

**SEPTEMBER 14th-18th**  
**PREP/ONE/TWO- REMOTE LEARNING GUIDE**

During remote learning teachers will be updating their blogs daily to match curriculum planning

<https://woodfordprepone.global2.vic.edu.au/>

There will be a change in the running of remote learning including the use of Seesaw and our remote learning blog. Everything teaching and learning focused can be found on the blog including videos, links and resources. All communication will be given through Seesaw. We will endeavour to get back to you as soon as we can via Seesaw but please be aware that we have other school and curriculum commitments.

| Day  | Monday  | Tuesday   | Wednesday   | Thursday  | Friday   |
|--|---|---|---|---|--|
| <b>Reading</b><br>15 minutes<br>*Your child must use Wushka or Activelearn to access new books. Students will not receive new readers from school. | Wushka reading activity. Refer to the box below.<br><br>*Please note, your teacher will be checking to see how you went on this task.   | Wushka reading activity. Refer to the box below.<br><br>*Please note, your teacher will be checking to see how you went on this task. | Read a book on Wushka or Activelearn..  | INVESTIGATION DAY<br>Refer to investigation overview  | INVESTIGATION DAY<br>Refer to investigation overview   |
| <b>Wushka Task</b><br>Sign in and complete your assigned task<br><a href="https://wushka.com.au/login/">https://wushka.com.au/login/</a>           | <ul style="list-style-type: none"> <li>Books have been allocated to your child</li> <li>Read your allocated books and answer the questions related to the books (the children must answer these questions without any assistance).</li> <li>Read only <u>one</u> book on Tuesday, Wednesday and Thursday and complete the comprehension questions.</li> </ul> |   |   |   |  |
| <b>Sounds Write-</b><br>Watch Sounds-Write YouTube videos posted on the blog.  | No Webex Sessions<br>Watch Sounds-Write YouTube videos posted on the blog.  | No Webex Sessions<br>Watch Sounds-Write YouTube videos posted on the blog.  | Dictation session<br>Dictation found on blog daily overview.<br><br>*Please send a photo of your child's dictation to the classroom teacher on Seesaw | INVESTIGATION DAY<br>As a <b>Sounds Write follow-up</b> please access a decodable reader for your child to practice 'saying the sounds and reading the words'.<br>These will be marked:<br>Session A reader<br>Session B reader<br>Extended Code reader | INVESTIGATION DAY<br>As a <b>Sounds Write follow-up</b> please access a decodable reader for your child to practice 'saying the sounds and reading the words'.<br>These will be:<br>Session A reader<br>Session B reader<br>Extended Code reader |

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| <p><b>Sight Words/Sounds write follow up</b><br/>10 minutes</p>   | <p>Read your sight words/sounds-write words.</p>   | <p>Write your sight words/sounds-write words in rainbow colours.</p>   | <p>Type your sight words/sounds-write words on an ipad or computer.</p>  | <p>INVESTIGATION DAY</p>   | <p>INVESTIGATION DAY</p>   |
| <p><b>Optional Daily Webex check in 11.15</b><br/>This is an opportunity for the whole class to touch base and ask questions.<br/>*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is at late notice.<br/>If there is a clash between siblings using a shared device you may choose to check in alternate days.</p> | <p>Webex Session 11.15<br/><br/>P/1 O<br/>P/1 R<br/>1/2 B<br/>2 K</p>  | <p>Webex Session 11.15<br/><br/>P/1 O<br/>P/1 R<br/>1/2 B<br/>2 K</p>  | <p>Webex Session 11.15<br/><br/>P/1 O<br/>P/1 R<br/>1/2 B<br/>2 K</p>  | <p>INVESTIGATION DAY<br/><br/><b>Big Life Boost Activities</b><br/>Access via the blog</p> | <p>INVESTIGATION DAY<br/><br/><b>Big Life Boost Activities</b><br/>Access via the blog</p> |
| <p><b>Writing Fluency</b></p>   | <p>Trace over the alphabet sheet provided. Ensure that your child is focusing using correct pencil grip along with the correct starting position. Complete this task daily.<br/>Optional-<br/>Practice handwriting, spelling and writing a recount about your day regularly.<br/>Spelling suggestions- use Sounds-Write letter tiles, write words in rainbow colours, use finger paint or chalk, go on a word treasure hunt (parents leave words around the room for children to find and copy).</p> |  |  |  |  |
| <p><b>Writing</b><br/>Try writing by yourself, but if a parent helps you with a word that is okay.<br/><br/>*Please do all writing tasks in the writing book provided.</p>  | <p><b>Recount - Sensory Walk (choose one sense - sight, hearing, smell, touch or taste)</b><br/><br/>Think about your sensory walk from the weekend.<br/><br/>Use your photos and notes in your notebook to write about your sensory walk.<br/><br/>Prep- Draw a picture and write a sentence to match, e.g. On my sensory walk I could smell the muddy river.</p>   | <p><b>Persuasive Text- Why I love Footy</b><br/><a href="https://www.youtube.com/watch?v=KwVt40PckDQ">https://www.youtube.com/watch?v=KwVt40PckDQ</a><br/><br/><b>Children identify a sport or pastime that they enjoy and reasons why.</b><br/><br/>I love _____ because _____.</p> <p><b>*Examples only, please do not copy.</b><br/>Prep- Write a range of short repetitive sentences. For example:</p> | <p><b>Writing Grid</b><br/>Choose a task from the new writing grid. Record the date so you can keep track of the tasks you have completed.</p> | <p>INVESTIGATION DAY</p>   | <p>INVESTIGATION DAY</p>   |

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|   | <p>Grade 1- On Saturday I had an incredible sensory walk! I could <b>feel</b> the cold wind blowing against my face.</p> <p>Grade 2 - On Saturday I had an incredible sensory walk! I could <b>smell</b> the eucalyptus in the tall gum trees. The Merri River <b>felt</b> icy on my little fingers.</p> | <p>I Love footy because I like to play with my friends. I love footy because I get muddy!</p> <p>Grade 1- Include <b>two</b> or <b>more</b> reasons. I love tennis because I play it in the summer. I can play against my big sister and sometimes I win!</p> <p>Grade 2- Include <b>two</b> or <b>more</b> reasons. I absolutely love playing with Lego! I enjoy building things with Mum and Dad. I love the challenge of following the instructions to build challenging objects.</p> |   |                          |                          |
| <p><b>Maths Fluency</b><br/>Approx 15 minutes</p> | <p>Trace the numbers- ensure you start in the correct starting position.<br/>Counting Goals - Practice your counting goal by saying or writing the pattern. Refer to your number chart for support.</p>  |  |   |                          |                          |
| <p><b>Maths - Tuning In</b></p>                   | <p>Partners for 10 with a deck of cards. See the video on the blog for instructions.</p>   | <p>Partners for 10 with a deck of cards. See the video on the blog for instructions.</p>   | <p>Partners for 10 with a deck of cards. See the video on the blog for instructions.</p>          | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |
| <p><b>Maths - Prep</b><br/>Approx 20 minutes</p>  | <p>Rows of 2 worksheet</p> <p>Count the rows of two using skip counting. Write the total beside the picture.</p>   | <p>Rows of 2 worksheet</p> <p>Count the rows of two using skip counting. Write the sum to match the picture.</p>   | <p>2 X Colour fun</p> <p>Solve the sums and colour the section with the corresponding colour.</p> | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |

| <p><b>Maths - Grade 1</b><br/>Approx 20 minutes</p>  |  |   |  | INVESTIGATION DAY | INVESTIGATION DAY |
|--|--|---|--|-------------------|-------------------|
| <p><b>Addition - IXL tasks - Click on the links below:</b></p> <p>Addition sums to 10</p> <p>Practising Year 1 maths: <a href="#">'Addition facts - sums up to 10'</a></p> <p>Addition sums to 20</p> <p>Practising Year 1 maths: <a href="#">'Addition facts - sums up to 20'</a></p> <p>Make a number using addition sums to 20</p> <p>Practising Year 1 maths: <a href="#">'Make a number using addition - sums up to 20'</a></p> <p><b>Extension</b></p> <p>Write an addition sentence for arrays to 10.</p> <p>Practising Year 2 maths: <a href="#">'Write addition sentences for arrays: sums to 10'</a></p> | <p><b>Subtraction - IXL tasks - Click on the links below:</b></p> <p>Subtracting 3</p> <p>Subtracting 3 (Year 1 maths practice)</p> <p>Subtracting 5</p> <p>Subtracting 5 (Year 1 maths practice)</p> <p>Subtracting Number Sentences</p> <p>Practising Year 1 maths: <a href="#">'Ways to make a number - subtraction sentences'</a></p> <p><b>Extension</b></p> <p>Subtracting Doubles</p> <p>Subtract doubles (Year 2 maths practice)</p> | <p><b>Multiplication - IXL tasks - Click on the links below:</b></p> <p>Skip counting with tables</p> <p>Practising Year 1 maths: <a href="#">'Skip-counting patterns - with table'</a></p> <p>Sequences - count up and down.</p> <p>Practising Year 1 maths: <a href="#">'Sequences - count up and down by 1, 2, 3, 5 and 10'</a></p> <p><b>Even or odd numbers</b></p> <p>Practising Year 1 maths: <a href="#">'Even or odd numbers on number lines'</a></p> <p><b>Extension</b></p> <p>Practising Year 2 maths: <a href="#">'Identify multiplication expressions for arrays'</a></p> |  |                   |                   |

| <b>Maths - Grade 2</b><br>Approx 20 minutes   |  |   |                                    | <b>INVESTIGATION DAY</b> | <b>INVESTIGATION DAY</b> |
|---|--|---|------------------------------------|--------------------------|--------------------------|
| <p><b>Addition - IXL tasks - click on the links below!</b></p> <p>Write an addition sentence for arrays to 10.</p> <p><a href="https://au.ixl.com/math/year-2/write-addition-sentences-for-arrays-sums-to-10">https://au.ixl.com/math/year-2/write-addition-sentences-for-arrays-sums-to-10</a></p> <p>Identify repeated addition in arrays to 10</p> <p><a href="https://au.ixl.com/math/year-2/identify-repeated-addition-in-arrays-sums-to-10">https://au.ixl.com/math/year-2/identify-repeated-addition-in-arrays-sums-to-10</a></p> <p>Identify repeated addition in arrays to 25</p> <p><a href="https://au.ixl.com/math/year-2/identify-repeated-addition-in-arrays-sums-to-25">https://au.ixl.com/math/year-2/identify-repeated-addition-in-arrays-sums-to-25</a></p> <p><b>Extension -</b></p> <p>Add 2 two digit numbers</p> <p><a href="https://au.ixl.com/math/year-3/add-two-digit-numbers-with-regrouping">https://au.ixl.com/math/year-3/add-two-digit-numbers-with-regrouping</a></p> | <p><b>Subtraction - IXL tasks - click on the links below!</b></p> <p>Subtraction with pictures</p> <p><a href="https://au.ixl.com/math/year-2/subtraction-with-pictures">https://au.ixl.com/math/year-2/subtraction-with-pictures</a></p> <p>Write the subtraction sentence.</p> <p><a href="https://au.ixl.com/math/year-2/write-subtraction-sentences-to-describe-pictures-up-to-18">https://au.ixl.com/math/year-2/write-subtraction-sentences-to-describe-pictures-up-to-18</a></p> <p>Subtraction Word Problems</p> <p><a href="https://au.ixl.com/math/year-2/subtraction-word-problems-up-to-18">https://au.ixl.com/math/year-2/subtraction-word-problems-up-to-18</a></p> <p><b>Extension:</b></p> <p>Subtracting Word Problems</p> <p><a href="https://au.ixl.com/math/year-3/subtract-numbers-up-to-three-digits-word-problems">https://au.ixl.com/math/year-3/subtract-numbers-up-to-three-digits-word-problems</a></p> | <p><b>Multiplication - IXL tasks - click on the links below!</b></p> <p>Practising Year 2 maths: 'Identify multiplication expressions for arrays'</p> <p>Practising Year 2 maths: 'Write multiplication sentences for arrays'</p> <p>Multiplication sentences (Year 2 maths practice)</p> <p><b>Extension -</b></p> <p>Multiplication sentences (Year 3 maths practice)</p> |                                    |                          |                          |
| <p><b>Specialists for today</b></p> <p>Music</p>  | <p>Science</p>   | <p>Art</p>  | <p>INVESTIGATION DAY</p> <p>PE</p> | <p>INVESTIGATION DAY</p> |                          |
| <p><b>Specialist Blogs</b></p> <p>Visit the specialist teacher's blogs for activities on the assigned day</p> <p>Mrs Dowie - <a href="http://mrsdowie1.global2.vic.edu.au/">http://mrsdowie1.global2.vic.edu.au/</a></p> <p>Mr A's P.E - <a href="http://woodfordpe.global2.vic.edu.au/">http://woodfordpe.global2.vic.edu.au/</a></p> <p>Miss Dale's Art - <a href="http://missdalesart.edublogs.org">http://missdalesart.edublogs.org</a></p> <p>Mr A's Science - <a href="http://woodfordscience.global2.vic.edu.au">http://woodfordscience.global2.vic.edu.au</a></p>   |  |   |                                    |                          |                          |

OCTOBER 5th-9th

PREP/ONE/TWO- REMOTE LEARNING GUIDE

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| Day   | Monday  | Tuesday   | Wednesday   | Thursday   | Friday   |
|---|---|---|---|--|--|
| <p><b>Reading</b><br/>15 minutes</p> <p><b>*Your child must use Wushka or ActiveLearn to access new books. Students will not receive new readers from school.</b></p> | <p>Wushka reading activity. Refer to the box below.</p> <p><b>*Please note, your teacher will be checking to see how you went on this task.</b></p>   | <p>Wushka reading activity. Refer to the box below.</p> <p><b>*Please note, your teacher will be checking to see how you went on this task.</b></p> | <p>Wushka reading activity. Refer to the box below.</p> <p><b>*Please note, your teacher will be checking to see how you went on this task.</b></p> | <p>INVESTIGATION DAY<br/>Refer to investigation overview</p> | <p>INVESTIGATION DAY<br/>Refer to investigation overview</p> |
| <p><b>Wushka Task</b><br/>Sign in and complete your assigned task<br/><a href="https://wushka.com.au/login/">https://wushka.com.au/login/</a></p>                     | <ul style="list-style-type: none"> <li>Books have been allocated to your child</li> <li>Read your allocated books and answer the questions related to the books (the children must answer these questions without any assistance).</li> <li>Read only <u>one</u> book on Tuesday, Wednesday and Thursday and complete the comprehension questions.</li> </ul> |   |   |  | <p>INVESTIGATION DAY</p>                                     |

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|---|--|--|---|--|--|
| <p><b>Sounds Write- Webex Session between 10.00am- 11.am</b><br/>20 minutes</p> <p>Please refer to Seesaw to check if your child needs to attend</p> <p>Session A or B</p> <p>*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is a late notice.</p>  | <p>Webex Sessions</p> <p>Session A- 10.00am</p> <p>Session B- 10.30am</p> <p>Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog.</p> | <p>Webex Sessions</p> <p>Session A- 10.00am</p> <p>Session B- 10.30am</p> <p>Students working on Extended Code do not have Webex meetings for Sounds Write and will complete their tasks independently, using information and resources accessed via Seesaw or the blog. The activities are explained in the video also located on the blog.</p> | <p>Dictation session<br/>Dictation found on blog daily overview.</p> <p>*Please send a photo of your child's dictation to the classroom teacher on SeeSaw</p> | <p>INVESTIGATION DAY</p> <p>As a Sounds Write follow-up please access a decodable reader for your child to practice 'saying the sounds and reading the words'.</p> <p>These will be marked:<br/>Session A reader<br/>Session B reader<br/>Extended Code reader</p> | <p>INVESTIGATION DAY</p> <p>As a Sounds Write follow-up please access a decodable reader for your child to practice 'saying the sounds and reading the words'.</p> <p>These will be marked:<br/>Session A reader<br/>Session B reader<br/>Extended Code reader</p> |
| <p><b>Sight Words/Sounds write follow up</b></p> <p>10 minutes</p>  | <p>Read your sight words/sounds- write words.</p>  | <p>Write your sight words/sounds- write words in rainbow colours.</p>  | <p>Type your sight words/sounds- write words on an ipad or computer.</p>  | <p>INVESTIGATION DAY</p>   | <p>INVESTIGATION DAY</p>   |
| <p><b>Optional Daily Webex check in 11.15</b></p> <p>This is an opportunity for the whole class to touch base and ask questions.</p> <p>*Please note these sessions may sometimes be interrupted due to teachers providing onsite supervision. If the session is not to occur information will be sent out via seesaw. We apologise in advance if this is a late notice.</p> <p>If there is a clash between siblings using a shared device you may choose to check in alternate days.</p> | <p>Webex Session 11.15</p> <p>P/1 O</p> <p>P/1 R</p> <p>1/2 B</p> <p>2 K</p>   | <p>Webex Session 11.15</p> <p>P/1 O</p> <p>P/1 R</p> <p>1/2 B</p> <p>2 K</p>   | <p>Webex Session 11.15</p> <p>P/1 O</p> <p>P/1 R</p> <p>1/2 B</p> <p>2 K</p>  | <p>INVESTIGATION DAY</p> <p><b>Big Life Boost Activities</b><br/>Access via the blog</p>   | <p>INVESTIGATION DAY</p> <p><b>Big Life Boost Activities</b><br/>Access via the blog</p>   |

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|---|---|---|---|--------------------------|--------------------------|
| <p><b>Writing Fluency</b></p>   | <p>Trace over the alphabet sheet provided. Ensure that your child is focusing using correct pencil grip along with the correct starting position. Complete this task daily.</p> <p>Optional- Practice handwriting, spelling and writing a recount about your day regularly. Spelling suggestions- use Sounds-Write letter tiles, write words in rainbow colours, use finger paint or chalk, go on a word treasure hunt (parents leave words around the room for children to find and copy).</p> |   |   |                          |                          |
| <p><b>Writing</b><br/>Try writing by yourself, but if a parent helps you with a word that is okay.</p> <p>* Please do all writing tasks in the writing book provided.</p> | <p><b>Recount - On my school holidays postcard</b></p> <p>Draw a picture of something you enjoyed doing on the school holidays. This picture will be used for tomorrow's writing.</p> <p>Prep- Draw a picture and record keywords.</p> <p>Grade 1- Draw a picture and label it.</p> <p>Grade 2- Draw a picture, label your picture and write one summary sentence.</p>  | <p><b>Recount - On my school holidays postcard</b></p> <p>Using your picture from yesterday, write about your school holidays.</p> <p>Prep - Begin your writing using the sentences starter 'On the holidays I...'</p> <p>Grade 1- Begin your writing with an interesting starting sentence. Write your events in order. Use descriptive words in your sentences.</p> <p>Grade 2- Begin your writing with an interesting starting sentence. Write your events in order. Use a range of descriptive words and conjunctions (joining words like 'because' or 'so') to make your sentences more interesting.</p> | <p><b>Writing Grid</b></p> <p>Choose a task from the new writing grid. Record the date so you can keep track of the tasks you have completed.</p> | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |
| <p><b>Maths Fluency</b><br/>Approx 15 minutes</p>   | <p>Trace the numbers- ensure you start in the correct starting position.</p> <p>Counting Goals - Practice your counting goal by saying or writing the pattern. Refer to your number chart for support.</p>  |   |   |                          |                          |
| <p><b>Maths - Tuning In</b></p>   | <p>Flip and Add - See video on the blog for instructions.</p>   | <p>Flip and Add - See video on the blog for instructions.</p>   | <p>Flip and Add - See video on the blog for instructions.</p>   | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |



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| <p><b>Maths - Prep</b><br/>Approx 20 minutes</p>   | <p>Hundreds Chart - Find the number.</p> <p>Roll the dice and make a two digit number. Find the two digit number on the Hundreds Chart. Highlight the number with a highlighter or coloured pencil.</p>  | <p>I can count to 30 - Order the numbers</p> <p>Use the 'I can count to 30' worksheet to cut out the numbers and glue them in order on the number board.</p>   | <p>Number order 0-20</p> <p>Order the numbers in sequential order from smallest to largest. Write them in the blank boxes. Use your hundreds chart to help you.</p>  | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |
| <p><b>Maths - Grade 1</b><br/>Approx 20 minutes</p> <p>You will notice that the tasks are the same for each day. We are aiming for the children to develop number fluency - first getting it right (accuracy), then working on speed of answering</p>  | <p><b>Place Value - IXL</b></p> <p><a href="https://au.ixl.com/math/year-1/place-value-models-tens-and-ones">https://au.ixl.com/math/year-1/place-value-models-tens-and-ones</a></p> <p>Practising Year 1 maths: 'Write tens and ones - up to 30'</p> <p>Practising Year 1 maths: 'Write tens and ones - up to 100'</p> <p><b>Extension:</b></p> <p>Practising Year 1 maths: 'Place value models - up to hundreds'</p> | <p><b>Place Value - IXL</b></p> <p><a href="https://au.ixl.com/math/year-1/place-value-models-tens-and-ones">https://au.ixl.com/math/year-1/place-value-models-tens-and-ones</a></p> <p>Practising Year 1 maths: 'Write tens and ones - up to 30'</p> <p>Practising Year 1 maths: 'Write tens and ones - up to 100'</p> <p><b>Extension:</b></p> <p>Practising Year 1 maths: 'Place value models - up to hundreds'</p> | <p><b>Place Value - IXL</b></p> <p><a href="https://au.ixl.com/math/year-1/place-value-models-tens-and-ones">https://au.ixl.com/math/year-1/place-value-models-tens-and-ones</a></p> <p>Practising Year 1 maths: 'Write tens and ones - up to 30'</p> <p>Practising Year 1 maths: 'Write tens and ones - up to 100'</p> <p><b>Extension:</b></p> <p>Practising Year 1 maths: 'Place value models - up to hundreds'</p> | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |
| <p><b>Maths - Grade 2</b><br/>Approx 20 minutes</p> <p>You will notice that the tasks are the same for each day. We are aiming for the children to develop number fluency - first getting it right (accuracy), then working on speed of answering.</p> | <p><b>Place Value</b></p> <p>Practising Year 2 maths: 'Place value models - tens and ones'</p> <p>Practising Year 2 maths: 'Place value - tens and ones'</p> <p>Practising Year 2 maths: 'Place value models - up to hundreds'</p>   | <p><b>Place Value</b></p> <p>Practising Year 2 maths: 'Place value models - tens and ones'</p> <p>Practising Year 2 maths: 'Place value - tens and ones'</p> <p>Practising Year 2 maths: 'Place value models - up to hundreds'</p>   | <p><b>Place Value</b></p> <p>Practising Year 2 maths: 'Place value models - tens and ones'</p> <p>Practising Year 2 maths: 'Place value - tens and ones'</p> <p>Practising Year 2 maths: 'Place value models - up to hundreds'</p>   | <p>INVESTIGATION DAY</p> | <p>INVESTIGATION DAY</p> |

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|------------------------------|--|--|--|----------------------------|----------------------|
|                              | <b>Extension:</b><br><a href="#">Practising Year 2 maths: 'Place value models - up to thousands'</a>   | <b>Extension:</b><br><a href="#">Practising Year 2 maths: 'Place value models - up to thousands'</a> | <b>Extension:</b><br><a href="#">Practising Year 2 maths: 'Place value models - up to thousands'</a> |                            |                      |
| <b>Specialists for today</b> | Music  | Science  | Art  | INVESTIGATION<br>DAY<br>PE | INVESTIGATION<br>DAY |
| <b>Specialist Blogs</b>      | <p>Visit the specialist teacher's blogs for activities on the assigned day</p> <p>Mrs Dowie - <a href="http://mrsdowie1.global2.vic.edu.au/">http://mrsdowie1.global2.vic.edu.au/</a><br/> Mr A's P.E - <a href="http://woodfordpe.global2.vic.edu.au/">http://woodfordpe.global2.vic.edu.au/</a><br/> Miss Dale's Art - <a href="http://missdalesart.edublogs.org">http://missdalesart.edublogs.org</a><br/> Mr A's Science - <a href="http://woodfordscience.global2.vic.edu.au">http://woodfordscience.global2.vic.edu.au</a></p> |  |  |                            |                      |

Count the rows of 2 and write the sum to match the picture.



\_\_\_\_\_ rows of 2 = \_\_\_\_\_



\_\_\_\_\_ rows of 2 = \_\_\_\_\_



\_\_\_\_\_ rows of 2 = \_\_\_\_\_



\_\_\_\_\_ rows of 2 = \_\_\_\_\_



\_\_\_\_\_ rows of 2 = \_\_\_\_\_



\_\_\_\_\_ row of 2 = \_\_\_\_\_



\_\_\_\_\_ rows of 2 = \_\_\_\_\_

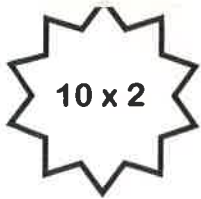
Count the rows of 2 and write the total beside the picture.



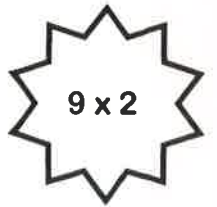
\* Remember we read the  $\times$  symbol is read as "rows of"

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# 2 x Colour Fun!



Find the answer to the multiplication number sentence and then colour that section the corresponding colour.

2 white

10 yellow

18 pink

4 black

12 dark green

20 light blue

6 red

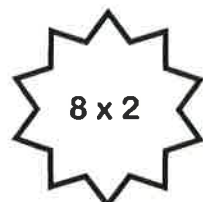
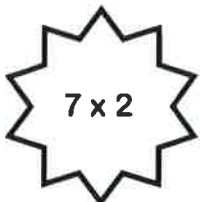
14 dark blue

22 light green

8 orange

16 purple

24 brown



# Hundreds Chart

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|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  | <b>6</b>  | <b>7</b>  | <b>8</b>  | <b>9</b>  | <b>10</b>  |
| <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> | <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b>  |
| <b>21</b> | <b>22</b> | <b>23</b> | <b>24</b> | <b>25</b> | <b>26</b> | <b>27</b> | <b>28</b> | <b>29</b> | <b>30</b>  |
| <b>31</b> | <b>32</b> | <b>33</b> | <b>34</b> | <b>35</b> | <b>36</b> | <b>37</b> | <b>38</b> | <b>39</b> | <b>40</b>  |
| <b>41</b> | <b>42</b> | <b>43</b> | <b>44</b> | <b>45</b> | <b>46</b> | <b>47</b> | <b>48</b> | <b>49</b> | <b>50</b>  |
| <b>51</b> | <b>52</b> | <b>53</b> | <b>54</b> | <b>55</b> | <b>56</b> | <b>57</b> | <b>58</b> | <b>59</b> | <b>60</b>  |
| <b>61</b> | <b>62</b> | <b>63</b> | <b>64</b> | <b>65</b> | <b>66</b> | <b>67</b> | <b>68</b> | <b>69</b> | <b>70</b>  |
| <b>71</b> | <b>72</b> | <b>73</b> | <b>74</b> | <b>75</b> | <b>76</b> | <b>77</b> | <b>78</b> | <b>79</b> | <b>80</b>  |
| <b>81</b> | <b>82</b> | <b>83</b> | <b>84</b> | <b>85</b> | <b>86</b> | <b>87</b> | <b>88</b> | <b>89</b> | <b>90</b>  |
| <b>91</b> | <b>92</b> | <b>93</b> | <b>94</b> | <b>95</b> | <b>96</b> | <b>97</b> | <b>98</b> | <b>99</b> | <b>100</b> |

• I CAN •  
COUNT TO



Cut out the numbers and glue them in order on the number board.

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 1  | 2  |    |    | 5  |    |
| 7  |    |    | 10 |    |    |
|    | 14 |    |    | 17 |    |
| 19 | 20 | 21 |    |    | 24 |
| 25 |    | 27 |    |    | 30 |

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3 | 4 | 6 | 8 | 9 | 11 | 12 | 13

15 | 16 | 18 | 22 | 23 | 26 | 28 | 29

# Number Order 0 - 20

Name: \_\_\_\_\_

Teach **TEKS**

|   |   |   |   |   |   |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|
| 2 | 6 | 0 | 4 | 8 | → |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|

|    |    |    |    |    |   |  |  |  |  |  |
|----|----|----|----|----|---|--|--|--|--|--|
| 12 | 18 | 14 | 20 | 16 | → |  |  |  |  |  |
|----|----|----|----|----|---|--|--|--|--|--|

|   |   |   |   |   |   |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|
| 1 | 7 | 3 | 9 | 5 | → |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|

|   |    |   |    |    |   |  |  |  |  |  |
|---|----|---|----|----|---|--|--|--|--|--|
| 4 | 12 | 8 | 20 | 16 | → |  |  |  |  |  |
|---|----|---|----|----|---|--|--|--|--|--|

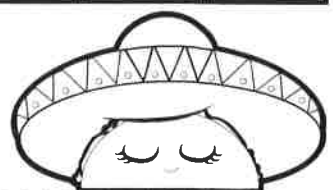
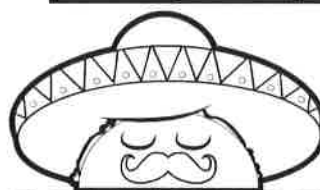
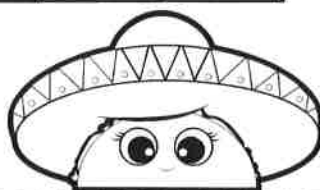
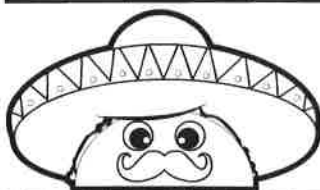
|   |   |    |   |    |   |  |  |  |  |  |
|---|---|----|---|----|---|--|--|--|--|--|
| 3 | 9 | 15 | 6 | 12 | → |  |  |  |  |  |
|---|---|----|---|----|---|--|--|--|--|--|

|   |    |   |    |    |   |  |  |  |  |  |
|---|----|---|----|----|---|--|--|--|--|--|
| 5 | 11 | 8 | 14 | 17 | → |  |  |  |  |  |
|---|----|---|----|----|---|--|--|--|--|--|

|    |    |    |    |    |   |  |  |  |  |  |
|----|----|----|----|----|---|--|--|--|--|--|
| 13 | 17 | 15 | 16 | 14 | → |  |  |  |  |  |
|----|----|----|----|----|---|--|--|--|--|--|

|    |   |   |   |   |   |  |  |  |  |  |
|----|---|---|---|---|---|--|--|--|--|--|
| 14 | 9 | 0 | 4 | 7 | → |  |  |  |  |  |
|----|---|---|---|---|---|--|--|--|--|--|

|    |    |    |    |    |   |  |  |  |  |  |
|----|----|----|----|----|---|--|--|--|--|--|
| 20 | 13 | 19 | 15 | 17 | → |  |  |  |  |  |
|----|----|----|----|----|---|--|--|--|--|--|





# Writing Grid



|  |  |  |  |
|--|--|--|--|
| What is the difference between city life and country life? | "Land Ahoy!" yelled the bearded pirate as the...   | What is your favourite sport to watch? Write about that sport and its athletes.          | If you had to show a new student at your school around, where would you take them and why? |
| I was on safari and a giant tiger...                       | You are going to create your own 'hide out / cubbyhouse' inside. Draw a picture and describe what you have used. | Invent a monster and describe it. Describe its features and habitat.                     | Do you think it is important to have outside time? Why/why not?                            |
| What is your favourite time of the day? Why?               | What is your favourite activity to do outside?   | What do you want to be when you grow up?   | Who is your hero? Why?   |
| What do you think makes a good friend?                     | Do you like going to the beach? Why/why not?   | It is cruel to keep animals locked in enclosures at zoos. Do you agree or disagree? Why? | Suddenly in a puff of smoke a dragon appeared...   |
| If toys could talk what would they say?                    | A special birthday for me is...  | Why do you think it is important to have a team captain in a sports team?                | The perfect place in the whole world is...   |

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

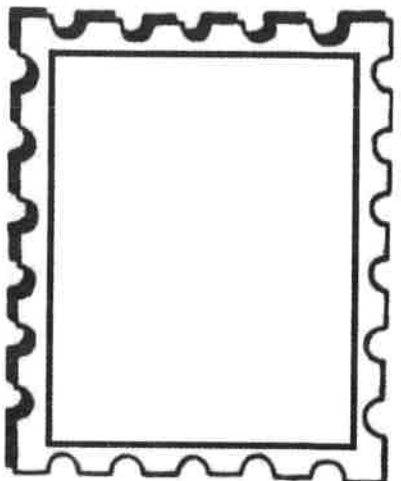
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



To:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_