 =

FRIDAY – PROBLEM SOLVING

Place Value Problem Solving

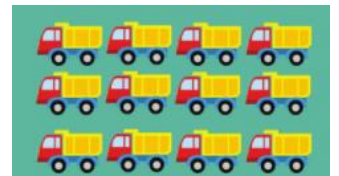
1. Jessica had a packet of 100 lollies. Jake had 10 packets of 10 lollies. Did they have the same number of lollies?
2. Rachel collected 15 bags of 10 marbles. How many more marbles does she need to have 156 marbles ?
3. Will collected 45 bags of 10 marbles and 2 extra marbles. How many more marbles does he need to have 477 marbles?

Addition and Subtraction Problem Solving

1. Lola collected 65 cans. Jill collected 37 more cans than Lola. How many cans did Lola and Jill collect altogether?
2. In a school choir there were 86 boys and 66 girls. 37 more children joined. How many children?
3. Sam purchased 25 books from the bookstore. Bill purchased 45 books from the bookstore. How many books did they have altogether?

Fractions Problem Solving

1. Elizabeth ordered 12 toy trucks. She gave away half to her sister Sarah. How many toy trucks did she have left?



2. Molly purchased 12 apples. She gave half of those apples to Lucas. How many apples did she have left?

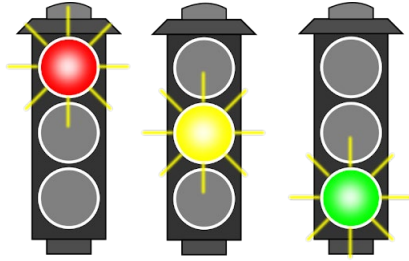


3. Micheal collected 12 lego blocks. He gave half of his blocks to Sam and the other half to Tim. How many blocks did Sam and Tim each receive ?



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.

How do we cross safely?

Sometimes there is no pelican crossing or traffic lights where we need to cross the road. Even when this is the case, we need to be as safe as possible. We need to use a process in our heads to think about if it is safe to cross the road. You can use these steps to help you know if it is safe enough to cross the road.

1. **Think about where it is safest to cross. The end of a footpath is usually the best to see both sides of the road.**
2. **Walk to the edge of the footpath and wait.**
3. **Look to the left, then to the right and listen out for cars.**
4. **If there is a car close by, wait. If you are not sure if the car is close or far, wait.**
5. **Keep looking left and right until the road is clear.**
6. **When the road is clear, walk across the road and keep looking and listening.**

The Green Cross Code

Cut out the road safety pictures and then stick them in the correct order for crossing the road safely.



A cartoon illustration of a road scene. On the left, a red car is parked on a grey road. Next to it is a blue delivery truck. In the background, there is a grey bridge with a ramp leading up to it. Green bushes and a grey fence are in the foreground.

Wait
until any vehicles
have passed.



Look and Listen
again to make
sure all is clear



Use your
eyes and ears
to see any approaching vehicles.



Cross
the road. Keep looking
and listening



Think
about where you
should cross.



Stop
at the side of
the road.



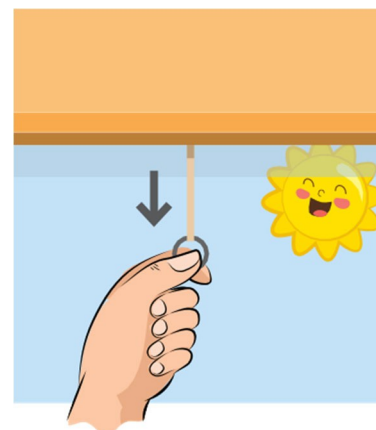
Science – Wednesday – Push and Pull

Forces can move things in many directions.
We can use arrows to show the direction of a force.



3 Look at each picture and talk about:

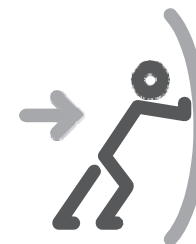
- which direction the force is going
- if it is a push or a pull.



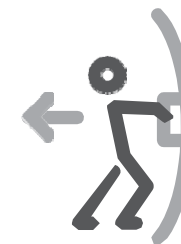


4 You are going to investigate how things move:

- choose four things to investigate
- use a force to make each one move
- draw each one and put an arrow for the direction of the force you used to move it
- write if it is a push or a pull.



Push



Pull

1

2

3

4



5

Claim Name one fact you now know about forces.

Support How do you know it is true?

Question What more could you learn about force?



Wellbeing Wednesday

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



Create a happy dance!

Create a happy dance to your favourite song and share it with someone! If you want to share it with your teacher, you can share it on see-saw!

Learn Play 123 Freeze with Headspace and Elmo!



https://www.youtube.com/watch?v=mh12qNHbgk&list=PLW8o3_GFoCBNxXveDbD1xSQFBCGrHmYPC&index=1

Try some Cosmic Kids Yoga



<https://www.youtube.com/c/CosmicKidsYoga/videos>

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 1

People Visit Places

Unit 3 People's Connections to Places

Why do people go to other places?

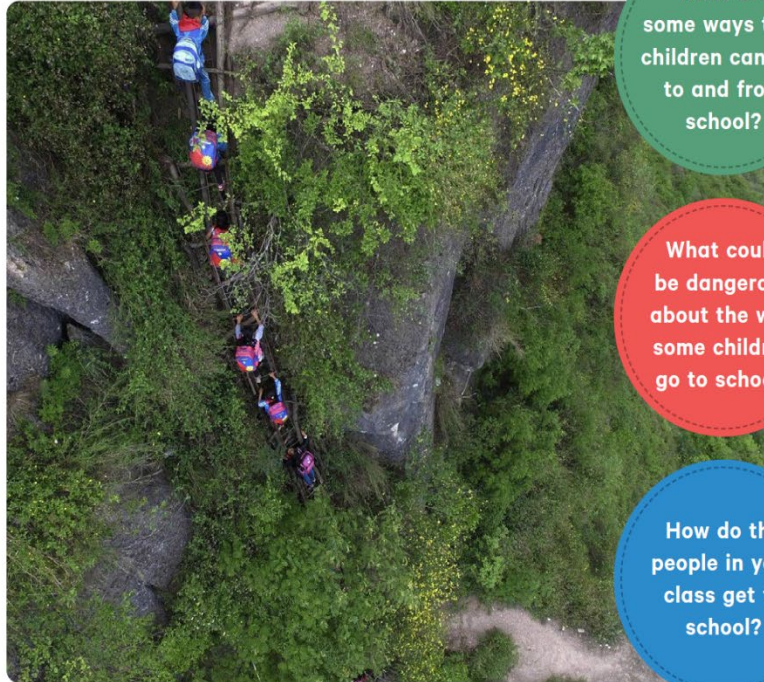
People go to places for lots of different reasons.

The place that children go to most frequently is school.

1

Watch the video about unusual ways to get to school.

With your class or small group, answer the questions in the circles.



What are some ways that children can get to and from school?

What could be dangerous about the way some children go to school?

How do the people in your class get to school?

Use the link below to watch the video about unusual ways kids get to school

<https://www.youtube.com/watch?v=e0zwFPR5OVY>

Lesson 1

People Visit Places

Unit 3 People's Connections to Places

3

People have their own reasons for visiting other places.

These three phones show the places where their owners have been.

With your class, decide who owns each phone.

4

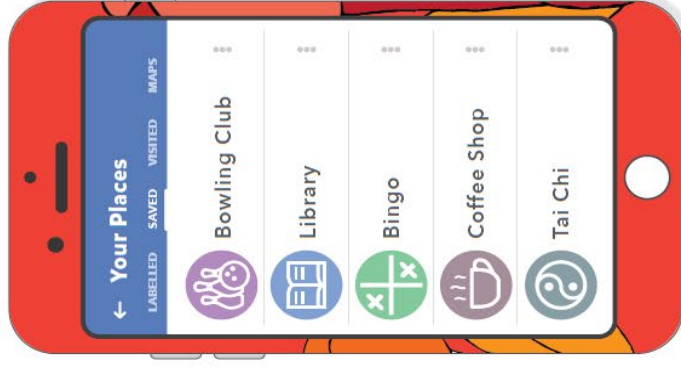
What do the places on the phones tell us about their owners?



May



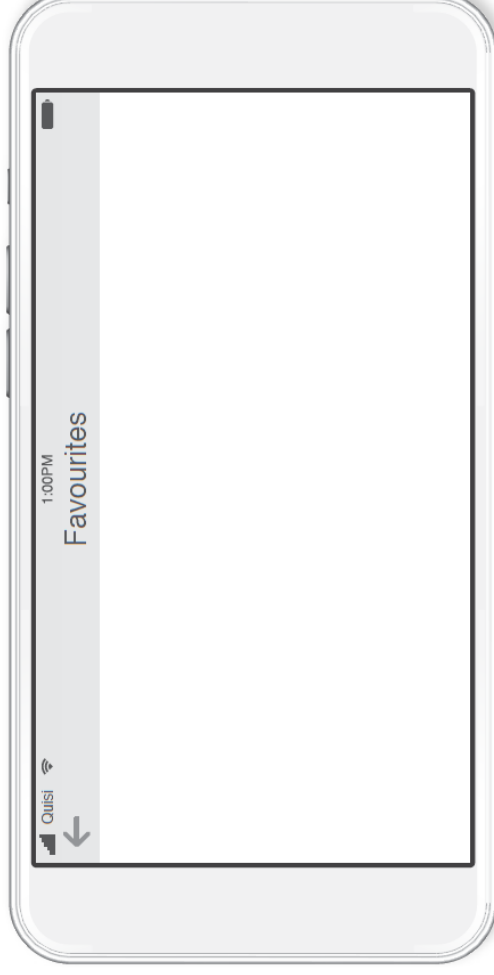
Pete



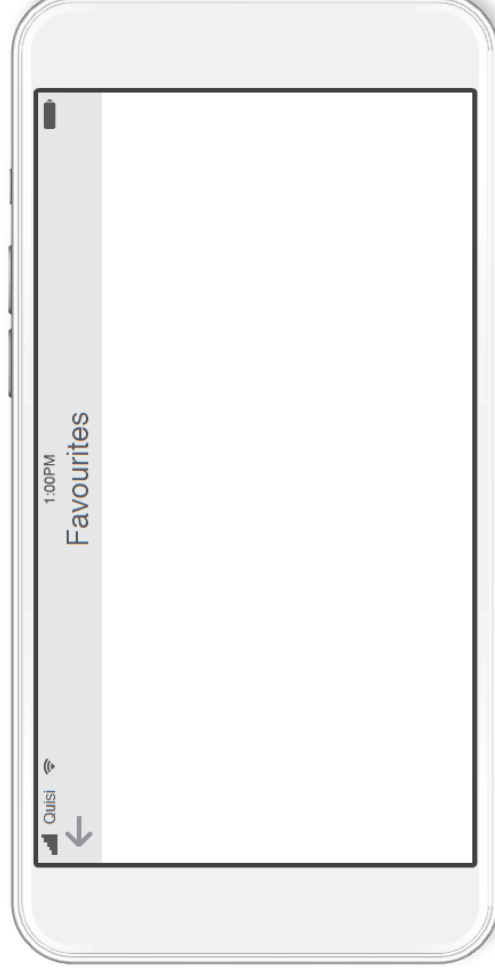
Josh



5 Write on this phone some of the places you go to in a week.



6 Choose a famous person and write the places they would go to.



Make a Hachimaki

A ***hachimaki*** (鉢巻) is a [Japanese headband](#), usually made of red or white cloth, typically featuring a design of [kanji](#) (Japanese writing) at the front. They are worn as a symbol of effort or courage by the wearer, or to simply keep sweat off one's face.

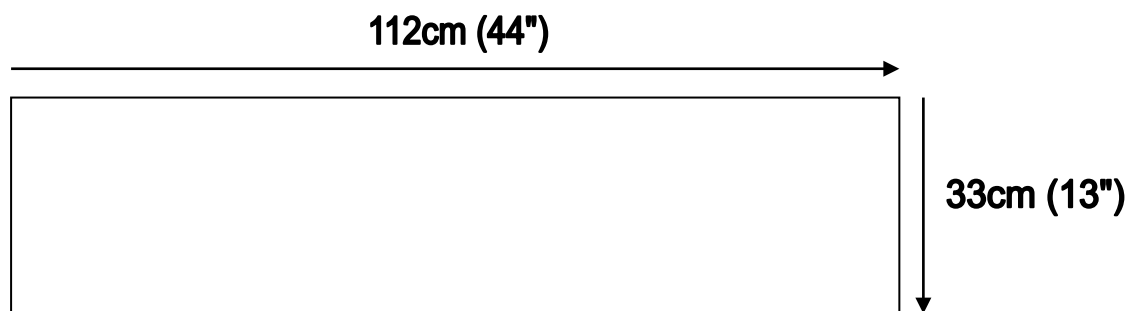


Materials required:

- ❖ cotton cloth or paper or cardboard (112cm/33cm)
- ❖ red and black fabric paint or poster paint or markers

Instructions:

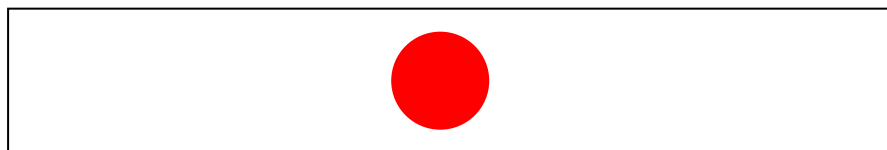
Step 1: Cut the fabric/paper/cardboard into a rectangular shape.



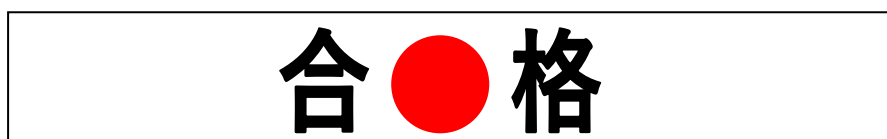
Step 2: Fold the bandana in half.

Step 3: Place the folded bandana on top of newspaper to protect your workspace.

Step 4: Find the centre of the folded bandana and paint a large red circle.



Step 5: Select kanji (Japanese writing) from the list on the next page and paint it on either side of the red circle like this diagram.



Step 6: Wait for the hachimaki to dry. If you used fabric then tie it around your head. If you used paper or cardboard staple the ends together before wearing.

Step 7: Take a selfie of you wearing the hachimaki and upload it onto Seesaw! Or why not video yourself wearing your hachimaki and explain your choice of kanji!

Kanji for your hachimaki

SUCCESS (goukaku)

合 ● 格

VICTORY (hisshou)

必 ● 勝

JAPAN (nihon)

日 ● 本

THE BEST (ichi ban)

一 ● 番

STENGTH (yuuki)

勇 ● 気

WIN (katsu)

勝 ● つ

Year 2: Week 2 Specialist Learning Pack

Learning Intention: We are learning to write to persuade.

Success Criteria: We can write a compound sentence and use adjectives in a sentence.

Writing to **persuade** means you need to **convince** an audience to agree with your ideas.

We are going to persuade a friend to join a karate class.

Using **adjectives** in your writing will support your ideas of why karate is a great sport.

Example: Learning karate is a **great** way to stay **fit** and **healthy**.

A **compound sentence** is two sentences joined together with a conjunction. This week we are going to learn the conjunctions **because** and **so**.

Example: - It is important to learn karate **because** it teaches you defensive skills.

- You can learn to block punches, **so** you can protect yourself.

Monday

- Circle the adjectives and conjunctions in the sentences below.

1. Karate is an enjoyable sport.
2. Active people learn karate, so they can feel more energetic.
3. Learning karate is a fantastic sport because it helps you stay well and strong.
4. Karate is a great martial art because it makes your body more powerful.

- Write your own sentence using any of the adjectives below.

adjectives								
strong	well	fit	active	powerful	healthy	energetic	athletic	enjoyable



Tuesday

- Read the passage below.

Karate is helpful for children. In martial arts classes, they'll be able to learn how to **resolve conflicts and make new friends**.

- Complete the compound sentences below using the passage above for some ideas.

1. Karate teaches you self-defence, **so** you can learn how to

2. Learning karate is helpful for children **because** they can

Thursday

- Read the passage below.

Karate is a great way to **meet new friends** and learn **self-defence**. It also teaches you how to **resolve conflicts**. Karate keeps you **active** and teaches you to be **confident, peaceful** and **focused**.

- Write a compound sentence using the conjunction **so** or **because**.
- Use the passage above to give you some ideas.

Wednesday

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

1. It is important to learn karate _____ it teaches you defensive skills.

2. You can learn to block punches, _____ you can protect yourself.

3. Karate teaches you to how to resolve conflict, _____ it helps you work out ways to avoid physical contact.

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

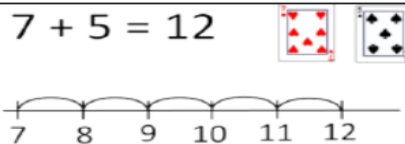
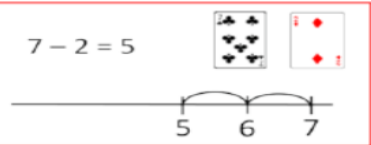
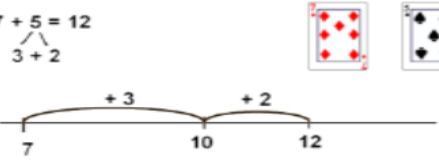
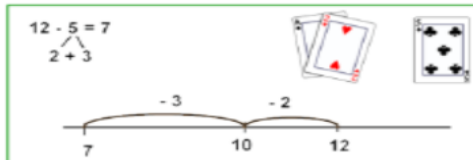
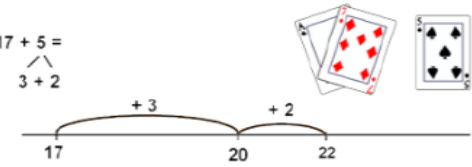
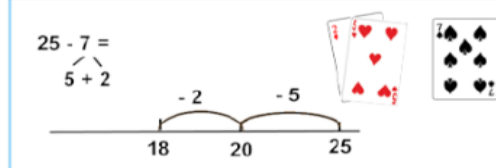
Friday

- Read the passage below.

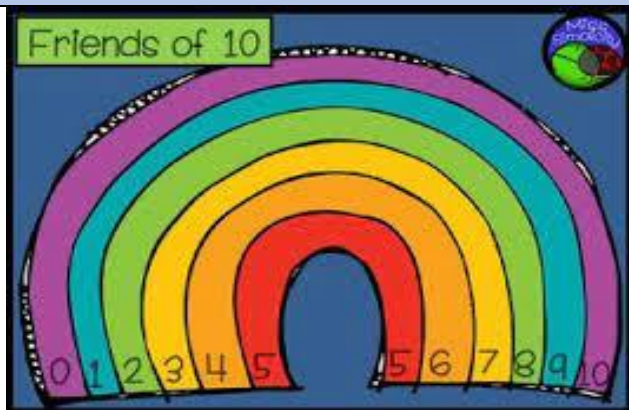
Karate can help **improve** your **confidence**. Children who practice karate are **focused** and they are able to **concentrate more** in school. Join a club now, so you can be **healthy in body** and **mind**.

- Write a compound sentence using the conjunction **so** or **because**.
- Use the passage above to give you some ideas.

Term 4 Week 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 to make the 2 bottom numbers add up to the top one.</p> <p style="text-align: center;">2 DIGIT PLACE VALUE</p> <div style="text-align: center;"> $\begin{array}{c} 88 \\ \swarrow \quad \searrow \\ 50 + \underline{\quad} \end{array}$ <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.</p> <p style="text-align: center;">3 DIGIT PLACE VALUE</p> <div style="text-align: center;"> $\begin{array}{c} 357 \\ \swarrow \quad \searrow \\ 200 + \underline{\quad} \end{array}$ <p><i>What will the other part look like?</i></p> </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;">Adding and Subtracting by 1s</p> <div style="border: 1px solid black; padding: 5px;"> $7 + 5 = 12$  </div> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> $7 - 2 = 5$  </div> <p style="text-align: center;">Adding and Subtracting by bridging by 10</p> <div style="border: 1px solid black; padding: 5px;"> $7 + 5 = 12$  </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> $12 - 5 = 7$  </div>
<p>Q3. What is the value of the ones in this number?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 678 <div style="border: 1px solid black; padding: 10px; width: 100px; text-align: center;">Answer:</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;"> 755 <div style="border: 1px solid black; padding: 10px; width: 100px; text-align: center;">Answer:</div> </div>	<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><u>Subtraction Bridging and Partitioning to 20:</u></p> <ol style="list-style-type: none"> $27 - 9 =$ $23 - 8 =$ 	<p style="text-align: center;">Adding and Subtracting by bridging to 20</p> <div style="border: 1px solid black; padding: 5px;"> $17 + 5 =$  </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> $25 - 7 =$  </div>

Friends of 10

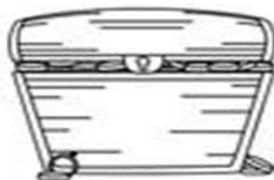


Use the rainbow above to complete the 'Making 10' sheet below. The first one is done for you: $4 + 6 = 10$. Write your answer in each blank space and place circles and crosses in the blank spaces like the first example.

Name: _____

Making 10

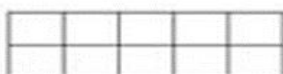
Use the 10 frames to add the pirates treasure!



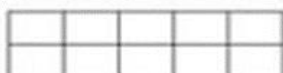
$$4 + 6 = 10$$



$$6 + \square = 10$$



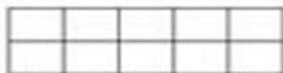
$$2 + \square = 10$$



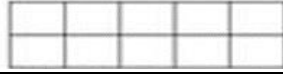
$$5 + \square = 10$$



$$1 + \square = 10$$



$$7 + \square = 10$$



Friends of 20

Number Bonds to 20



Use the rainbow above to work out the missing numbers in the 'Friends of 20' problems below. The first one is done for you $12 + 8 = 20$. Write each answer in the green squares for each problem. Use the numbers at the bottom to help you.

12	+	8	=	20
2	+	 	=	20
 	+	10	=	20
15	+	 	=	20
 	+	16	=	20



18 10 12 5 4

Problem Solving - Friends of 10 and Friends of 20

Friends of 10:

Q1. Two girls like lollipops and decided to share 10 between them. If one girl takes **8 lollipops**, how many lollipops **are left** for the other girl?

Answer:

Q2. Medina and Ali own **10 cats altogether**. If **6 cats** are Medina's how many cats belong to Ali?

Answer:

Friends of 20:

Q3. There are **20 light bulbs** in a house. After a big storm, **7 of them** blew up. How many light bulbs are left working?

Answer:

Q4. 20 birds fly over a town. These birds are either **magpies or parrots**. If there are **16 parrots** flying, how many **magpies** are flying with them?

Answer:

Optional Activity:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Instruction: When you log in to the game choose the 'Number Bonds' button to play the Bridging to 10 and 20 game.
Have fun 😊

