



At-Home Learning Program

Year 2 Term 2 Week 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Religious Education (20 Minutes)	PUBLIC HOLIDAY!	PUPIL FREE DAY	<p>Learning Intention: I identify that I belong to a family.</p> <p>Success Criteria: I can name the members of my family and the things we share in common.</p> <p>TALK ABOUT THE FOLLOWING WITH YOUR FAMILY:</p> <p>Who are the people in a family? What do family members who live together share in common? What things do family members do together? How do families provide for their members? Why does God provide people with a family?</p> <p><i>Families are made up of different people</i></p> <p>Explore how people feel a sense and need of belonging at home and at school.</p> <p>ACTIVITY: Students watch the YouTube song 'I belong to a family' and list all the different family members mentioned in the song. Name the members of their own family.</p> <p>'I belong to a family' – YouTube Song https://www.youtube.com/watch?v=sqIxLmiskCo</p>	<p><i>Family members share many things in common</i></p> <p>The closest relationships that people have is within their families. Talk about how you are close to members of your families and share many things in common.</p> <p>ACTIVITY:</p> <p>Talk about things that families share, such as homes, cars and pets. Brainstorm activities that families do together, such as birthdays, picnics and eating meals. Watch the ABC education video and identify things that Emily's family does together. Students draw and write about one special activity they do with their family.</p> <p>Introducing Emily's Family – – ABC Education https://ab.co/2XkWc1Z</p>	<p>Families provide many things that people need</p> <p>Talk about how families provide many things that people need.</p> <p>Families provide:</p> <ul style="list-style-type: none"> • what is needed to grow and be healthy • opportunities to learn and go to school • the help to learn how to care for oneself and others • opportunities to discover and learn many important lessons, such as how to pray, be polite, cross the road, dress, and eat properly. <p>ACTIVITY: Create a poster that shows how families provide for their members.</p>

Spelling (20 Minutes)	PUBLIC HOLIDAY		<p>Learning Intentions: I can use letter sounds to write words. Success Criteria: I can listen to the sounds I hear in the word. I can use my knowledge of sounds to spell the word. Spelling: Watch spelling video OR spelling rule explanation on Seesaw and complete the <i>Crazy Colours</i> activity from your Spelling Activities booklet</p>	<p>Spelling: Watch spelling video OR spelling rule explanation on Seesaw and complete the <i>Colour Match</i> activity from your Spelling Activities booklet</p>	<p>Spelling: Watch spelling video OR spelling rule explanation on Seesaw and complete the <i>Sentences Everywhere</i> activity from your Spelling Activities booklet</p>
Reading (20 Minutes)	PUBLIC HOLIDAY		<p>Learning Intentions: I will be able to use drawings and role playing to retell a story. Success Criteria: I will be able to retell parts of the text using a comic strip. Choose one of your take Home Books for the week. Read it for 10 minutes. Complete the <i>Comic Strip</i> activity from your Reading Activities booklet. GRAMMAR: Abstract nouns: pages Oxford Grammar UNIT 6, PAGES 18,19</p>	<p>Learning Intentions: I will be able to compare opinions about characters, events and settings. Success Criteria: I will answer the questions relating to the text. Get your Comprehension Book and Read How the Birds Got their Colours. (<i>Ms D. will also read it on SEESAW</i>) and answer the questions based on the text. You may write the answers in the workbook. GRAMMAR: Unit 7 in Oxford Grammar: Pronouns pages 20, 21</p>	<p>Read your reader for the week for 10 minutes. Complete the <i>Timely Events</i> activity from your Reading Activities booklet.</p>
Writing (20 Minutes)	PUBLIC HOLIDAY		<p>Learning Intentions: I will be able to write a narrative following genre structure taught. Success Criteria: I will write a narrative having an orientation, problem and resolution. Writing a Narrative: Watch the writing lesson on SEESAW. We will write a good setting or orientation to a NARRATIVE, setting the scene for the rest of the story. Write a Setting or Orientation for a narrative of your own. The title is: "Stuck". See the stimulus page at end of writing lesson on SEESAW</p>	<p>Writing a Narrative: Watch the writing lesson on SEESAW. We have written an introduction to the story with the title "Stuck". Next, we will come up with a problem or the main thing that happens in the story. You will write a paragraph introducing the problem. Then you will write 2 more events that happened in the story.</p>	<p>Writing a Narrative: Watch the writing lesson on SEESAW. You have written an introduction to the story with the title "Stuck". You have written a paragraph introducing the problem. Then you wrote 2 more events that happened in the story. Today, you will write a resolution or an ending for your narrative.</p>

<p style="text-align: center;">Math (20 Minutes)</p>	<p style="text-align: center;">PUBLIC HOLIDAY</p>		<p>Learning Intentions: I will revise the basic skills of addition and subtraction, taking place value into account.</p> <p>Success Criteria: I will be able to perform addition and subtraction tasks using the skills and strategies taught, and taking into account place value.</p> <p>Focus for the week.: Revision of addition, subtraction and place value.</p> <p>Student Activities: YEAR 2MATHS ADDITION AND SUBTRACTION WORKBOOK Choose a page or 2 to work on each day.</p>	<p>Student Activities: YEAR 2MATHS ADDITION AND SUBTRACTION WORKBOOK Choose a page or 2 to work on each day.</p>	<p>Student Activities: YEAR 2MATHS ADDITION AND SUBTRACTION WORKBOOK Choose a page or 2 to work on each day.</p>
<p style="text-align: center;">Integrated (20 Minutes)</p>	<p style="text-align: center;">PUBLIC HOLIDAY</p>		<p>HASS History – LI – How has writing tool technology changed people’s lives. Writing tools – Read and talk about Source Card 21 (with parents and grandparents – if you can). Complete Worksheet 31</p> <p>Geography – LI – What are the different continents in the world and where is Australia? Counting Continents – Read through Source Card 11 with an adult. Complete Worksheet 11A and 11B</p>	<p>ITALIAN: Learning Intention Students will become familiar with Italian vocabulary about types of food and parts of a caterpillar.</p> <ol style="list-style-type: none"> 1. Listen to the Days of the Week song. 2. Ask students to say the days of the week in Italian (it may be easier for them to sing to the tune they know) 3. Colour in the picture of ‘il bruco’. Be sure to let Mum and Dad know what Grande e Piccolo is in english. <p>RESOURCE: Seesaw Days of the week song Grande e Piccolo Bruco worksheet</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Other (20 Minutes)</p>	<p>PUBLIC HOLIDAY</p>	<p>MUSIC: <i>Lookout on SEESAW for your weekly music activities.</i> <i>Miss Barbera will add them under activities on Tuesday morning.</i></p>	<p>DIGITAL TECHNOLOGY LI – Data systems have different elements, hardware and software. What is the difference between hardware and software? Read through and talk about the Hardware. Software slides in your pack Complete the activity on the last page.</p>	<p>SCIENCE Learn about Earth’s resources. What resources does Earth give us? Look on Seesaw in the Science Folder for more details.</p>	
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