

Year 2

Year 2 Class Zoom Meetings

Each week, Year 2 students will be able to join a class Zoom meeting on **Thursdays from 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=UWhwWnhxb3hWanhVazd2S1R0ZWIVdz09>

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

See-Saw

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

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

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

Hip Hop Thursdays and Fitness Fridays

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

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

Join Hip Hop Thursdays and Fitness Fridays

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

Meeting ID: 884 8630 9655

Passcode: 506086

| | | |
|---------------|---|---|
| Week 9 | THURSDAY - 9th | FRIDAY - 10th |
| | 1050-1130 - Blaxcell St PS K-6 Hip Hop | 1105-1145 - Blaxcell St PS K-6 Fitness |

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

After your class Zoom meeting join **Mr Cioffi and Ms Dooner** for an extra Zoom meeting. We can help you with mathematics, writing or just to say a big hello from 12:30 to 1:00.

Join Zoom Meeting

<https://nsweducation.zoom.us/j/69356518268?pwd=R1VZekt2K1NoOWNDYTJ4SHlicnIWQT09>

Meeting ID: 693 5651 8268

Passcode: Year2

We would love to see you.

Morning Routine – Monday

Practise spelling the days of the week

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

Write the long date: _____

Write the short date: ____/____/____

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



Morning Routine Tuesday – Practise spelling the months of the year

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

Morning Routine– Wednesday

Practise spelling the days of the week

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

Write the long date: _____

Write the short date: ____/____/____

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



Morning Routine Thursday – Practise spelling the months of the year

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

Morning Routine– Friday

Practise spelling the days of the week

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

Write the long date: _____

Write the short date: ____/____/____

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



Unit 9 - or au aw al ore

| Target Representations | | | | |
|------------------------|-----------|----------|-----------|-----------|
| or | au | aw | al | ore |
| or | haul | paw | ball | more |
| for | launch | saw | tall | sore |
| born | haunt | jaw | call | shore |
| fork | author | law | fall | tore |
| sort | August | raw | hall | core |
| cord | taunt | dawn | mall | bore |
| torn | daunting | draw | wall | score |
| cork | sauce | lawn | stall | snore |
| fort | autumn | fawn | small | store |
| worn | pause | pawn | talk | wore |
| corn | cauldron | claw | chalk | swore |
| port | maul | drawn | walk | adore |
| horn | fraud | yawn | stalk | before |
| pork | flaunt | straw | football | seashore |
| lord | astronaut | hawk | recall | explore |
| forty | applaud | crawl | taller | Singapore |
| north | | prawn | tallest | |
| short | | brawl | smallest | |
| report | | thaw | smaller | |
| morning | | shawl | snowfall | |
| sworn | | scrawl | nightfall | |
| organ | | coleslaw | sleepwalk | |
| | | seesaw | install | |

Monday Phonics - /or/ or au aw al ore

Create your own 'Find a Word'

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

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|------|------|-------|--------|
| fork | ball | score | launch |
| paw | claw | sort | wall |
| tall | corn | saw | sore |

Tuesday Phonics - /or/ or au aw al ore

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

| | | | |
|------|--------|------|--------|
| fort | autumn | lawn | seesaw |
| talk | walk | horn | worn |

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How did you go?





Wednesday Phonics - /or/ or au aw al ore

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

|  |  |
|---|--|
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fort

wauk

ortumn

worn

autumn

talk

foret

torek

woren

lawn

walk

seesaw

lorn

haun

seesor

horn

Thursday Phonics - /or/ or au aw al ore

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

| | | | |
|-------|-------|----------|-------|
| store | sauce | crawl | chalk |
| draw | north | football | shore |

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How did you go?

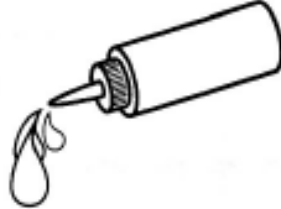


Friday Phonics - /or/ or au aw al ore

Read the words under the picture and circle the word that matches. Colour all the pictures in.



corn call chalk



saw sauce stall



pork pour paw



bore ball born



shore short sport



for fall fork



call cauldron corn



store stalk straw



core call cork



snore small shore



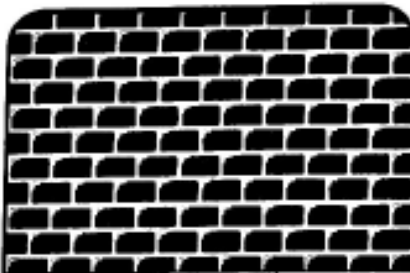
port pawn pork



applaud adore autumn



crawl call claw



wore wall walk



snore score store



Camera Words! Camera Words!

REVISION

great
break
steak
whole
won
son
done
ocean
gone
blood
flood
buy
friend
because
laugh

**

Fun Activities:

Keep a tally of how many camera words you use throughout the week. See how many camera words you can say!

Do you have some playdough at home? Why not make some camera words out of playdough!

**If you can read and spell the above words quickly and correctly, then you can make up your own camera word list! Select 6 words at a time that YOU are interested in learning how to spell—select challenging words! For example, if you want to learn about the ocean here is a good list:

dolphin
octopus
plankton
coral
turtle
marine

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



Monday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in a sentence. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

friend

break



Tuesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to write sentences. Don't forget to begin with a capital letter and use end punctuation.

because

great



Wednesday

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

friend because laugh

My best _____ to me joke. I
began to _____ the
joke was so funny.

4. Draw a picture for this sentence.





Thursday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in one or two sentences. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

laugh great

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

blood

a big body of water

friend

liquid that is inside our bodies

laugh

a person you like and get along with

ocean

to show joy by smiling and making noises



Friday

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

Mi frend made me lauff so much.

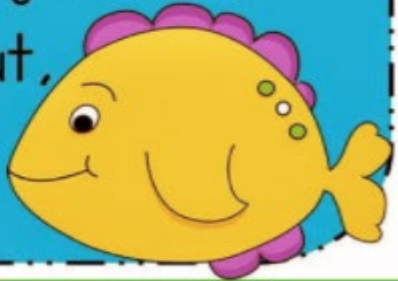
I bought a hol pizza becoz we were hungry.

I woz careful not to brak the giant vase.

Sentence of the Day Week 9

Compound Sentence

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



I was thirsty.

I drank water.

so

but

and





Faith sat on the swing.

She slid down the slide.

so

but

and



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

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

Monday- Sentence of the Day

Complete the sentences below to make compound sentences.

The sun shines in summer



I love to play in puddles



Caitlyn is good at dancing



We had fun at the beach



I am afraid of spiders



Tuesday- Sentence of the Day

Complete the sentences below to make compound sentences.

My teacher is friendly



The excursion to the zoo was fun



I was feeling tired



I was late for school



I can tie my shoelaces



Wednesday- Sentence of the day

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and

but

or

so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although

because

so that

even if

whenever

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team _____ they always lose!
4. He goes abroad on holiday _____ he doesn't like flying.

Thursday- Sentence of the Day



Co-ordinating Conjunctions

I can use a co-ordinating conjunction in my writing to join clauses.

I can choose the best conjunction for my sentence.



1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over _____ I bumped my head.
- c. Would you like to go to the park _____ would you rather play on your bike?
- d. I wanted to go to the beach _____ mum said we couldn't go.
- e. I like to watch football _____ I can't play it.
- f. I took my dog for a walk across the field _____ we both got muddy.



Friday- Sentence of the day



Co-ordinating Conjunctions

I can use a co-ordinating conjunction in my writing to join clauses.

I can choose the best conjunction for my sentence.



1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over _____ I bumped my head.
- c. Would you like to go to the park _____ would you rather play on your bike?
- d. I wanted to go to the beach _____ mum said we couldn't go.
- e. I like to watch football _____ I can't play it.
- f. I took my dog for a walk across the field _____ we both got muddy.



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

but

Chicken Life Cycle

Chickens are the most common bird on earth.

Chickens live in groups called flocks.

There are about 60 breeds.

Chickens eat worms, insects, seeds, grains, fruits, vegetables, and lots more.



1

What happens during the first stage of the chicken life cycle?

Egg

The hen lays an egg.

Chicken eggs can be brown, white, blue, bluish green and pink.

Only if the egg is fertilized by a cockerel, can it become a chick.

The hen keeps the eggs warm by sitting on them.



2

What happens during the second stage of the chicken life cycle?

Chick

Baby chickens are called chicks.

The chick hatches from an egg.

It pecks a hole in the shell with its egg tooth.

They are covered with tiny, soft, fluffy feathers called down to keep them warm.



3

What happens during the third stage of the chicken life cycle?

Hen or Cockerel

The chick grows up and changes over time into a chicken.

Chickens can live between 10 and 15 years.

Chickens are raised for their meat and eggs.

Female chickens are called hens and male chickens are called cockerels.

Cockerels are bigger and more colourful than the hens. They do a little dance to impress the hens.

Hens can lay around 300 eggs every year.

Questions about the Chicken Life Cycle

Answer the questions below in full sentences.

1. What are the groups that chickens live in called?

2. How many breeds of chicken are there?

3. Name 2 things that chickens eat.

4. What colour can eggs be?

5. How do hens keep the eggs warm?

6. What are baby chickens called?

7. What does the chick do with its egg tooth?

8. How long do chickens live?

Reading Monday Term 3 Week 9 Level 2

Chicken Life Cycle

Chickens are the most common bird on earth. There are around 175 different varieties and about 60 different breeds of chicken. One popular breed is the Rhode Island Red. Chickens are very social animals and like to live as part of a group. Their groups are called flocks. Each flock has some chicks, hens and a rooster. Chickens have their own language of over 30 chicken sounds. Chickens have full colour vision and have dreams when they sleep, just like us! Chickens eat worms, insects, seeds, grains, fruits, vegetables, and lots more. Chickens don't have teeth; they swallow their food whole into a part of their stomach called the gizzard that has tiny stones in it, which help to grind up their food.



1

What happens during the first stage of the chicken life cycle?

Egg

The hen lays an egg; they can do this without cockerels. The unfertilized eggs are what humans bake cakes and other foods with and eat cooked as boiled, fried, poached or scrambled eggs. Only if the egg is fertilized by a cockerel, can it become a chick. Chickens lay more eggs when its warmer. Chicken eggs can be brown, white, blue, bluish green and pink. The hen incubates the eggs by sitting on them to keep them warm. The incubation period for a chicken egg is about 21 days. The yellow part inside the egg is the yolk, which gives the chick the food it needs to grow.



2

What happens during the second stage of the chicken life cycle?

Chick

Baby chickens are called chicks. The chick starts its life by hatching from an egg when it is ready. You may see cracks appear on the egg before the chick emerges. This can take a few days. It pecks a hole in the shell with a bump on its beak called an egg tooth. When the chicks first hatch, they are covered with tiny, soft, fluffy feathers called down, but they are wet at first. Down feathers keep them warm.



3

What happens during the third stage of the chicken life cycle?

Hen or Cockerel

The chick grows up and changes over time into a chicken. They grow bigger feathers called contour feathers to keep them warm, and flight feathers on their wings and tail. Female chickens are called hens and male chickens are called cockerels but are also known as roosters. Young hens are called pullets. Chickens can live between 10 and 15 years and are raised for their meat and eggs. Cockerels are bigger and more colourful than the hens. They do a little dance to impress the hens. Cockerels protect the hens and the hens protect their chicks. Cockerels have a comb on their head and two wattles under their neck. Hens are ready to lay their first eggs when they are around 6 months old. When the hen lays and incubates an egg, the chicken life cycle starts all over again! Hens can lay around 300 eggs every year.

Reading Monday Term 3 Week 9 Level 2

Questions about the Chicken Life Cycle

Answer the questions below in full sentences.

1. How many different varieties and breeds of chickens are there? Name a breed of chicken.

2. How do chickens eat and grind their food?

3. What can humans make with eggs?

4. Why do only some eggs become chicks?

5. How long is the incubation period? How does the hen incubate the egg?

6. How do chicks begin life? How do they get out of the egg?

7. What is different about the chicken's feathers compared to the chick's?

8. How do cockerels look and behave?

9. What are hens ready to do at 6 months old? How does the life cycle start again?

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



Inference

Question Cards





Inference Questions

The boy is kicking leaves.

What time of year could it be?
How is the boy feeling?
Where might the boy be?
What could happen next?



Inference Questions

The family is camping.

Where could they be?
Where will they sleep?
How might they cook their food?
What will they do while they're camping?



Inference Questions

Some friends are playing outside.

What else might they play with?
Where might they be?
What could they be saying?
What could the weather be like?



Reading Wednesday Level 1 & 2 Term 3 Week 9

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

Inference Questions

A brother and sister are looking for chocolate eggs.

Where could they be?

What time of year is it?

Why are they looking for chocolate eggs?

Who might have hidden the eggs?



Inference Questions

The girl is starting at a new school.

Why might the girl be at a new school?

How might she be feeling?

Who might be holding her hand?

What might the adult say?



Inference Questions

A family has a new puppy.

How might they feel about getting a new puppy?

What might the puppy be called?

Where has the puppy been playing?

What will the people have to do with him next?



Inference Questions

A woman is getting a train.

Why is the woman getting on a train?

Where could she be going?

What might she do there?

What could she have in her bag?



Oops-this is a little bit late! If you celebrate Father's Day I hope you made it extra special for your loved one!

Australian Father's Day



What Is Father's Day?

Father's Day is a special day where families celebrate fathers and thank them for everything they do.

When Is Father's Day?

In Australia, Father's Day is celebrated on the first Sunday in September each year.



How Is Father's Day Celebrated?

There are many ways families celebrate Father's Day. Many children make cards and presents to give to their dad or grandfather. Sometimes families cook or go out for a special meal together.

Three Ways to Make Father's Day Extra Special

1. Spend time together - you could read a book, play a game or go for a walk.
2. Make a card, draw a picture or cook breakfast for your dad to make them feel special.
3. Tell him you love him - the best present is love.



Oops-this is a little bit late! If you celebrate Father's Day I hope you made it extra special for your loved one!

Questions

1. Father's Day is a time to celebrate _____.

a) monkeys ☐

b) mothers ☐

c) children ☐

d) fathers ☐

2. When is Father's Day in Australia? Tick the correct answer.

a) Monday ☐

b) Wednesday ☐

c) Saturday ☐

d) Sunday ☐

3. What would be a good gift for your father? Tick two answers.

a) mud ☐

b) card ☐

c) present ☐

d) nothing ☐

4. What is one way that is suggested to make Father's Day extra special?

5. What do you think would be a good present for your father?

Oops-this is a little bit late! If you celebrate Father's Day I hope you made it extra special for your loved one!

Australian Father's Day



Father's Day is a special day where families celebrate fathers and thank them for their love and support. Children might also thank and give presents to their uncles, grandfathers and other important people in their lives.

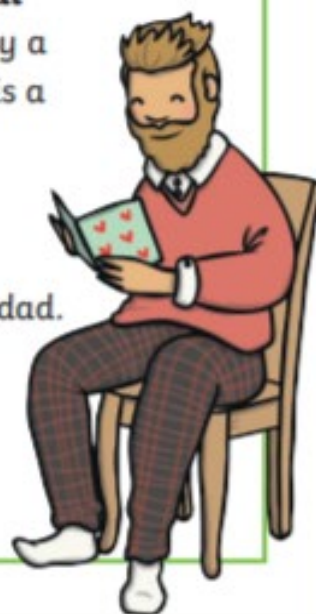
In many countries, Father's Day is celebrated on 17th June. In Australia, Father's Day is celebrated on the first Sunday in September each year.

There are many ways families celebrate Father's Day. Many children make cards and presents to give to their dad or grandfather. Sometimes families cook or go out for a special meal together. Families might also spend time with their uncles, grandfathers and other important people.

In Australia, there is no set tradition about how to celebrate Father's Day. In Japan, Father's Day is celebrated by sharing a feast of seafood. In Mexico, there is a 21km race followed by a family meal. In South Africa, families spend time together outside sharing picnics.

Three Ways to Make Father's Day Extra Special

1. Spend time together. You could read a book, play a game or go for a walk. Spending time together is a great way to show how much you enjoy your dad's company.
2. Make something for your dad, for example, a card, draw a picture or cook breakfast for your dad. Making something is a very thoughtful way of showing how much you appreciate someone.
3. Tell him you love him - the best and cheapest present is love.



Oops-this is a little bit late! If you celebrate Father's Day I hope you made it extra special for your loved one!

Questions

1. Father's Day is a time to celebrate _____.

2. When is Father's Day in Australia?

3. Who are some of the other people that might be celebrated on Father's Day?

4. Why do you think other people, not just dads, might be celebrated on Father's Day?

5. How does the way you celebrate Father's Day differ from how the people in Mexico celebrate Father's Day?

6. If you could plan the perfect Father's Day what would you do?

My Dad, the Superhero

"Wake up!" said Sam to his dad.

On Father's Day, Sam and his dad always spent the day together. Last year, they rode roller coasters. The year before that, they went to a football match.

"Okay," said Dad as he got out of bed and into his wheelchair. "Mum made your favourite breakfast," said Sam.

Dad and Sam went to the kitchen. Mum was making pancakes. "What are you going to do today?" Mum asked with a smile.

"We can go see the new superhero movie!" said Sam. "Good idea," said Dad. Just then, the phone rang.

When Dad hung up the phone, he said, "I'm sorry, but I have to go to work." Sam was so very sad.



"I have an idea," Dad said, "You can come to work with me."

Sam smiled and ran to his room to get ready. He had never seen his dad at work, and hoped it would be fun.

Sam was shocked when they arrived at the zoo. His dad had keys that

My Dad, the Superhero

opened every door. Inside was a room with a zookeeper and two nurses. They clapped when his dad came in and thanked him for coming so quickly.

In the corner of the room was a black and white panda. The panda was upset. "This is my patient," Dad said.

After an hour, Sam's dad was holding four tiny panda cubs. Sam's dad handed one to Sam. He was so proud of his dad. He thought his dad was just like a superhero.



"This is the best Father's Day," said Sam to his dad. "I get to hold a panda cub, and I learned that you are a superhero!"

Questions

Read each statement. Write 'T' if you think it is true, or 'F' if you think it is false.

- | | |
|--|--------------------------|
| 1. Sam's dad wakes Sam up. | <input type="checkbox"/> |
| 2. Sam and his dad rode roller coasters last year. | <input type="checkbox"/> |
| 3. Dad's favourite breakfast is pancakes. | <input type="checkbox"/> |
| 4. Sam wants to go fishing for Father's Day. | <input type="checkbox"/> |
| 5. Mum answered the phone. | <input type="checkbox"/> |
| 6. Dad has to go to work on Father's Day. | <input type="checkbox"/> |
| 7. The panda has black and brown fur. | <input type="checkbox"/> |
| 8. Dad works at the supermarket. | <input type="checkbox"/> |
| 9. The mumma panda had 6 cubs. | <input type="checkbox"/> |
| 10. Sam thinks his dad is like a superhero. | <input type="checkbox"/> |

My Dad, the Superhero

"Wake up, wake up, wake up!" Sam cheered as he shook his sleeping father.

Sam loved Father's Day. To him, it was one of the best days of the year because on Father's Day, the two of them always spent the day together doing something fun. Last year, they went to an amusement park and spent the day riding the same roller coasters five times each. The year before that, they went to a football match and watched their favourite team win the Cup.

"Alright," Dad yawned, as he stretched his arms upward and crawled out of bed into his wheelchair. "Hurry, Dad," said Sam. "Mum made your favourite breakfast – blueberry pancakes and bacon!"



Dad followed Sam down the hall and into the kitchen, where Mum was pouring the last drop of syrup onto the buttered pancakes.

"So, boys, what adventure do you have planned for today?" Mum asked with a large grin across her face. "Hmmm..." thought Dad. "Maybe we can go to the lake and go fishing."

"Or maybe we can go and see the new superhero movie," exclaimed Sam. "That's a great idea," agreed Dad. The two of them had always shared a love of superhero comics and action figures. Just then, the phone began to ring from the living room.

My Dad, the Superhero

Dad went to the phone, and all Sam could hear was Dad's response to whoever was on the other side of the call. "Right now?" Dad asked, surprised. "Ok, great. Keep calm and I will be right there."

Sam's heart sank. He already knew what his dad was going to say before he even returned to the kitchen. His dad always got called into work at the worst times.

"I'm sorry, but I have to go to work," Dad announced. "But Dad!" whined Sam. "It's Father's Day and we always spend it together!"

"I know son," Dad replied. "But this is really important and I need to go."

Dad noticed Sam's lips curl down and his brow scrunch up. "I have an idea," Dad perked up. "Why don't you come with me?"

"Really?" Sam said in surprise. "I would love to!"

Sam jumped from his seat at the kitchen table, and ran to his room to get ready. He had never seen his dad at work, and even though it wasn't a roller coaster or football match, it would still be fun to spend time with his dad.

Sam was shocked when they arrived to the city zoo. His dad led them past the 'Employees Only' door and down a narrow hallway to a back room. The room had a couple of nurses and an anxious-looking zookeeper. All of them took a breath of



My Dad, the Superhero

relief and clapped as his dad entered the room. They hurried over to thank him for coming so quickly. In the corner of the room was a large black and white panda, lying on her side. She was groaning loudly and seemed to be very upset. "This is my patient, Sam," Dad said calmly.

Dad checked in with the nurses, and slowly made his way over to the mumma panda. He gave the mumma panda some medicine and gently stroked her thick fur. Sam's eyes were wide with amazement to see his dad being so brave. His dad was like a superhero, there to save the day. It made Sam very proud.

After an hour, Sam's dad was holding four pink newborn panda cubs. He washed the cubs, rubbed their stomachs, and fed them warm milk from a bottle.

"Sam," Dad called. "Come here and meet the newest attraction at the zoo." Sam walked slowly over to his dad and knelt down beside him. His dad handed Sam a newborn panda and the bottle.



"This is the best Father's Day yet," beamed Sam. "Not only do I get to hold a panda cub, but I also learned that you are a superhero!"

Questions

1. Name two activities Sam and his dad have done before on Father's Day.

2. What was the main problem in the story?

3. How was this problem solved?

4. Why does Sam think his dad is like a superhero?

5. Do you think Sam's dad is a good veterinarian? Why?

Writing – Monday

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

Below is an example of a warning tale.

Zane the Zebra Learns a Lesson

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

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

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

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

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

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

The complication (problem)

The fourth paragraph is the problem (complication) that happens because our character did not listen to the warning. Another animal appears to attack Zane.

Copy the problem (complication) on the lines below:

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

Writing – Tuesday

The fourth paragraph is the problem (complication) that happens because our character did not listen to the warning. Another animal appears to attack Zane.

Copy the problem (complication) on the lines below:

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

We can add more information about where the leopard comes from.

Copy lines below:

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

Writing – Wednesday

The fourth paragraph is the problem (complication) that happens because our character did not listen to the warning. Another animal appears to attack Zane.

Copy the problem (complication) on the lines below:

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

Extension: Need a challenge? Write your own complication paragraph for Carrie the Kangaroo. A dingo appears from the long grass to attack Carrie! Oh no!



Writing – Thursday

The fourth paragraph is the problem (complication) that happens because our character did not listen to the warning. Another animal appears to attack Zane.

Zane the _____ Learns a Lesson

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

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

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

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

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

Writing – Friday

Fill in the blanks to complete the parts of a warning tale.

Then copy it on some spare paper if you have some.



_____ the _____ Learns a Lesson

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

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

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

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

Handwriting -Week 9

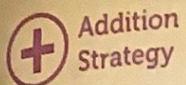
Somewhere their care Blair software

hair lair scaredy-cat fairest "You

are too scared!" sniggered Alasdair. To

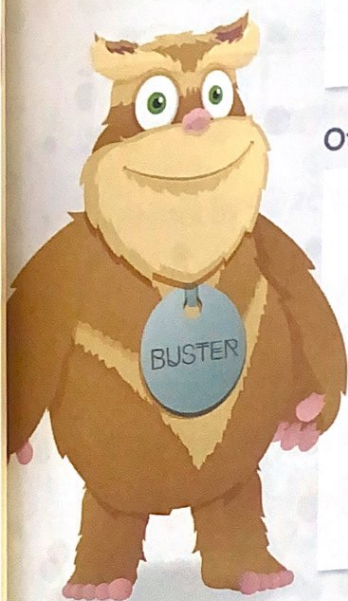
be fair to Claire Alasdair took off

first

Addition
Strategy

Friendly and Fix

To add 9, change to 10,
then fix by taking 1.



1 Make a friendly
number.

2 Calculate.

3 Fix the change.
Do the opposite of what you did
to make the number friendly.

$$7 + 9$$



$$7 + 10 = 17$$



$$= 16$$

Other Examples

$$36 + 9$$



$$36 + 10 = 46$$



$$= 45$$

$$85 + 9$$



$$85 + 10 = 95$$



$$= 94$$

Day 1

1 $8 + 9$

2 $5 + 9$

3 $7 + 9$

4 $16 + 9$

5 $14 + 9$

6 $29 + 9$

7 $53 + 9$

8 $85 + 9$

9 $48 + 9$

10 Farmer Joe had a herd of 37 cows.
He added 9 cows to the herd.
How many cows altogether?

Practice

Q1-10:

/10

My time:

Day 2

1 $13 + 9$

2 $55 + 9$

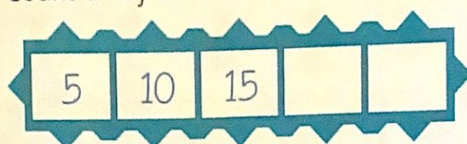
3 $28 + 9$

4 $34 + 9$

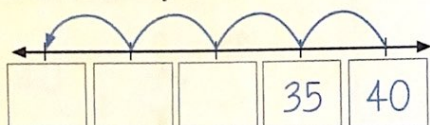
5 $72 + 9$

Practice

6 Count on by 5s.



7 Count back by 5s.

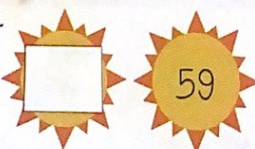


8 How many in each group?



tens and ones

9 Write the number that is one less.



10 Colour the thing that holds less.



Day 3

1 $27 + 9$

2 $66 + 9$

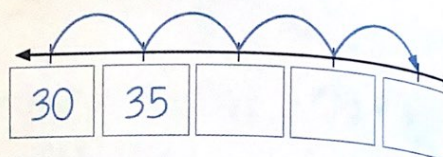
3 $19 + 9$

4 $23 + 9$

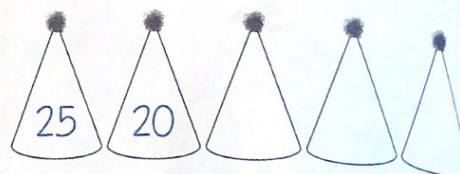
5 $49 + 9$

Practice

6 Count on by 5s.



7 Count back by 5s.

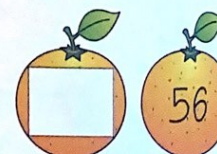


8 How many in each group?



tens and ones

9 Write the number that is one less.



10 Colour the thing that holds less.



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

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

Day 4

1 $9 + 6$

2 $9 + 23$

3 $9 + 77$

4 $9 + 59$

5 $9 + 44$

Practice

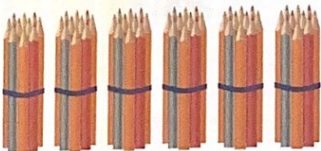
6 Count on by 5s, starting from 80.

| | | | | |
|----|--|--|--|--|
| 80 | | | | |
|----|--|--|--|--|

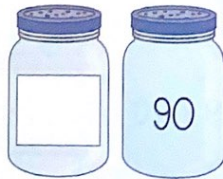
7 Count back by 5s.

| | | | | |
|----|--|--|--|----|
| 80 | | | | 60 |
|----|--|--|--|----|

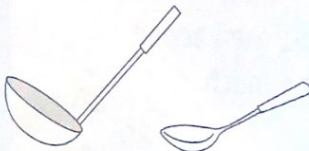
8 How many in each group?


 tens and ones

9 Write the number that is one less.



10 Colour the thing that holds less.



Day 5

1 $25 + 9$

2 $72 + 9$

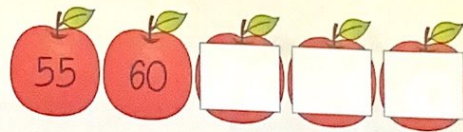
3 $47 + 9$

4 $39 + 9$

5 $22 + 9$

Assessment

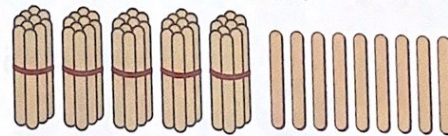
6 Count on by 5s.



7 Count back by 5s.



8 How many in each group?


 tens and ones

9 Write the number that is one less.



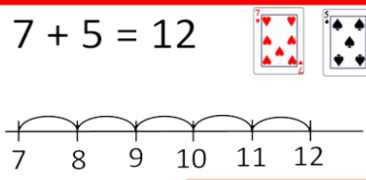
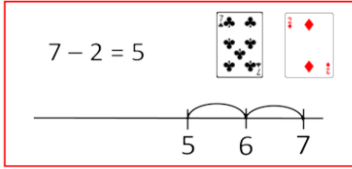
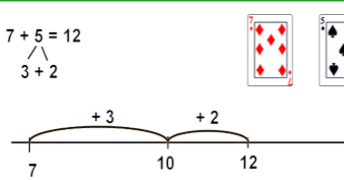
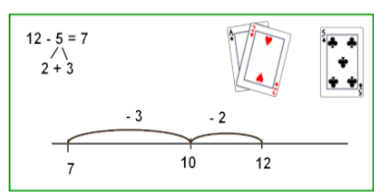
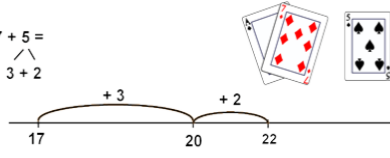
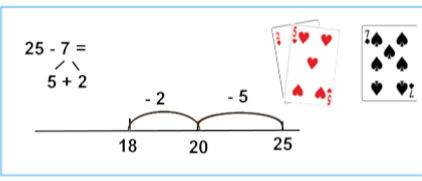
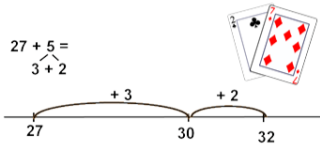
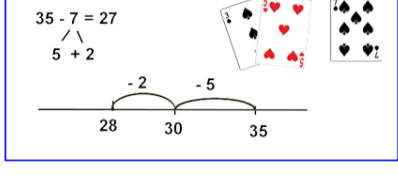
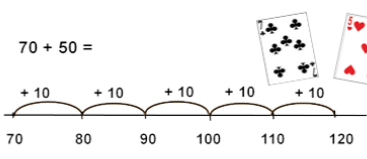
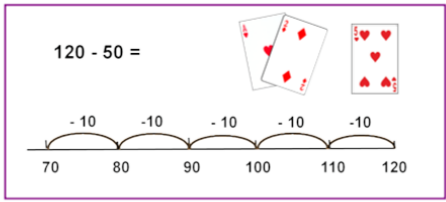
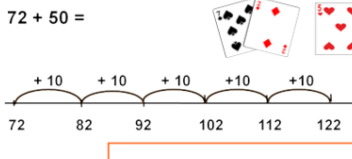
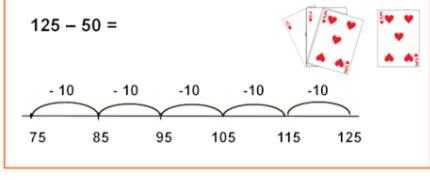
10 Colour the thing that holds less.



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

Addition and Subtraction Levels

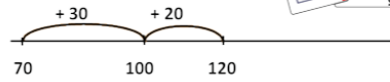
1. Have a look at the maths levels below and remind yourself which level you are working at.

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

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

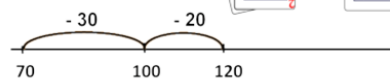
$$70 + 50 =$$

$$30 + 20$$



$$120 - 50 =$$

$$30 + 20$$

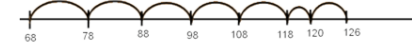


Addition and Subtraction - 2 two-digit numbers using partitioning

$$68 + 58 =$$

$$50 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$50 + 8$$

$$6 + 2$$



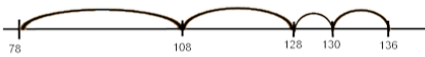
Addition and Subtraction - 2 two-digit numbers using place value

$$78 + 58 =$$

$$30 + 20$$

$$20 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$20 + 8$$

$$20 + 6$$



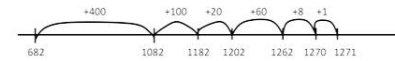
Addition and Subtraction - three digit numbers using place value

$$682 + 589 = 1271$$

$$400 + 100$$

$$20 + 60$$

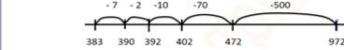
$$8 + 1$$



$$972 - 589 = 383$$

$$70 + 10$$

$$2 + 7$$



Addition and Subtraction - four digit numbers using place value

$$6825 + 5897 =$$

$$4000 + 1000$$

$$200 + 600$$

$$80 + 10$$

$$5 + 2$$



$$12722 - 5897 =$$

$$5000$$

$$700 + 100$$

$$20 + 70$$

$$2 + 5$$

$$-5$$

$$-2$$

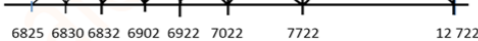
$$-70$$

$$-20$$

$$-100$$

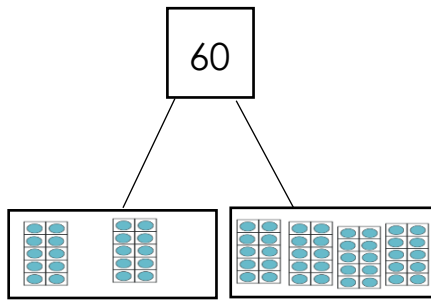
$$-700$$

$$-5000$$

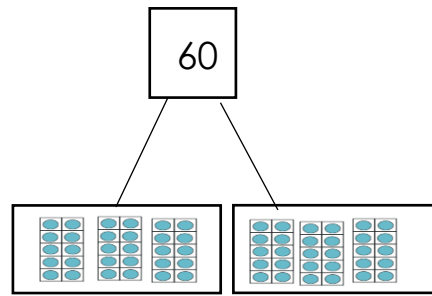


Monday – Maths - Partitioning tens numbers

1.

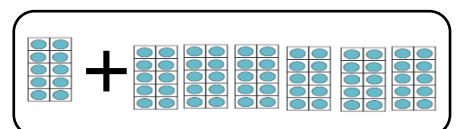
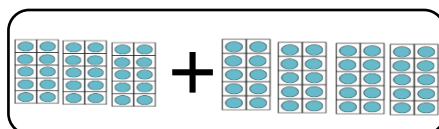
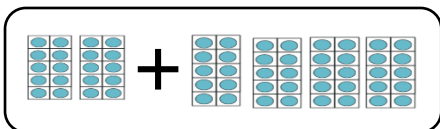
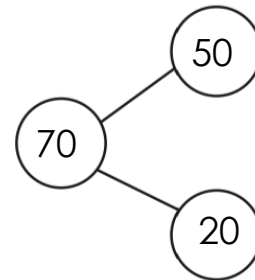
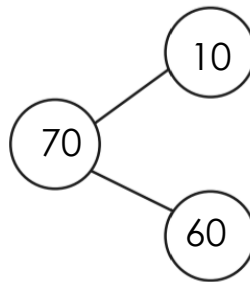
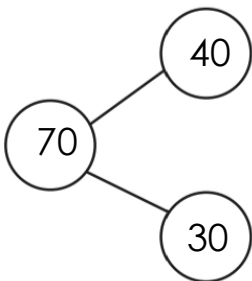


$$\underline{\quad} + \underline{\quad} =$$



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

2. Match the partitioned tens numbers to the correct ten frames.



3. Fill in the missing blanks with the correct numbers.

- $80 = \underline{\quad} + 40$

- $30 = 20 + \underline{\quad}$

- $30 = 10 + \underline{\quad}$

- $80 = 10 + \underline{\quad}$

- $50 = 30 + \underline{\quad}$

- $50 = \underline{\quad} + 10$





TUESDAY – WALT: DESCRIBE THE LIKELIHOOD OF CHANCE

Chance is the likelihood that something will happen.



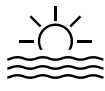
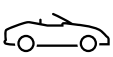
There are words that we can use to describe the chance that something could happen.

| | |
|--|--|
| Possible means that it could happen. | It is possible for it to rain. |
| Impossible means it cannot happen. | It is impossible for it to rain cats and dogs ! |
| Certain will mean it will happen every time. | I am certain that they are 7 days in a week. |
| Uncertain means to may not happen every time. | I am uncertain that it will rain next week. |
| Likely means it will probably happen | It is likely to be sunny next week. |
| Unlikely means it will probably not happen. | It is unlikely that they will be a storm next week. |

Read the events and select if you think it **is certain, likely, unlikely, or impossible** to happen.

| Event | I think it is ... |
|--|--|
| It will be sunny tomorrow.  | certain / likely / unlikely / impossible |
| I will play with a sibling tomorrow.  | certain / likely / unlikely / impossible |
| I will eat fruit today.  | certain / likely / unlikely / impossible |
| I will fly on an airplane next week.  | certain / likely / unlikely / impossible |

Read the events below and write if you think it is **certain, likely, unlikely, or impossible** to happen...

| Event | I think it is ... |
|---|-------------------|
| I will watch tv tomorrow.  | _____ |
| I will go to outer space!  | _____ |
| The sun will set today.  | _____ |
| My family will buy a new car this week.  | _____ |

Answer the following questions using the calendar below.

1. How many Mondays are there in September?

2. What day is September 17?

3. Write the date for Father's Day.

4. Write the date for this week's Hip Hop Thursday.

5. Write the date for this week's Fitness Friday.

SEPTEMBER 2021

| SUN | MON | TUE | WED | THU | FRI | SAT |
|----------------------|-----|-----|-----|---------------------------|-------------------------|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 Father's Day | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 Hip Hop Thursday | 17 Fitness Friday | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

THURSDAY – FINDING DIFFERENCE IN 3 WAYS

Find the difference between the two numbers by either:

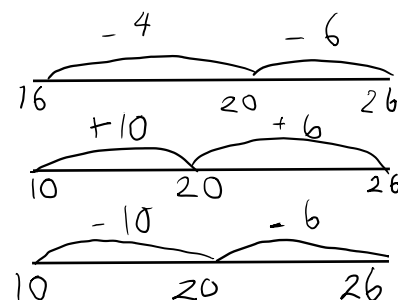
- Subtracting the lower number from the higher number.
- Adding on from the lower number to make the higher number.
- Subtracting the higher number to make the lower number.
-

For example - Find the difference between 26 and 10.

$$26 - 10 = \underline{16}$$

$$10 + \underline{16} = 26$$

$$26 - \underline{16} = 10$$



Find the difference between:

| | |
|-----------|--|
| 88 and 11 | |
| 34 and 10 | |
| 47 and 12 | |
| 74 and 10 | |
| 56 and 15 | |
| 30 and 15 | |

Problem Solving –

Sarah collected 55 ooshies. Aya collected 20 ooshies. What is the difference between the number of ooshies Sarah collected and the number of ooshies Aya collected?

FRIDAY – PROBLEM SOLVING USING ADDITION AND SUBTRACTION

WALT : SOLVE ADDITION AND SUBTRACTION WORD PROBLEMS

Complete the word questions below.

Example –

Miss Abid spent two days collecting berries. She collected 34 berries on the first day and 43 berries on the second day. How many more berries did she collect on the second day.

I have 3 strategies. I will choose one of them to solve the word problem.

Strategy 1 : $43 - 34 = \underline{\quad}$

Strategy 2 : $43 - \underline{\quad} = 34$

Strategy 3 : $34 + \underline{\quad} = 43$

$$\begin{array}{r}
 \begin{array}{ccc}
 & -7 & -3 \\
 \hline
 34 & & 40 & & 43
 \end{array} \\
 43 - 34 = \boxed{10}
 \end{array}$$

Miss Abid collected **10** more berries on the second day.

- Yaseen collected 45 Pokémon cards. Khaled collected 30 Pokémon cards.
How many more cards Yaseen collect that Khaled?
- Alex owned 30 pencils. Alex gave away some pencils to Omar. Alex now has 10 pencils.
How many pencils to Alex give to Omar?
- Lamis purchased 40 bracelets. She kept 15 and gave the rest to Isata.
How many bracelets did she give away to Isata?
- Mohammed had 34 stickers. He kept 5 and gave the rest to 2A!
How many stickers did Mohammed give away?
- Miss Abid purchased 25 ice cups from the canteen. She kept 5 and gave the rest to the year 2 teachers!
How many ice cups did she give away?

Read the part of the problem that is asking you to find something out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I think I have to find out...

Understand the information you need to find it out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I need to know...

Choose a strategy that you could use to find it out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I could... $+$ $-$ \div \times $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ $\frac{1}{10}$

Use a strategy to find it out.

April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I... $+$ $-$ \div \times $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ $\frac{1}{10}$

Check that you have found out.

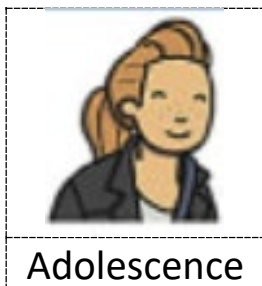
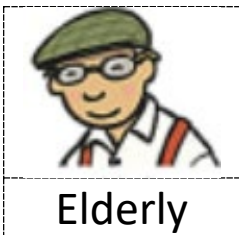
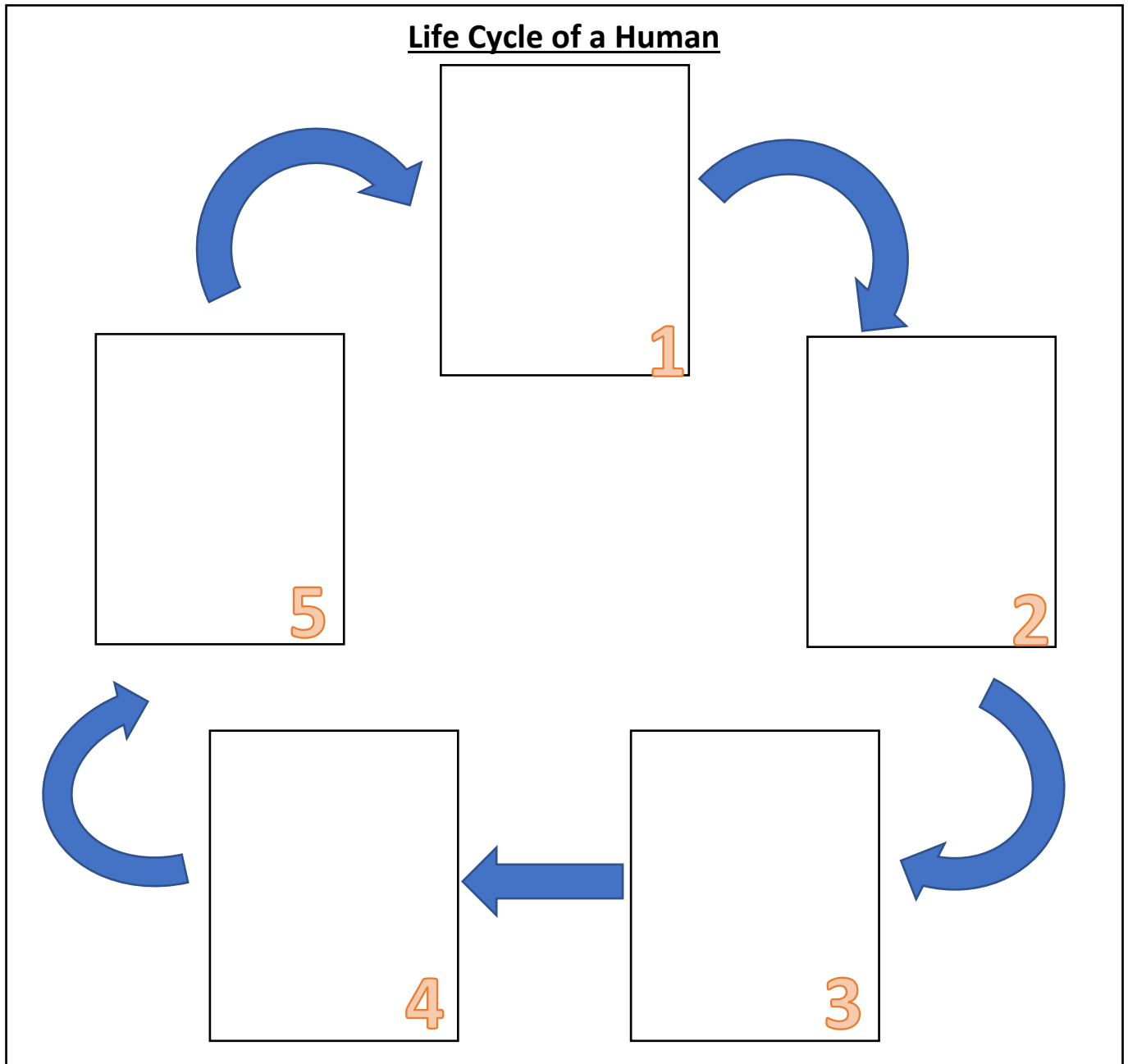
April had 12 biscuits.
She gave 2 to a friend and ate 3.
How many biscuits does April have left?

I have found out ...

Wednesday -Science – Biological Science

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

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



Wellbeing Wednesday

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



Try it out!
Remember to
pack away the
socks when you
are finished

How many socks can you pick up with your bare feet in 1 minute? _____ socks

Learn to play I-Sense with Headspace
and Cookie Monster!



https://www.youtube.com/watch?v=J9nE4RE8uiQ&list=PLW8o3_GFoCBNxXveDbD1xSQFBCGrHmYPC&index=6

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

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

Lesson 1

Finding Places

Unit 2 Australian Places

8

Each part of an address is important because it gives different information about a place.

Try and find the places these pizzas need to be delivered to. What problems would there be in delivering the pizzas?



The house with no grass.



The house with the white car in the driveway.



The house with the solar panels.



The house with a swimming pool.



The house with the spikey plant.



The house with no trees.



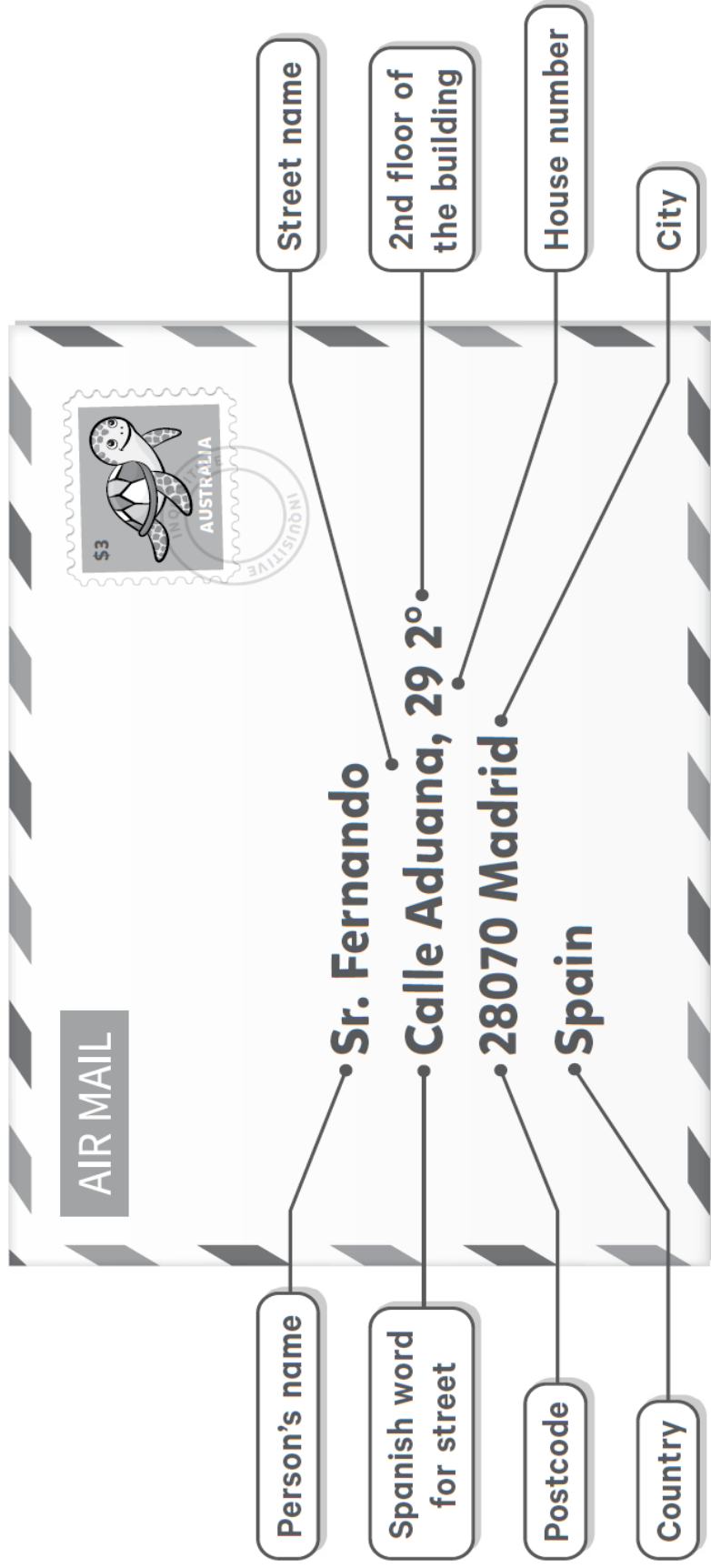


11

Sometimes a letter is sent internationally (to another country).

Addresses can be written differently for other countries.

This is the address for a place in Spain.





Try addressing this envelope the Spanish way:

**Mr Garcia
Floor 5
47 Panama Street
Barcelona, Spain
08003**





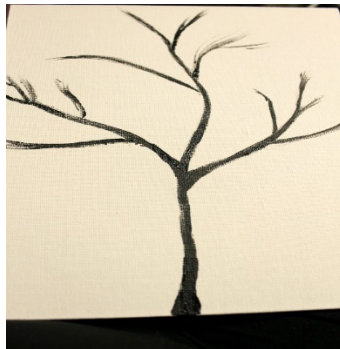
Write the names in the correct places.

| Personal | Local | State | National |
|----------|---------|------------|----------|
| bathroom | library | Queensland | China |

Friday: Spring Tree using a Bundle of Cotton Buds

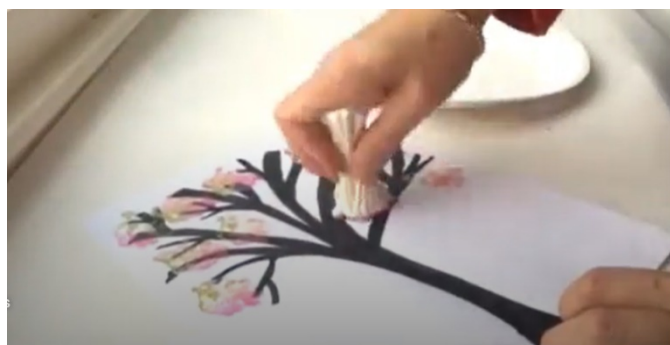
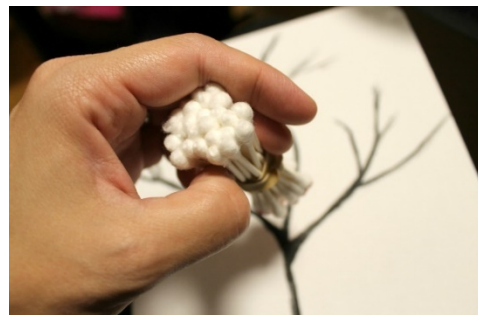
You will need: paper, cotton buds, paint

Step 1: Draw or paint the trunk and branches of your tree



Step 2: Grab a handful of cotton buds & bundle them together with a rubber band.

Step 3: Squeeze paints in pink, white & green onto a paper plate. Dip the bundled cotton buds into the different colours & press the bundle onto the paper & all around the tree's branches.


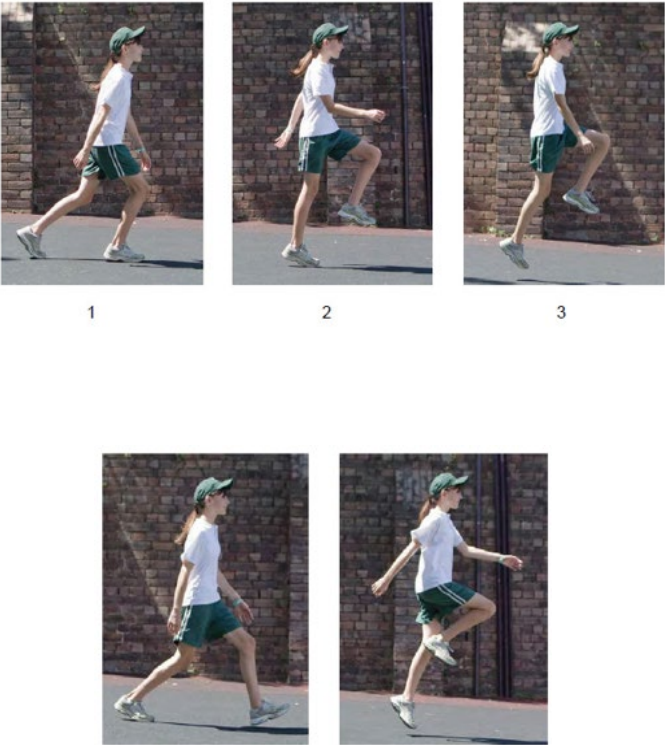



You can also use blue water colours to quickly paint around your tree to add to the effect.

Fundamental Movement Skills

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

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

| | | |
|--|---|---|
| <p>Side gallop – Card One</p>  <p>1 2 3 4 5</p> | <ol style="list-style-type: none">1. Smooth rhythmical movement.1. Brief period where both feet are off the ground.2. Weight on the balls of the feet.3. Hips and shoulders point to the front.4. Head stable, eyes focused forward or in the direction of travel. | <p>Complete this movement galloping 10 times each side.</p> |
| <p>Skip – Card One</p>  <p>1 2 3 4 5</p> | <ol style="list-style-type: none">1. Shows a rhythmical step-hop.2. Lands on ball of the foot.3. Knee of support leg bends to prepare for hop.4. Head and trunk stable, eyes focused forward.5. Arms relaxed and swing in opposition to legs. | <p>Complete this movement 15 times each leg.</p> |

| | | |
|--|---|---|
| <p>Leap – Card One</p>  | <ol style="list-style-type: none"> 1. Eyes focused forward throughout the leap. 2. Knee of take-off leg bends. 3. Legs straighten during flight. 4. Arms held in opposition to the legs. 5. Trunk leans slightly forward. 6. Lands on ball of the foot and bends knee to absorb landing. | <p>Complete this movement, leaping off each leg 15 times.</p> |
|--|---|---|

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

- Do some Cosmic Kids Yoga: “Frank The Frog | A Cosmic Kids Yoga Adventure!”
https://www.youtube.com/watch?v=TY8xx7c6_z0&list=PL8snGkhBF7nhEquR7wXbzIXjFrIXsze_H&index=14
- Why not sign up to Go Noodle and complete some of the free videos.
<https://www.gonoodle.com/>

Don't forget Hip Hop Thursdays and Fitness Fridays

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

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

Meeting ID: 884 8630 9655

Passcode: 506086

| Week | THURSDAY - 9th | FRIDAY - 10th |
|------|--|--|
| 9 | 1050-1130 - Blaxcell St PS K-6 Hip Hop | 1105-1145 - Blaxcell St PS K-6 Fitness |
| Week | THURSDAY - 16th | FRIDAY - 17th |
| 10 | 1050-1130 - Blaxcell St PS K-6 Hip Hop | 1105-1145 - Blaxcell St PS K-6 Fitness |

Year 2: Week 9 Specialist Learning Pack

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

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

A **compound sentence** is two sentences joined together with a coordinating conjunction. Example: **for and nor but or yet so**

A **complex sentence** is formed when you join a **main clause** and a **subordinate clause** with a **comma (,)**.

A **main clause** is a sentence which makes sense all on its own.

A **subordinate clause** needs help from a **main clause** to make a **complex sentence**.

Example: Being the spirited excitable badger Brett was, he couldn't help but scamper off to frolic in the wildflowers.

subordinate clause

comma

main clause

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

During the summer, the grassland temperatures are hot. During the winter, the grasslands are very cold.

- On the line below, write a **compound sentence** using a **coordinating conjunction**.

- Select a name for your character and fill in the blanks for the **title**, **orientation**, **warning** and complete the **complex** sentence.

_____ the _____ Learns a Lesson.
Name animal

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

_____ was often told by his _____ not to wander away from the colony. "If you wander from the
Name someone

_____, you will be in _____!" warned his mother.

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

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

Tuesday**Adjectives and verbs that you can use in your complex sentences.**

| Adjectives | | Verbs | |
|-------------|---------------|-------------|--------|
| mischievous | careless | frolic | jump |
| excitable | irresponsible | investigate | pounce |
| spirited | enthusiastic | scamper | lunge |
| energetic | curious | gallop | swoop |

Being the spirited excitable badger Brett was, he couldn't help but scamper off to frolic in the wildflowers.

- Fill in the blanks below to complete the complex sentence.

Being the _____ badger Brett was,

he couldn't help but to _____ off to

Thursday**Paragraph 4 Complication (problem)**

Example: Without warning, a rhino appeared from the long grass and charged towards an unaware Brett... ready to attack!

- Fill in the blanks below to complete the complication.

Without _____, a _____ appeared from the _____

_____ and _____ towards an unaware _____...

ready to _____.

- Copy the complication or write your own on the lines below.

Wednesday

Paragraph 4 is the **complication** (problem) that happens because our character did not listen to the warning. Another animal appears to attack Brett.

Without warning, a rhino appeared from the long grass and charged towards an unaware Brett... ready to attack!

- Copy the complication on the lines below.

Friday**Paragraph 4 Complication (Problem)**

- Fill in the blanks with your own animal below to complete the complication.

Without _____, a _____ appeared from the _____




_____ and _____ towards an unaware _____...

ready to _____.

- Write your own complication on the lines below.

Week 9 Year 2 Maths Specialist Learning Pack

| Place Value: (2/3 Digit Numbers) | Addition and Subtraction | Number Line Anchor Charts | | | | | | | | | |
|---|--------------------------|---------------------------|---|---|---|---|---|---|---|---|---|
| <p>Q1. What is the value of the tens and ones in this number?</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 40px; height: 40px;"></td> <td style="width: 40px; height: 40px; text-align: center;">8</td> <td style="width: 40px; height: 40px; text-align: center;">7</td> </tr> </table> </div> <p>Tens: <input style="width: 40px; height: 25px;" type="text"/></p> <p>Ones: <input style="width: 40px; height: 25px;" type="text"/></p> <p>Q2. What is the value of the tens, ones and hundreds in this number?</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 40px; height: 40px; text-align: center;">1</td> <td style="width: 40px; height: 40px; text-align: center;">5</td> <td style="width: 40px; height: 40px; text-align: center;">2</td> </tr> </table> </div> <p>Tens: <input style="width: 40px; height: 25px;" type="text"/></p> <p>Ones: <input style="width: 40px; height: 25px;" type="text"/></p> <p>Hundreds: <input style="width: 40px; height: 25px;" type="text"/></p> <p>Q3. What is the value of the tens in this number?</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 40px; height: 40px; text-align: center;">2</td> <td style="width: 40px; height: 40px; text-align: center;">9</td> <td style="width: 40px; height: 40px; text-align: center;">2</td> </tr> </table> <div style="border: 1px solid black; padding: 10px; width: 80px; text-align: center;"> Answer: </div> </div> | | 8 | 7 | 1 | 5 | 2 | 2 | 9 | 2 | <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"> $4 + 14 =$ $1 + 10 =$ <p style="text-align: center;"><u>Addition Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $2 + 9 =$ $3 + 8 =$ <p style="text-align: center;">Subtraction:</p> <p><u>Subtraction by ones:</u></p> <ol style="list-style-type: none"> $8 - 5 =$ $11 - 4 =$ <p style="text-align: center;"><u>Subtraction Bridging and Partitioning to 10:</u></p> <ol style="list-style-type: none"> $14 - 7 =$ $11 - 5 =$ | <p style="text-align: center;">Addition and Subtraction by ones:</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: white; font-size: small;">Addition and Subtraction - by 1's using a number line</p> <p>$7 + 5 = 12$</p> <div style="display: flex; align-items: center;"> </div> </div> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>$7 - 2 = 5$</p> <div style="display: flex; align-items: center;"> </div> </div> <p style="text-align: center;">Addition and Subtraction Bridging to 10:</p> <div style="border: 1px solid green; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: white; font-size: small;">Addition and Subtraction - bridging to 10</p> <p>$7 + 5 = 12$</p> <div style="display: flex; align-items: center;"> </div> </div> <div style="border: 1px solid green; padding: 5px; margin: 10px 0;"> <p>$12 - 5 = 7$</p> <div style="display: flex; align-items: center;"> </div> </div> |
| | 8 | 7 | | | | | | | | | |
| 1 | 5 | 2 | | | | | | | | | |
| 2 | 9 | 2 | | | | | | | | | |

| Making Groups of 2 | Patterns | Home Activity: Bottle Skittles | | | | |
|---|---|--|-----|-------|----------|---------|
| <p>Q1.</p> <p>DIVIDE – GROUPS OF</p> <p>Which one shows groups of 2?</p> <div><div></div><div></div></div> <p>Circle the correct answer below:</p> <p>A. Red B. Purple C. Both</p> <p><i>*Use counters or buttons to help you work out the answer.</i></p> <p>Q2.</p> <p>Divide – Groups of</p> <p>Mr Cioffi has 12 cats. He shares them into groups. There are 2 cats in each group. How many groups of 2 are there?</p> <p>Answer:_____</p> <p><i>*Use counters or buttons to help you work out the answer.</i></p> <p><u>Optional online activity:</u> https://www.topmarks.co.uk/maths-games/5-7-years</p> | <p>Q1. Matt created a pattern that went like this:</p> <p>3, 6, 9,__, 15,__.</p> <p>Write the 2 missing numbers from the number pattern in the spaces provided.</p> <p>Q2. Jill created a pattern that went like this:</p> <p>4, 8,__, 16, 20,__.</p> <p>Write the 2 missing numbers from the number pattern in the spaces provided.</p> <p>Q3. Alex was counting forwards by 5s. He counted:</p> <p>6, 11,__, 21, 26, 31</p> <p>What number is missing after 11?</p> <p>Q4. John counted forward by 5’s. He counted:</p> <p>7, 12, 17, 22, 27,__,__.</p> <p>What two numbers should he count after 27?</p> | <p><u>Instructions:</u></p> <p>1. Fill some plastic bottles (between 6 and 10) with some water so they can stand up easily.</p> <div></div> <p>2. Place them a few metres in front of you like this:</p> <p>3. Roll a ball and knock down the bottles.</p> <p>4. Count how many are left. For example, if you start with 10 bottles and you knock down 4, you have 6 left (10 – 4 = 6). You can use your fingers to help you work his part out.</p> <p>5. Tally the scores to see who has the most points and how many more the player with less points needs to catch up.</p> <p style="text-align: center;">Example:</p> <table><tr><th>Ali</th><th>Malik</th></tr><tr><td>IIII = 4</td><td>III = 3</td></tr></table> <p>In this game, Ali has 4 points and Malik has 3 points. Ali has knocked down 1 more bottle than Malik, so Malik needs 1 to catch up (4 – 3 = 1).</p> <p style="text-align: center;">Draw a table like this for each of your games. Have fun 😊</p> | Ali | Malik | IIII = 4 | III = 3 |
| Ali | Malik | | | | | |
| IIII = 4 | III = 3 | | | | | |