



Please complete all tasks by Friday 8th of May. Please ensure your child actively engages in their learning by sending through work via FlexiBuzz, supporting them to ask questions and contribute through the FlexiBuzz chat function or if timetabled, attending a Webex Meeting, before 3:45pm each day to ensure your child is marked as 'present.'

Tick the box when the task is complete.

ESSENTIAL TASKS THIS WEEK:

To reduce the amount of photos you need to take and send, we will identify key learning tasks in this section that the Year 2 teachers require to be sent via Flexibuzz. These tasks help us to assess student understanding, provide constructive feedback and plan for future learning. As you complete the other tasks on the grid, we ask that you keep a folio of your learning so that we can share these once we return to school.

Please send photos of the following tasks: Reading: Task 3 & 4 Writing: Tasks 1, 2 & 3 Maths: Task 1 & 3

Reading: Read a 'good fit' book for 20 mins every day.

This week we are focusing on **non-fiction texts**. We will be looking a little further into how we use non-fiction text features including how to use a table of contents. Please watch this video from Miss Everett to find out more:

https://drive.google.com/file/d/100a-qzMQYLOLFQj_jhzcJfLVbXXPRcn/view?usp=sharing

Please complete one task each day:

- 1 - Brainstorm all of the non-fiction text features you know. Write what their use is next to the feature.
- 2 - Tuning into prior knowledge: Have a look at the front cover of a non-fiction text. What is the title? What pictures/information is there? Write some dot points telling me what the book could be about and what clues helped you to know this.
- 3 - Reading a contents page: Complete the task attached below showing how you read a table of contents by answering the questions.
- 4 - Open up a book to its contents page. Read the title for each section of the book. Write down each title and make a prediction about what you think you will find in this section of the book. You can then read the section. Note down if your prediction was correct or not.
- 5 - Find a non-fiction book on sunshine online, epic or in a take home reader that doesn't have a contents page. Read this book carefully and create a contents page using section titles that you think will be useful to a reader.

Writing: We are continuing to focus on information texts.

This week you will begin to write an information text that you will continue to work on next week. Watch the following video from Miss Wright to find out more about your tasks for this week:

<https://drive.google.com/file/d/1oAuOAVQHO9uY08K5ERakUkDs5XeWYuoO/view?usp=sharing>

- 1 - Choose an animal and brainstorm as many facts as you can about this animal.
- 2 - Create a diagram and label the features of your chosen animal.
- 3 - Create subheadings. For example: Classification/Physical features, Diet, Habitat (where they live), Interesting Facts. Sort your facts from task 1 into these subheadings, writing your information into sentences, adding any other facts you can.

Challenge: Research your chosen animal and add extra information, making sure you have 4 or more facts under each subheading.

Writers Notebook Tasks: (These tasks are designed to be more student lead) Writer's Notebook tasks are a chance for you to write down your own ideas and thoughts. Please complete both tasks this week:

- 4- Choose a subject and list as many three-word phrases as you can in 3 minutes.
- 5- Write about your name. What is it? What are your nicknames? What does your name mean? Write your response in full sentences.

Maths: This week we are focusing on **time**, using *analogue* clocks. Please watch this video from Mrs Martin to learn more about telling the time on an analogue clock.

<https://drive.google.com/open?id=18qVKpuMchJOZAh0veurFP7F0xMHZrRgH>

- 1 - Make your own analogue clock face, using a paper plate, or the template below. Use it to practise making some 'o'clock', 'half past', 'quarter past' and 'quarter to' times.
Challenge: have-a-go at making some times to the nearest 5 minutes - eg. ten past 5, or twenty past 3.
- 2 - What are your three favourite times of the day? Show where they fit on a timeline that starts when you get up and ends when you go to sleep. Show the time in analogue and digital.
- 3 - Write out your daily schedule for a day of Remote Learning. Write the time for each task in numbers and in words - eg. Morning tea: 10:30am, ten thirty, half past ten. Draw a picture of each task.
- Clock hunt: Search your home for different clocks, including analogue and digital clocks. Draw and label each clock that you find. Make sure you include the time that each clock shows.
- 5 - Complete some of the **time** tasks on **Essential Assessment (My Numeracy)**.

Remember to practise your **Counting Caterpillar** goal for 15 min twice a week



Daily Spelling: 15 minutes

This week's focus sound is: 'oa' as in goat

Watch the following video from Mrs V for information about our focus sound:

<https://drive.google.com/open?id=1Qe36cxQFmASrxGaW4SP69YZlwj9uAAx2>

Everyone will have a new spelling list each week so please check Literacy Planet for your new words:

<https://app.literacyplanet.com/login>

Daily tasks:

- 1: Complete Look, Say, Name, Cover, Write, Check, Use for each of your words.
- 2: Choose one activity from the menu to help practise your spelling words.

Other helpful videos: <https://vimeo.com/35395946>

Learning Online Options:

- Scienceworks: Check out some of the family activities at: <https://museums victoria.com.au/scienceworks/at-home/activities/> including bubble making, paper aeroplanes, and making an air cannon.
- National Geographic Kids: Check out information about your favourite animals, indigenous culture and more. <https://www.natgeokids.com/au/category/discover/>

*You can still access levelled readers through the *Sunshine Online* website:

<https://www.sunshineonline.com.au/prodMovies.php>

Username & Password: dps1645



Stem Challenge:

- Hollywood has hired you to build a movie set for a new Dinosaur movie!



What will the setting be?
Who are the characters?
What kind of dinosaurs will be in your movie?

Don't forget you can use any materials you have at home, Lego, paper, recycled materials, etc.

Mindfulness:

- MINDFULNESS COLOURING:
- BREATH STAR

1. Spread one hand out like a star.
2. Use the index finger on your other hand to trace the outline of your star hand.
3. Take a deep breath in as you move your tracing finger to the top of your thumb.
4. Breathe out as you move your tracing finger down between your thumb and first finger.
5. Take another breath in as you move to the top of your first finger.
6. Breathe out as you move down between your first and second fingers.
7. Continue this pattern, tracing each of your fingers until you have taken five slow, deep breaths.



Inquiry:

Big idea: 'By mixing and changing materials we use chemistry in our everyday lives.'

- Explore:** Scientists use a range of methods to record and sort information. Pictures, diagrams and tables can all help to record our predictions, observations and results. Look at the question on the 'Just Add Water' experiment that is attached and write down your predictions before you start the experiment.
- Investigate:** What happens when cornflour and water are mixed together? Follow the activity steps on the attached experiment making sure you record your predictions, observations and results. (If you do not have cornflour you can use a different flour)
- Think:** What happened when you added more water? Did this match your prediction? When making a mixture, why is it important to pay attention to the measurements of things mixed together?



Mother's Day!

On Sunday this week it is Mother's Day! It is important that we show our mums and other caregivers how much we appreciate them everyday, but especially on Mother's Day. Here's some ways you can show your appreciation:

- Make mum/an adult that helps you a cup of tea/coffee.
- Give them the night off doing the dishes by doing them yourself.
- Take out the rubbish bins.
- Spend some time doing an activity with your mum/an adult that they enjoy.
- Make them a card using interesting materials around the house.





Specialist Grid

Please complete all tasks by Friday 8th May.

LOTE - Indonesian

In this lesson you will translate familiar words using a word list.

To ask where someone lives in Indonesian -

Kamu tinggal di mana?



Permainan

(Game)

You will need - a dice, 2 pieces of paper and 2 pencils.

Step 1. Take 2 pieces of paper, draw the outline of a house on each piece (see the example below). One house is for you and the other is for the person playing the game with you.

Step 2. Take turns to roll a dice. Each time you roll a number (say the number in Indonesian) look at the list and draw that item on your picture.

If you have already rolled the number that the dice lands on, it's the other person's turn.

Step 3. You need to have rolled each number from 1 to 6 to have the house finished.

Step 4. '**Saya menang**' (I won) '**Saya tidak menang**' (I didn't win).

If you roll 1 draw **jendela** - window

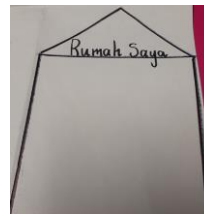
If you roll 2 draw **pintu** - door

If you roll 3 draw **kursi** - chair

If you roll 4 draw **meja** - table

If you roll 5 draw **televisi** - television

If you roll 6 draw **komputer** - computer



Art

Hi grade 2! The link below has your activity for the week and a learning video. Hope you enjoy it.

https://docs.google.com/document/d/1AaTYh1U5djlL5n6lO_aUZFxDPwM0knC9_rDumw3wjcl/edit?usp=sharing



Performing Arts: 'Exploring and experimenting with elements of drama'

We are learning to: Explore feelings, ideas and stories through words, voice and movement (Drama)

What is Drama?

Think about any performances you have seen- at school, in a theatre, at a festival, on television.

What makes them entertaining? How do the actors use their voices and costume to create engaging characters?

This lesson will be made up of 4 different activities.

You can do them alone or with others, and can choose several different books or just the one.



1. Voice:	Choose a book that you like that has a few different characters in it. See if you can read the story using different vocal expressions for each character- for example trolls might have a deep, grouchy voice, whereas a mouse could have a high-pitched squeaky voice.
2. Setting:	Choose an image from a book or photo. See if you can recreate that image using things from home- such as a blue sheet for a waterfall, or a chair with green shopping bags attached for a tree.
3. Character Acting:	Choose a book that you like and act out one or more of the characters as the story is read. How does your body change to portray sadness or excitement? You could also add costumes.
4. Sound Effects:	Choose a book that you like. See if you can make the sound effects that happen throughout the story either with your voice or with objects around the house- what could you use to make the sound of a tumbling rock? Or a chirping bird?



Physical Education:

Try to do something daily totalling 30 minutes of physical activity.

Complete the 3 physical education tasks below.

Video demonstrations of the activities can be found at <https://vimeo.com/showcase/7033922> (password is *moovosity*)

Soft Toy Catches Level 2

Equipment: One soft toy per person

Instructions:

1. Begin by throwing and catching with your partner with one toy.
2. Once confident catching one toy, add the second toy and throw at the same time.
3. One can throw high and the other low or you could throw left and right.
4. Each catch is worth a point but they must be in a row. If you drop one, go back to the start and try and beat your score.

Level Catches

Equipment: A ball of any size between two.

Instructions:

1. Stand facing your partner at close range.
2. Begin by throwing and catching with your partner with a ball of any size
3. Once you have thrown and caught a ball each at the first distance you both then take a step back away from each other
4. If either pair drops the ball then you go back to the starting distance.
5. A point is awarded each time you and your partner step back and the goal is to beat your top score achieved each time.

Card Catches

Equipment: One ball

Instructions:

1. Pairs work together for a timed period of 5 minutes to score as many points as possible.
2. Start in standing position 2 metres apart.
3. Use underarm throw to partner
4. If both pairs successfully catch the ball then they go through the levels below

Level 1- Standing

Level 2- Kneeling on one knee

Level 3- Kneeling on two knees

Level 4- Sitting with legs crossed

Level 5- Laying flat on back.

5. Remember that if a ball is dropped at any level then both pairs lose a level and go back to the previous level.
6. IF a pair successfully completes all 5 levels then they are rewarded with a point and then they return to Level 1.
7. Repeat multiple rounds.

Weekly Challenge (optional)

[Target Shooting](#)





Spelling Menu

Choose one activity to complete each day. You can find your current spelling list on Literacy Planet <https://app.literacyplanet.com/login>

<p>Rainbow Write</p> <p>First, write the words in pencil. Then trace over them in two different colours.</p>	<p>Silly Sentences</p> <p>Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!</p>	<p>Hidden Words</p> <p>Draw and colour a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!</p>	<p>Backwards Words</p> <p>Write your spelling words forwards and then backwards! Remember to write neatly!</p>	<p>Code Words</p> <p>Come up with a code for each letter of the alphabet. Then write your words in code. Eg: A = 1, B = 2, C = 3 Write out each word.</p>
<p>Waterfall Words</p> <p>Example:</p> <p>c ca cat catc catch</p>	<p>ABC Order</p> <p>Write your spelling words in alphabetical order. If words start with the same letter, look at the next letter.</p>	<p>Story</p> <p>Write a story using <u>ALL</u> of your spelling words. Be sure to underline your spelling words.</p>	<p>Fancy Words</p> <p>Write your words using fancy letters, twice each. Example: Catch catch</p>	<p>Magazine Words</p> <p>Use an old magazine or newspaper and find your words or letters that make up your words. Cut them out and glue them in your book.</p>
<p>Three Times</p> <p>First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!</p>	<p>Adding My Words</p> <p>Vowels are 10 and consonants are 5. Write your words and then add the value of each word. Eg. cat 5+10+5=20</p>	<p>Riddle Me</p> <p>Write a riddle for each of your words. Don't forget to answer them. Eg: I am cute. I wear nappies. Answer: baby</p>	<p>Rhyming Words</p> <p>Write each of your spelling words with a rhyming word next to them. Eg: cut shut</p>	<p>UPPER and lower</p> <p>Write your words one time with all UPPERCASE letters and one time with all lowercase letters.</p>
<p>Words Within Words</p> <p>Write each spelling word and then write at least two words made from that word. Ex: catch - cat hat</p>	<p>Words Without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.</p>	<p>Colourful Words</p> <p>Write each letter in your spelling words using a different colour. Eg. c a t</p>	<p>Choo Choo Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. Eg. trainbackstop</p>	<p>Other Handed</p> <p>First, write your words the way you usually do. Then, write the list using your other hand!</p>



All mixed up

Just add water

Team members: _____ Date: _____









Question

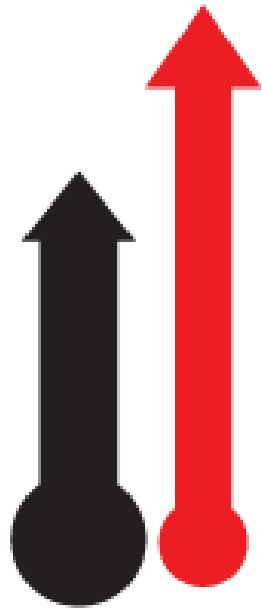
What happens when **cornflour** and **water** are mixed together?

Equipment

- 1 tablespoon
- 1/2 cup water in a cup
- 1/4 cup cornflour
- 1 mixing bowl
- 1 mixing spoon

Activity steps

 <p>3 Mix together with the mixing spoon.</p>	 <p>1 Put the cornflour into the mixing bowl.</p>	 <p>2 Add one tablespoon of water to the bowl.</p>
 <p>6 Mix until smooth.</p>	 <p>4 Think of words to describe the mixture.</p>	 <p>5 Add the rest of the water to the bowl.</p>
 <p>6 Mix until smooth.</p>	 <p>7 Think of words to describe the new mixture.</p>	





All about bicycles

Contents:

Introduction	Page 1
Chapter 1: How bicycles are made	Page 2
Chapter 2: Different types of bicycles	Page 13
Chapter 3: Where to buy a bicycle	Page 20
Chapter 4: How to ride a bicycle	Page 25
Index	Page 26
Glossary	Page 28

1. On which page would you find out about how to ride a bicycle? _____
2. In which chapter can you read about where to buy a bicycle? _____
3. On which page is the index found? _____
4. What would you learn about if you read chapter four?

5. What page does chapter 2 start on? _____

