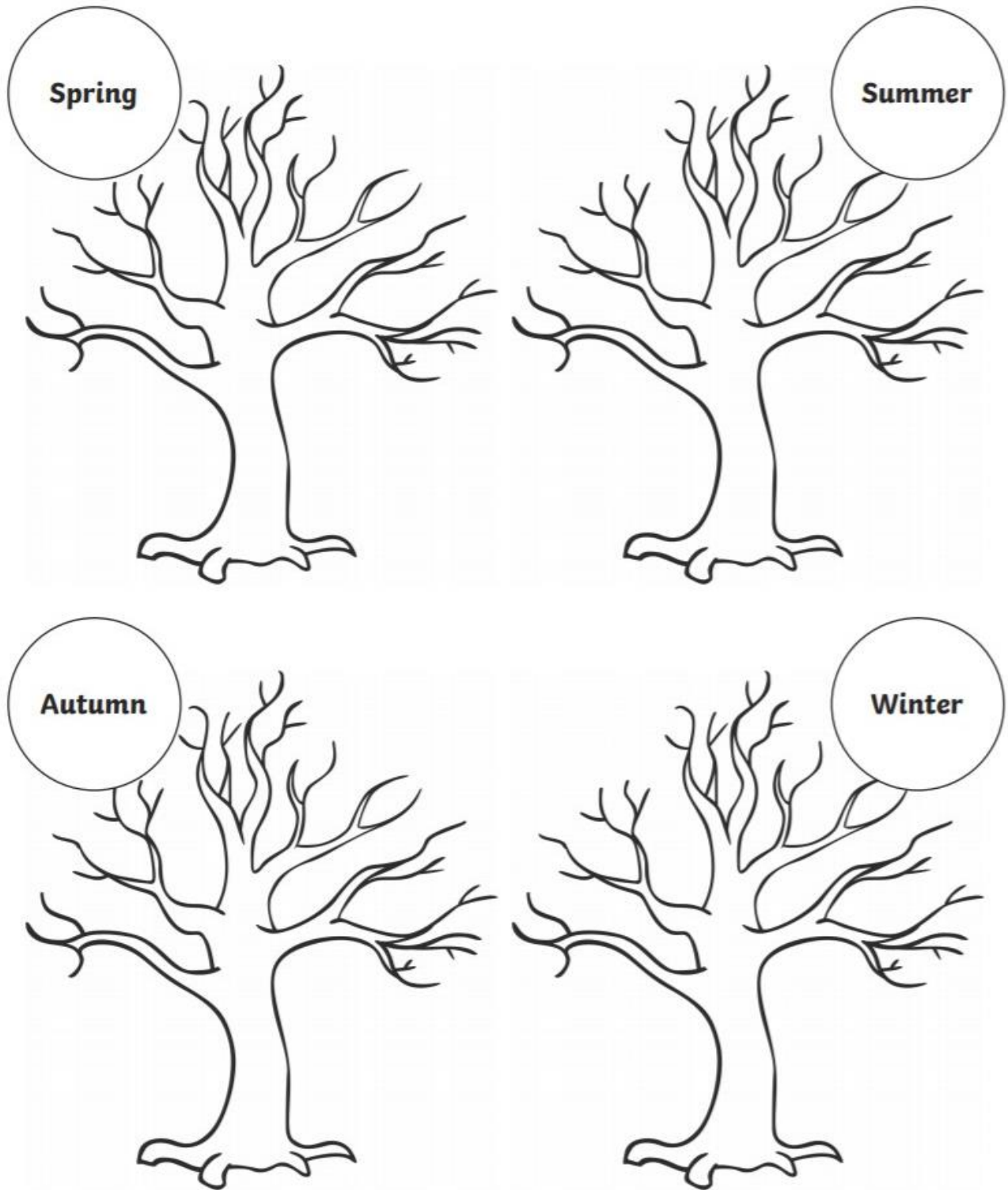


# **The Four Seasons**



**Stage 1**

**Term 3 Week 8-10**

**Learning from Home Pack**

## Stage 1 Continuity of Learning Plan: Term 3 Week 8-10

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and the resource pack from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Make your own morning tea.	Play a board game with someone.	Put all your dirty washing in the right place.	Clean up all your toys in the lounge room.	Read a book to a brother or sister or your pet.
Google Classroom	Log in to Google Classroom to check in with your teacher, and answer the question of the day.				
	English	English	English	English	English
Morning	15 Minutes of <b>M100W</b> a day. Choose an activity from the grid. You need to be able to both read and write these words really quickly.				
Literacy	15 Minutes of <b>handwriting</b> a day. See attached sheets.				
	15 Minutes of <b>spelling</b> activities a day. Choose an activity from the grid.				
	<b>Reading</b> - your handwriting sheets over the last few weeks make a little home readers. By now you should have at least 4 readers. Choose one of your books to read each day.				
Week 8	<b><u>Grandad's teeth</u></b> <b><u>Predictions:</u></b> <b>Before listening to the story....</b> <i>Look at the cover and make some predictions. You can listen to the story after finishing the questions.</i> <a href="https://storyboxlibrary.com.au/stories/grandads-teeth?activity_time=true">https://storyboxlibrary.com.au/stories/grandads-teeth?activity_time=true</a>	<b><u>Grandad's teeth</u></b> What would Grandad's parents think of his room? Watch the beginning part of the story and create a comic picture to answer the question.	<b><u>Grandad's teeth</u></b> The inspector: Watch up to the middle of the story and answer questions about the inspector.	<b><u>Grandad's teeth</u></b> Watch the part of the story where Grandad is interviewed. Create your own interview as Grandad.	<b><u>Grandad's teeth</u></b> Watch the whole story and fill out the 'smiling table'. Then answer the question about the dog.
Week 9	<b><u>Ten Tiny Things</u></b> see sheet				

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	<b>Florette</b> see sheet				
Break	Break	Break	Break	Break	Break
Middle Mathematics	15 min <b>Numeracy</b> a day. Using the numbers sent in week 6 (they are in Google Classroom) choose an activity from the grid to complete.				
	15 min <b>Mathematical concepts</b> choose an activity from the grid each day to complete, colour the square in so you know to choose a different one tomorrow.				
Break 1:10 to 2:00	Break	Break	Break	Break	Break
Afternoon	<b>PDHPE</b> Listen to the song 'When can I see you again? By Owl City <a href="https://www.youtube.com/watch?v=qM1YMeDsc-M">https://www.youtube.com/watch?v=qM1YMeDsc-M</a> Video yourself doing your coolest dance moves to this song and send it to <a href="mailto:werringtonlibraryzzz@hotmail.com">werringtonlibraryzzz@hotmail.com</a> Week 9/10 see Friday afternoon.	<b>Science and Technology</b> Watch the first 15minutes of this video about Australia's unique animals. <a href="https://www.youtube.com/watch?v=DyUbWIHVitg">https://www.youtube.com/watch?v=DyUbWIHVitg</a> Over the next 2 weeks choose and research one unique Australian animal and draw it's life cycle and some special features of your animal. (3 weeks work)	<b>Creative Arts</b> Week 8-SShh it's Father's Day on Sunday there is a card in your pack to colour for Dad or Grandad, or choose a different one from the Google classroom. Week 9/10 go to <a href="https://www.youtube.com/watch?v=Vs9YUUhBQGg">https://www.youtube.com/watch?v=Vs9YUUhBQGg</a> art for kids hub shows you how to draw lots of things. Choose something you want to learn to draw and follow their instructions.	<b>History</b> Complete the sheets in your pack. You can do them in any order. One for each week.	<b>PDHPE</b> It's important to move and look after your health. Each Monday and Friday afternoon is wellbeing afternoon. Choose an activity Go for a walk/bike ride Smiling Minds App Cosmo yoga Gross motor Grids
Google Classroom	Log in to Google classroom, upload your work into the class folder.				

# Spelling List

## Year One Term 3



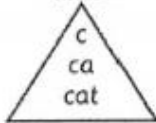




Week 8	Week 9	Week 10
<i>Focus: ow</i> <b>could</b> <b>should</b> big fox milk how owl brown town flowerpot	<i>Focus: oi</i> <b>would</b> <b>right</b> bug had film oil coin noisy toilet boiling	Focus: Revision <b>because</b> <b>want</b> playground seaside each light myself yellow newspaper outside

## Year Two Term 3

Week 8	Week 9	Week 10
<i>Focus: silent c</i> <b>gram</b> <b>kilogram</b> land quiz science scent muscle science scissors crescent	<i>Focus: are</i> <b>millilitre</b> <b>litre</b> film kept hare care share scare square nightmare	<i>Focus: revision</i> <b>thousand</b> <b>million</b> family butterfly ointment crowd nightmare journey muscle scissors

## STAGE ONE – Spelling Activity Grid

**Instructions: Each day, choose a spelling activity from the grid to practice your spelling words.**

<p><b>Handwriting Heroes</b> Write out your spelling words using your very best handwriting.</p> <p>elephants sausages</p>	<p><b>Magazine Words</b> Use magazines or newspapers to cut out the letters you need to spell your spelling words. Stick them into your book.</p> <p>letter</p>	<p><b>Colourful Words</b> Write each of your spelling words in different colours in your book.</p> <p>apple baby frog</p>	<p><b>Rainbow Words</b> Write each of your spelling words in your book using a different colour for each letter.</p> <p>apple</p>	<p><b>Rhyming Words</b> Write as many words as you can that rhyme with each of your spelling words. You could even make a poem using the rhyming words.</p> <p>bat tree bee</p>	<p><b>Red and Blue Words</b> Write your spelling words in your book. Write the vowels in red and the consonants in blue.</p> <p>cat</p>										
<p><b>You're a Poet</b> Write an acrostic poem about one or more of your spelling words.</p> <p>Freely swimming in the ocean Schooling together Hiding in coral</p> 	<p><b>Building Blocks</b> Draw letter boxes for your spelling words. Box the shape of short, tall and tail letters and write the words in your boxes.</p> <p>elephant</p>	<p><b>Wacky Words</b> Write your spelling words in different directions, filling up the page. Use different colours and fonts.</p> 	<p><b>Reverse Order</b> Write your words in reverse alphabetical order – starting from Z through to A.</p> <p>zoo yes white pretty best</p>	<p><b>Pyramids</b> Use your words to make spelling pyramids by adding one letter each time.</p> 	<p><b>Left and Right</b> Write your spelling words once with your left hand and once with your right hand.</p> 										
<p><b>Spelling Stairs</b> Write each spelling word a letter at a time to make it look like a stairs.</p> <p>h ho hor hors horse</p>	<p><b>Upper and Lower</b> Write your spelling words in uppercase and then in lower case.</p> <table border="1"><tr><td>CHICKEN</td><td>chicken</td></tr><tr><td>HORSE</td><td>horse</td></tr><tr><td>PIG</td><td>pig</td></tr><tr><td>SHEEP</td><td>sheep</td></tr><tr><td>DUCK</td><td>duck</td></tr></table>	CHICKEN	chicken	HORSE	horse	PIG	pig	SHEEP	sheep	DUCK	duck	<p><b>Across and Down</b> Write your spelling words across and then downwards.</p> <p>chicken h i c k e n</p>	<p><b>Finding Words</b> Create your own word search using all the words on your spelling list.</p>  <p>always because made found given laugh gave much down</p>	<p><b>Type 'Em'</b> Type your spelling words and make each word a different font.</p> 	<p><b>Tongue Twisters</b> Write a tongue twister for each of your spelling words.</p> <p>Big brown bears bay berry bubblegum</p> 
CHICKEN	chicken														
HORSE	horse														
PIG	pig														
SHEEP	sheep														
DUCK	duck														
<p><b>Define It</b> Use a dictionary to find the definition and write a sentence for each of your spelling words.</p>	<p><b>Flash Writing</b> In the dark, use a torch to write your spelling words on the wall.</p>	<p><b>Story Time</b> Write a story using as many words as you can. Underline each of your spelling words.</p>	<p><b>Syllable Sort</b> Write your spelling words into columns (1, 2, 3, 4 syllables). For each column, the words should be in alphabetical order.</p>	<p><b>Rap It</b> Write a rap using as many of your spelling words as possible.</p>	<p><b>Several Sentences</b> Use as many of your spelling words as you can in sentences. Ensure they make sense and you underline the spelling word.</p>										



	GOLD	RED	BLUE	GREEN	ORANGE	INDIGO	VIOLET	PINK	PURPLE	AQUA	LIME	LEMON
1	a	all	an	big	back	call	about	after	again	always	another	any
2	and	as	by	can	been	come	before	am	ask	away	bad	because
3	be	are	do	did	came	here	could	boy	best	bird	black	blue
4	I	at	go	get	down	make	first	day	bring	dog	don't	every
5	in	but	if	has	from	must	little	eat	far	fast	father	fell
6	is	for	me	him	into	only	look	five	find	four	found	gave
7	it	had	my	new	just	some	more	fly	give	going	got	green
8	of	have	no	now	like	then	other	girl	hand	keep	head	house
9	that	he	or	off	made	were	right	good	how	let	know	last
10	the	her	up	old	much	what	their	help	left	many	live	long
11	to	his		our	over	will	there	home	man	night	may	morning
12	was	not		out	them	your	want	jump	mother	people	once	open
13		on		see	this		where	play	own	round	put	red
14		one		she	well		which	ran	room	school	run	sat
15		said		two	went			read	say	take	should	soon
16		so		who	when			saw	step	thing	tell	than
17		they						sing	these	tree	three	time
18		we						sit	too	water	under	very
19		with						think	walk	work	white	why
20		you						us	wish	having	would	year




## Ten Tiny Things Storybox Library\_User werringtonps Password Werringtonps

-Story: <https://storyboxlibrary.com.au/stories/ten-tiny-things>

-Activity (Wednesday) [https://storyboxlibrary.com.au/stories/ten-tiny-things?activity\\_time=true](https://storyboxlibrary.com.au/stories/ten-tiny-things?activity_time=true)

-BTN Walk safely to school day on Youtube

<https://www.youtube.com/watch?v=WfriEo7H59I>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Watch the story Ten tiny things on Storybox Library and use the cause and effect worksheet What was the cause of the walk and what were the effects of the walk?</p>	<p>Watch the story and think about the adjectives (describing words) the children use for the walk at the beginning: <b>Hot, hilly</b> and <b>horrible</b>. They said their bags were '<b>heavy</b> and their legs were <b>hurting</b>'.</p> <p>Can you think of describing words that the children might use for the walk at the end.</p>	<p>Watch the Activity for Ten tiny things. Write your clues on the sheet provided and go for a walk.</p> 	<p>Watch BTN Walk safely to school day. Write your ideas about driving to school and walking to school</p>	<p>Creative Writing... Imagine you were walking in one of the images. Write an imaginary story about what you might find or what could happen.</p>

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



# Cause and Effect



Think about the children's walk to school. What was the cause of it and what are all the effects? Is it better for the environment? Why? Draw and write your ideas.

Cause

Effect

---

---

---

---

---

---

---

---

---

---



**Adjectives** Are  
describing words for nouns.  
These are some adjectives  
(underlined) used by Tessa and  
Zachary at the beginning.



The walk is going to  
be **hot**, **hilly** and  
**horrible**! Our bags  
are **heavy** and our  
legs will **hurt**!

Write some adjectives Tessa and  
Zachary would use at the end of  
the walk to describe what they  
saw and felt. You can find them in  
the story and create your own



Create 10  
clues and go  
for a walk  
with an  
adult to see  
what you  
can find to  
match your  
clues eg:  
smooth,  
sparkling,  
rough etc.

Clues

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

\_\_\_\_\_

5.

\_\_\_\_\_

6.

\_\_\_\_\_

7.

\_\_\_\_\_

8.

\_\_\_\_\_

9.

\_\_\_\_\_

10.

\_\_\_\_\_

My ten things....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Driving to school



## Walking to school

### Advantages

### Advantages

### Disadvantages

### Disadvantages

If you could go to school either way, which would you prefer and why? \_\_\_\_\_

\_\_\_\_\_



Choose 1 picture from this page and write about some things you may find or what could happen on a walk.



# Creative writing



My picture is \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

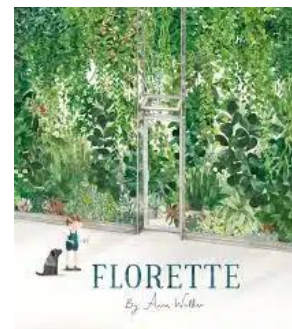


# Florette by Anne Walker

<https://storyboxlibrary.com.au/stories/florette>

Storybox library online

User name: werringtonps Password: Werringtonps



## **Monday:**

### **Before reading:**

Look at the front cover of the book. Read the title together. Can you see what the title Florette is referring to? What do you think the story will be about?

### **During reading:**

Ask the following questions.

- What things in the story tell you that the family is moving house? How do you think the little girl, Mae, is feeling about that?
- What is Mae trying to do by making her chalk drawing?
- When Mae looks out of the window, why do the people below look like ants? (Hint: look at the view from her window on p2)
- Where do you think the little plant Mae finds might have come from?
- What do you think has happened after Mae planted the first plant on pages 26 and 27?

### **After reading:**

Discuss the story. Ask the following questions.

- How did Mae show *resilience* when she moved to the city?
- Are gardens good things to have in houses and communities? Why?

## **Tuesday: Illustration Response**

There were “lots of boxes” at Mae’s new house. How many can you see? How do you know? What is the easiest way to count them? Complete the worksheet activity on boxes.

## **Wednesday: Reading Response**

How does Mae feel by the bottom of p15 when she finally gets to the park that she saw from her window on p14? How do you think it might be different to a park in the country or perhaps even her backyard swing when she lived in the country? Draw a map to show where Mae went on her journey to Florette. Complete the Florette – Reading worksheet.

## **Thursday: Writing Response**

On the first page of the book Mae and her dog have their heads faced down. I think it’s because they are very sad to be leaving their old home. Think of a time where you had to leave something or someone behind. Describe how you felt on the worksheet. Don’t forget to use capital letters and punctuation. Why not try to add some conjunction words you have been practising.

## **Friday: Reading Response**

Mae loved to collect treasures and store them in her jar. Have you ever collected treasures like Mae? What do you keep yours in? What sort of things do you like to collect? Why are they special to you? Complete the Jar worksheet.



Monday	Tuesday	Wednesday	Thursday	Friday
<p><b><u>'Florette' by Anne Walker</u></b>  <b><i>Please see the unit of work for further explanations of work.</i></b></p> <p>Discuss the before, during and after reading questions with your child.</p>	<p><b><u>'Florette' by Anne Walker</u></b>            What is Mae trying to do by making her chalk drawings? How many boxes can you find?            Create your own designs on the Florette – maths worksheet.</p>	<p><b><u>'Florette' by Anne Walker</u></b>            Read the book again and focus on Mae's journey to Florette.            Complete the Florette – reading worksheet.</p>	<p><b><u>'Florette' by Anne Walker</u></b>            Mae begins her journey because she is upset about something. Think of a time where you had to leave something or someone behind.            Complete the Florette – Writing worksheet.</p>	<p><b><u>'Florette' by Anne Walker</u></b>            Mae has her very own treasure jar. I wonder if you do too. Complete the Florette – Reading Jar worksheet.</p>

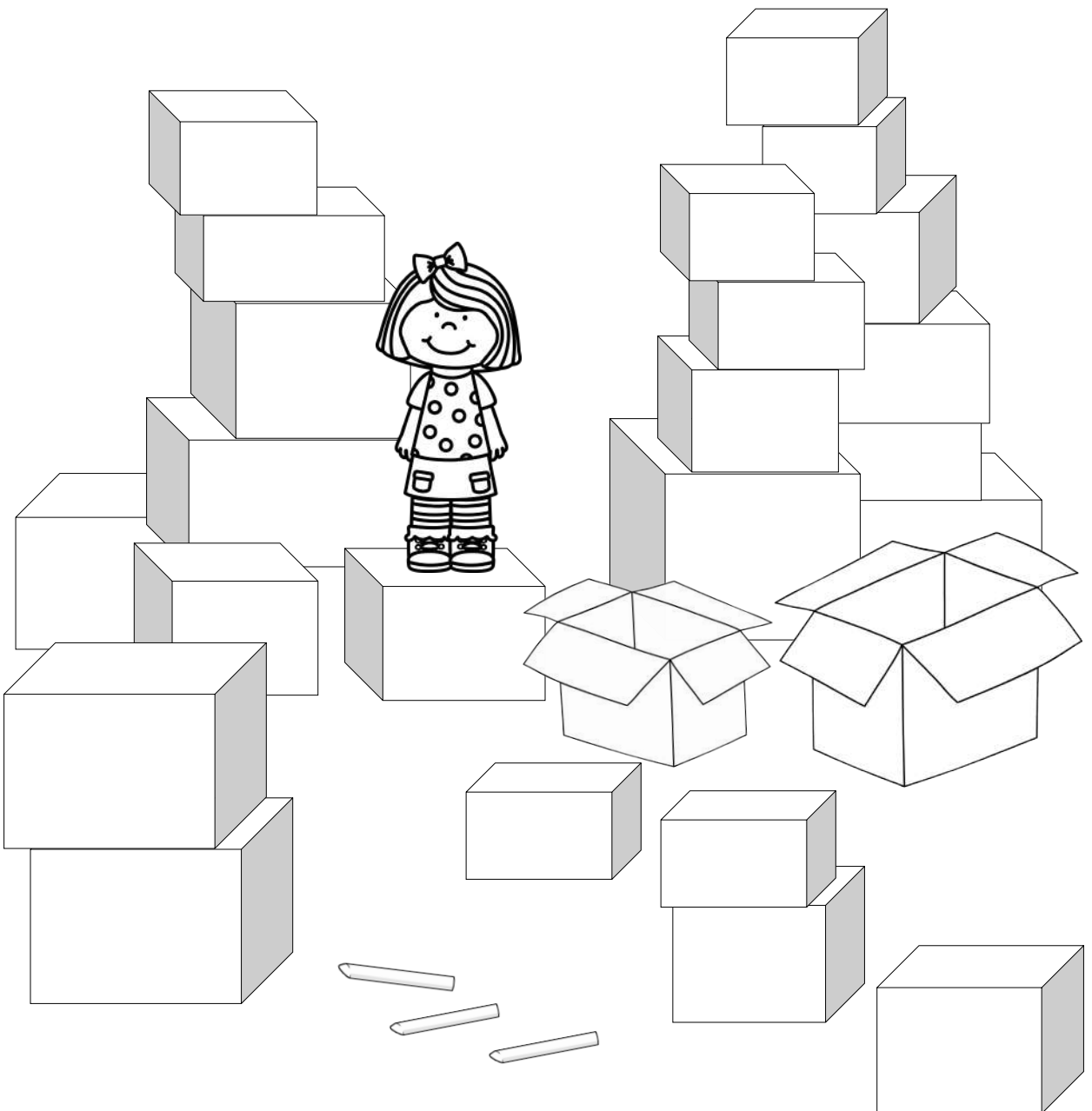
# FLORETTE

Maths



There were *"lots of boxes"* at Mae's new house. How many can you see? How do you know? What is the easiest way to count them?

What kind of chalk designs did Mae do on the boxes? Why? Do some of your own designs on the boxes just like Mae.



# FLORETTE

Reading



Draw a map to show where Mae went on her journey to Florette.

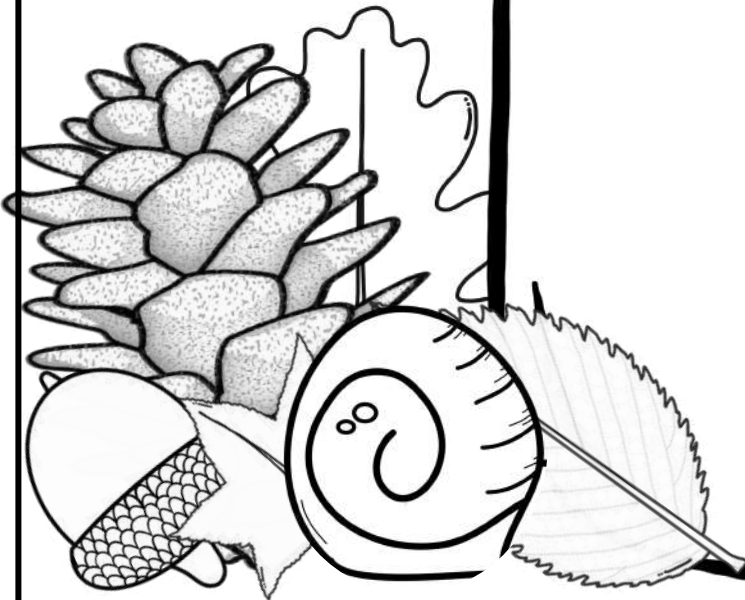
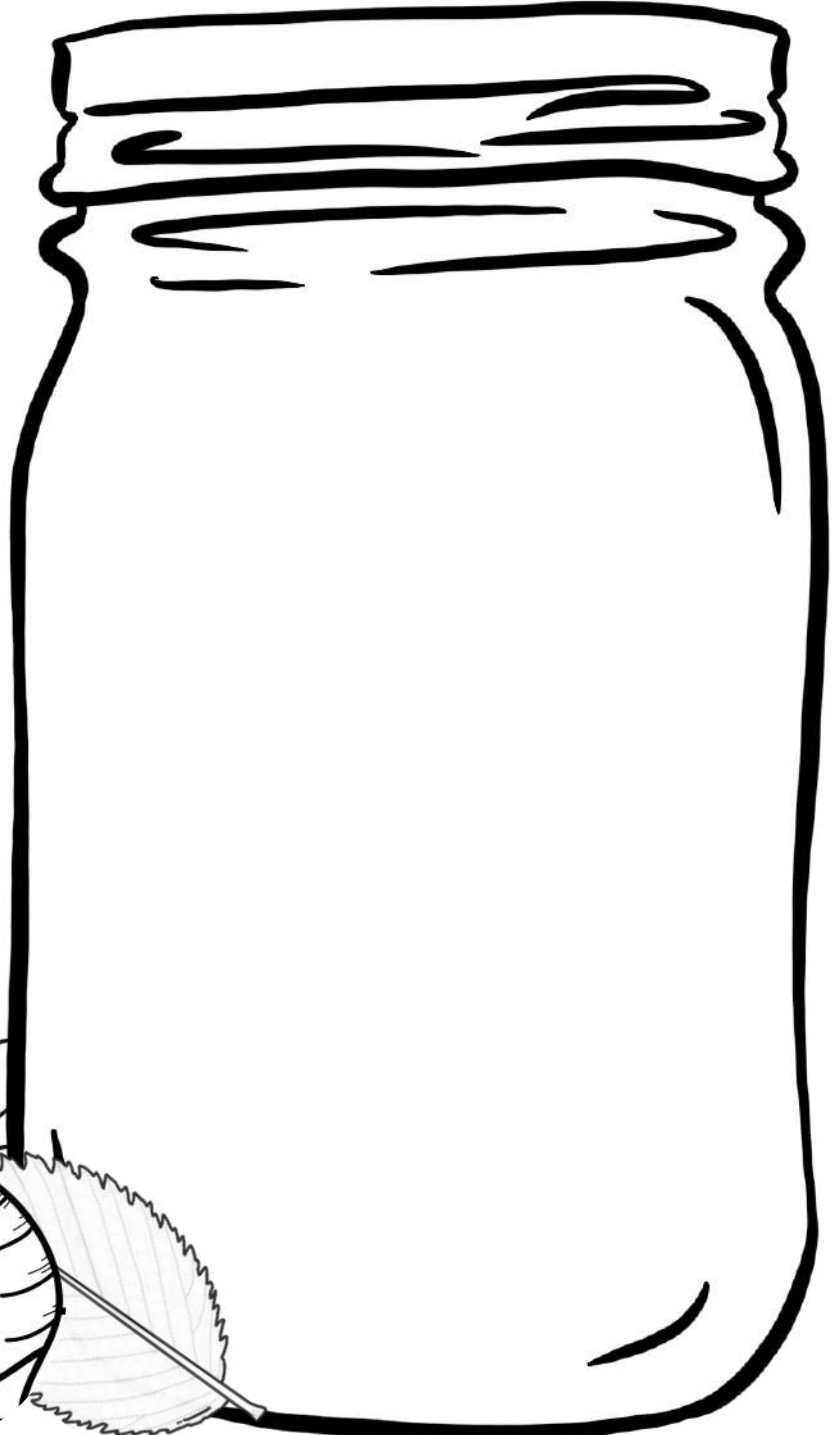
- on a new path
- turned the corner
- walked over the bridge
- between the buildings
- under lamp posts
- came to a park filled with tiny stones and empty chairs
- followed an apple-tree bird to a leafy forest

# FLORETTE

Reading



Mae loved to collect treasures and store them in her jar. Draw the treasures that you'd like to put in a jar.



# FLORETTE

Writing



Think of a time where you had to leave something or someone behind. Describe how you felt.

---

---

---

---

---

---







---

---

---




---

# Mathematics Activities






<p><b><u>Fractions</u></b>          Make a sandwich for lunch.          Cut it in half.          Can you cut it in quarters?          What other fractions can you cut it in?          Make some playdoh food and chop it into half/quarters (year 1)          eighths/thirds (year 2)</p> 	<p><b><u>Length</u></b>          Collect 5 items from your house and order them from shortest to longest.          How did you work it out?          Can you collect more things and add them to your collection?          How many items can you order from shortest to longest?</p> 	<p><b><u>Mass (weight)</u></b>          Today you will use hefting to work out if one thing is heavier than another.          Hefting is when you put one thing in one hand and a different thing in the other hand. Feel your hands which one has the heavier item?          Collect 5 items from your house and order them from lightest to heaviest.          Can you collect more things and add them to your collection?          How many items can you order?</p>	<p><b><u>Volume/Capacity</u></b>          Collect 5 items that can hold water from around your house.          Order them from smallest capacity (how much it holds) to largest capacity.          Now the fun part!          Get a bucket of water and go outside in the sun and check your answers.          How many of your cups fit in a bottle?          What do you think you have in your house that has the largest capacity?</p> 
<p><b><u>Fractions</u></b>          Get an empty egg box (ice cube tray) and put something in each hole (piece of lego, shopkin).          Now take half of the things out and take a photo.          Put them back in, can you take a quarter of the things out?          What about an eighth? third?</p> 	<p><b><u>Length</u></b>-Make an informal ruler.          Get a piece of paper and one small item (lego block).          Line up your lego with the end of the paper and put a mark where it finishes and write 1. Now move your lego up to number 1 and put a mark at the other end and write 2, keep going to the end of the paper.          Now use your lego ruler to measure things in your house.          Make a list of what you measure and how long it is.</p> 	<p><b><u>Mass (weight)</u></b>          You will need 2 paper bags and someone to play with.          No peeking!          Put one toy in each bag.          Now using only hefting can you work out which bag is the heaviest.          Have a go with a few different toys.</p> <p>If its hard to tell which is heavier do you have something in your house to help you?          An adult can check if you were right.</p> <p>Can you find 2 different things in your house that weigh the same amount.</p>	<p><b><u>Area</u></b>          Lego time!!!! Get one block of lego.</p>  <p>This lego is 4 bumps long and 2 bumps wide. Altogether the area is 8 bumps.          Can you work out the area of some of your bricks at home?          Can you join bricks on a baseboard to make a larger shape and work out the area.          Can you put bricks together to make a shape with an area of 20 bumps?</p>




# Mathematics Activities

<p><b>Fractions</b> Cooking Fun. Find a recipe to make with someone at home. What fractions do you need to know to make your food?</p>	<p><b>Position</b> ahar, me hearties. Today you will be a pirate, you will need to draw a pirate map and bury your treasure. So you don't forget where your treasure is you need to write your instructions down. (tip: if you have a phone/ipad go to notes and next to the space bar is a microphone, click on that and you can talk and the phone will type for you!).</p> <p>How many of these words can you use in your instructions? up, down, above, below, in, out, right, left, around, beside, behind, in front, on top, next to</p>	<p><b>Money</b> Australia has 6 coins that we can use to buy things. Find one of each type of coin, a piece of paper and a pencil. Put the coin under the piece of paper and hold it very still. With your pencil rub on top of the coin and you should see the picture of the coin start to appear. What Australian animal can you see and how much is the coin worth? Can you order the coins from worth the most to the least? (hint: they don't go in size order!)</p>	<p><b>Symmetry</b> Symmetry is when something is the same on both sides. Have a look at this lego picture. The nose is in the middle and the left and right side are reflections, this makes the picture symmetrical.</p>  <p>Can you make your own symmetrical picture or pattern.</p>
<p><b>Patterns</b> Using scraps of coloured paper make a pattern snake.</p> <p>What sort of pattern will you make? ABAB ABCABC AABBCCAABBC? What 2D shape will you use for your pattern?</p>	<p><b>Money</b> Draw a piggy bank on a piece of paper. Collect a handful of coins and put them underneath. Without looking pick up 2 coins and put them in the piggy bank. How much money do you have? Do this 10 more times. Are you able to do 3 or four coins at a time? (year 2)</p> 	<p><b>Money</b> You need one of each Australian coin and someone to play with. Lay the coins out on a table and look at them very carefully. One person closes their eyes, the other person takes one coin and hides it. Open your eyes can you work out which coin is missing? Now change over.</p>	<p><b>Symmetry/2D shapes</b> The word mandala means circle.</p> <p>It is a pattern made with symmetry that starts in the middle and grows out.</p>  <p>This one is made with 2D shapes. Can you trace some shapes around your house to make a simple mandala? What did you use? If you have chalk maybe you could draw one on the footpath for all the walkers going by to admire! (must be with an adult)</p>


# Mathematics Activities

<p><b>Data</b></p> <p>Spot check on your fruit bowl. Go to your fruit bowl and count how many you have of each fruit. Use tally marks as you count and then write the total afterwards. e.g. Apple   II   2 Some of you smart people may even be able to make a colourful graph of your fruit bowl. (You can do vegetables if you prefer!)</p> 	<p><b>Money/Data</b></p> <p>You will need 3 different coins (year 2 can use all 6 coins) Write what is on the back of the coins in a list. echidna   III lyre bird   I platypus emu   I kangaroo   III man Now take all the coins and toss them up and watch them land. Only count the tails or animal side. Use tally marks to keep track of which ones you saw. Toss the coins 5 times. Which coin landed on tails the most?</p>	<p><b>2D and 3D Mystery bag</b></p> <p>You will need a bag and lots of items that have a regular shape, 2D or 3D.</p> <p>One person hides the shape in a bag and the other person puts their hand in the bag and feels for corners, faces and edges. They try and work out what shape it is. If they guess correctly the players swap over.</p>	<p><b>3D Building</b></p> <p>Using 3D items around your house what can you make?</p> <p>I used Cubes, rectangular prisms, cylinders, spheres and hexagonal prisms, to make this fancy bridge for the cars to go under.</p> 
<p><b>Time</b></p> <p>Complete the worksheet in your pack, 'How long does it take?'</p> 	<p><b>Time</b></p> <p><b>Minute to win it</b>-you need a 1 minute timer. (a phone) How many star jumps can you do in a minute? Can you blow a ball across your house using a straw in a minute? How many times can you bounce a ball? Google 'minute to win it games for kids' and try some.</p> <p>Challenge your friends on the Google Classroom.</p>	<p><b>2D shapes</b></p> <p>Roll out some playdoh into a flat shape. Gather some items from around your house and press them into the playdoh. Look at the imprint and count the edges and corners. Maybe you can combine a few shapes to make a picture.</p> 	<p><b>3D shapes</b></p> <p>Outdoor fun. Can you find some sticks outside and use them to make an outdoor structure?</p> <p>What 3D shape did you make?</p> 

# Number Line Activities

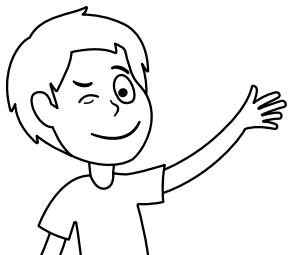



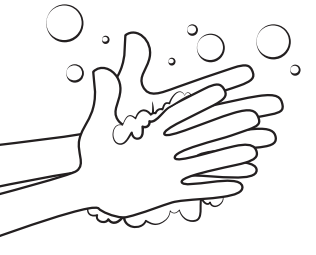

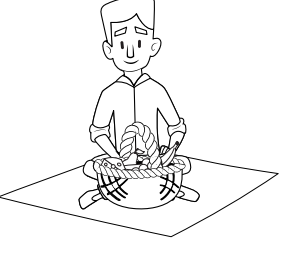
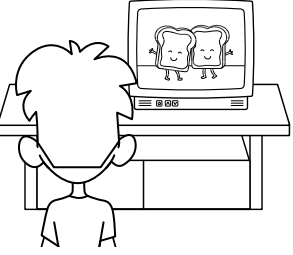
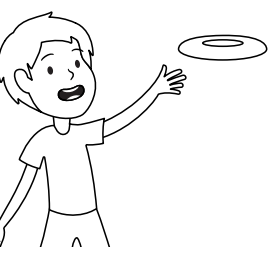

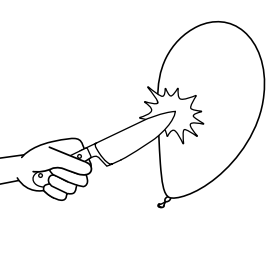

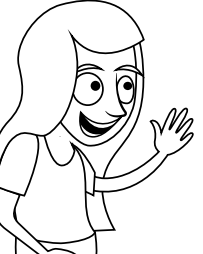




Place your numbers in order from 1-120	Place your numbers backwards from 120-1	Colour in your even numbers one colour and your odd numbers another colour	With a partner, you each turn over two cards and the highest total wins.
Order your numbers counting by 2s	Order your numbers counting by 5s	Line small objects alongside the numbers 1-20 e.g. 	Place your numbers in order and hop or jump along the number line. As you land next to each number call it out.
Using a set of dominoes add up the dots and put them on the same number. Which number has the most dominoes?	Turn 2 numbers over and quickly add them up.	Shuffle the cards and then turning them over one at a time put them in numerical order.	Can you make friends of 10? Friends of 20? Friends of 30?..... How far can you go?
Make another set of numbers 1-120 on scrap paper and play memory match	Lay your numbers out on the floor and toss a ball at them. Call out the number the ball lands on.	Number race: scatter the numbers on the floor. Starting at number 1 race to find number 2 then 3 etc. Try and beat your time each time you play!	Stomp: Someone calls out a number and you need to jump on that number card.

# Number Line Activities

<p>Make a pile of your number cards (not in order) and turn the cards over one by one then using your finger write that number in flour, sugar sand etc</p>	<p>Friends of 10, 20, 40 etc. Pickup one card from your pile and find its friend of 10, 20 or 40 as quickly as possible.</p>	<p>Make a number line and have someone cover up 2 or 3 of the cards. Try and figure out which numbers are covered.</p>	<p>Lay out numbers 1-12. Roll two dice. If you roll a 2 and a 3, remove the card that says 5. If you roll a 6 and a 6 remove the 12 etc.</p>
<p>Turn over a number can you throw a ball up in the air and catch it that many times? Or bounce a balloon in the air?</p>	<p>Using a small dish fill it with sand/rice/hundreds and thousands. Turn over a number and practice drawing it in the rice with your finger.</p> 	<p>Lay your numbers out and using a fly swat or magic wand, quickly point to a number as someone calls them out.</p>	<p>Watch the classroom for more great ideas from your teachers!</p>

# How Long Does It Take?

Cut out the pictures. Paste them under the correct heading on the next page.

 <p>blinking your eyes</p>	 <p>yawning</p>	 <p>sneezing</p>	 <p>eating a snack</p>	 <p>washing your hands</p>	 <p>sleeping</p>
 <p>having a picnic</p>	 <p>watching a movie</p>	 <p>playing a sport</p>	 <p>going on a bike ride</p>	 <p>popping a balloon</p>	 <p>doing a drawing</p>
 <p>waving to a friend</p>	 <p>singing the alphabet</p>	 <p>brushing your teeth</p>	 <p>putting on sunscreen</p>	 <p>reading a book</p>	 <p>washing the car</p>



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

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

## How Long Does It Take?

Cut out the pictures. Paste them under the correct heading on the next page.

Seconds	Minutes	Hours



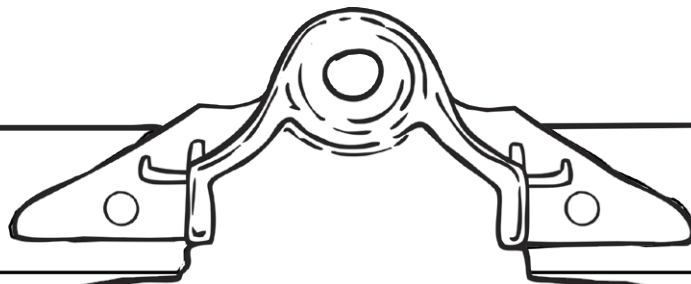
TIME





LOOK AT THIS TOY TIMELINE FOR A MOMENT (above).

IN THE TIMELINE BELOW, DRAW (OR INSERT PICTURES) OF SOME OF YOUR FAVOURITE TOYS INTO A TIMELINE AND LABEL WHEN THEY WERE MADE.

# How Have Schools Changed Over Time?

Draw a picture in each of the boxes below to compare schools now, with schools in the past.

Schools in the past

Schools now

Describe the ways in which schools have changed over time.

---

---

---

Give examples of ways in which schools have not changed over time.

---

---

---

Predict ways that schools may change in the future.

---

---

---

# Past and Present Interview

Answer the **now** questions yourself. Interview someone who was born before 1990 and ask him or her the **then** questions.

Now	Then
Name: _____	Name: _____
Place of birth: _____	Place of birth: _____
Year of birth: _____	Year of birth: _____
List 3 different ways you connect with people. _____ _____ _____	List 3 different ways you connected with people when you were a child. _____ _____ _____
What is your favourite toy? _____	What was your favourite toy as a child? _____
What type of music do you like? _____	What type of music did you like as a child? _____
How do you listen to your music? _____	How did you listen to your music? _____
Do you use a computer daily? _____	Did you use a computer daily? _____
What do you do with your family on the weekend? _____ _____	What did you do with your family on the weekend when you were a child? _____ _____
How do you get to school? _____	How did you get to school? _____

# Minibeast Lifecycle

1.

---

---

---

2.

---

---

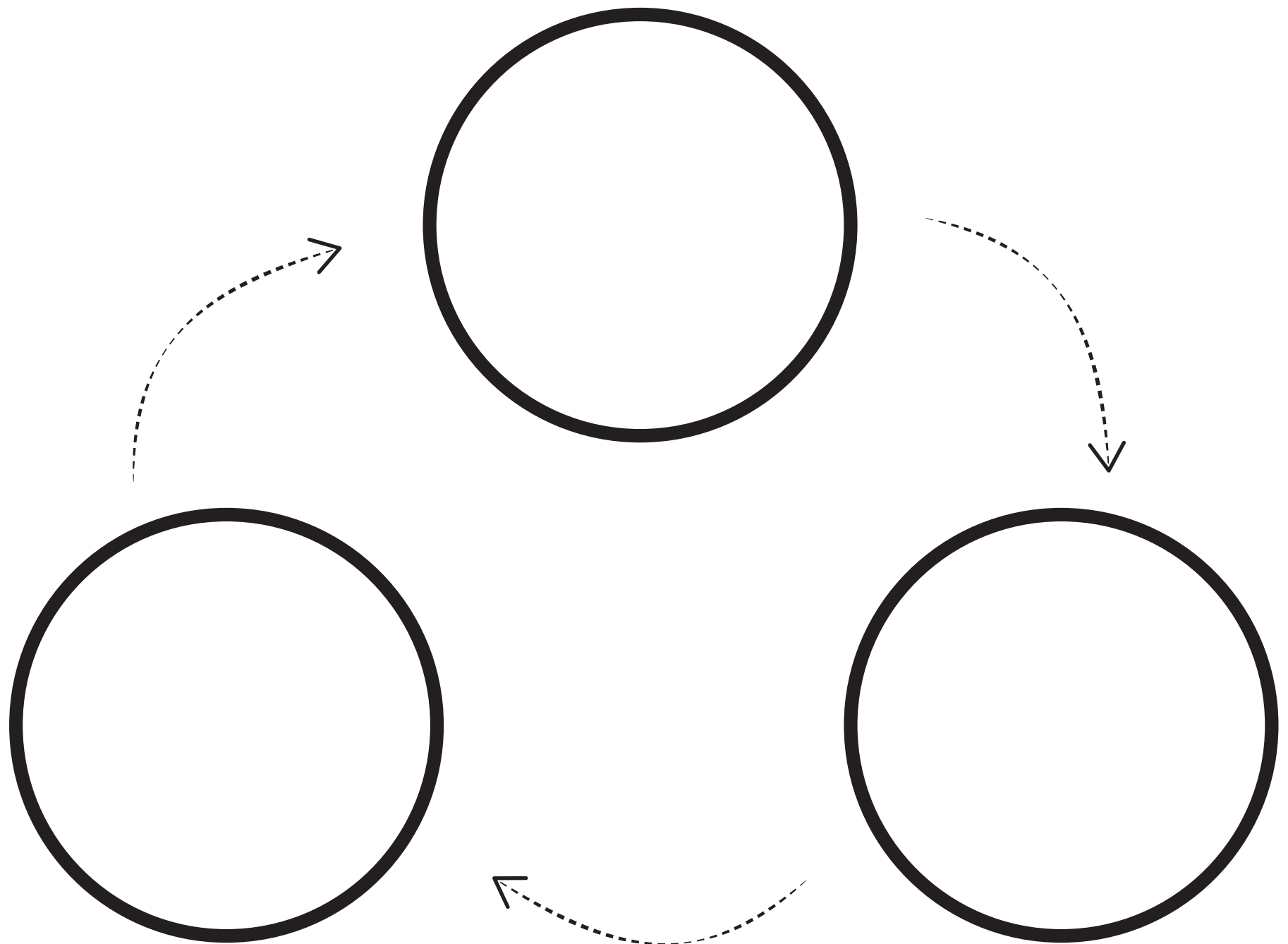
---

3.

---

---

---



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

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

# Minibeast Lifecycle

1.

---

---

---

2.

---

---

---

3.

---

---

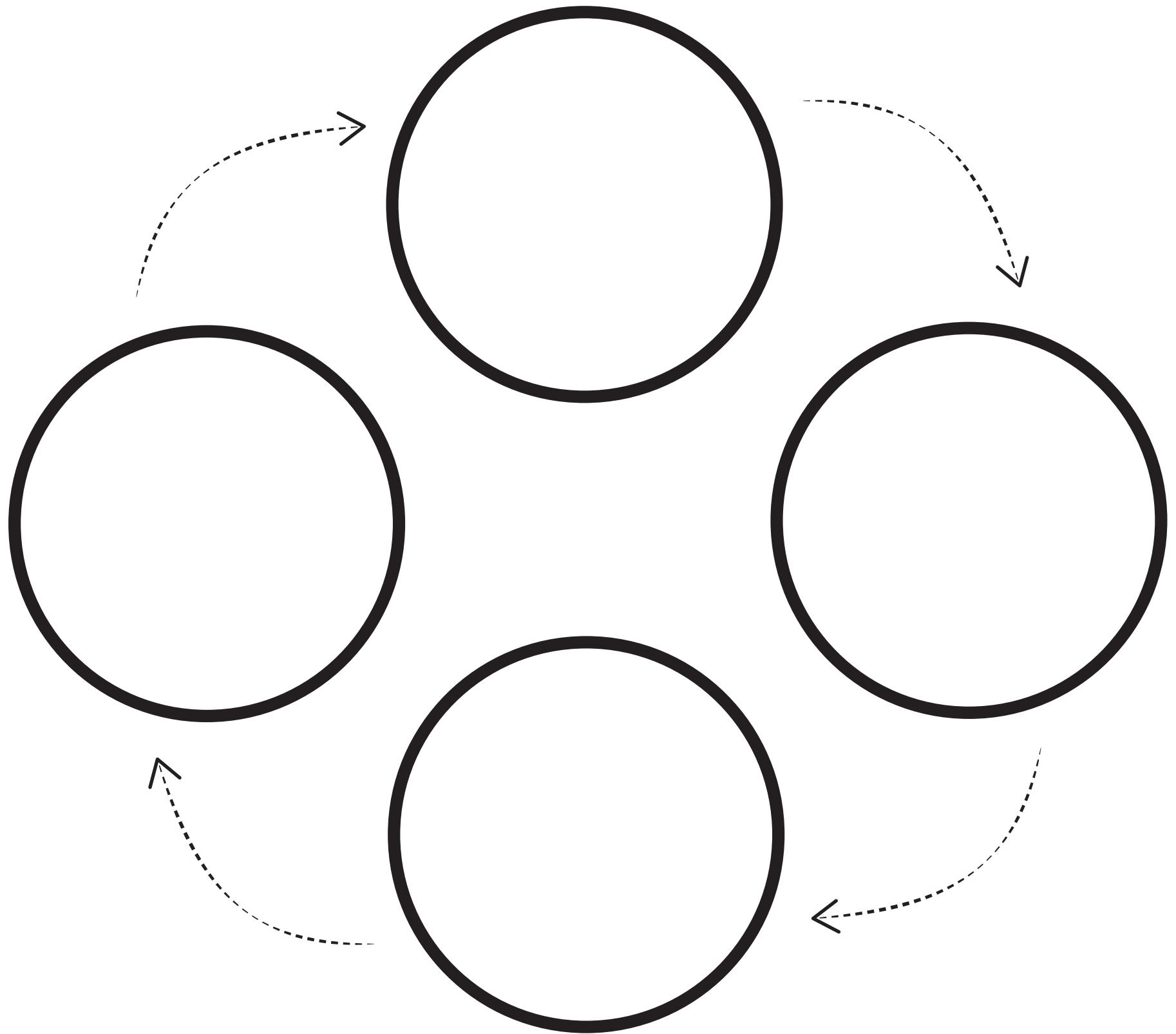
---

4.

---

---

---



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

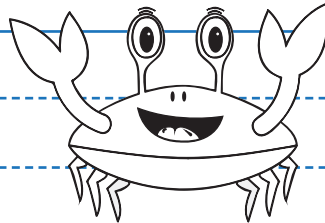
Date: \_\_\_\_\_

Going to the beach is exciting!

We will swim between the flags.

It's fun to build sandcastles.

The beach is

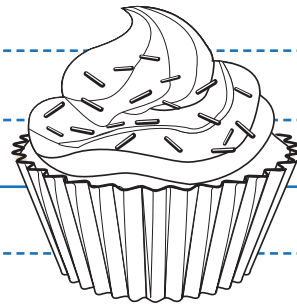




The day you were born is

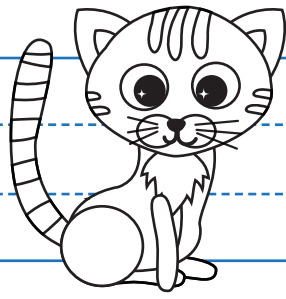
called your birthday. You may

get presents and a cake!



My birthday is

Cats make lovely friends.



They purr softly when they're

happy and like to chase mice.

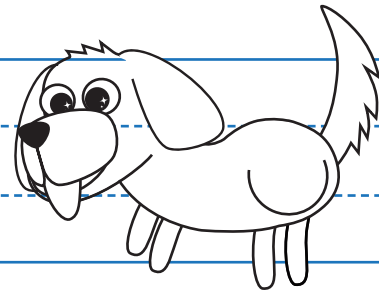
Cats are

Dogs make very loyal friends.

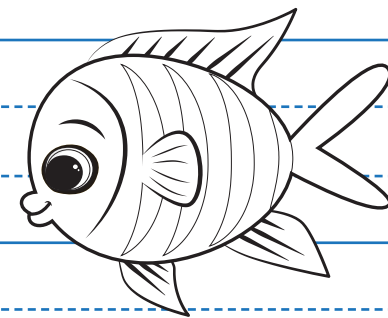
They like fetching sticks and balls.

They love it when you pat them.

Dogs are



Fish live underwater.



Some people have fish that

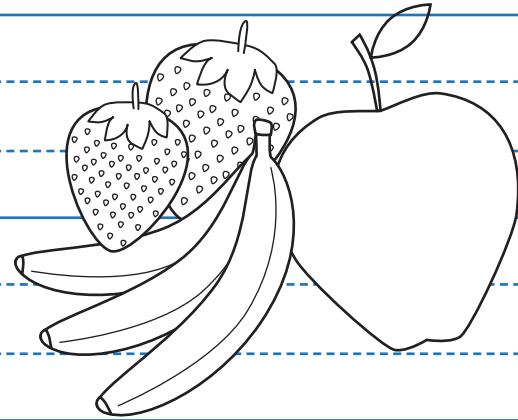
live in tanks in their homes.

Fish are

Fruit is a really healthy snack.

You should have at least two

pieces of fruit every day.



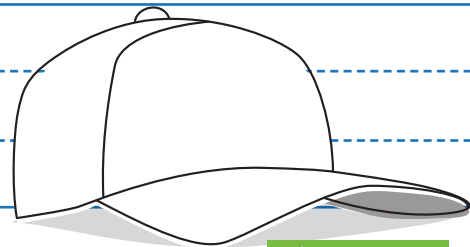
I like

Hats protect us from the Sun's

harmful rays. It's important to

wear a hat when you are outside.

No hat...

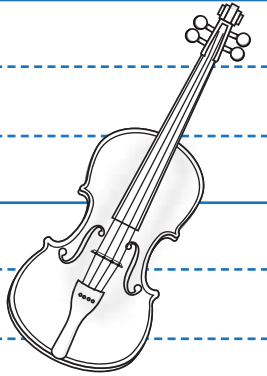




People love to listen to music.

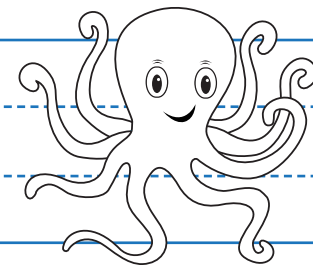
There are lots of different

instruments you can play.



I want to play

An octopus has eight legs.



They don't have any bones but

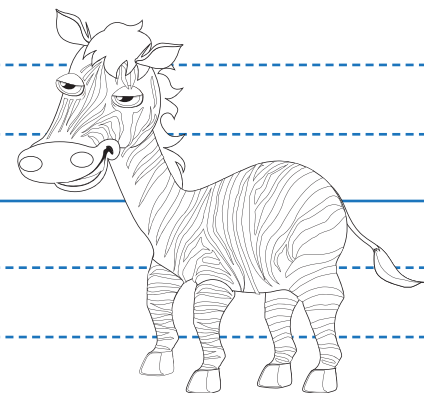
their mouth is hard like a beak.

An octopus

Zebra's are part of the horse

family. They are covered in

black and white stripes.



Zebra's are

Summer

summer

Summer

It is hot and sunny in summer.

Don't forget to wear sunscreen!

Summer is

Autumn

autumn

Autumn

In autumn, it starts to get cooler.

The leaves fall from the trees.

Autumn is

Winter

winter

Winter

It is cold in winter.

In winter, the days are shorter.

Winter is



Spring

spring

Spring

The flowers bloom in spring.

In spring, it starts to get warmer.

Spring is

Fold it

Fold it

Design a pattern for your dad's tie.

