

Year 2

Learning @ Home Timetable

Week 3 - Term 4

2021



Thank You!

This week marks the end of our Learning @ Home journey. The Stage 1 teachers look forward to welcoming your children back to school next week on Monday 25th October.

If you have any questions regarding the return to school please contact the school on (02) 9750 5055.

Thank you again for your dedication and commitment to your child's learning during this period.



PUNCHBOWL PUBLIC SCHOOL

WELCOME BACK TO SCHOOL YEAR 2

IMPORTANT INFORMATION:

- Year 2 students return Monday 25th October
- Masks are strongly recommended for primary students. Students should bring their own mask where possible.
- Please make sure your child knows which gate they will be picked up from each afternoon.
- All students will need their own water bottle - there will be no access to bubblers.
- There will be no counter sales from the canteen - orders will need to be placed for lunch and recess

Monday

Choose 1-2 activities from English and Maths to complete each day

Brain break – put as many smalls balls as you can find into a big bowl or container. Get some tongs and move the balls from one container to another. How many can you do in one minute?

Session 1: English

Phonics: Tricky words

Look, say, cover, write check. Practise writing the words as many times as you can. Get someone to time you writing the words. Keep track of your fastest time to race against it on Wednesday and Friday!

beginning	Spring	October
seven	remember	pain
snail	clean	float

Reading

Read Monday's reading. Can you think of 5 more words that have the digraph 'ow'. Put the words into an interesting sentence.

ow (ow)				
cow	town	owl	brown	wow
crown	brow	prowl	scowl	crowds
howls	frowning	power	downhill	growing



Writing

Look at the picture of the rock house and tiny door. Draw a picture of what you think will come out of the tiny door.

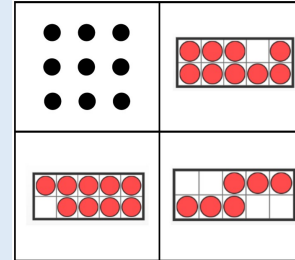
Write a short description of what you have drawn.



Session 2: Maths

Number Talk of the Day

- What do you notice?
- What makes them similar?
- What makes them different?
- They have been sorted into a group but one doesn't belong. Which one doesn't belong and how do you know?



Upload your thinking to your portfolio.

Paper Halving

You will need:

- a few sheets of A4 paper
- scissors
- coloured pencils.

How many different ways can you halve a piece of A4 paper?

Hint! You can cut, draw, colour or fold to show your halves.

- How will you know if they are halves?
- Get creative and have fun!
- How could you convince someone that you have halved your piece of paper?
- How could you prove if the piece of paper has been halved or not?
- Share your thinking.
- watch the video to see how you can prove you have halved your piece of paper <https://vimeo.com/602211357>

Examples of different ways you can fold paper in half



Session 3:

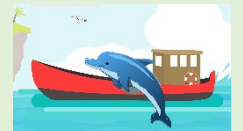
Community Language

Continue the terrific work stage 1. This week we will listen to a story about sea creatures. Can you hear the names of the sea animals that we are learning about?

<https://www.youtube.com/watch?v=PrfGD0XJGEM>

Your second task is to look at the Arabic letters in the box.

- Each letter begins a name of a sea animal. To help you work out what name begins with that letter, look at week 2 Arabic work.
- Complete the word and draw the sea animal that matches the word.
- There is one letter that did not appear in last week's Arabic work. Can you guess what that sea animal might be? Here is a picture as a clue



ن	ح	ق	د
البحر			
أخ	س	ف	س
		البحر	

Tuesday

Choose 1-2 activities from English and Maths to complete each day

Brain break – look around your garden. There are lots of different types of interesting shadows. Chose a plant and with paper and a pencil, draw the shadow that your plat makes.

Session 1: English

Phonics: adding “ed”

When you add “ed” to a word, it means that the word is in the past tense which means you have already done the action. For example, the word is “kick” so when you add “ed” to make the word “kicked” it means you have done it. Add “ed” to make these words in the past tense.

**kick; push; play; cook; trick; wash;
comb; brush; pack; talk; want; paint**

Reading

Read Tuesday’s reading then write the words in alphabetical order. The first three words in order would be ‘amount’, ‘around’, ‘clouds’.... continue your list from ‘clouds’.

ou (sw)				
out	loud	round	clouds	sound
ouch	found	south	couch	proud
mouth	amount	ground	shouting	around

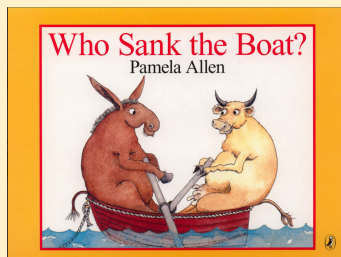
Writing

Watch the story Who Sank the Boat? by Pamela Allen and answer the following questions.

StoryLink:

https://www.youtube.com/watch?v=C_cYb9RHKUQ

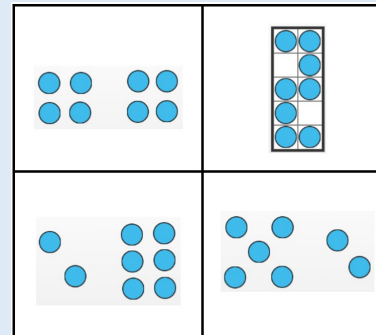
- What did the animals do that was unsafe on the boat ride?
- What safety equipment should you have on a boat?
- Did the bigger objects float or sink? Why?



Session 2: Maths

Number Talk of the Day

- What do you notice?
 - What makes them similar?
 - What makes them different?
 - They have been sorted into a group but one doesn't belong. Which one doesn't belong and how do you know?
- Upload your thinking to your portfolio.



Paper Halving continued

You will need:

- a few sheets of A4 paper
- scissors
- coloured pencils.

Watch the video:

<https://vimeo.com/602220004>

Now that we've investigated halving a piece of paper:

- How many ways can you fourth (quarter) a piece of paper?
- How many ways can you eighth a piece of paper?
- How will you know if you have quarters or eighths?
- Share your thinking.

Session 3: Creative Arts

To celebrate the end of learning @home. Create an afternoon tea to share with your family. Get creative with food presentation. Please share a picture on DOJO before eating it.



Wednesday

Choose 1-2 activities from English and Maths to complete each day

Brain break – Let's recharge! Move some ping pong balls or other light objects from one container to another. How many can you do in 1 minute?

Session 1: English

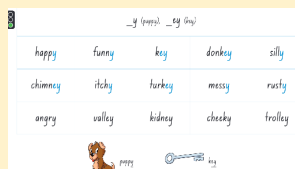
Phonics: Tricky words

Look, say, cover, write check. Practise writing the words as many times as you can. Get someone to time you writing the words. Keep track of your fastest time to race against it on Friday!

beginning	Spring	October
seven	remember	pain
snail	clean	float

Reading

Read Wednesday's reading. Look around your home, can you see anything that has the digraph '_y' or '_ey'. Write its name and draw a picture. For example, balcony, honey...



Writing

Look at the picture of the boots. What do you see? What do they look like? Where are they? Why do you think they have been left here?

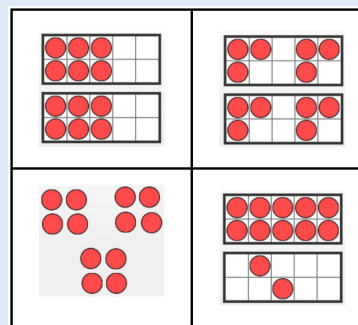
Write a short story about where these boots have been.



Session 2: Maths

Number Talk of the Day

- What do you notice?
- What makes them similar?
- What makes them different?
- They have been sorted into a group but one doesn't belong. Which one doesn't belong and how do you know?



Upload your thinking to your portfolio.

Go fish! Relationships

Watch the video and join in the activity.
<https://vimeo.com/415442274>

You will need:

- playing cards (Ace-10).

Instructions:

- Each player gets 7 cards, the rest of the cards are placed in a pile in the middle.
- Players try to make pairs that are 1 more, 1 less, 2 more or 2 less.
- Once they can't make any more pairs, they can take turns to ask their opponent.
- If their opponent has a card of that number they must give it to the asking player.
- If they don't, they say 'Go Fish' and the player gets a card from the central pile of cards.
- Play continues until one player has no more cards left in their hand. They are the winner!

Session 3: History

Local Legends

Most places have events from the past that tell a story. These can be about natural, sporting or cultural events or even interesting discoveries.

Do a **Google search** for your local area (suburb, town or city). Choose one event from the past and write about it or draw it.

- Is it a natural, cultural or sporting event?
- Is it a discovery or something different?
- Why is it important?



29 November 1948



Australia's first locally made car, the Holden 48-215, launched

26 November 1812



Introduction of Australia's first coin, the holey dollar

Thursday

Choose 1-2 activities from English and Maths to complete each day

Brain break – let's recharge!

Draw the bedroom of your favourite character, explain why you think their room would look the way you drew it.

Session 1: English

Phonics: adding "ed"

Remember, adding "ed" to a word means the action has already been done. Add "ed" to the following words and use 3 in sentences.

flick; look; pick; test; call; pull; press; crack; jump; thank; mail; water

Reading

Read Thursday's reading. Can you think of some more words that have 'oi' and 'oy' in them? Write your words below.

oi	oy	oi	oy	oi	oy
boy	joy	oil	boy	coins	
soy	oil	enjoy	spoil	boiling	
avoid	joined	prince	enjoy	destroy	

'oi'	'oy'

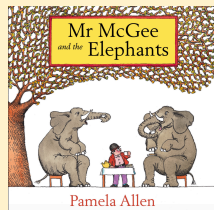
Writing

Watch the story Mr McGee and the Elephants by Pamela Allen and answer the following questions.

Story Link:

<https://www.youtube.com/watch?v=UJrtigPeAl0>

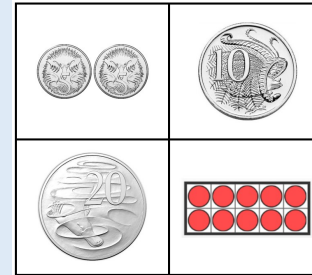
- Do you think this story was entertaining?
- How was it entertaining?
- Was it the words, the characters, the illustrations or the events of the story that made it entertaining?
- Was it all of these together?



Session 2: Maths

Number Talk of the Day

- What do you notice?
- What makes them similar?
- What makes them different?
- They have been sorted into a group but one doesn't belong. Which one doesn't belong and how do you know?



Upload your thinking to your portfolio.

Woolly Worms measurement

You will need: Different lengths of string or wool (you could also use leaves, sticks or books), sticky tape, paper

- Collect the objects you need for this activity.
- Select 2 of your objects and use **direct comparison** to measure them against each other.
- Which is the shortest piece? Which is the longest?
- Line up your materials in order from shortest to longest, making sure the objects all start at the same point.



Hint! If you are using wool, leaves or string, use sticky tape to tape down one end. This will help you to measure accurately as the ends will all start in the same place.

- Take a photo or draw what your work looks like.
- Use your ruler or tape measure to find the exact length of your shortest and longest woolly worm. Record these lengths using centimetres.
- Measure the length of:
 - 2 items that are shorter than your shortest worm
 - 2 items that are longer than your longest worm. Record these lengths in centimetres and anything you find interesting.
- Measure the length of 2 items that have lengths in between your woolly worms. Record these lengths in centimetres.

Session 3: Cyber Safety

From this lesson you will learn:

- not everyone you meet is automatically **trustworthy**.
- To identify the characteristics of people that you may be able to **trust** and can help you make positive choices to keep you safe.

When we are having difficulty it is good to turn to people in our lives that we know will help us. These are the people we can trust. In the cartoon you'll be watching, see if you can identify which people in the cartoon can be trusted.

Watch Hector's World™ Episode 2: Welcome to the Carnival

<https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online>

With your parent or carer, talk about what you've seen in the cartoon. Think about the following questions:

- Which characters do the friends share their personal information with? (NOTE: personal information includes your name, address, telephone number).
- Describe what the following characters did in the cartoon. Say if you would trust them or not AND give a reason for your answer.
 - Miss Finny
 - Mr Gurnard
 - Constable Solosolave
 - Squid
 - Humphrey



Complete the worksheet **"Who do we trust in Hector's World?"**. Follow the instructions on the worksheet

Friday

Choose 1-2 activities from English and Maths to complete each day

Brain break – sitting meditation

Focus on your breathing. Sit with your feet on the floor. Sit nice and straight. Close your eyes. Breathe in through your nose and out through your mouth. Repeat and focus on your breath.

Session 1: English

Phonics: Tricky words

Look, say, cover, write check. Practise writing the words once more before you try to beat your best time this week. Get someone to time you writing the words. How fast did you go? What was your fastest time this week? Did you get faster by Friday?

beginning	Spring	October
seven	remember	pain
snail	clean	float

Reading

Read Friday's reading. Time yourself reading the 'air' words 3 times. Write down your times and send the winning time to your teacher on Dojo.

air (ai)				
hair	air	pair	fair	chair
stair	fair	haircut	repair	hairy
fairly	dairy	airport	upstairs	fairness

Writing

Look at the picture below. Write down five adjectives (describing words) that describe this picture for example musical, noisy, colourful...



Session 2: Maths

Number Talk of the Day

- What do you notice?
- What makes them similar?
- What makes them different?
- They have been sorted into a group but one doesn't belong. Which one doesn't belong and how do you know?

Upload your thinking to your portfolio.



Lego data

You will need:

- LEGO bricks or coloured blocks, paper, pencils or a marker, a ruler.

Step 1: Grab 2 or 3 big handfuls of LEGO bricks that are the same size.

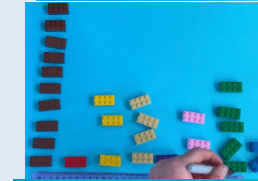
Step 2: Sort the LEGO into colours

Step 3: Use a ruler to draw a baseline on your piece of paper. Line your LEGO bricks up in columns along the baseline.

- What do you notice?

Step 4:

- Describe or write what you can see in your graph.
- What colour do you have the most of?
- Do you have any columns with the same amount?
- Draw a picture of your LEGO graph.
- Why is it important to line up your LEGO bricks?
- What did you notice when the bricks were not lined up evenly?
- Try taking a handful of LEGO bricks with different sized pieces. How does that change the way you can sort your bricks?



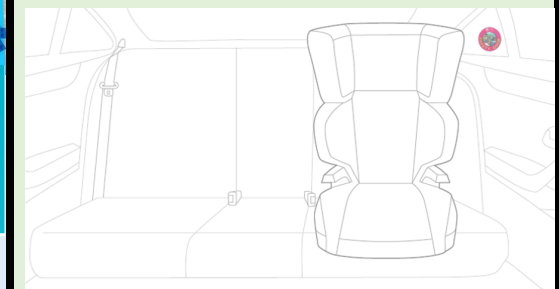
Session 3: PDHPE

There are times when we need to make decisions to keep ourselves and others safe.

Safe travel

- When do you travel in a car?
- Why is it important to be safe when travelling in a car?
- What are some decisions you make when travelling in a car? (putting your seatbelt on)
- Why is it important to sit in a booster seat?
- Why should a grown up always check that you are buckled up properly?

Draw a picture of yourself safely buckled up in the booster seat.



Play 'everybody buckle up'

<https://www.safetytown.com.au/town/student/stage-1/#list>

Tuesday – Reading



ou (cloud)

out	loud	round	clouds	sound
ouch	found	south	couch	proud
mouth	amount	ground	shouting	around



Monday – Reading



ow (cow)

cow	town	owl	brown	wow
crown	brow	prowl	scowl	crowds
howls	frowning	power	downhill	growling



Thursday – Reading



oy (boy), oi (coin)

toy	joy	soil	boy	coins
soy	oil	enjoy	spoil	boiling
avoid	joined	pointy	annoy	destroy



boy



coin

Wednesday – Reading



—y (puppy), —ey (key)

happy	funny	key	donkey	silly
chimney	itchy	turkey	messy	rusty
angry	valley	kidney	cheeky	trolley



puppy



key

Friday – Reading

air (hair)				
hair	air	pair	fair	chair
stair	fairy	haircut	repair	hairy
fairly	dairy	airport	upstairs	fairness



Thursday – Cyber Safety

Who do we trust in Hector's World™?

Using **green**, circle the characters that Hector and his friends trust, and who could help them to make good decisions.

Using **red**, circle the characters that Hector and his friends do not trust.



Miss Finney



Humphrey



Squid



Constable Solosolave



Mr Gurnard