

North Kellyville Public School

Remote Learning Framework

Term 2 – Phase 1



INTRODUCTION

On Monday 11 May, every public school in NSW will move to **Phase 1** which signals a staggered return to school for students. In **Phase 1**, students are asked to attend school for face to face teaching and learning for one day each week, and learn from home for the remainder of the week.

This template shows a 2 weekly learning plan for students which includes 4-days of work a week. It is recommended that parents remain actively engaged with their child/ren's learning and progress through the allocated tasks.

CONSIDERATIONS

The learning plan has considered the following design elements:

- Adherence to the usual scope and sequence of learning developed by the school and in line with the NSW Syllabuses.
- A combination of tasks that students complete independently and others alongside parents/carers.
- A combination of digital and non-digital tasks.
- A priority given to each task, enabling parents to select which tasks to focus on in cases where time does not permit all tasks to be completed.
- Availability of teachers to provide feedback and 'check in' with students for 3 of the 4 days due to being at school and teaching face to face on two of the days.
- Students producing or publishing completed work which is evidence of engagement with learning.
- Opportunity for students to complete self or peer assessments through feedback mechanisms.
- Opportunity for authentic assessment and teacher review of work samples to inform future directions.

SCHEDULE FOR FACE TO FACE TEACHING

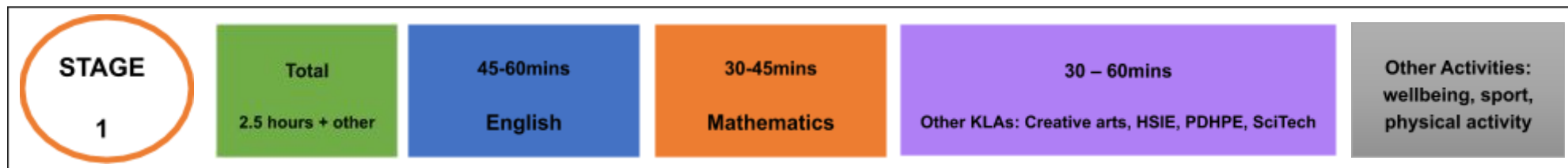
Monday	Tuesday	Thursday	Friday
<ul style="list-style-type: none"> • KO • KP • 2/1P • 2/1D • 2/1J • 4/3T • K-6B <ul style="list-style-type: none"> • 6/5A – half class – see Google Classroom for names of students 	<ul style="list-style-type: none"> • KR • KPV • 2/1H • 2/1A • 2/1B • 4/3J • K-6C <ul style="list-style-type: none"> • 6/5A – half class – see Google Classroom for names of students 	<ul style="list-style-type: none"> • KKC • 2/1AK • 2/1I • 4/3B • 6/5H • K-6A <ul style="list-style-type: none"> • KC – half class – parents will receive a phone call to advise • 4/3C – half class – see Google Classroom for names of students 	<ul style="list-style-type: none"> • KV • 2/1M • 2/1K • 4/3S • 6/5S <ul style="list-style-type: none"> • KC – half class – parents will receive a phone call to advise • 4/3C – half class – see Google Classroom for names of students

Note: Students who attend school for more than one day each week in Phase 1 will be supervised in a separate group on days other than the day that their class is learning face to face. During this time they will be supported to complete Remote Learning Plans

ADDITIONAL NON-SCHEDULED ACTIVITIES

There is an additional grid that includes activities to be completed at your own pace to support the learning within the following Key Learning Areas: PDHPE and Creative Arts (Music, Drama, Art and Dance). This grid can be accessed through the Google Classroom. We also encourage students to remain active throughout the day, taking regular breaks for physical activity that get them huffing and puffing!

SUGGESTED CURRICULUM REQUIREMENTS FOR LEARNING FROM HOME AND SCHOOL



Term 2 Week 3 (11 – 15 May)

Stage 1 – At Home Learning Day 1

English

45-60mins

→ Spelling

- Words Their Way - Watch the introduction video about your word list on slide number one (online) and complete the word sort as shown by dragging the words into the correct columns on the Google slides (online) OR cut and sort the words into the correct heading (offline). **Note:** keep the word cards you cut up today for home learning day 3 (offline pack).
- Write all your words in rainbow colours on a piece of paper or workbook that you already have at home.

→ Reading and Viewing

- Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:
 - **Lips on the Fish:** Get my mouth ready to read the word.
 - **Stretchy Snake:** Stretch out the sounds in the word.
 - **Eagle Eyes:** Look at the pictures for clues.
 - **Skippy Frog:** Skip the word, read to the end of the sentence, then try reading the sentence again.
 - **Chunky Monkey:** Find smaller parts within the word

→ Writing and Representing - WRITE A CHARACTER DESCRIPTION OF THE GINGERBREAD MAN

- It is important to have a purpose when you write. This term you will be writing **imaginatively** to **entertain** your audience. We will start by looking at some classic and fractured fairytales and learning how to write **character descriptions** and **narratives**.
- Click here to listen to the story of [The Gingerbread Man](#) or read the print out story (offline pack). As you are listening, write down on a piece of paper some adjectives to describe the Gingerbread Man.
- Complete the Gingerbread Man - Character Description Activity (offline pack).
- Complete the Gingerbread Man - Character Description Activity by dragging and dropping the adjectives that best describe the Gingerbread Man around the picture. Use some of the adjectives you have chosen to write 3 sentences **describing** the Gingerbread Man.
- Remember to use **capital letters** at the beginning of your sentences, **finger spaces** between your words, **full stops** at the end of your sentences and **use adjectives**. Your writing should paint a picture of what the character is like in the story. Read your writing to check that it makes sense and that you have achieved your purpose.
- Use the sounds chart provided to help guide your writing.

<p>Maths 30-45mins</p>	<p>→ Number Activity</p> <p>'Number Cross'</p> <ul style="list-style-type: none"> • Write the numbers 0-12 on a piece of paper. • Roll 2 (6-sided) dice. Use addition or subtraction to make a number from 0 to 12. If the values shown on the dice are 4 and 2, the player must cross out 6 (4 + 2) or 2 (4-2). See how many numbers you can cross out after 12 turns. • Challenge: Write the numbers 0-24 on a piece of paper. Roll 4 (6-sided) dice. Use a combination of addition or subtraction to make a name from 0 to 24. Cross out the number that you make e.g. 12 (6+5+4-3). See how many numbers you can cross out after 12 turns. <p>→ Core Mathematics Activity - Fractions</p> <ul style="list-style-type: none"> • Remember: A fraction is a part of a whole • Download and go through the PowerPoints titled "Fractions - Halves and Quarters" and "Halves and Quarters". • Discuss with an adult what half of something is and what a quarter of something is. • Identify 10 objects around the house/backyard that could be divided into halves or quarters e.g. an apple. Write them down on a piece of paper. • Draw 3 objects that could be cut into halves and <u>3 different objects</u> that could be cut into quarters.
<p>Science 30mins (inc. HSIE, SciTech, Creative Arts, PDHPE)</p>	<p>→ Science</p> <ul style="list-style-type: none"> • Features of living things - Different animals have different body parts. • Think about your favourite animal and talk to your mum or dad about the animal body parts and why they might have them. For example, fish have gills to survive under water. • Pick 3 more animals and fill out the table 'Features of living things' or write it down on a piece of paper or use the worksheet • Challenge: Pick one of the animals and draw and label its special features. You could write a sentence about the chosen animal and one of its features. e.g. Ducks have webbed feet to help them swim. <ul style="list-style-type: none"> • Living things live in different places - Living things have different needs • We know that animals have special features to suit their habitats. • Complete the worksheets attached. <ul style="list-style-type: none"> - Look at the different environments on the worksheet . Think of animals that may live in these environments and draw them in each picture. - Choose one animal from each environment and think about why it might live there. - Record your answer on the worksheet.

Term 2 Week 3 (11 – 15 May)

Stage 1 – At Home Learning Day 2

<p>English 45-60mins</p>	<p>→ Reading and Viewing</p> <p>Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:</p> <ul style="list-style-type: none">- Lips on the Fish: Get my mouth ready to read the word.- Stretchy Snake: Stretch out the sounds in the word.- Eagle Eyes: Look at the pictures for clues.- Skippy Frog: Skip the word, read to the end of the sentence, then try reading the sentence again.- Chunky Monkey: Find smaller parts within the word <p>→ Writing and Representing - WRITE A CHARACTER DESCRIPTION OF YOUR MUM OR CARER</p> <ul style="list-style-type: none">● Print and complete the Character Description Template.● Draw a picture of your mum/carer at the top of the page.● Use the Adjectives Word Mat and the words on the character template to help you choose 10 adjectives that best describe your mum. Write them around your drawing.● At the bottom of the page write as many interesting sentences as you can about your mum/carer using the adjectives.● Use the Sounds Chart provided to help guide your writing.● Remember to use capital letters at the beginning of your sentences, finger spaces between your words, full stops at the end of your sentences and use adjectives. Your writing should paint a picture of what your mum/carer is like.● Read your writing to yourself to check that it makes sense. Read your writing to your mum/carer and watch their smile grow!
<p>Maths 30-45mins</p>	<p>→ Number Activity</p> <p>'Number Cross'</p> <ul style="list-style-type: none">● Write the numbers 0-12 on a piece of paper.● Roll 2 (6-sided) dice. Use addition or subtraction to make a number from 0 to 12. If the values shown on the dice are 4 and 2, the player must cross out 6 (4 + 2) or 2 (4-2). See how many numbers you can cross out after 12 turns.

	<ul style="list-style-type: none"> ● Challenge: Write the numbers 0-24 on a piece of paper. Roll 4 (6-sided) dice. Use a combination of addition or subtraction to make a name from 0 to 24. Cross out the number that you make e.g. 12 (6+5+4-3). See how many numbers you can cross out after 12 turns. <p>→ Core Mathematics Activity - Fractions</p> <ul style="list-style-type: none"> ● Remember: A fraction is a part of a whole ● Download and go through the PowerPoint titled "Fractions Introduction". This is for information. You do not need to answer the questions unless you wish to. If you do, write your answers on a piece of paper. ● Draw a circle on a piece of paper and imagine it being the top view of a lamington cake. Work out where you would cut the cake to have 2 equal slices. Use pencils, paddlepop sticks or straws to work out where you would go before you draw the lines. Try it again using the same procedure to make 4 equal slices. You may want to find a round object (like a can of food) to trace around so that you have a nice neat circle. ● Cut and paste the worksheet Halves & quarters
<p>Geography 30mins (inc. HSIE, SciTech, Creative Arts, PDHPE)</p>	<p>→ Geography</p> <ul style="list-style-type: none"> ● People and Places ● Click here to go to the Inquisitive website for today's Geography lesson. Type in the four digit code - 9532 and complete Lesson 1 - People Visit Places ● <i>Read and complete the worksheets for Lesson 1 - People Visit Places (offline pack).</i>

Term 2 Week 3 (11 – 15 May)

Stage 1 – At Home Learning Day 3

English
45-60mins

→ Spelling

- Words Their Way - Watch the introduction video about your word list on slide number one (online) and complete the word sort as shown by dragging the words into the correct columns on the Google slides (online) OR cut and sort the words into the correct heading (offline).
- Write all your words onto cards (online/offline) and play fast fingers (i.e. lay out all of your words and ask someone to point to a word for you to read it out. Time yourself and see how many words you can read in one minute)
- Ask a parent to read out your words for a spelling test.

→ Reading and Viewing

Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:

- **Lips on the Fish:** Get my mouth ready to read the word.
- **Stretchy Snake:** Stretch out the sounds in the word.
- **Eagle Eyes:** Look at the pictures for clues.
- **Skippy Frog:** Skip the word, read to the end of the sentence, then try reading the sentence again.
- **Chunky Monkey:** Find smaller parts within the word

→ Writing and Representing - USE SIMILES TO BUMP UP YOUR DESCRIPTIVE WRITING

- **Similes are comparisons. They ask us to imagine one thing to be like another. Similes use like or as.**
- In the tale of The Gingerbread Man there is a **sly fox** and a **fast running** gingerbread man. When writing character descriptions you can use **similes** to bump up your writing and make it more interesting. For example you might write 'The character was **as sly as** a fox.' or 'The character ran **like** the Gingerbread Man'.
- Complete the [Similes Activity Sheet](#) (offline pack). **Print** and complete the Similes Activity Sheet to gain a better understanding of how to use similes in your descriptive writing.

→ Handwriting - letter i

- Complete the Handwriting Worksheet - letter i (offline pack). **Print** and complete the [Handwriting Worksheet - letter i](#)

<p>Maths 30-45mins</p>	<p>→ Number Activity</p> <p>‘Number Cross’</p> <ul style="list-style-type: none"> • Write the numbers 0-12 on a piece of paper. • Roll 2 (6-sided) dice. Use addition or subtraction to make a number from 0 to 12. If the values shown on the dice are 4 and 2, the player must cross out 6 (4 + 2) or 2 (4-2). See how many numbers you can cross out after 12 turns. • Challenge: Write the numbers 0-24 on a piece of paper. Roll 4 (6-sided) dice. Use a combination of addition or subtraction to make a name from 0 to 24. Cross out the number that you make e.g. 12 (6+5+4-3). See how many numbers you can cross out after 12 turns. <p>→ Core Mathematics Activity - Fractions</p> <ul style="list-style-type: none"> • Remember: A fraction is a part of a whole • Complete the worksheet - Finding half and quarter • Activity - Halve the pikelets. I have 6 pikelets (mini pancakes) and I want to put jam on half of them. How could I do this? Draw your answer on a piece of paper. You may like to draw 2 or 3 different ways you could do this. • Challenge - could I do this with 3 pikelets? 5 pikelets? Draw your answer.
<p>Additional Activities 30mins (inc. HSIE, SciTech, Creative Arts, PDHPE)</p>	<ul style="list-style-type: none"> • Please select an activity of your choice from the additional activities grid to complete.

Term 2 Week 3 (11 – 15 May)

Stage 1 – At Home Learning Day 4 (INDEPENDENT)

English
45-60mins

→ Reading and Viewing

Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:

- **Lips on the Fish:** Get my mouth ready to read the word.
- **Stretchy Snake:** Stretch out the sounds in the word.
- **Eagle Eyes:** Look at the pictures for clues.
- **Skippy Frog:** Skip the word, read to the end of the sentence, then try reading the sentence again.
- **Chunky Monkey:** Find smaller parts within the word

→ Writing and Representing - MAKE A CHARACTER CUBE AND WRITING CHARACTER DESCRIPTIONS

- **Look** through the [Character Cube Nets](#), choose the character you find the most interesting and write 3-5 descriptive sentences about your chosen character (include adjectives). Use your [Adjectives Word Mat](#) to guide you.
- If you want a **challenge** print your favourite cube net and make your own character cube.
- Cut around the outside of the cube net (Don't cut off the grey tabs!)
- Fold every line on the cube net.
- Put a strip of glue on every grey tab and join each side to create a cube.
- Roll the die and write 3-5 descriptive sentences about the character that is shown on the top of the die.
- Roll again and write another character description for extra practise.

Maths
30-45mins

→ Number Activity

'Number Cross'

- Write the numbers 0-12 on a piece of paper.
- Roll 2 (6-sided) dice. Use addition or subtraction to make a number from 0 to 12. If the values shown on the dice are 4 and 2, the player must cross out 6 ($4 + 2$) or 2 ($4 - 2$). See how many numbers you can cross out after 12 turns.
- Challenge: Write the numbers 0-24 on a piece of paper. Roll 4 (6-sided) dice. Use a combination of addition or subtraction to make a number from 0 to 24. Cross out the number that you make e.g. 12 ($6 + 5 + 4 - 3$). See how many numbers you can cross out after 12 turns.

	<p>→ Core Mathematics Activity - Fractions</p> <ul style="list-style-type: none"> ● Remember: A fraction is a part of a whole ● Online Activities: ● Mathletics - Login to Mathletics and complete the tasks assigned to you. ● Rainforest Maths - Login to Mathletics and follow the steps below to get to the area activity: <ul style="list-style-type: none"> -Click on the green play box -Use the arrow to scroll across to Rainforest Maths -Click play and then click Year 1 or Year 2. -Move the monkey down till you can see the circle that says fractions. Click on 'fractions' and away you go. -Online Activities: Interact with the following online learning tools: ● Numerous online fraction games - Choose any of the games in this category. You may play as many of the different games as you like. Try to challenge yourself. ● Offline Activities: ● Select one (or more) of the fraction worksheets from your pack (shading shapes)
<p>Additional Activities 30mins (incl. HSIE, SciTech, Creative Arts, PDHPE)</p>	<ul style="list-style-type: none"> ● Please select an activity of your choice from the additional activities grid to complete.

Term 2 Week 4 (18 – 22 May)

Stage 1 – At Home Learning Day 1

English

45-60mins

→ Spelling

- Words Their Way - Watch the introduction video about your word list on slide number one (online) and complete the word sort as shown by dragging the words into the correct columns on the Google slides (online) OR cut and sort the words into the correct heading (offline). **Note:** keep the word cards you cut up today for home learning day 3 (offline pack).
- Write all your words in rainbow colours on a piece of paper or workbook that you already have at home.

→ Reading and Viewing

Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:

- **Lips on the Fish:** Get my mouth ready to read the word.
- **Stretchy Snake:** Stretch out the sounds in the word.
- **Eagle Eyes:** Look at the pictures for clues.
- **Skippy Frog:** Skip the word, read to the end of the sentence, then try reading the sentence again.
- **Chunky Monkey:** Find smaller parts within the word

→ Writing and Representing - WRITE A CHARACTER DESCRIPTION OF THE GRUFFALO

- [Click here](#) to listen to the story of 'The Gruffalo' read by Michelle Obama or read the print out story of 'A Monster's Surprise' (offline pack). As you are listening, write down on a piece of paper some adjectives to describe the main character.
- Complete **The Gruffalo Character Description Activity** by dragging and dropping the adjectives that best describe the Gruffalo around the picture. Use some of the adjectives you have chosen to write 3 sentences **describing** the Gruffalo. Include a **simile** in your writing. For example - The Gruffalo is as _____ as a _____. The monster is like a _____.
- Complete the Describe The Monster activity by circling the adjectives that best describe the character. Use some of the adjectives you have chosen to write 3 sentences **describing** the monster. Include a **simile** in your writing.
- Remember to use **capital letters** at the beginning of your sentences, **finger spaces** between your words, **full stops** at the end of your sentences and **use adjectives**. Your writing should paint a picture of what the character is like in the story, read your writing to check that it makes sense and that you have achieved your purpose.
- Use the [Sounds Chart](#) provided to help guide your writing.

<p>Maths 30-45mins</p>	<p>→ Number Activity</p> <p>'Domino Piles'</p> <ul style="list-style-type: none"> ● Have a pile of dominoes facing down. Turn over a domino. If you get a double, record number sentence ($4+4=8$) and keep the tile. If it is not a double put it in a different pile. ● Challenge: Turn 1 numeral domino over. First number on the tile represents 10. If a domino has a 7 on one side and a 6 on the other it becomes 76. Work out how many more to get to 100. <p>→ Core Mathematics Activity - 'Area'</p> <ul style="list-style-type: none"> ● Remember: Area is the measurement of the space inside a 2D shape. ● Choose a suitable object to use as an informal unit of measurement e.g. a sticky note, a piece of paper, your hand, a stone. ● Estimate how many times the object can fit within the area you have chosen to measure e.g. a desk, a table, a book cover, a piece of paper. ● Measure how many times the object can fit in the area of your chosen object. ● Select another two objects to measure using the same informal unit of measurement. ● Record your answers and findings in the table provided on Area Worksheet 1.
<p>Visual Arts 30-60mins (inc. HSIE, SciTech, Creative Arts, PDHPE)</p>	<p>→ Landscape Drawing</p> <ul style="list-style-type: none"> ● You will need a 6-sided dice, blank piece of paper, pencils, crayons, textas or paint. ● Look at the Roll A Landscape activity. You might like to complete the activity a few times before you find a design that you really like. ● Draw your landscape on a piece of paper and colour it with whatever you have available at home, i.e. pencils, crayons, textas, or paint. ● Try the extension activities if you would like to challenge yourself. ● Please bring in your landscape on your Face-to-Face learning day to show your classmates and teacher, or upload a photo of it on to your Google Jamboard.

Term 2 Week 4 (18 – 22 May)

Stage 1 – At Home Learning Day 2

English
45-60mins

→ Reading and Viewing

Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words.

Strategies include:

- **Lips on the Fish:** Get my mouth ready to read the word.
- **Stretchy Snake:** Stretch out the sounds in the word.
- **Eagle Eyes:** Look at the pictures for clues.
- **Skippy Frog:** Skip the word, read to the end of the sentence, then try reading the sentence again.
- **Chunky Monkey:** Find smaller parts within the word

→ Writing and Representing - WRITE A CHARACTER DESCRIPTION OF the mouse from The Gruffalo story

- [Click here](#) to listen to the story of 'The Gruffalo' again read by Michelle Obama. As you are listening, write down on a piece of paper some adjectives to describe the mouse.
- Complete the **Mouse - Character Description Activity**. Drag and drop the adjectives that best describe the mouse around the picture. Use some of the adjectives you have chosen to write 3 sentences **describing** the mouse. Try to include a **simile** in your writing. For example - The mouse is as _____ as a _____. The mouse is like a _____.
- **Reread** the print out story 'A Monster's Surprise' (offline pack). Fill in the 'Character Description Template' by drawing a picture of the rabbit and writing 5 or more adjectives to describe the rabbit. Use some of the adjectives you have chosen to write 3 sentences **describing** the rabbit. Try to include a **simile** in your writing. For example - The rabbit is as _____ as a _____. The rabbit is like a _____.
- Remember to use **capital letters** at the beginning of your sentences, **finger spaces** between your words, **full stops** at the end of your sentences and **use adjectives**. Your writing should paint a picture of what the character is like in the story, read your writing to check that it makes sense and that you have achieved your purpose.
- Use the [Sounds Chart](#) provided to help guide your writing.

Maths 30-45mins	<p>→ Number Activity</p> <p>'Domino Piles'</p> <ul style="list-style-type: none"> ● Have a pile of dominoes facing down. Turn over a domino. If you get a double, record number sentence ($4+4=8$) and keep the tile. If it is not a double put it in a different pile. ● Challenge: Turn 1 numeral domino over. First number on the tile represents 10. If a domino has a 7 on one side and a 6 on the other it becomes 76. Work out how many more to get to 100. <p>→ Core Mathematics Activity - 'Area'</p> <ul style="list-style-type: none"> ● Remember: Area is the measurement of the space inside a 2D shape. ● Area can also be measured using grid paper. ● Using grid paper, cut out some squares and rectangles of different sizes. ● Before you count the area (how many squares that shape is). Line them up in order from the smallest area to the largest area. ● Count how many squares each shape is made up of. This will tell you the area. ● Challenge: Draw as many different shapes that have an area of 10 square units. Be creative! You may wish to incorporate half-squares into different shapes. Remember 2 half square units are equal to one square unit. You can repeat this activity again with other areas, including 20 square units.
Geography 30-60mins (inc. HSIE, SciTech, Creative Arts, PDHPE)	<p>→ Geography</p> <ul style="list-style-type: none"> ● People and Places ● Click here to go to the Inquisitive website for today's Geography lesson. Type in the four digit code - 9532 and complete Lesson 2 - Going Places. ● Read and complete the worksheets for Lesson 2 - Going Places (offline pack).

Term 2 Week 4 (18 – 22 May)

Stage 1 – At Home Learning Day 3

English
45-60mins

→ Spelling

- Words Their Way - Watch the introduction video about your word list on slide number one (online) and complete the word sort as shown by dragging the words into the correct columns on the Google slides (online) OR cut and sort the words into the correct heading (offline).
- Write all your words onto cards (online/offline) and play fast fingers (i.e. lay out all of your words and ask someone to point to a word for you to read it out. Time yourself and see how many words you can read in one minute)
- Ask a parent to read out your words for a spelling test.

→ Reading and Viewing

Read a book from home or your home reader to a parent and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:

- **Lips on the Fish:** Get my mouth ready to read the word.
- **Stretchy Snake:** Stretch out the sounds in the word.
- **Eagle Eyes:** Look at the pictures for clues.
- **Skippy Frog:** Skip the word, read to the end of the sentence, then try reading the sentence again.
- **Chunky Monkey:** Find smaller parts within the word

→ Writing and Representing - COMPLETE THE GRUFFALO WORD SEARCH

- Complete [The Gruffalo Word Search](#)
- Write an **adjective** to describe each word you find.
- For example - terrifying Gruffalo, brave mouse, slithering snake.

→ A MONSTER SURPRISE - SEQUENCE THE STORY

- Cut out the pictures from the story and glue them in the correct order.

→ Handwriting - letter j

- Complete the Handwriting Worksheet - letter j (offline pack). **Print** and complete the [Handwriting Worksheet - letter j](#)

Maths 30-45mins	<p>→ Number Activity</p> <p>‘Domino Piles’</p> <ul style="list-style-type: none"> ● Have a pile of dominoes facing down. Turn over a domino. If you get a double, record number sentence ($4+4=8$) and keep the tile. If it is not a double put it in a different pile. ● Challenge: Turn 1 numeral domino over. First number on the tile represents 10. If a domino has a 7 on one side and a 6 on the other it becomes 76. Work out how many more to get to 100. <p>→ Core Mathematics Activity - ‘Area’</p> <ul style="list-style-type: none"> ● Remember: Area is the measurement of the space inside a 2D shape. ● Complete the Google Slides titled ‘Measuring Area’ to practice the skill measuring area using grid paper. (If working offline use the worksheet titled ‘Measuring Area’). ● Challenge: Create your own Area Art Gallery using the worksheet titled ‘An Area Art Gallery’. Colour the picture frame with the greatest area blue and the picture frame with the least area yellow.
Additional Activities 30-60mins (inc. HSIE, SciTech, Creative Arts, PDHPE)	<ul style="list-style-type: none"> ● Please select an activity of your choice from the additional activities grid to complete.

Term 2 Week 4 (18 – 22 May)

Stage 1 – At Home Learning Day 4 (INDEPENDENT)

English 45-60mins	<p>→ Reading and Viewing</p> <p>Read a book from home or your home reader and then complete a few of the comprehension questions. The comprehension questions are attached at the end. Don't forget to use reading strategies when decoding unknown words. Strategies include:</p> <ul style="list-style-type: none">- Lips on the Fish: Get my mouth ready to read the word.- Stretchy Snake: Stretch out the sounds in the word.- Eagle Eyes: Look at the pictures for clues.- Skippy Frog: Skip the word, read to the end of the sentence, then try reading the sentence again.- Chunky Monkey: Find smaller parts within the word <p>→ Writing and Representing - MAKE FINGER PUPPET CHARACTERS</p> <ul style="list-style-type: none">● Print the Gruffalo finger puppets. Design Monster Surprise finger puppets (offline pack).● Follow the puppet instructions.● Use the puppets to retell the story in your own words using adjectives throughout the story.● For an extra challenge come up with a different story using the same characters and put on a puppet show for your family.
Maths 30-45mins	<p>→ Number Activity</p> <p>'Domino Piles'</p> <ul style="list-style-type: none">● Have a pile of dominoes facing down. Turn over a domino. If you get a double, record number sentence ($4+4=8$) and keep the tile. If it is not a double put it in a different pile.● Challenge: Turn 1 numeral domino over. First number on the tile represents 10. If a domino has a 7 on one side and a 6 on the other it becomes 76. Work out how many more to get to 100. <p>→ Core Mathematics Activity - 'Area'</p> <ul style="list-style-type: none">● Remember: Area is the measurement of the space inside a 2D shape.● Online Activities: Interact with the following online learning tools.<ul style="list-style-type: none">- Mathletics - Login to Mathletics and complete the tasks assigned to you (Year 2 only).- Rainforest Maths - Login to Mathletics and follow the steps below to get to the area activity:<ul style="list-style-type: none">-Click on the green play box

	<ul style="list-style-type: none"> -Use the arrow to scroll across to Rainforest Maths -Click play and then click Year 1 or Year 2. -Move the monkey down till you can see the circle that says area. Click on 'area' and away you go. - Area Builder - Save the Park ● Offline Activities: Select one of the area worksheets from your pack.
<p>Additional Activities 30-60mins (incl. HSIE, SciTech, Creative Arts, PDHPE)</p>	<ul style="list-style-type: none"> ● Please select an activity of your choice from the additional activities grid to complete.