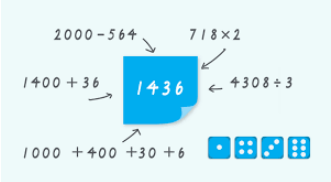





MONDAY 11th October 2021

Stage 2 ZOOM LINK	<p>Zoom Link https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UIhTS092Zz09 Meeting ID: 624 2038 8321 Passcode: 179791</p> <p>ZOOM Sessions today 9.00am Number Talk 10.50am Phonics View your daily overview on your Google Classroom.</p>
Morning	<div> <div> <p>Mathematics</p> <p>TASK 1 - Maths warm up</p> <p>Offline- Number Busting Example:</p>  <p>Complete a number busting for the number 5689. How many ways can you represent this number. Remember you can use addition, subtraction, multiplication and division. You may like to also use symbols.</p> <p>Online – Complete google form on google classroom.</p> </div> <div>  </div> </div> <div> <p>TASK 2 - online learners respond to google classroom activities Learning Intention: We are learning to round numbers to the ten, hundred or thousand Success Criteria: I can:</p> <ul style="list-style-type: none"> - Round numbers to the nearest ten. - Round numbers to the nearest hundred. - Round numbers to the nearest thousand. <p>Activity 1: Round the following numbers to the nearest ten e.g. 56 → 60</p> <ul style="list-style-type: none"> • 31, 62, 345, 901, 5678, 3456 & 10 987 <p>Activity 2: Round the following numbers to the nearest hundred e.g. 234 → 200</p> <ul style="list-style-type: none"> • 56, 678, 342, 934, 1236, 2098, 4562 <p>Activity 3: Round the following numbers to the nearest thousand e.g. 4563 → 5000</p> <ul style="list-style-type: none"> • 2347, 4908, 1002, 8750, 12 450 & 45 309 </div>
Break	<p style="text-align: center;">Break</p>
Middle	<div> <p>Phonics: Offline: Compound Words Compound words are formed when two or more words are joined together to create a new word that has an entirely new meaning. Here are some examples:</p>  </div> <div> <p>Writing: Learning intention: We are learning to plan, compose, edit and revise a letter. Success criteria: I can:</p> <ul style="list-style-type: none"> - use the correct letter structure  </div>

mail + box = mailbox
 milk + shake = milkshake
 note + book = notebook

Activity 1: Jigsaw

Make compound words by matching the beginning words to its ending. How many compound words did you find? What strategy did you use to help you match the beginning to its ending word?

Beginnings

birth

lady

hand

every

play

door

be

week

drive

break

down

card

Endings

bird

stairs

bell

day

fast

ground

stand

side

end

body

way

board

Activity 2: Find Me!

How many compound words can you find in these sentences? Underline the compound words. The first compound word has been underlined.

Sometimes I jump really high. It is fun to jump up and down. The butterflies fly around when I jump. Can you jump up and down with me? It can also be fun to jump up and down at night. The moonlight is so bright on some nights. If we make a fire, the fireflies come out to play. Anybody can jump up and down. So, join me and let’s have some fun.

Online: Found on your Google Classroom.

Letters can be written in different ways. They can be written as postcards, emails, text messages, and Facebook messages. Last week we looked at writing emails, this week we are looking at writing a formal type of letter to a family member. The structure of a letter is similar to the structure of an email. Use the images to help you compare the structure of the email and the letter. Write down a list of similarities and differences about the two structures.

Heading

To: Wally@email.com

Subject: My Holidays

Greeting

How were your holidays? Did you do anything fun to keep busy? Are you excited to go back to school? Have you been playing video games lots in lockdown? Who are you in lockdown with?

Paragraphs

I had an amazing school holidays. I went to the beach most days, the water was freezing cold but the lovely warm sand was good. I really enjoyed spending time with my family every day but I wanted to see you and my other friends. I played video games with my brother lots and jumped on my super bouncing trampoline every single day. My Mum bought us some colourful paint and paint brushes so I painted you a picture of your favourite animal. I have painted lots of amazing pictures and hung them all over my bedroom.

I hope we get to see each other really soon! I want to give you a gigantic hug right now. I miss you so much and think about all the super amazing and fun things we do together. I got some new Pokemon cards that I will bring to school and we can play with them together if you bring yours too.

From your fantastic friend,
Wanda

Name

Closing

1. Heading

Your name and address.

Jenna Masters
14 Short Street
NEWLAND, NSW, 2000.

2. Date

The date you wrote your letter on.

5 October 2014

3. Greeting

Your hello.

Dear Kendall,

How are you and your family? Did you enjoy your holiday at the beach?

We spent the holidays at Nien and Pop's, helping them on the farm. We got to work with so many of the animals. I especially like feeding the calves and riding the horses. Jessica enjoyed feeding the chickens and collecting the eggs every morning.

4. Content

What you want to say and the reason why you are writing.

Are you ready to go back to school? Mum bought me new books, pencils and a pink pencil case. I can't wait to see my school friends again.

I hope you have a good time back at school and I can't wait to hear all about it. Please write to me soon.

5. Closing

The way you want to end your letter.

Love from,

6. Signature

Sign your name.

Jenna



Online: Complete on Google Classroom

Break	Break
Afternoon <div> PDH Lesson objective: recognise emotional and behavioural warning signs associated with unsafe situations, e.g. secrets, bribes, threats, jealousy, power and control, negative feelings Online: respond to google classroom activities Offline: When we feel unsafe our body will show this through warning signs. Do you know which body signals could be warnings about being unsafe? When we get warning signs, we must decide whether we really are unsafe. If we are unsafe, we need to decide on an action that will help us to become safe. There are physical indicators, external signs and emotional indicators that help young people recognise a situation where they may be at risk of harm. </div>	

External signs (Clues indicated by time, location and people nearby)	Physical indicators (Body messages)	Emotional indicators (Feelings)	Situation	Warning signs			Strategies
				Physical indicators	External signs	Emotion indicators	
<ul style="list-style-type: none"> deserted parks unsupervised toilets time of day 	<ul style="list-style-type: none"> butterflies in stomach feeling hot or cold being frozen to the spot heart beating fast 	<ul style="list-style-type: none"> scared worried confused 	Being home alone and hearing a noise	shaking goose bumps heart beats faster	noise dark being alone	nervous scared feeling vulnerable	Call someone turn on lights go next door

You may feel these warning signs when someone asks you to keep a secret, take a bribe, when someone is jealous or in control or power. Complete the below table for the following situation:

Situation	Warning signs			Strategies
	Physical indicators	External signs	Emotional indicators	
Someone has pushed in line at the canteen and has said if you don't tell the teacher he will give you 50c.				



Answer the questions:

How might someone's body react when he/she is in an obviously unsafe situation? (Responses may include: thumping heart, sweaty hands, butterflies in the stomach).

What uncomfortable feelings are associated with being in an obviously unsafe situation? (Responses may include: feeling panic, being frightened or terrified, becoming angry, feeling vulnerable, being scared.)



Zoom Link <https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UlhTS092Zz09>

Meeting ID: 624 2038 8321 Passcode: 179791





ZOOM Sessions today

9.00am Number Talk

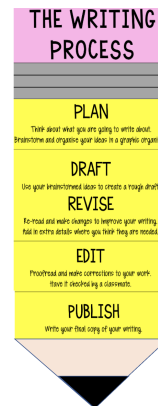
10.50am Phonics









2.00pm Darug Language with Ms Seymour

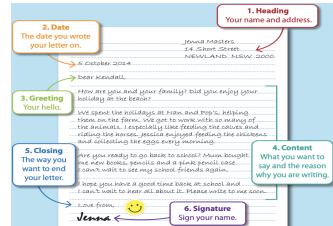

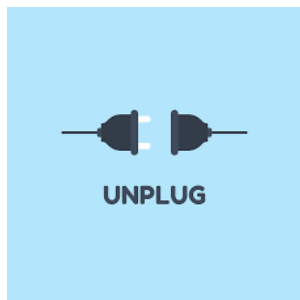
View your daily overview on your Google Classroom.

Morning	<p>Mathematics</p> <p>TASK 1 - Maths warm up</p> <p><u>Offline-</u></p>  <p><u>Online -</u> found on google classroom.</p>  	<p>TASK 2 - online learners respond to google classroom activities</p> <p>Learning intention: Learning Intention: We are learning to round numbers to the nearest ten, hundred, thousand and ten thousand</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> - Round numbers to the nearest ten. - Round numbers to the nearest hundred. - Round numbers to the nearest thousand. - Round numbers to the nearest ten thousand.  <p>Activity 1: Round the following numbers to the nearest hundred e.g. 234 → 200</p> <ul style="list-style-type: none"> • 96, 348, 902, 4567, 13 567, 20 958 & 45 462 <p>Activity 2: Round the following numbers to the nearest thousand e.g. 4563 → 5000</p> <ul style="list-style-type: none"> • 4567, 4904, 1256, 9022, 14 900, 48 456 & 90 234 <p>Activity 3: Round the following numbers to the nearest ten thousand e.g. 45 463 → 50 000</p> <ul style="list-style-type: none"> • 3767, 29 087, 34 290, 90 387, 29 876, 90 387 & 877 345
Break	Break	Break



<p>Middle</p>	<p>Phonics: Offline: Compound Words Activity 1: Brainstorm When two words come together to form a new word, the new word is called a compound word. How many compound words can you brainstorm in 2 minutes? Brainstorm as many compound words in 2 minutes. Then, choose TWO compound words from what you brainstormed and define them. Activity 2: Is This a Compound Word? Here are two sets of words. For each set of words, see if the two words combine to make a compound word. To see if it is a compound word, say the word out loud. If the words make a compound word, rewrite it on paper. <i>Challenge:</i> Choose TWO compound words that you had found from Activity 2. Put the compound word in a sentence. The sentence must have a conjunction.</p> <div> <div>every</div><div>+</div><div>thing</div> </div> <div> <div>man</div><div>+</div><div>hip</div> </div> <div> <div>milk</div><div>+</div><div>book</div> </div> <div> <div>it</div><div>+</div><div>self</div> </div> <div> <div>week</div><div>+</div><div>month</div> </div> <div> <div>eye</div><div>+</div><div>ball</div> </div>
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Stage 2 ZOOM LINK	<p>Zoom Link https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UlhTS092Zz09 Meeting ID: 624 2038 8321 Passcode: 179791</p> <p>ZOOM Sessions today 9.00am Number Talk 10.50am Language Conventions 2.00pm Stage 2 Connects – join your teachers and friends online today for a catch-up chat and some fun games! View your daily overview on your Google Classroom.</p>
Morning	<div> <div> <p>Mathematics</p> <p>TASK 1- Maths warm up <u>Offline-</u></p> <div data-bbox="369 588 654 971"> <p>SOLVE for </p> <p> +  = </p> <p> + 10 = 13</p> <p>3 + 6 = </p> </div>  </div> <div> <p><u>Online -</u> found on google classroom.</p> </div> </div> <div> <p>TASK 2 - online learners respond to google classroom activities Learning intention: Learning Intention: We are learning to round number to the ten, hundred or thousand Success Criteria: I can:</p> <ul style="list-style-type: none"> - Round numbers to the nearest ten. - Round numbers to the nearest hundred. - Round numbers to the nearest thousand.  <p>Activity 1: Put the following numbers in ascending order: 903, 854, 576, 34, 909 2902, 9027, 4123, 9023, 2098 96 145, 94 008, 20 120, 98 028, 90 235, 89 908, 98 765</p> <p>Activity 2: Put the following numbers in descending order: 3445, 7213, 6678, 65 901, 32 456, 32 890 42 567, 33 209, 75 678, 92 309, 87 098, 43 567, 99 890 122 309, 367 345, 456 765, 90 345, 874 499, 90 345, 601 004, 309 840</p> <p>Activity 3: Round 56 to the nearest ten. Round 789 to the nearest hundred. Round 7863 to the nearest thousand. Round 34 789 to the nearest ten thousand.</p> <p>Word Problems:</p> </div>

		<p>1. 5 people are on the bus. 5 more get on and 2 get off. How many are on the bus now?</p> <p>2. 9 people are on the bus. 6 more get on and 3 get off. How many are on the bus now?</p> <p>3. A bus has 10 people on it. Half get off and 8 get on. How many are on the bus now?</p> <p>4. 20 children are on a bus. Half get off and 9 get on. How many are on the bus now?</p>
Break	Break	Break
Middle	<p>Phonics: Offline: Compound Words</p> <p>Activity 1: Make to Un-Break Below are compound words. Can you separate the compound words into their individual words? The first one has been done for you:</p> <ol style="list-style-type: none"> horseback → <u>horse</u> + <u>back</u> moonlight → _____ + _____ peppermint → _____ + _____ headquarters → _____ + _____ sandstone → _____ + _____ toothpick → _____ + _____ upstream → _____ + _____ nowhere → _____ + _____ <p>Activity 2: A Time to Define Choose THREE words from Activity 1. Research and find the meaning of your chosen THREE words. Rewrite the definition of these words on paper.</p> <p>Online: Found on your Google Classroom.</p>	<p>Writing Learning Intention: We are learning to plan, compose, edit and revise a letter.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> use the correct letter structure organise my ideas into paragraphs write with purpose to engage my audience (To....) <p>Using your plan created yesterday and the letter example picture, start writing your letter. You might like to type it on a device or write it on a piece of paper. Remember to use paragraphs to separate your ideas. Each box in your plan is a new paragraph. Your letter should engage the reader (your family member) and make them want to keep reading. You might like to think about adding some figurative language you learnt last term like similes and metaphors or some interesting adjectives to keep your letter exciting and detailed.</p> <p>Online - found on google classroom.</p> 
Break	Break	Break
<p>Afternoon Stage 2 Connects 2.00pm</p> 	<p>PE Offline: Partner Passing - Piggy in the Middle With two family members, play 'Piggy in the Middle'. Have two players facing each other (5-10 metres apart) and one 'piggy' in the middle. The two players on the outside throw the ball to each other while the one in the middle tries to catch it. If the ball is dropped, any of the three players can collect the ball. The goal is for the 'piggy' in the middle not to get the ball. After you play the game, answer these questions below:</p> <ul style="list-style-type: none"> What did you have to think about if you were trying to pass the ball to your buddy? What throwing skill did you use? Underarm throw? Overarm throw? What skill do you think you used the most? How did you decide when to pass the ball? <p>Online: Found on your Google Classroom</p> <p>RPS Unplugged It is time to pack away the devices. Join us from 1- 2pm as we disconnect from technology. You might like to go for a walk, play in your backyard, do some gardening or even read a book.</p>	

THURSDAY 14th October 2021

Stage 2 ZOOM LINK	Zoom Link https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UlhTS092Zz09 Meeting ID: 624 2038 8321 Passcode: 179791 ZOOM Sessions today 9.00am Number Talk 10.50am Writing View your daily overview on your Google Classroom.												
Morning	<div> <div> Mathematics Task 1 - Maths warm up <u>Offline-</u> Doubles + 1 Double these numbers and add 1 15, 30, 45, 84, 130, 175, 200, 250 <u>Online</u> - found on google classroom. </div> <div>  </div> </div> <div> TASK 2 - online learners respond to google classroom activities Learning Intention: We are learning to interpret graphs. Success Criteria: I can: <ul style="list-style-type: none"> - Describe information in table and graphs - Use 2 graphs to show the same data - Interpret and evaluate the effectiveness of various data displays - Compare 2 data graphs Activity: Use the data collected about flies to create 2 different graphs. It could be a column, bar, picture graph or line graph. Remember to include a title and label y and x axis. </div> <div>  </div> <div> <p>Which graph do you think is more suitable for this data? Why?</p> <p>Have both of your graphs got a title and labelled axis?</p> <p>Do both of your graphs have a key?</p> <p>Which graph do you prefer to use? Why?</p> <p>Did both graphs have the same total</p> </div> <div> <p>How Many Flies Did Each Frog Eat? - Picture Graph</p> <p>The hungry frogs are eating flies on the pond. Look at the picture graph and the key below. Count the number of flies that each frog ate.</p> <table border="1"> <thead> <tr> <th>Frog</th> <th>Flies</th> </tr> </thead> <tbody> <tr> <td>Green Frog</td> <td>1 fly</td> </tr> <tr> <td>Red Frog</td> <td>2 flies</td> </tr> <tr> <td>Purple Frog</td> <td>3 flies</td> </tr> <tr> <td>Blue Frog</td> <td>4 flies</td> </tr> <tr> <td>Yellow Frog</td> <td>5 flies</td> </tr> </tbody> </table> <p>Key: 1 fly = 1 fly</p> </div>	Frog	Flies	Green Frog	1 fly	Red Frog	2 flies	Purple Frog	3 flies	Blue Frog	4 flies	Yellow Frog	5 flies
Frog	Flies												
Green Frog	1 fly												
Red Frog	2 flies												
Purple Frog	3 flies												
Blue Frog	4 flies												
Yellow Frog	5 flies												

<p>Middle</p>	<p>Phonics: Offline: Compound Words</p>  <p>Activity 1: Around the House Read each word below. Can you find shorter words in each one? Rewrite and circle each shorter word. Can you find more than two shorter words for each one? (e.g. <i>bedroom</i> = <i>bed</i>, <i>room</i>, <i>red</i>, <i>broom</i>)</p> <ol style="list-style-type: none"> Candlestick Bookcase Fireplace Armchair <p>Activity 2: Let's Pack! Holly is packing words for a getaway weekend, but she has too many, and they won't all fit in her suitcase! Help her "repack" them by making as many compound words as you can from the words in her suitcase. Write each word on paper.</p>  <p>Online: Found on your Google Classroom.</p>	<p>Writing Learning intention: We are learning to plan, compose, edit and revise a letter.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> use the correct letter structure organise my ideas into paragraphs write with purpose to engage my audience (To....) use correct grammar and punctuation <p>The next step in the writing process is to revise your writing. Looking at your letter you started yesterday, reread and make any changes you think you might need. Use the ARMS method to help you. Add, Remove, Move and Substitute. Think about figurative language and adjectives when you are adding to your writing.</p> <p>Online - found on google classroom.</p> 
<p>Break</p>	<p>Break</p>	
<p>Afternoon</p>	<p>Science Offline- Revise the properties of different materials- they make them suitable for specific purposes. Glass is transparent and is useful for windows. Wood is strong and heavy. Opaque is useful for doors and tables.</p> <p>Predict what might happen if materials are used for different purposes.</p> <ul style="list-style-type: none"> What if bed sheets were made of aluminium foil? What if pillows were made of gold? Why are bricks used to make house? Why are windows made of glass? What if plastic was never invented? <p>Display a bag full of different types of gloves. Students will list what they think each type is used for. Choose 2 types of gloves and answer these questions: What might the glove be used for? What is the glove made of? Why do you think it is made of that material? What else could the glove be used for?</p> <p>Online: found on google classroom.</p> 	

Stage 2 ZOOM LINK

Zoom Link <https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UlhTS092Zz09>

Meeting ID: 624 2038 8321 Passcode: 179791

ZOOM Sessions today

10.50am Writing

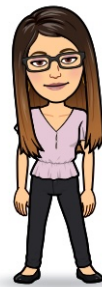
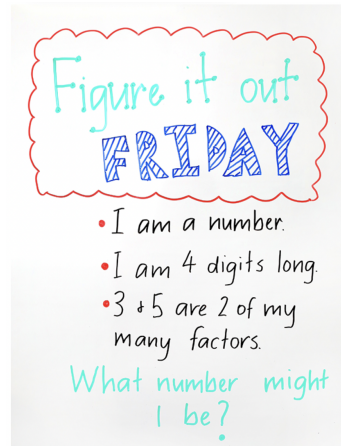
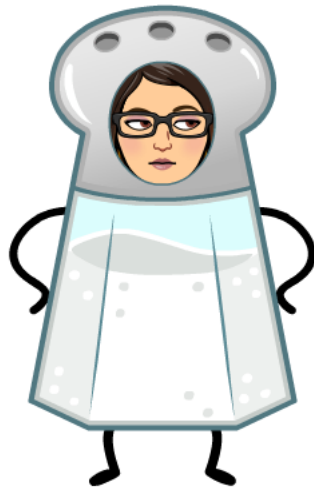
View your daily overview on your Google Classroom.

Mathematics

Task 1 - Maths warm up

Offline-

Online- found on google classroom.



Morning

TASK 2 - online learners respond to google classroom activities

Learning Intention: We are learning to interpret graphs.

Success Criteria:

I can:

- Describe information in table and graphs
- Use 2 graphs to show the same data
- Interpret and evaluate the effectiveness of various data displays
- Compare 2 data graphs

Activity: Using the tally and table create a graph of your choice. It could be a picture graph, column or line graph.

Favourite Animal	Number of Children
Dog	
Cat	
Snake	
Bear	
Horse	
Goose	





Favourite Animal	Number of Children
Dog	10
Cat	8
Snake	2
Bear	4
Horse	6
Goose	

After drawing up the graphs, compare them.

Do they have the same number of animals altogether?

Are there any differences between the two data sets?



		<p>What have you noticed between your 2 graphs?</p> <p>Is the data the same for both graphs?</p> <p>Which was the favourite animal in both graphs?</p> <p>Which was the least favourite animal in both graphs?</p>
Break	Break	Break
Middle	<p>Phonics: Offline: Dictation</p> <ol style="list-style-type: none"> 1. Ask a parent or carer to read out the words below, one at a time. Using paper, spell and write the words that you hear. <u>Do not</u> look at the words that you see below until you have attempted to spell all the words. <p><i>Words to spell: hotdog, snowman, fireplace, birthday, weekend.</i></p> <ol style="list-style-type: none"> 2. Ask a parent or carer to read out this sentence. As someone is reading the sentence, write the sentence that you hear. Did you spell all the words correctly? <p>On the weekend, I saw a snowman eat a hotdog by the fireplace.</p> <p>Online: Found on your Google Classroom.</p>  	<p>Writing: Learning intention: We are learning to plan, compose, edit and revise a letter.</p> <p>Success Criteria:</p> <p>I can:</p> <ul style="list-style-type: none"> - use the correct letter structure - organise my ideas into paragraphs - write with purpose to engage my audience (To....) - use correct grammar and punctuation  <p>The last two steps of the writing process are to edit and then publish. Yesterday you revised using ARMS (Add, Remove, Move and Substitute), to edit we use the CUPS method. Capitals, Usage, Punctuation and Spelling.</p>  <p>Once you have finished editing, reread your writing to make sure you haven't missed anything that may need to be revised or edited. You might like to type up a final copy of your letter or write it in your neat handwriting to publish. You could even ask your parents to send your letter to your family member or wait until you see them again to give them your letter.</p> <p>Online: Found on your Google Classroom.</p>
Break	Break	Break
Afternoon	<p>Music: Duration in music includes the beat, which is what you would tap your foot to or clap to when you listen to music), the rhythm (the pattern) metre (grouping the symbols) and the tempo (how fast or slow the beat goes).</p> <p>Activity 1: Go to https://www.abcya.com/games/taking-notes-rhythm-pitch and click learn to find out more, before reviewing and creating your own piece of music.</p> <p>Activity 2: Listen to your favourite song. See if you can clap out the beat. Can you find a pattern to the song? Is the song fast or slow? Is the song loud or soft? How does the song make you feel when you listen to it? Write down your responses. Listen to another song that is completely different, it could be by a different singer or make you feel a different emotion. Write down responses to the questions for your new song. Why are these two songs different? Is it the beat? The rhythm? The speed?</p>	