**Clarence Town PS Home Learning Program – Stage 2**

**If you need assistance please email your teacher:**

**S2K** [gavin.kemp2@det.nsw.edu.au](mailto:gavin.kemp2@det.nsw.edu.au) **S23B** [anjella.bunn@det.nsw.edu.au](mailto:anjella.bunn@det.nsw.edu.au)

You will have received this home learning plan in the mail. This week you will also have received a Home Learning Pack to support the program below. Your child has also been provided with a set of worksheets to support their ongoing learning.

In addition to this please be advised that you will also need to log on to Mathletics and Study Ladder each week to complete the tasks assigned by your teacher.

Your Child’s Study Ladder and Mathletics Log in Details will be attached to this plan.

We understand that individual student learning needs differ and that at times the amount of work or tasks need to be adjusted accordingly. If you are needing assistance with this please email your teacher for support.

You will not need access to a digital device to complete the following activities however you are free to use online material to complete tasks if you choose. You will need help from a parent/carer and possibly resources from your teacher.

**WEEK 1**

Resources needed supplied – General Work Book:Maths and English, Grid Paper, Spelling Words, Writing Materials

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning | English  Read one chapter of our class novel or a book that you have at home.  Describe one character from your text in detail. Write about their physical appearance and personality.  Complete your daily spelling list by doing look/cover/write/check.  Write next to each of spelling words how many syllables can be found in each word. . | English  Read one chapter of our class novel or a book that you have at home.  Complete your daily spelling list by doing look/cover/write/check.  Highlight all the vowels you can find in each of your spelling words.  Watch ‘Behind the News’ at 10am on ABC Me. Choose your favourite story. Write a summary of the story. | English  Read one chapter of our class novel or a book that you have at home.  Complete your daily spelling list by doing look/cover/write/check.  Write 5 sentences containing different words from your spelling list.  Journal writing – write and draw how you’re feeling today. | English  Read one chapter of our class novel or a book that you have at home.  Complete your daily spelling list by doing look/cover/write/check.  Write down your spelling list using different coloured pencils.  Writing – Write a detailed description of a person or animal in your home. Remember to describe their personality as well as their physical appearance. | English  Read one chapter of our class novel or a book that you have at home.  Ask someone at home to give you a spelling test. Remember not to peek at your words.  Journal writing – write and draw how you’re feeling today. |
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics  Number busting: our number for today is 17. Draw and write everything you know about 15 (e.g. 10+5=15, 20-5=15, 5x3=15).  Find a partner to play ’Strike it out’. You need a number line from 0-20.  First person writes a number sentence, such as: 5+12=17. They cross out the 5 and 12 on the number line and draw a circle around 17.  Next person uses 17 in their number sentence, such as 17-10=7. They cross out 17 and 10 and draw a circle around 7. The game continues till a player is unable to write a number sentence with the numbers left or there are no numbers available. | Mathematics  Play snakes and ladders with a family member...or another round of ‘Strike it out’.  What is in one of your cupboards at home? Ask your family which cupboard you can investigate. Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Create a graph to represent what is in the cupboard.  PDHPE  Create a game that includes rules, a way to score and at least one piece of equipment. Play the game with a family member or friend. After playing the game discuss ways that you could change the game. | Mathematics  Our number for today is 64. Draw and write everything you know about 64 (you can use any operation).  Design your dream bedroom using grid paper where 10cm = 1 metre. Make a list of the items you would buy, where you are buying them from, and their cost. You will have time to finish this tomorrow.  Ask for feedback on your design from a family member. | Mathematics  Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?  Complete the design of your dream bedroom.  Calculate how much paint you will need for the dream room you designed this week. | Mathematics  Play a barrier game with a partner.  Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it. Describe your design by describing the shapes you used and their location (for example, next to, on top of, between). Check to see how they went.  Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve?  Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | Creative arts  Make up a dance to your favourite song or a play to perform to your family. | Science and technology  Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Show your sketch to a family member for feedback. | Geography  Can you find a map of Australia? Or have a go at drawing one at home? Add a picture of a natural landmark and a built landmark for each state and territory in the correct location. Describe why each of these landmarks are significant. | STEM  Plan: a machine that moves a small object from one side of a room to the other without you touching it.  Find: things around your house like a chair to start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track.  Review your design for success. | PDHPE  Design a healthy menu for a day at home.  Present the menu to your family in a creative way. |

**WEEK 2**

Resources needed supplied – General Work Book:Maths and English, Grid Paper, Spelling Words, Writing Materials

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning | English  Read one chapter of our class novel or a book that you have at home.  How are the characters and plot creating an interesting narrative?  How have the main character/s changed? What/who is responsible for this?  Complete your daily spelling list by doing look/cover/write/check.  Write next to each of spelling words how many syllables can be found in each word. . | English  Read one chapter of our class novel or a book that you have at home.  Complete your daily spelling list by doing look/cover/write/check.  Highlight all the vowels you can find in each of your spelling words.  Writing – Write a narrative about a young person finding some hidden treasure in their own bedroom. Remember to make your story interesting! | English  Read one chapter of our class novel or a book that you have at home.  Complete your daily spelling list by doing look/cover/write/check.  Write 5 sentences containing different words from your spelling list.  Journal writing – write and draw how you’re feeling today. | English  Read one chapter of our class novel or a book that you have at home.  Complete your daily spelling list by doing look/cover/write/check.  Write down your spelling list using different coloured pencils.  Writing – Write a detailed description of your house or another house near you. Remember to describe its outside features (gardens, lawn, roof, etc) and use lots of describing words. | English  Read one chapter of our class novel or a book that you have at home.  Ask someone at home to give you a spelling test. Remember not to peek at your words.  Journal writing – write and draw how you’re feeling today. |
| Break | Break | Break | Break | Break | Break |
| Middle | Mathematics  Number busting: our number for today is 20. Draw and write everything you know about 20 (e.g. 10+10=20, 25-5=20, 4x5=20).  Find and draw different 3D shapes you can find around your family home. Write the name of each 3D shape under your drawing.  Practice counting backwards from 250 down to 100 as fast as you can.  Make as many numbers as you can using the numbers 2,4,6,8. You can rearrange the numbers, but you can’t change the numbers (e.g. 4268) | Mathematics  Play snakes and ladders with a family member.  Find and draw different 2D shapes you can find around your home. Write the name of each 2D shape under your drawing.  Create a graph to show the different types of 2D shapes you have found in your home (e.g. tally graph, column graph, etc)  Make as many numbers as you can using the numbers 1,3,5,7. You can rearrange the numbers, but you can’t change the numbers (e.g. 5371) | Mathematics  Our number for today is 48. Draw and write everything you know about 48 (e.g. 24+24=48, 50-2=48, 6x8=48).  Design your own dream classroom using grid paper where 10cm = 1 metre. Make a list of the items you would buy, how much each item would cost and how much the total cost would be for your new classroom. You will have time to finish this tomorrow.  Ask for feedback on your design from a family member. | Mathematics  Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?  Complete the design of your dream classroom.  Calculate how many students would be able to use this classroom, how many pencils you would need if each student required 2 each and if half the students needed computers how many computers would that be. | Mathematics  Play a barrier game with a partner.  Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it. Describe your design by describing the shapes you used and their location (for example, next to, on top of, between). Check to see how they went.  Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve?  Make a paper kite: Measure how long the kite is, how wide the kite is and record how long the kite flies in the air for. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | Creative arts  Draw a picture of something you see in your backyard (e.g. animal, cubby house, garden, etc). After drawing it in pencil add colour to your drawing for maximum impact. | Science and technology  Conduct an experiment to see how fast you can run in either bare feet or different shoes. Keep the distance you run the same each time and if you have a stop watch record the different results you find. Alternatively you can just get someone to count how long it takes you to run each time. | PDHPE  Create a game that includes rules, a way to score and at least one piece of equipment. Play the game with a family member or friend. After playing the game discuss ways that you could change the game. | STEM  Plan: a tower using different objects that can be found in your home environment (e.g. blocks, lego, paddle pop sticks, etc). Create a drawing of the tower you would like to build.  If possible attempt to construct the tower and see how successful you have been. | PDHPE  Design a poster promoting having an active lifestyle. Show all the ways to have an active lifestyle and identify some of the benefits of it.  Present the poster to your family for advice on improving your poster. |