

# Learning From Home

## Take-home Pack



Term 4 | Weeks 1-3

2021

Year 1 & 2  
Week 1- At home learning Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Good morning/Wellbeing check-in</b>					
		<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Zoom Meeting: 12:00pm	<input type="checkbox"/> Wellbeing check-in	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Seesaw: Social skills	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Seesaw: Video
<b>English</b>					
Spelling		<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Catch up on any missed work
Reading and Viewing		<input type="checkbox"/> Seesaw: Reading <input type="checkbox"/> Reading eggs express	<input type="checkbox"/> Seesaw: Reading	<input type="checkbox"/> Seesaw: Reading <input type="checkbox"/> Reading eggs express	<input type="checkbox"/> Catch up on any missed work
Writing and Representing <i>Please note that we encourage students to complete writing tasks on a piece of paper and upload a picture to Seesaw.</i>		<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Catch up on any missed work
<b>Mathematics</b>					
Number and Algebra		<input type="checkbox"/> See-saw activity: Whole Number	<input type="checkbox"/> See-saw activity: Whole Number	<input type="checkbox"/> See-saw activity: Whole Number	<input type="checkbox"/> Catch up on any missed work
<b>Other</b>					
If you would like any additional activities, please view the EXTRA KLA grid.					

Year 1 & 2  
Week 2- At home learning Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Good morning/Wellbeing check-in</b>					
	<input type="checkbox"/> Seesaw: Good morning message <input type="checkbox"/> Wellbeing check-in	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Zoom Meeting: 12:00pm	<input type="checkbox"/> Wellbeing check-in	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Seesaw: Social skills	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Seesaw: Video
<b>English</b>					
Spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Catch up on any missed work
Reading and Viewing	<input type="checkbox"/> Seesaw: Reading <input type="checkbox"/> Reading eggs express	<input type="checkbox"/> Seesaw: Reading	<input type="checkbox"/> Seesaw: Reading <input type="checkbox"/> Reading eggs express	<input type="checkbox"/> Seesaw: Reading	<input type="checkbox"/> Catch up on any missed work
Writing and Representing <i>Please note that we encourage students to complete writing tasks on a piece of paper and upload a picture to Seesaw.</i>	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Catch up on any missed work
<b>Mathematics</b>					
Number and Algebra	<input type="checkbox"/> Seesaw activity: Whole Number	<input type="checkbox"/> Seesaw activity: Fractions	<input type="checkbox"/> Seesaw activity: Fractions	<input type="checkbox"/> Seesaw activity: Fractions	
Statistics and Probability					<input type="checkbox"/> Seesaw activity: Chance
<b>Other</b>					
If you would like any additional activities, please view the EXTRA KLA grid.					

Year 1 & 2  
Week 3- At home learning Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Good morning/Wellbeing check-in</b>					
	<input type="checkbox"/> Seesaw: Good morning message <input type="checkbox"/> Wellbeing check-in	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Zoom Meeting: 12:00pm	<input type="checkbox"/> Wellbeing check-in	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Seesaw: Social skills	<input type="checkbox"/> Wellbeing check-in <input type="checkbox"/> Seesaw: Video
<b>English</b>					
Spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Seesaw activity: Spelling <b>OR</b> <input type="checkbox"/> Seesaw activity: Phonics spelling	<input type="checkbox"/> Catch up on any missed work
Reading and Viewing	<input type="checkbox"/> Seesaw: Reading <input type="checkbox"/> Reading eggs express	<input type="checkbox"/> Seesaw: Reading	<input type="checkbox"/> Seesaw: Reading <input type="checkbox"/> Reading eggs express	<input type="checkbox"/> Seesaw: Reading	<input type="checkbox"/> Catch up on any missed work
Writing and Representing <i>Please note that we encourage students to complete writing tasks on a piece of paper and upload a picture to Seesaw.</i>	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Seesaw activity: Writing	<input type="checkbox"/> Catch up on any missed work
<b>Mathematics</b>					
Number and Algebra	<input type="checkbox"/> Seesaw activity: Whole Number	<input type="checkbox"/> Seesaw activity: Fractions	<input type="checkbox"/> Seesaw activity: Fractions	<input type="checkbox"/> Seesaw activity: fractions	<input type="checkbox"/> Catch up on any missed work
Statistics and Probability					
<b>Other</b>					
If you would like any additional activities, please view the EXTRA KLA grid.					



# TUESDAY

5 October 2021





Name \_\_\_\_\_

# Roll On!

Roll 2 dice. Write the number and count on.

54	55	56	57

© Miss Gr-offe



Name \_\_\_\_\_

Roll On!

Roll 2 dice. Write the number and count on.

	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

© Miss Gruffe



Name \_\_\_\_\_

# roll a NUMBER

Roll 2 dice. Draw and write the number they make.

		52	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____

© Miss Graffie



Name \_\_\_\_\_

# roll a NUMBER

Roll 2 dice. Draw and write the number they make.

<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____
<input type="text"/>	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	_____

© Miss Graffe



Name \_\_\_\_\_



# missing numbers

6, \_\_\_\_, 8, \_\_\_\_, 10

2, 3, \_\_\_\_, \_\_\_\_, 6

12, \_\_\_\_, 14, 15, \_\_\_\_

8, \_\_\_\_, 10, \_\_\_\_, 12

10, \_\_\_\_, 12, \_\_\_\_, 14

4, 5, \_\_\_\_, \_\_\_\_, 8

1, \_\_\_\_, 3, 4, \_\_\_\_

7, \_\_\_\_, 9, \_\_\_\_, 11

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Graffe



Name \_\_\_\_\_



## missing numbers

26, \_\_\_\_, 28, \_\_\_\_, 30

52, 53, \_\_\_\_, \_\_\_\_, 56

84, \_\_\_\_, 86, 87, \_\_\_\_

39, \_\_\_\_, 41, \_\_\_\_, 43

15, \_\_\_\_, 17, \_\_\_\_, 19

63, 64, \_\_\_\_, \_\_\_\_, 67

72, \_\_\_\_, 74, 75, \_\_\_\_

30, \_\_\_\_, 32, \_\_\_\_, 34

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Graffie



Name \_\_\_\_\_

**missing numbers**

34, \_\_\_\_\_, 36, \_\_\_\_\_, 38

23, 24, \_\_\_\_\_, \_\_\_\_\_, 27

70, \_\_\_\_\_, 72, 73, \_\_\_\_\_

55, \_\_\_\_\_, 57, \_\_\_\_\_, 59

62, \_\_\_\_\_, 64, \_\_\_\_\_, 66

37, 38, \_\_\_\_\_, \_\_\_\_\_, 41

44, \_\_\_\_\_, 46, 47, \_\_\_\_\_

28, \_\_\_\_\_, 30, \_\_\_\_\_, 32

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Graffie





Name \_\_\_\_\_



## missing numbers

65, \_\_\_\_, 67, \_\_\_\_, 69

22, 23, \_\_\_\_, \_\_\_\_, 26

46, \_\_\_\_, 48, 49, \_\_\_\_

17, \_\_\_\_, 19, \_\_\_\_, 21

38, \_\_\_\_, 40, \_\_\_\_, 42

94, 95, \_\_\_\_, \_\_\_\_, 98

53, \_\_\_\_, 55, 56, \_\_\_\_

42, \_\_\_\_, 44, \_\_\_\_, 46

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Graffe



Name \_\_\_\_\_

**missing numbers**

94, \_\_\_\_, 96, \_\_\_\_, 98

112, 113, \_\_\_\_, \_\_\_\_, 116

80, \_\_\_\_, 82, 83, \_\_\_\_

104, \_\_\_\_, 106, \_\_\_\_, 108

97, \_\_\_\_, 99, \_\_\_\_, 101

85, 86, \_\_\_\_, \_\_\_\_, 89

100, \_\_\_\_, 102, 103, \_\_\_\_

116, \_\_\_\_, 118, \_\_\_\_, 120

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Graffe



Name \_\_\_\_\_

**missing numbers**

Fill in the missing numbers.

71	72		74		76	77	78	79	80
	82		84	85		87			90
91		93		95		97	98	99	

42, \_\_\_\_\_, 44, \_\_\_\_\_, 46, \_\_\_\_\_

17, 18, \_\_\_\_\_, \_\_\_\_\_, 21, \_\_\_\_\_

83, \_\_\_\_\_, 85, 86, \_\_\_\_\_, \_\_\_\_\_

69, \_\_\_\_\_, 71, \_\_\_\_\_, 73, \_\_\_\_\_

34, 35, \_\_\_\_\_, \_\_\_\_\_, 38, \_\_\_\_\_

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Graffe



Name \_\_\_\_\_



# missing numbers

Fill in the missing numbers.

51	52		54	55		57	58		60
61		63		65			68	69	
	72	73	74		76	77	78		80

54, \_\_\_\_\_, 56, \_\_\_\_\_, 58, \_\_\_\_\_

27, 28, \_\_\_\_\_, \_\_\_\_\_, 31, \_\_\_\_\_

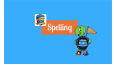
92, \_\_\_\_\_, 94, 95, \_\_\_\_\_, \_\_\_\_\_

60, \_\_\_\_\_, 62, \_\_\_\_\_, 64, \_\_\_\_\_

37, 38, \_\_\_\_\_, \_\_\_\_\_, 41, \_\_\_\_\_

This was:    Easy    Just Right    Hard  
(Circle one)

© Miss Giraffe



Listen to Miss Sherlock saying the sound /oo/

Click to hear the  
sound

oo

ew

ue

u\_e



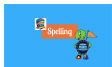
Record yourself saying each of your spelling words

## Spelling Words

1. too
2. boot
3. screw
4. few
5. glue
6. blue
7. June
8. cube
9. room
10. soon

## Extension

1. rescue
2. Tuesday
3. goose
4. statue
5. choose



### Spelling Words

- 1. too
- 2. boot
- 3. screw
- 4. few
- 5. glue
- 6. blue
- 7. June
- 8. cube
- 9. room
- 10. soon

### Extension

- 1. rescue
- 2. Tuesday
- 3. goose
- 4. statue
- 5. choose



### Activity Grid

Sort your spelling words into their phoneme groups (oo,ew,ue,u-e).	Use magazines or newspapers to cut out the letters you need to spell the spelling words.
Jumble up the letters of your spelling words. Give them to a partner to unjumble.	Use five of your spelling words in five sentences.
Write out each of your spelling words using dots.	Use glue to write out each spelling word. Sprinkle glitter over the glue.
Group your spelling words according to the number of syllables.	Use five of your spelling words in five sentences.
Write out your spelling words in rainbow colours.	Build your spelling words using Lego or blocks.



Record yourself saying each of these sounds

s a p n i o c m





e u r t k h f l




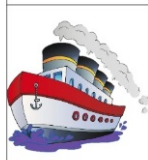
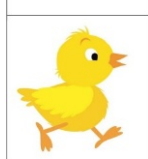
ss ll ck sh ch th









Listen to Miss Sherlock reading each of these words

	dish
	chop
	thin
	shell

	fish
	shop
	thick
	ship
	chick



Record yourself reading each of these words

	dish
	chop
	thin
	shell

	fish
	shop
	thick
	ship
	chick



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m

# WEDNESDAY

## 6 October 2021



*Please upload a photo of your writing for your teacher to see.*



Please choose at least 1 of the following writing activities to complete

### Adjective writing

Choose a character or object from the picture and write as many adjectives (describing words) as you can about that character or object.

- Extension: write a sentence using one of the adjectives.

### Narrative

Write a story about the picture.

- Remember to include a beginning middle and end.
- Why is the girl and dog in space?
- What are they looking for?
- Where did they come from?
- What might they see in space?

### Procedure.

Watch the video on 'how to make a rocket'

[https://www.youtube.com/watch?v=ZPdbS\\_JNoqY](https://www.youtube.com/watch?v=ZPdbS_JNoqY)

Write a step by step produce on how to create a rocket.

Don't forget to include a list of equipment and a method in your procedure.





**Roll 2 dice, write your number in the star, count on**



Name \_\_\_\_\_

# Pick a Card

Pick a number. Write it in the star. Count on.

24	25	26	27

© Miss Giffie



Name \_\_\_\_\_

# Pick a Card

Pick a number. Write it in the star. Count on.

	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

© Miss Graftie



Name \_\_\_\_\_

# Pick a Card

Pick a number. Write it in the star. Count on.

			_____	_____	_____
			_____	_____	_____
			_____	_____	_____
			_____	_____	_____
			_____	_____	_____

© Miss Graftie



Record yourself saying each of these sounds





s a p n i o c m

e u r t k h f l

ss ll ck sh ch th



Record yourself reading each of these words

	dish
	chop
	thin
	shell

	fish
	shop
	thick
	ship
	chick



Match the words with the pictures below



thick    shed  
chop    dish  
chick    moth  
ship    shop  
fish



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh

ch

th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m





Make a word using the box provided

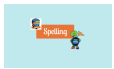
sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

a e i o u  
a e i o u

sh  
ch  
th

--	--	--



f  
p  
n  
m

# THURSDAY

## 7 October 2021



*Please upload a photo of your writing for your teacher to see.*



Please choose at least 1 of the following writing activities to complete

### Descriptive sentences

Write 1-4 sentences about what you can see in the picture.

- Make sure you are using descriptive words.
- Try and think of how the characters might be feeling in the picture.

### Narrative

Write a story about the picture.

- Don't forget to include a beginning, middle and end of the story.
- How did the girl end up in the jar?
- Will the girl get out of the jar?
- Is the cat friendly?

### Persuasive

Write a letter as the girl trying to convince the cat to let you out of the jar.

- Provide 2-3 reasons on why you need to get out of the jar.
- Where would you go when you get out of the jar?

## Count back from 120-1

**Finish**

**Record  
yourself  
counting  
back from  
120-1**

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

**Start**

© Miss Gruff



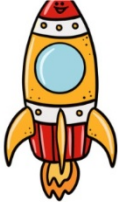
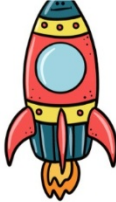
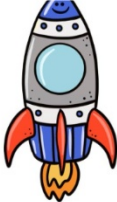

# Counting Backward

Roll dice or flip playing cards to create a number. Write your number in the box. Then count backwards and write the numbers on the lines.



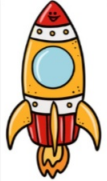
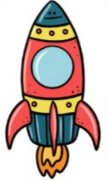
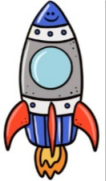
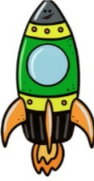
-----	<input type="text"/>
-----	<input type="text"/>
-----	<input type="text"/>
-----	<input type="text"/>
-----	<input type="text"/>
-----	<input type="text"/>



			
32	36	73	80
31	35	72	79

©Marcelline Attard ©Marcelline Attard ©Marcelline Attard ©Marcelline Attard



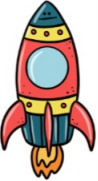
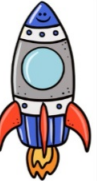

			
50	98	82	54
49	97	81	53
<small>©Marcellina Attard</small>	<small>©Marcellina Attard</small>	<small>©Marcellina Attard</small>	<small>©Marcellina Attard</small>



			
47	40	24	70
46	39	23	69

© Marcelline Attard   © Marcelline Attard   © Marcelline Attard   © Marcelline Attard



			
51	97	30	45
50	96	29	44

©Marcelline Attard   ©Marcelline Attard   ©Marcelline Attard   ©Marcelline Attard

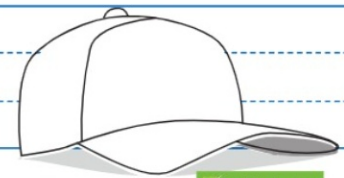


Hats protect us from the Sun's

harmful rays. It's important to





wear a hat when you are outside.

No hat.












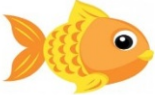


Record yourself reading each of these words

	dish
	chop
	thin
	shell

	fish
	shop
	thick
	ship
	chick



Fill in the missing sounds to complete the words

	___op		she___
	___ell		thi___
	___ick		di___
	___op		fi___
	___ed		mo___

# FRIDAY

8 October 2021



**No worksheets  
needed for today.**  
Just use pieces of paper  
if needed.



# MONDAY

11 October 2021







Listen to Miss Sherlock saying the sound /m/

Click to hear the  
sound

m

mm

mb



Record yourself saying each of your spelling words

## Spelling Words

- |           |           |
|-----------|-----------|
| 1. moon   | 6. thumb  |
| 2. camp   | 7. comb   |
| 3. mango  | 8. lamb   |
| 4. hammer | 9. many   |
| 5. summer | 10. smile |

## Extension

1. animal
2. comment
3. number
4. material
5. million



**m, mm, mb**

## Spelling Words

- |           |           |
|-----------|-----------|
| 1. moon   | 6. thumb  |
| 2. camp   | 7. comb   |
| 3. mango  | 8. lamb   |
| 4. hammer | 9. many   |
| 5. summer | 10. smile |

## Extension

1. animal
2. comment
3. number
4. material
5. million



## Activity Grid

Sort the words into their phoneme groups (m,mm,mb).	Write as many words as you can that rhyme with each of your spelling words.
Type your spelling words on a computer.	Put your spelling words in alphabetical order.
Using a container of water and a paintbrush, paint each of your spelling words on some concrete.	Draw one shape for each word. Write your spelling words inside each of the shapes.
Using grid paper, write out your spelling words. Put each sound in one box. Like this: Ch-ee-se	Use chalk to write out your spelling words on concrete.
Using the spelling words, write the vowels in blue and the consonants in red.	Write out your spelling words and circle the phoneme you are learning.



# Ten time Activity

## Level 1

Turn over 2 cards. Put the biggest number in your head and  
count on from the smaller number



## Level 2

Turn over 2 cards. Put the biggest number in your head and  
count back from the smaller number



## Level 3

Turn over 2 cards. Add them together and add 10.



## Level 4

Turn over 2 cards. Add them together and add 100, the double  
that total





I can recognise numbers  
beyond 100





I can count forwards



245

\_\_\_\_\_

315

\_\_\_\_\_

102

\_\_\_\_\_

510

\_\_\_\_\_



I can count backwards



50

\_\_\_\_\_

48

\_\_\_\_\_

20

\_\_\_\_\_

36

\_\_\_\_\_





Put the numbers under  
the right heading



124

Hundreds   Tens   Ones

--	--	--

85

Tens   Ones

--	--

653

Hundreds   Tens   Ones

--	--	--

237

Hundreds   Tens   Ones

--	--	--

92

Tens   Ones

--	--

420

Hundreds   Tens   Ones

--	--	--





Record yourself saying each of these sounds

/	ss	//
ss	//	/
//	/	ss
ss	//	/



Listen to Miss Sherlock read each of these words

mess



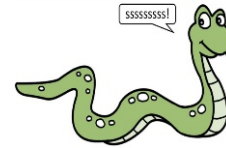
leg



laptop



hiss



kiss



doll





Listen to Miss Sherlock read each of these words

mess



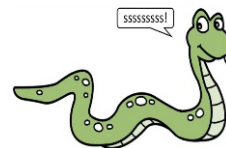
leg



laptop



hiss



kiss



doll





Make a word using the box provided

a e i o u  
a e i o u

SS

||  
|

--	--	--





Make a word using the box provided

a e i o u  
a e i o u

SS

||  
|

--	--	--





Make a word using the box provided

a e i o u  
a e i o u

SS

||  
|

--	--	--





Make a word using the box provided

a e i o u  
a e i o u

ss

||  
|

--	--	--



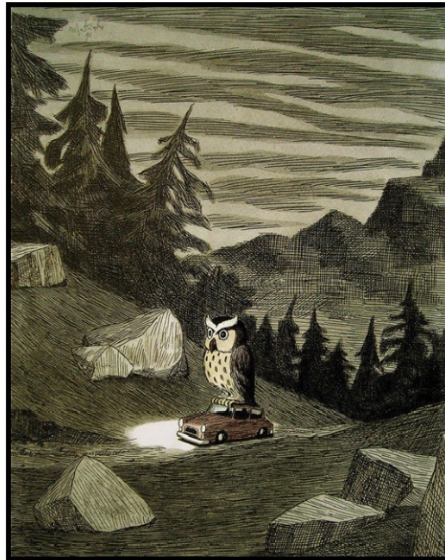
# TUESDAY

12 October 2021





*Please upload a photo of your writing for your teacher to see.*



Please choose at least 1 of the following writing activities to complete

What can you see?

Write 1-4 sentences about what you can see in the picture.

- Where is the owl?
- Where are they?
- Is it day or night?
- Is the owl big or small?

Narrative

Write a story about the picture.

- Remember to include a beginning middle and end.
- How could you describe the owl?
- Why is the owl big?
- Why is the owl on the car?
- Where are they going?

Informative






Write an information report about an owl.

- What does an owl look like?
- Where does owl live?
- What does an owl like to eat?
- Do you know any interesting facts about an owl?



Fill in the missing letter

	_ill
	_ill
	_ull
	_ock
	_eg

	_oll
	_ell
	_iss
	_iss
	_aptop



**FRACTION**  
Caterpillar

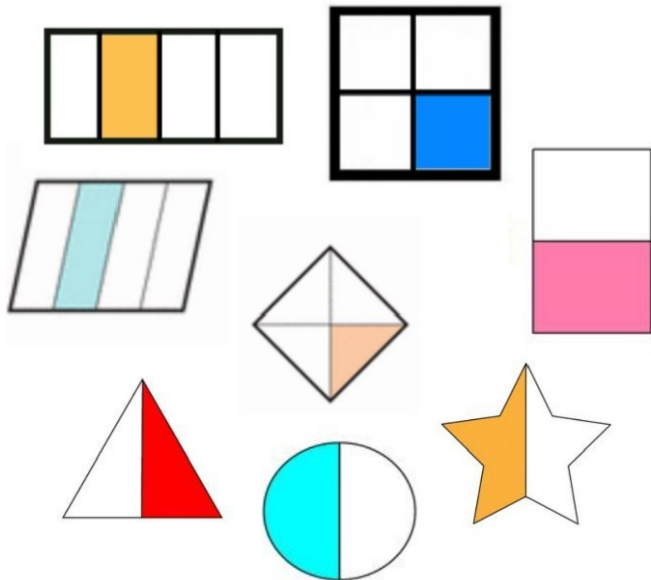
Label the fractions  
on the caterpillar

The caterpillar has a face with two antennae, two eyes, and a smiling mouth. It has three circular spots on its body. The first spot is divided into four equal quadrants by a vertical and a horizontal line, with the top-right quadrant shaded. The second spot is also divided into four equal quadrants, with the bottom-right quadrant shaded. The third spot is divided into four equal quadrants, with all four quadrants shaded.

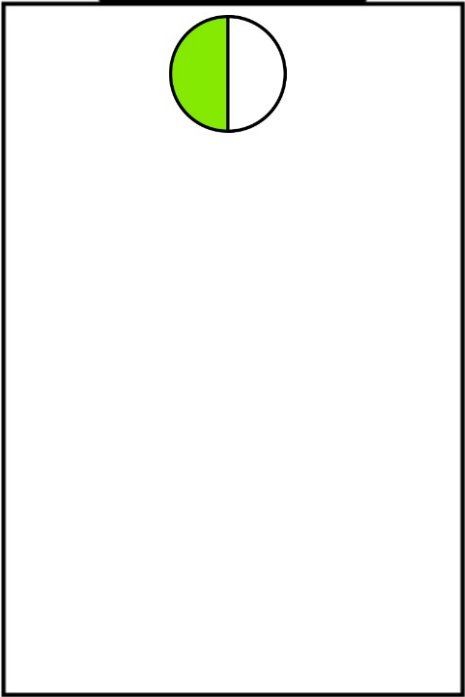


# Fractions

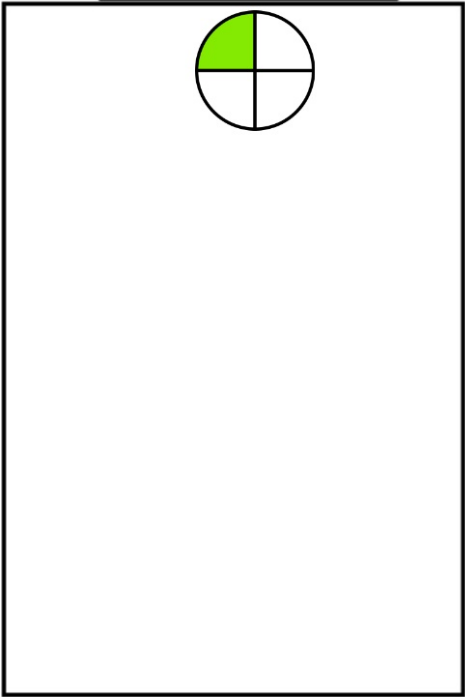
Sort the following into the correct group.



One-half



One-Quarter



# WEDNESDAY

## 13 October 2021



*Please upload a photo of your writing for your teacher to see.*



Please choose at least 1 of the following writing activities to complete:

Finish the sentence:

Finish the sentences below:

- This dinosaur is
- The house has
- The kites are

Don't forget capital letters,  
finger spaces and full stops

Narrative

Write a paragraph about  
where the dinosaur and girl  
might be going.

- Why do they have  
kites?
- Are they friends?
- Who does the house  
belong to?

Persuasive:






Pretend you are the girl on the back  
of the dinosaur.

Write a conversation trying to  
convince the dinosaur to take you  
off its back.

- Try to include 4 reasons why  
he should take you off its  
back.
- Don't forget to write what  
both you and the dinosaur



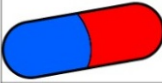




Fill in the missing letter

	do__
	me__
	ki__
	hi__
	hi__



Write the word for each picture

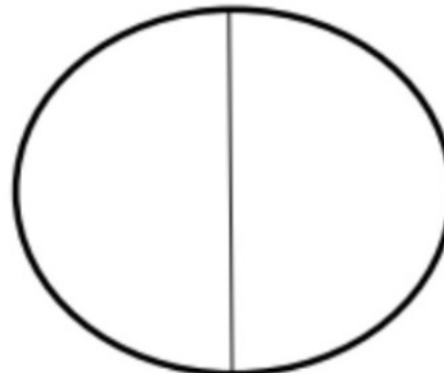
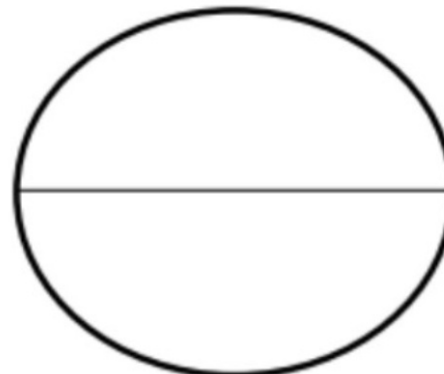
			
			
			
			
			

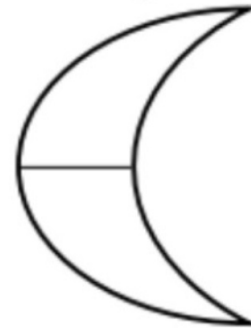
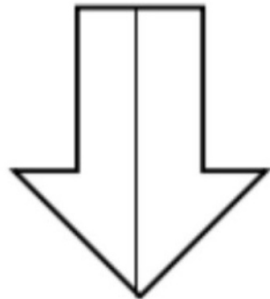
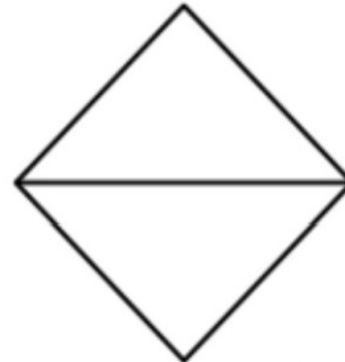
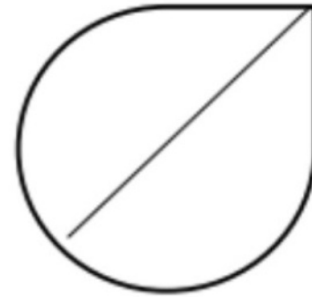
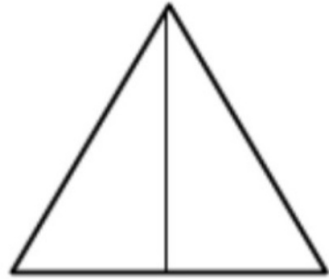
			
			
			
			
			





**COLOUR IN HALF OF EACH SHAPE!**





# THURSDAY

14 October 2021

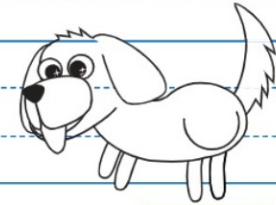


Dogs make very loyal friends.

They like fetching sticks and balls.

They love it when you pet them.

Dogs are



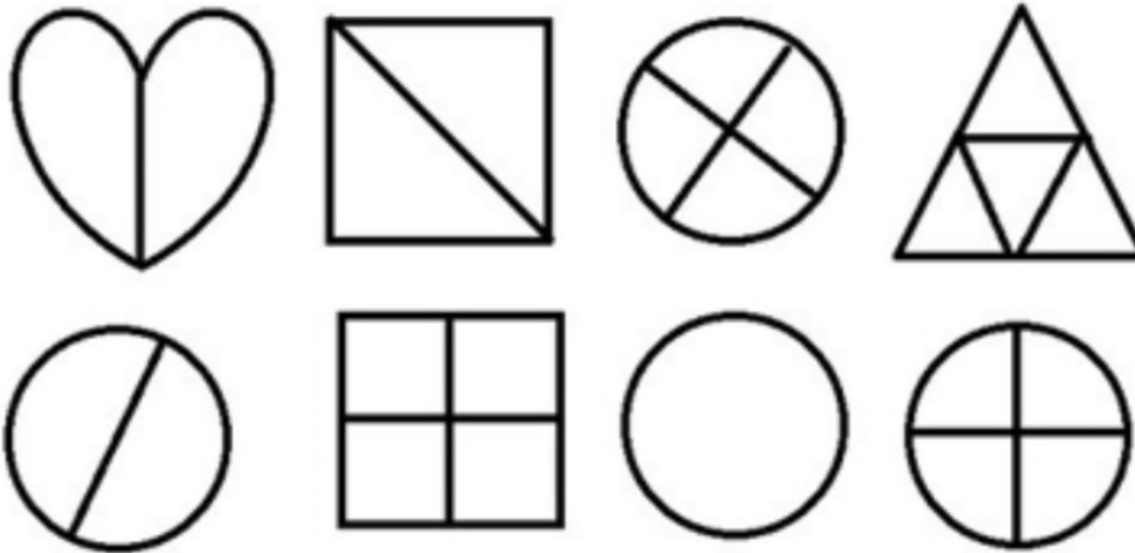


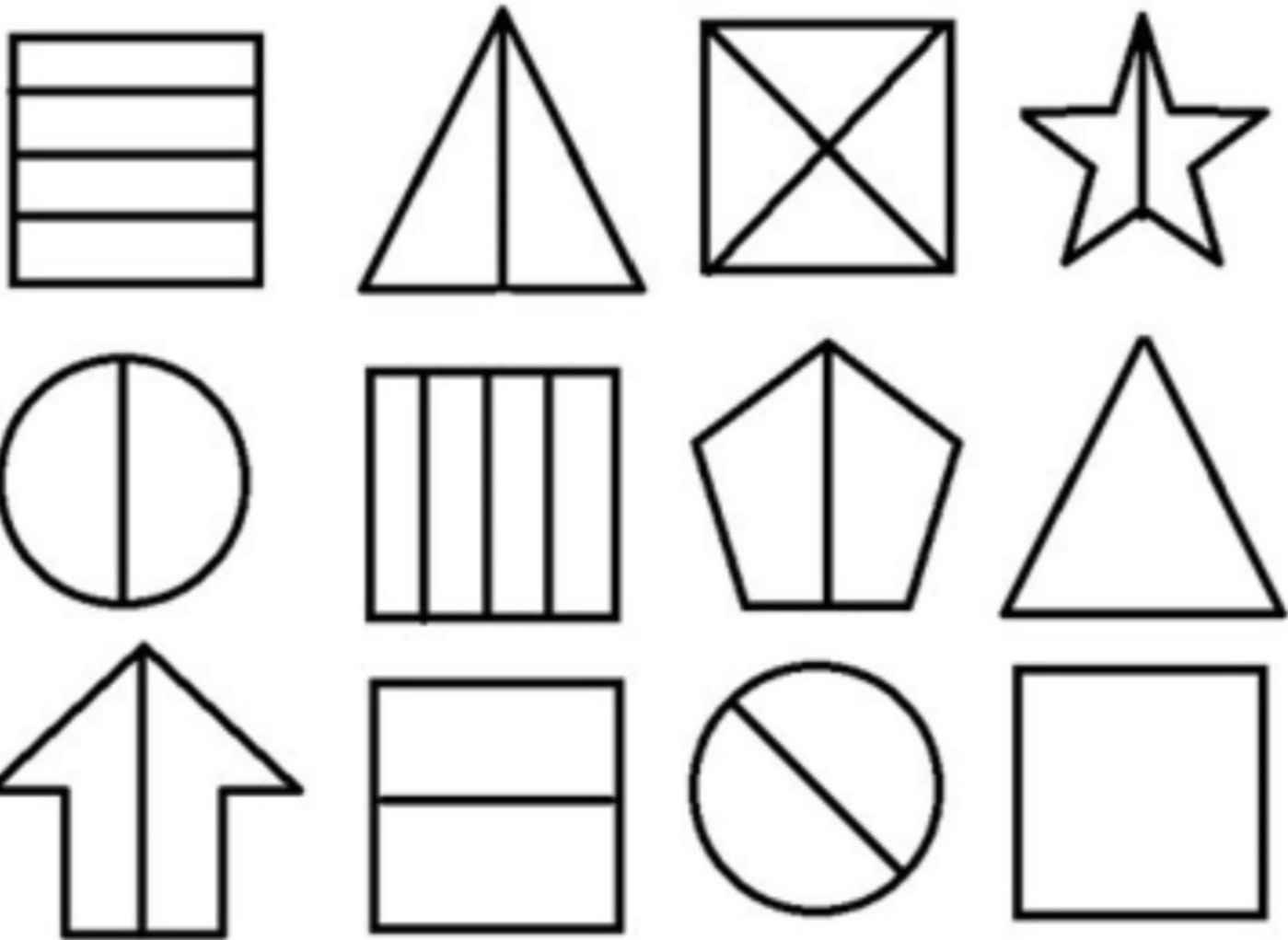
**COLOUR ME IN!**

Colour the shapes showing 1 whole in blue

Colour the shapes showing halves in RED

Colour the shapes showing quarters GREEN







**CUT THE SHAPE**

Draw a line to divide these shapes into half and quarters



$\frac{1}{2}$



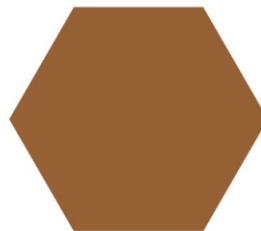
$\frac{1}{4}$



$\frac{1}{2}$



$\frac{1}{4}$



$\frac{1}{4}$



$\frac{1}{2}$

# FRIDAY

15 October 2021







**Listen**

# What is the CHANCE?

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

I can read the statement, colour in the probability box and explain why.

I will ride my bike this weekend.



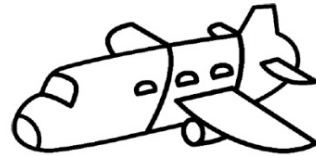
- will happen
- might happen
- will not happen

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will fly a plane home from school.



- will happen
- might happen
- will not happen

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will eat food at lunchtime.



- will happen
- might happen
- will not happen

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Listen**

# What is the CHANCE?

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

I can read the statement, colour in the probability box and explain why.

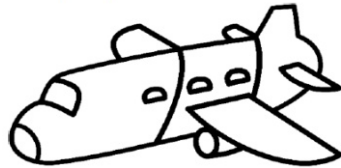
I will ride my bike this weekend.



- will happen
- might happen
- will not happen

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will fly a plane home from school.



- will happen
- might happen
- will not happen

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will eat food at lunchtime.



- will happen
- might happen
- will not happen

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# What is the CHANCE?

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

I can read the statement, colour in the probability box and explain why.

I will go to sleep tonight.



will happen

\_\_\_\_\_

might happen

\_\_\_\_\_

will not happen

\_\_\_\_\_

I will have a bath today.



will happen

\_\_\_\_\_

might happen

\_\_\_\_\_

will not happen

\_\_\_\_\_

I will see a dinosaur on the road.



will happen

\_\_\_\_\_

might happen

\_\_\_\_\_

will not happen

\_\_\_\_\_



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

What's the chance?

I can identify the chance of picking an object.  
will 👍 might 🤔 will not 👎

<p>I <u>might</u> pick a green counter.</p>	<p>I <u>will</u> pick a blue counter.</p>	<p>I <u>will not</u> pick a purple counter.</p>
---------------------------------------------	-------------------------------------------	-------------------------------------------------



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

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

What's the chance?

I can identify the chance of picking an object and explain why using

**Listen** will 👍 might 👎 will not 👎

<p>I _____ pick a green counter because</p> <p>_____</p>	<p>I _____ pick a blue counter because</p> <p>_____</p>	<p>I _____ pick a purple counter because</p> <p>_____</p>



# Marble MIX-UP

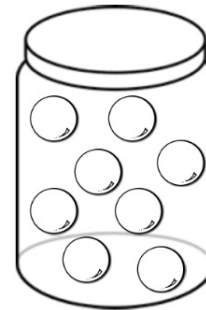
I can colour in the marbles to make the sentence true.



I will pick a blue marble.



I might pick a purple marble.



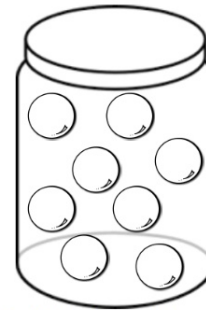
I will not pick a red marble.



I might pick a pink marble.



I will not pick a green marble.



I will pick a yellow marble.



Tricky words

I  
the  
he  
she  
me  
we  
be  
was  
to  
do  
are  
all

you  
your  
come  
some  
said  
here  
there  
they  
go  
no  
so  
my

one  
by  
only  
old  
like  
have  
live  
give  
little  
down  
what  
when

why  
where  
who  
which  
any  
many  
more  
before  
other  
were  
because  
want

saw  
put  
could  
should  
would  
right  
two  
four  
goes  
does  
made  
their

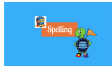
once  
upon  
always  
also  
of  
eight  
love  
cover  
after  
every  
mother  
father

# MONDAY

18 October 2021







Listen to Miss Sherlock saying the sound /j/

Click to hear the  
sound

j

g

ge

dge



Record yourself saying each of your spelling words

## Spelling Words

1. jelly
2. jump
3. cage
4. page
5. germ
6. large
7. orange
8. change
9. fridge
10. badge

## Extension

1. giraffe
2. bridge
3. danger
4. juice
5. gigantic



**j, g, ge, dge**

## Spelling Words

- |          |           |
|----------|-----------|
| 1. jelly | 6. large  |
| 2. jump  | 7. orange |
| 3. cage  | 8. change |
| 4. page  | 9. fridge |
| 5. germ  | 10. badge |

## Extension

- giraffe
- bridge
- danger
- juice
- gigantic



## Activity Grid

Sort your spelling words into their phoneme groups (j,g,ge,dge).	Use glue to write out each spelling words. Sprinkle glitter over the glue.
Use magazines or newspapers to cut out the letters you need to spell your spelling words.	Write out your spelling words in rainbow colours.
Find words in books that match your weekly phoneme.	Build your spelling words using Lego or blocks.
Write out each of your spelling words using dots.	Use five of your spelling words in five sentences.
Group your spelling words according to the number of syllables.	Using your spelling words, write the vowels in blue and the consonants in red.



Record yourself saying each of these sounds

<i>b</i>	<i>ff</i>	<i>h</i>
<i>f</i>	<i>h</i>	<i>b</i>
<i>ff</i>	<i>h</i>	<i>f</i>
<i>b</i>	<i>h</i>	<i>ff</i>



Listen to Miss Sherlock read each of these words


bat	
puff	
bed	
cuff	

fig	
fist	
huff	
sniff	
bag	



Record yourself reading each of these words





bat	
puff	
bed	
cuff	

fig	
fist	
huff	
sniff	
bag	



Write a word using the box provided

a e i o u  
a e i o u

b  
ff

f

--	--	--





Write a word using the box provided

a e i o u  
a e i o u

b

f

ff

--	--	--







Write a word using the box provided

a e i o u  
a e i o u

b

f

ff

--	--	--





Write a word using the box provided

a e i o u  
a e i o u

b

f

ff

--	--	--





## Ten Time Activity



Click on the dice link to play Target Number!

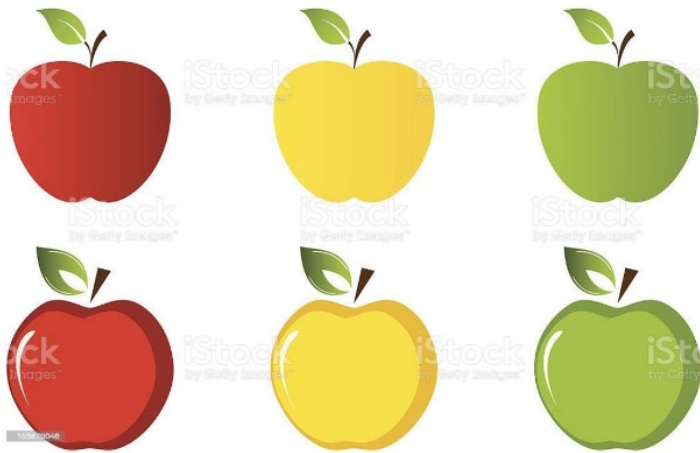
Select a target number between 2-12. Roll two 6-sided dice to try and reach your target number.

Level 2: Select a 'target number' between 10-30. Roll five 6-sided dice, add them together and try to reach your target number.



# Game

Group the collection of apples into halves. How many in each half?





## Game

Group the collection of cupcakes into halves. How many in each half?





## Game

Group the collection of iceblocks into quarters. How many in each quarter?



# TUESDAY

19 October 2021



*Please upload a photo of your writing for your teacher to see.*



Please choose at least 1 of the following writing activities to complete:

### Descriptive sentences

Write 1-4 sentences based on the picture.

- Who are the characters?
- What are the characters doing?
- How do you think the characters feel?

### Narrative

Write a short story based on the picture.

- How did the children end up finding a troll?
- What will happen if the children are spotted by the troll?

### Text to self- personal response

A troll is an amazing creature. Think of a time you saw something amazing. It might be an animal, a place, a person. It could be in real life or in a movie/ book

- Write a paragraph explaining this time.
- What happened? How did you feel?





## Activity

Divide the collections into halves or quarters

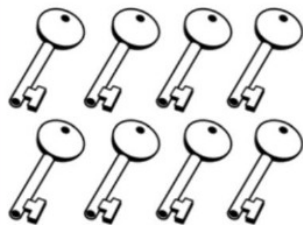
### Fractions of a Group



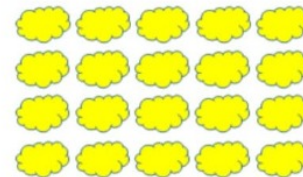
$$\frac{1}{4} \text{ of } 28 =$$



$$\frac{1}{4} \text{ of } 24 =$$



$$\frac{1}{2} \text{ of } 8 =$$



$$\frac{1}{4} \text{ of } 20 =$$



## Activity

4. Draw a bunch of flowers and colour  $\frac{1}{2}$  of them orange.

5. Draw a group of faces. Make sure  $\frac{1}{4}$  of them have long hair.



Record yourself reading each of these words




bat	
puff	
bed	
cuff	

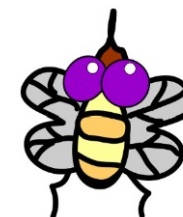
fig	
fist	
huff	
sniff	
bag	



Match the words with the pictures

cuff  
puff  
bat  
fast  
bag

bug  
fig  
sniff





Practice writing these words

bat

puff



Practice writing these words

bed

fast



Practice writing these words

cuff

Blank handwriting practice lines for the word 'cuff'.

fig

Blank handwriting practice lines for the word 'fig'.



Practice writing these words

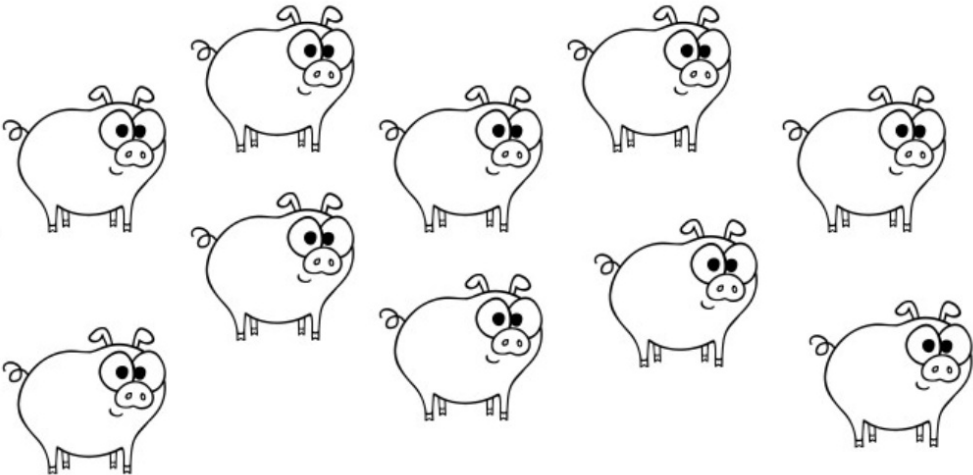
sniff

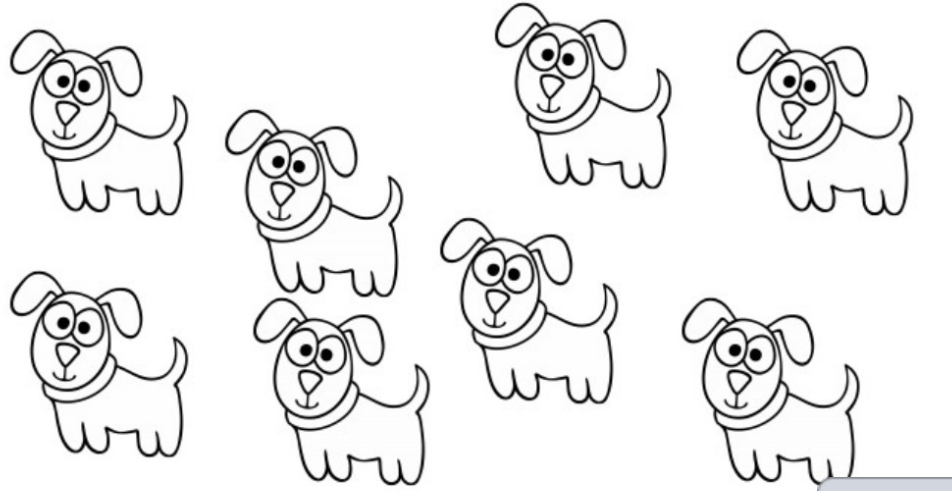
bug



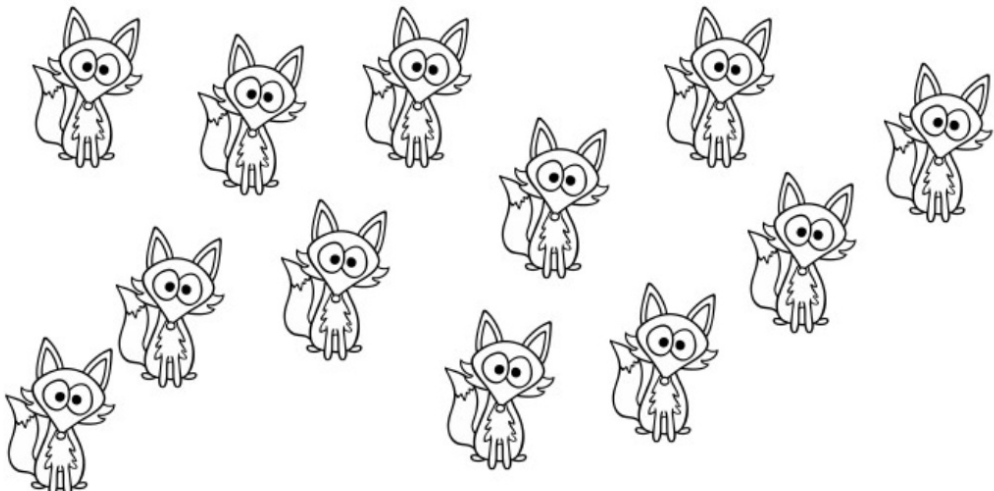


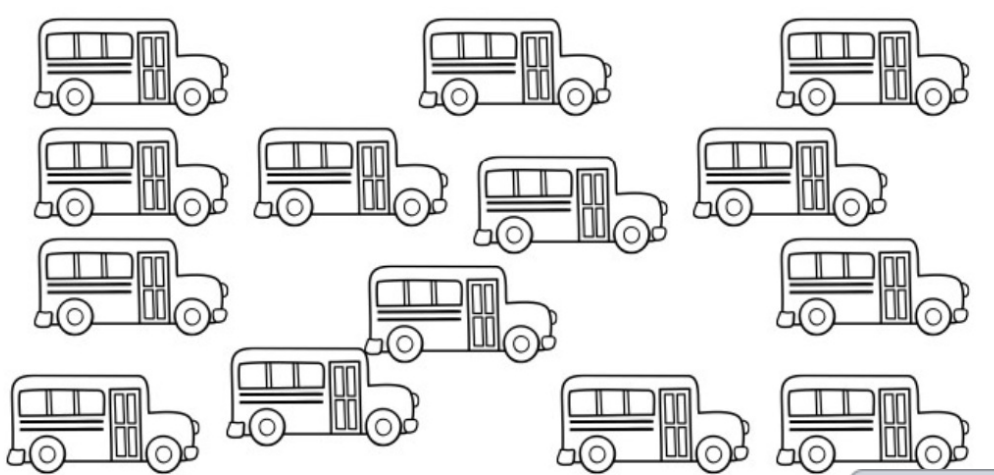
Colour and answer the questions

1	How many pigs are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these pigs? <input type="text"/>	

2	How many dogs are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these dogs? <input type="text"/>	


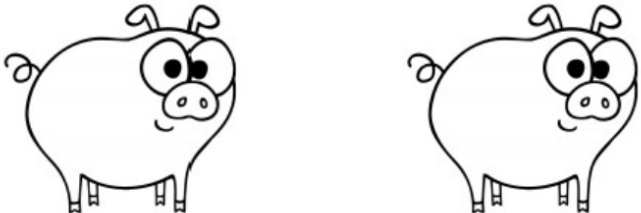


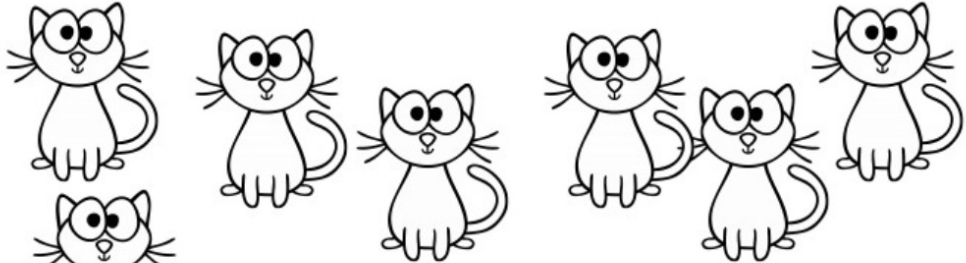
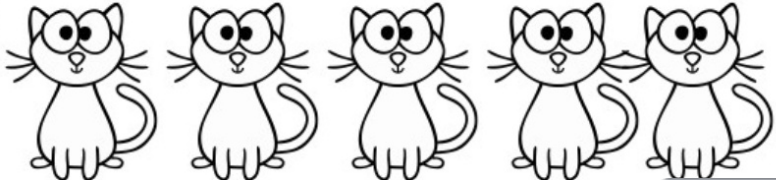
3	How many foxes are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these foxes? <input type="text"/>	

4	How many buses are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these buses? <input type="text"/>	



Colour and answer the questions

1	How many pigs are there? <input type="text"/>	
	What is $\frac{1}{4}$ of these pigs? <input type="text"/>	

2	How many cats are there? <input type="text"/>	
	What is $\frac{1}{4}$ of these cats? <input type="text"/>	



5	How many horse are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these horses? <input type="text"/>	

6	How many worms are there? <input type="text"/>	
	What is $\frac{1}{2}$ of these worms? <input type="text"/>	

# WEDNESDAY

20 October 2021





*Please upload a photo of your writing for your teacher to see.*



Please choose at least 1 of the following writing activities to complete:

### Draw and label.

Draw a picture of a robot and label it.

- Think about how you can make your robot unique.
- Include at least 5 labels.
- Try and stretch out the sounds in each word.

### Narrative

In the picture the man is making the robot. Suddenly the robot wakes up and starts to walk and talk. Finish the story.

- What happens next?
- What does the robot say?
- Where does the robot go?
- Don't forget to include a problem and resolution to the story.

### Informative





Watch the video about robots below:

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

- Make an informative poster about robots.
- You can use the information in this video, or you could research your own.
- Include at least 4 facts about robots. Don't forget to include pictures and writing in your poster.



Record yourself reading each of these words

	dish
	chop
	thin
	shell

	fish
	shop
	thick
	ship
	chick



Match the words with the pictures below



thick    shed  
 chop    dish  
 chick    moth  
 ship    shop  
 fish





Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



Make a word using the box provided

sh  
ch  
th

a e i o u  
a e i o u

--	--	--



f  
p  
n  
m



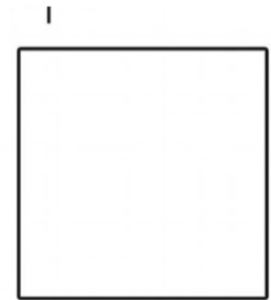
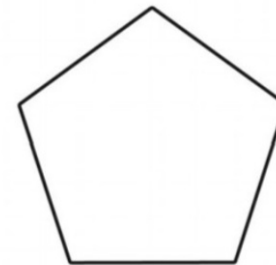
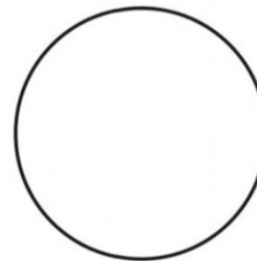
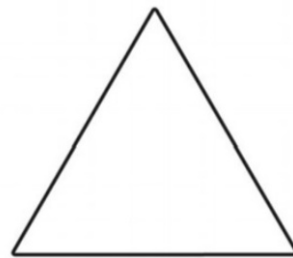
# Fractions



Cut these fractions in halves and quarters.

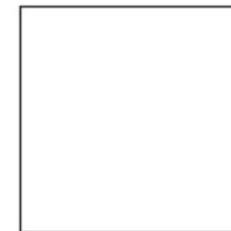
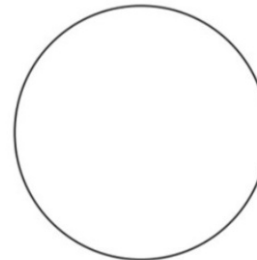
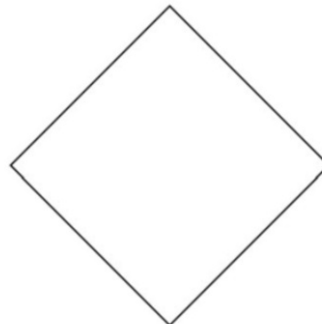
$\frac{1}{2}$

Cut these fractions in half.



$\frac{1}{4}$

Cut these fractions in quarters.





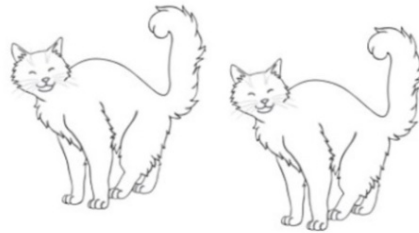
# Fractions



Cut these fractions in halves and quarters.

$\frac{1}{2}$

Colour half a.  
of these  
animals.



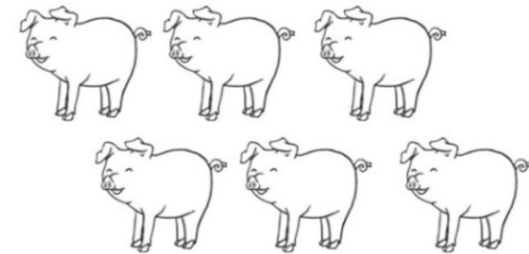
$\frac{1}{4}$

Colour a  
quarter of  
these  
animals.

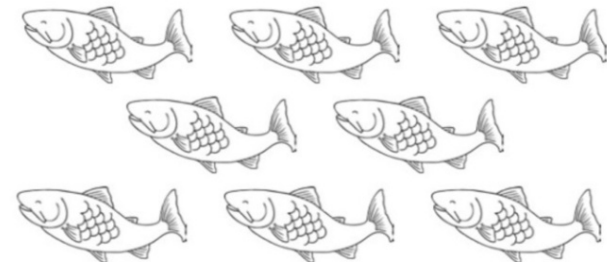
b.



c.



d.





Record yourself reading each of these words


















bat	
puff	
bed	
cuff	

fig	
fist	
huff	
sniff	
bag	



Fill in the missing letters

	_ug		b_t		be_
	_at		b_g		ba_
	_ed		f_st		pu__
	_uff		p_ff		ba_
	_ig		f_g		sni__



# THURSDAY

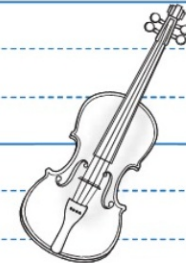
21 October 2021



People love to listen to music.

There are lots of different

instruments you can play.



I want to play

# FRIDAY

22 October 2021





Record yourself reading each of these words





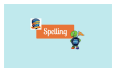
bat	
puff	
bed	
cuff	

fig	
fist	
huff	
sniff	
bag	



Write the words in the boxes below