


Kindergarten Learning from Home – Term 4, Week 2

	Monday Hip Hop 12:45	Tuesday	Wednesday	Thursday	Friday Fitness 1:30
<b>Morning</b>	<p><b>Morning Routine</b> Watch the video: <a href="https://www.youtube.com/watch?v=KBL5aXSJTIE">https://www.youtube.com/watch?v=KBL5aXSJTIE</a></p> <p>Complete the Morning Routine worksheet to make your predictions for the weather this week.</p> <p><b>Reading</b> Watch the Reading video on Seesaw. Read the passage about Bill. Complete the activity for Monday.</p> <p><b>Phonics</b> Complete the worksheet by reading the words and finding the pictures that match. Cut out the pictures and put them into the correct boxes.</p> <p><b>Writing</b> Choose a story to read with someone in your family. Use this story for the whole week. Have a chat about the characters. You could use EPIC! to find a story if you like. Complete Monday's worksheet.</p>	<p><b>Morning Routine</b> Watch the video: <a href="https://www.youtube.com/watch?v=Utb4gruKItM">https://www.youtube.com/watch?v=Utb4gruKItM</a></p> <p>Complete the Morning Routine worksheet. The YouTube video will help you to correctly cut and paste Australia's states in the right places on the map.</p> <p><b>Reading</b> Read the passage about Bill. Complete the activity for Tuesday.</p> <p><b>Phonics</b> Complete the worksheet by filling in the missing graphemes /ck/, /ng/, /qu/ and graph /x/.</p> <p><b>Writing</b> Watch the Writing video on Seesaw. Re-read your chosen story of the week. Describe the setting with someone in your family. Use adjectives when discussing the setting. Complete Tuesday's worksheet.</p> <p><b>Handwriting</b> Use the cat to help you form the letters in today's worksheet.</p>	<p><b>Morning Routine</b> Watch the video: <a href="https://www.youtube.com/watch?v=MVzXKfr6e8">https://www.youtube.com/watch?v=MVzXKfr6e8</a></p> <p>Complete the Morning Routine worksheet to fill in the missing numbers between 1 and 20.</p> <p><b>Reading</b> Read the passage about Sam and Pam. Complete the activity for Wednesday.</p> <p><b>Phonics</b> Watch the Phonics video on SeeSaw.  Read the camera words and colour each camera word with the matching colour.</p> <p><b>Writing</b> Re-read your chosen story of the week. Think of some different characters who could live in the same setting as the story. Complete Wednesday's worksheet.</p>	<p><b>Morning Routine</b> Watch the video: <a href="https://www.youtube.com/watch?v=hXDseJDhWlw">https://www.youtube.com/watch?v=hXDseJDhWlw</a></p> <p>Remember that a noun is a person, a place a thing or an idea. An adjective is a describing word. Complete the two Morning Routine worksheets to practise your nouns and adjectives.</p> <p><b>Reading</b> Read the passage about Sam and Pam. Complete the activity for Thursday.</p> <p><b>Phonics</b> Complete the worksheet by using your camera words and phonemes to read the sentences. Draw a circle around this week's camera words and draw a picture to match the sentence.</p> <p><b>Writing</b> Re-read your chosen story of the week. Pretend to be a character in a story. What would be the setting of your story. Discuss this with someone in your family. Complete Thursday's worksheet.</p>	<p><b>Morning Routine</b> Watch the video: <a href="https://www.youtube.com/watch?v=8GKmCQOy88Y">https://www.youtube.com/watch?v=8GKmCQOy88Y</a></p> <p>Complete the Morning Routine worksheet to practise your knowledge of the order of the days of the week.</p> <p><b>Reading</b> Read the passage about Pam and Tim. Complete the activity for Friday.</p> <p><b>Phonics</b> Complete the worksheet by reading the sentences. Write the camera words from the sentence in the box. Draw a picture to match your sentence.</p> <p><b>Writing</b> Re-read your chosen story of the week. Complete Friday's worksheet. You might like to share your worksheet with your teacher.</p>

				<b>Handwriting</b> Use the cat to help you form the letters in the words in today's worksheet.	
<b>Break</b>	Remember to have a healthy snack and go and run around or play a game.				
<b>Middle</b>	<p><b>Maths</b></p> <p>Warm up: Starting from 17, count forwards to 50.</p> <p>This week, we are going to investigate friends of 20.</p> <p>Watch the Maths video on Seesaw.</p> <p>Complete the worksheet by drawing the correct amount of counters onto two 10 frames.</p>	<p><b>Maths</b></p> <p>Warm up activity sheet: Use the worksheet to help you form the teen numbers with correct formation.</p> <p>Complete the worksheet by counting the counters in two 10 frames to find the friends of 20.</p>	<p><b>Maths</b></p> <p>Warm up: Starting from 33, count forwards to 70.</p> <p>Complete the worksheet by completing the sentence to find friends of 20.</p>	<p><b>Maths</b></p> <p>Warm up activity sheet: Colour the numbers according to the table.</p> <p>Complete the worksheet by drawing the correct amount of counters onto the two 10 frames.</p>	<p><b>Maths</b></p> <p>Warm up: using any objects such as pencils, sticks, toys and books to make the numbers 50,60,70,80,90.</p> <p>Cut out the teen number cards. Using the number cards, pick a number and write it in the box. Draw your two 10 frames and draw the amount onto the two 10 frames.</p>
<b>Break</b>	Remember to have a healthy lunch and go and run around or play a game.				
<b>Afternoon</b>	<p><b>HSIE</b></p> <p>Today we are learning about "Families in the past".</p> <p>Watch the video of Bella interviewing her Dad about the past: <a href="https://www.inquisitive.com/video/883-bella-s-interview">https://www.inquisitive.com/video/883-bella-s-interview</a></p>	<p><b>PDH</b></p> <p>Watch this video for some car safety tips: <a href="https://www.youtube.com/watch?v=-5KrRVdt74U">https://www.youtube.com/watch?v=-5KrRVdt74U</a></p> <p>The video reminds us that children should always get out of the car on the pavement side, to avoid accidents with other vehicles. This door is called the safety door. Complete the two PDH worksheets for today to remind yourself of the safety door, and to identify people getting out of cars safely.</p>	<p><b>Creative Arts</b></p> <p>Watch Robert Munsch perform the story The Paper Bag Princess, that we also read last week: <a href="https://www.youtube.com/watch?v=t1TYZ5xGJRM&amp;t=51s">https://www.youtube.com/watch?v=t1TYZ5xGJRM&amp;t=51s</a></p> <p>Use your Creative Arts worksheet to make some puppets, to help you retell the story. You can stick them on paddlepop sticks or bits of card to help you to easily move them. You could also use a piece of paper to colour a</p>	<p><b>Science</b></p> <p>We are learning about what things are made of. Read the Natural or Made pages in the home learning pack.</p>  <p><b>Natural or Made?</b></p> <p>Complete the Science worksheets to get yourself thinking about materials that are natural or made.</p>	<p><b>Family Fun Friday</b></p> <p>Play a game outside together as a family, such as "What's the time, Mr Wolf?"</p> <p>The person who is telling the time (the wolf) stands at one end of the garden and all of the other players stand and wait at the other end of the garden.</p> <p>The players ask the wolf "What's the time, Mr Wolf?"</p> <p>The wolf then says a time e.g. "It is 3 o Clock", the players take three steps towards the</p>



Work through the HSIE worksheets in the home learning pack to get yourself thinking about families in the past.

**Role Play:** Set up some chairs in your home to make a 'car' so you can use some pretend play to practise getting in and out of a car safely. Practise putting on your seatbelt before the driver starts driving, and waiting for the driver to park the car before taking off your seatbelt. Practise getting out of the car safely on the side of the road closest to the pavement.

background for your puppet show.



If you need ideas, you can watch this Paper Bag Princess puppet show created by two children:  
<https://www.youtube.com/watch?v=sDY232irlLc>

Look for natural objects around your house (such as a piece of fruit in your kitchen, or a tree in your garden) and made objects such as a bed or a TV. If you like you can take a picture of something natural and something made, and upload it to seesaw.

wolf. The children repeat the question "What's the time, Mr. Wolf?" and move forward each time.

When the wolf says "It's dinner time" the wolf tries to catch one of the players who are running back to other end of the garden.

If the wolf catches one of the players then that child is the wolf and the game starts again.

**Monday – Morning Routine**

**Weather Predictions**



In the Monday box, draw what the weather is like today. Then, draw your predictions for what the weather will be like for the rest of the week.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

**Read the passage**

*Bill can play in the sun.*

*He can have fun in the sun.*

*He will get hot in the sun.*



*But Bill can get wet then chill in the sun.*

**Monday**

Draw 2 things that you think Bill will like to play in the sun.

A large, empty rounded rectangular box with a black border, intended for drawing one of the two items the student thinks Bill would like to play in the sun.A large, empty rounded rectangular box with a black border, intended for drawing the second item the student thinks Bill would like to play in the sun.

**Tuesday**

How do you cool down on hot days?

Draw a picture to show how you cool

down on hot days.

A large, empty rounded rectangular box with a black border, intended for drawing a picture showing how the student cools down on hot days.



Monday – Phonics

This week, we will continue learning to read and write the following digraphs: /ck/,

/qu/, /ng/ and the graph /x/.

Instructions: Read the following words. Cut out the pictures below and paste them to the words that match.



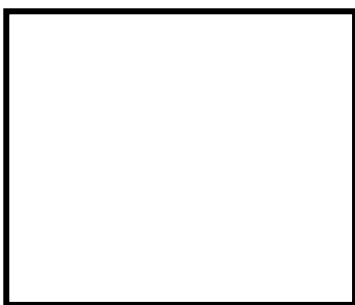
lick



quilt



ring



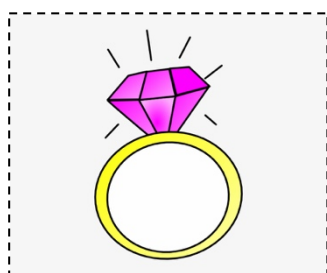
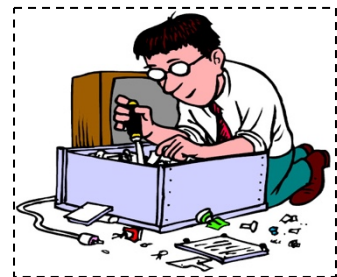
fix



hang



quick





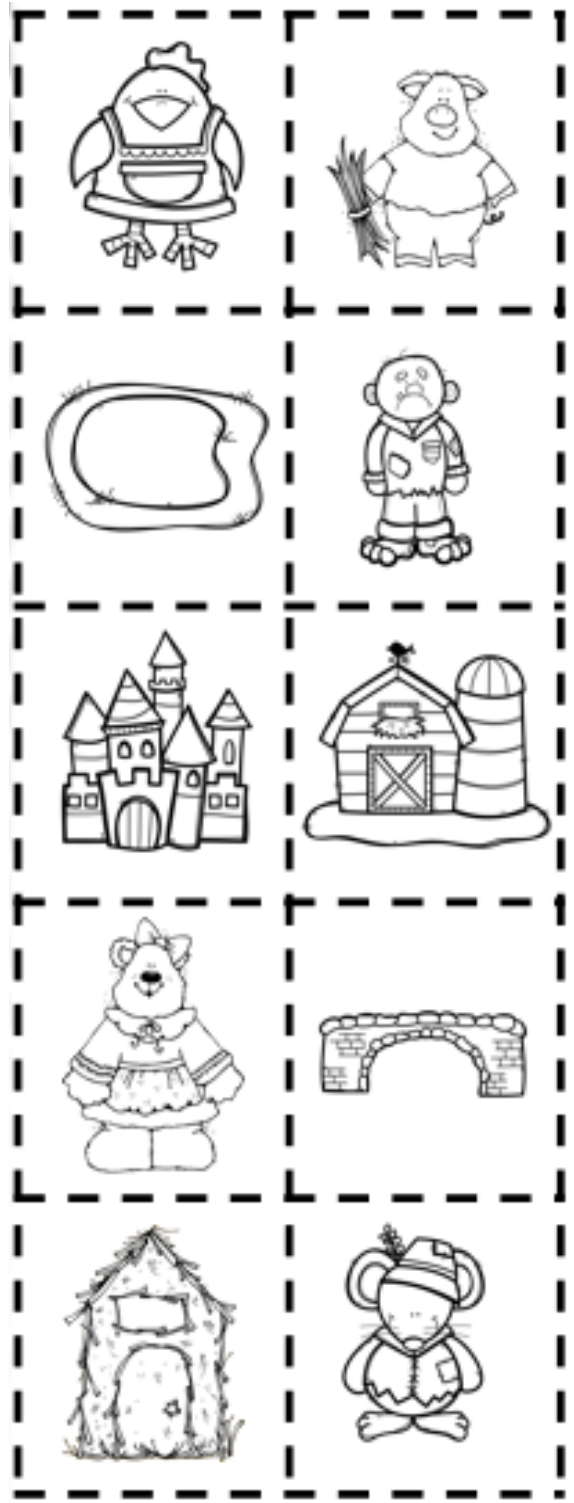


**Monday—Writing**

Settings— The setting is where the events in a story take place e.g. a castle, a house, a tower, the ocean etc. This term, we will be using where the character lives as the setting.

Instructions — Cut out the pictures and sort them into character and setting. Remember the character is who (person, animal or creature) the story is about and the setting is where the events in the story takes place.

<h1>Character</h1>	<h1>Setting</h1>





**Monday—Maths**

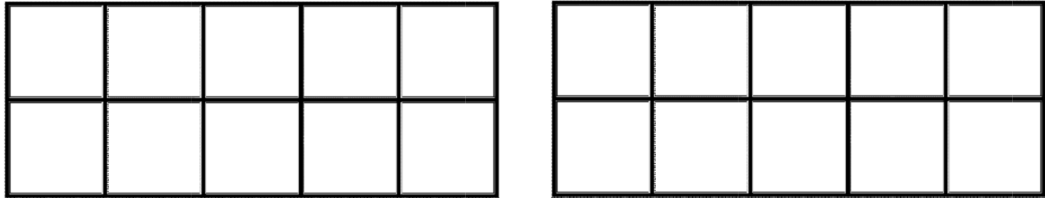
**L1: We are learning about friends of 20**



Look at the teen number in each box and draw the correct amount of counters onto the two 10 frames.

Remember to start from the top row, from the left then the bottom row, on the left.

**13**

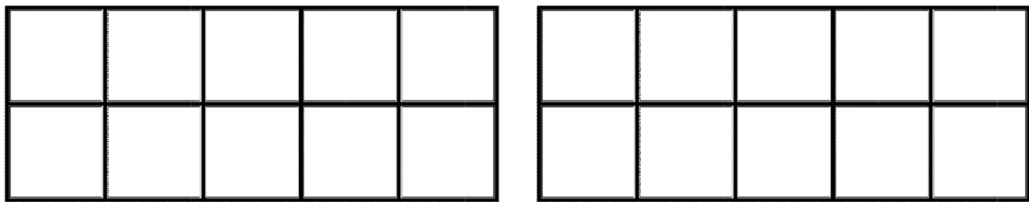


How many counters in the 10 frame on the left? \_\_\_\_\_

How many counters in the 10 frame on the right? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

**15**

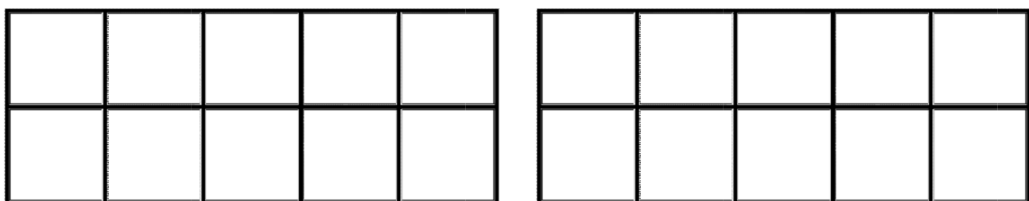


How many counters in the 10 frame on the left? \_\_\_\_\_

How many counters in the 10 frame on the right? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

**17**

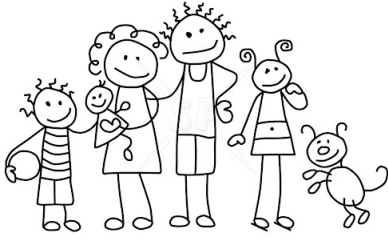


How many counters in the 10 frame on the left? \_\_\_\_\_

How many counters in the 10 frame on the right? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

# What stories do I have about the past?



Families from the past are different from today.

Parents and grandparents can tell us about family life in the past.

1 ▶ Watch Bella's interview with her dad.



Draw 3 things that Bella's dad spoke about. If you don't have access to the video, ask your mum or dad about what they did when they were younger and draw it in the boxes.

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Bella asked her dad about fun, family, toys and exercise. What other questions could you ask about the past?



## Tuesday - Morning Routine

Cut out the Australian state names and glue them on the map of Australia.

**Western Australia**

twinkl.co.uk

**Northern Territory**

**South Australia**

**Queensland**

**New South Wales**

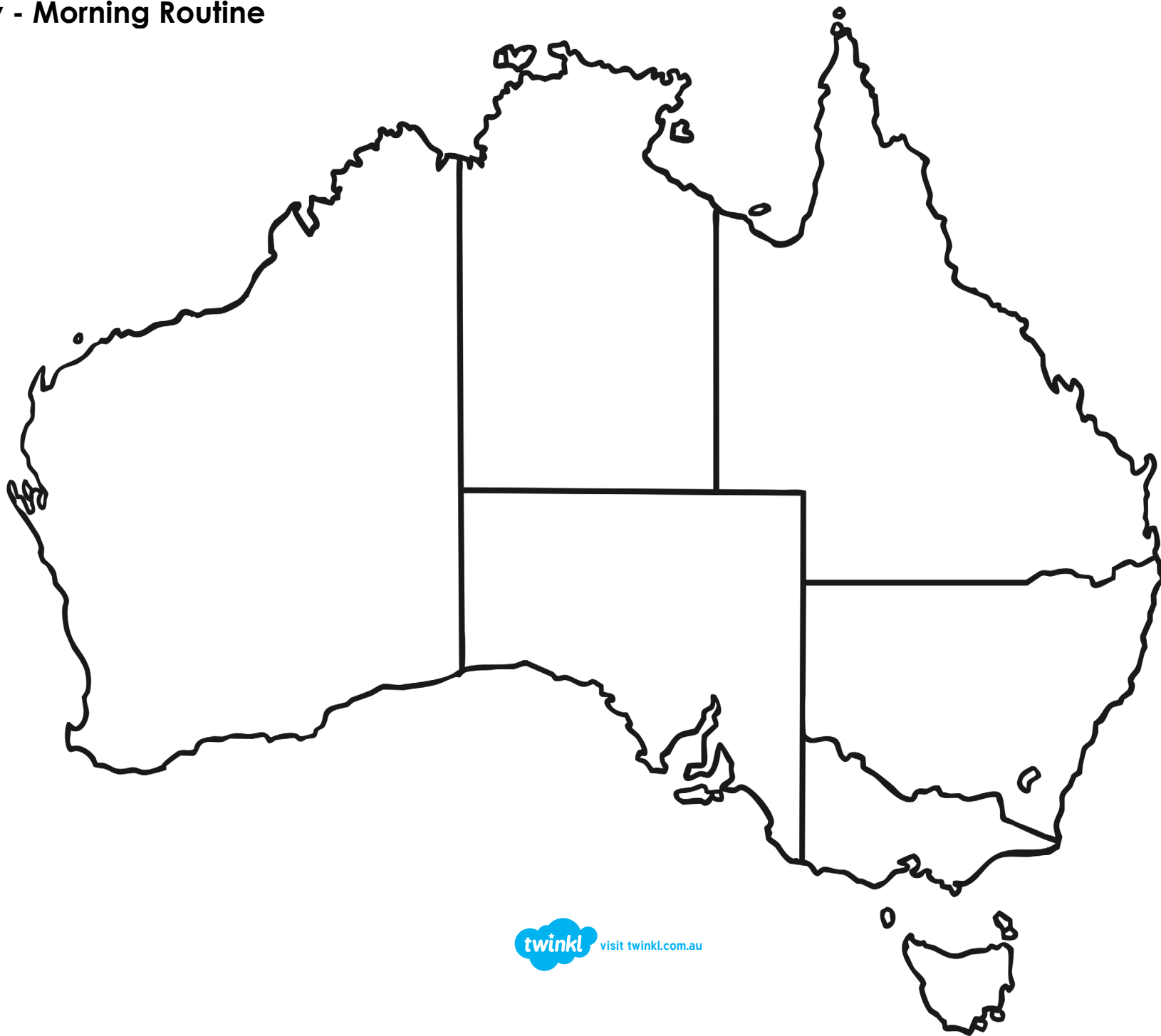
**Tasmania**

**Victoria**

**Australian Capital Territory**



## Tuesday - Morning Routine

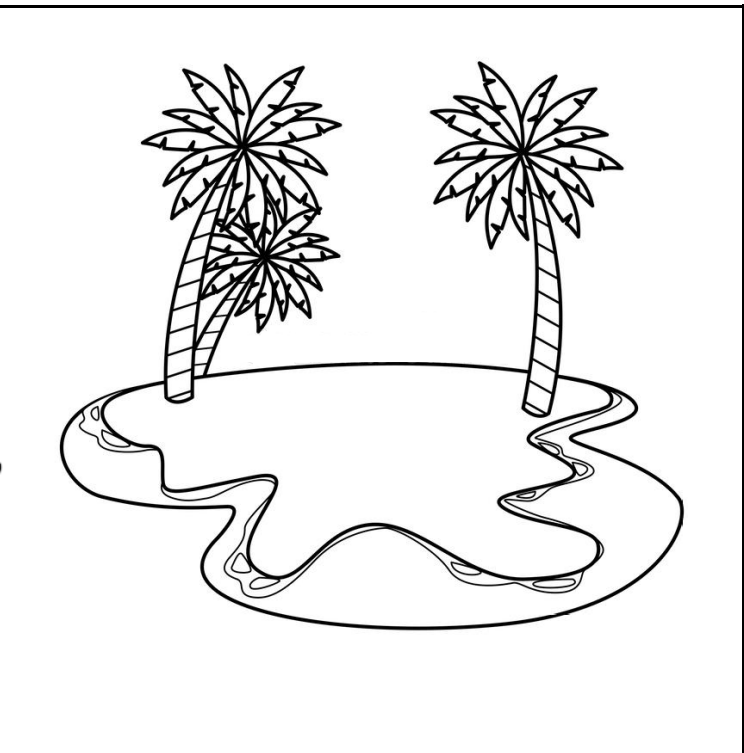


Tuesday—Writing

Instructions- Think of an adjective to describe each of the settings. Write the adjectives in the boxes under each picture. Who do you think would live in these settings? Share your answers with someone in your family.



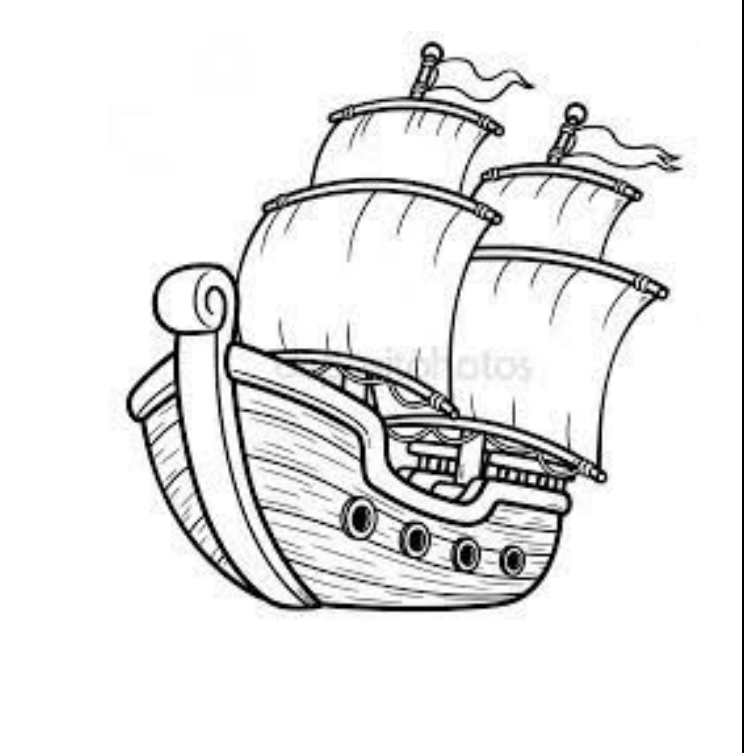
Blank box for writing adjectives and who would live there.



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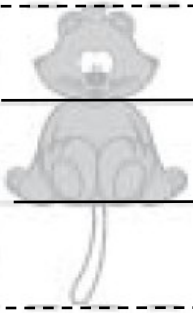


Blank box for writing adjectives and who would live there.

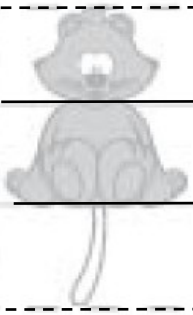


Blank box for writing adjectives and who would live there.

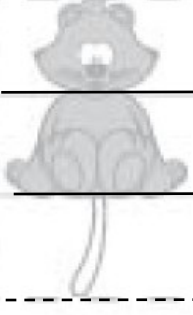




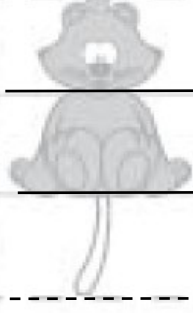
look



look



very

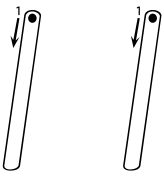
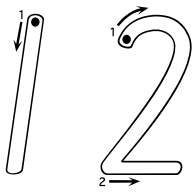
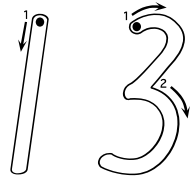
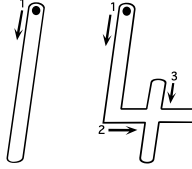
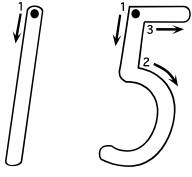
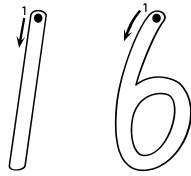
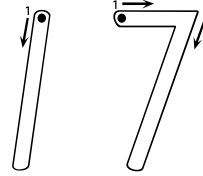
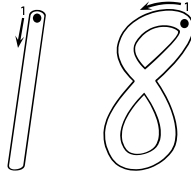
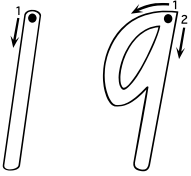
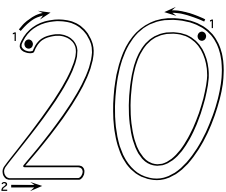


very

Tuesday—Maths warm up activity

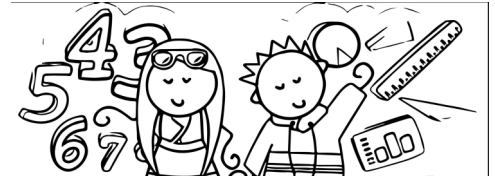
# Formation 11 to 20 Activity

Practise forming the numerals 11 to 20.

Tuesday—Maths

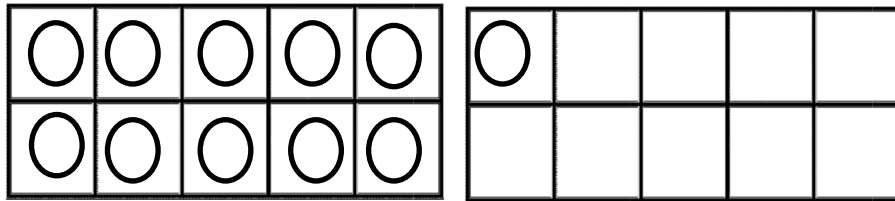
L1: We are learning about friends of 20



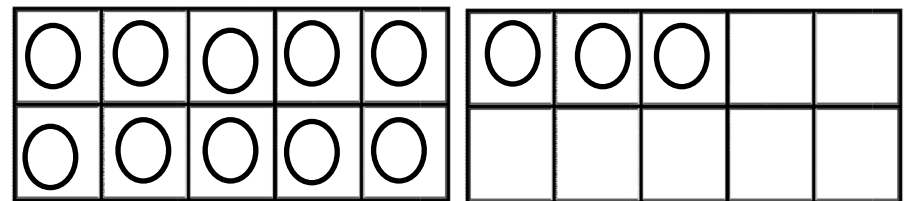
There are 10 spaces in one 10 frame. When there are two 10 frames, we know that there are 20 spaces altogether.

Instruction: count the counters in two 10 frames to find the friends of 20.

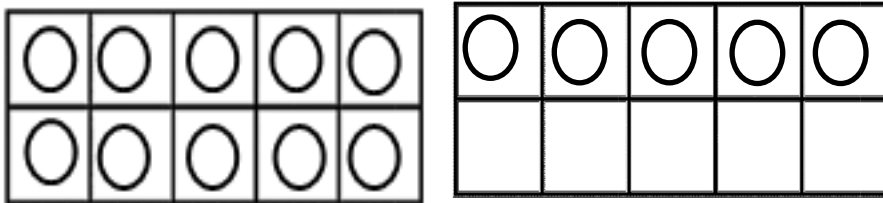
Remember to start counting from the top row, from the left then the bottom row, on the left.



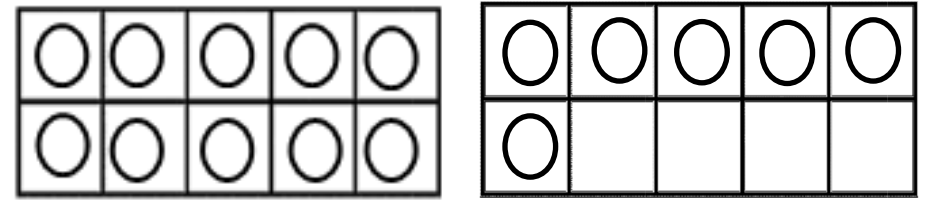
How many altogether? \_\_\_\_\_  
How many more to make 20? \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.



How many altogether? \_\_\_\_\_  
How many more to make 20? \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.



How many altogether? \_\_\_\_\_  
How many more to make 20? \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.



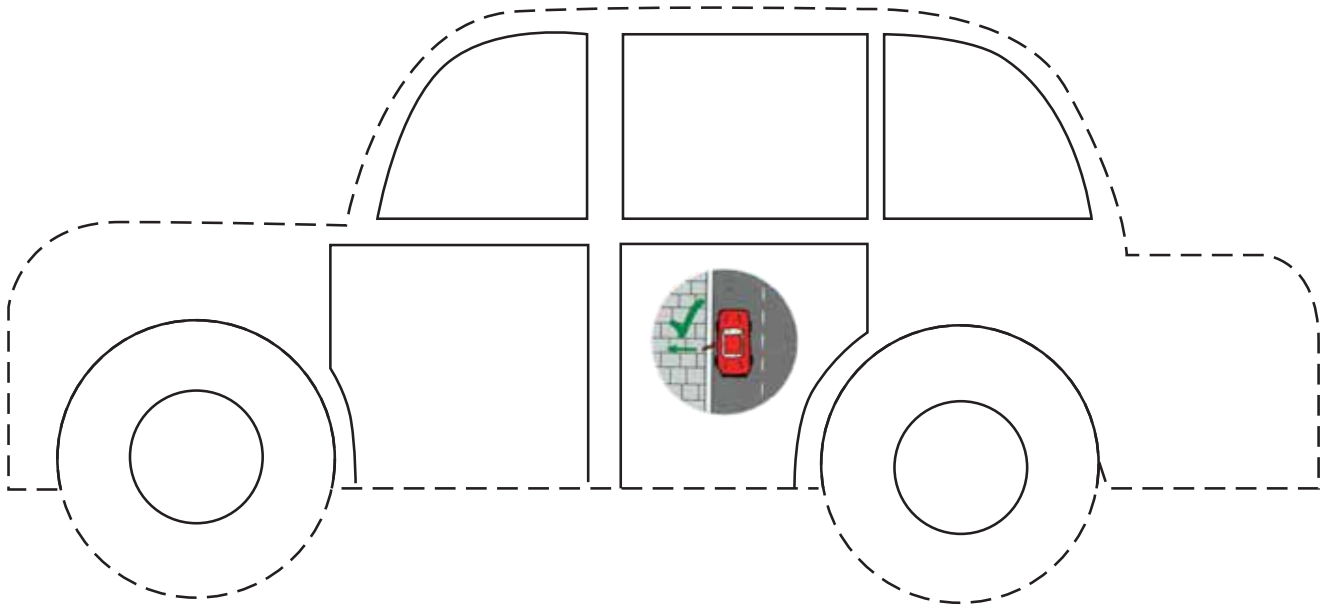
How many altogether? \_\_\_\_\_  
How many more to make 20? \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.

## Safe or Unsafe?

Have a look at the images to see which people are getting out of their cars safely, and which people are not being safe. Use your pencil to put a tick next to any safe pictures and a cross next to any unsafe pictures. Talk with someone in your family about why.



Trace around the car then colour it in.  
Can you see the *Safety Door* sticker?




Cut out this Safety Door sticker and place it inside the passenger side back door to remind you which door to get in and out of the car safely.





“Original design of safety door sticker by Jennifer Riddiough (previously of Karrinyup Primary School WA) courtesy of WALGA’S RoadWise Program”  
“Design of resource sheet by Sherrida Edgecombe and Meagan Lake courtesy of Driver Pre School, N.T., 2009 ”





# Pirate: Missing Number Activity Sheet 1-20




1		3	4			7	8		10
11	12			15	16		18		20



1	2		4	5		7		9	
	12	13	14		16	17		19	



	2	3		5		7		9	10
		13	14		16	17	18	19	



Find the camera words and colour them in.



*away*



*see*



*look*



*very*



*once*



*we*

<i>see</i>	<i>away</i>	<i>once</i>	<i>we</i>
<i>very</i>	<i>we</i>	<i>look</i>	<i>away</i>
<i>once</i>	<i>very</i>	<i>see</i>	<i>look</i>
<i>away</i>	<i>we</i>	<i>very</i>	<i>see</i>
<i>once</i>	<i>look</i>	<i>away</i>	<i>once</i>



## Read the passage

Sam and Pam are at the park.

Sam and Pam see a big dog.

The big dog is sad.

The big dog is lost.

Sam and Pam will help the dog.



### Wednesday

When we read we need to understand what we read.

**Circle** the correct answer.

1. Pam and Sam are at the **beach** **park** **pool**.
2. Pam and Sam saw a **dog** **bird** **ball**.
3. The dog was sad because he was **sick** **lost** **hungry**.

### Thursday

When we read we make connections with what we read to our own experiences.

Circle the words that describe how you feel when you go to the park

happy



excited



bored



angry



mad



lonely



glad



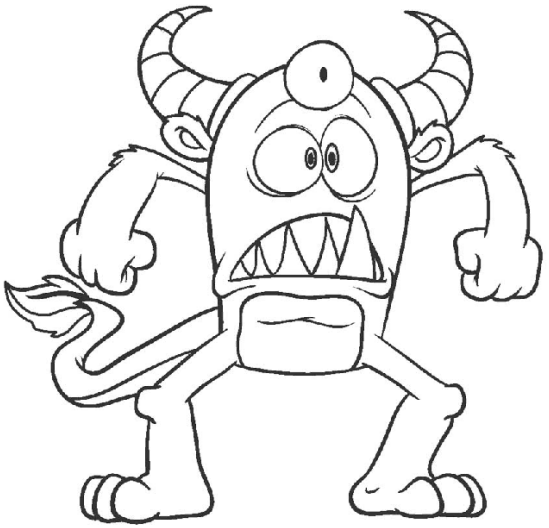
**Wednesday—Writing**

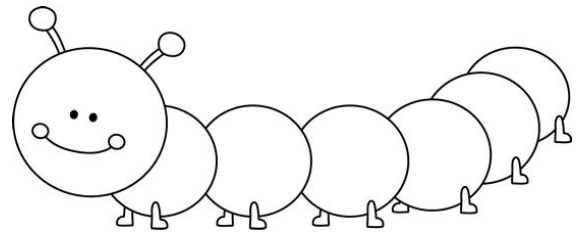
Instructions— Look at the characters and have a think about where they may live.

Draw a setting for each of the characters.

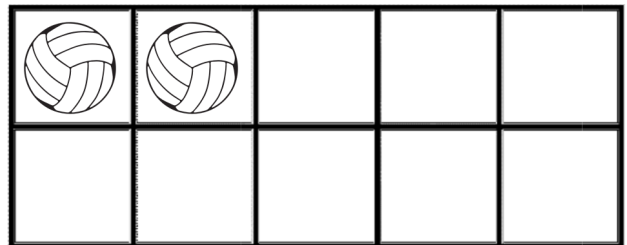
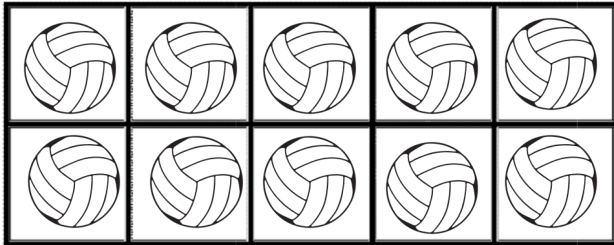
**Character**

**Setting**



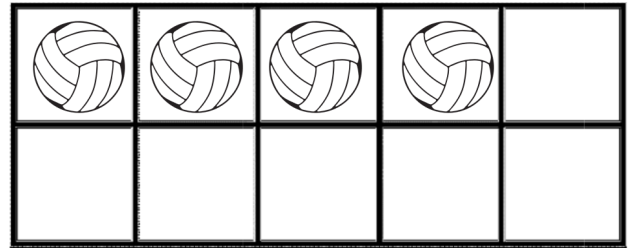
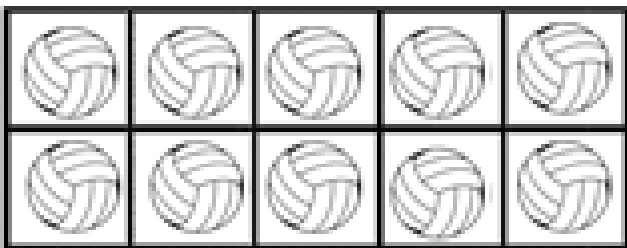


### Complete the sentence to find friends of 20.



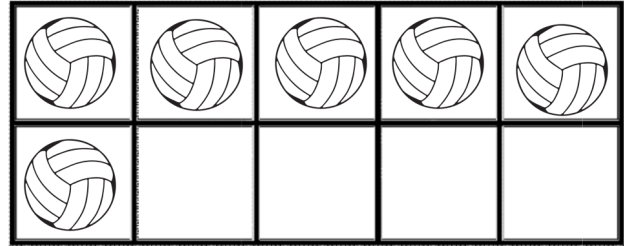
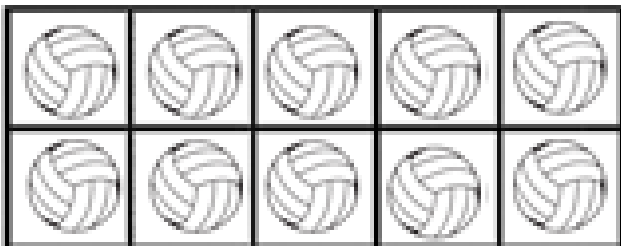
\_\_\_\_\_ and \_\_\_\_\_ is 20.

\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.



\_\_\_\_\_ and \_\_\_\_\_ is 20.

\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.



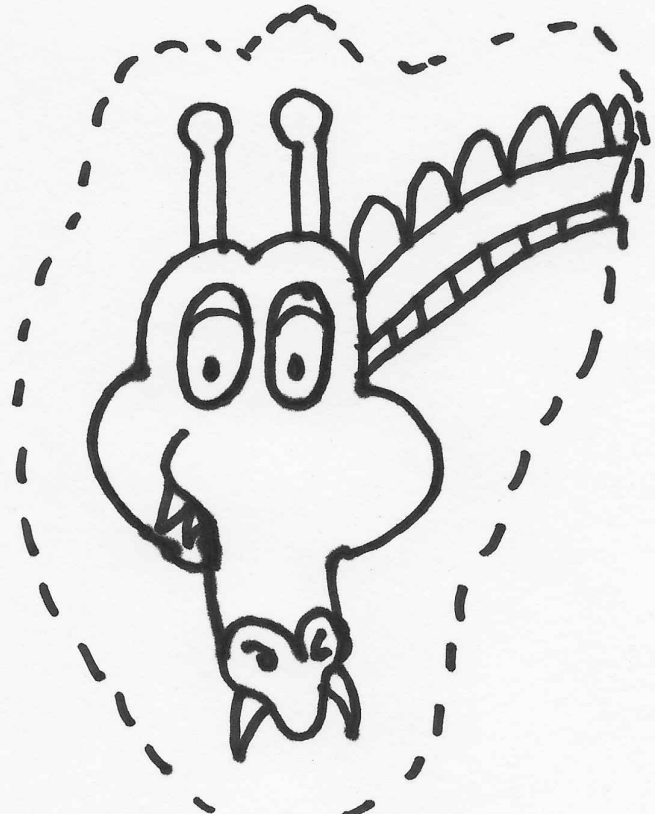
\_\_\_\_\_ and \_\_\_\_\_ is 20.

\_\_\_\_\_ and \_\_\_\_\_ are friends of 20.



## Wednesday - Creative Arts

Colour in the characters from the Paper Bag Princess and cut them out using the dotted lines to help you. You can stick them on to paddlepop sticks, or cardboard from an empty cereal box to use them as puppets.

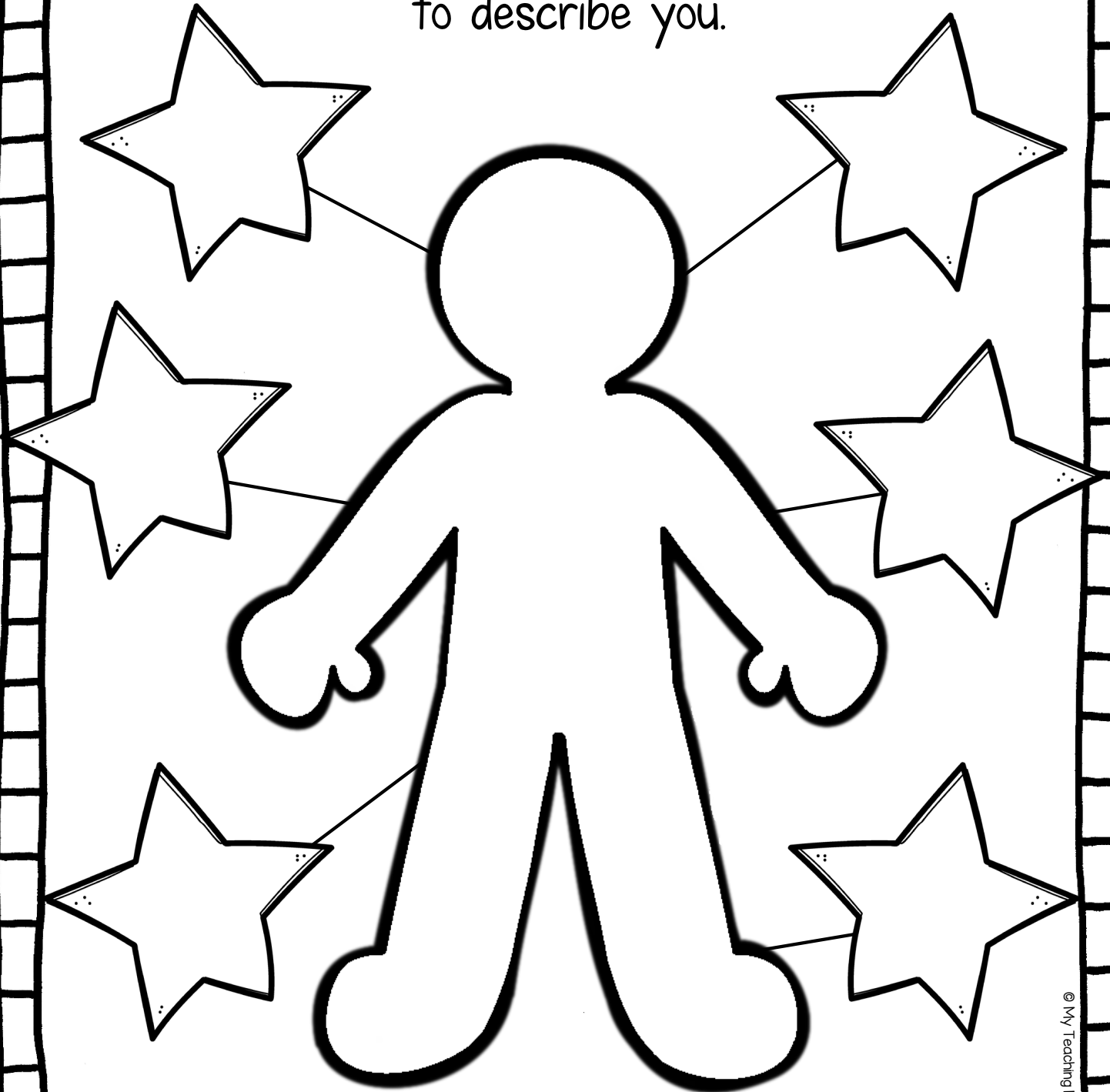




Name: \_\_\_\_\_

# ABOUT me

Draw yourself and write some adjectives  
to describe you.



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

# Beach Nouns

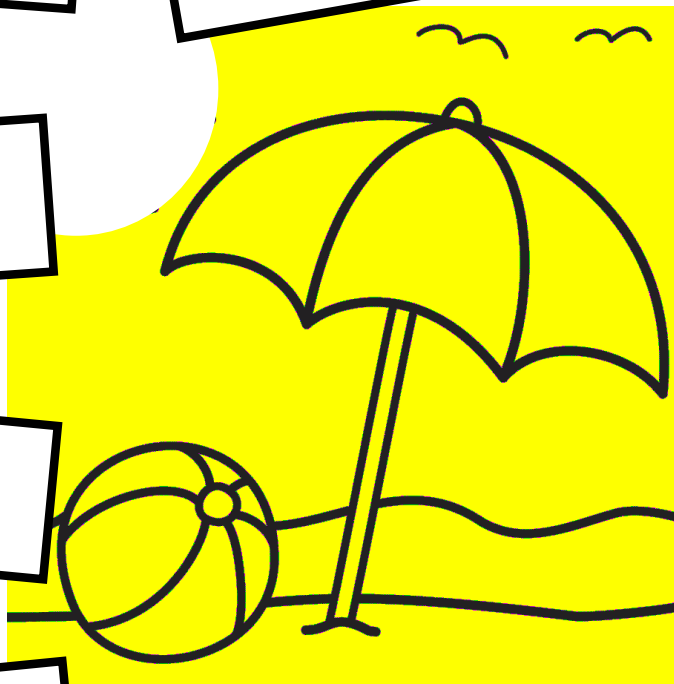
What nouns might you find at the beach?

*sand*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Thursday – Phonics

Read the sentences and put a circle around the camera words. Draw a picture to match the sentence.

The boy will go away.

Can you see the pink fish?

She will look for the box of toys.

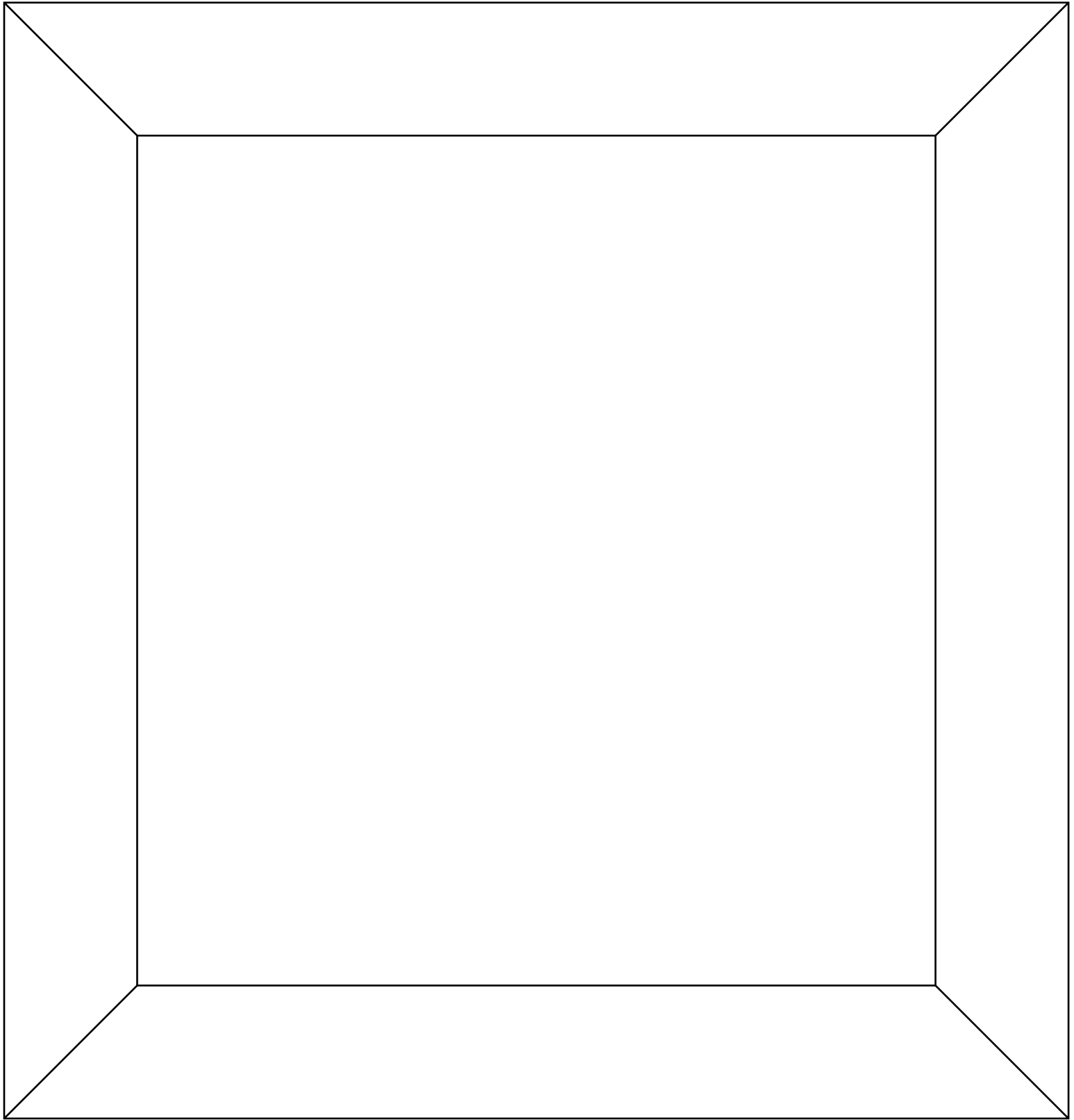
The man was very quick.

Once upon a time, there was a frog.

We are going to play.

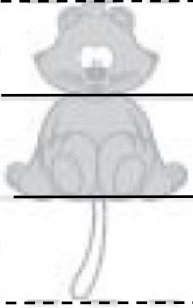
## Thursday—Writing

*Instructions* – Imagine that you are a character in a story. In the frame below, draw yourself in a setting of your choice e.g. cave, cottage, forest etc. Finish the sentences below your drawing.

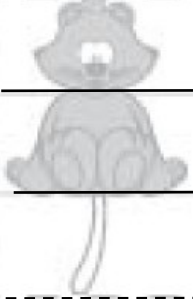


The setting for my story is \_\_\_\_\_.

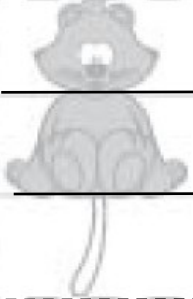
An adjective to describe this setting is \_\_\_\_\_.



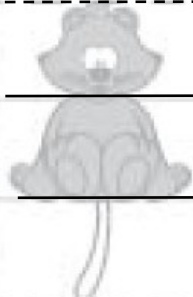
away



away



see

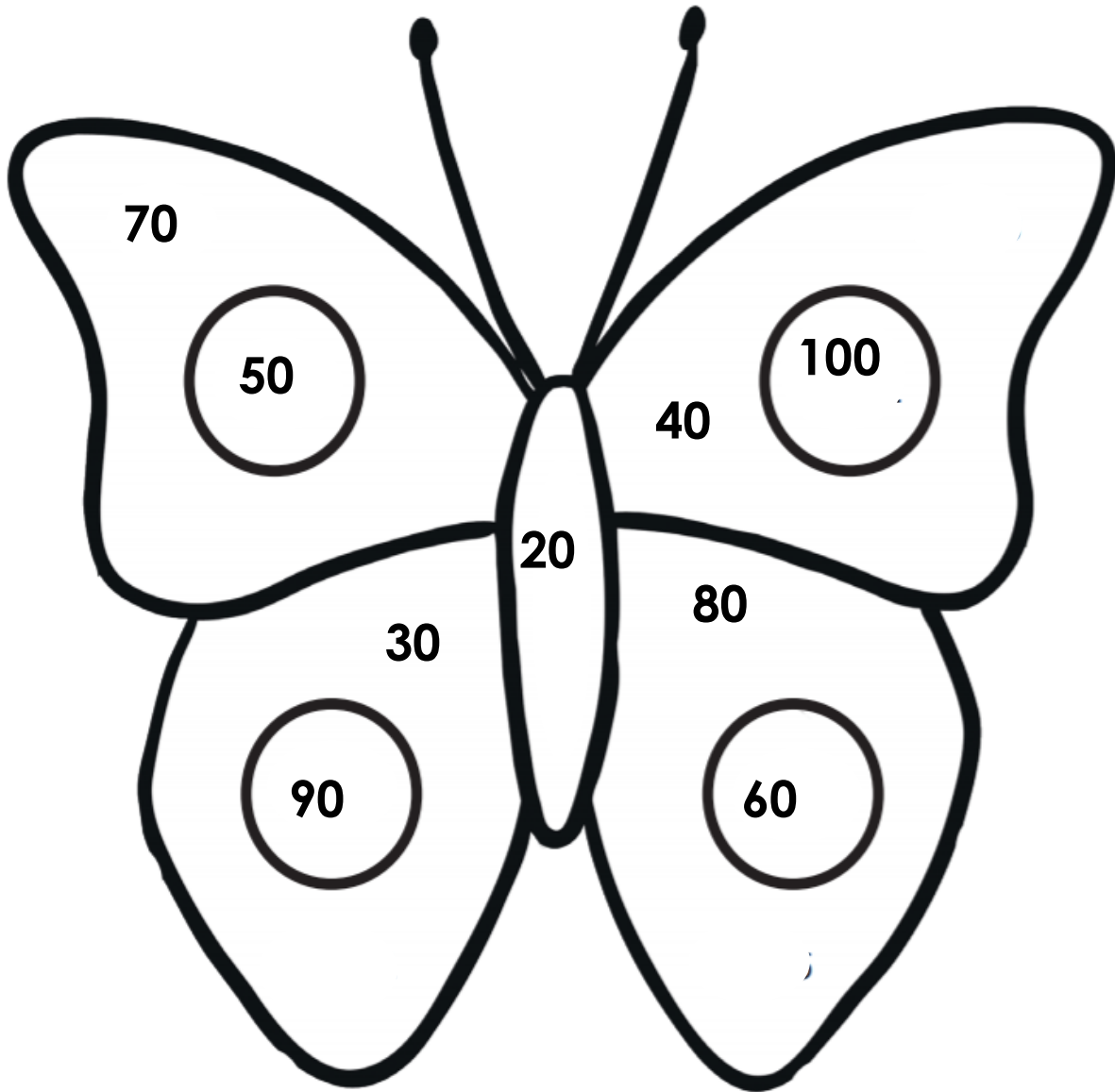


see

Thursday—Maths warm up activity

# Colour by Number

Instruction: look at the table below and colour it accordingly.



<b>Number:</b>	20	30	40	50	60	70	80	90	100
<b>Colour:</b>	Red	Blue	Pink	Purple	Yellow	Orange	Green	Grey	brown

Thursday—Maths

LI: We are learning about friends of 20



Look at the teen number in each box and draw the correct amount of counters onto the two 10 frames.

10


How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_ and \_\_\_ are friends of 20.

13


How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_ and \_\_\_ are friends of 20.

17


How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_ and \_\_\_ are friends of 20.

19


How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_ and \_\_\_ are friends of 20.

# Natural or Made?



Everything in our world is natural or made.



A natural material is something that is found in nature.

It can't be made by people.



Some things are made by people. They are not natural.



Natural materials can be changed by people. They become made.



A tree is natural.  
It can be made  
into paper.



© Inquisitive Pty Ltd



6

Sand is natural.  
It can be made  
into glass.



© Inquisitive Pty Ltd



7

Copper is natural.  
It can be made  
into electronics.



© Inquisitive Pty Ltd



8

Plants are natural.  
They can be made  
into shampoos.



© Inquisitive Pty Ltd



9



3

Look at these materials. Talk with someone in your family about how they might look, feel, sound and smell.



soft

hard

strong

flexible

rough

smooth

big

small

natural

made



4

Have a look in your house for things that are natural and things that are made. Draw something natural in the box on the left and something made in the box on the right.

**Natural**

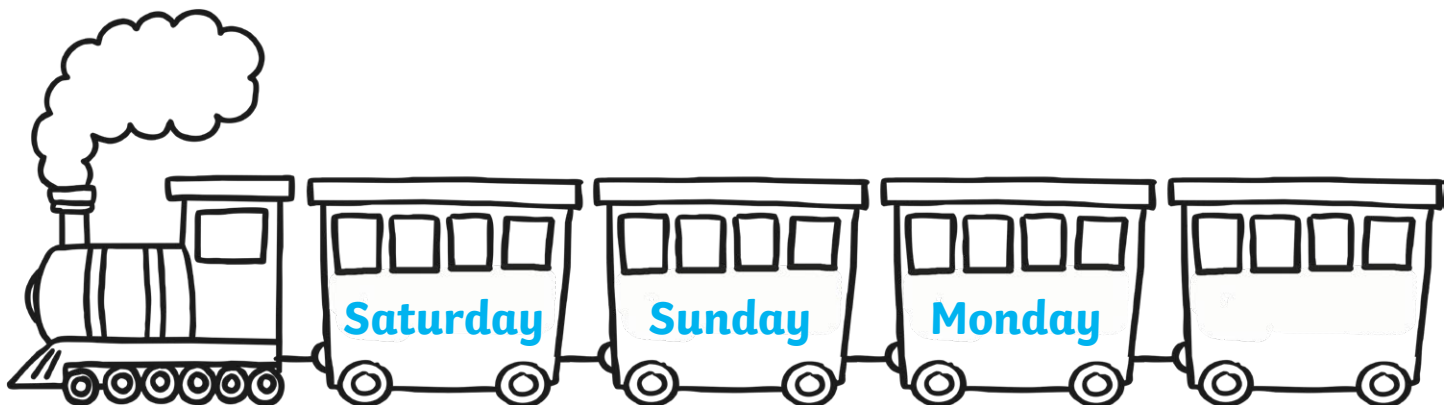
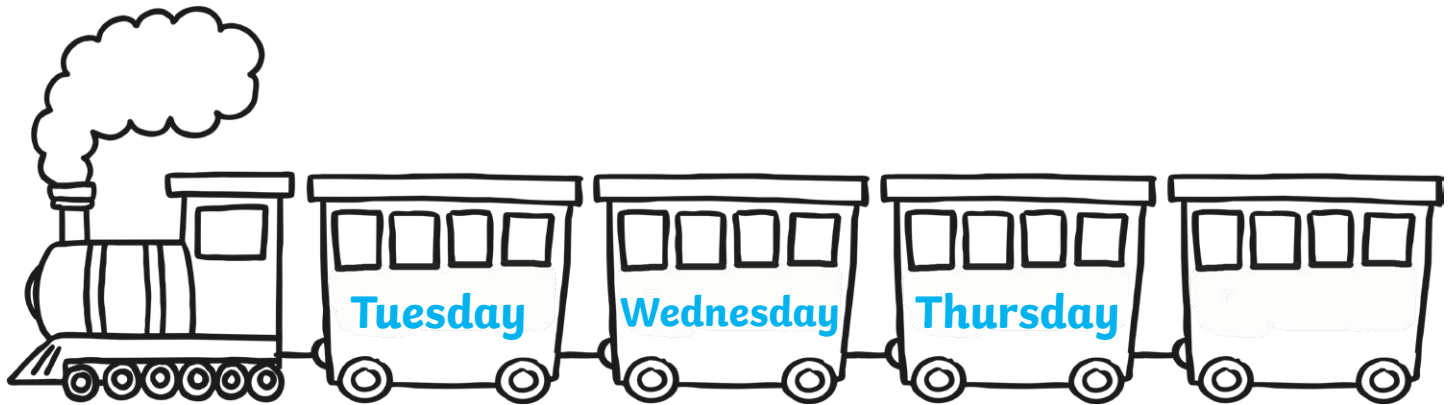
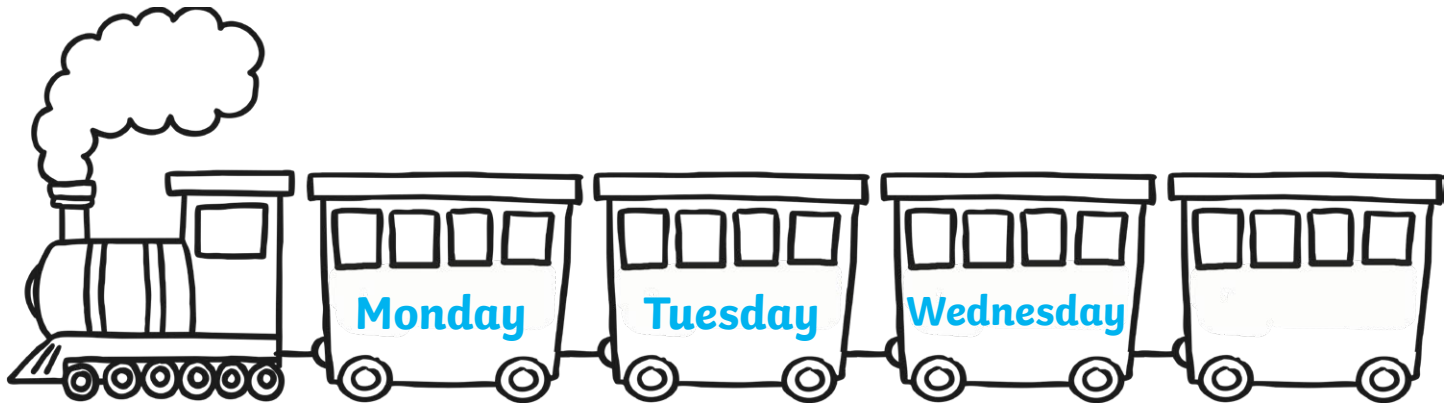
A large, empty rectangular box with rounded corners, intended for drawing a natural object.

**Made**

A large, empty rectangular box with rounded corners, intended for drawing a made object.

# Days of the Week

What day comes after? Think about the order of the days of the week to work out what comes next on the empty carriage. When you are finished you can colour all the Monday carriages purple, Tuesday blue, Wednesday green, Thursday yellow, Friday orange, Saturday red and Sunday carriages pink.



## Read the passage

Pam and Tim are hot.

Pam is hot from the sun.

Tim is hot from the run.

Pam and Tim get wet.

They will get wet so they are not hot.

Pam is wet. Tim is wet. They are not hot from the sun



When we read we need to understand what we read.

Answer these questions.

1. Who went for a run? \_\_\_\_\_
2. Who got hot from the sun? \_\_\_\_\_
3. Where do you think Pam and Tim are? \_\_\_\_\_

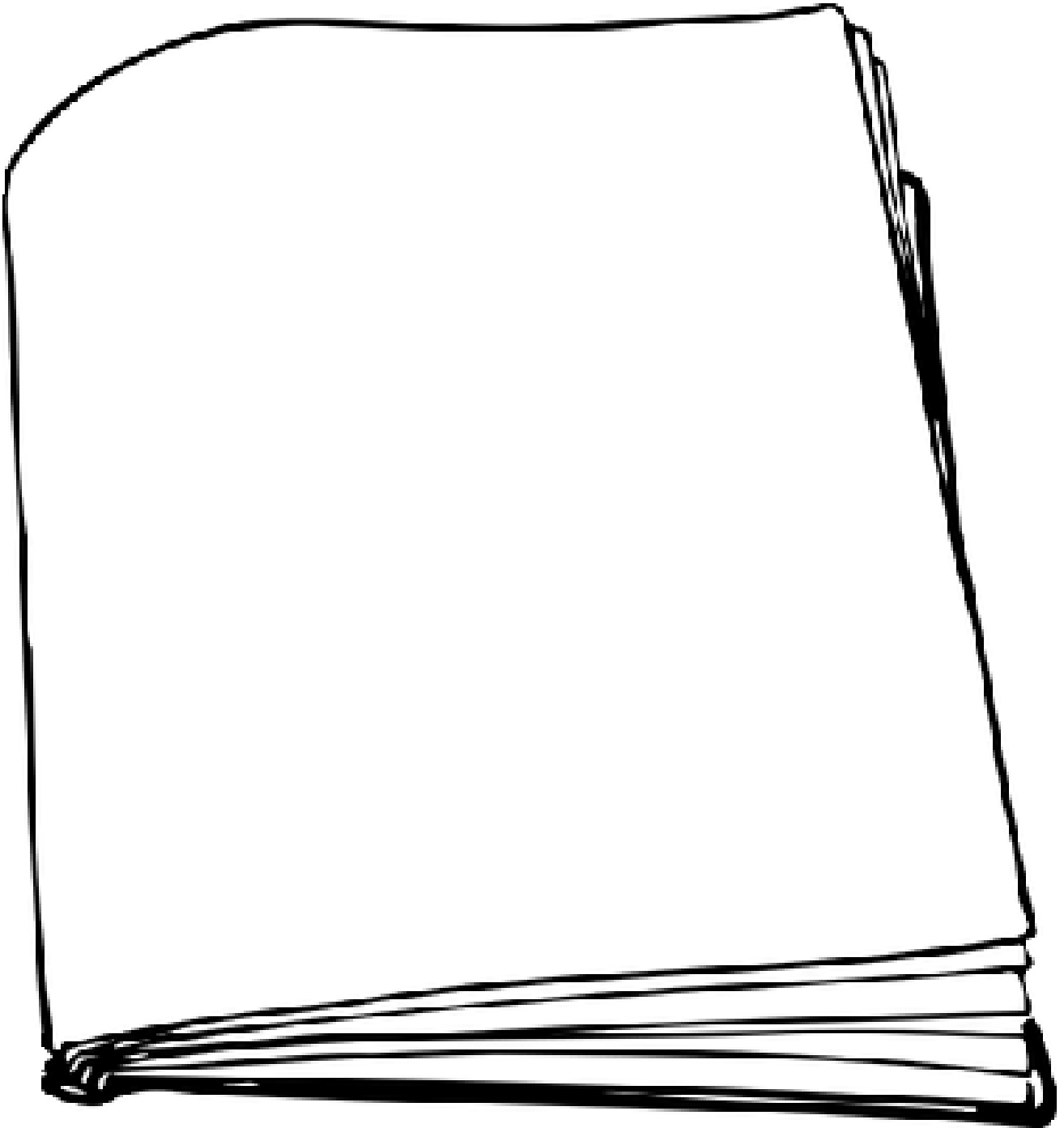
Friday—Phonics

Instructions— Read the sentences. Write the camera words from each sentence in the next box then draw a picture to match the sentence.

<i>Sentence</i>	<i>Camera Words</i>	<i>Picture</i>
<i>I see a big rock.</i>		
<i>He is very sad today.</i>		
<i>The shop is far away.</i>		
<i>Look at the yellow duck.</i>		
<i>We have lunch once a day.</i>		

## Friday—Writing

Think about a story you will write about. Draw your character and setting below. Finish the sentences under your picture. Try to use an adjective to describe the character and an adjective to describe the setting.



The character in my story is \_\_\_\_\_.

The setting in my story is \_\_\_\_\_.

Friday—Maths

10

11

12

13

14

15

16

17

18

19

*Cut the number cards out to help you with your maths activity today.*





## Friday—Maths

### L1: We are learning about friends of 20

Using the number cards, pick a teen number and write it in the box.  
Draw your two 10 frames and draw the amount onto the two 10 frames.  
Remember to start in the top row on the left, then the bottom row on the left.



How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_\_ and \_\_\_\_ are friends of 20.

How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_\_ and \_\_\_\_ are friends of 20.

How many more to make 20? \_\_\_\_\_

How many counters altogether? \_\_\_\_\_

\_\_\_\_ and \_\_\_\_ are friends of 20.





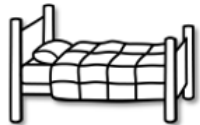


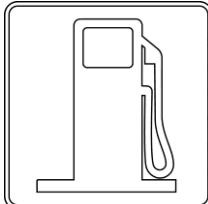
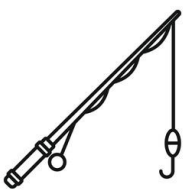
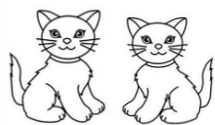



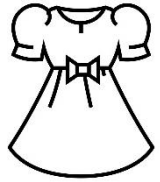
# Kindergarten English Specialist Home Learning Week 2

Directions:

1. **Cut** out each picture
2. **Glue** the picture to match the correct **end** sound

s				
n				
d				





**Extension: Write** the words to match each of the pictures above.



## Kindergarten English Specialist Home Learning Week 2

Directions:

1. **Read** each word.
2. **Draw** a picture to match.

<i>rat</i>	<i>hop</i>	<i>cob</i>

<i>dog</i>	<i>cut</i>	<i>kit</i>

<i>nap</i>	<i>fin</i>	<i>bed</i>

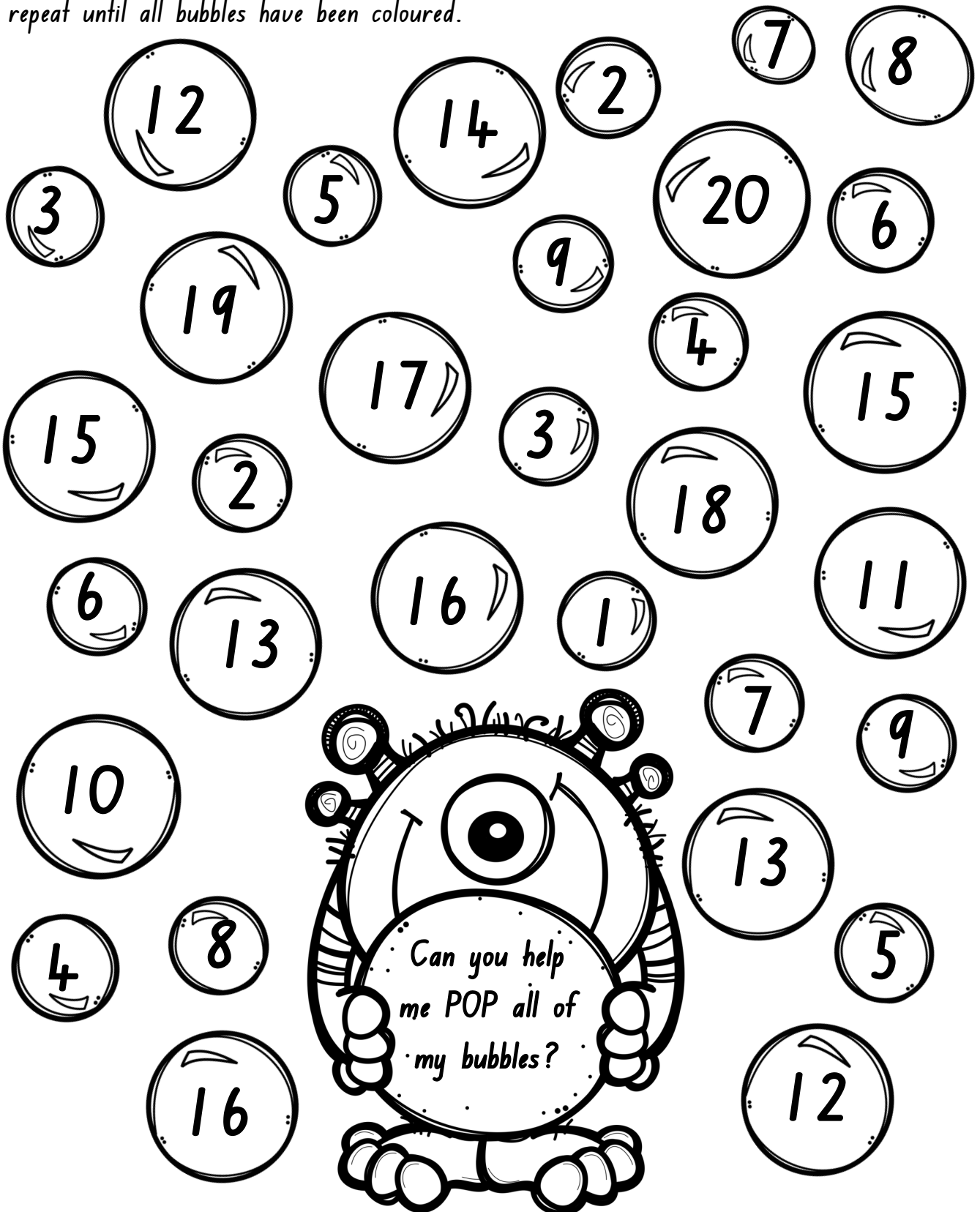


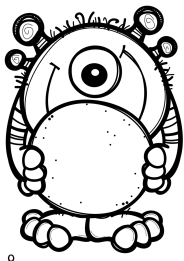
**Extension:** Add 's' to make the words above plural and read them.

## Mathematics Specialist Home Learning Week 2


# Monster Bubbles

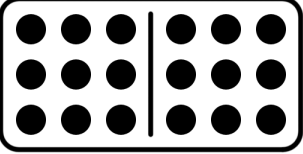
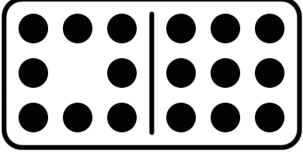
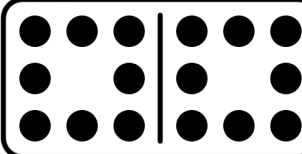
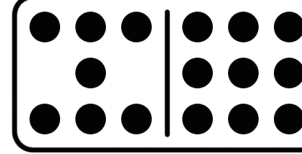
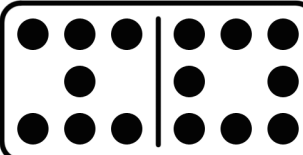
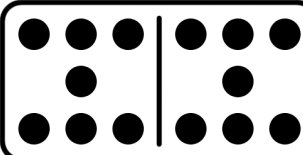
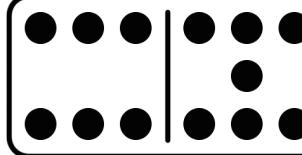
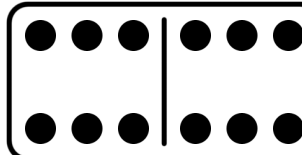
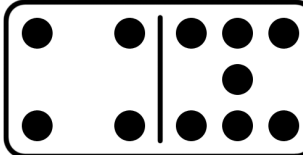
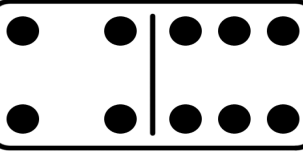
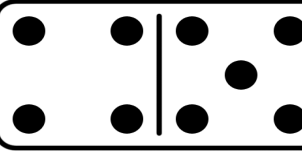
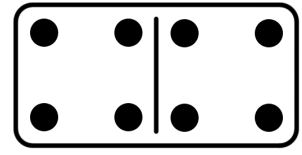
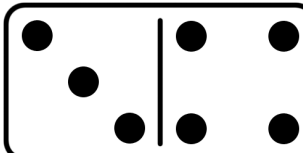
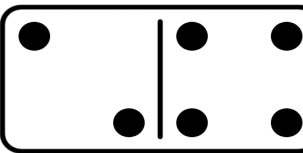
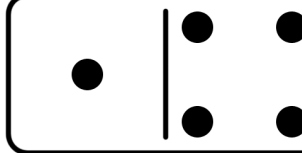
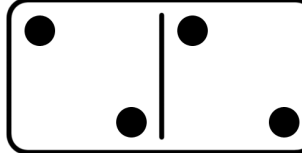
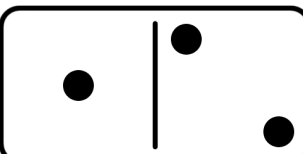
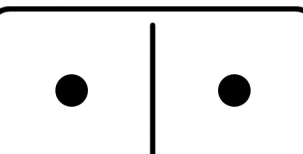
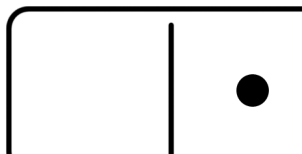
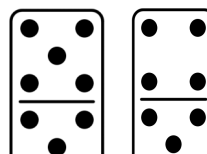
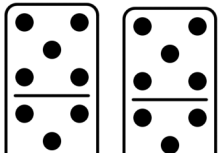
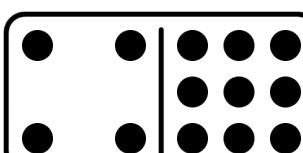
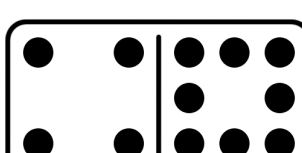
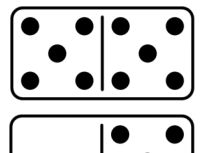
**Directions:** Cut out the cards on the next page and place them in a pile. Pick up a card and match it to a number on this bubble board. Colour the corresponding bubble and repeat until all bubbles have been coloured.





# Monster Bubbles Playing cards

 Cut out each card and face them down in a pile. Count the number of dots on the card and match it to the numbers on the bubble board. Colour or use an object to cover each bubble. Repeat until all numbers are covered. Have fun!

How many dots? 	How many dots? 	How many dots? 	How many dots? 
How many dots? 	How many dots? 	How many dots? 	How many dots? 
How many dots? 	How many dots? 	How many dots? 	How many dots? 
How many dots? 	How many dots? 	How many dots? 	How many dots? 
How many dots? 	How many dots? 	How many dots? 	How many dots? 
How many dots? 	How many dots? 	How many dots? 	How many dots? 



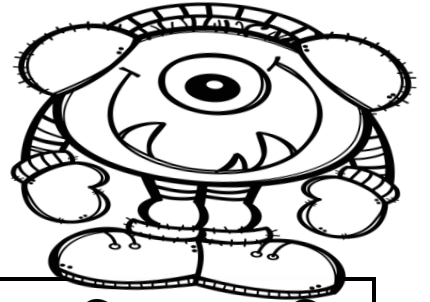


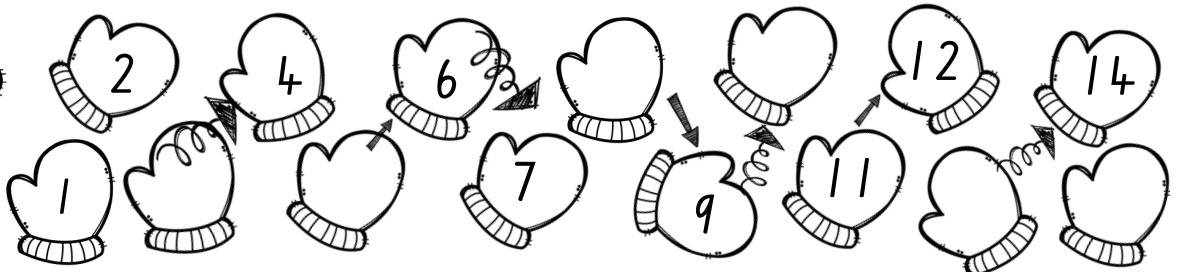
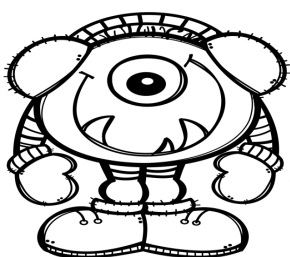
# WHAT IS MISSING?

## Directions:

Count forwards to 20 then count backwards from 20 to 1.

Write the missing number in the blank spaces.





*This book belongs to \_\_\_\_\_*

*Please check Seesaw for a link to access the videos to help you with the activities in this booklet.*

Body

## What does a healthy body need?

Write or draw what a healthy body needs.



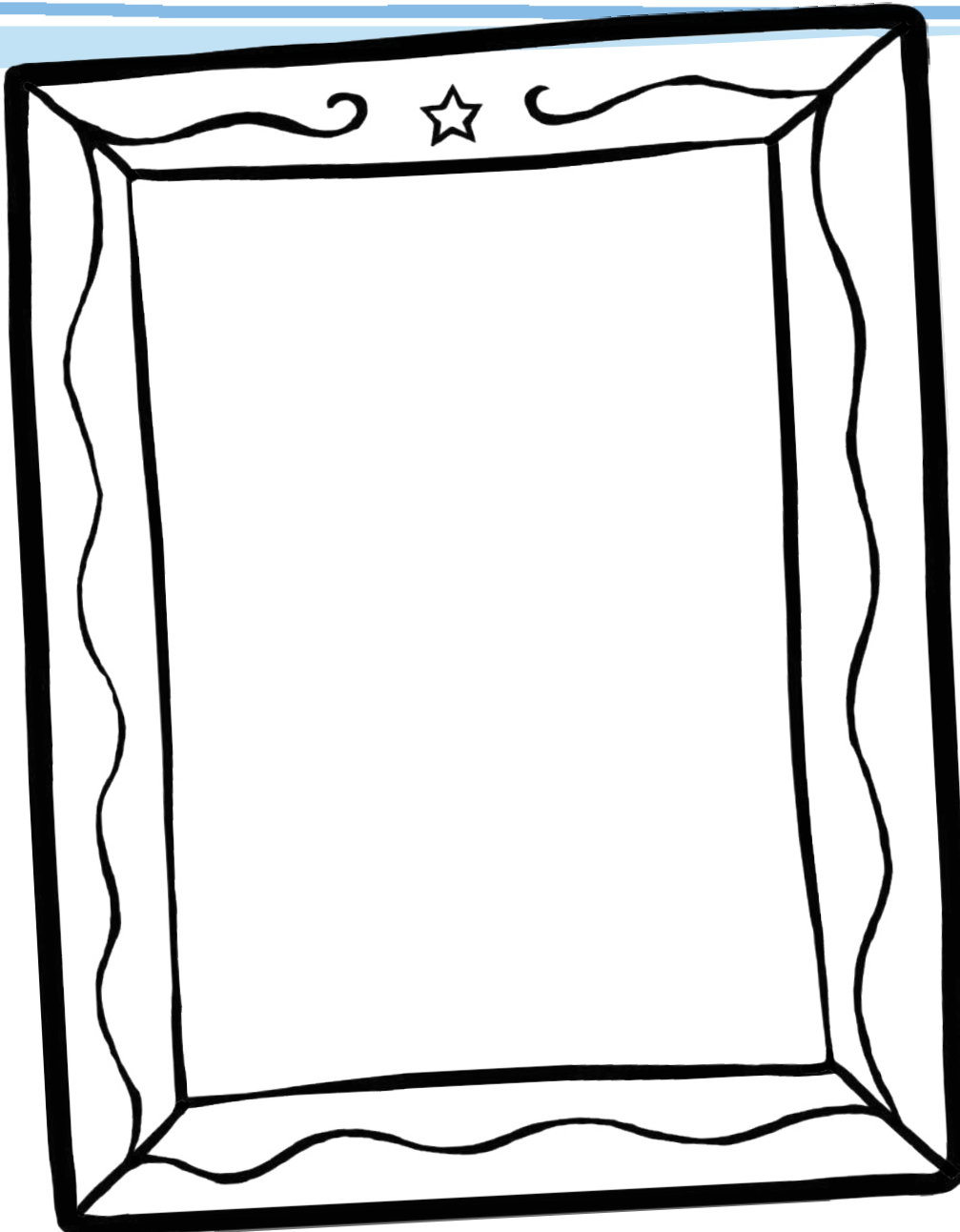


My name is

I am ..... years old.

My favourite healthy breakfast is

.....


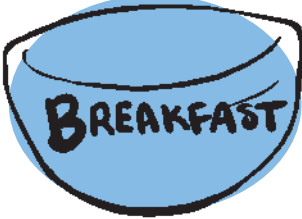

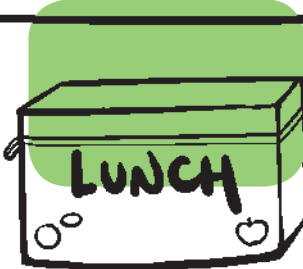



Draw your own healthy breakfast.

Eat

## Your food day

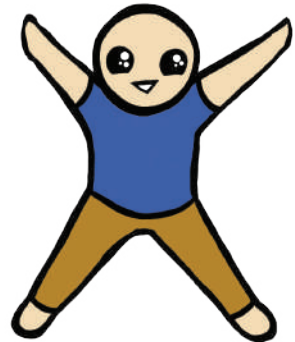
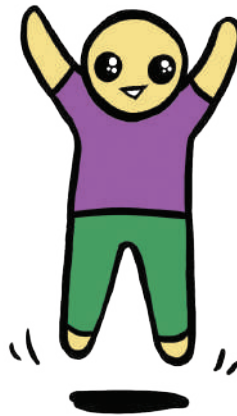
Keep a record of the food you have eaten today.

	<p>EVERYDAY FOOD</p>	<p>SOMETIMES FOOD</p>
		
		
		
		

Move

## Your fitness routine

Draw your routine into these boxes and try it out.



Design your own fitness routine and share it with friends. Try out each other's routines.

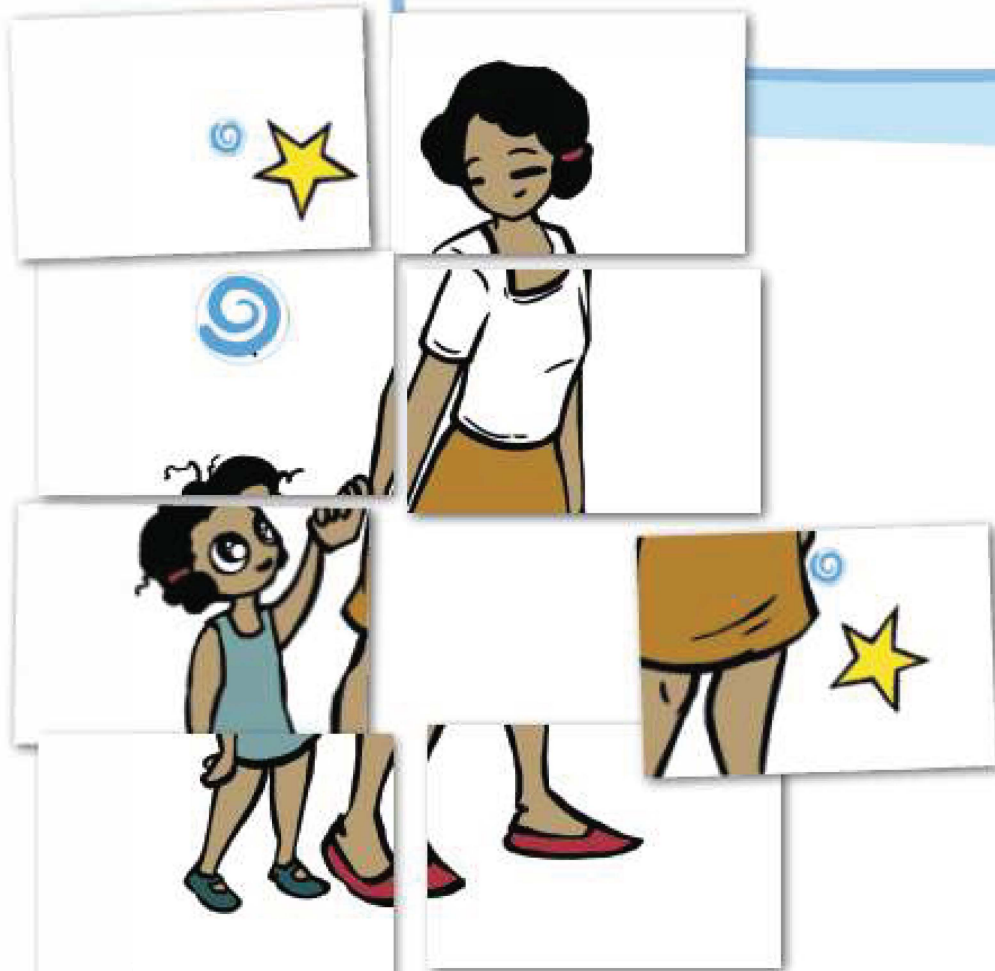

Safe

## Create a Safety Puzzle and share with a friend

Swap your puzzle with a friend and both try  
and complete each other's.

- Get an A4 piece of paper.
- Fold that piece of paper in half.
- And then in half again.
- And in half again.
- Open up the paper.  
You should have 8 squares.

- Now, think of a time you felt safe or behaved in a way that made you or others safe.
- Draw what you were thinking of on your piece of paper. You can colour it, or use stickers. Make it as beautiful as you can.
- Along the folds you created cut your paper.
- You will have 8 squares.
- You now have a safety puzzle that you can share with a friend.







Look

## Dealing with unsafe situations

Draw how these pictures could be safer.

