

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

# St Johns Park Public School – Early Stage 1 (Cycle 4)

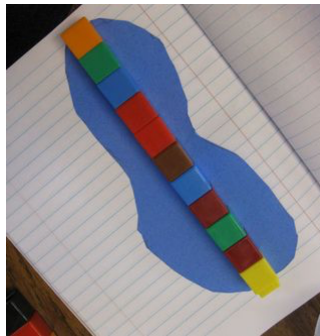
You may need access to a digital device to complete the following activities. You will need help from a parent/carer.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Task</b>	Put on a song and dance!	Tidy your bedroom.	Tell someone in your family all about your favourite toy.	Help make a healthy lunch!	Ask a family member what you can do today to be helpful.
<b>Morning</b>	<p>-What day of the week is it today? What day of the week was it yesterday? What day of the week will it be tomorrow?</p> <p>-Practise your sight words for this week. <i>Make them out of playdough, use rainbow writing or use magnetic letters!</i></p>	<p>-Watch the following and sing along: <i>Months of the Year Syllable Song</i> by Jack Hartmann <a href="https://www.youtube.com/watch?v=SSI-SbVz2oA">https://www.youtube.com/watch?v=SSI-SbVz2oA</a></p> <p>-Practise your sight words for this week. <i>Make them out of playdough, use rainbow writing or use magnetic letters!</i></p>	<p>-What day of the week is it today? What day of the week was it yesterday? What day of the week will it be tomorrow?</p> <p>-Practise your sight words for this week. <i>Make them out of playdough, use rainbow writing or use magnetic letters!</i></p>	<p>-Can you order all the months of the year? Use <b>the sheet</b> included in your pack to help you! Remember, they are in the wrong order! -Write them on a separate paper in the correct order. See if you can circle the syllables. You might want to watch the <i>Months of the Year Syllable Song</i> by Jack Hartmann again.</p>	<p>What day of the week is it today? What day of the week was it yesterday? What day of the week will it be tomorrow?</p> <p>-Ask a parent/carer to test you on your sight words today. Can you read them? Can you write them down or make them with letter cards without looking?</p>

<p><b>English Phonics:</b> -Let's make some words! Use "an" for each word you can make, using a different letter at the start...like this: <i>can, ran....</i> <i>Hint: Go through each letter of the alphabet but not the vowels (a, e, i, o, u). Try only to make "real words". Ask a grown-up or check the dictionary.</i> When you have all the words you can make, say them quickly after each other. Do you notice something? <i>Record the words on paper or whiteboard, downwards in a list.</i></p> <p><b>Reading and Viewing:</b> -Watch the story: <i>Grandpa and Thomas</i> by Pamela Allen (Premier's Reading Challenge ID 12292) <a href="https://www.youtube.com/watch?v=37MlnaEA_I">https://www.youtube.com/watch?v=37MlnaEA_I</a></p>	<p><b>English Phonics:</b> -Let's make some words! Use "et" for each word you can make, using a different letter at the start...like this <i>bet, wet...</i> When you have all the words you can make, say them quickly after each other. Do you notice something? <i>Record the words on paper or whiteboard, downwards in a list.</i></p> <p><b>Reading and Viewing:</b> -Read the story called 'Sam and the Blue Truck' (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><b>Speaking and Listening:</b> Talk about your answers to the following questions with a</p>	<p><b>English Phonics:</b> -Let's make some words! Use "ig" for each word you can make, using a different letter at the start...like this <i>big, rig....</i> When you have all the words you can make, say them quickly after each other. Do you notice something? <i>Record the words on paper or whiteboard, downwards in a list.</i></p> <p><b>Reading and Viewing:</b> -Watch the story: <i>There's a Sea in my Bedroom</i> by Margaret Wild. <a href="https://www.youtube.com/watch?v=HJpBUgMKV70">https://www.youtube.com/watch?v=HJpBUgMKV70</a></p> <p><b>Speaking and Listening:</b> -How does Margaret Wild help to create the feeling that David is at the beach? What words does she use?</p>	<p><b>English Phonics:</b> -Let's make some words! Use "ot" for each word you can make, using a different letter at the start...like this <i>cot, rot....</i> When you have all the words you can make, say them quickly after each other. Do you notice something? <i>Record the words on paper or whiteboard, downwards in a list.</i></p> <p><b>Reading and Viewing:</b> -Read the story called 'Brad's Butterfly' (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><b>Speaking and Listening:</b> Talk about your answers to the following questions with a parent</p>	<p><b>English Phonics:</b> -Let's make some words! Use "ug" for each word you can make, using a different letter at the start...like this <i>bug, rug....</i> When you have all the words you can make, say them quickly after each other. Do you notice something? <i>Record the words on paper or whiteboard, downwards in a list.</i></p> <p><b>Reading and Viewing:</b> -Watch the animated film: <i>The Snail and The Whale</i> by Julia Donaldson <a href="https://iview.abc.net.au/show/snail-and-the-whale">https://iview.abc.net.au/show/snail-and-the-whale</a></p> <p><b>Speaking and Listening:</b> -What words are used to describe the sea in this story? Describing words are called <i>adjectives</i>.</p>
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	<p><b>C</b></p> <p>-How does Pamela Allen help to create the feeling that Grandpa and Thomas are at the beach? What words does she use?</p> <p>-Practise making the sounds of the sea yourself as you retell the story to a parent/carer. Remember to include the beginning, middle and end of the story.</p> <p><b>Speaking and Listening:</b></p> <p>Words hold <b>connotations</b>. A <i>connotation is a feeling or idea created, that is more than just what the word says.</i></p> <p>-Play: ‘Thumbs up, thumbs down’ with an adult using the list of words below:  <i>Winter, Beach, Forest, Home, Birthday, Ice-cream, Park, Flowers</i></p> <p>When each word is presented, indicate with a thumbs up if the connotation is positive, a</p>	<p>parent/carer:</p> <p>-Where did Sam and Mum go to look for the blue truck?</p> <p>-Why do you think Sam wanted his blue truck?</p> <p>-How will Sam know where to find his blue truck next time?</p> <p><b>Writing and Representing:</b></p> <p>-Find your favourite toy at home.</p> <p>-Draw a detailed picture of your toy using colours.</p> <p>-Think of two words to <b>describe</b> your toy.</p> <p>- Label your drawing with these words. Describing words are called <u>adjectives</u>.</p> <p><b>An adjective</b> is a word that describes an animal, person, thing, or thought. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell.</p> <p>-Using your two adjectives, write one or</p>	<p>-Does David feel the same way about the beach as Grandpa and Thomas? How do you know?</p> <p><b>Writing and Representing:</b></p> <p>-Imagine that there is a sea in your bedroom.</p> <p>-How would you feel?</p> <p>-Draw a picture of yourself in your bedroom with the sea. Don’t forget to draw an expression on your face to show how you feel about the sea. Remember to use colour and details.</p> <p>-Label the drawing with some adjectives.</p> <p>-Write <i>at least one</i> sentence describing the sea in your bedroom? Include details about <i>how you feel</i> about the sea in your bedroom.</p> <p><i>Don’t forget to have your <b>butterfly card</b> with you for writing!</i></p> <p>You can start your sentences with:</p>	<p>or carer:</p> <p>-What animals did Aunty Jo see in the garden?</p> <p>-What adjectives are used in the story to describe the butterflies?</p> <p>-Where do you think the big butterfly was going?</p> <p><b>Writing and Representing:</b></p> <p>-How would you describe a butterfly? What <i>adjectives</i> would you use?</p> <p><i>Think about the way it looks, how it might feel when you touched it, how it might sound.</i></p> <p>-Draw a detailed picture of a butterfly using the story illustration as a reference.</p> <p>-Label your drawing.</p> <p>-Next, write one <i>or more</i> sentences describing the butterfly.</p> <p><i>Don’t forget to have your <b>butterfly card</b> with you for writing!</i></p> <p>-You can start your sentence with:</p>	<p>Describe the sea using these words for someone at home.</p> <p><b>Writing and Representing:</b></p> <p>-Draw a detailed picture of the snail and the whale in the sea.</p> <p>-Write down the adjectives used to describe the sea. How would you describe the sea? Can you add some adjectives to your list?</p> <p>-Think about some adjectives for the snail and the whale.</p> <p>-Label your drawing with these words.</p> <p><b>Extension:</b></p> <p>-Using your adjectives, write a detailed sentence about the snail and the whale or about the sea.</p> <p><i>Don’t forget to have your <b>butterfly card</b> with you for writing!</i></p>
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	<p>thumbs down if the connotation is negative. -Describe how each word makes you <i>feel</i>.</p> <p><b>Writing and Representing:</b> -Choose one thumbs up and one thumbs down from the list above. -Draw them both side by side. -Explain to an adult how you've made them look positive and negative. Did you use different types of colours or are people happy or grumpy? How can you tell?</p>	<p><i>more</i> sentences about your toy.</p> <p><i>Don't forget to have your <b>butterfly card</b> with you for writing!</i></p> <p>You can start your sentence with: <b>My favourite toy is...</b></p> <p><u>For example:</u> If your toy is a teddy bear and your two adjectives are 'fluffy' and 'brown', you could write:  <i>My favourite toy is my fluffy, brown teddy bear.</i></p>	<p><b>The sea in my bedroom is....</b></p> <p><b>I feel...</b></p>	<p><b>The butterfly is...</b></p>	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b> Practise counting forwards and backwards from 0 to 40. Try practising starting from a different number.</p> <p>Practise writing your numbers from 1 to 40. Ensure they are formed properly and not reversed.</p>	<p><b>Mathematics</b> Practise counting forwards and backwards from 0 to 40. Try practising starting from a different number.</p> <p>Roll a dice (alt: <a href="https://www.online-stopwatch.com/chance-games/roll-a-dice/">https://www.online-stopwatch.com/chance-games/roll-a-dice/</a>) and use your fingers to count forwards until 10.</p>	<p><b>Mathematics</b> Use three cups that are the same size, and use water, rice, or pasta. Can you fill one cup full of water, one cup half-full with water and one empty.</p> <p>Discuss with your parents, if you were thirsty and needed a drink of water, which of</p>	<p><b>Mathematics</b> Complete <b>Roll and Subtract worksheet</b>. Use a dice (alt: <a href="https://www.online-stopwatch.com/chance-games/roll-a-dice/">https://www.online-stopwatch.com/chance-games/roll-a-dice/</a>). Use your fingers or objects to assist you in finding how many are left.</p> <p>Use your fingers to</p>	<p><b>Mathematics</b> Ask each person at home to let you trace their foot on paper and cut it out. Can you order them from shortest to longest. Who has the longest foot? Who has the shortest foot?</p>

	<p>Gather 20 different toys and arrange them by colour into columns or rows to create a graph. Make sure all the toys are aligned properly.</p> <p>Using the information you created, complete the <b>colour data graph</b>.</p> <p>Which colour was the most popular? Which colour was the least popular? Which colours had the same number?</p>	<p>Can you find all the Friends of 10 for the following numbers?</p> <p>0 and ____ makes 10  1 and ____ makes 10  2 and ____ makes 10  3 and ____ makes 10  4 and ____ makes 10  5 and ____ makes 10  6 and ____ makes 10  7 and ____ makes 10  8 and ____ makes 10  9 and ____ makes 10  10 and ____ makes 10</p>	<p>the three cups would you pick to drink and why?</p> <p>Get one big container and one small cup. Estimate how many cups will it take to fill up the big container. <i>An estimate is a 'thinking guess'.</i></p> <p>After you have filled it up, was your estimate smaller or bigger than the actual number of cups?</p> <p>Log onto MangaHigh <a href="http://www.mangahigh.com">www.mangahigh.com</a> and complete the assigned work.</p>	<p>count backwards to help you find the friends of 10.</p> <p>10 - 1 =  10 - 2 =  10 - 5 =  10 - 6 =  10 - 4 =  10 - 3 =  10 - 7 =  10 - 8 =  10 - 0 =  10 - 10 =</p>	 <p>Use objects of the same size to measure the length of everyone's foot. How long is each person's foot? Record their name and the length of their foot in a table.</p> <p>Log onto MangaHigh <a href="http://www.mangahigh.com">www.mangahigh.com</a> and complete the assigned work.</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Science and technology: <i>What do Humans Need?</i></b></p> <p>-Talk to an adult about what humans need to survive (live).  -Watch <b>Needs vs</b></p>	<p><b>History: <i>Family Celebrations</i></b></p> <p>-Sometimes families have their own celebrations and traditions e.g. birthdays, religious festivals,</p>	<p><b>Creative arts - <i>Visual Arts:</i></b></p> <p>-Discuss with an adult what plants and trees need to grow and stay alive.  -Brainstorm with an</p>	<p><b>Geography: <i>Caring for places</i></b></p> <p>-Write about ways in which you could care for the environment in school and at home, e.g switching off lights,</p>	<p><b>PDHPE: <i>Identifying Different Emotions</i></b></p> <p>-Read the story "The Way I Feel" by Janan Cain  <a href="https://www.youtube.com/watch?v=wn32Vsu08">[https://www.youtube.com/watch?v=wn32Vsu08]</a></p>

**Wants** on Youtube  
[\[https://www.youtube.com/watch?v=1wAZwX0dhg0\]](https://www.youtube.com/watch?v=1wAZwX0dhg0) Discuss what is a need? What is a want?  
 -Humans have five basic needs – air, food, water, sleep and protection. How do you meet your five basic needs?  
 -Find the ‘**Humans need...**’ **circle booklet**, cut the dotted lines and fold each circle inwards to create a booklet.  
 -Draw a picture of you in the middle circle. Open one circle at a time, draw images on the inside of each circle to show how you meet each need.  
 -Write a sentence about how you meet each need. For example, at the back of the shelter circle, ‘I live in a house’.

national events and community festivals.

-Write and draw about a celebration which is special to your family.

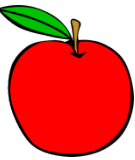


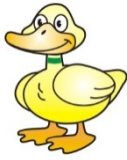

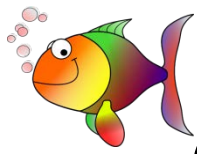









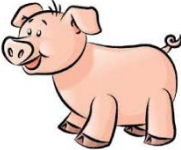







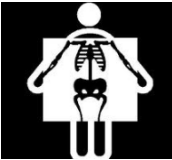


adult the parts of a tree that we can see, such as a trunk, branches and leaves .  
 -Go outside in your backyard to collect leaves, and small twigs that have already fallen onto the ground. You may also wish to collect some dirt and grass clippings.  
 -Return back inside and arrange the materials into the shape of a tree and use PVC glue to stick it down.



placing rubbish in the bin etc.  
 -Record your ideas using pictures or words in a table like the one below:

school	home
-placing rubbish in the bin	-switching off lights when not in use

**h4]**  
 -Brainstorm some emotions that you feel. Talk to an adult about what each emotion is and why you would feel that emotion.  
*(Tip: Think of other emotions than happy/sad to help your child understand negative emotions).*  
 -Sort out your brainstormed emotions into positive or negative emotions. ‘Negative emotions’ are not bad, it is okay to feel these emotions.  
 -Think about a time you have been ‘angry’ and share a sentence using sentence starter “I feel angry when...  
 Do the same for ‘excited’.  
 -Do 10 in and out jumps, side gallop for 30 counts and then run on the spot. Can you imagine you are on a running track and run around for 4 laps?

 a	 b	 c	 d	 e	 f	 g	 h	 i
 j	 k	 l	 m	 n	 o	 p	 q	 r
 s	 t	 u	 v	 w	 x	 y	 z	

at	here	is	the	I	am	we	are
girl	boy	and	for	went	to	like	my
look	come	a	on	this	can	in	see

# Sam and the Blue Truck

Sam and Mum went to the shed. "Where is my blue truck?" said Sam.

"I can not see the blue truck," said Mum.

Sam looked on top of the box. Sam looked under the old bed.

"It is not here", said Sam.

"I can see it. It is where the toy car is," said Mum.

"Oh, I can see it!" said Sam. "Here is my blue truck. I will keep it in my toy box."

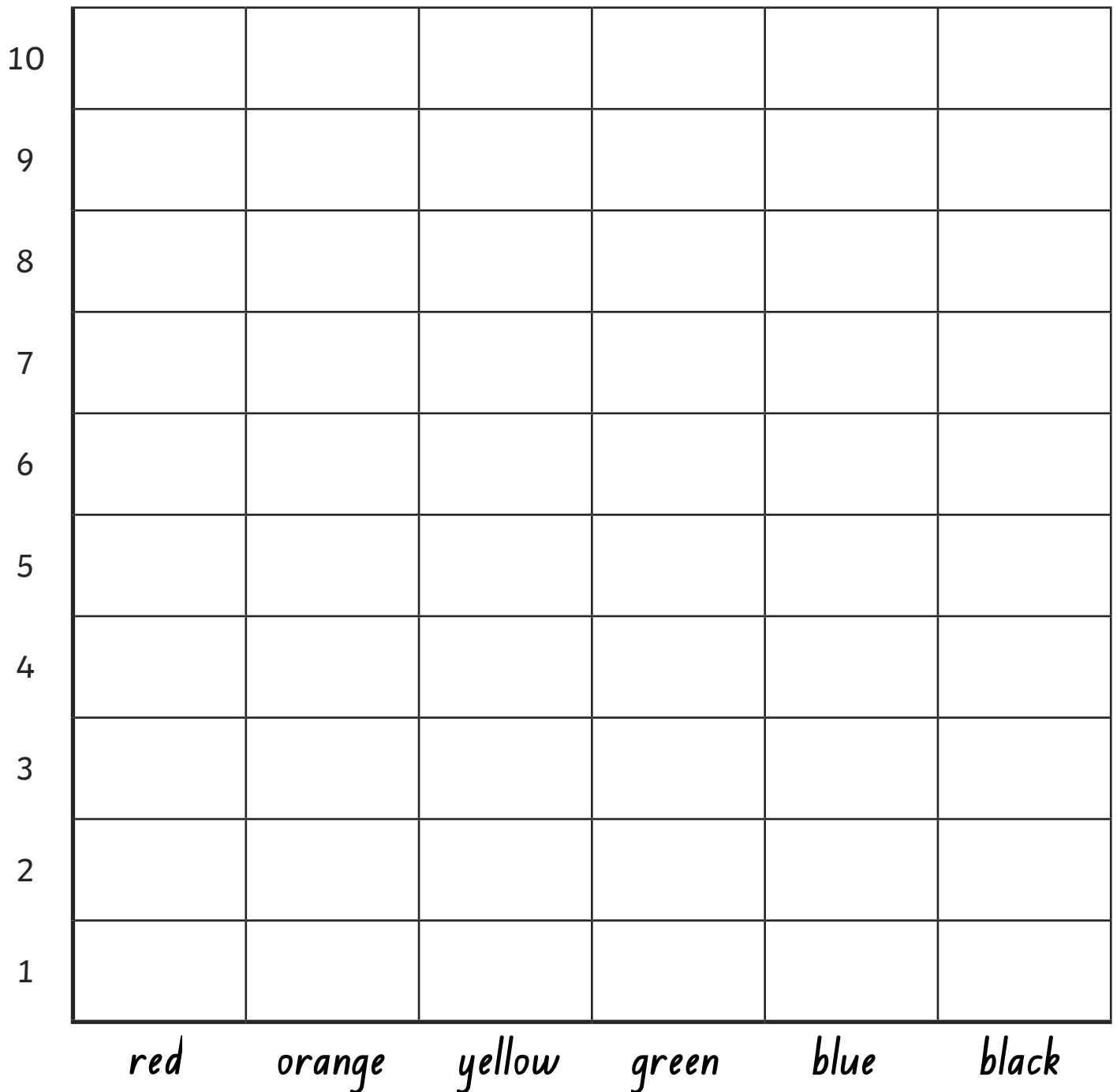
"Come on, let's go now," said Mum.

Sam and Mum went to play with the blue truck.





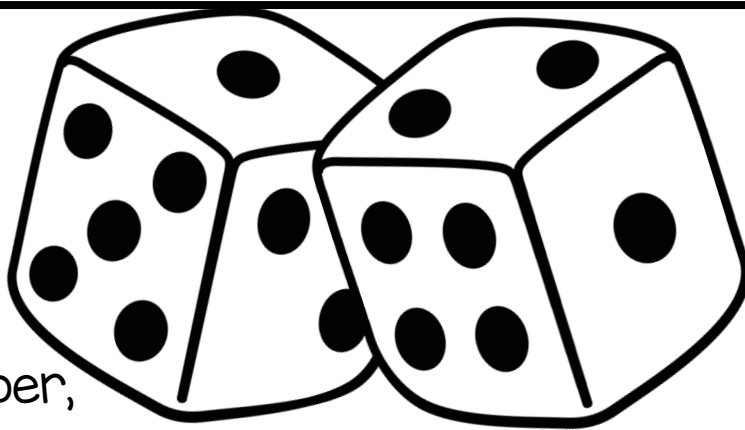
# Colour Graph



Note: If you have different colours, you can cross the colour and write a different colour.

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

# Roll & Subtract



Roll a die, write the number, solve the question.

$10 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

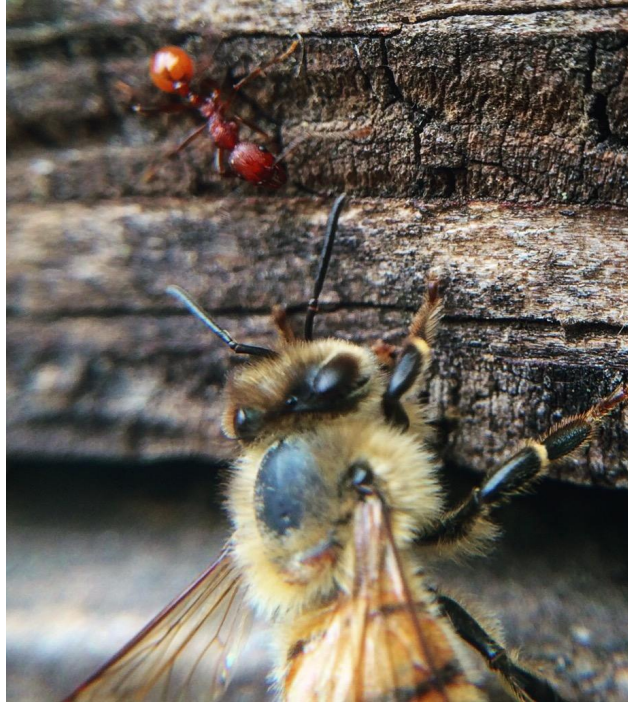
$7 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

$7 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

$7 - \square = \underline{\quad}$



## Brad's Butterfly

On Sunday, Brad and Aunty Jo went to the garden.

"Look!" shouted Brad. "Look at the big garden. I can see a lot of bugs."

Aunty Jo walked around and saw ants and bees. "Come over here, I can see a butterfly," said Aunty Jo.

"Oh, I can see a big butterfly and a little butterfly," said Brad.

Brad saw the big butterfly fly away. "I will see you later, butterfly!" said Brad.

Brad and Aunty Jo went back inside.



May	April
January	November
October	February
June	August
March	September
July	December

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>
<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>o</b>
<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>
<b>u</b>	<b>v</b>	<b>w</b>	<b>y</b>	<b>a</b>
<b>e</b>	<b>o</b>	<b>l</b>	<b>a</b>	<b>s</b>

These letters can be cut out and used to make sight words this week.

# 'Humans need ...' circle booklet

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