



Cambridge Gardens Public School

Unit 6 - Year 2



Name: _____

Class: _____

Google Classroom Username: _____@education.nsw.gov.au
Class Code: **be6r46f**

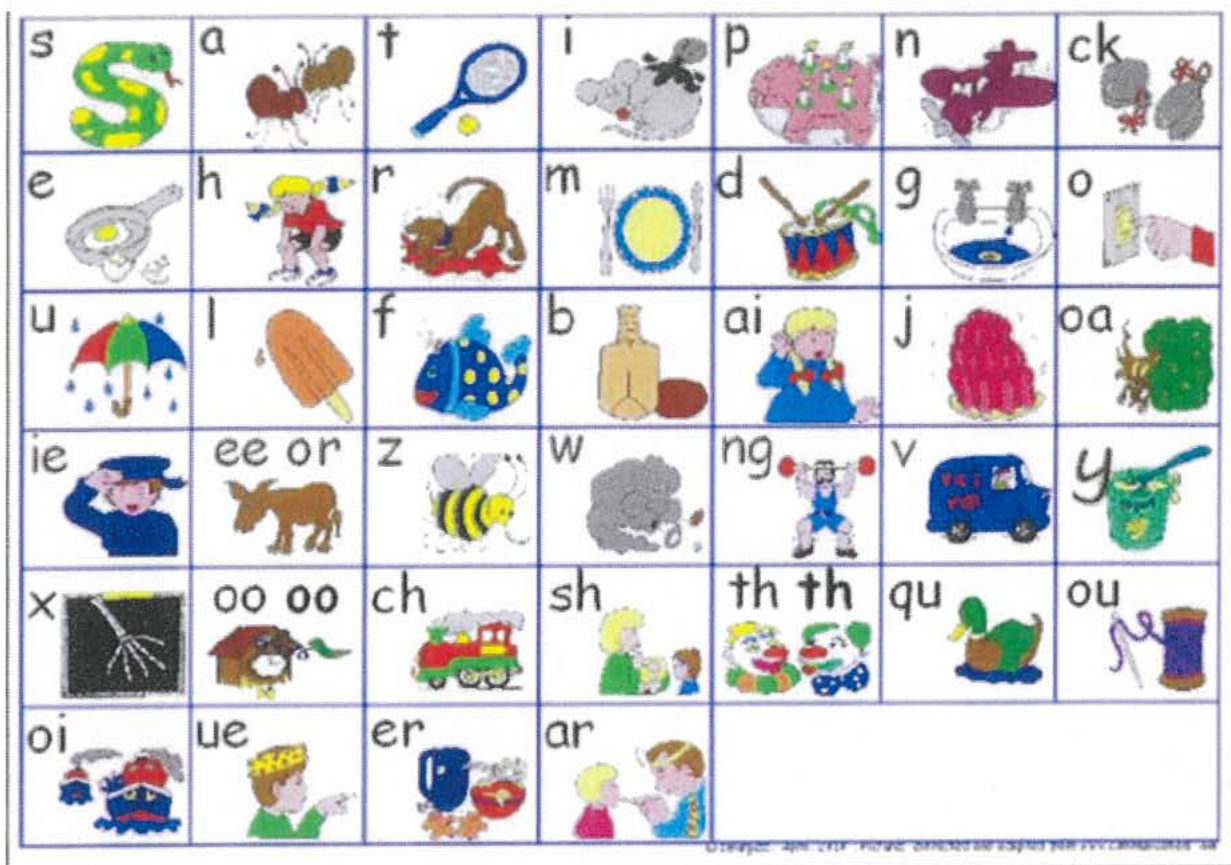
Cambridge Gardens P.S– Year 2

Framework for Remote Learning - Unit 6

Cambridge Gardens P.S– Year 2 Framework for Remote Learning - Unit 6					
English	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Spelling</u> Write your spelling words, underlining the sound of the week and write three sentences using some of your spelling words. <i>Optional: Watch the Spelling introduction video on Google Classroom to help you with this activity.</i> <i>Optional: You may like to revise your tricky words during this time.</i> <i>Optional: Complete the extra spelling words written in red for a challenge.</i> (15 minutes) <u>Sentence A Day</u> Complete the S.A.D activity <i>Optional: Watch the S.A.D video on Google Classroom to help you with this activity</i> (10 minutes) <u>Writing</u>	<u>Jolly Spelling</u> Complete the Jolly Spelling worksheet <i>Optional: Watch the Jolly Spelling video on Google Classroom to help you with this activity.</i> (10 minutes) <u>Handwriting</u> Complete the handwriting worksheet. (10 minutes) <u>Reading Eggs</u> Read a book from the Reading Eggs library and complete one activity. (15 minutes) <u>Writing</u> Choose activity A, B or C and write a recount about your weekend. (25 minutes)	<u>Sentence A Day</u> Complete the S.A.D activity. (10 minutes) <u>Reading Eggs</u> Complete one Reading Eggs activity. (15 minutes) <u>Writing</u> Using the 'informative pre-writing template' provided, choose activity A, B or C and fill in the template with some interesting facts about the kangaroo. (35 minutes)	<u>Jolly Grammar</u> Complete the Jolly Grammar worksheet. <i>Optional: Watch the Jolly Grammar video on Google Classroom to help you with this activity.</i> (10 minutes) <u>Handwriting</u> Complete the handwriting worksheet. (10 minutes) <u>Reading Eggs</u> Read a book from the Reading Eggs library and complete one activity. (15 minutes) <u>Writing</u> Using the 'report template' provided, choose activity A, B or C and fill in the template to complete your report on	<u>Spelling</u> Complete your spelling test on your spelling words for the week. (10 minutes) <i>Optional: Test yourself on the extra spelling words for this week.</i> <u>Sentence A Day</u> Complete the S.A.D activity. (10 minutes) <i>Optional: Watch the S.A.D video on Google Classroom to help you with this activity</i> <u>Reading Eggs</u> Complete one Reading Eggs activity. (15 minutes) <u>Writing</u>

Choose activity A, B or C and highlight the information about the kangaroo <i>Optional: Watch the introduction to information reports video on Google Classroom to help you with this activity.</i> (35 minutes)			the kangaroo. (25 minutes)	Free writing – Choose activity A, B or C and use the picture to complete your free writing task. (25 minutes)
Break	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.
Maths	<u>TEN time</u> Complete the TEN activity suggested by your teacher <i>Optional: Watch the TEN time video on Google Classroom to help you with this activity.</i> (15 minutes) <u>Problem A Day</u> Complete the problem a day question provided (10 minutes)	<u>TEN time</u> Complete the TEN activity suggested by your teacher (10 minutes) <u>Number of the day</u> Choose a two-digit number and complete the worksheet (10 minutes)	<u>TEN time</u> Complete the TEN activity suggested by your teacher (10 minutes) <u>Problem A Day</u> Complete the problem a day question provided (10 minutes)	<u>TEN time</u> Complete the TEN activity suggested by your teacher (10 minutes) <u>Mathematics</u> Complete the 'school sports day' activity (20 minutes)
	<u>Mathematics</u> Complete the 'building arrays' activity <i>Optional: Watch the Building arrays video on Google Classroom to help you with this activity.</i> (20 minutes)	<u>Mathematics</u> Complete the 'put in, take out' activity (25 minutes)	<u>Mathematics</u> Complete the 'are they halves/quarters?' activity (25 minutes)	<u>Mathletics</u> Complete two tasks set for you from your classroom teacher (15 minutes)
	<u>Mathletics</u> Complete two tasks set for you from your classroom teacher (15 minutes)	<u>Mathletics</u> Complete the '2D and 3D shape revision' activity (20 minutes)	<u>Mathletics</u> Complete two tasks set for you from your classroom teacher (15 minutes)	<u>Mathletics</u> Complete two tasks set for you from your classroom teacher (15 minutes)

Break	Optional: Optional: Engage with Miss Vella's Virtual Workout Video on Google Classroom.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.	Complete 15 minutes of physical activity.
Other KLAs	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>HSIE</u> Watch the video https://www.youtube.com/watch?v=mXh8e2m6qSM or use the information provided to complete the activity about natural and built environments (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>Creative Arts</u> Collect some leaves from your yard and complete the Autumn leaf rubbing activity (keep the leaves for Friday's activity) (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>Science</u> Using the table, think about how these things may or may not change over time (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>PDHPE</u> Look at the healthy plate picture and read the information, you may need an adult or older sibling to help you. Then, create your own healthy plate, making sure to include vegetables, protein and grains (35 minutes)	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes) <u>HSIE</u> Listen to the book 'The last tree in the city' https://www.youtube.com/watch?v=JayQXcLzXx4 and use the table to think about the positive and negative impacts of built environments



BLUE	YELLOW	RED	GREEN	PINK	BROWN
I	you	one	why	saw	once
the	your	by	where	put	upon
he	come	like	who	could	always
she	some	have	which	should	also
me	said	live	any	would	of
we	here	give	many	right	eight
be	there	only	more	two	love
was	they	old	before	four	cover
to	go	little	other	goes	after
do	no	down	were	does	every
are	so	what	because	made	mother
all	my	when	want	their	father



Monday

Spelling Words - /ai/ /ay/ or /a_e/ sound

next	
quit	
make	
pay	
main	
clay	
waist	
rainstorm	
half	
quarter	
complain	
betray	
exclaim	

Sentences

1.	
2.	
3.	

Success Criteria:

I have used my knowledge of /ai/ sound to spell my words correctly.

I have used a capital letter and full stop at the beginning and end of each sentence.



Teacher Recognition: _____

Sentence A Day

Using the sentence below underline the nouns in black, verbs in red, adjectives in dark blue and articles in light blue.

The small, strong ant took the tasty crumb to his big nest.

Nouns are things
that I can **see**,

touch and **take a**
photo of.

Examples: chair, mug,
bathroom.



Verbs are doing or
action words.

Examples: jumped,
washed, slept.



Adjectives are **describing**
words that give more
detail about the noun.

Examples: shiny, brown,
funny.



Articles are words that
introduce the noun.

There are only three

articles:

'a', 'an' and 'the'.

Success Criteria:

I have identified three nouns, one verb, four adjectives and
two articles in this sentence.



Teacher Recognition: _____

Writing: Informative Texts

Select one of the activities below and highlight the information about the kangaroo.

Activity A

Read the information with a parent or older sibling.

Using a highlighter or coloured pencil underline the important information about food, where it lives, what it looks like and anything you find interesting.

Activity B

Read the information.

Using a highlighter or coloured pencil underline the important information about food, where it lives, what it looks like and anything you find interesting.

Activity C

Read the information. Using a highlighter or coloured pencil underline the important information about

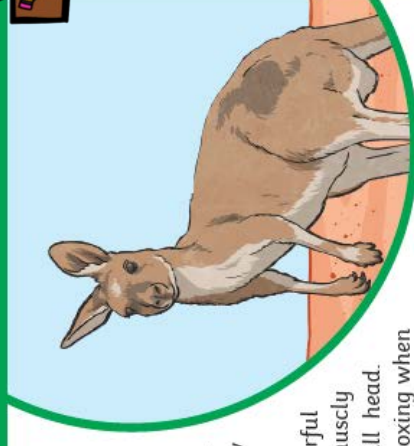
- Food
- Habitat - where it lives
- Description - what it looks like
- Life cycle
- Interesting information



Kangaroo

Kangaroos are marsupial mammals that are found in Australia including Tasmania. They are also found in New Guinea.

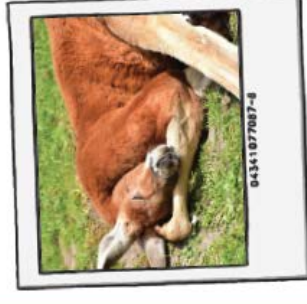
The kangaroo has large, powerful hind legs, large feet, a long muscular tail for balance, and a small head. Male kangaroos can be seen boxing when competing for the attention of a female.



Kangaroos are social animals that live in groups called 'mobs'. They are herbivores so they eat plants, leaves and different grasses.

Kangaroos can reach a weight of 90kg, and can hop at speeds of up to 60km/h.

A male kangaroo is known as a boomer, buck, jack, or old man. The female kangaroo is known as the doe, jill, or flyer. A baby kangaroo is known as a joey.



The Red Kangaroo is the largest marsupial in the world. It can leap as far as 8m and 3m high.

Did You Know...?

Kangaroos cannot move backwards, and adult kangaroos can live for months without drinking anything at all.

Success Criteria:

I have highlighted two very important points about what kangaroos eat.



Success Criteria:

I have highlighted two very important points about what kangaroos look like.



I have highlighted two very important points about where kangaroos live.



Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



Problem A Day

Use Newman's prompts to complete the problem for today on the following page.

Success Criteria:

I used Newman's prompts to solve this mathematics problem.



Teacher Recognition:

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.



Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.



Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Landen started at 10 and made this number pattern.

10, 20, 30, 40, 50, ?

What is the next number in the pattern?

○	○	○	○	○
50	60	55	65	

Working out - Transformation step

TEN Time: Select one of the activities below to complete.

Activity 1	Activity 2	Activity 3
Refer to worksheet: Addition - Counting On - Counting on the Hundreds Chart use the Jump Strategy to help you solve the addition number sentences. - Play the Addition game. Follow the instructions provided on the worksheet.	Refer to worksheet: Addition Adding 2 Digit numbers No Regrouping Add the tens separately to the ones, using tens and ones blocks. Follow the instructions provided on the worksheet.	Refer to worksheet: Addition Adding 2 Digit and 3 Digit numbers No Regrouping - Add the hundreds, tens and ones separately and then make up some of your own for your carers or parents to do. - Keep the units under 5 so you don't have to form another bunch of 10. Follow the instructions provided on the worksheet.
 Success Criteria: I can count on to add by one, two or three, ten twenty or thirty.	 Success Criteria: I can add two-digit numbers without regrouping.	 Success Criteria: I can add three-digit numbers without regrouping.

Teacher Recognition:_____

Addition – counting on

If we can count on by 1, 2 or 3, then we can count on by 10, 20 and 30.

Look at $17 + 20 = \square$

We start at 17 and jump down $\downarrow$ the grid by 10s.

20 is 2 tens so we make 2 jumps.

$$17 + 20 = 37$$

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

- 1 Practise counting by 10s by reading **down** the columns on the grid out loud to a partner. Now try doing it without looking at the grid. Give yourself a tick for each column you can do.

- 2 Use the number grid to help you count on. Finish the facts.

$$\begin{array}{ll} \mathbf{a} & 14 + 10 = \square \\ \mathbf{b} & 34 + 20 = \square \\ \mathbf{c} & 27 + 10 = \square \\ \mathbf{d} & 25 + 30 = \square \\ \mathbf{e} & 46 + 20 = \square \\ \mathbf{f} & 35 + 30 = \square \end{array}$$

- 3 Create your own addition facts by writing a number on the left for each fact. Swap with a partner and answer each other's facts.

$$\begin{array}{ll} \mathbf{a} & \square + 20 = \square \\ \mathbf{b} & \square + 10 = \square \\ \mathbf{c} & \square + 10 = \square \\ \mathbf{d} & \square + 30 = \square \end{array}$$

Addition – counting on

You will need:  a partner  scissors  a 100 grid  a copy

What to do:

Cut out the 2 sets of cards and put each set face down. Take a card from each set. Add the numbers together. Use a 100 grid to help if it makes it easier.

If you can say and finish the number fact correctly, then you keep the cards. If your partner doesn't think you are right, check with someone else. If you were wrong, then put the cards back. Play until all the cards are gone. Who has the most cards at the end?

Set 1		Set 2	
23	46	1	10
17	32	2	20
41	18	3	30
29	56	1	10
15	27	2	20
33	26	3	30

Addition – adding 2-digit numbers, no regrouping

How do we solve a problem like $23 + 12 = ?$

We can split the numbers into tens and ones and add them separately.

$$\begin{array}{r} 23 \\ + 12 \\ \hline \end{array}$$

2 tens 3 ones
+
1 ten 2 ones
3 tens 5 ones

3 tens and 5 ones is **35**.

$$23 + 12 = 35$$

- 1 Warm up by splitting these numbers into tens and ones.

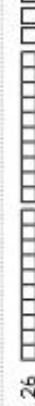
a 34 is  b 26 is 

c 15 is  d 50 is 

- 2 Add the tens and ones separately to finish these facts.

a $22 + 17 =$  $22 + 17 =$ 

b $34 + 13 =$  $34 + 13 =$ 

c $26 + 11 =$  $26 + 11 =$ 

d $14 + 15 =$  $14 + 15 =$ 

Addition – adding 2-digit numbers, no regrouping

Writing problems vertically  helps us work with the tens and ones separately. We add the ones first in case we end up with more than 9 ones.

$$3 \text{ ones} + 1 \text{ one} = 4 \text{ ones}$$

$$2 \text{ tens} + 3 \text{ tens} = 5 \text{ tens}$$

5 tens and 4 ones is **54**.

$$23 + 31 = 54$$

Tens	Ones
2	3
+	3
5	4

- 1 Finish these addition problems. Remember to start with the ones and then add the tens

a

	T	O
4	2	

 +

	T	O
2	6	

 =

	T	O

b

	T	O
4	2	

 +

	T	O
3	1	

 =

	T	O

c

	T	O
4	2	

 +

	T	O
5	2	

 =

	T	O

- 2 Set up these problems vertically and solve.

a $23 + 16 =$

	T	O

 b $42 + 13 =$

	T	O

 c $12 + 51 =$

	T	O

Addition – adding 2-digit numbers, no regrouping

We can also use hundred grids to help us add tens and ones.

We count **down** the grid to add the tens and **across** to the right to add the ones.

$$25 + 23 = ?$$

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

We find 25. We split 23 into 2 tens and 3 ones.

We make 2 jumps of 10 **down** the grid.

Then we make 3 jumps of one **across** the grid.

$$25 + 23 = 48$$

1 Use the hundred grid to help you solve these problems.

a $33 + 21 =$

b $17 + 13 =$

c $1 + 21 =$

d $52 + 24 =$

e $67 + 23 =$

f $71 + 12 =$

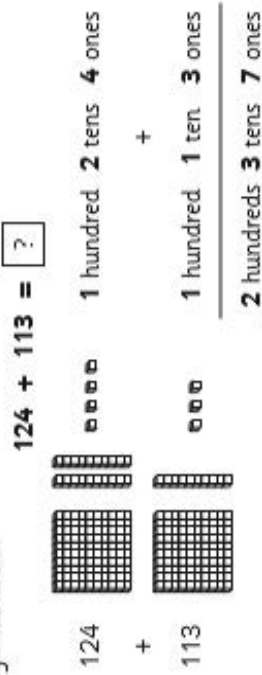
2 Solve.

a You start at 68. You make 1 ten jump down and 2 ones jumps across. Which number do you land on?

b You start at 54. You make 4 tens jumps down and 4 ones jumps across. Which number do you land on?

Addition – adding 3-digit numbers, no regrouping

Once we know how to add 2-digit numbers we can also add 3-digit numbers.

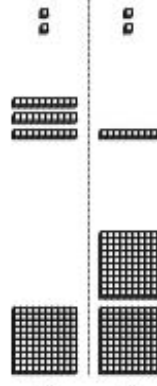


2 hundreds and 3 tens and 7 ones is 237.

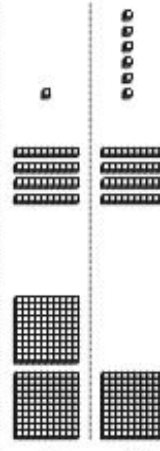
$$124 + 113 = 237$$

1 Add the hundreds, tens and ones separately to finish these facts.

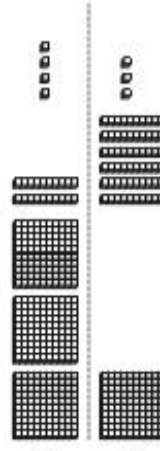
a $132 + 212 =$



b $241 + 146 =$



c $324 + 163 =$

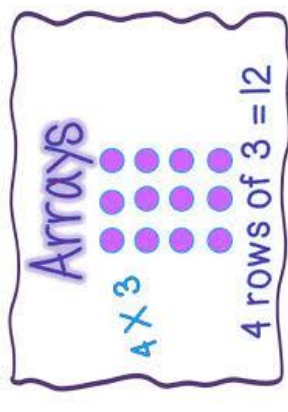


Mathematics – Building Arrays

Watch the youtube link about Arrays <https://www.youtube.com/watch?v=00m3YhLT6fA>

You will need: a dice, counters/items eg pasta, buttons, pegs

1. Roll the die twice. The first number you roll tells how many rows to make in your array. The second number you roll tells how many counters/items to put in each row of your array. Example: If you roll a 2 first and then a 5, you would make 2 rows with 5 items in each row.
2. Draw each array you make.
3. Record how many rows, how many counters in each row, and how many counters altogether for each array you make.



Draw and record your arrays here:



Success Criteria: I have drawn three different arrays as repeated addition.



Teacher Recognition:

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



HSIE

In the spaces below draw and/or list as many natural and built environments that you can think of. This link <https://www.youtube.com/watch?v=mXh8e2m6qSM> will define the terms "Natural" and "Built" and give you some examples of both.

Success Criteria:

I have identified three natural environments.

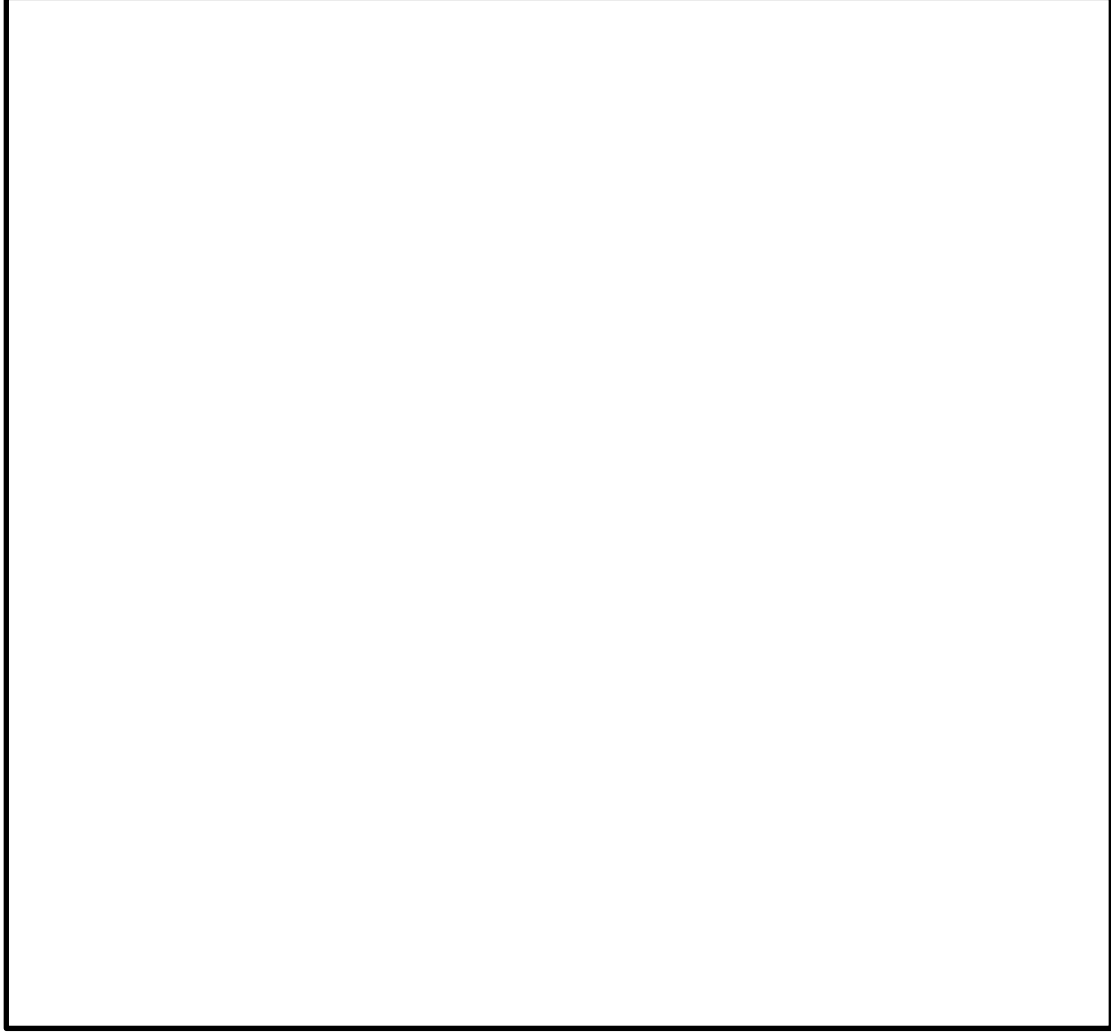


I have identified three built environments.



Teacher Recognition: _____

Natural Environments



Built Environments



Tuesday

Jolly Spelling – Complete the Jolly spelling worksheet on the following page.

Success Criteria:

I have used my knowledge of the 'ai', 'ay' or 'a_e' sound to complete my spelling worksheet.



Teacher Recognition: _____

Handwriting: Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'j'.



Success Criteria:

I have formed my upper and lower case 'j' letters correctly.



Teacher Recognition: _____

Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

Name of book I read from the Reading Eggs Library: _____

Name of activity I completed: _____

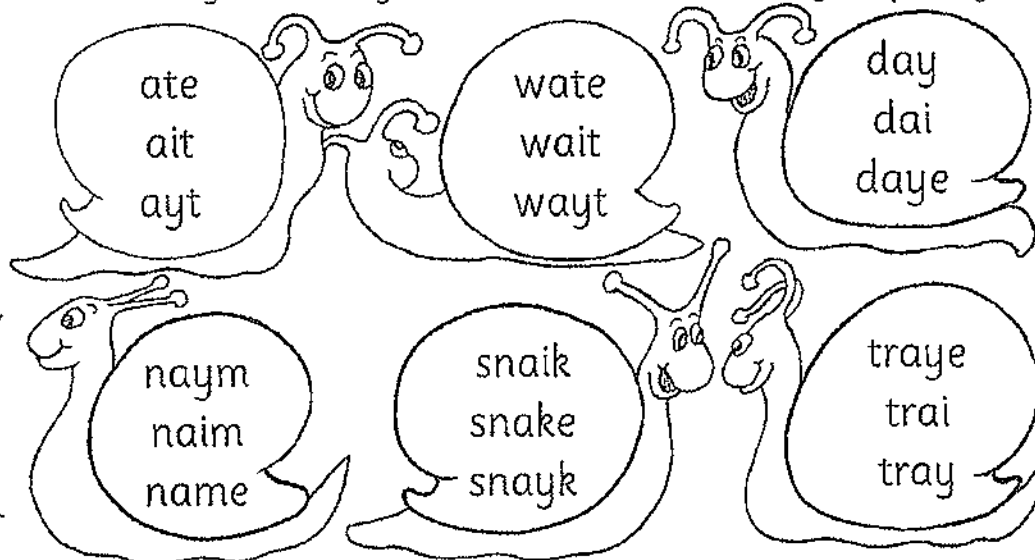


Spelling List

1. next
2. quit
3. m_k
4. p_
5. m_n
6. cl_
7. w_st
8. r_nstorm
9. half
10. quarter

the /ai/ sound: <ai>, <ay> or <a_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. She made a model from _____.
2. Is it free or do we have to _____?
3. I got wet in the _____.
4. My jeans have a tight _____.

half (1/2)

h _ l _

_ a _ f

h _ _ _

quarter (1/4)

q _ a _ t e

_ u _ r _

_ _ _ t _

'there' or 'their'?

1. _____ they are! Up _____.
2. _____ toys are over _____.

'are' or 'our'?

1. We _____ going to visit _____ grandma.
2. They _____ all coming to _____ school.

Downstroke pattern

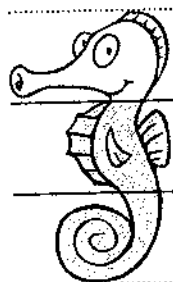
Name: _____



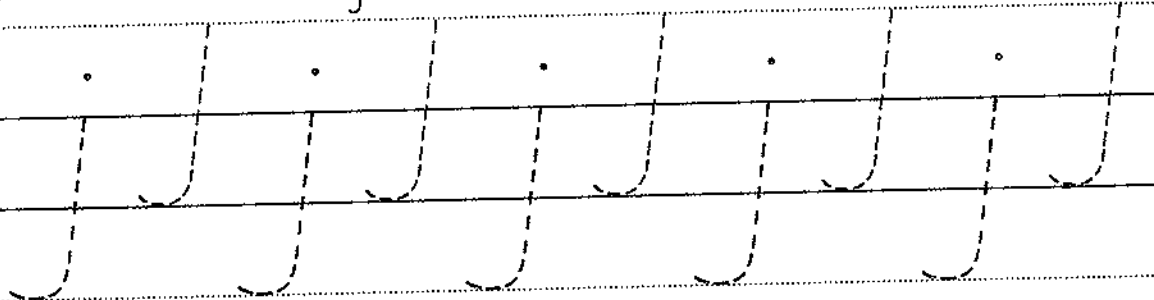
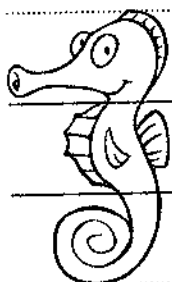
Write some more downstroke letters.



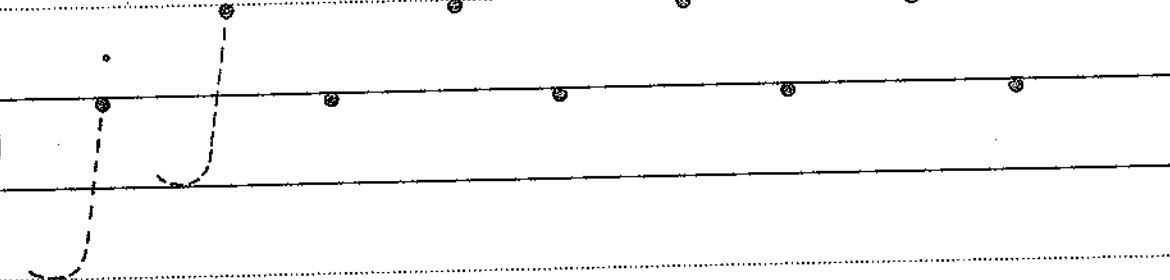
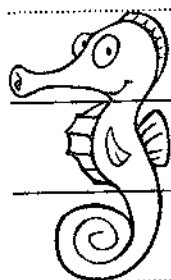
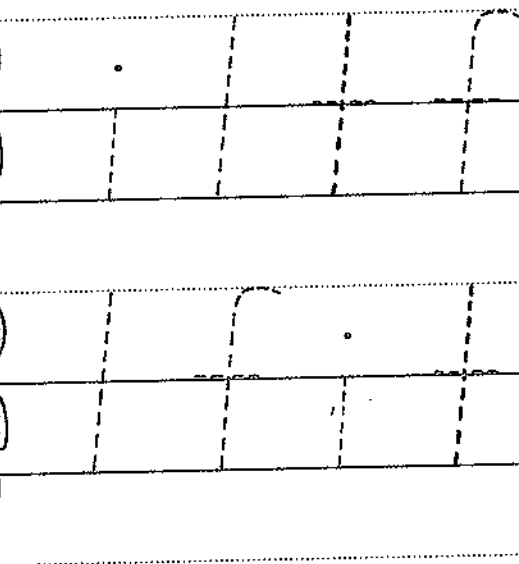
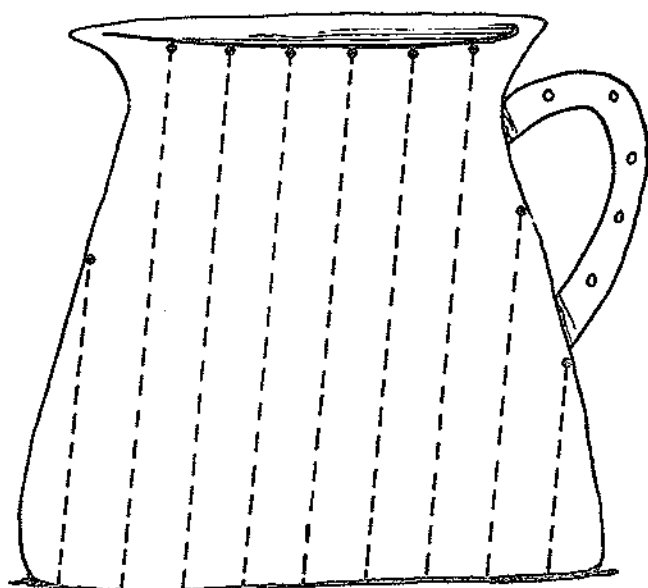
Turn the i's into j's.



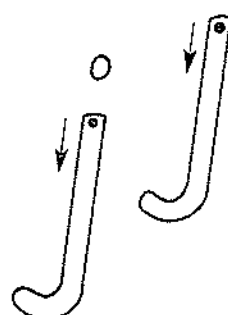
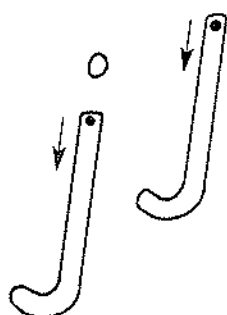
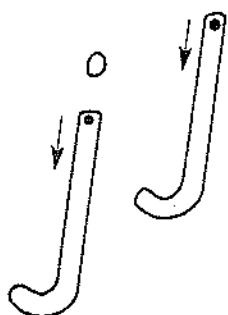
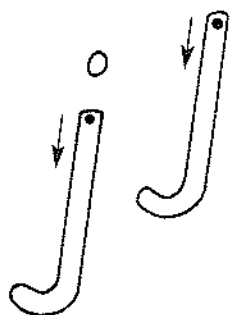
Put a dot to show where you start, then trace.



Find j in these downstroke letters.



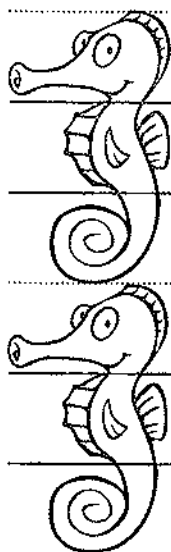
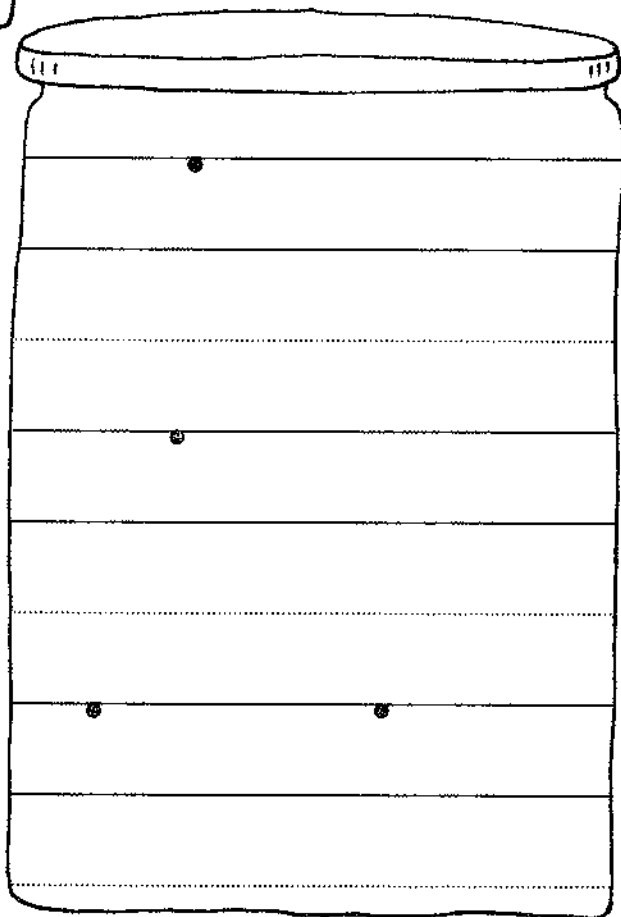
Name: _____



Make new words by adding j to these word endings.

j + azz aw ar am

j + oke ot og oy ob



Jim

Jan



Janu

Writing: Recount

Select one of the activities below and write a recount about your weekend using the following page. You may draw pictures to help you.

Activity A Write 2-3 sentences about your weekend.	Activity B Write about 2 things you have done over the weekend. Remember to have 2 or 3 sentences for each thing you did.	Activity C Write 3 to 4 paragraphs about your weekend. Remember to you can group your ideas by writing about one of the things you did in each paragraph.
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Success Criteria:

I have used a capital letter at the start of every sentence.

I have used a capital letter for each proper noun.

I have stretched out my words to help me spell them.

I have used full stops at the end of my sentences.



Teacher Recognition:

My Weekend

___/___/2020

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	Activity 3
 Success Criteria: I can count on to add by one, two or three, ten twenty or thirty.	 Success Criteria: I can add two-digit numbers without regrouping.	 Success Criteria: I can add three-digit numbers without regrouping.

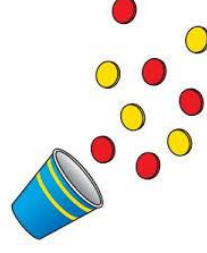
Mathematics: Put In, Take Out

You will need:

- coloured card labelled with numbers 11-20 – “start with” on the back of each number card
- white card labelled with numbers 0-9 – “put in” on the back of each number card
- large container
- counters or beads/pasta ect for counting

0	1	2	3	4
5	6	7	8	9

11	12	13	14	15
16	17	18	19	20



Instructions

1. Have cards face down in two separate packs - "start with" coloured and "put in" white.
2. Take a "start with" card from the pack, read the numeral and put a corresponding number of items into the container.
3. Then take a "put in" card from the other pack, read the numeral and collect the corresponding number of additional items to add to the container.
4. Parents/cares encourage your child to say the total before they check by mentally adding the numerals together. They should be counting on from the first number card.
5. Record their number sentences below.

Number Sentences:

Success Criteria:

I can count on and be confident in number sequences to 100 by ones from any starting point.



Teacher Recognition: _____

Write in words

Pick a 3 digit number

____-____-____

Now answer all the questions in the boxes 😊

Count down by 10s:

The number before

Round to the nearest 100

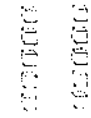
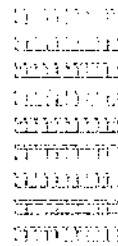
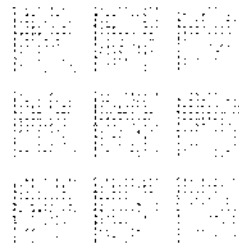
Next even number

15 less -

10 more +

Partition (expand) using place value

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$



Colour in the correct amount

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



DEAR: Drop Everything And Read!
Choose a book of your choice to read for enjoyment.



Creative Arts: Autumn Leaves Artwork

Watch

Leaf Rubbings

<https://www.youtube.com/watch?v=ExuW4ks6Uf8>



You will need

- A flat surface to work on.
- A piece of paper
- Different types of leaves (ones with veins work best).
- Crayons or pencils.

* You may like to use Autumn colours (red, yellow, orange, brown) or any other colours.



Instructions:

1. Place one leaf under your piece of paper with the veins of the leaf facing up.
2. While holding the leaf still on top, gently rub over the top of the leaf using a colour of your choice.
3. Move the same leaf, or choose a different leaf to place under a different part of the page. Repeat steps 1 and 2.

Teacher Recognition: _____

Success Criteria:

I have used the rubbing technique to create my artwork.



My Autumn Leaves Artwork

Wednesday

Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, three adjectives and two articles. Underline each of your **nouns in black**, **verbs in red**, **adjectives in dark blue** and **articles in light blue**.

Success Criteria:

I have written one interesting sentence that makes sense.

I have included two nouns, one verb, three adjectives and two articles in my sentence.



Teacher Recognition: _____



Reading Eggs: Complete one Reading Eggs activity.

Name of activity I completed: _____





Writing: Select one of the activities below and fill in the template with some interesting facts about the kangaroo.

Activity A Using the 'My Informative Prewriting Template" add some key words or sentences to each box about the kangaroo.	 	Success Criteria: I have written three or more key words or sentences about the kangaroo.
Activity B Using the 'My Informative Prewriting Template' write 1 or 2 sentences for each of the following • what they eat • where they live • what they look like • Interesting information	 	Success Criteria: I have written one or two sentences about each of the four topics.
Activity C Using the 'My Informative Prewriting Template' write several sentences about the kangaroo for each of the following • Food: what they eat • Habitat • Description- what it looks like • Interesting information	 	Success Criteria: I have written three or more sentences about each of the four topics.

My Informative Prewriting Template

Fact	Topic	Fact
Fact		Fact

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	Activity 3
   Success Criteria: I can count on to add by one, two or three, ten twenty or thirty.	   Success Criteria: I can add two-digit numbers without regrouping.	   Success Criteria: I can add three-digit numbers without regrouping.

Mathematics - 2D and 3D Shape Revision

1. Collect a selection of 2D and 3D shapes (found around the home).
2. Sort the shapes into two groups (2D and 3D).
3. Go through the 2D and 3D shapes one at a time, and name them. Take a photo and submit with your booklet or draw them below.
4. Complete the worksheet below.

Cube		
Rectangular Prism		
Sphere		
Cone		
Cylinder		

Success Criteria:

I can describe the features of three-dimensional objects.

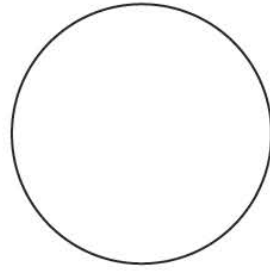


Teacher Recognition: _____

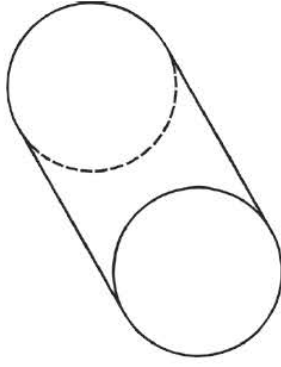
2D Shapes:

3D Shapes:

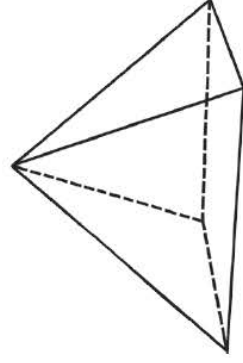
Name the 3D Shape



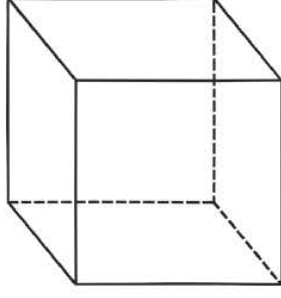
Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



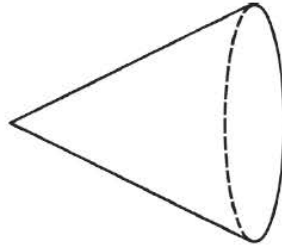
Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



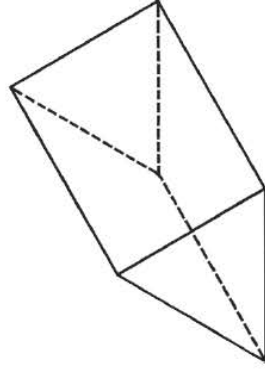
Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



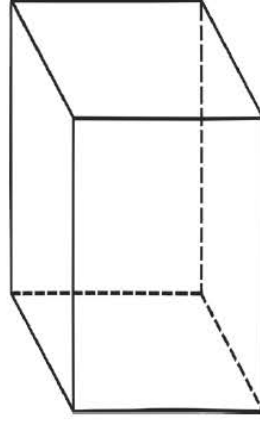
Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



Shape of faces: _____
 Number of vertices: _____
 Number of edges: _____
 Name: _____



Mathletics

Complete two tasks set for you from your classroom teacher.

Task 1: _____

Task 2: _____



Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on *Google Classroom*.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



Science

Find a place in your backyard where you can observe at least three features in the land or sky including:

- Something natural that moves position in a day (e.g. sun or moon)
- Something natural or made that changes how it looks seasonally (e.g. deciduous tree, flowering plant)
- Something made that has not changed for some time (e.g. building or play equipment)

Predict whether these things will look the same in two weeks or will move in two weeks and record in the table below.



What we saw	After two weeks, will it look the same?	After two weeks, will it have moved?

I have identified something that will look the same and something that will have moved.



Teacher Recognition: _____

Thursday

Jolly Grammar – Complete the Jolly Grammar worksheet on the next page.

Success Criteria:

I have used my knowledge of alphabetical order to complete my Jolly Grammar worksheet.



Teacher Recognition: _____

Handwriting: Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'f' on the following page.



Success Criteria:

I have formed my upper and lower case 'f' letters correctly.



Teacher Recognition: _____

Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

Name of book I read from the Reading Eggs Library: _____

Name of activity I completed: _____



Alphabetical Order



Write the four dictionary groups.

1. _____

2. _____

3. _____

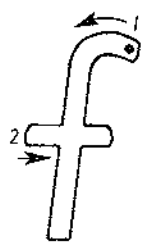
4. _____

In each group of three, decide which word comes first (1st), which word comes second (2nd) and which word comes third (3rd). If the words start with the same two letters, remember to look at the third letter of each word.

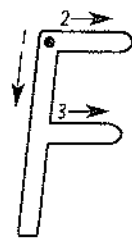
shell	1st	hill	crisp
shop	3rd	hive	cross
ship	2nd	hidden	crab
pet	rocket	tree	
pen	roof	train	
people	round	trick	
march	eat	world	
magpie	east	wood	
make	each	wolf	
drink	need	knee	
dress	nest	knock	
drum	next	knife	

Downstroke pattern

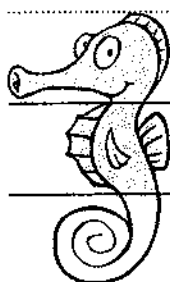
Name: _____



Write some more downstroke letters.



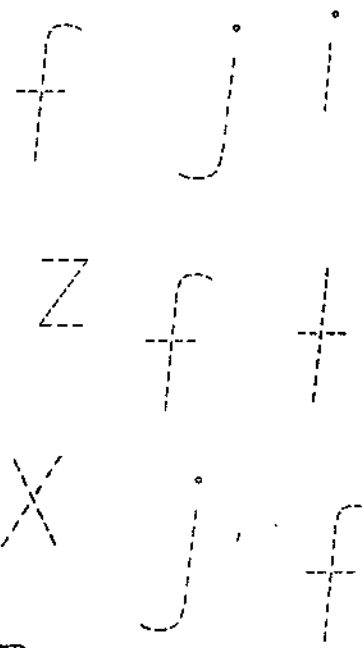
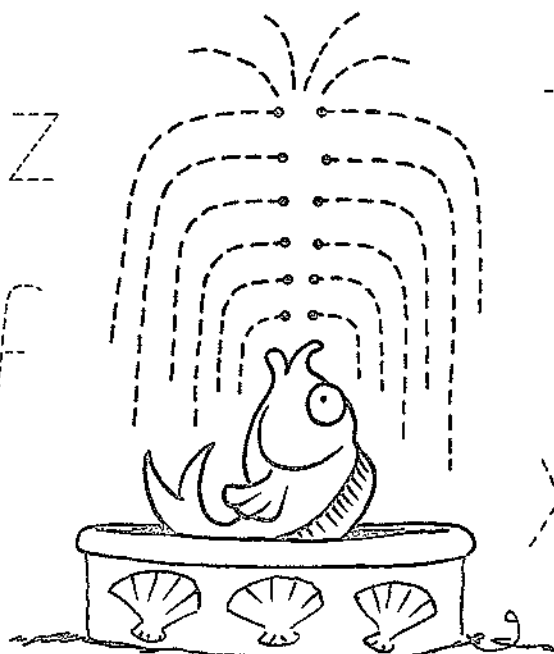
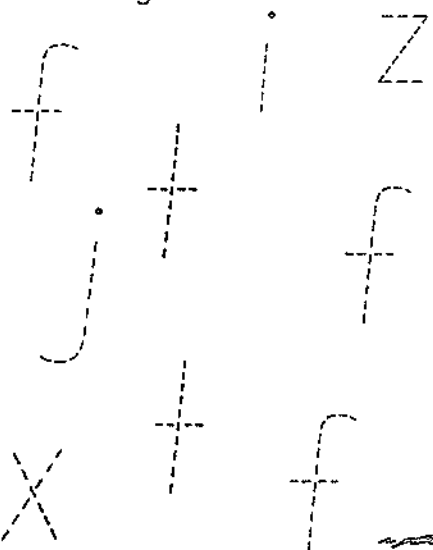
Turn the l's into f's. Put a dot first to show where you start.



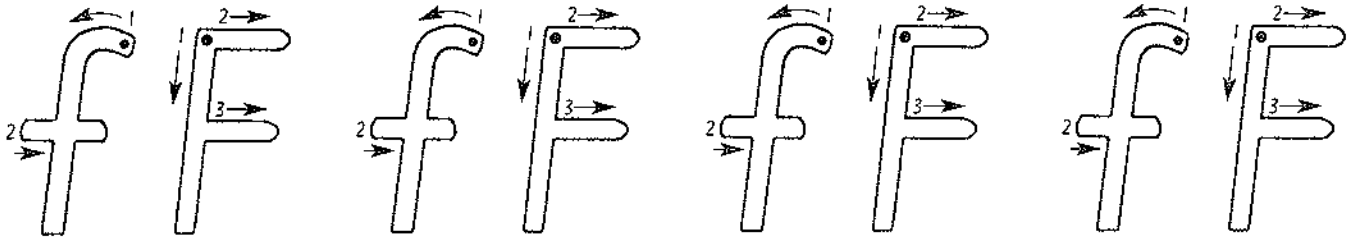
Put a dot to show where you start, then trace.



Trace only the f's.



Name: _____



Trace the right letters to find the words that match the pictures.



Make words by adding f.

an or o

un ar o

in ur oa



Writing: Select one of the activities below and fill in the 'Report Template' to complete your report on the kangaroo.

Activity A Using the report template fill in as much information as you can using sentences and drawings.	Activity B Using the report template write sentences to give information about the kangaroo. You can use drawings to help you.	Activity C Using the report template write sentences to give information about the kangaroo. You can use drawings to help you.
Success Criteria: I have filled in five very important points about the kangaroo.  	Success Criteria: I have filled in important information for each of the sentences about the kangaroo.  	Success Criteria: I have filled in important information for each of the sentences about the kangaroo.  

Teacher Recognition: _____

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



Australian Animal Report

Name of the animal: _____

Scientific classification (circle one):

amphibian	bird	fish
reptile	mammal	insect

Aboriginal name: _____

Size: _____

Average weight: _____

It is covered in (circle one):

fur	feathers	scales	skin
-----	----------	--------	------

Diet: _____

It gets its food by _____

Lifespan: _____

Habitat: _____

Interesting facts: _____

Picture

Where Is It Found?

Life Cycle

TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	Activity 3
 Success Criteria: I can count on to add by one, two or three, ten twenty or thirty.	 Success Criteria: I can add two-digit numbers without regrouping.	 Success Criteria: I can add three-digit numbers without regrouping.

Problem A Day

Use Newman's prompts to complete the problem for today on the following page.

Success Criteria:

I used Newman's prompts to solve this problem.



I counted backwards by 5's to solve this problem.



Teacher Recognition:



NEWMAN'S PROMPTS

Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.



Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.



Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Cambridge Gardens Public School

2



Casey started at 40 and made this number pattern.

40, 35, 30, 25, ?

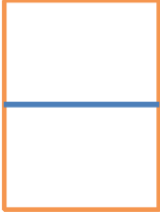
What is the next number in the pattern?

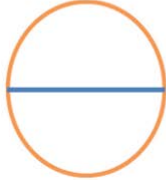
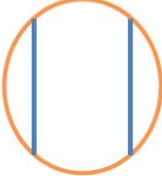
○	○	○	○
15	25	20	10

Working out – Transformation step

Mathematics: Are They Halves or Quarters?

Complete the activity below by circling if the shapes have been shared equally or unequally and label which shapes display halves and quarters.

		Equal Unequal
		Equal Unequal
		Equal Unequal
		Equal Unequal

		Equal Unequal
		Equal Unequal
		Equal Unequal

Finding Halves and Quarters

1. How many different ways of colouring a half can you find?

2. How many different ways of colouring a quarter can you find?

Success Criteria:

I can divide a quantity of ten squares into two equal groups.



Success Criteria:

I can divide a quantity of ten squares into four equal groups.



Teacher Recognition:

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



DEAR: Drop Everything **And Read!**
Choose a book of your choice to read for enjoyment.



PDHPE

Look at the healthy plate picture and read the information. Then, create your own healthy plate using the template below, making sure to include vegetables, protein and grains.



Success Criteria:

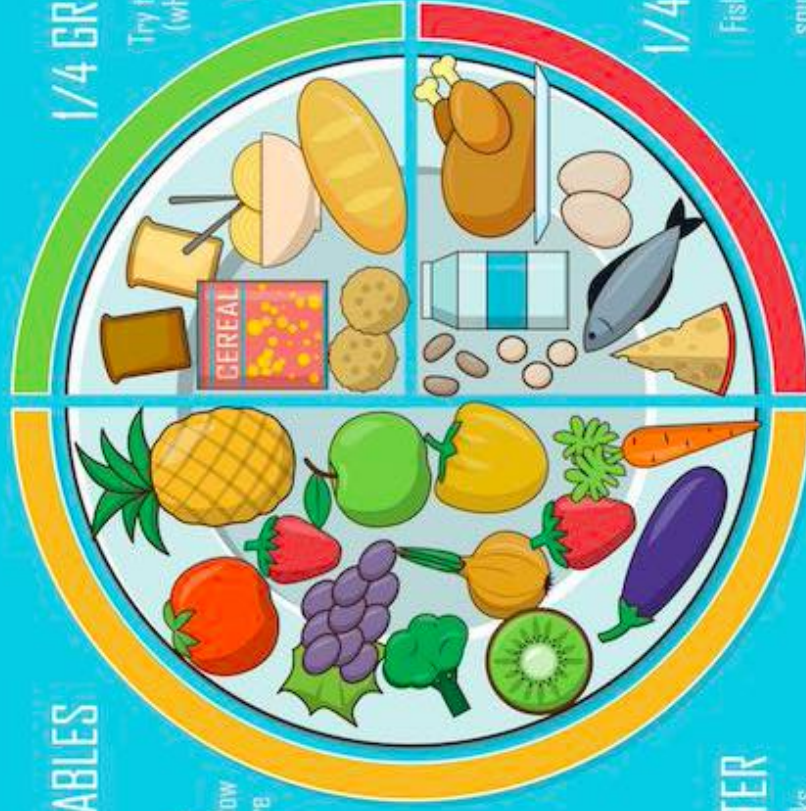
I have drawn a healthy dinner that includes at least three vegetables, one serving of protein and one serving of grains.

Teacher Recognition: _____

HEALTHY PLATE

1/2 VEGETABLES & FRUIT

Choose variety of colors. Green, yellow, orange and red are the best choices



1/4 GRAIN FOOD

Try to avoid refined (white) grains and prefer whole (brown) grains

1/4 PROTEIN

Fish, poultry, nuts, dairy are ideal sources of protein

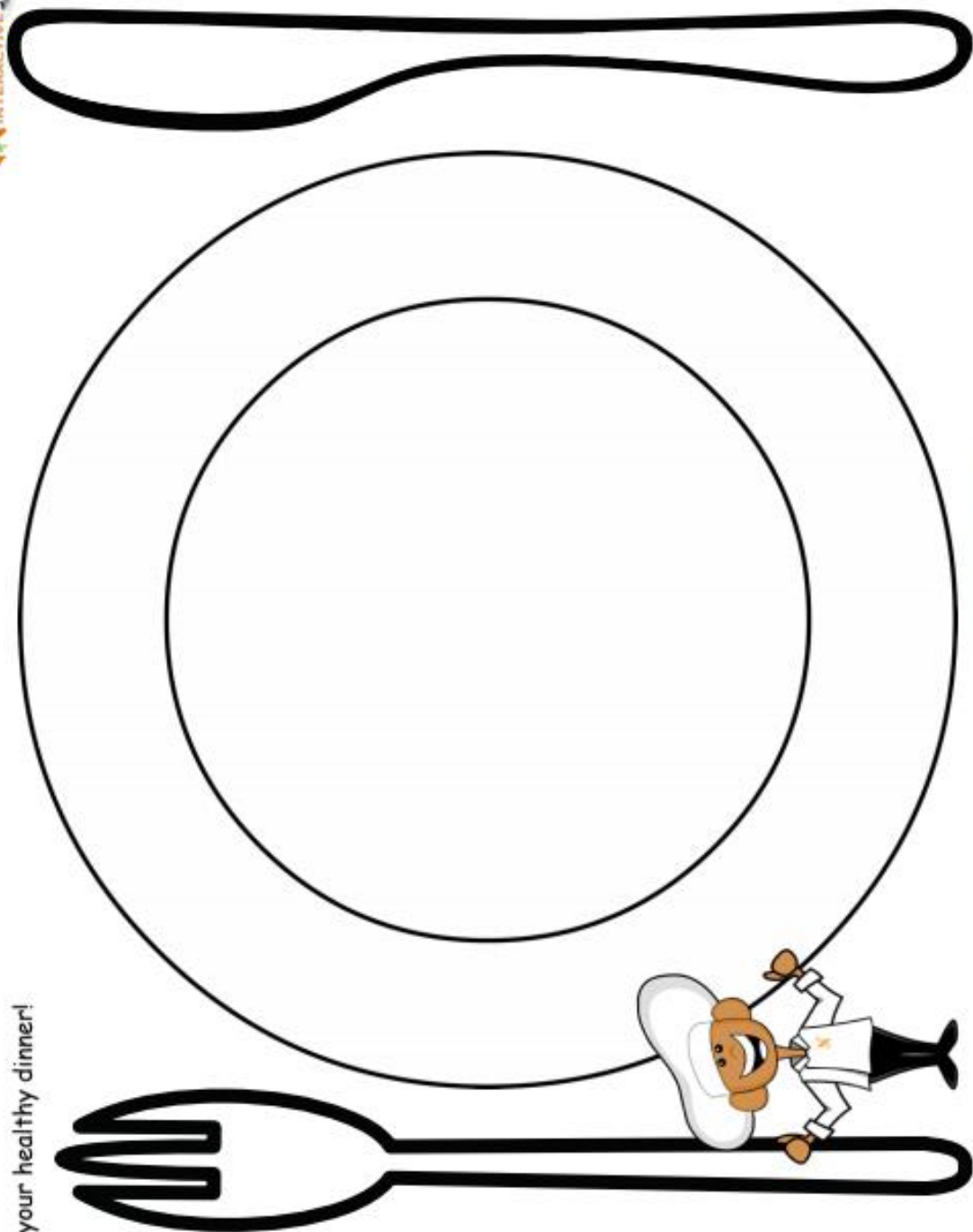
WATER

Avoid sugary drinks



Whats Your Healthy Dinner?

Draw your healthy dinner!



More Nutrition Fun www.ChefSolus.com
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Friday

Spelling Test

Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, three adjectives and two articles. Underline each of your **nouns in black**, **verbs in red**, **adjectives in dark blue** and **articles in light blue**.

Challenge Words (optional):

Success Criteria:

I have written one interesting sentence that makes sense.



I have included two nouns, one verb, three adjectives and two articles in my sentence.



Score: ___ / 10

Success Criteria: I have used my understanding of the 'ai' 'ay' a_e' sound to spell my spelling words.



Teacher Recognition: _____

Reading Eggs: Complete one Reading Eggs activity.

Name of activity I completed: _____



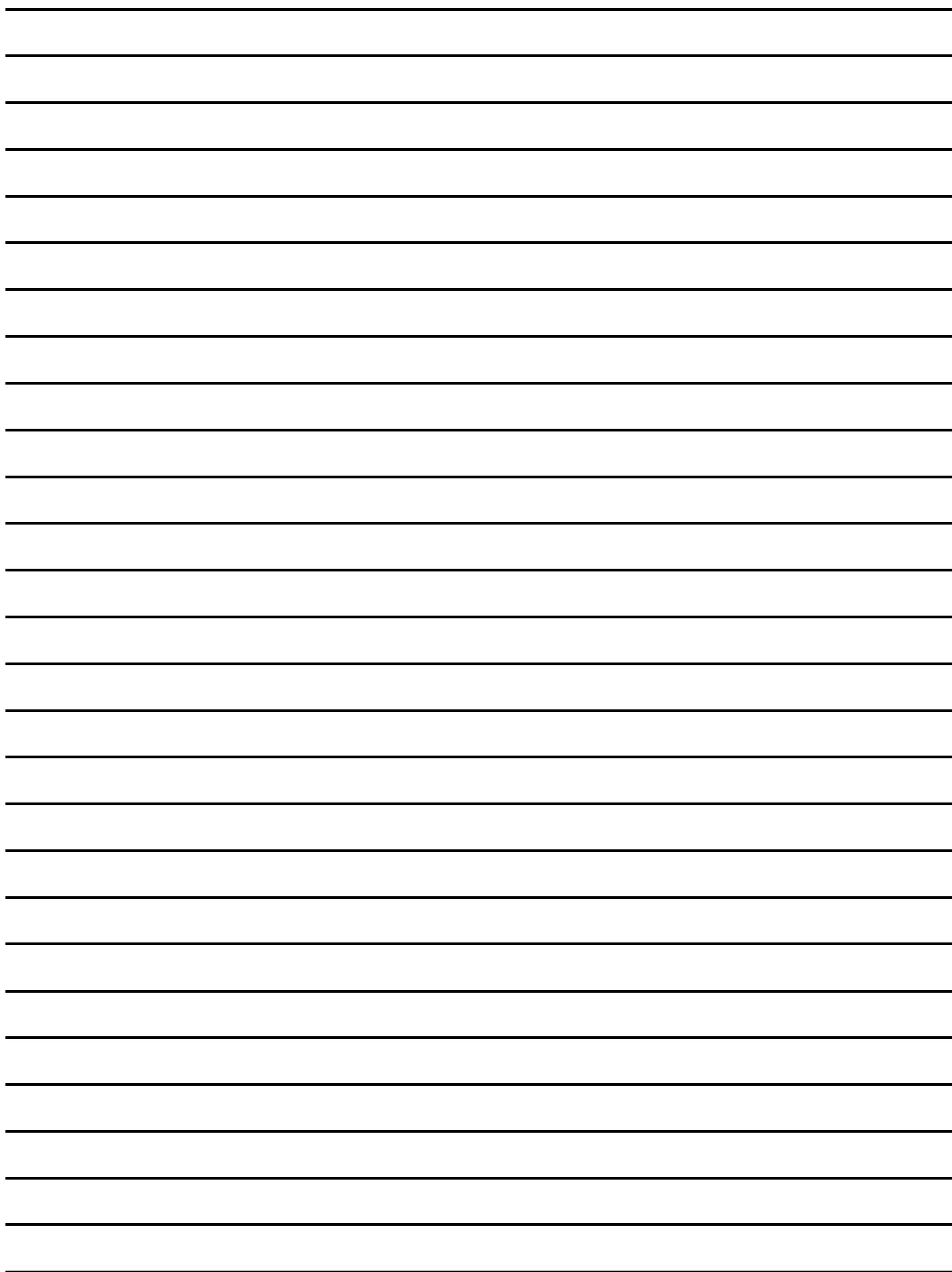
Writing: Free writing - **Select one of the activities below** and use the picture on the following page to complete your free writing task.

Activity A Write 2-3 sentences using the picture to give you ideas.	Activity B Using the picture write about 2 ideas it makes you think of. Remember to have 2 or 3 sentences for each idea.	Activity C Write 3 to 4 paragraphs using the picture as a stimulus. Remember to you can group your ideas by writing about one idea in each paragraph.
 I have written at least two sentences that make sense.	 I have written at least two sentences that make sense for each of my ideas.	 I have used paragraphs to organise my ideas.

Free Writing

___/___/2020





Success Criteria:

I have used a capital letter at the start of every sentence.



I have used a full stop at the end of every sentence.



I have used adjectives in my writing.

**Teacher Recognition:**

Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



TEN Time: Refer to Monday's activities labelled 1, 2 and 3. **Select one of the activities** and complete.

Activity 1	Activity 2	Activity 3
 Success Criteria: I can add 2 to any number confidently and quickly.	 Success Criteria: I can add 4 to any number confidently and quickly.	 Success Criteria: I can roll 2 dice and add 2 confidently and quickly.

Mathematics – School Sports Day

1. Distinguish between things that are impossible and those that might happen using a familiar school setting.
Discuss the **School Athletics Carnival** as an example and what you know about this day.
2. Discuss events with your parent/carer using the terms '**might happen**', '**impossible**', '**likely**' and '**unlikely**'
3. Brainstorm different scenarios for the sports day and record below.

Parents Tip: Possible questions to discuss

- Is this something that is possible or is there no way that this would ever happen?
- Look at the situations that you have decided are possible. Which ones are unlikely to happen? This means that there is almost no chance of it ever happening.

Success Criteria:

I can identify practical activities and everyday events that involve chance



I can describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'.



Teacher Recognition: _____

Unlikely

Certain

Impossible

Likely

Mathletics

Complete two tasks set for you from your classroom teacher.

Task 1: _____

Task 2: _____



Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.



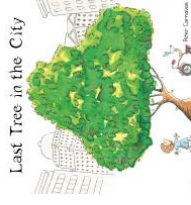
DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



HSIE

Listen to the book 'The last tree in the city' <https://www.youtube.com/watch?v=JayQXcLzXx4>. Use the table to think about the positive and negative impacts of built environments. You may wish to speak to an adult to help you complete this activity. Use the examples below to help you get started.



Positive Impacts of Built Environments

- Healthcare including hospitals and general health medical centres

Negative Impacts of Built Environments

- Pollution including litter



Success Criteria:

I have identified at least two positive impacts of built environments.



I have identified at least two negative impacts of built environments.

Teacher Recognition: _____



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Year 2 Fast Finishers Grid

Unit 6



With an adult, make some popcorn and design a popcorn holder out of paper.	Run around your backyard 10 times, do 10 star jumps or skip to 100	Google kid jokes to tell your dad	Help a family member to cook dinner.	Play a musical instrument like a ukulele, guitar or piano and watch beginner tutorials on Youtube
Find two things around your home that are 1 Litre	Plant a pumpkin seed. Pat it in and water it regularly.	Go to https://www.australiancurriculum.edu.au/media/5908/computational-thinking-in-practice-parent-teacher-cards.pdf	Play a board game with a family member.	Write a letter to your teacher with tongue twisters in it that you can say quickly
List as many objects around your home that are the same shape as a tissue box. Rectangular Prism	Try to make words out of the letters on car number plates. BFL e.g. Best Friends Love	Write your spelling list on somebody's back and see if they can guess the word.	Make a video call to an older person and read to them or video yourself and see if you are reading smoothly and if it sounds like talking	Join in with one of Miss Fry's dance videos on Google Classroom. Do a dance to a Youtube song and video it
Make a voucher book to make your mum or special female in your life smile.	Name as many objects around your home beginning with /p/	Write a list of words that have the 'igh' chunk. Put them into a poem or a rap.	Sit in the sun and look for animals in the clouds.	Send an emoji or an SMS to a friend or family member to check in

Student and Parent Reflection

Student

I am happy with the amount of work I completed

☐

I know I did my best

☐

I am learning to work at home

☐

I found it hard

Year 1 – Ask Mum and Dad if needed.

Year 2 – Try and complete the questions.

What did I enjoy most in this unit of work?

What did I need help with?

Parent

I was happy with the amount of work completed by my child: _____

Attendance

My intentions for Phase One:

- ☐ I will continue to send my child following the Phase One Guidelines of one day face to face learning, 4 days remote learning.
- ☐ I am an essential service worker and/or it is not possible for my child to do remote learning
- ☐ I will be keeping my child home at home fulltime doing remote learning until further notice due to Covid-19 concerns.

Any comment or queries?

Teachers Response
