| STAGE 2 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| READING <br> Students should be reading min 30 minutes a day. | Write a letter to your teacher and tell him/her about the novel you read. Make sure you record the main characters, problem and solution. | Rewrite the story with a different ending. | Rewrite an important scene from the story from a different character's point of view. | Write the next chapter of a SEQUEL of a book you read or movie you have watch | Create a comic strip using 6 different boxes, including captions and speech bubbles. Remember to choose an important scene from a story. | Evaluate some of the consequences of the main character's actions in the story. Can you relate to any of the consequences? | Create a timeline of events from a story include that least 10 events. Create the timeline using pictures and detailed captions. | Copy a passage from your book. Draw a picture of what you picture in your mind. |
| WRITING <br> Use an old book or an exercise book to keep all your writing together. | If you had to eliminate one colour from the world, which one would it be and why? <br> What changes would you need to make in your life? | Write a letter to your favourite family member telling them about what you like the best about them. | Create a family newspaper. Each member of the family could write an article for the story. | Write a news report about something interesting which happened in your life. | Write a narrative about a broken wand, an ancient artefact and a clever teacher. | Write an explanation about why a volcano erupts. | Write a review of a movie you have just seen. | Write a recount of the last time you felt proud. |
|  | Write a persuasive text about why our school should have a swimming pool. | Describe the weather today in an acrostic poem. | Write an information report about your favourite animal. | Write a persuasive text about why kids should do more exercise. | Write an information report about the moon. | Write up a menu for a restaurant. Make sure you include the prices of the food. | Cook or bake something with a family member and then write up the procedure. | Write a literary description of your favourite book character. |
|  | Write a narrative st <br> *One day while I w <br> *If I could go anywh <br> *The snow floated <br> *'Come quick!' Mum | ting with these lines walking to school I re in the world, I wo wn gently settling shouted..... | et a genie..... go to.... the frozen ground |  | ed through the cur knock at the door more minutes' my <br> ould I explain this | s. There was a lime grunted, as I tried to <br> my parents? It all sta | parked outside with ull him out of bed. <br> d when..... | o bodyguards. I <br> ad we have to go |
| MATHS | Write as many addition and subtraction number sentences you can using the number 4, 6 and 10. | Create a word problem. The answer is 76 French fries. <br> Solve your problem using number sentences and words. | Practice writing and memorising all your timetables. <br> Get a parent or sibling to test you and try and beat your score / time | Your family member goes to the store and spends $\$ 96$. How many ways can they pay that amount using cash and coins. | You have a $\$ 100$ to spend at your local supermarket. Use a shopping catalogue to record how you would spend that money and why. | Riddle <br> Two of my digits are even, but my ones digit is odd. The sum of my digits is 11 . I am between 256 and 299 and I am | Word Problem <br> At the tap there are only 3 litre and 5 litre containers. <br> The children must pour exactly 7 litres of water into a tub. How can | Play a board game with someone. |


|  | Then use the numbers 5,9 and 13. |  |  |  |  | not 281. What am I? | they measure 7 litres exactly? |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MATHS | What happens when you add an odd number to an even number? Do this 5 times using different numbers, then explain what the rule might be. | Choose a number between 500 and 10000. Use words and pictures to create a poster showing as much information about the number as possible. | Research the distance between Sydney and 5 other capital cities around the world. Order the distance from shortest to longest. | Write 5 real life word problems that need to be solved using addition or subtraction, answer each problem. | Create a mind map showing all the different ways that decimals are used in our everyday lives. Draw some examples. | Choose 3 numbers and write as many addition and subtraction sentences as you can using these numbers. | List 5 situations in everyday life where the fraction $1 / 2$ might be used. Draw a picture to represent each situation. | Riddle <br> A number of children are standing in a circle. If the $5^{\text {th }}$ person is opposite the $13^{\text {th }}$ person. How many people in the circle? |
| SPELLING | Write out your spelling words once as given and then once in alphabetical order | Write each word forward and then backwards Ex: spelling gnilleps | Rewrite your spelling words, writing consonants in blue and vowels in red. | Write your spelling words from the shortest word to the longest word | Make a word search on graph paper using all your spelling words. Don't forget to write a list of the words to be searched for. | Make a set of flashcards for studying your words. | Step spelling for each word. | Classify the words according to the part of speech (noun, verb, adjective, etc). Make a list of each part of speech and the words that belong in that list. |
|  | Write out your spelling words and then find the value of each word. $\begin{aligned} & (a=\$ 1, b=\$ 2, \\ & c=\$ 3, \text { etc. }) \end{aligned}$ | Write a riddle for each word. Don't forget to add the answer to your riddles. <br> Eg: I cry when l'm hungry. I wear diapers. I am cute. What am I? Answer: baby | Write sentences using at least 2 of the spelling words. Be sure to underline or highlight the spelling words. | Write an original story using all your spelling words. Underline or highlight spelling words. | Use your words and write a letter to a fictional character of your choice. Underline or highlight spelling words. | Write word clues and then make a crossword puzzle on graph paper using all your words. | Create a comic strip using all your spelling words. | Write each spelling word using bubble letters. When finished, colour in and decorate each word. |
| HISTORY, GEOGRAPHY | Plan a road trip to your most favourite place. How far is the destination from home? | Create a presentation to convince Mr Grinham to allow your class to go to another country. | Create a 3D model of the earth. Remember to name all the continents. | Justify why geography is an important part of the curriculum. | Research an early explorer such as Captain Cook. | Create a map of an imaginary land. Don't forget to include a key and symbols. | Compare and contrast the different capital cities around Australia. Compare the | Create a family tree about your family. |


|  |  | Make sure you include a map. |  |  |  |  | weather, population etc. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| STEM | Create a treasure hunt with a map and clues. | Make your name or words out of recycled materials. | Make a Lego maze. | Test objects in your house to see if they sink or float. | Build a paper airplane launcher | Play battleship with someone. | Do some gardening, including watering the garden. | Invent something to solve a problem at home. |
|  | Make dinner for your family. | Invent your own musical instrument. | Make your own comic book. | Make a time capsule to open in 10 years. | Invent a toy for your pet. | Observe the moon each night and take pictures to make a time lapse video. | Make the tallest tower with a piece of paper and tape. | Build a model city with recyclable materials. |
|  | Make a mini golf course. | Paint rocks with encouraging words. Eg: hope be happy never give up | Draw 20 circles and turn each circle into something. E.g. a pizza | Learn to knit or crochet | Draw a detailed map of your home | Look at the clouds and draw any unusual shapes. | Research the length of the 5 longest rivers in the world. Order the rivers from shortest to the longest. | Draw a detailed map of a fun park or an amusement park. |
| PDHPE | PDH <br> Find 5 ways the heart helps our body. | PDH Road Safety Create a poster and include as many road safety rules as you can. | PDH <br> Create a food journal where you list down every day what you have eaten. | PDH <br> Draw a place in your community where you can do physical activity. Write a paragraph to explain what physical activities you might do at this place. | PDH <br> Imagine that you are moving to a new school. List 5 things that you might need to do adapt to and manage this change in your life. | PDH <br> Write about a time where you felt a strong sense of belonging. Explain how this influenced your sense of wellbeing. | PE Choose your favourite sport and write out the rules and an explanation of how to play. | PE <br> Teach a family member how to play your favourite sport. |

## Stage 2 Spelling Word Lists

| Phonological Knowledge /r/r, rr | Visual Knowledge <br> Place <br> Names | Morphemic Knowledge prefix 'ad' | Etymological Knowledge ology - from Latin meaning study of | High <br> Frequency Words <br> Premier's Spelling Bee Level 2 | Theme Words Feathers, fur or leaves? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| array arrange carriage earring | Sydney Melbourne Brisbane Adelaide | adapt adjoin addicted adjacent | astrology biology geology psychology | intervene jaundice locomotive mundane | specimen living plant animal |
| Basic list cherry fury worried merry |  |  |  |  |  |


| Phonological Knowledge /r/r, rr | Visual Knowledge <br> Place <br> Names | Morphemic Knowledge prefix 'ary' | Etymological Knowledge ology - from Latin meaning study of | High <br> Frequency Words Premier's Spelling Bee Level 2 | Theme Words Feathers, fur or leaves? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| corruption horrible interrupted narrative | Perth <br> Hobart <br> Darwin <br> Canberra | stationary dictionary documentary commentary | zoology biology technology terminology | muscly myriad negotiate role | movement growth respiration sensitivity |
| Basic list ferry marry parrot sparrow |  |  |  |  |  |


| Phonological Knowledge /r/wr, rh | Visual Knowledge <br> Place <br> Names | Morphemic Knowledge Diminutives 'ette' | Etymological Knowledge ology - from Latin meaning study of | High <br> Frequency Words Premier's Spelling Bee Level 2 | Theme Words Feathers, fur or leaves? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| wrapping handwriting rhombus rhapsody | Granville Merrylands Wollongong Coffs Harbour | kitchenette cassette towelette serviette | anthology oncology neurology dermatology | perjury <br> mulga tepid yield | reproduction excretion nutrition classification |
| Basic list <br> wrap <br> write <br> rhino <br> rhubarb |  |  |  |  |  |


| Phonological <br> Knowledge <br> Ir/wr,rh | Visual <br> Knowledge <br> Place <br> Names | Morphemic <br> Knowledge <br> Diminutives <br> 'mini' | Etymological <br> Knowledge <br> phobia- from <br> Greek meaning <br> fear of | High <br> Frequency <br> Words <br> Premier's <br> Spelling <br> Bee Level | Theme <br> Words <br> The Earth's <br> environment |
| :--- | :--- | :--- | :--- | :--- | :--- |
| wreath <br> wrestling <br> rhinestone <br> rhetorical | Auburn <br> Fairfield <br> Villawood <br> Parramatta | minibus <br> minivan <br> miniature <br> miniseries | acrophobia <br> agoraphobia <br> arachnophobia | asylum <br> cyst <br> debut <br> deterrent | places <br> environment <br> earth <br> Australia |
| Basic list <br> wreck <br> wrench <br> rhyme <br> rhythm |  |  |  |  |  |


| Phonological <br> Knowledge <br> loi/ oi, oy, uoy | Visual <br> Knowledge <br> Compass <br> Points | Morphemic <br> Knowledge <br> Diminutives <br> 'ling' | High <br> Etymological <br> Knowledge <br> phobia- from <br> Greek meaning <br> fear of | Frequency <br> Words <br> Premier's <br> Spelling <br> Bee Level <br> 2 | Theme <br> Words <br> The Earth's <br> environment |
| :--- | :--- | :--- | :--- | :--- | :--- |
| disappointment <br> invoice <br> disloyal <br> clairvoyant | north <br> east <br> south <br> west | duckling <br> gosling <br> earthling <br> hatchling | gamophobia <br> hippophobia <br> ideophobia <br> macrophobia | eligible <br> finesse <br> hybrid <br> hydraulic | climate <br> culture <br> history <br> geography |
| Basic list <br> coin <br> foil <br> boy <br> annoy |  |  |  |  |  |


| Phonological <br> Knowledge <br> /oi/ oi, oy, uoy | Visual <br> Knowledge <br> Indigenous <br> Names | Morphemic <br> Knowledge <br> Diminutives <br> 'ish' | Etymological <br> Knowledge <br> phobia- from <br> Greek meaning <br> fear of | High <br> Frequency <br> Words <br> Premier's <br> Spelling <br> Bee Level 2 | Theme <br> Words <br> The Earth's <br> environment |
| :--- | :--- | :--- | :--- | :--- | :--- |
| appointed <br> asteroid <br> employee <br> buoyancy | bilby <br> dingo <br> echidna <br> wallaby | childish <br> smallish <br> peckish <br> selfish | noctiphobia <br> ombrophobia <br> pathophobia <br> photophobia | reprimand <br> sieve <br> tortoiseshell <br> vermin | flora <br> fauna <br> architecture <br> landmarks |
| Basic list <br> boil <br> avoid <br> enjoy <br> buoy |  |  |  |  |  |


| Phonological <br> Knowledge <br> /f/f, ff | Visual <br> Knowledge <br> Indigenous <br> Names | Morphemic <br> Knowledge <br> suffix 'ist' | Etymological <br> Knowledge <br> form- from <br> Greek <br> meaning to <br> shape | High <br> Frequency <br> Words <br> Premier's <br> Spelling <br> Bee Level 2 | Theme <br> Words <br> The Earth's <br> environment |
| :--- | :--- | :--- | :--- | :--- | :--- |
| appointed <br> asteroid <br> employee <br> buoyancy | koala <br> goanna <br> kangaroo <br> wombat | botanist <br> cyclist <br> tourist <br> journalist | conform <br> formation <br> inform <br> landform | abbey <br> acoustics <br> bassoon <br> bazaar | Aboriginal <br> landscapes <br> country <br> tribal |
| Basic list <br> boil <br> avoid <br> enjoy <br> buoy |  |  |  |  |  |

