Barramurra
Public School

Learning from Home Package

Week 2 Term 3

YEAR TWO

CONTENTS

Home Learning Matrix - Term 3 Week 2
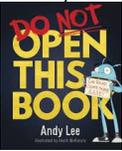# Stage 1

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!
Reading	**PM** Online: Log on to your PM reading account. Read a book from your bookshelf. **or** Offline: Read a book of your choice **then** Complete your daily reading activity on Seesaw or in your booklet	**Shared Reading** Log in to SeeSaw to watch Mrs Berry read the book *'Don't Let the Pigeon Drive the Bus'* Complete the activity on Seesaw or in your booklet.	**PM** Online: Log on to your PM reading account. Read a book from your bookshelf. **or** Offline: Read a book of your choice **then** Complete your daily reading activity on Seesaw or in your booklet	**Shared Reading** Log in to SeeSaw to watch Mrs Berry read the book *'Do Not Open This Book''* Complete the activity on Seesaw or in your booklet.	**PM** Online: Log on to your PM reading account. Read a book from your bookshelf. **or** Offline: Read a book of your choice **then** Complete your daily reading activity on Seesaw or in your booklet
Writing	Writing **Persuasive Writing** Read through the slides on each topic. Take a stance (a position/ a side). Do you agree/disagree that, 'Cats make the best pets'. Give reasons, why/why not?	Writing **Structure of a Persuasive Text** You will use the text, 'Children should stop watching television' to underline the title in red, circle the Statement of Position in green, circle the arguments in blue and the Reinforcement of Position in yellow.	Writing **Persuasive Text Features** You will look at a variety of 'Persuasive' text features. Then your job is to read through the persuasive text that is all mixed up. Now, you need to order the text so that is follows the correct structure of a persuasive text.	Writing **High Modality Language** You will look at a poster that provides examples of low, medium and high modality words. Complete the activity titled, 'Switching Modality' to demonstrate your understanding of high modality language.	Writing **Writing a Persuasive Text** You will use all the information you learnt on 'Persuasive' Writing this week to write a persuasive text on the topic of 'School Uniforms should be banned'.

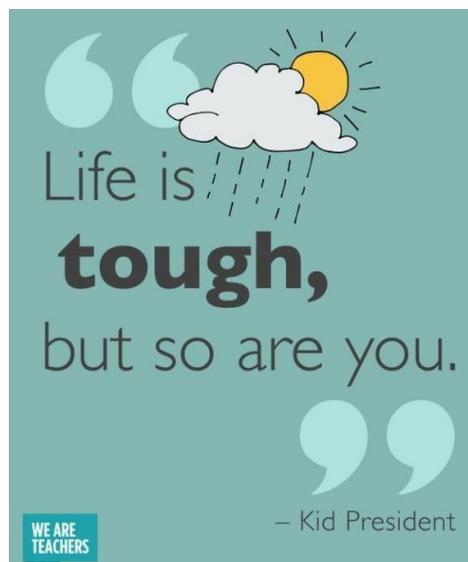|	Monday (cont.)	Tuesday (cont.)	Wednesday (cont.)	Thursday (cont.)	Friday (cont.)
Maths	Year 1 **Introduction to Patterns** Year 2 **Missing Numbers** Complete the activity on Seesaw or in your booklet.	Year 1 **Check the Patterns** Year 2 **Missing Numbers** Complete the activity on Seesaw or in your booklet.	Year 1 **Creating Patterns** Year 2 **Word Problems** Complete the activity on Seesaw or in your booklet.	Year 1 **Describing Patterns** Year 2 **Word Problems** Complete the activity on Seesaw or in your booklet.	Year 1 **Odd and Even Numbers** Year 2 **Your Own Word Problems** Complete the activity on Seesaw or in your booklet.
Other KLAs	**Geography** **Place Names** Complete the activity on Seesaw or in your booklet.	**PD/H/PE** **Groups I Belong To** Complete the activity on Seesaw or in your booklet.	**Science** **Changing Landscapes** Complete the activity on Seesaw or in your booklet.	**Sport + Growth Mindset** Get active by completing the 'Danger Force' missionFor 'Growth Mindset' you will learn ways you can grow and stretch your brain!	**CAPA** **Drama – Mime Time!** Watch the videos that are linked via the Seesaw lesson or that are in your booklet. Answer the question then play the game! **Happy FriYAY!**
Additional Optional Activities	**Learning Warm Ups** Complete the number of the day and word of the day templates on Seesaw or hard copy and submit when complete **Reading Eggs/Fast Phonics (Online English)** Log on to Reading Eggs and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks. **Prodigy (Online Maths)** Log on to Prodigy and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks. **Outdoor Physical Activity and Play** Teachers will post some ideas for things you can do each day on Seesaw. You could post a picture or video of yourself getting out and getting active. **Department of Education - Learning from Home Resources** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home				

MONDAY

What's Planned Today?

Reading

Writing

Maths

Geography

Life is **tough,** but so are you.

WE ARE TEACHERS

– Kid President

Term 3 Week 2 – Monday
Reading - Fluency

Barramurra
Public School

Name: _____   **Date: 19.7.21**

Our Reading focus for today is on 'reading with expression'. Reading with expression is when you read like a storyteller. Make sure your voice changes as you read and you don't sound like a robot.

Your task is to:

❖ Select a book of your choice from home OR a book from your PM eCollection.

❖ Write down the title and author of your book below.

Title: _____

Author:_____

❖ Read the book

❖ If you are using a book from home, take a photo on Seesaw of your 2 favourite pages. If you are using your PM eCollection, take a screen shot and upload it to Seesaw.

❖ Press the voice recording button (🎤) and record yourself reading each page aloud and then post it on to Seesaw.

Success Criteria
✓ I can read fluently by practising reading tricky words
✓ I change my voice as I read to make my voice sound interesting

Name: _____   **Date: 19.7.21**

Our Writing focus for this week is on 'Persuasive' writing.

A persuasive text is a text which argues a point of view. The reason behind a persuasive text is to convince the reader to agree with the author's point of view. Learn more about 'Persuasive' writing by reading the template on the next page.

Persuasive Writing

We use persuasive writing to share our point of view. When we write a persuasive text we want the reader to agree with us. That means we need to use strong language to convince the reader that our opinion is the right one.

For example:

It is certain that...

I'm sure you can agree...

I strongly believe...

It is clear that...

Today's lesson is teaching you how to take a stance (a side, a position). Your task is to read each topic below. Then you need to take a side. Do you agree or disagree with the topic. For example, the first topic is 'Strawberries are the best fruit' do you agree with this or not? Circle agree or disagree for each topic below. Now, that is you taking a position/side/stance!

Strawberries are the best fruit.

Agree or Disagree?

Children should be banned from watching TV.

Agree or Disagree?

Summer is the best season.

Agree or Disagree?

Parents spend too much time on their phones.

Agree or Disagree?

Animals should not be kept in the zoo.

Everyone should brush their teeth twice a day.

Agree or Disagree?

Agree or Disagree?

Cats make the best pets.

AGREE   DISAGREE

Now it's your turn to take a stance (side). Do you think 'Cats make the best pets'. Do you agree/disagree? Give reasons why/why not?

State your reasons below

_____

_____

_____

_____

_____

_____

_____

Maths Year 2 – Patterns and Algebra
Lesson 1 — Missing Numbers

We are learning to:

✓ Find the missing number in addition and subtraction number sentences.
✓ Describe how we worked out the missing number in the number sentence.

I will be successful if :

❑ I can complete the addition number sentences by figuring out the missing number
❑ I can complete the subtraction number sentences by figuring out the missing number.
❑ I can voice record to describe how I solved the number sentence.

What is a number sentence?

Everyone has seen a number sentence before. A number sentence can look like this:

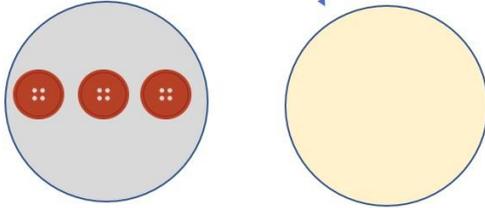$$10 + 3 = 13 \qquad 5 - 2 = 3 \qquad 4 + 7 = 11$$

When a number sentence has a missing number we need to do some problem solving to work out what the missing number is.

$$10 + \underline{\ } = 13 \qquad 5 - \underline{\ } = 3 \qquad 4 + \underline{\ } = 11$$

How do we find the missing number for an addition number sentence?

We can use many strategies to solve the missing number. Have a look below for one of the ways we can work it out.
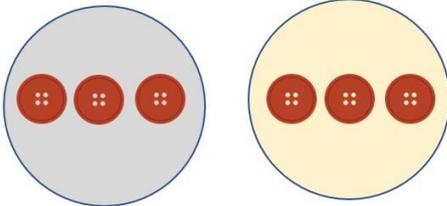
$$3 + \_\_ = 6$$

Using Objects and Counting On

Step 1 – You can draw objects to represent the _first number_ OR you can use real objects from your house e.g. smarties, buttons, beads, pegs, pebbles.

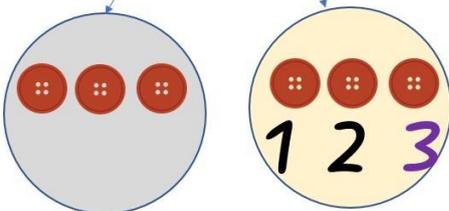## How do we find the missing number for an addition number sentence?

$$3 + \_\_ = 6$$

Step 2 — Start _counting on_ from the first number and add/draw more objects until you reach the number that the number sentence equals.

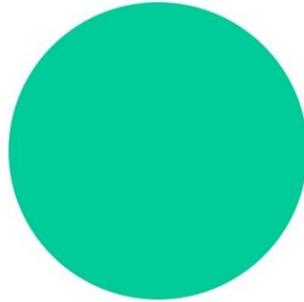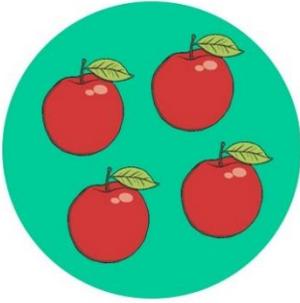## How do we find the missing number for an addition number sentence?

$$3 + 3 = 6$$

Step 3 – Then count the amount of objects you added. Write the number of objects you added or drew in the space for the missing number.
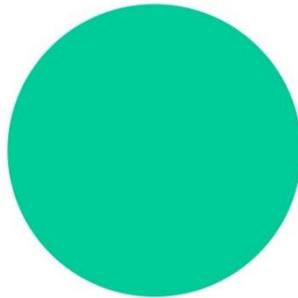
Step 4 — Re-read your number sentence to check that it makes sense. For this number sentence you could check it by doing 3 + 3 and checking that it equals 6. If it does, then you did it right!
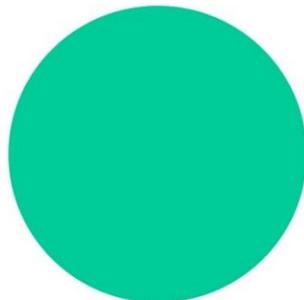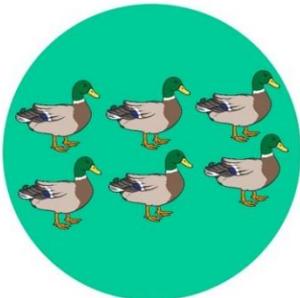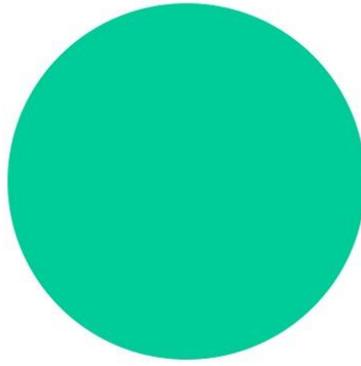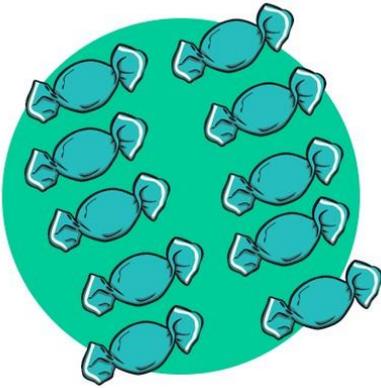
1 2 3

$$4 + \underline{\quad} = 6$$

$$7 + \underline{\quad} = 11$$

$$6 + \underline{\quad} = 15$$

$$10 + \underline{\quad} = 17$$

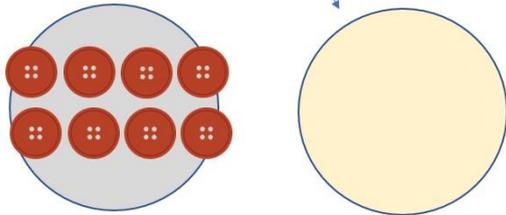## How do we find the missing number for an addition number sentence?

Can you describe the steps you used to

work out $10 + \underline{\quad} = 17$?

Write your steps below.

$$10 + \underline{\quad} = 17$$

_____

_____

_____

_____

_____

_____

How do we find the missing number for a subtraction number sentence?

We can use many strategies to solve the missing number. Have a look below for one of the ways we can work it out.

$$8 - \_\_ = 2$$
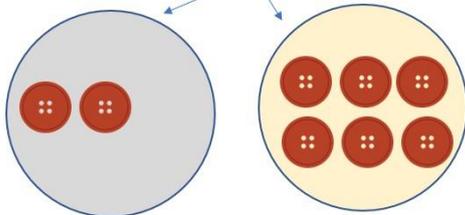
Using Objects and Counting Back

Step 1 – You can draw objects to represent the _first number_ OR you can use real objects from your house e.g. smarties, buttons, beads, pegs, pebbles.

How do we find the missing number for a subtraction number sentence?

Using Objects
Step 2 — Start _counting back_ from the first number and _move_ the objects into a new group until you reach the number that the number sentence equals.

$$8 - \_\_ = 2$$

Using Drawings
Step 2 — Start _counting back_ from the first number and _cross off_ the objects until you reach the number that the number sentence equals.

$$8 - \_\_ = 2$$

How do we find the missing number for a subtraction number sentence?

Using Objects
Step 3 — Then count the amount of objects you moved. Write the number of objects you moved in the space for the missing number.

$$8 - \underline{6} = 2$$

1 2 3
4 5 6
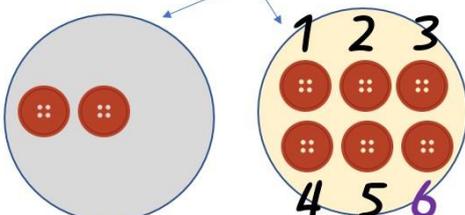
Using Drawings
Step 3 — Start _counting back_ from the first number and cross off the objects until you reach the number that the number sentence equals.

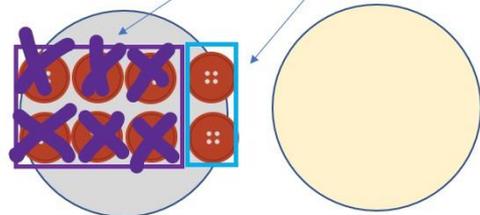$$8 - \underline{6} = 2$$
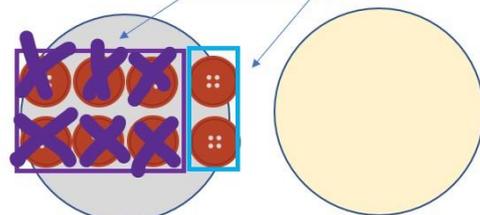
How do we find the missing number for a subtraction number sentence?

$$8 - \underline{6} = 2$$

Step 4 — Re-read your number sentence to check that it makes sense. For this number sentence you could check it by doing 8 – 6 and checking that it equals 2. If it does, then you did it right!

Now it is your turn!

$$6 - \underline{\hspace{2cm}} = 2$$
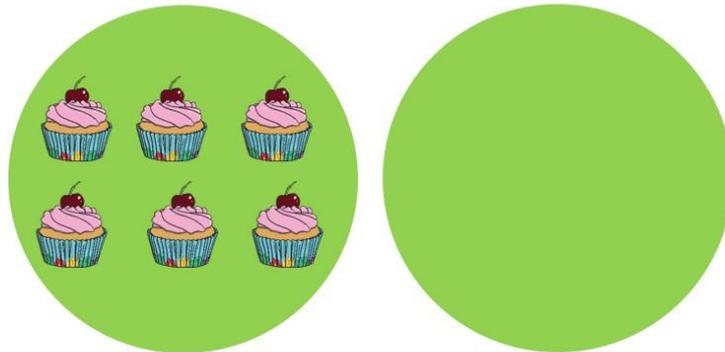
10 - ___ = 7
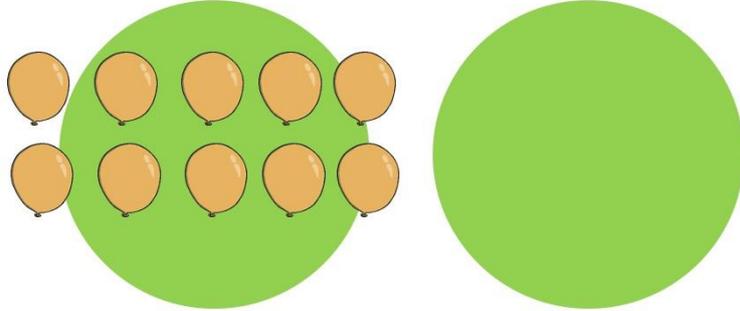
19 - ___ = 14
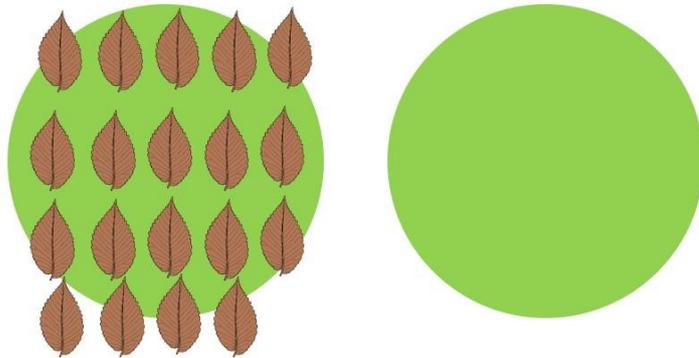
9 - ___ = 3

How do we find the missing number for a subtraction number sentence?

Can you describe the steps you used to work out $9 - \_\_ = 3$? Write your steps below.

$$9 - \_\_ = 3$$

_____

_____

_____

_____

_____

_____

Were you successful today?

Read the success criteria and tick the boxes if you were able to do what each one says. If you did not do these things, then you need to go back and check your work or ask for some help.

I was successful because I :

- ❑ I can complete the addition number sentences by figuring out the missing number.
- ❑ I can complete the subtraction number sentences by figuring out the missing number.
- ❑ I can voice record or write down how I solved the number sentence.

Geography — Place Names

1. Watch the video **Indigenous Place Names** - https://www.abc.net.au/btn/classroom/indigenous-place-names/11164046 OR read the summary on page 2 below.

2. Match the photos of places with their Aboriginal place names on page 3.

3. Many place names are named after the natural features near them. On page 4, draw what you think these places might look like.

4. On page 5, think of a place you know very well and list some words that describe that place such as hilly, rainy, cold, tall trees, flowers, grassy, crowded. Use the list you create to come up with a new name for the place. You might choose a place you have been to for a holiday, a park or your local area where you live.

Have you ever wondered how places got their names? Like, why is Sydney, Sydney?

Australia's full of all sorts of interesting names. Some places are named after towns in the United Kingdom. Like Newcastle, named after a coal port in the north of England. Some are named after people. Like the Flinders Ranges, named after the English navigator. But many other names are taken from one of the many Indigenous languages across Australia. Take Wollongong for example. It comes from the Dharawal word woolyungah, meaning the five islands. And Canberra comes from the word Kanbarra meaning meeting place in the Ngunnawal language.

And then there are dual names. Probably the best-known dual name in Australia is Uluru. It's also known as Ayers Rock, the name given by British surveyor William Gosse back in 1872. But for the Pitjantjatjara people this sacred site had been Uluru for thousands of years and in 1993 the iconic landmark became the first in the Northern Territory to get two official names. Which meant changes to road signs, maps and other things like postcards.

This change led to a whole bunch of dual naming's across Australia. In Adelaide the Torrens River was dual-named with its original Kaurna name Karrawirra Parri and Victoria Square was dual-named Tarntanyangga.

Many people in Tasmania are hoping that their capital Hobart will soon also be known by its Palawakani name Nipaluna.

Many people are pushing for more dual naming in other parts of Australia as a way of recognising the cultures that were here before colonisation and the original names of these spectacular Aussie sites.

Many Australian place names come from the languages of the Aboriginal Peoples.

3 Match these places to the meaning of their name.

A

B

C

D

Place	Meaning	Picture
Canberra	meeting place (Ngunnawal)	
Parramatta	eel waters (Darug)	
Oodnadatta	Mulga blossom – a Mulga is a small tree which grows in the outback. (Arrernte)	
Dandenong	lofty mountains (Woiwurrung)	

7 Sometimes places are named after the natural feature they are near. Draw what you think these places would look like.

White Cliffs	Kangaroo Valley	Broken Hill
Great Sandy Desert	**Blue Lake**	**Black Mountain**

Think of a place that you know very well. List its features.

Natural features	Plants	Special features

Use these words to write a descriptive long name for your place.

_____

TUESDAY

What's Planned Today?

Reading

Writing

Maths

PD/H/PE

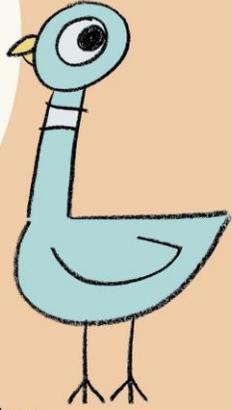you don't need a cape to be a hero. you just need to care.
KID PRESIDENT

Don't
Let the
Pigeon
Drive
the
Bus!

words and pictures by mo willems

Do this activity BEFORE watching Mrs Berry read *Don't Let the Pigeon Drive the Bus* on Seesaw

Think of 5 reasons for why it would be a really bad idea for a pigeon to drive a bus!

1. _____

_____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

Do this activity **AFTER** watching Mrs Berry read *Don't Let the Pigeon Drive the Bus* on Seesaw

They're just words, right?

"Clean." "Dirty."
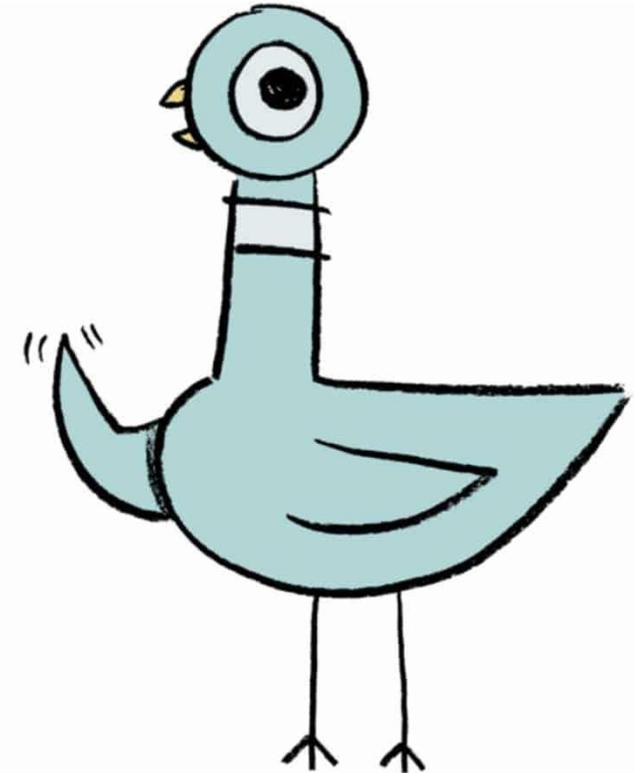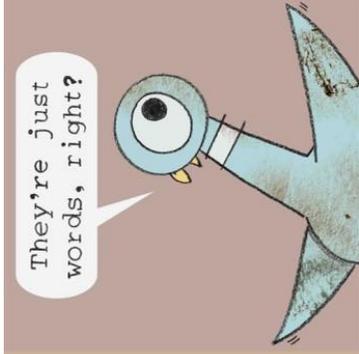
That cheeky pigeon is at it again! Think of some reasons he might use to persuade you that he does not need a bath!

Bath Time? No, Thanks!

Help the Pigeon come up with reasons to avoid taking a bath.
Fill in the balloons with the best excuses you have for avoiding the bath.
All excuses are good excuses!

I just took one last month!

Art © Mo Willems
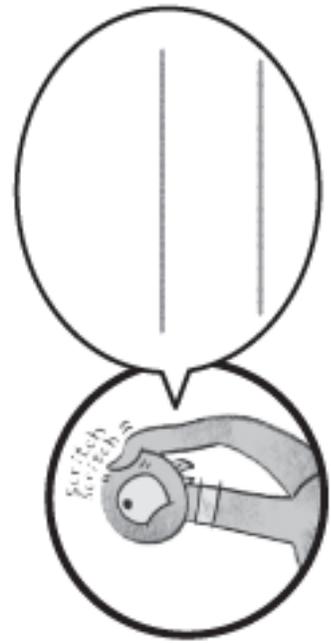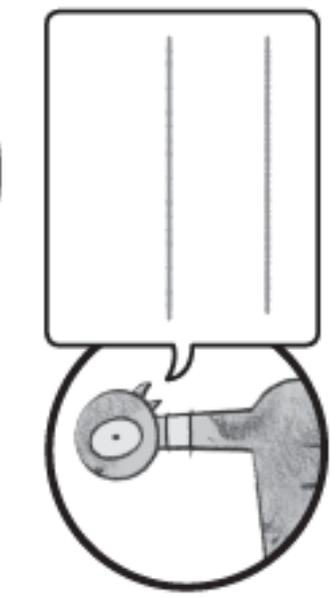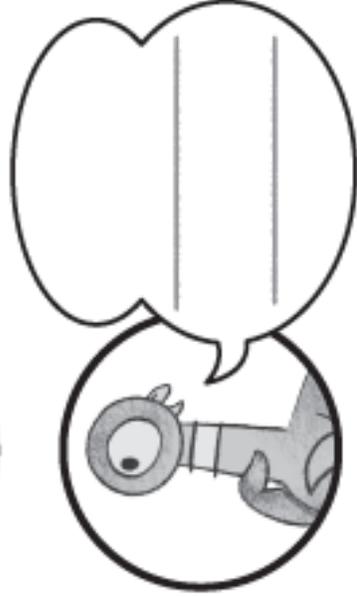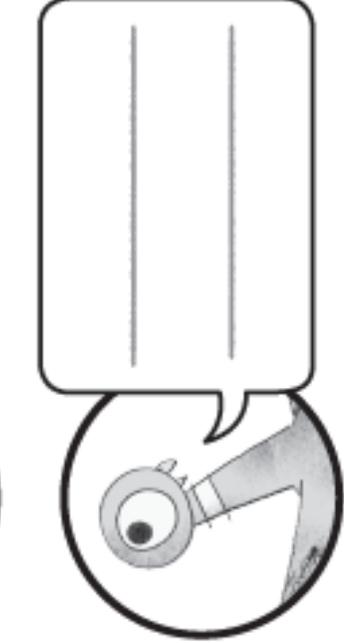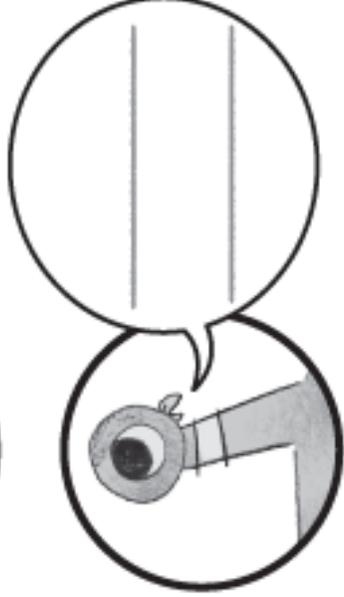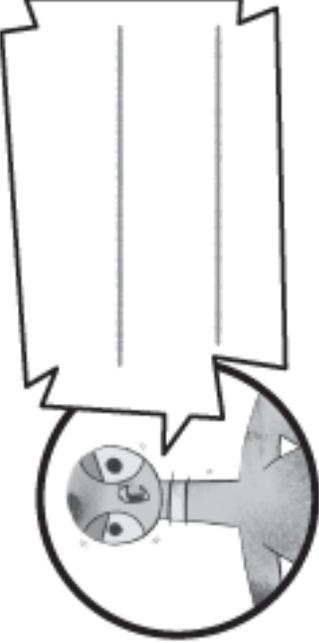
Name: _____   **Date: 20.7.21**

Today's writing lesson focuses on the structure of a 'Persuasive' text. Persuasive texts follow a special structure. The structure is as follows below:

1. 1st paragraph- Statement of Position (state what you believe/your viewpoint)
2. 2nd, 3rd, 4th paragraphs- Arguments (with an elaboration/evidence to support your opinion)
3. Reinforcement of Position Statement (restate/repeat your opinion more forcefully/strongly).

Now that you understand the structure of a persuasive text, read the template provided on the next page titled, 'Writing a Persuasive Text- 'Dogs Make the Best Pets'. Look closely at how this text matches the structure of a persuasive text.

Writing a Persuasive Text

Title

Dogs Make the Best Pets

Strong Language

Opinion

Introduction

When it comes to pets, it is **without a doubt** that **dogs** most certainly **make the best pets**. Dogs are **loyal, affectionate** and **active** animals, making them perfect pets for children.

Reasons

Connective

Argument

1st argument paragraph

Firstly, everyone knows that **dogs are the most loyal of pets**. They will **sit with you** when you are sick, they love to spend time with you, **play with you** and **they will guard your house.**

Reasons

2nd argument paragraph

Secondly, it is widely known that **dogs are affectionate**. Dogs **like to be hugged**, petted and rubbed by their owners. Dogs also **excitedly greet you** when you come home - no other pet will run, jump up and hug you as soon as you walk through the door!

3rd argument paragraph

Finally, dogs are active animals. They **require regular walking** which means that **children** who walk their dogs **will also get regular exercise. Dogs love to play fetch** which is also a great outdoor activity.

Strong language

In conclusion, there is no question that **dogs make the best** pet for children. This is because of their **loyalty**, their **affectionate** nature and their **active** lifestyle. Do yourself a favour and buy a dog today!

Restate opinion

Conclusion

Summarise reasons

twinkl

4 BOUNCY BALLS

Now your task is to underline the important parts of the structure of a persuasive text in the text below, 'Children should stop watching television'. You will need to underline the title in red, circle the Statement of Position in green, circle the arguments in blue and the Reinforcement of Position in yellow.

Persuasive Text Example

Read this example of a persuasive text. Underline the title, the point of view, arguments, reasons and persuasive language.

Children Should Stop Watching Television!

I strongly believe that watching television is bad for children. It is not educational, it creates laziness and it increases bad behaviour.

Firstly, because television involves watching, not thinking, it is not educational. When children are not thinking, they are not using their imagination, which is tragic! A lack of thinking and imagination can also affect a child's schoolwork.

Secondly, when watching television, students are sitting for long periods of time. Sitting still for a long time can create bad habits like not wanting to play outside, which in turn can affect a child's health, weight and friendships.

twinkl.com

Finally, there are countless shows on television that are not appropriate for children to watch. Some of these show swearing, being mean, bad manners and fighting. If children watch shows that have these things in them, it's possible they will think these behaviours are OK in real life. This means that children could become rude and violent.

In conclusion, it's obvious that children watch too much television and should be stopped. This is because children's education, physical fitness and behaviour are at risk. Make yourself smarter, fitter and better behaved TODAY by not watching television!

twinkl.com

Maths Year 2 – Patterns and Algebra

Lesson 2 — Missing Numbers

We are learning to:

✓ Find the missing number in addition and subtraction number sentences.
✓ Describe how we worked out the missing number in the number sentence.

I will be successful if :

❏ I can complete the addition number sentences by figuring out the missing number
❏ I can complete the subtraction number sentences by figuring out the missing number.
❏ I can voice record to describe how I solved the number sentence.

How do we find the missing number for an addition number sentence?

We can use many strategies to solve the missing number. Have a look below for one of the ways we can work it out.

$$3 + \underline{} = 6$$

Using a Number Line
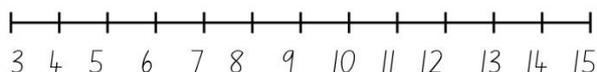
Step 1– You can write the first number at the start of the number line and fill in the rest of the numbers.

3 4 5 6 7 8 9 10 11 12 13 14 15

How do we find the missing number for an addition number sentence?

$$3 + \underline{} = 6$$

Using a Number Line
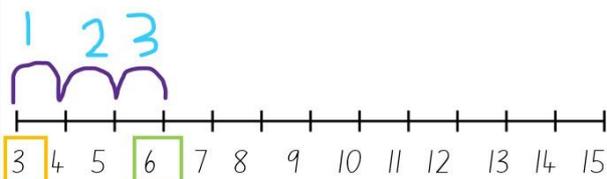
Step 2 — Start at the first number and draw arches as you count on. Stop when you reach the number that the number sentence equals.

1 2 3

3 4 5 6 7 8 9 10 11 12 13 14 15

How do we find the missing number for an addition number sentence?

$$3 + \underline{3} = 6$$

Step 3 — Count how many jumps you made. The amount of jumps you made is the missing number. Write the number of jumps you counted and write that in the space for the missing number.

How do we find the missing number for an addition number sentence?

$$3 + \underline{3} = 6$$
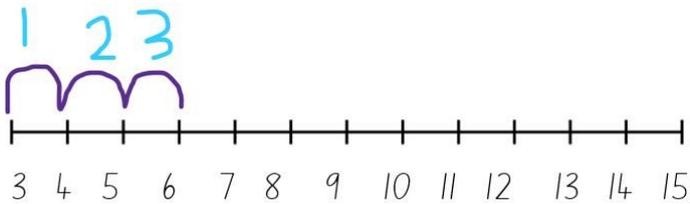
Using a Number Line

Step 4 – Re-read your number sentence to check that it makes sense. For this number sentence you could check it by doing 3 + 3 and checking that it equals 6. If it does, then you did it right!

Now it is your turn!

$2 + \_\_ = 7$
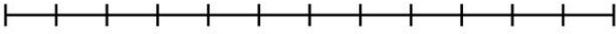
$13 + \_\_ = 20$
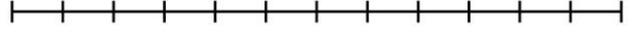
$9 + \_\_ = 17$

$6 + \_\_ = 11$

How do we find the missing number for an addition number sentence?

Can you describe the steps you used to work out $6 + \_\_ = 11$?

Write your steps below.

$6 + \_\_ = 11$

_____
_____
_____
_____
_____
_____

How do we find the missing number for a subtraction number sentence?

We can use many strategies to solve the missing number. Have a look below for one of the ways we can work it out.

$18 - \underline{} = 14$

Using a Number Line
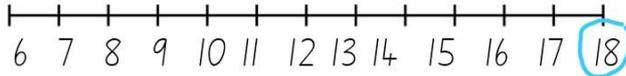
Step 1 - You can write the _first number_ at the _end_ of the number line and fill in the rest of the numbers.

6 7 8 9 10 11 12 13 14 15 16 17 18

How do we find the missing number for a subtraction number sentence?
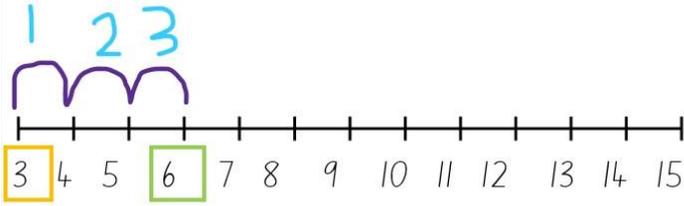
$18 - \underline{} = 14$

Using a Number Line
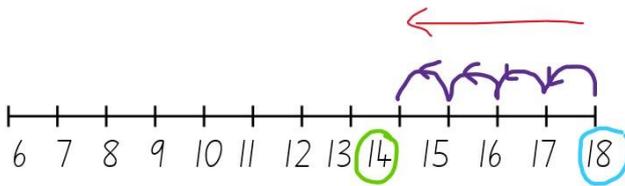
Step 2 — Start at the first number and draw arches as you count back. Stop when you reach the number that the number sentence equals.

6 7 8 9 10 11 12 13 14 15 16 17 18

How do we find the missing number for a subtraction number sentence?

$18 - \underline{4} = 14$

Using a Number Line
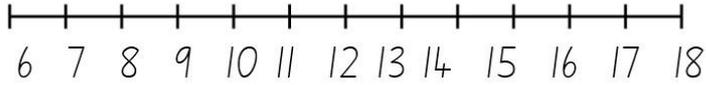
Step 3 — Count how many jumps you made. The amount of jumps you made is the missing number. Write the number of jumps you counted and write that in the space for the missing number.

1 2 3 4

6 7 8 9 10 11 12 13 14 15 16 17 18

How do we find the missing number for an addition number sentence?

$$18 - \underline{4} = 14$$

```
├──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┤
6  7  8  9  10 11  12 13 14  15  16  17  18
```

Step 4 – Re-read your number sentence to check that it makes sense. For this number sentence you could check it by doing 18 – 4 and checking that it equals 14. If it does, then you did it right!
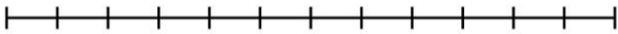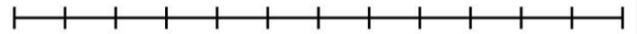
Now it is your turn!

$$16 - \underline{} = 7$$

$$10 - \underline{} = 3$$
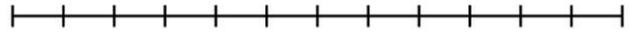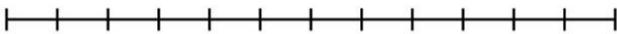
$$18 - \underline{} = 12$$

$$23 - \underline{} = 19$$
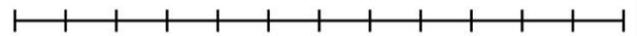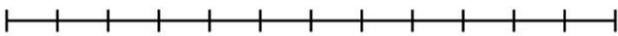
How do we find the missing number for a subtraction number sentence?

Can you describe the steps you used to work out $10 - \_\_ = 3$?

Write your steps below.

$$10 - \_\_ = 3$$

_____

_____

_____

_____

_____

_____

Choose one chilli challenge! Show your strategy below.

$$7 + \_\_ = 15 \qquad 14 + \_\_ = 21 \qquad 27 - \_\_ = 36$$

Choose one chilli challenge! Show your strategy below.
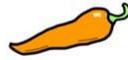
🌶️	🌶️	🌶️
9 - __ = 2	18 - __ = 13	29 - __ = 16

Were you successful today?

Read the success criteria and tick the boxes if you were able to do what each one says. If you did not do these things, then you need to go back and check your work or ask for some help.

I was successful because I :

☐ I can complete the addition number sentences by figuring out the missing number.
☐ I can complete the subtraction number sentences by figuring out the missing number.
☐ I can voice record or write down how I solved the number sentence.

PD/H/PE – Belonging

Groups I Belong To

Read the book below and have a think about which groups you belong to.
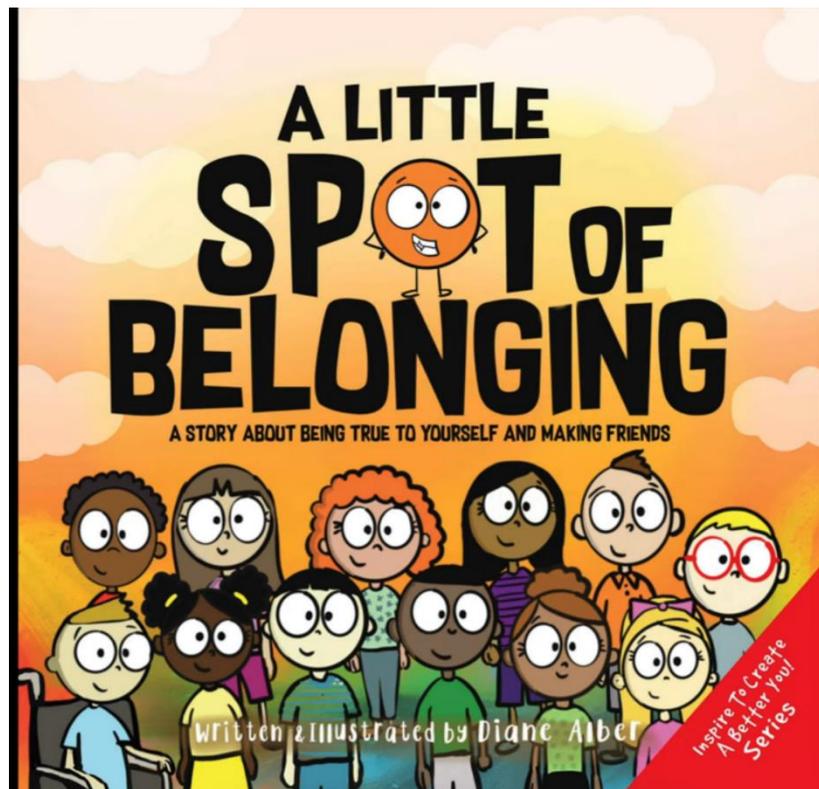
Hi, I'm a little SPOT of BELONGING.

BELONGING is a FEELING you get when you have a great friend, when you are part of a group, or when you are part of a community that supports you. It is also a FEELING of CONFIDENCE and loving who you are!
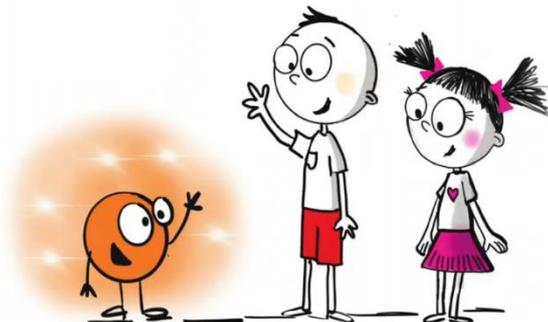
Every human on this planet wants to FEEL like they BELONG, and we all have the power to help each other feel that way!
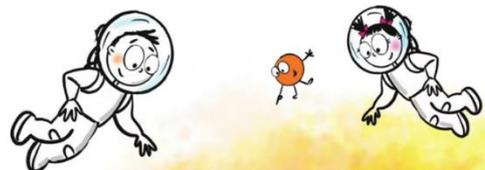
FAMILY

You might already FEEL like you BELONG somewhere!

Like a...

CLUB

BAND

TEAM

SCHOOL

When you BELONG, you FEEL **VALUED, SAFE, CALM,** and **ACCEPTED.**

Those are amazing FEELINGS!

Did you know you can help others FEEL like they BELONG, too?

You can do this by showing KINDNESS!

I wonder which groups you belong to.

Now that you have some ideas about what belonging to a group means you can tell me which groups you belong to.

Groups I Belong To

On this page circle all the groups you belong to.

Barramurra Public School   Year 2

Roblox community

My friends   AFL club   My family

soccer club   My extended family

Gregory Hills community   gardening club

Year 1   karate club   UTS

gymnastics club   swimming club

Harrington Park community

NYU

basketball club   skipping club

Oran Park community

Ladybugs   netball club

Grasshoppers

Catherine Fields community

UCLA

dancing club   Bumble bees

Minecraft community

Groups I Belong To

On this page, draw a picture of 3 groups you belong to. Then write about how each group makes you feel like you belong.
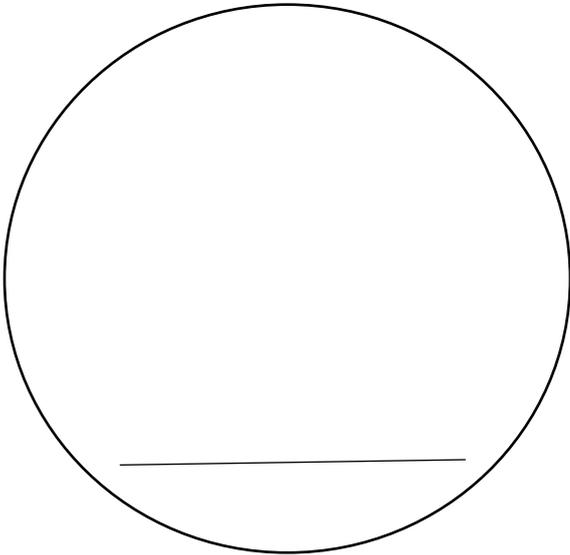
I feel like I belong to this group because_____

_____

_____

_____

I feel like I belong to this group because_____

_____

_____

_____
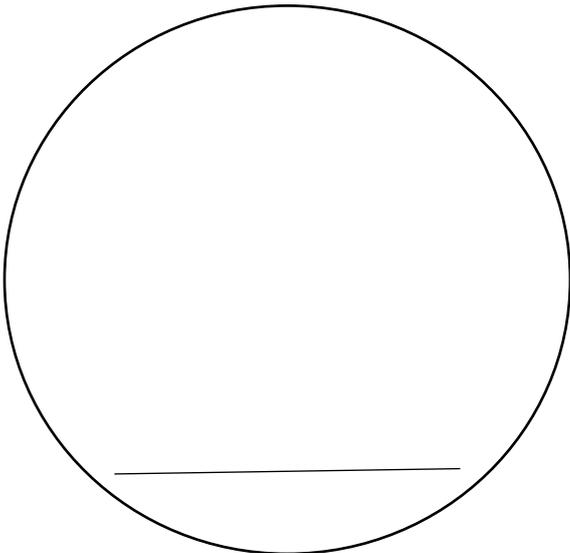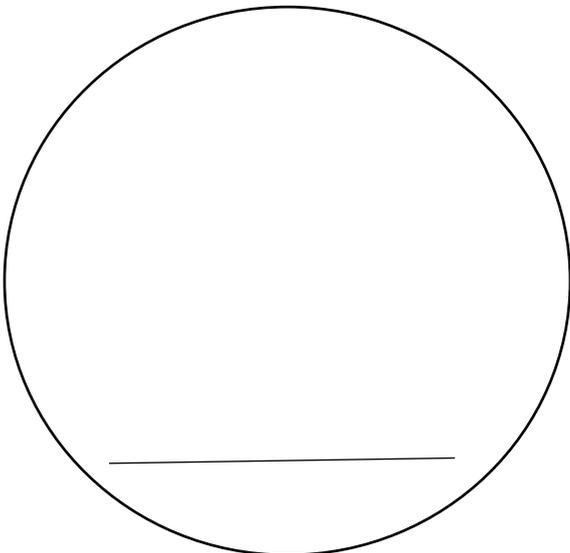
I feel like I belong to this group because_____

_____

_____

_____

WEDNESDAY

What's Planned Today?

Reading

Writing

Maths

Science

you don't have
to be perfect
to be amazing.

Barramurra
Public School
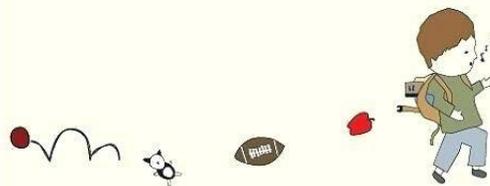
Reading - Fluency

Name:

_____

Date: 21.7.21

Our Reading focus for today is on 'paying attention to punctuation'. We use punctuation to help us read fluently and to have a clearer understanding of the meaning of sentences. Some examples of punctuation are a full stop (.), comma (,), exclamation mark (!), question mark (?), ellipsis (…) and quotation/speech marks (" ").

Your task is to:

❖ Select a book of your choice from home OR a book from your PM eCollection.

❖ Write down the title and author of your book below.

Title: _____

Author:_____

❖ Read the book

❖ If you are using a book from home, take a photo on Seesaw of your 2 favourite pages. If you are using your PM eCollection, take a screen shot and upload it to Seesaw.

❖ Press the voice recording button (🎤) and record yourself reading each page aloud and then post it on to Seesaw.

Success Criteria

✓ I pause at commas by taking a short breath

✓ I pause at full stops by taking a longer breath

✓ I change the voice of my characters when I see quotation/speech marks

Writing – 'Persuasive' text features

Name: _____   **Date: 21.7.21**

Today's writing lesson is focused on 'Persuasive' text features. These language features are used to persuade the reader of the writer's opinion.

Persuasive Text Features
alliteration
A perfect pepperoni pizza!

Persuasive Text Features
fact
Cats have whiskers.

Persuasive Text Features
opinion
Cats are cute.

Persuasive Text Features
repetition
BUY! BUY! BUY!

Alliteration- where 3 words in order start with the same letter.

Fact- persuasive texts contain facts which means real information.

Opinion- is a point of view which may not necessarily be factual.

Repetition- purposely repeating key phrases or words.

Persuasive Text Features
rhetorical question

Do you think it's healthy to spend all day in front of computer screens?
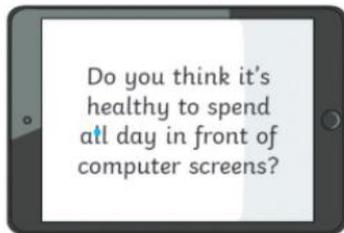
Persuasive Text Features
emotive language

There are hundreds of lost puppies on the streets, scared and alone. You can help them find a home.

Persuasive Text Features
exaggeration
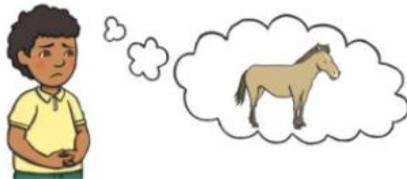
I'm so hungry I could eat a horse.

Persuasive Text Features
present tense

Rhetorical question- where you ask a question you don't expect the answer for.

Emotive Language- using specials words to show emotions (for example, happiness, sadness).

Exaggeration- when you make a statement that shows something to be much better or worse than it actually is.

Persuasive Text Features

time connectives

firstly finally secondly
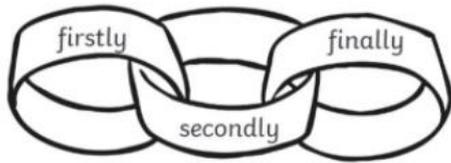
Persuasive Text Features

opening statement

I strongly believe...

Persuasive Text Features

arguments

Firstly...

Persuasive Text Features

conclusion
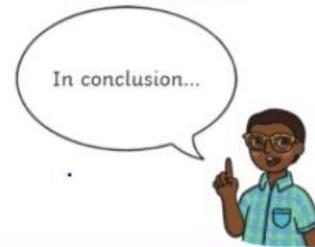
In conclusion...

Opening statement- this is your first paragraph, your statement of position, where you state what you believe.

Arguments- these are your reasons for why you believe a certain viewpoint.

Conclusion- this is your final paragraph, which is the reinforcement of the statement of position, where you repeat more strongly what you believe to the reader.

Time Connectives- special words you use to organise and order your persuasive text, there are some more examples below.

firstly	I feel that...	moreover	I am writing to...
secondly	I am sure that...	For this reason...	for
In my opinion...	It is certain...	because	against

All of the 'Persuasive' text features mentioned above, are used in a sneaky way to make you believe the author's opinion.

Now, that you have a bank of knowledge on persuasive writing and its text features you have an important job to do!

There is persuasive text which is all mixed up, your job is to cut and paste this text into the correct order so that it follows the right structure of a 'Persuasive' Text.

Goodluck!

In conclusion, summer offers the best sunny weather, the perfect opportunity for spending fun time with friends and family as well as delicious frozen treats for everyone to enjoy. It is clear that summer is most definitely the best season of the year.

Finally, I am sure you can agree that summertime is the perfect time for delicious treats like ice cream or frozen slushy drinks. These tasty treats are not nearly as enjoyable in the colder seasons.

Summer Is the Best Season of the Year

Additionally, summer here in Australia includes Christmas, which means lots of fun times with family and friends. The school holidays are also a great time to get away for a holiday, to discover new things and new places.

Summer is without a doubt the best season of the year. I strongly believe that it is better than all of the other seasons because summertime is the perfect time for fun family adventures, the tastiest foods and of course the very best weather.

Firstly, summer is great for spending time outside, as the weather is warm and sunny which is perfect for visits to the beach or for swimming in a pool. You might also like to go for a bike ride or play outside in the sunshine.

Maths Year 2 – Patterns and Algebra

Lesson 3 — Missing Numbers and Word Problems

We are learning to:

✓ Represent a word problem as a number sentence.
✓ Find the missing number in addition and subtraction number sentences.

I will be successful if :

❑ I can represent a word problem as a number sentence.

❑ I can complete a number sentence by figuring out the missing number.

❑ I can choose a strategy to show my working out.

Solving a word problem

Jenny had (23) apples. She gave some apples away to her friends. She had (12) left. How many apples did she give away?

Step 1 — First read the question to work out what the question is asking you. It can help to circle the numbers.

Step 2 — Write down the word problem as a number sentence. Use a line to show where the missing number is in the number sentence.

$$23 - \underline{\quad} = 12$$

Solving a word problem

Jenny had 23 apples. She gave some apples away to her friends. She had 12 left. How many apples did she give away?

Step 3 — Choose a strategy to solve the number sentence. Remember we have done this before using a objects, drawings or a number line.

$$23 - \underline{11} = 12$$
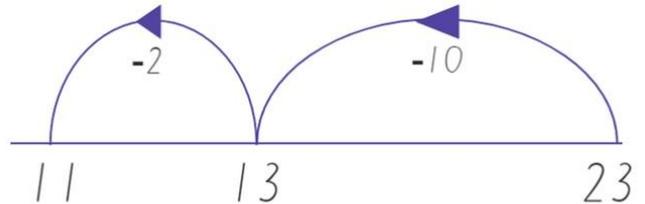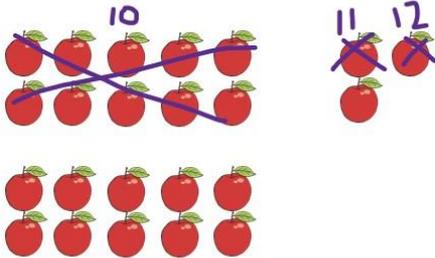
Solving a word problem

Jenny had 23 apples. She gave some apples away to her friends. She had 12 left. How many apples did she give away?

Step 4 — Re-read your number sentence to check that it makes sense. For this number sentence you could check it by doing 23 — 11 and checking that it equals 12. If it does, then you did it right!

$$23 - \underline{11} = 12$$

Solving a word problem

Jenny had 23 apples. She gave some apples away to her friends. She had 12 left. How many apples did she give away?

Step 5 — You can explain how you worked out the missing number by describing what you did. You can write this down or voice record it.

$$23 - \underline{\textbf{11}} = 12$$

I subtracted the number of apples left which was 12 from 23 to work out how many apples Jenny gave away.
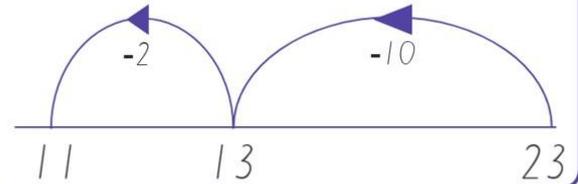
Now it is your turn!

Ben had 15 stickers. He shared some among his friends. He had 4 left. How many stickers did he give away?

Put your number sentence here.

☐ ☐ = ☐

Put your working out here.

Now it is your turn!

Kai the baker made 12 doughnuts in one batch. His target was 26 for the bake sale. How many more did he still need to make?

Put your number sentence here.

☐ ☐ = ☐

Put your working out here.

Now it is your turn!

Rona had a piece of string which was 20 cm long. After she cut a piece off, there was 4 cm left. What was the length of the string that was cut off?

Put your number sentence here.

☐ ☐ = ☐

Put your working out here.

Now it is your turn!

Abdulla counted 23 birds in one morning. By the end of the _day_ she had counted a total of 37. How many more birds did she see?

Put your number sentence here.

☐ ☐ = ☐

Put your working out here.

Were you successful today?

Read the success criteria and tick the boxes if you were able to do what each one says. If you did not do these things, then you need to go back and check your work or ask for some help.

I was successful because I :

☐ I can represent a word problem as a number sentence.

☐ I can complete a number sentence by figuring out the missing number.

☐ I can choose a strategy to show my working out.

Science - Changing Landscapes

Did you know that our landscapes look different at different times of the day? There are some photo examples to show how one landscape can look very different at sunrise, solar noon, sunset or night. Complete I OR both of the activities
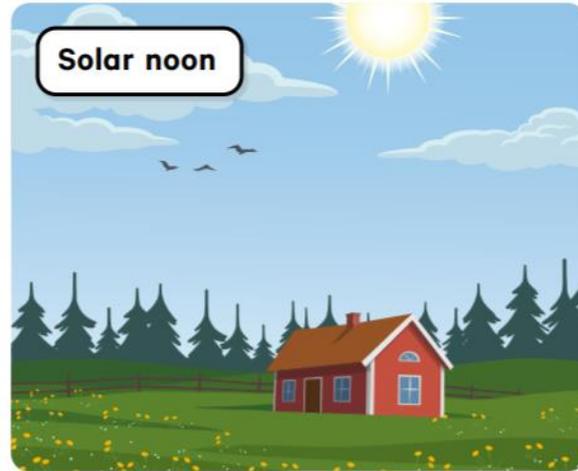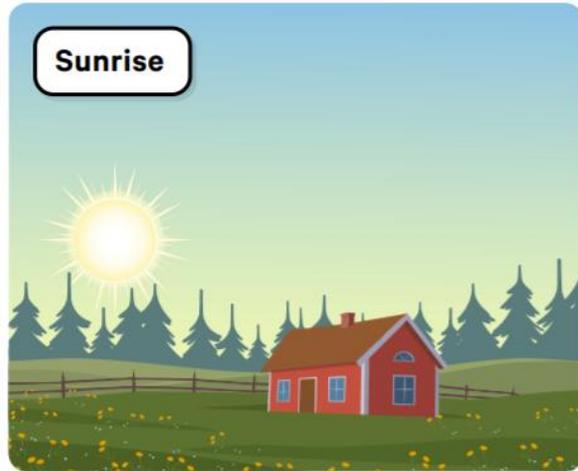
Activity I

Find somewhere outside to sit and look at the landscape in front of you. Try to draw what it looks like on the next page. Now think about what it might look like if you were looking at the same landscape at sunset. What would change? Draw what it would look like as it was getting dark on the page after.

TIP: Think about which colours you would see and where the sun/moon would be

5 Go outside and look up and around. Draw and label what you can see on your landscape.

Time:

6 Draw any changes you might see on your landscape on a different time of day or night.

Time:

Activity 2

Our landscapes would look very different if we were tiny like and ant or looking down from the sky like a bird.

Draw your backyard from the view of one of these animals.

THURSDAY

What's Planned Today?

Reading

Writing

Maths

Sport

KID
YOU'LL MOVE
MOUNTAINS!
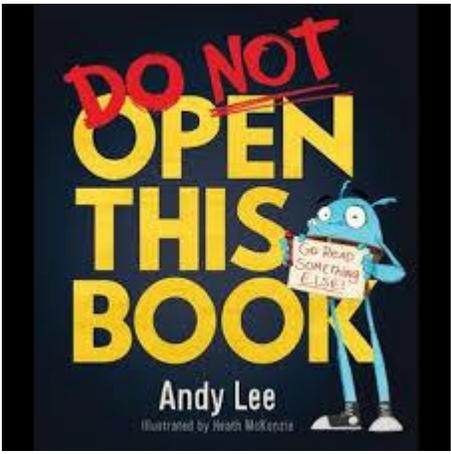
DO NOT OPEN THIS BOOK

Andy Lee

Illustrated by Heath McKenzie

Think of 3 reasons this monster does not want you to open this book! Write your 3 ideas in the thought bubbles!
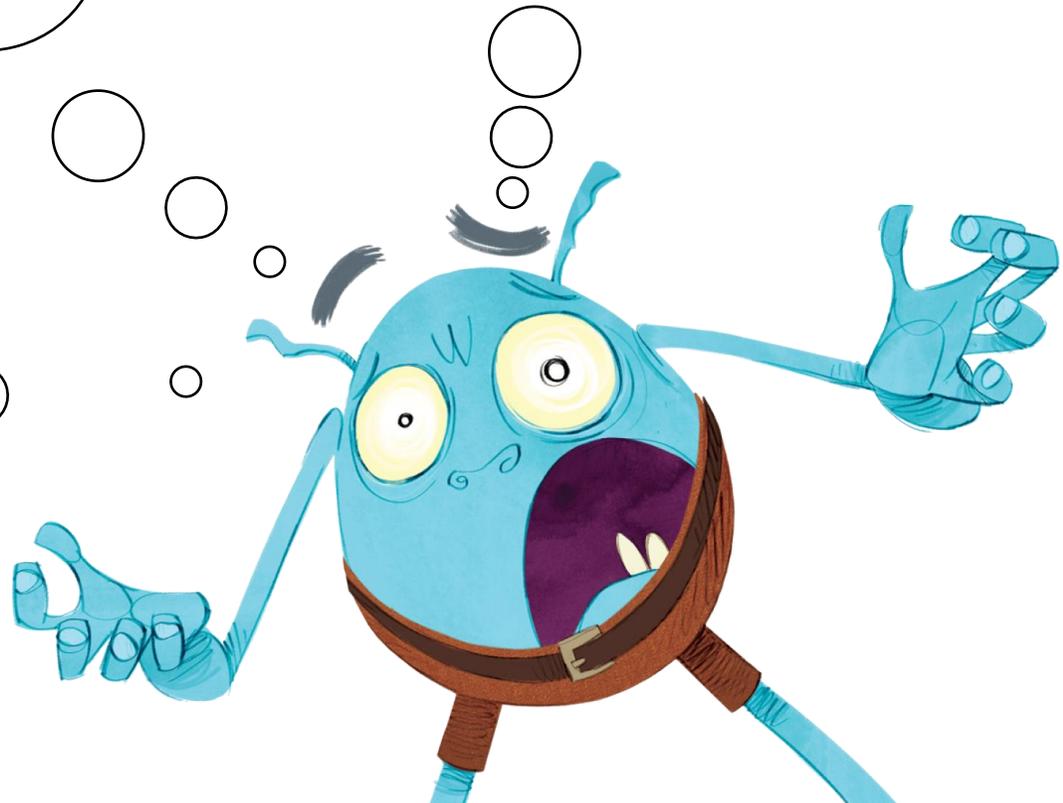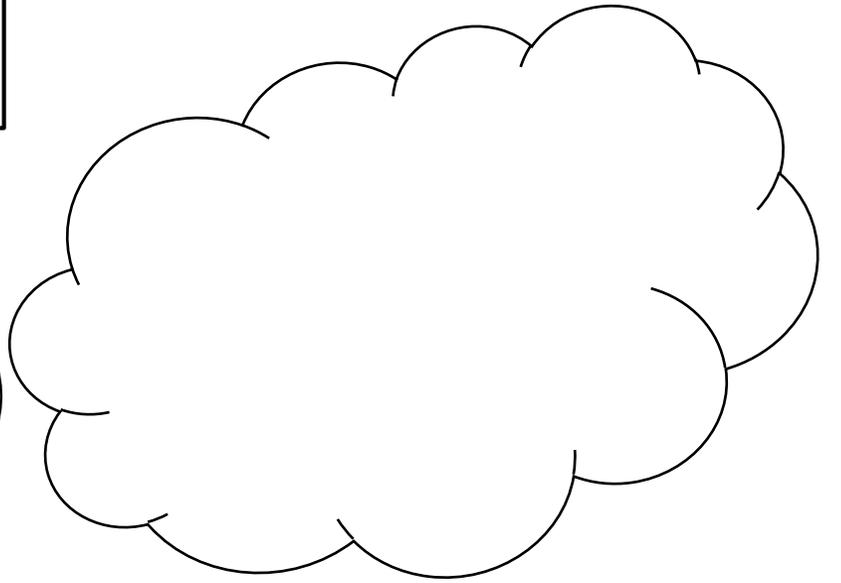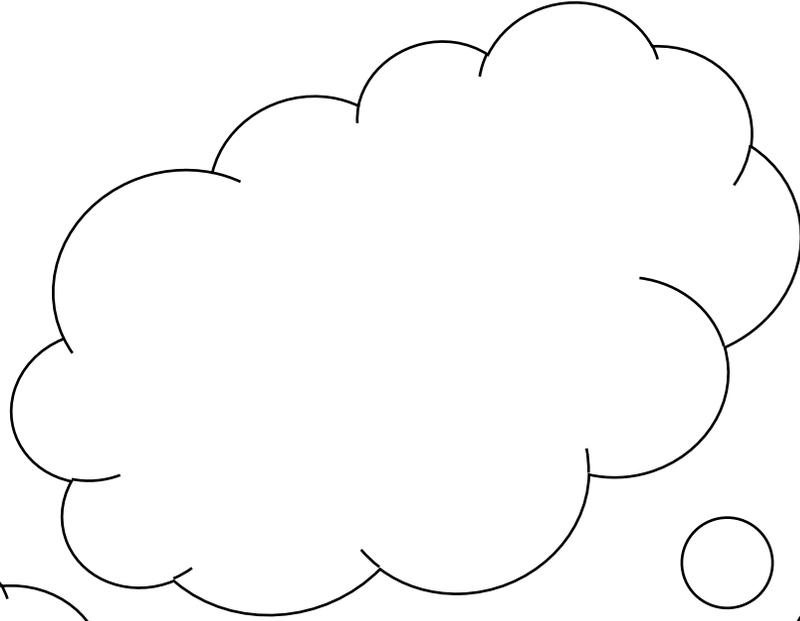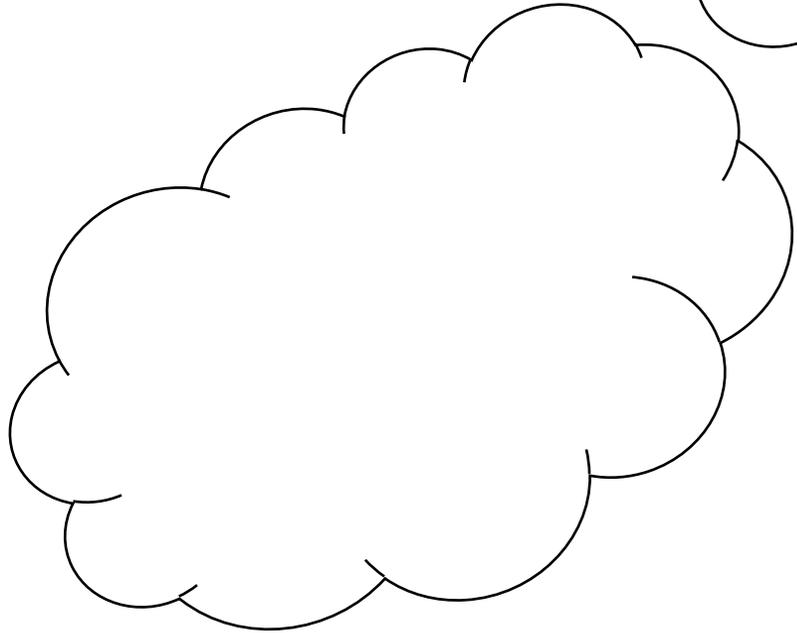
Tell me which 2 pages you thought were the most convincing pages. Which of his arguments and excuses for not turning the page were the MOST persuasive and why?
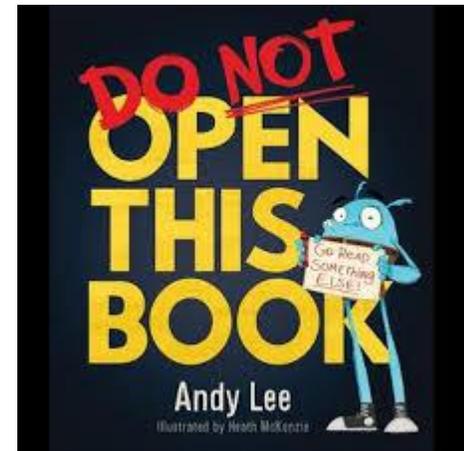
1.

2.
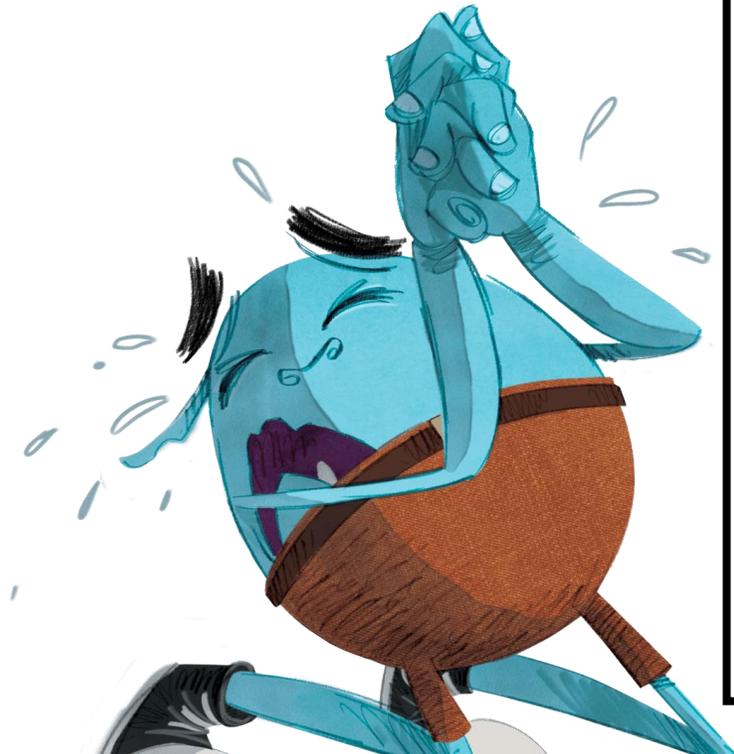
Term 3 Week 2 – Thursday

Writing – 'High Modality'

Name: _____   **Date: 22.7.21**

Today's writing lesson is focused on using 'High Modality' language in 'Persuasive' texts. Modality refers to how certain you are about something so 'high modality' means showing that you are sure about something.

For example:

LOW MODALITY- Eating cake MAY make you fat.

HIGH MODALITY- Eating cake WILL make you fat.

You can clearly see how the high modality sentence is alot more convincing which is the second sentence because it uses the word WILL which is a strong convincing word.

The poster below provides some examples of low, medium and high modality words. Make sure, when you write your persuasive text tomorrow you use words that are strong and from the high modality list.

What is Modality?

Modality is used in writing to express how definite you are about something.

If you use words that express uncertainty, this is called low modality. If you use words that express certainty, this is called high modality. It is often used in persuasive writing and in discussing a point of view.

Examples of modality include:

Low

sometimes

maybe

might

occasionally

rarely

possibly

perhaps

Medium

often

likely

regularly

scarcely

frequently

probably

usually

High

absolutely

always

certainly

definitely

obviously

surely

clearly

Now your job is to complete the activity below to demonstrate your understanding of high modality language. Goodluck!

Switching Modality

Choose a word from each level of modality to complete the sentences.

Low	Medium	High
maybe	frequently	absolutely
might	likely	always
occasionally	often	certainly
perhaps	probably	definitely
possibly	regularly	obviously
sometimes	usually	surely

1. We _____ go to the beach on Sunday.
2. We _____ go to the beach on Sunday.
3. We _____ go to the beach on Sunday.

4. I will _____ eat dessert after dinner.
5. I will _____ eat dessert after dinner.
6. I will _____ eat dessert after dinner.

7. The puppy _____ plays with the ball.
8. The puppy _____ plays with the ball.
9. The puppy _____ plays with the ball.

What do you notice about how modality changes the strength of each sentence?

_____
_____
_____
_____

Maths Year 2 – Patterns and Algebra

Lesson 4 — Missing Numbers and Word Problems

We are learning to:

✓ Represent a word problem as a number sentence.
✓ Find the missing number in addition and subtraction number sentences.
✓ Describe how we worked out the missing number in the number sentence.

I will be successful if :

❑ I can represent a word problem as a number sentence.

❑ I can complete a number sentence by figuring out the missing number.

❑ I can choose a strategy to show my working out.

❑ I can write or voice record to describe how I solved the word problem.

Choose one chilli challenge! Show your strategy below.

There were 8 children on the school bus. Some more children got on so that there was 15 children on the bus in total. How many more children got on the bus?
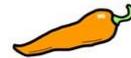
There were 24 children on the school bus. Some more children got on so that there was 46 children on the bus in total. How many more children got on the bus?

There were 18 children on the school bus. Some more children got on so that there was 64 children on the bus in total. How many more children got on the bus?

Chilli Challenge #1

☐ ☐ = ☐

How do we work out the word problem to find the missing number?

You can explain how you worked out the missing number by describing what you did. You can write this down, or voice record it.

_____
_____
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Choose one chilli challenge! Show your strategy below.

Tom had 13 pears. He gave some pears away to his friends. He had 6 left. How many pears did he give away?

Tom had 23 pears. He gave some pears away to his friends. He had 11 left. How many pears did he give away?

Tom had 39 pears. He gave some pears away to his friends. He had 16 left. How many pears did he give away?

Chilli Challenge #2

Put your number sentence here.

◻ ◻ = ◻

Put your working out here.

How do we work out the word problem to find the missing number?

You can explain how you worked out the missing number by describing what you did. You can write this down, or voice record it.

_____

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Were you successful today?

Read the success criteria and tick the boxes if you were able to do what each one says. If you did not do these things, then you need to go back and check your work or ask for some help.

I was successful because I :

❑ I can represent a word problem as a number sentence.

❑ I can complete a number sentence by figuring out the missing number.

❑ I can choose a strategy to show my working out.

❑ I can write or voice record to describe how I solved the word problem.

Term 3 Week 2 – Thursday

Sport – Physical Education + Growth Mindset

Barramurra
Public School

Name: _____   **Date: 22.7.21**

For sport today, you need to:

1. Start with some warm ups (jog for 20 seconds on the spot, then do 10 star jumps and then hop for 20 seconds on the spot) 2. Now that you have warmed up your muscles you are ready to click on the 'Go Noodle' YouTube link below and participate in a really fun 'Danger Force' mission.
https://www.youtube.com/watch?v=7Li2qwdUsxU

If you don't have internet access at home, you may set up an obstacle course using things around your house. You can use chairs to crawl under, cushions to jump over, tables and blankets to make tunnels to crawl through (use your creativity). Do this obstacle course circuit 2-3 times.

2. To help you rest and calm your body you will now participate in a 'Growth Mindset' lesson. This is what you need to do:

Open the attached link below and watch the video.

https://safeshare.tv/x/ss5c4e63434cd5a

If you don't have internet at home, here is a summary of the video. Mojo is a monster and he loves Maths. All of a sudden the Maths questions start to get hard and he

decides to give up and leave. He then learns the 'Growth Mindset' lesson in the video which is you are NOT born smart. Your brain is a muscle and it needs to be trained, stretched and exercised so that you can understand new things.

Just like you exercised your body muscles during sport earlier, your brain is a muscle also that needs to be stretched and exercised.

Now that you have watched the video, think about what you can do to challenge, stretch, and grow your brain this week!

So your task is now to write down at least 2 ways of how you could stretch and grow your brain this week!

How are YOU going to GROW your brain this week?

➤ _____
_____
_____
➤ _____
_____
_____
_____

FRIDAY

What's Planned Today?

Reading

Writing

Maths

Drama

BE SILLY

BE HONEST

BE KIND.

- Ralph Waldo Emerson -

Reading - Fluency

Name: _____   **Date: 23.7.21**

Our Reading focus for today is on 'accuracy and rate'. To read accurately, you need to read each work correctly. To read at the correct rate, you need to make sure you are not reading too fast or too slow.

Your task is to:

❖ Select a book of your choice from home OR a book from your PM eCollection.

❖ Write down the title and author of your book below.

Title: _____

Author:_____

❖ Read the book

❖ If you are using a book from home, take a photo on Seesaw of your 2 favourite pages. If you are using your PM eCollection, take a screen shot and upload it to Seesaw.

❖ Press the voice recording button (🎤) and record yourself reading each page aloud and then post it on to Seesaw.

Success Criteria

✓ I read all the words correctly

✓ I read at a good speed which is not too slow or too fast

Term 3 Week 2 – Friday

Writing – 'Writing a Persuasive Text'

Name: _____   **Date: 23.7.21**

Today's writing lesson is focused on using all the information that you've learnt on 'Persuasive' Writing, the structure of a persuasive text, persuasive text features and using high modality language to write your very first Persuasive Text!

Remember, persuasive texts persuade which means, convince the reader to believe the same opinion of the author. So, your job as the author is to convince me of what you believe using that sneaky high modality language we learnt about yesterday! The topic that you are going to be writing about is: "School Uniforms should be banned!"

I have decided to be very nice as it your first time writing a persuasive text this week and give you some example arguments that you might like to use that you can build on in your elaboration. Or you might like to challenge yourself and not look at that template and think of your own arguments!

Here is the example template to help you with your arguments.

School Uniforms Should Be Banned

For:

- School uniforms are plain, boring and everyone looks the same.
- School uniforms are uncomfortable and are often made out of heavy or scratchy fabrics.
- School uniforms are not always suitable for playing on the playground at recess and lunch.

Against:

- School uniforms make getting dressed in the morning quick and easy.
- School uniforms help to create equality between students.
- School uniforms help us to live more sustainably.

twinkl

Now, you need to take a position, a side. What is your opinion? Do you think school uniforms should be banned? Whichever side of the argument you are on you need to convince me of your opinion. The writing template is on the next page, get started. Goodluck!

Persuasive Writing

Name: _____   Date: _____

Topic/Title:

I strongly believe that...

Firstly...

Secondly...

Thirdly...

In conclusion, it is clear that...

Maths Year 2 – Patterns and Algebra

Lesson 5 — Missing Numbers and Your Own Word Problems

We are learning to:

✓ Find the missing number in number sentences.
✓ Create a word problem to represent a number sentence.
✓ Describe how we worked out the missing number in the number sentence.

I will be successful if :

❑ I can make a word problem to represent a number sentence.

❑ I can complete a number sentence by figuring out the missing number.

❑ I can choose a strategy to show my working out.

❑ I can write or voice record to describe how I solved the word problem.

Creating your own word problem!

Now that we know how to solve word problems to find the missing number. It is time for you to create your own word problems! Let's learn how!

Step 1 — First read the number sentence you will need to use to make your word problem.

$$23 - \underline{} = 12$$

Step 2 — Write down a word problem that uses the numbers in the number sentence. Remember to check whether the number sentence asks you to take away (–) or add more (+).

Jenny had 23 apples. She gave some apples away to her friends. She had 12 left. How many apples did she give away?

Creating your own word problem!

Step 3 — Solve your own word problem to check that it works! Choose a strategy and show your working out.
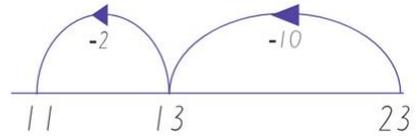
Step 4 — Re-read your number sentence to check that it makes sense. For this number sentence you could check it by doing 23 — 11 and checking that it equals 12. If it does, then you did it right!

$$23 - \underline{11} = 12$$

Step 5 — You can explain how you worked out the missing number by describing what you did. You can write this down or voice record it.

I subtracted the number of apples left which was 12 from 23 to work out how many apples Jenny gave away.

Choose one chilli challenge! Create a word problem below.

$$5 + \underline{} = 10$$

$$15 + \underline{} = 24$$

$$32 + \underline{} = 46$$

Chilli Challenge #1

Put your number sentence here.

Show your working out here

☐ + ☐ = ☐

Write your word problem here.

_____

_____

_____

_____

_____

How do we work out the word problem to find the missing number?

You can explain how you worked out the missing number by describing what you did. You can write this down, or voice record it.

_____

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Choose one chilli challenge! Create a word problem below.

$9 - \underline{} = 4$
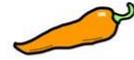
$25 - \underline{} = 13$

$48 - \underline{} = 36$

Chilli Challenge #2

Put your number sentence here.

Show your working out here

$\boxed{} - \boxed{\underline{}} = \boxed{}$

Write your word problem here.

_____

_____

_____

_____

_____

How do we work out the word problem to find the missing number?

You can explain how you worked out the missing number by describing what you did. You can write this down, or voice record it.

_____

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Were you successful today?

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❑ I can choose a strategy to show my working out.

❑ I can write or voice record to describe how I solved the word problem.

DRAMA - MIME

Watch a little of each of these clips on YouTube.

- ☐ [Le Mime Marceau](#) - https://www.youtube.com/watch?v=XEsfpRrfXf4&ab_channel=Films%26Documentaires
- ☐ [Mime - ET the Mime - The Car](#) - https://www.youtube.com/watch?v=FPMBV3rd_hI&ab_channel=ETtheMime
- ☐ [Rowan Atkinson Live - Star of Mr.Bean - Funny invisible drum](#) - https://www.youtube.com/watch?v=A_kloG2Z7tU

Which mime artist was your favourite and why?

_____

_____

Mime involves expressing yourself physically, using gestures (moving your body parts), being exact with details and using facial expressions.

Game: Mirror Me!

1. Find someone in your house that you can work with on this activity.
2. Face each other and choose who will go first (you will both get a turn!)
3. Standing in one spot, the person going first will start to move their arms slowly while the other person copies them as if they were a mirror. Don't move too fast! Try to copy facial expressions too.
4. Use some ideas from the videos you watched earlier.
5. You can swap after a minute.
6. If you can, get someone to take a short video and upload it onto Seesaw.

ADDITIONAL ACTIVITIES

Learning Warm Ups

Word Search

Olympic Colouring Page

Screen - Free Activity Ideas 2

Keep looking UP... THERE MAY BE A RAINBOW waiting FOR you.

WORD OF THE DAY

Words that rhyme	How many syllables	In fancy handwriting
Smaller words	planet	In a sentence
In a pyramid word	Number of vowels	Draw it

MONDAY NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Draw with Hundreds, Tens and Ones
1 after 10 after	**Choose your difficulty level** 98 🌶️ 🌶️ 349 1009 🌶️	Expanded eg 100+50+6=56
Write in words	Subtraction Number (–) sentence	Addition (+) Number sentence

WORD OF THE DAY

Words that rhyme	How many syllables	In fancy handwriting
Smaller words	surprise	In a sentence
In a pyramid word	Number of vowels	Draw it

NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Draw with Hundreds, Tens and Ones
1 after 10 after	**Choose your difficulty level** 67 🌶️ 🌶️ 587 5732 🌶️	Expanded eg 100+50+6=56
Write in words	Subtraction Number (-) sentence	Addition (+) Number sentence

Words that rhyme	How many syllables	In fancy handwriting
Smaller words	country	In a sentence
In a pyramid word	Number of vowels	Draw it

WEDNESDAY NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Draw with Hundreds, Tens and Ones
1 after 10 after	**Choose your difficulty level** 79 🌶️ 🌶️ 876 4449 🌶️	Expanded eg 100+50+6=56
Write in words	Subtraction Number (−) sentence	Addition (+) Number sentence

WORD OF THE DAY

Words that rhyme	How many syllables	In fancy handwriting
Smaller words	pattern	In a sentence
In a pyramid word	Number of vowels	Draw it

1 before 10 before	Odd or Even?	Draw with Hundreds, Tens and Ones
1 after 10 after	**Choose your difficulty level** 75 🌶️ 🌶️ 796 **7764** 🔥🌶️	Expanded eg 100+50+6=56
Write in words	Subtraction Number (–) sentence	Addition (+) Number sentence

WORD OF THE DAY

Words that rhyme	How many syllables	In fancy handwriting
Smaller words	snowfall	In a sentence
In a pyramid word	Number of vowels	Draw it

FRIDAY NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Draw with Hundreds, Tens and Ones
1 after 10 after	**Choose your difficulty level** 95 🌶️ 🌶️ 883 3991 🌶️	Expanded eg 100+50+6=56
Write in words	Subtraction Number (–) sentence	Addition (+) Number sentence

WORD SEARCH

OLYMPICS

F	A	B	R	O	N	Z	E	H	C
I	R	I	N	G	S	W	R	P	Y
F	L	A	G	S	T	R	S	Q	V
P	G	O	L	D	O	E	I	T	R
Q	W	F	G	L	R	A	L	E	F
N	U	D	Y	P	C	T	V	M	C
T	B	P	J	H	H	H	E	E	J
X	O	X	I	O	O	X	R	D	F
A	I	P	O	S	Z	D	L	A	Y
Q	F	T	J	T	G	P	Q	L	I

GOLD	RINGS	FLAGS
SILVER	TORCH	HOST
BRONZE	WREATH	MEDAL

teachstarter

WORD SEARCH

ANSWERS

F	A	B	R	O	N	Z	E	H	C
I	R	I	N	G	S	W	R	P	Y
F	L	A	G	S	T	R	S	Q	V
P	G	O	L	D	O	E	I	T	R
Q	W	F	G	L	R	A	L	E	F
N	U	D	Y	P	C	T	V	M	C
T	B	P	J	H	H	H	E	E	J
X	O	X	I	O	O	X	R	D	F
A	I	P	O	S	Z	D	L	A	Y
Q	F	T	J	T	G	P	Q	L	I

GOLD   RINGS   FLAGS
SILVER   TORCH   HOST
BRONZE   WREATH   MEDAL

GYMNASTICS

More Non-screen activities you can do at home

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.
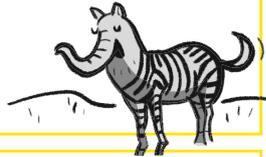
25 more ideas!

1 Get doodling! Grab some paper and pens and doodle anything you like! Animals, aliens or something else.

2 Create your own animal. Could you combine two of your favourites? What will you call it?

3 Design and draw a new musical instrument. How would you play it and what will it sound like?

4 Make up your own 5 minute exercise routine. What will you include?

5 Can you make up your own jokes? Tell them to someone to make them laugh!

6 Make some jewellery. Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!
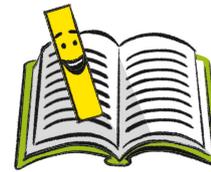
7 Paper aeroplane challenge! Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?

8 Fingerprint art! Use only your fingertips and paint to create a picture.

9 Make a bookmark to use when you're reading.

10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.

11 Quick draw! Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!

13 How many different words can you make from the letters in this sentence?
Keeping my brain busy is fun

14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

15 Guess the character! Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.
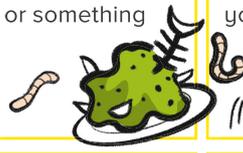
16 Make a finger puppet! Use a paper cone to make a body, then attach a paper head.

17 Describe the most disgusting meal EVER! What is in it? Spaghetti worms, toenails on toast or something else?

18 Create a comic strip about an animal who turns into a superhero. Which animal will you choose?

19 Create a family kindness jar. Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!

20 Find a fun place to sit and read a book. Under the bed? Up a tree? Where will you go?

21 How many words can you think of that rhyme with WRITE?

22 Write a recipe for 'Springtime'. What will you include? Flowers? Sunshine? What else?

23 Use your body to make the shape of a letter. How many more can you make? Can you make every letter in the alphabet?

24 Play alphabet bingo! Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

25 Start a diary. Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.

Parents and teachers – please share your success stories with us on social media:
HeyPobble   Pobble Education   TeamPobble