


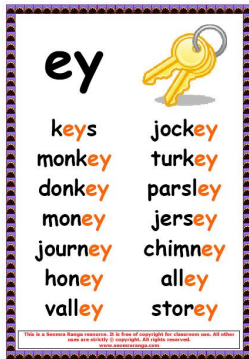
TUESDAY 5th October 2021

Stage 1 ZOOM
 Zoom Link: <https://nsweducation.zoom.us/j/68292924087?pwd=RTArSjBqT0pBM0d1Vi9mRzZlMWR0QT09>
 Meeting ID: 682 9292 4087 Passcode: 819313
 Login to SeeSaw at 9am to get each day's daily overview. If you have a question post to SeeSaw.

Task 1 - Phonics
Zoom lesson - 10.15am - Mrs Ghattas
 Connect on the zoom link above OR found in SeeSaw. Bring paper and a pencil.

InitialLit lesson 97: Revision ‘_ey’ (key), ‘_y’ (puppy)
 Today we will revise some tricky words. We will revise another way to spell and sound /e/ at the end of a word. We will read about some crazy animals and finish with a word sort.






Offline:
 Read each of the following words:

| | | |
|--------|--------|--------|
| pony | donkey | monkey |
| candy | honey | happy |
| turkey | funny | bumpy |
| hockey | | |

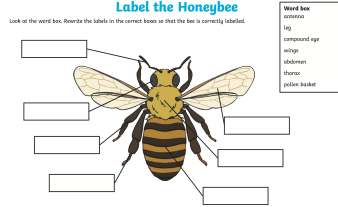
- Make 2 columns ey/ y and write the words into the correct column



Task 2 -English - Storybook - Listen to the story Please please the bees
<https://www.youtube.com/watch?v=uWWHZPuubKo-> Questions to ask during viewing:

- Do you think Benedict really likes honey? Do you like honey? Why?
- What does it mean to go on strike? Why would the bees go on strike?
- What does the bee mean when they say the hive is a wreck? What's a hive?
- Do we have people that harvest honey for humans? What are they called? (beekeepers)
- Where do bees live?
- What does it mean to be selfish?

Writing: Information report - Bees
 Watch the video by clicking on the link- All about Bees
<https://www.youtube.com/watch?v=ta154f5Rp5Y->
 Then label the body parts of a bee.




This week's task for Stage 1 is we are going to write an information report on bees. Today you will write about the appearance (how the bee looks?)

Learning Intention: To write an information report about bees. Today we will write as much information about the bee's appearance as we can.

Success Criteria Year 1:

- Write 2-3 simple and compound sentences.
- Uses adjectives to describe the features of the bee
- Use a capital letter at the start and a full stop at the end.



Zoom lesson - Join us at 12.30pm on the zoom link above for our number talks presented by Mrs White.



Success Criteria Year 2:

- Write a paragraph with 4-5 simple and compound sentences
- Uses adjectives and adverbs to describe the features of the bee
- Uses a variety of punctuation eg . , ! ?

Break

Break

Break

TASK 1 - Mathematics- Addition

Year 1 - Counting On

Complete the activity on seesaw or the offline activity below.

Offline Activity:

Grab a clothes hanger and some pegs. Look at the addition sentences below or if you have dice at home use that. Create the additional sentences on the clothes hanger for example: The problem is 7+5, first lay out 7 pegs and then count on from 7 (8,9,10,11,12) until you have added 5 more pegs on the other side to find the total of the number sentence.

| | |
|--------|--------|
| 6 + 6 | 9 + 4 |
| 10 + 5 | 7 + 3 |
| 4 + 3 | 6 + 9 |
| 4 + 4 | 9 + 3 |
| 2 + 8 | 10 + 2 |
| 6 + 3 | 5 + 4 |
| 11 + 7 | 12 + 6 |
| 8 + 3 | 8 + 8 |
| 7 + 7 | 5 + 2 |
| 9 + 5 | 12 + 6 |



Middle

Year 2-Using the above activity each peg on the left of your equations is worth 100, 7 pegs=700, then add your pegs on the right which are worth 10 each to find the sum of the 2 numbers. Use a number line to help if needed.

Eg: 700 + 50=?

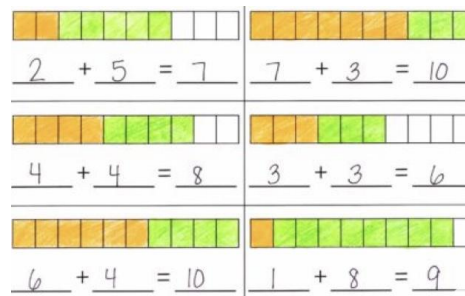
TASK 2 - Mathematics - Addition

Year 1- Counting On

Complete the activity on seesaw or the offline activity below.

Offline Activity:

- Draw 10-30 squares depending on the addition problem.
- Look at the addition problems to complete the activity. For example 7 + 3
- Colour 7 squares one colour and then count on 3 more and colour 3 different squares.
- Count how many squares have been coloured to find the total answer to the problem.



| | |
|--------|---------|
| 11 + 7 | 13 + 8 |
| 15 + 6 | 20 + 7 |
| 9 + 4 | 5 + 5 |
| 4 + 4 | 12 + 8 |
| 9 + 3 | 10 + 6 |
| 7 + 2 | 11 + 11 |
| 15 + 6 | 9 + 8 |
| 8 + 3 | 8 + 8 |
| 7 + 7 | 5 + 2 |
| 23 + 7 | 12 + 12 |


Year 2-

- Using the same tables, Draw 10-30 squares on the addition problem.
- Look at the addition problems to complete the activity. For example 700+30
- Colour 7 squares one colour to represent the hundreds number and count on 3 more to represent multiples of 10(30) and colour the 3 additional squares a different colour
- Count the the squares as 700 'and' 30=730

Year 2-


Break

Break

| | | |
|------------------|---|---|
| <p>Afternoon</p> | <p>ZOOM online - STAGE 1 CONNECTS 2pm Join the Stage 1 teachers and your friends at the zoom meeting for some fun. Use the Zoom link at top of the grid OR the link posted on SeeSaw.</p> <p>Optional Task 1 - Bee Movie Watch the Bee Movie if you have access to view it. It can be found on Netflix if your family has access. You can also view part of the movie on the following link:</p> <p>Bee Movie - Pollen Power Fandango Family - YouTube</p> | <p>Optional Task 2- Back to School Yoga</p> <ul style="list-style-type: none"> • Click on the links below to do some Cosmic Kids Yoga. • You don't have to do all of the yoga videos, just set 5 minutes aside and unwind from a busy first day back at school with some yoga. <p>→ https://www.youtube.com/watch?v=Mus0sjniKT0 → https://www.youtube.com/watch?v=RK5Ak1Gi5AI → https://www.youtube.com/watch?v=H0439bcnZm0 → https://www.youtube.com/watch?v=hK30_qcOfMc&t=8s</p>  |
|------------------|---|---|

WEDNESDAY 6th October 2021

Stage 1 ZOOM
 Zoom Link: <https://nsweducation.zoom.us/j/68292924087?pwd=RTArSjBqT0pBM0d1Vi9mRzZlMWR0QT09>
 Meeting ID: 682 9292 4087 Passcode: 819313
 Login to SeeSaw at 9am to get each day's daily overview. If you have a question post to SeeSaw..


Task 1 - Phonics
Zoom lesson - 10.15am - Mrs Ghattas
 Connect on the zoom link above OR found in SeeSaw. 
 Bring paper and a pencil.

InitialLit lesson 98: Revision - Adding suffix 'y' (adjectives)
 Today we are going to revise some tricky words and suffixes. We will revise adding the suffix 'y' to words to make adjectives.

Offline: Complete the words below. Read each of the word and then choose 2 to write into a sentence.

bump + y = _____ *stick* + y = _____
fluff + y = _____ *smell* + y = _____
chew + y = _____ *storm* + y = _____
cloud + y = _____ *cream* + y = _____

Complete the activities on SeeSaw that link to our InitialLit lesson.

Zoom lesson - Join us at 12.30pm on the zoom link above for our number talks presented by Mrs White. 

Break **Break**

Task 2 - English - Storybook
 Listen to the story [Bee Life Cycle - YouTube](#)
 Draw a picture of the lifecycle of a bee and label the drawings. What are the 4 stages?

Writing: Information Report - Life cycle of a bee
 Watch the link to learn some facts: <https://www.youtube.com/watch?v=xD5tdyk1JBI>

Today you will add to your information report about bees. Title: Life Cycle of bees

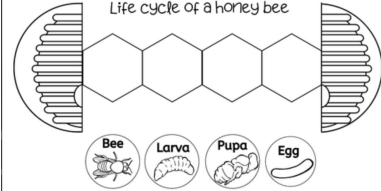
Success Criteria Year 1:

- Write 2-3 simple and compound sentences about the life cycle of bees
- Uses adjectives and verbs to describe the life cycle
- Use a capital letter at the start and a full stop at the end.

Success Criteria Year 2:

- Write a paragraph with 4-5 simple and compound sentences
- Include vocabulary specific to the life cycle
- Uses adjectives and adverbs to describe the features of the bee

Life cycle of a honey bee



1. Colour the bee's nest and the stages of the honey bee life cycle.
 2. Cut out the life cycle stages and put them in order.
 3. Stick the life cycle stages inside the hexagonal cells.
 4. Cut out the template and fold. There is a picture to help you with this.

Break

Middle

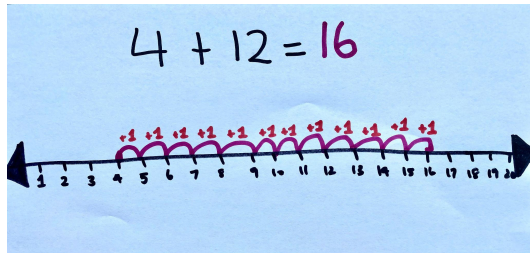
TASK 1 - Mathematics- Addition

Year 1 - Jump Strategy on Number Line

Complete the activity on seesaw or the offline activity below.

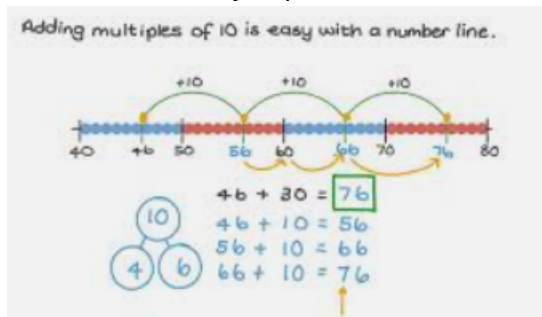
- Draw different number lines from 1-10, 1-20 and 1-30 to answer the addition problems.
- $4 + 12$: Draw a number line from 1-20
- Draw a dot on the number 4 and add one number each time until you have counted 12 numbers to find the final answer.

| | |
|----------|-----------|
| $11 + 7$ | $13 + 8$ |
| $15 + 6$ | $20 + 7$ |
| $9 + 4$ | $5 + 5$ |
| $4 + 4$ | $12 + 8$ |
| $9 + 3$ | $10 + 6$ |
| $7 + 2$ | $11 + 11$ |
| $15 + 6$ | $9 + 8$ |
| $8 + 3$ | $8 + 8$ |
| $7 + 7$ | $5 + 2$ |
| $23 + 7$ | $12 + 12$ |



Year 2 - Jump Strategy on Number Line

- Draw different number lines that start with the hundreds number
- Jump by 10's to add the second number
- Add the +10 for each jump on the number line



#RPSUNPLUGGED

All students are to switch off devices and complete no online work for 1 hour between 1-2pm.

This means no access to technology at all.

Get some fresh air or lay down in a quiet spot and relax.

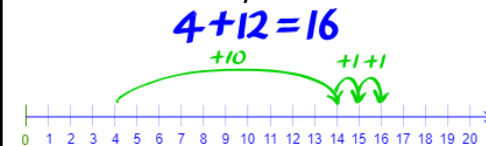


TASK 2 - Mathematics- Addition

Year 1 - Jump Strategy on Number Line

Complete the activity on seesaw or the offline activity below.

- Draw different number lines from 1-10, 1-20 and 1-30 to answer the addition problems.
- $4 + 12$: Draw a number line from 1-20
- Draw a dot on the number 4 and add $10 + 1 + 1$, or you can skip count by 2s or 5s until you have counted 12 numbers to find the answer.



TASK 2 - Mathematics- Addition

Year 2 - Jump Strategy on Number Line

Complete the activity on seesaw or the offline activity below.

- Draw different number lines from 100's number to answer the addition problems.
- $172 + 22$: Draw and label a number line starting at 172
- Draw a dot and label the number 172 and add $10 + 10 + 2$, to find the answer.


Name: _____ Date: _____

Three-Digit Addition

Use the Jump! Hop! Step! Strategy on the open number line to solve.

☑ JUMP: Hundreds ☑ HOP: Tens ☑ STEP: Ones

- $472 + 211 =$ _____
- $625 + 163 =$ _____
- $708 + 384 =$ _____
- $573 + 154 =$ _____

| Break | Break | Break |
|-------------------------|---|---|
| <p>Afternoon</p> | <p>TASK 1 - Darug Languages - ZOOM online lesson</p> <p>Join Mrs Seymour at 2pm for your Darug language lesson. Use Zoom link at top of grid OR the link posted on SeeSaw</p> | <p>Optional Task 1 - Learn a new dance then create your own.</p> <ul style="list-style-type: none"> ● Watch the video's below and choose one of the dances to learn. ● Practice that dance and maybe get your family to learn with you. ● Once you know the dance, make up your own dance to your favorite song. ● When you have finished learning your new dance or making up your own dance, record yourself doing it and send it to your teacher on Seesaw. <ul style="list-style-type: none"> → https://www.youtube.com/watch?v=bE9sjXvo3VY → https://www.youtube.com/watch?v=bCBCGKw6CZc → https://www.youtube.com/watch?v=l1gMUbEAUFw → https://www.youtube.com/watch?v=ymigWt5TOV8  |

THURSDAY 7th October 2021

| | | |
|-------------------------|---|--|
| Stage 1 ZOOM | Zoom Link: https://nsweducation.zoom.us/j/68292924087?pwd=RTArSjBqT0pBM0d1Vi9mRzZlMWR0QT09 Meeting ID: 682 9292 4087 Passcode: 819313 | |
| Morning | <p style="color: red; font-weight: bold;">Login to SeeSaw at 9am to get each day's daily overview. If you have a question post to SeeSaw.</p> <p>Task 1 - Phonics Zoom lesson - 10.15am - Mrs Ghattas Connect on the zoom link above OR found in SeeSaw. Bring paper and a pencil.</p> <p>InitialLit lesson 102 - Revision Suffix - ly, Today we are going to revise some tricky words. We will revise adverbs and the suffix 'ly'. We will also go on an imaginary expedition to see a lion cub.</p> <p>Offline: Tricky words: only, their, great Rewrite each of the sentences and put the correct tricky word in the missing blank space. Make sure it makes sense.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> only their great </div> <p style="font-family: cursive; font-size: 1.2em;"> We had a _____ day at the zoo yesterday! We saw two little monkeys in a cage. They ate bananas using _____ hands. Do monkeys _____ eat bananas? </p> <p style="color: red; font-weight: bold; margin-top: 20px;"> Zoom lesson - Join us at 12.30pm on the zoom link above for our number talks presented by Mrs White. </p> | <p>Task 2 - English - Storybook Listen to the story - https://www.youtube.com/watch?v=MKUvVhI-jZY Write 3 facts that you learnt while listening.</p> <p>Writing: Information Report - Pollination https://www.youtube.com/watch?v=uES_6Clgle0- How do the bees make honey?</p> <p style="color: red; font-weight: bold; margin-top: 10px;"> Today you will add to your information report about bees. Title: Pollination (How is honey made?) </p> <p>Success Criteria Year 1:</p> <ul style="list-style-type: none"> Write 2-3 simple and compound sentences. Uses adjectives to describe the pollination (how the bees make honey) Use a capital letter at the start and a full stop at the end. <p>Success Criteria Year 2:</p> <ul style="list-style-type: none"> Write a paragraph with 4-5 simple and compound sentences Include vocabulary specific to pollination Uses adjectives and adverbs to describe the features of the bee Use appropriate punctuation when writing. , . ! ? |
| Break | Break | Break |



Pollination

Name _____

Read the sentences. Circle the words flower, bee, fruit, honey.

Bees and flowers are important to each other. Bees move pollen from flower to flower. This helps flowers grow fruit. Bees use nectar from flowers to grow honey.

Write or Stamp the following words.

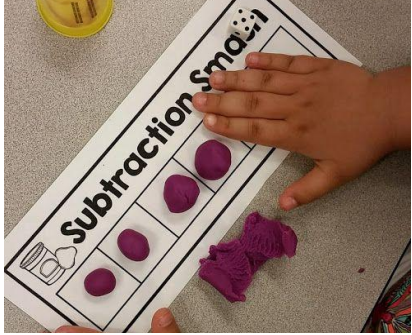

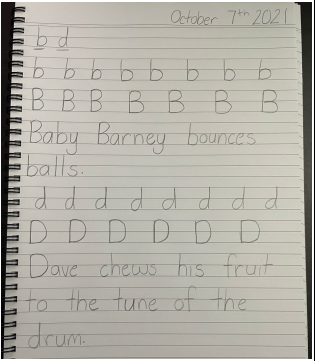
| | |
|-------|--------|
| Fruit | Honey |
| Bee | Flower |

How do bees help flowers?



Draw any fruit.



| | | | | | | | | | | | | | | | | | | | | | | |
|----------------|---|--|--------------|----------------|---------------|----------------|---------------|--------------|--------------|----------------|--------------|----------------|---------------|----------------|---------------|----------------|----------------|----------------|----------------|----------------|---------------|--------------|
| Middle | <p>TASK 1 - Mathematics- Subtraction Year 1 - Counting back <i>Complete the activity on seesaw or complete the offline activity below.</i></p> <ul style="list-style-type: none"> ● Grab some playdough and draw some squared boxes. ● Look at the subtraction problems to complete the activity. ● For example: 12- 6- Make 12 small playdough balls, and count back from 12 until you have counted 6 (11,10,9,8,7,6) numbers by squashing the playdough.  <p>Year 2- Counting back <i>Complete the activity on seesaw or complete the offline activity below.</i></p> <ul style="list-style-type: none"> ● Using a number line to jump backwards (start at end of the line) ● Starting with 100 subtract the 2 rolled dice eg: 25, which is 100-25 ● Complete 10 subtraction questions on seesaw. If offline, use 2 dice to roll the 2 digit number | <p>TASK 2- Mathematics- Subtraction Year 1 - Counting back <i>Complete the activity on seesaw or complete the offline activity below.</i></p> <ul style="list-style-type: none"> ● Grab some cookies, lollies, fruits, Lego or toys that you can find at home. ● Look at the subtraction problems to complete the activity. ● If the problem is 20-6, grab 20 different items and then count back starting at 20 and take away 6 items (19,18,17,16,15,14) to find the total. <table border="0" data-bbox="1780 247 2139 630"> <tr> <td>7 - 4 = ____</td> <td>28 - 26 = ____</td> </tr> <tr> <td>19 - 2 = ____</td> <td>19 - 22 = ____</td> </tr> <tr> <td>18 - 7 = ____</td> <td>5 - 5 = ____</td> </tr> <tr> <td>9 - 5 = ____</td> <td>15 - 12 = ____</td> </tr> <tr> <td>6 - 6 = ____</td> <td>17 - 15 = ____</td> </tr> <tr> <td>11 - 4 = ____</td> <td>18 - 12 = ____</td> </tr> <tr> <td>18 - 4 = ____</td> <td>13 - 12 = ____</td> </tr> <tr> <td>17 - 14 = ____</td> <td>15 - 13 = ____</td> </tr> <tr> <td>19 - 16 = ____</td> <td>20 - 19 = ____</td> </tr> <tr> <td>17 - 5 = ____</td> <td>9 - 5 = ____</td> </tr> </table> <p>Year 2 - Counting back <i>Complete the activity on seesaw or complete the offline activity below.</i></p> <ul style="list-style-type: none"> ● Roll 3 dice to create a 3 digit number eg: 468 and then roll a dice to create a 2 digit number eg: roll 5=55 ● Partition your number into the place value eg 400+60+8 and 50+5 ● Subtract 60-50=10 and 8-5=3 ● Add what is left 400+10+3=413 | 7 - 4 = ____ | 28 - 26 = ____ | 19 - 2 = ____ | 19 - 22 = ____ | 18 - 7 = ____ | 5 - 5 = ____ | 9 - 5 = ____ | 15 - 12 = ____ | 6 - 6 = ____ | 17 - 15 = ____ | 11 - 4 = ____ | 18 - 12 = ____ | 18 - 4 = ____ | 13 - 12 = ____ | 17 - 14 = ____ | 15 - 13 = ____ | 19 - 16 = ____ | 20 - 19 = ____ | 17 - 5 = ____ | 9 - 5 = ____ |
| 7 - 4 = ____ | 28 - 26 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 19 - 2 = ____ | 19 - 22 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 18 - 7 = ____ | 5 - 5 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 9 - 5 = ____ | 15 - 12 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 6 - 6 = ____ | 17 - 15 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 11 - 4 = ____ | 18 - 12 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 18 - 4 = ____ | 13 - 12 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 17 - 14 = ____ | 15 - 13 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 19 - 16 = ____ | 20 - 19 = ____ | | | | | | | | | | | | | | | | | | | | | |
| 17 - 5 = ____ | 9 - 5 = ____ | | | | | | | | | | | | | | | | | | | | | |
| Break | Break | Break | | | | | | | | | | | | | | | | | | | | |
| Afternoon | <p>Task 1 - PDHPE-Road Safety</p> <ul style="list-style-type: none"> ● Watch the video Pedestrian Safer Journey https://www.youtube.com/watch?v=PzghGxEqBMQ ● After you have watched the video, have a discussion with someone at home about how you can be safe when walking near the road. ● Write down some different rules you think would be important to follow when walking near a road. ● Then look at the picture below. Circle all the things that are dangerous and you should not do when crossing the road.  | <p>Optional Task 1- Handwriting - letters b and d</p> <ul style="list-style-type: none"> ● You will need a sharp pencil and lined paper. ● Follow the steps below, make sure you fill up a whole line when writing the lowercase and uppercase letters. <ul style="list-style-type: none"> ○ Long date ○ b b b ○ B B B ○ Baby Barney bounces balls. ○ d d d ○ D D D ○ Dave chews his fruit to the tune of the drum.  | | | | | | | | | | | | | | | | | | | | |

FRIDAY 8th October 2021

Stage 1 ZOOM
Zoom Link: <https://nsweducation.zoom.us/j/68292924087?pwd=RTArSjBqT0pBM0d1Vi9mRzZlMWR0QT09>
Meeting ID: 682 9292 4087 Passcode: 819313

Login to SeeSaw at 9am to get each day's daily overview. If you have a question post to SeeSaw.

Task 1 - Phonics Zoom lesson - 10.15am - Mrs Ghattas

Connect on the zoom link above OR found in SeeSaw.
Bring paper and a pencil.



InitialLit lesson 106: Revision - Contractions

Today we are going to revise how to read and write words that are called contractions. We will also revise a rhyme.

Offline:

A contraction is 2 words shortened to one word using an apostrophe.

Write the contractions for the following words:

- will not
- did not
- he is
- should not

Read a book in your house and find all the contractions in the story.
Use 2 of these contractions and write them in a sentence. Make sure your sentences make sense.

Contractions
A contraction is a shorter way to say two words.
is + not = isn't
An apostrophe will fill the space of the missing letters.
I + am = I'm you + have = you've
we + are = we're it + is = it's
she + will = she'll did + not = didn't
he + is = he's you + would = you'd
do + not = don't they + are = they're
Make, Take & Teach

Task 2 - Storybook

Listen to the story [Save the Bees by Bethany Stahl | Children's Animated Audiobook | A Story About Pollination - YouTube](#)

Writing - Information Report - Published

Year 1 - Information Report Poster

Create a poster using the information you have written during the week about bees. Make sure you use the following heading:

- Title: Bees
- Appearance
- Life Cycle
- Pollination



Your poster should be easy to read, include headings, be well presented and include a picture. If you want to learn how to draw a bee follow the link: [How to Draw Bee? - Bee Drawing - Bee Coloring - Bing video](#)

Year 2 - PowerPoint Presentation

Create a PowerPoint using the information you have written about during the week. Watch the video on how to create a PowerPoint. **Include pictures on each slide.**

There should be 4 slides:

- Slide 1 - Title Page
- Slide 2 - Appearance
- Slide 3 - Life cycle of a Bee
- Slide 4 - Pollination - How is honey made?



Success Criteria Year 1:

- Writes an information report about bees
- Includes information about appearance, pollination, life cycle.
- Presents the information neatly using colour and pictures.

Success Criteria Year 2:

- Writes an information report about bees using PowerPoint
- Includes information about appearance, habitat, life cycle, how honey is made?
- Presents the information neatly using colour and pictures.

Break

Break

Break

Middle

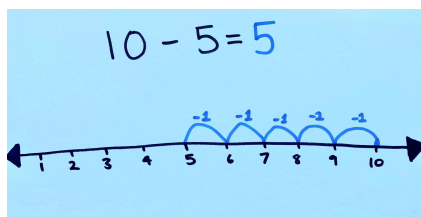
TASK 1 - Mathematics- Subtraction

Year 1 - Jumping back on Number Line

Complete the activity on seesaw or the offline activity below.

- Draw different number lines from 1-10, 1-20 and 1-30 to answer the addition problems.
- 10-5: Draw a number line from 1-10
- Draw a dot on the number 10 (biggest number) and take away one number each time until you have counted 5 numbers to find the final answer.

- | | |
|--------------|---------------|
| 1) 9 - 6 = | 13) 12 - 7 = |
| 2) 10 - 5 = | 14) 11 - 6 = |
| 3) 7 - 3 = | 15) 10 - 8 = |
| 4) 8 - 3 = | 16) 8 - 6 = |
| 5) 10 - 7 = | 17) 12 - 8 = |
| 6) 7 - 6 = | 18) 9 - 9 = |
| 7) 11 - 5 = | 19) 11 - 8 = |
| 8) 12 - 3 = | 20) 10 - 9 = |
| 9) 10 - 9 = | 21) 12 - 10 = |
| 10) 8 - 8 = | 22) 11 - 11 = |
| 11) 11 - 3 = | 23) 10 - 6 = |
| 12) 9 - 7 = | 24) 11 - 9 = |



Year 2- subtracting from 100 using partitioning

- Using 100 as you 3 digit number, roll 2 dice to create a 2 digit number eg:61
- Partition to 60+1 then subtract 60 from 100 eg 100-60=40
- 40-1=39
- Continue to roll 10 x 2 digit numbers and complete the algorithm using place value or use the list provided on seesaw

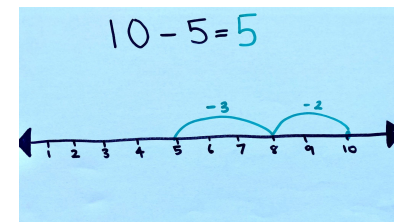
TASK 2 - Mathematics- Subtraction

Year 1- Jumping back on Number Line

Complete the activity on seesaw or the offline activity below.

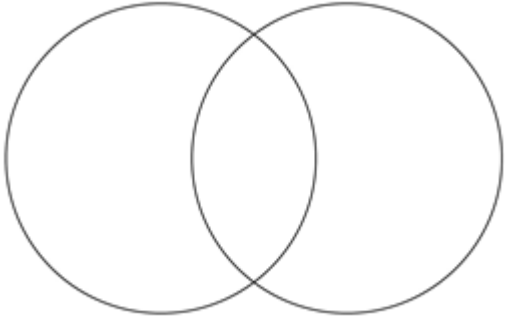

- Draw different number lines from 1-10, 1-20 and 1-30 to answer the addition problems.
- 10-5: Draw a number line from 1-10
- Draw a dot on the number 10 (biggest number) and take away one number each time until you have counted 5 (breaking into 2 and 3) numbers to find the final answer.

| | |
|---------|---------|
| 12 - 7 | 20 - 8 |
| 11 - 7 | 13 - 8 |
| 12 - 12 | 8 - 3 |
| 9 - 4 | 15 - 6 |
| 12 - 8 | 11 - 11 |
| 9 - 3 | 8 - 6 |
| 20 - 7 | 10 - 2 |
| 9 - 8 | 6 - 3 |
| 10 - 5 | 5 - 2 |
| 15 - 5 | 4 - 3 |



Year 2-subtraction using any 3 digit number

- Roll a 3 digit number then roll 2 dice to create a 2 digit number eg 231 - 34
- Partition to 200+30+1 then subtract 34 as 30+4 from 231 eg 231 - 34
- 200 + 30 + 1 subtracting 30 + 4 Answer 196
- Continue to roll 10 questions using a 3 digit and 2 digit numbers and complete the algorithm using place value or use the list provided on seesaw

| Break | Break | Break |
|------------------|--|---|
| <p>Afternoon</p> | <p>TASK 1 - History - Past, Present and Future</p> <ul style="list-style-type: none"> ● Watch the Back in Time for Dinner videos to see how everyday life has changed throughout the decades. <i>Some videos are rated G and PG parents may wish to supervise when students are watching videos.</i> <ul style="list-style-type: none"> ○ 1950's: https://iview.abc.net.au/video/CK1896H001S00 ○ 1960's: https://iview.abc.net.au/video/CK1896H002S00 ○ 1970's: https://iview.abc.net.au/video/CK1896H003S00 ○ 1980's: https://iview.abc.net.au/video/CK1896H004S00 ○ 1990's: https://iview.abc.net.au/video/CK1896H005S00 ● Choose one of the videos to compare that decade and with how your life is now. ● Draw a Venn Diagram (see image below) and write what was different and what was the same about your life now and the decade you chose.  | <p>Optional- Taronga Zoo</p> <p>Join the Taronga Zoo Team and their furry friends online for a virtual lesson. The details for the lesson and link will be provided on Seesaw closer to the day.</p>  |