








# Teaching and Learning Activities – Stage 1

**2021 Term 3 Week 10** Please complete all activities in your homework book or a workbook you have at home.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Can you prepare a meal together?	Can you write a letter or card to someone?	Can you talk and dress like a pirate today? See you on our 10am whole school zoom.	Can you FaceTime a relative and read them a story?	Can you play a game with someone in your family?
Morning	<p><b>English</b> Practise your Magic Words if you have any. Please email the school if you need the next level sent to you.</p> <p><b>Spelling</b> Sound Waves kids online <b>Year 1: sit375</b> <b>Year 2: stone880</b></p> <p>Unit 28 y, u Chant: Yellow yoyo y, y, y</p> <p>You can listen to the sound of the week by clicking on “sound info kit” at the top of</p>  	<p><b>English</b> Practise your Magic Words if you have any.</p> <p><b>Spelling</b> Practise reading your list words and write your 6 words using the strategy of Look, Cover, Write and Check.</p> <p><b>Year 1:</b> Complete Sound Waves Unit 28 Page 1</p> <p><b>Year 2:</b> Complete Soundwaves Unit 28 Page 1</p>	<p><b>English</b> Practise your Magic Words if you have any.</p>  <p><b>Spelling</b> Practise reading your list words and write your 6 words using the strategy of Look, Cover, Write and Check.</p> <p>Complete weekly segmenting of your spelling words using either Sound Waves kids or the attached worksheet.</p> <p>Play a spelling game on Sound Waves kids.</p>	<p><b>English</b> Practise your Magic Words if you have any.</p> <p><b>Spelling</b> Practise reading your list words and write your 6 words using the strategy of Look, Cover, Write and Check.</p> <p><b>Year 1:</b> Complete Sound Waves Unit 28 Page 2</p> <p><b>Year 2:</b> Complete Soundwaves Unit 28 Page 2</p>	<p><b>English</b> Practise your Magic Words if you have any.</p>  <p><b>Spelling</b> Ask someone in your house if they can help test you on your 6 spelling words from this week. If no one is available to assist you, write your spelling words out using the Look, Cover, Write and Check strategy.</p> <p>Play a spelling game on Sound Waves kids.</p>

the **Unit 28** page from Sound Waves online.



y	yoyo	yoo	ue	rescue	
i	million	u	computer	eau	beauty
u	failure	ui	pursuit		
j	hallelujah	eu	neutral		
		ew	few	yuh	
		u_e	tune	u	argument

Extension

Brainstorm 10 words containing the 'y', 'u' letters. Write the words in your book & underline the letters making the focus sound.



Read your spelling list words for the week. Select 6 words from your list to practice writing each day. Write these in your book.

### Reading - Tough Boris

Click the link on **Google Classroom** to listen to Mrs Bedingfield read the story Tough Boris written by Mem Fox.

Complete the comprehension and cloze passage activities below.

### Reading: Pirate Book report

Click the link on **Google Classroom** to watch the video **Pirates Love Underpants** written by Claire Freedman and Ben Cort.

<https://youtu.be/-QCQJEmSado>

Complete the book review using the pirate template in the worksheets.

### Grammar - Silly Sentences

A sentence is a set of words that is complete in itself. It typically contains a subject, conveys a statement, question, exclamation or command, and consists of a main clause.

Complete the worksheet in the pack titled "Silly Sentences".

**Extension:** Write 3 silly sentences about Pirates.

### Reading: Pirate

Follow the instructions provided below to complete the colouring picture.

**Extension:** Using the vocabulary words in the directions, write a sentence about each pirate in the picture.

### Writing - Flat teacher pirate:

Create a pirate outfit (using paper) for your flat teacher. Create a story about your teacher, the pirate. Is she looking for treasure? Is she making a pirate map? Does she have her own ship?

### Just for enjoyment!

Listen to Mrs Bedingfield read the story "Ten Unlucky Pirates" posted in **Google Classroom**.



Upload your Sound Waves sheet to **Google Classroom**.

### Reading/Writing

Click the link on **Google Classroom** to watch the video **How I Became a Pirate** written by Melinda Long.

<https://youtu.be/5-0VHrSwg2k>

Think about what it takes to be a pirate. Draw yourself as a pirate and write a description of yourself.

**Extension:** Compare yourself as a pirate to one of the pirates from the story.

### Handwriting

Log in to **Google Classroom** to watch the video demonstrating the formation for this week's focus letter Xx. We are also practising numerals 9, 0 & 1 this week.

### Reading: Super 6

Today our super 6 focus is inferring. Inferring means figuring out something that the author doesn't actually say. You can use clues that are in the picture, in the text and things from your own mind. We use what we already know and what we see to infer what is happening.



Using the picture prompt, write 5 things you observe in the picture. Think about what you know and write what is happening in the picture. Tell us how you know.

**Extension:** Use your knowledge of pirates to match the clues below with the correct pirate item.




### Writing Flat teacher:

Write a story about the adventures that your flat teacher has had at your house this week.



	<p>If you are unable to watch the story, read a book on Wushka or a book you have at home.</p> <p><b><u>Writing: Flat teacher</u></b></p> <p>You all should have received a special letter and package in the mail to complete these activities this week. If your 'Flat Teacher' got lost in the post and went elsewhere for an adventure, please send the school an email and we can send you a copy.</p> <p>Write a letter back to your teacher. You might like to talk about things you have been doing, what you are looking forward to when we return to school or you might have some exciting news to share with them.</p> <p>Take a selfie with your flat teacher.</p> <p>Upload your letter and photo to <b>Google Classroom.</b></p>	<p><b><u>Just for enjoyment!</u></b></p> <p>Listen to Mrs Bedingfield read the story "Tinkerbelle &amp; The Pirate Fairy" posted in <b>Google Classroom.</b></p>		<p>Complete the handwriting sheet below.</p> <p><b><u>Just for enjoyment!</u></b></p> <p>Listen to Mrs Bedingfield read the story "I wish I had a Pirate Suit" posted in <b>Google Classroom.</b></p>	<p>Use the template below to write your story.</p> <p>We would like to create a class book of all of your stories. Post your work to <b>Google Classroom</b>, glue into your work book or bring it to school when we return so we can share our stories.</p> <p><b><u>Just for enjoyment!</u></b></p> <p>Listen to Mrs Bedingfield read the story "The Lighthouse Keeper's Breakfast" posted in <b>Google Classroom.</b></p>
--	---	--	--	---	--



Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Using the grid provided, select an activity and play with a member of your family.</p> <p><b>Mentals:</b>            Complete the Year 1 or Year 2 '5 Minute Maths Revision' for Monday.</p> <p><b>Mass:</b>            Click on the link in <b>Google Classroom</b> to read through the <b>Measuring Mass PowerPoint</b>.</p> <p>Complete the <b>measuring mass sort</b> worksheet.</p> <p><b>Optional:</b>            Play the Happy Camel online interactive game</p>  <p><a href="https://pbskids.org/peg/games/happy-camel">https://pbskids.org/peg/games/happy-camel</a></p> <p>Log on to Mathletics</p>	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Select a different game from the grid to play with your family today.</p> <p><b>Mentals:</b>            Complete the Year 1 or Year 2 '5 Minute Maths Revision' for Tuesday.</p> <p><b>Mystery Picture:</b>             Follow the clues provided below to colour in the correct squares on the 100s chart to reveal the mystery picture. This week the hundreds chart is blank and you need to work out where the answers belong. You also need to perform addition to work out which boxes to colour in.</p> <p>(A hundreds chart has been included if you still need a hint.)</p> <p><b>Comparing Mass:</b>            Click the link on <b>google Classroom</b> to watch 'The Elephant Mass Song' video on YouTube</p>	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Select another game to play with your family today.</p> <p><b>Mentals:</b>            Complete the Year 1 or Year 2 '5 Minute Maths Revision' for Wednesday.</p> <p>Upload your mentals worksheets you have completed so far this week to <b>Google Classroom</b>.</p> <p><b>Ordering Mass:</b>            Click the link on <b>google Classroom</b> to watch 'Sesame Street: Ernie's Heavy and Light Game' video on YouTube</p> <p><a href="https://youtu.be/bULgZSEOV98">https://youtu.be/bULgZSEOV98</a></p> <p>After watching, think about which objects were light (feather, tissue, cotton candy) and which objects were heavy (barbell, rock, piano).</p>	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Select a game from this week to play again.</p> <p><b>Mentals:</b>            Complete the Year 1 or Year 2 '5 Minute Maths Revision' for Thursday.</p> <p><b>Mystery Picture:</b>            Follow the clues provided below to colour in the correct squares on the 100s chart to reveal the mystery picture.</p> <p><b>Using Informal Units:</b></p> <p><b>Year 1: Complete Mass - Informal Units worksheet</b>  <b>Year 2: Complete Comparing Mass (B) worksheet</b></p> <p><b>Extension:</b> Complete the <b>reading scales</b> worksheet. Draw a line on the scales to show the correct weight.</p> 	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Select your favourite game from this week to play again.</p> <p><b>Mentals:</b>            Finish any mentals questions which you may have missed this week.</p> <p><b>Describing Measurement:</b>            This term, we have looked at different ways to measure things. We used informal and formal units to measure length, time, mass and capacity.</p> <p>Use the <b>Describing measurement</b> template below to sort the different pictures and words to match up the correct terms to describe length, time, capacity and mass.</p> <p>Log on to Mathletics  <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>            Complete 2-3 tasks that your teacher has set.</p>



<https://login.mathletics.com/>

Complete 2-3 tasks that your teacher has set.



<https://www.youtube.com/watch?v=-cjPAPFuGLM>

In your workbook, can you make a list of some things from the song that were heavier and lighter than the elephant?

Write a comparative sentence for something heavier and lighter than the elephant. eg. The \_\_\_\_ is lighter than the elephant.

Draw pictures to show what the objects would look like if they were on an equal arm balance.



Upload a picture of your mass work to **Google Classroom**.

Log on to Mathletics  
<https://login.mathletics.com/>

Complete 2-3 tasks that your teacher has set.

Think about how the objects could be ordered from lightest to heaviest. Using the **Measure and Order** worksheet below, order the household items from lightest to heaviest. (You may like to find these items in your house and use 'hefting' to check which order they go in).



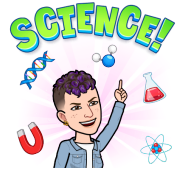


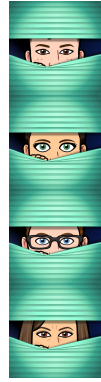
Log on to Mathletics  
<https://login.mathletics.com/>

Complete 2-3 tasks that your teacher has set.

Log on to Mathletics  
<https://login.mathletics.com/>

Complete 2-3 tasks that your teacher has set.



Break	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>PDH</b> <p>To celebrate the arrival of your flat teacher and the end of term, we are going to have a pirate party this afternoon.</p> <p>You might like to make a healthy snack for you to share with your flat teacher.</p>  <p>Upload a photo to <b>Google Classroom (optional)</b> of you and your teacher enjoying the party.</p>	<b>Geography</b> <p>This term we have been looking at natural, constructed and managed environments.</p> <p>Take your flat teachers on an adventure around your local community (or your home) and take a picture of them in a natural environment, managed environment and a constructed environment.</p> <p>Complete the Pirate Map below by drawing natural, managed and constructed features on the map.</p> <p>Write a set of directions for each flat teacher to help them get their treasure back to the pirate ship.</p> <p>Upload your photos and map to <b>Google Classroom (Optional)</b>.</p>	<b>Wellbeing Wednesday</b> <p>Home learning can be stressful. It is important to make sure you have some time to relax.</p> <p>Choose an activity this afternoon that helps you feel happy.</p> <p>There are some fun pirate colouring in sheets in the pack this week.</p> <p>You could even teach your flat teacher a new trick.</p>  <p>Whatever you choose to do this afternoon, make sure it makes you happy. You can post in the <b>Google Classroom</b> stream what you did if you like.</p>	<b>Science</b>  <p>Light energy is needed to help us see when it is dark.</p> <p>Walk around your house with your flat teacher and hide them in different places. Write down all the good hiding places. How many of your hiding places have light? You might like to take some photos of your teacher hiding. You could make a powerpoint or post some photos to the stream in <b>Google Classroom (optional)</b></p>  	<b>Pirate STEM</b> <p>Pirates get nowhere without a good, solid Pirate Ship.</p> <p>Using the Pirate Ship Challenge sheet below, plan and build your very own Pirate Ship. Once you have built your ship, it is important to test it out. If you can, find a body of water to sail your pirate ship. Your flat teacher can be your captain or you might choose to get them to 'walk the plank'.</p> <p>Take a video or photo of your pirate ship and upload to <b>Google Classroom (Optional)</b>.</p> <p><i>Your teachers were feeling naughty this week and decided to hide throughout your learning pack. Did you see them? How many did you find?</i></p> 

***Some other interesting sites you might like to look at throughout the week (just for fun):***

Taronga TV - listen to keeper talks and view live cams from the zoo <https://taronga.org.au/taronga-tv#animalantics>

ABC Education - <https://www.abc.net.au/tveducation/programs/primary/>

NSW Education Livestream - various topics at 10am daily -  
<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

***Some useful links for indoor physical activity each day***

**PE with Joe:** Every weekday Joe will do a PE lesson that goes for 30 mins. Search YouTube for past day's lessons.  
<https://youtu.be/-8o8wMgAT-Y>

**Cosmic Yoga:** Search Cosmic Yoga on YouTube and choose one to do. They range from 5 mins to 30 mins  
<https://www.youtube.com/watch?v=R-BS87NTV5I>

**Family Fun Cardio Work Out**  
<https://youtu.be/5if4cjO5nxo>

**Exercise for kids**  
<https://youtu.be/oc4QS2USKmk>

**Get Active@home**  
<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home>

**Home exercise for kids**  
<https://youtu.be/aHVR2FnTpdK>

**GoNoodle**  
<https://family.gonoodle.com/>



Unit  
28



y



yoyo



List Words


yap	yells	yoyo	you
yet	yelled	year	your
yes	yelling	yard	yolk
yell	yellow	yawn	yabby


YAWN



Letters

Words


1 Underline the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Colour the yoyo if you hear  in the picture name.



3 Count the sounds in each picture name. Write this number in the yoyo string loop. Join the words to the pictures.



yabby

yolk

yoghurt

yoyo

yawn

4 Write List Words to match these clues.

This is a colour.

\_\_\_\_\_

This word is the opposite of no.

\_\_\_\_\_

This is space outside, around a house.

\_\_\_\_\_

This word has ear in it.

\_\_\_\_\_

5 Write **y** or **Y** in the spaces.  
Read the sentences. Colour the picture.

\_\_\_olly is a \_\_\_abby.  
\_\_\_olly has a \_\_\_o\_\_\_o.



6 Write **y** in the words in the boxes. Finish the sentences with these words.

\_\_\_ell  
\_\_\_ells  
\_\_\_elled  
\_\_\_elling

Someone is \_\_\_\_\_.

Did you \_\_\_\_\_ in the yard?

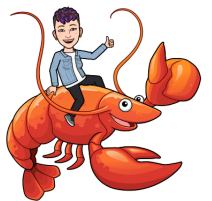
I \_\_\_\_\_ out to my friend.

He \_\_\_\_\_ if he sees a yabby.

\_\_\_ou  
\_\_\_our

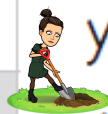
\_\_\_\_\_ yoyo is yellow.

Can \_\_\_\_\_ use the yoyo?



7 Count the sounds in the words. Write the letter or letters for each sound in a separate box. The first one is done for you.

yell	y	e	ll	yap			
yet				yawn			
you				yard			





# 5 MINUTE MATHS REVISION

## Monday

What comes next?

5 10 15 \_\_\_\_\_

30 35 40 \_\_\_\_\_

Solve these subtraction problems:

$10 - 2 = \underline{\quad}$   $10 - 3 = \underline{\quad}$

$10 - 5 = \underline{\quad}$   $10 - 4 = \underline{\quad}$

Show 50 on the abacus:



Tens	Ones

7 tens + 4 ones = 74, So

9 tens + 1 ones = \_\_\_\_\_

2 tens + 0 ones = \_\_\_\_\_

Shade the odd numbers:

1	6	47	50	38	35
42	23	2	17	64	19

Write the digital time below the clocks:



\_\_\_\_\_ : \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

## Tuesday

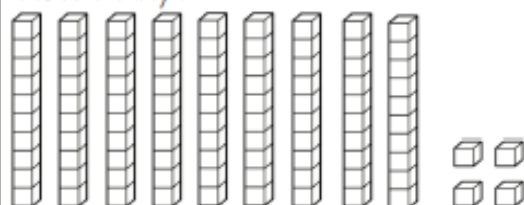
Show 9:30 on the clock:



9:30



How many?



Tens	Ones

Write the expanded form

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Complete these subtraction number sentences:

$9 - 3 = \underline{\quad}$   $11 - 5 = \underline{\quad}$

$8 - 4 = \underline{\quad}$   $10 - 2 = \underline{\quad}$

$6 - 3 = \underline{\quad}$   $7 - 4 = \underline{\quad}$

Write the number sentence to match the word problem:

Jack read 3 books on Monday and 5 books on Tuesday. How many books did he read?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



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



Sides: \_\_\_\_\_

Corners: \_\_\_\_\_

Faces: \_\_\_\_\_





# Wednesday

July 2018						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

How many Tuesdays are in July?  
\_\_\_\_\_

What date is the first Wednesday?  
\_\_\_\_\_

What day is the 25<sup>th</sup> of July??  
\_\_\_\_\_

Count backwards:

21 \_\_\_\_\_

Solve these subtraction problems:

$$15 - 4 = \underline{\quad\quad} \quad 13 - 5 = \underline{\quad\quad}$$

$$12 - 4 = \underline{\quad\quad} \quad 10 - 6 = \underline{\quad\quad}$$

Halve these numbers:

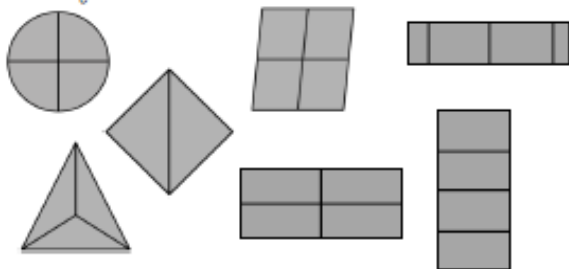
$$6 - 3 = \underline{\quad\quad} \quad 8 - 4 = \underline{\quad\quad}$$

$$10 - 5 = \underline{\quad\quad} \quad 12 - 6 = \underline{\quad\quad}$$

Fill in the missing numbers:

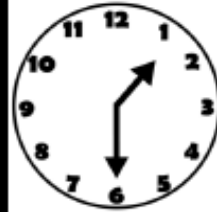
62		66	68	
	74			80

Circle the shapes that have been divided into quarters.



# Thursday

What time is shown on the clock?



\_\_\_\_: \_\_\_\_

What will the time be in 1 hour? \_\_\_\_: \_\_\_\_

Complete these addition number problems:

$$13 + 3 = \underline{\quad\quad} \quad 7 + 6 = \underline{\quad\quad}$$

$$11 + 4 = \underline{\quad\quad} \quad 8 + 5 = \underline{\quad\quad}$$

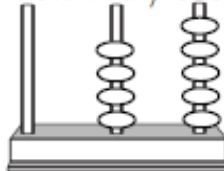
Complete these 'friends of 10' and 'friends of 20' sums:

$$9 + 1 = 10 \quad \text{so} \quad 19 + 1 = 20$$

$$3 + 7 = 10 \quad \text{so} \quad 13 + \underline{\quad\quad} = 20$$

$$8 + 2 = 10 \quad \text{so} \quad 18 + \underline{\quad\quad} = 20$$

How many does the abacus show?



Write the expanded form:

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

Count forwards by 5:

$$25 \quad 30 \quad \underline{\quad\quad} \quad \underline{\quad\quad} \quad \underline{\quad\quad}$$

$$45 \quad 50 \quad \underline{\quad\quad} \quad \underline{\quad\quad} \quad \underline{\quad\quad}$$

Write the expanded form for these numbers:

$$33 = 30 + 3$$

$$36 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$38 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$31 = \underline{\quad\quad} + \underline{\quad\quad}$$



# Year 1 Worksheets

SLW27



yap										
yet										
yes										
yell										
yells										
yelled										
yelling										
yellow										
yoyo										
year										
yard										
yawn										
you										
your										
yolk										
yabby										



SXW31



yummy										
huge										
human										
used										
using										
usually										
yacht										
yawn										
yearly										
yesterday										
yoga										
yoghurt										
young										
youngest										
yours										
yourself										

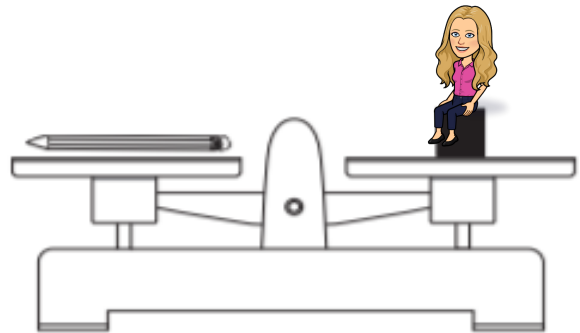
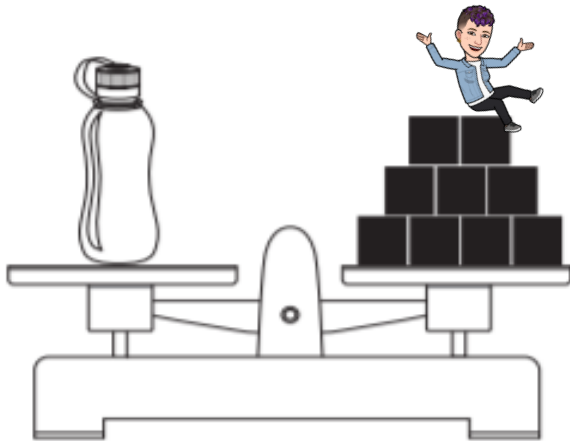
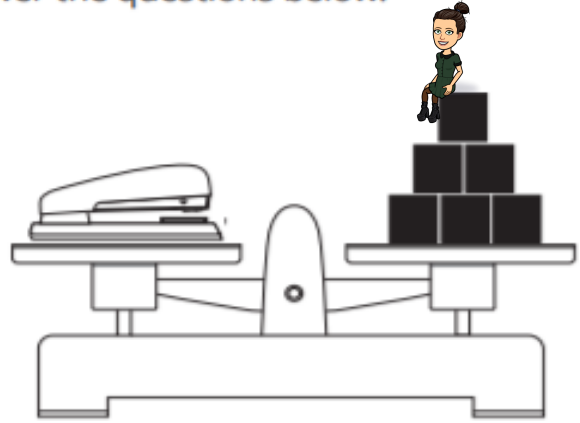
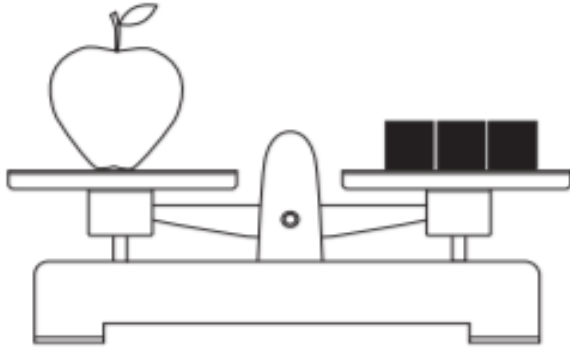
Measuring Mass with Informal Units - Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

# Mass - Informal Units

① Using the pictures of balance scales, answer the questions below.



- What is the heaviest item? \_\_\_\_\_
- What is the lightest item? \_\_\_\_\_
- What is the difference in mass between the stapler and apple? \_\_\_\_\_
- Would the results change if we used pop sticks instead of blocks to measure the four items? Explain your answer.

---



---



---

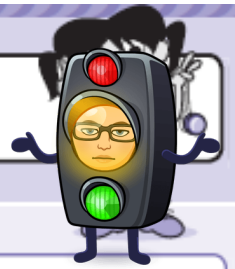
Unit  
28



y u(yoo)

yoyo

computer

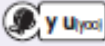



List Words

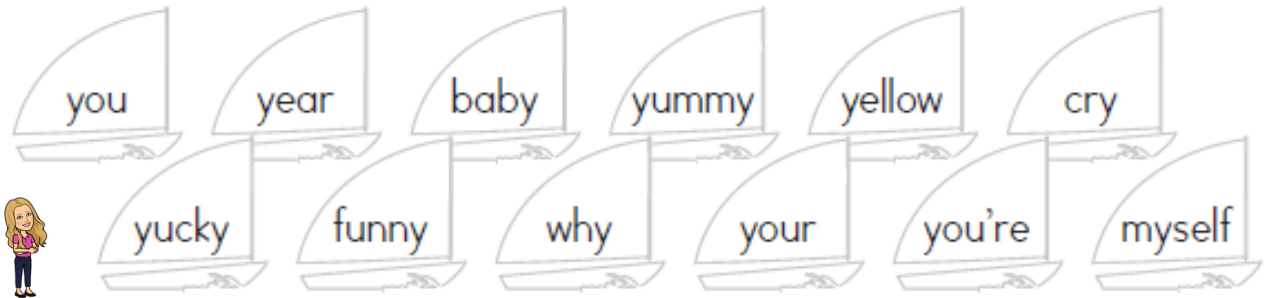
yes	year	few	cube
yet	yard	knew	tube
you	yellow	new	cute
your	yucky	use	you'll
you're	yummy	used	you've

Letters

Words



1 Underline the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.


2 Colour the yacht yellow if you hear  in the word.



3 Write these words in the boxes. Write the letter or letters for each sound in one box.

yes			
yet			
yard			
your			

4 Colour the words if you hear  in them.

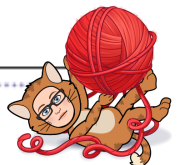
★ We sometimes write u\_e and ew for the blend of two sounds , as in cube /c/y/oo/b/.

cub	few	cut
cube	new	cute
tub	grew	hug
tube	use	huge

5 Write these words in correct alphabetical order in each row.


knew      use      cute      year      few      new


yellow      you      yam      yippee      yummy





- 6 Circle a 3 letter word inside each word.  
Write it on the line. The first one is done for you.

your you cube \_\_\_\_\_ yummy \_\_\_\_\_  
year \_\_\_\_\_ knew \_\_\_\_\_ you're \_\_\_\_\_  
cute  \_\_\_\_\_ used \_\_\_\_\_ you'll \_\_\_\_\_  
tube \_\_\_\_\_ yellow \_\_\_\_\_ you've \_\_\_\_\_

- 7 Write the contractions for the following words.  
Finish the sentences with these contractions.  
 Go to Helpful Hint **13**.

you are \_\_\_\_\_ you have \_\_\_\_\_ you will \_\_\_\_\_  
\_\_\_\_\_ going to be late for the party.  
\_\_\_\_\_ miss the party food.  
\_\_\_\_\_ forgotten the present.  
Do you know where \_\_\_\_\_ got to go?



- 8 Unjumble these words. Join the dots in the order of these words.

1. sye \_\_\_\_\_ 7. dyra \_\_\_\_\_  
2. uyo \_\_\_\_\_ 8. wyleol \_\_\_\_\_  
3. beut \_\_\_\_\_ 9. wen \_\_\_\_\_  
4. uyo're \_\_\_\_\_ 10. aydr \_\_\_\_\_  
5. esu \_\_\_\_\_ 11. wekn \_\_\_\_\_  
6. esud \_\_\_\_\_ 12. eolywl \_\_\_\_\_

yellow  
new  
yard  
knew  
yes used use  
you tube you're



# 5 MINUTE MATHS REVISION

## Monday

Count forwards:

8, 18, 28, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

0, 3, 6 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Solve these sums:

$$18 + 11 = \underline{\quad\quad} \quad 24 + 11 = \underline{\quad\quad}$$

$$53 + 11 = \underline{\quad\quad} \quad 36 + 11 = \underline{\quad\quad}$$

Which of these equals 732 ? Circle it!

700 + 30 + 2    700 + 23    7 + 3 + 2



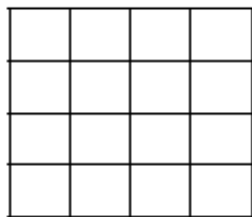
How many jellybeans? \_\_\_\_\_

Divide the jelly beans into 3 equal groups.

How many in each jar? \_\_\_\_\_

$$15 \div 3 = \underline{\quad\quad}$$

Draw the array:



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

$$4 \times 2 = \underline{\quad\quad}$$

Draw 4:45 on the clock:



What will the time be in one hour?



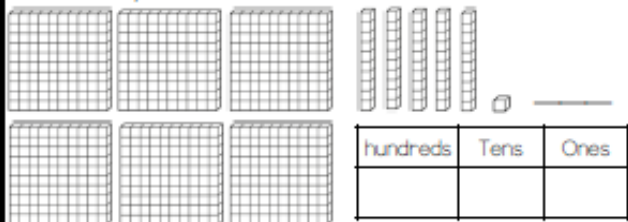
## Tuesday

Count backwards:

98, 88, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

55, 50, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How many?



hundreds	Tens	Ones

Write the expanded form:

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

How much?



Continue this number pattern:

1    6    11    16    \_\_\_\_\_

Identify the pattern. Counting by \_\_\_\_\_

In the number 624, what is the value of the 6 ?

\_\_\_\_\_

How has this shape moved? (Circle)



Flip

Slide

Turn

Divide this group into quarters. Shade  $\frac{3}{4}$





# Wednesday

May 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

How many Fridays are in May?

\_\_\_\_\_

What date is the first Saturday?

\_\_\_\_\_

What day is the 16<sup>th</sup> of May?

\_\_\_\_\_

Count back from these numbers:

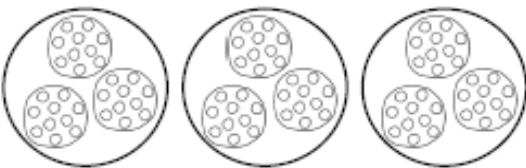
761 \_\_\_\_\_

833 \_\_\_\_\_

Complete these subtraction problems:

61 - 11 = \_\_\_\_\_ 72 - 11 = \_\_\_\_\_

25 - 11 = \_\_\_\_\_ 47 - 11 = \_\_\_\_\_



How many cookies are there?

\_\_\_\_\_ groups of \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_



Write the value of the 6 in each of these numbers:

167 \_\_\_\_\_

956 \_\_\_\_\_

681 \_\_\_\_\_

# Thursday

Solve these subtraction problems:

8 - 7 = \_\_\_\_\_ 80 - 70 = \_\_\_\_\_

5 - 3 = \_\_\_\_\_ 50 - 30 = \_\_\_\_\_

9 - 6 = \_\_\_\_\_ 90 - 60 = \_\_\_\_\_

Write a + or - to complete these problems.

5 □ 7 = 12 10 □ 4 = 6

11 □ 7 = 4 12 □ 6 = 18

13 □ 6 = 19 18 □ 4 = 14

How much?



\$ \_\_\_\_\_

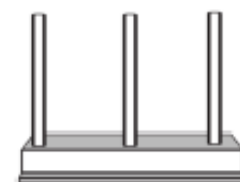
Write the season next to each of these months:

April \_\_\_\_\_

May \_\_\_\_\_

June \_\_\_\_\_

Show 205 on the abacus:



hundreds	Tens	Ones

Write the expanded form:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

What is the chance of you:

Seeing a shooting star?

☐ Likely ☐ Unlikely ☐ Certain ☐ Impossible

Swimming to another country?

☐ Likely ☐ Unlikely ☐ Certain ☐ Impossible

# Year 2 Worksheets

SLW27



yes									
yet									
you									
your									
you're									
year									
yard									
yellow									
yucky									
yummy									
few									
knew									
new									
use									
used									
cube									
tube									
cute									
you'll									
you've									

Segmenting - Wednesday



SXW31



beautiful									
computer									
duty									
huge									
million									
musical									
nephew									
pupil									
rescue									
stew									
tune									
usual									
yacht									
yawn									
yearly									
yeast									
yoghurt									
young									
yourself									
youth									

Extension Words

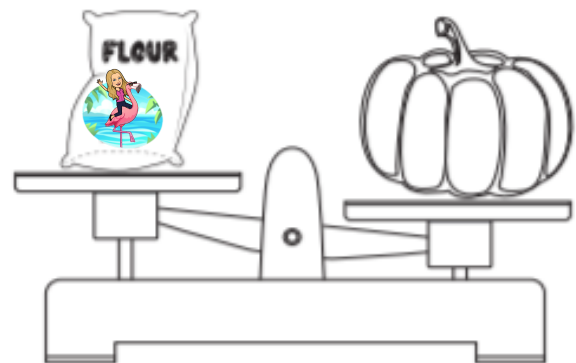
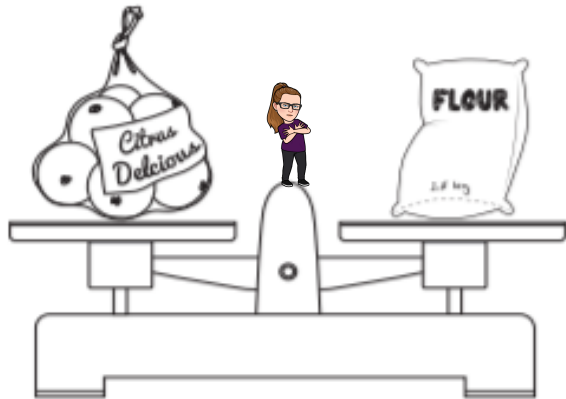
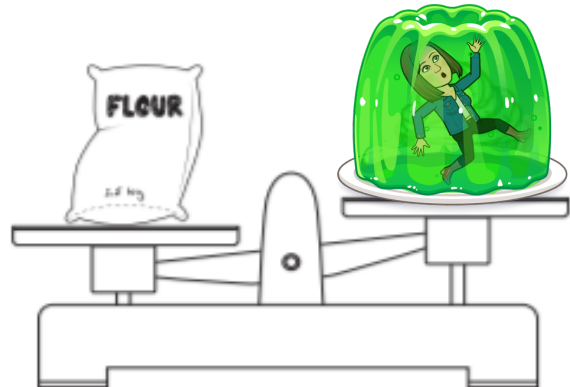
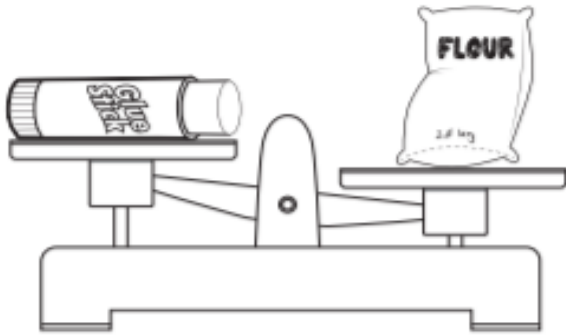
Name \_\_\_\_\_

Date \_\_\_\_\_

## Comparing Mass (B)

- ① Josie measured the mass of these four items by using a bag of flour as her standard unit to measure them.

Answer the questions below.



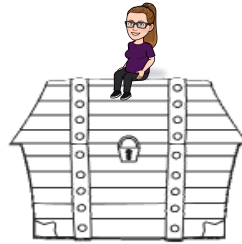
- Which items are lighter than the bag of flour? \_\_\_\_\_
- Which item has the same mass as the bag of flour? \_\_\_\_\_
- Which item is heavier than the bag of flour? \_\_\_\_\_
- If Josie put the pumpkin on one side of the scales and the glue stick on the other side, what do you think would happen? Explain your answer.



# Unit 28 - Spelling List Words

Year One List Words	Year One Extension	Year Two List Words	Year Two Extension
<p>yap yet yes yell yells yelled yelling yellow yoyo year yard yawm you your yolk yabby</p> 	<p>yummy huge human used using usually yacht yawm yearly yesterday yoga yoghurt young youngest yours yourself</p>	<p>yes yet you your you're year yard yellow yucky yummy few knew new use used cube tube cute you'll you've</p> 	<p>beautiful computer duty huge million musical nephew pupil rescue stew tune usual yacht yawn yearly yeast yoghurt young yourself youth</p>

## Tough Boris



1. What was the pirate's name?

- ☐ Parrot                      ☐ Boris  
☐ Tough                      ☐ Captain

2. All pirates are

- ☐ scary                      ☐ happy  
☐ smelly                      ☐ greedy

You can choose more than 1 answer!

3. Tough Boris had a pet

- ☐ parrot.                      ☐ cat.  
☐ dog.                      ☐ monkey.

4. Who did the violin belong to?

- ☐ Tough Boris                      ☐ the boy  
☐ the parrot                      ☐ all the pirates

5. What did Tough Boris do when his parrot died?

- ☐ He walked the plank.  
☐ He made the boy play the violin.  
☐ He cried and cried.  
☐ He got a new parrot.

6. Why do you think Tough Boris rowed the boy to shore?

\_\_\_\_\_

## Tough Boris Cloze

Once there was a pirate called Tough

\_\_\_\_\_.

He was tough. All pirates are \_\_\_\_\_.

He was \_\_\_\_\_. All pirates are massive.

He was scruffy. \_\_\_\_\_ pirates are scruffy.

He was \_\_\_\_\_. All pirates are greedy.

He was fearless. All pirates are fearless.

He was scary. All pirates are \_\_\_\_\_.

But when his parrot \_\_\_\_\_.

Tough Boris \_\_\_\_\_ and cried.



All pirates cry.

And so do I.



massive	cried	died	tough
scary	Boris	greedy	All



## Year 1 & 2 Worksheets

### Tips & Hints

Many early numeracy skills can be practiced in a fun and engaging way using items found in nearly every household such as playing cards, dice and dominoes. The tasks provided in the grid can easily be modified to make the game simpler or more difficult by using multiple die or by making two and three-digit numbers with the playing cards or dominoes. Most games can be played to consolidate addition and subtraction skills.



### Snap

Using playing cards, divide the cards amongst the players. Snap the cards that are the same.

Variations:

- Snap the cards that come after the one played.
- Snap the cards that come before the one played.
- Snap the friends of ten. Use cards Ace - 9.
- Use the picture cards as 11, 12 & 13 and snap friends of 20.



### Fish

Each player is dealt 7 cards and finds pairs of numbers from their hand and places them down in front of them. The game begins when player 1 asks the player sitting to their left if they have a card that matches one of theirs so that they can make a pair. If they do have the card, they give it to player 1. If they do not have the card they say "fish" and player 1 picks a card from the pack. Play continues in this way. After all the deck has been used, players count the number of pairs they made. The winner is the one with the most number of pairs.

Variation

Players collect cards that add to 10 instead of pairs



### Domino Flash

Flash partner a domino tile. How many did you see? If they are correct they keep the tile. Continue taking turns. Person with most tiles at the end is the winner.



### Domino Trains

Pick a target number. Vary depend on ability.

Make domino trains (a row of dominoes linked together) that add to the target number.



# Card, Dice & Domino Games



Exciting Ways to Practice your Addition and Subtraction Skills.

### Domino Parking Lot

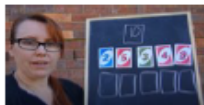
Design your own car park with 12 parking spaces on paper or cardboard. Write the numbers from 1-12 in the spaces. Pull a domino out and count/add the dots. Say the number as they park the car. Repeat until there are no dominoes left. You can stack the dominoes and have multiple dominoes parked in each space.



### Brainy Cards

Using a set of uno or playing cards, place 5 cards down in front of you so you can see them. With the magic number being 10, you need to work out how many more you need to make 10. Once you have completed, to 10, you can change the magic number to 20, keeping the same cards down. Once finished, remove the 5 cards and place down another 5 before starting again.

**Extension:** Use a higher number of choice eg: 50, 110, 205



### Diffy Towers

Play in pairs. Provide each pair with a dice and a supply of connecting blocks. The first student rolls a dice and builds a tower using the number of blocks rolled on the dice. The second person then rolls the dice and repeats the process. Compare the two towers to see who has the most blocks and determine the difference between the two towers. The player with the larger number of blocks keeps the difference and all other blocks are returned to the central pile. The activity continues until one student accumulates a total of ten blocks.



### Adding dots

Roll two dice, add and say the total.

Variations:

- Add 2, 3 or 4 dice.
- Write the number sentence.
- Practise subtraction skills, taking the smaller number away from the bigger number.
- Make a two-digit number with the amount rolled eg: 34 if a 3 & 4 are rolled. Roll the dice again and add to the two-digit number eg: 34 + 5
- Roll one dice and quickly say the number.



### Memory

Play Memory, matching numbers.

Variations:

- Match Friends of Ten
- Add a value to picture cards Jack = 11, Queen = 12, King = 13 and match Friends of 20.
- Flip 2 cards and flip back over. Start counting from largest number. Tell friend total and check.





## Year 1 & 2 Worksheets

### Explanation King

Flip 2 or 3 dominoes and explain best strategy for working out the total.



### Addition Wars/Salute

Student turns 2 cards and places one card up and one on his/her forehead. Partner tells sum of the cards and student needs to work out the card on his/her forehead.

**Extension:** Partner tells them the doubled total and they have to work out the number on card on their forehead. You can also use the multiplied total.



### Domino Piles

Have a pile of dominoes facing down. Take turns to turn a tile over. If you get a double or near double, record number sentence and keep tile. If it is not a double or near double put it in a separate pile. Person with the most tiles is the winner.



### Flip and Hide

Using a set of playing cards, remove the Kings, Queens and Jacks. A partner holds two cards up for you to see, then flips them around to hide them. Student needs to quickly read the cards before they are turned around and say the total. Once the deck is finished, change over with your partner and go again.

**Extension:** Work with 3 cards or add the king, queen and jack back in, with them having a value of 11, 12 and 13.



### Highest Number Wins

Using cards Ace - 10, each player takes two cards and finds the total. Person with the highest number wins. Keep score using tally marks or other household objects such as pasta pieces, marbles, pencils to keep score. You can also play this game using dice.

#### Extension:

Add three or four cards. Multiply two cards. Use the picture cards with a chosen value.



### Squishy Sensory Bags

#### How to Make a Sensory Bag

1. Make a paste by mixing flour & water in a bowl. 2. Use a stick blender to blend until smooth. Add food colouring and more flour or water as needed to get a smooth consistency and enough mixture to fill a Zip lock bag. 3. Spoon into the bag, partially seal and squeeze out all air and bubbles. 4. Seal bag and add sticky tape for extra security.



#### Sensory Bag Writing

Write numbers in the sensory bag using a finger or cotton tip to practice correct formation. You could also call out a two or three-digit number and ask the child to write that number.

### 24

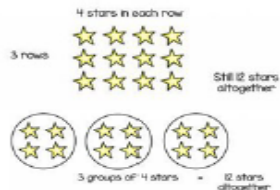
Deal out all the cards. The first person turns over a card and places it face up in the centre of the play area. The next player turns over a card and adds it to the card already played, says the sum out loud, and places the card on top of the previously played card. The next player turns over a card and adds the card to the sum of the first two cards. Play continues in this way until someone adds a card that makes 24 or more. If the sum is exactly 24 that player wins. If the sum is over 24 the value of the card is taken away from the previous total. Play continues until someone gets a total of exactly 24.

**Variation:** Use smaller numbers to make it easier or larger numbers for extension.



### Arrays

Roll two dice. Draw an 'array' or 'groups of' and write the multiplication number sentence eg: 3 & 4 rolled - Draw 3 rows of 4 or 3 groups of 4. Work out how many altogether.



### Greater than/less than Dominoes

Draw one domino from the pile to make the leader domino. Find the total. Sort the remaining dominoes into three piles - greater than, less than or equal to the leader domino.



### Target Number

Pick a target number eg: 12. Roll a dice. Count on to find out how many more to get to the target number. Use smaller or larger numbers to make the task simpler or more challenging. You could add two dice, then find the difference to reach the target number.



### Online Resources

#### Clever Pickle Games

<https://www.youtube.com/channel/UCeAVMWpBvRua4LXe3kiSnEQ>

#### ABCYA Games

<https://www.abcya.com/>

#### Mathletics Login

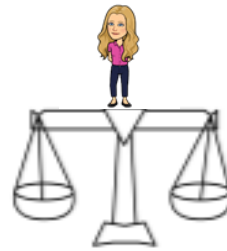
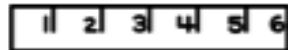
<https://login.mathletics.com/>

#### ABC Education Maths Resources

<https://www.abc.net.au/tveducation/primary-maths/11181410>

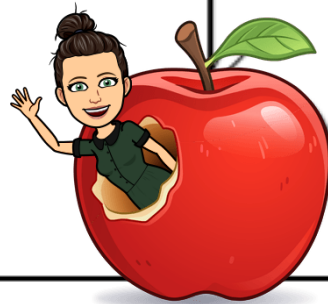
# MEASURING MASS

What could you use to measure the mass of an object?  
Colour in the tools you could use.



Draw 3 things that are **lighter**  
than an apple.

Draw 3 things that are **heavier**  
than an apple.



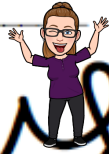
What words do we use to describe mass? Colour them in.

heavy	long	quick
shortest	lighter	heaviest
light	full	lighter

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

**PARTS OF SPEECH.**

# Silly SENTENCES



Using one colour, highlight a word from each column. Use these to write a silly sentence.  
Change colours and choose a different word from each list to write another silly sentence!

PRO NOUN	ADJECTIVE	NOUN	VERB	
My	sparkly	principal	sobs	in the swimming pool.
His	cranky	mother	dreams	in the treetops.
Her	furry	cousin	laughs	by the playground.
Their	cute	giraffe	knits	on a boat.
Our	scaly	father	plays	over the moon.
Your	beautiful	puppy	reads	in a spaceship.

1

2

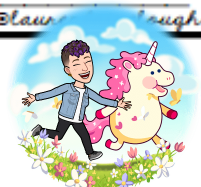
3

4

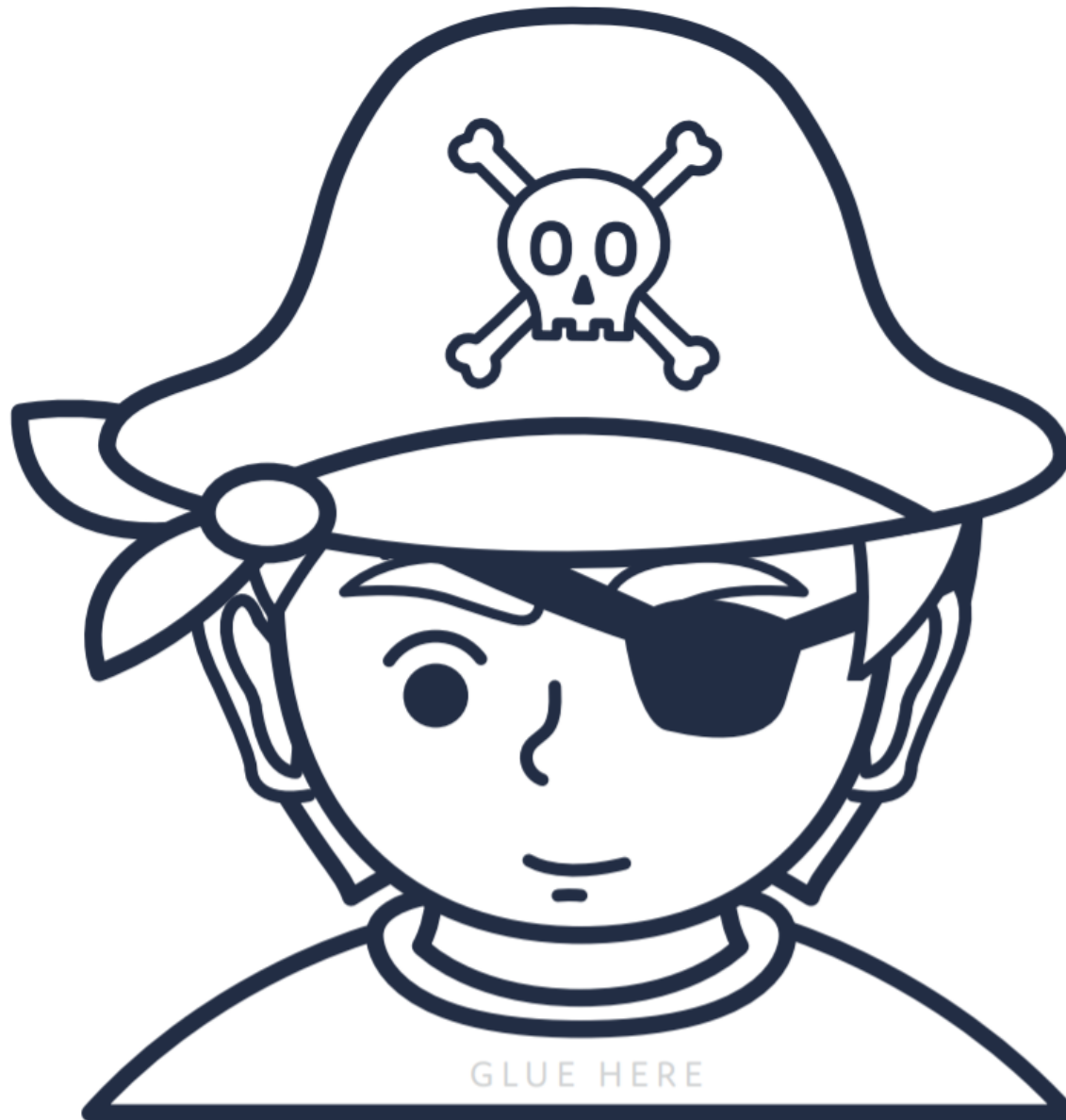
5

6

©law laugh



## Year 1 & 2 Worksheets



Cut out each part and  
glue together like this!

## Year 1 & 2 Worksheets



Cut out each part and  
glue together like this!

Tuesday - Reading



## Year 1 & 2 Worksheets

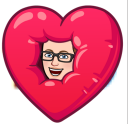




# Hundreds Board



Mystery Picture No. \_\_\_\_\_

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

# Hundreds Board

## Mystery Picture No. \_\_\_\_\_






### Mystery Picture 2

**Purple:**

(30 + 35), (33 + 33), (50 + 25), (35 + 41)

**Orange:**

(20 + 13), (17 + 17), (20 + 15), (18 + 18), (27 + 10), (19 + 19), (37 + 5), (31 + 12), (39 + 9), (20 + 29), (25 + 27), (30 + 29), (21 + 41), (42 + 27), (40 + 32), (50 + 29), (71 + 11), (45 + 44)

**Blue:**

(0 + 1), (1 + 1), (3 + 0), (2 + 2), (4 + 1), (3 + 3), (5 + 2), (4 + 4), (3 + 6), (5 + 5), (9 + 2), (6 + 6), (14 + 5), (10 + 10), (12 + 9), (15 + 15), (50 + 35), (44 + 42), (50 + 41), (61 + 31), (81 + 12), (43 + 51), (80 + 15), (78 + 18), (68 + 29), (49 + 49), (21 + 78), (50 + 50)

**Green:**

(36 + 19), (28 + 28), (32 + 32), (51 + 16), (46 + 28), (33 + 44), (42 + 42), (50 + 37)

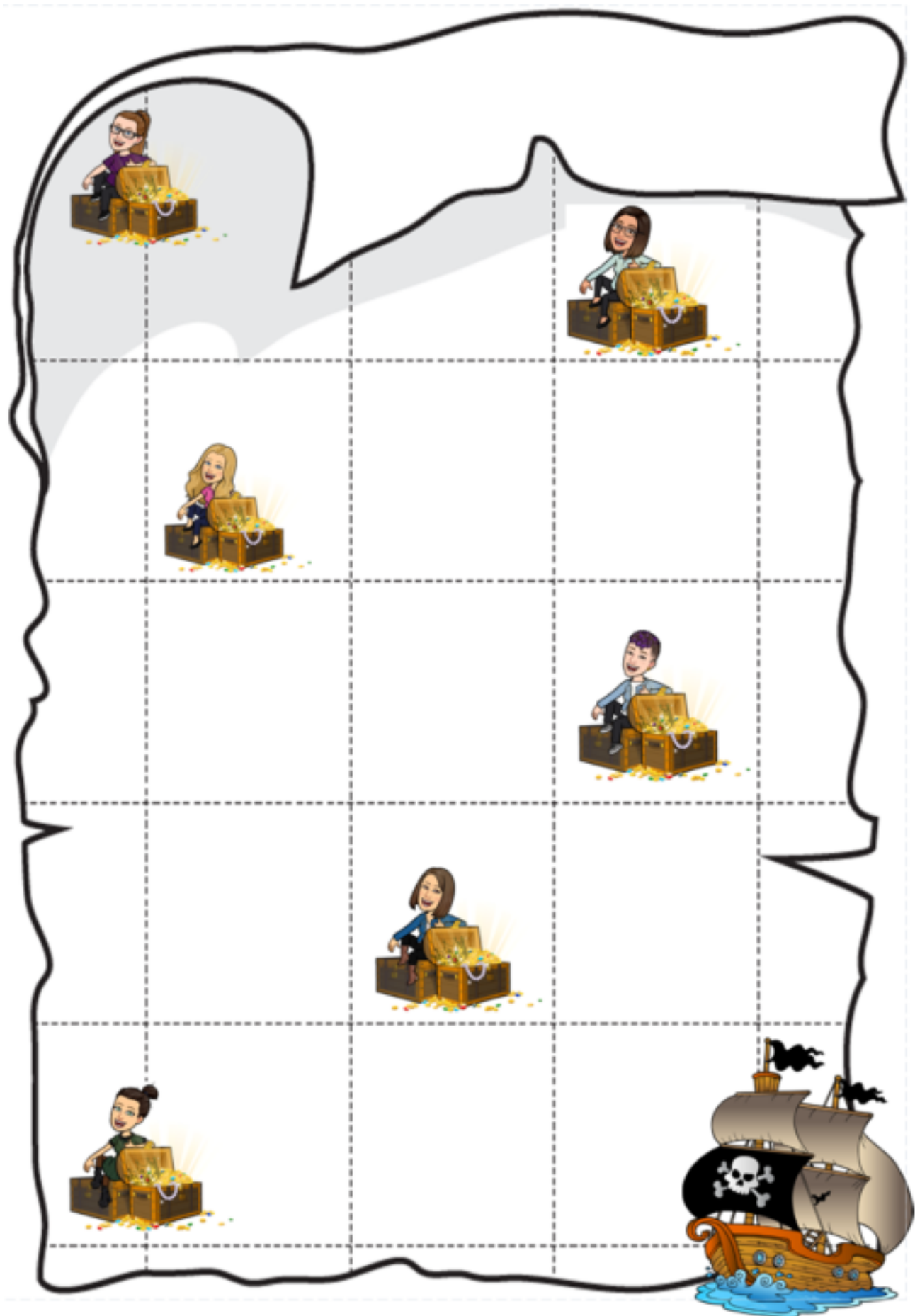
**Red:**

(11 + 2), (7 + 7), (10 + 5), (8 + 8), (13 + 4), (9 + 9), (11 + 11), (13 + 10), (12 + 12), (19 + 6), (13 + 13), (11 + 16), (14 + 14), (23 + 6), (30 + 1), (16 + 16), (14 + 25), (20 + 20), (29 + 12), (25 + 25), (41 + 10), (30 + 30), (21 + 40), (35 + 35), (59 + 12), (40 + 40), (75 + 6), (45 + 45)

**Yellow:**

(22 + 22), (30 + 15), (23 + 23), (29 + 18), (23 + 30), (27 + 27), (28 + 29), (29 + 29), (30 + 33), (33 + 35), (35 + 38), (38 + 40), (40 + 43), (43 + 45)

## Year 1 & 2 Worksheets



## Year 1 & 2 Worksheets









# MEASURE & ORDER



Hold the items and use hefting to measure and order the items from lightest to heaviest.

Glue them in the correct order.

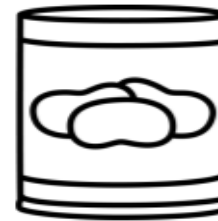
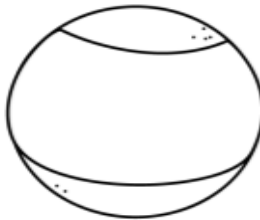


--	--	--	--	--	--



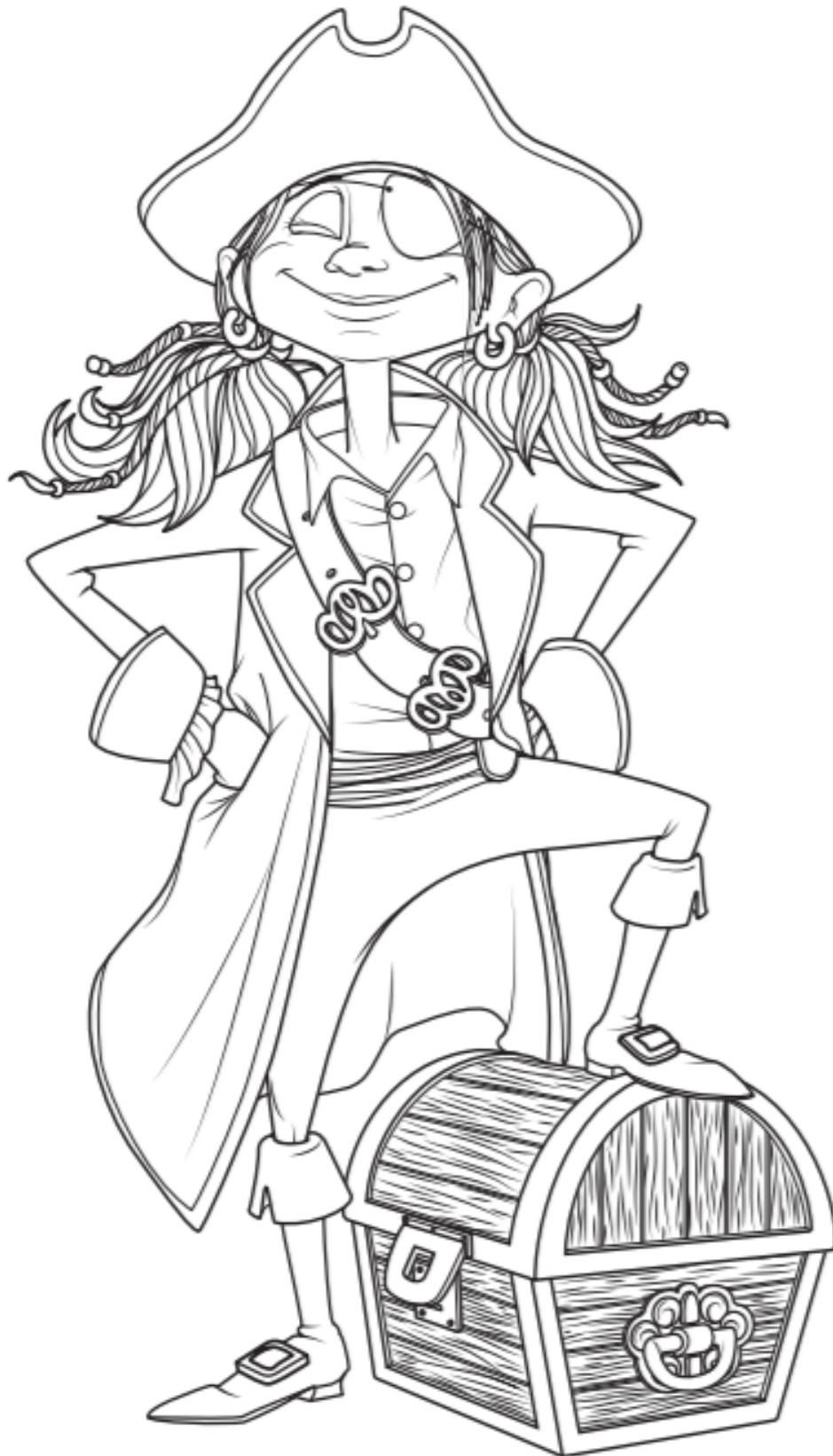
← lightest

heaviest →





## Year 1 & 2 Worksheets



PIRATE PEARL



**CAPTAIN CALLOWAY**  
**AND**  
**SNEAKY PETE THE PARROT**



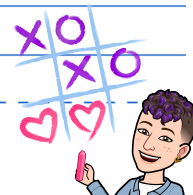
Thursday 16th September 2021



X X X X X X x x x x x x

9 9 9 0 0 0 1 1 1 six box xylophone

Six silly foxes went out to look for boxes.





# Hundreds Board

Mystery Picture No. \_\_\_\_\_






## Mystery Picture 7

### Brown:

(100 - 25), (95 - 19), (100 - 15), (95 - 9), (99 - 4), (98 - 2)

### Red:

(15 - 1), (30 - 12), (70 - 37), (40 - 3), (100 - 44)

### Green:

(6 - 3), (10 - 6), (16 - 11), (22 - 16), (14 - 7), (11 - 3), (20 - 8), (30 - 17), (85 - 70), (24 - 8), (25 - 8), (88 - 69), (60 - 39), (42 - 20), (52 - 29), (90 - 66), (50 - 25), (30 - 4), (40 - 13), (50 - 22), (60 - 31), (80 - 50), (51 - 20), (64 - 32), (34 - 0), (45 - 10), (46 - 10), (50 - 12), (60 - 21), (80 - 40), (50 - 9), (70 - 28), (45 - 2), (55 - 11), (90 - 45), (55 - 9), (94 - 47), (61 - 13), (59 - 10), (100 - 50), (79 - 27), (61 - 8), (81 - 27), (95 - 40), (72 - 15), (63 - 5), (81 - 22), (84 - 21), (100 - 36), (90 - 25), (77 - 11), (67 - 0), (71 - 3)

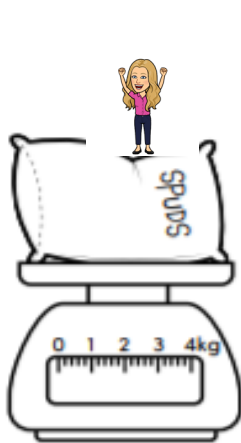
Reading Scales – Measuring Mass – Worksheet

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

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

## Reading Scales – Measuring Mass

Draw a line to show where the needle would be pointing on each of these scales.



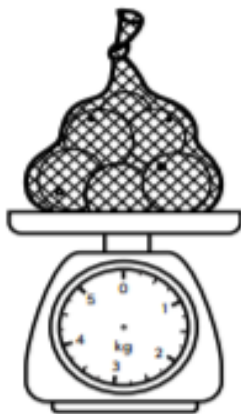
2 kg



3 kg



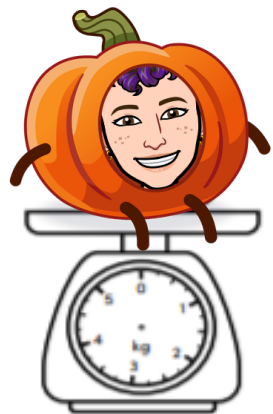
4 kg



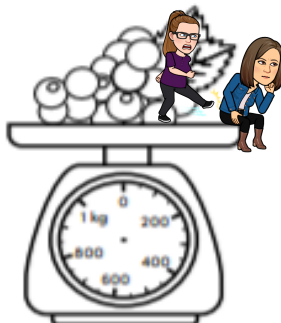
$1 \frac{1}{2}$  kg



3 kg



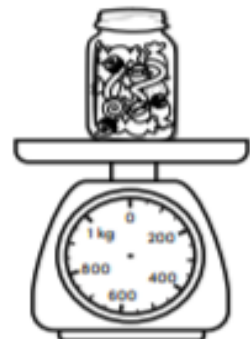
$2 \frac{1}{2}$  kg



750 g



450 g



600 g



MEASUREMENT

DESCRIBE & INFER with

# PICTURE OF THE DAY

Weekly Assessment #10

Name: .....



Observations/Details:

1. ....
2. ....
3. ....
4. ....
5. ....

I infer.....

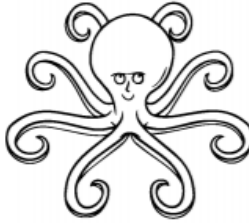

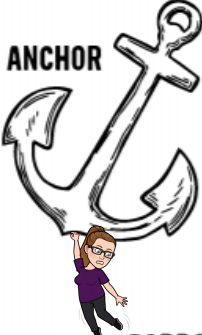








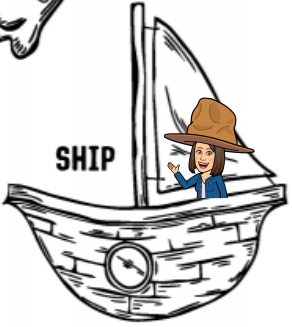
because .....

# PIRATE CLUES

 I'M HEAVY AND LARGE BUT I FLOAT IN THE SEA AND TAKE A CREW OF PIRATES WHERE THEY WANT TO BE	 I'M SOMETHING YOU WEAR AROUND YOUR HEAD, YOU TIE MY SOFT ROUND FLAT PART WILL COVER YOUR EYE	 I'M SMALL AND I'M SHINY I'M VALUABLE AND ROUND MANY PIRATES SEARCH FOR ME IN A CHEST, I AM FOUND
 I HAVE MANY BRIGHT FEATHERS ON YOUR SHOULDER, I'LL SIT IF YOU'RE EATING CRACKERS I HOPE YOU'LL SHARE A BIT	 I'M LONG AND I'M SHARP A PIRATE HOLDS ME TIGHT AS HE USES ME TO SLICE THINGS OR WHILE IN A PIRATE FIGHT	 I'M SURROUNDED BY WATER I'M COVERED IN SAND WHEN A PIRATE SEES ME HE'LL SAY, "AHoy MATEY, I SEE LAND!"
 I'M FUZZY LONG HAIR HANGING DOWN FROM THE CHIN OF PIRATES WHO DON'T SHAVE I MAY WAVE IN THE WIND	 SQUISHY SLIPPERY CREATURE MY 8 LEGS HELP ME SWIM I GLIDE QUICKLY THROUGH THE SEA BUT DON'T HAVE ANY FINS	 I'M MADE OF STURDY WOOD YOU'LL HEAR ME STOMP AROUND AS SCARY ONE-LEGGED PIRATES SEARCH FOR TREASURE IN THE GROUND
 FLAP MY FINS IN THE WATER I'LL SWISH MY SCALY TAIL PIRATES CATCH ME IN A NET OR MAYBE IN A PAIL	 I'M HEAVY HEAVY METAL DROP ME IN THE SAND THE PIRATE SHIP WILL STOP IN THE OCEAN OR ON LAND	 I'LL FLY IN THE WIND I'LL HELP THE SHIP GO I'LL WAG AND I'LL WAVE WHENEVER THE WIND BLOWS

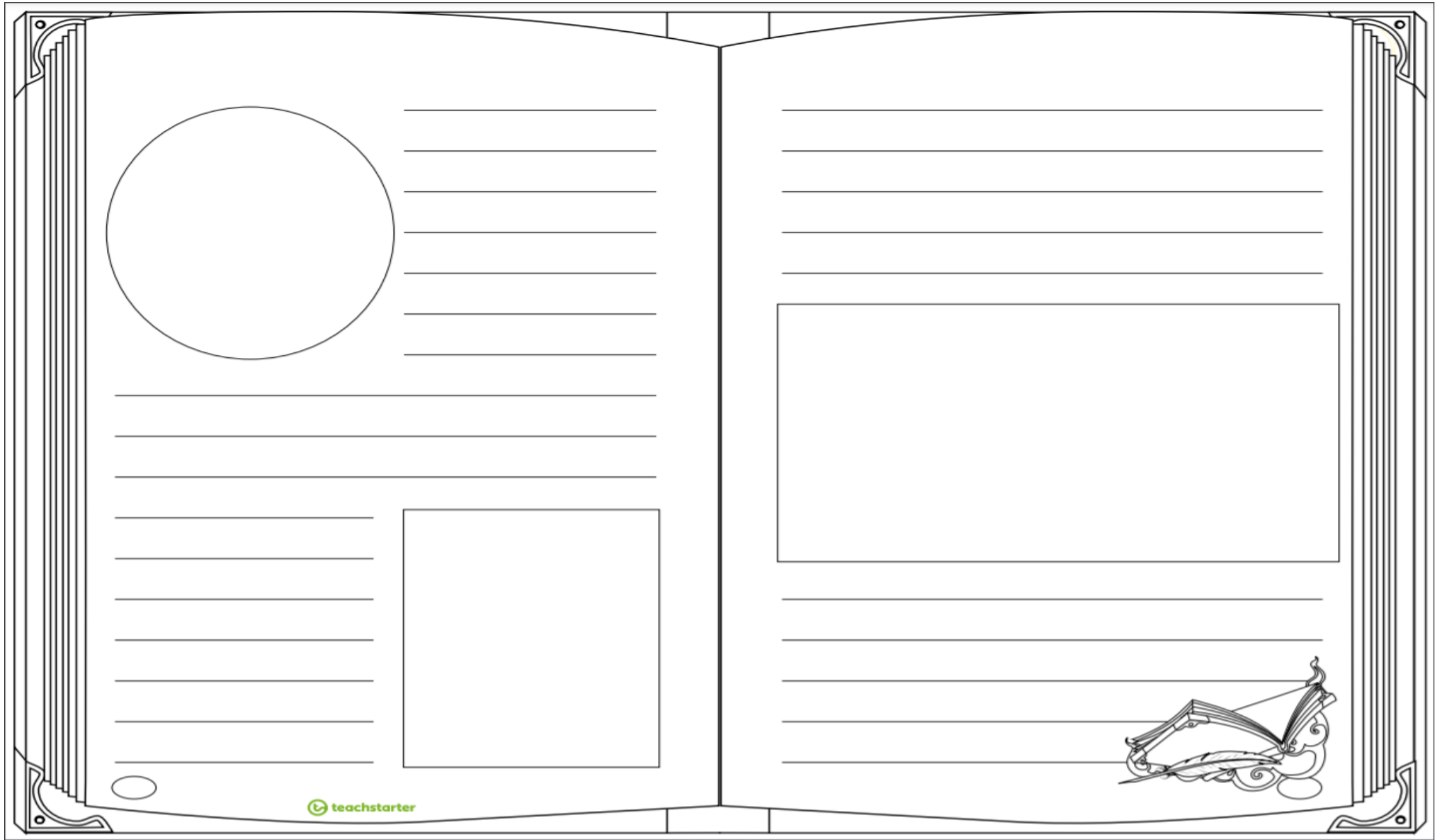
ALL RIGHTS RESERVED © 2018 PEACHIESPEECHIE.COM

# PIRATE CLUES

 <b>OCTOPUS</b>	 <b>PEG LEG</b>	 <b>ANCHOR</b>
 <b>FLAG</b>	 <b>BEARD</b>	 <b>PARROT</b>
 <b>SWORD</b>	 <b>ISLAND</b>	
 <b>EYE PATCH</b>	 <b>FISH</b>	
 <b>COINS</b>	 <b>SHIP</b>	


ALL RIGHTS RESERVED © 2018 PEACHIESPEECHIE.COM

## Year 1 & 2 Worksheets





Friday - Writing







# Describing Measurement



MASS	LENGTH
CAPACITY	TIME



## Year 1 & 2 Worksheets

long 	heavy 	empty 	heaviest 
slow 	slowest 	holds less 	tallest 
full 	lightest 	tall 	quick 
short 	fastest 	holds more 	light 

# — BUILD A — PIRATE SHIP



## STEM CHALLENGE

### The Scenario

Ahoy there! Pirate Pete is about to set sail once again, seeking adventure and riches on the high seas. There's just one little, teeny-tiny problem... he doesn't have a ship. That's where you come in!

### The Task

Pirate Pete has asked you to design and build him a ship using the materials he has provided. You can design it any way you like, but it has to be able to float. Aaaaarrgh... you able to help?

### The Process

Follow the Engineering Design Process to help you to complete this task.

1. **Ask questions** - What is the problem? Are there any challenges?
2. **Imagine It** - Brainstorm your ideas. Pick the best one!
3. **Plan It** - Make a list of materials. Draw a diagram with labels.
4. **Create It** - Follow your plan. Create a model.
5. **Improve It** - Did it work? Can you make it better? What could be done differently?
6. **Share It** - What changes need to be made? What do others think?

### Materials

- paper plates
- paper straws
- paper
- glue
- tin foil
- paper bowls
- pipe cleaners
- card
- sticky tabs
- paper cups
- cardboard tubes
- egg cartons
- tape



Build a Pirate Ship - Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

## Build a Pirate Ship

I will use the following materials:

- |         |         |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Diagram of My Ship with Labels

Every ship needs a name!

My ship is called: \_\_\_\_\_

