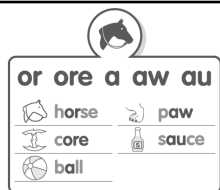




# Teaching and Learning Activities – Stage 1

**2021 Term 3 Week 7** Please complete all activities in your homework book or a workbook you have at home.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Choose a task from the Family Experiences Menu.	Choose a task from the Family Experiences Menu.	Choose a task from the Family Experiences Menu.	Choose a task from the Family Experiences Menu.	Choose a task from the Family Experiences Menu.
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 25 - sound or, ore, a, aw, au Chant: I saw a horse, or, or, or</p> <p>You can listen to the sound of the week by clicking on “sound info kit” at the top of the <b>Unit 25</b> page from Sound Waves online.</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 25 Page 1</p> <p><b>Year 2:</b> Complete Soundwaves Unit 25 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><b>Year 1:</b> or, ar, ur Cut out the <b>or, ar, ur</b> revision worksheet. Using the ‘or, ur, ar’ pieces, complete the words. <b>Extension:</b> Choose 4 of the words and use them in a sentence.</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 25 Page 2</p> <p><b>Year 2:</b> Complete Soundwaves Unit 25 Page 2</p> <p>Upload a copy of your Sound Waves sheet to <b>Google Classroom.</b></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>



or	horse	oar	board	o	story
ore	core	ough	bought	ure	sure
a	ball	ough	caught	oa	broad
aw	paw	our	your	ort	mortgage
au	sauce	ar	war	aul	baulk
oor	door	al	talk		

Extension

Brainstorm 10 words containing the 'or' 'ore' 'a' 'aw' and 'au' 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 - Super 6**

Our Super 6 focus today is Questioning.

Select a text on Wushka, read a book you have at home or choose a book from Storyline online.  
<https://storylineonline.net/>

### **Reading**

Just for enjoyment! Listen to the story "Not Cute" that Mrs Bedingfield has posted in **Google Classroom** for book week.

### **Grammar - Nouns**

A noun is a naming word. It can be a person (girl), place (park) or thing (pen).

Complete the **Nouns** worksheet by using the nouns to finish the sentences.

Go on a noun hunt in your backyard. Can you name at least 5 people, places or things?

### **Writing - Persuasive**

*My favourite season is \_\_\_\_.*

Which season is your favourite? Why is it the best season? Talk about things you can only do during that season.

Use the template below to help form your argument.

**Extension:** Giving some negative reasons is a good way to help people

### **Year 2:**

Complete the table below to create a list of rhyming words. The first one has been down for you.

all	orn	ork
call	horn	pork

**Extension:** Choose 4 of the words and use them in a sentence.

Complete weekly segmenting of your spelling words using either Sound Waves kids or the attached worksheet.

### **Reading:**

Listen to the story read by Mrs Bedingfield "No Never" posted to **Google Classroom** for Book Week or read a book on Wushka or a book you have at home. Complete the book review using the astronaut template in the worksheets.

Upload your Book Review to **Google Classroom**

Play a spelling game on Sound Waves kids.

### **Reading: Super 6**

Making Connections. Text to self connections are connections we make to personal experiences or knowledge while reading.

Select a new text on Wushka, read a book you have at home or choose a book from Storyline online.

<https://storylineonline.net/>

As you are reading/listening to your text, think about how a character is similar or different to you. Use the sentence starters below to make connections.

I am similar to \_\_\_\_

because \_\_\_\_.

I am different to \_\_\_\_

because \_\_\_\_.

Draw a picture of you and the character doing something similar.

### **Handwriting**

Log in to **Google Classroom** to watch the video demonstrating the formation for this week's

### **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.

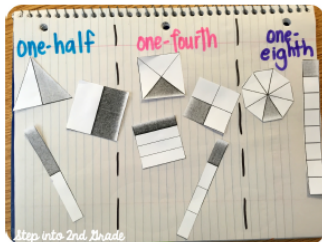
Using the picture prompt, write 5 things you observe in the picture. Think about what you know and write what is happening in the picture. Tell us how you know.

**Extension:** Describing the situation without writing what is happening is called 'Show, Don't tell'. Write about what is happening in the picture without saying what is in the picture.

### **Listen to a story**

Just for enjoyment! Listen to the story "This Small Blue Dot" that Mrs Bedingfield has posted in **Google Classroom** for book week.

	<p>As you are reading/listening to your text, think about things you would like to ask the characters or author.</p> <p>Write at least 3 questions you have about the text. You may use the starters: I wonder <b>why</b>? I wonder <b>what</b>? I wonder <b>how</b>?</p> <p><b><u>Writing: Expanding Sentences</u></b></p> <p>Asking questions can help build your sentences and make them more interesting.</p> <p>Use the picture prompts below and questions to help you write with added detail.</p> <p>You may choose one picture to write about or do all of them.</p> <p><b>Extension:</b> Use the pictures to write a short paragraph, expanding further your ideas. You might use sentence starters such as, All of a sudden, After that, A short while after etc.</p>	<p>agree with your opinion. Write some reasons why the other 3 seasons are not your favourite.</p>	<div data-bbox="1137 70 1279 293" data-label="Image"> </div> <p><b><u>Writing:</u></b> Did you dress up for Book Week today? If yes, who are you dressed up as? If you couldn't dress up, who would you want to be? Use the sentence starter below to help you write about your favourite character.</p> <p>My favourite character from the book _____ is _____ because _____. You could add some sentences to describe the character.</p> <p>Take a photo of yourself as the character OR draw them in your book.</p> <p><b>Extension:</b> Write a paragraph about the character detailing their role in the story, their character traits (both inside and outside traits) and what you like or dislike about them.</p>	<p>focus letter LI. We are also practising numerals 0-2 this week.</p> <p>Complete the handwriting sheet below.</p>	<p><b><u>Writing</u></b> Using the writing stimulus '<b>OH NO!</b>' Write a sizzling start to describe the point of action.</p> <p>You may like to use the sentence starter;</p> <p>"AAAAAAAHHHHH! Look out!"</p> <p><b>Extension:</b> Pretend you are Miss Peterson or Mrs Fleming, use your 5 senses to describe what you see and feel?</p> <p>Upload a copy of your writing to <b>Google Classroom</b>.</p>
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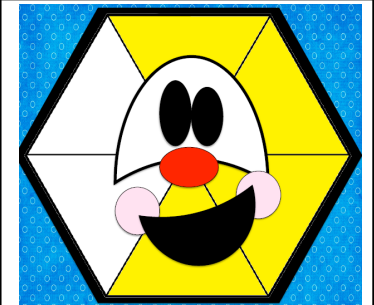
Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Using the grid provided, select an activity and play with a member of your family.</p> <p><b>Mentals:</b>            Complete the Year 1 or Year 2 '5 Minute Maths Revision' for Monday.</p> <p><b>Fractions and Decimals:</b>            A fraction represents equal parts of a whole or of a collection of objects.</p> <p>Watch the video explanation in <b>Google Classroom</b> to help with your learning this week.</p> <p><b>Equal and Unequal Parts:</b>            Divide a page in your workbook into two columns.</p> <p>Label one side 'Equal Parts' and the other side 'Unequal Parts'. Cut out the shapes in your pack.</p> <p>Stick the shapes into the correct column.            Remember 'equal' means the same.</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.</p> <p><b>Fractions:</b>            Complete the "Halve the Group" and "Quarters" worksheets in the pack.</p> <p>Upload a copy of one of your maths worksheets to <b>Google Classroom</b>. (You may choose your mental, your mystery picture or your fractions work, or even all of them!)</p> <p>Log on to Mathletics  <a href="https://login.mathletics.co.uk/">https://login.mathletics.co.uk/</a></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><b>Sorting Fractions:</b>            Find the Wednesday Sorting Fractions shapes in your pack. The shapes have already been divided into fractions. Sort the shapes into the correct column.</p>  <p>Log on to Mathletics  <a href="https://login.mathletics.co.uk/">https://login.mathletics.co.uk/</a>            Complete 2-3 tasks that your teacher has set.</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 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>Fractions:</b>            Complete the worksheets in the pack.            Year 1: Halves and Quarters            Year 2: Fractions Assessment Worksheet</p> <p>Log on to Mathletics  <a href="https://login.mathletics.co.uk/">https://login.mathletics.co.uk/</a>            Complete 2-3 tasks that your teacher has set.</p>	<p><b>Mathematics</b>  <u>Card, Dice and Domino Games</u>            Play your favourite game from the week again.</p> <p><b>Mentals:</b>            Complete any mental activities you have not completed this week <b>OR</b> practice your skip counting.</p> <p><b>Fraction Friend:</b>            Choose one of the shapes below to create your own Fraction Friend. You can add as many facial features as you like. Colour in part of the face and the facial features.</p> <p>In the space provided, write and finish the following sentences.  <i>I am a _____. I have _____ parts in all. _____ parts are shaded _____. So, _____ out of _____ of my parts are shaded. My fraction is _____.</i></p>





Log on to Mathletics  
[https://login.mathletics.co  
 m/](https://login.mathletics.com/)  
 Complete 2-3 tasks that  
 your teacher has set.

Complete 2-3 tasks that  
 your teacher has set.



### My Fraction Friend

I am a hexagon. I have 6 parts in all. 4 parts  
 are shaded yellow. So, 4 out of 6 of my parts  
 are shaded. That means I am a fraction that is  
 closer to one whole than to zero!

Log on to Mathletics  
[https://login.mathletics.co  
 m/](https://login.mathletics.com/)  
 Complete 2-3 tasks that  
 your teacher has set.

Break

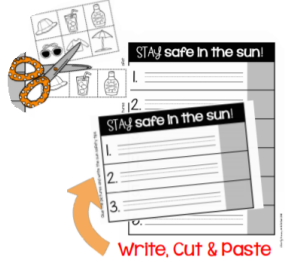

Break

Break

Break

Break

Break

<p><b>Afternoon</b></p>	<p><b>PDH - Beach Safety</b></p> <p>Watch the video of Boo's Adventure at the Beach.  <a href="https://kidsalive.com.au/videos/animations/beach/?wpvsopen=1">https://kidsalive.com.au/videos/animations/beach/?wpvsopen=1</a></p> <p>What are the 5 things Boo needed to learn to be safe at the beach?</p> <p>Look at the <b>Spot the Dangers</b> poster below and see if you can spot all the ways people are being unsafe at the beach.</p> <p>Think about things you can do to be sun safe at the beach. Complete the sun safety craftivity reminding everyone to stay safe.</p>  <p>Upload a copy of your 'Stay Safe in the Sun' worksheet to <b>Google Classroom</b>.</p>	<p><b>Geography</b></p> <p>Our environment is made up of natural, managed and constructed features.</p> <ul style="list-style-type: none"> <li>- Natural features are things that weren't put there, they grow on their own. (trees, river)</li> <li>- Constructed features are things that are made by people. (buildings, roads)</li> <li>- managed features can be both natural and constructed and are looked after by people. (gardens, parks)</li> </ul> <p>Use the worksheets below to read about each feature and list examples you can find in your local community. Identify the different features in each picture, labeling them either natural, managed or constructed. Once finished you may choose to colour in the pictures.</p>	<p><b>Wellbeing Wednesday</b></p> <p>Home learning can be stressful. It is important to make sure you have some time to relax. Choose an activity this afternoon that helps you feel happy. It may be a yoga session, playing a board game with your family, or even just relaxing in the backyard. Take some time for yourself.</p> <p>You may like to catch up on some learning tasks you have missed, draw a picture, or read a good book.</p> <p>Whatever you choose to do this afternoon, make sure it makes you happy.</p> <p>You may like to share your relaxing afternoon with your class on <b>Google Classroom (optional)</b>.</p>	<p><b>Creative Arts</b></p> <p>Enjoy the sunshine today and take a paint brush and a bowl of water outside. Get creative and paint on the ground using only water. You might make a picture, or write some words, or just start painting and see how much of the ground you can cover. It's up to you!</p> <p>If you have chalk, you might like to make a chalk drawing on the ground outside instead.</p> <p>Don't forget to wear your hat and sunscreen!</p>  <p>You may like to share your creation with your class on <b>Google Classroom (optional)</b>.</p>	<p><b>Science - Light Energy</b></p> <p>Light energy helps us see. Light energy is all around us and changes depending on the time of day.</p> <p>Complete the light energy worksheet and go on a light hunt around your house. Find six things that produce light and write them on the worksheet.</p> <p><b>Optional Experiment:</b> Check out the <b>Science Experiment 2 worksheet</b> at the back of your booklet. Make sure to check with a grown-up before doing anything messy!</p>
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***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>

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

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

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

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



Unit  
25



or a



horse



ball



List Words

all	or	corn	saw
ball	for	torn	your
tall	fork	horn	four
call	cork	more	because

Letters

Words


1 Underline the letter or letters for or a 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 Say the name of each picture in the horse. Colour the parts brown if you hear or a.



3 Write or to finish the words. Join the pictures to the correct words.

★ We sometimes write or for or a, as in horse .

c\_\_\_n



h\_\_\_n

t\_\_\_n



b\_\_\_n

c\_\_\_k



p\_\_\_k

f\_\_\_k



w\_\_\_n

4 Colour the letter or letters for or a in the words in the box. Finish the sentences with these words.

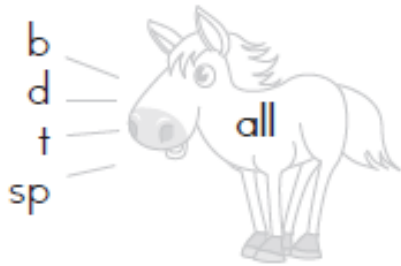
for ball  
Four saw

We went \_\_\_\_\_ a walk.

We \_\_\_\_\_ a duck with a \_\_\_\_\_.

\_\_\_\_\_ horses were eating corn.

5 Make real words with the letters in the horses.



\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

6 Write letters for  or a to finish the words in the box.  
Use ore, our or au. Finish the sentences with these words.



m\_\_\_\_\_

Is this \_\_\_\_\_ corn?

y\_\_\_\_\_

Do you want \_\_\_\_\_ balls?

bec\_\_\_\_\_se

His arm is sore \_\_\_\_\_ he

f\_\_\_\_\_

had a fall.

7 Circle the correct word for each clue.

the side of a room

– call wall tall

a number

– your four

part of your head

– saw paw jaw

you put this in a bottle

– cork fork pork

you eat this

– torn horn corn

# 5 MINUTE MATHS REVISION

## Monday

Circle the biggest number:

92      91      89      19

Circle the smallest number:

61      58      64      76

What comes next?

2 4 6 8 \_\_\_\_\_

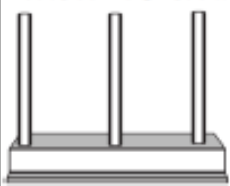
16 18 20 \_\_\_\_\_

Solve these addition sums:

$12 + 3 = \underline{\quad}$      $14 + 6 = \underline{\quad}$

$11 + 5 = \underline{\quad}$      $8 + 6 = \underline{\quad}$

Show 45 on the abacus:



Tens	Ones

$99 = 90 + 9$

$14 = \underline{\quad} + \underline{\quad}$

$23 = \underline{\quad} + \underline{\quad}$

$72 = \underline{\quad} + \underline{\quad}$

Write the digital times below the clocks:



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



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

## Tuesday

Order these numbers from smallest to biggest:

95      83      80      88

S					B
---	--	--	--	--	---

54      25      65      66

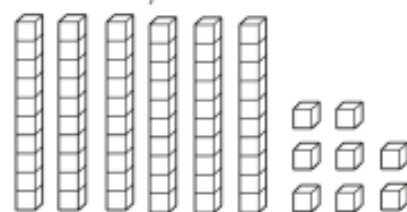
S					B
---	--	--	--	--	---

Count backwards:

24 23 \_\_\_\_\_

34 33 \_\_\_\_\_

How many?



Tens	Ones

Write the expanded form

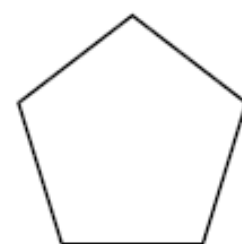
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Solve these sums:

$4 + 3 = \underline{\quad}$      $5 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$      $3 + 4 = \underline{\quad}$

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



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

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

Is it 2D or 3D? \_\_\_\_\_



# Wednesday

Write today's day and date:

\_\_\_\_\_

What was yesterday?

\_\_\_\_\_

How many days are in this month?

\_\_\_\_\_

Complete these addition number sentences:

$$3 + 6 = \underline{\quad\quad} \quad 2 + 5 = \underline{\quad\quad}$$

$$8 + 4 = \underline{\quad\quad} \quad 1 + 7 = \underline{\quad\quad}$$

Double these numbers.

$$4 + 4 = \underline{\quad\quad} \quad 7 + 7 = \underline{\quad\quad}$$

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

Double these numbers.

$$3 + 3 = \underline{\quad\quad} \quad 5 + 5 = \underline{\quad\quad}$$

$$6 + 6 = \underline{\quad\quad} \quad 2 + 2 = \underline{\quad\quad}$$

Order these numbers from smallest to biggest:

21    33    20    39    27

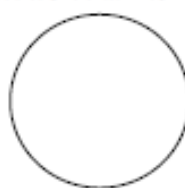
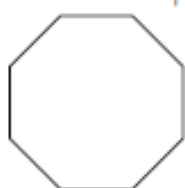
S						B
---	--	--	--	--	--	---

43    39    55    47    41

S						B
---	--	--	--	--	--	---

Shade half of each shape. Write half as a fraction.

\_\_\_\_\_



# Thursday

Write the digital times below the clocks:



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



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

What day is before Friday?

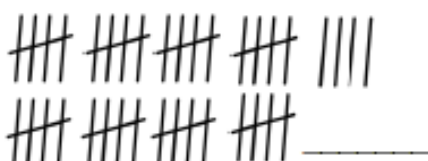
What day is after Friday?

Complete these 'friends of 10' sums.

$$1 + \underline{\quad\quad} = 10 \quad 6 + \underline{\quad\quad} = 10$$

$$7 + \underline{\quad\quad} = 10 \quad 2 + \underline{\quad\quad} = 10$$

How many does the tally show?



Count forwards by 2:

12 \_\_\_\_\_

18 \_\_\_\_\_

Write the expanded form for these numbers.

$$11 = 10 + 1$$

$$13 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$19 = \underline{\quad\quad} + \underline{\quad\quad}$$

$$16 = \underline{\quad\quad} + \underline{\quad\quad}$$

Colour the coin you would use to buy:



# Year 1 Worksheets

BLM GM89

1★v.5 GM89

Match Up: ★ 🐦 ✂ Revision



1★v.5 GM89 ir	1★v.5 GM89 f__st	1★v.5 GM89 ir	1★v.5 GM89 b__d
1★v.5 GM89 ur	1★v.5 GM89 h__t	1★v.5 GM89 ur	1★v.5 GM89 t__n
1★v.5 GM89 ar	1★v.5 GM89 p__k	1★v.5 GM89 ar	1★v.5 GM89 d__k
1★v.5 GM89 ar	1★v.5 GM89 f__m	1★v.5 GM89 ar	1★v.5 GM89 b__k
1★v.5 GM89 or	1★v.5 GM89 c__k	1★v.5 GM89 or	1★v.5 GM89 c__n
1★v.5 GM89 or	1★v.5 GM89 h__n	1★v.5 GM89 or	1★v.5 GM89 b__n



all

ball

tall

call

or

for

fork

cork

corn

torn

horn

more

saw

your

four

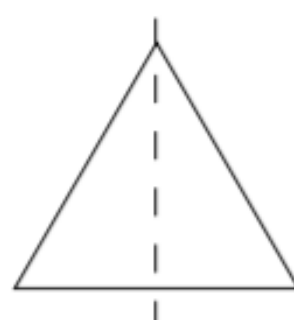
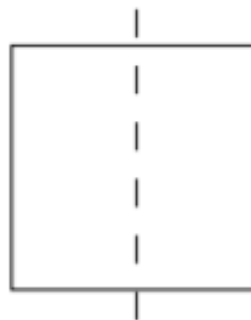
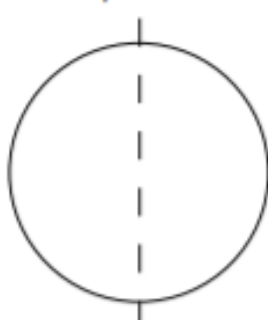
because

Name \_\_\_\_\_

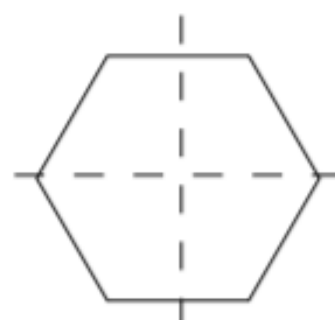
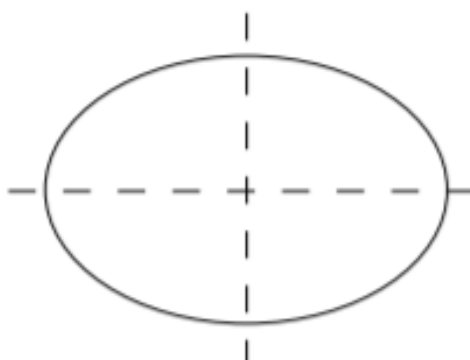
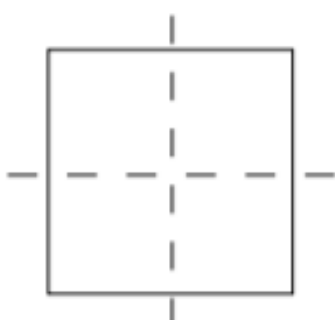
Date \_\_\_\_\_

# Halves and Quarters (A)

① Shade one-half of each shape.



② Shade one-quarter of each shape.



③ Circle one-half of this group.



④ Circle one-quarter of this group.



NUMBER AND ALGEBRA

 teachstarter

Unit  
25



or ore a aw au

horse core ball  
paw sauce

List Words

for	more	your	always
born	saw	four	water
sort	paw	called	warm
horse	draw	small	because
forty	straw	walk	caught

Letters Words


1 Underline the letter or letters for or ore a aw au 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 word or picture if you hear or ore a aw au in the word or picture name.



3 Write **or** in the spaces. Join each word to its clue. ★ We sometimes write **or** for or ore a aw au, as in horse.

f \_ \_ k . . a car has one  
h \_ \_ n . . you eat with this  
h \_ \_ se . . a number  
f \_ \_ ty . . an animal

4 Write **ore** in the spaces. Join each word to its clue. ★ We sometimes write **ore** for or ore a aw au, as in core.

m \_ \_ \_ . . it hurts  
s \_ \_ \_ . . has a higher number  
bef \_ \_ \_ . . centre of an apple  
c \_ \_ \_ . . opposite of *after*

5 Read the words. Cross out the words that don't have or ore a aw au. Colour the letter or letters for or ore a aw au in the other words.

wall	four	you	water	after	catch
walk	forty	your	watch	always	caught

**6** Write **aw** in the spaces. Join each word to its clue. ★ We sometimes write **aw** for **or ore a aw au**, as in paw.

s \_ \_ \_ • • makes a picture  
p \_ \_ \_ • • did see it  
dr \_ \_ \_ • • a dog has four

**7** Write **au** in the spaces. Join each word to its clue. ★ Sometimes write **au** for **or ore a aw au**, as in sauce.

P \_ \_ \_ l \_ \_ • • to stop for a while  
s \_ \_ \_ ce \_ \_ • • a boy's name  
p \_ \_ \_ se \_ \_ • • good on hotdogs

**8** Finish the words by writing letters for **or ore a aw au**.

Use **a** or **our**.

y \_ \_ \_ \_ w \_ \_ \_ ter  
f \_ \_ \_ \_ w \_ \_ \_ ll  
c \_ \_ \_ lled sm \_ \_ \_ ll

Use **aw**, **au** or **ar**.

w \_ \_ \_ m str \_ \_ \_  
s \_ \_ \_ ce dr \_ \_ \_  
bec \_ \_ \_ se

**9** Answer each question with a word from Activity 8.

What is two plus two? \_\_\_\_\_  
What helps you drink? \_\_\_\_\_  
What do you do with a pencil? \_\_\_\_\_  
What do you drink? \_\_\_\_\_  
What do you put on a hotdog? \_\_\_\_\_

**10** Read the words in the boxes. Write the best word for each picture.

tall  
taller  
tallest



small  
smaller  
smallest





# 5 MINUTE MATHS REVISION

## Monday

Count forwards:

714, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

339, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Solve these sums:

$8 + 10 = \underline{\quad\quad}$       $2 + 10 = \underline{\quad\quad}$

$3 + 10 = \underline{\quad\quad}$       $9 + 10 = \underline{\quad\quad}$

Which of these equals 98 ? Circle it!

$90 + 8$       $80 + 9$       $9 + 8$



How many cupcakes? \_\_\_\_\_

How many groups of 3 ? \_\_\_\_\_

Can you share them equally between 2 people? \_\_\_\_\_

Double these numbers:

$9 \underline{\quad\quad}$       $4 \underline{\quad\quad}$       $20 \underline{\quad\quad}$

$2 \underline{\quad\quad}$       $10 \underline{\quad\quad}$       $8 \underline{\quad\quad}$

Tick the correct times:



- ☐ Quarter past four
- ☐ Quarter to four
- ☐ 3 : 45
- ☐ 4 : 45

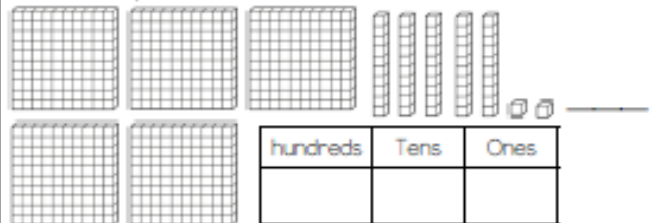
## Tuesday

Order these numbers from biggest to smallest:

358    635    891    623    937

B							S
---	--	--	--	--	--	--	---

How many?



Write the expanded form:

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

How much?



Continue this number pattern:

322    324    326    \_\_\_\_\_

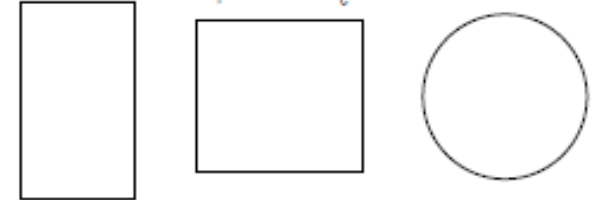
Identify the pattern. Counting by \_\_\_\_\_

In the number 395, what is the value of the 3 ? \_\_\_\_\_

How has this shape moved? (Circle)



Divide these shapes into quarters:



# Wednesday

February 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			

How many days are in February 2018?

What day is the 8<sup>th</sup> February 2018?

What date is the first Monday?

Count back from these numbers:

392 \_\_\_\_\_

400 \_\_\_\_\_

Complete these subtraction problems:

$$16 - 10 = \underline{\quad\quad}$$

$$18 - 10 = \underline{\quad\quad}$$

$$19 - 10 = \underline{\quad\quad}$$

$$22 - 10 = \underline{\quad\quad}$$



How many jelly beans? \_\_\_\_\_

How many groups of 2? \_\_\_\_\_

How many groups of 4? \_\_\_\_\_

4	5	1
---	---	---

What is the largest number you can make with these digits? \_\_\_\_\_

What is the smallest? \_\_\_\_\_

# Thursday

Fill in the missing numbers:

$$11 + \underline{\quad\quad} = 20$$

$$22 - \underline{\quad\quad} = 20$$

$$29 - \underline{\quad\quad} = 20$$

$$13 + \underline{\quad\quad} = 20$$

Halve these numbers:

$$20 \underline{\quad\quad}$$

$$16 \underline{\quad\quad}$$

$$14 \underline{\quad\quad}$$

$$14 \underline{\quad\quad}$$

$$10 \underline{\quad\quad}$$

$$24 \underline{\quad\quad}$$

How much?



c

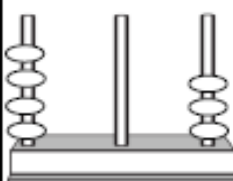
Write the order of each month:

August 8<sup>th</sup> May

September  June

October  November

How much is shown on the abacus?



hundreds	Tens	Ones

Write the expanded form:

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

What is the chance of you:

Going to sleep tonight?

☐ Likely ☐ Unlikely ☐ Certain ☐ Impossible

Winning in Olympic medal?

☐ Likely ☐ Unlikely ☐ Certain ☐ Impossible

## Year 2 Worksheets

SLW24



for										
born										
sort										
horse										
forty										
more										
saw										
paw										
draw										
straw										
your										
four										
called										
small										
walk										
always										
water										
warm										
because										
caught										

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Year 2 Segmenting – Wednesday

SXW27



almost										
although										
August										
bought										
corner										
daughter										
door										
explore										
floor										
fortune										
naughty										
north										
order										
poor										
reward										
storm										
talk										
thought										
towards										
yourself										

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Year 2 Segmenting - Extension – Wednesday

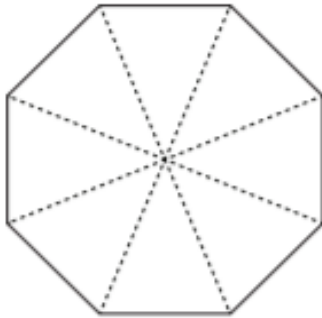
## Year 2 Worksheets

### Fractions Assessment - Worksheet

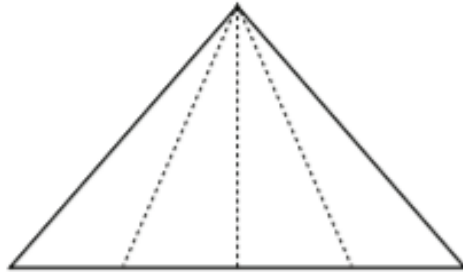
Name: \_\_\_\_\_

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

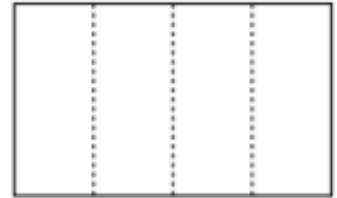
2. Colour in the fraction on each shape.



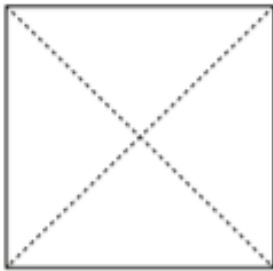
one-eighth



one-half



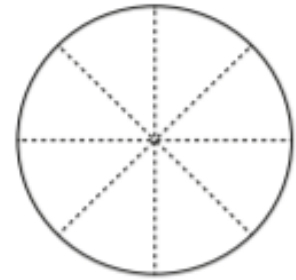
three-quarters



one-half

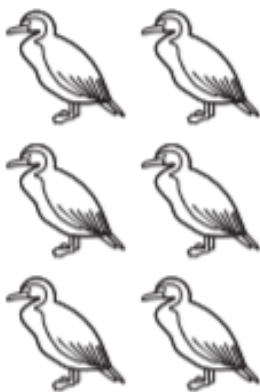


three-eighths

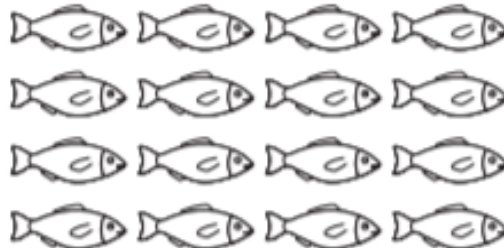


one-quarter

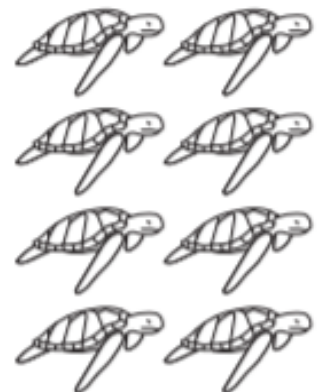
3. Circle the fraction in each collection.



one-half



one-eighth



three-quarters



FRACTIONS



teachstarter

# FAMILY EXPERIENCES MENU

© The Young Educator

Read a book together and take turns reading a page	Play a family board game	Cook and prepare a meal together. Everyone is in charge of something.	Look up a science experiment and try it together.
Work on a puzzle together.	Write a card or letter to someone.	Create a play.	Facetime a relative.
Colour in or paint a picture.	Watch a movie.	Research a holiday destination and plan an itinerary together.	Hold a talent contest.
Go for a bike ride.	Write an interview and interview a friend or family member over the phone.	Create using Lego.	Go for a walk.
Design a boardgame and play it as a family.	Dress up in costumes.	Play a game in the backyard.	Create a magic show.

# Unit 25 - Spelling List Words

Year One List Words	Year One Extension	Year Two List Words	Year Two Extension
all ball tall call or for fork cork corn torn horn more saw your four because	always bought brought caught draw football horse quarter sport storm straw talking warm worn you're yourself	for born sort horse forty more saw paw draw straw your four called small walk always water warm because caught	almost although August bought corner daughter door explore floor fortune naughty north order poor reward storm talk thought towards yourself



# EXPANDING SENTENCES

**WHO** George

**WHAT** George rode his bike.

**WHERE** George rode his bike at the park.

**WHEN** George rode his bike at the park after school.

**HOW** George cheerfully rode his bike at the park after school.

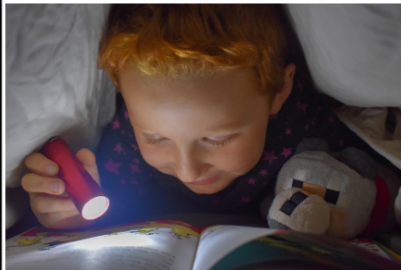
**WHY** George cheerfully rode his bike at the park after school because he wanted to play with his friends.

## Write a Sentence



- Who is in the picture?
- What are they doing?
- Where is this happening?
- When is this happening?
- How is this happening?
- Why is this happening?

## Write a Sentence



- Who is in the picture?
- What are they doing?
- Where is this happening?
- When is this happening?
- How is this happening?
- Why is this happening?

## Write a Sentence



- Who is in the picture?
- What are they doing?
- Where is this happening?
- When is this happening?
- How is this happening?
- Why is this happening?

## 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

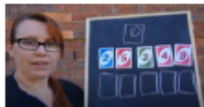
Design your own car park with 12 parking spaces on paper or cardboard. Write the numbers from 1-12 in the spaces. Pull a domino out and count/add the dots. Say the number as they park the car. Repeat until there are no dominoes left. You can stack the dominoes and have multiple dominoes parked in each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

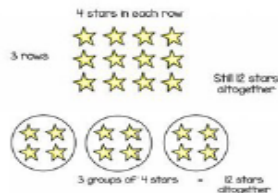
Deal out all the cards. The first person turns over a card and places it face up in the centre of the play area. The next player turns over a card and adds it to the card already played, says the sum out loud, and places the card on top of the previously played card. The next player turns over a card 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/>

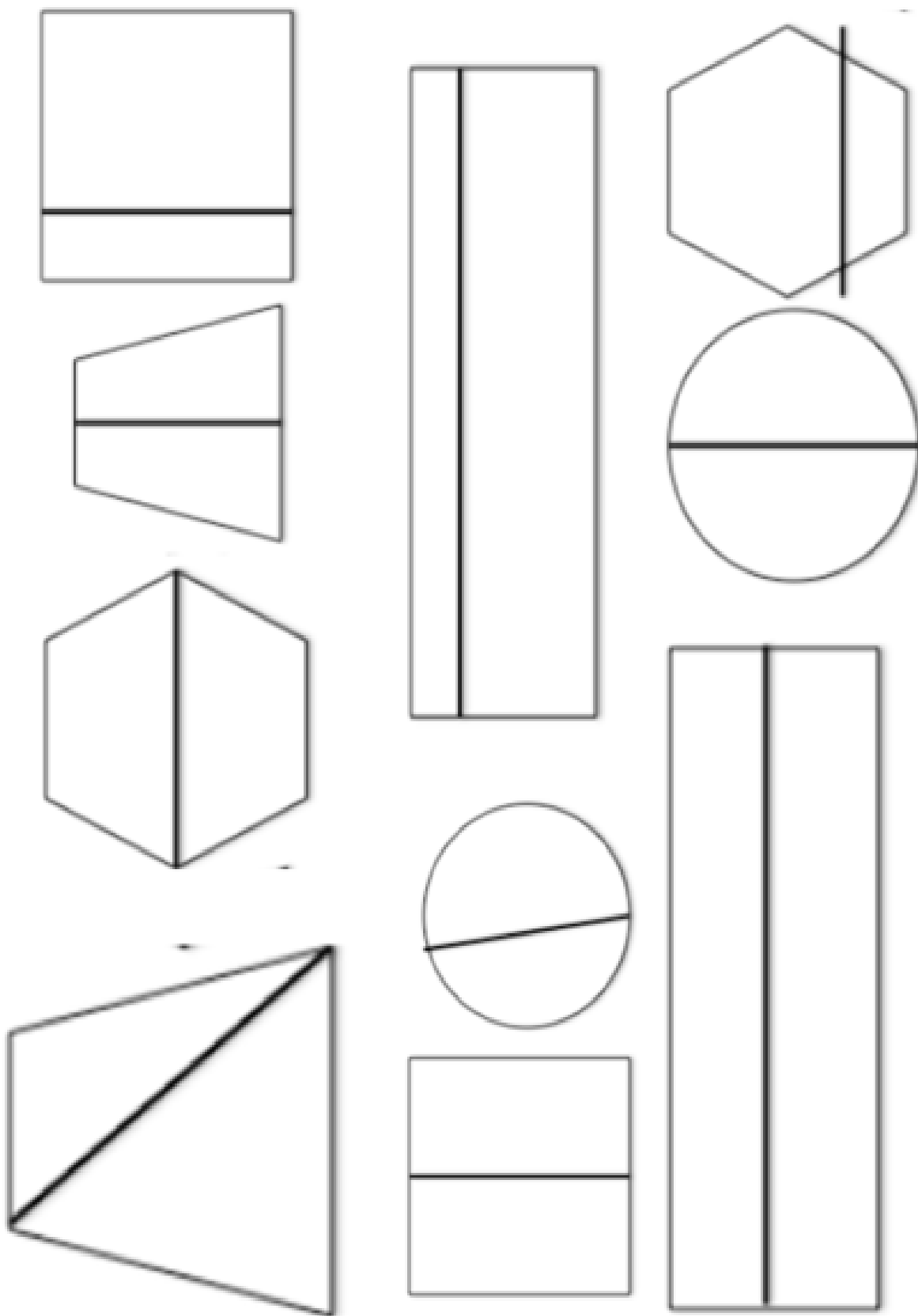
#### Mathletics Login

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

#### ABC Education Maths Resources

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

## Year 1 & 2 Worksheets



## SPOT THE DANGERS AT THE BEACH

### WHO'S IN DANGER IN THIS SCENE?

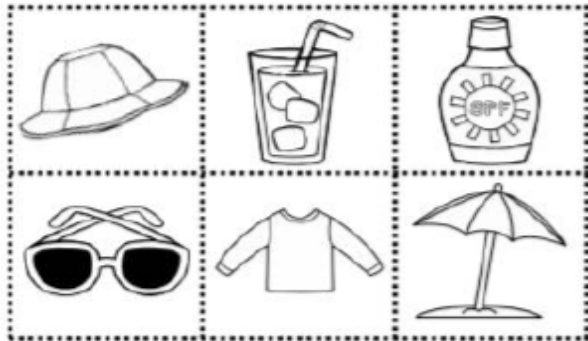
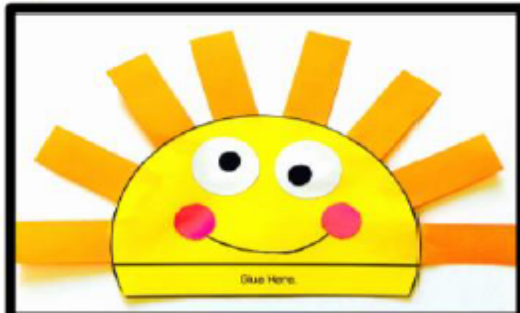
SEE IF YOU CAN SPOT ALL 14 DANGERS AND USE YOUR SAFETY KNOWLEDGE TO MAKE SURE YOU HAVE A GREAT TIME EVERY TIME YOU VISIT THE BEACH.



## Year 1 & 2 Worksheets

### Directions:

1. Students glue the rectangles evenly around the semi-circle shape.
2. They then glue on the 2 large circles for eyes and the 2 small circles for cheeks.
3. With a black marker they draw the centers of the eyes and a line between the cheeks for a mouth.



Glue the pictures and write the sun safety tips.

## STAY safe in the sun!

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

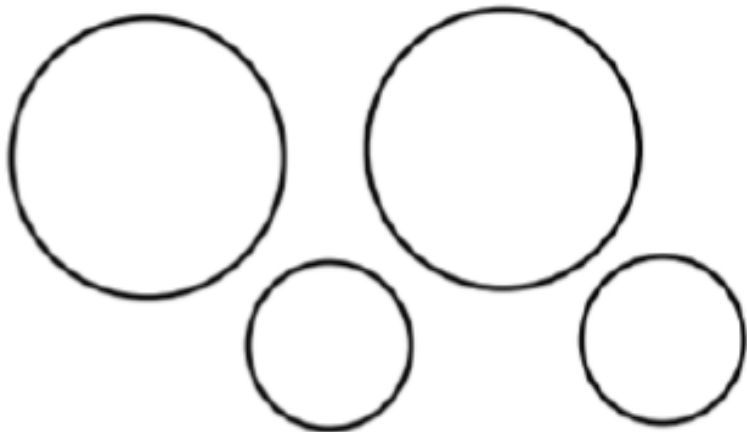
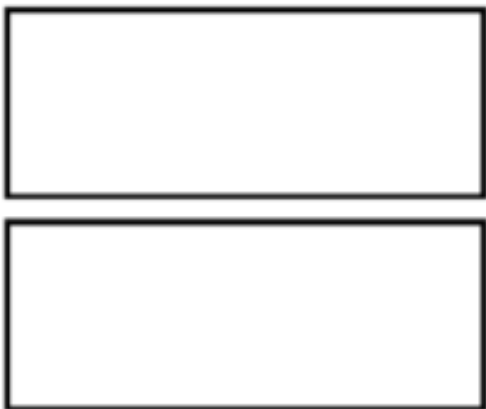
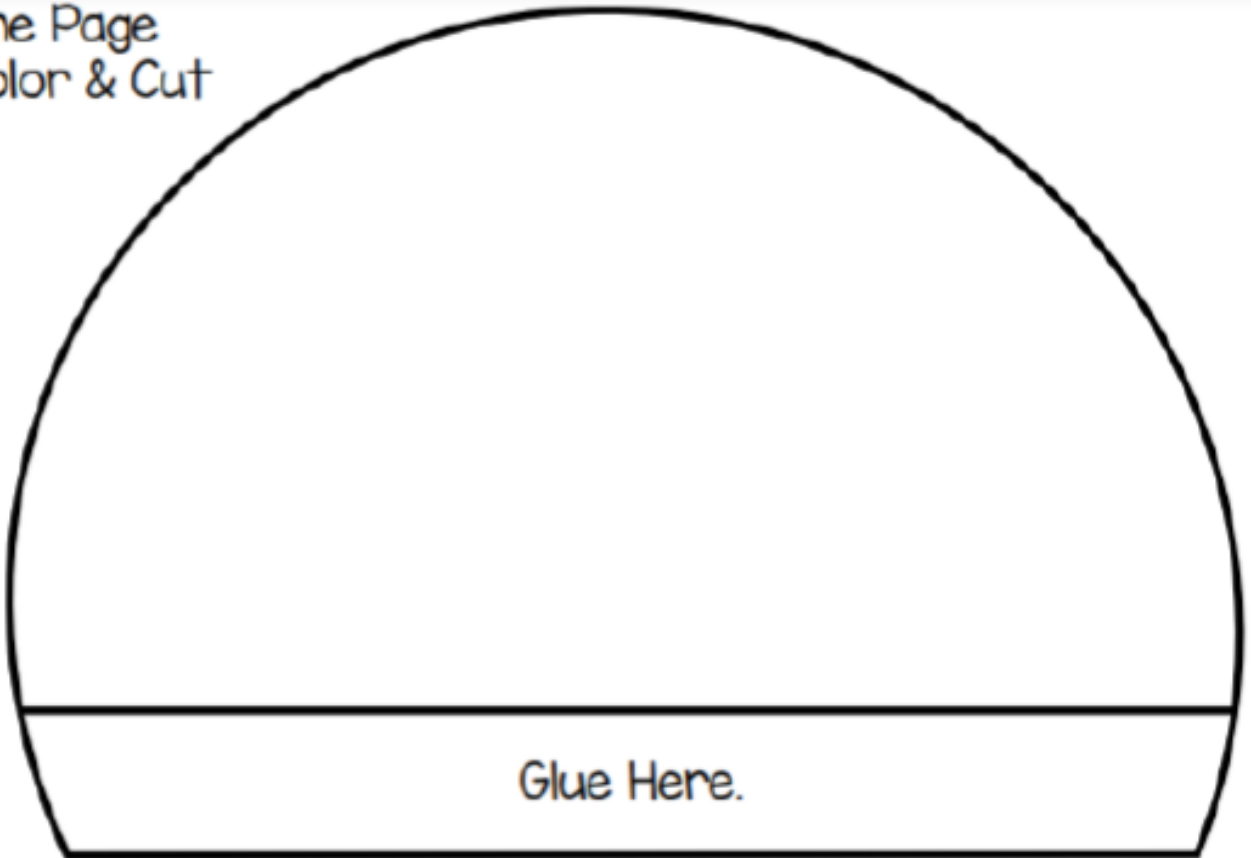
5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Year 1 & 2 Worksheets

One Page  
Color & Cut



A noun is a naming word. It can be a person, a place or a thing.

# NOUNS

Read and colour the nouns below:

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



fall



ball



pretty



pizza



round



cat



shiny



rabbit



pencil



apple

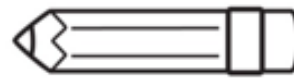


yummy



kite

Use the nouns above to finish these sentences.



On windy days I fly my \_\_\_\_\_.

The lazy \_\_\_\_\_ laid in the sun.

I kicked my \_\_\_\_\_ over the fence!

We ate yummy \_\_\_\_\_ for dinner.

I wrote my name with my \_\_\_\_\_.

I took a bite of the crunchy red \_\_\_\_\_.

The \_\_\_\_\_ hopped across the path.

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

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

# My Favourite Season



My favourite season is

Firstly,

Secondly,

Finally,

In conclusion,

# 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	100

### Mystery Picture 1

**Green:** 65, 66, 73, 74, 75, 76, 77, 78, 84, 85, 86, 87, 95, 96

**Yellow:** 25, 26, 35, 36

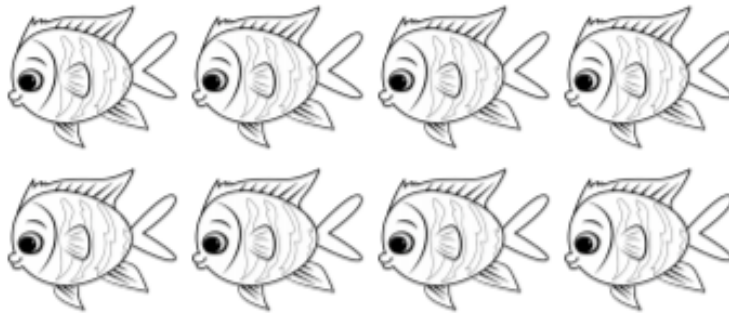
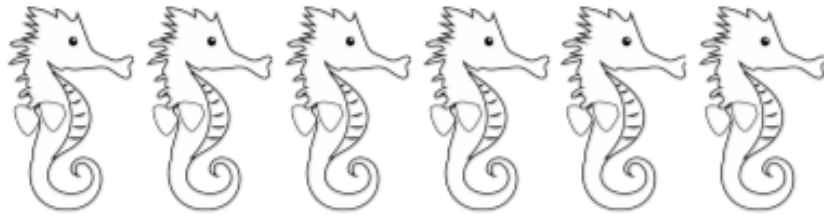
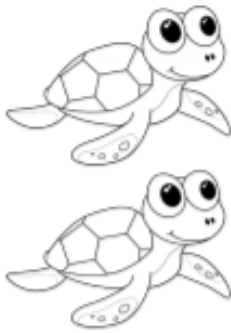
**Pink:** 4, 5, 6, 7, 13, 14, 15, 16, 17, 18, 22, 23, 24, 27, 28, 29, 32, 33, 34, 37, 38, 39, 43, 44, 45, 46, 47, 48, 54, 55, 56, 57

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

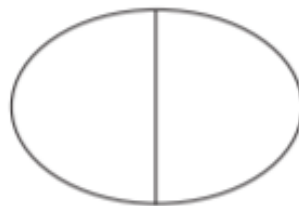
Date: \_\_\_\_\_

## Halve the Group

1. Draw a circle around one-half of each of the following groups of animals.



2. Circle the shapes that have been divided into two equal parts.



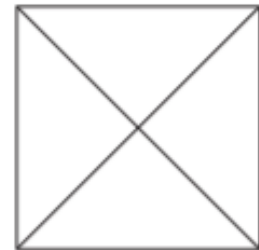
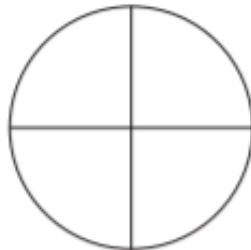
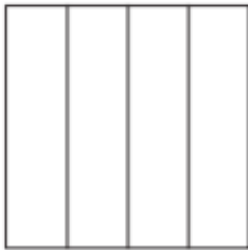
## Fractions - Worksheet

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

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

### Quarters

1. Colour in one-quarter of each of the following shapes.



2. How many quarters of the pizza are left in each picture?



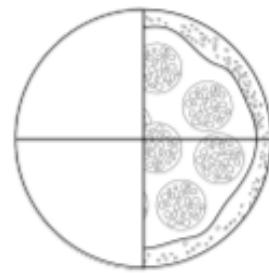
\_\_\_\_\_ quarters



\_\_\_\_\_ quarters



\_\_\_\_\_ quarters



\_\_\_\_\_ quarters

3. My mother was cutting up fruit for my brother, my sister, herself and me. She had one apple and one orange. To share the fruit equally, what could she do?

---



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FRACTIONS



# NATURAL FEATURES



Label the natural features in this picture!

Natural features of places are things that haven't been created by people. They are features that existed before people came.

Some natural features are:

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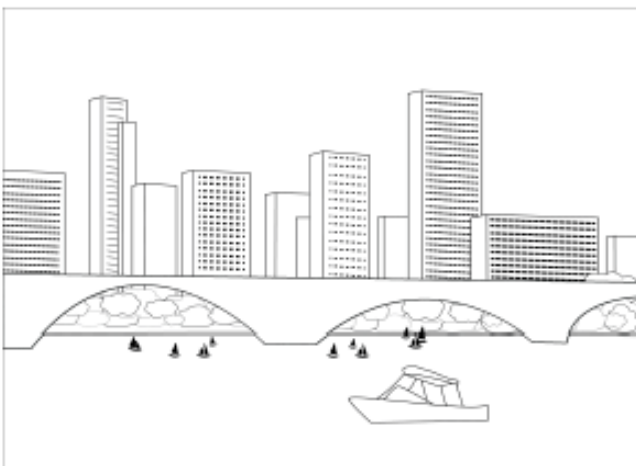
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© twinkl.com

# CONSTRUCTED FEATURES



Label the constructed features in this picture!

Constructed features are man made. They are things that have been made to make places easier for humans to live and access.

Some constructed features are:

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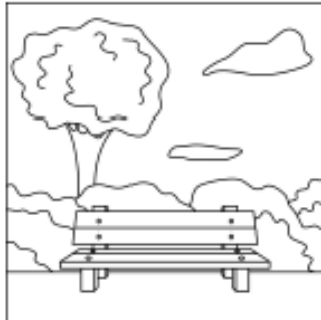
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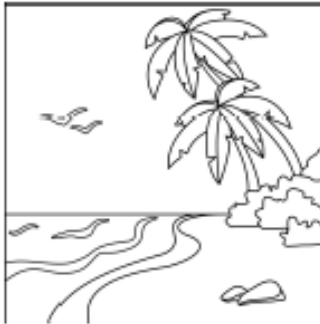


# Managed Features



Managed features are things that are looked after by people. Managed environments can be a mix of natural and constructed features.

Some managed environments are:




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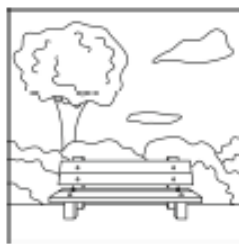
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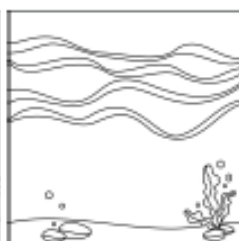
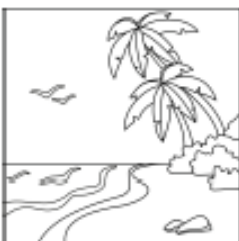
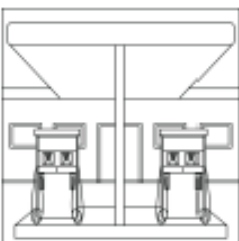
© twinkl.com

# Natural, managed and constructed Features







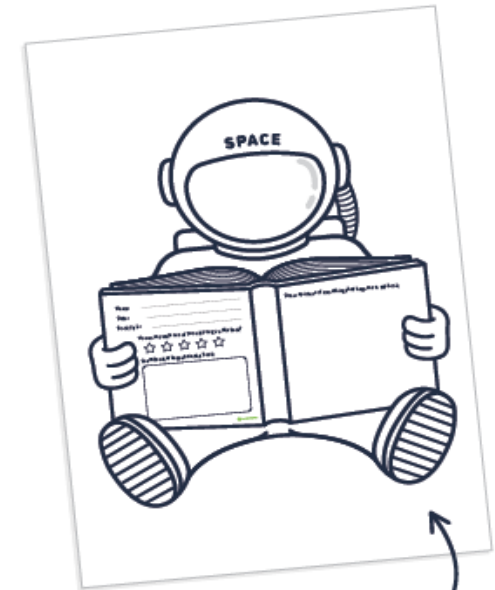
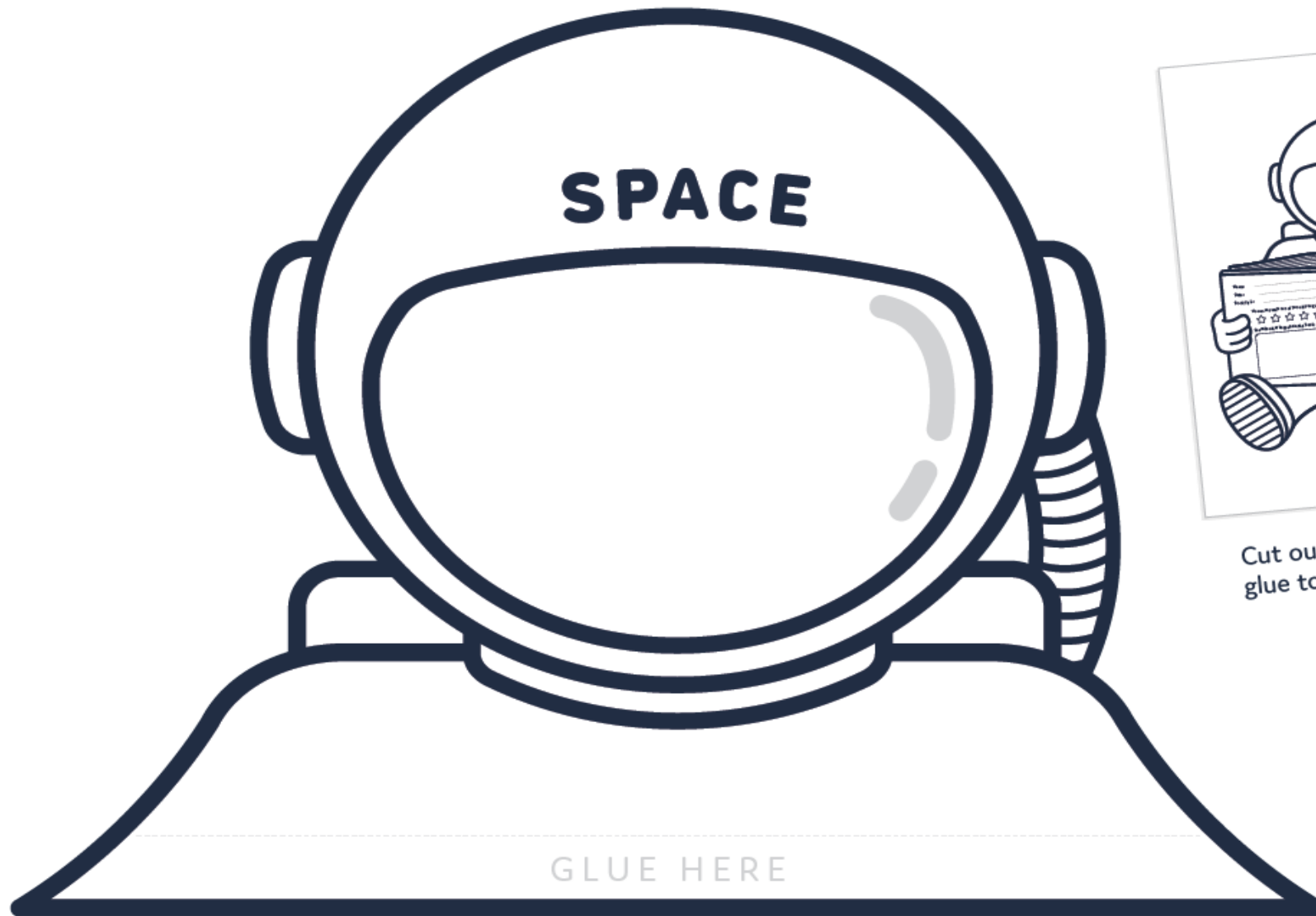






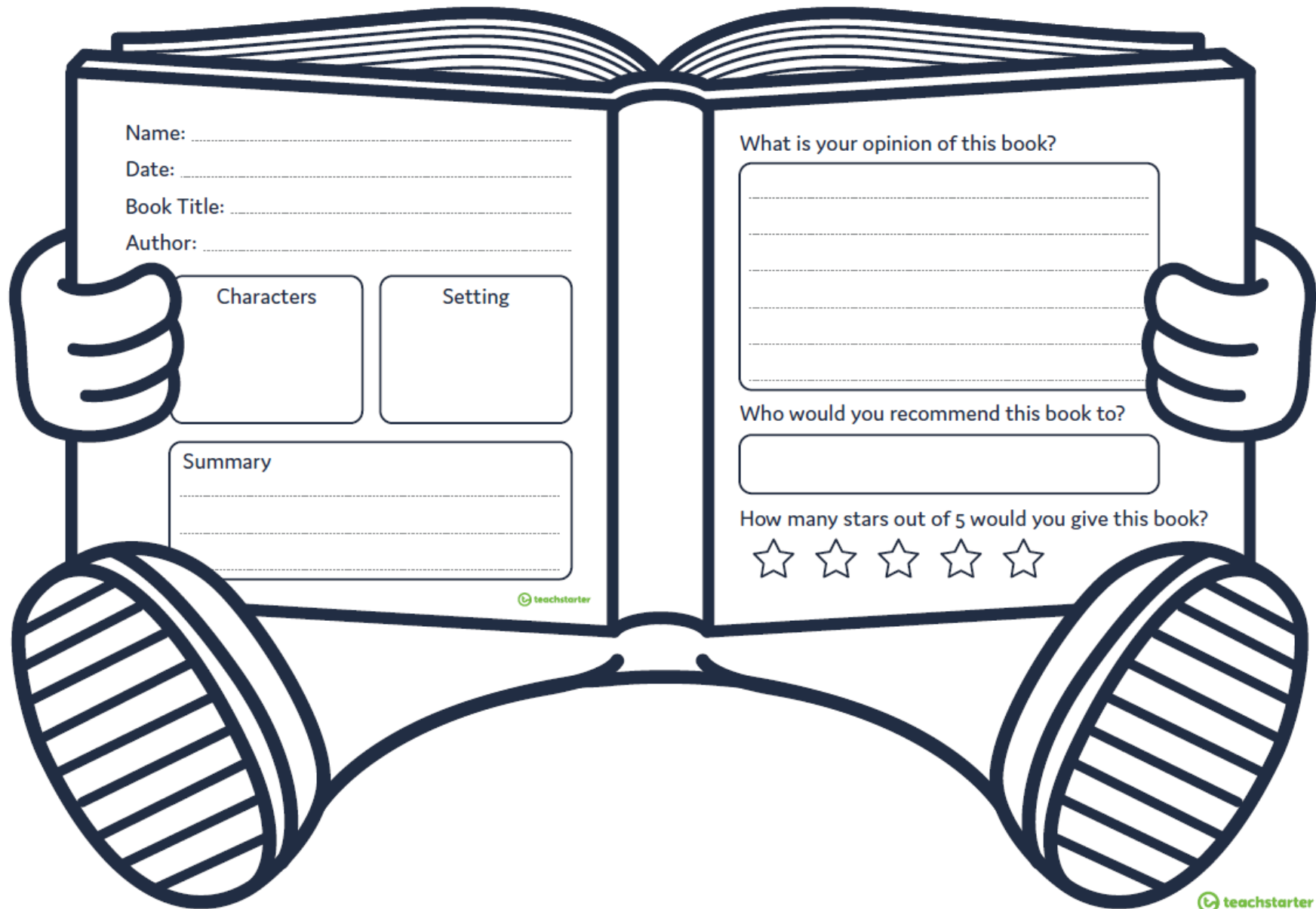

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## Year 1 & 2 Worksheets



Cut out each part and  
glue together like this!

## Year 1 & 2 Worksheets



The illustration shows a person from the waist up, holding a large open book. The person's hands are visible at the top corners of the book, and their feet, wearing large shoes with diagonal stripes, are at the bottom. The book's pages contain a worksheet with various sections for a book review.

**Left Page:**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Book Title: \_\_\_\_\_  
Author: \_\_\_\_\_

**Characters**

**Setting**

**Summary**

teachstarter

**Right Page:**

What is your opinion of this book?

Who would you recommend this book to?

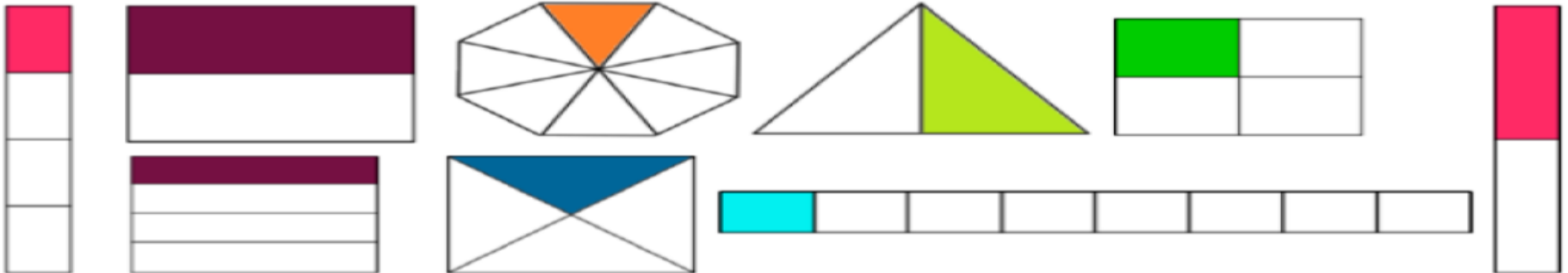
How many stars out of 5 would you give this book?

☆ ☆ ☆ ☆ ☆

teachstarter

# Sorting Fractions

One-half	One-fourth	One-eighth



Thursday 26th August 2021

L L L L L L I I I I I I I

O O O I I I 2 2 2 lizard light lollipop

Lisa and Leah like lime lollipops.

# 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	100

### Mystery Picture 2

**Purple:** 65, 66, 75, 76

**Orange:** 33, 34, 35, 36, 37, 38, 42, 43, 48, 49, 52, 59, 62, 69, 72, 79, 82, 89

**Blue:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 19, 20, 21, 30, 85, 86, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

**Green:** 55, 56, 64, 67, 74, 77, 84, 87

**Red:** 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 39, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 90

**Yellow:** 44, 45, 46, 47, 53, 54, 57, 58, 63, 68, 73, 78, 83, 88



Describe & infer with

# PICTURE OF THE DAY

Weekly Assessment #7

Name: .....



Observations/Details:

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

I infer.....

because .....





OH NO!!!!

“AAAAAAAAAHHHHH! Look out!”

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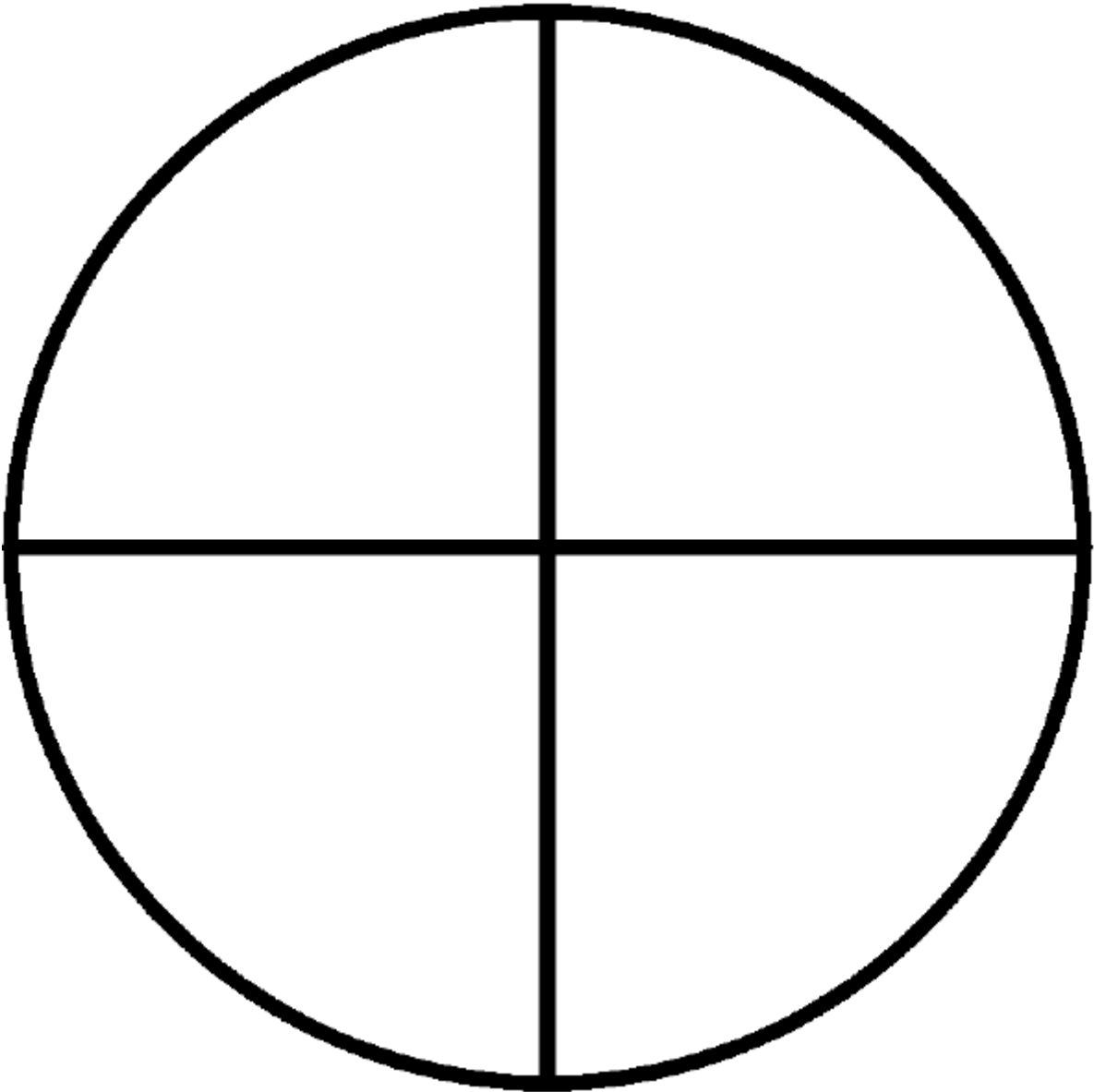
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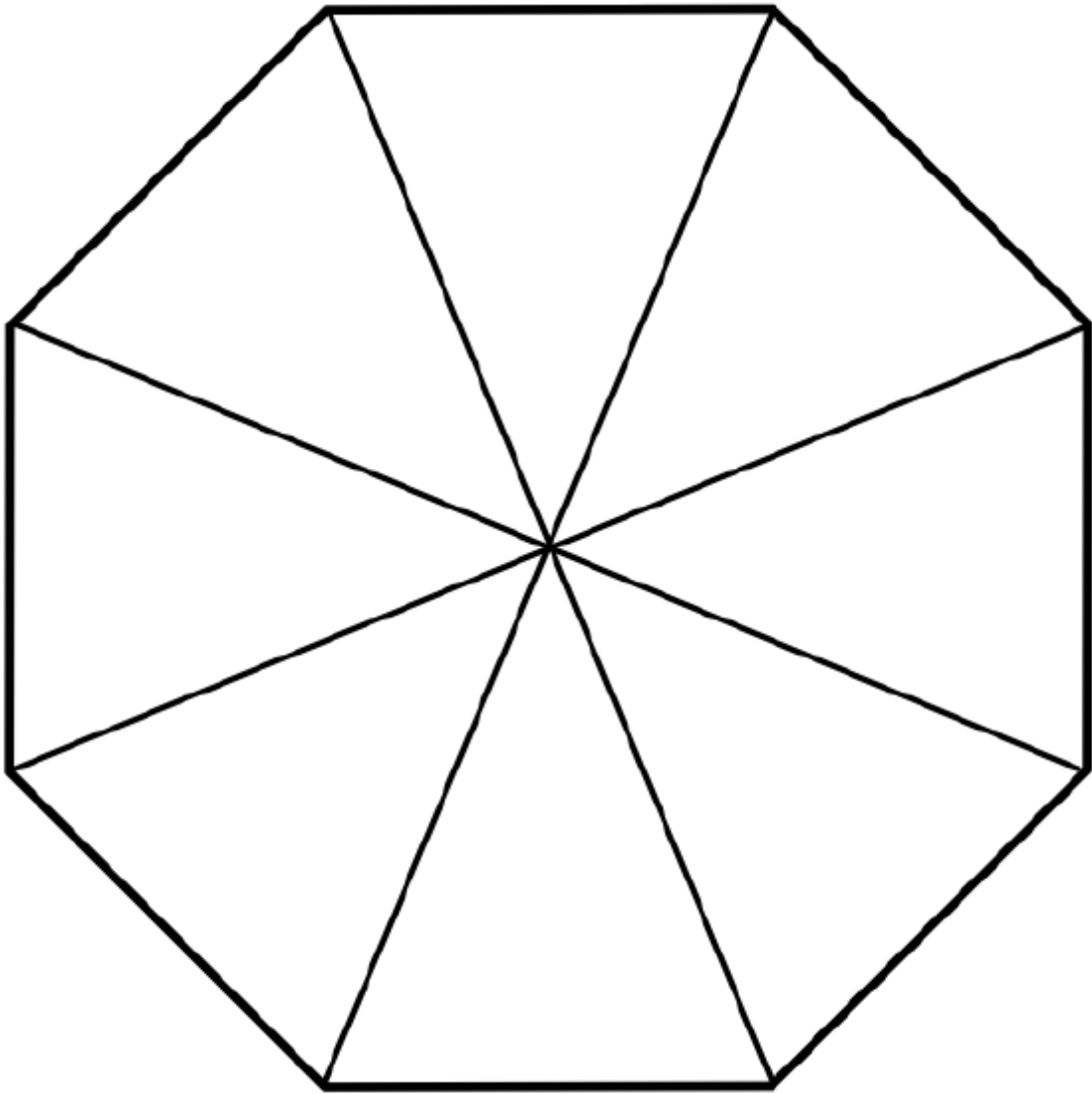
My Fraction Friend

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**My Fraction Friend**

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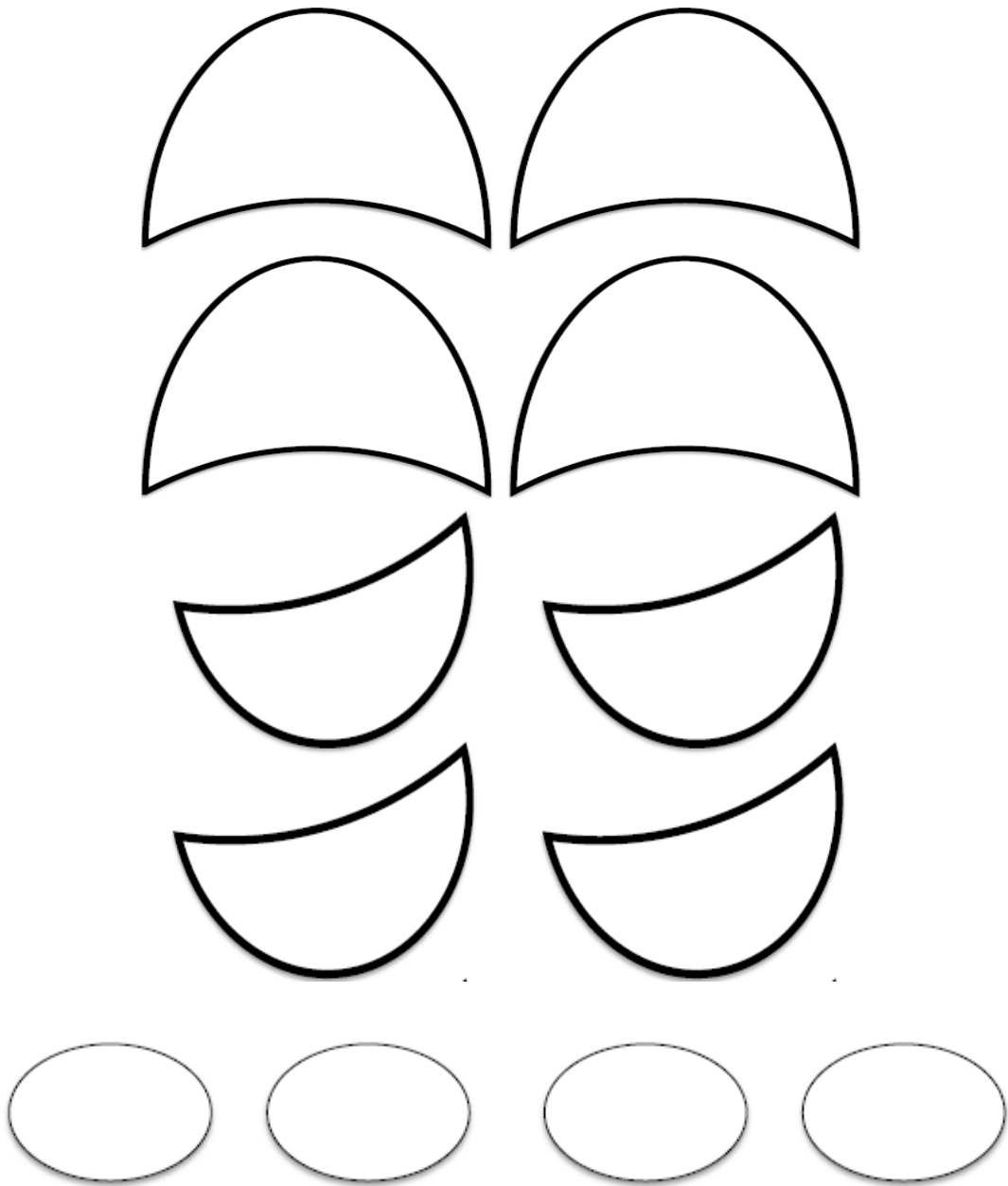
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## Year 1 & 2 Worksheets

Fraction Friend - Eyes, noses and mouth



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



# Light Energy

Fill out the top. Write down or draw 6 things that produce light energy.

1. Light helps us to \_\_\_\_\_.
2. Light helps \_\_\_\_\_ grow.
3. Earth's largest light source is the \_\_\_\_\_.

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>

# Science Experiment 2

**\*\*Check with an adult before attempting experiment 2,  
as it requires some clean-up afterwards\*\***



## What you need:

- A small cup of bubble mixture or soapy water
- A smooth, wipeable surface
- A straw
- A hard plastic item, like a ruler, or you can re-use the balloon from experiment 1
- Some soft, fuzzy fabric

## What to do:

- Pour a small amount of bubble mixture onto your smooth surface.
- Dip your straw into the mixture and blow a bubble gently, so that it sits on the surface.
- Gently rub your plastic ruler or balloon against the fuzzy fabric for a few seconds
- Hold it close to the bubble.

**Put on your thinking cap!**



Can you predict what might happen before you hold the ruler near the bubble? \_\_\_\_\_

\_\_\_\_\_

What did you observe? \_\_\_\_\_

\_\_\_\_\_

Run the ruler under water, dry it off and try again.

What did you observe this time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How far can you make your bubble travel? \_\_\_\_\_

\_\_\_\_\_