

Year 2 – Week 3 Learning from Home Checklist

Monday (18.10.21)	Tuesday (19.10.21)	Wednesday (20.10.21)	Thursday (21.10.21)	Friday (22.10.21)
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"/> Change adjectives to adverbs worksheet and then writing them in compound sentences	Morning Routine <input type="checkbox"/> Fill in the blanks and draw a line to match the days of the week Sentence of the Day <ul style="list-style-type: none"> Fill in the gaps adverbs worksheet 	Morning Routine <input type="checkbox"/> Write the months of the year and answer the question Sentence of the Day <ul style="list-style-type: none"> Adverbs find a word and then using the words to write compound sentences 	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"/> Fill in the gaps adverbs worksheet	Morning Routine <input type="checkbox"/> Draw a line to match the Karate words with the correct picture <input type="checkbox"/> Answer the karate questions Sentence of the Day <ul style="list-style-type: none"> Finish off the sentences using the correct adverb
Reading <input type="checkbox"/> Level 1 & 2 – The Terrible Trip Up: read text and answer comprehension questions <input type="checkbox"/> Phonics – complete the /j/ phonics worksheet <input type="checkbox"/> Camera words – write a sentence for would, friend and rough	Reading <input type="checkbox"/> Level 1 & 2 – The Camping Trip: 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 – London's Burning: read text and answer comprehension questions <input type="checkbox"/> Phonics – draw a line to match the /j/ word to the correct picture <input type="checkbox"/> Camera words – fill in the close passage and draw a picture	Reading <input type="checkbox"/> Level 1 & 2- Rainforests: 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 hour and match the camera word to its definition	Reading <input type="checkbox"/> Level 1 & 2 – Layers of the Ocean: read text and answer comprehension questions <input type="checkbox"/> Phonics – draw a line to match the /j/ word to the correct picture <input type="checkbox"/> Camera words – correct the spelling and rewrite the camera word sentences
Writing <input type="checkbox"/> Copy the second argument for the persuasive text	Writing <input type="checkbox"/> Copy the second argument for the persuasive text	Writing <input type="checkbox"/> Fill in the blanks and copy the second argument for the persuasive text	Writing <input type="checkbox"/> Fill in the blanks, copy the second argument for the persuasive text	Writing <input type="checkbox"/> Fill in the blanks and copy the title, introduction and first and second arguments
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- Counting by 1s, 10s and 100s from 3-digit numbers.	Mathematics <input type="checkbox"/> Maths Mentals Day 3 <input type="checkbox"/> Duration of Time (seconds, minutes and hours) – Complete Wednesday's worksheet.	Mathematics <input type="checkbox"/> Maths Mentals Day 4 <input type="checkbox"/> Time – Tell time in half past on analog and digital (linked to fractions) – Complete Thursday's worksheet	Mathematics <input type="checkbox"/> Maths Mentals Day 5 <input type="checkbox"/> Measurement and Geometry – Complete Friday's worksheet.
	Handwriting <input type="checkbox"/> Vocabulary focus – Science - trace over the words.	Science <input type="checkbox"/> Physical Sciences - Push and Pull Forces	HSIE <input type="checkbox"/> Geography – learning about schooling in unusual ways	Creative Arts <input type="checkbox"/> Art-draw and colour combination using straw blowing technique to create a 'Monster'.
	PDH <input type="checkbox"/> Road Safety – Bike Safety.	Wellbeing <input type="checkbox"/> Create a life-sized hug <input type="checkbox"/> Watch Peace Out Balloon meditation video		PE <input type="checkbox"/> Practice the fundamental movement skills: Overarm Throw

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 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 long date: _____

Write the short date: ____/____/____

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



Skip count by 10s 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 – Tuesday

Fill in the blanks and draw a line to match the days of the week.

- *Sunday*

- *S _ t _ _ d _ y*

- *Monday*

- *F _ _ _ a y*

- *Tuesday*

- *S u _ _ _ y*

- *Wednesday*

- *M _ n _ a _*

- *Thursday*

- *W _ d n _ _ d _ y*

- *Friday*

- *T _ _ r _ _ a y*

- *Saturday*

- *T _ e _ d _ _*

Morning Routine - Wednesday

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 7th month of the year? _____

Morning Routine –Thursday

Copy the days of the week

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

Today is _____.

Tomorrow is _____.

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

_ e _ n _ _ d _ y

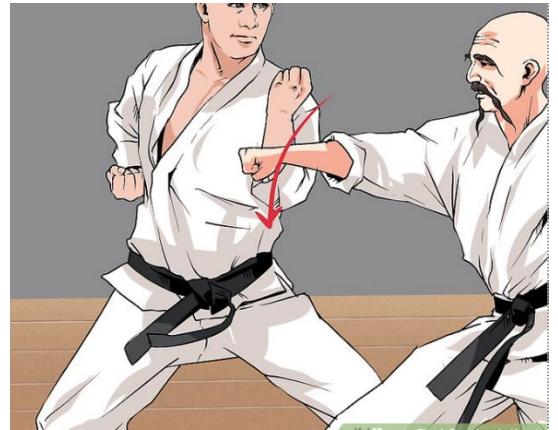
Morning Routine – Friday

Draw a line to match the karate words to the correct picture

Karate Uniform



Backward kick



Block



Stance

Do you think karate is a great sport?

Why or why not?



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

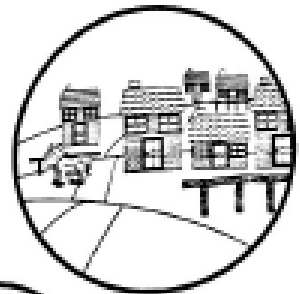
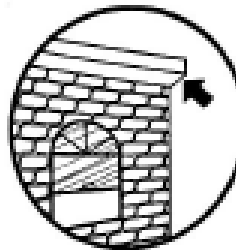
Monday Phonics - /j/ j, dge, ge, g

W

INSTRUCTIONS

Unscramble the words and rewrite them on the lines provided. The picture clues will help you.

l dge e



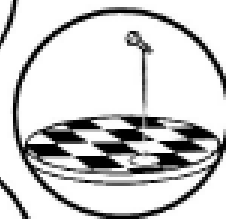
a m j



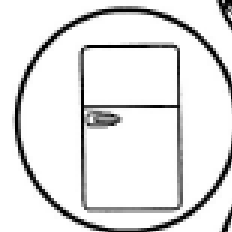
ll e j y



k u j n



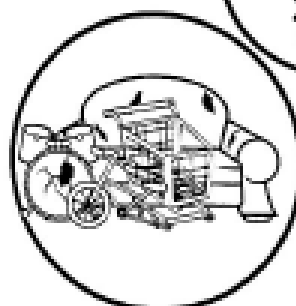
a ge s t



f i dge r



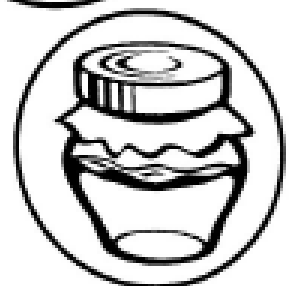
ss m e a ge



g i c m a



ge p i o n



v ll a i ge



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 😊

<i>just</i>	<i>page</i>	<i>hedge</i>	<i>gym</i>
<i>package</i>	<i>stage</i>	<i>June</i>	<i>junk</i>

How did you go?



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

Draw a line to match the word to the correct picture

● *jelly*



● *judge*



● *bridge*



● *giraffe*



● *jet*



● *sausage*



● *jar*



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

Fill in the blanks using the phonics words

jug	page	energy
jam	sausages	fridge

1. I couldn't keep up because I ran out of _____.
2. I filled the _____ with water.
3. "Turn to _____ 44," said Miss Skinner.
4. I had _____ for dinner.
5. The _____ kept my food cold.
6. I put strawberry _____ on my toast.

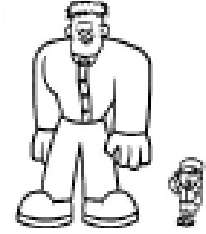
Draw a picture of your favourite sentence!



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

Draw a line to match the word to the correct picture

● *jug*



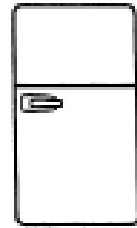
● *magic*



● *jog*



● *giraffe*



● *genie*



● *giant*



● *fridge*





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.

would

friend

rough



Tuesday

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

<i>some</i>		
<i>sister</i>		
<i>brother</i>		
<i>where</i>		
<i>hour</i>		
<i>prove</i>		
<i>front</i>		
<i>busy</i>		
<i>sure</i>		
<i>whole</i>		



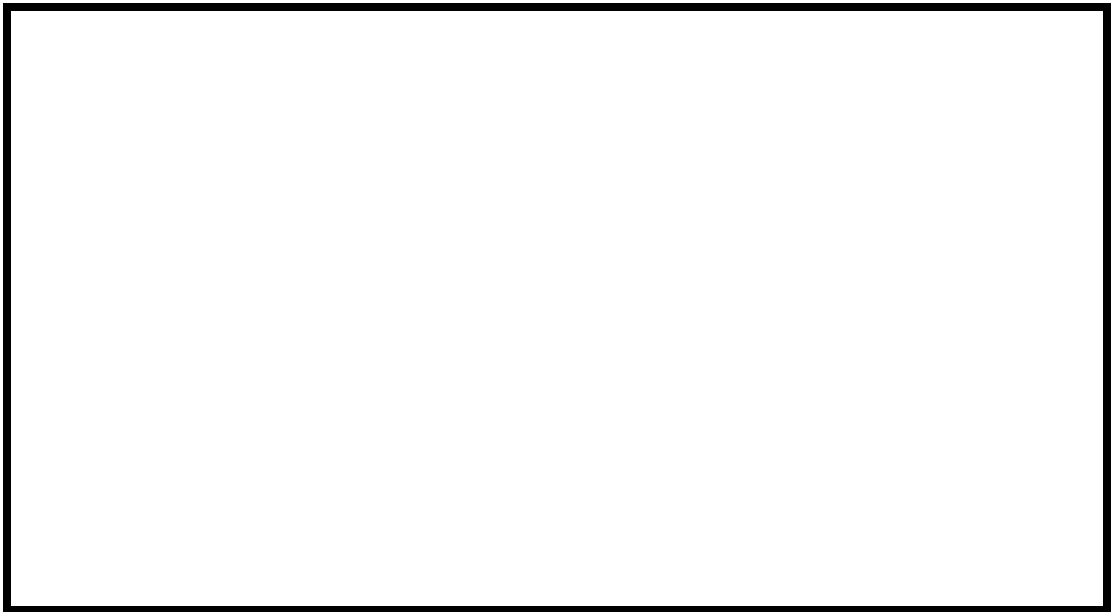
Wednesday

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

hour steak gone

I cooked a delicious _____ on my barbeque. I left it to rest for one _____ but when I came back it was _____!

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

hour

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.

should

g _ _ _ _

whose

s _ _ _ l d

because

w h _ _ _

great

b _ _ _ u s e



Friday

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

Can I please hav anuther won?

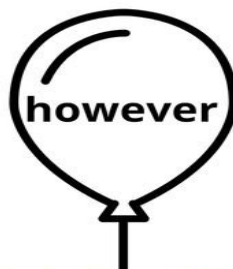
I did not lisen hard enuff.

Mi frend fell doun the hill.

Sentence of the Day Week 3

Conjunctions

Words that connect phrases, clauses, and other words.



ADVERBS

An **adverb** describes a verb, an adjective or another adverb.

It tells us how, where, when, how much and with what frequency.

An adverb can tell...

HOW?

quietly
peacefully
carefully
slowly
badly
closely
easily
well
fast
quickly
cheerfully

WHERE?

above
abroad
far
away
back
here
outside
backwards
behind
below
down

WHEN?

now
yesterday
soon
later
tomorrow
yet
already
tonight
today
then
last year

HOW MUCH?

quite
fairly
too
enormously
entirely
very
extremely
rather
almost
absolutely
just

HOW OFTEN?

always
sometimes
often
frequently
normally
generally
usually
occasionally
seldom
rarely
never



Monday

An Adverb Spell

Wanda the Witch is casting a spell. She wants to change adjectives (words that describe nouns) into adverbs (words that describe verbs). The potion in the cauldron changes the words by adding the suffix -ly. Write what the word will become after it comes out of the cauldron. The first one has been done for you.

sudden
suddenly

quiet

rude

sad

safe

slow

kind

brave

soft

twinkl

Page 2 of 5

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

twinkl
Quality Standard
Approved

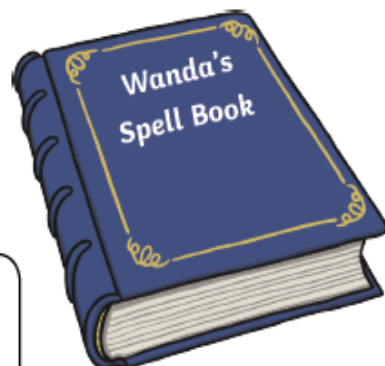
Put each adverb into a compound sentence once finished.

Tuesday

Wanda's Missing Words

Here are some sentences from Wanda's Spell Book, but some of the words have disappeared... just like magic! Choose an adverb from the box to place in each sentence below:

gently	quickly	slowly	angrily
luckily	probably	accidentally	rudely



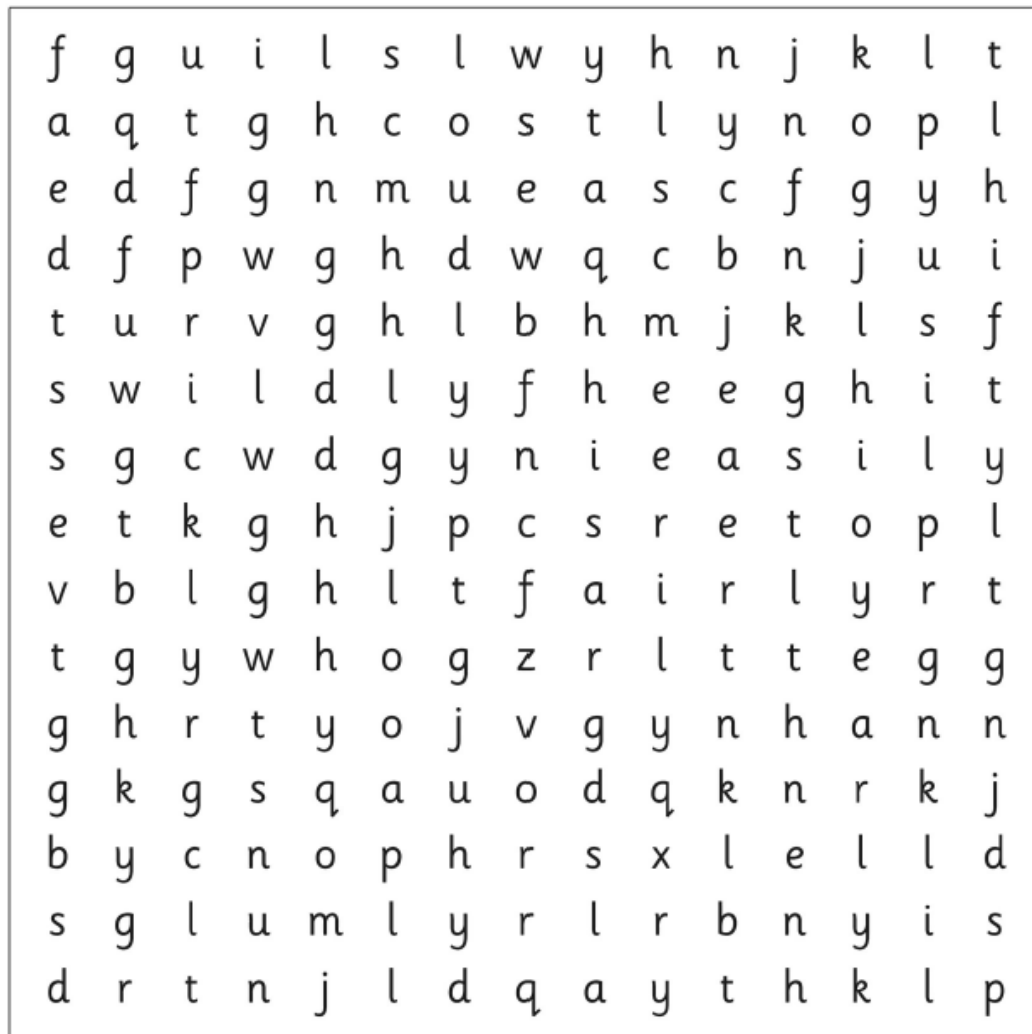
1. It will _____ explode if you add too many eyes of newt.
2. You must be fast - pour the liquid in _____ before the potion turns purple.
3. _____, the wizard threw his spoilt spell into the bin.
4. The angry witch spoke _____ to the goblin in the shop.
5. Be careful making the invisible spell. If you stir in the wrong direction, you could _____ turn purple instead of invisible.
6. _____, Alfred the Wise managed to stop the dragon attacking his castle.
7. Wanda _____ placed her new wand on the table as she didn't want to damage it.
8. When making a love potion, you must stir _____.
If you do it too fast, it will curdle.



Wednesday

'-ly' Word Search

1. Find the words hidden in the grid below.



costly	eerily	fairly	hourly	glumly
loudly	easily	yearly	wildly	prickly



twinkl.co.uk

Put each adverb into a compound sentence once finished.

Thursday

Animal Adverbs

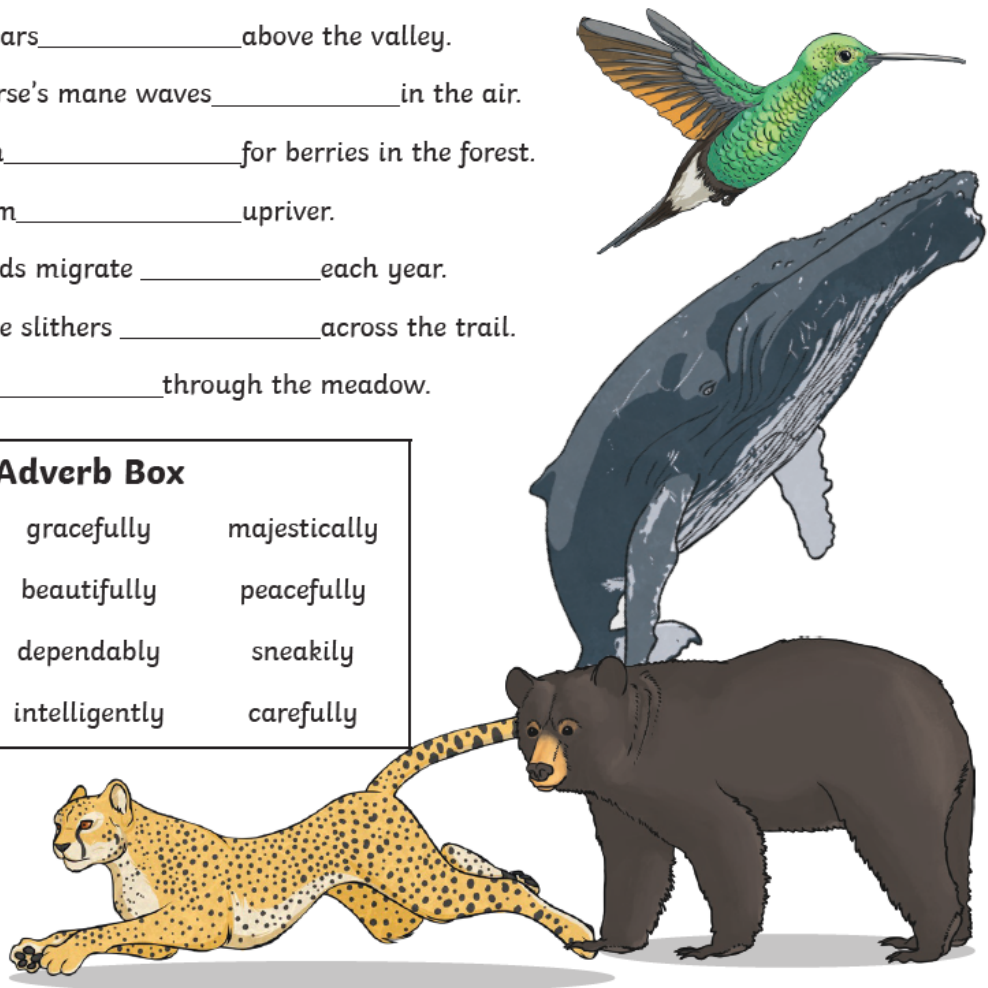
Adverbs are words that describe verbs. They answer the questions when, where, why, how, and to what extent. Many times adverbs end in -ly.

For the activity below, the adverbs will answer the question "how" for the verb in each sentence. The sentences about wildlife have blanks to insert adverbs to describe the verbs. You may write in your own adverbs. If you need help, you may select an adverb from the Adverb Box.

1. The cheetah runs _____ across the plain.
2. Blue whales communicate _____ by making noises that sound like songs.
3. Hummingbirds feed _____ on flower nectar.
4. The eagle soars _____ above the valley.
5. The wild horse's mane waves _____ in the air.
6. Bears search _____ for berries in the forest.
7. Salmon swim _____ upriver.
8. Flocks of birds migrate _____ each year.
9. A rattlesnake slithers _____ across the trail.
10. Rabbits run _____ through the meadow.

Adverb Box

quickly	gracefully	majestically
hungrily	beautifully	peacefully
regularly	dependably	sneakily
greedily	intelligently	carefully





Finish the Sentences

I can use adverbs to comment on how likely something is to happen.



Begin by underlining the adverb of possibility in each sentence - think about which word is giving information about how likely something is. Then choose a suitable way to finish the sentence.

Adverbs of possibility

certainly - definitely - maybe - possibly - surely - clearly - obviously - perhaps - probably - undoubtedly

1. The sky was dark black and it was obviously going to_____.
2. Perhaps in the future, students will arrive at school on _____.
3. As he had such a big lead in the race, surely he would _____.
4. I haven't eaten it before but I definitely will _____.
5. Clearly the _____ is good because people keep buying it.
6. Maybe my _____ will be back soon with _____.
7. When I come to your house, I might possibly bring _____.
8. Nothing is impossible apart from _____.
9. Undoubtedly, the best football team is _____.
10. That costs a fortune – I certainly can't _____.

The Terrible Trip Up!

Before Sports Day the fox team were boasting.

"We'll win the trophy because we are so good!" said one of the foxes.

The rabbits were feeling worried about not being the best at anything.

The cheetahs were very fast.

"We'll win the trophy because we are so fast," said one of the cheetahs.

The rabbits, foxes and zebras practised the activities.

"We'll win the trophy because we are so..." said one of the koalas and fell asleep.



Sports Day arrived. The zebras won the egg and spoon race.

"We'll win the trophy because we are so clever," said one of the zebras.

Then, it was the running race and the cheetahs won. Next, was the three-legged race!



All the animals lined up in pairs with one of their legs tied. The whistle blew and they were off.

The koalas fell asleep at the starting line!

Reading Term 4 Week 3 Monday Level 1

The Terrible Trip Up!

The cheetahs ran too fast and had to stop.

The foxes pulled in different ways and fell over.

The zebras argued and fell on top of the foxes.

The rabbits just kept on going. They carefully moved together, counting and helping each other to the finish line.

"They won the trophy because they are good at teamwork!" cheered all the animals.



Reading Term 4 Week 3 Monday Level 1

Questions

1. Who was boasting about being so good?

- ☐ the rabbits
- ☐ the foxes
- ☐ the elephants

2. What happened to the koalas in the three-legged race?

- ☐ they won
- ☐ they tripped up
- ☐ they fell asleep

3. Which race did the zebras win?

- ☐ the egg and spoon race
- ☐ the running race
- ☐ the art race

4. Who won the three-legged race?

- ☐ the foxes
- ☐ the cheetahs
- ☐ the rabbits

5. Which team fell on top of the foxes?

- ☐ the cheetahs
- ☐ the rabbits
- ☐ the zebras

The Terrible Trip Up!

It was only a few days before Sports Day and the fox team were busy boasting about how brilliant they were at all the races.

"We'll win the trophy because we're so good!" said one of the foxes as he put on his trainers before PE. All the animals were really looking forward to a whole day outside, taking part in all sorts of fun sport activities, but the rabbits were feeling a bit worried. They knew they weren't the fastest, the smartest or the best at anything they knew of. During PE, everyone was amazed at the cheetahs. They were extremely fast, zooming off down the freshly-painted track.

"We'll win the trophy because we're so fast," the cheetahs showed off. The rabbits, foxes and zebras practised different activities but the koala team just got themselves all comfy in the shade for another long nap.

"We'll win the trophy because we're so..." started one of the koalas before she let out a huge yawn and fell asleep again.



Soon enough, the day had arrived and the rabbits decided to just have fun and try their best. There was lots of cheering and it was really exciting. The zebras did well at the egg and spoon race.

"We'll win the trophy because we're so clever," bragged the zebras. Then, it was the running race and, as predicted, the cheetahs took the lead. Next up, was the three-legged race!

All the animals lined up at the start in their pairs. Each animal had one of their legs carefully tied to their partner's leg. Suddenly, the whistle blew and they were off, apart from the koalas, who

Reading Term 4 Week 3 Monday Level 2

The Terrible Trip Up!

had fallen asleep at the starting line! The cheetahs roared ahead, so fast that they were soon panting and spluttering. They had run out of breath and had to stop. Then, the foxes took the lead



but were pulling in different directions; stretching the ribbon that tied their legs together until they tripped over. The cunning zebras had many sneaky ideas of how to win the race and stop the others but they couldn't agree. They weren't looking

where they were going so BANG! They carried on arguing as they landed on top of the foxes in a great big heap. The rabbits just kept on going. They carefully moved together, counting and helping each other stay up, all the way to the finish line.



"They won the trophy because they're good at teamwork!" cheered all the animals.



Reading Term 4 Week 3 Monday Level 2

Questions

1. How were the rabbits feeling before Sports Day?

- ☐ scared
- ☐ guilty
- ☐ worried

2. What did the cheetahs say that showed they were feeling confident about Sports Day?

3. **Tick two** Sports Day races that are not mentioned in the story.

- ☐ running race
- ☐ obstacle race
- ☐ bat and ball race

4. Find and copy one word that is used instead of **said**.

5. Complete the sentence.

"They won the trophy because they're _____
_____!"

6. What do you think the other animals learnt from the rabbits and how did they learn this?

The Camping Trip

"This is going to be fun!" said Mum, starting the car.

"I can't wait to climb trees and be outside!" shouted Sam from the back seat.

"Being cold and getting dirty doesn't sound fun to me," said Vashti.

Mum, Sam and Vashti were going on their first ever camping trip.

When they got to the campsite, Sam and Mum tried to put up the tent. The wind blew hard. Mum turned around to ask Vashti to help and... the top sheet of the tent blew away!



Mum told Sam and Vashti to go and look for the top sheet.

"I think it blew that way," said Vashti, pointing into the woods

The Camping Trip

next to the campsite. It was a sunny day but the woods looked dark and spooky. They crept in...

Soon, the ground was very muddy. Sam wanted to go back but Vashti said they had to keep going. Then they saw something up a tree. It was the top sheet!



Quickly, Vashti climbed up the tree. At the top, she got the ground sheet! She climbed down happily.

Back at the campsite, Mum was proud when she saw they had found the top sheet.

She was surprised to hear Vashti say, "I walked through mud

The Camping Trip

and climbed a tree. It was so much fun!”

“I’m dirty and cold and I want to go home,” said Sam.

Mum gave Sam a hug and showed them the lovely fire she had made. Vashti and Sam got warm by the fire. Mum fixed the tent and Vashti said that maybe camping wasn’t so bad after all.

“Well this has been fun already!” said Mum. “Just not the kind of fun we were expecting!”



Reading Term 4 Week 3 Tuesday Level 1

Questions

1. What did Mum think the camping trip would be? Tick one.

- ☐ boring
- ☐ fun
- ☐ bad

2. What did Sam want to do on the camping trip? Tick **two**.

- ☐ climb trees
- ☐ get lost
- ☐ be outside

3. **The top sheet** _____ **away**.

Tick one word to complete the sentence.

- ☐ sank
- ☐ blew
- ☐ ran

4. Where did they find the top sheet? Tick one.

- ☐ in a bush
- ☐ in a tent
- ☐ up a tree

5. How does Mum feel when she sees Vashti and Sam with the top sheet? Tick one.

- ☐ cross
- ☐ proud
- ☐ sad

London's Burning! A Fictional Story

Sally woke up and found her bedroom was full of smoke. Her mother ran in.

"Get up Sally, we have to go!" Her mother went back into the house. Sally opened the window. People were screaming in the streets and throwing their things into carts.

"Hey, what's happening?" Sally shouted.

"Fire!" someone shouted back. "Coming from Pudding Lane! Get out now!" Sally got changed as quickly as she could and went downstairs.

She saw her parents and sister putting things into a handcart. People were trying to put out the fire with leather buckets full of water. The fire jumped from one building to the next.

"The houses are so close together and made of wood!" Sally said. People had dropped candlesticks and burnt pots and pans in the streets.

The grocer's boy saw Sally and said, "Some people are going to St Paul's Cathedral to stay safe. It won't burn because it is made of stone, not wood."

Sally and her family carried on walking. They arrived at Moorfields. There were no buildings to burn. They were safe.



Reading Term 4 Week 3 Wednesday Level 1

London's Burning! Questions

1. What was in Sally's room when she woke up? Tick one.

- ☐ food
- ☐ smoke
- ☐ fire

2. Where was the fire coming from? Tick one.

- ☐ Bread Lane
- ☐ Pudding Street
- ☐ Pudding Lane

3. What were people using to put out the fire? Tick one.

- ☐ leather buckets
- ☐ handcarts
- ☐ candlesticks

4. Why was the fire burning the buildings so quickly? Tick one.

- ☐ The buildings were made of brick
- ☐ The buildings were made of wood
- ☐ The buildings were made of stone

5. Where did Sally and her family go to be safe?

- ☐ St Paul's Cathedral
- ☐ Moorfields
- ☐ London

London's Burning! A Fictional Story

It was dark in the early hours of Sunday morning. Sally woke with a start. Her ears filled with unfamiliar sounds; she could smell smoke. She coughed. The room looked hazy; she rubbed her eyes, but still couldn't focus properly. What was happening?

Suddenly, her bedroom door was flung open and her mother ran in, her face as white as a sheet.

"Get up Sally, we have to go! Get dressed now!" and with that, her mother disappeared back into the house, calling Sally's younger sister, Molly.

Sally jumped from her bed and pushed open the casement window. Screams and cries came from the filthy streets below. Sally watched people throwing their belongings into carts, frantic horses treading the ground, eager to get away. Parents grabbed their children and pushed them in amongst their possessions on the carts.



"Hey, what's happening?" Sally yelled.

"Fire!" her neighbour shouted back. "Seems to be coming from Pudding Lane! Get out now Sally! No one is safe!"

Sally closed her window with a bang, and hurriedly changed out of her nightdress. Once she was downstairs, her father, mother and Molly crammed their things into a handcart. They watched in horror as ordinary people tried to put out the raging fire with leather buckets full of water and the occasional water squirt.



London's Burning! A Fictional Story

Nothing seemed to make any difference, as the fire leapt from one building to the next, burning everything in its path.

"The houses are so close together and made of wood!" Sally realised, as she scrambled over candlesticks, burnt pans and odd bits of furniture that people had dropped in their hurry to leave!

The grocer's boy, Tom Winter, saw Sally and said, "Some people are going to St Paul's Cathedral to stay safe. Made of stone. Won't burn like wood, eh?" Sally nodded but followed her parents down the dark, stinking streets. The roads were hot and they had to walk in the puddles to keep their feet cool.

They walked and walked. Finally, they arrived at Moorfields. It was a wide-open space with no buildings to burn. They were safe.



Reading Term 4 Week 3 Wednesday Level 2

London's Burning! Questions

1. When did the Great Fire of London start? Tick one.

- ☐ in the day time
- ☐ during the night
- ☐ in the afternoon

2. Match the sentences.

Sally heard	smoke.
Sally saw	people screaming.
Sally could smell	people put things in carts.

3. What word is used that means Sally quickly got dressed?

4. Why did the fire travel so quickly? Tick two answers.

- ☐ The buildings were made of stone.
- ☐ The buildings were close together.
- ☐ The buildings were made of wood.
- ☐ There was nothing around to put the fire out.

5. Why were some people going to St Paul's Cathedral?

6. What changes would have been made to the new buildings after the Great Fire of London?

Reading Term 4 Week 3 Thursday Level 1

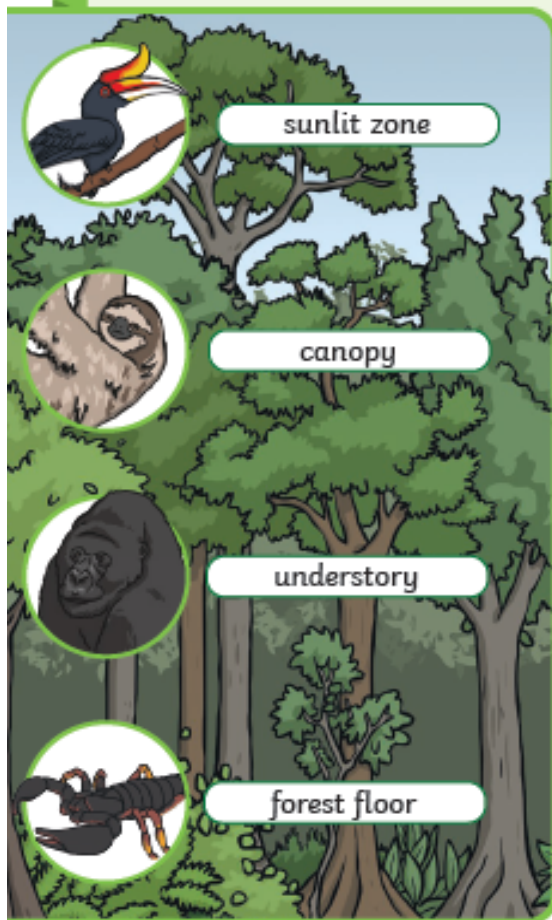
Rainforests

What Is a Rainforest?

Rainforests are big forests that get lots of rain. They are found in warm places.

Parts of a Rainforest

A rainforest is made up of different parts.



The **sunlit zone** has lots of sunlight and tall trees.

The **canopy** is where the leaves of the trees join up to form a kind of umbrella. Red-eyed tree frogs and toucans are some of the animals that live in the canopy.

The **understory** is found under the canopy.

The **forest floor** is dark, damp and hot.



- Rainforests give us oxygen that we need to breathe.
- We get many things from rainforests such as bananas, chocolate, nuts and rubber.

- Lots of medicines we use come from plants in the rainforest.
- Rainforests are full of lots of different kinds of wildlife. Most of the animals here live in the canopy.

Reading Term 4 Week 3 Thursday Level 1

Questions

1. Where are rainforests found? Tick one.
 - ☐ cold places
 - ☐ warm places
 - ☐ icy places
2. What is found in the sunlit zone? Tick one.
 - ☐ tall trees
 - ☐ large animals
 - ☐ rubber
3. What do rainforests give us that we need to breathe? Tick one.
 - ☐ water
 - ☐ food
 - ☐ oxygen
4. What do we get from rainforests? Tick one.
 - ☐ metal
 - ☐ nuts
 - ☐ umbrellas
5. What is the forest floor like? Tick one.
 - ☐ dark, damp and hot
 - ☐ cool, dry and hard
 - ☐ soft, wet and cold

Rainforests

What Is a Rainforest?

Rainforests are large forests that have tall trees, warm weather and lots of different species of animals living there.

They are called rainforests because they get lots of rain.

They are found in hot places such as Africa, Asia and Australia. The largest rainforest is called the Amazon in South America.

Did You Know...?

- Rainforests get at least 200cm of rain every year and sometimes more!
- Rainforests produce oxygen that we need to breathe.
- We get many things from rainforests such as bananas, chocolate, nuts, coffee and rubber.
- Around one quarter of the medicines we use come from plants in the rainforest.

Animals and Wildlife

There are so many different animals, insects and plants in rainforests. Some have not yet been discovered!

Most of the life in the rainforest is in the canopy where it is hot and dry. Here, there is plenty of food and shelter.

The animals and reptiles move around by flying, jumping and swinging on the vines.



Reading Term 4 Week 3 Thursday Level 2

Rainforests



The Emergent Layer

At the top is the emergent layer, also known as the sunlit zone.

This layer has the tallest trees and is sunny, wet and windy. Only a few animals live here such as bats, birds and butterflies.

The Canopy

This is where the branches and leaves of the trees are so close together that they join up to form a kind of umbrella. This is home to most of the animals and plants of the rainforest such as toucans, sloths, howler monkeys and fig trees.

The Understory

This layer is found under the canopy.

It does not get much sunlight. The understory is home to animals such as jaguars, gorillas, elephants and snakes.

The Forest Floor

Here it is dark and humid. This means damp and hot. Very little sun reaches the forest floor as the leaves of the canopy block the sunlight. The smaller animals live here, such as slugs, scorpions and worms.

Reading Term 4 Week 3 Thursday Level 2

Questions

1. Why have rainforests been given this name?

2. Number the rainforest layers from 1-4, starting with the highest layer.
The first one has been done for you.

- ☐ forest floor
☒ 1 emergent
☐ understory
☐ canopy

3. Draw **four** lines and match each layer to the animals that live there.
The first one has been done for you.

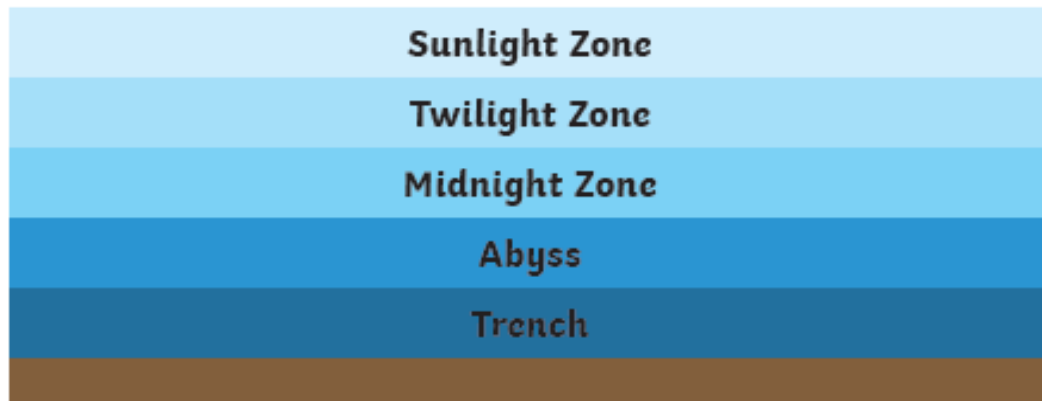
emergent	Animals such as toucans, sloths and howler monkeys live here.
canopy	Only a few animals live here such as bats, birds and butterflies.
understory	The smaller animals live here, such as slugs, scorpions and worms.
forest floor	Home to animals such as jaguars, gorillas, elephants and snakes.

4. Why it is important that we look after our rainforests?

The Layers of the Ocean

Ocean Layers

There are five layers of the ocean. Read on to find out how they are all different...



The Sunlight Zone

- Sunlight can reach this layer.
- The water is **warm**.
- **Lots** of animals and plants live here.
- You can swim here.



The Twilight Zone

- Sunlight can't get to this layer so it is very dark.
- Animals that live here have big eyes.

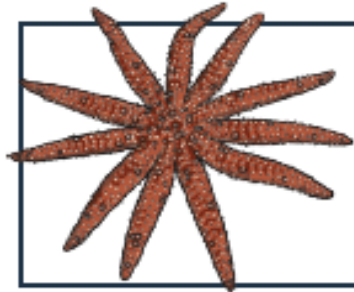
The Midnight Zone

- No sunlight can get to this layer so it is black.
- Animals that live here make their own light.



Reading Term 4 Week 3 Friday Level 1

The Layers of the Ocean



The Abyss

- No sunlight can get to this layer so it is pitch black.
- Only a few animals can live here.

The Trench

- The Trench is also called the **ocean floor**.
- It is freezing cold here.



Did You Know...?

More of the Earth is covered by oceans than by land!

Reading Term 4 Week 3 Friday Level 1

Questions

1. How many layers of the ocean are there? Tick **one**.
 - ☐ four
 - ☐ five
 - ☐ six
2. Which layer is **warm**? Tick **one**.
 - ☐ The Sunlight Zone
 - ☐ The Twilight Zone
 - ☐ The Midnight Zone
3. What can you find **lots** of in the Sunlight Zone? Tick **two**.
 - ☐ animals
 - ☐ people
 - ☐ plants
4. Which layer is also called the **ocean floor**? Tick **one**.
 - ☐ The Midnight Zone
 - ☐ The Abyss
 - ☐ The Trench
5. **In the Abyss it is pitch _____.** Tick **one** to finish the sentence.
 - ☐ white
 - ☐ green
 - ☐ black

The Layers of the Ocean

Ocean Layers

Oceans cover two thirds of our Earth. There are five main oceans: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.

Sunlight Zone

Twilight Zone

Midnight Zone

Abyss

Trench

Ocean Layers

The ocean is deeper in some places than others. We call these different depths **layers**. Each layer has it's own characteristics and unique set of animals which live there. Read on to find out about the different layers...

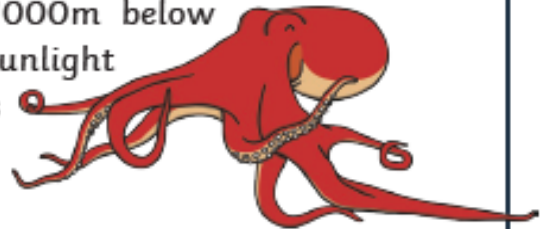
The Sunlight Zone



The Sunlight Zone is up to 200m below the surface of the ocean. Sunlight can reach this layer. Most of all ocean life is found here and many plants, such as seaweed, live here. The water is warm because of the sun. Both humans and fish play and explore here.

The Twilight Zone

The Twilight Zone is up to 1000m below the surface of the ocean. The sunlight cannot reach this layer so it is very dark. Creatures that live here often have large eyes to help them see.

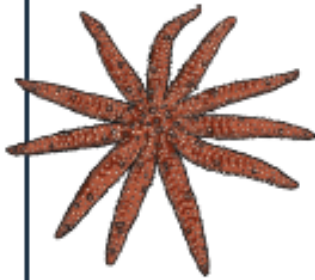


Reading Term 4 Week 3 Friday Level 2

The Layers of the Ocean

The Midnight Zone

The Midnight Zone is up to 4000m below the surface of the ocean. Sunlight cannot reach this layer, which means it is pitch black. Many creatures make their own light to help them to hunt their prey. Some creatures dive to these depths to hunt, for example, the sperm whale.

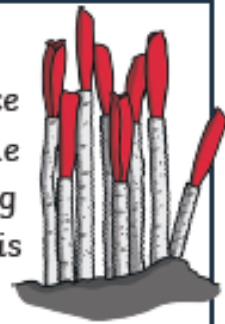


The Abyss

The Abyss is up to 6000m below the surface of the ocean. The sunlight cannot reach this level at all and water in this layer is near freezing. Very few creatures live here, mainly invertebrates, such as sea stars.

The Trench

The Trench is up to 11,000m below the surface of the ocean. The Trench is also known as the ocean floor. This zone can only be explored using special scientific equipment. The temperature is near freezing.



Did You Know?

The Pacific Ocean is the largest and deepest of all the oceans. It is so deep in places that the world's tallest mountain, Everest, would sink without a trace!

Reading Term 4 Week 3 Friday Level 2

Questions

1. How much of the Earth do oceans cover? Tick **one**.

- ☐ one third
- ☐ two thirds
- ☐ half

2. Number these ocean layers in order of how **deep** they are, with 1 being the closest to the surface.

- ☐ The Twilight Zone
- ☐ The Sunlight Zone
- ☐ The Midnight Zone
- ☐ The Trench
- ☐ The Abyss

3. Fill in the missing words.

Many creatures in the _____ Zone make their own light to help them to _____ their prey.

4. Find and copy **two** adjectives used to describe equipment.

5. Which is the largest and deepest of the oceans?

6. Which ocean layer would you most like to explore and why? Give **two** reasons for your answer.

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.

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

Second argument

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

Copy the second argument on the lines below:

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

Writing – Tuesday

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

Copy the second argument on the lines below:

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

Writing – Wednesday

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

Fill in the blanks and copy the second argument on the lines below:

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

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

Fill in the blanks and copy the second argument on the lines below:

_____ helps keep you _____ and healthy. It is
easy to strain your _____ when you are
_____, so staying _____ is important.

Writing – Friday

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

Fill in the blanks and copy it onto another piece of paper if you have one.

_____ 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.

_____ helps keep you _____ and healthy. It
is easy to strain your _____ when you are
_____, so staying _____ is important.

HANDWRITING – TERM 4, WEEK 3

Toy movement objects wheels

movement push pull

Toys can be pushed or pulled.

There are pushes and pulls all
around us.

Addition
Strategy

Place Value

Break numbers into place value.
Add the tens and ones in turn.



1 Make friendly numbers.

Break and arrange
into place value.

$$32 + 16$$

$$= (30 + 10) + (2 + 6)$$

2 Calculate.

$$= 40 + 8$$

$$= 48$$

Other Examples

$$64 + 12$$

$$= (60 + 10) + (4 + 2)$$

$$= 70 + 6$$

$$= 76$$

$$53 + 14$$

$$= (50 + 10) + (3 + 4)$$

$$= 60 + 7$$

$$= 67$$

Day 1

1 $24 + 14$

2 $35 + 12$

3 $17 + 22$

4 $52 + 36$

5 $84 + 13$

6 $31 + 47$

7 $25 + 31$

8 $43 + 16$

9 $37 + 11$

10 There were 62 runners in last year's Fun Run. There were 32 more this year. How many runners this year?

Practice

Q1–10: /10

My time:

1 $21 + 18$

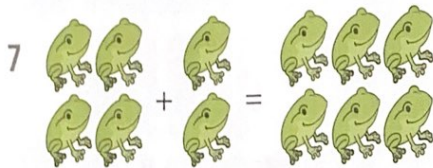
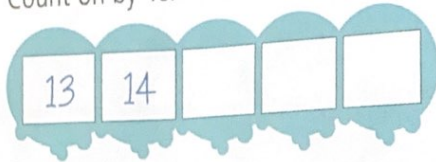
2 $43 + 43$

3 $35 + 21$

4 $61 + 16$

5 $48 + 21$

6 Count on by 1s.

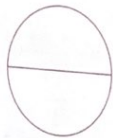


4 frogs and frogs
make frogs altogether.

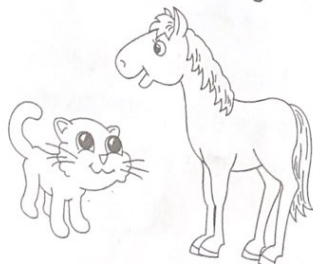
8 Write the missing numbers.

one less		one more
<input type="text"/>	36	<input type="text"/>

9 Colour one half of this shape.



10 Colour the heavy thing.



1 $14 + 61$

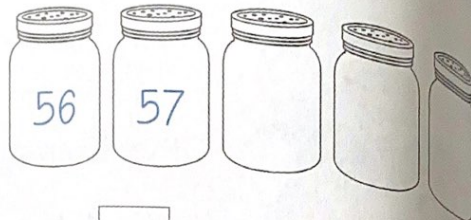
2 $31 + 25$

3 $54 + 34$

4 $71 + 11$

5 $22 + 22$

6 Count on by 1s.



7 Ty has dollars.



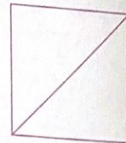
Dad gives him dollars more.

Now Ty has dollars altogether.

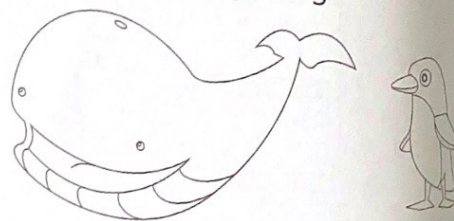
8 Write the missing numbers.

one less		one more
<input type="text"/>	53	<input type="text"/>

9 Colour one half of this shape.



10 Colour the heavy thing.



Day 4

1 $84 + 15$

2 $17 + 70$

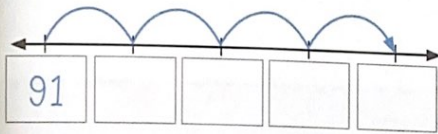
3 $43 + 34$

4 $23 + 32$

5 $44 + 55$

Practice

6 Count on by 2s.



7



+ =

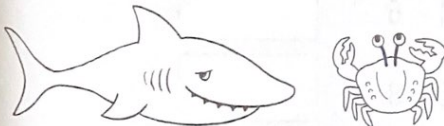
8 Write the missing numbers.

one less		one more
<input type="text"/>	80	<input type="text"/>

9 Colour one half of this shape.



10 Colour the heavy thing.



Day 5

1 $26 + 13$

2 $45 + 41$

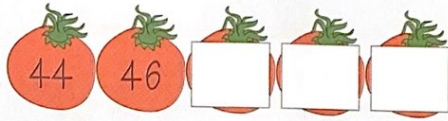
3 $51 + 33$

4 $35 + 24$

5 $32 + 34$

Assessment

6 Count on by 2s.



7

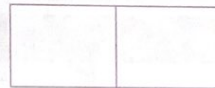


+ =

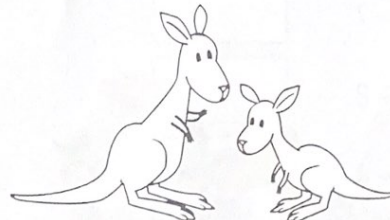
8 Write the missing numbers.

one less		one more
<input type="text"/>	67	<input type="text"/>

9 Colour one half of this shape.



10 Colour the heavy thing.



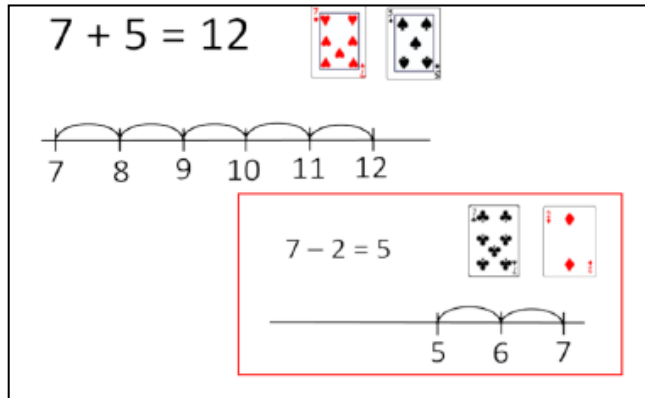
Q1-5: /5 6-10: /5 My time:

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

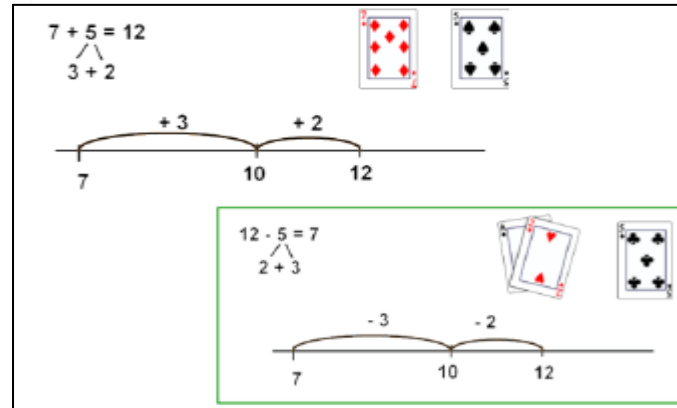
MONDAY : ADDITION AND SUBTRACTION

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

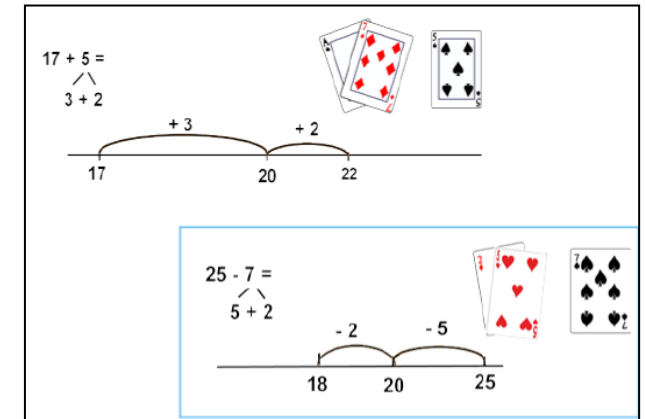
Adding and Subtracting by 1s



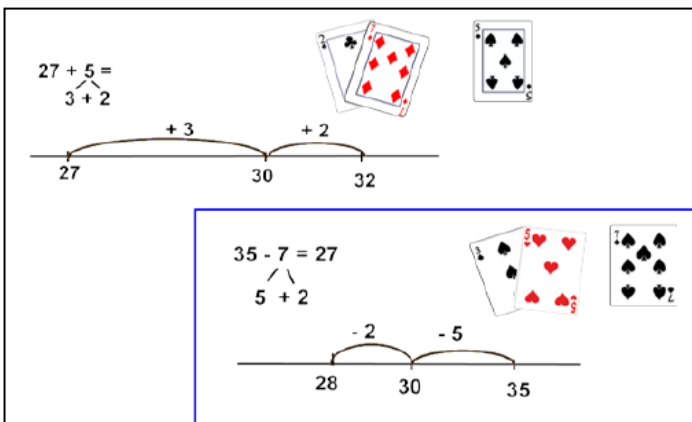
Adding and Subtracting by bridging by 10



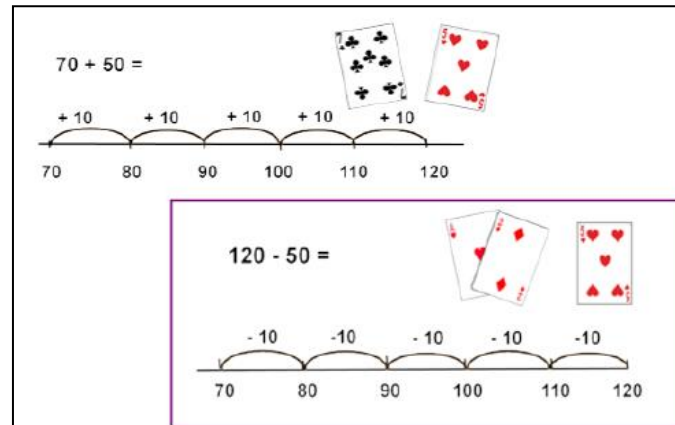
Adding and Subtracting by bridging to 20



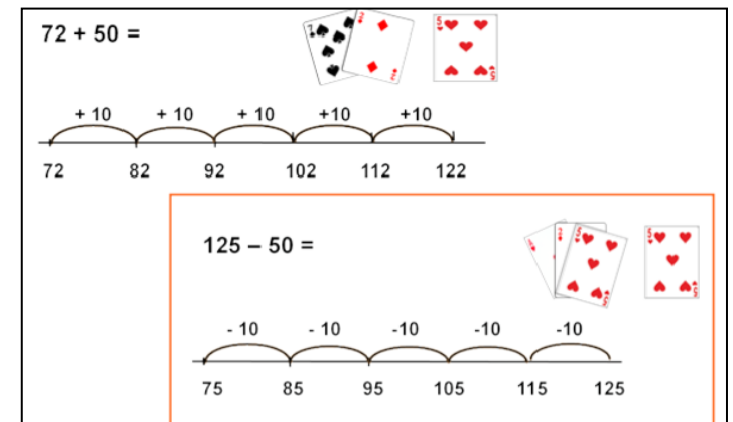
Adding and Subtracting by bridging any decade



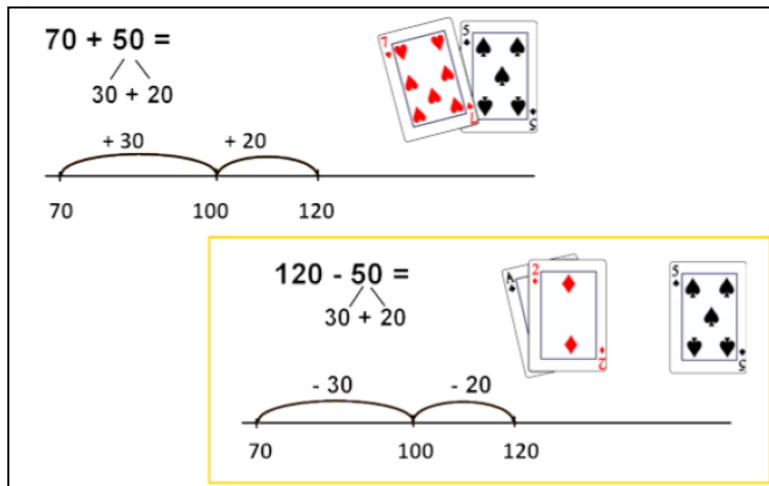
Adding and Subtracting by adding 2 tens numbers



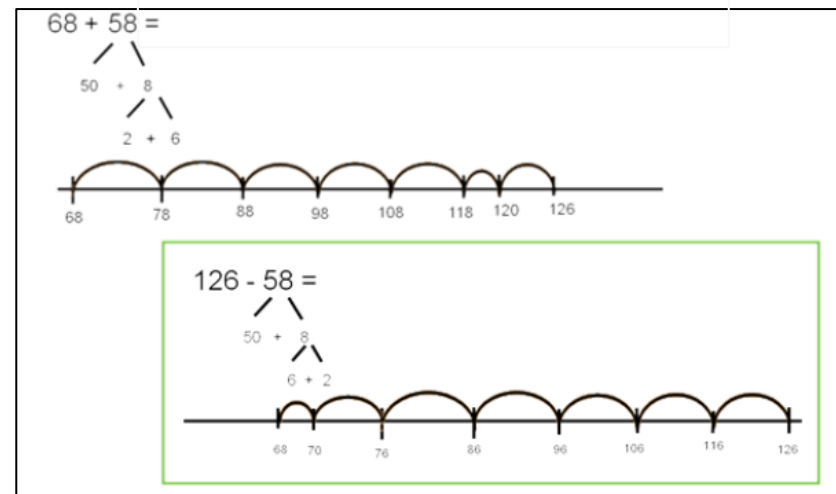
Adding and Subtracting by adding a 2-digit number and a tens number counting off the decade



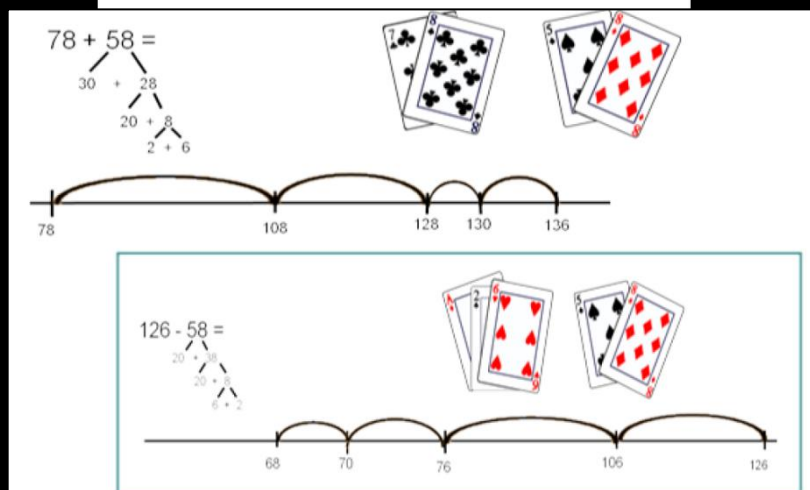
Adding and Subtracting by adding a 2-digit number and a tens number by partitioning.



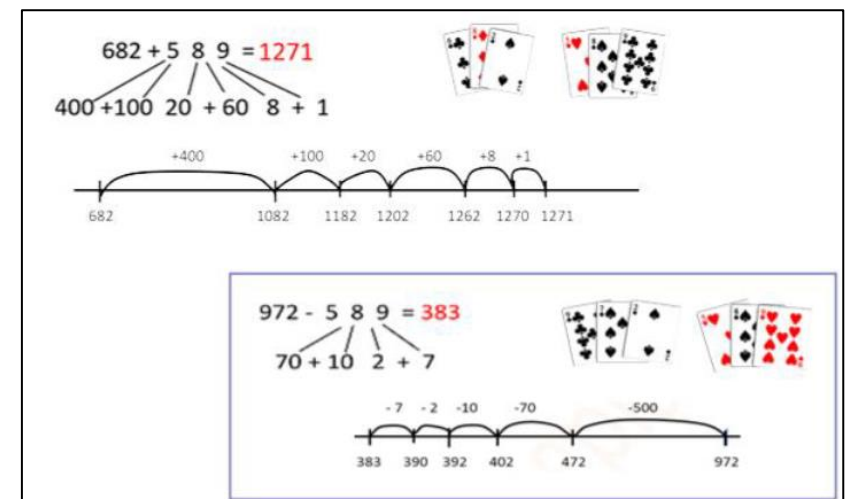
Adding and Subtracting by adding 2 digit numbers by partitioning.



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.

0	1	2	3	4	5	6	7
8	9	10	+	-			

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

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

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

TUESDAY – PLACE VALUE – COUNTING 1s, 10s, 100s FROM THREE-DIGIT NUMBERS

1. Count back by 1s

134		132					127
-----	--	-----	--	--	--	--	-----

2. Count forwards by 10s

145		165			195		
-----	--	-----	--	--	-----	--	--

3. Count back by 100s

950			650				
-----	--	--	-----	--	--	--	--

4. Count back by 10s

145			115		95		
-----	--	--	-----	--	----	--	--

5. Count forwards by 100s

567			867				
-----	--	--	-----	--	--	--	--

6. Count backwards by 1s

765			762				
-----	--	--	-----	--	--	--	--

Fill in the missing numbers.

800		802	803		805	806			
810		812				816	817	818	819
820		822	823		825	826	827	828	
830	831	832				836		838	
840		842	843	844	845	846		848	
850		852				856		858	859
860	861				865				
870				874			877		
			883				887		
890	891	892			895	896		898	899

WEDNESDAY – TIME – DURATION OF TIME

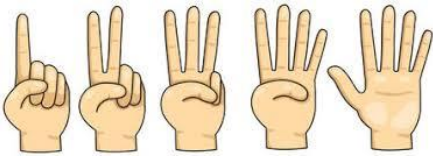
WALT: investigate the duration of time units – seconds, minutes, and hours.

We measure time using the units ... seconds, minutes, and hours.

- The shortest unit of time is seconds.
- The second shortest unit of time is minutes.
- The longest unit of time is hours.

Circle the most appropriate unit of time to measure each activity.

Counting to five



seconds minutes hours

Eating a sandwich



seconds minutes hours

Playing a soccer game



seconds minutes hours

Writing your name



seconds minutes hours

Watching a movie



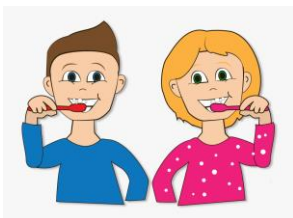
seconds minutes hours

Going to the library



seconds minutes hours

Brushing your teeth



seconds minutes hours

Going for a nice long walk



seconds minutes hours

10-star jumps

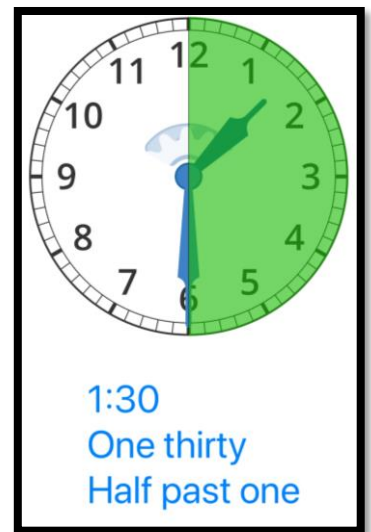


seconds minutes hours

THURSDAY – TIME – HALF PAST

There are 60 minutes in one hour. We investigated half the hour, and we know that half of 60 minutes is 30 minutes. That means there are 30 minutes in half an hour.

30 minutes = $\frac{1}{2}$ hour

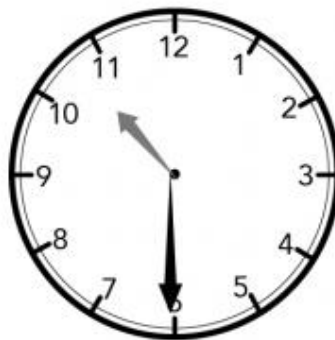


Look at the clocks and tell the time. Write two ways of telling the time. The first one has been completed.



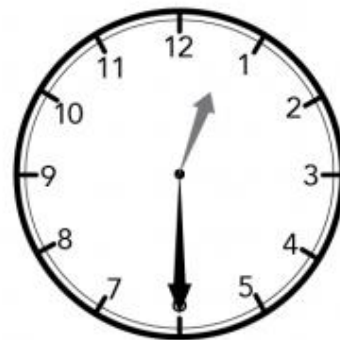
Half past six

6:30

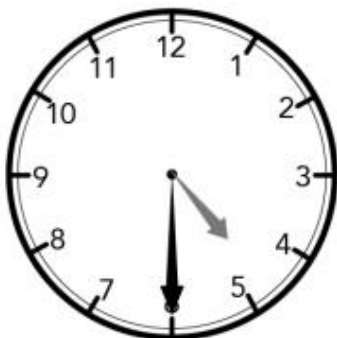


Half past _____

:

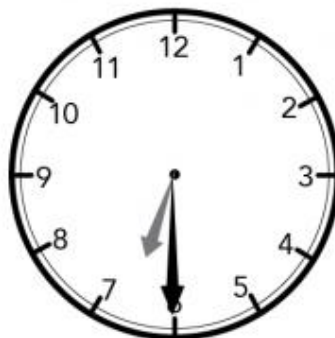


Half past _____



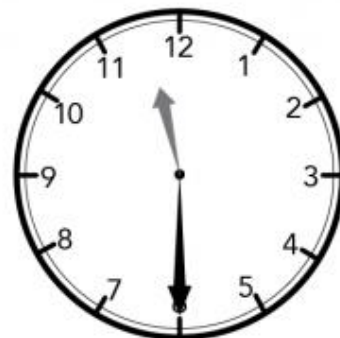
Half past _____

:



Half past _____

:



Half past _____

:

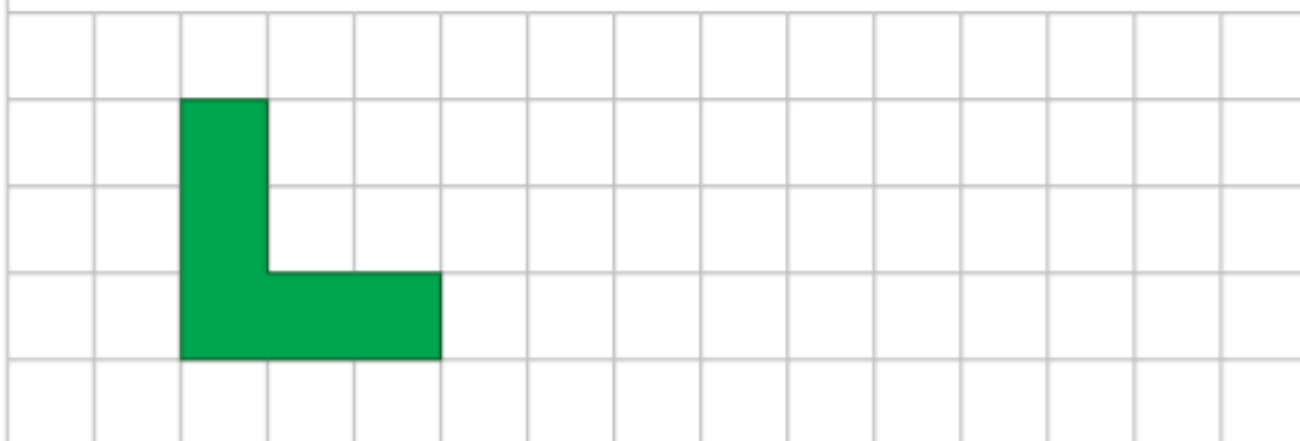
Flip, Slide and Rotate

Draw the shapes below by flipping, sliding or rotating.

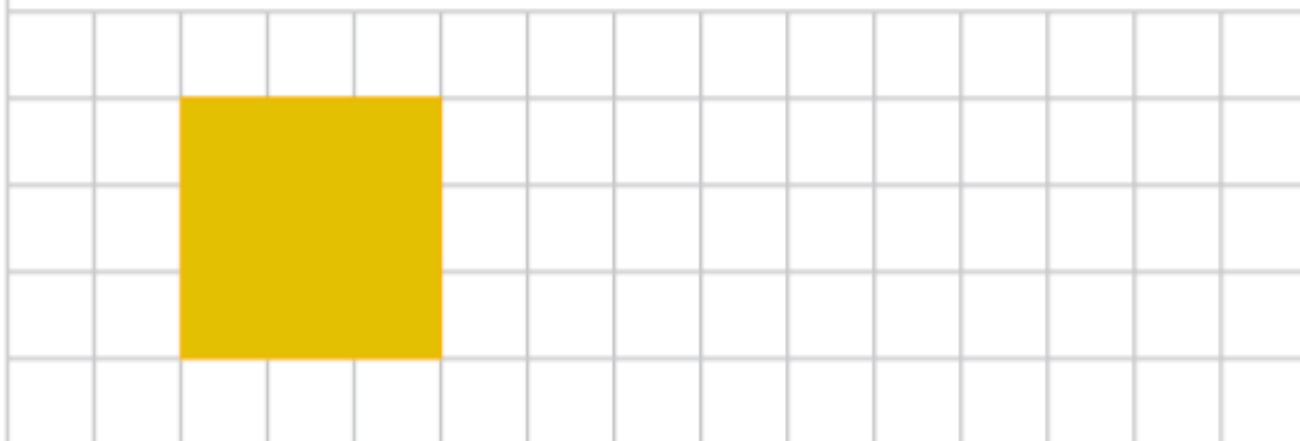
1. Slide the triangle.



2. Flip the shape.



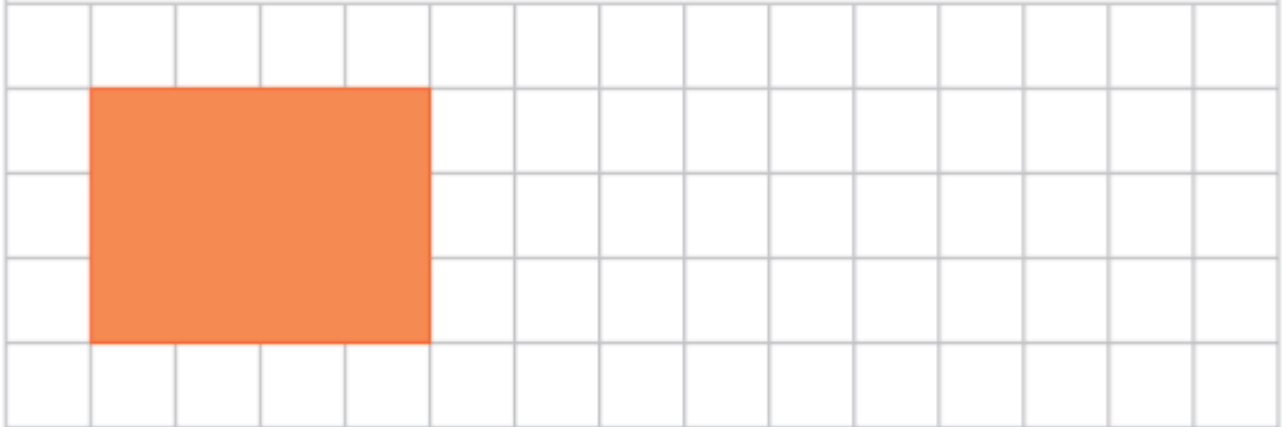
3. Rotate the square.



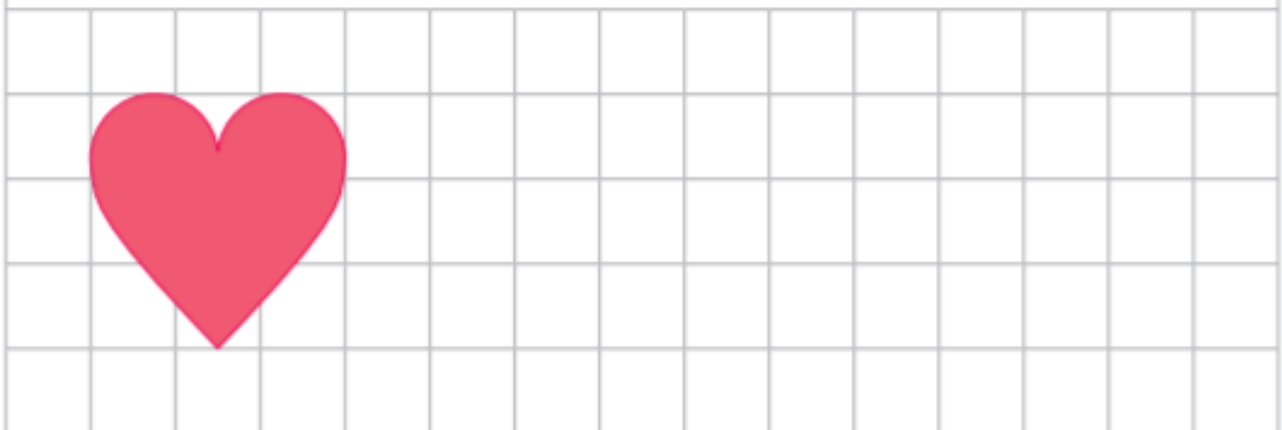
Flip, Slide and Rotate

Draw the shapes below by flipping, sliding or rotating.

4. Slide the rectangle.



5. Flip the heart.



6. Rotate the arrow.



Tuesday – Personal Development and Health – Road Safety

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.



Bike Safety

Today we are learning how to stay safe when riding our bikes. Riding bikes is a great way to travel around the community. When riding our bikes, we need to understand where to ride and how to ride safely.

Watch these videos and write out 5 safety tips to help you before riding a bike.

Safety Tips: <https://www.youtube.com/watch?v=pP7k9JYQyCo>

Bike Safety Checklist: <https://www.youtube.com/watch?v=p86lgcFMFHw>

Tips:

1. _____
2. _____
3. _____
4. _____
5. _____

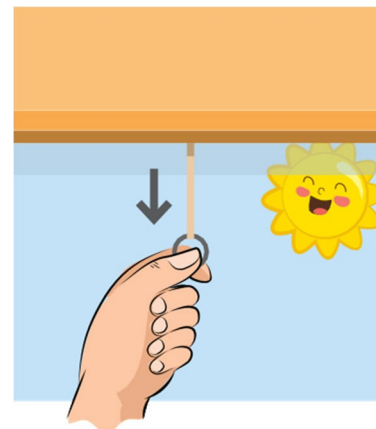
Science – Wednesday – Push and Pull

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.





Pull

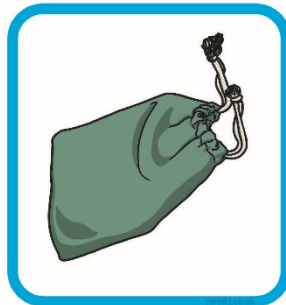


Push





Cut out these images and glue them in the 'Push' or 'Pull' box on the previous page.



Wellbeing Wednesday

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

Make a life size 'hug'
and send it to
someone special.



Create a happy dance!

Draw a person on a piece of paper and then cut it out. Fold the arms towards the body. Share it with someone special.



Peace Out! – Balloon

Follow along with this guided meditation to help you feel strong and happy.

<https://www.youtube.com/watch?v=ZBnPlqQFPKs&list=PL8snGkhBF7njO0QvtE97AJFL3xZYQSGh5&index=2>

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 2

Going Places

Unit 3 People's Connections to Places

Some children live such a long distance from a school that they can't go there every day.

They do their schooling in a different way.

3

Watch the video about children in Queensland who live a long way from school.

Answer the questions in the clouds.

Why do some children do their school lessons at home?

How do the children get together with their friends?

Year 1 / 2 Geography People and Places

inquisitive

3

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

https://www.youtube.com/watch?v=m4_Fjmhhiok

Lesson 2

Going Places

Unit 3 People's Connections to Places

- 2** With your class, talk about how money, distance and weather might affect how people are able to visit other places.



Money



Distance



Weather

4

Compare your life to Felicity's in the table below.

	Felicity	Me
Distance from school	400 km	
Lessons	Talks to teachers on a computer and sees them twice a year.	
Shopping	Once a month but has vegetables, milk and meat on the farm.	
Holidays	Once a year in the wet season.	
Weather	Creek floods when it rains, stays at home.	
Friends	Five hours away.	

- 5
A PMI chart helps us to think about things in different ways.
What would it be like to do school lessons at home?

P

M

I

Plus (good)	Minus (not so good)	Interesting



- 6
Share your ideas with a partner and decide if you would like it or not.

CAPA Term 4 Week 3 Friday

Monster Blow Painting



How to Make Blow Painting Monsters

To make some crazy monster blow painting you'll need the following:

- Watered down paint, food colouring or liquid water colours
- A container for each paint colour
- A spoon for each colour of paint
- Large sheets of paper
- Straws
- Permanent markers



Steps:

1. Start by drawing a few monster features in the middle of the page with permanent markers. You need to use permanent markers as water-based markers will run when the paint is added. Make sure you leave enough room around your drawing for the monster's hair.

2. Spoon a few drops of paint wherever you want the monster's hair to be. You don't need a lot of paint, so start out with just a little dollop of each of the colours you've chosen.



3. Now you need to start blowing! You'll need to hold the straw close to the blob of paint, pointing the straw in the direction you want the paint to move and blow!

If you are blowing hard without seeing the paint move much, just add a little more water to your paint mixture and have another try.



4. Add more paint and turn the page to blow in a different direction. Repeat as many times as you like!



Year 2: Week 3 Specialist Learning Pack

Learning Intention: We are learning to write to persuade.

Success Criteria: We can write a title and an introduction for a persuasive text.

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. Including **compound sentences** and **adjectives** will make your writing more interesting.

When we write our **title**, we use **alliteration**. That means the first sound of both words are the same.

Examples: Cool Karate Club Karate Courageous Karate

The **introduction** is the first **paragraph**. It introduces our **topic** with ③ three reasons why the **audience** should **agree** with us.

Example:

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

You **must** join a karate class **because**:

- you will make new friends.
- it is an enjoyable sport.
- you will stay fit and healthy.
- you will feel more energetic.
- it keeps you well and strong.
- it teaches you defensive skills.
- you learn how to protect yourself.
- you learn how to resolve conflicts.
- you strengthen your muscles to make your body powerful.
- it teaches you to be confident, peaceful and focused.
- you will be able to concentrate more in school.

Monday

- Write a title using alliteration with the sound /k/.

Examples: /k/ cool, creative, club, crazy, courageous

_____ Karate

_____ Karate

_____ Karate

- Write your own title for a persuasive text below.

- List three reasons why your friend must join a karate club.

1.

2.

3.

Tuesday

- Write your own title for a persuasive text below.

- Fill in the blanks below to complete the introduction. Use page 1 to help you.

Cool Karate

Karate is a Japanese martial art. The three reasons why you should try karate are that you can learn to _____, while getting _____, and _____.

Thursday

- Fill in the blanks below to complete the title and introduction. Use page 1 to help you.

_____ is a Japanese martial art. The three reason why you should try _____ are that you can learn to _____, while getting _____ and _____.

Wednesday

- Write your own title for a persuasive text below.

- Fill in the blanks below to complete the title and introduction. Use page 1 to help you.

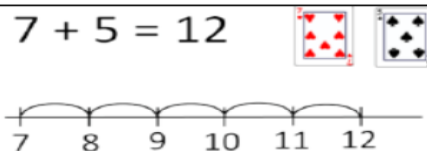
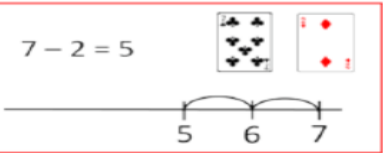
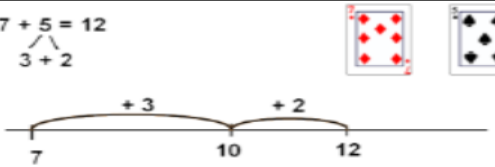
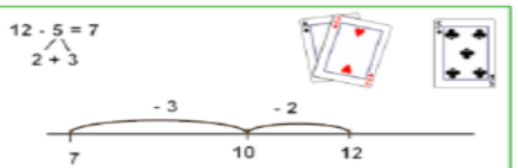
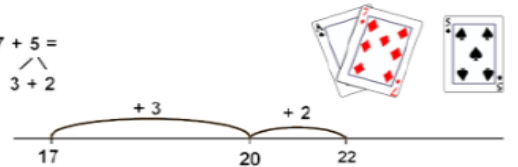
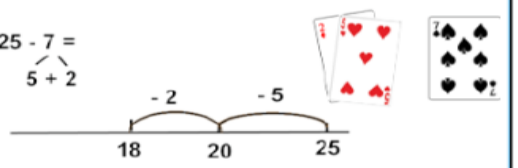
_____ Karate

Karate is a _____ martial art. The _____ reasons why you _____ try _____ are that you can learn to _____, _____ and _____.

Friday

- Write your own title and introduction for a persuasive text. Use page 1 to help you.

Term 4 Week 3 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>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"> $1 + 7 =$ $0 + 8 =$ <p><u>Addition Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $9 + 7 =$ $5 + 8 =$ 	<p style="text-align: center;">Adding and Subtracting by 1s</p> <div style="text-align: center;"> $7 + 5 = 12$  </div> <div style="text-align: center; border: 1px solid red; padding: 5px; margin-top: 10px;"> $7 - 2 = 5$  </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><u>Addition Bridging and Partitioning to 20:</u></p> <ol style="list-style-type: none"> $15 + 6 =$ $12 + 9 =$ <p style="text-align: center;">Subtraction:</p> <p><u>Subtraction by ones:</u></p> <ol style="list-style-type: none"> $9 - 6 =$ $11 - 9 =$ 	<p style="text-align: center;">Adding and Subtracting by bridging by 10</p> <div style="text-align: center;"> $7 + 5 = 12$  </div> <div style="text-align: center; border: 1px solid green; padding: 5px; margin-top: 10px;"> $12 - 5 = 7$  </div>
<p>Q3. What is the value of the tens in this number?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 555 <div style="border: 1px solid black; padding: 10px; width: 80px; text-align: center;">Answer:</div> </div> <p>Q4. What is the value of the hundreds in this number?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 987 <div style="border: 1px solid black; padding: 10px; width: 80px; text-align: center;">Answer:</div> </div>	<p><u>Subtraction Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $14 - 6 =$ $11 - 6 =$ <p><u>Subtraction Bridging and Partitioning to 20:</u></p> <ol style="list-style-type: none"> $25 - 7 =$ $21 - 6 =$ 	<p style="text-align: center;">Adding and Subtracting by bridging to 20</p> <div style="text-align: center;"> $17 + 5 =$  </div> <div style="text-align: center; border: 1px solid blue; padding: 5px; margin-top: 10px;"> $25 - 7 =$  </div>

Friends of 20

Number Bonds to 20



Fill in these blank spaces to solve these problems using the Friends of 20 rainbow above.

1. _____ + 12 = 20

2. 8 + _____ = 20

3. 7 + _____ = 20

4. _____ + 11 = 20

5. _____ + 10 = 20

6. 19 + _____ = 20

7. 16 + _____ = 20

Problem Solving with Friends of 20

Q1. John and Jim are bricklayers. They have 20 bricks altogether. John lays 15 bricks. How many bricks are left for Jim to lay?

Answer:

Q2. Ji Hong and Bruce own a farm. They own 20 sheep altogether. Bruce is able to shear 14 sheep in a day. How many are left for Ji Hong to shear on the same day?

Answer:

Q3. 17 frogs each jumped on their own lilypad. If there are 20 lilypads altogether in the pond, how many more frogs can jump on their own lilypad?

Answer:

Q4. A school has a class with 20 students. If there are 12 girls in the class, how many boys are in this class?

Answer:

Optional Activities:

<https://www.ictgames.com/mobilePage/funkyMummy/index.html>

After logging in to the website, go to the Bonds of 20 tab/button to play the game.

Have fun! 😊

Fractions- Halves

Q1. Practise recognising halves.

Name: _____

Halves

Halves are the 2 equal parts of a whole.



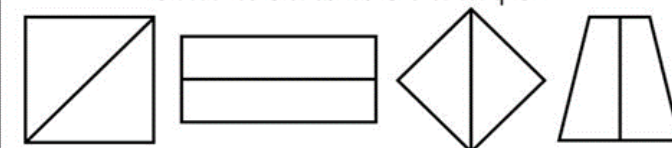
Color the shapes that have been cut into half:



Cut these shapes into half:



Color one half of each shape:



Q2. Sketch the following shapes on a piece of paper and draw a line to make 2 equal halves.

1. Circle
2. Rectangle
3. Square
4. Triangle
5. Pentagon