



Early Stage 1 Home Learning: Term 3, Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete a rhyming worksheet. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete a rhyming worksheet. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.
	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs
	Writing: Handwriting Sheet – Pp Today is our 100 th day at school. Write a sentence or two about one of the following topics: I wish I had 100 I'm so glad I don't have 100.... If I had a \$100 I would.... I'd like to eat 100 When I'm 100	Writing: Practise writing your address. Ask your parent/carer to read a sentence to you while you write it down using your knowledge of sounds. Choose one or more: My dog is in the tub. The bus can stop. The rat sat on the rug. I can mop the mat.	Writing: Handwriting Sheet – Dd Write a letter to one of your classmates or neighbours that you know. Ask them a question. Maybe you could drop it in their letterbox or post it, if you know where they live?	Writing: Practise writing your address. Ask your parent/carer to read these words to you and write them down: mop bus cot rat tub cop hut top dog ham Challenge: drip hand stop clog spun	Writing: Handwriting Sheet – Rr Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.
Break	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Middle Session:	Numeracy: Can you count to 100? Colour the mystery 100 sheet. Fill in the missing numbers sheet. Can you make something with a 100 items e.g. a 100 cheerios necklace, 100 block tower, a picture with 100 dots. How creative can you be?	Numeracy: Practise counting to at least 30 and backwards from 20. Using the number cards from pack 2, sequence the numerals in order. Ask a family member to hide one, do you know which one is missing? Using the empty grids, can you draw dot patterns that match each numeral? Complete the numbers before and after sheet.	Numeracy: Using a deck of cards, play a game of number war. Place the cards face down, each person draws one card and chants together "1, 2, 3, 4 I declare a number war". The person with the highest number keeps all the cards. Draw the things that you do in the morning and draw the things you do at night. And/or complete the time worksheet.	Numeracy: Practise counting to at least 30 and backwards from 20. Try starting at any number. Practise writing your numerals to 20. Look around your home for 3D objects. Can you sort them into cylinders, spheres, cubes, rectangular prisms and cones? And/or complete the 3D object worksheet.	Numeracy: Play a game of 'What's the time Mr Wolf' with your family members. Using playing cards or the numeral cards from pack 2. Make some addition and subtraction sums (approx. 3-5) of each. Please don't use symbols (+ - =). Instead write them using this example, 3 and 5 makes 8. You could also represent with a drawing (e.g. 3 red apples and 5 green apples).
Break:	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Afternoon Session	PDHPE Discuss, what happens when we are sick? Who helps me when I'm sick? If I need medicine, who gives it to me? Role play Doctors. Draw a picture and label the people who can give medicine.	Geography Build a 3D model using lego/blocks/boxes. Take photos or draw from the top, side and front views. Discuss how and why they look different. Discuss the concept of a 'birds eye view'.	Science What is your favourite type of animal? Where does it live? What does it eat? How are its needs met? Can you use some recycled items to make your favourite animal a habitat?	Creative Arts Dance and sing to some of your favourite 'Go Noodle' songs on Youtube or perform some of your favourite nursery rhymes for your family.	Sport Help prepare a healthy snack for your family. Practise throwing and catching a ball with a family member.



Early Stage 1 Home Learning: Term 3, Week 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete a rhyming worksheet. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete a rhyming worksheet. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.
	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs.	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs	Reading: Complete a 'Daily Reading' activity. Practise your sight words. Reading Eggs
	Writing: Handwriting Sheet – Oo Write a sentence or two about your weekend. What was your favourite activity? Who did you play with?	Writing: Practise writing your first name, surname and address. Ask an adult to read out your sight words one at a time. How many can you write in 1 minute without copying/looking? Try again, could you beat your score?	Writing: Handwriting Sheet – Gg Write a letter to one of your classmates or neighbours that you know. Ask them a question. Maybe you could drop it in their letterbox or post it, if you know where they live?	Writing: Practise writing your first name, surname and address. Ask your parent/carer to read these words to you and write them down: dip nun lit ram old hug sub tin sad mug Challenge: clip drop tent drag cold	Writing: Handwriting Sheet – Hh Write a sentence or two about the storybook you read. Remember to use a capital, good spaces and a full stop. Draw a picture to match your sentence.
Break	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Middle Session:	Numeracy: Practise counting forwards and backwards from 0 to 20. Can you start from another number other than 0 or 20? Think about 'Friends of Ten' (two numbers that when added together make a total of ten). Flash your numeral cards. Call out the number that combined with that number would make 10. Play the 'Friends of Ten' card game (instructions are separate).	Numeracy: Walk around your house. Can you find 25 things of the same colour? Can you put them in equal groups? How many groups did you make? How many in each group? Using 3 of the same sized cups, fill your cups to model 'full', 'half full' and 'empty'. Draw a picture to represent this.	Numeracy: Using a deck of cards, play a game of number war. Place the cards face down, each person draws one card and chants together "1, 2, 3, 4 I declare a number war". The person with the highest number keeps all the cards. Complete the time sequencing worksheet. Think of something you do every day. Can you mime the steps in order e.g. brushing your teeth or tying your shoe lace.	Numeracy: Practise counting to at least 30 and backwards from 20. Try starting at any number. Practise writing your numerals to 20. Use 3D objects to trace around and then identify the 2D face of that given shape. Repeat using a range of 3D objects, e.g. glue stick, water bottle, hairspray, cereal box, dice, etc. And/or complete the 3D object worksheet.	Numeracy: Practise counting forwards and backwards from 0 to 20. Can you start from another number other than 0 or 20? Think about 'Friends of Ten' (two numbers that when added together make a total of ten). Can you write down all the number combinations that make 10? E.g. 0 and 10 makes 10. 1 and 9 makes 10. Complete the 'Friends of Ten' craft.
Break:	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Afternoon Session	PDHPE How do I stay safe at home. Discuss, where should medicines be kept at home? Why is it important for medicines to be stored out of reach of children? Draw a picture of where medicines are stored in your home.	Geography Look at some satellite maps of different places on google e.g. our school, the park, your house, etc. Can you draw your own satellite map of your dining room table or another place in your house?	Science Discuss the characteristics and needs of plants. Label the attached picture of a plant. If you already have some seeds you could plant them in an empty egg shell of plastic cup.	Creative Arts: Drama Watch Bluey TV. Could you role play one of the scenes e.g. make a pretend Doctor surgery, shop, fancy restaurant, post office, airport? What character will you be? How would your character act?	Sport Help prepare a healthy snack for your family. Can you do 20 star jumps? Can you hop on one foot 5 times? Can you hop on the other foot 5 times? Can you run on the spot?



Phonological Awareness Resource – Week 4

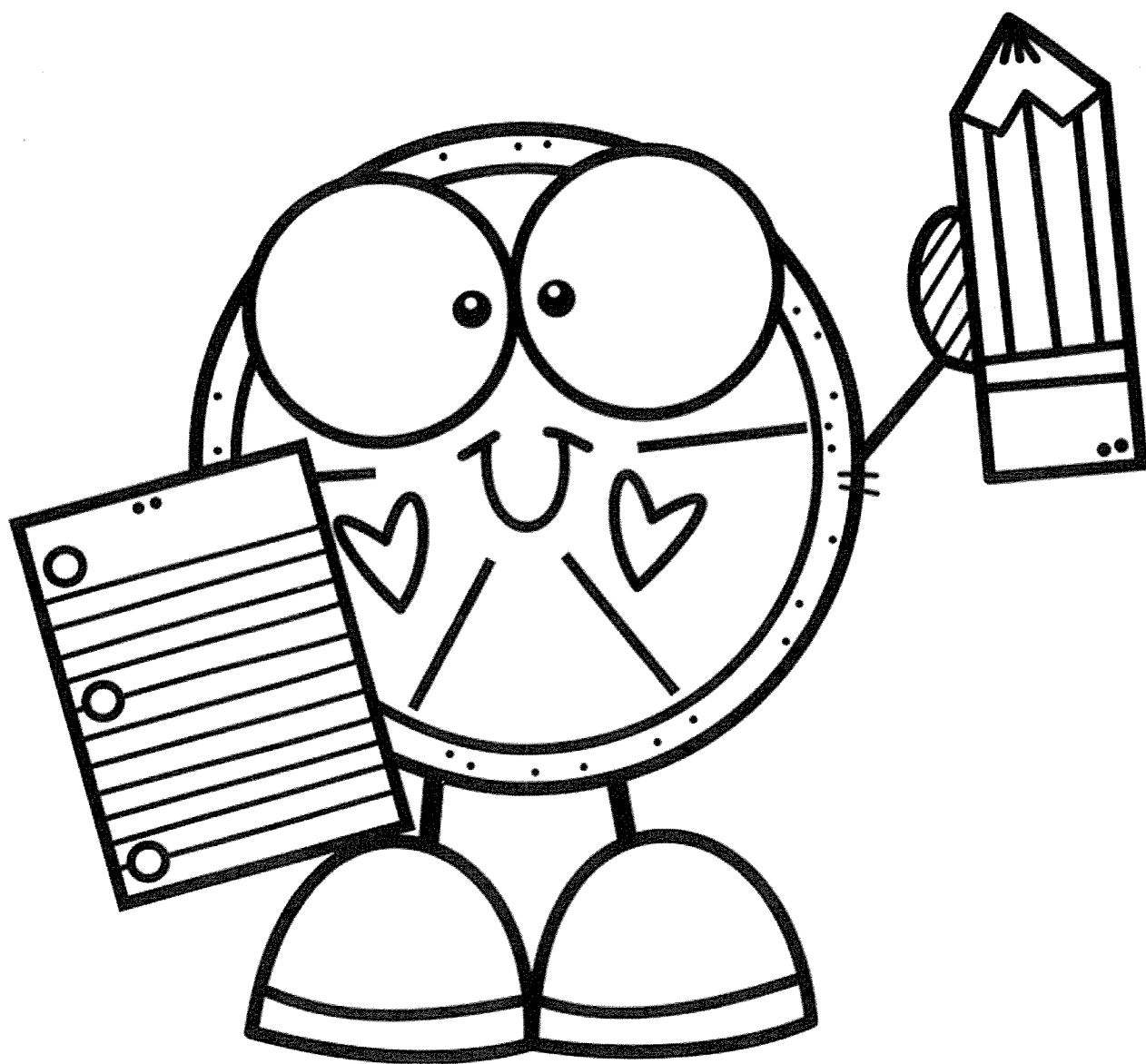
Focus Skill	Monday		Tuesday		Wednesday		Thursday		Friday	
Beginning Sounds Ask an adult to say the word. You then need to say the sound at the beginning of the word. E.g. bat – say ‘b’	jump /j/ fall /f/ kick /k/ funny /f/ gum /g/		seat /s/ zoo /z/ puppy /p/ tip /t/ button /b/		pretty /p/ very /v/ happy /h/ cup /c/ made /m/		name /n/ joyful /j/ teen /t/ really /r/ apple /a/		desk /d/ last /l/ keep /k/ pick /p/ guitar /g/	
Ending Sounds Ask an adult to say the word. You then need to say the sound you hear at the end of the word. E.g. bat – say ‘t’	job /b/ head /d/ life /f/ bug /g/ page /j/		yes /s/ rat /t/ give /v/ buzz /z/ look /k/		him /m/ lime /m/ run /n/ cup /p/ made /d/		boat /t/ egg /g/ park /k/ cage /j/ room /m/		live /v/ size /z/ crib /b/ stage /j/ mud /d/	
Segmenting Sounds Ask an adult to say the word. You then need to say each sound that you can hear in the word. Use your fingers to count the sounds. E.g. bat – sat ‘b/a/t’	hat lime run cup made		Boat egg pod cot rap		live size cub sack mud		job head life bug page		yes rat give buzz look	
Rhyme Skills Ask an adult to say the two words. Do these words rhyme? (sound the same at the end). If they do, can you think of another word that rhymes.	hop, mop ran, man wet, sun red, bed go, hat		duck, truck tall, nail hot, pot flat, zip pick, chick		Fun, run nice, price broom, room glad, rat deep, said		bright, light cow, now part, feet free, bee hill, sat		wish, dish small, fall neck, bag pen, paper same, name	
Blending Words Ask an adult to say the two words. You then need to blend these words together to make the new word. E.g. in-side – say inside.	out – side pan – cake rain – bow birth – day tea – pot fire – man		mid – day cup – cake sand – pit fire – place tooth – brush foot – path		cow – boy flash – light play- ground tooth – paste week – end every – thing		gold – fish mail – man air – port drive – way wild – life police-man		news-paper spot – light pop – corn back – pack ear – ache basket-ball	
Segmenting Words Ask an adult to say the word. You need to break this word into the two smaller words. (at school we clap them as we say them) E.g. teapot – say ‘tea-pot’	cowboy flashlight playground toothpaste weekend	cow-boy flash/light play/ground tooth/paste week/end	goldfish mailman airport driveway wildlife	gold/fish mail/man air/port drive/way wild/life	newspaper spotlight popcorn backpack earache	news/paper spot/light pop/corn back/pack ear/ache	outside pancake rainbow birthday teapot	out/side pan/cake rain/bow birth/day tea/pot	midday cupcake sandpit fireplace toothbrush	mid/day cup/cake sand/pit fire/place tooth/brush



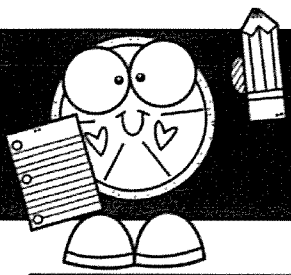
Phonological Awareness Resource – Week 5

Focus Skill	Monday		Tuesday		Wednesday		Thursday		Friday	
Beginning Sounds Ask an adult to say the word. You then need to say the sound at the beginning of the word. E.g. bat – say ‘b’	baby - b dollar - d money - m five - f rain - r		toy - t vase - v yell - y zipper - z ball - b		home - h jug - j kind - k look - l mock - m		wish - w pink - p table - t yellow - y sister - s		dog - d lick - l kept - k put - p good - g	
Ending Sounds Ask an adult to say the word. You then need to say the sound you hear at the end of the word. E.g. bat – say ‘t’	week - k mad - d skip - p prize - z miss - s		soap - p rake - k guess - s half - f might - t		crab - b sneeze - z roof - f bag - g clock - k		web - b kiss - s eat - t fun - n bloom - m		hive - v end - d man - n dot - t thud - d	
Segmenting Sounds Ask an adult to say the word. You then need to say each sound that you can hear in the word. Use your fingers to count the sounds. E.g. bat – sat ‘b/a/t’	lap kite sun cup bee		tag wide net hen toy		pen sat tip tuck turn		top deck pack hug hip		dip vet live joy kite	
Rhyme Skills Ask an adult to say the two words. Do these words rhyme? (sound the same at the end). If they do, can you think of another word that rhymes.	dark, park send, sway stop, chop real, top dip, hip		boat, float white, kite tree, pen long, song jump, hat		sun, run lice, price hen, pen slow, sand green, bag		turn, burn tell, bell luck, duck pack, back seat, cup		then, sand nice, mice star, pen chain, rain jeep, sheep	
Blending Words Ask an adult to say the two words. You then need to blend these words together to make the new word. E.g. in-side – say inside.	hand – ball after – noon night – time air – port bed – time cook – book		foot – ball rain – coat some – thing down – town space-ship door – way		foot – path Sun – day pony – tail class - room any – time every – time		snow – flake dog – house note – book cup-cake stop – light foot – steps		hide – out moon – light play – room lunch – time thunder – storm work – out	
Segmenting Words Ask an adult to say the word. You need to break this word into the two smaller words. (at school we clap them as we say them) E.g. teapot – say ‘tea-pot’	wallpaper beehive doorbell stoplight	wall/paper bee/hive door/bell stop/light	suitcase snowball sunroom driveway	suit/case snow/ball sun/room drive/way	moonlight pillowcase homework doorway	moon/light pillow/case home/work door/way	sunglasses gumball sailboat breakfast	sun/glasses gum/ball sail/boat break/fast	bedroom handball weekday handshake	bed/room hand/ball week/day hand/shake

SET C



f k v e j w y z



READ & DRAW

zip

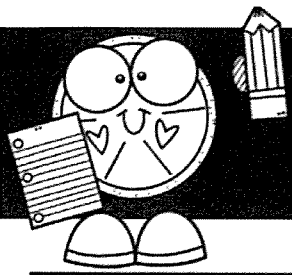
jam

men

pen

vet

ten



READ & DRAW

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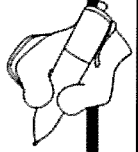
jug

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leg

READ, WRITE & DRAW

The fun wig is for you.



She has a big nap.



READ, WRITE & DRAW

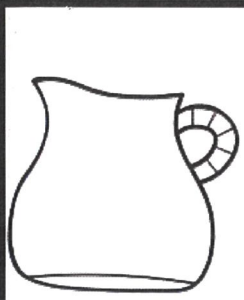
He has a belt and vest.



You are in a band.



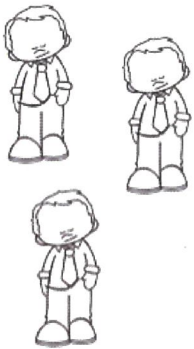
UNJUMBLE ME!



g u j



z p i



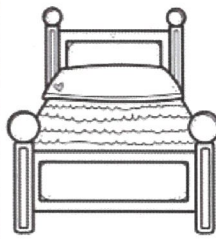
m n e



p n e



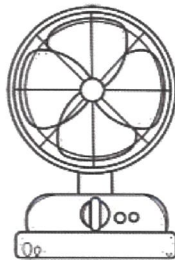
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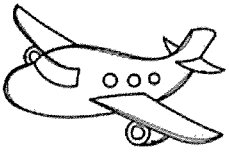
UNJUMBLE ME!



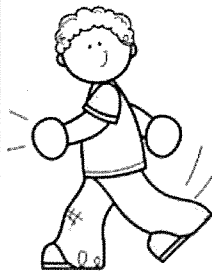
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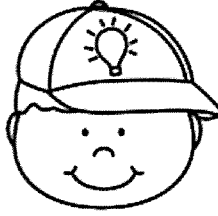
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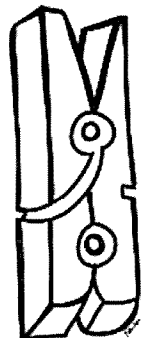
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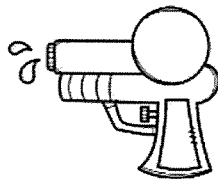
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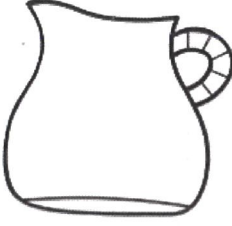


u g n




THUMBS UP THUMBS DOWN

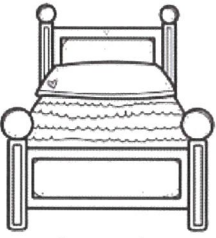


Does the picture match the word?




 jog		
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 net		
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 jug		
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 fun		
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 bid		
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 wet		
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 kit		
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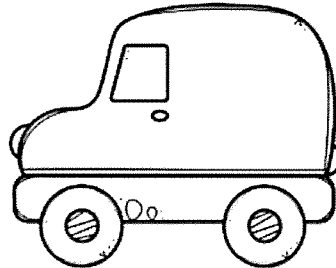
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SOUND BOXES

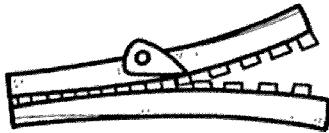
Segment the following words into all their sounds.



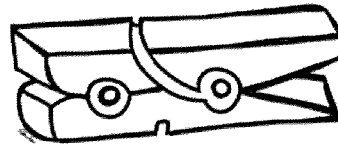
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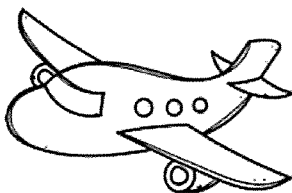
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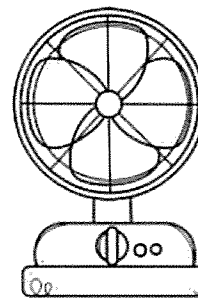
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ES1 Daily Reading Activities

IF YOU ARE READING A BOOK TO YOUR CHILD, PLEASE TRY TO DO THE FOLLOWING:

- ✓ Before you read, look at the front cover together and talk with your child about what the story might be about. Who is in the story? Where is the story set? What might happen in the story? Has your child ever been to a place like this? Try to get them to give reasons for their answers.
- ✓ As you read, talk together about the pictures and the characters. What is happening? What might the character be feeling, thinking, doing or saying?
- ✓ Select a few words (vocabulary) from the story that are new to your child. Talk about what the words mean and try to use them in sentences.
- ✓ At the end of the story, ask your child if they enjoyed the story and ask them to give reasons why they did or didn't like the story.

IF YOUR CHILD IS WATCHING A BOOK ON GOOGLE CLASSROOM OR ON PLAYSCHOOL, PLEASE TRY TO DO THE FOLLOWING:

- ✓ Before the book is read, talk with your child about what the story might be about. Who is in the story? Where is the story set? What might happen in the story? Try to get them to give reasons for their answers. (If you are watching a Playschool story, you may not have time to do this.)
- ✓ At the end of the story, ask your child if they enjoyed the story and ask them to give reasons why they did or didn't like the story. If there were any interesting words in the story you might like to talk about these, too!

EVERY DAY, PLEASE COMPLETE ONE OF THESE ACTIVITIES:

Draw a picture about the story and label it or write a sentence about the picture.



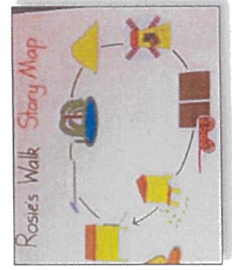
Make a model of something from the story, for example, with Lego, playdough or paper/cardboard.



Draw the beginning, middle and end of the story in order. You could also write about your drawings.



Draw a simple 'map' of the story, for example, where the important things happened. Label your map, if you can, and use the map to retell the story.



Get your family together or make some puppets to act out the story.



Draw your favourite character or characters in the story and write what they are thinking or saying in a speech bubble.



MAGENTA WORDS (Levels 1-2)

List 1 (lilac)			List 2 (purple)		
I	and	mum	said	up	sat
in	am	dad	come	went	are
on	is	me	for	going	this
to	the	see	like	here	be
a	at	look	we	my	can

RED WORDS (Levels 3-5)

List 3 (pink)			List 4 (red)		
no	you	he	get	they	put
as	not	likes	where	so	will
little	big	but	with	today	looked
too	it	was	down	she	go

YELLOW WORDS (Levels 6-8)

List 5 (light yellow)				List 6 (dark yellow)			
when	came	one	there	take	that	then	It's
make	an	with	got	him	saw	his	all
back	day	into	mother	looking	of	yes	Oh
out	play	ran	father	from	her	baby	do

BLUE WORDS (Levels 9-11)

List 7 (light blue)				List 8 (dark blue)			
have	walk	help	girl	here's	about	home	as
let	don't	need	last	again	what	laugh	now
soon	let	talked	goes	could	because	had	next
find	than	end	fun	an	bag	making	coming
under	did	very	or	were	cake	your	run

GREEN WORDS (Levels 12-14)

List 9 (light green)				List 10 (dark green)			
always	didn't	time	I'm	walked	some	left	Mrs
please	if	good	water	use	people	their	who
next	away	them	made	just	how	still	our
best	called	feel	new	old	Mr	much	sister
right	myself	house	thank you	love	after	another	want
took	brother	over	most	school	know	asked	children
can't				round			

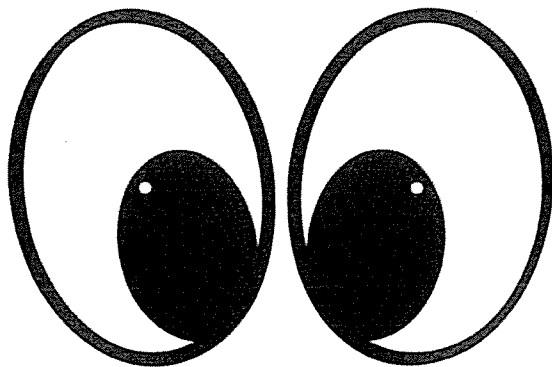
SIGHT WORDS

Parent Guide

Some ideas for learning sight words at home:

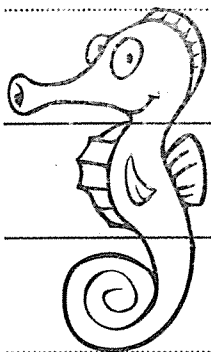
- Memory game- write the sight words out twice onto cards and turn them all over. Turn over two cards at a time to see if it's a match. Ask your child to say the word as they flip it over.
- Snap- write the sight words out twice on cards and play a game of snap, saying the words as they are revealed.
- Put the words into sentences (orally).
- Bingo- make Bingo cards using the sight words and use flash cards/counters to cover each word as it is called out.
- Magnetic letters- children use the magnetic letters to make their sight words.
- Treasure hunt- write the sight words on pieces of paper and hide them around the room
- Find-a-word- make up a find-a-word using their sight words.
- Put the words onto different coloured paper and in different fonts.
- Password- make sight words the password to get into different rooms or the car etc.
- Sensory play hide sight words in bowl of rainbow rice or sand and students search for the words. Alternatively, get your child to write the words in sensory materials.
- Carparks- draw up a simple carpark with your child's sight words and get them to park their toy cars on top of the words.
- Sight Word Targets- create targets with sight words for your child to toss a ball or beanbag onto.
- Skittles- stick sight word flash cards onto skittles, and say the word as you knock it over.

The progressive attainment of sight words will support your child as they begin to learn to read and write. Sight word knowledge is directly linked to a child's reading ability so the more sight words your child learns, the easier it will be for them in their reading journey!

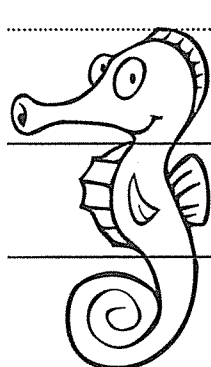


WORD WORK IDEAS

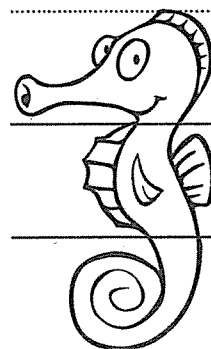
BLOCK WORDS Write or stick letters onto blocks, then use them to build your words.	FANCY WRITING Write your words in fancy writing e.g. twirly writing, bubble writing, dotted, squiggle writing.	BEAD WORDS Write letters on beads and then thread your words onto string or pipe cleaners.	SENSORY WRITING Write your words in a tray of rice, sand, salt or sugar.
ALPHABETICAL ORDER Write your words in alphabetical order. Challenge- write them in reverse alphabetical order.	DOT PAINT WORDS Use a cotton bud or a paint brush to write your words by dotting each letter.	LETTER COLLAGE Cut out letters from newspapers and magazines and create your words.	TRAIN TRACKS Write your words on stickers and place on your train set. Say the words as the train rolls over them.
MAGNETIC LETTERS Make your words with magnetic letters.	PLAYDOUGH Make your words with playdough.	LEGO WORDS Make your words using pieces of lego to build each letter.	CHALK TALK Write your words with chalk on an outside area or chalkboard.
SECRET CODE Create a code with pictures for each letter of the alphabet. Write your words in that code.	WRITING TOOLS Use as many different writing tools as you can to write your words e.g. pencil, crayon, texta, marker.	RAINBOW WRITE Write your words with different colours. You might like to use different colours for each word, or each letter.	WORD REVEAL Write your words with white crayon, then use watercolour paint or textas to reveal your words.
BEADS & BUTTONS Use small objects (like beads, buttons, gems) to make your words.	PAPER WORDS Tear up paper into little pieces then glue together to make your words.	STICKER WORDS Use small dot stickers or any other small stickers to make your words.	MESSY WORDS Use messy materials like slime or shaving cream to write your words in!
MAKE A PUZZLE Write your words and then cut them up into a puzzle. Then put back together.	FIND A WORD Make a find a word with your sight words.	MEMORY/SNAP Write your words twice onto flash cards. Use to play Memory or Snap.	BINGO Write your words onto Bingo boards and make some Flash cards. Use to play Bingo.
TARGET PRACTICE Put your words onto targets and try to hit them with a ball or beanbag.	SKITTLES Put your words onto skittles and say the word as you knock them over.	HIDDEN PICTURES Draw a picture and hide your words inside the picture.	WRONG HAND Write your words with your non writing hand.



p p p n

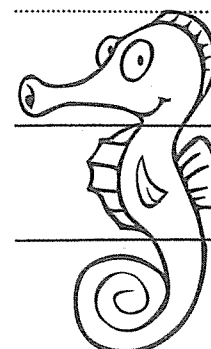


P P P p p p

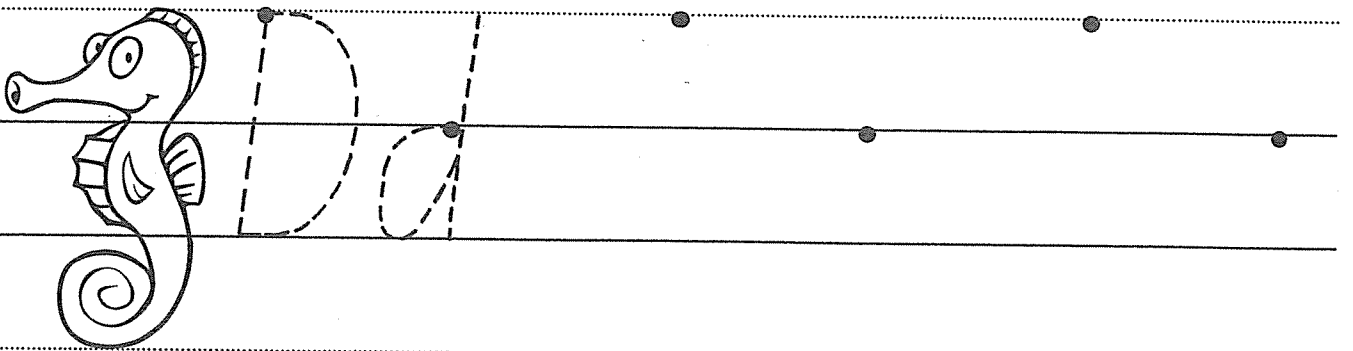
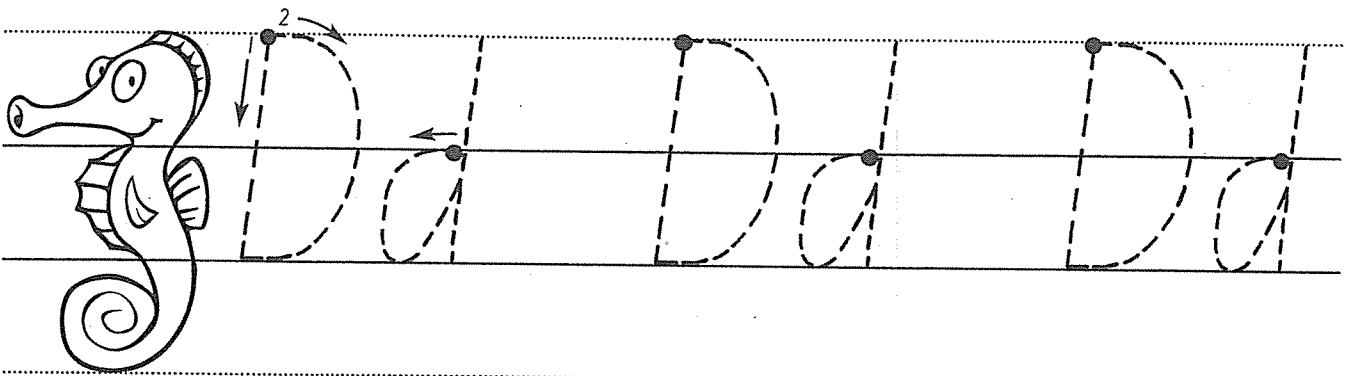
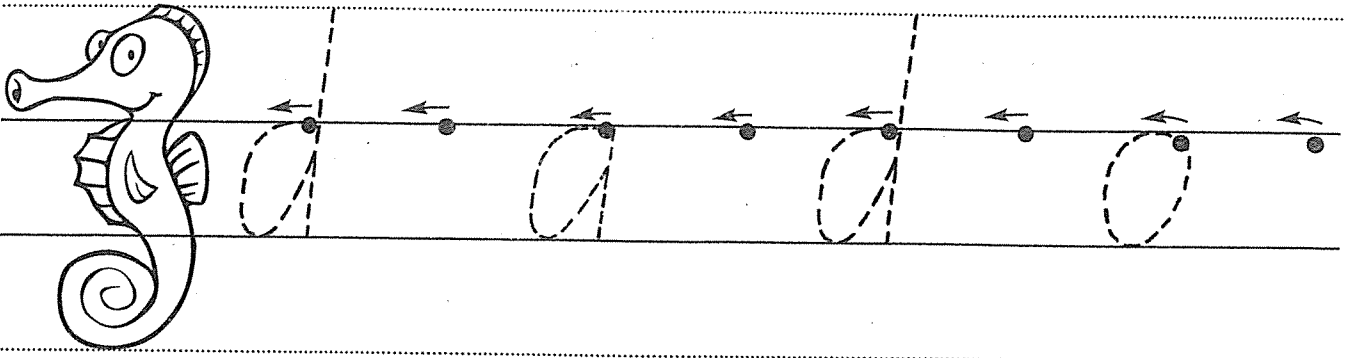


P . . .

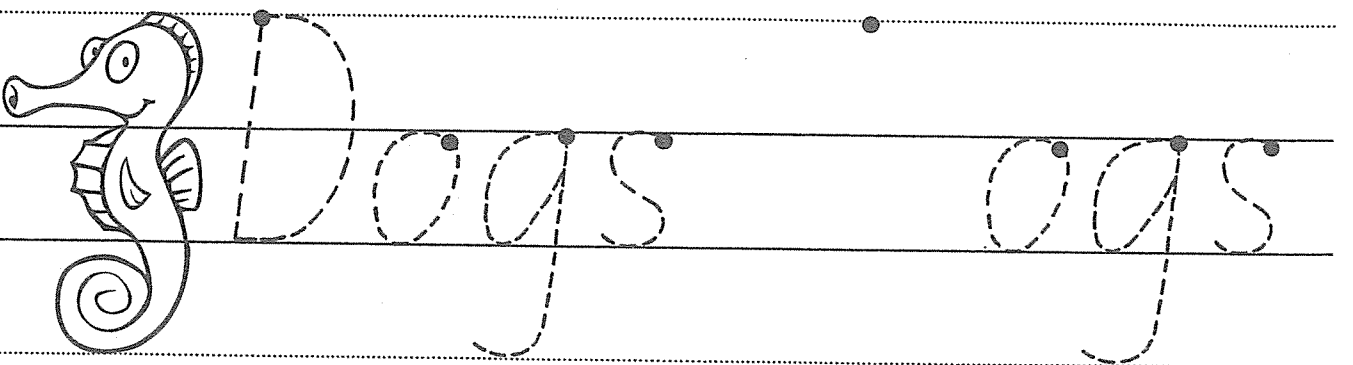
Poppy Pig picks pansies.

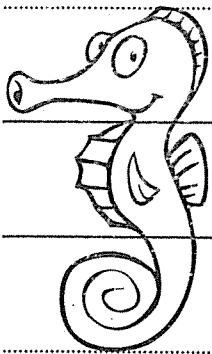


Poppy o y

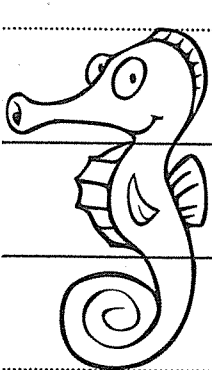


Dogs dig deep holes.

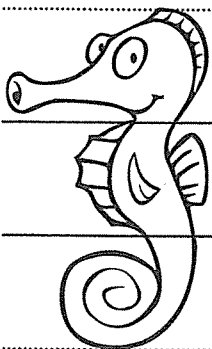




run run run

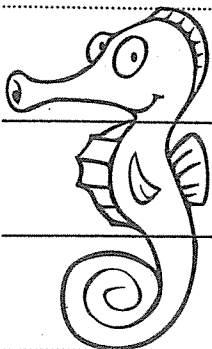


R R R r r r

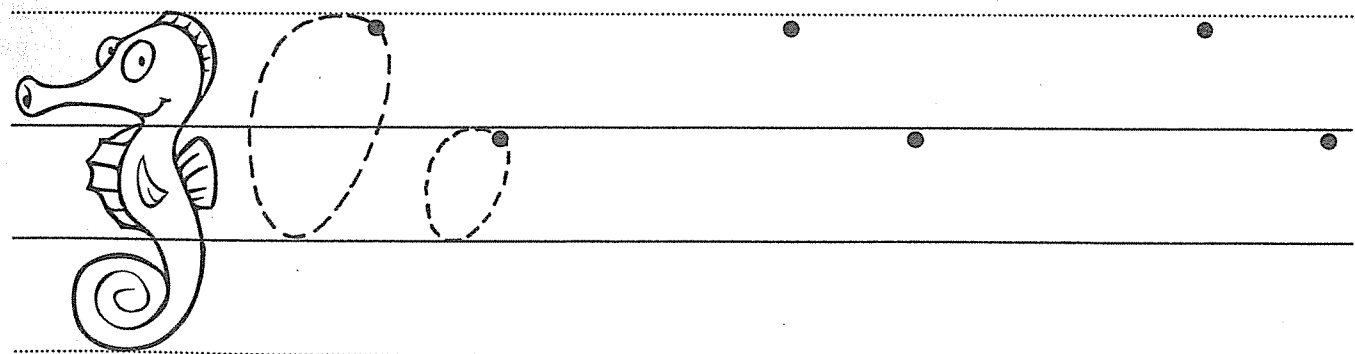
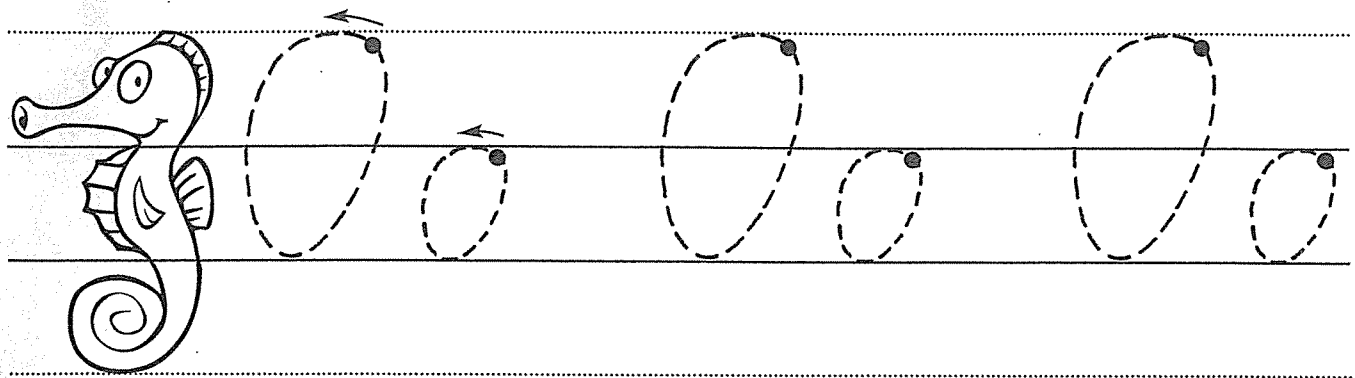
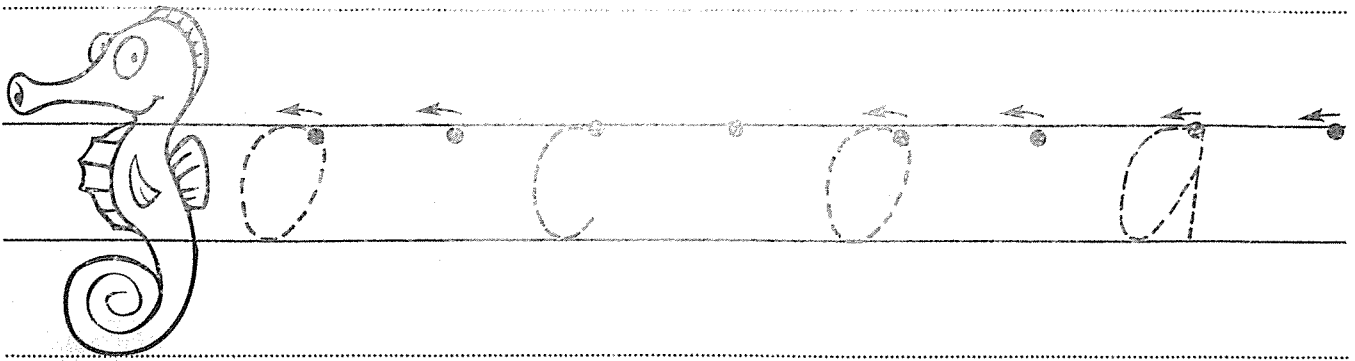


R R R r r r

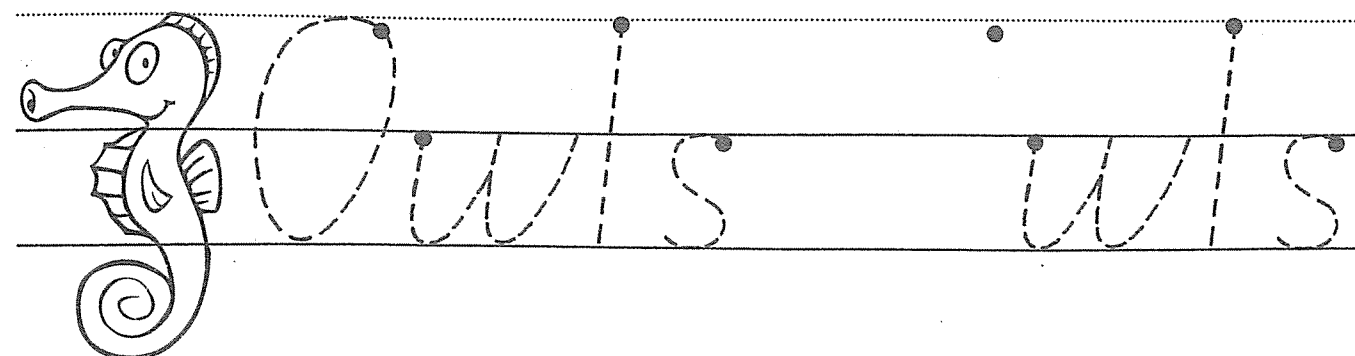
Run to the tree!

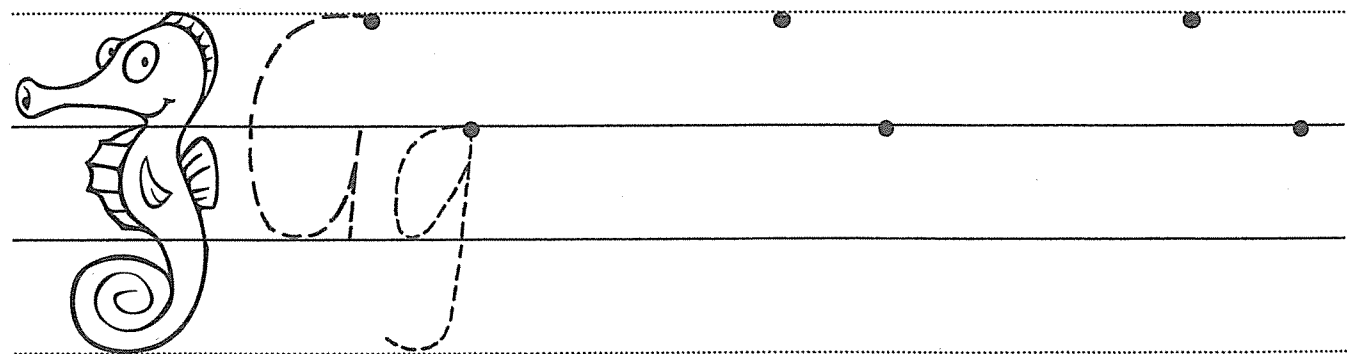
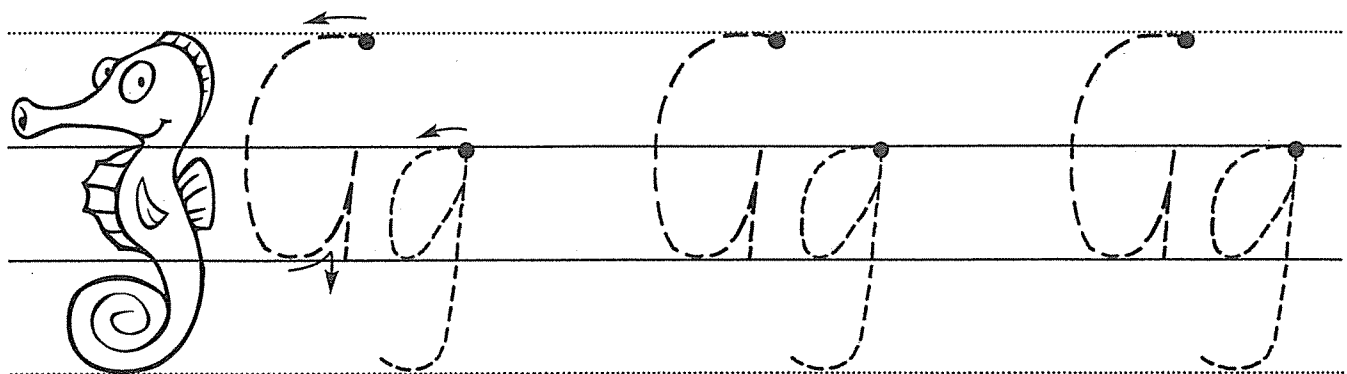
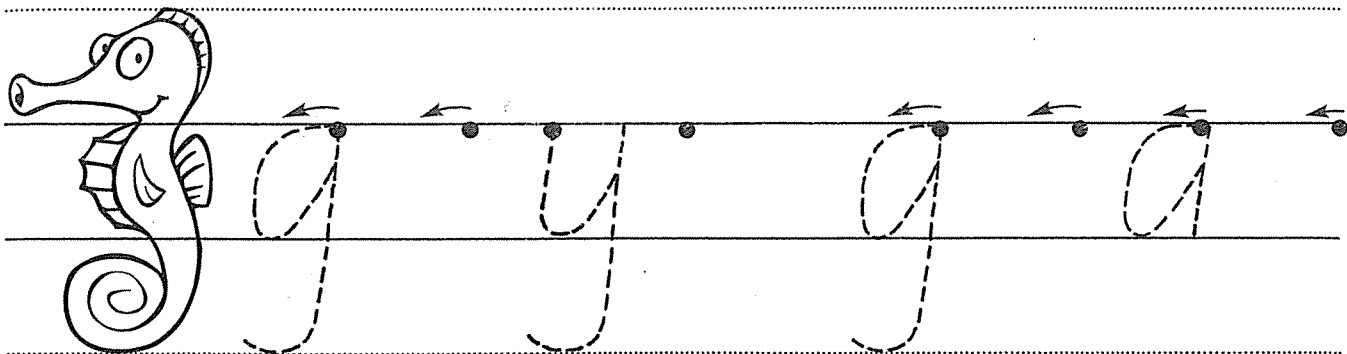


Run un

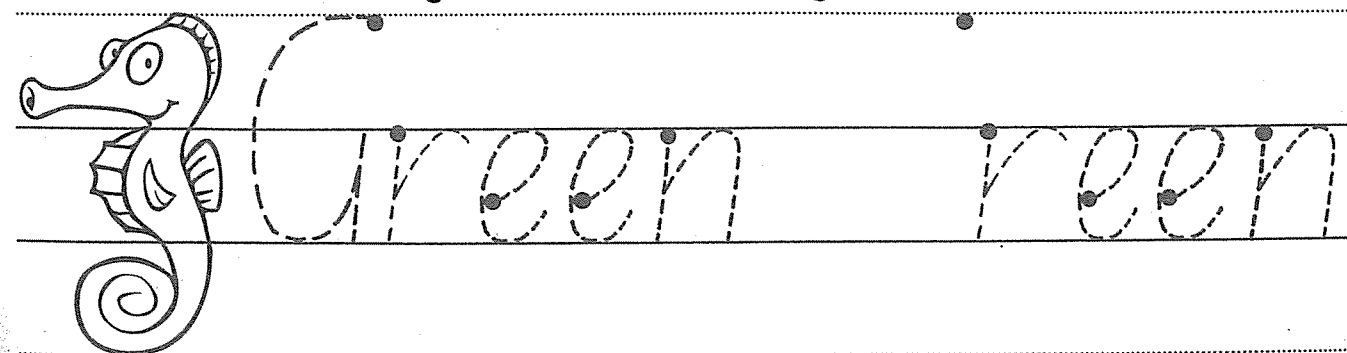


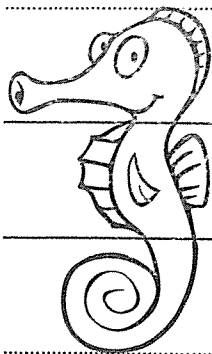
Owls fly overhead.



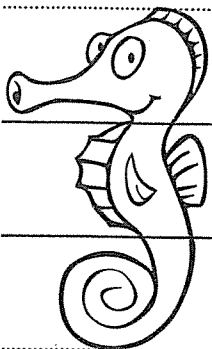


Green gherkins are good.

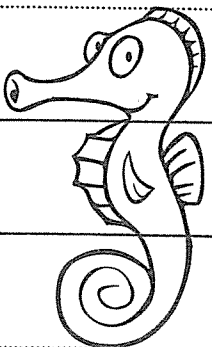




h n h b

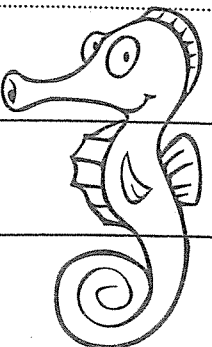


h h h h



h

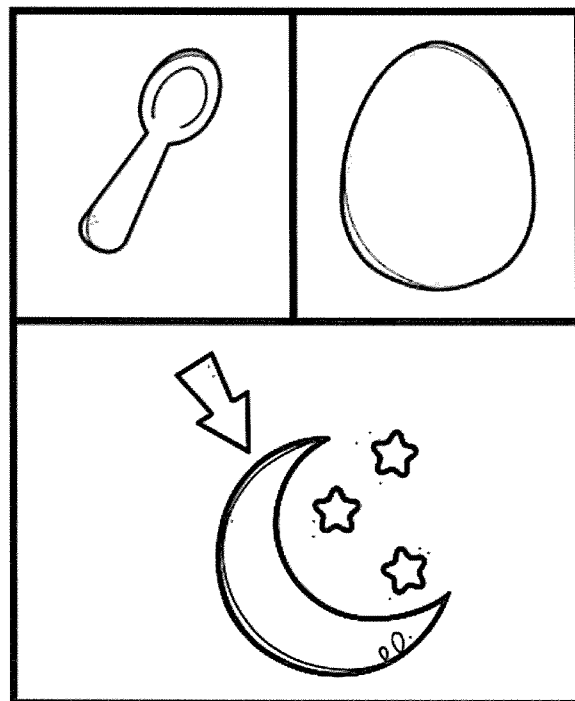
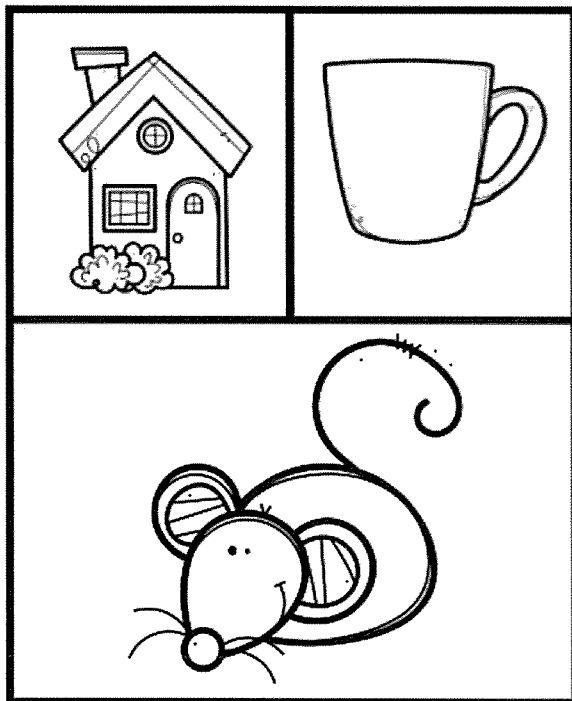
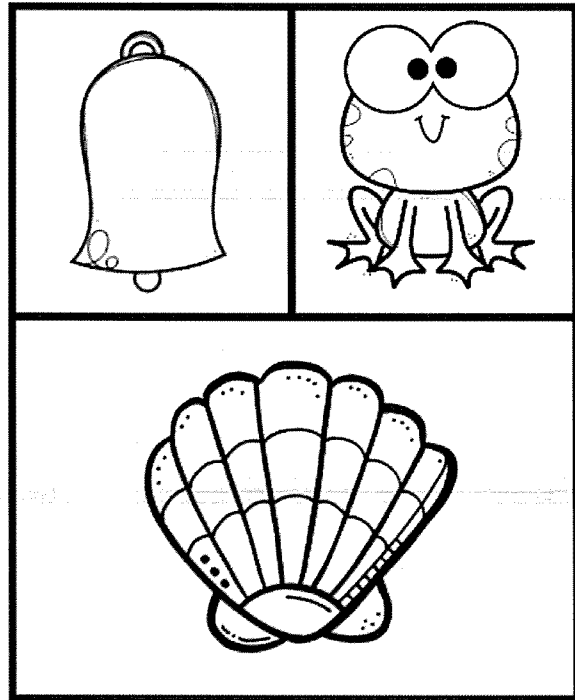
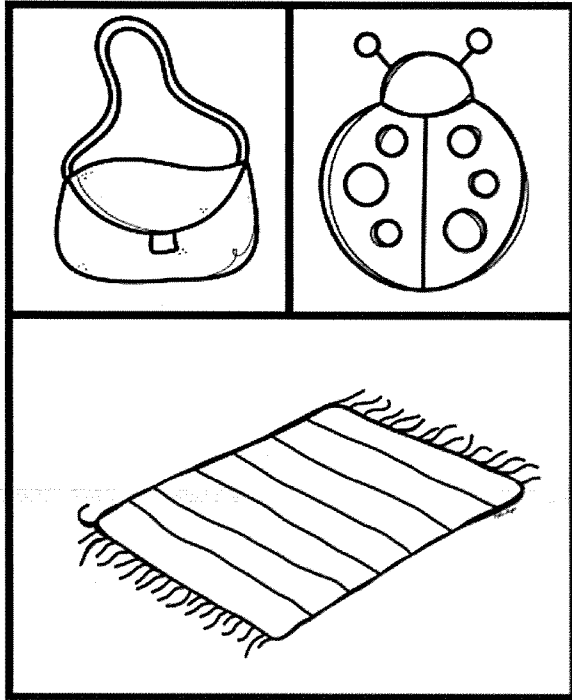
Hop here in a hurry!



h o p o p

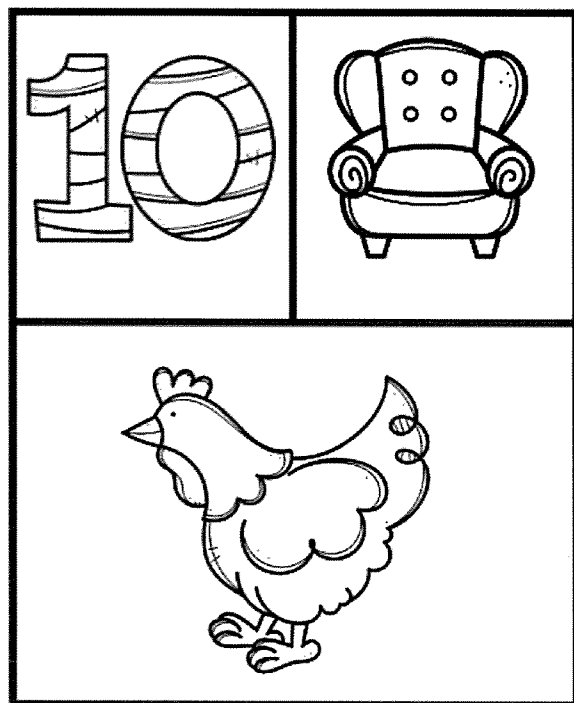
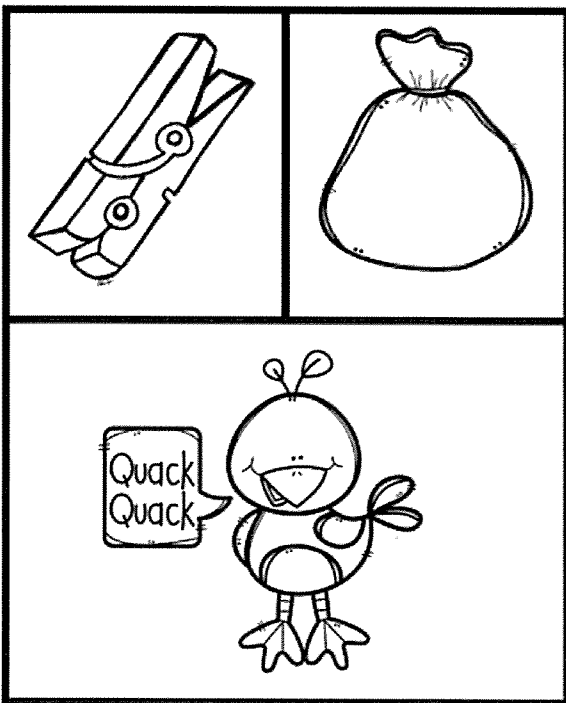
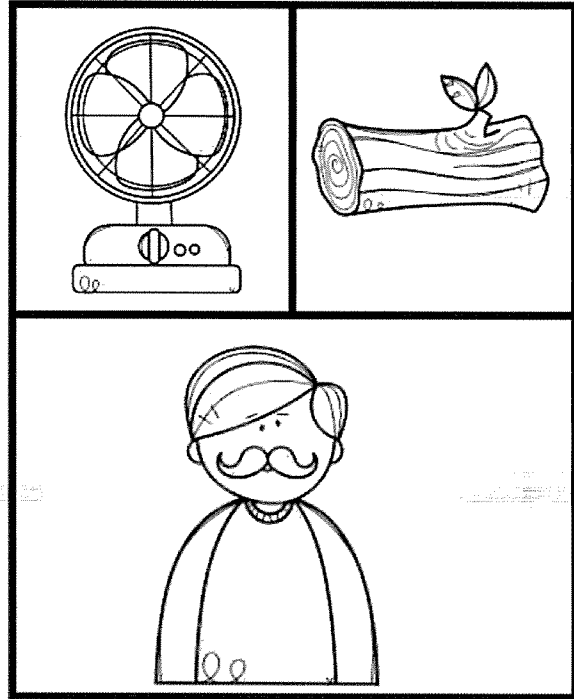
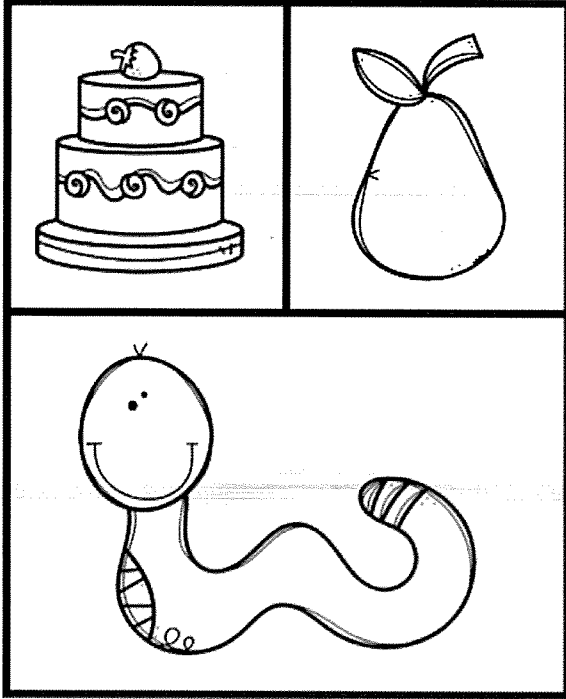
RHYME TIME!

Colour the word that rhymes with...



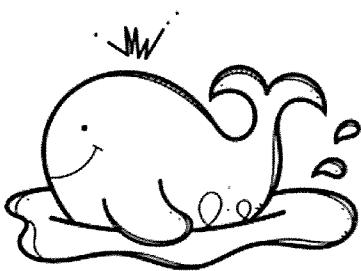
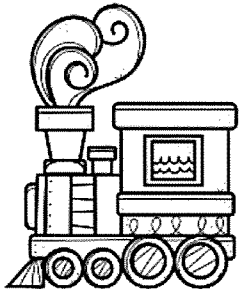
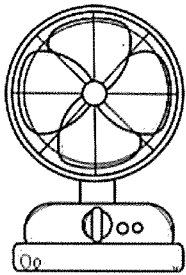
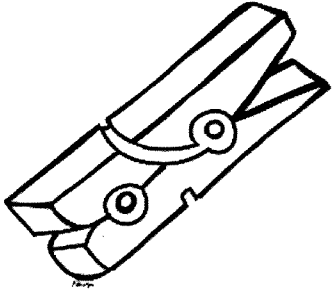
RHYME TIME!

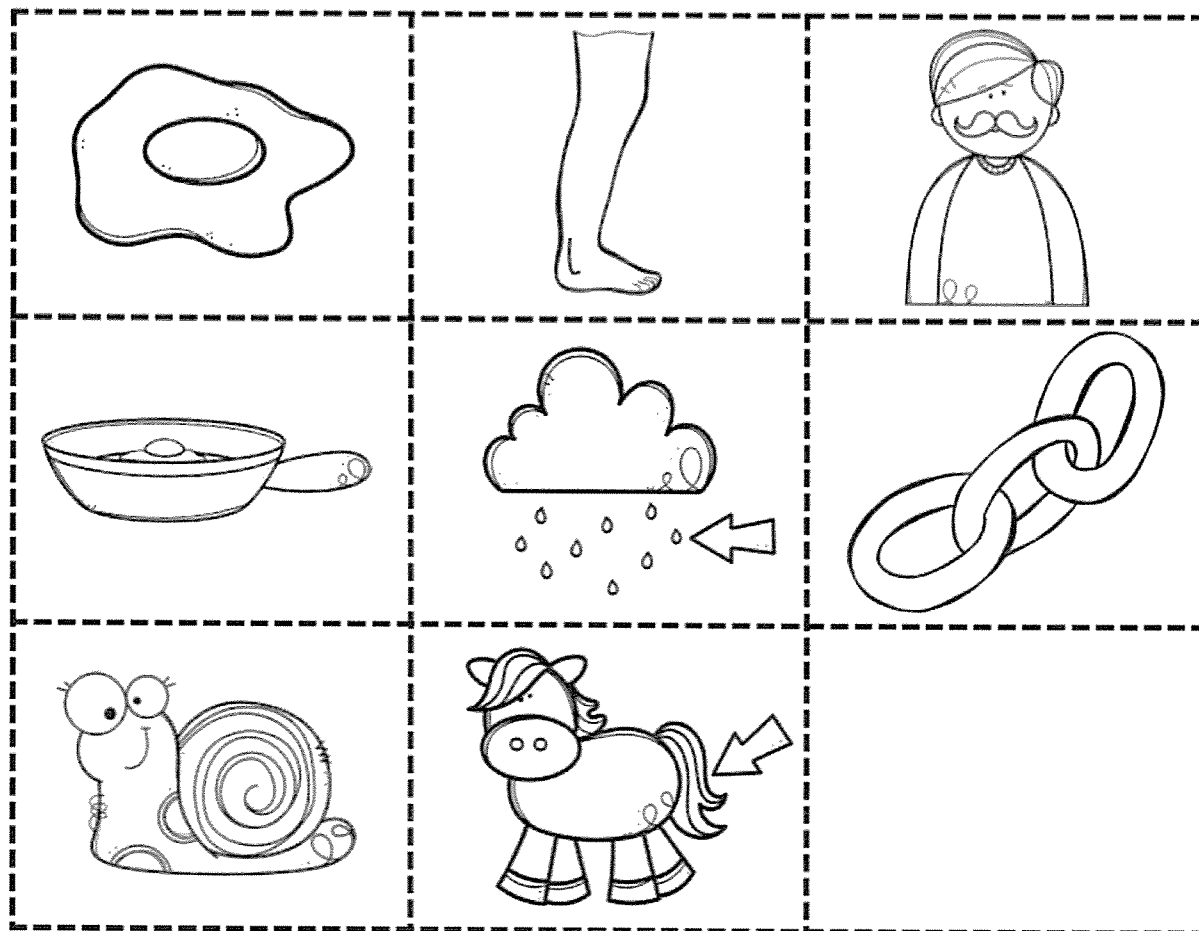
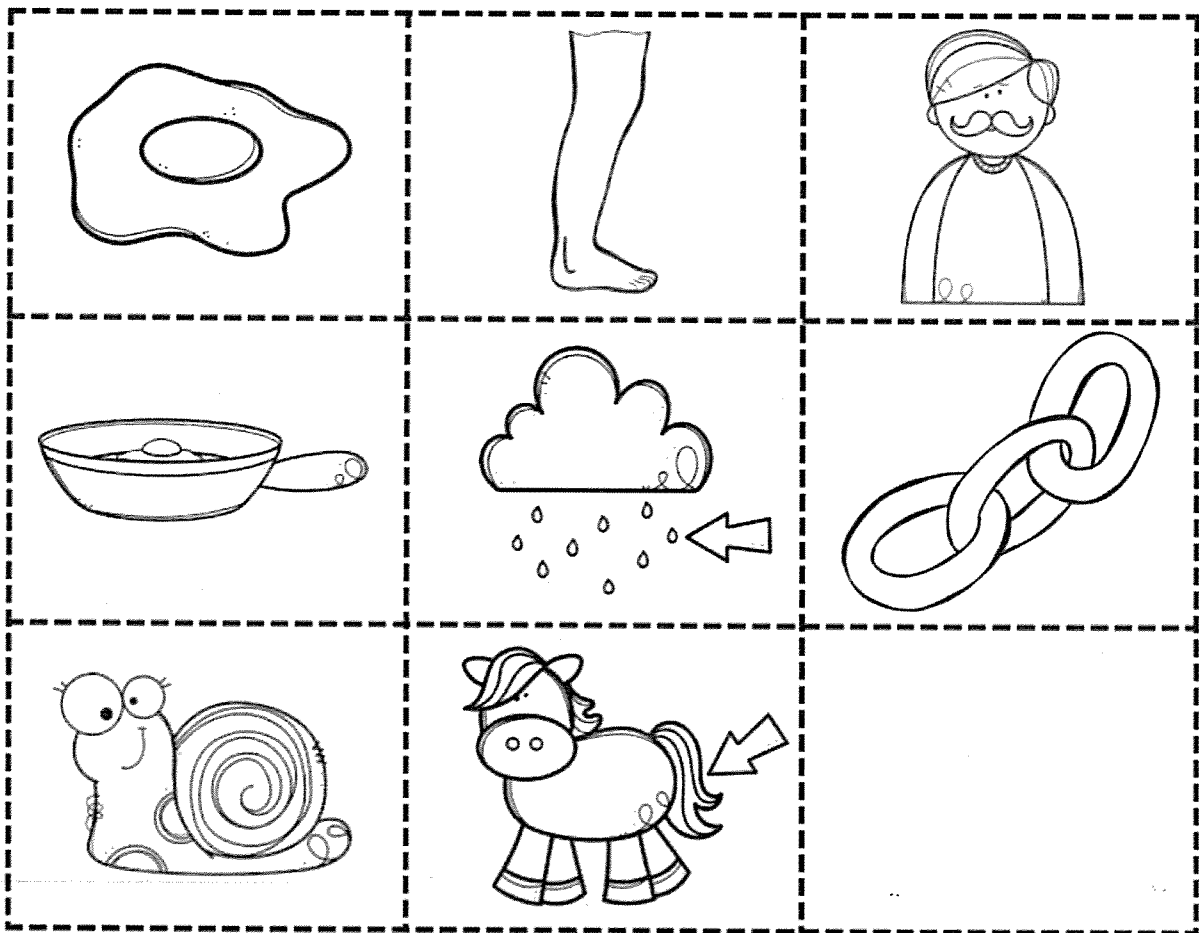
Colour the word that rhymes with...



RHYME TIME!

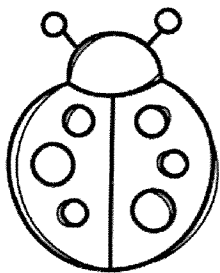
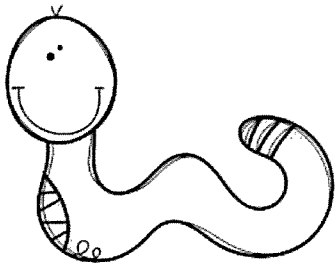
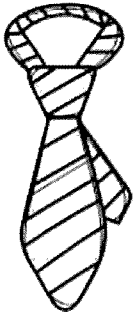
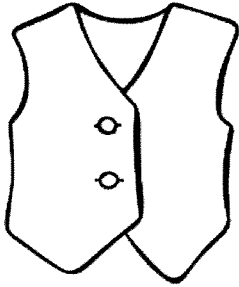
Match the rhyming words.

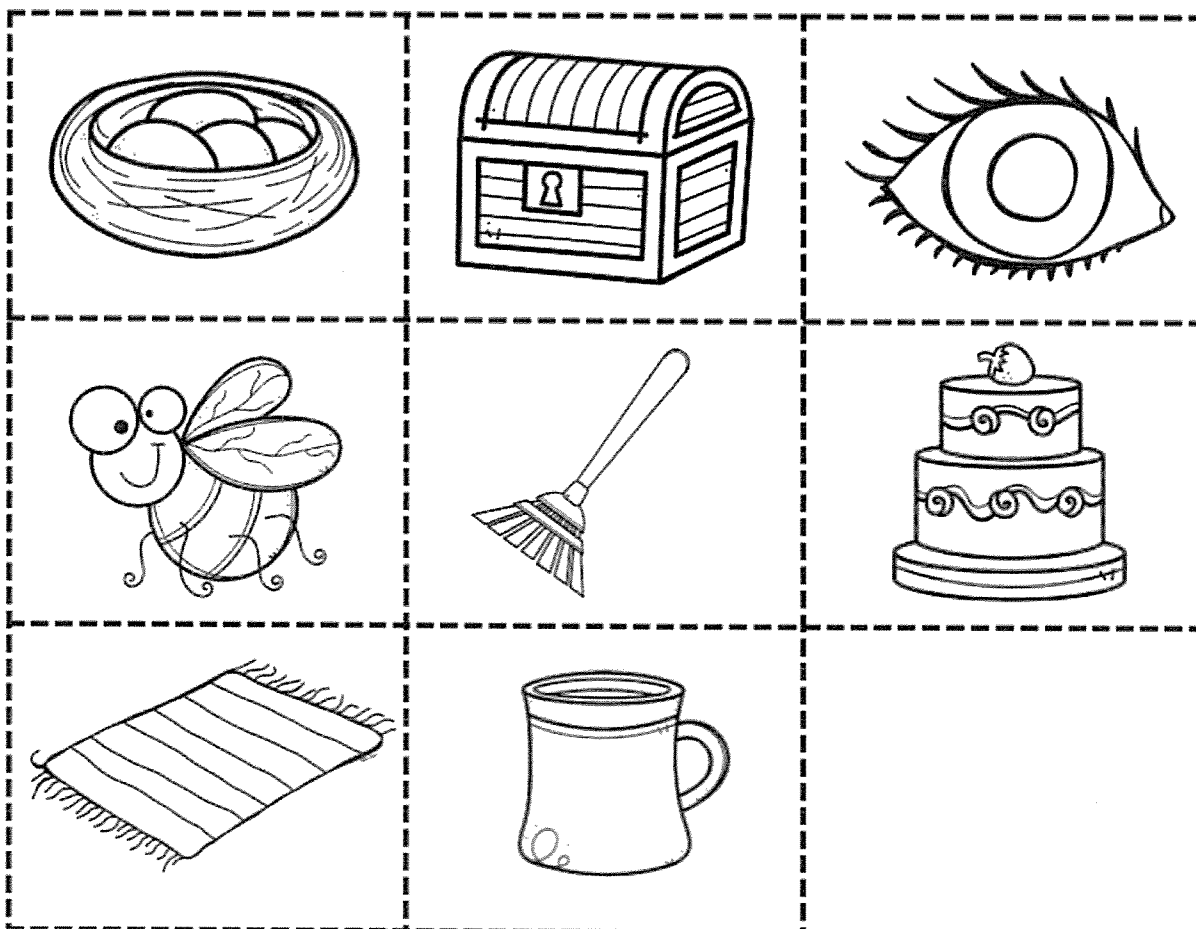
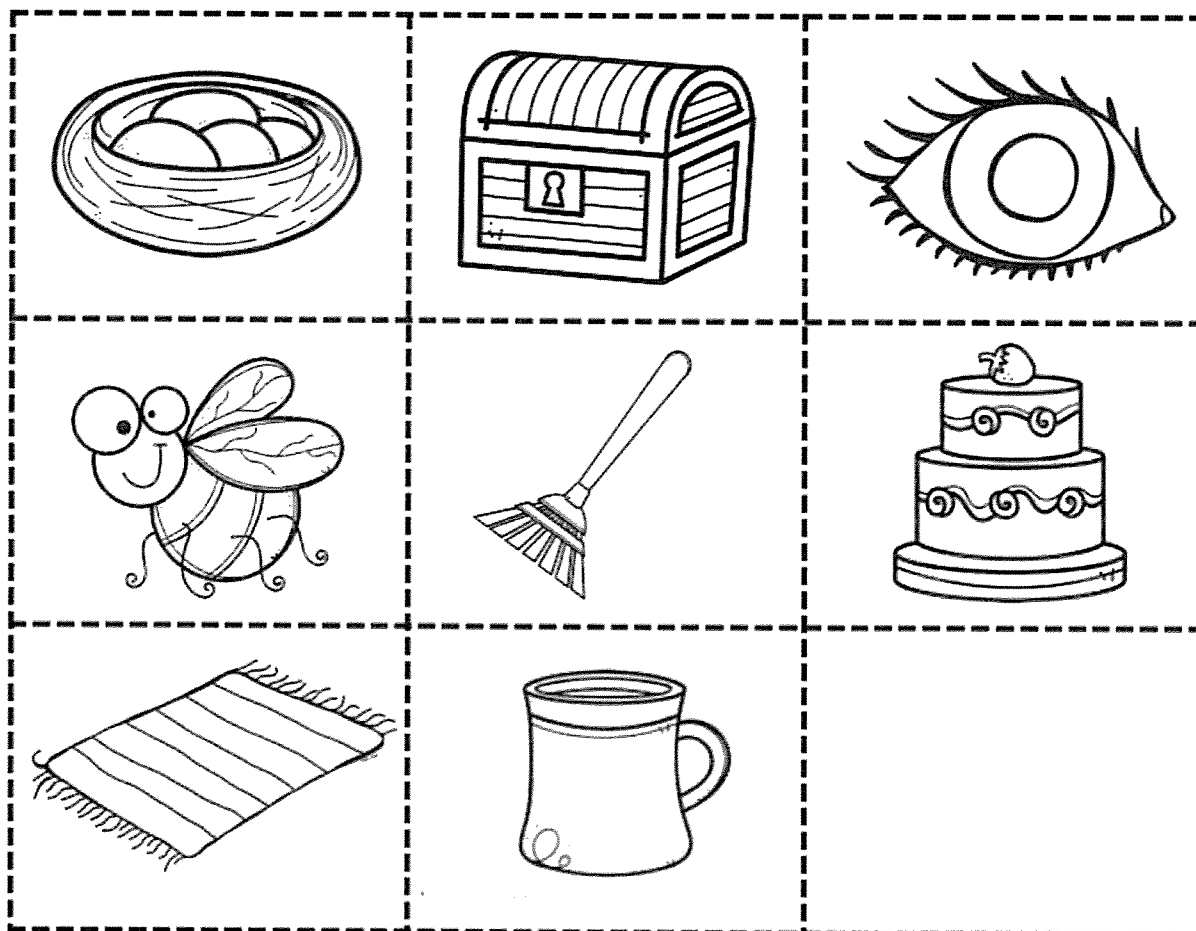


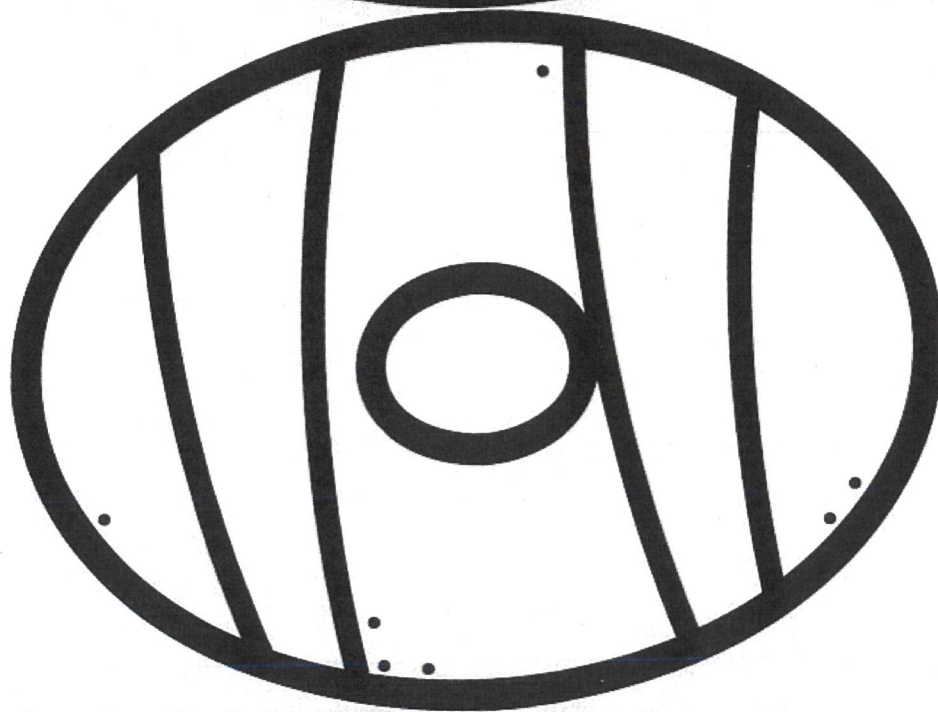
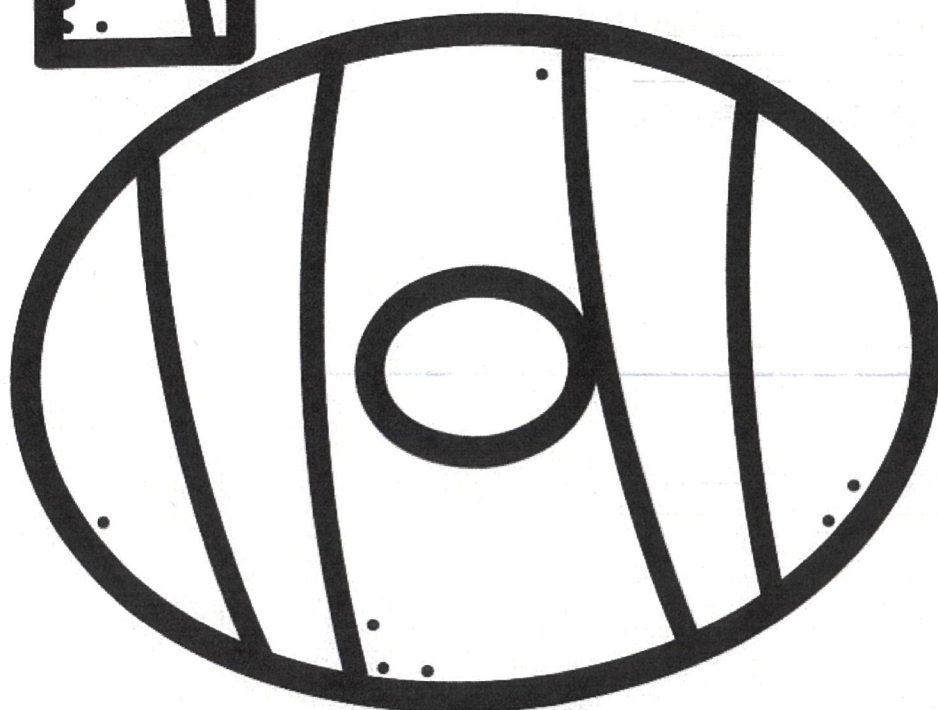
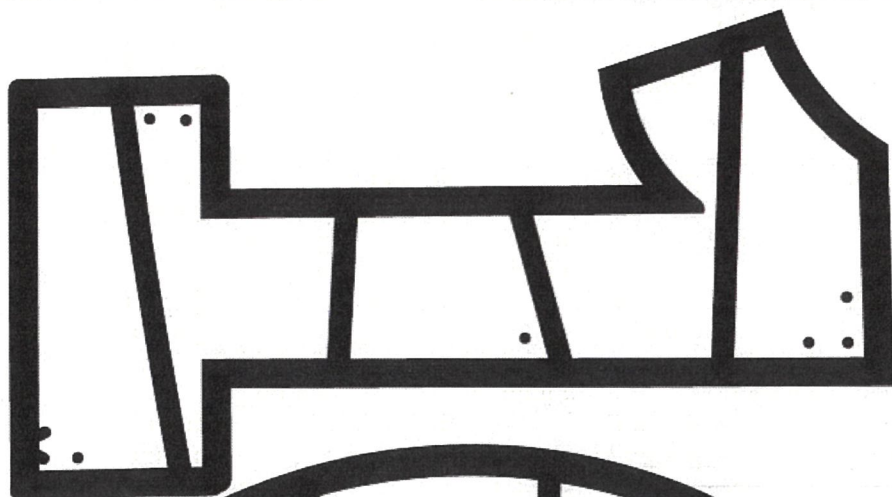


RHYME TIME!

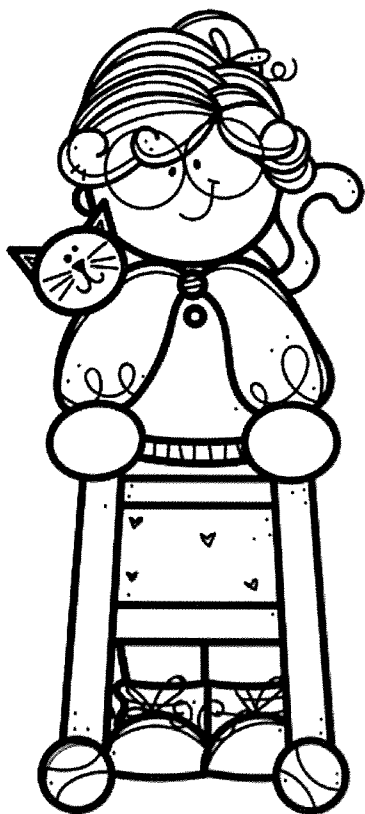
Match the rhyming words.



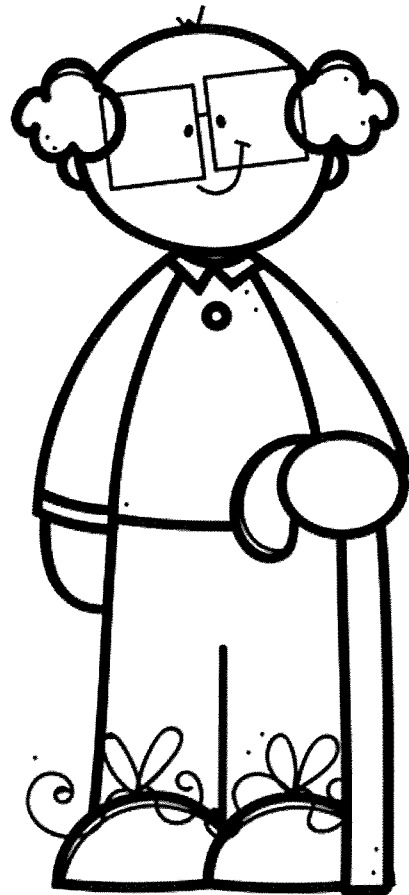




WHEN I AM 100...



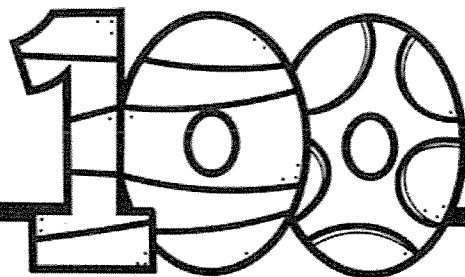
WHEN I AM 100...



ROLL TO 100

Roll a dice and move your counter along the hundreds chart until you reach 100!

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	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

Colour the following:

Blue: 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 42, 43, 44, 45, 46, 61, 70, 71, 78, 79, 80, 81, 83, 84, 85, 86, 88, 89, 90

Black: 31, 37, 40, 47, 50, 51, 53, 55, 57, 60, 62, 64, 66, 73, 75, 77, 82, 93, 97

Green: 91, 94, 95, 96, 99, 100

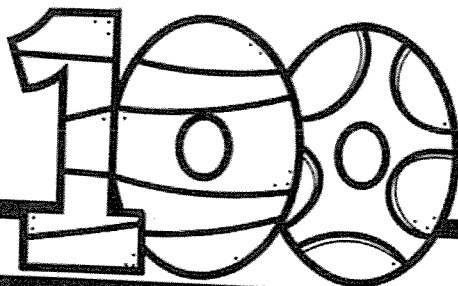
Yellow: 9, 10, 19, 20

White: 3, 4, 5, 6, 14, 15, 21, 41, 48, 52, 54, 56, 58, 59, 63, 65, 67, 68, 69, 72, 74, 76, 87, 92, 98

I CAN WRITE TO 100

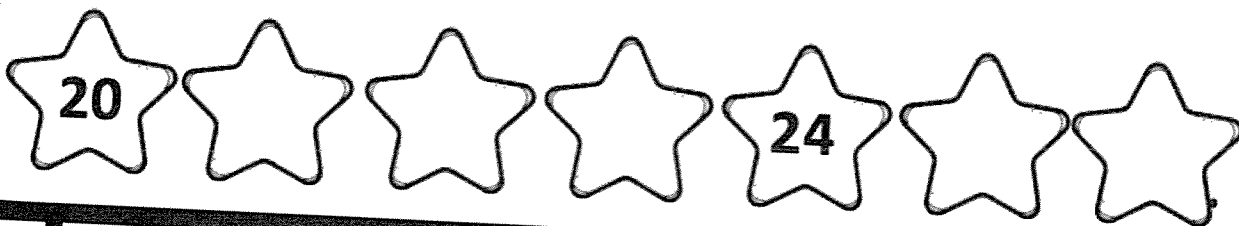
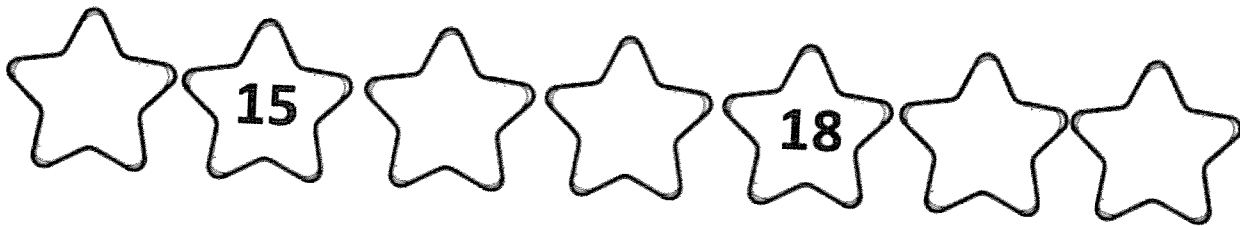
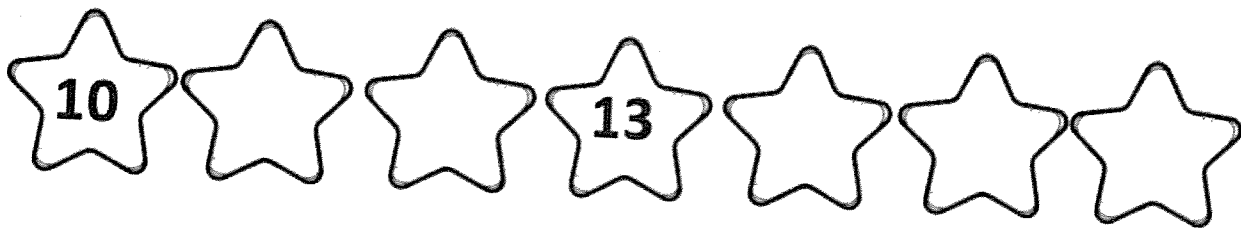
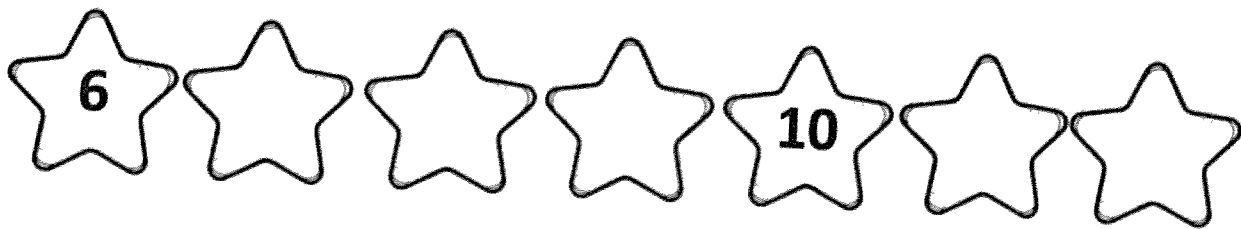
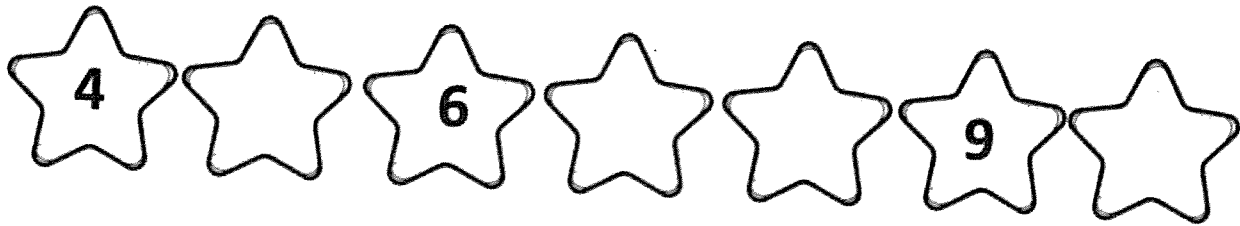
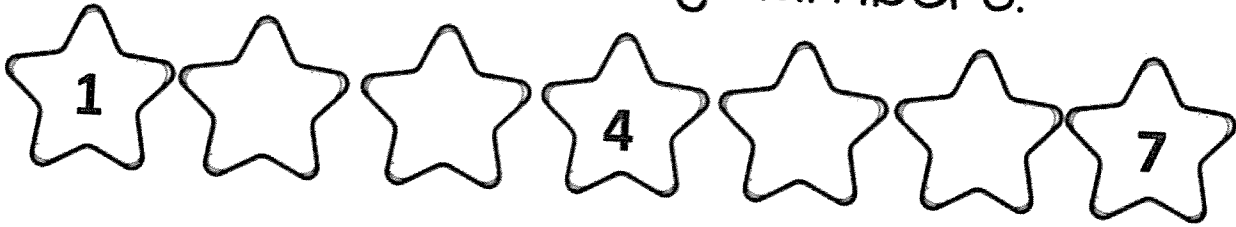
Fill in the missing numbers to 100.

1		3				7			10
11			14		16			19	
	22					27			
		33		35					40
41			44				48		
	52				56				60
61		63						69	
			74			77			
	82			85					90
91					96			99	



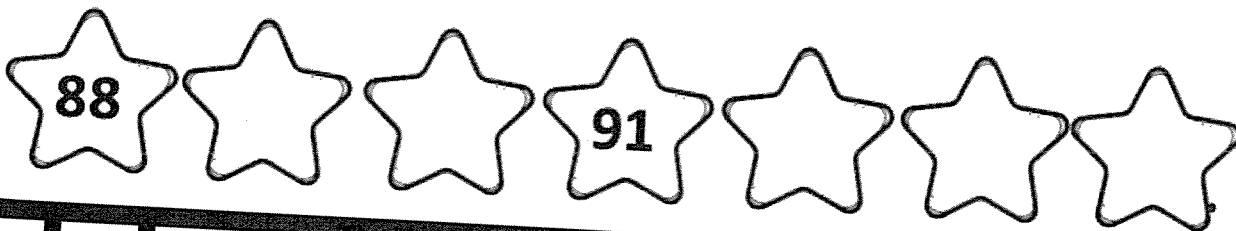
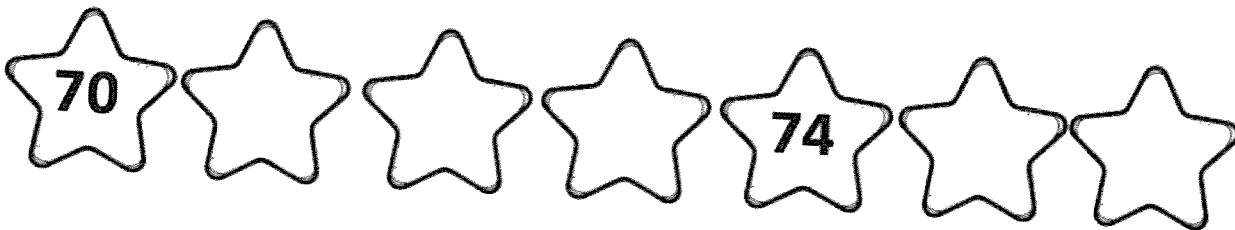
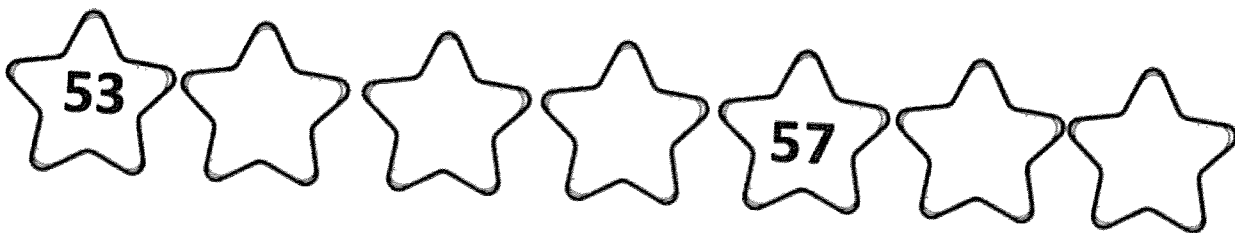
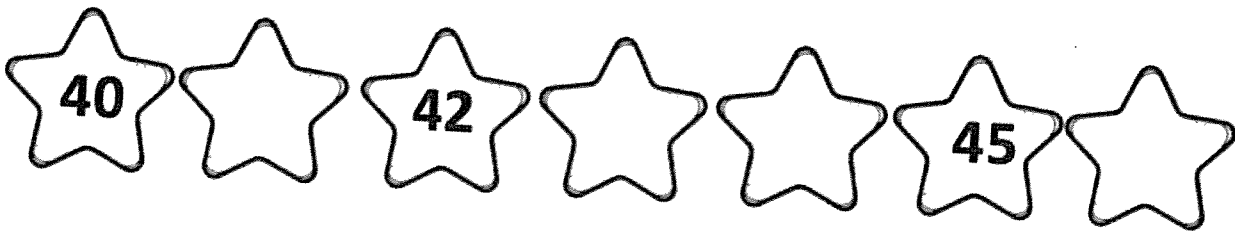
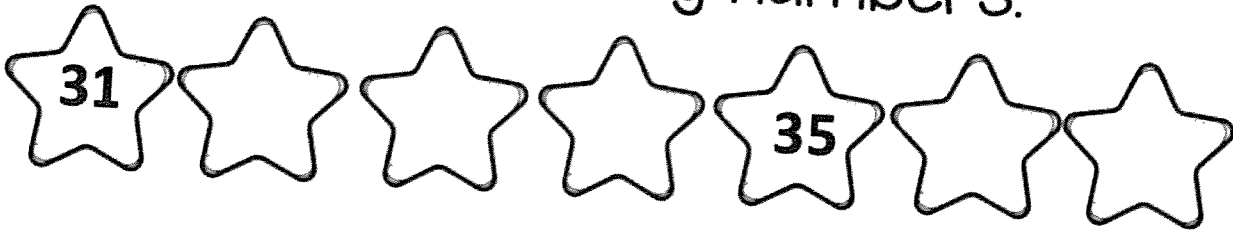
COUNTING BY 1

Fill in the missing numbers.



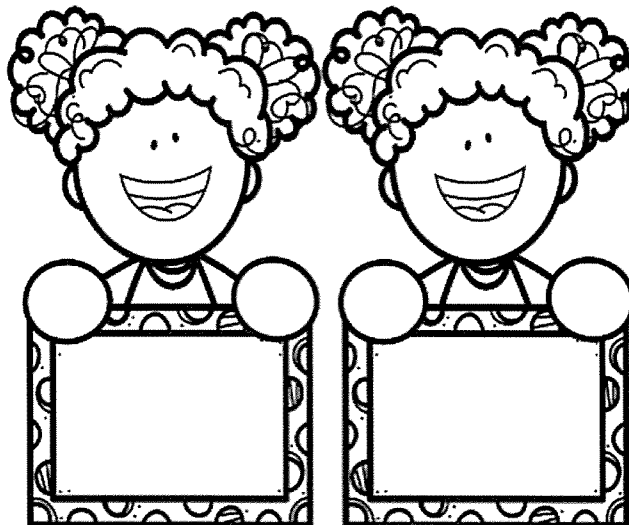
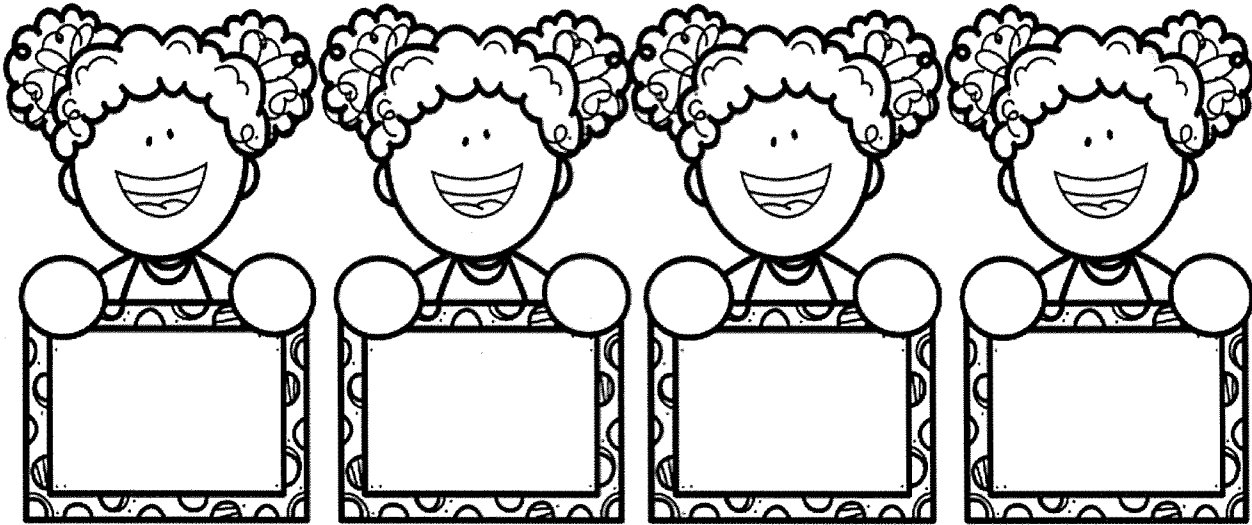
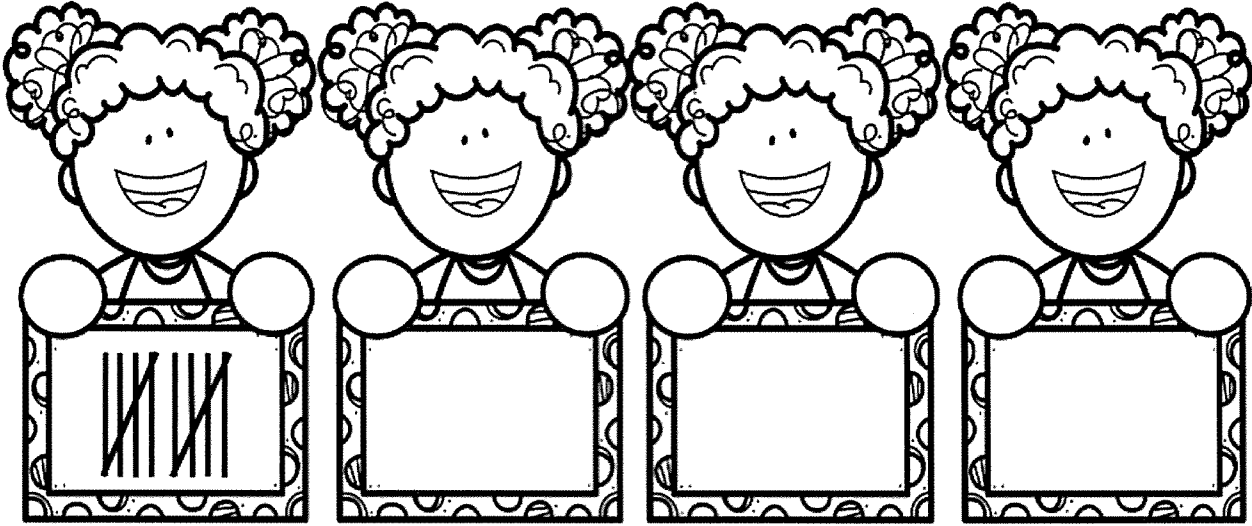
COUNTING BY 1

Fill in the missing numbers.



TALLY MARKS

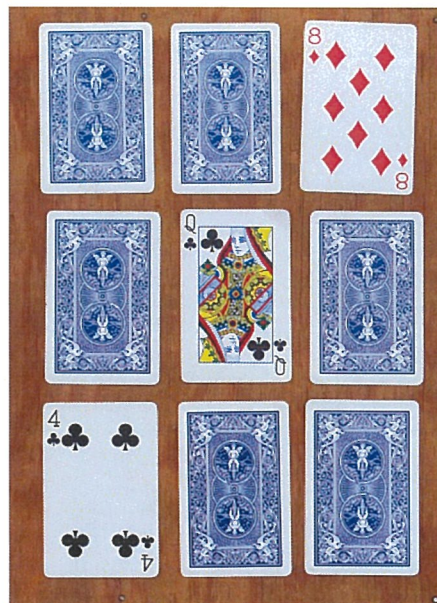
Can you tally all the way to 100?



Friends of Ten Card Game

Instructions

Remove any Joker, King, Queen and Jack cards from the pack. Ace will act as a one. Shuffle cards and place all cards in even piles as per the below pattern.



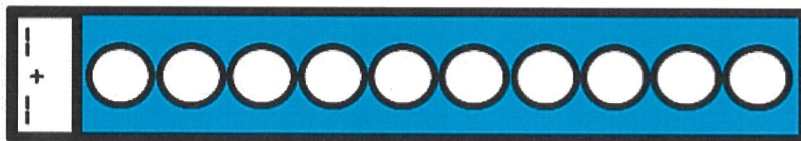
Turn the top card in each pile over so the number is facing up. Can you match two numbers that will add up to ten? If so, keep them. Keep going until you have made all the 'Friends of Ten' matches.

INSTRUCTIONS

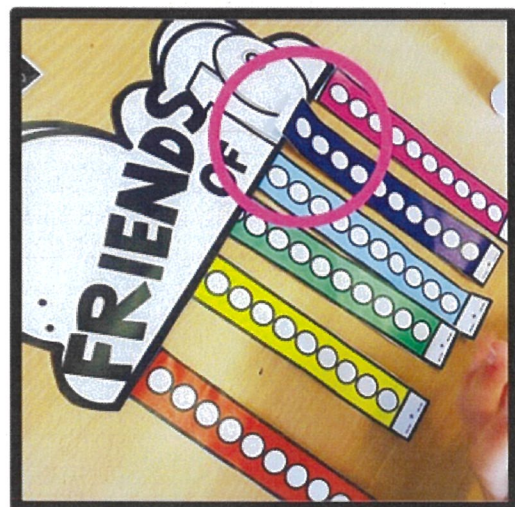
1. Cut out each of the strips and glue onto the rainbow. See cutting instructions below, depending on the strips that you choose to use.
2. Students colour in different Friends of Ten (number bonds to ten) facts.
3. Additional extra- write the matching number fact.



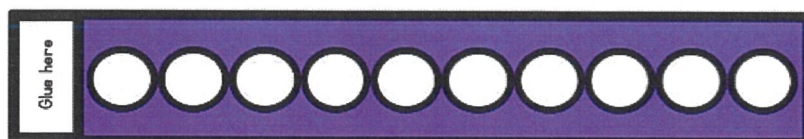
STRIPS WITH ROOM FOR NUMBER SENTENCE



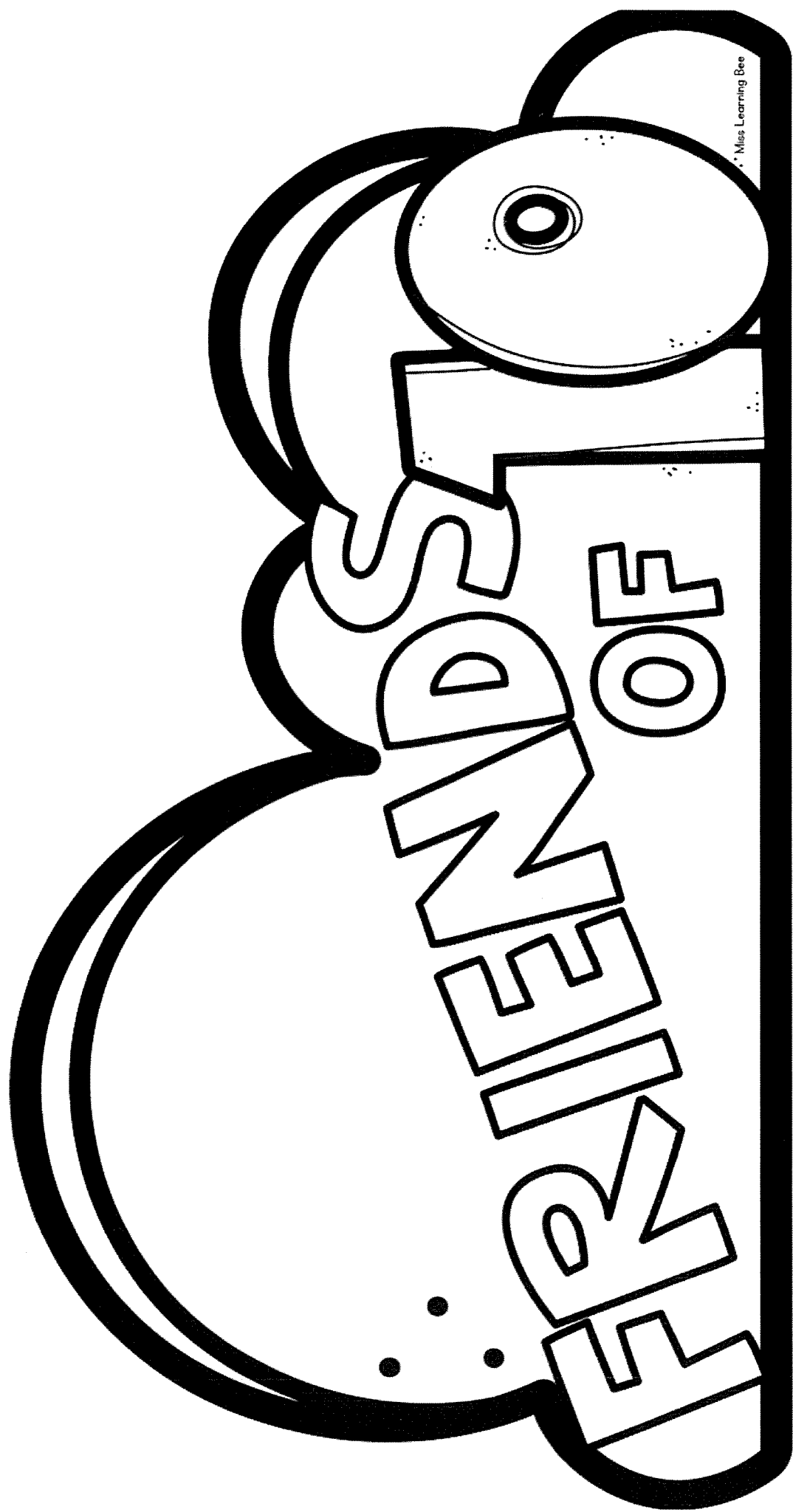
IMPORTANT! When cutting these strips, make sure students leave the white edge on this side, so that they have something to glue onto the cloud.

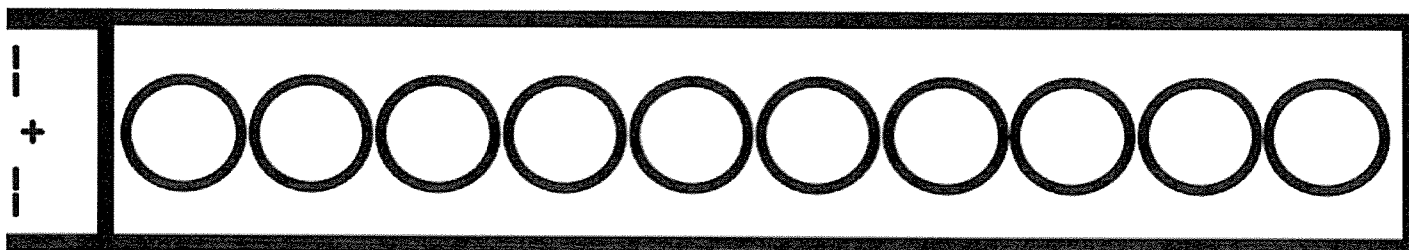
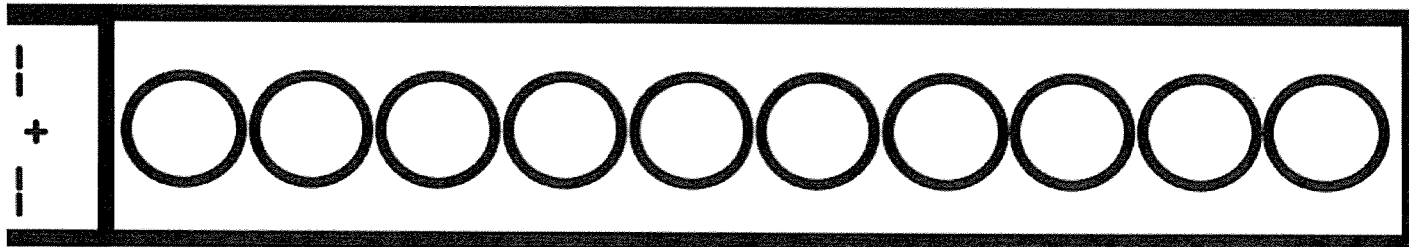
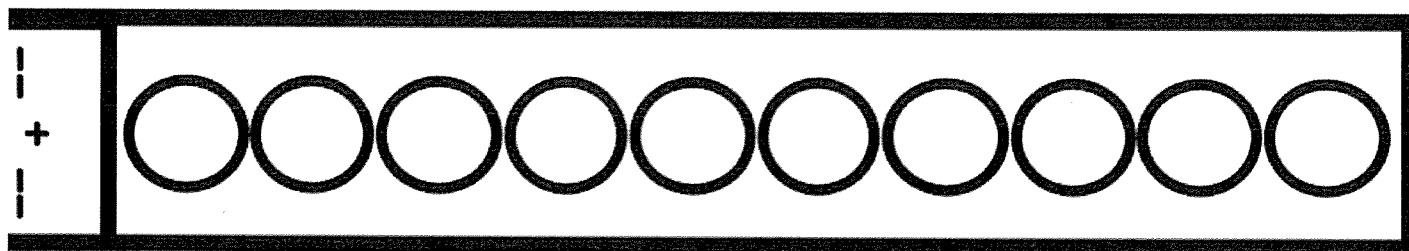
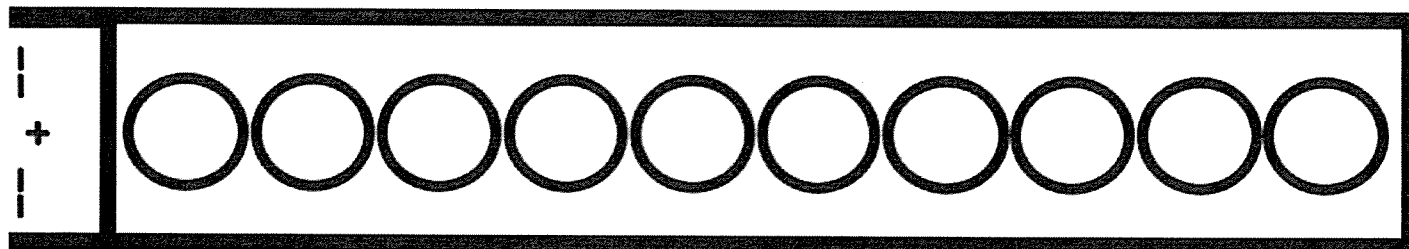
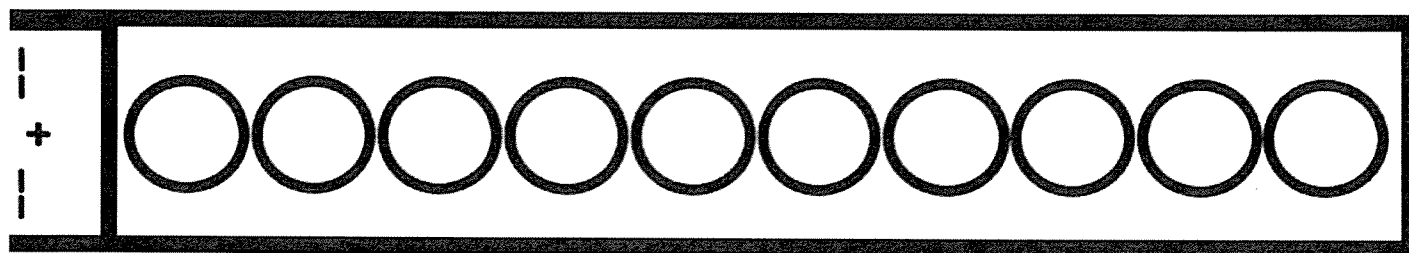


STRIPS WITHOUT ROOM FOR NUMBER SENTENCE



You do not need to leave an additional border for these strips, as there is a glue section already included.



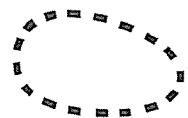


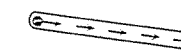
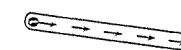
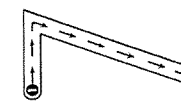
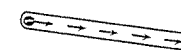
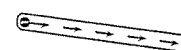
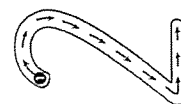
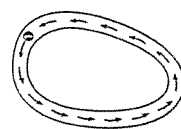
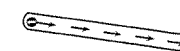
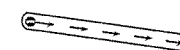
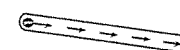
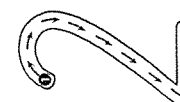
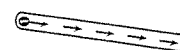
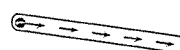
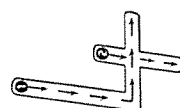
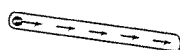
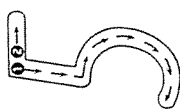
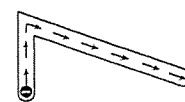
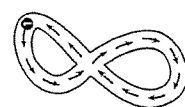
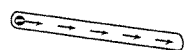
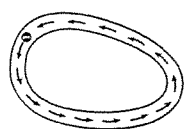
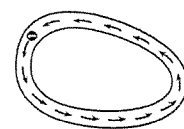
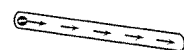
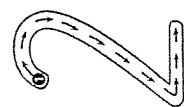
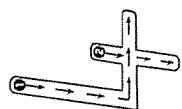
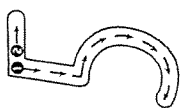
IMPORTANT! When cutting these strips, make sure students leave the white edge on this side, so that they have something to glue onto the cloud.



Empty numeral cards to make dot patterns on.

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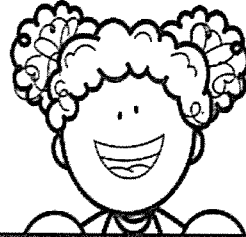


0	1	2	3	4	5
6	7	8	9	10	11
12	13	14	15	16	17
18	19	20			

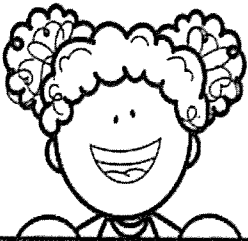
NUMBER BEFORE/AFTER



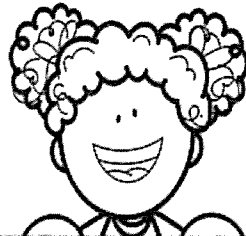
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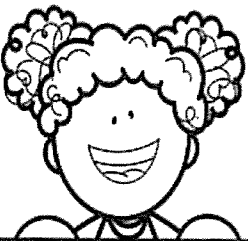
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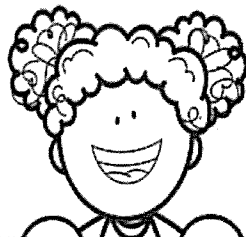
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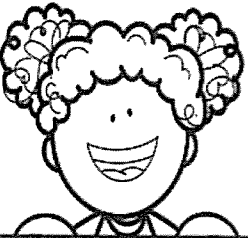
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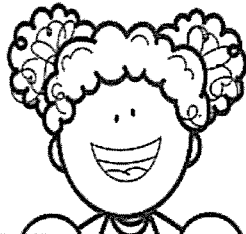
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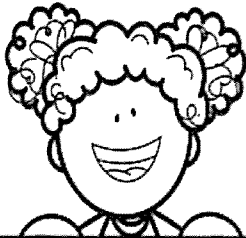
NUMBER BEFORE/AFTER



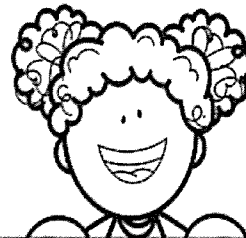
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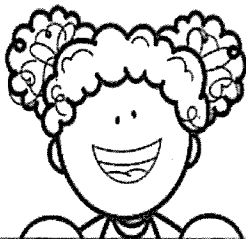
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	17	
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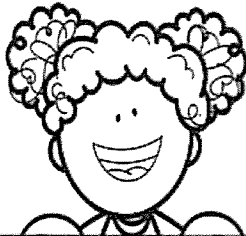
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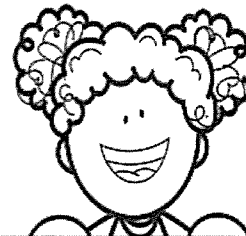
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	14	
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	18	
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	16	
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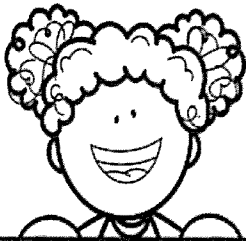
TEN MORE OR LESS



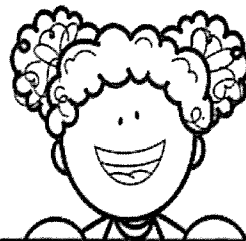
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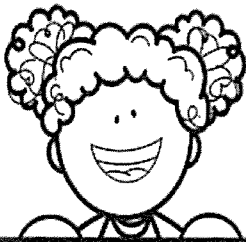
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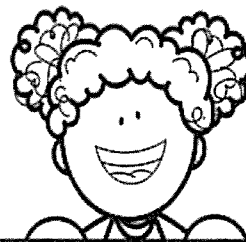
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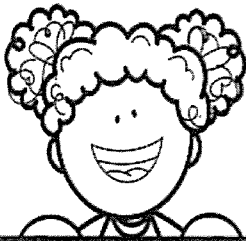
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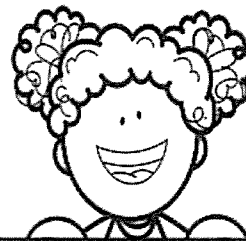
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	51	
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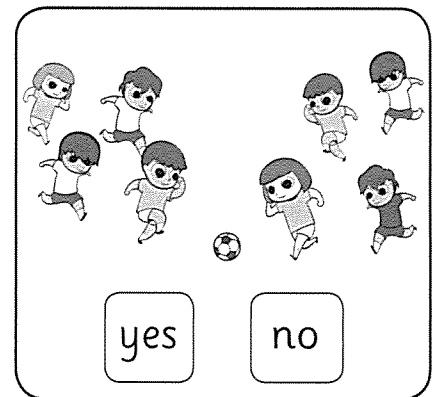
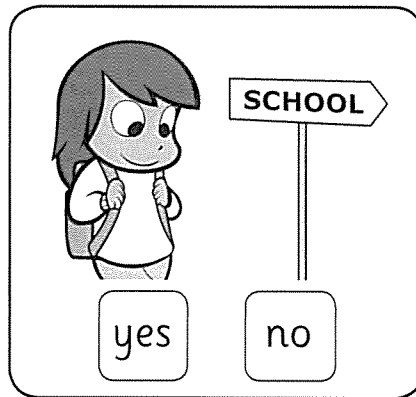
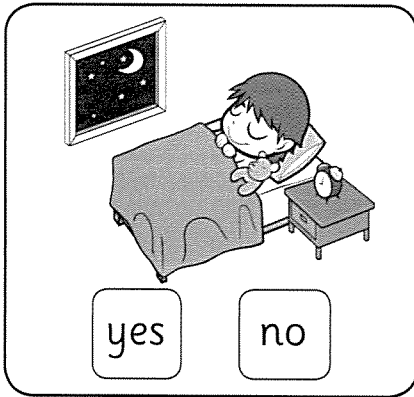
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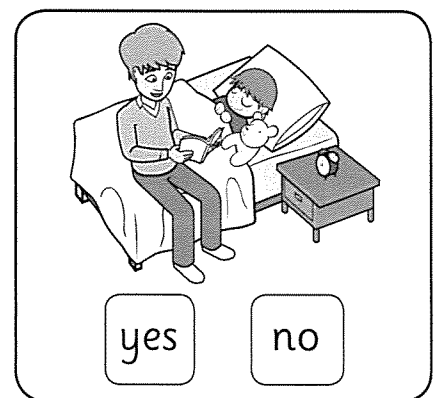
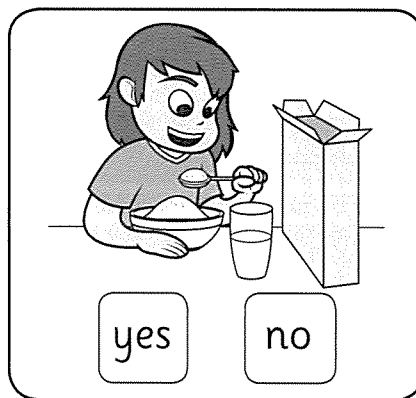
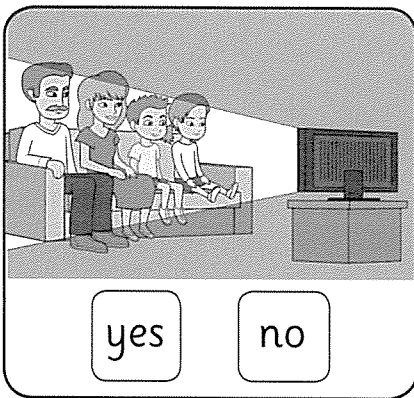
	86	
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Time – daytime/nighttime

- 1  Do we usually do these things in the **daytime**? Colour yes or no.



- 2  Do we usually do these things in the **nighttime**? Colour yes or no.



- 3  Draw yourself in

daytime clothes

nighttime clothes

Time – morning/afternoon

You will need:



scissors



glue stick



a piece of paper or your maths book



copy

What to do:


Fold your piece of paper in half, then unfold it. Write **morning** on one side and **afternoon** on the other side.

Cut out the pictures below and sort them into things you do in the **morning** and things you do in the **afternoon**. If you do them at both times, choose the time of day you do them most often.

Stick them under the right heading.


In the empty boxes draw your own morning and afternoon pictures and stick them on too.

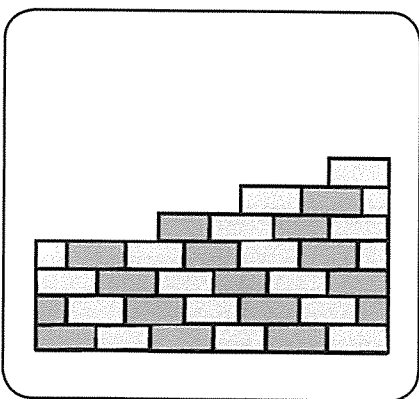
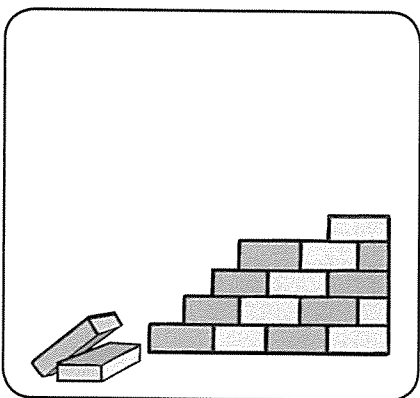
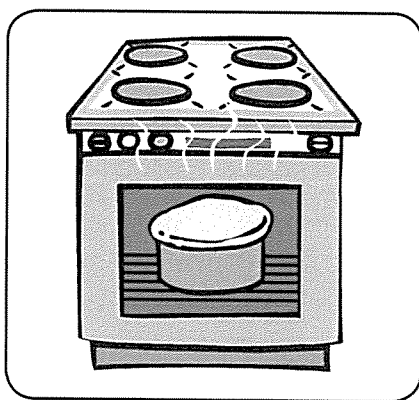
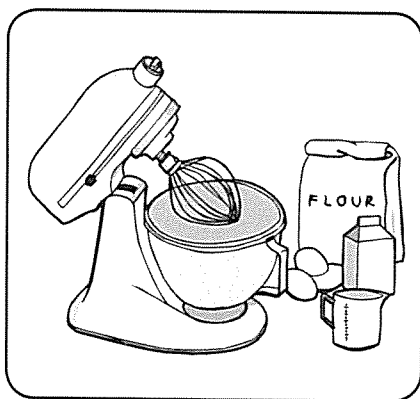
Time – before/after/next

- 1  Draw something you do **before** school and something you do **after** school.


Before school I ...

After school I ...

- 2  **Next** means straight after. Draw what could happen **next**.





Time – every day/special days

- 1  What are 3 things you do **every day**? Draw them.

Every day I ...

Every day I ...

Every day I ...

- 2   Special days have events that don't happen every day. Brainstorm with your class and think of all the special days you can. Choose your favourite 2 and draw them. Tell someone why they are so special to you.

You will need:



partners



a bag



3D shapes

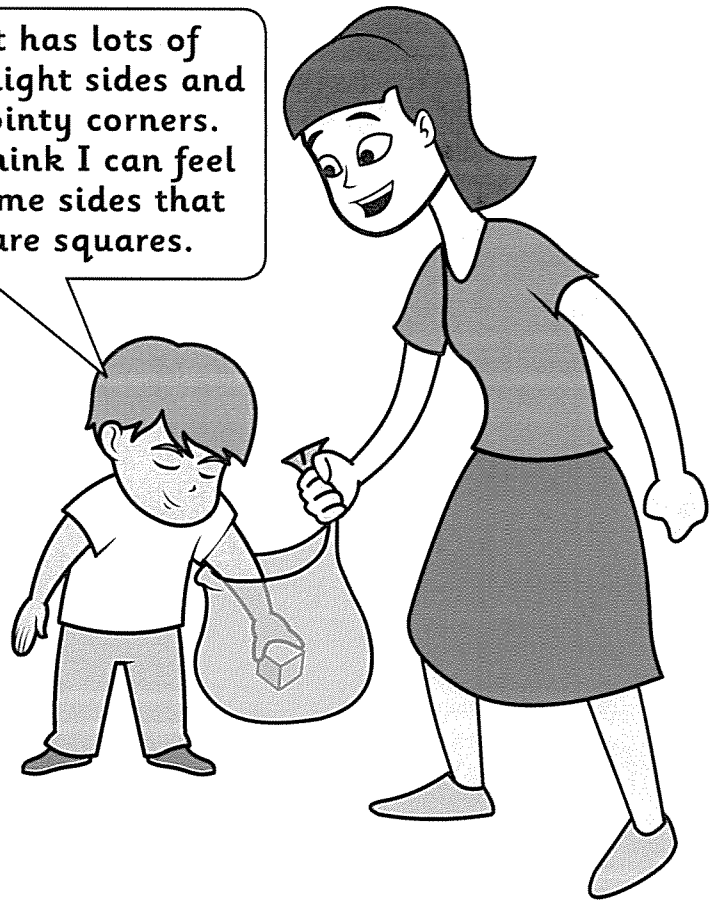
What to do:

Ask your teacher to secretly put a shape into the bag.

Take turns reaching into the bag and describing the shape you feel. You can talk about its corners, its faces, what it reminds you of, or how different parts of it feel.

Ask your teacher to record the words you use on a big chart.

It has lots of straight sides and pointy corners. I think I can feel some sides that are squares.



What to do next:

Ask your teacher to read these mystery clues. Use the shapes to help you. Can you name the shapes?

I have no corners or edges.
I feel smooth.
I can roll.

I am a _____

You find many of me in food cupboards.
I have straight sides.
I have corners.
My faces are rectangles.

I am a _____

3D space – language

You will need:



markers



paper

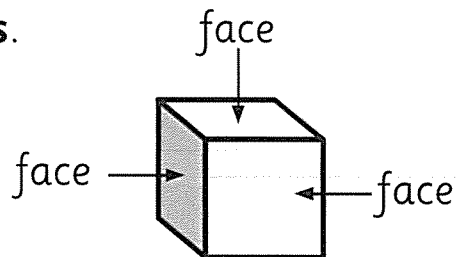


glue stick



a cardboard box

3D shapes have **faces**.



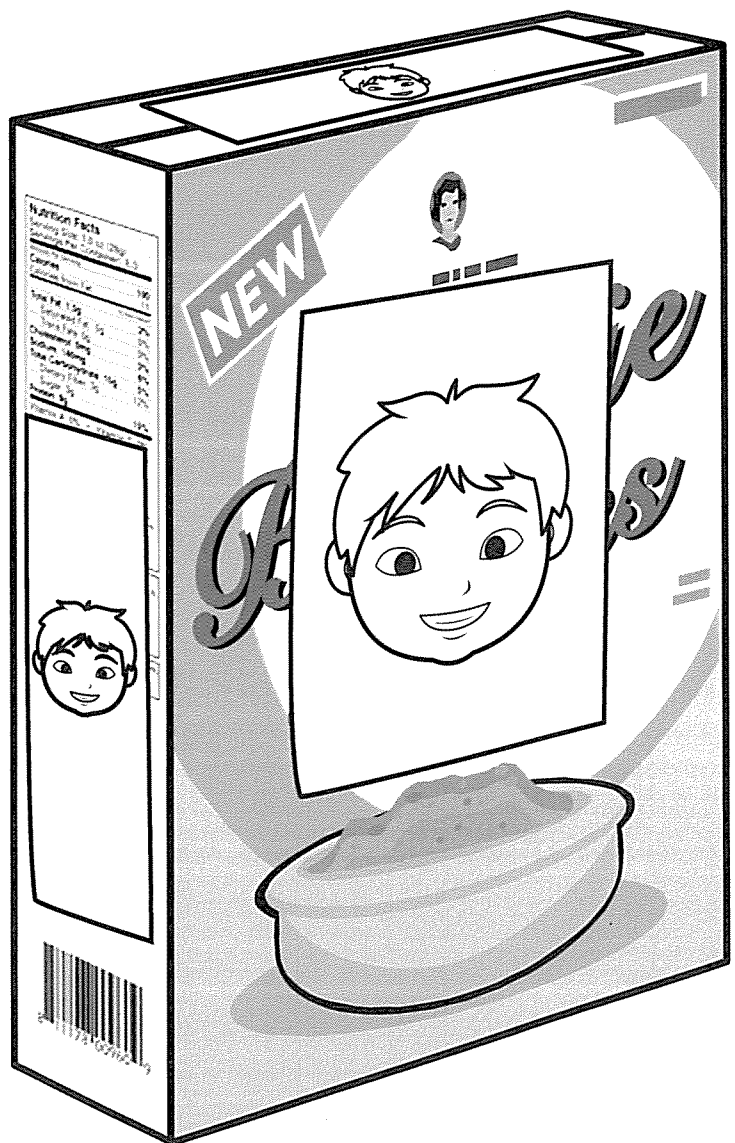
What to do:

Look at your box. Use your paper and markers to draw a face for each face of your box. Glue them on.

Count and number the faces on your box.

How many faces does it have?

How many faces does someone else's box have?

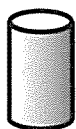


3D space – everyday objects

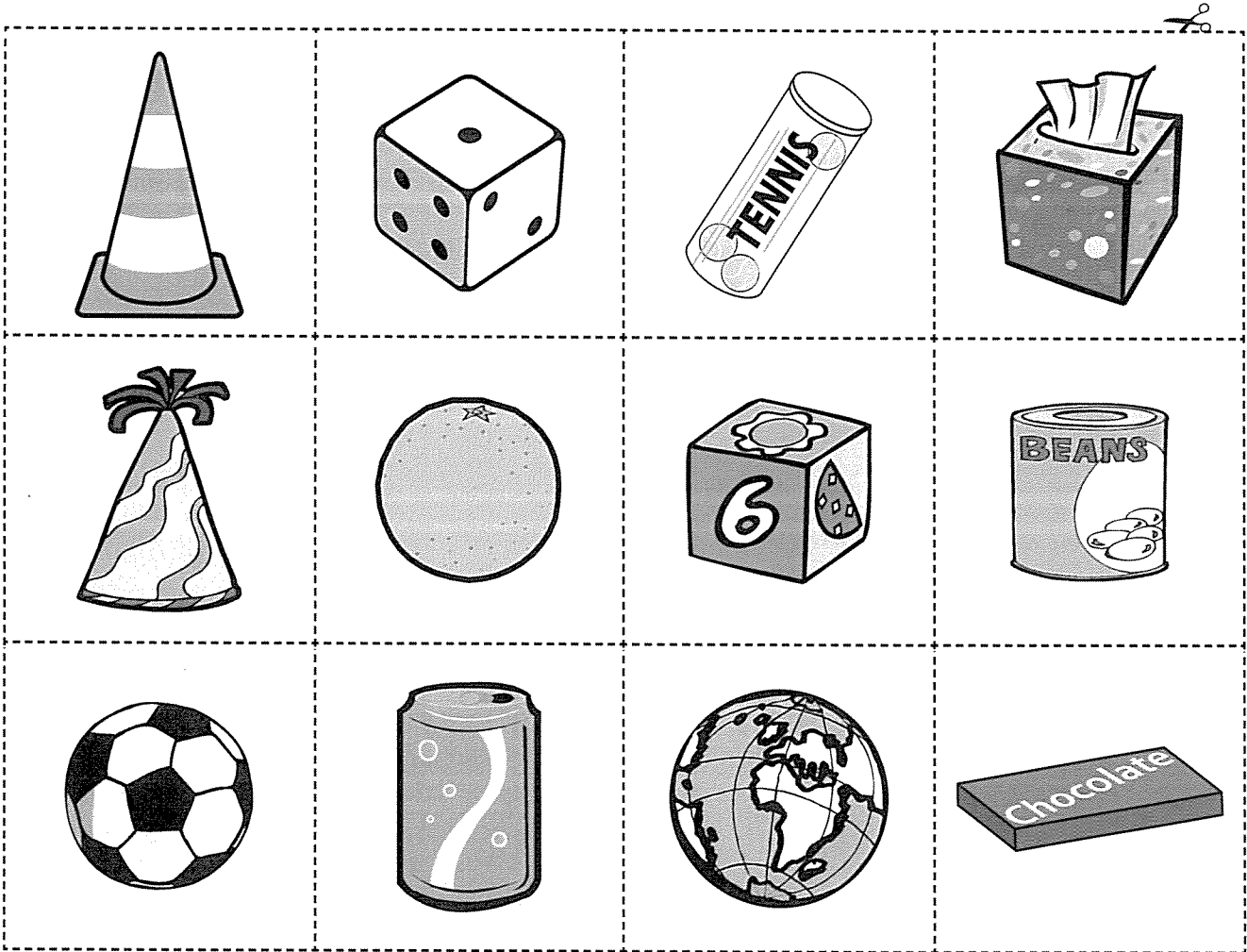
You will need:  scissors  glue stick  a copy of page 19

What to do:


Cut out the pictures of the everyday objects on page 19. Sort and paste them into the right boxes below.



3D space – everyday objects



3D space – explore


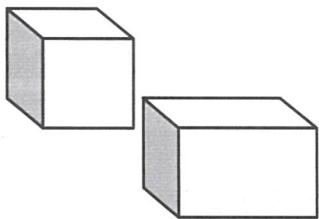

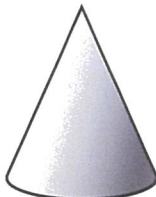
You will need:  a partner      3D shapes

What to do:

Which blocks stack well?

Test them out.

Tick the blocks that stack. Cross the blocks that don't.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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What to do:

Choose the block you think will be best for building a tower.

Build it. How high can you go? Draw a picture of your tower.