

Name: _____ Class: _____

St Johns Park Public School – Early Stage 1 (Cycle 5)

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
Task	Be Respectful today by remembering to say 'please' and 'thank you' when you speak to others at home.	Be safe by tidying the floor in your room. Make sure all items are put away where they belong.	Be an active learner by trying your best today and not giving up, even if the work is hard!	Be safe by following the rules while working at home. What are your house rules? Can you name three?	Be respectful by keeping your workspace clean and tidy. Arrange all your pencils and put any paper rubbish in the bin.
Morning	<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 using playdough, use rainbow writing or use magnetic letters!</i></p> <p>*Keep a list of your</p>	<p>-Watch the following and sing along: <i>The Australian Months of the Year Song</i> https://www.youtube.com/watch?v=TotB6fCAgGg</p> <p>-Practise your sight words for this week. <i>Make using playdough, use rainbow writing or use magnetic letters!</i></p> <p>*Keep a list of your sight</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 using playdough, use rainbow writing or use magnetic letters!</i></p> <p>*Keep a list of your sight</p>	<p>-Can you name the seasons of the year? Cut and paste the months of the year under the correct season. You might want to watch <i>The Australian Months of the Year Song</i> again to help you! -Trace the names of the months and seasons to practise your letter formation.</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. <i>Can you read them? Can you write them down or make them with letter cards without</i></p>

	<p><u>sight words nearby so that you can include them in your writing this week.</u></p> <p>English Phonics: -This week's words begin with blends. That is: 2 letters (not vowels) followed by a vowel and the last consonant. Eg: flip <i>Add the missing vowel to finish the words and draw the pictures and label each one.</i> <i>New words for every day.</i></p> <p>cl_p (do it with hands) dr_m (musical instrument) sw_m (do it in a pool) tw_n (one of two babies born together)</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. -Listen to the story: <i>Stickybeak</i> by Hazel</p>	<p><u>words nearby so that you can include them in your writing this week.</u></p> <p>English Phonics: sk_p (do it with a rope) fr_g (a small animal) fl_g (it flies on a pole) pl_m (a fruit)</p> <p>Reading and Viewing: -We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts. -Read this text to an adult: <i>The Big Lunch Party</i> (Level 5). A copy is included in your pack.</p> <p>Speaking and Listening: -We are learning to: use full sentences to answer comprehension questions and demonstrate our understanding of a text. -Answer the following</p>	<p><u>words nearby so that you can include them in your writing this week.</u></p> <p>English Phonics: cl_p (it holds papers together) dr_p (water from a tap) pl_g (it goes in the sink) cr_b (a baby's bed)</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. -Listen to the story: <i>Rainbow Fish</i> by Marcus Pfister https://www.youtube.com/watch?v=r9mryuEKkKc</p> <p>Speaking and Listening: -We are learning to: use full sentences and adjectives to describe people, places and things. -Answer the following questions about the text</p>	<p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>English Phonics: gr_n (like a smile) pl_s (a sign for adding) cl_g (a wooden shoe) cr_b (a sea creature)</p> <p>Reading and Viewing: -We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts. -Read this text to an adult: <i>Bathtime</i> (Level 6). A copy is included in your pack.</p> <p>Speaking and Listening: -We are learning to: use full sentences to answer comprehension questions and demonstrate our</p>	<p><u>looking?</u></p> <p><u>*Keep a list of your sight words nearby so that you can include them in your writing this week.</u></p> <p>English Phonics: dr_g (hard to pull) st_p (a sign-don't go!) sl_d (for sliding on snow) gl_d (you are happy!)</p> <p>Reading and Viewing: -We are learning to: Listen to and comprehend texts read by an adult. -Listen to the story: <i>Koala Lou</i> by Mem Fox and illustrated by Pamela Lofts https://www.youtube.com/watch?v=0t-grK7m8k0&t=6s</p> <p>Speaking and Listening: -We are learning to: use full sentences and adjectives to describe</p>
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	<p>Edwards with illustrations by Rosemary Wilson. https://www.youtube.com/watch?v=ltf9dyUnl3k</p> <p>Speaking and Listening: <i>-We are learning to:</i> use full sentences and adjectives to describe people, places and things.</p> <p><i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-How would you describe Stickybeak? What sort of a duck is he?</i> <i>-Why would you describe him this way? Explain using the story.</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things.</p>	<p>questions about the text you have read by speaking in full sentences: <i>-Why did Sally and Ben go to the shops?</i> <i>-What food did Ben want to buy?</i> <i>-What do you think Sally and Ben will do when they get home?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> Write coherent sentences to describe people, places and things.</p> <p><i>Imagine that Sally is at her class's big lunch party!</i> <i>-Draw a detailed, coloured picture to show what the party might look like.</i> <i>-Write three adjectives (describing words) to describe the party. If you're not sure how to spell a word, sound it out and put a circle around it.</i></p>	<p>you have read by speaking in full sentences: <i>-How does the writer describe the Rainbow Fish in the story?</i> <i>-Is the Rainbow Fish as beautiful on the inside? Why do you think so?</i> <i>-What does the Rainbow Fish learn during the story?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things.</p> <p><i>-Draw a detailed, coloured picture of the Rainbow Fish. You might choose to draw him at the end of the story, with just one sparkling scale left!</i> <i>-Write down three of the adjectives used by the author to describe the Rainbow Fish. If you're not sure how to spell a word, sound it out and</i></p>	<p>understanding of a text. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-What is Ben looking for?</i> <i>-What adjective does mum use to describe the water?</i> <i>-Why do you think Ben likes to play with his duck in the bath?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> Write coherent sentences to describe people, places and things.</p> <p><i>Imagine that you have a rubber duck, just like Ben!</i> <i>-Draw a detailed, coloured picture of the rubber duck. Does it have a hat? Does it have pretty hair?</i> <i>-Write three adjectives to describe the duck.</i></p>	<p>people, places and things. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-What words does Mem Fox use to describe Koala Lou at the start of the story?</i> <i>-How do these words make you feel about Koala Lou?</i> <i>-Why did Koala Lou decide to enter the Bush Olympics?</i> <i>-How do you think Koala Lou feels at the end of the story? Why do you think so?</i></p> <p>Writing and Representing: <i>-We are learning to:</i> write coherent sentences to describe people, places and things.</p> <p><i>-Draw a detailed, coloured picture of Koala Lou.</i></p>
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	<p>-Draw a detailed, coloured picture of Stickybeak. Choose your favourite part of the story to help you!</p> <p>-Use your discussion about Stickybeak to write three adjectives describing him. Some words you could use are: <i>naughty, clever, messy, yellow, noisy, different.</i></p> <p>-Use your adjectives to write <i>at least one</i> sentence describing Stickybeak.</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p>-Using your three adjectives, write <i>at least one</i> sentence to describe the big lunch party!</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p><i>put a circle around it!</i></p> <p>-Use your adjectives to write <i>at least one</i> sentence describing the Rainbow Fish.</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p>Remember to think about the colour, the way it feels, how big or small it is. If you're not sure how to spell a word, sound it out and put a circle around it.</p> <p>-Use your three adjectives to write <i>at least one</i> sentence describing the duck.</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>	<p><i>Choose your favourite part of the story to help you!</i></p> <p>-Choose three adjectives to describe Koala Lou. <i>You could choose the same ones from the story, or use your own! Think about how you could describe her personality! Is she sweet? Is she brave?</i></p> <p>-Use your three adjectives to write <i>at least one</i> sentence describing Koala Lou.</p> <p>Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.</p> <p><i>*Don't forget to have your Butterfly Card handy for your sounds and sight words.</i></p>
Break	Break	Break	Break	Break	Break
Middle	Mathematics Practise counting by 2s	Mathematics Practise counting by 2s	Mathematics Practise counting by 2s,	Mathematics Capacity means how	Mathematics Discuss with your parent

	<p>& 5s up until 30. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys.</p> <p>Use the 100s chart (alternative: https://www.mathplayground.com/interactive_hundreds_chart.html) to practise counting by 10s. Did you notice any patterns when counting? Discuss with your parents.</p> <p>Solve the following Pattern Word Problems. Draw in your workbook how you found the answer.</p> <div data-bbox="342 991 633 1187" style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> <p>I see 5 flowers in my garden. The 1st flower is red. The 2nd flower is yellow. The 3rd flower is red. If this pattern continues, what color is the 5th flower?</p> </div>	<p>and 5s up to 40. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys.</p> <p>Gather as many fruits and vegetables in your house. Arrange them in rows or columns, making sure each fruit and vegetable are aligned in a straight line.</p> <p>Use the information you have gathered and complete the Fruit and Vegetables Graph.</p> <p>Answer the following questions and discuss with a parent or carer.</p> <ul style="list-style-type: none"> - Which fruit or vegetable is the most popular? - Which fruit or vegetable is the least popular? - The fruit or vegetable that is the most popular, why do you think it is the most popular? 	<p>5s and 10s up to 40. Use the 100s chart (alternative: https://www.mathplayground.com/interactive_hundreds_chart.html) to assist you in counting.</p> <p><i>Partitioning is when you break a whole into smaller pieces. It will help us understand how to make and break different numbers which can assist in addition and subtraction.</i></p> <p>Use LEGOs and create a tower using only 10 blocks. Break the tower at different parts and see what 2 numbers 10 breaks up into.</p> <p>Record your answers on how many different ways we can break 10 into smaller numbers into the Decompose 10 worksheet.</p> <p>Log onto MangaHigh www.mangahigh.com and complete the</p>	<p><i>much a container can hold when it is full.</i></p> <p>Find one container and fill them up to full capacity with water. How can you tell it is full? If you continued to fill the cup, could it hold anymore? Discuss with a parent what would happen.</p> <p>Find 2 different sized containers and discuss which container has the bigger capacity without filling any water yet. How do you know which container has a bigger capacity? Fill the container that you think has the smaller capacity with water. Try pouring the water into the container that you think has a bigger capacity. What did you notice? Did it fill to capacity?</p> <p>Pick one of the containers and find 3</p>	<p>or carer, what happens when we subtract from a number?</p> <p>Use plastic cups (if you have bowling pins you may use these) and set up 15 bowling pins.</p> <p>Complete the Subtraction Bowling activity and record your answers.</p> <p>Complete the Subtraction Word Problem. Use objects to assist you in finding the answers.</p> <p>Make up some subtraction word problems and send them to your teacher to put onto Seesaw for the rest of your class to have a go at answering!</p> <p>Log onto MangaHigh www.mangahigh.com and complete the assigned work.</p>
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	<p>I made a bracelet. First I put on a red bead. Then I put on a green bead. Then I put on a blue bead. If this pattern continues, what color will my 11th bead be?</p>		assigned work.	other containers that hold a bigger capacity. Draw and label them in your workbook.							
	Log onto MangaHigh www.mangahigh.com and complete the assigned work.										
Break	Break	Break	Break	Break	Break						
Afternoon	<p>Science and technology What do animals need to survive? Do they have different needs to humans?</p> <p>-Play a Pet matching game and follow the instructions.</p> <p>-Watch the online video Animal Needs [https://www.youtube.com/watch?v=Pe9kSIVeIM] to see how different animals meet their needs.</p> <p>-Who is responsible for making sure these pets get their needs met? Who is responsible for</p>	<p>History -There are many celebrations that people might celebrate around the world. -Look at the Celebration worksheet and label the different celebrations.</p> <p style="text-align: center;">CELEBRATIONS Label the following celebrations.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Mother's Day</td> <td>wedding</td> <td>Father's Day</td> </tr> <tr> <td>Australia Day</td> <td>birthday</td> <td>Christmas</td> </tr> </table>	Mother's Day	wedding	Father's Day	Australia Day	birthday	Christmas	<p>Creative arts- Music We will be learning about the 'beat' in music. Watch the following video only till 1:19. Music Theory for Kids: The Beat Episode! -Discuss with an adult what the 'beat' is in music.</p> <p>-Listen to the beat in the following song. Now try the actions to the song. -Follow the actions and tempo of the given song (Kye, Kye, Kule) https://www.youtube.com/watch?v=ZByYHK9RXVM -Now listen to the</p>	<p>Geography -It is important that we look after different places around us. -Look at the Caring for Places worksheet and select the pictures that demonstrate places that are being looked after.</p> 	<p>PDHPE: Responding to our friend's emotions -View Willy the Wimp picture and answer the following questions: - What's happening in this picture? - What do you think the bullies want to do? - How is Willy feeling and how do you know? - If Willy was your friend, what would you do?</p> <p>It is very important to not be a bystander and we need to think about how to help others. What can you do to make him feel better?</p>
Mother's Day	wedding	Father's Day									
Australia Day	birthday	Christmas									


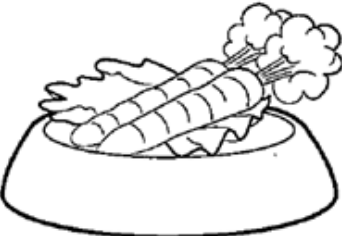
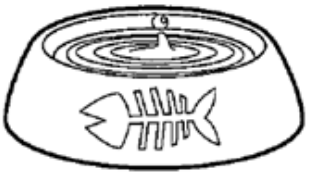





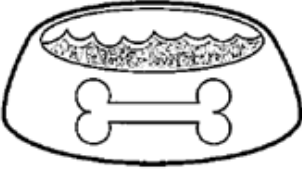

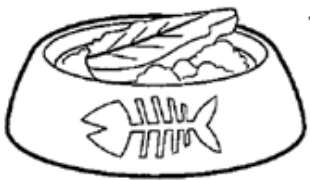
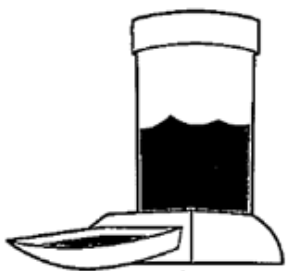
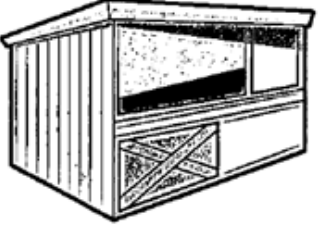
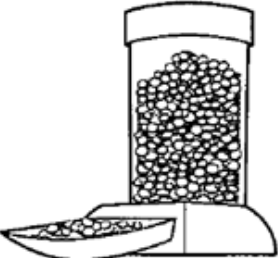

	<p>animals on a farm that have their needs met? How do wild animals meet their needs?</p> <p>-Research information about a wild animal of your choice and how it meets its needs. Find the Wild Animals worksheet to write and draw about your wild animal.</p>		<p>following song: <u>Father and Mother and Uncle Tom</u> https://www.youtube.com/watch?v=IOWxCp09RkA</p> <p>-Create your own actions using your understanding of 'beat' in music.</p> <p>-Discuss the similarities and differences of the two songs regarding the beat that you can hear and feel with an adult.</p>		<p>- Do 10 squats, hop forwards and backwards for 30 counts and then sprint (run) in your backyard.</p> <p>-Look at the PE Activities sheet. Follow the instructions to complete the activities and challenge.</p>
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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

Pet matching game

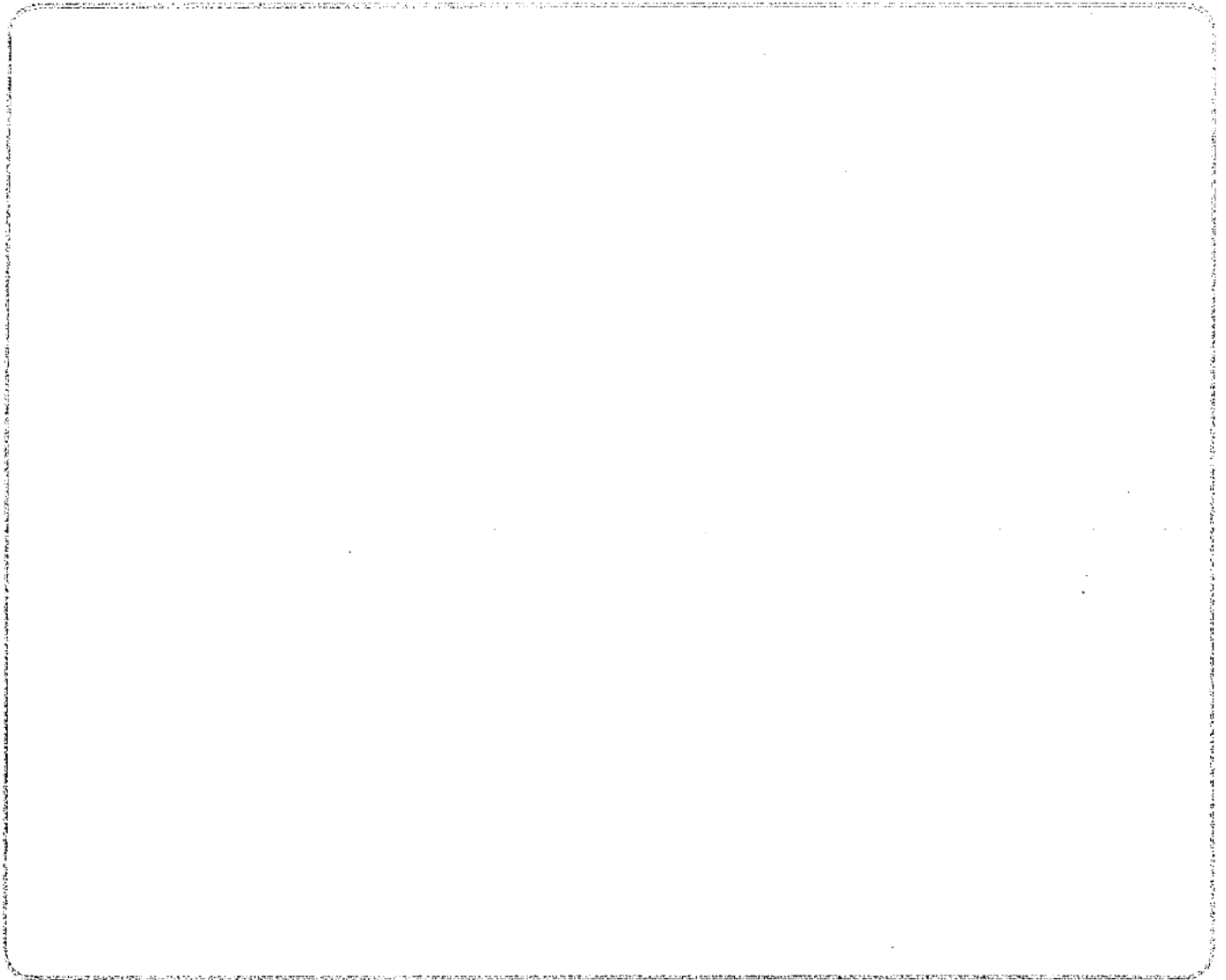
1. Choose a pet shelter card and guess which pet you think it belongs to
fish, cat, bird, dog, rabbit
2. Match (colour coordinate/draw lines) the food and water source to the pet you think lives in that shelter.

 <p>shelter</p>	 <p>food</p>	 <p>water</p>
 <p>shelter</p>	 <p>food</p>	 <p>water</p>
 <p>shelter</p>	 <p>food</p>	 <p>water</p>
 <p>shelter</p>	 <p>food</p>	 <p>water</p>
 <p>shelter</p>	 <p>food</p>	 <p>water</p>

Wild animals

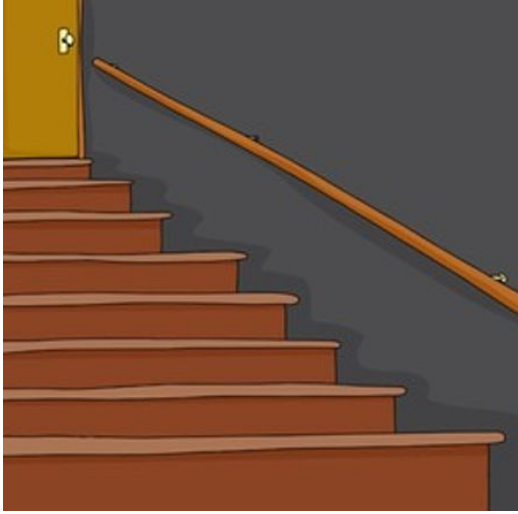
The wild animal I chose is a _____.

Draw your wild animal sleeping. Draw its food, water and home.



My animal needs _____

Bath Time



"It is bath time, Ben!" shouted Mum. "Come down the steps and go to the bath tub."

Ben went and looked for his toys for bath time.

"I am looking for my little yellow duck. Can you see it, Mum?" said Ben.

"Yes, it is in the toy box," said Mum.

"Come into the bath tub, Ben. The water is warm for you," said Mum.

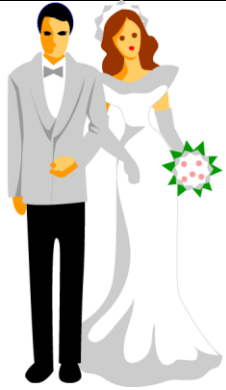
Ben likes bath time. He played with his little yellow duck in the water.

"Time for bed now," said Mum. Mum helped Ben out of the bath tub and then he went to bed.



CELEBRATIONS

Label the following celebrations.



Mother's Day

Australia Day

wedding

birthday

Father's Day

Christmas

Spring	Autumn
Summer	Winter
January	April
June	March
May	February
December	November
August	October
July	September

Decompose 10



Show some of the ways to make 10.

Name _____

--	--	--	--	--	--	--	--	--	--

___ and ___ is 10

--	--	--	--	--	--	--	--	--	--

___ and ___ is 10

--	--	--	--	--	--	--	--	--	--

___ and ___ is 10

--	--	--	--	--	--	--	--	--	--

___ and ___ is 10

--	--	--	--	--	--	--	--	--	--

___ and ___ is 10

Fruit and Vegetables

Label each column with the fruit and vegetables you have in your home.

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

Which fruit or vegetable is the most popular?

Which fruit or vegetable is the least popular?



The Big Lunch Party

On Tuesday, Sally's class is going to have a big lunch party.

Sally went to the shops with her brother Ben.

They looked for food.

"We can look for chips," said Sally.

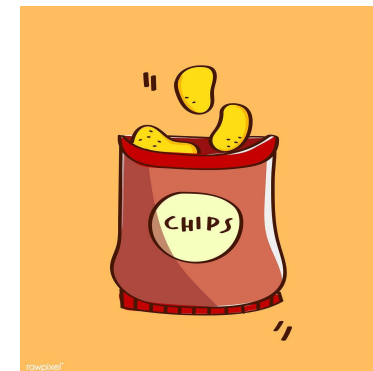
"Oh, I love chips!" shouted Ben.

"We can look for pizza too," said Sally.

Looking at the food made Sally and Ben hungry.

"Let's go and have lunch," said Ben.

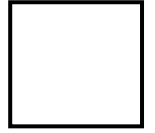
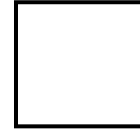
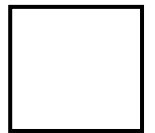
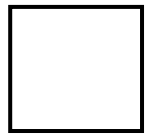
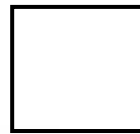
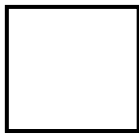
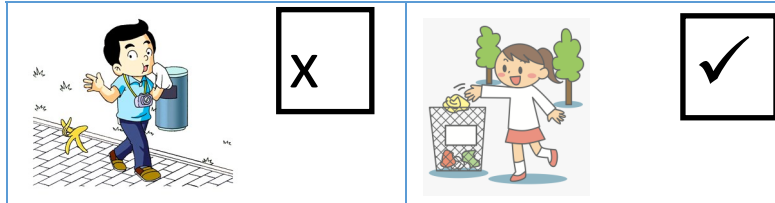
Sally and Ben bought the chips and pizza for the big lunch party and left the shops.



Caring for Places

Place a ✓ tick on the picture that shows an example of caring for the different places and place an X on the picture that shows an example of not looking after the places.

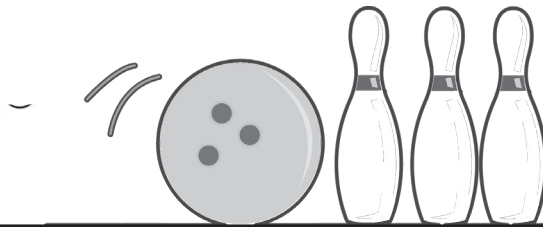
Example



Subtraction **bowling**

Name _____

Roll the ball. Knock down the pins or cups. Write a number sentence to match. Have fun!



$$15 - \quad =$$

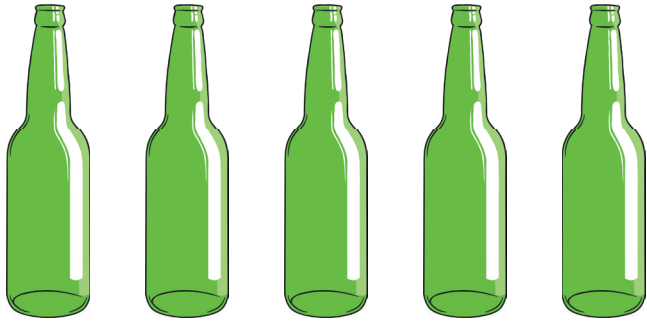
$$15 - \quad =$$

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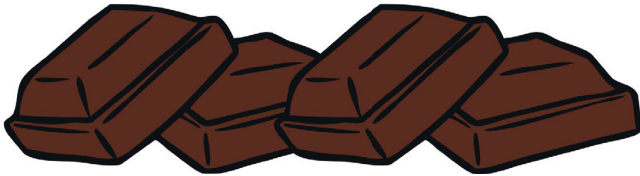
If you had 10 glass bottles and 3 of them smashed, how many would you have left?



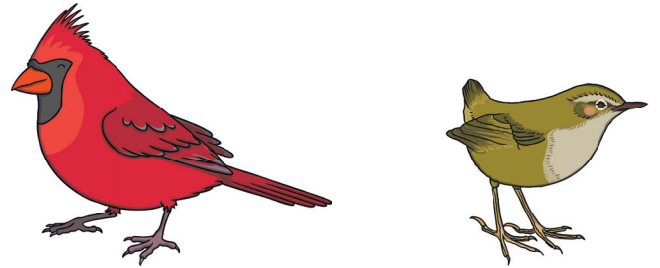
If you had 5 ice cubes and 2 of them melted, how many would you have left?



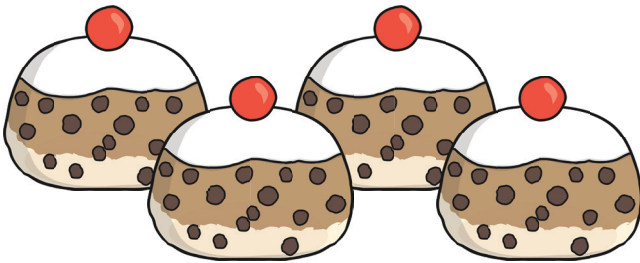
If you had 20 squares of chocolate and you ate 15 of them, how many would you have left?



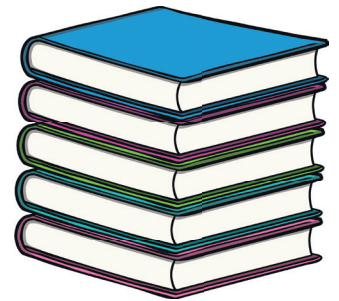
If you had 5 birds in your garden and 1 of them flew away, how many birds would you have left?



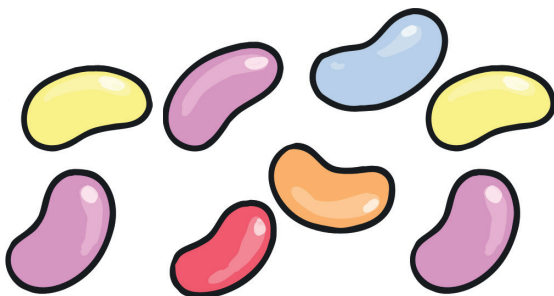
If you had 10 currant buns and 8 of them have been eaten, how many of them would you have left?



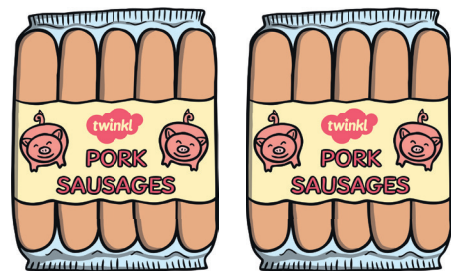
If you had 5 books and you have read 3 of them, how many would you have left?



If you had 20 jelly beans and you have eaten 6 of them, how many would you have left?



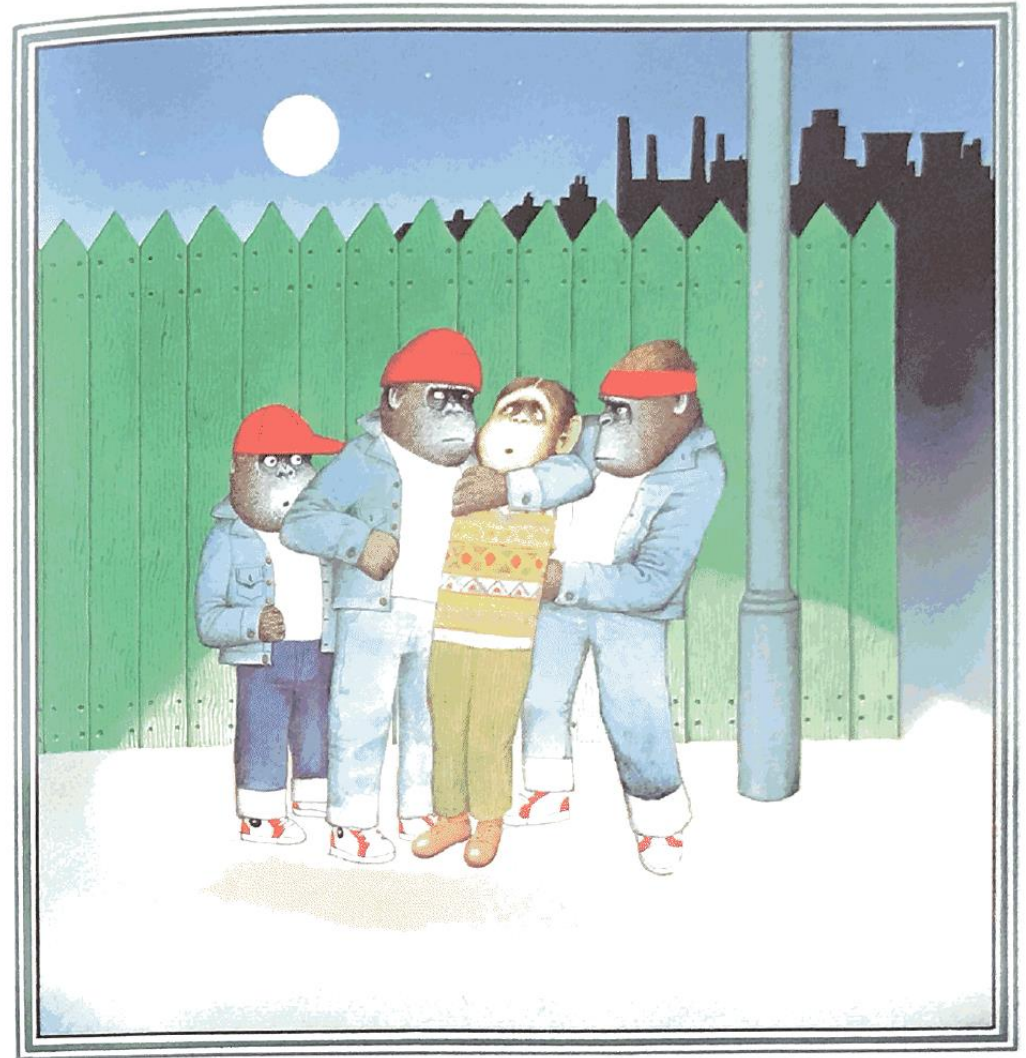
If you had 10 sausages in a pack and you have cooked 4 of them, how many sausages would you have left in the packet?



PDHPE: Responding to our friend's emotions
Willy the Wimp

Sometimes when he was out walking,
the suburban gorilla gang bullied him.
"Oh, I'm sorry!" said Willy
when they hit him.

The suburban gorillas called him
Willy the Wimp.



PE Activities

Try to do each of these activities for 10 seconds without stopping. Take a 10 second break, then repeat this twice more.

Don't forget to tick the box once you have completed the activity!

WEEKLY FOCUS: UPPER BODY



Activity One: Arm Circles

What: Circle both arms out to your side - start small like tennis balls, get bigger like basketballs, then even bigger like bike wheels. Circle forwards for 5 seconds then backwards for 5 seconds.

Challenge: Run on the spot while circling your arms.



Activity Two: Crab Walk

What: Start sitting on your bottom, legs bent, with your hands flat on the floor behind your bottom. Point your fingers towards your heels and lift your stomach up to the ceiling. With strong arms, move side to side in your crab position.

Modified: Hold your crab position without moving.



Activity Three: Plank Star Jump

What: Start in a plank position. Make sure your hands are beneath your shoulders and your legs are straight. Keep your hands stuck to the ground and jump your legs apart then back together again. Repeat this.

Modified: Step each leg out and in one at a time instead of jumping.

