

# Stage 1

## Learning from Home



**Weeks 8, 9 and 10**

**Term 3**

\*Please bring this booklet to school with you, anytime you come to school

\*Work can be recorded in your workbook, booklet or uploaded onto Seesaw

\*Please record the day and activity name at the top of each page in your workbook

\*Reading- students can read their own book or access one online

\*Mathletics and Epic can be used to support your learning

\*Remember if you need a little break- complete an activity in your 'Just for Fun' booklet

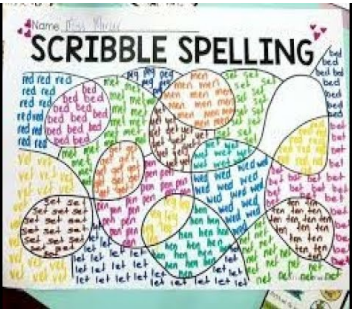



\*If you need any help or support, message or email your class teacher 😊😊

We miss you all and can't wait to see you! 🙋

Name \_\_\_\_\_

Class \_\_\_\_\_

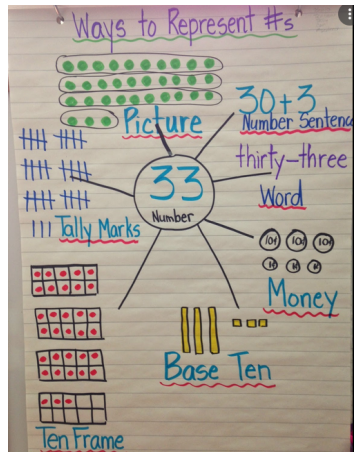
Term 3 Week 8

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Morning Session - English</b>				
<p><b><u>Reading/Viewing</u></b> Practice reading aloud to an adult or your favourite toy.</p> <p><b><u>Writing</u></b> Pretend you could fly. Where would you go? What would you do? Make sure you write in full sentences and use capital letters and full stops.</p> <p><b><u>Spelling</u></b> <b>Scribble Spelling</b> Draw a scribble. In the gaps of the scribble write your spelling words.</p> 	<p><b><u>Reading/Viewing</u></b> Read a book and count how many times the word <b>said</b> is used. Next, count how many times the word <b>to</b> is used.</p> <p><b><u>Speaking / Listening</u></b> Using a picture from your book, describe one of the pictures to a family member. See if you can talk for at least 30 seconds.</p> <div data-bbox="562 837 772 1081" style="text-align: center;"> </div> <p><b><u>Writing</u></b> Read a story with a grown up. Draw a picture of your favourite place in the story and label it. Make sure you write in full sentences and use capital letters and full stops.</p>	<p><b><u>Reading/Viewing</u></b> Summarise your story. What is the main message in the story? Were you surprised by the ending? Why/why not? Did you like this story?</p> <p><b><u>Writing</u></b> Write about your pet or a pet you would like to have. Make sure you write in full sentences and use capital letters and full stops.</p> <p><b><u>Spelling</u></b> <b>Rainbow words</b> Write your spelling words in different colours. Remember to write over your words 3 times in different colours.</p> 	<p><b><u>Reading/Viewing</u></b> Change the ending of your story. Write your different ending and use illustrations.</p> <p><b><u>Speaking / Listening</u></b> Instruct a family member to set the table for a meal by giving them step by step instructions (be descriptive). For example: <b>'go to the bottom cupboard next to the fridge. Open the right side.'</b></p>  <p><b><u>Writing</u></b> Write about your favourite book character. Make sure you write in full sentences and use capital letters and full stops.</p>	<p><b><u>Reading/Viewing</u></b> Draw a picture of the main setting in a story (e.g. the woods in Little Red Riding Hood).</p> <p><b><u>Handwriting</u></b> Complete- <b><u>Being kind every day is important</u></b> worksheet.</p> <p><b><u>Spelling</u></b> <b>Make your Words</b> Make your spelling words using blocks and/or lego.</p> 

**Break**  
**Middle Session - Maths**

**Number Sense**

In your workbook show all the ways you can represent the number 20.



(Hint: 10 frame, 20 objects, tally marks, dominoes, number before/after, number sentence)

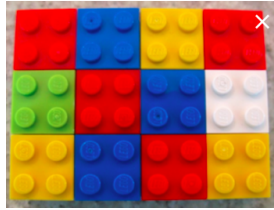
**Whole Number**

Count by 10s -10, 20, 30, 40, 50, etc.

Count as far as you can.

Take turns with someone in your house.

**Number Sense**



How many studs on the lego blocks can you see? Try not to count each one. In your workbook explain/draw/write how you got your total. Remember to use words like - rows, arrays, groups of.

**Multiplication**

While doing star jumps, clapping, stomps or squats Students count by 2's, 5's and 10's.

Counting by 2's.

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30

Counting by 5's.

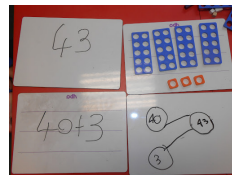
5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

Counting by 10's.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

**Number Sense**

In your workbook show all the ways you can represent the number 45.



(Hint: 10 frame, tally marks, dominoes, number before/after)

**Area - Order the faces!**

First find any box at home like a cereal, tissue, toothpaste or food wrap box. Compare and order the areas of the selected faces. Write, draw or record how you ordered the faces.

**TIP:** Remember to use comparative language, e.g. **larger** area, **smaller** area, **largest** area, **smallest** area, **the same** area as

**Extension (optional)**

**Shoe-prints challenge**  
Compare your or another family member's shoe. Who has the largest or smallest shoe print by comparing the area.

**Number Sense**



Noah saw 12 legs walk by The Ark. How many creatures could he have seen? How many different answers can you find?

**2D Shapes**

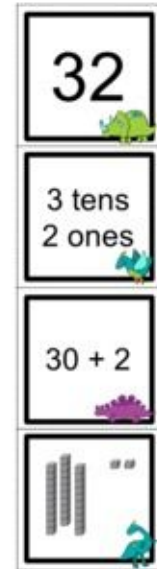
Complete **2D Shapes** activity sheet in your booklet.

**Extension (optional)**

Label the following shapes on your sheet: circle, triangle, rectangle, square, pentagon, hexagon, oval.

**Number Sense**

In your workbook show all the ways you can represent the number 66.



(Hint: 10 frame, tally marks, dominoes, number before/after, array)

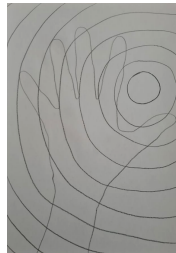
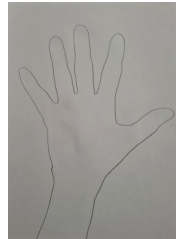
**Problem solving - Time**

See Friday Week 8 problem solving sheet

**Break  
Afternoon Session**

**Science**  
Complete **Oobleck Science** worksheet.

**Art**  
**Warm and Cool colours.**  
Trace your hand on a piece of paper. Over the top draw circles getting larger until your page is full. Colour all of the sections inside your hand using cool colours (blue, green, purple) and all of the sections outside of your hand using warm colours (red, orange, yellow, pink). Try to not have the same colour touching each other.



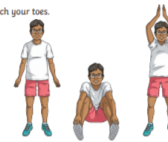
**History**  
Below is a picture of Sydney in the past. Draw a picture of Sydney in the past in your workbook. You might like to include horses and carts, old buses and people in old fashioned clothes.



**Sport and Fitness**  
**Sit down, Touch Toes, Stand up, Clap**  
1. Sit down.  
2. Put your legs out in front of you and touch your toes.  
3. Stand up.  
4. Clap your hands above your head.  
5. Repeat.

**Joe Wicks: Active 8-Minute Workout 2**  
**Sit down, Touch Toes, Stand up, Clap**

1. Sit down.
2. Put your legs out in front of you and touch your toes.
3. Stand up.
4. Clap your hands above your head.
5. Repeat.



**History**  
Below is a picture of Sydney today. Draw a picture of Sydney in the present in your workbook. How has Sydney changed? Do people still use horses and carts? How do people dress? Write three things that are different.



**Music**  
Practise learning the different notes and how long they are.

**Music**  
Practise learning the different notes and how long they are

**Music**  
Fill the answers for note lengths in the boxes provided

**Music**  
Practise the clapping rhythm pattern 1

**Music**  
Practise the clapping rhythm pattern 2

**Remember when you need a break you can complete an activity in your 'Just for fun booklet'.**

Year 1

Week 8	Week 9	Week 10
all	me	of
can	my	off
day	mum	to
for	dad	the
book	his	them
down	she	then
good	her	they
home	girl	this
just	mother	that
little	father	school

Year 2

Week 8	Week 9	Week 10
I'm	live	who
Mr	gone	what
Mrs	find	would
Miss	fast	time
Ms	came	their
our	going	think
name	coming	thing
their	inside	these
myself	letter	there
people	morning	something

THESE ARE NOTES AND HOW LONG THEY GO FOR!



$\frac{1}{2}$   $\frac{1}{2}$   
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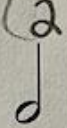

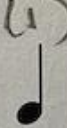
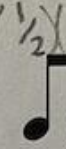
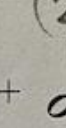

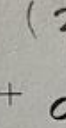
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TA TA-A



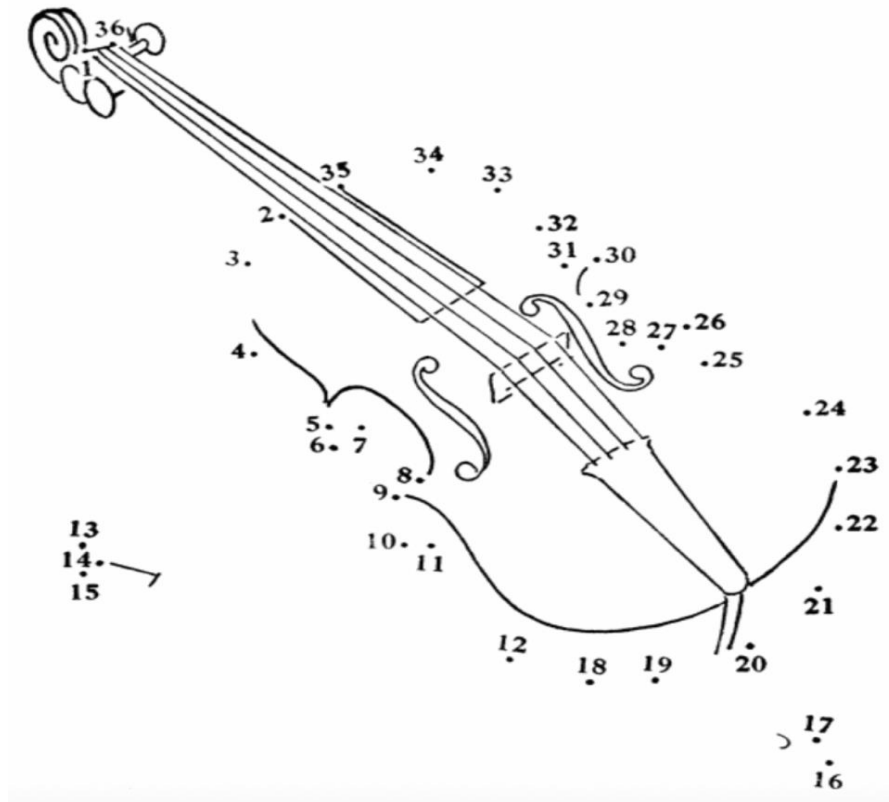
4  
TA-MA-RA-MA

FILL OUT ANSWER IN THE BOX:

Finish these sums.

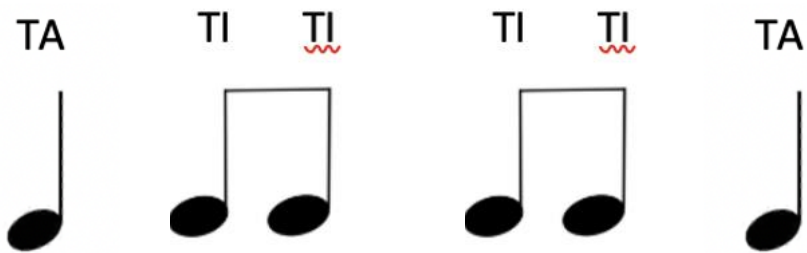
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$(4)$ 	+	$(1)$ 	=	<input type="text"/>
$(2)$ 	+	$(2)$ 	=	<input type="text"/>
$(2)$ 	+	$(1)$ 	=	<input type="text"/>
$(\frac{1}{2})(\frac{1}{2})$ 	+	$(2)$ 	=	<input type="text"/>
$(4)$ 	+	$(2)$ 	=	<input type="text"/>

JOIN THE DOTS ☺



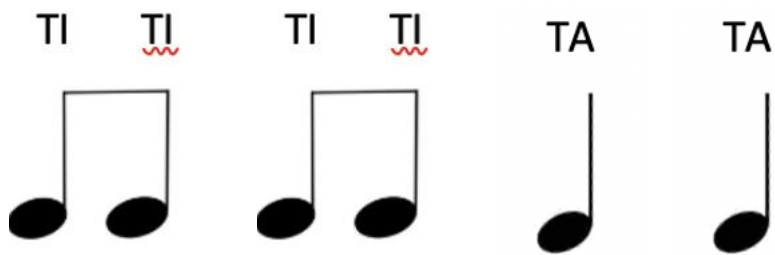
CLAP THIS 5 TIMES:

1.



NOW TRY THIS ONE:

2.



WRITE YOUR OWN PIECE USING NOTES FROM THESE SHEETS!

A large, empty rectangular area with a light gray background, intended for the student to write their own musical piece using the notes from the previous sheets.



Science: Material World **Oobleck**



<https://www.youtube.com/watch?v=sJ0mrC13hZM>

Watch the Emily's Wonder Lab video and see what happens when you mix corn starch and water. Emily also adds food colouring to make it coloured.

The material that is created when you mix one cup of corn starch and one cup of water is called Oobleck and it is an interesting substance because it acts like a liquid when it is in the bowl and it acts like a solid when Emily throws it from one hand to the other.

Write down some words that describe the Oobleck:

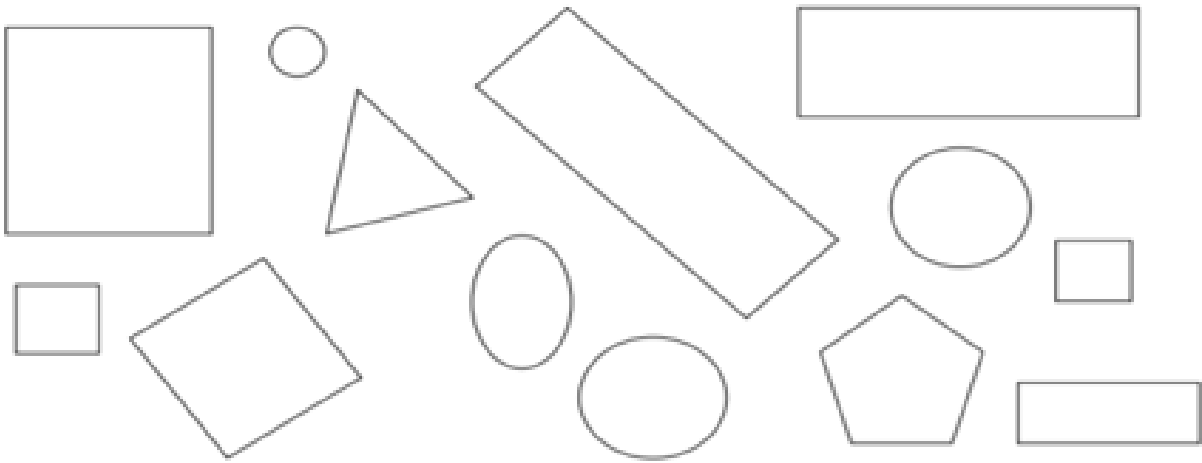
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

Draw the Oobleck in the video:

If you have corn starch and water at your house and you have an adult's permission, you could try to **make your own Oobleck**. If you do, Mrs Kowalczyk would love to see some photos shared on Seesaw or sent to the school's email address.

## 2D Shapes (A)

① Colour the squares red, the rectangles blue and the circles green.



② Colour each shape the same colour as its matching set of clues in the clouds.

I have 4 sides that are the same length and 4 corners.

I have 3 sides and 3 corners that are the same size.

I have 6 corners and 6 sides.

I have 3 sides of different lengths and 3 corners.

This shape has 5 sides and 5 corners.

I have 4 sides of different lengths and 4 corners.

# Kindness Handwriting Sentences Year 2

**Showing kindness every day is important.**

Trace, write the sentence using the guide, then write the sentence on your own.


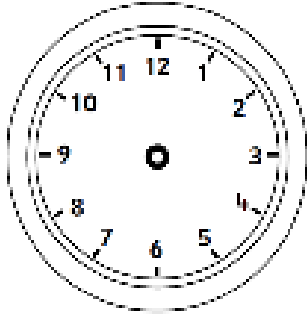

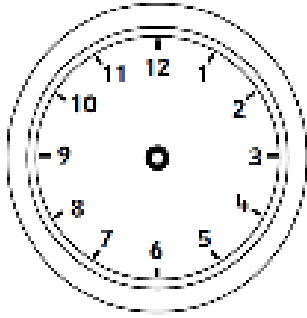

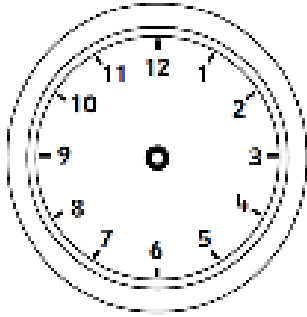

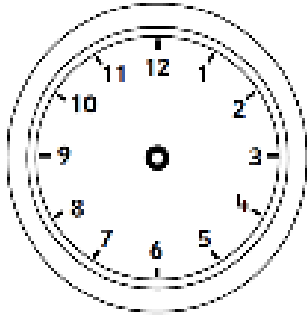

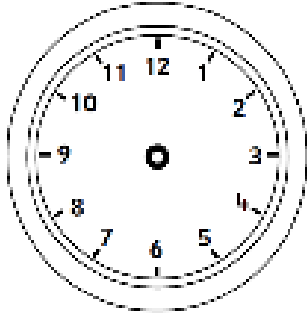
Showing kindness every day is important.

Showing kindness every day is important.

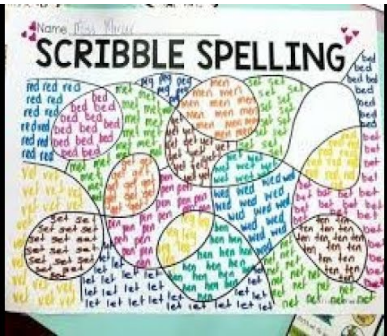

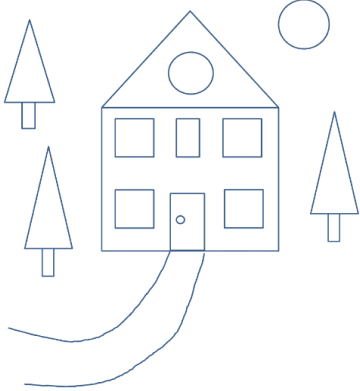
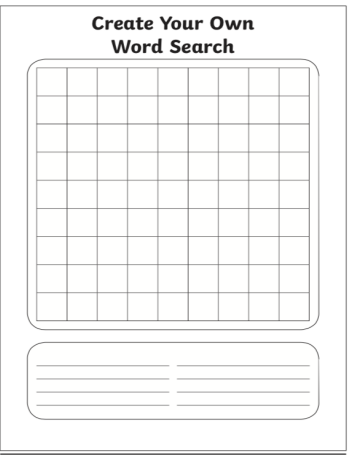
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# Friday Week 8 Problem Solving - Time

Walt: solve problems involving time

<p>Bart leaves for football at 10 o'clock. It takes him half an hour to walk there. What time does he get there? Draw the time on the clock.</p>		
<p>Laura goes swimming at 9 o'clock. She swims for 2 hours. What time does Laura get out of the pool? Draw the time on the clock.</p>		
<p>The Angry birds go to the cinema. They arrive at 4 o'clock. The film lasts one hour. What time do they leave the cinema?</p>		
<p>Hello Kitty goes shopping. She goes on the bus which takes 1 hour. If she gets to the shops at 11 o'clock, what time did she set off?</p>		
<p>The children start dancing at 5 o'clock. They finish two hours later. What time do they finish dancing?</p>		

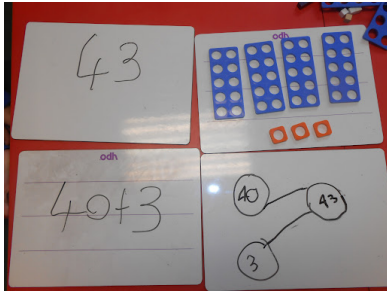
Term 3 Week 9

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Morning Session - English</b>				
<p><b><u>Reading/Viewing</u></b> Practice reading aloud to an adult or your favourite toy. Record yourself reading on Seesaw.</p> <p><b><u>Writing</u></b> Imagine that you can become invisible whenever you want to. What are some things you would do? Make sure you write in full sentences and use capital letters and full stops.</p> <p><b><u>Spelling</u></b> <b>Scribble Spelling</b> Draw a scribble. In the gaps of the scribble write your spelling words.</p> 	<p><b><u>Reading/Viewing</u></b> Draw and label a picture of the setting and characters from your story.</p> <p><b><u>Speaking / Listening</u></b> Interview someone in your family about a movie they like. Ask them 7 questions about it. For example: <b>What was it called? Why do you think it was named that?</b> <b>Who were the characters in it and what did they do?</b> <b>What do you like about it?</b></p> <p><b><u>Writing</u></b> Name one thing you do really well. Give lots of details telling why. Make sure you write in full sentences and use capital letters and full stops.</p>	<p><b><u>Reading/Viewing</u></b> Create a picture map for your story. Include characters, settings, problem and solution.</p> <p><b><u>Writing</u></b> Describe your best day ever. Draw a picture of your best day. Make sure you write in full sentences and use capital letters and full stops.</p> <p><b><u>Spelling</u></b> <b>Rainbow words</b> Write your spelling words in different colours. Remember to write over your words 3 times in different colours.</p> 	<p><b><u>Reading/Viewing</u></b> List 3-5 of your favourite parts of the story.</p> <p><b><u>Speaking / Listening</u></b> Ask a family member to draw a picture by listening to your instructions. Give them directions on how to draw the picture below:</p>  <p><b>Optional:</b> Try swapping roles.</p> <p><b><u>Writing</u></b> Write about 3 things you have been doing this week. Make sure you write in full sentences and use capital letters and full stops.</p>	<p><b><u>Reading/Viewing</u></b> Retell the story, using sentences and illustrations.</p> <p><b><u>Handwriting</u></b> Complete <b><u>Being Kind makes me feel happy inside</u></b> worksheet.</p> <p><b><u>Spelling</u></b> <b>Make a Find-a-word</b> Using your spelling words make a find-a-word. The worksheet is in your work booklet.</p> 

**Break**  
**Middle Session - Maths**

**Number Sense**

In your workbook show all the ways you can represent the number **28**.



(Hint: 10 frame, 18 objects, tally marks, dominoes, number before/after, number sentence)

**Whole Number**

Use playing cards to make a 2 or 3 digit number. Say the number to someone in your house. Take turns.

**Number Sense**



How many tiny squares in the larger squares can you see? Try not to count each one. In your workbook explain/draw/write how you got your total. Remember to use words like - rows, lines, doubles.

**Multiplication**

In your work book have a go at drawing :

2 rows of 5 apples  
How many apples have you drawn?

3 rows of 3 circles  
How many circles have you drawn?

5 rows of 2 love hearts  
How many love hearts have you drawn?

**Number Sense**

In your workbook show all the ways you can represent the number **85**.

(Hint: 10 frame, tally marks, dominoes, number before/after)

**Volume and Capacity**

**Fill it Up!**

**Learning Intention:**

I am learning to use the terms, **pack, pour, fill, full and empty, nearly full.**

Find different containers that have a bigger or smaller capacity. Pour and fill the different containers using the same material (sand or water). Predict which will hold more or less than the other. Draw and label it.

**Extension (optional) What will it hold?**

I wonder which containers will hold different materials? For example, a sieve will hold marbles but not sand or water and a round container is difficult to pack with blocks. Draw your results in your work book.

**Number Sense**

Kate and her brother, Sam, take a snack to school everyday.

Today they found a pot of raisins, a banana and two apples in the kitchen.



They choose **one item** each. What could Kate and Sam choose?

Can you think of a different combination of two items?  
Can you find **all** the combinations of two items?  
How do you know you have got them all?

**2D Shapes**

Go on a shape hunt around your house. Record in your book what shapes you found and what object it was.

Can you find all of these shapes?

**Circle, triangle, rectangle, square, pentagon, hexagon and oval.**

**Number Sense**

In your workbook show all the ways you can represent the number **90**.

(Hint: 10 frame, tally marks, dominoes, number before/after, array, number sentence)

**Problem solving**

**Number**

**Ring of Numbers**



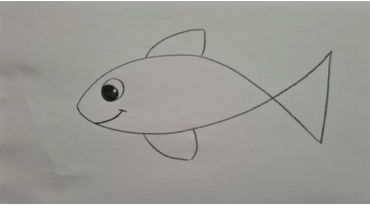
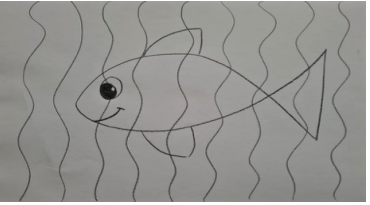
Choose four of the numbers from 1 to 9 to put in the squares so that the differences between joined squares are odd.

Use the worksheet to record your ideas.

**Break  
Afternoon Session**

**Science**  
*Complete Science Sorting worksheet*


**Art**  
**Warm and Cool Colours**  
*Draw a large fish. Then draw wavy lines from the top of your page to the bottom that go over your fish. Use warm colours (red, orange, yellow, pink) to colour the sections inside your fish. Use cool colours (blue, green, purple) to colour in the sections of the water. Try not to have the same colour touching itself.*


**History**  
*Below is a picture of a man and a woman from over 100 years ago. Draw a picture of the people in your workbook. Label the picture describing their clothes.*



**Sport and Fitness**  
**Jumping over an imaginary line**  
*Standing with your feet together, jump side to side like you are jumping over an imaginary line. Challenge: Use your arms to lift you higher off the ground.*



**History**  
*Below is a picture of a man and a woman from today. Draw a picture of the people below. Label the picture and describe their clothes.*



**Music**  
*Get a piece of paper and make up some rhythms of your own.*

**Music**  
*Clap your new rhythm patterns*

**Music**  
*Tap your rhythms with a new sound from your backyard. (Example, sticks, tree, on a soccer ball)*

**Music**  
*Join the dots of our mystery instrument! What is it??*

**Music**  
*Colour in your musical instrument! Use as many colours as you can find :-)*

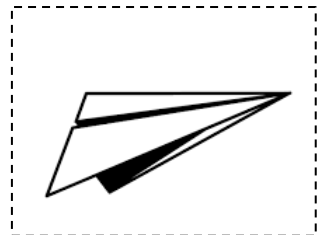
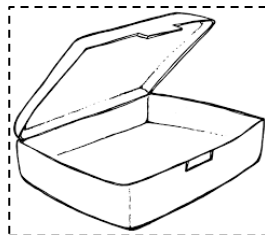
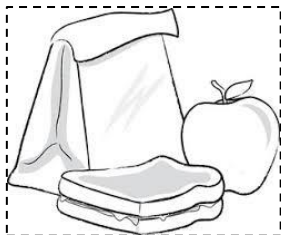
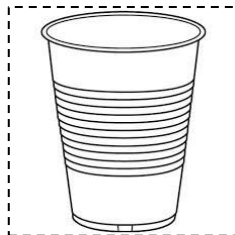
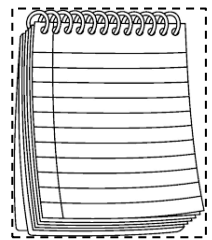
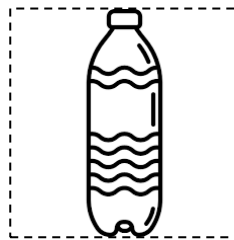
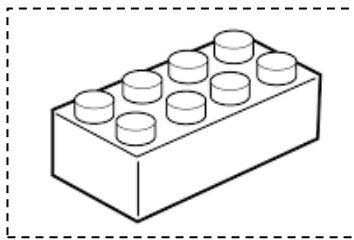
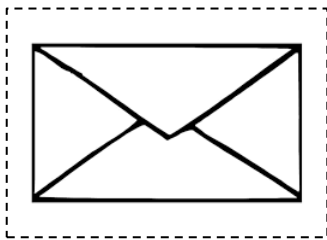
**Remember when you need a break you can complete an activity in your 'Just for fun booklet'.**

**Materials Sorting Sheet**



Cut and glue the materials into the correct columns

<b>Plastic</b>	<b>Paper</b>





# Kindness Handwriting Sentences Year 2

**Being kind makes me feel happy inside.**

Trace, write the sentence using the guide, then write the sentence on your own.

Being kind makes me feel happy inside.

Being kind makes me feel happy inside.

B

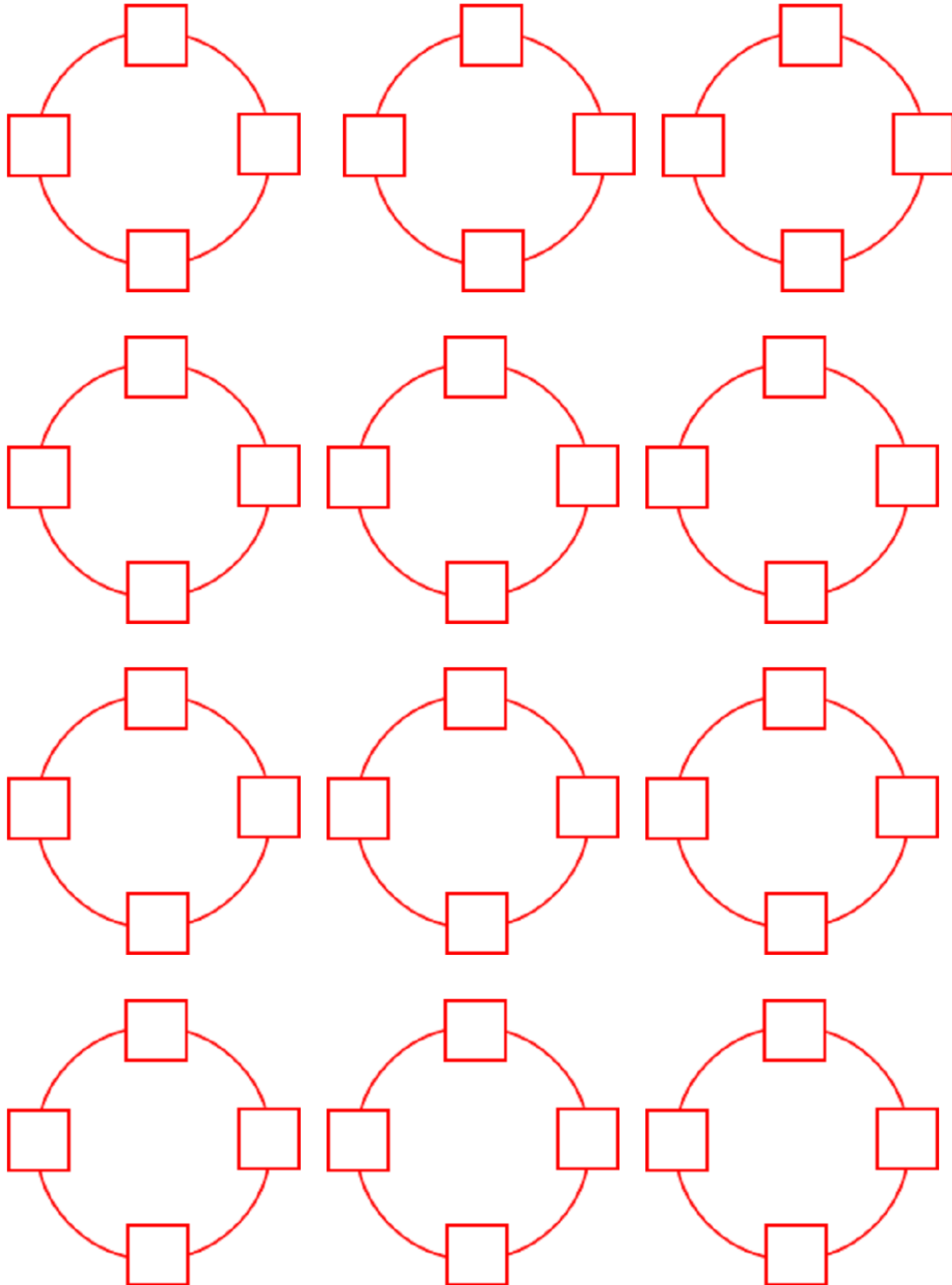
# Create Your Own Word Search


_____	_____
_____	_____
_____	_____
_____	_____

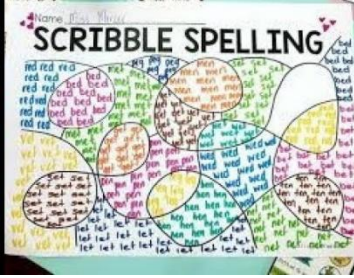

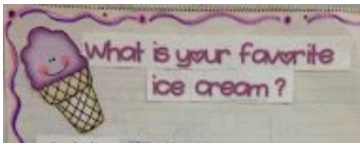

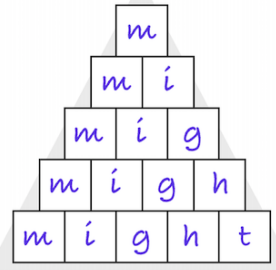


# Ring a Ring of Numbers

## Blank Circles



Term 3 Week 10

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Morning Session - English</b>				
<p><b><u>Reading/Viewing</u></b> Practice reading aloud to an adult or your favourite toy.</p> <p><b><u>Writing</u></b> Draw or make your favourite place out of recycled materials. Write about your favorite place. Make sure you write in full sentences and use capital letters and full stops.</p> <p><b><u>Spelling</u></b> <b>Scribble Spelling</b> Draw a scribble. In the gaps of the scribble write your spelling words.</p> 	<p><b><u>Reading/Viewing</u></b> Retell the beginning, middle and end of the story to an adult, sibling or toy. Please record your retell on Seesaw.</p> <p><b><u>Speaking / Listening</u></b> Practise whole body listening.</p>  <p>Listen to someone read a book or an audiobook on EPIC.</p> <p><b><u>Writing</u></b> Read a story with a grown up. Draw a picture of your favourite place in the story and label it. Remember to use capital letters and full stops.</p>	<p><b><u>Reading/Viewing</u></b> Draw a picture of 2 characters from your story. List their character traits. (e.g. kind, brave)</p> <p><b><u>Writing</u></b></p>  <p>Write about your favourite icecream flavour. Give a reason why it is your favourite flavour. Make sure you write in full sentences and use capital letters and full stops.</p> <p><b><u>Spelling</u></b> <b>Bubble writing</b> Write spelling words in bubble letters.</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z -</p>	<p><b><u>Reading/Viewing</u></b> Practice reading aloud to an adult or your favourite toy. Record yourself reading on Seesaw.</p> <p><b><u>Speaking / Listening</u></b> Ask a family member to play 'I say-Go'. Similar to Simon Says, ask them to give you instructions. The catch is, you have to wait until they say "Go!" before you can carry out the instruction. Remember to practise whole body listening.</p> <p><b><u>Writing</u></b> Write about 3 things you have been doing this week. Make sure you write in full sentences and use capital letters and full stops.</p>	<p><b><u>Reading/Viewing</u></b> Create a book report Title: This story is about: My favourite character: My favourite part: How many stars do you give this book?</p>  <p><b><u>Handwriting</u></b> Complete <b><u>Everyone should try and be kind</u></b> worksheet.</p> <p><b><u>Spelling</u></b> <b>Pyramid Spelling</b> Write your spelling words as a pyramid</p>  <p style="text-align: center;">might</p>

**Break**  
**Middle Session - Maths**

**Number Sense**

In your workbook show all the ways you can represent the number **50**.

(Hint: 10 frame, 18 objects, tally marks, dominoes, number before/after)

**Whole Number**

Race to 30. Roll a dice twice, add the numbers together. Take turns with someone in your house. Keep adding two dice to the previous roll. See who reaches 30 first.

**Number Sense**



What do you notice in this picture?

Make a list of what you notice in your workbook. Use the heading '**I notice**'

**Money**

Complete the ordering coins and notes worksheet.

Cut out the notes and coins. Paste the notes and coins smallest to largest.

**Number Sense**

In your workbook show all the ways you can represent the number **100**.

(Hint: 10 frame, tally marks, dominoes, number before/after, number sentence)

**Volume and Capacity**

**Who can hold the most?**

Choose a couple of containers to find if they have more, less or about the same capacity.

**Talk and Draw.**

Can you draw what a full cup of water looks like?  
Can you guess which of these two cups will hold more, less or the same amount of water?

**Extension (optional)**

Compare the volume of who can hold the most beans (or other dry materials you have) in two hands (cupped together). Can you count the beans?

**Number Sense**



How many altogether? Try not to count each one. In your workbook explain/draw/write how you got your total.

**2D Shapes**

Can you draw a picture using the following 2D shapes?

**Circle, triangle, rectangle, square, hexagon, oval.**

You may draw as many shapes as you like to complete your drawing.

**Number Sense**

In your workbook show all the ways you can represent the number **99**.

(Hint: 10 frame, tally marks, dominoes, number before/after, array)

**Problem solving**

**Money**

Jasmine buys a bottle of water and a cupcake. The bottle of water costs



The cupcake cost



She paid



How much change?

**Break  
Afternoon Session**

**Science**  
 Make your own instrument using different materials at your house.  
 You could use a can or plastic bottle and some rice or beads to make a shaker or you could stretch some fabric over a cylinder to make a drum.



**Art**  
**Warm and Cool Colours**  
 Draw a large house in the middle of your page. Fold or draw down the middle of your page. Draw a sun in the sky on one side or your page and a moon in the sky on the other. Use your warm colours (red, orange, yellow, pink) to colour in the side with the sun. Use your cool colours (blue, green, purple) to colour the side with the moon.



**History**  
 Watch the Bluey episode Baby Race.  
<https://iview.abc.net.au/video/CH1903Q037S00>  
 Ask your grown-ups if they have any stories about you.

**Sport and Fitness**  
**Jumping over an imaginary line**  
 Standing with your feet together, jump side to side like you are jumping over an imaginary line.  
 Challenge: Use your arms to lift you higher off the ground.



**History**  
 Look at old photos and ask a grown-up about the photo. Draw a picture of the photo and write about it in your workbook.

**Music**  
 Be creative and write your own piece of music using the notes and rhythms!

**Music**  
 Keep adding to your song!

**Music**  
 Practise clapping the rhythm from your song!

**Music**  
 Find a creative instrument at home to play your song. (Example instruments, Cardboard box, two sticks, table)

**Music**  
 Perform your song for your family!

**Remember when you need a break you can complete an activity in your 'Just for fun booklet'.**

# Ordering Coins and Notes

Cut and paste the coins and notes below and arrange them from smallest value to largest value in the boxes.

--	--	--	--	--	--	--	--	--	--	--

Smallest value

Largest value



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# Kindness Handwriting Sentences Year 2

**Everyone should try and be kind!**

Trace, write the sentence using the guide, then write the sentence on your own.

Everyone should try and be kind!

Everyone should try and be kind!

E