



# AT HOME LEARNING

Year 2

Week 1

## Year 2 Learning Timetable


You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and/or siblings.

Resources needed: Activity resources found at the end of this document.

Week One	Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Week One Tasks</b></p> <p><b>Morning</b></p> <p>If you do not have a book to keep your work in, you can make yourself one by stapling some sheets of paper together.</p> <p><b>Spelling Words</b></p> <p>Why Sky Try Wipe Time Goat Toast Globe Those Drove</p>	<p><b>Have a go at tying up your shoes.</b></p> <p><b>English</b> Read your <b>spelling</b> words aloud. Choose eight of your current spelling words and write them out on paper.</p> <p><b>Reading:</b> Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions. What was this book about? What are three facts you have learnt from reading it? <b>Writing</b> – what did you do on the weekend? Try and include who, when, where, why, what.</p>	<p><b>Can you help make dinner tonight?</b></p> <p><b>English</b> Write out your <b>spelling</b> words. Practise your spelling words by writing a sentence for each one.</p> <p><b>Reading:</b> Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures? What do you think will happen at the end of the story? What do you think is going to happen next in the story based on what you already know? <b>Writing</b> – What can you see out your window or door? Use adjectives (describing words) when</p>	<p><b>Have you cleaned your teeth in the morning and night?</b></p> <p><b>English</b> Practise writing your <b>spelling</b> words in alphabetical order.</p> <p><b>Reading:</b> Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic? Read the book aloud together. Answer these questions. What was this book about? What are three facts you have learnt from reading it? <b>Writing</b> – Write a narrative using this starter: Wow, it was so hairy. I could not believe it was in my home...</p>	<p><b>Could you help bring in the clothes?</b></p> <p><b>English</b> Write your <b>spelling</b> words on card and play 'go fish.'</p> <p><b>Reading:</b> Choose a fictional book to read aloud with a parent/carer. Read it aloud together. Does it have a good beginning and ending? Are the characters interesting? What makes them interesting? Which illustration in the story was your favourite? Why?</p> <p><b>Writing</b> - Write a letter to your teacher. Let them know how you have been going this week. You can save it to give to your teacher</p>	<p><b>Are you able to help fold the clothes?</b></p> <p><b>English</b> Play fly swat with your <b>spelling</b> words. Write your words on pieces of paper. Then when an adult says a word, you find the word and splat it with your hand. Time how long it takes to write out your spelling words. Try again. See if you can beat your first time. Time how long it takes you to write your first word. <b>Reading:</b> Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together. How does the title describe the content of the book?</p>

	<p>Write a narrative using this starter:  <b>“What on earth are you doing up there?” mum exclaimed.</b></p>	<p>you write what you can see.          Imagine you are in a different place i.e. outer space, on safari in a jungle or a place of your choice. Repeat the activity and describe what you can see out the window.</p>	<p>Complete editing activity number 1 (resources)          Complete the Crack the code activity using the resource at the bottom of this document.          It looks like this:</p> 	<p>when you return to school.          Write a narrative using this starter:  <b>What is this place? I looked around and didn't recognise a single thing. Was I in another universe?</b></p>	<p>Was the title a good one for this book? Why or why not?  <b>Writing</b> - Write a list of food you would like for a dinner. Think of a main dish and dessert.          Write a description of a person or animal in your home using adjectives (describing words).          Complete the handwriting activity (resources)</p>
Break					
Middle	<p><b>Mathematics</b>          Get some counters (or sultanas or M&amp;Ms or Tiny Teddies etc.)          Take a handful of counters (or sultanas or M&amp;Ms or Tiny Teddies etc.) and, without looking, estimate how many you have in your hand. Write your estimates in your maths book.          Organise your counters. Draw your counter arrangement in your maths book. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how</p>	<p><b>Mathematics</b>          Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found in your maths book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them, or draw them, into your book!          Fractions of amounts          Find eight things you can use to share out, to practise finding fractions</p>	<p><b>Mathematics</b>          Ask each member of your family what their favourite colour is. Show their answers in a picture graph.          Complete 3 of the problem solving slips (resources)</p>	<p><b>Mathematics</b>          Pattern hunt: What patterns can you find in and around your home?          Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.          Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys.          Measure how tall your toys are. Order them from shortest to tallest.          Draw your toys in order in your working from home book.          Ask your parents if you can borrow some coins.</p>	<p><b>Mathematics</b>          Play the following game with someone in your house.          Use a deck of playing cards (or make a set of cards from 0 to 10).          Take out the jacks, queens, kings and jokers. An ace equals 1.          Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the leftover cards in a pile.          Take it in turns to flip over two cards, looking for combinations that add to make 10.          (Rainbow Facts) If you find a pair, take the two cards and record the combination you found</p>

	<p>many there are without having to count? Are there more or less counters than you estimated? How many more or less?</p> <p>Complete 3 of the problem solving slips (resources) **** <u>ORIGO At Home</u> for daily task</p>	<p>of amounts. E.g. small pieces of paper, pegs, toothpicks, grapes, sweets etc.... Share them out between 2 teddies to find 1/2 and then between 4 teddies to find 1/4 of them. Draw a bar model split into 2 to find halves and into 4 to find quarters. **** <u>ORIGO At Home</u> for daily task</p>	<p><b>Technology</b> Look in your fridge and pantry or food cupboard. What foods do you have? Where are they from? Are they from a plant or an animal? Make a list with two columns. Sort the items into Plant or Animal.</p>	<p>Can you identify all the coins? Can you make \$1? Can you find a different way to make \$1, using different coins? Try this for different amounts.</p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance.</p>	<p>in your working from home book. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p>
Break					
Afternoon	<p><b>Chinese</b> Copy and trace Chinese characters.</p>	<p><b>Science</b> Please see Science Booklet</p>	<p><b>Digital Technology</b> Find and photograph examples of patterns in natural, built and man-made environments.</p>	<p><b>Hass</b> Technology has changed a lot over time. Choose one example of technology that has changed (phone, cars, trains, planes, computers etc) Talk to your parents/grandparents about what the technology was like when they were children. Identify similarities and differences between the old and the new technology. Show this by using a Venn Diagram.</p>	<p><b>HPE</b> <b>Ball skills</b> With any size ball that is available practice: - toss and catch (one hand, two hand) - throw at a target (underarm and overarm) - bounce and catch (one hand or two hand) -kick at a target</p> <p><b>Mindset and wellness</b> -Write down 3 things that make you happy and why. (eg, I enjoy playing sports</p>

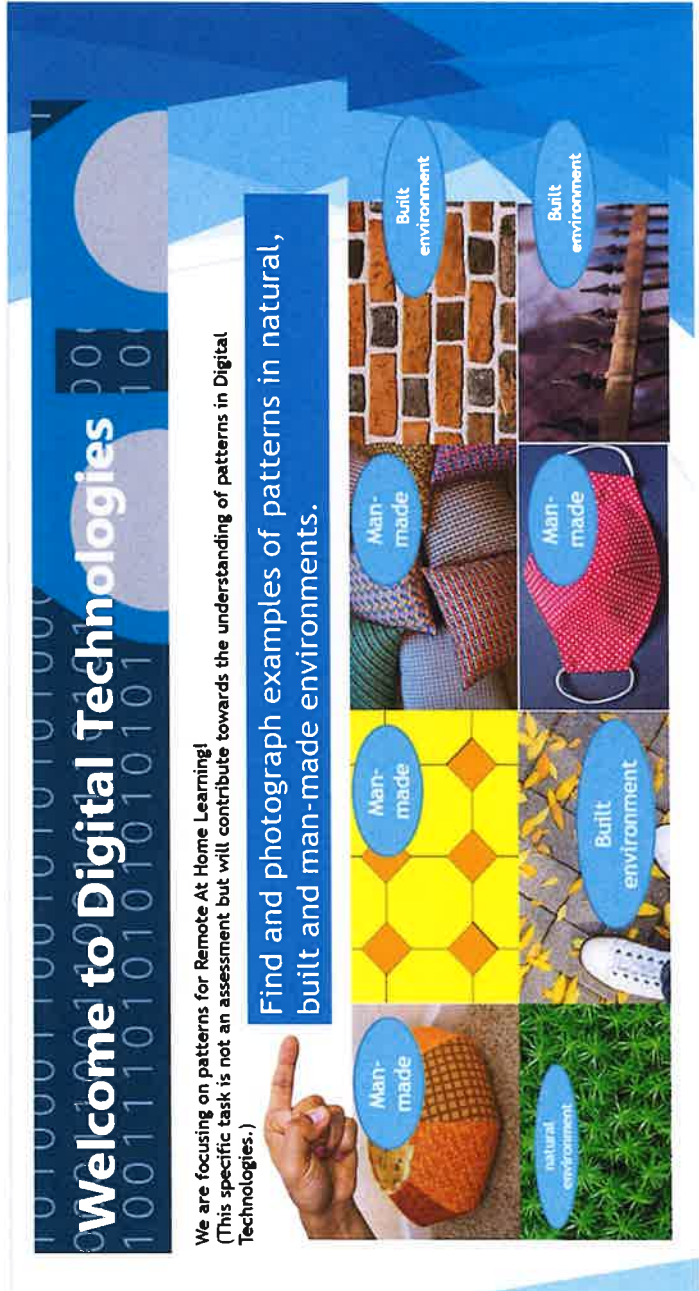
				 <p>Write a paragraph about your choice explaining how technology has made life different these days.</p>	<p>because I am outside and playing with friends).</p>
--	--	--	--	--	--

Follow this link to find a daily maths activity.

[ORIGO At Home](https://www2.origoeducation.com.au/e/793603/g-at-home-wrapping-up-week-1-/ks6q/32305141?h=VP7uk6mVj4T79Jgi-dih0CtFuoiv5hwAyJ4gM3UvnNI)

or

<http://www2.origoeducation.com.au/e/793603/g-at-home-wrapping-up-week-1-/ks6q/32305141?h=VP7uk6mVj4T79Jgi-dih0CtFuoiv5hwAyJ4gM3UvnNI>



## Welcome to Digital Technologies

We are focusing on patterns for Remote At Home Learning!  
(This specific task is not an assessment but will contribute towards the understanding of patterns in Digital Technologies.)

Find and photograph examples of patterns in natural, built and man-made environments.

**Challenge – Scavenger Hunts**

## Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS  
IN A BAG OR BASKET. CHECK THE BOXES  
AS YOU FIND EACH ONE.

- A TOY WITH WHEELS
- A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- A PAIR OF MATCHING SOCKS
- 4 THINGS THAT ARE GREEN
- SOMETHING VERY SOFT
- A TOY SMALLER THAN YOUR HAND
- SOMETHING ROUND
- A BOOK WITH NUMBERS IN IT
- 5 LEGOS THAT ARE ALL DIFFERENT
- A PHOTO OF SOMEONE YOU LOVE
- AN ITEM YOU CAN SEE YOURSELF IN
- AN ITEM THAT MAKES YOU FEEL COZY
- A TOY THAT HAS 3 DIFFERENT COLORS
- A MOVIE THAT HAS "S" IN THE TITLE
- YOUR FAVORITE STUFFED ANIMAL

Ready for snack? Make sure everything gets put back where it belongs!

## Outdoor Scavenger Hunt

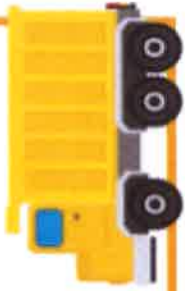
COLLECT ALL OF THE FOLLOWING ITEMS  
IN A BAG OR BASKET. CHECK THE BOXES  
AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything gets put back where it belongs!

## Week One Mathematics: Problem Solving Slips

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?



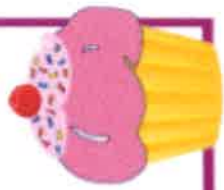
Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?



On one side of the street there are 14 houses and on the other side there are 8 houses. How many houses are in the street?



Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



Lee has read 12 pages of her book. She still has 8 pages left to read. How many pages were in the book altogether?

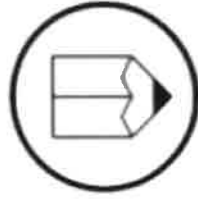


## Week One, Day 3: Editing

### 1 New House

---

my family mooved house last  
week. we now live at number  
6 North Street. Mum and Dad  
painted our new door red and put  
a pot plant at our front stepps



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.



开	开	开	开	开	开	开				
门	门	门	门	门	门	门				
快	快	快	快	快	快	快				
这	这	这	这	这	这	这				

Monday - Chinese

the

that

not

look

put

and

with

then

don't

could

## Week One, Day 3: Spelling

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

# Year 2, Term 3, Week 4 – Long Vowel Patterns ī — ‘y’, ‘i\_e’ ..... ō — ‘oa’,

Use a coloured pencil to colour the boxes with words that have the correct spelling.

## Focus words

why time those  
sky goat drove  
try toast  
wipe globe

—	—	y
—	—	oa

—	i	—	e
—	—	o	—

—	—	o	—	e
—	—	—	—	y

—	oa	—
th	—	s

—	—	y
—	i	—
—	—	e

Remember that a sentence has a capital letter to start and a full stop at the end.

drove ← - - - - -

time ← - - - - -

t	i	m	e	k	d	r	o	v	e
o	g	b	u	j	h	w	h	w	t
a	f	w	g	g	s	k	y	i	h
s	s	u	o	s	j	a	k	p	o
t	d	b	a	e	w	h	y	e	s
k	l	s	t	f	l	x	o	p	e
t	r	y	j	g	l	o	b	e	l

whi	gloab	goet
toest	droave	why
laate	wipe	goat
thoase	globe	toast
skie	those	drove
	sky	

Remember that 'y' sometimes makes a long ī vowel sound.

why	goat	wipe
try	toast	drove
those		time