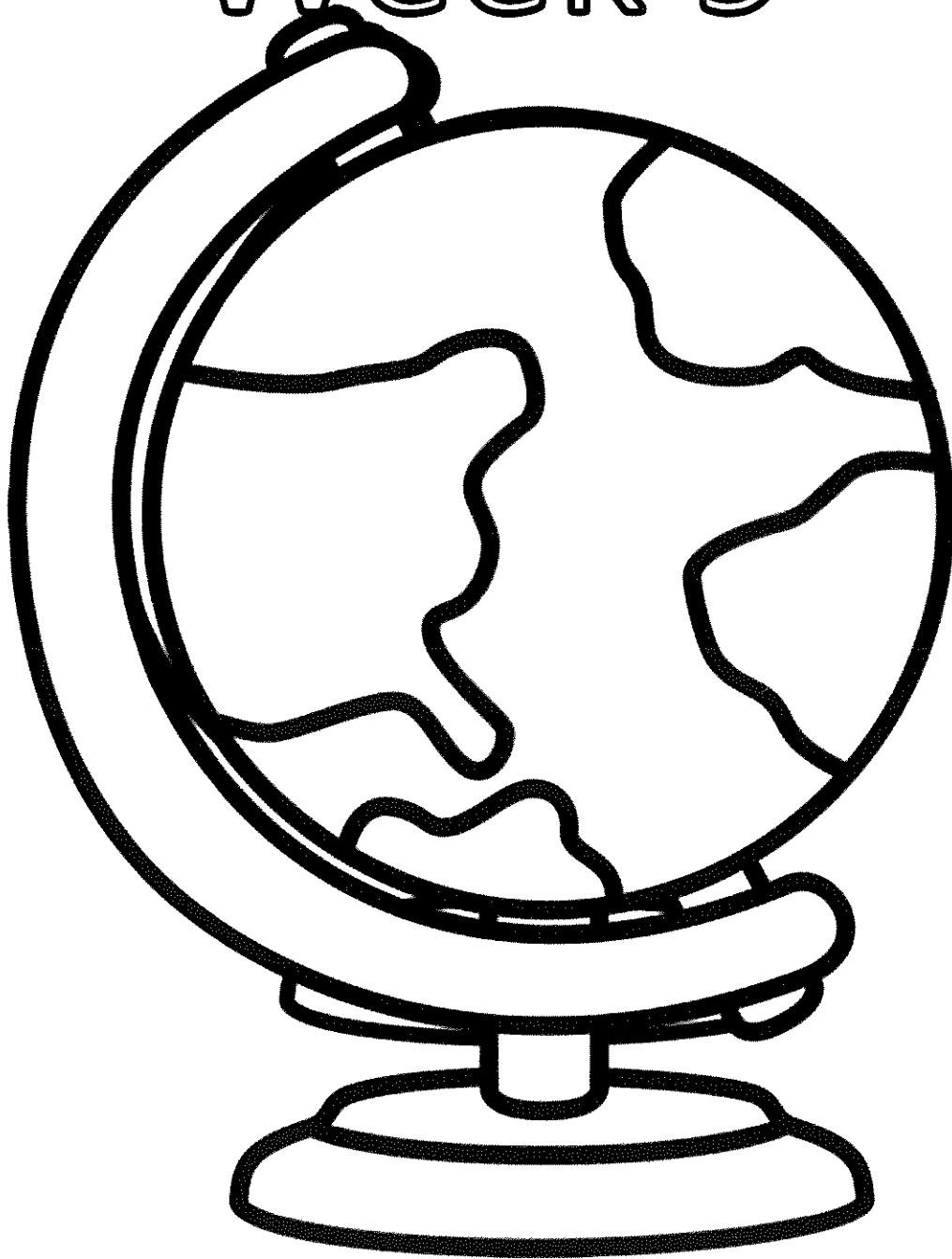


# Year 1 Learning

## Week 9



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

# Home Learning Week 9 – Year 1

<b>Monday 6/9</b>	<b>Tuesday 7/9</b>	<b>Wednesday 8/9</b>	<b>Thursday 9/9</b>	<b>Friday 10/9</b>
Spelling – Unit 26 'v' 've" Wright as many words as you can on the vase	Spelling – Unit 26 Complete spelling page	Spelling – Unit 26 'w' 'wh' 'u' Wright as many words as you can on the web	Spelling – Unit 24 't, tt' Complete the second page of worksheet	Spelling – Unit 24 't, tt' Write your spelling words
Grammar - Name that noun	Grammar - Colour by speech	Grammar - Adjectives and the senses	Grammar - Compound sentences	Grammar - The compound words
Reading – Decoable text (Fish and chips)	Login to Wushka	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (The frog)
Writing – Weekend Recount	Writing – If you could go anywhere	Writing – Adjective poem ice-cream	Writing - Story starters	Writing - Free choice
Number of the day is 8. Complete activity in booklet	Number of the day is 8. Complete activity in booklet	Number of the day is 8. Complete activity in booklet	Number of the day is 8. Complete activity in booklet	Number of the day is 8. Complete activity in booklet
Numeracy activities Time	Numeracy activities It's all about time	Numeracy activities Time	Numeracy activities Time	Numeracy activities Time my special day
Life skills Help around the house. Clean your room.	Life skills Help around the house. Fold the laundry.	Life skills Help around the house. Clean the dishes.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game

# Home Learning Week 9 – Year 1

					outside with a family member.
PDHPE Staying safe	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Origami	STEM Complete the The very noisy bear activity	
PBL and Wellbeing ZONES	PBL and Wellbeing Mindfulness	PBL and Wellbeing Mindfulness	PBL and Wellbeing Mindfulness	PBL and Wellbeing Enjoy a sleep in	

## Online links.

<https://storylineonline.net/>

[https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

<https://www.mathletics.com/au/>

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

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

# Monday 6th September



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

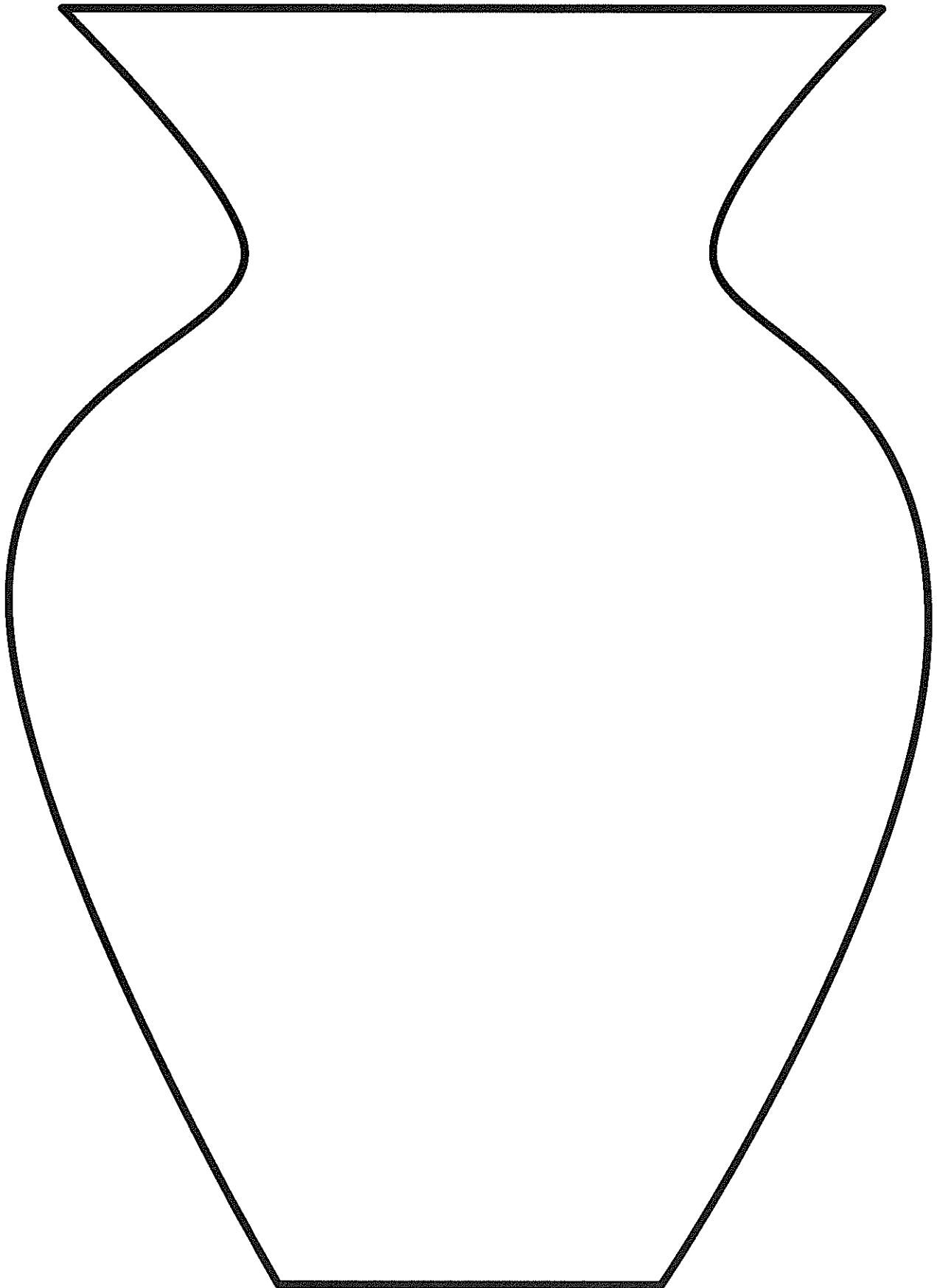
MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own action






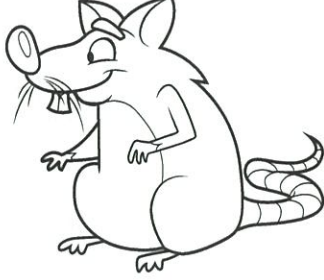
Name: \_\_\_\_\_


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


# Now Name These Nouns

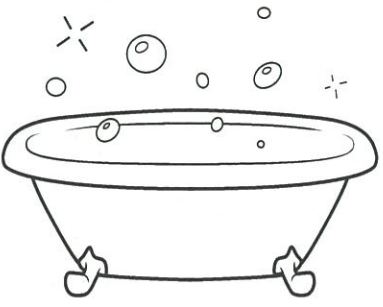
Fill in the missing letters to name each noun.

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

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

3.   
q \_\_\_\_\_ n \_\_\_\_\_

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

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

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

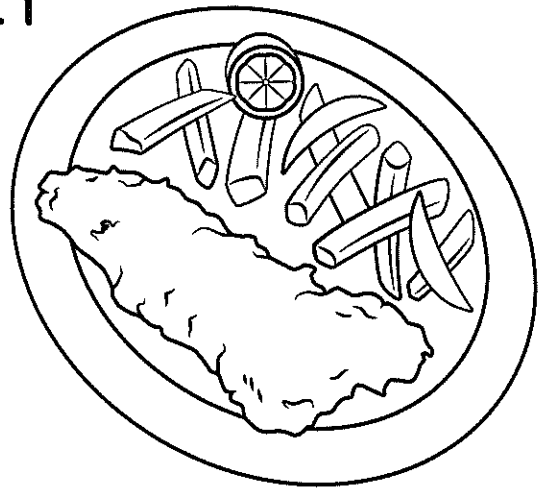
Name: \_\_\_\_\_

# Fish and Chips

Tricky words:

has            of            the            is

Jim has a dish of fish and chips. The dish is hot. It slips! The fish and chips drop on the rug. Crash!



What drops on the rug?

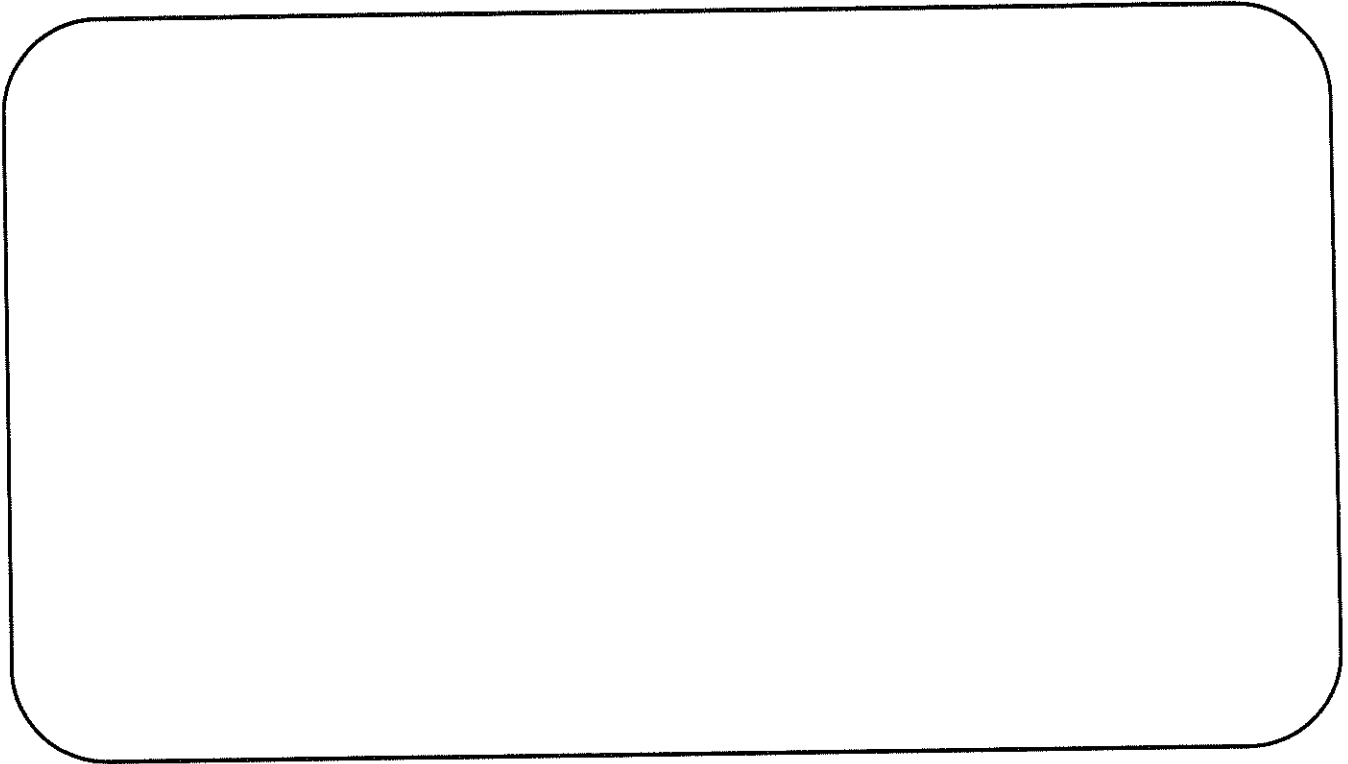
Draw a plate of fish and chips.

Self-reflection:




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

# Weekend Recount



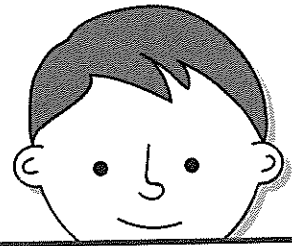
On the weekend \_\_\_\_\_



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

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

# Number of the Day



Word Form:

Numeral Form:

ODD

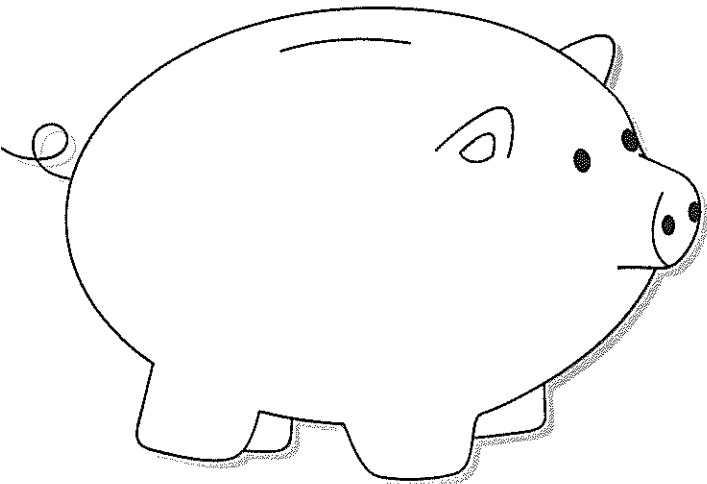
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:

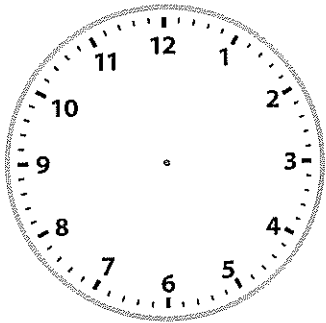


Name: \_\_\_\_\_

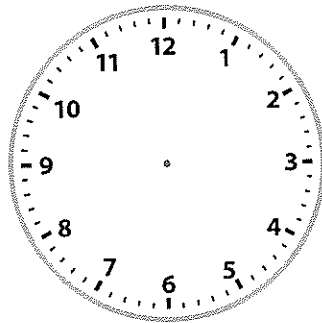
Date: \_\_\_\_\_

# Analogue Time to the Half Hour

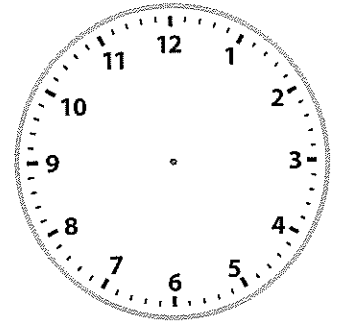
Read the times and draw the hour and minute hands on the analogue clocks.



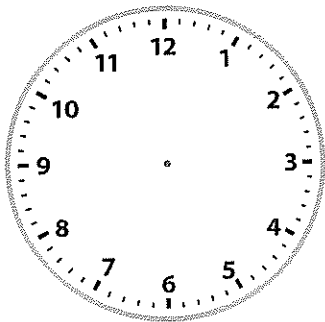
3 o'clock



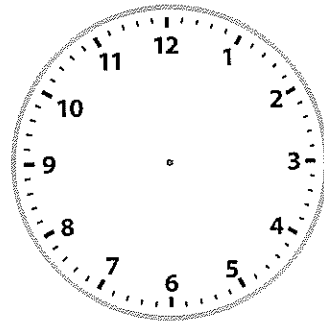
5 o'clock



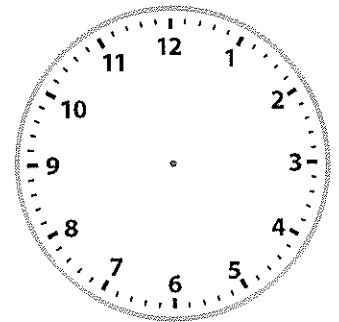
9 o'clock



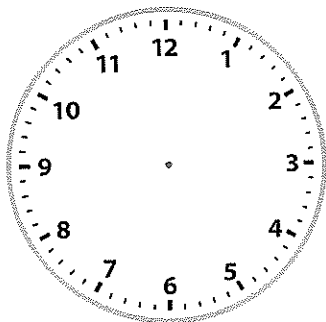
Half past 4



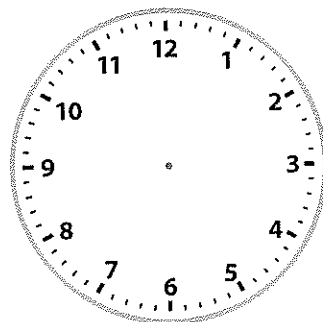
Half past 7



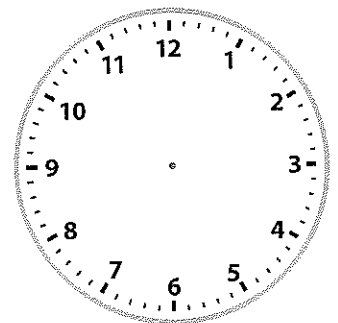
Half past 11



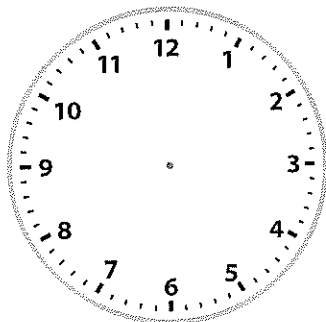
1 o'clock



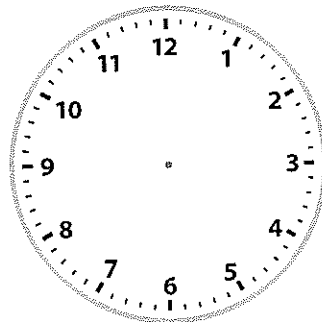
4 o'clock



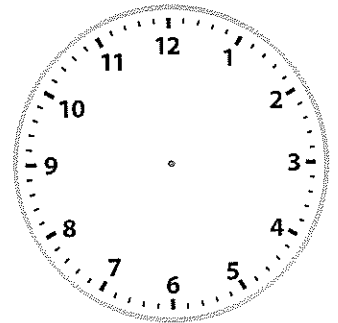
7 o'clock



Half past 1



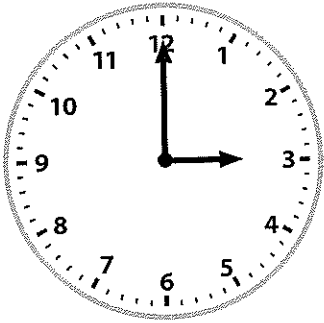
Half past 3



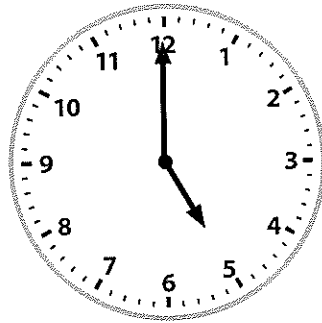
Half past 6



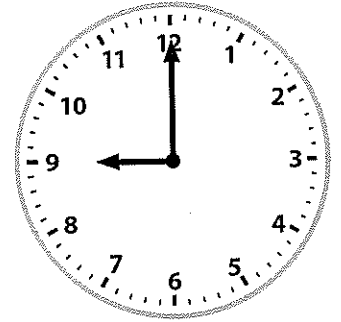
# Answers



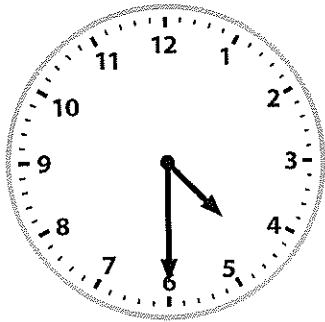
3 o'clock



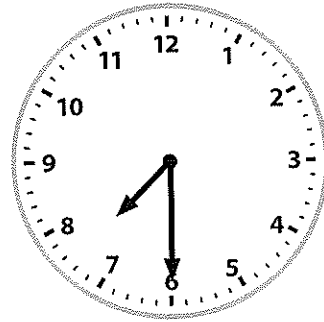
5 o'clock



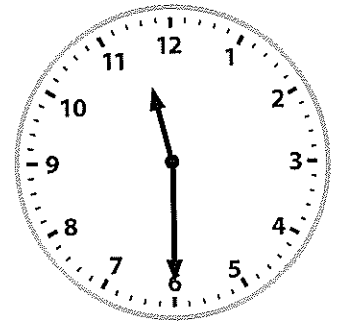
9 o'clock



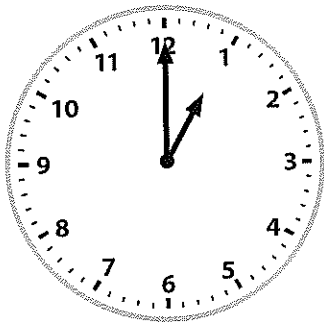
Half past 4



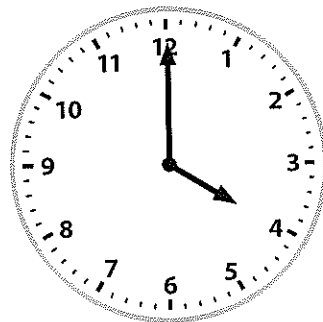
Half past 7



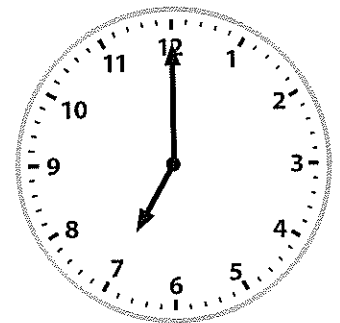
Half past 11



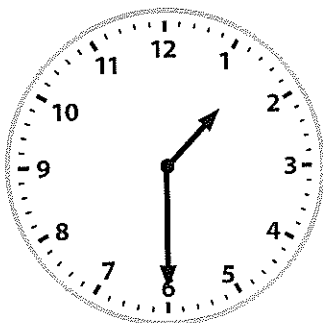
1 o'clock



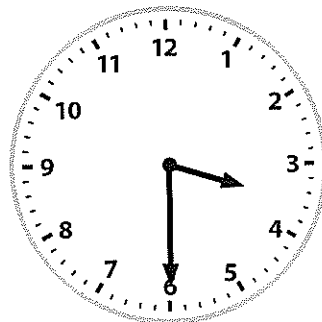
4 o'clock



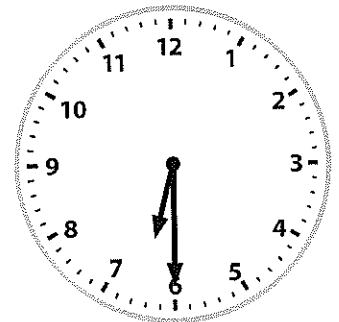
7 o'clock



Half past 1



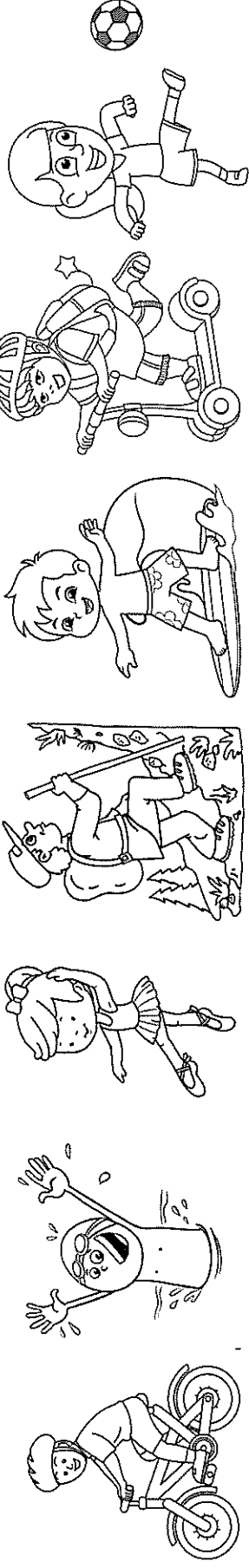
Half past 3



Half past 6



PDHPE - Staying Safe - Week 9



Last week you filled in the Mind Map for your chosen exercise.

Today you need to **MAKE A POSTER** with all those ideas. Make sure you include:

- How to get ready
- Things to keep us safe
- Things to keep us happy
- Who can help if you need help?

Check out the examples of the safety posters for some ideas. Can you see they have lots of pictures and not too many words?



# Safety Rules

- Never play with fire
- Never touch guns
- Sit in a car seat when you ride in a car
- Hold a big person's hand when you cross the street
- Wear a helmet when you ride on wheels
- Get a bigger person's help before using a sharp tool
- Have a big person watch you when you go in water
- Ask the big person in charge before you pet a dog

secondSTEP Child Protection Unit

Training for staff  
Activities for children  
Resources for parents  
Education for teens

Call: 800-534-4449  
Visit: [childprotection.org](http://childprotection.org)

**Fall Sports Safety for Kids**

Have a pre-season physical examination and FOLLOW YOUR DOCTOR'S RECOMMENDATIONS

**TAKE TIME TO WARM UP**  
WARM UP PROPERLY and COOL DOWN PROPERLY. Do not gradually increase or slow heart rate.

**ALWAYS WEAR**  
THE APPROPRIATE PROTECTIVE GEAR, such as helmets, mouth guards, pads or fitted cleats.

**KEEP TRACK OF WEATHER CONDITIONS**  
In order to avoid heat illness or wet, slippery conditions that can lead to injuries.

**DRINK ENOUGH TO STAY HYDRATED**  
If you sweat, you're thirsty, it may be too late to hydrate.

**MINIMIZE OVERUSE INJURIES**  
By playing multiple positions and different sports during the off-season.

**MAKE SURE TO DO**  
STRENGTH TRAINING AND STRETCHING.

**NEVER PLAY THROUGH THE PAIN.**  
If you have an injury, seek medical help.

**DON'T OVERTRAIN.**  
IF YOU DEVELOP PAIN OR DISCOMFORT, DECREASE YOUR TRAINING TIME AND INTENSITY. This will lower your risk of injury and help you avoid burnout.

**Hardison & Cochran**  
Physical Therapists  
At Hardison & Cochran, our practices are devoted 100% to injury and disability law. We are licensed in the states of North Carolina, not large corporations or insurance companies.  
[www.hscpractices.com](http://www.hscpractices.com)

# Our eSafety Top Tips!

- 1 People you don't know are strangers. They're not always who they say they are.
- 2 Be nice to people like you would on the playground.
- 3 Keep your personal information private.
- 4 If you ever get that 'uh oh' feeling, tell a grown-up you trust.

**COVID 19 SAFETY at SCHOOL**

- STAY 6-6 FEET AWAY FROM OTHERS
- WEAR YOUR MASK
- IF YOU FEEL SICK, STAY HOME
- DO NOT SHARE SCHOOL SUPPLIES
- DO NOT SHARE HANDS
- WASH YOUR HANDS
- DO NOT SHARE FOOD & DRINKS

*I feel this way when.....*

*In my body and my brain I feel....*

*Feeling*

*Zone*

*When I feel this way I....*

*I can use these strategies....*

# Tuesday 7th September



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Science:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas





v ve

vase

sleeve



List Words

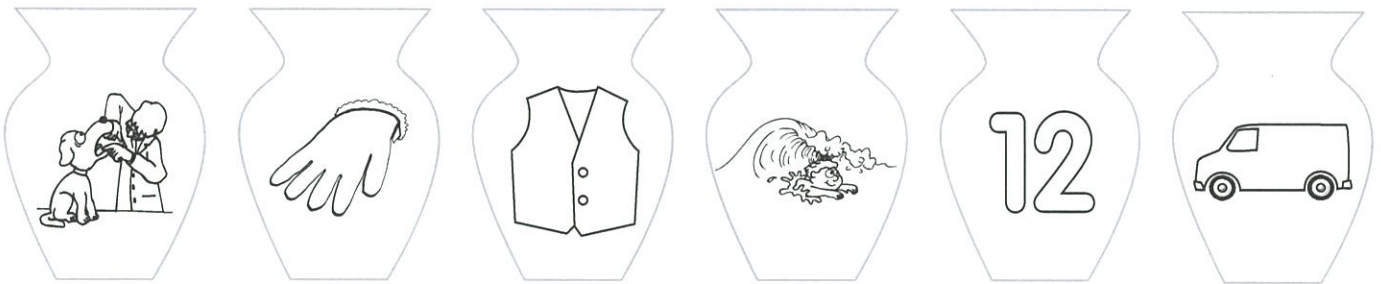
vet give love eleven  
vest have very twelve

Letters

Words


1 Underline the letter or letters for v ve 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 vase blue if you hear v ve at the start of the picture name. Colour the vase orange if you hear v ve at the end of the picture name.



3 Write v or ve to finish the words in the box. Finish the sentences with these words.

___et	gi___
___est	lo___
___ery	ha___

The \_\_\_\_\_ has a \_\_\_\_\_.

I \_\_\_\_\_ a \_\_\_\_\_ big van.

I \_\_\_\_\_ to \_\_\_\_\_ gifts.

4 Unjumble the letters to make a number word. Draw this many flowers in the vase.

evfi



eeelnv



lveetw



# Colour by Parts of Speech

Use the key below to help you colour the picture.



yellow

noun



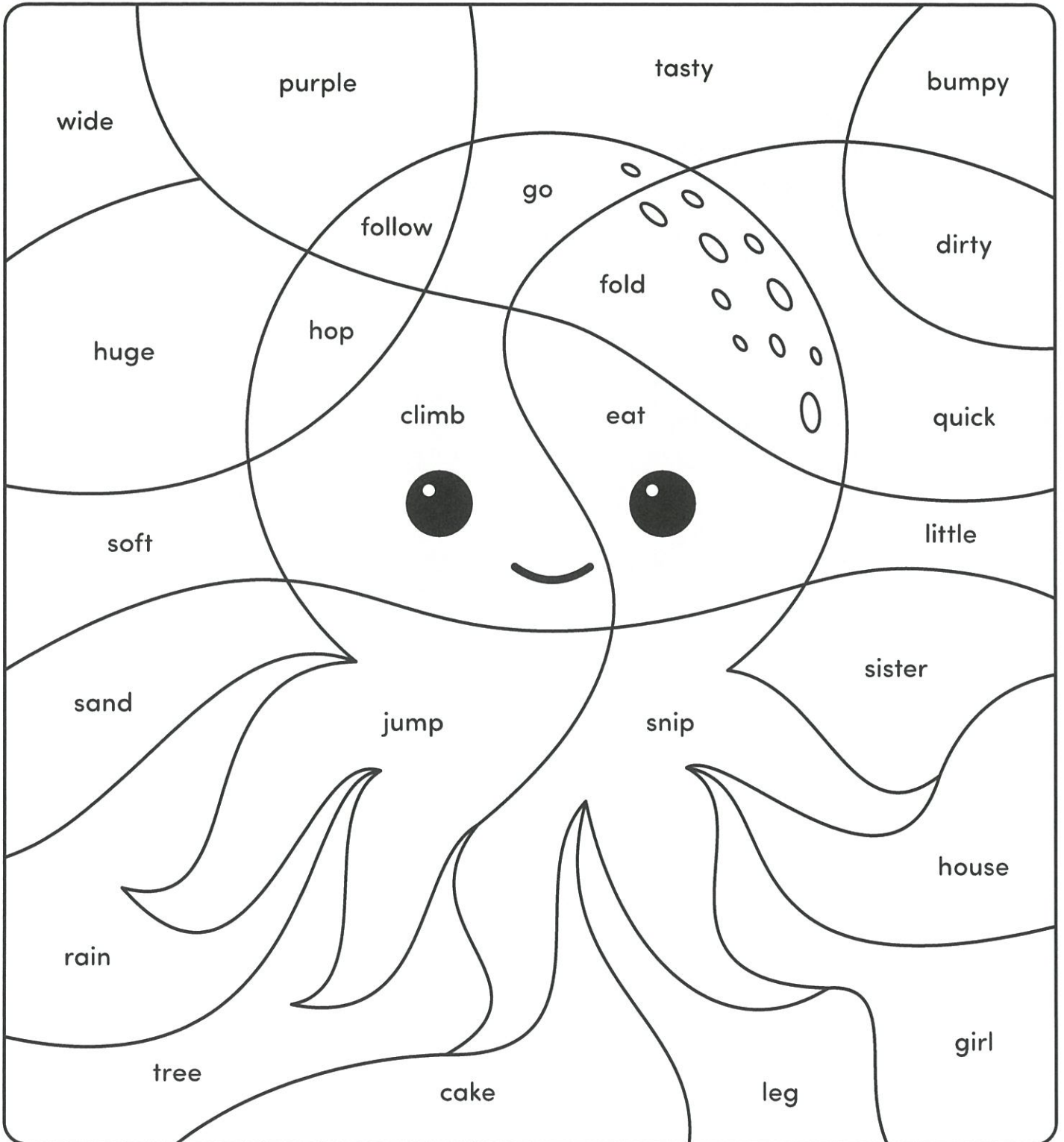
orange

verb



blue

adjective



**If you could go anywhere, where would you go and why?**



---

---

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---

---

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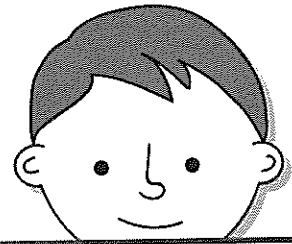
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Name: \_\_\_\_\_

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

# Number of the Day



Word Form:

Numeral Form:

ODD

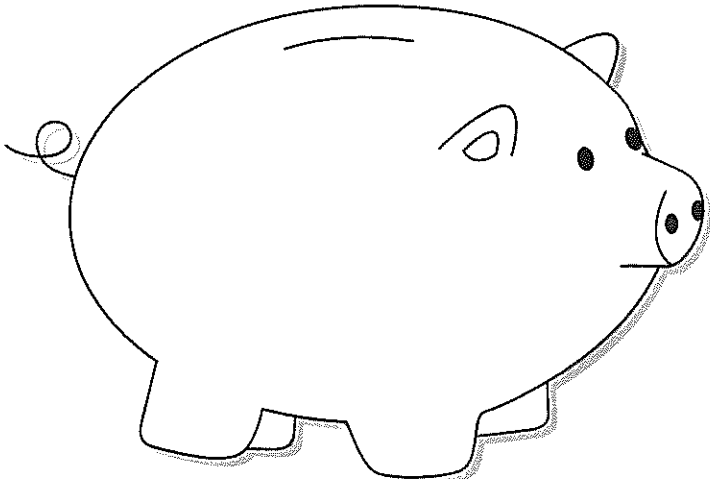
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Name \_\_\_\_\_

Date \_\_\_\_\_

## It's About Time!

1. Circle the day that comes next after Monday.

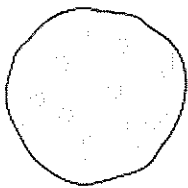
Wednesday

Tuesday

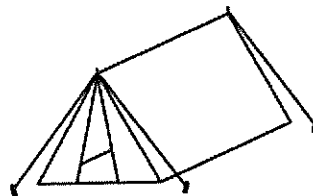
Sunday

2. Draw a picture of something that happens every Monday at school.

3. Circle the activity that takes the longest time to do.



eating a cookie



going camping



playtime at school





## Answers

1. Circle the day that comes next after Monday.

Wednesday

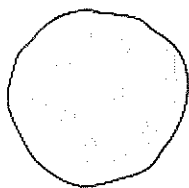
Tuesday

Sunday

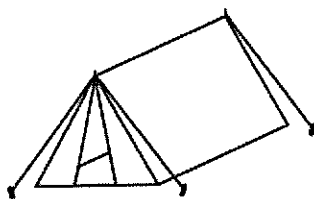
2. Draw a picture of something that happens every Monday at school.

any relevant activity connected with a Monday at school

3. Circle the activity that takes the longest time to do.



eating a cookie



going camping

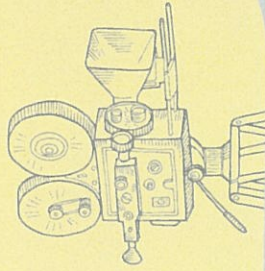


playtime at school



# How are families connected?

- 1 Watch the video *Family Reunion Games* about an extended family getting together.



- 2 With a partner, answer the question in the balloons.

Who do you think are the family members at the reunion?

Which game would you like to play with your family?

What other things could you do at a family reunion?



## FAMILY REUNION

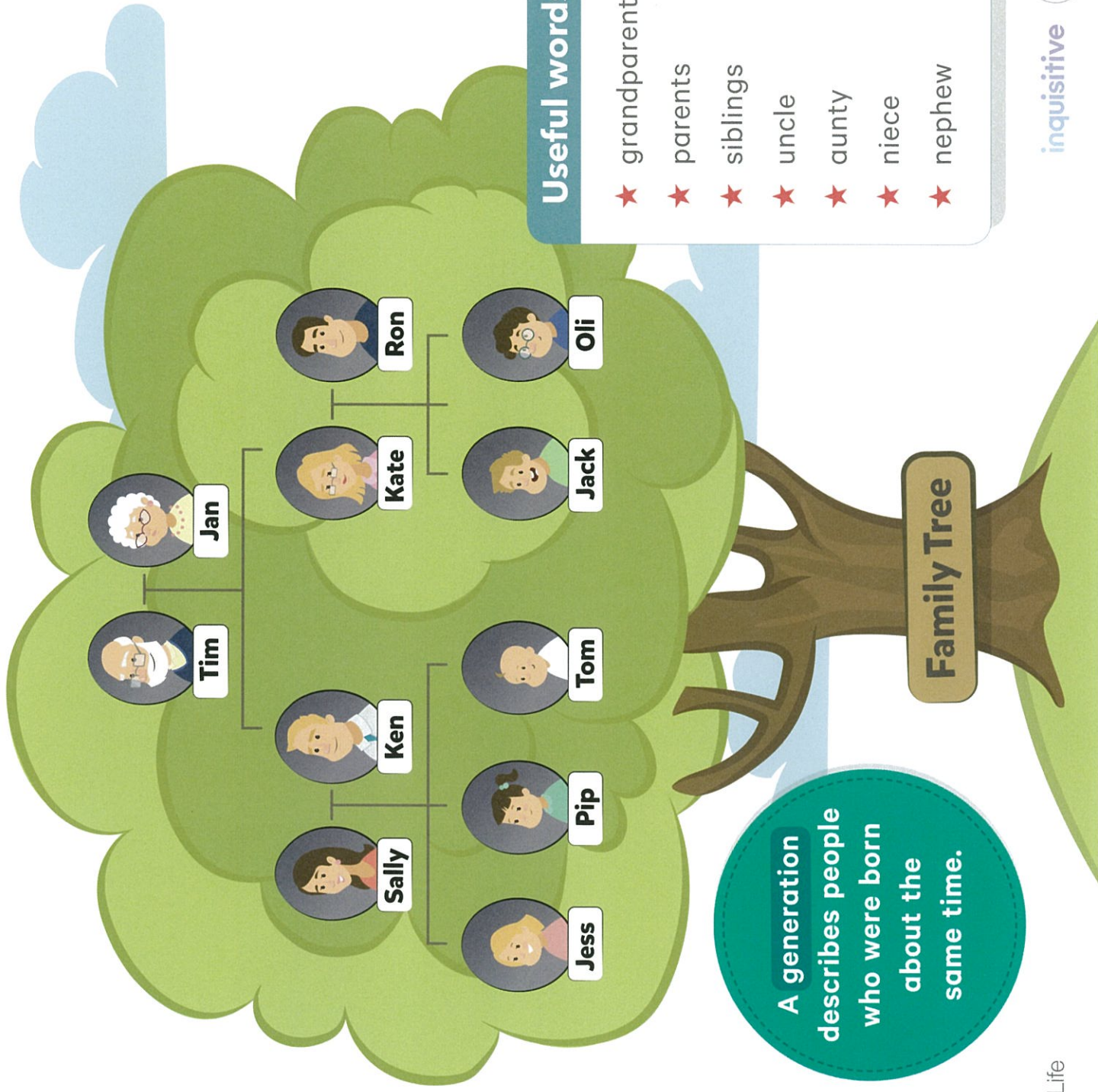


A family tree is a way to show how relatives are connected. Some family trees can be big and show lots of relatives. Family trees can also go back for many generations.

**3** Take a closer look and chat about 'who's who?' on the family tree.



A generation describes people who were born about the same time.



### Useful words

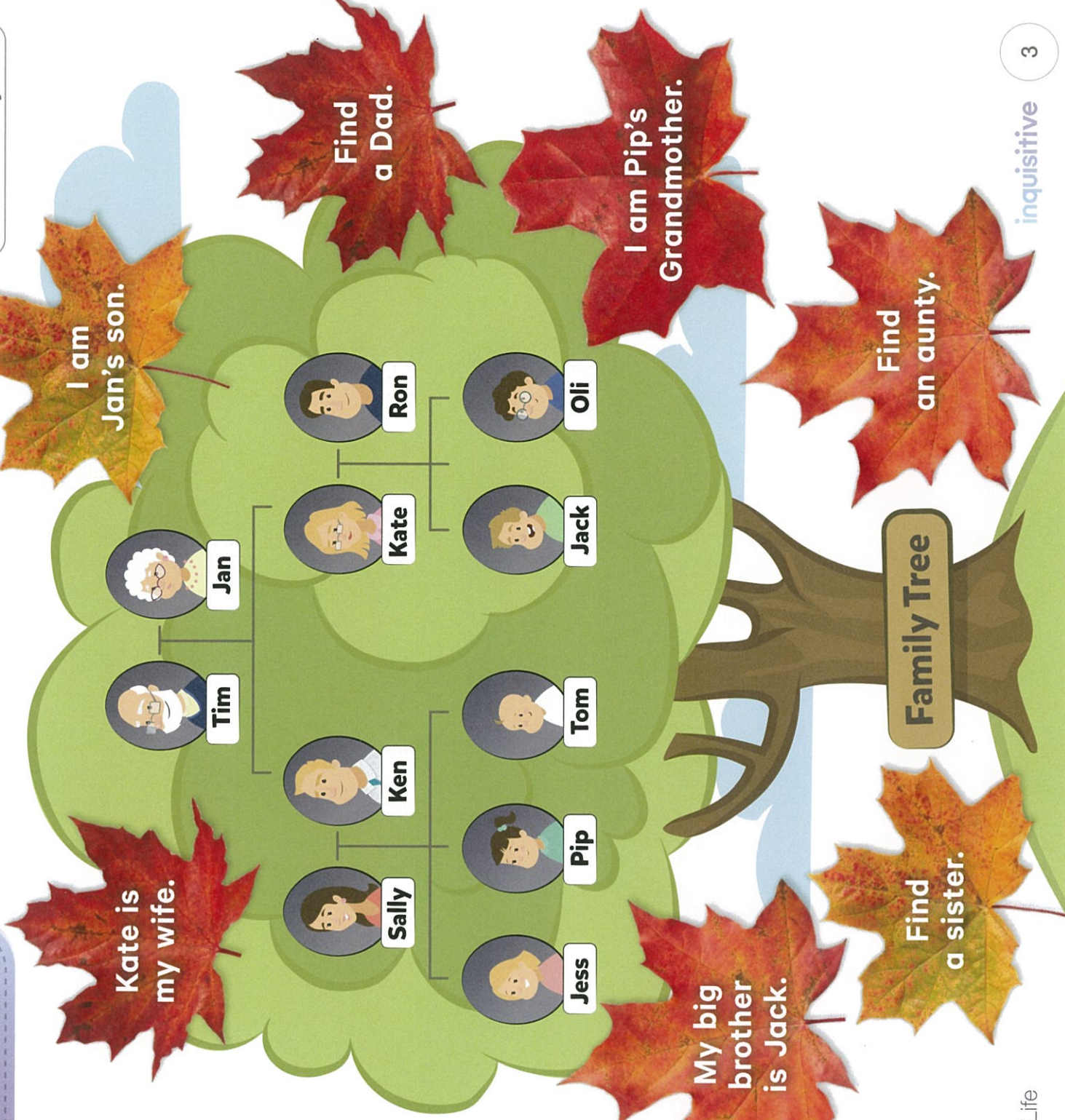
- ★ grandparents
- ★ parents
- ★ siblings
- ★ uncle
- ★ aunty
- ★ niece
- ★ nephew



**4** With a partner work out the answers to the statements in the leaves.



**5** With your class play a game of *Family Celebrity Heads*. Use the titles of mum, dad, aunt, uncle, brother, sister, cousin, grandmother or grandfather.





In many Aboriginal communities, people live in large clans or family groups. These groups share the same land, language, traditions, beliefs and kinship. The people in these community help to care for and look after each other and their Country.

**6** Have a **class chat** about the diagram of the child's family group. It shows the way Aboriginal families are connected.



**My Country: sharing land, nature, language, beliefs, laws and traditions**

**My clan: grandparents, aunts, uncles, cousins, kinship**

**My parents, brothers and sisters**



**ME**







**9** Draw and label your family tree.

A large, empty rectangular box with rounded corners, intended for the student to draw and label their family tree.



A kinship group is made up of the people we care about. Not all of them are related to us but we can think of them like family.

**10** Who's in your kinship group? Draw or write about them below.

A large, empty rectangular box with rounded corners, intended for students to draw or write about their kinship group.





**11** Mowgli is a boy from *The Jungle Book* movie and book. What was different about his kinship group? What did he learn from them?



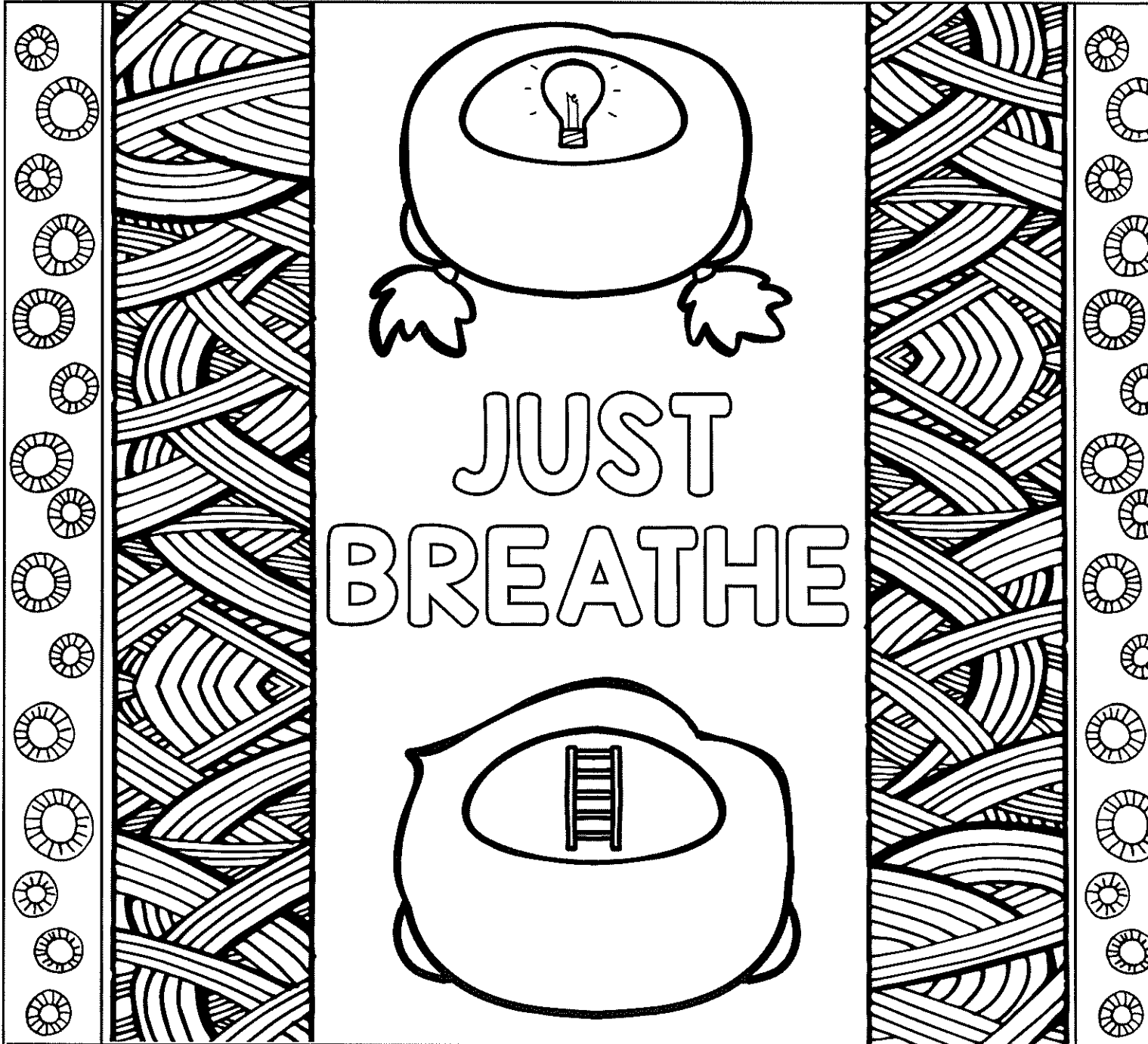
Name: \_\_\_\_\_

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

# MINDFULNESS COLORING



Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on. It is part of the experience in practicing your mindfulness.



# Wednesday 8th September



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

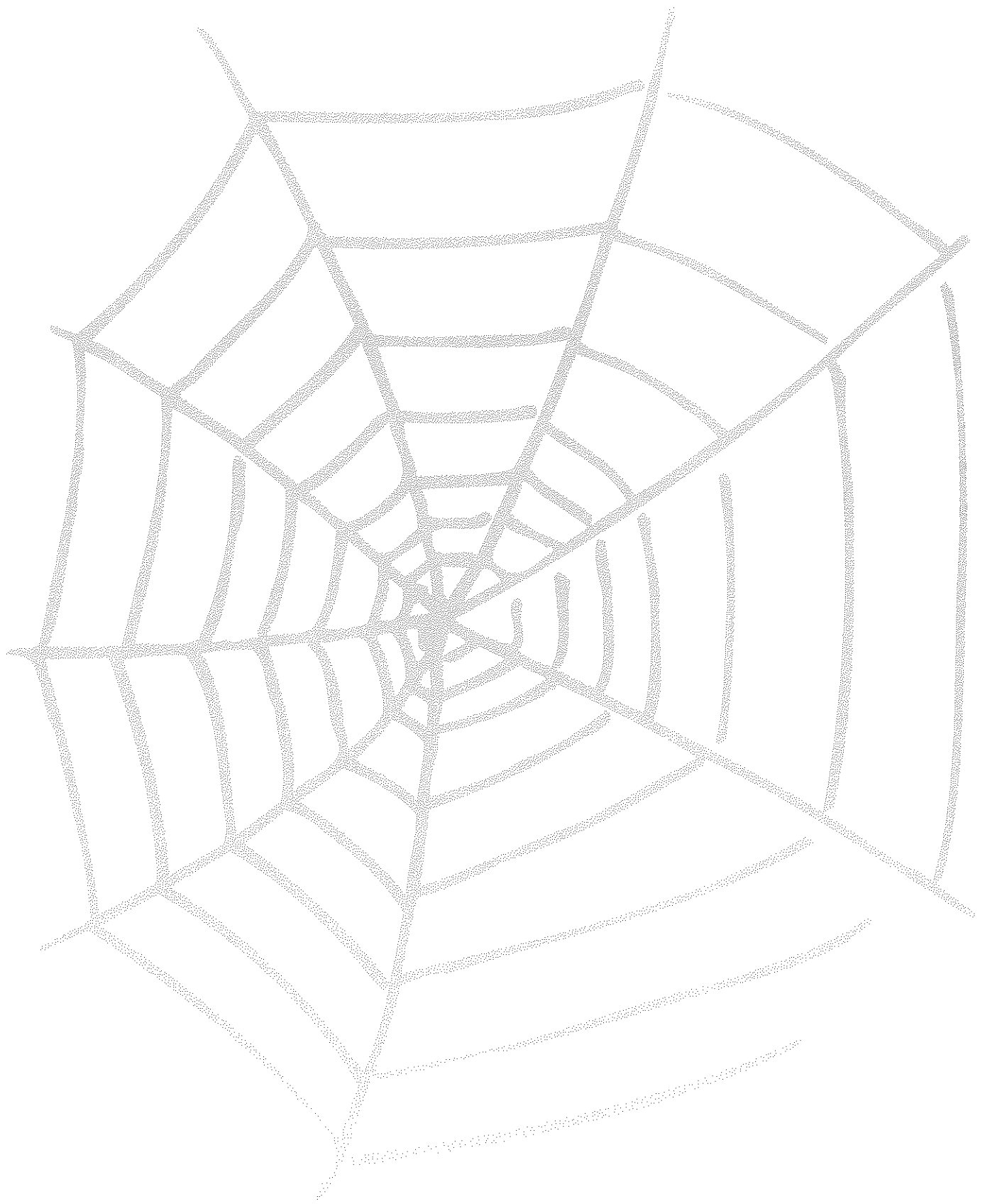
MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Geography:

GE1-1 Describes features of places and the connections people have with places



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

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

# Adjectives and the Senses

An adjective is a word that is used to describe a person, place or thing. You can use the five senses to describe what something looks like, feels like, sounds like, smells like or tastes like.

Sort these adjectives into the correct category. Some words can be placed into more than one category.

tiny

spicy

cold

bumpy

red

sticky

hissing

stinky

pale

sour

loud

fragrant

faint

smooth

quiet

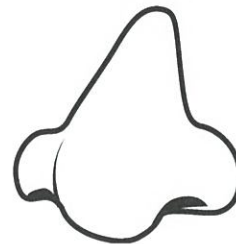
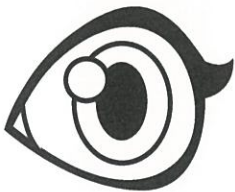
putrid

yummy

shiny

sweet

musty



sight

touch

hearing

smell

taste

sight	touch	hearing	smell	taste



# Adjective Poem

Fill in the blanks to describe the noun and then draw a picture to match your poem.

Ice-cream

\_\_\_\_\_ ice-cream,

\_\_\_\_\_ ice-cream,

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ ice-cream.

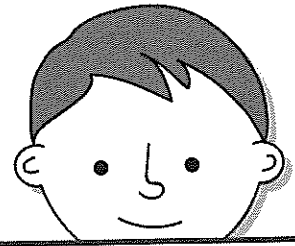
I like ice-cream.



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

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

# Number of the Day



Word Form:

Numeral Form:

ODD

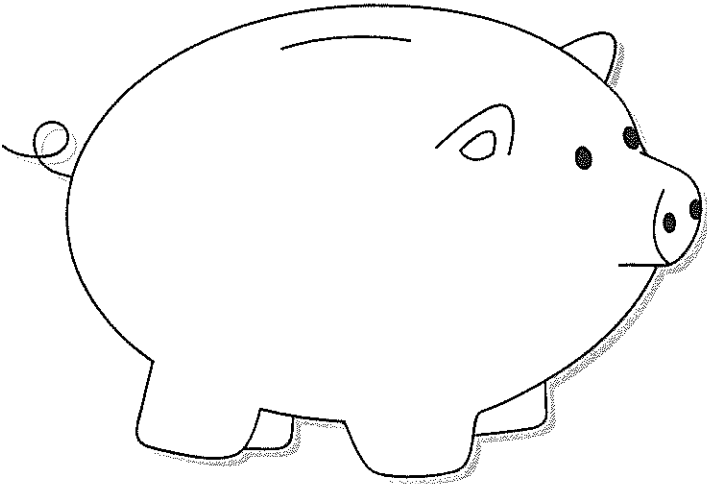
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:





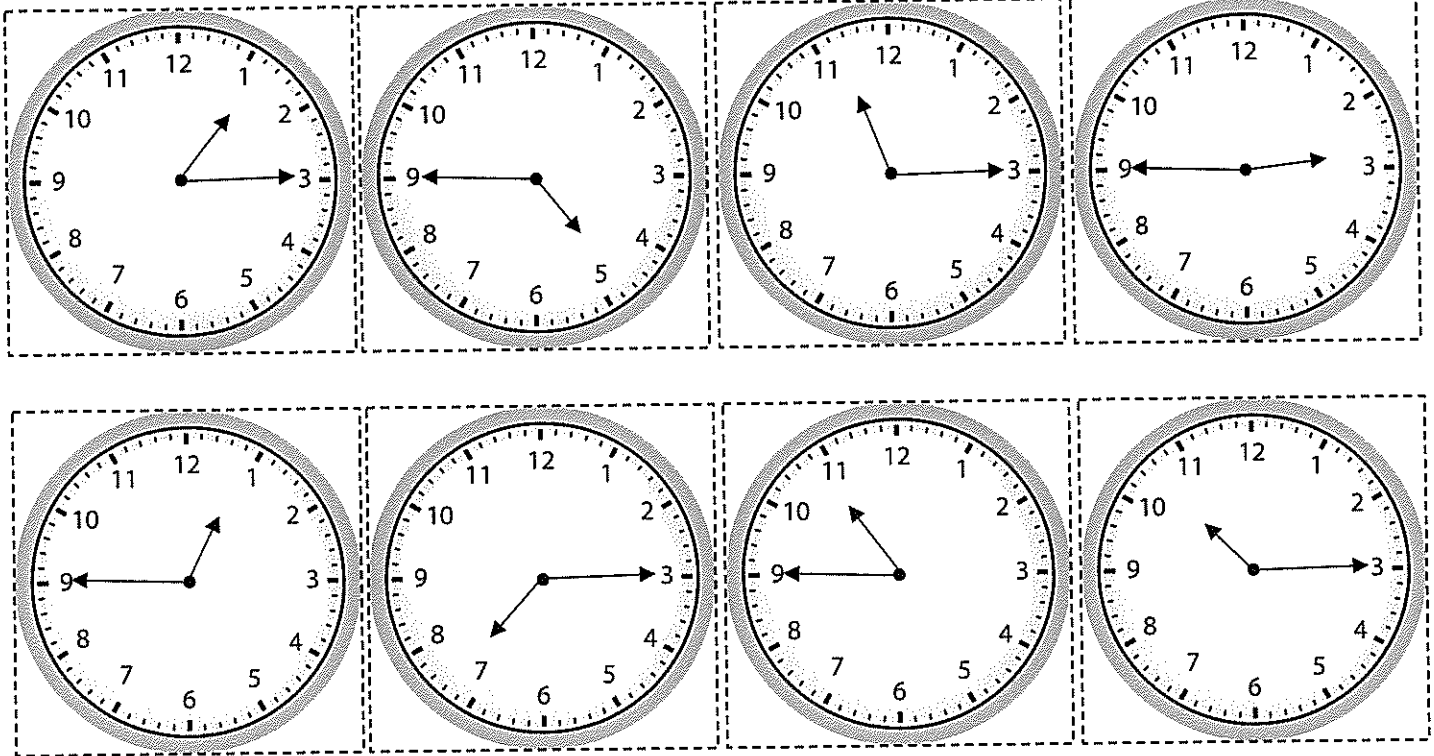


Name: \_\_\_\_\_

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

# Quarter Time Match Up

Cut and paste the correct analogue time with the time in words.

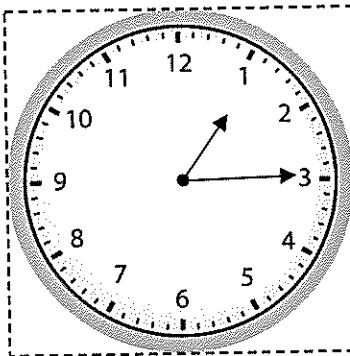


Quarter past 11	Quarter to 5	Quarter to 11	Quarter past 10
Quarter to 3	Quarter past 1	Quarter past 7	Quarter to 1

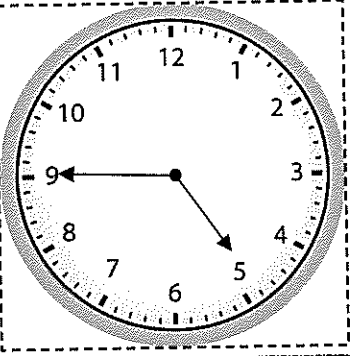


# Answers

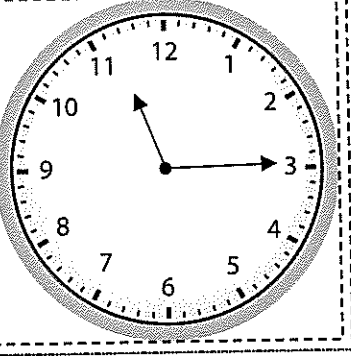
Cut and paste the correct analogue time with the time in words.



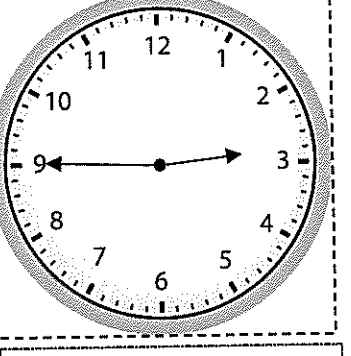
Quarter past 1



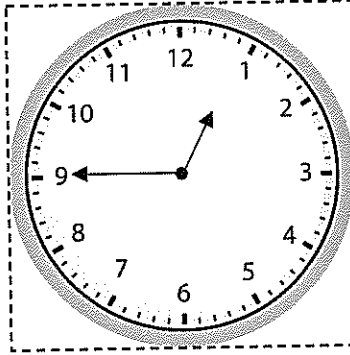
Quarter to 5



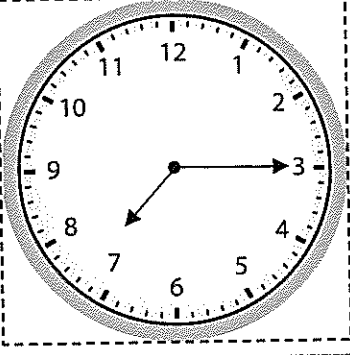
Quarter past 11



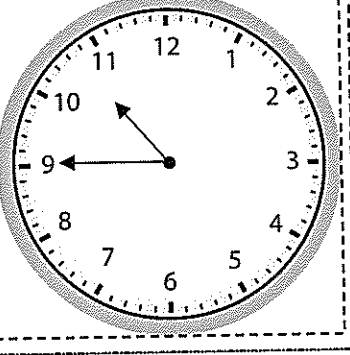
Quarter to 3



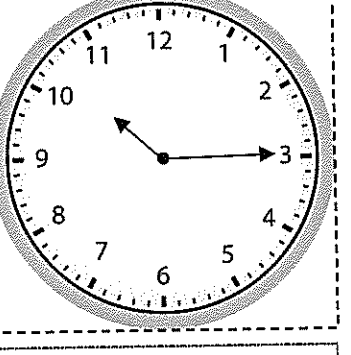
Quarter to 1



Quarter past 7



Quarter to 11

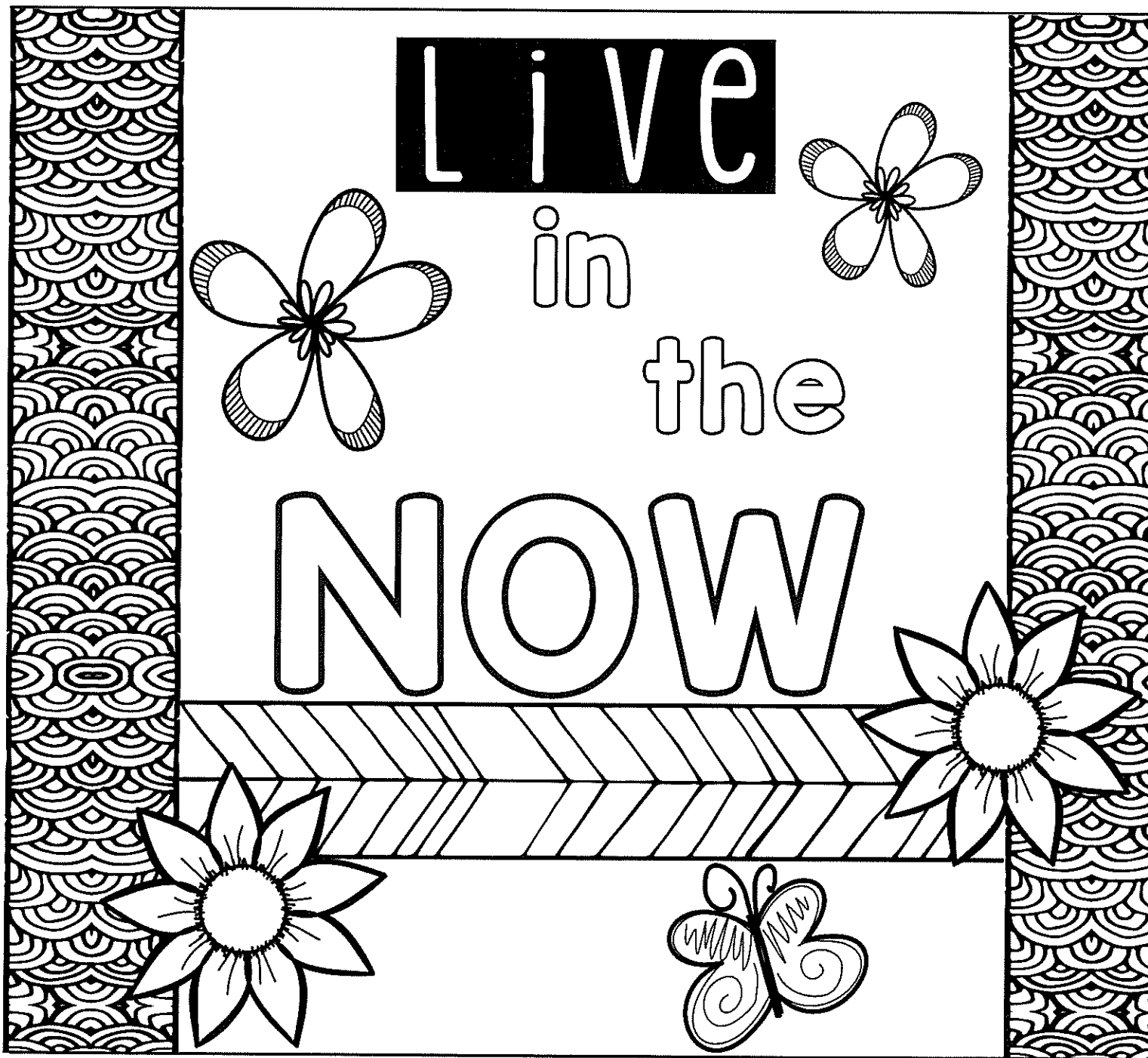


Quarter past 10

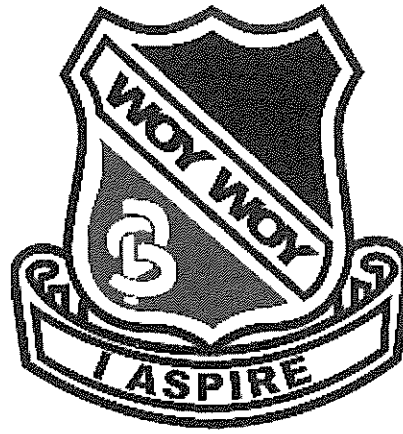
# MINDFULNESS COLORING



Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on. It is part of the experience in practicing your mindfulness.



# Thursday 9th September



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Creative Arts:

VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.2 Uses the forms to make artworks according to varying requirements



w wh u



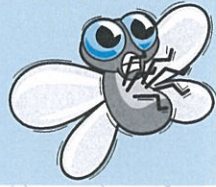
web



whale



queen



### List Words

was	when	twin	water
what	why	swim	queen

### Letters

### Words


1 **Underline** the letter or letters for  **w wh u** 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 **Where** do you hear  **w wh u** in the picture name? **Colour** the drop **blue** if it is **first** and **yellow** if it is **second**. **Finish** the words to match the pictures.



tw\_\_ns

\_\_ater

twel\_\_

\_\_atch

q\_\_een

3 **Write** the letters in the drops to finish the words. **Finish** the sentences with these words.

sw

\_\_im

\_\_eep

I \_\_\_\_\_ in the water.

tw

\_\_in

\_\_elve

Wally has a \_\_\_\_\_.

qu

\_\_ick

\_\_een

The \_\_\_\_\_ was wet.

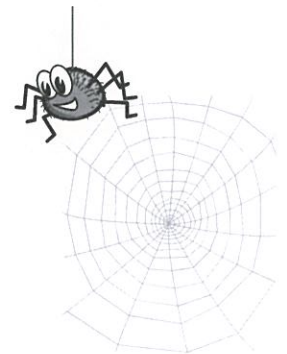
4 Write **Was**, **Why**, **What**, **When** to finish the questions.

\_\_ \_\_ \_\_ is the spider's web wet?

\_\_ \_\_ \_\_ did it rain?

\_\_ \_\_ \_\_ it raining last night?

\_\_ \_\_ \_\_ happened to the spider?





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

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

## Compound Sentences

Use the conjunctions in the box to fill in the blanks.

**and****so****but**

1. I like turtles, \_\_\_\_\_ I have never seen one in the wild.
2. We climbed up higher, \_\_\_\_\_ we could see the view.
3. I can do a handstand, \_\_\_\_\_ I can't do a cartwheel.
4. I enjoy going to the park, \_\_\_\_\_ my dog likes it too.

The sentences below can be combined to create compound sentences. Use a conjunction to join each pair of sentences. Remember to add a comma before each conjunction.

5. I bought snacks. I didn't eat them.

---

6. The pig rolled in the mud. The piglets did the same.

---

7. I forgot to bring my hat. I sat in the shade.

---

Write your own simple sentences and then combine them to create a compound sentence.

---

---



# Story Starters



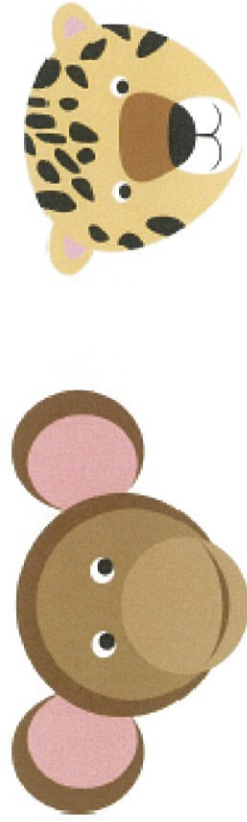
I woke up and I had changed  
bodies with my mum/dad.

# Story Starters



It was one of those days  
when everything seemed to  
go wrong.

# Story Starters

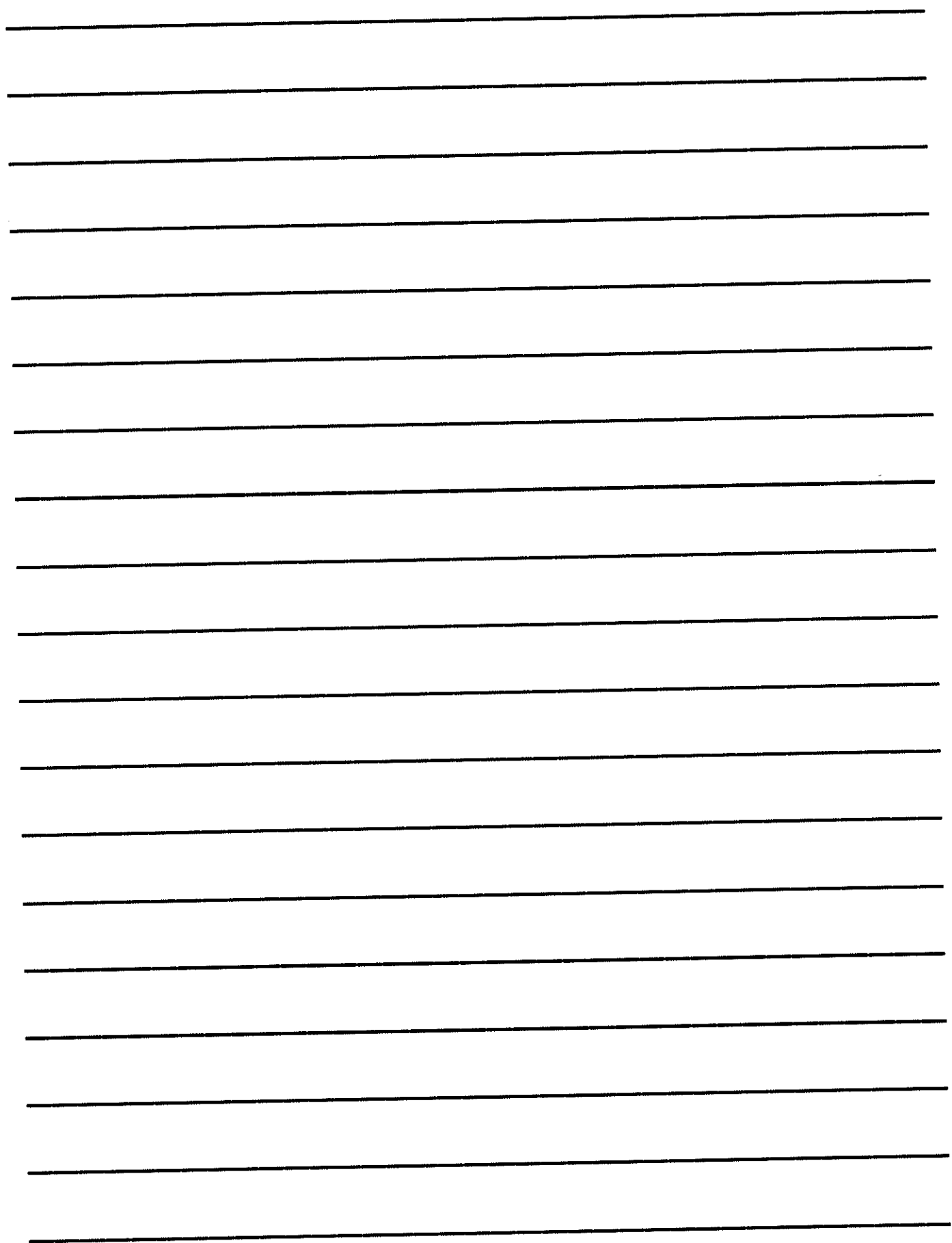


I was lost in the jungle...

# Story Starters



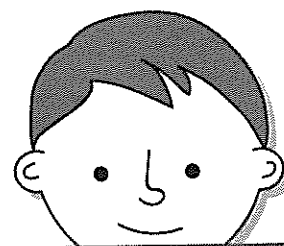
I looked out my window...



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

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

# Number of the Day



Word Form:

Numeral Form:

ODD

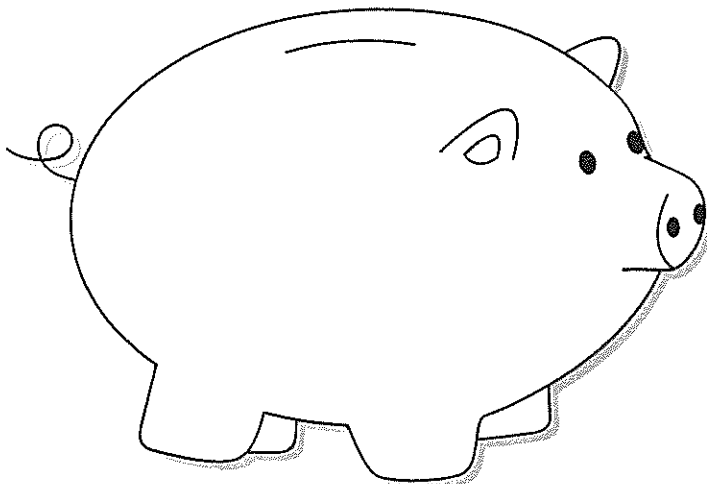
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Use a one-minute timer.

1 In one minute, how many times can you:

- a write your name? \_\_\_\_\_ b bounce a ball? \_\_\_\_\_  
 c throw a dice? \_\_\_\_\_ d draw a hexagon? \_\_\_\_\_

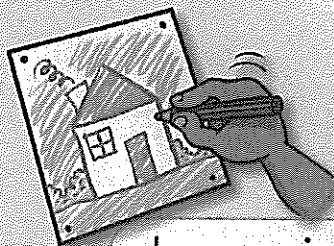
2 In two minutes, how many:

- a cubes can you join? \_\_\_\_\_ b dogs can you draw? \_\_\_\_\_  
 c numbers can you write \_\_\_\_\_ d push-ups can you do? \_\_\_\_\_

3 Circle the activities that take about 5 minutes.



read 2 pages of a book



draw a picture of a house



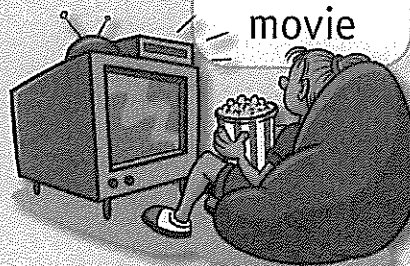
sing the National anthem



walk to the park



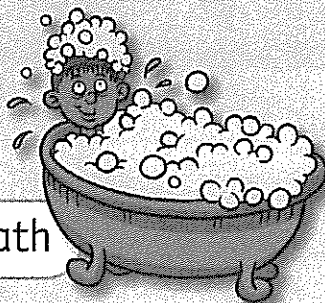
eat a piece of cake



watch a movie



fill a bucket of water



have a bath



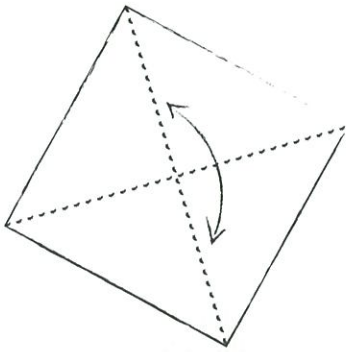
sleep



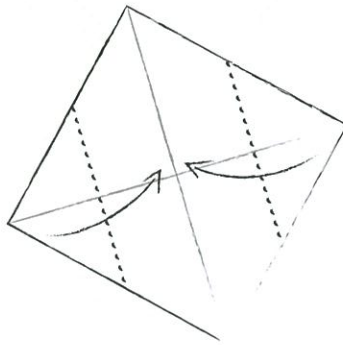
# ORIGAMI

## Animal Faces

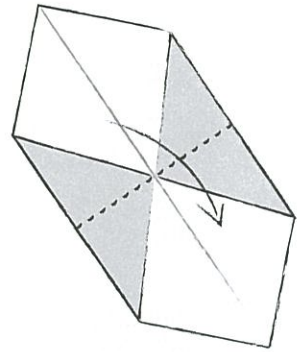
### Pig



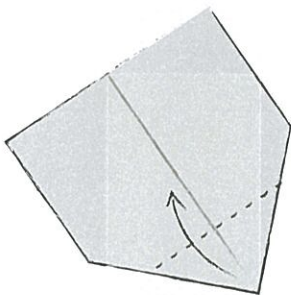
Step 1 – Fold to make creases and fold back.



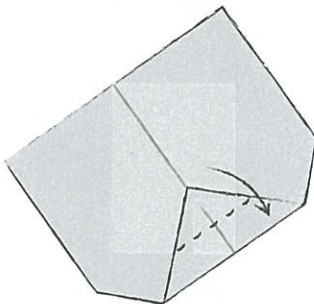
Step 2



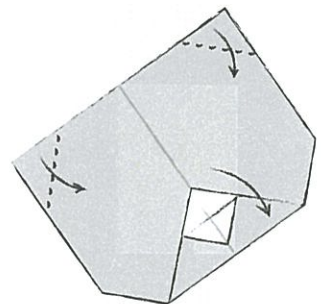
Step 3



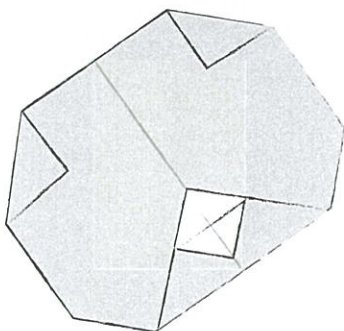
Step 4



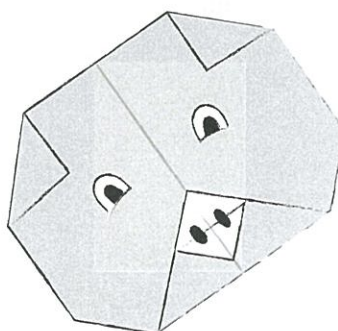
Step 5



Step 6



Step 7



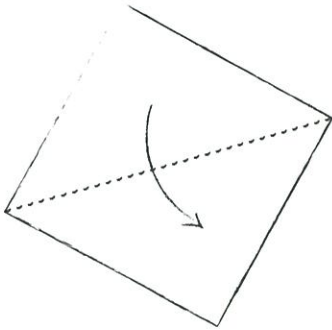
Step 8 – Add some eyes and a nose.



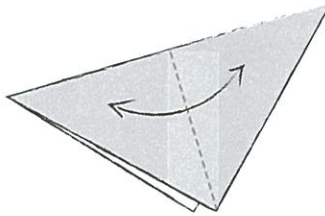
# ORIGAMI

## Animal Faces

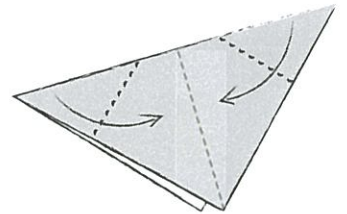
### Dog



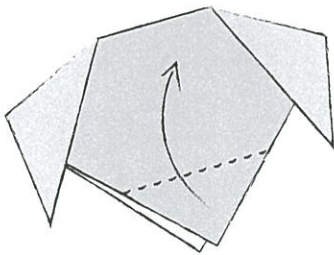
Step 1



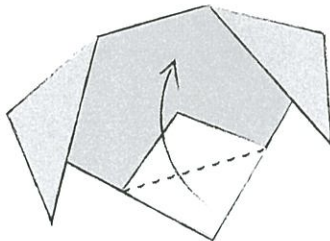
Step 2 – Fold to make a crease and fold back.



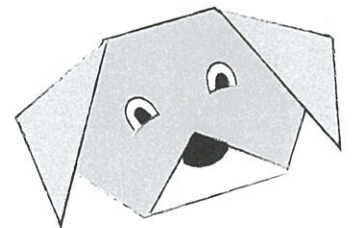
Step 3



Step 4



Step 5



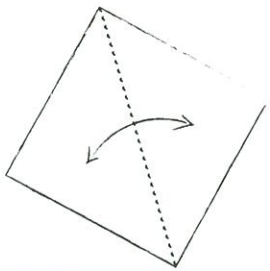
Step 6 – Add some eyes and a nose.



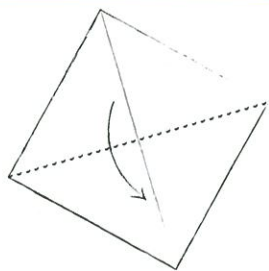
# ORIGAMI

## Animal Faces

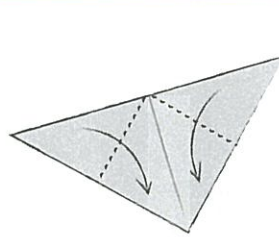
### Koala



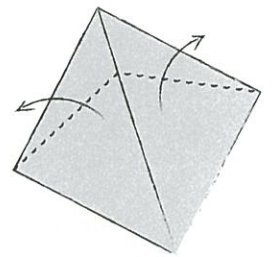
Step 1 – Fold to make a crease only.



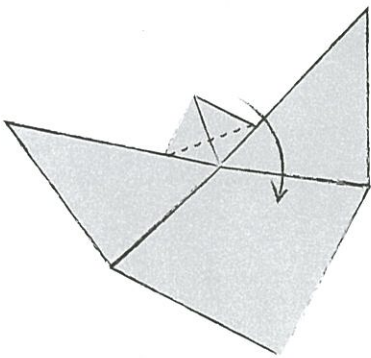
Step 2



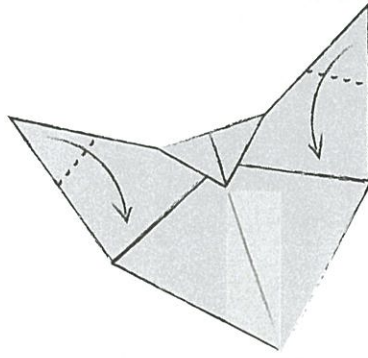
Step 3



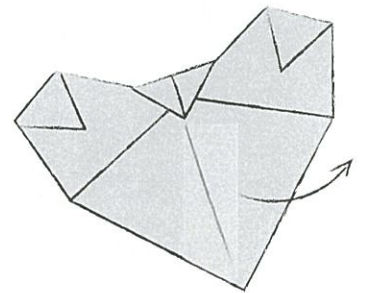
Step 4



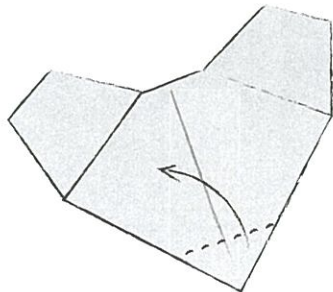
Step 5



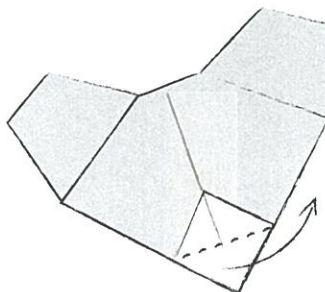
Step 6



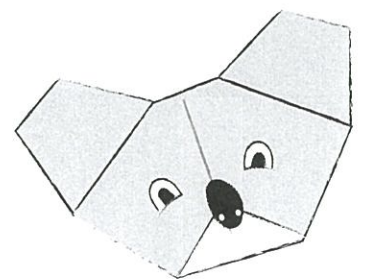
Step 7 – Turn the koala's face over.



Step 8



Step 9



Step 10 – Add some eyes and a nose.









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

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

# MINDFULNESS COLORING



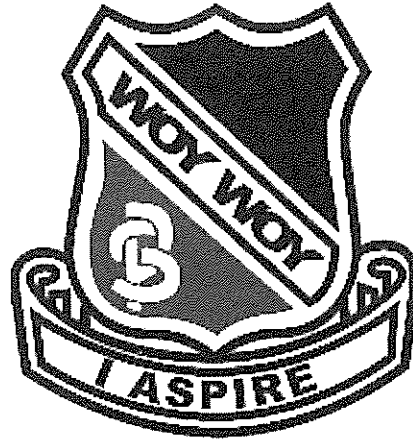
Coloring is a great way to practice mindfulness. Just color below. Don't make any judgements about your coloring or artwork. Just let it happen. If you feel like you made a mistake, breathe and move on. It is part of the experience in practicing your mindfulness.







# Friday 10th September



## Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

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MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-13MG describes, compares and orders durations of events, and reads half- and quarter-hour time

Sport:

PD1-4 performs movement skills in a variety of sequences and situations

STEM:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations



v ve



w wh u

vet

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

vest

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

give

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

have

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

love

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

very

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

eleven

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

twelve

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

was

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

what

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

when

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

why

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

twin

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

swim

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

water

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

queen

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

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

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

# The Compound Word Compound

These words are stuck inside the fence. The only way to get out is for them to find their compound word buddy.

1. Make compound words and write them outside the fence.

rain

tea

top

spoon

no

any

body

lap

note

book

bow

way

2. Write three sentences by using three of the new words.

---

---

---

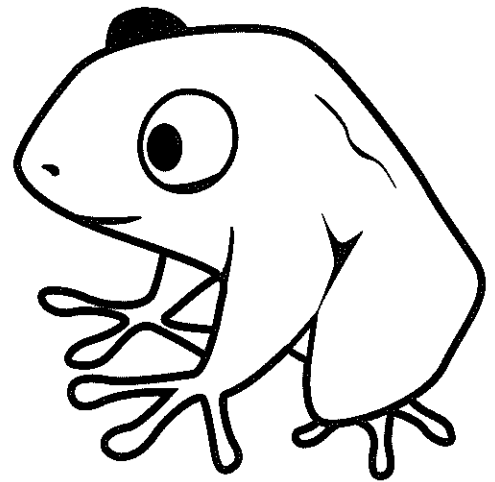
Name: \_\_\_\_\_

## The Frog

Tricky words:

the his is he has of

A frog swims in the pond. His skin is wet. He has spots on his chin. He has a chat with a bunch of bugs.



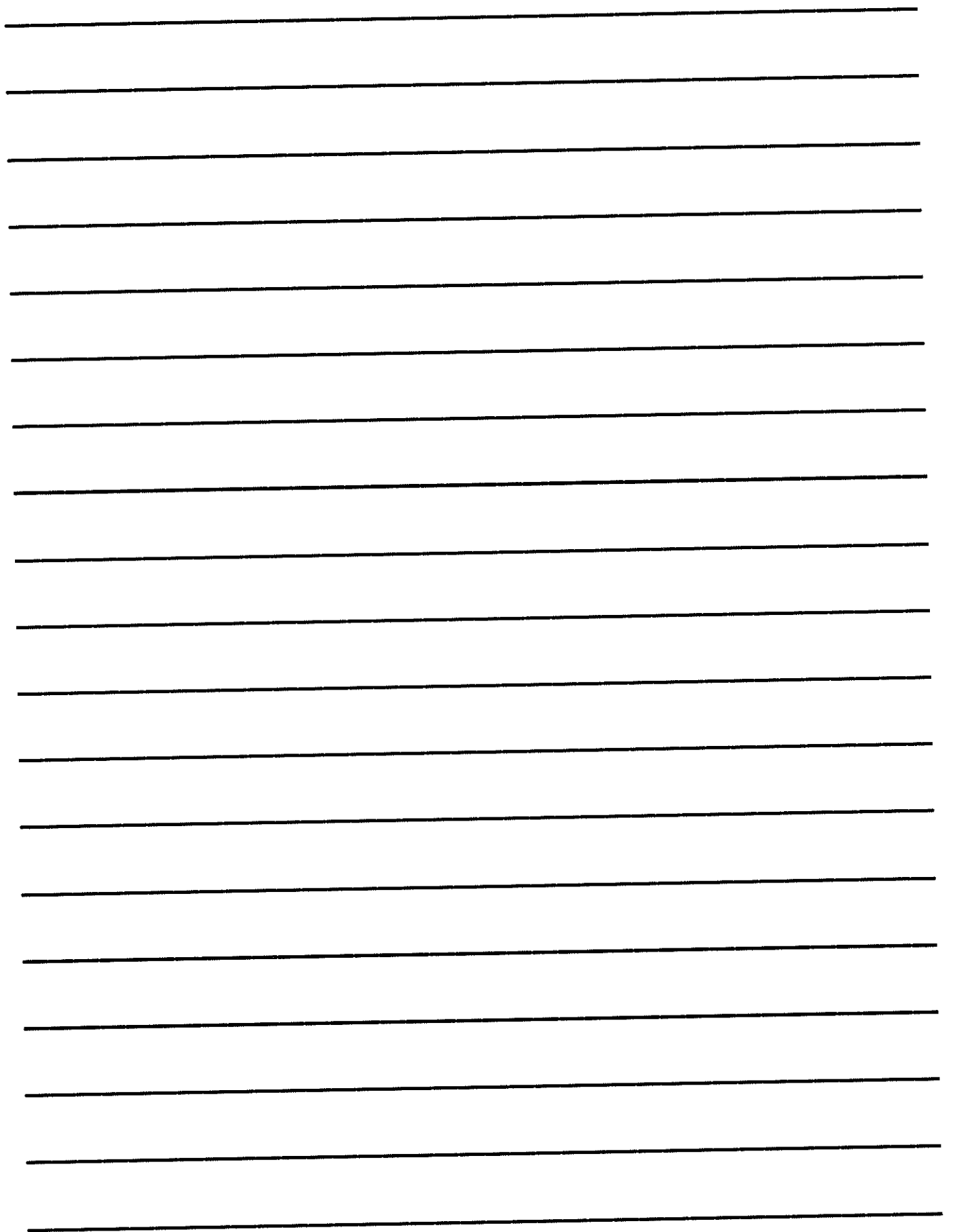
The frog has:

- dots
- pots
- spots

Write a word that rhymes with **frog**.

Self-reflection:



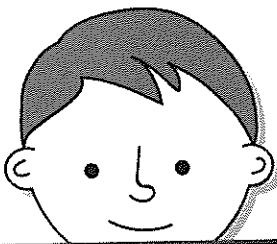




Name: \_\_\_\_\_

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

# Number of the Day



Word Form:

Numeral Form:

ODD

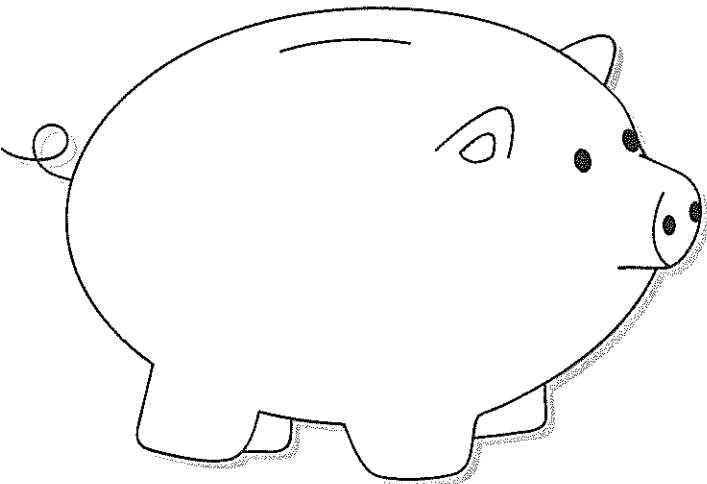
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



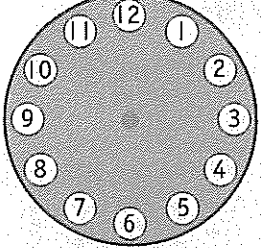
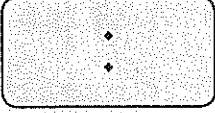
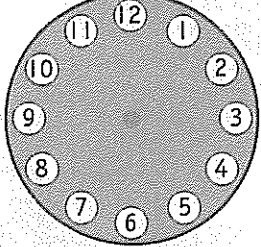
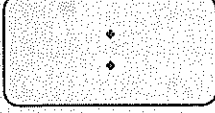
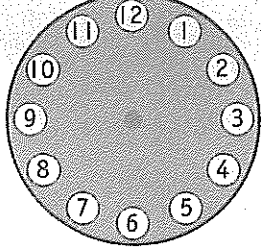
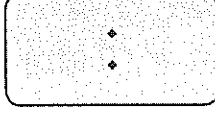
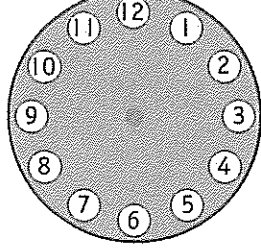
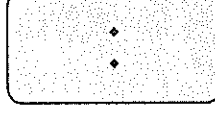
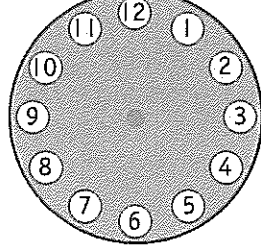
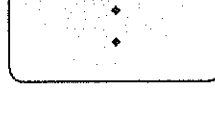
Less than:



# Problem solving

## My Special Day

Make a timetable for a special day where you can do all your favourite activities. You can choose the things you want to do. Use pictures, words and times.

Activity	Start Time	How long it takes	End time
			
			
			
			
			

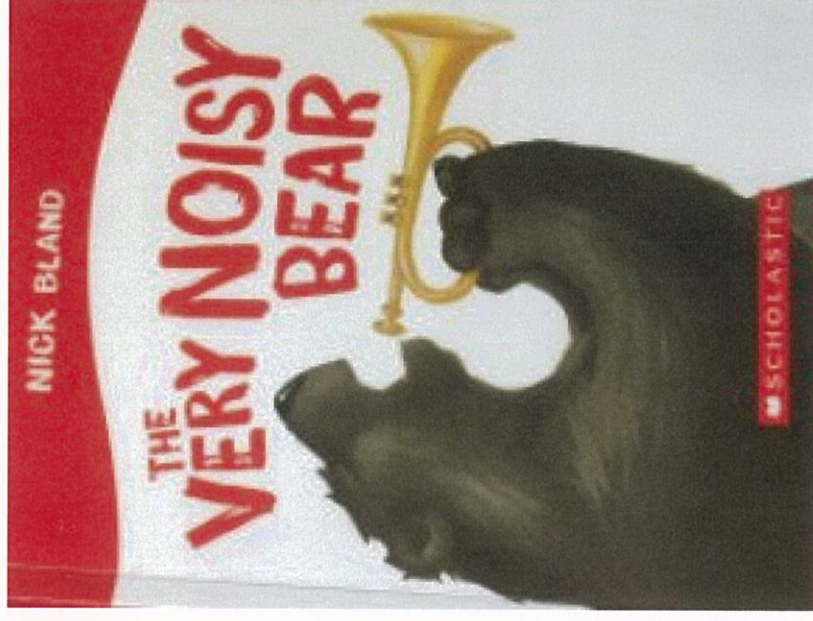


# The Very Noisy Bear

By Nick Bland

What could you design and build?

Can you design and build an unusual musical instrument and make noise like the bear?



**Picture Book STEM**



