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YEAR 2 OVERVIEW

| HOME LEARNING RESOURCES | | | | | | |
|--|--|---|--|--|--|--|
| READING, WRITING AND SPELLING | | | | | | |
| Name | Information | Possible Uses | | | | |
| Word Mat | Frequently used words | practice spelling check your spelling in a piece of writing | | | | |
| Blank Word Strip Sheet Blank Write On Card Spelling | Segmenting sounds in words | help with spelling unfamiliar words 1. Say the word out loud, slowly and naturally. For example, ship. 2. Segment the word into its individual sounds (phonemes) holding up a finger for each sound. For example, shift(p' - 1, 2, 3 fingers. /sh/ /ii /p/ After segmenting a spoken word into its individual phonemes, you need to assign the correct grapheme (letter/s) to represent each phoneme in writing. For example: Word Phonemes 0 (apphemes 1) | | | | |
| Soundwaves Chart | A complete list of graphemes in the English language | spelling unfamiliar words by segmenting into individual sounds identifying a variety of ways to spell sounds / graphemes | | | | |
| Soundwaves Getting Started Worksheet Information | A sample page of the Soundwaves worksheets | ensuring you are assisting your child according to classroom practice | | | | |
| Soundwaves Helpful Hints for Parents | A cheat sheet to help with spelling | | | | | |
| Home Reading Parent Handout | Activities for Comprehension and Helpful Hints | questions to ask before, during and after reading to check for comprehension and understanding a guide on how to encourage reading at home | | | | |
| Editing Checklist | A checklist to ensure accurate editing | use one checklist per piece of writing the ARMS and CUPS strategy can be used to simplify the steps that students take when they revise and edit their work. Breaking the process down into manageable steps makes the task seem less daunting for students. | | | | |
| Targeted Handwriting Book | Letter formation in line with NSW Foundation Font | providing children with increased opportunities to take responsibility for producing handwriting of a consistent size, shape, spacing and slope | | | | |
| | | Матнематіся | | | | |
| Name | Information | Possible Uses | | | | |
| 1cm Square Grid | Blank grid page in Icm squares | assist in drawing 2D shapesgraphing for data | | | | |
| 2D Shapes Information Poster | Information on the properties of 2D Shapes | - visual information poster of the properties of 2D shapes | | | | |
| 11 – 20 Tens Frames | Template with complete tens frames up to 20 | - extension of zero to tens frames | | | | |



| 100s Charts | A chart with numbers from 1 to 100 arranged 10 by 10 | skip counting look for different patterns bingo assist in addition and subtraction "I'm thinking of a number" higher or lower number game rounding to 10 race to 100, race from 100 cut it up into different parts to create a jigsaw |
|--|---|--|
| Addition Strategies Posters | Visual cues for strategies to use with addition | practice with different two-digit numbers extend by using three-digit numbers |
| Black Box Resources for Maths | A variety of blank templates, dominoes and activity ideas | double tens frames standard dominoes number cards zero to thirty number track caterpillar |
| Blank 2D Shapes | Simple outlines of each 2D Shape | - cut out and use for manipulating and combining 2D shapes. |
| Blank Analog Clocks | A series of blank analog clock faces | look at a digital clock and draw the hands on an analog clock to represent the same time |
| Blank Dice Template | Net of a cube | - to make an alternative dice to 1-6-sided dice |
| Blank Number Lines | Number line with no numbers | used to extend with addition and subtraction, in particular the jump strategy. |
| Blank Tangram Pieces | 7 pieces of a Tangram puzzle | standard tangram template – cut along every line to have 7 separate 2D shapes |
| Standard Dominoes Double Dominoes up to 9 | Standard domino template and double domino template up to 9 dots | use for subitising (recognising dot patterns automatically). For example, student should instantly recognise 9 and 4 and then perform addition or subtraction (9+4=13 or 9-4=5) |
| Mental Addition and Subtraction Strategies | Informative posters for addition and subtraction strategies | guide and handout book for addition and subtraction strategies easy to understand strategies to assist with mental addition and subtraction |
| Number Lines to 30 | Number lines with numbers filled in up to 30 | - used to assist with addition and subtraction, in particular the jump strategy |
| Six-Sided Dice Template | Net of a cube with numbers 1-6 | - can be cut out, folded and glued (or sticky tape) to make a standard dice |
| Spinners | Spinner to 5 and Spinner to 10 | can be used for games in BLMs file used for chance (numbers, odd or even, colours, warm or cool) |
| Subtraction Strategies Posters | Visual cues for strategies to use with subtraction | practice with different two-digit numbers extend by using three-digit numbers |



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| Supporting Your Child At Home Handout Tangram Task Cards | A variety of games and instructional posters Images to create using the Blank Tangram Pieces | - | games that require dice, cards or everyday items that can be found at home levelled task cards for students to create a variety of images using the tangram pieces great for extending understanding of 2D shapes |
|--|---|---|--|
| Blank Hundreds Chart | A 10 by 10 grid with no numbers filled in | - | Use as a graphing template for data Write the numbers 1 – 10 in the spaces of the first row. · Count by 10. Write those numbers on the chart. · Write the number 25 where it belongs. · Write the number 45 where it belongs. · Write the number 31 where it belongs. · Write the number 51 where it belongs. · Write the number 75 where it belongs. · Put your finger on the number 25. Write the number that comes before 25. Write the number that comes after 25. · Put your finger on 50. Write the number that comes before 50. · Put your finger on 31. Write the rest of the number in that row. · Put our finger on 1. If you move down the column, what number goes underneath it? Write that number. What number 63 where it belongs. · Write the number 78 where it belongs. · Fill in all of the numbers in the last row. · Fill in the 40s row. · Fill in the 60s row. · Fill in the rest of the numbers in the 4 column. · Fill in the rest of the numbers in the hundred chart. |