



# Stage 1 (Year 1) – Learning From Home (Week 2)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Morning</u></b>	<b><u>Fitness</u></b> <a href="https://www.youtube.com/watch?v=d3LPrhl0v-w">https://www.youtube.com/watch?v=d3LPrhl0v-w</a>  Practise hopping. How long can you keep your balance while hopping? Practise skipping with a rope for 1 minute. Practise side galloping for 30 seconds - make sure you keep your head up! <b><u>English</u></b> Record 1 minute of yourself reading a book of your choice for 10-15mins.	<b><u>Fitness</u></b> <a href="https://www.youtube.com/watch?v=SbFqQarDM50">https://www.youtube.com/watch?v=SbFqQarDM50</a>  Do 20 star jumps, hop on the spot for 30 seconds on your left foot then 30 seconds on your right foot <b><u>English</u></b> Record 1 minute of yourself reading a book of your choice for 10-15mins. Pick an activity from the weekly spelling grid and complete your <b>Look, Say, Cover, Write, Check</b>	<b><u>Fitness</u></b> Choose one of your favourite songs and have a dance party. Do 10 star jumps. <b><u>English</u></b> Record 1 minute of yourself reading a book of your choice for 10-15mins. Pick an activity from the weekly spelling grid and complete your <b>Look, Say, Cover, Write, Check</b> <b><u>Writing</u></b> Adjectives give the reader lots of information and detail. Using adjectives help our audience visualise and picture what something looks like, feels	<b><u>Fitness</u></b> Practise vertical jumps. 20 x star jumps. Plank for 30 secs or as long as you can. Run on the spot for 1 min. <b><u>English</u></b> Record 1 minute of yourself reading a book of your choice for 10-15mins. Pick an activity from the weekly spelling grid and complete your <b>Look, Say, Cover, Write, Check</b> <b><u>Handwriting</u></b> - Complete the handwriting sheet. Make sure you look at the lines and form your letters using the correct	<b><u>Fitness</u></b> Practise catching a ball. Throw the ball up and try and catch with two hands. How many times can you catch the ball without dropping it? Too easy? Try catching with one hand. <b><u>English</u></b> Record 1 minute of yourself reading a book of your choice for 10-15mins. Pick an activity from the weekly spelling grid and complete your <b>Look, Say, Cover, Write, Check</b> • <b><u>Optional</u></b> - Ask someone to test

	<p><b>Spelling</b></p> <p>Pick 3-5 of your favourite words from the spelling list and write sentences using those words. Complete your <b>Look, Say, Cover, Write, Check</b></p> <p><b>Speaking Task</b></p> <p>Use the speaking task planning sheet to plan and compose a short 1 min speech about a significant woman figure in your life. It could be about your mum, aunty, grandma, or sister etc.</p> <p>Record a video of yourself speaking about the special woman in your life.</p> <p>Remember you should include the following details;</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Relationship (e.g. mother and son)</li> <li>• How they look after you.</li> <li>• How you show them you love</li> </ul>	<p><b>Reading and Responding</b></p> <p>A non-fiction text is a book that has real facts and is NOT made up.</p> <p>Listen to the non-fiction book 'Giraffes' and answer the questions.</p> <p><a href="https://www.youtube.com/watch?v=HH9fTD3MR0o">https://www.youtube.com/watch?v=HH9fTD3MR0o</a></p> <p>Alternatively, respond to the following questions based on a non-fiction text of your choice.</p> <p>What was the book about?</p> <p>What was your favourite part?</p> <p>What was the most interesting fact that you read?</p> <p>Write down 3 things that you learnt from reading the</p>	<p>like, smells like, tastes like, and acts like.</p> <p>Use the <b>Butterfly Writing Planning Sheet</b> to plan and label the insect.</p> <p>Write a description of the insect using your plan. Make sure to use lots of adjectives to describe the butterfly.</p>	<p>formation.</p> <p><b>Editing</b> – Rewrite the passages <b>Tom's Broken Leg, Windy Day, A Rainy Day</b> and <b>Show and Tell</b> neatly into your workbook. Find the mistakes and correct them.</p>	<p>you on your spelling words.</p> <p><b>Listening - Listen and Draw</b></p> <p>Have a partner read out the instructions on the <b>Listen and Draw sheet</b>. Carefully <u>listen</u> to all of the instructions. Share a picture of your drawing to Seesaw.</p> <p><b><u>Brainbreak</u></b></p> <p>Balloon chase. Blow up a balloon. Try to keep the balloon up in the air without touching the ground for as long as you can. Alternative: use a large soft ball.</p> <p><b><u>English - continued</u></b></p> <p><b>Grammar - Noun Groups</b></p> <p>A simple noun group has an article (a, the), an adjective (red, smelly) and a noun (cat, rubbish). We can improve our writing using noun groups to add detail. A simple noun</p>
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	<p>them.</p> <ul style="list-style-type: none"> <li>• Their favourite colour, food and animal.</li> <li>• <b>Bonus:</b> Why they are special to you and why you love them!</li> </ul>	<p>book.</p> <p>Draw and label a picture of your focus topic.</p>			<p>group <b>does not</b> include a verb. It is <b>not</b> a complete sentence.</p> <p>Here is an example of a noun group.</p> <p><b>The black cat</b></p> <p>Here is an example of a complete sentence. It has a noun group in it.</p> <p><b>The black cat drinks</b> milk.</p> <p>- drinks is the verb in this sentence.</p> <p>Complete the <b>Noun Groups worksheet</b>.</p>
<b><u>Break</u></b>	Break	Break	Break	Break	Break
<b><u>Middle</u></b>	<p><b><u>Mathematics</u></b></p> <p>Math Mentals</p> <p><b><u>Whole Number</u></b></p> <p>Count from 1 to 100.</p> <p>Use the hundreds chart during practice of oral counting.</p>	<p><b><u>Mathematics</u></b></p> <p>Math Mentals</p> <p><b><u>Whole Number</u></b></p> <p>Count from 1 to 100.</p> <p>Use the hundreds chart during practice of oral counting.</p>	<p><b><u>Mathematics</u></b></p> <p>Math Mentals</p> <p>Complete the worksheet '<b>Number in Order</b>' where you need to write the three numbers before and the three numbers after the given number.</p>	<p><b><u>Mathematics</u></b></p> <p>Math Mentals</p> <p><b><u>Data</u></b></p> <p>Data is information. We collect data to help us find out about the world. We organise and record the data in different ways such</p>	<p><b><u>Mathematics</u></b></p> <p>Math Mentals</p> <p><b><u>Data</u></b></p> <p>Data is information. We collect data to help us find out about the world. We organise and record the data in different ways such</p>

	<p>Complete <b>‘Before and After’</b> and <b>‘Missing Numbers’</b> worksheets.</p> <p>You can use the hundreds chart if you need some help to complete the worksheets.</p>	<p>Complete <b>‘Missing Numbers’</b> and <b>‘1 more and 1 less’</b> worksheets.</p> <p>You can use the hundreds chart if you need some help to complete the worksheets.</p>	<p>You can use the hundreds chart if you need some help to complete the worksheet.</p>	<p>as charts, bar graphs, picture graphs and tally marks so that we can look at it easily and learn more.</p> <p>Complete the worksheet <b>‘Chart’</b></p>	<p>as charts, bar graphs, picture graphs and tally marks so that we can look at it easily and learn more.</p> <p>Complete worksheets <b>‘At the Pond’</b></p>
<b><u>Break</u></b>	Break	Break	Break	Break	Break
<b><u>Afternoon</u></b>	<p><b><u>Science and Technology</u></b></p> <p><b>Humans Change and Grow</b></p> <p>Think about what you looked like when you were a baby. Have a look in the mirror and describe to someone in your family how have you changed?</p> <p>Complete the worksheet ‘How do Humans Grow? Timeline’. Cut pictures out from magazines, newspapers or draw to show how humans change as they grow.</p>	<p><b><u>PDHPE</u></b></p> <p><b>Warning Signs:</b></p> <p>Discuss with your parent/carer the following questions:</p> <ul style="list-style-type: none"> <li>- What is a safe situation? Give one example.</li> <li>- What is an unsafe situation? Give one example.</li> <li>- Give examples of how you and your body might feel in a safe situation.</li> <li>- Give examples of how you and your body might feel in an unsafe situation.</li> </ul>	<p><b><u>Creative Arts</u></b></p> <p><b>Sorting Instruments</b></p> <p>See if you can name as many instruments as you can that can be scraped, shaken or hit. You can present this in your book in any way you like.</p> <p>Complete the Sorting Instruments worksheet.</p> <p><b>Singing:</b> Sing along to ‘How Far I’ll Go’ by Auli’i Cravalho. Post a video on Seesaw of yourself singing the song. Add your own dance moves.</p> <p><b>Drama:</b> Role play yourself</p>	<p><b><u>History</u></b></p> <p><b>Places that tell us about the past</b></p> <p>Many places in our community can tell us about the past. Some of these places include museums, libraries, monuments and historic buildings.</p> <p>Complete ‘Discovering the past’ worksheet.</p>	<p><b>Catch up session for all incomplete tasks</b></p>

	<p>Think about what things could you do when you were a child? What things can you do now?</p> <p>Complete the 'Human Grow and Change Sorting Activity' worksheet. You can cut and paste or write in your answer.</p>	<p>situation.</p> <p>Read the instructions and complete the worksheet.</p> <p><b><u>NO! GO! TELL!</u></b></p> <p>When we are in an unsafe situation, it is important to remember 'NO! GO! TELL!'</p> <p>Talk to a family member about what you think 'NO! GO! TELL!' means.</p> <p>Read the instructions and complete the worksheet.</p>	<p>playing different instruments and freeze in 'freeze frames' i.e. still positions. For example playing air guitar. Use your whole body and space. Ask someone to take a photo of you frozen, playing a variety of instruments and upload them onto Seesaw.</p>		
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# Year 1 Spelling Words

- Complete one activity every day from Tuesday to Friday
- Complete your Look, Say, Cover, Write, Check every day

## Spelling Words - The graph /i/ making the sound "i" as in tin

1. tin	6. fit	11. swim	16. insect
2. in	7. with	12. flip	17. winner
3. it	8. thin	13. tricky	18. mistake
4. is	9. ship	14. tactic	19. improve
5. dig	10. sick	15. illness	20. fantastic

## Spelling Activities - Select one activity to complete per day.

*These can be done in any order.*

<input type="checkbox"/> <u>Typing</u>  Type out your words. Print them out if possible and display them around your home.	<input type="checkbox"/> <u>Word Meanings</u>  Write out your words in a list. In your own words, describe what the word means.	<input type="checkbox"/> <u>Alphabetical Order</u>  Write your words in alphabetical order.	<input type="checkbox"/> <u>Pictures</u>  Draw a picture for your spelling words.
<input type="checkbox"/> <u>Word Search</u>  Try and find your spelling words in your reading books.	<input type="checkbox"/> <u>Make a Word</u>  Using newspaper or magazines, cut out letters to make your spelling words.	<input type="checkbox"/> <u>Find a Vowel</u>  Write your spelling words using blue for consonants and red for vowels (a, e, i, o, u).	<input type="checkbox"/> <u>Fancy Writing</u>  Write your words out in fancy writing or using special coloured pencils or pens.
<input type="checkbox"/> <u>Find the Spelling Pattern</u>  Write out your words in a list. Using a highlighter or coloured pencil, highlight the spelling pattern that is the same in your words. Can you think of any other words with the same spelling pattern? Write them down.		<input type="checkbox"/> <u>Dictionary Definitions</u>  Use a dictionary to find the meaning of you spelling words. If you do not have a physical dictionary, ask your family members or try searching online with adult assistance.	

Look, Say, Cover, Write, Check

Monday

Tuesday

Wednesday

Thursday

Friday

[illegible]

# Monday - Speaking Task - Planning Sheet

For your speaking task this week you need to talk about a significant women figure in your life, such as your mum, aunty, grandma or sister etc. Make sure that you talk about these things when presenting.

☐ Name of the person who looks after you

☐ What is your relationship?(e.g. mother and son)

☐ How do they look after you?

☐ How do you show them you love them?

☐ What is their favourite colour, food and animal.

## Planning

Name of the person 🧑	What is your relationship? 🧑	How do they look after you? 🍜	How do you show them you love them? 💕	What is their favourite colour, food and animal? 🐶

A good speaker maintains pace (how fast or slow you speak), eye contact (looking at the audience), volume (speaks clearly and loudly) and gesturing (small hand movements).





## Monday

1.  $6 + 9 =$  \_\_\_\_\_

2.  $8 + 7 =$  \_\_\_\_\_

3.  $3 - 2 =$  \_\_\_\_\_

4. Write the number showing 9 hundreds, 9 tens and 9 ones. \_\_\_\_\_

5. Complete this counting pattern:

0, 2, 4, 6, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Avery has 8 toy racing cars. David has 14 toy racing cars. How many more toy racing cars does David have? \_\_\_\_\_

7. If there were 6 fans at a rugby union game, 3 were wearing gold and the rest were wearing purple, how many were wearing purple? \_\_\_\_\_

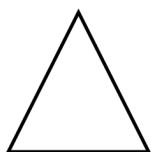
8. Colour in half of these triangles.



9. What digital time does the clock show? \_\_\_\_\_



10. How many corners does this shape have?



## Tuesday

1.  $1 - 1 =$  \_\_\_\_\_

2.  $7 + 8 =$  \_\_\_\_\_

3.  $8 + 2 =$  \_\_\_\_\_

4. Write these numbers in order from largest to smallest: 48, 59, 55, 96. \_\_\_\_\_

5. Complete this counting pattern:

1, 11, 21, 31, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. In a group of 10 students, 3 would like to play softball and the rest want to play badminton. How many want to play badminton? \_\_\_\_\_

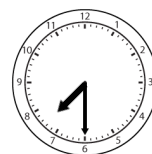
7. If there were 13 fans at a netball game, 7 were wearing red and the rest were wearing orange, how many were wearing orange? \_\_\_\_\_

8. What is the value of this coin?

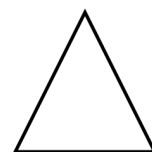
\_\_\_\_\_



9. What digital time does the clock show? \_\_\_\_\_



10. Circle the corners on this shape.



## Wednesday

1.  $7 + 7 =$  \_\_\_\_\_

2.  $8 - 2 =$  \_\_\_\_\_

3.  $9 + 5 =$  \_\_\_\_\_

4. What is the value of the number in the tens place in 77? \_\_\_\_\_

5. Complete this counting pattern:

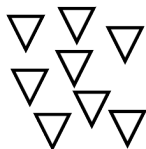
1, 6, 11, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Eli has 8 match sticks. Kayla has 10 match sticks. How many more match sticks does Kayla have?

\_\_\_\_\_

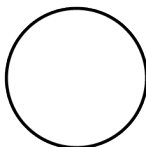
7. What is the sum of 2 and 3? \_\_\_\_\_

8. Colour in half of these triangles.



9. At 1 o'clock, the hour hand points to \_\_\_\_\_.

10. What is the name of this shape?



## Thursday

1.  $7 + 1 =$  \_\_\_\_\_

2.  $1 - 1 =$  \_\_\_\_\_

3.  $2 + 6 =$  \_\_\_\_\_

4.  $522 =$  \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

5. Complete this counting pattern:

4, 6, 8, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Subtract 1 from 5: \_\_\_\_\_

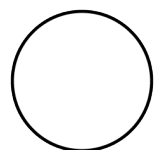
7. If 12 cars are parked, 8 are orange and the rest are yellow, how many are yellow? \_\_\_\_\_

8. What is the value of this coin?



9. At 3 o'clock, the hour hand points to \_\_\_\_\_.

10. What is the name of this shape?



## Friday

1.  $5 + 4 =$  \_\_\_\_\_

2.  $3 - 3 =$  \_\_\_\_\_

3.  $4 + 8 =$  \_\_\_\_\_

4. What number is made up of 4 hundreds, 5 tens and 8 ones? \_\_\_\_\_

5. Complete this counting pattern:  
8, 18, 28, 38, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. What does 6 plus 6 equal? \_\_\_\_\_

7. Add 9 and 3 together: \_\_\_\_\_

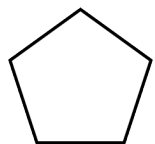
8. Draw a line to split this shape in half.



9. What digital time does the clock show? \_\_\_\_\_



10. How many sides does a pentagon have?



# *Hundreds Chart*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>
<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>
<i>31</i>	<i>32</i>	<i>33</i>	<i>34</i>	<i>35</i>	<i>36</i>	<i>37</i>	<i>38</i>	<i>39</i>	<i>40</i>
<i>41</i>	<i>42</i>	<i>43</i>	<i>44</i>	<i>45</i>	<i>46</i>	<i>47</i>	<i>48</i>	<i>49</i>	<i>50</i>
<i>51</i>	<i>52</i>	<i>53</i>	<i>54</i>	<i>55</i>	<i>56</i>	<i>57</i>	<i>58</i>	<i>59</i>	<i>60</i>
<i>61</i>	<i>62</i>	<i>63</i>	<i>64</i>	<i>65</i>	<i>66</i>	<i>67</i>	<i>68</i>	<i>69</i>	<i>70</i>
<i>71</i>	<i>72</i>	<i>73</i>	<i>74</i>	<i>75</i>	<i>76</i>	<i>77</i>	<i>78</i>	<i>79</i>	<i>80</i>
<i>81</i>	<i>82</i>	<i>83</i>	<i>84</i>	<i>85</i>	<i>86</i>	<i>87</i>	<i>88</i>	<i>89</i>	<i>90</i>
<i>91</i>	<i>92</i>	<i>93</i>	<i>94</i>	<i>95</i>	<i>96</i>	<i>97</i>	<i>98</i>	<i>99</i>	<i>100</i>

# Before & after

**A**

84

**B**

63

**C**

90

**D**

47

**E**

104

91

89

48

64

85

62

105

83

103

46

Name \_\_\_\_\_



# missing numbers

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

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

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

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

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

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

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

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

This was:  
(Circle one)

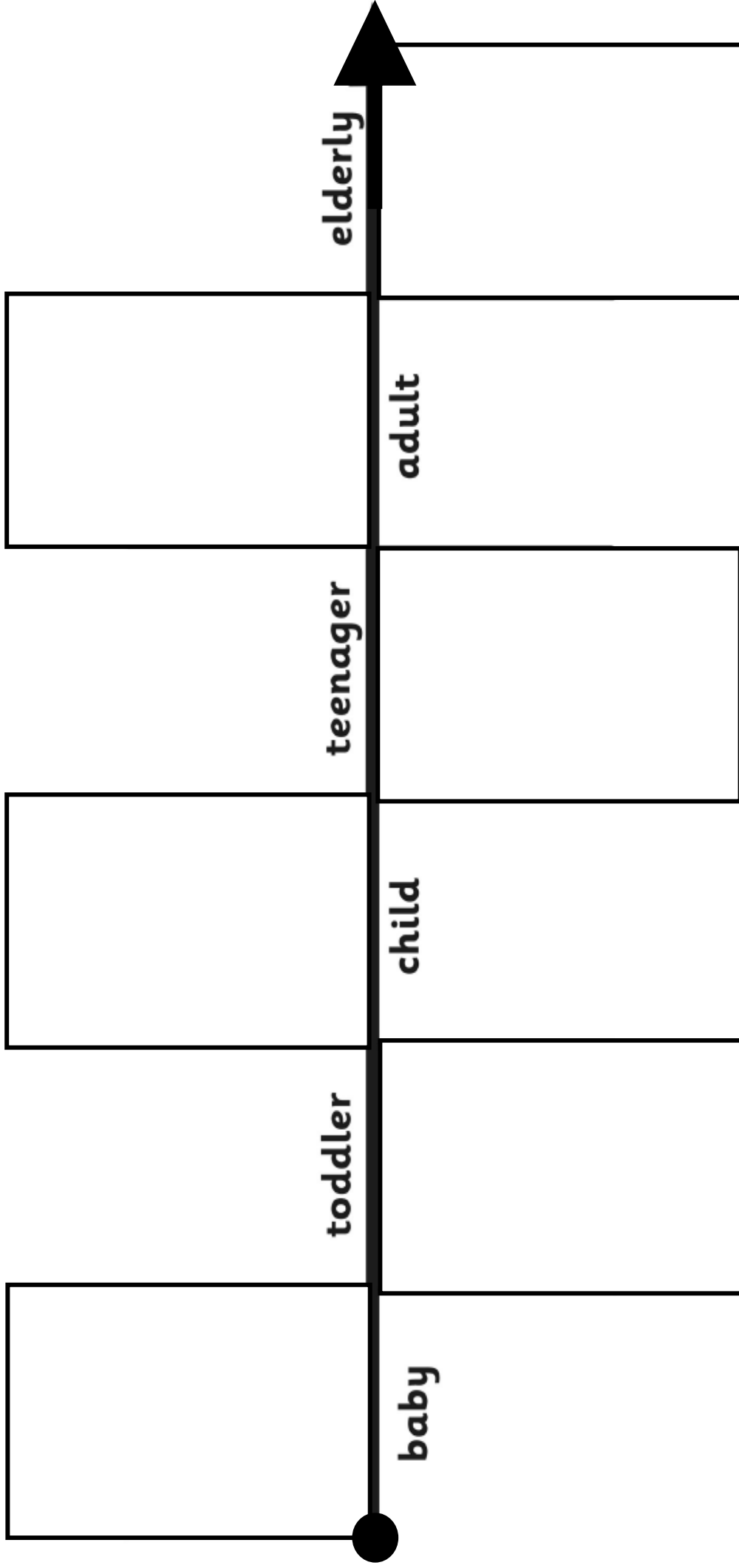
Easy

Just Right

Hard

## How Do Humans Grow? Timeline

Cut pictures out from magazines to show how humans change as they grow.



Date \_\_\_\_\_





Cut out the descriptions below. Paste each one into the correct column of the table on the next page.

cannot walk	has about 32 teeth	can drive a car
has no teeth	is losing baby teeth	is learning to ride a bicycle
is beginning to talk	milk is their only food	has a few teeth
body is fully grown	goes to school	has a nap during the day







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

# Human Growth and Change Sorting Activity

<div>A newborn baby</div> <div></div>	<div>A toddler</div> <div></div>	<div>A child</div> <div></div>	<div>An adult</div> <div></div>



## Answers

<b>A newborn baby</b> 	<b>A toddler</b> 	<b>A child</b> 	<b>An adult</b> 
<p>cannot walk</p> <p>has no teeth</p> <p>milk is their only food</p>	<p>is beginning to talk</p> <p>has a few teeth</p> <p>has a nap during the day</p>	<p>is losing baby teeth</p> <p>is learning to ride a bicycle</p> <p>goes to school</p>	<p>has about 32 teeth</p> <p>can drive a car</p> <p>body is fully grown</p>

# Reading and Responding



Listen to the non-fiction book 'Giraffes' and answer the questions.

<https://www.youtube.com/watch?v=HH9fTD3MROo>

1. Giraffes are the \_\_\_\_\_ land animals in the world.
2. Their spots get lighter as giraffes get older. True or False?
3. Why do giraffes have dark tongues?  
\_\_\_\_\_  
\_\_\_\_\_
4. Giraffe's favourite leaves can be found on \_\_\_\_\_ trees.
5. What two animals are predators to giraffes?  
\_\_\_\_\_ and \_\_\_\_\_
6. Giraffes live in herds. True or False?
7. Write down 3 things that you have learnt from reading the book.
8. Draw and label a picture of a giraffe.



# missing numbers

Fill in the missing numbers.

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

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

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

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

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

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

This was:      Easy      Just Right      Hard  
(Circle one)



# 1 more 1 less

25, \_\_\_\_

\_\_\_\_, 45

62, \_\_\_\_

\_\_\_\_, 33

94, \_\_\_\_

\_\_\_\_, 48

37, \_\_\_\_

\_\_\_\_, 90

80, \_\_\_\_

\_\_\_\_, 69

46, \_\_\_\_

\_\_\_\_, 21

32, \_\_\_\_

\_\_\_\_, 63

29, \_\_\_\_

\_\_\_\_, 84

This was:  
(Circle one)

Easy

Just Right

Hard



## Warning Signs – Year 1

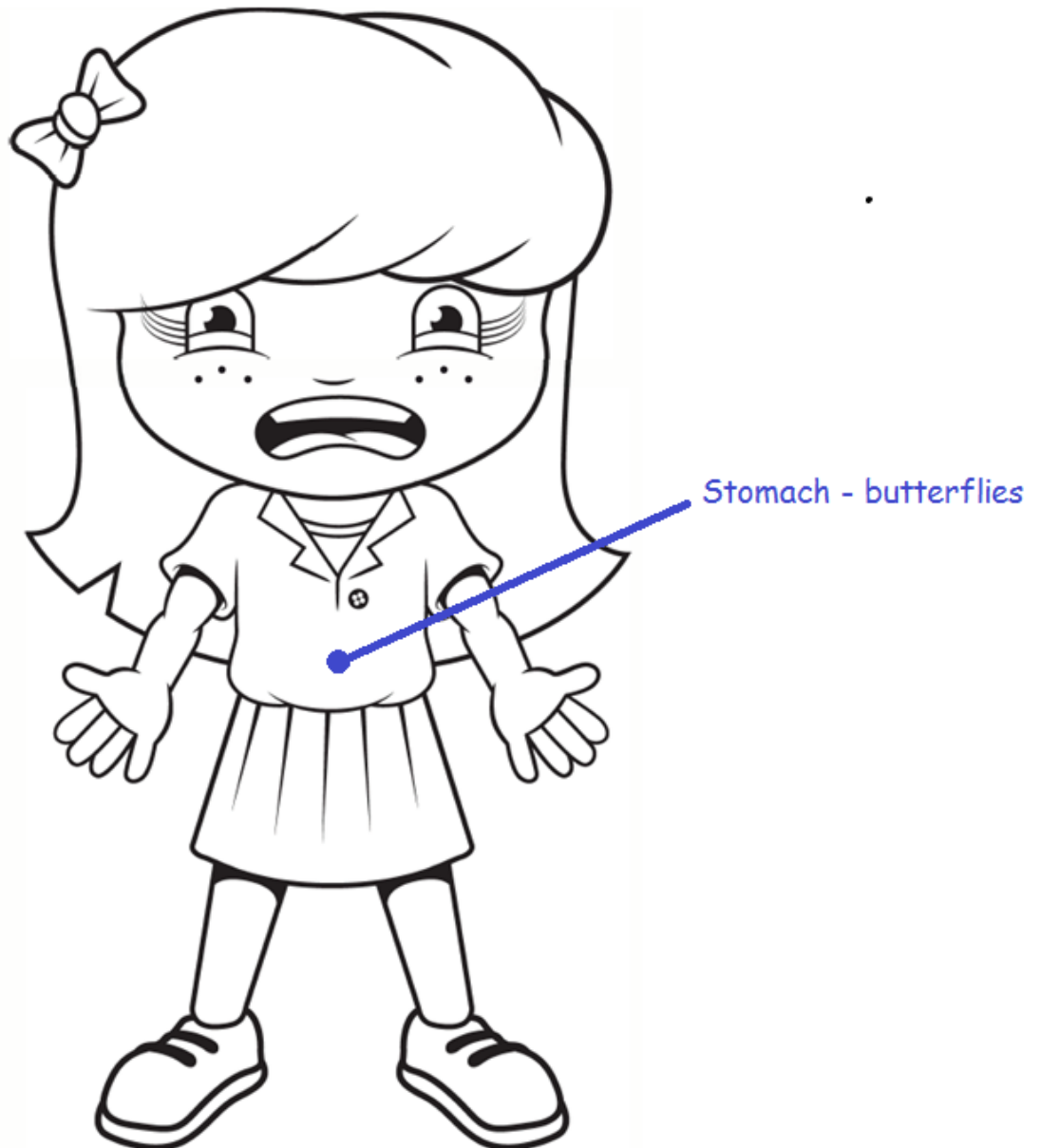
Being healthy, safe and active

Our feelings and body will react differently when we are in safe and unsafe situations. They give us warning signs to let us know whether a situation is safe or unsafe. It is important to know these 'warning signs' so that we can keep ourselves safe.

**Activity 1:** Label the picture using the given information. First example has been done for you.

### My Body's Warning Signs

- |                         |                     |                                 |
|-------------------------|---------------------|---------------------------------|
| • Stomach – butterflies | • Skin – goosebumps | • Chest – breathing faster      |
| • Mouth – dry           | • Armpits – sweaty  | • Toes – curled                 |
| • Heart – beats faster  | • Palms – sweaty    | • All muscles – tight and tense |
| • Fists – clenched      | • Legs – jelly/weak |                                 |



### Activity 2:

Colour in safe feelings, body reactions and situations in **green**. Colour in unsafe feelings, body reactions and situations in **red**. (Challenge: Add your own feelings/body reactions in the empty boxes.)

happy	uncomfortable	You are at the shopping centre with your family.	You are walking home alone and a car is following you.
sad	tummy feels sick	You are playing with friends in their backyard.	You are at school, learning with your teacher and other students.
embarrassed	sweaty body	A stranger comes to you and tells you to follow them.	A group of older children you do not know offers you something to drink.
heart racing	excited		
calm	miserable		

### Activity 3:

Draw a picture of an unsafe situation that you have been in. Write one sentence to describe your drawing.

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## No. Go. Tell! – Year 1

Being healthy, safe and active

When we are in an unsafe situation, we need to remember to:

1. Say **NO!**
2. **GO** to a safe place.
3. **TELL** a trusted adult.

**Activity:**

Pretend that your parent is making you feel unsafe, practise saying "NO!" to them. Remember, your "NO!" needs to be loud and clear to stop them and hopefully scare them away!

List all your safety helpers (trusted adults) in the circle below. Think of different of trusted adults from different places:

- Home
- Shopping centre
- School

**People I know who make me feel safe**  
**List all the people in the circle below.**





*Wednesday – Butterfly – Physical Description (Year 1)*

Make sure you include adjectives in your planning.

*long antennae*



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[illegible]

# Number Order

Write the numbers that come before and after.



# The Woodwind Family

# The Brass Family

# The Percussion Family

# The Strings Family

clarinet



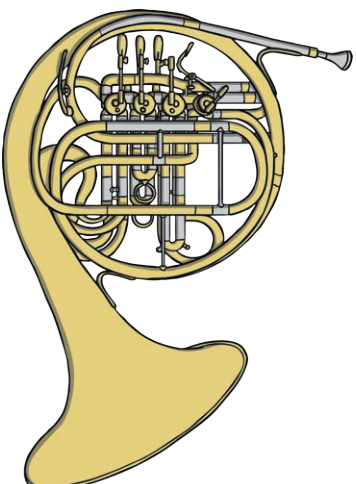
violin



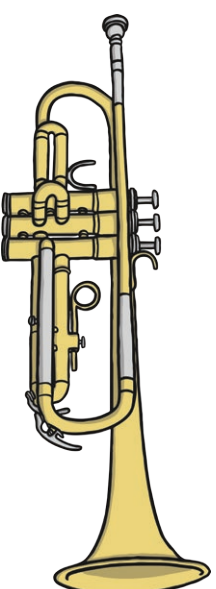
tambourine



French horn



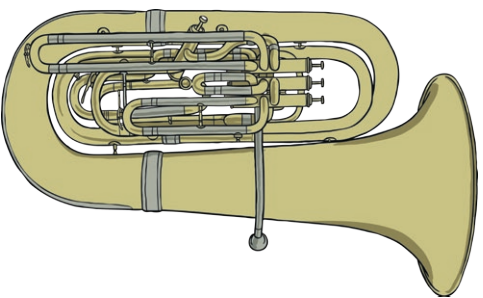
trumpet



cello



tuba



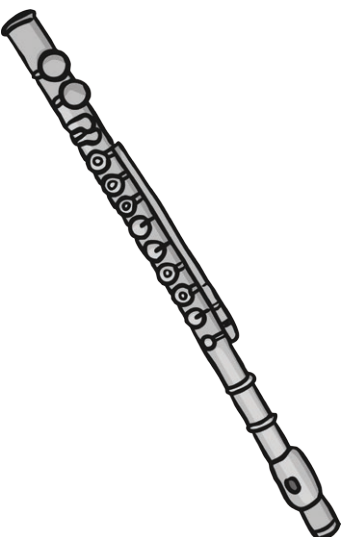
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viola



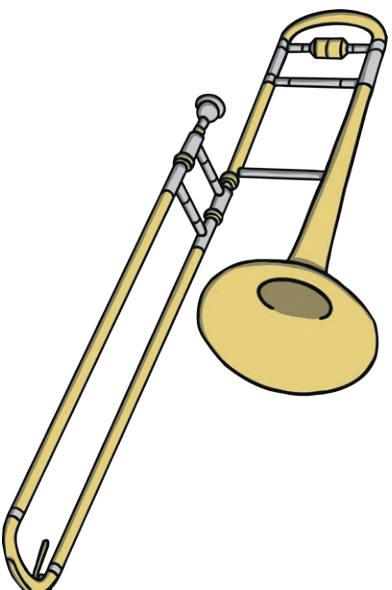
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flute



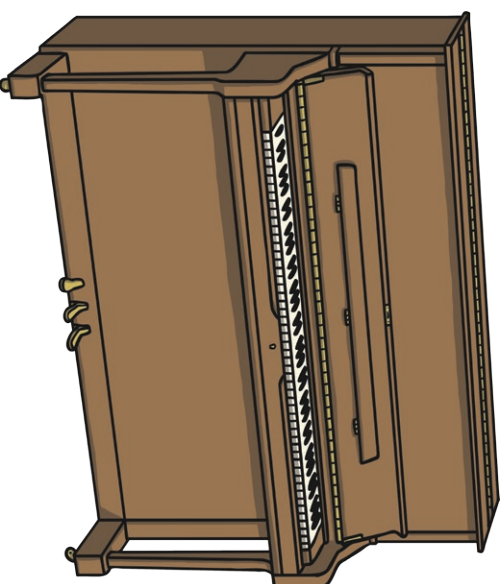
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trumpet



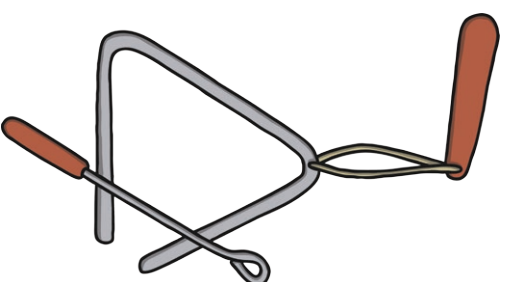
twinkl.com

piano



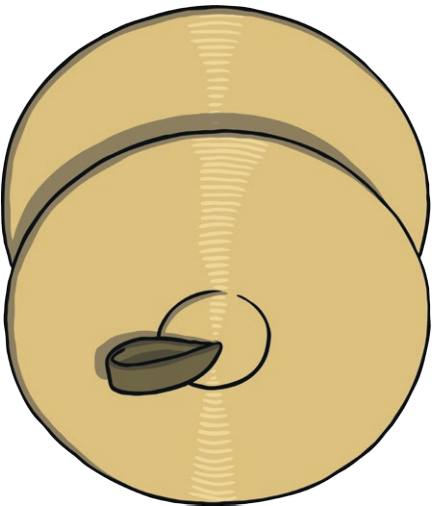
twinkl.com

triangle



twinkl.com

cymbals



saxophone



bassoon



oboe

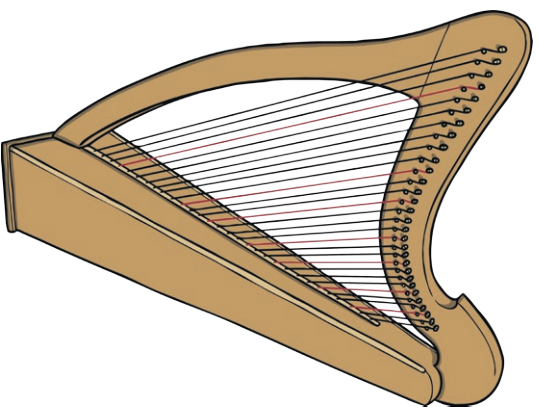


piccolo



drums





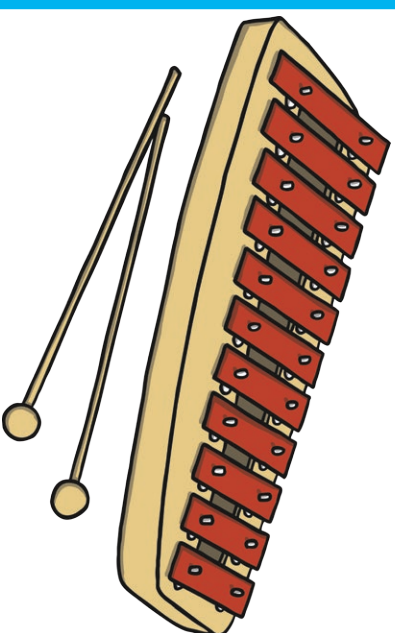
harp

twinkl.com



double bass

twinkl.com



glockenspiel

twinkl.com



## How Far I'll Go- Auli'i Cravalho

I've been staring at the edge of the water  
'Long as I can remember, never really knowing why  
I wish I could be the perfect daughter  
But I come back to the water, no matter how hard I try  
Every turn I take, every trail I track  
Every path I make, every road leads back  
To the place I know, where I can not go, where I long to be

See the line where the sky meets the sea? It calls me  
And no one knows, how far it goes  
If the wind in my sail on the sea stays behind me  
One day I'll know, if I go there's just no telling how far I'll go

I know everybody on this island, seems so happy on this island  
Everything is by design  
I know everybody on this island has a role on this island  
So maybe I can roll with mine  
I can lead with pride, I can make us strong  
I'll be satisfied if I play along  
But the voice inside sings a different song  
What is wrong with me?

See the light as it shines on the sea? It's blinding  
But no one knows, how deep it goes  
And it seems like it's calling out to me, so come find me  
And let me know, what's beyond that line, will I cross that line?

The line where the sky meets the sea? It calls me  
And no one knows, how far it goes  
If the wind in my sail on the sea stays behind me  
One day I'll know, how far I'll go

Thursday Thursday Thursday Thursday

Thursday Thursday Thursday Thursday

n n n n n n n n

N N N N N N N N

n n n n n n n n

N N N N N N N N

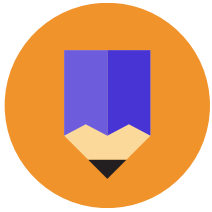
Nine numbats are in a nest. Nine numbats  
are in a nest.

1

## Tom's Broken Leg

Editing – Thursday

my brother tom broke his  
leg playing soccer He haz  
a red crutch to help hiim  
walk.



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

 teachstarter

2

## Windy Day

it was a really windy day  
on Sonday. kate and ben  
tok their kite to the park  
to fly it



Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.

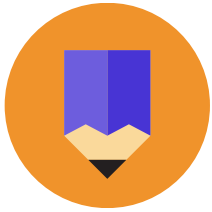
 teachstarter

3

## A Rainy Day

*Editing – Thursday*

the sky started to tern  
grey. Rain started to fall  
on my head. i poot up my  
favourite umbrella



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

 **teachstarter**

4

## Show and Tell

for show and tell tooday  
Bill brought his cat. his  
name is called Snowflake.  
Snowflake likes big huggs

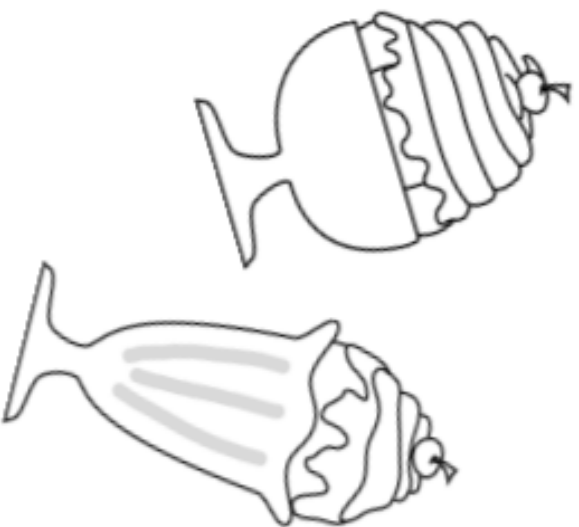


Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

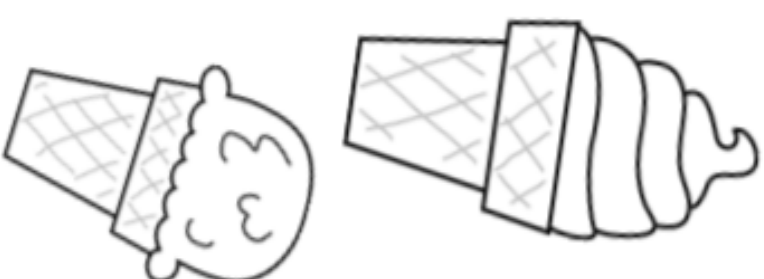
 **teachstarter**

# Charts

Directions: Use the chart to answer the following questions.



What is your favorite ice cream flavor?	
Vanilla	4
Chocolate	6
Strawberry	3
Mint	5
Cookie Dough	10



What does this chart show? \_\_\_\_\_

How many children like mint ice cream the most? \_\_\_\_\_

How many children like vanilla and chocolate? \_\_\_\_\_

How many more children like chocolate than strawberry? \_\_\_\_\_

What flavor did the most children like ? \_\_\_\_\_

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

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

## Discovering the Past

Many places in our community can tell us about the past. Some of these places include museums, libraries, monuments and historic buildings.

Draw lines to match each place in the community with its description.

Museum



A structure that has been built in memory of an important idea, person or event.

Library



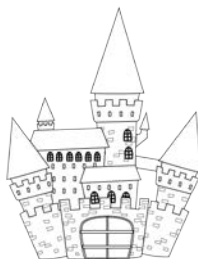
A building that holds valuable information about the history of a community.

Monument



A place where objects from the past and present are collected and displayed.

Historic Building



A place where books, music, films and records from the past are kept safe.

# Friday - Listening

You need a partner to read the directions to you. Once you have finished your drawing, you can colour it and upload a photo to Seesaw.

Make sure you listen very carefully to the instructions. Listen to the whole instruction before you start drawing. Ask your partner to repeat the steps if you need them to.

1. Draw two small circles in the middle of your paper with a two-finger space between them.
2. Draw a smaller circle in the top right of each circle.
3. Draw a smaller circle in the bottom left of each original circle.
4. Colour the space in the original circle. Leave the smaller circles white.
5. Draw a small curved line for a mouth, in between the two eyes.
6. Draw a big circle around the eyes to make a face.
7. Draw an upside-down U on top of the face to make the body. Make sure it connects to head. It should look a bit like an egg with eyes down the bottom.
8. Draw a straight line from the top of the upside-down U to the top of the big circle.
9. Draw 3 small circle in each side of the upside-down U. Colour them in black.
10. Draw 3 straight lines on each side of the upside-down U to make 6 legs.
11. Colour your bug's body in red. Colour the face in grey.
12. What bug did you draw?

## Friday – Grammar - Noun Groups

Cut and paste the sentences and noun groups. Sort them into the columns. Colour the verbs in green. Colour the noun groups in red.

e.g. **The black cat** **The black cat** **drinks** **milk.**

Noun Groups	Complete Sentences



## Friday – Grammar – Noun Groups

The big, black cat

The little brown dog  
jumped over the fence.

The big, orange cat sat  
on the mat.

A small, brown, fluffy  
dog

The red scissors cut the  
paper.

The shiny, metal bucket

A red ball

The long pencil fell on  
the floor.

A strong lion roars in  
the jungle.

The gigantic tower

The soft, warm blanket

The little mouse ran up  
the clock.

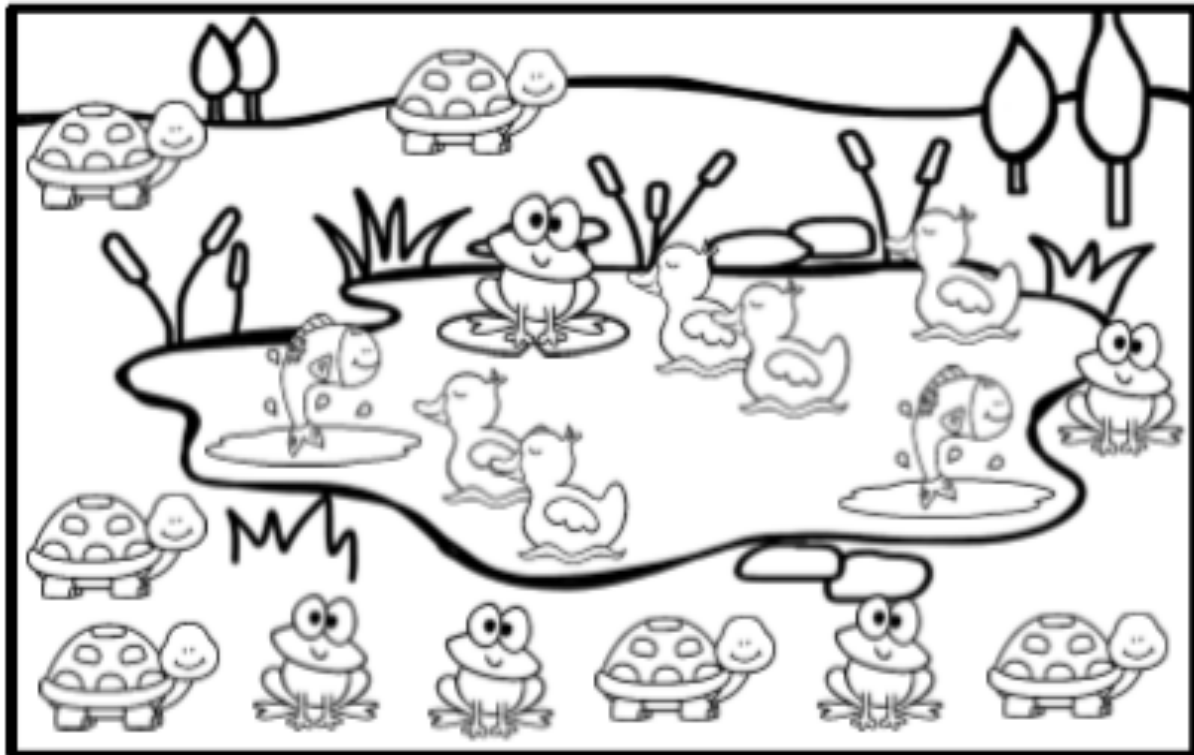
A beautiful butterfly  
flies to the flower.





A sour, juicy lemon



# At the Pond

Graph the pond creatures. Answer the questions.



How many of each?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Which animal did you see the most?





# At the Pond

Answer the questions about the data you collected.

1. Which animal did you see the most of?



2. Which animal did you see the least of?





3. How many pond animals did you see in all? \_\_\_\_\_ pond animals

4. Which 2 animals did you see the same of?



5. How many more  
 than  ?  
\_\_\_\_\_

6. How many more  
 than  ?  
\_\_\_\_\_