

Year 2 Home Learning



Term 3 Week 9




Hi 1-2,

Here is your week 9 booklet. Once again just get through what you can, if there is something you are struggling with just skip it and move onto something you know. I just want you to stay happy and healthy



It was good to see some of your smiling faces on the zoom last week! I do miss having you all here together. I have attached an invitation for another zoom catch up, I am new to it as well so we are learning it together!

I will be calling through the week again to see how you are going! In the meantime If you have any questions you can call the school and I will get back to you as soon as I can.



1-2 Catch Up

MISS PERRY IS INVITING YOU TO A SCHEDULED
ZOOM MEETING.

DATE: SEPT 10TH

TIME: 12:00 PM

JOIN ZOOM MEETING

[HTTPS://NSWEDUCATION.ZOOM.US/J/62850193732?](https://nsweducation.zoom.us/j/62850193732?pwd=QJRVSDZYTHF0UNPTEEX0NFK0M1NMZZ09)

PWD=QJRVSDZYTHF0UNPTEEX0NFK0M1NMZZ09

MEETING ID: 628 5019 3732

PASSCODE: 101235

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser



1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>



3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.



5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

How you log onto the school computers.

Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.



2. Once installed, open **Zoom**, tap **Sign in** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.



4. The **DoE log on** screen will appear. Sign in with your normal department credentials.



5. Once signed in, **Zoom** will be ready for use!

More information

- [How to join a Zoom meeting](#)
- [Participating in a meeting](#)

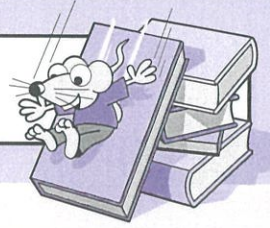


Unit 27



oo u

book bush



List Words

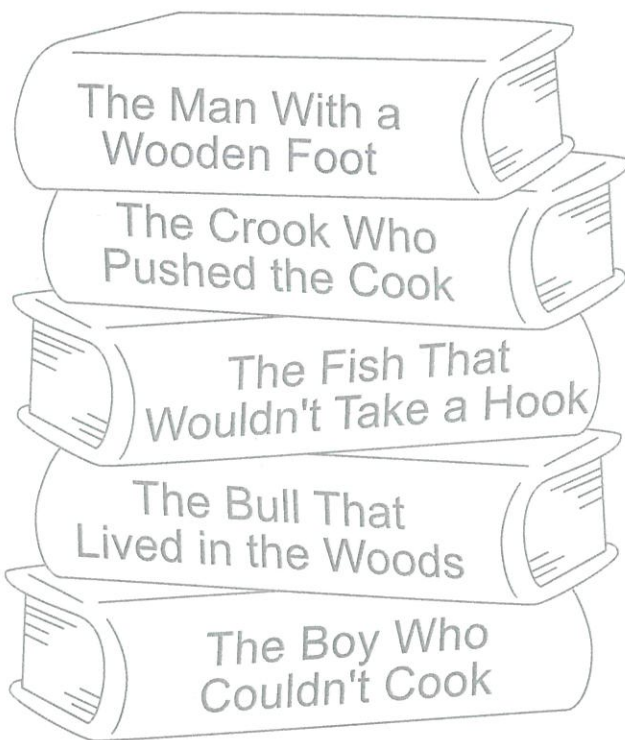
put	book	stood	wouldn't
pull	look	wool	couldn't
full	took	would	shouldn't
bull	good	could	putting
push	wood	should	pulling

Letters Words

1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Read** the titles of the books.
Colour each word with .

★ There are at least two in each title.



3 **Write oo** in the spaces. **Join** each word to its clue.

★ We sometimes write oo for , as in book.

l _ _ k	•	• good to read
c _ _ k	•	• see this
b _ _ k	•	• to make a meal
w _ _ d	•	• comes from trees
st _ _ d	•	• comes from sheep
f _ _ t	•	• did stand
w _ _ l	•	• has five toes
sh _ _ k	•	• did take
t _ _ k	•	• shivered

4 **Write** words that rhyme.

full _____

wood _____

cook _____

5 Read the words. Colour the words with u for .

★ We sometimes write u for , as in bush.

full pull gull bull
cut put but hut
bush rush push gush



6 Rewrite the words in the box adding **ing** to each one.
Finish the sentences with the words.

pull _____
push _____
put _____

She is _____ the car.

He is _____ the book away.

The horse is _____ the cart.

7 Write the words in the correct spaces to finish the sentences.

_____ you like to live in the _____s?

Would
wood
would
wood

She _____ like to chop the _____ for the fire.

8 Write the contractions for these pairs of words.  Go to Helpful Hint **13**.

would not _____ could not _____

should not _____

9 Help the cook find a path to his book. Finish each word with **oo** or **u**.

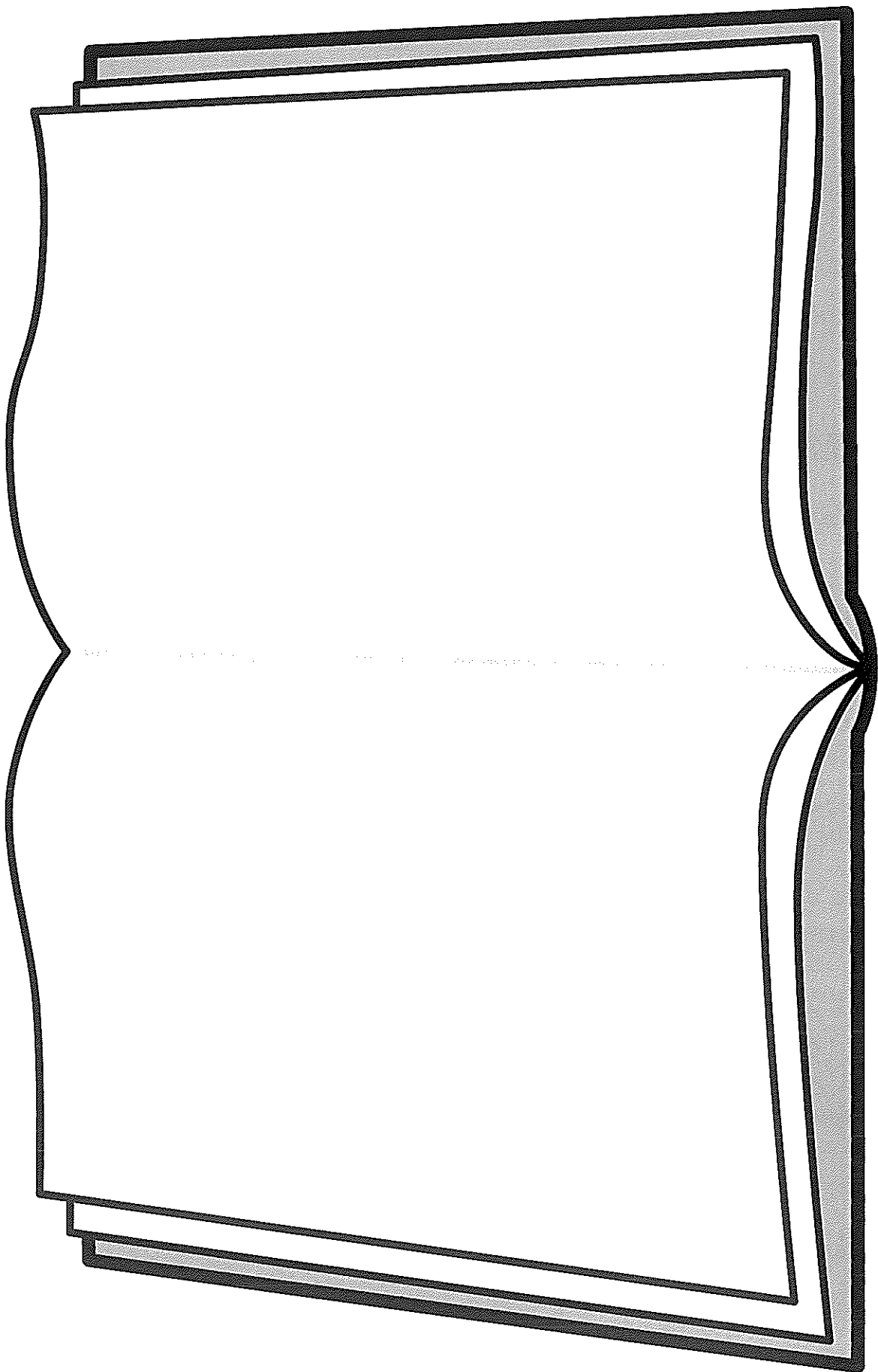
Colour **oo** parts blue.

Colour **u** parts red.



b__k	l__k	f__ll	p__sh
f__t	c__k	p__ll	t__k
p__t	b__ll	p__shing	w__l
p__lling	st__d	h__k	w__llen
p__tting	sh__k	l__king	c__king





put
pull
full
bull
push
book
look
took
good
wood

stood
wool
would
could
should
wouldn't
couldn't
shouldn't
putting
pulling



put

pull

full

bull

push

book

look

took

good

wood

stood

wool

would

could

should

wouldn't

couldn't

shouldn't

putting

pulling



booklet

brook

bullet

butcher

crook

footpath

goodbye

goodness

hoof

pudding

pulled

pushed

pushy

soot

sugar

wolf

woman

wooden

woollen

woolly

2  GM91

full

2  GM91

wool

2  GM91

shouldn't

2  GM91

bull

2  GM91

wood

2  GM91

push

2  GM91

cook

2  GM91

book

2  GM91

good

2  GM91

couldn't

2  GM91

wouldn't

2  GM91

foot



2 GM92

rhymes
with
bush

2 GM92

opposite
of *empty*

2 GM92

opposite
of *bad*

2 GM92

could
not

2 GM92

would
not

2 GM92

should
not

2 GM92

comes
from
sheep

2 GM92

comes
from
trees

2 GM92

good
to
read

2 GM92

make
a hot
meal

2 GM92

an
animal

2 GM92

at the
end of
your leg

What does it mean?

Motor vehicle people use
to get around.

How many syllables?

1

What are other words that begin with the
same sound?



cat
can
could
climb
child
cold

What does it sound like?

2

c/ar

What do we know about
this word?

CAR

How many letters?

3

Can we put it in a sentence?

1. My car is at the mechanics because it
broke down.

Example page

What other words rhyme? (word
families)

If I know car then I can make Sound

far star
far
pa
bar
spa

Daily Rhyming

If I know...

bush

Then I know...

push

shush

What does it mean?

How many syllables?

What are other words that begin with the same sound?

What does it sound like?

What do we know about this word?

broom

How many letters?

What other words rhyme? (word families)

If I know _____ then I can make _____.

Can we put it in a sentence?

Daily Rhyming

If I know...

book

Then I know...

What does it mean?

How many syllables?

What are other words that begin with the same sound?

What does it sound like?

What do we know about this word?

ring

How many letters?

What other words rhyme? (word families)

If I know _____ then I can make _____.

Can we put it in a sentence?

Daily Rhyming

If I know...

pull

Then I know...

What does it mean?

How many syllables?

What are other words that begin with the same sound?

What does it sound like?

What do we know about this word?

dog

How many letters?

What other words rhyme? (word families)

If I know _____ then I can make _____.

Can we put it in a sentence?

Daily Rhyming

If I know...

ride

Then I know...

What does it mean?

How many syllables?

What are other words that begin with the same sound?

What does it sound like?

What do we know about this word?

Stood

How many letters?

Can we put it in a sentence?

What other words rhyme? (word families)

If I know _____ then I can make _____.

Daily Rhyming

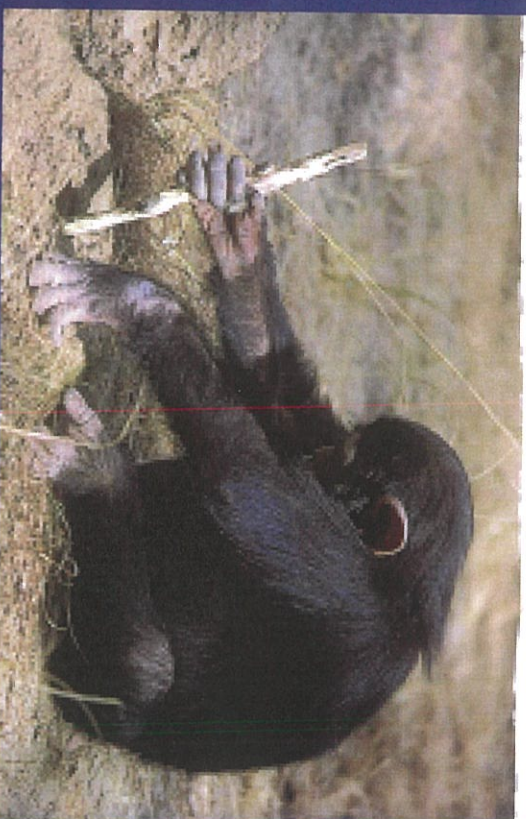
If I know...

fun

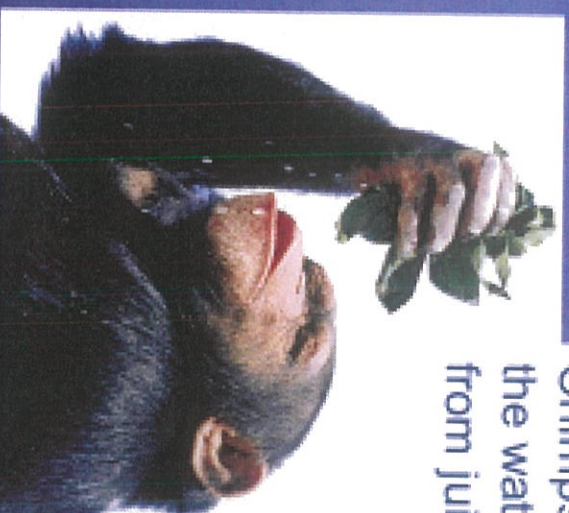
Then I know...

Chimpanzees

Chimpanzees have learned how to use tools. This chimp is hooking termites out of the ground with a stick. Termites are insects that chimps love to eat.



This thirsty chimpanzee is using a leaf to scoop up water. Chimps get most of the water they need from juicy fruit



7 The text tells us that chimpanzees eat

- ☐ tools.
 - ☐ sticks.
 - ☐ leaves.
 - ☐ termites.
-

8 The text tells us *This chimp is hooking termites out of the ground with a stick.* Which word could you use instead of *hooking*?

- ☐ hitting
- ☐ getting
- ☐ cooking
- ☐ drinking

9

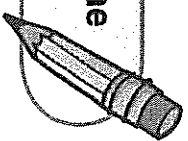
What is this chimpanzee doing?

- ☐ looking for termites
- ☐ smelling leaves
- ☐ drinking water
- ☐ washing itself



Image: Tom McHugh /
Science Photo Library

Shade one
bubble.



10 Chimpanzees need *juicy fruit*.

Why does the fruit need to be juicy?

- ☐ to make it taste good
- ☐ to give chimps a drink
- ☐ to make chimps thirsty
- ☐ to make it good for termites

11 The text tells us what chimpanzees can do.

This suggests that chimpanzees are

- ☐ clever.
 - ☐ careful.
 - ☐ friendly.
 - ☐ naughty.
-

12 What would be another good title for this text?

- ☐ How chimpanzees play
- ☐ How chimpanzees grow
- ☐ Where chimpanzees live
- ☐ How chimpanzees use tools

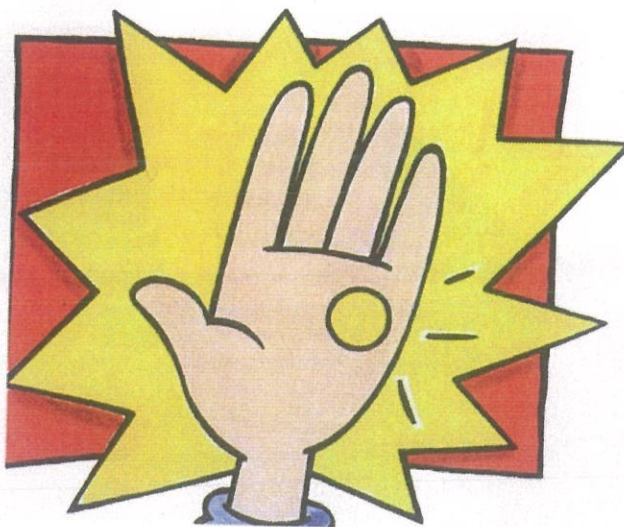
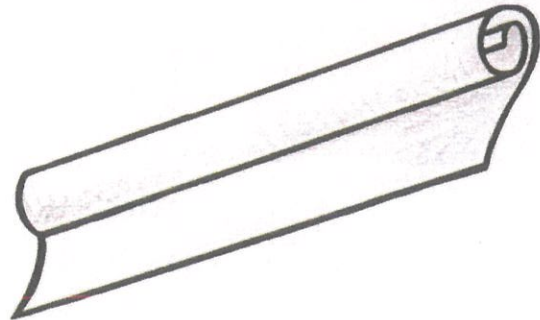
A Hole in Your Hand

Sometimes our eyes play tricks on us. We see things that can't really be there. Or are they? Later, you can try to create this illusion for yourself.

Roll up a sheet of paper into a tube. The tube should be about as wide as a 20 cent piece. Use tape to stop the tube from coming undone.

Hold the tube over your right eye with your right hand, as if it were a telescope. Open your left hand, with the palm facing you. Place the side of your hand against the tube, about halfway along it. Keep both eyes open.

You will see a hole in your hand. You can even see straight through it to the other side. Now that's scary!



5 What do you roll to make a tube?

- ☐ a telescope
- ☐ a piece of tape
- ☐ a 20 cent piece
- ☐ a sheet of paper

6 In this text, the tube is compared to

- ☐ a hole
- ☐ a hand
- ☐ a telescope
- ☐ a sheet of paper

7 When looking through the tube, you must keep both

- ☐ eyes open
- ☐ eyes closed
- ☐ hands open
- ☐ hands closed

8 When you look through the tube you should see

- ☐ a roll of tape
- ☐ a 20 cent piece
- ☐ your right hand
- ☐ a hole in your hand

Suffix

A suffix is added to the end of a base or root word. It provides meaning to the word.

-able

can do

-ful

full of

-less

without

-ness

state of

When you add a suffix to a base or root word it changes the meaning.

fear = worry or dread less = without

fearless = to be without fear

*If you are **fearless**, you are without worry.*

Word lists with common suffixes

able	ful	less	ness
predictable doable usable lovable	cheerful helpful thankful fearful	fearless helpless spotless careless	sickness sadness kindness happiness

The suffix **-er** has more than one meaning





Identify suffixes

Second Grade Vocabulary Worksheet

Suffixes are added to the end of a root or base word.

Choose the correct suffix for each word to complete each sentence.

After I clean the kitchen it will be spot_____.

☐ -less

☐ -est

I was fear_____ of failing the test.

☐ -ful

☐ -est

Few_____ than five children live in our apartment building.

☐ -ful

☐ -er

The teach_____ called each student by name.

☐ -er

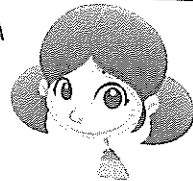
☐ -less

A suffix is placed **AFTER** a word or root word. It may change the meaning of the word. For example: care \Rightarrow careful, careless or help \Rightarrow helpful, helpless

1 Underline the suffix **ful** in these words.

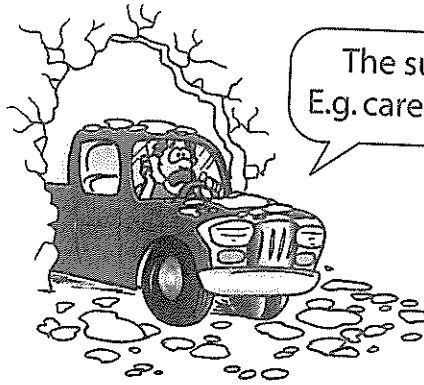
useful painful helpful
colourful careful cheerful

The suffix **ful** means 'full of'.
E.g. cheer \Rightarrow cheerful = full of cheer.



2 Add the suffix **less** to the following words.

- a use _____
- b pain _____
- c help _____
- d care _____
- e hope _____



The suffix **less** means 'without'.
E.g. care \Rightarrow careless = without care.

3 Match the clues to the words.

- a without colour
- b full of hurt
- c without use
- d full of colour
- e without thanks

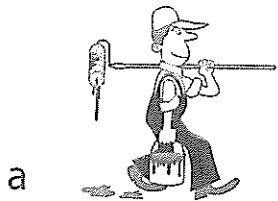
- useless
- hurtful
- colourless
- thankless
- colourful



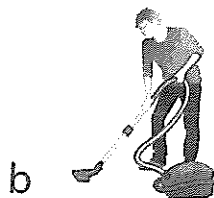
I'm colourful!

The suffix **er** can mean 'a person who'.
E.g. clean \Rightarrow cleaner = a person who cleans.

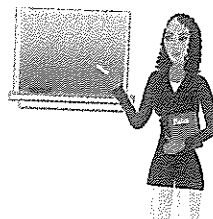
What are these jobs?



a



b



c




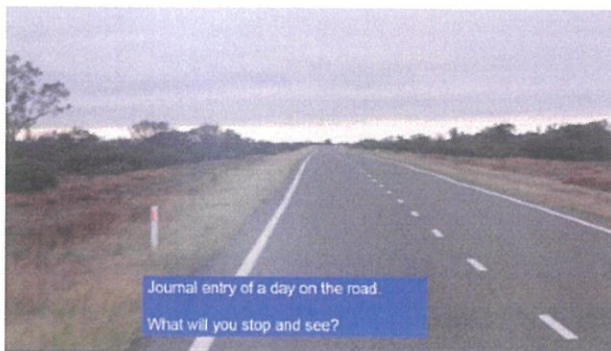
d

4 Find the jobs above by adding **er** to the end of the words below.

- a paint \Rightarrow _____
- b clean \Rightarrow _____
- c teach \Rightarrow _____
- d farm \Rightarrow _____

Write a description of someone special in your life.





Date: ____/____/____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Narrative Planning Map

Introduction

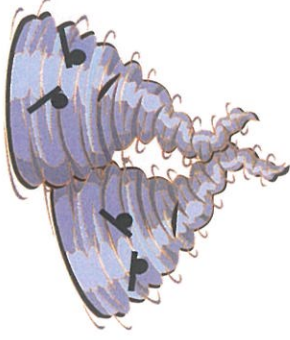
(Who, What, Where, When?)



-
-
-
-

Complication

(The Problem)



Series of Events

- 1.
- 2.
- 3.



Resolution

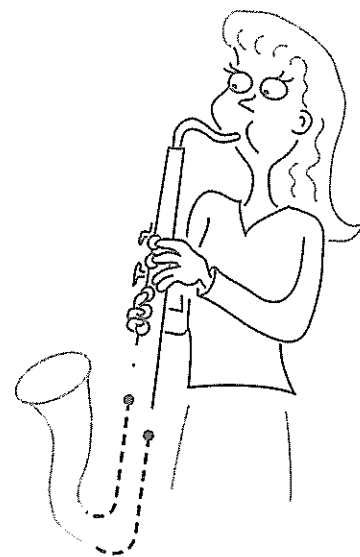
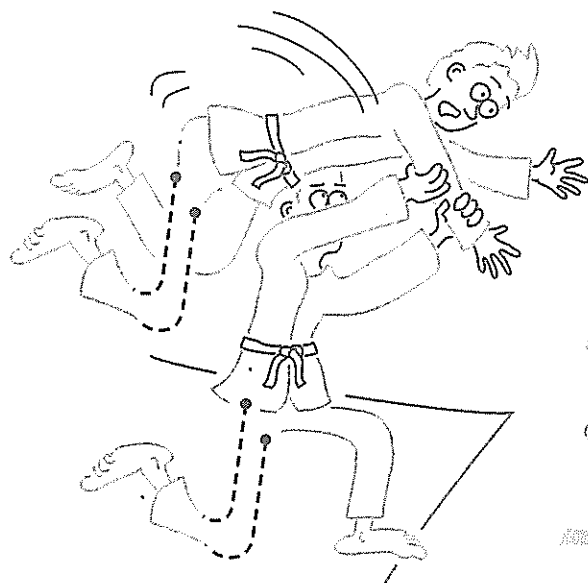
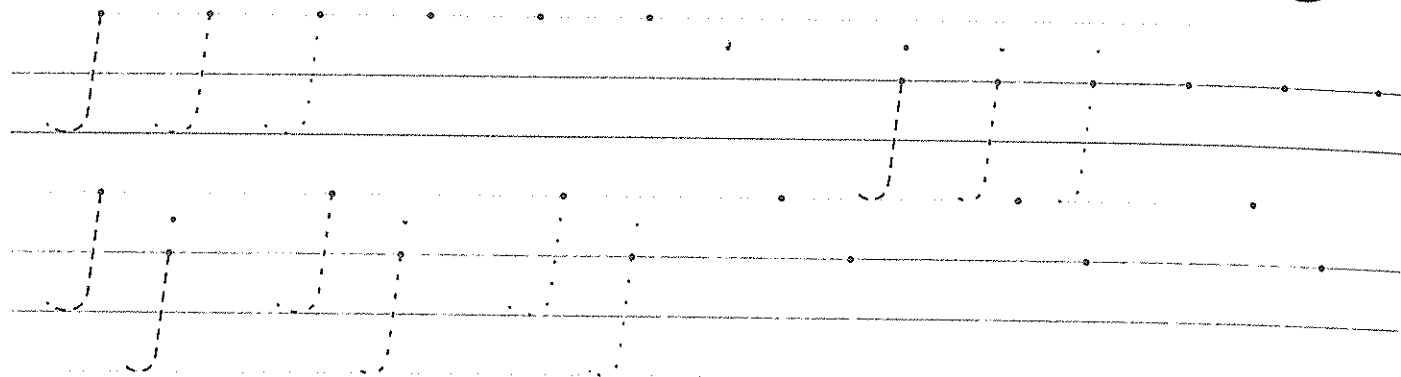
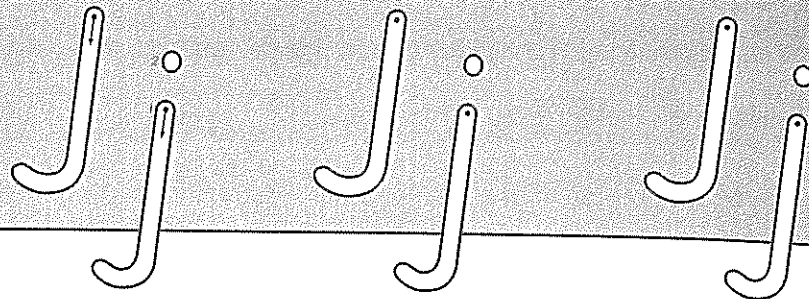
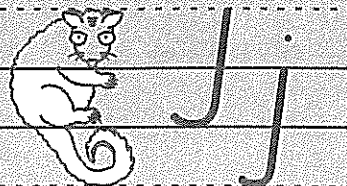
(Is the problem fixed?)



[illegible]

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	

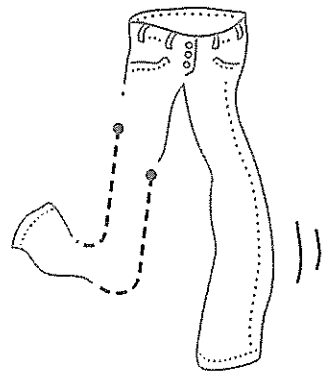
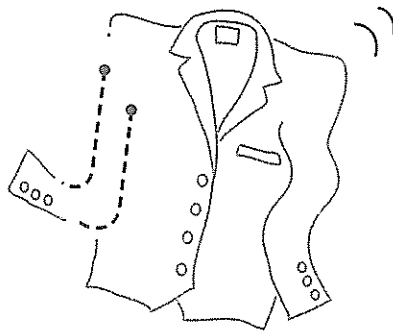
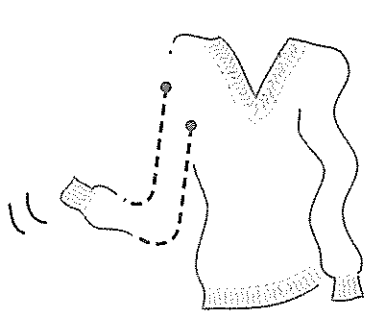
body
tail



Jimmy liked judo. Julie

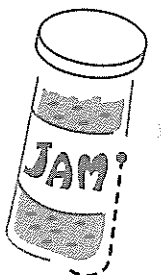
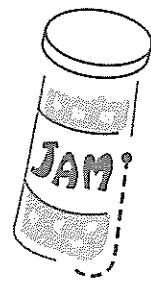
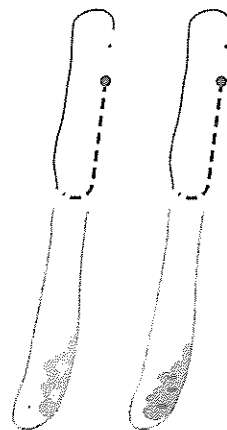
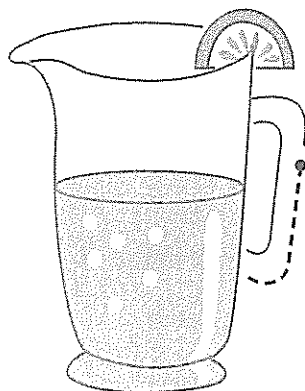
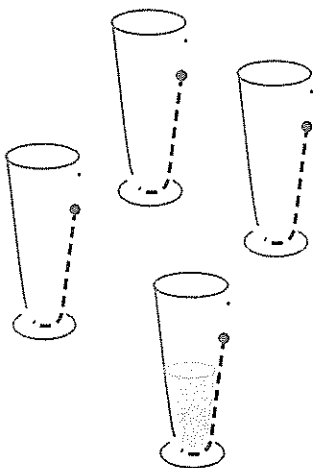
enjoyed jogging and jazz.

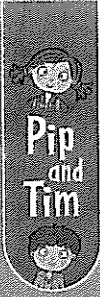
jumper, jacket, jeans.



Joel got juice from the

jug and jam from the jar.





No Ned

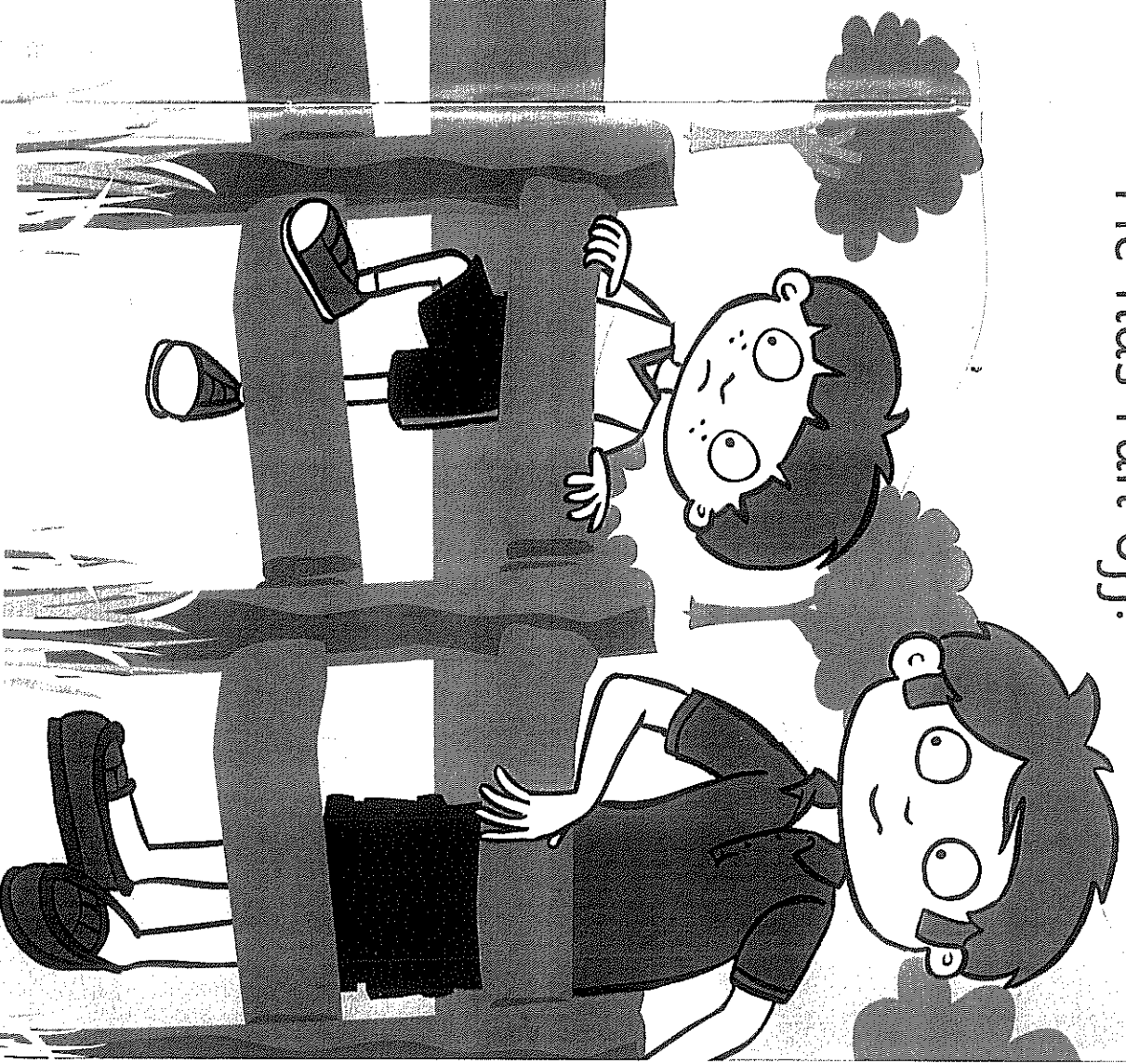
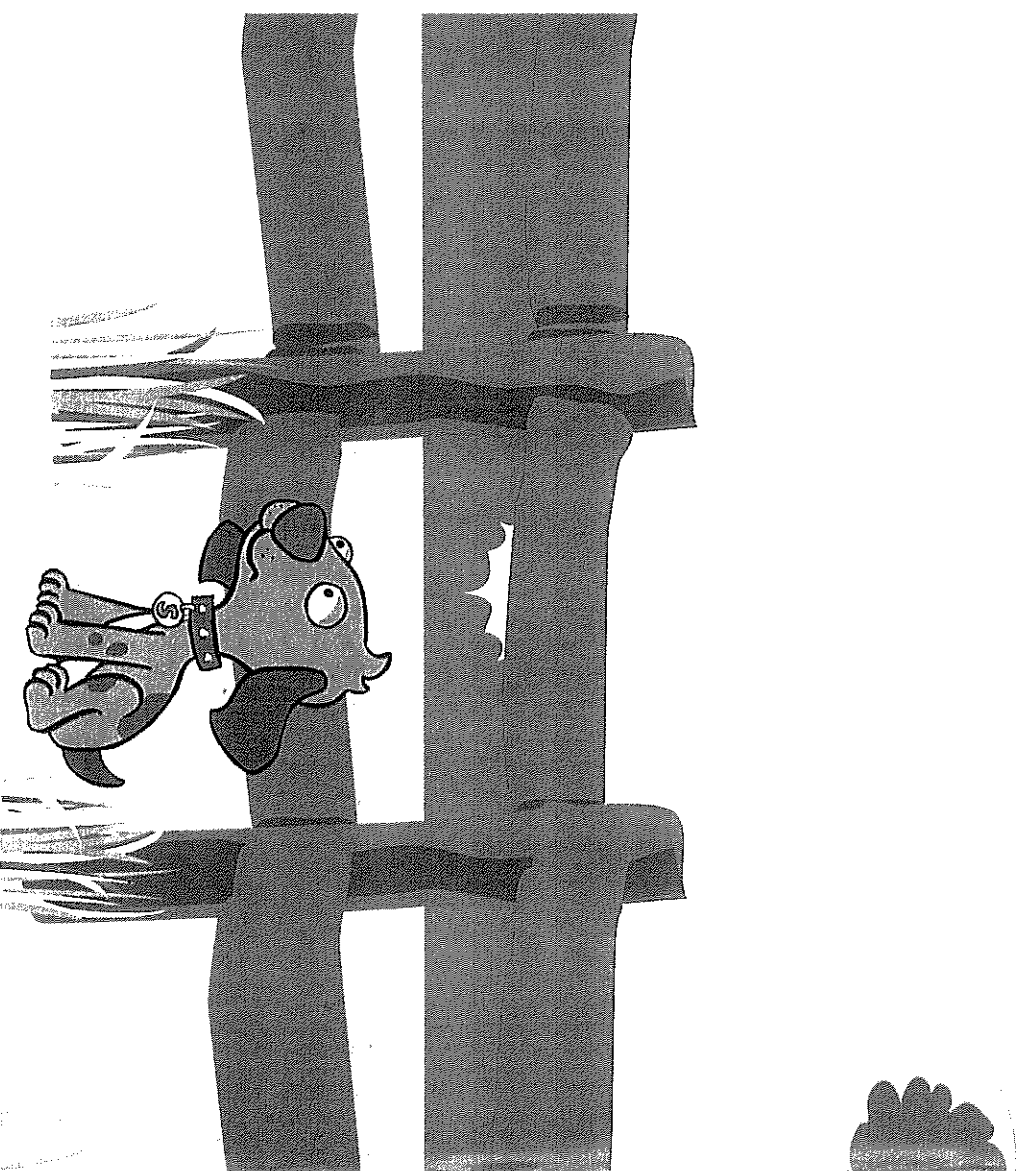


Little Learners Love Literacy®

Berys Dixon
Danielle McDonald

Dad, Tim and Sam go to
see Ned in his pen.
Ned is Tim's pet ram.

But Ned is NOT in his pen.
He has run off.



‘Oh no!’ yells Tim.

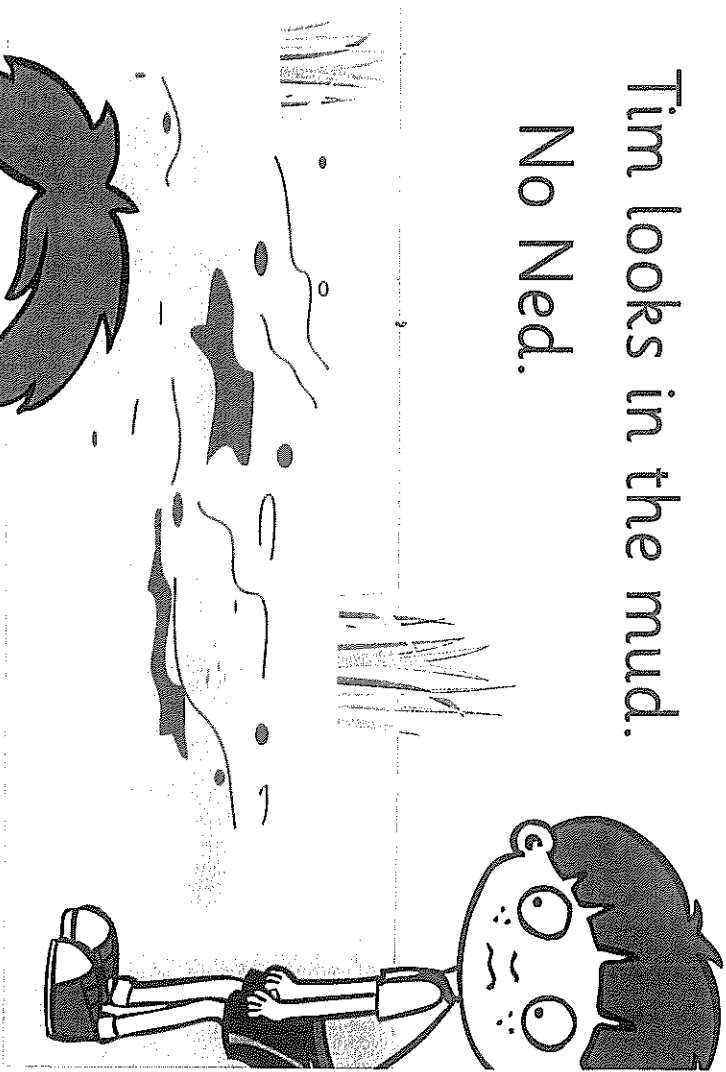
Ned is lost.

We must
look for him.



Tim looks in the mud.

No Ned.



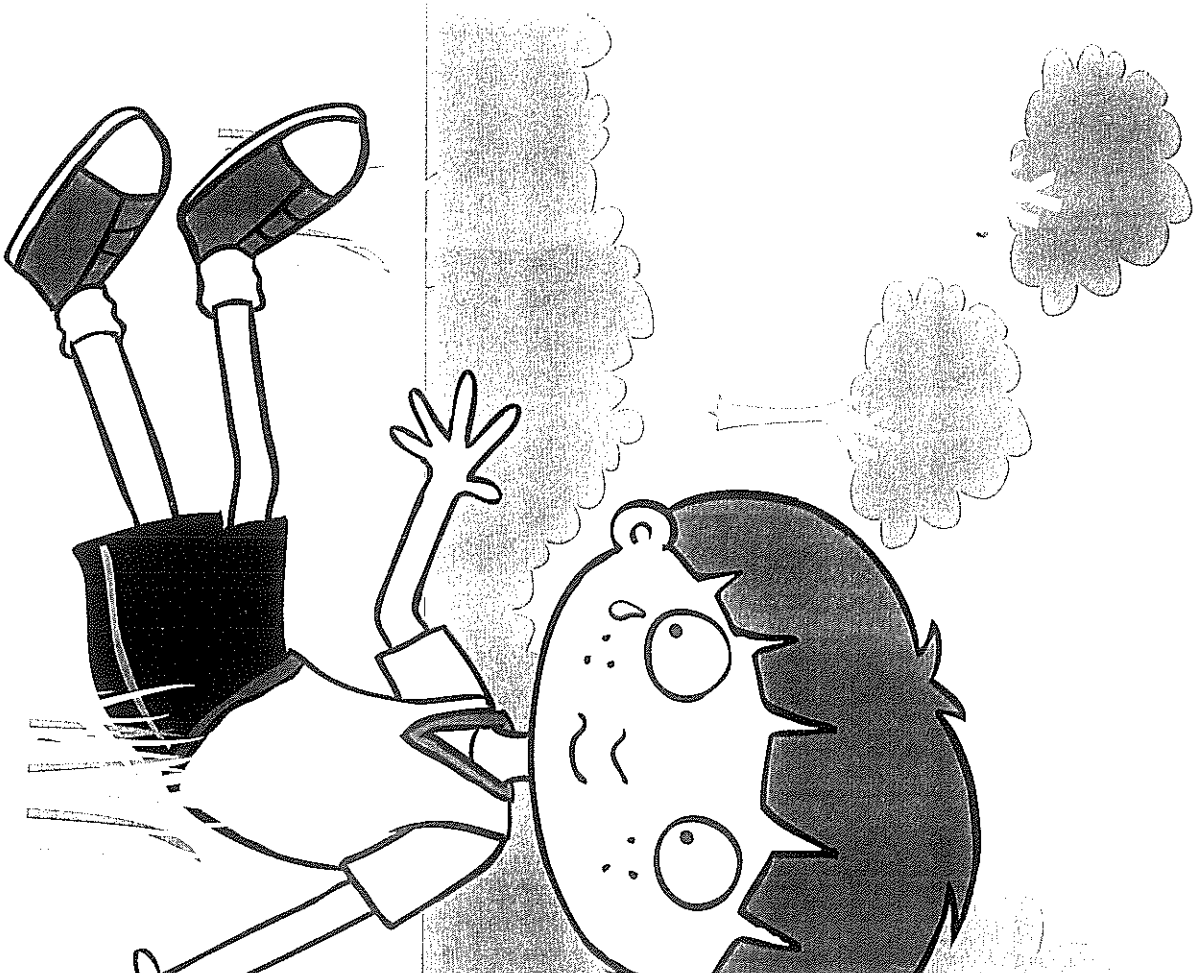
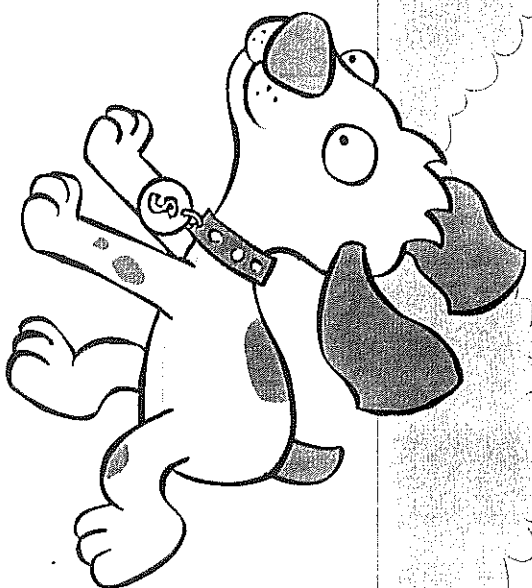
Dad looks on the log

No Ned.



Sam runs off to the dam.
Tim is so sad.

“I miss Ned,” he sniffs.



Sam is back.

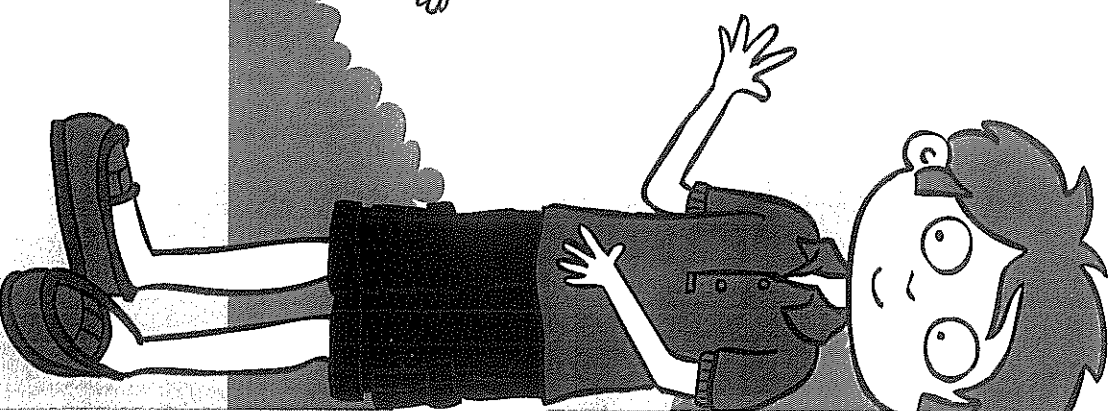
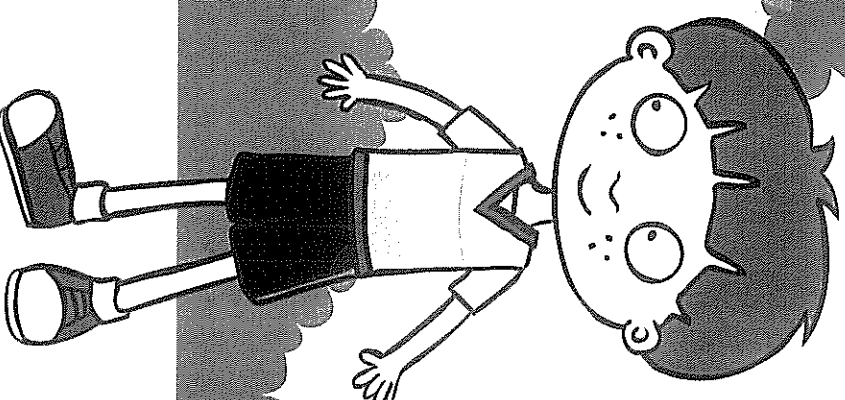
“Yap, yap, yap!”



Tim and Dad jump up.

“Sam! Did you see Ned?”

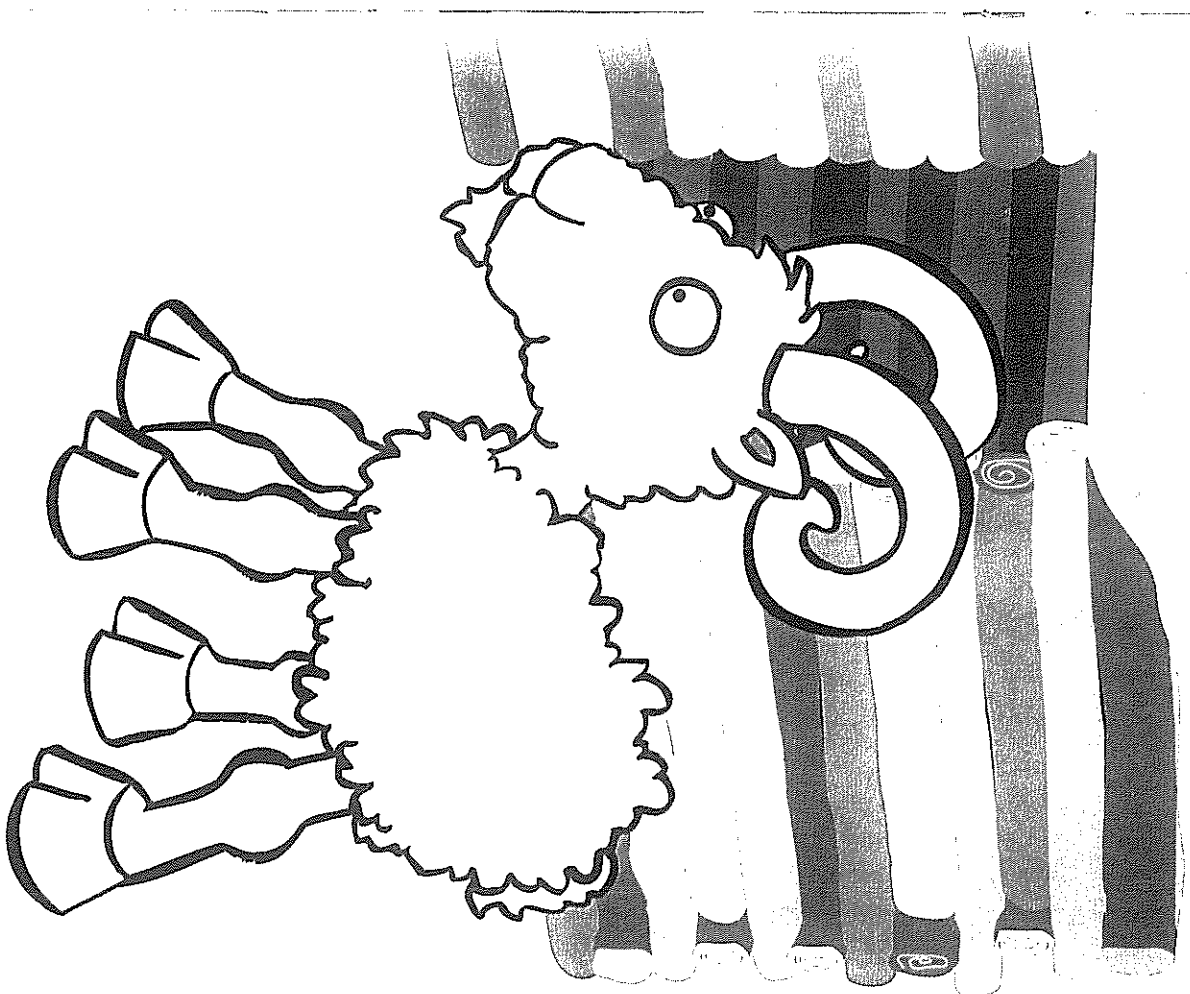
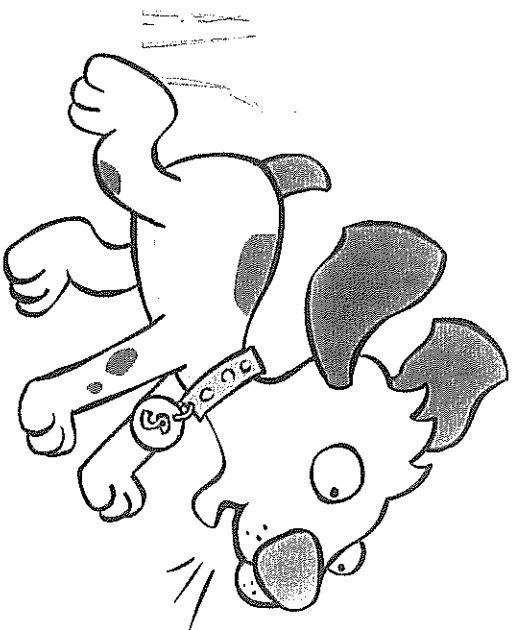
“Yip, yap, YES!”

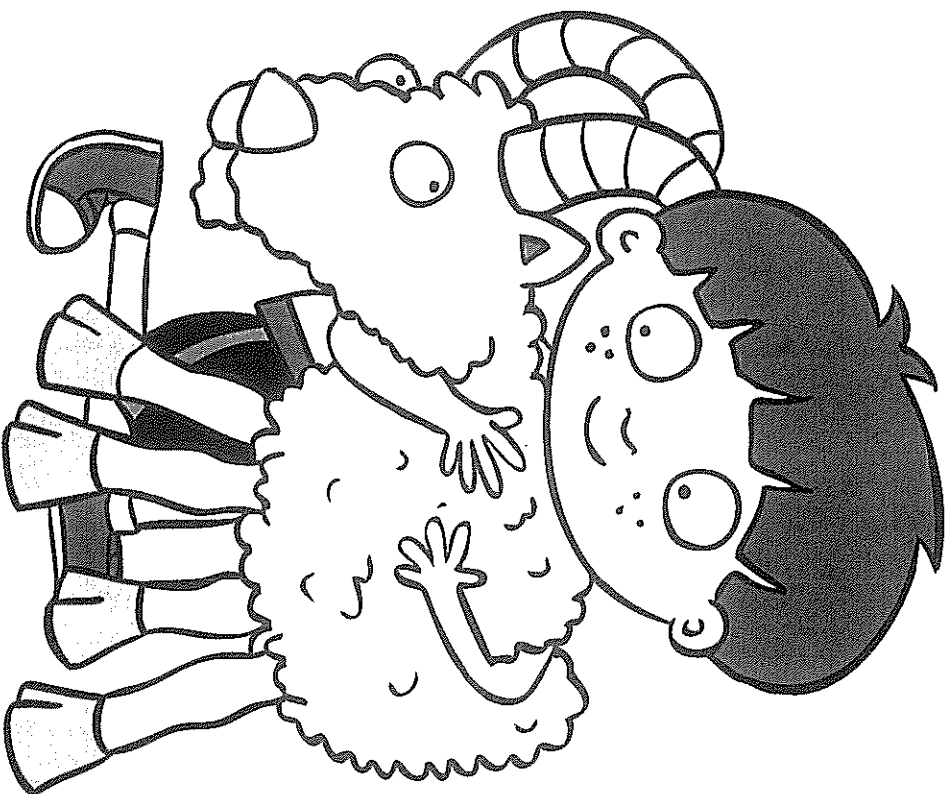


Sam runs to the dam.

“Baaa, baaa.”

Ned is in the log hut.



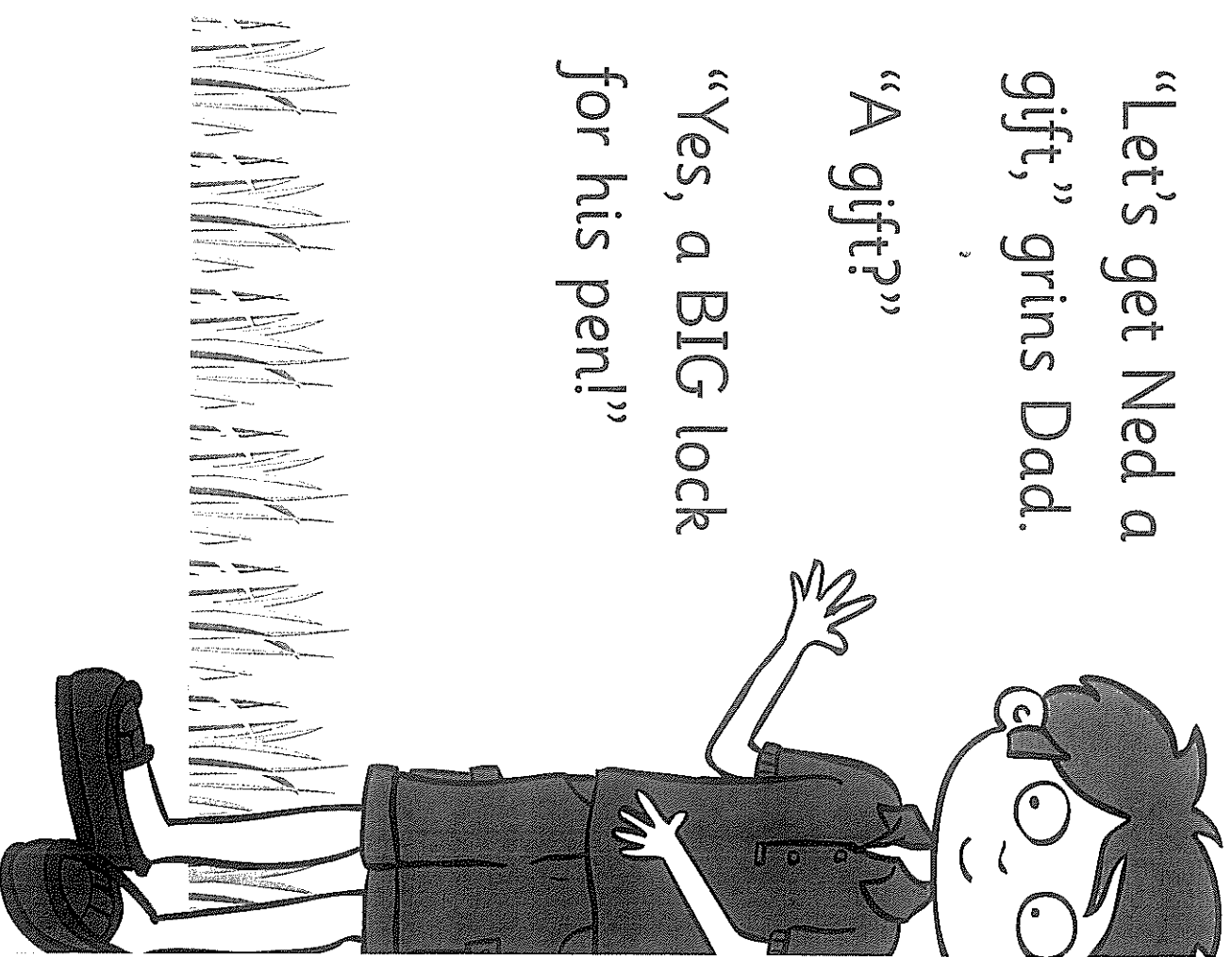


Ned gets lots of hugs and
is led back to his pen.

“Let’s get Ned a
gift,” grins Dad.

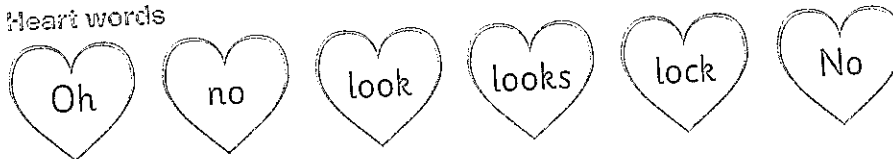
“A gift?”

“Yes, a BIG lock
for his pen!”

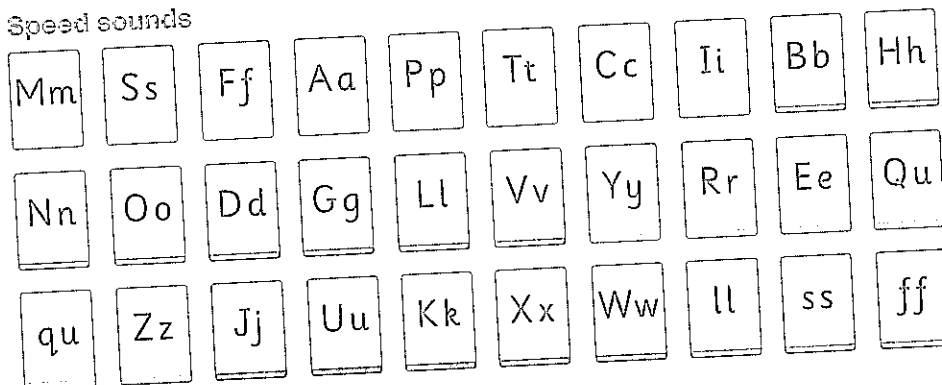


Speed words: This word list gives children practice reading decodable words. Encourage children to use decoding as their strategy until they can read the word automatically. Repeated reading practice helps fluency and automaticity.

Heart words

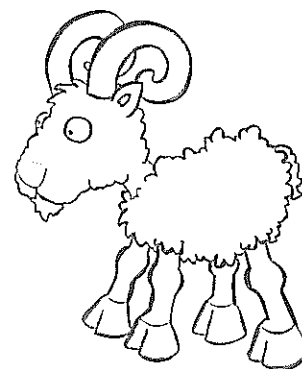


Speed sounds



Questions to talk about

- Who is Ned?
- How does Tim feel when Ned is missing?
- Where does Dad look?
- Find the word that means a 'present'. (gift)
- Why does Dad want to give Ned a lock?



Speed words

Dad

Tim

Sam

Ned

pet

not

run

ram

off

log

him

logs

sad

miss

dam

grins

yes

and

yip

yap

sniffs

must

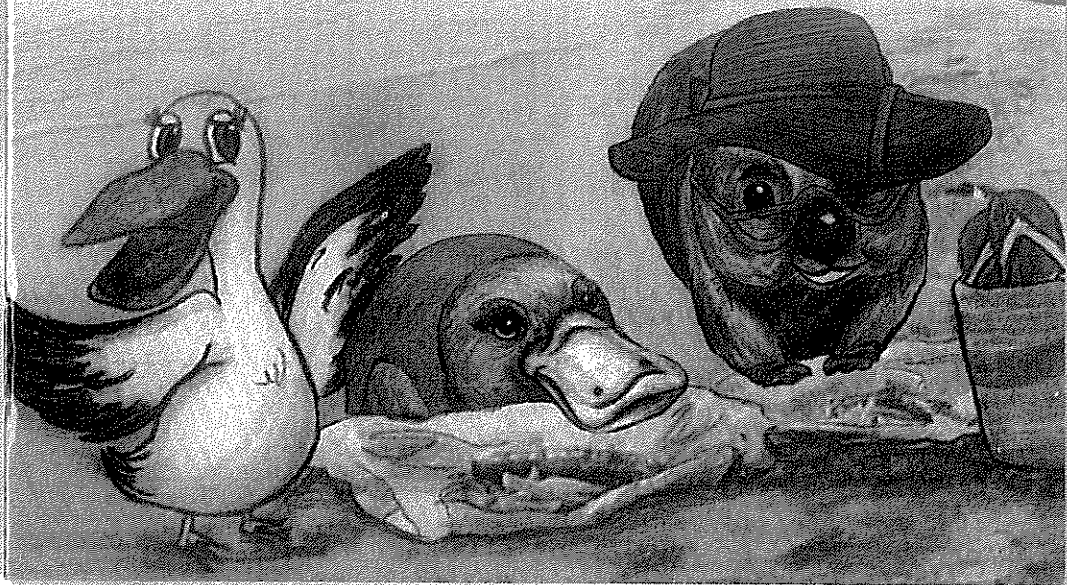
gift

runs

Fish and Chips


Decodable Readers
Australia

Level 4
5



Level 4 Book 5: Fish and Chips

Words: 251

Sounds: s, a, t, p, i, n, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gem), c (city)

Model Fluent Reading: Students need to hear and see what fluent reading looks like.

Teacher: Read the sentences below to yourself. Make sure you know what all the words say.

The vet tests Dan's temp. She pricks his leg. The vet taps on her laptop and tells Nan to get Dan to rest.

Teacher: I'm going to read the sentences fluently. Reading fluently means I won't sound like a robot as I read.

Teacher reads sentences fluently.

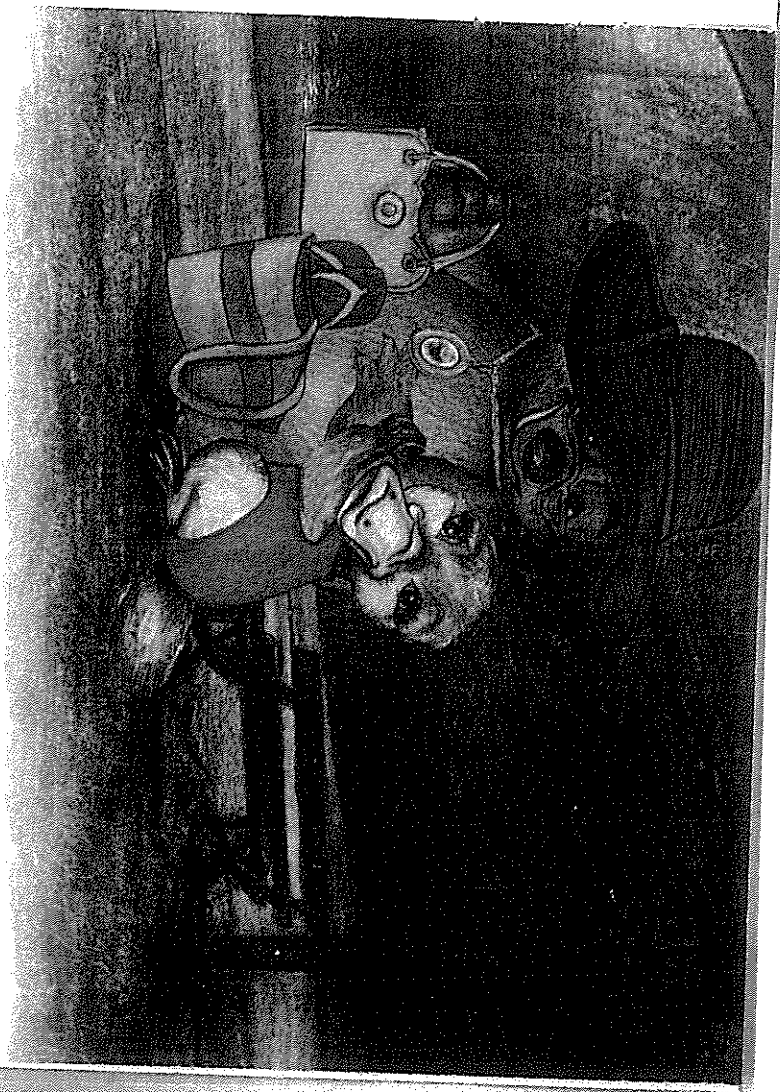
Teacher: Now I'm going to read the sentences like a robot. It won't be fluent reading. I will make stops and starts as I read.

Teacher reads the sentences without fluency.

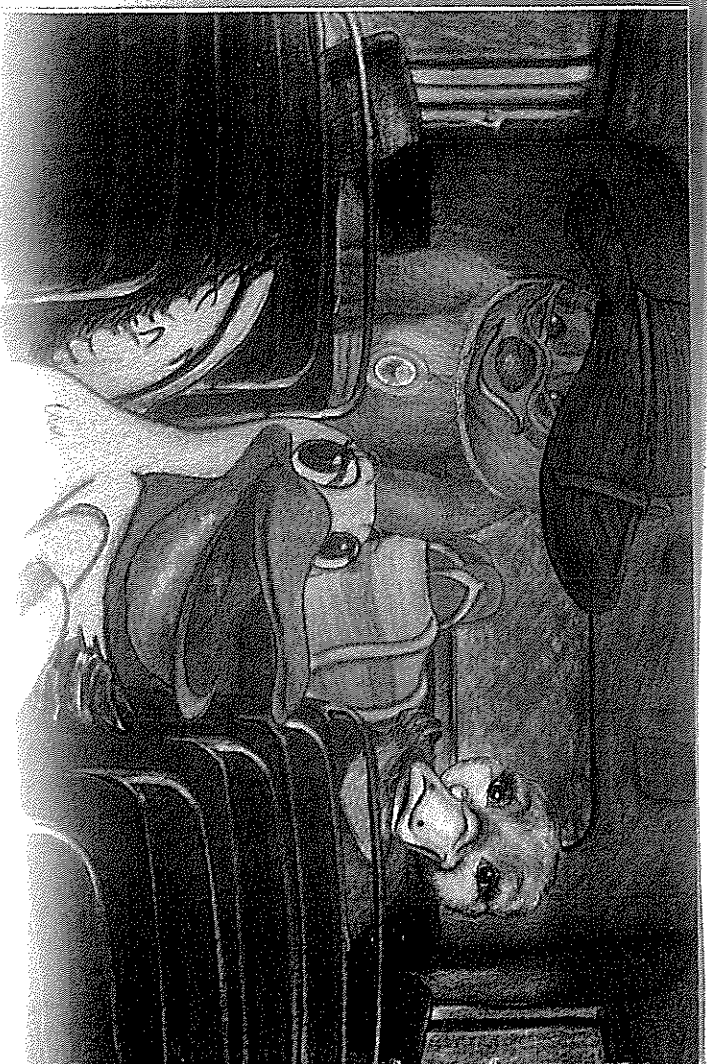
Teacher: Now it's your turn to practise reading the sentences fluently. Be careful not to sound like a robot. Practise reading the sentences 3-4 times.

Sight words:

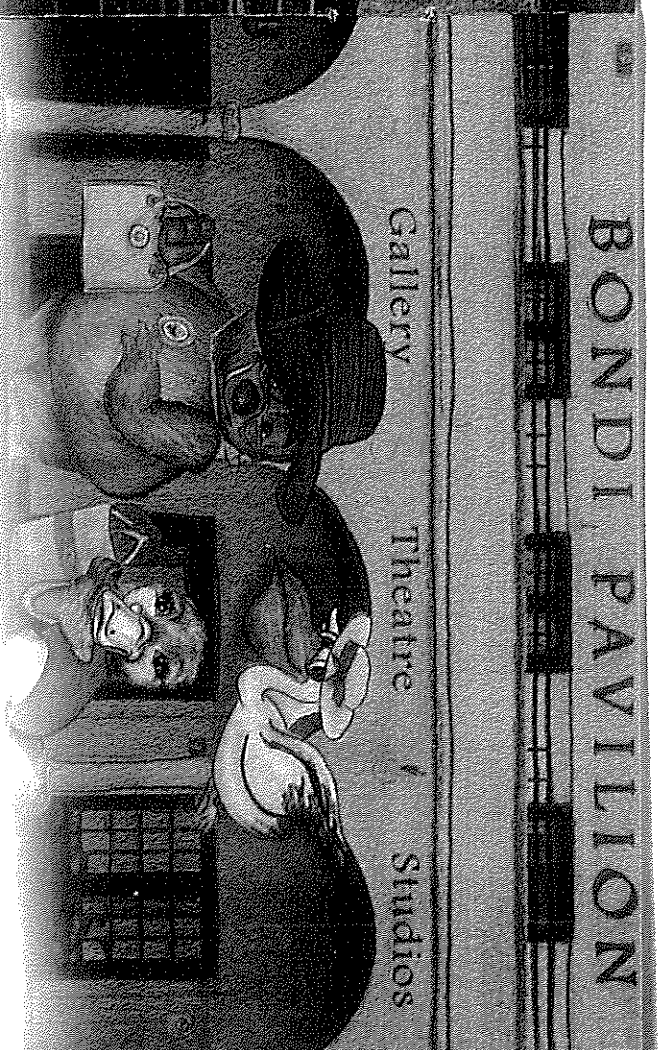
the	to	her	of	was
for	is	be	no	



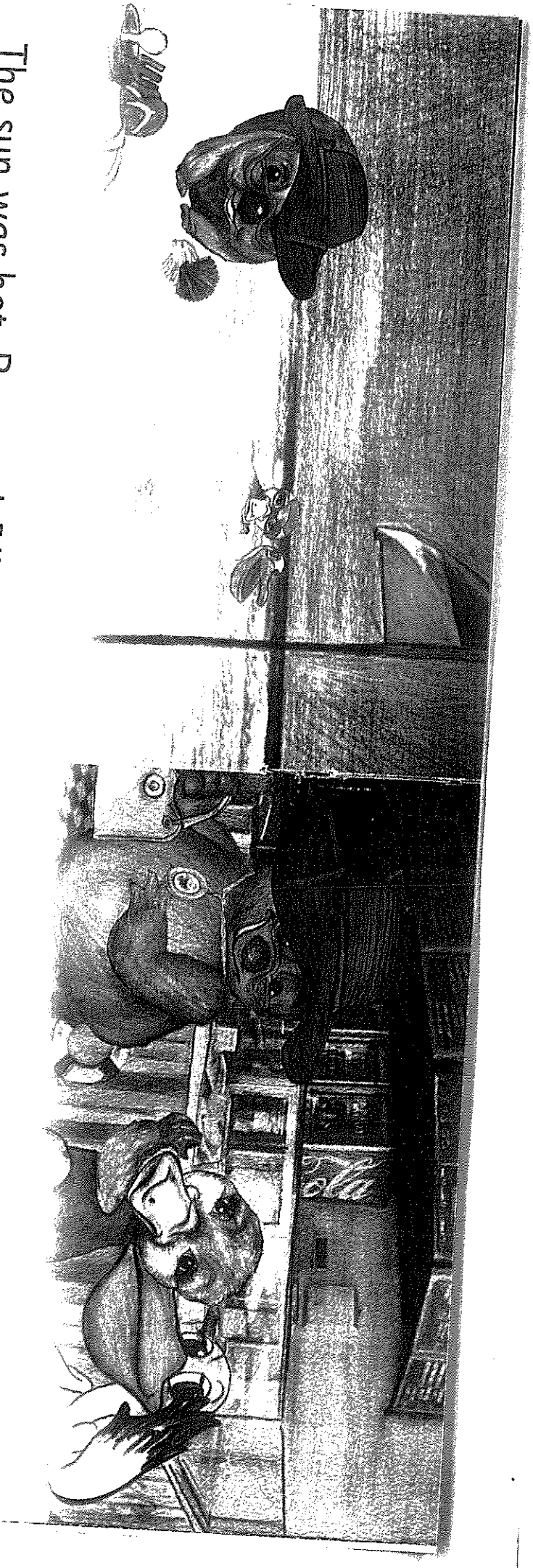
The big, red bus got to the stop at seven on the dot. Nan and Pam got on and sat at the back.



Pam had her pink togs on and Nan had the zinc and her thongs in the bag. The bus went up the hill to the next stop. Pam's pal Jill got on.

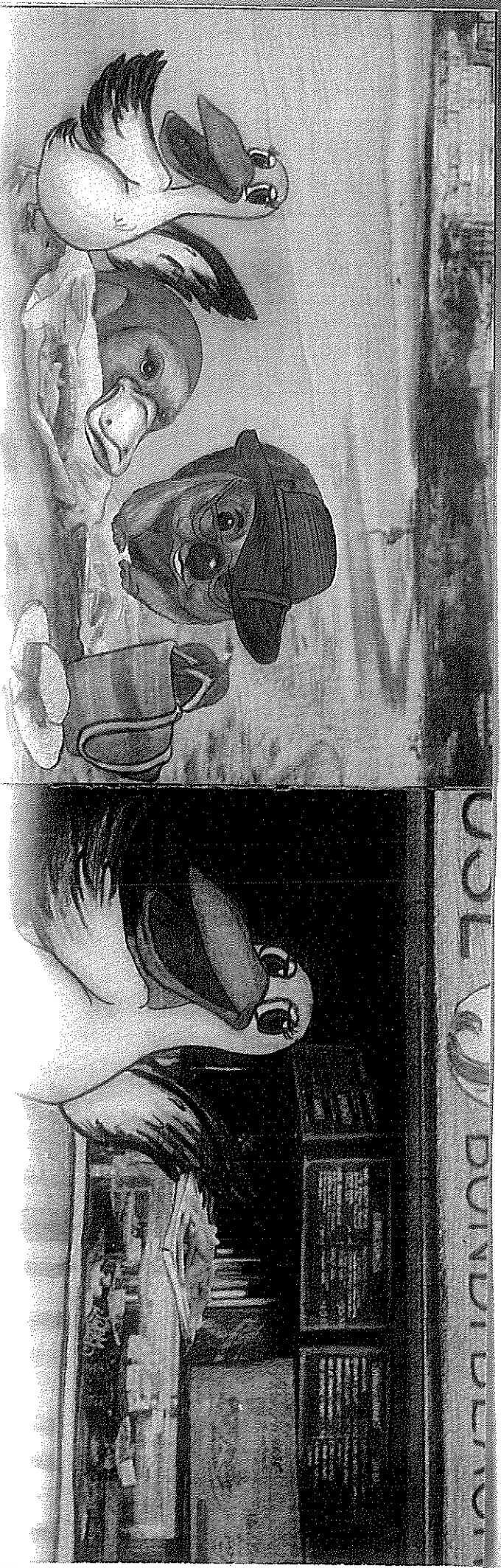


Jill had her sun hat and sat next to Pam and Nan at the back of the bus. At the sixth stop Nan, Pam and Jill got off the bus and went across the crossing to the sand.



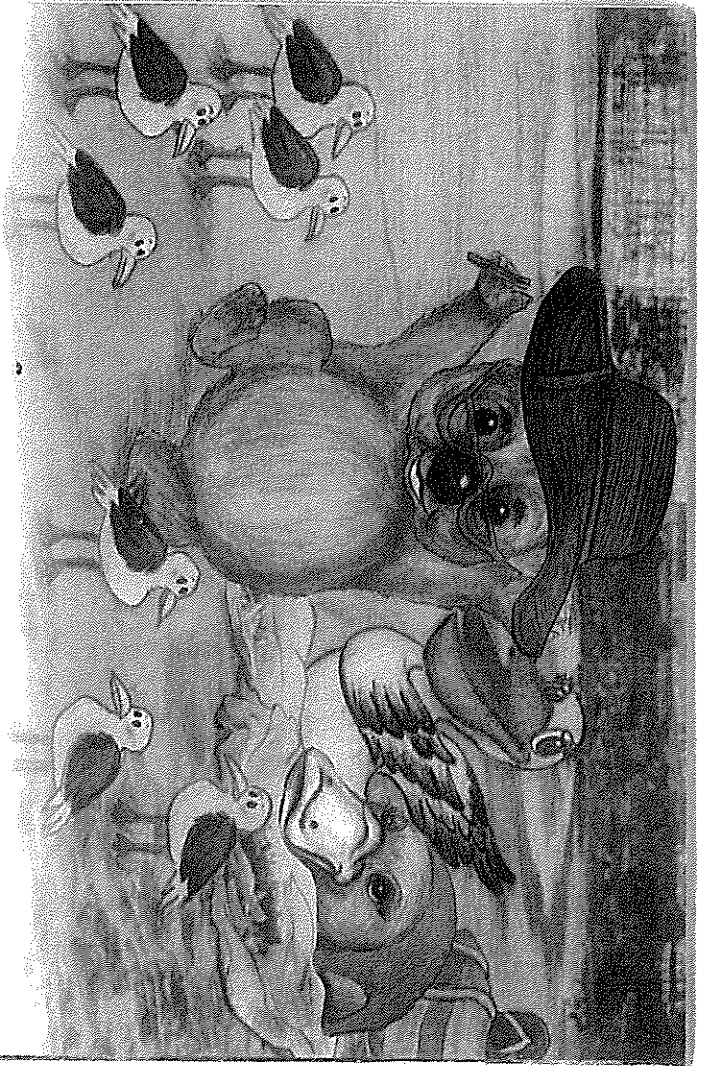
The sun was hot. Pam and Jill went for a swim at the flags and Nan went to collect shells. Nan yells, "That smell is the best. It must be the fish and chips at the shop across the crossing!"

Nan, Pam and Jill went back across the crossing to the fish and chip shop to get lunch. Nan and Pam got cod and chips but Jill got chicken nuggets and chips.



Back on the sand, Nan got her packet
with cod and chips. Pam got her
packet with cod and chips. Jill had no
packet! No chicken nuggets and chips.

Jill ran back across the crossing to the
fish and chip shop. At the shop the
man told Jill that the chicken nuggets
and chips got left on the bench.



Back on the sand Nan, Pam and Jill
had lunch. Nan fed chips to the gulls.
The lunch on the sand in the sun was
the best!

Did you understand what you read?

1. How did Nan, Pam and Jill get to the beach?
2. While Pam and Jill went for a swim, what did Nan do?
3. What made Nan want to get lunch from the fish and chip shop?
4. Why do you think the gulls came and sat with Nan, Pam and Jill?

Let's learn a new word:

disappointed

If you are disappointed, you are sad or upset that what you had hoped for didn't happen.

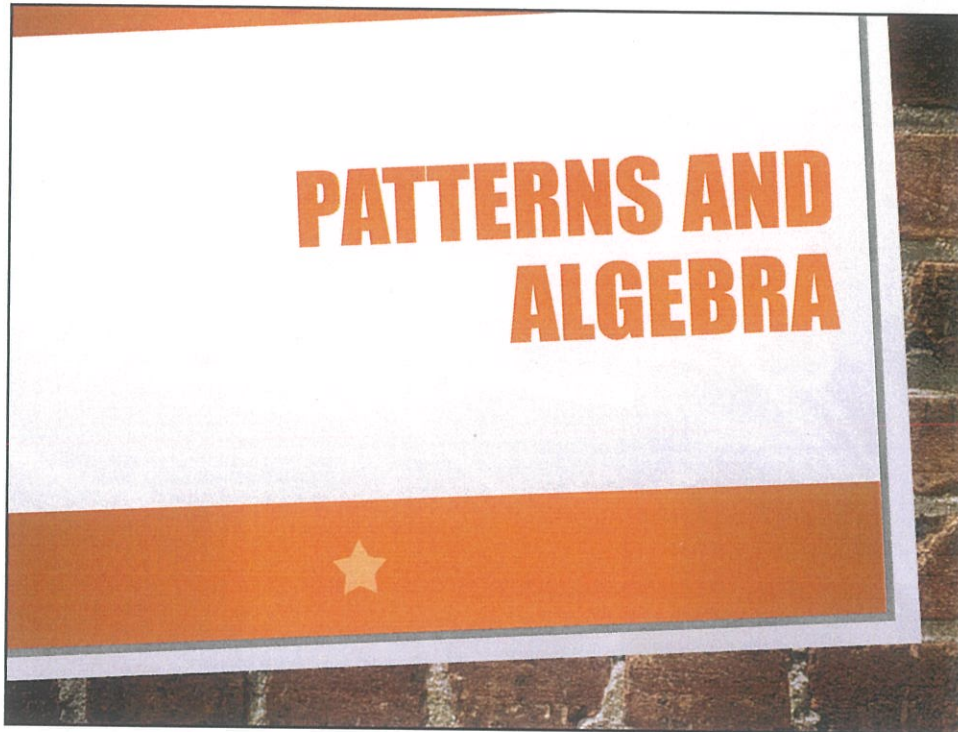
Look back in the story. Who was disappointed at the beach?

Which sentence is correct?

The boy was disappointed because he got everything he wanted for his birthday.

The children were disappointed when the carnival was cancelled because it rained.

Repeating Patterns



LEARNING OBJECTIVE

TODAY WE WILL INVESTIGATE
AND DESCRIBE PATTERNS OF
OBJECTS OR SYMBOLS.

Success Criteria:

Investigate and describe the pattern...



VOCABULARY



WHAT IS A PATTERN?

A PATTERN IS SOMETHING THAT REPEATS SUCH AS AN ORDER OF OBJECTS OR SYMBOLS THAT RECUR.

THIS PATTERN REPEATS THE SYMBOLS OF A CIRCLE AND A TRIANGLE.



SELF TALK

TO SOLVE MYSTERIOUS PATTERNS I:

1. LOOK FOR A PATTERN THAT REPEATS
2. CIRCLE THE GROUP OF OBJECTS OR SYMBOLS THAT REPEAT
3. NUMBER THE OBJECTS OR SYMBOLS IN ORDER THAT THEY REPEAT
4. DESCRIBE THE PATTERN THAT REPEATS



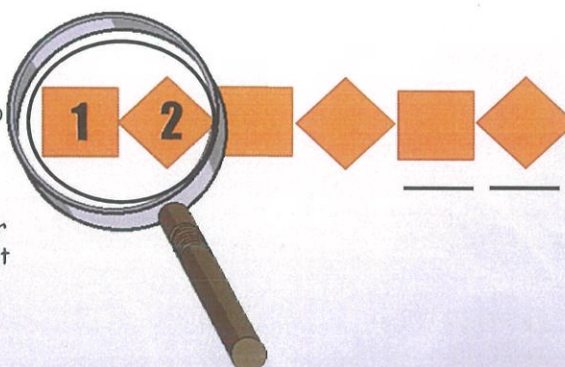
1



I DO CONTINUE THE PATTERN...

To solve mysterious patterns I:

1. Look for a pattern that repeats
2. Circle the group that repeats
3. Number the objects or symbols in order that they repeat
4. Describe the pattern that repeats




It is a **2 pattern** because there are 2 objects that repeat.

I DO CONTINUE THE PATTERN...

To solve mysterious patterns I:

1. Look for a pattern that repeats
2. Circle the group that repeats
3. Number the objects or symbols in order that they repeat
4. Describe the pattern that repeats

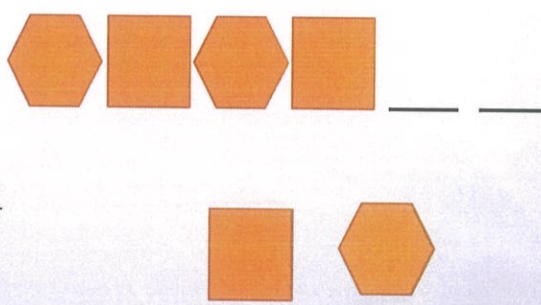


It is a **3 pattern** because there are 3 objects that repeat.

WE DO CONTINUE THE PATTERN

To solve mysterious patterns I:

1. Look for a pattern that repeats
2. Circle the group of that repeats
3. Number the objects or symbols in order that they repeat
4. Describe the pattern that repeats




It is a ____ **pattern** because there are ____ objects that repeat.

I DO WHAT IS THE NEXT SHAPE?

To solve mysterious patterns I:

1. Look for a pattern that repeats
2. Circle the group that repeats
3. Number the objects or symbols in order that they repeat
4. Describe the pattern that repeats

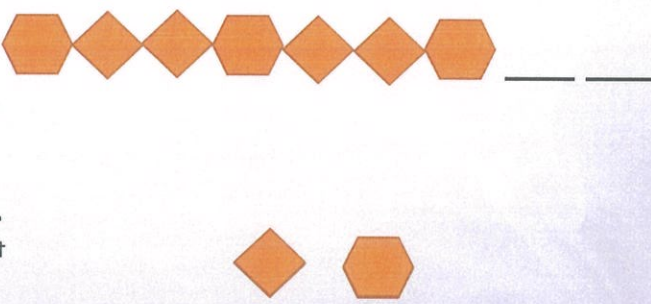


It is a **3 pattern** because there are 3 objects that repeat.

WE DO WHAT IS THE NEXT SHAPE?

To solve mysterious patterns I:

1. Look for a pattern that repeats
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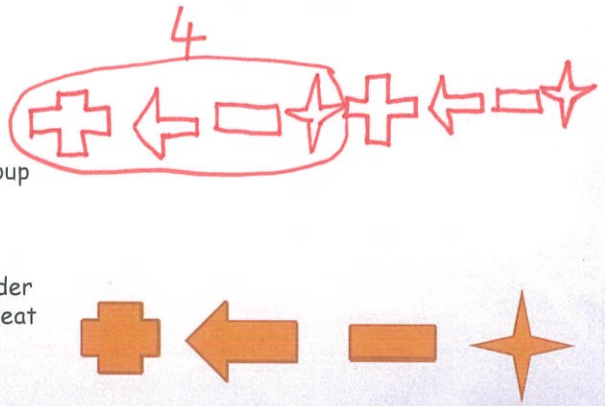


It is a ____ **pattern** because there are ____ objects that repeat.

I DO CREATE A 4 PATTERN

To solve mysterious patterns i:

1. Look for a pattern that repeats
2. Circle the group that repeats
3. Number the objects or symbols in order that they repeat
4. Describe the pattern that repeats

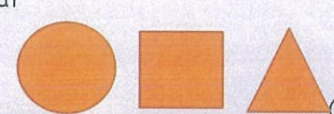


Do I have 4 objects that repeat? ✓

WE DO CREATE A 3 PATTERN

To solve mysterious patterns i:

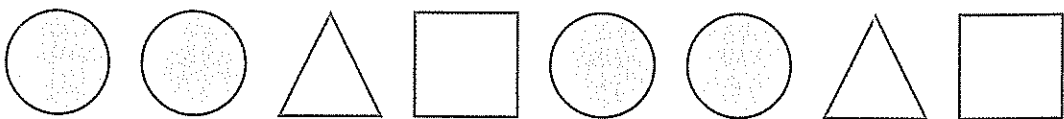
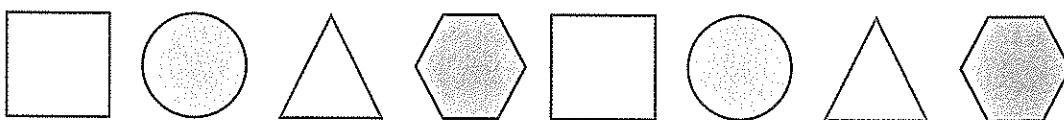
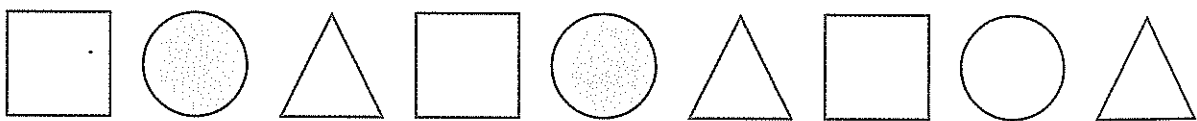
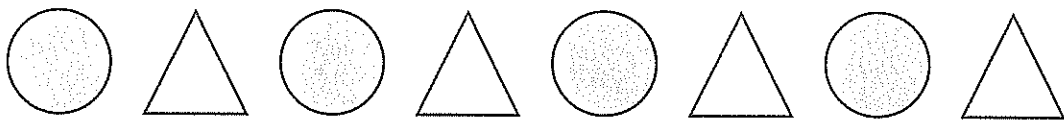
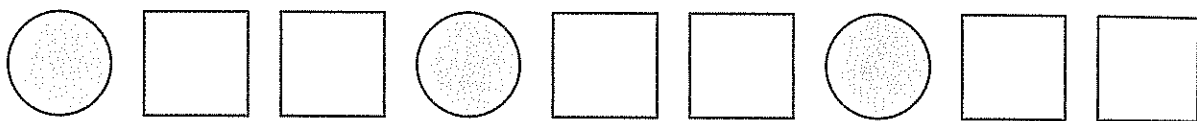
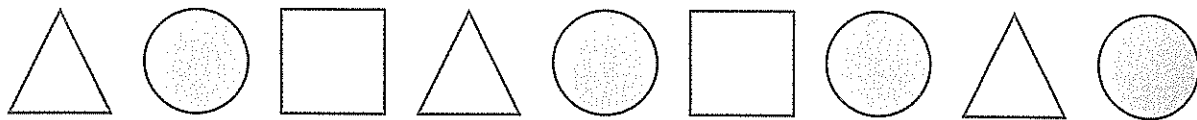
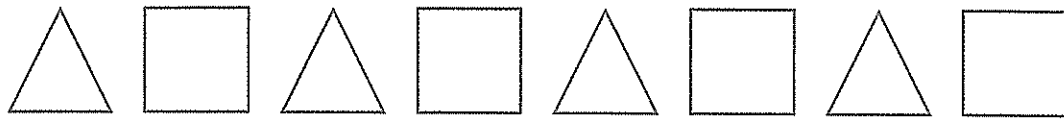
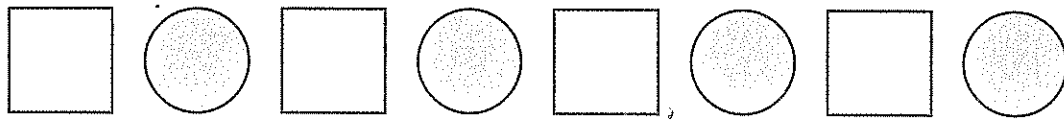
1. Look for a pattern that repeats
2. Circle the group that repeats
3. Number the objects or symbols in order that they repeat
4. Describe the pattern that repeats



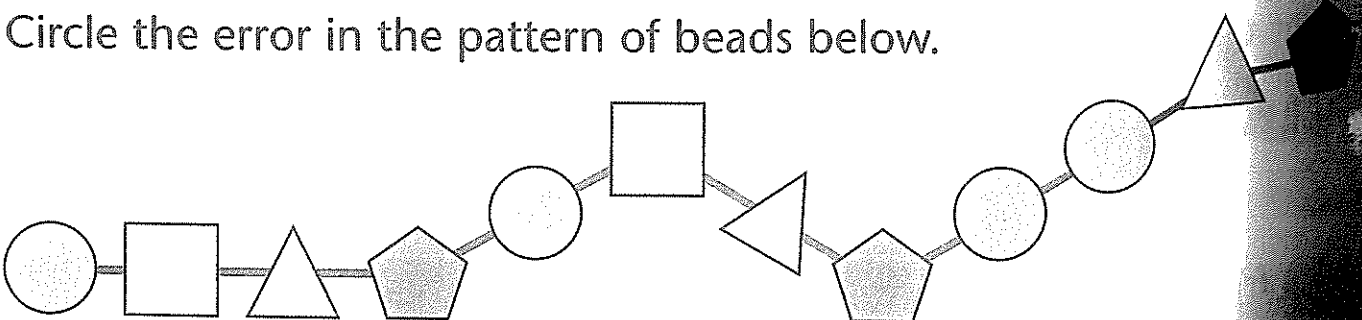
Do I have 3 objects that repeat?

Describing patterns of 2, 3 and 4

Write the numbers 2, 3 or 4 to describe the patterns.



Circle the error in the pattern of beads below.



Growing Patterns

Patterns and Algebra

MATHS DETECTIVES

Learning Objective

Today we will create repeating and growing patterns using shapes.

I DO

Revise Repeating Patterns

Look at the pattern, what comes next?



We can describe this shape pattern with numbers like this...



I DO

Revise Repeating Patterns

Look at the pattern, what comes next?



We can describe this shape pattern with numbers like this...



3,1,2,3,1,2... What comes next?

I DO

Growing patterns

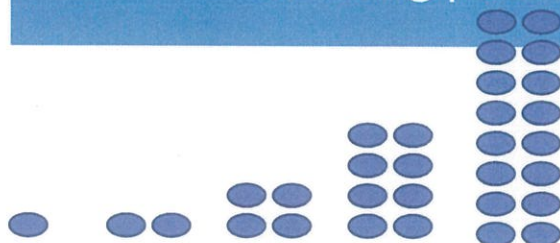
Sometimes our patterns grow like this



See how the triangles increase by ones every time.
So the number pattern would be 1 1, 1 2, 1 3, 1 4...

I DO

Growing patterns



Sometimes our patterns grow like this

Notice how the circles double every time. Double 1= 2, double 2=4...
So the number pattern is 1,2,4,8,16...

**WE
DO**

Repeating Patterns

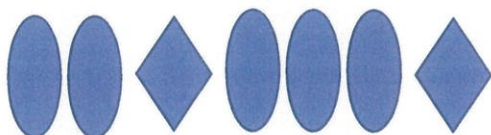


Look at the pattern, what comes next?

Describe this repeating pattern using numbers .

**WE
DO**

Growing Patterns



Look at the pattern, what comes next?

Describe this repeating pattern using numbers.

**WE
DO**

Growing Patterns

Complete this pattern. What comes next?

How would you describe this pattern?

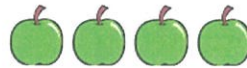
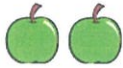


GROWING PATTERNS

Objective: *Predict and extend a growing pattern.*

Draw to show the growing pattern.

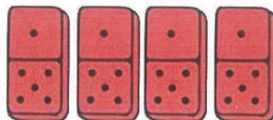
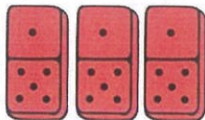
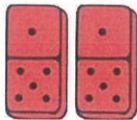
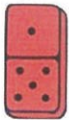
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2



3



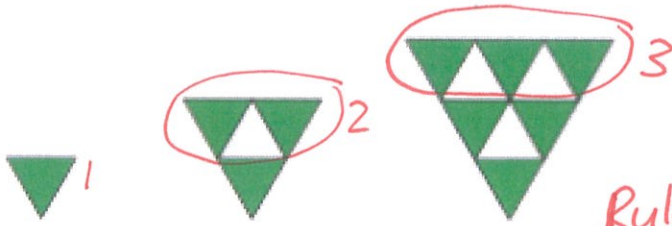
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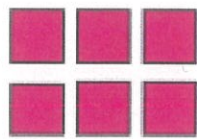
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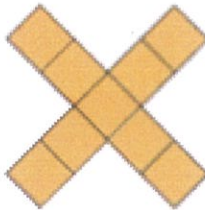
Growing Patterns

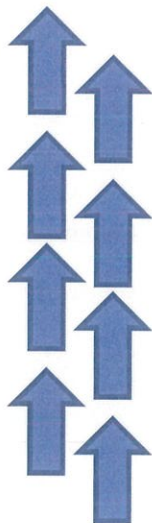
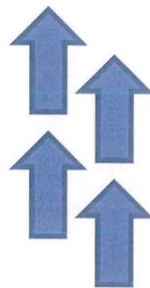


Rule = +1 to the top









Create Your Own Growing Patterns

Rule _____

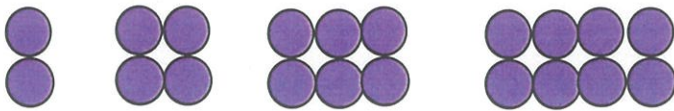
Rule _____

Rule _____

Growing and Repeating Patterns

Find whether each geometric pattern is growing or repeating. Then draw the next figure.

1)



☐ growing

☐ repeating

2)



☐ growing

☐ repeating

3)



☐ growing

☐ repeating

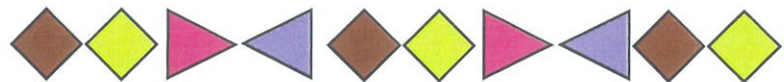
4)



☐ growing

☐ repeating

5) Adrianna's quilt has this pattern:



What is the pattern unit for the rug?

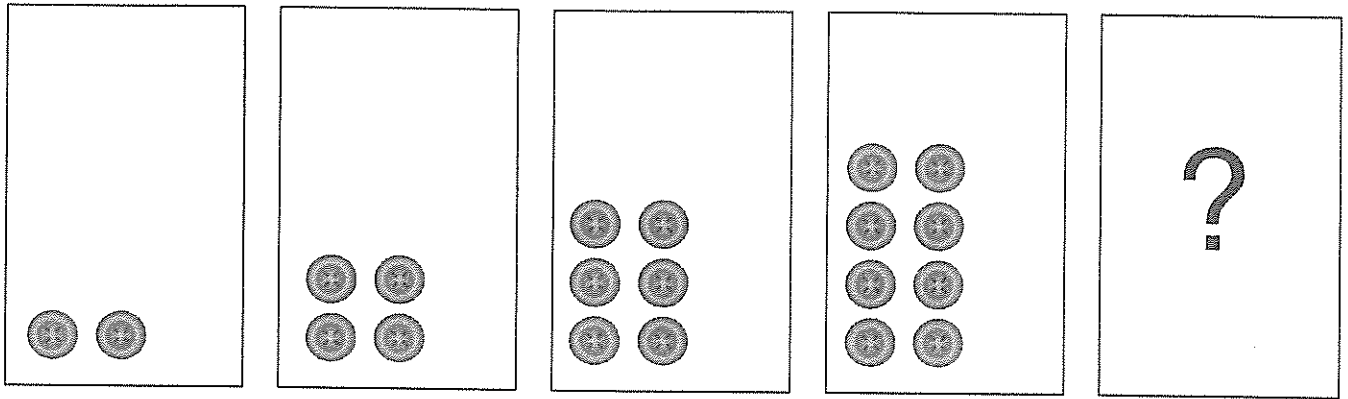
What is the next shape?

answer: _____

6) Samuel has a border on his family room rug that follows a pattern unit of two squares, two rectangles, and one triangle. What is the 12th figure in the pattern?

answer: _____

Patterns— Challenge



Polly is making a pattern.

How many buttons will be in the next box?

10

☐

12

☐

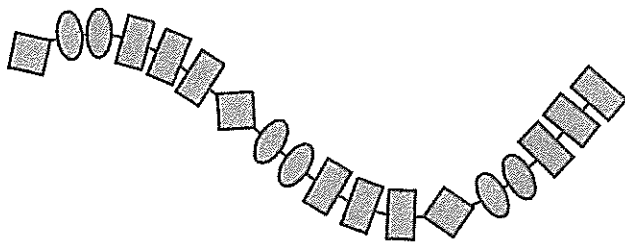
14

☐

16



☐

30 Look at this pattern.



Shade one bubble.



How many  are needed for each  ?

1

☐

2

☐

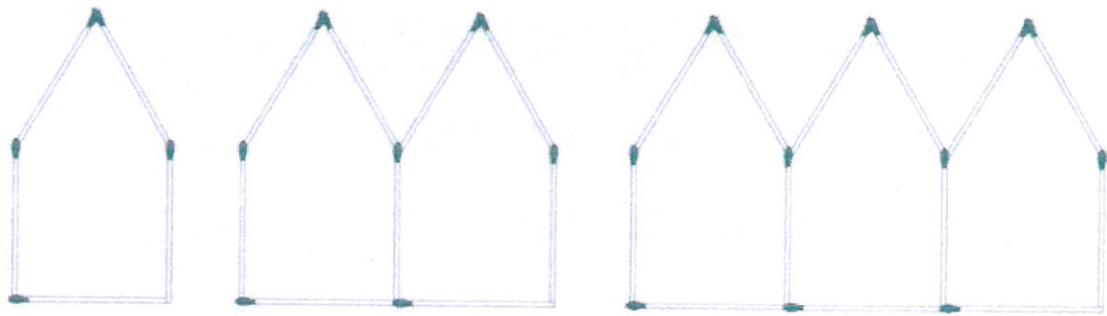
3

☐

4

☐

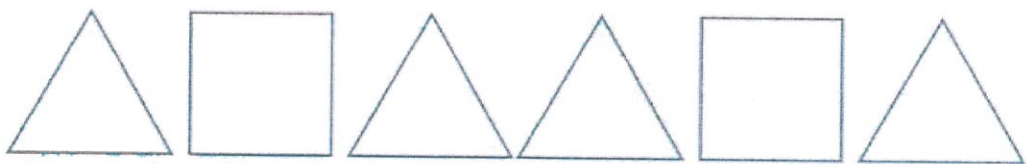
31. Carol used matchsticks to make this house pattern.



How many matchsticks would she need to make the next group of houses in the pattern?

- ☐ 5 ☐ 13
☐ 9 ☐ 17

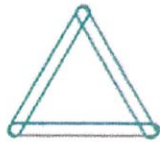
2. Look at this pattern of shapes.



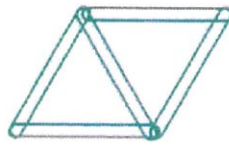
Which letter pattern below matches this shape pattern?

- ☐ ABABAB ☐ AAABBB
☐ ABCABC ☐ ABAABA

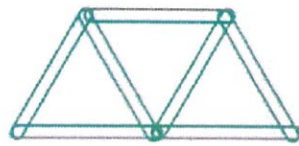
- 19 Kane made a pattern of triangles like this.



3



5



7

He wrote the number of sticks he used underneath.

What are the next three numbers in his pattern?

- ☐ 8, 10, 12
- ☐ 9, 11, 13
- ☐ 9, 12, 15
- ☐ 10, 13, 16

Geography

Look over the interesting facts of each continent.

<https://www.dkfindout.com/us/earth/continents/>

Plan a cruise and outline which continent you would stop at and why.

*Sheets have been printed if you do not have access to the internet.

Africa

Africa is the second largest continent after Asia. It lies between the Atlantic and Indian Oceans. To the north is the Mediterranean Sea and to the south is the Southern Ocean. The northern part is covered by Earth's largest desert, the Sahara. To the east is the world's longest river, the Nile. Africa has 54 countries, more than any of the other continents. These countries are home to some of the most ancient cultures in the world. Most people still work in farming, producing their own food. Africa has large animal reserves (parks) like the Serengeti, Masai Mara, and Kruger. The reserves are home to wildlife, such as lions, rhinos, zebra, and elephants.

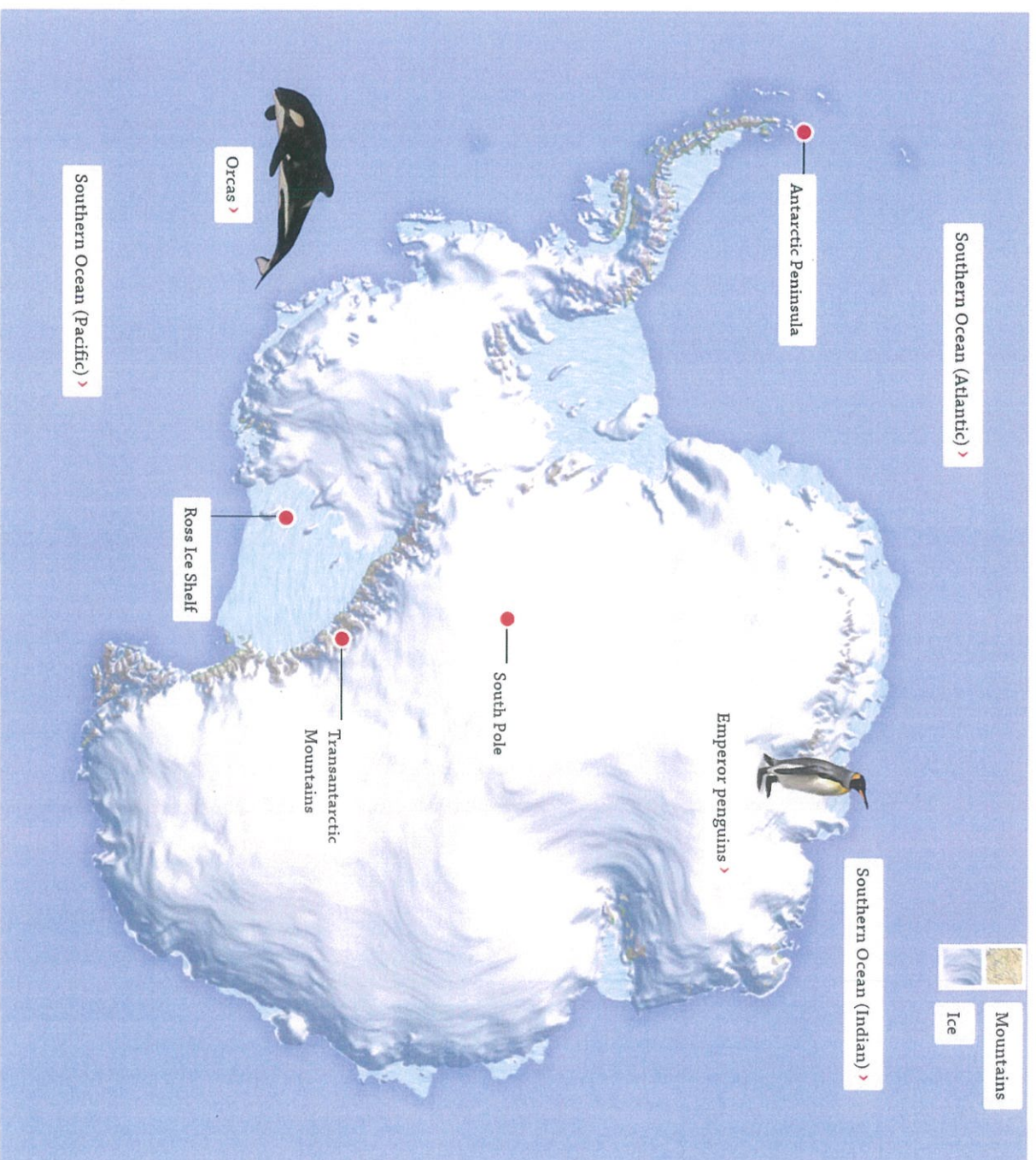


Antarctica



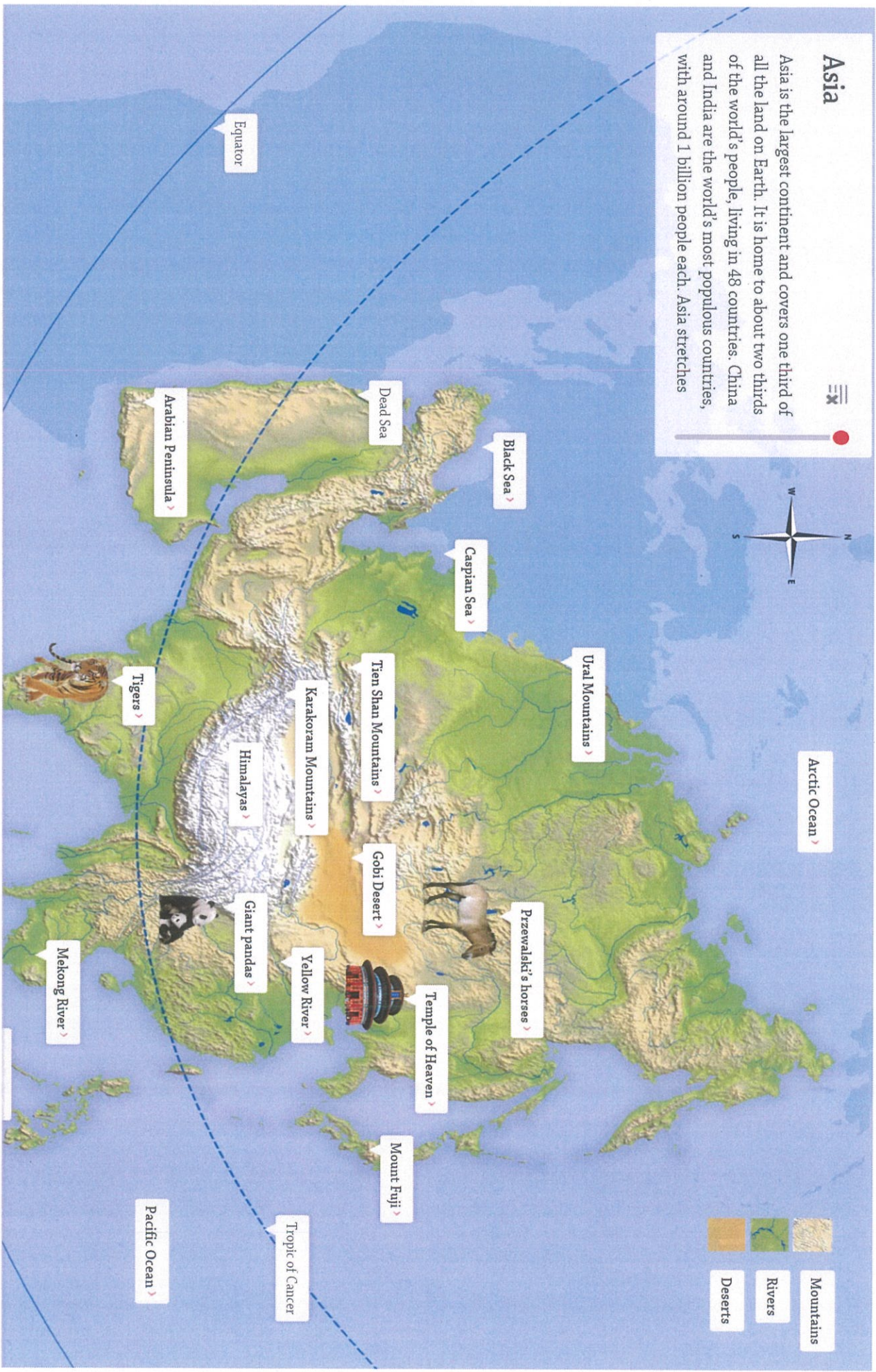
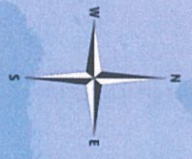
Antarctica is the continent at the South Pole and it is almost entirely covered in ice. It is the fifth largest continent and is surrounded by the Southern Ocean. As the temperature in Antarctica can dip to below -112°F (-80°C), no one lives there all the time. No country owns Antarctica. Scientists from 29 countries visit research stations to carry out experiments throughout the year. Despite the cold, Antarctica is home to animals such as penguins, seals, and seabirds.

[Find out more >](#)



Asia

Asia is the largest continent and covers one third of all the land on Earth. It is home to about two thirds of the world's people, living in 48 countries. China and India are the world's most populous countries, with around 1 billion people each. Asia stretches



Arctic Ocean >

Ural Mountains >

Black Sea >

Caspian Sea >

Tien Shan Mountains >

Karakoram Mountains >

Himalayas >

Gobi Desert >

Giant pandas >

Yellow River >

Temple of Heaven >

Mount Fuji >

Tropic of Cancer >

Pacific Ocean >

Mekong River >

Tigers >

Arabian Peninsula >

Dead Sea >

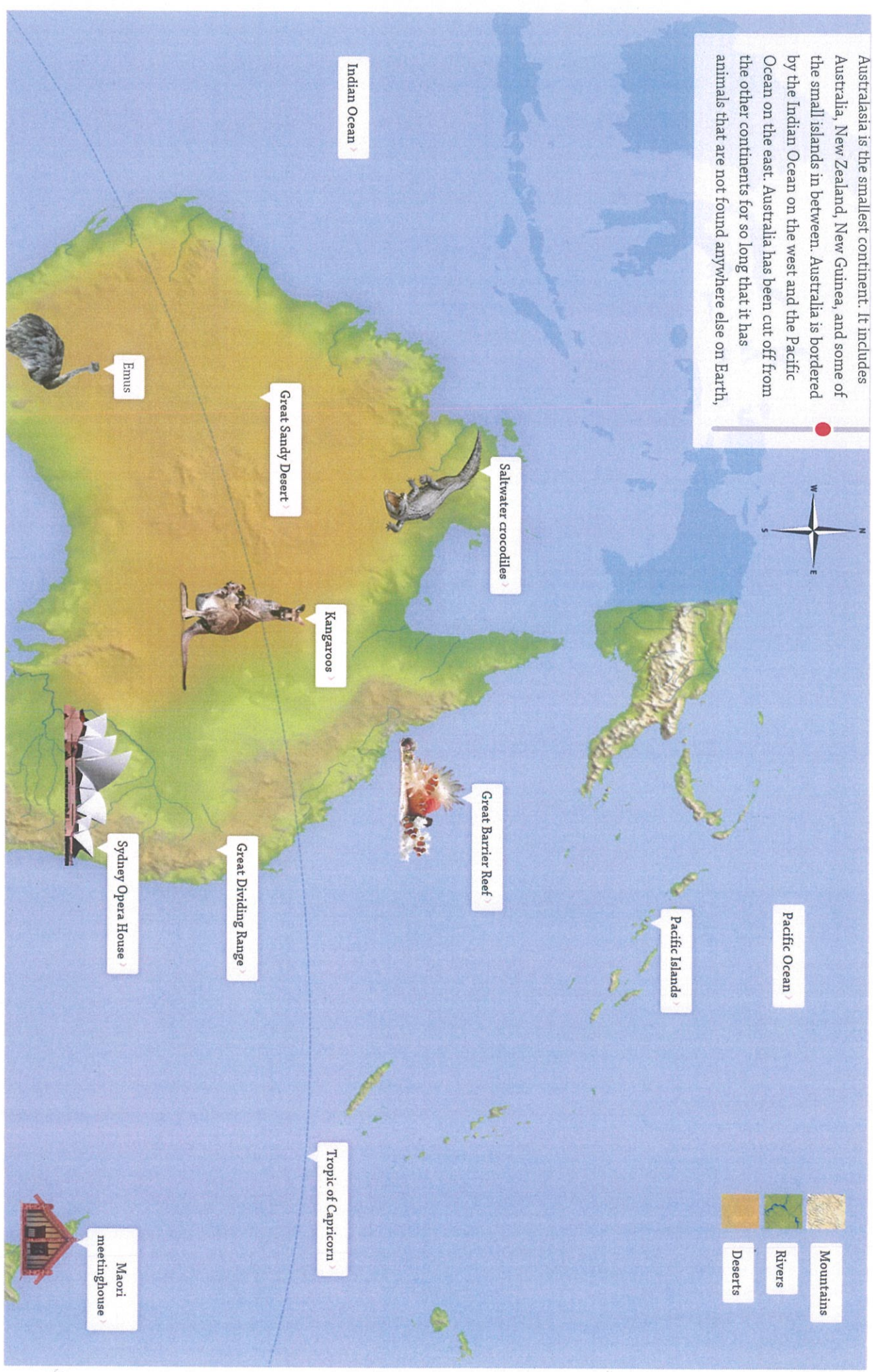
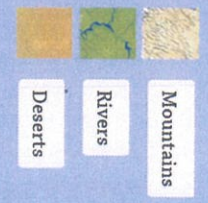
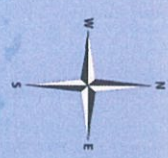
Equator >

Mountains

Rivers

Deserts

Australasia is the smallest continent. It includes Australia, New Zealand, New Guinea, and some of the small islands in between. Australia is bordered by the Indian Ocean on the west and the Pacific Ocean on the east. Australia has been cut off from the other continents for so long that it has animals that are not found anywhere else on Earth,



Europe is Earth's second smallest continent after **Australasia** but it has one quarter of the world's population. Europe's western coast is on the Atlantic Ocean. There are 44 European countries, which have distinct ethnic groups and languages.



Arctic Ocean >

Snow buntings >

Ural Mountains >

Atlantic Ocean >

St. Basil's Cathedral >

Big Ben >

Eiffel Tower >

Brandenburg Gate >

Foxes >

Volga River >

Alps >

Pyrenees >

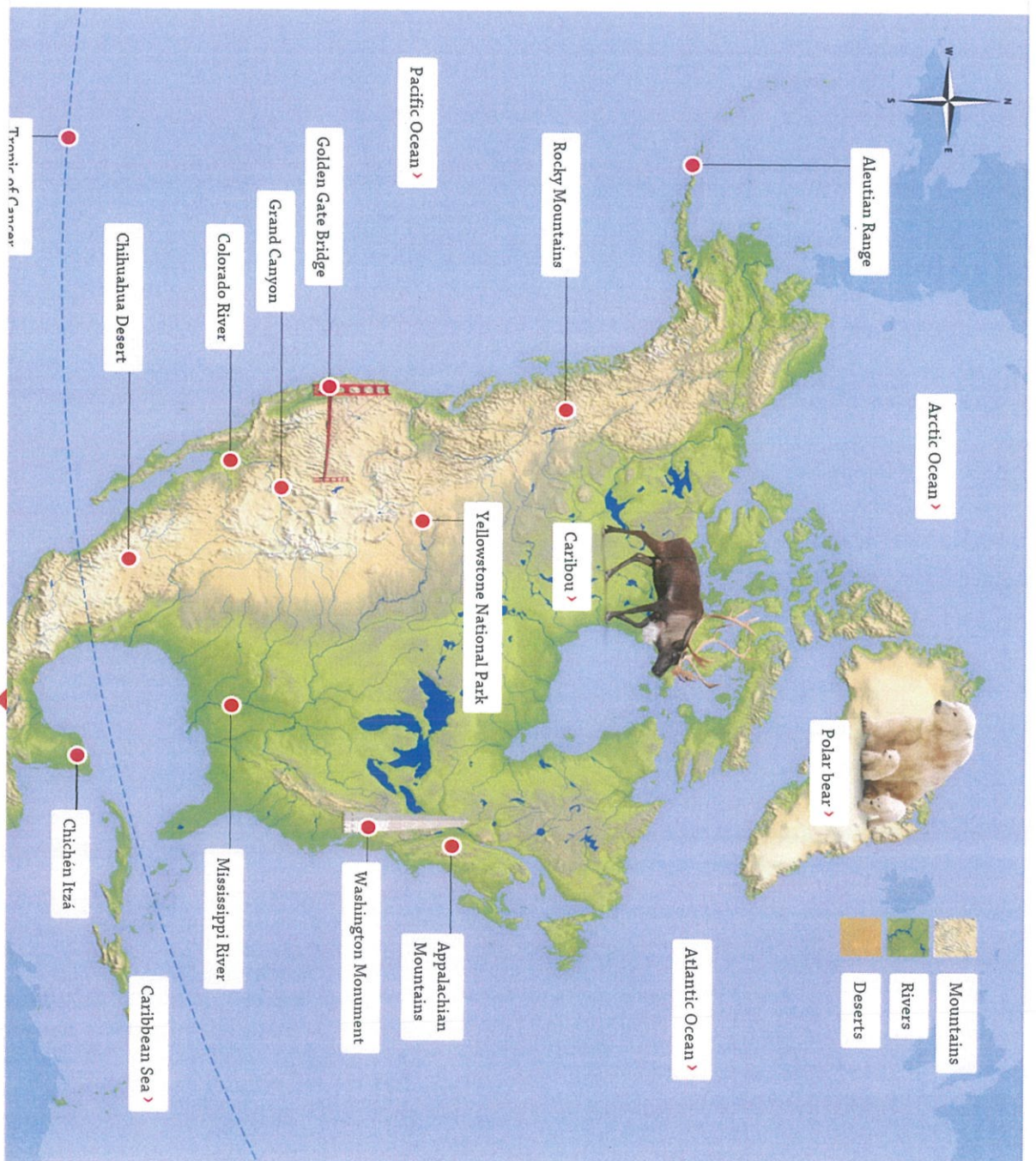
Caspian Sea >



North America



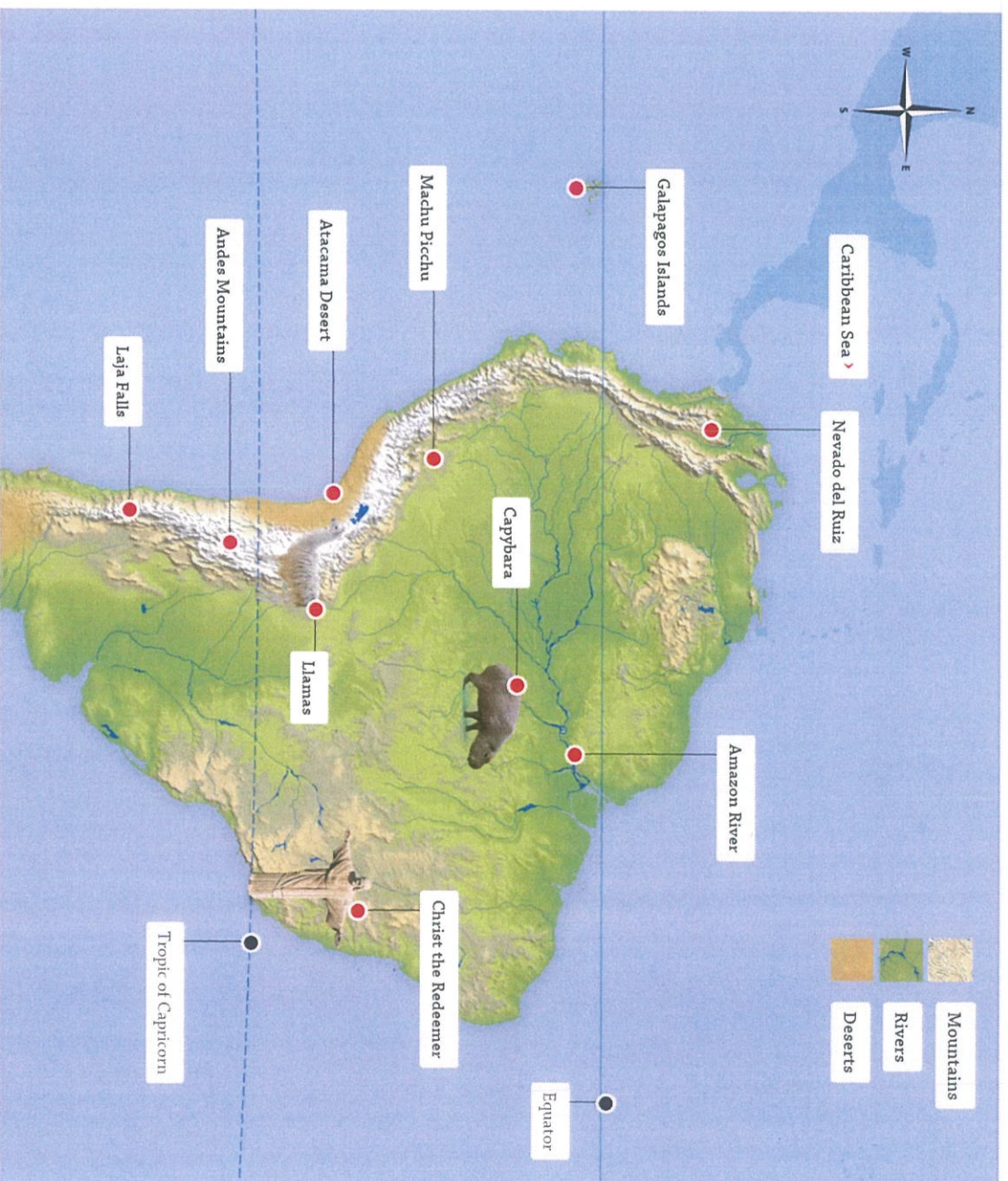
North America is Earth's third largest continent. It is made up of the United States of America, Canada, and Mexico down to Panama, as well as the Caribbean islands. It has coasts on the Pacific and Atlantic Oceans and is connected to **South America** by land. North America has natural wonders like the Grand Canyon and Yellowstone National Park. Greenland, the world's biggest island, is also in North America, although it belongs to the European country of Denmark. The human-made Panama Canal divides the continents of North and South America. Animals that are found in North America include the moose, raccoon, and bears.



South America



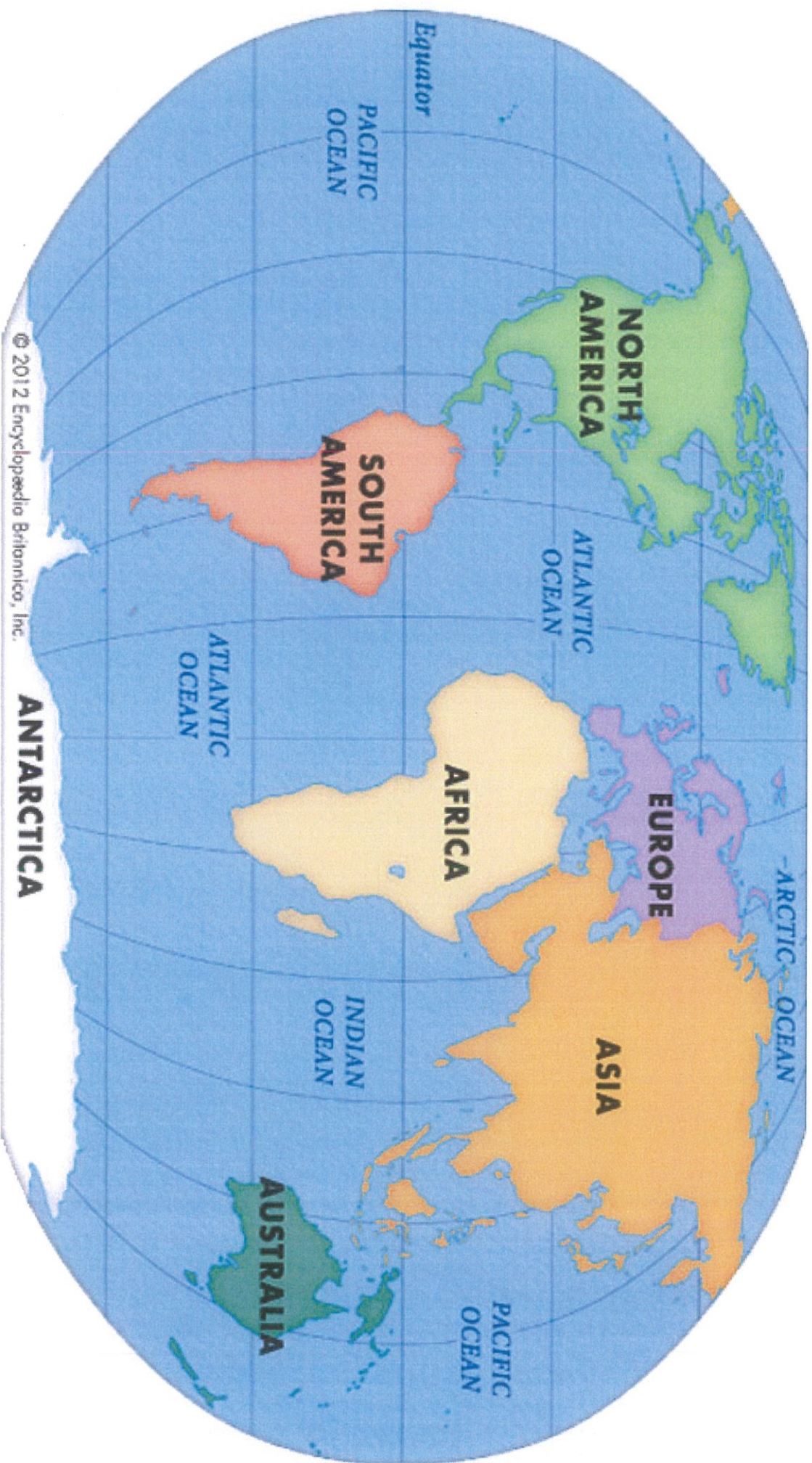
South America is Earth's fourth largest continent. It stretches from just above the equator down to the Antarctic. It is connected to **North America** by land. The Amazon River runs through South America and is surrounded by the world's largest rain forest. The continent has rain forests, deserts like the Atacama, the world's driest desert, and the Andes, the world's longest mountain range. There are **glaciers** in the south. South America is divided into 12 countries. The largest country is Brazil. The potato originates in South America, along with chocolate, pineapple, and peanuts. South American animals include llamas, the capybara, which is the world's largest **rodent**, and the Andean condor, which has the largest wingspan of any bird.



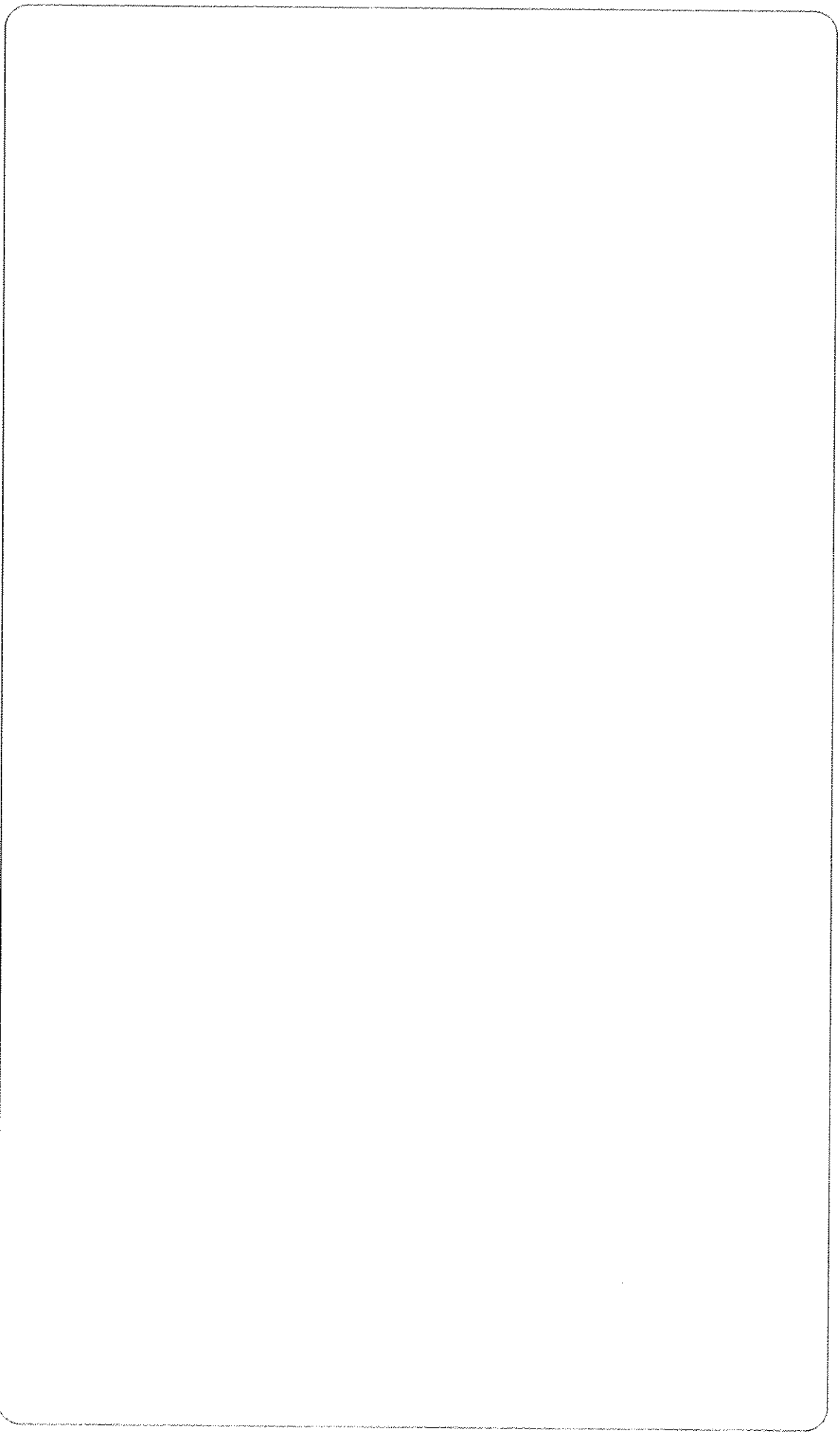
Did you know you can go on a cruise ship around the world?

You are now in charge of creating your own.

Start at Australia, and draw where your cruise would go and what continents you would stop at.



Create a poster advertising your cruise. Include which continents the tourists will visit and some interesting things they will see.



Artist Appreciation

Andy Goldsworthy

A British artist that uses natural materials to create sculptures and photograph them. He believes it is not about art, but to appreciate things as they don't last forever.
Below are some of his creations

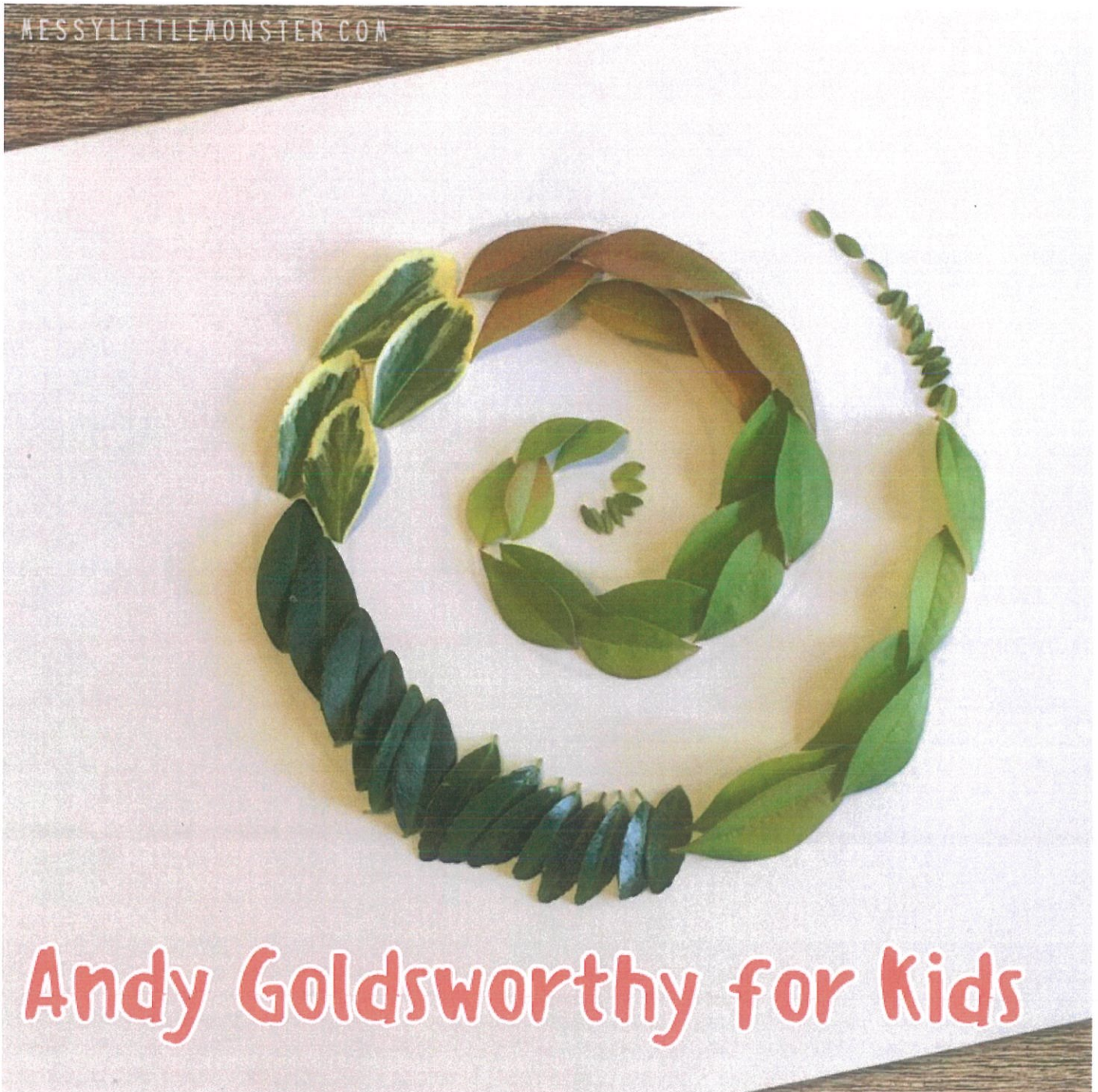


Task:

Go outside and look at all the natural resources around you (leaves, sticks, rocks).

What can you create?

E.g.



Andy Goldsworthy for Kids

R U OK? Day

A matrix to help students and families celebrate R U OK? Day on September 9th
no matter where they are!

This an Empowering Learning Together Resource

<p>Create a FlipGrid Video telling some jokes. Send it to a family member or friend to make them smile!</p>	<p>Draw a mindmap of your support network and people you can go to for support.</p>	<p>Make a poster to promote R U OK? Day. Put it up somewhere so others can see it.</p>	<p>Draw a chalk drawing on your driveway or nearby footpath to brighten up someone else's day!</p>
	<p>Make a Warm Fuzzies jar. Decorate the jar and add pieces of paper with things you love about each family member or your class mates.</p>	<p>Interview a grown up about R U OK? Day. Ask them for some ideas of what you could say to a friend who was not feeling ok.</p>	<p>Learn some <u>breathing exercises</u> to help you relax when you are feeling upset or worried.</p>
<p>Do some yoga with Cosmic Kids. Create some of your own moves.</p>	<p>Create a space just for you. Add your favourite books, activities, colouring in or drawing materials you like to explore and create with.</p>	<p>Create a 'happy dance' to your favourite song. Video it and share it with your teacher or a family member who lives far away.</p>	<p>Make some positive affirmation cards. I am grateful for... I am proud of... I feel calm when... My smile is...</p>
<p>Make a care package with a card, craft and/or little gift to give to a friend or family member to show you are thinking of them.</p>	<p>Take a walk in nature and collect some items that make you happy. Create a sensory nature table at home and add to it each day.</p>	<p>Cut out some pictures from a magazine and create a collage showing different emotions you have experienced.</p>	<p>Make a life size 'hug' and send it to someone special.</p> 



Feelings Check-In

Name: _____

Date: _____

Right now, I'm feeling...

Content	Pleased	Happy	Delighted	Cheerful	Excited	Elated
Disappointed	Sad	Upset	Unhappy	Let down	Crushed	Heartbroken
Confused	Surprised	Worried	Nervous	Concerned	Frightened	Panicked
Bothered	Annoyed	Irritated	Frustrated	Angry	Furious	Irate
Calm	Proud	Grateful	Relaxed	Relieved	Energetic	Silly

I feel this way because...

Something that might help is...

Anything else I'd like to share:



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Yrs 1/2 Science with Mrs Watt

Hello Yr 1/2 and parents,

I hope you are going well at home. I, especially, hope you are all being kind to one another and playing in the fresh air outside. How did you all go with your weather instruments? I hope you had fun making them and measuring some weather! The weather has well and truly warmed up. Lots of flowers are appearing around people's gardens and in the paddocks. Mrs Watt is getting hay fever! So, it must be Spring!!

I know a lot of you know a lot about the seasons, however, we will just refresh our memories with this lesson.

Science Lesson

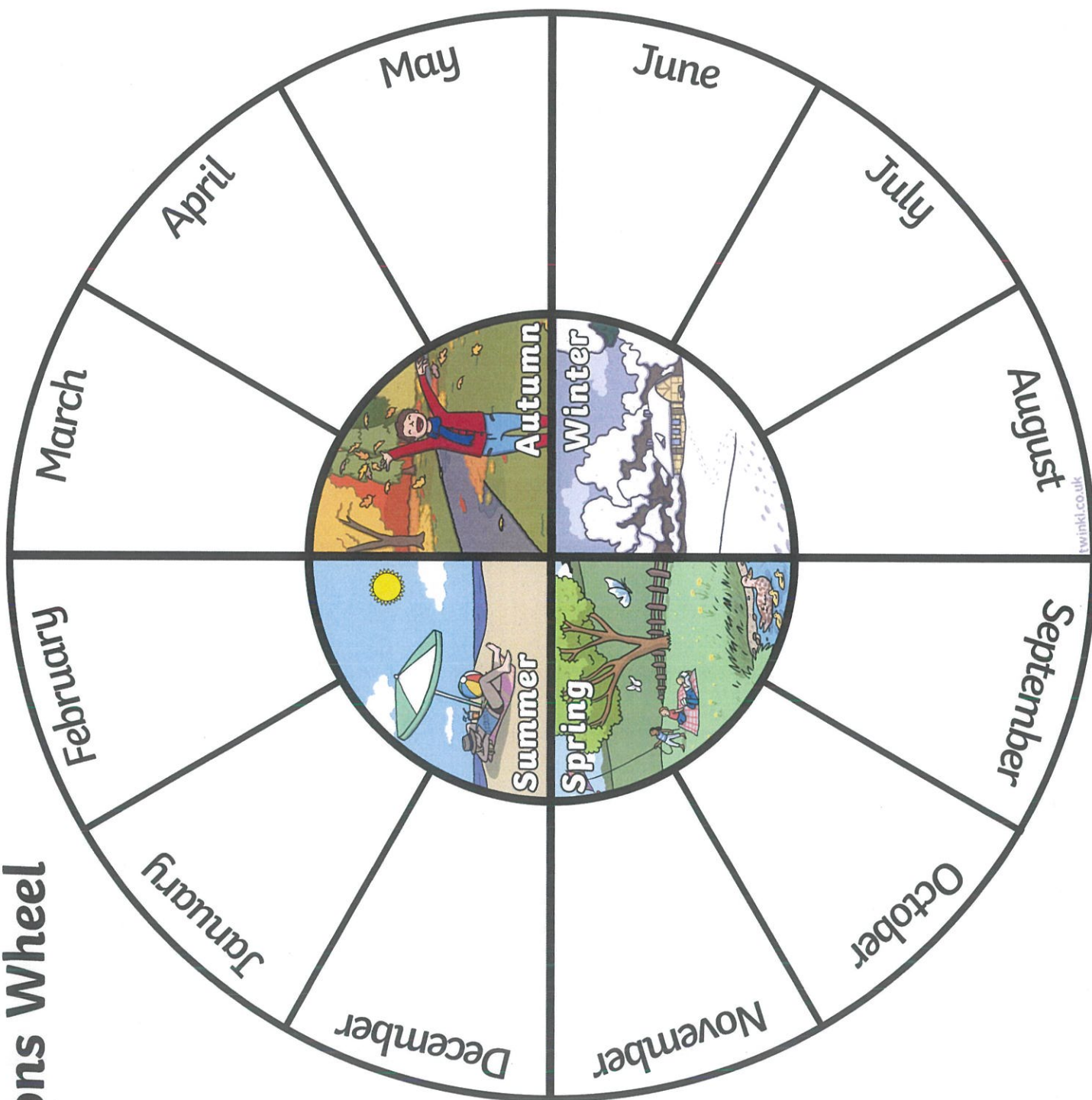
1. Look at the Four Seasons Wheel to remind you the order and months in each season.
2. Complete the Seasons in a Year worksheet
3. Complete the Months and Seasons Worksheet
4. Complete the Find a Word "Spring in Australia". Look up in a dictionary any words you don't know the meaning of.
5. Optional Extras for Fun are: My I Spy Scavenger Hunt and Pancake Recipe.
Both these activities may seem fun and they are, but they are also scientific!
Exploring and recording observations in nature and following a procedure in cooking are both scientific activities.

Have a great week and take care.

Kind Regards,

Mrs Janet Watt 😊

Four Seasons Wheel

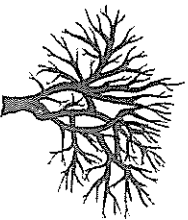


Months and Seasons in a Year

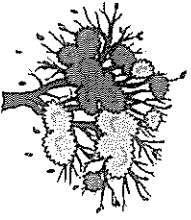
Draw pictures of the seasons:

There are 12 months in a year:

January, February, March, April, May, June, July, August, September, October, November, December

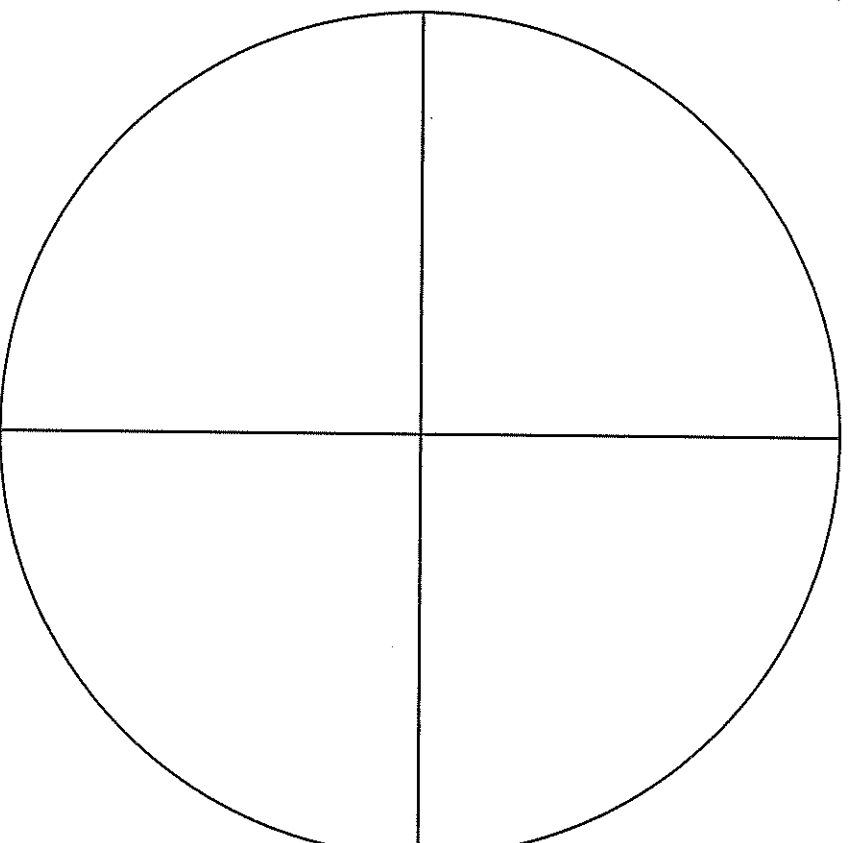


Winter months are:



Autumn

months are:



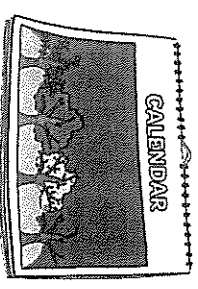
Spring months are:



Summer

months are:

Seasons in a Year



Finish the sentence and draw pictures:

There are _____ seasons in a year. Right now, the season is _____. Before this season, it was _____. After this season, it will be _____. Then, it will be _____.

Spring	Summer
Autumn	Winter

Spring in Australia

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

hibernate

spring

axis

breeding

possum

season

Earth

renewal

echidna

young

frogspawn

bat


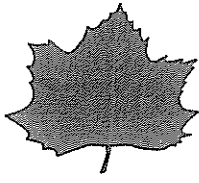



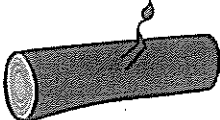
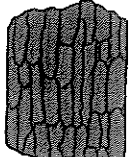









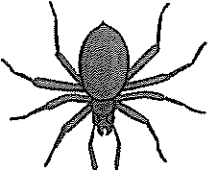
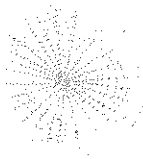
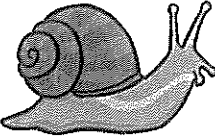





daylight

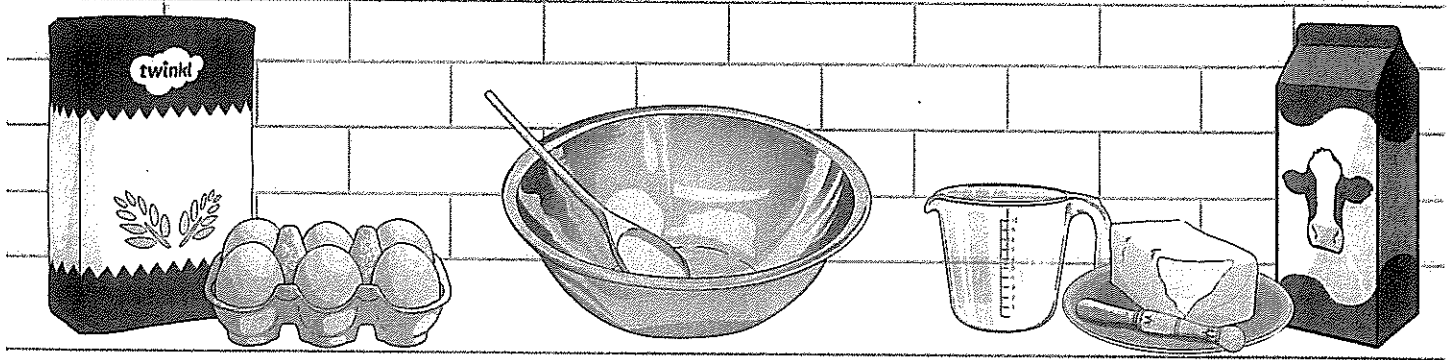
vernal equinox

regrowth

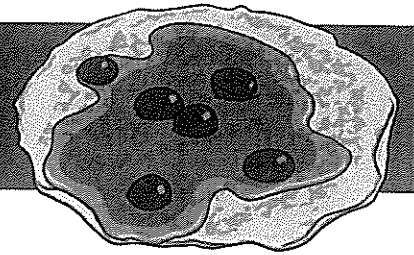
My I Spy Scavenger Hunt

Before this activity, you may wish to discuss with children the dangers of touching/ eating berries and how to look for small creatures without disturbing/hurting them.

smooth Leaf  <input type="checkbox"/>	spiky leaf  <input type="checkbox"/>	twigs on the ground  <input type="checkbox"/>	rocks  <input type="checkbox"/>
soil  <input type="checkbox"/>	smooth bark  <input type="checkbox"/>	rough bark  <input type="checkbox"/>	nuts or seeds  <input type="checkbox"/>
fruit or berries  <input type="checkbox"/>	red flowers  <input type="checkbox"/>	yellow flowers  <input type="checkbox"/>	white flowers  <input type="checkbox"/>
flying insect  <input type="checkbox"/>	ants  <input type="checkbox"/>	caterpillar  <input type="checkbox"/>	butterfly  <input type="checkbox"/>
spider  <input type="checkbox"/>	web  <input type="checkbox"/>	snail  <input type="checkbox"/>	nest  <input type="checkbox"/>
feather  <input type="checkbox"/>	bird flying  <input type="checkbox"/>	footprints  <input type="checkbox"/>	animal droppings  <input type="checkbox"/>



Pancake Recipe



Ingredients

100g plain flour
300ml milk
2 eggs
1tbsp caster sugar
Lemon juice

Equipment

Sifter
Large mixing bowl
Kitchen scales
Measuring jug
Measuring spoons
Wooden spoon
Frypan
Spatula
Stove

Method

1. Sift the flour into the mixing bowl.
2. Crack the eggs into the bowl.
3. Pour the milk into the bowl.
4. Stir vigorously until smooth.
5. Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
6. Turn the pancake when the bubbles begin to pop.
7. Serve sprinkled with lemon juice and sugar.