



## Year 2

### Term 2 Remote Learning Week 3

Here is the Education Grid for Week 3. As indicated in the Compass note, **please ensure students check the 'small groups' within Edmodo for the tasks they are required to complete.** The assignments students are to complete for Week 3 are listed below. They are also highlighted in the grid (and in the grids provided in the students 'small groups'). Remember, there will be a video to accompany the assignment as students must complete these tasks independently so we can assess their learning and provide feedback.

Assignments for Week 3: -

- Reading - Summarising: Identifying Text Features
- Writing - Narrative: Character Building
- Maths - Patterns: Complete the Patterns
- PE - see your grid for more information.

Day One	Day Two	Day Three	Day Four	Day Five <b>PJ DAY</b>
<p><b>Reading</b> Text Features 20 - 30 minutes</p> <p><a href="https://youtu.be/L0xOBLQals4">https://youtu.be/L0xOBLQals4</a></p> <p>Students are to read a book, either fiction or nonfiction. Draw the front cover of your book in the middle of your page, then write about the text features you observed– For example;</p> <p>If I read a fiction book I might have noticed; main characters, sub-characters, setting, blurb, etc.</p> <p>If I was reading a non-fiction book I might have noticed; True facts, Contents page, Glossary, Subheadings, etc.</p> <p>Students are to write 6 things that they noticed.</p>	<p><b>Reading</b> Fiction / Nonfiction 20 - 30 minutes</p> <p><u>What are the differences between fiction and nonfiction books?</u></p> <p>In your book or on keynote, can you please draw a line down the middle of your page creating 2 columns. At the top of one column write the heading ‘fiction books’ and in the other column write the heading ‘nonfiction books’. You are expected to write 6 differences in each column.</p> <p>For example; non-fiction books use photographs. Fiction books have characters.</p>	<p><b>Reading</b> Critiquing 20 - 30 minutes</p> <p>Just like yesterday, students are to create 2 columns. At the top of one column write the heading “believable” and in the other column, “not believable.</p> <p>Students are to read a book OR watch an episode of Bluey. You are to write 6 things that are believable (could happen) from your book or episode, (Example: kids playing with toys, playing make belief with your family, etc)</p> <p>And 6 things that are not believable (Example: dogs talking, Dinosaurs playing baseball, etc)</p>	<p><b>Reading</b> Non Fiction Text 20 - 30 minutes</p> <p>Students are to read a non-fiction book of their choice. Student to create a keynote including;</p> <ul style="list-style-type: none"> <li>• Main Idea or Focus</li> <li>• 5 Sub-headings that were in the book and 3 facts you learnt in each (put each sub-heading on separate pages).</li> </ul>	<p><b>Reading</b> Fiction Text 20 - 30 minutes</p> <p>Students are to read their favourite fiction book. Student to create a keynote including;</p> <ul style="list-style-type: none"> <li>• Title of the book</li> <li>• Main Character</li> <li>• Sub Character</li> <li>• Problem</li> <li>• Solution</li> <li>- Why is this book your favourite?</li> </ul>
<p><b>Writing</b> Narrative 20 - 30 minutes</p> <p><u>Dink</u> - students are to read the below description. While reading, highlight or make note of all the words/sentences that describe the character. Then, students are to draw and label the character Dink, using the information from the text.</p>	<p><b>Writing</b> <u>Narrative</u> 20 - 30 minutes</p> <p><u>Annabella</u>- students are to read the below description. While reading, highlight or make note of all the words/sentences that describe the character. Then, students are to draw and label the character Annabella, using the information from</p>	<p><b>Writing</b> Narrative 20 - 30 minutes</p> <p>One of the most important parts of any narrative is having good characters. We have read, watched or heard LOTS of stories by now, what are some characters we know? Students are to write a list of 10 characters they know and what book or</p>	<p><b>Writing</b> Narrative 20 - 30 minutes</p> <p>Students are to choose a character from yesterday’s list and complete a <b>Character description</b> about their character.</p> <p>Students are to draw their character in the center of the page and use 5 describing words around the outside to</p>	<p><b>Writing</b> Narrative 20 - 30 minutes</p> <p>Students are to choose another character from the list they made on Wednesday and complete another <b>Character description</b> about their character.</p> <p>Students are to draw their character in the center of the page and use 5 describing</p>

<p>*The first description is highlighted for you*</p> <p><i>Deep inside the darkest cave lived a hideous creature known as Dink. Covered from head to toe in grotesque white pimples and crusty mud soaked skin, you can smell Dink before you can EVEN see him. On the very top of his head lives a family of lice that play all day in his bright green, unwashed hair. His enormous muscles escape from his tiny clothes, which are soaked in sweat. Not only is Dink disgusting he also has a terrible attitude.</i></p>	<p>the text.</p> <p>*The first description is highlighted for you*</p> <p><i>On the very top of a magical mountain lived an enchanting and beautiful princess called Annabella. Her brown hair was thick, shiny and glossy and tumbled down her shoulders in waves. She wore a crimson dress that glistened in the light and long, silk, pink gloves on her tiny hands. Annabella was quite a shy girl that blushed when talking</i></p>	<p>movie they are from.</p> <p>Eg. The Fairy God Mother – from Cinderella</p> <p>The Little Brown Mouse – from the Gruffalo</p> <p>Once they have made their list, students are to draw their 10 characters below.</p> <p><a href="https://www.youtube.com/watch?v=2bbkHIHzH28">https://www.youtube.com/watch?v=2bbkHIHzH28</a></p> <p>Watch the above clip to refresh your memory of some characters you may know and want to use.</p>	<p>describe their <b>external features</b>; What does the character look like?</p> <p>Students are to include things like clothing (brown coat and blue jeans), height (very tall, can't fit through doors), hair (short spiky black hair), face (big brown eyes and a happy smile), accessories (bag, glasses, hat) etc</p> <p>Students are to also write 5 <b>internal traits</b> around their character;</p> <p>What are they like?</p> <p>For example: kind, happy, brave, shy, sweet, courageous etc</p>	<p>words around the outside to describe their <b>external features</b>; What does the character look like?</p> <p>Students are to include things like clothing (purple long dress), height (very short), hair (long curly blonde hair), face (bright blue eyes and a cute button nose), accessories (gloves, beanie, belt) etc. Students are to also write 5 <b>internal traits</b> around their character;</p> <p>What are they like?</p> <p>For example: kind, happy, brave, shy, sweet, courageous etc</p>
<p><b>Maths Patterns</b></p> <p><b>30 - 45 minutes</b></p> <p>Identify the missing number in the patterns below and complete the pattern: -</p> <p>2, 4, _ , 10, 12, _ , _ , _</p> <p>3, 6, _ , 15, _ , 21, 24, 27, _</p> <p>5, 10, _ , 25, 30, _ , 45, _</p> <p><u>If the task is too hard, please message your teacher and complete an assigned activity on Mathletics.</u> If you need a challenge, create your own pattern as well as the above task and submit to your teacher.</p>	<p><b>Maths Patterns</b></p> <p><b>30 - 45 minutes</b></p> <p>In the 'folder' tab, open the document '100's Chart to 300'. Screenshot or save the document and complete. Highlight (using different colours) patterns you can find i.e. patterns counting by 2's, patterns counting by 3's, etc.</p>	<p><b>Maths Patterns</b></p> <p><b>30 - 45 minutes</b></p> <p>In the 'folder' tab within your maths group, open the document 'Broken Hundreds Chart'. Screenshot or save the document and complete. Feel free to share in the group!</p>	<p><b>Maths Patterns</b></p> <p><b>30 - 45 minutes</b></p> <p>Create your own number pattern using skip counting e.g.:</p> <p>15, 25, 35, 45, 55, etc.</p>	<p><b>Maths Patterns</b></p> <p><b>30 - 45 minutes</b></p> <p>In the 'folder' tab within your maths group, open the document '<b>Snowflake Charts</b>'. Screenshot or save the document and complete. Feel free to share in the group!</p>

<p align="center"><b>Play Based</b> <b>Painting</b> <b>30 minutes</b></p> <p>Paint something that makes you feel happy. If you don't have painting resources available, you might just like to draw a picture.</p>	<p align="center"><b>Play Based</b> <b>I wish...</b> <b>30 minutes</b></p> <p>Imagine you are going to KMart or Target. Think about the top 3 toys that you would like to buy and why. You could find photos of the toys.</p>	<p align="center"><b>Play Based</b> <b>Sorting</b> <b>30 minutes</b></p> <p>Sort your toys into different colours. You might like to select another attribute to sort your toys i.e. wooden / plastic OR regularly used, etc.</p>	<p align="center"><b>Play Based</b> <b>Board Games</b> <b>30 minutes</b></p> <p>Play a board game with your family.</p>	<p align="center"><b>Play Based</b> <b>New Skill</b> <b>30 minutes</b></p> <p>Ask someone in your family if you can help them with something today. This might be helping with some gardening / cooking / cleaning, etc.</p>
--	---	---	---	--

**SPECIALISTS**

<p align="center"><b>STEM</b></p> <p>We are looking at physics. How things move. This week I want you to practise things that float or sink. Talk to someone about how and why they float. Also how and why others sink.</p> <p>Using words like push, pull, float, sink, large, small, heavy and light. Please remember to be safe around water.</p> <p>Draw a picture of floating and sinking, writing some of the words above. It could also be completed on an iPad.</p> <p>Thanks for all the exceptional work last week.</p> <p>Mrs Blake</p>	<p align="center"><b>Performing Arts</b></p> <p>Watch the video on 'How Ukuleles Work'. Found on Tuesday under Mr. Hyde's Edmodo post.</p> <p>Using the new knowledge you have, complete 'Parts of a Ukulele' worksheet by placing the correct names in the boxes to label the Ukulele. You may do this digitally on your iPad, print out the worksheet, or even have a go at drawing a Ukulele yourself.</p>	<p align="center"><b>L.O.T.E Italian</b></p> <p>Video Lesson: <a href="https://www.youtube.com/watch?v=hDVGjHhCbK&amp;feature=youtu.be">https://www.youtube.com/watch?v=hDVGjHhCbK&amp;feature=youtu.be</a></p> <p>Revise the numbers 1-15 in Italian. Go for a number walk with signora Da Silva looking for numbers 1 -15 and saying them in Italian.</p> <p>Activity: Do your own number walk around your neighbourhood or home and find as many numbers as you can make a short video of your number walk.</p>	<p align="center"><b>Self Care Reminders</b></p> <p>Don't forget to thoroughly wash your hands for 20 seconds.</p>	<p align="center"><b>Specialist Reminders</b></p> <ul style="list-style-type: none"> <li>• Please join your Italian Edmodo page with the code provided to you. Please ask if you need help.</li> </ul>
---	---	--	--	--

<p><b>Physical Education</b></p> <p>Obstacle course: Create an obstacle course inside or outside. Remember to ask what you are allowed to use first and pack everything away!</p>	<p><b>Physical Education</b></p> <p>Youtube some Cosmic Yoga, get active and practise your calming breathing.</p> <p>Yoga for kids  <a href="https://www.youtube.com/watch?v=4ZpkRAcws4">https://www.youtube.com/watch?v=4ZpkRAcws4</a></p> <p>Pokemon   A Cosmic Kids Yoga Adventure  <a href="https://www.youtube.com/watch?v=tbCjkPlsaes">https://www.youtube.com/watch?v=tbCjkPlsaes</a></p>	<p><b>Physical Education</b></p> <p>Practice your footy kicking skills (punt). If you don't have a football use any ball or even a rolled up jumper or a cushion. Watch skill video  <a href="https://www.youtube.com/watch?v=p_cfzBKuH6M">https://www.youtube.com/watch?v=p_cfzBKuH6M</a></p> <p>Practice guiding the ball down to the top of your foot.</p> <p>Practice kicking the ball with your toe pointing in the direction that you would like the ball to go.</p> <p><b>Assessment Task</b></p> <p>Take a short (30-45 seconds) video of your kicking style and send it to Mr Sowter and Mr Firman  <a href="mailto:cambridgepspe@gmail.com">cambridgepspe@gmail.com</a></p> <p><b>Please make sure you include your name and class.</b></p> <p>PUNT</p>  <p><b>SKILL COMPONENTS</b></p> <p>Eyes are focused on the ball throughout the punt.</p> <p>Ball held at about hip height in front of punting leg.</p> <p>Step forward onto non-punting foot.</p> <p>Bend knee of kicking leg during the backswing for the punt.</p> <p>Guide ball down, with one hand, so it makes contact with the top of the foot.</p> <p>Punting leg follows through towards the target after ball contact.</p>	<p><b>Physical Education</b></p> <p><b>Target Station</b></p> <p><b>You need:</b></p> <p>A ball or rolled up pair of socks</p> <p>Objects to make targets</p> <p>Set up one target and stand 5 steps away – can you underarm roll/throw and hit the target?</p> <p>Set up one target and stand 10 steps away – can you underarm roll/throw and hit the target?</p> <p>Build a target with three or more objects and throw from 5 steps away. Count how many throws it takes to knock them all down</p> <p>Build a target with three or more objects and throw from 10 steps away. Count how many throws it takes to knock them all down</p>	<p><b>Physical Education</b></p> <p><b>30 minutes</b></p> <p>Teach a dance you learned from 'Just Dance' to a family member.</p> <p>Just dance kids Despicable Me  <a href="https://www.youtube.com/watch?v=Jf_dEcgeJWo">https://www.youtube.com/watch?v=Jf_dEcgeJWo</a></p> <p>Just Dance Kids 2014 I Like To Move It  <a href="https://www.youtube.com/watch?v=ziLHZekbMUo">https://www.youtube.com/watch?v=ziLHZekbMUo</a></p>
---	--	---	---	---