



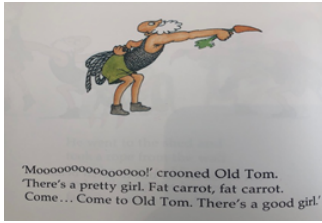
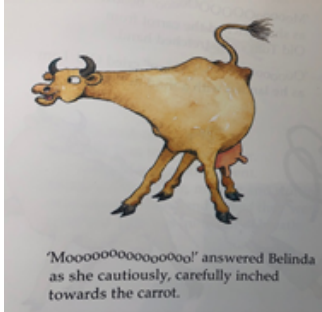
Name: _____ Class: _____


St Johns Park Public School – Cycle 3, Early Stage 1

You may need a digital device to complete the following activities. You will need help from a parent/carer.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Have you had a healthy breakfast today?	Could you organise your bedroom today?	Can you help make a healthy snack today?	How can you help a family member today?	Can you tell a family member how you can be kind?
Morning	<p>English Phonics: Make words with three letters using the vowel “a” in the middle. Make 5 to 10 words. Pick 3 of your words and draw a picture of them. <i>You could use magnetic letters if you have them or your alphabet cards.</i> Examples: cat, rat, tap</p>	<p>English Phonics: Make words with three letters using the vowel “e” in the middle. Make 5 to 10 words. Pick 3 of your words and draw a picture of them. Examples: pet, ten, vet</p> <p>Practise writing your name in your workbook or on paper using ‘rainbow writing’ where each letter of your name</p>	<p>English Phonics: Make words with three letters using the vowel “i” in the middle. Make 5 to 10 words. Pick 3 of your words and draw a picture of them. Examples: sit, pig, win</p> <p>Using your sight words, write two sentences. For example: If your sight word is ‘all’, then you might write:</p>	<p>English Phonics: Make words with three letters using the vowel “o” in the middle. Make 5 to 10 words. Pick 3 of your words and draw a picture of them. Examples: pot, hop, bog</p> <p>What sound does the letter ‘g’ make? Can you write 5 words that begin with this sound?</p>	<p>English Phonics: Make words with three letters using the vowel “u” in the middle. Make 5 to 10 words. Pick 3 of your words and draw a picture of them. Examples: sun, cut, rug</p> <p>Practise writing your sight words from memory. Try not to copy. Can you picture each word in your</p>

	<p>Make this week's sight words out of playdough. Can you form your letters carefully to make them all the same size?</p> <p>Reading and Viewing: Watch the recording of Belinda, written and illustrated by Pamela Allen, published by Penguin Random House Australia. https://vimeo.com/418373845</p> <p>Speaking and Listening: Images hold <i>connotations</i>. A connotation is a feeling or idea created, that is more than just what you see. Look at the images in your pack from the text 'Belinda'. What connotations or feelings do you get when you look at each one? Why?</p> <p>Writing and Representing:</p>	<p>needs to be a different colour.</p> <p>Speaking and Listening: <i>Describing my senses activity:</i> - Use 5 senses (sight, smell, hearing, touch and taste) and your imagination, describe each place or thing to a parent/carer using the following questions: <i>What can you see?</i> <i>What can you smell?</i> <i>What can you hear?</i> <i>What can you feel?</i> <i>What can you taste?</i> -the beach -a horse -hairspray -a roller-coaster -the circus or a carnival -a desert -in the city</p> <p>Reading and Viewing: Watch 'Belinda' again: https://vimeo.com/418373845 Look at the 'Mooooooooo!' word in the text. This is used a few times throughout the text.</p>	<p><i>Mrs Beard ate all the delicious cookies.</i> Remember that each sentence must start with a capital letter and end with a full stop. Don't forget finger spaces between your words! Say the sentence you want to write out loud and then try to hold the sentence in your mind while you write.</p> <p>Reading and Viewing: Read the story called 'Sally is Kind' (Level 5) that is included in your pack. You might like to record yourself reading and upload it to Seesaw for your teacher to see!</p> <p>Speaking and Listening: Tell a parent or carer answers to the following questions: Where were the girls playing? Why do you think Jenny</p>	<p>Use the handwriting worksheet to practise your letter 'g' formation. Make sure you are sitting correctly with your feet on the floor. Hold your pencil so it rests easy in the soft spot between your thumb and your pointer finger. Is your pencil sharp? You're ready to start writing! Remember to follow the arrows. Next, use plain paper to practise your letters, carefully copying the correct formation. Try to keep the size consistent.</p> <p>Reading and Viewing: Watch the story: <i>10 Little Rubber Ducks</i> by Eric Carle (Premier's Reading Challenge ID 15023) https://www.youtube.com/watch?v=sKLDxiiFFIA</p> <p>Speaking and Listening: There are lots of sounds made by animals and objects in this story. Hunt for all the different</p>	<p>mind? Try to write each word correctly.</p> <p>Reading and Viewing: Read the story called 'Mum's Surprise' (Level 6) that is included in your pack. You might like to record yourself reading and upload it to Seesaw for your teacher to see!</p> <p>Speaking and Listening: Tell a parent or carer answers to the following questions: Why did Dad and Sally go to the shops? What flowers did Dad and Sally decide to get for Mum? Why did they choose these ones? What do you think Mum will say when she sees the flowers?</p> <p>Writing and Representing: Draw a picture of Mum receiving the flowers</p>
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<p>Draw a picture of your favourite part of the story. Make sure that you include expressions on the character's faces. What are the characters saying or thinking? Use speech or thought bubbles and write what each character is saying or thinking.</p> <p> thought bubble</p> <p> speech bubble</p>	<p>Draw a picture of your favourite part of the story. Make sure that you include expressions on the character's faces. What are the characters saying or thinking? Use speech or thought bubbles and write what each character is saying or thinking.</p>	 <p>'Mooooo' crooned Old Tom. There's a pretty girl. Fat carrot, fat carrot. Come... Come to Old Tom. There's a good girl.'</p>  <p>'Mooooo' answered Belinda as she cautiously, carefully inched towards the carrot.</p> <p>What impact does it have on us as readers (What does it make the reader think and feel?)</p> <p>Writing and Representing: Can we use this technique in our own writing? Can you think of the sound these animals make and how we could write it? a cat, a dog, an owl, a kookaburra, a horse, a chicken, a tiger Say each animal sound aloud and have a go at writing the phonemes</p>	<p>says that Sally is kind?</p> <p>What do you think might happen the next time the girls are playing at the big hill?</p> <p>Writing and Representing: Draw a detailed picture of Jenny and Sally at the big hill. Don't forget to add lots of detail and to use colour to enhance your drawing.</p> <p>What are the characters saying to each other?</p> <p>Use speech bubbles to write what each character is saying.</p>	<p>sounds in the story and practise making these sounds yourself. How do the sounds help make the story engaging or interesting for the listener?</p> <p>Writing and Representing: How does the story end? Draw a detailed picture to show what happens at the end of the story. Label the picture <i>or</i> write one or two sentences to tell the ending of the story <i>in your own words</i>.</p>	<p>from Dad and Sally. Don't forget to use details and colour.</p> <p>How is Mum feeling? How are Dad and Sally feeling?</p> <p>Show how the characters are feeling by drawing expressions on their faces.</p> <p>How do you think the family spent the rest of the day? Write <i>at least one</i> sentence telling the reader what the family did after Mum received the flowers.</p>
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		you can hear, just like Pamela Allen does in Belinda. Try adding three new animals of your own.			
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics Practise counting forwards and backwards 0 to 30. Practise starting from different numbers.</p> <p>Practise writing your numbers from 0 to 30. Make sure they are written correctly. If you make a mistake, you can 'be an active learner' and fix it!</p> <p>Use your Friends of 10 worksheet. Cut out the hands and use it to help you find all the numbers that make 10. Can you list what they are? Use your counting forward strategy and fingers to help you.</p> <p>How many steps do you think it will take from your living room</p>	<p>Mathematics Grab a spoon, and find 5 objects that are longer and 5 objects that are shorter than the spoon. Draw pictures of the objects and label them. <u>Make sure the ends are aligned when checking the length.</u> - Order the objects you have found, from shortest to longest.</p> <p>Go around the house and find objects that are taller and short than you. Draw pictures of the objects and label them.</p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>	<p>Mathematics Practice counting backwards from 100. Use the 100 number chart included in your pack to help you. Can you count forwards by 5? Colour the number chart to show which numbers you would need to say if you counted forward by 5s.</p> <p>Use your toys and practise counting by 2s.</p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>	<p>Mathematics Complete the 3D object hunt worksheet. Go around your home to find 3D objects and draw them and label them.</p> <p>Can you sort out which 3D objects have a flat surface and which objects have a curved surface?</p> <p>Can you create a tower using those objects? Which surface is easier to stack with? Why is it much harder to stack with curved surfaces? Discuss with someone in your home and tell them what you think.</p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>	<p>Mathematics Can you make your own pattern and ask your parents or carer to continue it? Check if they continue the pattern correctly!</p> <p>Challenge yourself and make a different pattern using more than 3 objects.</p>  <p>What is the missing element in each pattern?</p> <p>Complete the pattern worksheet. After completing, check by <i>saying the pattern</i> to make sure it is a</p>

	<p>to the bathroom? - Count how many steps to the bathroom and back. Was it more or less than you thought?</p> <p>Play a board game with your family, for example, Snakes and Ladders.</p>				<p>pattern.</p> <p>If it is not a pattern, how can you fix it?</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science and technology Listen to a song about living and non-living things [https://www.youtube.com/watch?v=Z_aAkuK_8nQ]</p> <p>Take a walk around your house to find living and non-living things.</p> <p>Talk to an adult about - How can we tell if something is living or non-living? - What are the basic needs of all living things?</p> <p>Find the Science Living and</p>	<p>History Ask a family member to provide a photograph or object that may be important to them. You may want to draw or provide a photo of what your family has shared with you. Write about what is happening in the photograph or why the object may be important.</p>	<p>Creative arts Practise singing the song 'Old Macdonald had a Farm' including a pig, duck, horse, sheep and cow in the song. https://www.youtube.com/watch?v=6HzoUcx3eo</p> <p>Find a family member that can speak a different language other than English. Together, practise singing in 'Old Macdonald had a Farm'.</p> <p>Ask your family member now to translate the same song in their language and teach you.</p> <p>Create a video of you singing 'Old Macdonald</p>	<p>Geography <i><u>Taking Care of Our Places</u></i> Can you think of a place that you help to look after?</p> <p>How do you look after it? Tell someone at home using lots of detail.</p> <p>Draw a picture of you taking care of your place.</p>	<p>PDHPE Find a photo of you as a baby and now. How has your body changed from being a baby? What parts can you see that have changed. For example, height, face, hair.</p> <p>What does the word 'public' and 'private' mean?</p> <p>'Public' means that everyone can see.</p> <p>Trace a body outline on paper and label the different public parts of the body and their function (e.g. Ears are for listening).</p>

	<p>Non-living things worksheet and draw a tick or cross in each box to identify the needs of each thing. Complete the sentence, 'All living things need...'. All living things must have access to food, water and air to survive. If they don't meet these needs, they may get sick.</p>		<p>had a Farm' in a different language (not in English). See if your family member will join you in the video!</p>		<p>Do 10 star jumps, hop on the spot for 30 counts and then skip around. Can you reach for the sky 10 times?</p>
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These images are from *Belinda*, written and illustrated by Pamela Allen, published by Penguin Random House Australia.

Name: _____

Adding

up to 10!

1 and _____ make 10

6 and _____ make 10

2 and _____ make 10

7 and _____ make 10

3 and _____ make 10

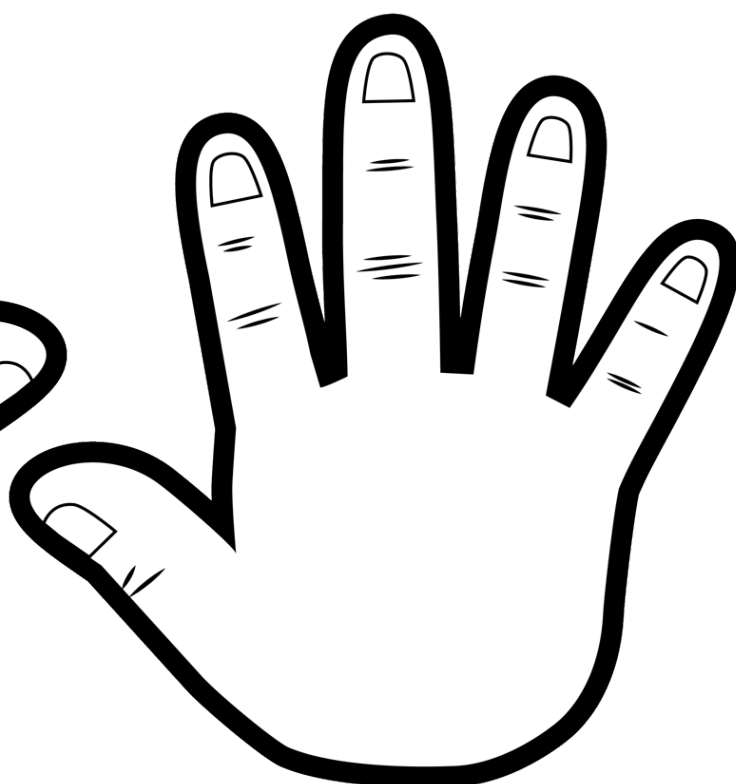
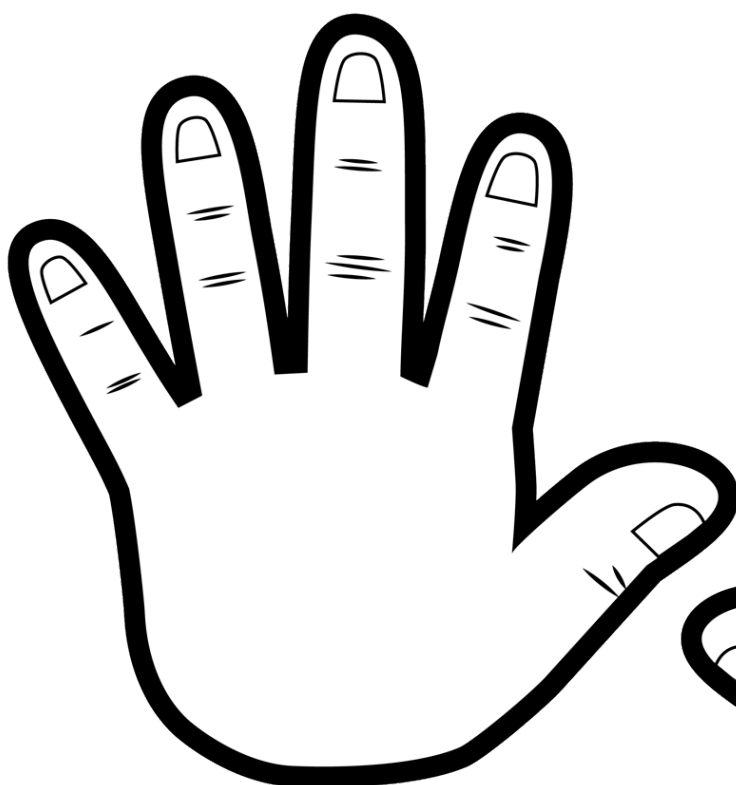
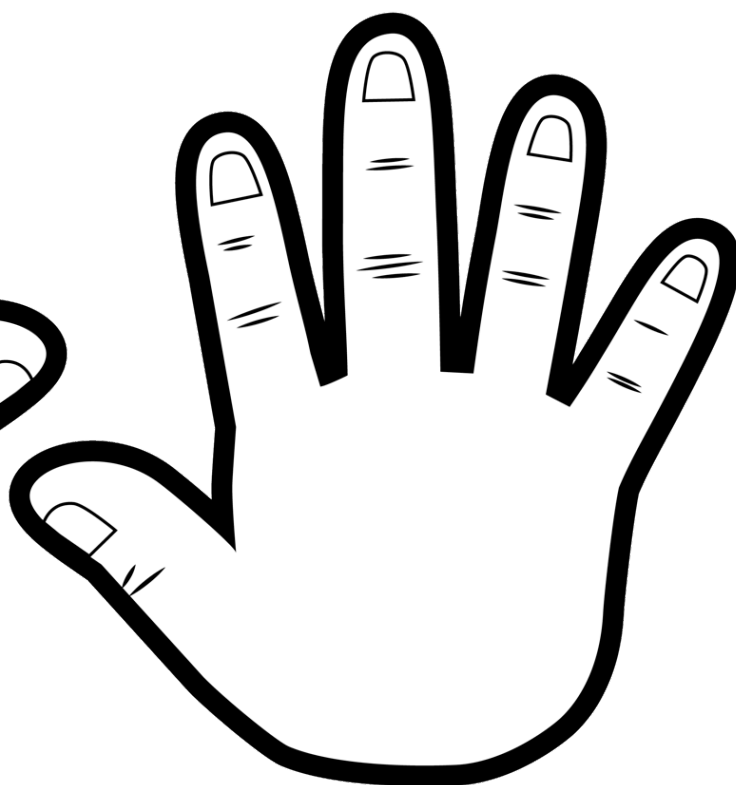
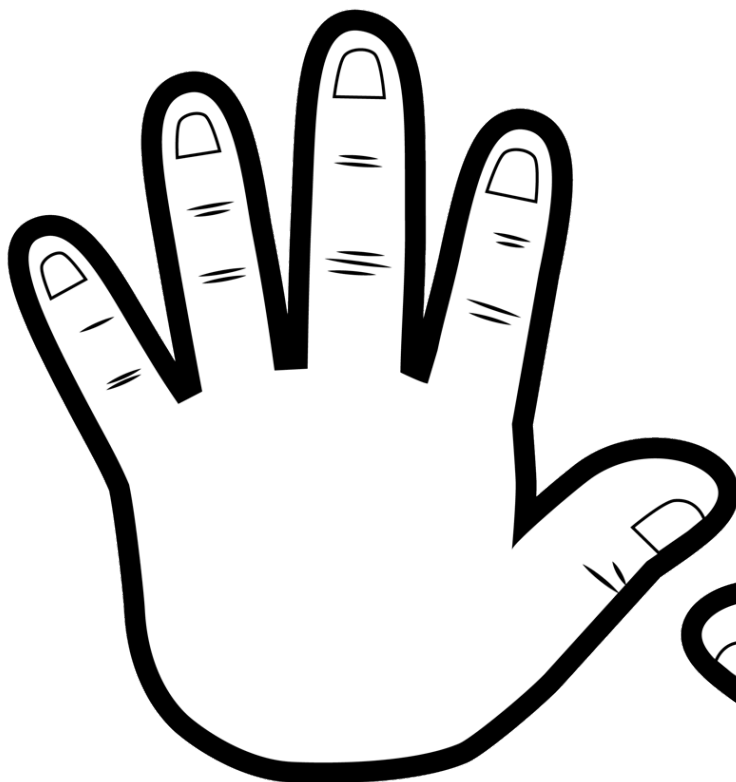
8 and _____ make 10

4 and _____ make 10

9 and _____ make 10










5 and _____ make 10

10 and _____ make 10



Science Living and Non-living Things

Draw a tick or cross in each box to identify the needs of each thing.

	Does it need air? 	Does it move and grow? 	Does it need food and water? 	Does it need sunlight? 	Is it a living thing?
					
					
					
					
					
					

All living things need _____

Sally is kind

Jenny and Sally went to the park.
"Come up here, Jenny," said Sally.
"Run up the big hill."

Jenny ran up the big hill.
"Oh, no!" cried Jenny.
"The hill is too big. I can not run up the hill."

Sally looked at Jenny.
"You can do it, Jenny. I will help you,"
shouted Sally.

Sally went down the hill and put out her
hand.
"Thank you, Jenny. I can see you are helping
me," said Jenny. Sally is kind.

The children had a lot of fun.



100 Square

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

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

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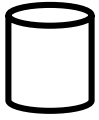
go got get gold grow goggles

go got get gold grow goggles

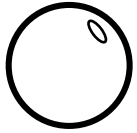
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3D Solid Hunt

Search the classroom for these 3D objects.



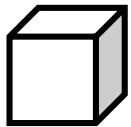
Cylinder



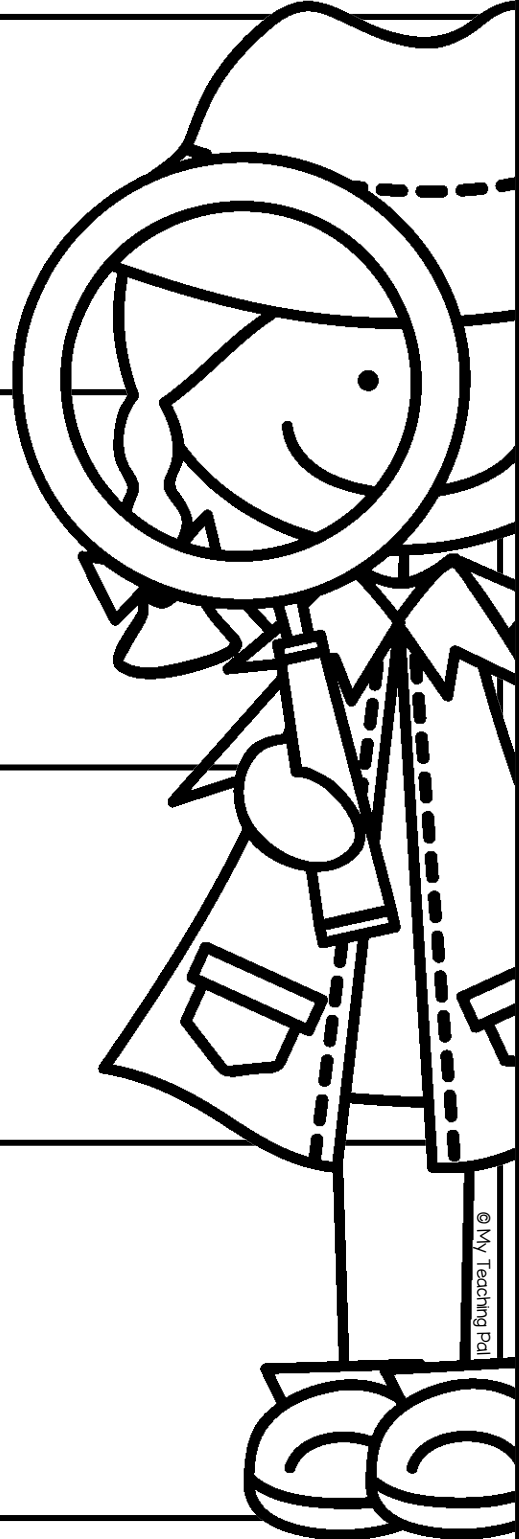
Sphere



Cone



Cube



A surprise for Mum

It is Mum's birthday on Monday.
Dad and Sally went to the shops.
They went into the flower shop.

"I like the red flowers," said Sally.

"I like the purple flowers," said Dad. Sally
saw more flowers next to the door.

"Come look at the flowers over here, Dad!"
shouted Sally.

"They are nice, Mum will like this," said Dad.

"Yes, it is yellow. Mum loves yellow flowers,"
said Sally.

Mum is going to be happy with the surprise.



Name: _____

Back To School Patterns - ABC

Directions: Cut out the pictures at the bottom of the page. Glue them to complete each pattern.

