

## Morning Routine – Monday

Practise spelling the days of the week

Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Write the Long date: \_\_\_\_\_

Write the short date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Morning Routine Tuesday – Practise spelling the months of the year

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

## Morning Routine– Wednesday

Practise spelling the days of the week

Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Write the Long date: \_\_\_\_\_

Write the short date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Morning Routine Thursday – Practise spelling the months of the year

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



## Morning Routine– Friday

Practise spelling the days of the week

Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Write the Long date: \_\_\_\_\_

Write the short date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# 100 Days of School – Monday



## 100 Day Fitness Fun



Check off each item as you complete it.

☐

10 Jumping Jacks

☐

10 Stretches

☐

Touch your toes 10 times

☐

Jump on one foot 10 times

☐

Bounce a ball 10 times

☐

Run in place 10 times

☐

March in place 10 times

☐

10 Knee Lifts

☐

10 Arm Curls

☐

Twist side to side 10 times

# 100 Days of School – Tuesday

**100 Wishes!**

I wish I had 100 \_\_\_\_\_

I wish I had 100 \_\_\_\_\_

I wish I had 100 \_\_\_\_\_

But, I would never want  
100 \_\_\_\_\_! Ewww!

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# I WOULD EAT 100...

NAME: \_\_\_\_\_

If I could eat 100 of anything,  
I would eat 100

\_\_\_\_\_

because,

\_\_\_\_\_

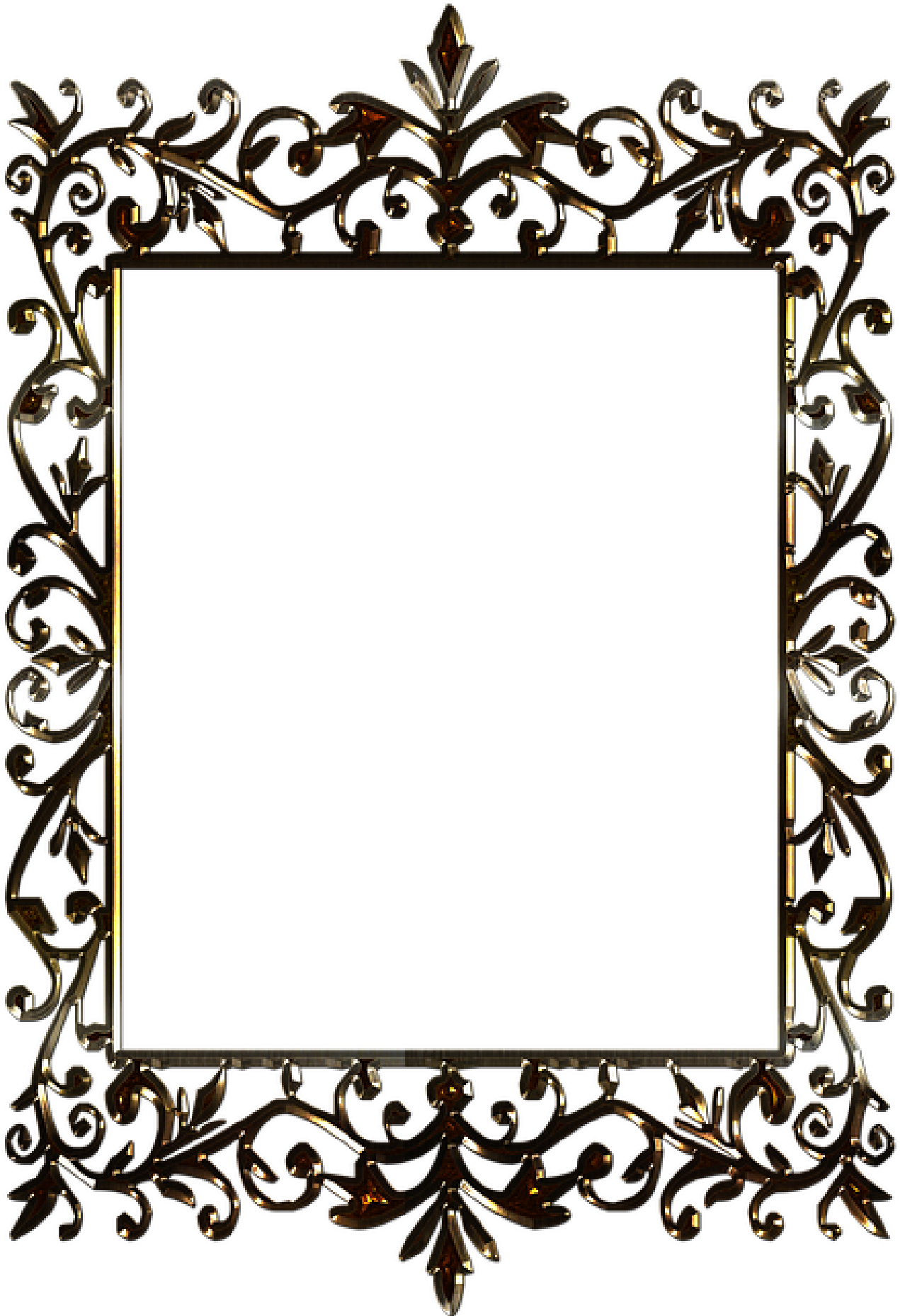
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# 100 Days of School – Thursday

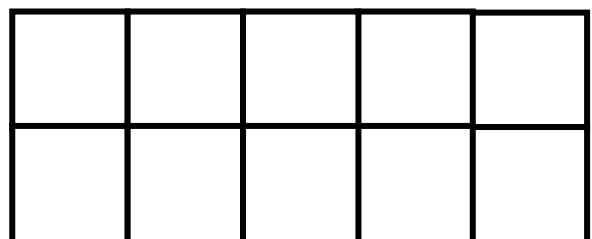
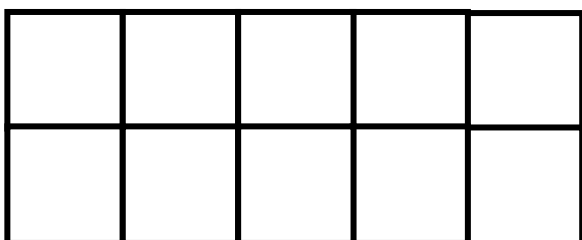
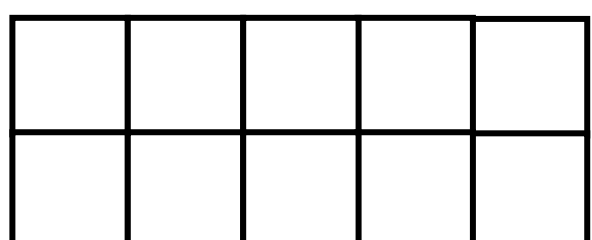
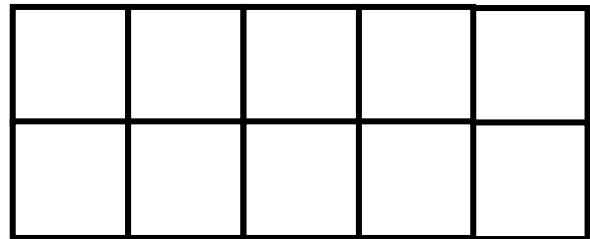
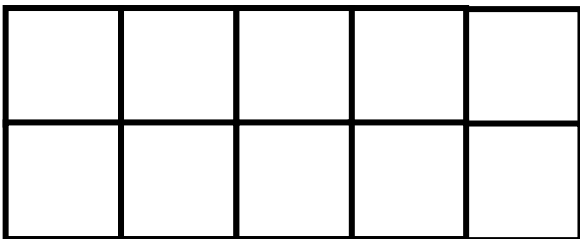
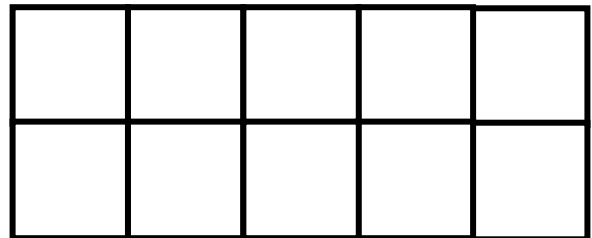
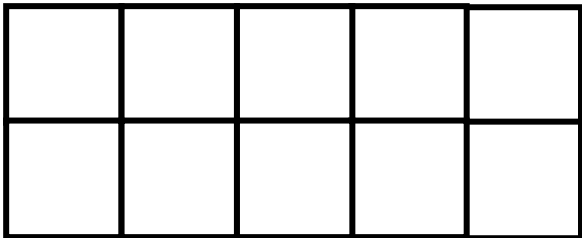
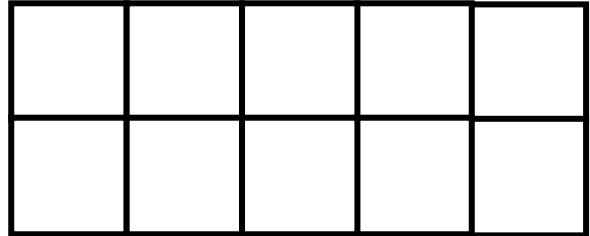
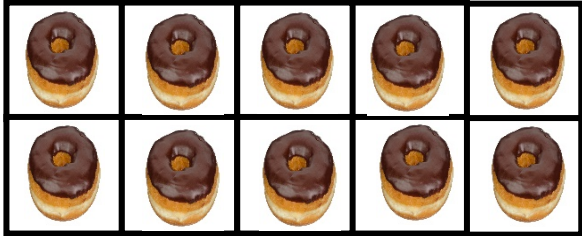
## My 100 year old portrait

This is what I will look like when I'm 100 years old



# 100 Days of School – Friday

Fill the tens frames with wonderful treats to make a feast of 100 treats!



# More Command Sentences:

**Open your presents.** Who? YOU. **Open your presents.**

**Drink your milk.** Who? YOU. **Drink your milk.**

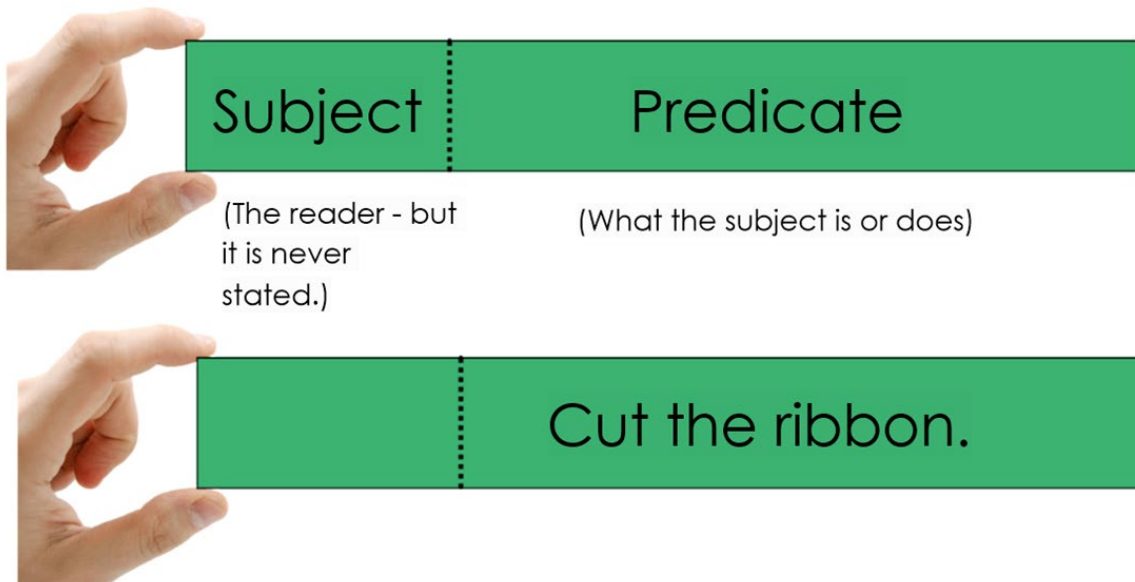
**Sweep the floor.** Who? YOU. **Sweep the floor.**

**Do your homework.** Who? YOU. **Do your homework.**

**Smell the flowers.** Who? YOU. **Smell the flowers.**



## Command Sentence



## Monday- Sentence of the Day Week 3

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

### Grammar: Types of Sentences

**Remember:** A command sentence tells what to do. It gives instructions.

**Instructions:** Read the sentence below and write command or not a command on the lines based on the sentence. ( 2pts each)

1. Go and walk the dog. \_\_\_\_\_
2. Speak up, I can't hear you. \_\_\_\_\_
3. Eat your food quietly. \_\_\_\_\_
4. Write your name on the paper. \_\_\_\_\_
5. I like to play outside. \_\_\_\_\_



## Tuesday – Sentence of the Day



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

### Command It.

**Directions:** Write a command sentence for each picture. Commands tell something or someone what to do and can start with a name or the word you. Sometimes, "you" is *understood* and doesn't have to be written. Commands end with a period.



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## Wednesday– Sentence of the Day

Finish the predicate to write a command sentence.

1. Shut \_\_\_\_\_

2. Fold \_\_\_\_\_

3. Open \_\_\_\_\_

4. Close \_\_\_\_\_

Have a go at writing your own commands!

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## Thursday – Sentence of the Day

Use the imperative verbs below to write your own sentences.



### Imperative Verbs

hold	wash	chop
draw	brush	cut
place	rinse	slice
fold	put	peel
tidy	stir	pour
sort	measure	mix
order	bake	take
play	sprinkle	slice
go	add	spread

Have a go at writing your own commands!

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## Friday – Sentence of the Day

Write your own imperative sentences on the line below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Need a challenge? Write more commands on the lines below!

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## Unit 5 - c ce s se ss

Target Representations				
c	ce	s	se	ss
cent	dance	skill	sense	dress
mice	balance	case	tense	mess
dice	chance	sat	chase	less
lace	pence	sun	mouse	hiss
cement	decent	sick	house	kiss
princess	peace	sea		boss
space	since	silly		bless
ice	prance	seem		chess
notice	cancel	said		bliss
price	fence	safe		fuss
city	palace	silk		cross
rice	enhance	sunset		
fancy	office	sail		
pencil	police	Sunday		
prince		sight		
race		socks		
twice		size		
place		seventy		
cinema		sixty		

Extension Representations		
sc	st	ps
science	listen	psalm
scent	castle	psychology
ascent	whistle	
descent	rustle	
	thistle	
	glisten	

## Monday Phonics c ce s se ss

Complete the 'Find a Word'

1. Find and shade the words that are in the box below. They may go across, up and down or diagonally.

p	a	z	e	s	b	l	j	s	d
r	d	e	v	a	e	t	h	u	i
i	r	n	s	i	t	e	n	se	c
c	e	h	c	d	z	h	i	ss	e
e	ss	a	f	l	a	c	e	ce	g
a	v	n	r	l	p	e	n	ce	k
m	d	ce	p	qu	b	l	e	ss	x
oo	s	a	t	i	p	t	e	n	se
w	f	e	n	ce	o	ff	i	ce	y

lace

sat

dress

size

tense

hiss

price

said

dice

pence

fence

bless

## Tuesday Phonics c ce s se ss

Use the 'ce' phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

dance	prince	pencil	twice
mouse	city	sock	chess


How did you go?



## Wednesday Phonics c ce s se ss

**BOIL and BUBBLE! -Let's make a potion!**

**Look at the wordlist for c ce s se ss**

**Find at least 5 things to put into the potion.**

**Draw the things inside the cauldron.**



1. "Bubble, bubble, boil and trouble, I'm making a potion with\_\_\_\_\_.
2. "Bubble, bubble, boil and trouble, I'm making a potion with\_\_\_\_\_.
3. "Bubble, bubble, boil and trouble, I'm making a potion with\_\_\_\_\_.
4. "Bubble, bubble, boil and trouble, I'm making a potion with\_\_\_\_\_.
5. "Bubble, bubble, boil and trouble, I'm making a potion with\_\_\_\_\_.



## Thursday Phonics c ce s se ss

Use the 'ce' phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

cement	cancel	silly	chase
boss	cinema	peace	house


How did you go?



## Friday Phonics c ce s se ss

UNIT 5

### INSTRUCTIONS

Circle the /s/ phoneme in each word.

space

twice

city

cancel

voice

decent

skill

sunset

socks

sense

mouse

house

dress

fancy

hiss

notice

fuss

mercy

prince

since

sun

sick

sixty

fence

dense

chase

rinse

cross

hiss

miss



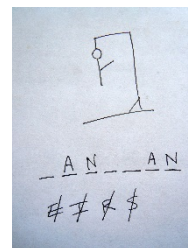
# Camera Words! Camera Words!

## **REVISION**

trouble  
double  
height  
island  
front  
sword  
wolf  
sew  
hour  
great  
break  
steak  
\*\*

## **Fun Activities:**

Play Hangman using your camera words.



**HIDE-and-SEEK:** ask a family member to hide 4 or 5 camera word cards in a room. Find, read and spell the words as you find them.

*BEFORE YOU LEARN NEW WORDS, IT IS IMPORTANT THAT YOU CAN READ AND SPELL ALL THE WORDS YOU HAVE BEEN LEARNING THIS YEAR!*

*Refer to the camera word lists you received with Home Learning at the beginning of the year!*

**\*\*If you can read and spell the above words quickly and correctly, then you can make up your own camera word list! Select 6 words at a time that YOU are interested in learning how to spell—select challenging words! For example, if you like BIRDS here is a good list:**

aviary  
migrate  
budgerigar  
kookaburra  
incubate

**If you don't know what they mean—find out!**



## Monday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in a sentence. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

great

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---

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break

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## Monday

Select 9 camera words from the list and

**Look, cover, write, check**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



## Tuesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to write **questions**.  
Don't forget to begin with a capital letter and use end punctuation. Make it an interesting question.

steak

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height

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## Tuesday

Select 9 camera words from the list and  
**Look, cover, write, check**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



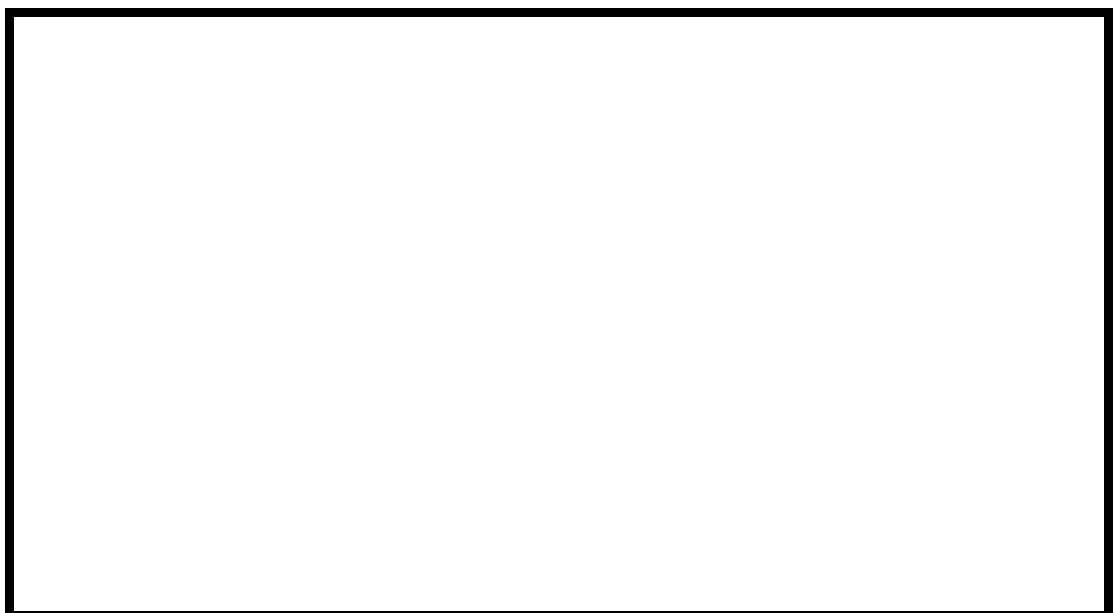
## Wednesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to complete the sentence.

great      break      steak

I didn't mean to \_\_\_\_\_ my  
tooth whilst I was eating the  
\_\_\_\_\_, big delicious \_\_\_\_\_  
sandwich.

4. Draw a picture for this sentence.







## Wednesday

Select 9 camera words from the list and

**Look, cover, write, check**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



## Thursday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the one or both of following camera words in one sentence. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

**steak**      **wolf**

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4. Draw lines to match the camera word with the correct definition. Make up some of your own.

steak      land surrounded by water

sew      weapon with sharp edges  
and a handle

island      a slice of meat especially  
beef

sword      to join with a needle and  
thread



## Thursday

Select 9 camera words from the list and  
**Look, cover, write, check**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



## Friday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Time for a CHALLENGE! Highlight the spelling mistakes and re-write the sentence with all the words spelt correctly. There are 3 mistakes in each sentence.

The flowers look grate in frunt ov  
the mirror.

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Do not brake the sord when you kut  
down the tree!

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Mi favourite food is a stake  
sandwich wif lots of salad.

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# Friday

Select 9 camera words from the list and

**Look, cover, write, check**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

# Monday Reading Level 1

## The Lion and the Mouse



One day, a proud lion was asleep in the wood, his head resting on his paws. A timid mouse came along. The mouse didn't see the lion and ran across the lion's nose.

The lion woke up from his nap. He was cross with the mouse. **"You woke me up!"** he roared and laid his paw on the mouse, ready to gobble her up.

The mouse was scared. **"Please let me go!"** begged the mouse. **"If you let me go, I will repay you one day!"**

**"You are funny!"** said the lion. **"How could a mouse help a lion?"**

The lion laughed at the idea that a mouse could ever help him. But he was generous and let the mouse go.

Some days later, the lion was caught in a hunter's net. Unable to get out, the lion roared in anger. The mouse remembered the lion's voice and ran quickly to the net.

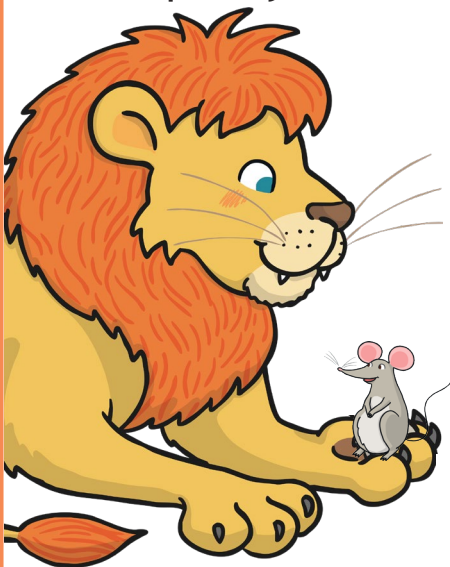


The mouse saw the lion struggling in the net and had an idea. She gnawed on the net until it broke and the lion was able to escape. The lion was free.

**"Even a mouse can help a lion!"** declared the tiny mouse.

From that day on, the mouse and the lion became friends forever.

**A kindness is never wasted.**



# The Lion and the Mouse Questions: Monday Level 1

1. Why did the mouse run across the lion's nose? Tick one.

- ☐ She didn't see the lion.
- ☐ She wanted to surprise the lion.
- ☐ She thought it would be fun.

2. Why did the lion think the mouse was funny? Tick one.

- ☐ because she was dressed as a clown
- ☐ because she told him a joke
- ☐ because he thought a mouse could never help a lion

3. Why did the mouse run quickly to the net? Tick one.

- ☐ because she was in a hurry
- ☐ because she heard the lion's voice
- ☐ because she was nosy

4. Complete the sentences. One has already been done for you.

The mouse didn't see the lion

and had an idea.

The mouse saw the lion  
struggling in the net

became friends forever.

The mouse and the lion

and ran across his nose.

5. What is the moral of the story?

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# The Lion and the Mouse Answers: Monday Level 1

1. Why did the mouse run across the lion's nose? Tick one.

- ☒ She didn't see the lion.
- ☐ She wanted to surprise the lion.
- ☐ She thought it would be fun.

2. Why did the lion think the mouse was funny? Tick one.

- ☐ because she was dressed as a clown
- ☐ because she told him a joke
- ☒ because he thought a mouse could never help a lion

3. Why did the mouse run quickly to the net? Tick one.

- ☐ because she was in a hurry
- ☒ because she heard the lion's voice
- ☐ because she was nosy

4. Complete the sentences. One has already been done for you.

The mouse didn't see the lion	and had an idea.
The mouse saw the lion struggling in the net	became friends forever.
The mouse and the lion	and ran across his nose.

5. What is the moral of the story?

**A kindness is never wasted.**



# Monday Reading Level 2

## The Lion and the Mouse

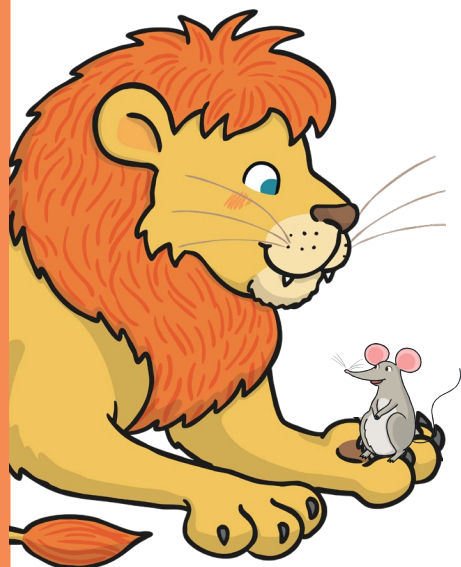


One day, a proud lion was asleep in the wood, his great head resting on his paws. A timid mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose.

Roused from his nap, the lion laid his huge paw angrily on the tiny creature, ready to gobble her up.

**"Spare me!"** begged the poor mouse. **"Please let me go and someday I will surely repay you!"** The lion was amused to think that a mouse could ever help. But he was generous and finally let the mouse go.

Some days later, whilst stalking his prey in the forest, the lion was caught in a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The mouse knew the voice and quickly found the lion struggling in his net.



Running to one of the great ropes that bound him, she gnawed it until it parted and soon, the lion was free. **"You laughed when I said I would repay you,"** said the mouse. **"Now you see that even a mouse can help a lion."**

**A kindness is never wasted.**

# The Lion and the Mouse Questions: Monday Level 2

1. The first line of the story is:

‘One day, a proud lion was asleep in the wood, his great head resting on his paws.’

Which words in this sentence are adjectives?

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2. Why did the lion want to kill the mouse? Tick one.

☐ She had woken him from his nap.

☐ He didn't like mice.

☐ He wasn't a very nice lion.

3. Why did the mouse go to help the lion?

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4. At the beginning of the story, the mouse is described as timid.  
In your opinion, is the mouse still timid at the end of the story?  
Why do you think this?

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5. The moral of the story is ‘**A kindness is never wasted.**’  
What else can we learn from the story?

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# The Lion and the Mouse Answers: Monday Level 2

1. The first line of the story is:

‘One day, a proud lion was asleep in the wood, his great head resting on his paws.’

Which words in this sentence are adjectives?

**Proud and great are both adjectives in this sentence.**

2. Why did the lion want to kill the mouse? Tick one.

☒ She had woken him from his nap.

☐ He didn't like mice.

☐ He wasn't a very nice lion.

3. Why did the mouse go to help the lion?

**Because she remembered his voice, and had promised to repay him.**

4. At the beginning of the story, the mouse is described as timid.  
In your opinion, is the mouse still timid at the end of the story?  
Why do you think this?

**Expect various answers, such as: the mouse is braver by the end of the story because she goes to help the lion; the mouse is more confident at the end of story.**

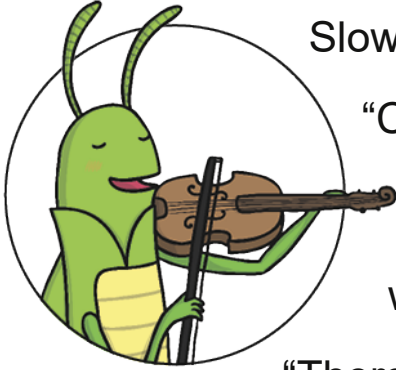
5. The moral of the story is ‘A kindness is never wasted.’  
What else can we learn from the story?

**Expect various answers, such as: don't judge people by their appearance; even if you are little you can do a lot; good things come in small packages; you can be friends with anyone even if they are different to you.**

# Tuesday Reading Level 1

## The Ant and the Grasshopper

One summer's day, a grasshopper was relaxing in a field, eating as much grass as he could. When his tummy was full, he began to play some music. He hopped about, playing happily.



Slowly, an ant walked by, carrying some corn.

"Come and sing with me!" called the grasshopper. "No," replied the ant. "I am busy collecting food to prepare for the winter."

"There's no need for that! Don't worry about the winter!" said the grasshopper. "We have lots of food and it is sunny today."

But the ant shook his head and went on his way. He carried on collecting food all day, walking slowly past the grasshopper with his corn.



"What a silly ant!" said the grasshopper. "He should worry about winter when it is winter!"

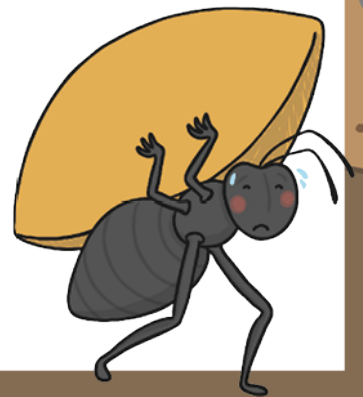
When winter finally came and the snow was on the ground, the grasshopper had no food. The hardworking ant and his family had plenty to eat.



"Please can I have some of your food?" said the grasshopper. "No!" shouted the ant. "You said I was silly!"

So, the grasshopper was hungry all winter. He learnt a very hard lesson.

**Work hard today to get  
ready for tomorrow**



# Questions: Tuesday Level 1<sup>The Ant and the Grasshopper</sup>

1. What season is it at the beginning of the story? Tick one.

- ☐ autumn  
☐ winter  
☐ summer

2. What did the grasshopper want the ant to do? Tick one.

- ☐ have a picnic with him  
☐ sing with him  
☐ play football with him

3. Complete the sentences. The first one is done for you.

The ant and his family	to play some music.
When his tummy was full, he began	the grasshopper had no food.
When winter came,	had plenty to eat.

4. In the story, the ant is described as hardworking. What other adjectives could you use to describe him? Write two.

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5. What is the moral of the story?

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# Answers: Tuesday Level 1

1. What season is it at the beginning of the story? Tick one.

- ☐ autumn  
☐ winter  
☒ summer

2. What did the grasshopper want the ant to do? Tick one.

- ☐ have a picnic with him  
☒ sing with him  
☐ play football with him

3. Complete the sentences. The first one is done for you.

The ant and his family	to play some music.
When his tummy was full, he began	the grasshopper had no food.
When winter came,	had plenty to eat.

4. In the story, the ant is described as hardworking. What other adjectives could you use to describe him? Write two.

**Expect various appropriate adjectives such as: clever, busy, small, tiny, energetic, strong.**

5. What is the moral of the story?

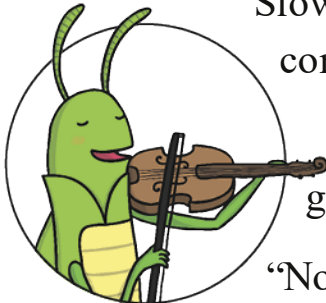
**Work hard today to be prepared for tomorrow.**



# Tuesday Reading Level 2

## The Ant and the Grasshopper

In a field one summer's day, a grasshopper was relaxing, eating as much grass as he could. When his tummy was full, he began to play some music. He hopped about, playing happily.



Slowly, an ant passed him by, carrying an ear of corn.

"Why not come and sing with me?" called the grasshopper.

"No," replied the ant. "I am busy collecting food to prepare for the winter. I recommend that you do the same."

"Why bother about winter?" said the grasshopper.

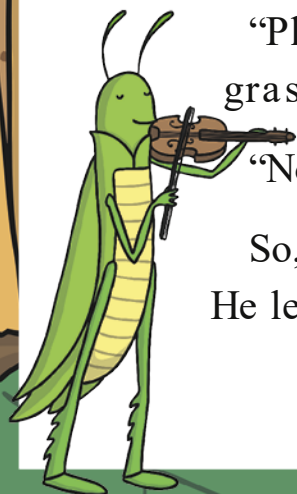
"We have plenty of food and it is a beautiful sunny day."



But the ant shook his head and went on his way. He continued with his hard work all day, walking slowly past the grasshopper with his corn.

"What a silly ant!" said the lazy grasshopper. "He should worry about winter when it is winter!"

When winter finally came and the snow was on the ground, the grasshopper had no food. The ant and his family had plenty to eat from the stores of grain he had collected in the summer.



"Please can I have some of your food?" begged the grasshopper. "You can spare a little bit of corn."

"No!" shouted the ant. "You said I was silly!"

So, the grasshopper was hungry all winter. He learnt a very hard lesson.

**Work hard today to get  
ready for tomorrow**



## Questions: Tuesday Level 2

1. The first line of the story is:

‘In a field one summer’s day, a grasshopper was relaxing, eating as much grass as he could.’

Choose another word that you could use instead of ‘eating’.

2. Why wouldn’t the ant play with the grasshopper? Tick one.

- ☐ because he didn’t want to
- ☐ because he was busy collecting food for the winter
- ☐ because he has to get home for tea

3. Who had the most food in the winter? Why?

4. The moral of the story is ‘Work hard today to be prepared for tomorrow.’ What else can we learn from the story?

5. The ant refused to share his food with the grasshopper at the end of the story. Was this the right thing to do? Explain your answer.



# Answers: Tuesday Level 2

1. The first line of the story is:

‘In a field one summer’s day, a grasshopper was relaxing, eating as much grass as he could.’

Choose another word that you could use instead of ‘eating’.

**Accept various synonyms of ‘eating’, such as gobbling, chomping, munching, chewing, etc.**

2. Why wouldn’t the ant play with the grasshopper? Tick one.

- ☐ because he didn’t want to
- ☒ because he was busy collecting food for the winter
- ☐ because he has to get home for tea

3. Who had the most food in the winter? Why?

**The ant had the most food in the winter because he had collected and stored food in the summer.**

4. The moral of the story is ‘Work hard today to be prepared for tomorrow.’ What else can we learn from the story?

**Expect various answers, such as: try your best, work hard, be prepared, don’t be lazy, listen to other.**

5. The ant refused to share his food with the grasshopper at the end of the story. Was this the right thing to do? Explain your answer.

**Expect various answers, such as: Yes, because the grasshopper didn’t listen to him and called him silly; No, because he should have shown kindness and shared.**

# Wednesday Reading Level 1

## The Boy Who Cried Wolf

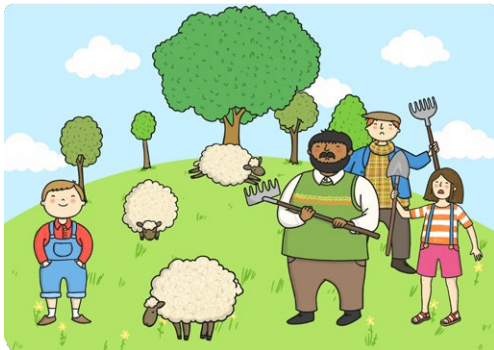
Long ago, there was a young, cheeky boy who looked after some sheep near a village. The boy was often bored. One day, he played a trick on the villagers to pass the time.

**“Wolf! Wolf!”** he shouted loudly.

The villagers came running up the hill to save the sheep. However, when they got there, there was no wolf. The boy laughed at them. “I tricked you!” he said.

**“You must not tell lies!”** said the villagers angrily and went back to the village.

Soon, the boy was bored again. He thought for a minute and shouted, **“Wolf! Wolf!”** Again, the villagers rushed up the hill to save the sheep.



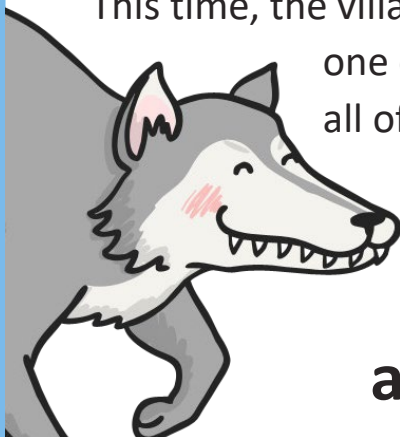
The boy laughed at them. “I tricked you again!” he said.

**“You must not tell lies!”** shouted the villagers. They hurried back down to the village.

Later that day, a huge wolf really did come into the field. The boy cried and cried, **“Wolf! Wolf!”**

This time, the villagers didn’t believe the boy. No one came to help and the wolf ate all of the sheep.

**No one believes a liar, even if they are telling the truth.**



# Questions: Wednesday Level 1

- 1 Which adjectives are used to describe the boy in the first sentence?

Tick two.

- ☐ old  
☐ strong  
☐ cheeky  
☐ young

2. Why did the villagers come running up the hill? Tick one.

- ☐ for some exercise  
☐ to shout at the boy  
☐ to save the sheep

- 3 Draw a line to complete the sentences. One has been done for you.

The boy	shouted the villagers.
No one came to help and	laughed at them.
"You must not tell lies!"	the wolf ate all of the sheep.

4. In the story, the wolf is described as 'huge'. Tick one word which means the same as 'huge'

- ☐ small  
☐ enormous  
☐ tall

5. Complete the sentence:

No one will believe a \_\_\_\_\_ even if they are telling the truth.

wolf

liar

sheep

# Answers: Wednesday Level 1

1 Which adjectives are used to describe the boy in the first sentence?

Tick two.

- ☐ old
- ☐ strong
- ☒ cheeky
- ☒ young

2. Why did the villagers come running up the hill? Tick one.

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- ☐ to shout at the boy
- ☒ to save the sheep

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The boy	shouted the villagers.
No one came to help and	laughed at them.
"You must not tell lies!"	the wolf ate all of the sheep.

4. In the story, the wolf is described as 'huge'. Tick one word which means the same as 'huge'.

- ☐ small
- ☒ enormous
- ☐ tall

5. Complete the sentence:

No one will believe a liar even if they are telling the truth.

# Wednesday Reading Level 2

## The Boy Who Cried Wolf

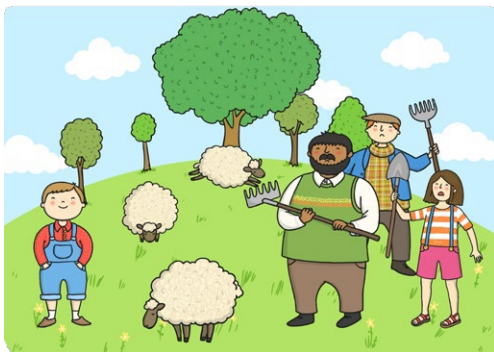
Once, long ago, there was a mischievous boy who looked after some sheep near a village. The boy was often bored and so one day he decided to play a trick on the villagers.

**“Wolf! Wolf!”** he shouted loudly.

The villagers came rushing up the hill to save the sheep. However, when they got there, there was no wolf to be seen. The boy laughed with glee. “I tricked you!” he said.

**“You must not tell lies!”** shouted the villagers angrily and they returned to the village.

Soon, the boy grew bored again. He thought for a moment and shouted, **“Wolf! Wolf!”** Once more, the villagers rushed up the hill to save the sheep.



The boy laughed at them. “I tricked you again!” he said.

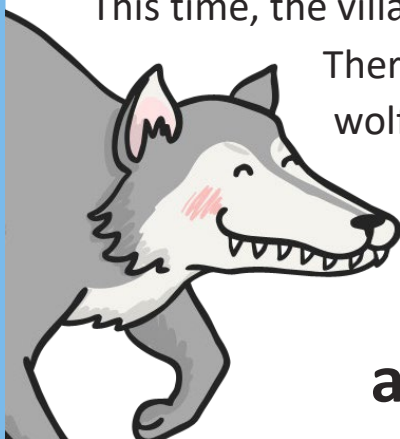
**“You must not tell lies!”** shouted the villagers. They hurried back down to the village.

Later that day, a huge wolf really did come into the field. The boy cried and cried, **“Wolf! Wolf!”**

This time, the villagers didn’t believe the boy.

Therefore, no one came to help and the wolf gobbled up all the sheep.

**No one believes a liar, even if they are telling the truth.**



## Questions: Wednesday Level 2

- 1 The story says that the boy was 'mischievous'. What is another word that means the same as 'mischievous'? Tick one.

☐

well-behaved

☐

naughty

☐

sad

2. Why did the boy laugh with glee? Tick one.

☐

because he had tricked the villagers

☐

because someone told him a joke

☐

because he thought sheep were funny

- 3 How many times did the villagers run up the hill in the story?

---

---

4. Why didn't the villagers believe the boy at the end of the story?

---

---

5. What did the wolf do to the sheep?

---

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6. The moral of the story is 'No one will believe a liar, even if they are telling the truth.' Do you think that it is ever all right to lie?

---

---

## Answers: Wednesday Level 2

- 1 The story says that the boy was 'mischievous'. What is another word that means the same as 'mischievous'? Tick one.

☐ well-behaved

☒ naughty

☐ sad

2. Why did the boy laugh with glee? Tick one.

☒ because he had tricked the villagers

☐ because someone told him a joke

☐ because he thought sheep were funny

- 3 How many times did the villagers run up the hill in the story?

**The villagers ran up the hill twice.**

4. Why didn't the villagers believe the boy at the end of the story?

**The villagers didn't believe the boy because he had lied twice before.**

5. What did the wolf do to the sheep?

**The wolf ate the sheep.**

6. The moral of the story is 'No one will believe a liar, even if they are telling the truth.' Do you think that it is ever all right to lie?

**Answers may vary.**



# Thursday Reading Level 1

## Women in Science

In the past, men had more opportunities than women to work in science-related jobs. Women had to work very hard to prove that they could also do these jobs.

These are some of the women in history who did amazing things in science.



"Marie Curie" by Unknown, Tekniska museet is licensed under CC BY 2.0

In 1903, Marie Curie became the first woman to win a Nobel Prize (a special science award). She discovered something called radium, which can be used to treat very sick people. Marie also helped to make X-ray machines stronger and more accurate.

Katherine Johnson worked for NASA (the American space agency). She helped them to solve difficult maths problems. She used her maths skills to work out a path for spacecraft to go around the Moon and return to Earth. Because of Katherine, astronauts landed on the Moon!



Gladys West used satellites (spacecraft that collect information) to make a map of the Earth. She used this to develop the first GPS (Global Positioning System). This is a type of map which is used today in phones, cars and computers.

Jane Goodall was the first person to study chimpanzees in the wild. She learnt lots of things about them that no one else had ever known, such as what they ate. She has helped to create safe places in the wild where chimpanzees are protected from hunters.





# Questions: Thursday Level 1

1. What did women have to do to prove that they could do science-related jobs? **Tick one.**

- ☐ read lots of books
- ☐ write a letter
- ☐ work very hard

2. What did Marie Curie win in 1903?

---

3. Draw **three** lines to match each scientist with their achievement. The first one has been done for you.

Gladys West	studied chimpanzees
Katherine Johnson	discovered radium
Jane Goodall	developed the first GPS
Marie Curie	helped astronauts to land on the Moon

*Note: A line is drawn from Gladys West to developed the first GPS.*

4. Who did Katherine Johnson work for?

---

5. Fill in the missing word.

Gladys West used satellites to make a map of \_\_\_\_\_.

her home

the Earth

the Moon

# Answers: Thursday Level 1

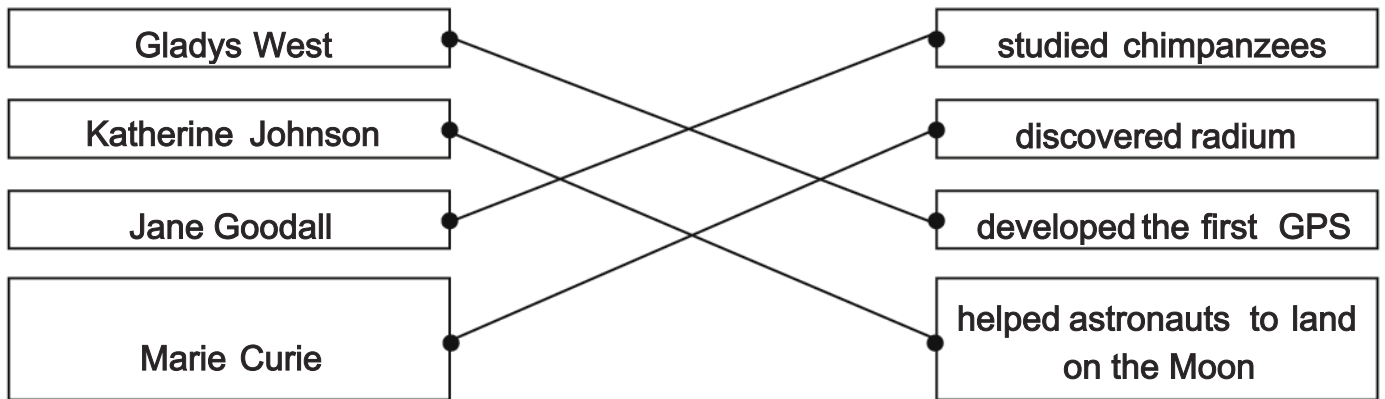
1. What did women have to do to prove that they could do science-related jobs? **Tick one.**

- ☐ read lots of books
- ☐ write a letter
- ☒ **work very hard**

2. What did Marie Curie win in 1903?

a Nobel Prize / a special science award

3. Draw **three** lines to match each scientist with their achievement. The first one has been done for you.



4. Who did Katherine Johnson work for?

NASA/ the American space agency

5. Fill in the missing word.

Gladys West used satellites to make a map of the Earth.

her home

the Earth

the Moon

# Thursday Reading Level 2

## Women in Science

In the past, men had more opportunities than women to study science and work in science-related jobs. Women had to work incredibly hard to prove that they could also do these jobs.

Women have made many incredible contributions to science throughout history. Read on to find out more about some of these inspiring women.



Mary Anning was a palaeontologist (a scientist who studies creatures that lived a long time ago). When she was young, she would look for fossils on the beach. She was the first person to uncover fossils of some animals that had never been seen before, including a plesiosaur and an apterodactyl.

In 1903, Marie Curie became the first woman to win a Nobel Prize (a special science award). In 1911, she won another Nobel Prize when she discovered radium. Marie realised that radium could be used to treat people who were very ill. She also helped to make X-ray machines stronger and more accurate.



"Marie Curie" by Unknown, Tekniska museet is licensed under CC BY 2.0



Katherine Johnson worked for NASA. She helped them to solve difficult maths problems as a 'human computer'. She used her knowledge of geometry (a type of maths) to plot a route for spacecraft to go around the Moon and return to Earth. Because of Katherine, astronauts landed on the Moon!

Gladys West worked for the navy in America. She used satellites (spacecraft that collect information) to map the shape of the Earth. Gladys used this to develop the first GPS (Global Positioning System). This is a mapping system which is used today in phones, cars and computers.



Tu Youyou decided she wanted to study medicine to find cures for diseases. Tu was in charge of a team trying to find a cure for malaria (a disease spread by mosquitoes in tropical countries). She used wormwood (an ancient Chinese ingredient) to treat herself and 21 other patients. They all recovered.

Jane Goodall is a primatologist (a scientist who studies monkeys, apes and humans). She was the first person to study chimpanzees in the wild. She studied their behaviour and discovered that they have emotions and use tools. She has helped to create sanctuaries where chimpanzees are safe and protected from hunters.



Now, more women than ever are working in science-related jobs and helping to change the world. These women are becoming mathematicians, engineers, medical scientists, astronauts, computer scientists and more!

# Questions: Thursday Level 2

1. What did Mary Anning look for? Tick one

- ☐ birds  
☐ stars  
☐ fossils

2. Name **one** thing that Marie Curie did.

---

3. Find and copy a **verb** that means the same as 'found'.

---

4. Draw **four** lines to match each word with its meaning.

knowledge	grow or become more advanced
develop	learn about a particular subject or thing
cure	facts and skills learnt through education and experience
study	wipe out a disease

5. What is a primatologist ?

---

6. Do you think it is important for women to work in science? Why?

---



---

# Answers: Thursday Level 2

1. What did Mary Anning look for? Tick one

- ☐ birds  
☐ stars  
☒ fossils

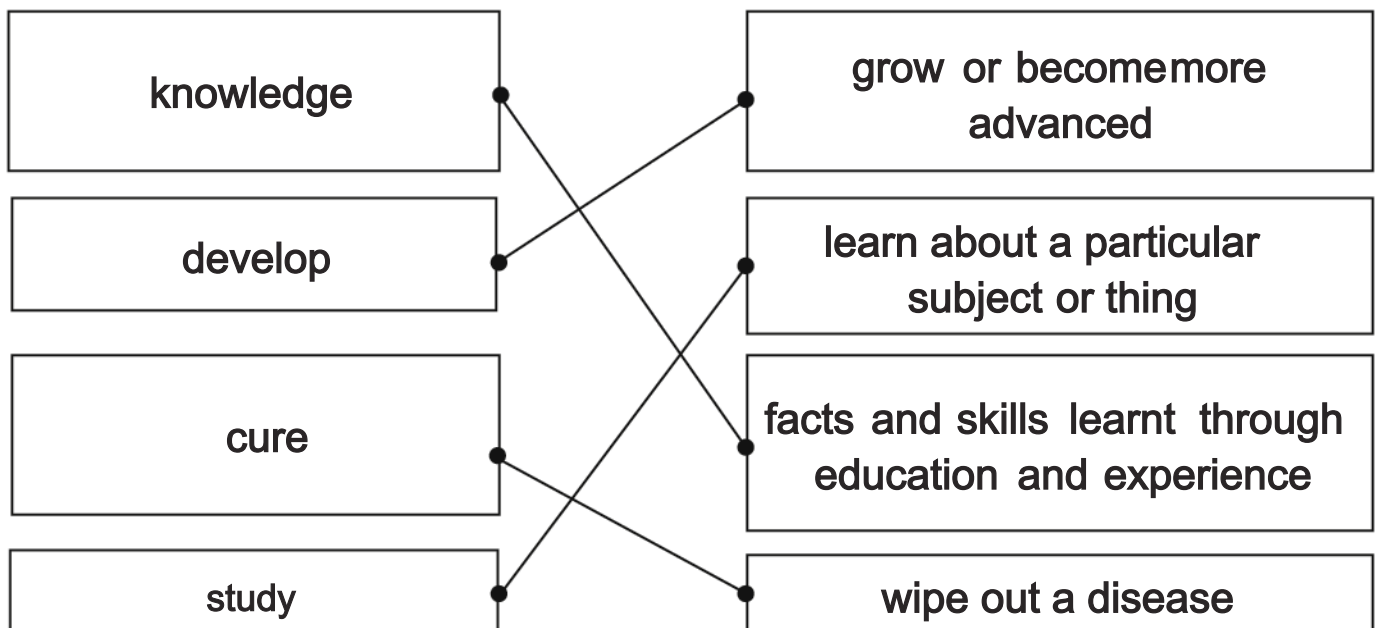
2. Name **one** thing that Marie Curie did.

Any from the following: won a Nobel Prize/science award; discovered radium; helped to treat people who were very ill; made X-ray machines stronger and more accurate.

3. Find and copy a **verb** that means the same as 'found'.

discovered

4. Draw **four** lines to match each word with its meaning.



5. What is a primatologist?

a scientist who studies monkeys, apes and humans

6. Do you think it is important for women to work in science? Why?

Children's own responses with justification.



# Friday Reading Level 1: The Emperor Penguin

The emperor penguin is the largest of the 17 types of penguins. Penguins are birds but they cannot fly. Instead, their flipper-like wings and webbed feet help them to swim well.

## Habitat

Emperor penguins live in the coldest place on Earth: Antarctica. They survive because they have a thick layer of feathers and fat to keep them warm. When it is very cold, they stand together in a huge group called a huddle.

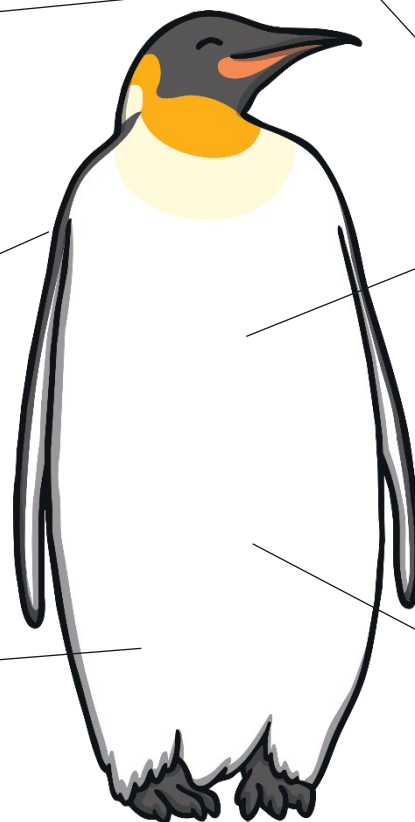
## Body

The adult emperor penguin can grow to about 130cm tall. That is about the same as a six year old boy or girl! They look similar to the king penguin but they are much taller.

Yellow-gold patches.

Small but strong wings so that they can quickly swim through water.

Webbed feet to help them swim and strong claws to grip the ice when they shuffle along.



A long, hooked beak to help catch their food: fish, squid and krill.

Thick layer of feathers and fat to keep warm.

The brood pouch. This flap of skin keeps the eggs warm.

## Did you know...?

- A group of penguins in the water is called a raft.
- They can swim underwater for up to 22 minutes.





## Questions: Friday Level 1

3. What can emperor penguins do? Tick **one**.

- ☐ They can change colour.
- ☐ They can fly well.
- ☐ They can swim well.

4. How do emperor penguins survive in Antarctica? Tick **two**.

- ☐ They have a thick layer of fur to keep them warm.
- ☐ They have a thick layer of feathers and fat to keep them warm.
- ☐ They make a huddle with each other.

5. Look at the **Body** section. Match the animals to how tall they are.

adult emperor penguin ●

● shorter than an emperor penguin

king penguin ●

● as tall as a six year old boy

2. Find and copy a word which describes how emperor penguins move across the ice.

---

1. Look at the **Did You Know...?** section. What is a group of penguins in the water called?

---

## Answers: Friday Level 1

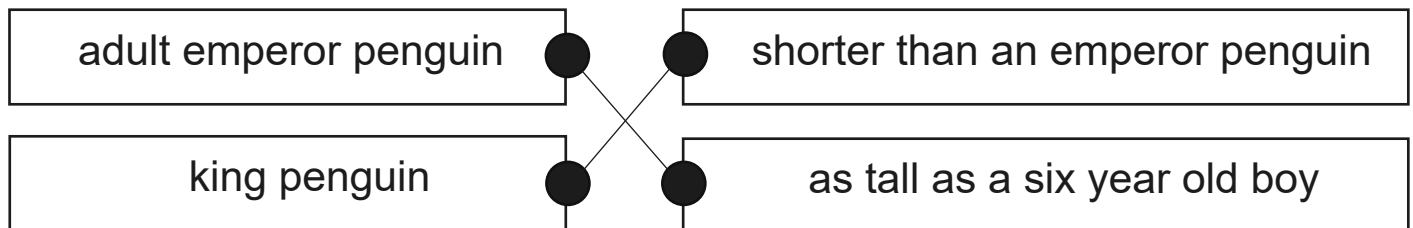
1. What can emperor penguins do? Tick **one**.

- ☐ They can change colour.
- ☐ They can fly well.
- ☒ **They can swim well.**

2. How do emperor penguins survive in Antarctica? Tick **two**.

- ☐ They have a thick layer of fur to keep them warm.
- ☒ **They have a thick layer of feathers and fat to keep them warm.**
- ☒ **They make a huddle with each other.**

3. Look at the **body** section. Match the animals to how tall they are.



4. Find and copy a word which describes how emperor penguins move across the ice.

**shuffle**

5. Look at the **Did You Know...?** section. What is a group of penguins in the water called?

**a raft**

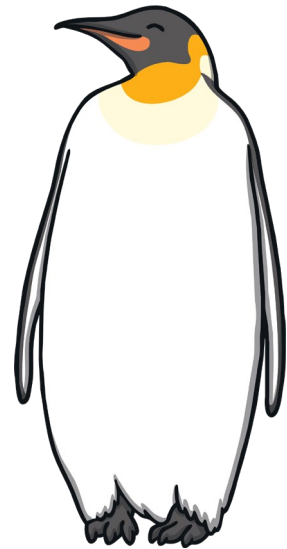
# Friday Reading Level 2

## The Emperor Penguin

The emperor penguin is the largest of the 17 species of penguin. Although penguins are birds, they cannot fly. Instead, their flipper-like wings and webbed feet make them superb swimmers, outstanding divers and skilled at catching fish.

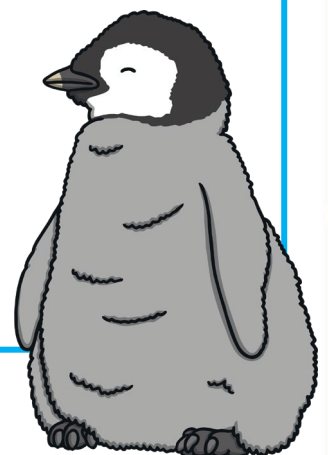
### Habitat

Emperor penguins have adapted well to their extreme habitat. They are only found in Antarctica, the coldest place on Earth. They live in a huge group called a colony. To keep them warm in cold weather, they have a thick layer of insulation, made up of feathers (plumage) and fat. However, this makes it hard for them to move quickly on land. If the weather is bitterly cold, emperor penguins group together in a huddle.



### Did you know...?

- It is a long, slow walk inland across the ice to the colony. Emperor penguins can waddle up to 120km (75 miles).
- The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats nothing.
- Climate change is sadly a big threat to colonies of emperor penguins.



## Life Cycle

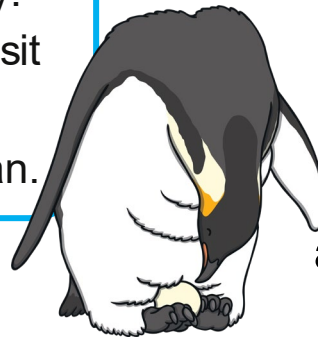
### Egg Laying

1

The female lays one egg in May. It uses up a lot of her energy. She carefully passes it to the male and returns to the ocean.



### Incubation and Hatching



2

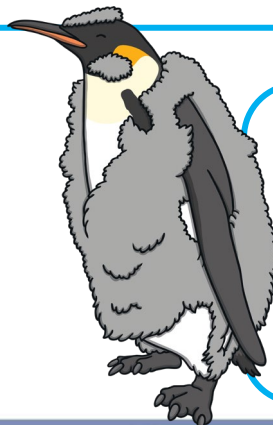
The male keeps the egg warm through the winter in his brood pouch on top of his feet. In July, the female returns from hunting to feed the chick food from her tummy.



### Moulting

3

The chicks lose their soft, fluffy, down feathers and grow sleek, waterproof ones. This is called moulting.



### Fledging

4

By December, the sea ice has melted and the chicks leave the colony (fledge) and waddle along the ice to the sea.



### Breeding

5

The young penguins return when they are about five years old.

In April, the penguins find a mate.

# Questions: Friday Level 2

1. The emperor penguin is... Tick ~~one~~.

- ☐ Not a large penguin
- ☐ The biggest of all penguins
- ☐ The smallest species of penguin

2. Look at the **Habitat** section. Put ticks in the table to show which sentences are true and which ones are false.

Sentence	True	False
Emperor penguins live all over the world.		
They live alone.		
They live in a colony.		
Their insulation keeps them warm.		

2. Fill in the missing word.

The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats \_\_\_\_\_

1. Look at the **Life Cycle** section. What happens during moulting?

---



---

5. The female lays one egg in May... and returns to the ocean .

Why does she return to the ocean? Give two reasons.

---



---

6. How do penguins move differently on ice compared to the sea?  
Use examples from the text.

---



---

# Answers: Friday Level 2

3. The emperor penguin is... Tick **one**.

- ☐ Not a large penguin
- ☒ **The biggest of all the penguins**
- ☐ The smallest species of penguin

4. Look at the **Habitat** section. Put ticks in the table to show which sentences are true and which ones are false.

Sentence	True	False
Emperor penguins live all over the earth.		✓
They live alone.		✓
They live in a colony.	✓	
Their insulation keeps them warm.	✓	

3. Fill in the missing word.

The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats **nothing**.

4. Look at the **Life Cycle** section. What happens during moulting?

**The chicks lose their soft, fluffy, down feathers and grow sleek, waterproof ones.**

5. The female lays one egg in May... and returns to the ocean .

Why does she return to the ocean? Give two reasons.

1. **She needs to eat to get more energy.**
2. **She needs to find food for her chick.**

## Answers: Friday Level 2

6. How do penguins move differently on ice compared to the sea?  
Use examples from the text.

Pupils' own responses, showing understanding of the penguins' body parts being adapted to different environments. For example: Penguins are better at moving in the sea. Penguins move slowly and waddle on ice but have flipper-like wings and webbed feet so they are superb swimmers and outstanding divers.

## Writing – Monday

Materials – what we need for the procedure

Method – the commands that tell us how to do the procedure

Notice how the materials starts with 'You'll need:'

The method is made up of commands that tell audience what to do.

For the procedure below:

Circle the title with red pencil

Circle the materials with a blue pencil

Circle the method with a green pencil.

### How to Cook a Scrumptious Child

You'll need:

A delicious child

A black metal cauldron

Furry bat wings

Fiery dragon scales

1. Conjure a scorching fire underneath the black metal cauldron.
2. Dice the furry bat wings into small cubes and add them to the cauldron.
3. Sprinkle the fiery dragon scales into the bubbling cauldron and mix it altogether.
4. Add the delicious child to the cauldron and simmer for one hour.
5. Remove the cauldron from the heat and serve to all your witch friends.

That's how you cook a delectable child!



## Writing – Tuesday

Write the commands in the correct order.

2. Dice the bat wings and add them to the cauldron.
4. Add the delicious child into the cauldron and simmer for 1 hour.
3. Sprinkle the dragon scales into the bubbling cauldron.
1. Conjure a fire underneath the black cauldron

(Hint: look at the numbers to help you)

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## Writing – Wednesday

Materials – what we need for the procedure

Method – the commands that tell us how to do the procedure



We are writing a procedure  
about how to cook a child.

Finish the commands.

1. Conjure a fire \_\_\_\_\_

\_\_\_\_\_

2. Dice the bat wings \_\_\_\_\_

\_\_\_\_\_

3. Sprinkle the dragon scales \_\_\_\_\_

\_\_\_\_\_

4. Add the child \_\_\_\_\_

\_\_\_\_\_

## Writing – Thursday

Materials – what we need for the procedure

Method – the commands that tell us how to do the procedure



We are writing a procedure  
about how to cook a child.

Finish the commands.

1. Conjure \_\_\_\_\_

\_\_\_\_\_

2. Dice \_\_\_\_\_

\_\_\_\_\_

3. Sprinkle \_\_\_\_\_

\_\_\_\_\_

4. Add \_\_\_\_\_

\_\_\_\_\_

## Writing – Friday

Write a procedure about cooking a child.

Remember to include a title, the materials and the method.

---

You'll need:

---

---

---

---

---



1. Conjure \_\_\_\_\_

---

2. Dice \_\_\_\_\_

---

3. Sprinkle \_\_\_\_\_

---

4. Add \_\_\_\_\_

---

Monday - Handwriting - Week 3 - We are learning to demonstrate how to write phonics and camera words being learnt.

bicycle, certain, circle,

pseudonym, sea, siren, escape,

isolate, case, bless, fancy,

price, whole, prove, sugar

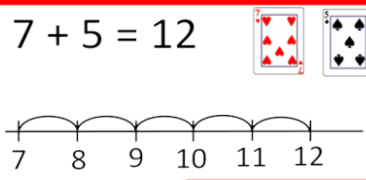
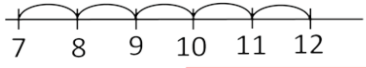

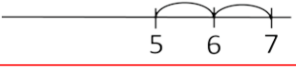

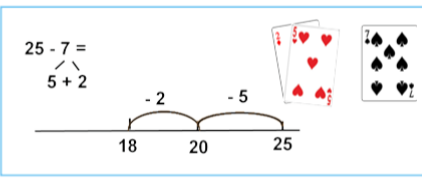

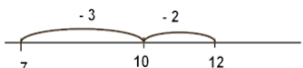
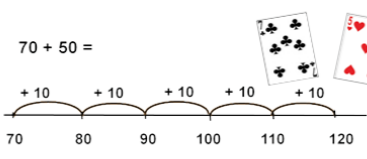
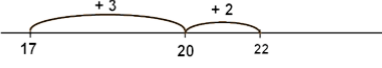


Circle around the sea walk

with your bicycle.

Monday - Friday : Students to work on their addition and subtraction levels each day.

## Addition and Subtraction Levels

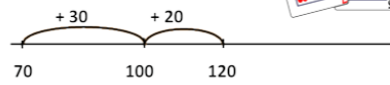
1. Have a look at the maths levels below and remind yourself which level you are working at.

<p style="text-align: center;"><b>Addition and Subtraction - by 1's using a number line</b></p> <p><math>7 + 5 = 12</math></p>  <p><math>7 - 2 = 5</math></p> 	<p style="text-align: center;"><b>Addition and Subtraction - bridging to 10</b></p> <p><math>7 + 5 = 12</math></p>  <p><math>12 - 5 = 7</math></p> 
<p style="text-align: center;"><b>Addition and Subtraction - bridging to 20</b></p> <p><math>17 + 5 =</math></p>  <p><math>25 - 7 =</math></p> 	<p style="text-align: center;"><b>Addition and Subtraction - bridging to any decade</b></p> <p><math>27 + 5 =</math></p>  <p><math>35 - 7 = 27</math></p> 
<p style="text-align: center;"><b>Addition and Subtraction - 2 tens numbers counting by 10's</b></p> <p><math>70 + 50 =</math></p>  <p><math>120 - 50 =</math></p> 	<p style="text-align: center;"><b>Addition and Subtraction - two-digit and tens number counting off the decade</b></p> <p><math>72 + 50 =</math></p>  <p><math>125 - 50 =</math></p> 

### Addition and Subtraction - two-digit and tens number using partitioning

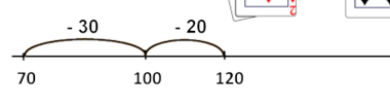
$$70 + 50 =$$

$$30 + 20$$



$$120 - 50 =$$

$$30 + 20$$

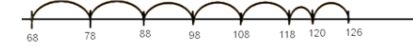


### Addition and Subtraction - 2 two-digit numbers using partitioning

$$68 + 58 =$$

$$50 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$50 + 8$$

$$6 + 2$$



### Addition and Subtraction - 2 two-digit numbers using place value

$$78 + 58 =$$

$$30 + 20$$

$$20 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$20 + 8$$

$$20 + 2$$



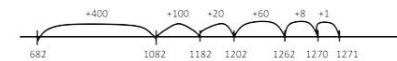
### Addition and Subtraction - three digit numbers using place value

$$682 + 589 = 1271$$

$$400 + 100$$

$$20 + 60$$

$$8 + 1$$



$$972 - 589 = 383$$

$$70 + 10$$

$$2 + 7$$

$$-7$$

$$-2$$

$$-10$$

$$-70$$

$$-500$$



### Addition and Subtraction - four digit numbers using place value

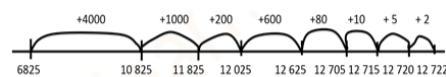
$$6825 + 5897 =$$

$$4000 + 1000$$

$$200 + 600$$

$$80 + 10$$

$$5 + 2$$



$$12722 - 5897 =$$

$$5000$$

$$700 + 100$$

$$20 + 70$$

$$2 + 5$$

$$-5$$

$$-2$$

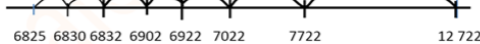
$$-70$$

$$-20$$

$$-100$$

$$-700$$

$$-5000$$



# Monday - Mathematics – Money

Count each group to find the total amount of money,

	Total
	Total
	Total
	Total
	Total
	Total

What is the same as:

100 cents :

200 cents:

800 cents :

500 cents :



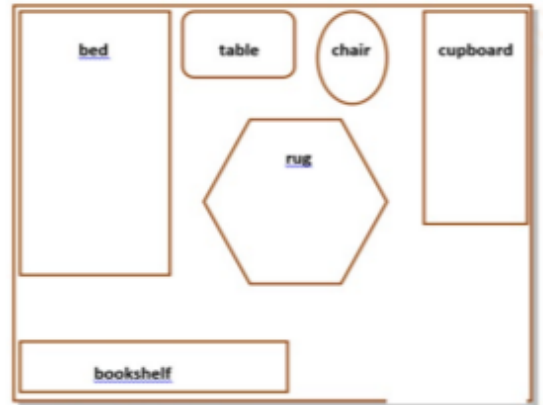
## Tuesday – Mathematics – Maps

Today we are going to use our problem-solving skills to interpret the map of Lola's bedroom.

**MG 22 (2a)** This is a map of Lola's bedroom.

What is between the bed and the chair?

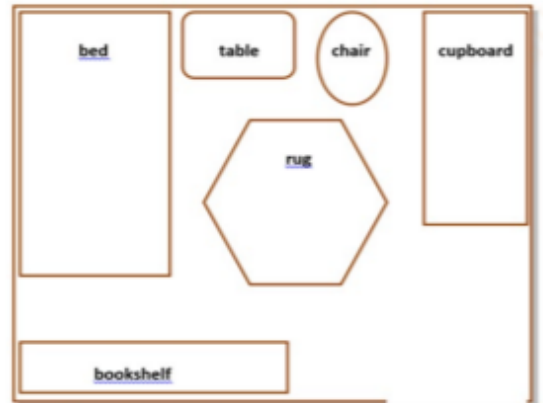
Interpret Maps



**MG 22 (2b)** This is a map of Lola's bedroom.

What is between the table and the cupboard?

Interpret Maps

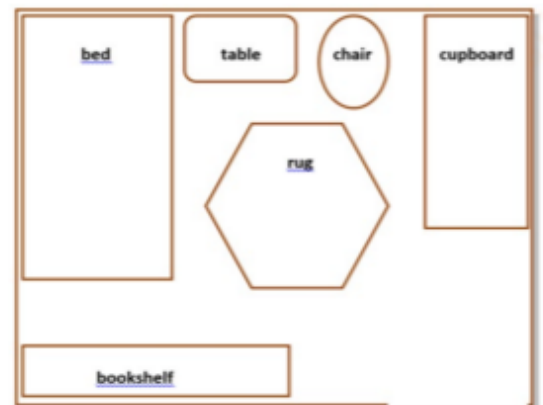


**MG 22 (2c)** This is a map of Lola's bedroom.

Lola swaps the positions of the chair and the table.

What is to the left of the chair?

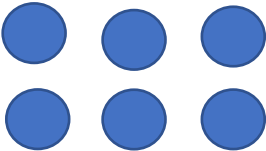

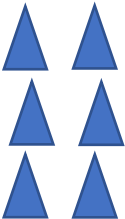
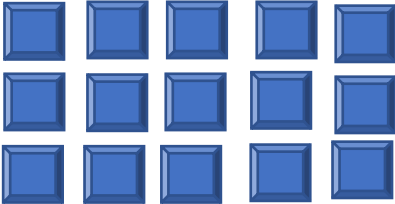


Interpret Maps



It's your turn! Draw a map of your bedroom. Don't forget to write down the position of each object in your bedroom.

Wednesday – Mathematics – Multiplication and Division

Fill in the blanks

 <p>2 rows of 3</p> <p><math>2 \times 3 = 6</math></p>	 <p>___ rows of ___</p> <p>___ x ___ = ___</p>
 <p>___ rows of ___</p> <p>___ x ___ = ___</p>	 <p>___ rows of ___</p> <p>___ x ___ = ___</p>
 <p>___ rows of ___</p> <p>___ x ___ = ___</p>	 <p>___ rows of ___</p> <p>___ x ___ = ___</p>

Thursday – Mathematics – Number Patterns

Write the correct numbers to complete the patterns

10	12	14					
----	----	----	--	--	--	--	--

7	8	9					
---	---	---	--	--	--	--	--

3	6	9					
---	---	---	--	--	--	--	--

18	20	22					
----	----	----	--	--	--	--	--

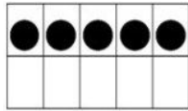
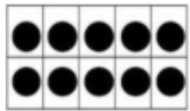
29	28	27					
----	----	----	--	--	--	--	--

5	10	15					
---	----	----	--	--	--	--	--

20	18	16					
----	----	----	--	--	--	--	--

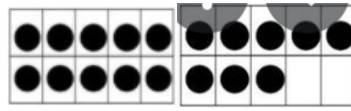
10	13	16					
----	----	----	--	--	--	--	--

# Friday – Mathematics – Ten Frames



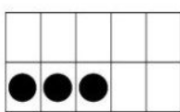
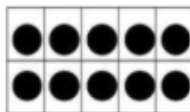
$$\square + \square =$$

\_\_\_\_\_



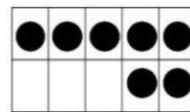
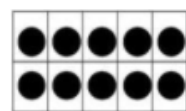
$$\square + \square =$$

\_\_\_\_\_



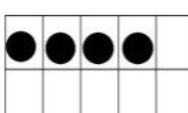
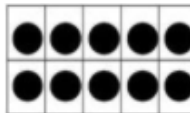
$$\square + \square =$$

\_\_\_\_\_



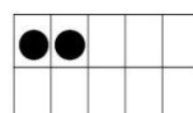
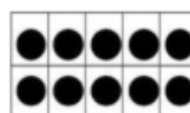
$$\square + \square =$$

\_\_\_\_\_



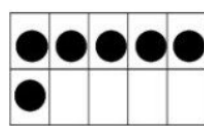
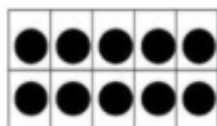
$$\square + \square =$$

\_\_\_\_\_



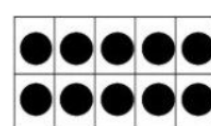
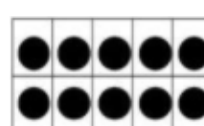
$$\square + \square =$$

\_\_\_\_\_



$$\square + \square =$$

\_\_\_\_\_



$$\square + \square =$$

\_\_\_\_\_

# What stories does my local area tell from the past?

Most places have events from the past that tell a story. These can be about natural, sporting or cultural events or even interesting discoveries.

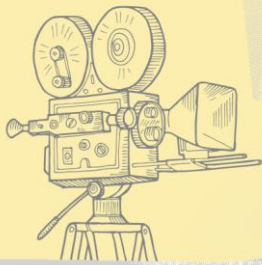
- 1 Look at the images and talk with your class about what type of events they are. (Natural, sporting, cultural, discoveries – or more than one!)





2

Watch the video and answer the questions with your class.

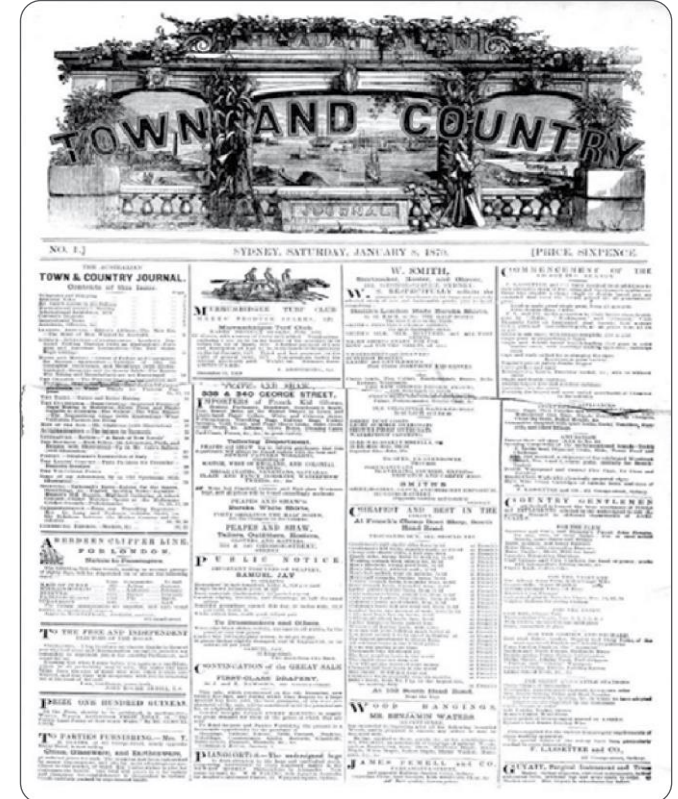


What story  
is being told?

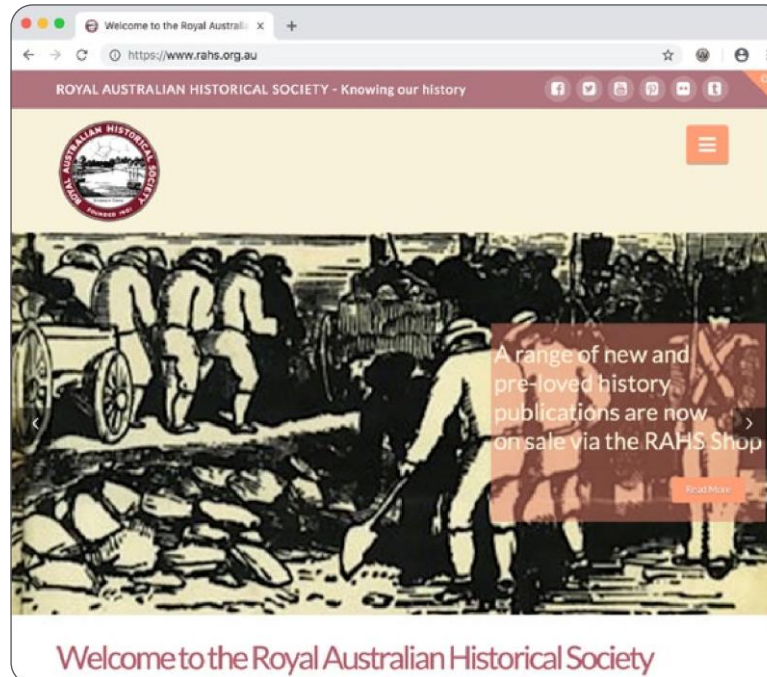
Why is it  
important?

What do you think  
people remember about  
the earthquake?

Knowing about past events in our local area can help us to learn about our community.



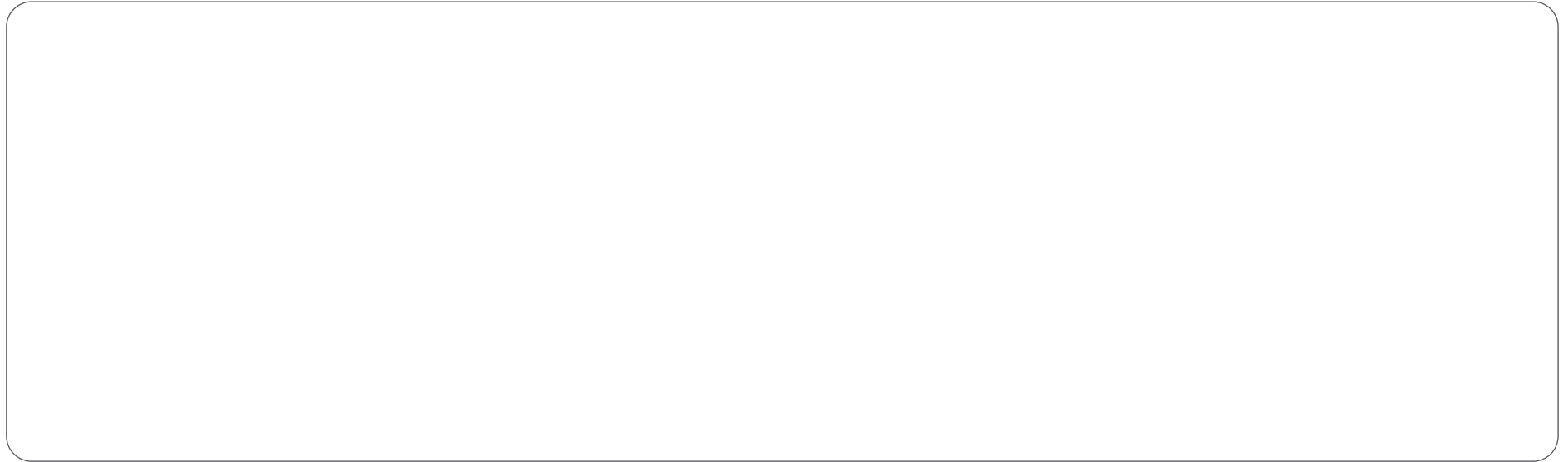
3 Look at the pictures. Talk with a partner about what these artefacts and sources of historical knowledge are. Talk about how we can use these to learn about the past.





4

Do a Google search for your local area (suburb, town or city). Choose one event from the past and write about it or draw it.



5

Is it a natural, cultural or sporting event?

Is it a discovery or something different? \_\_\_\_\_

6

Why is it important? \_\_\_\_\_





7

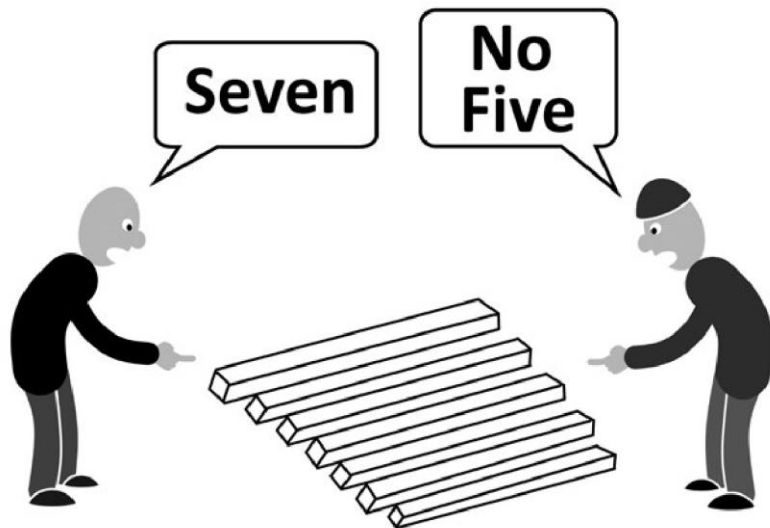
Look at these pictures about perspective.



“Sometimes it’s good to get a different perspective.”

What do you think perspective is?

Why do you think perspective might be important when looking at the past?



8

There were more than 2000 bushrangers in Australia's past. Do you think the places they came from should remember them and tell their story?

What I think \_\_\_\_\_

\_\_\_\_\_

Why I think that \_\_\_\_\_

\_\_\_\_\_



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## Science

Watch an adult cooking some food.

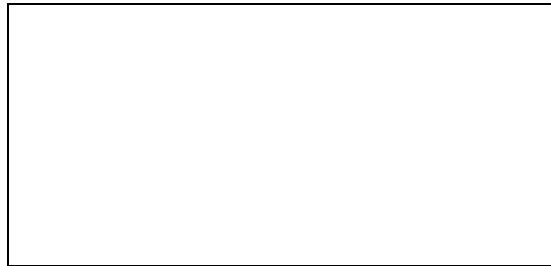
Draw two different ingredients and then draw what they look like mixed together.



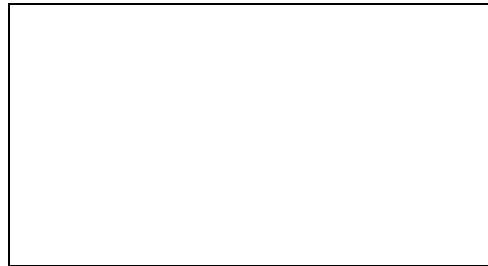
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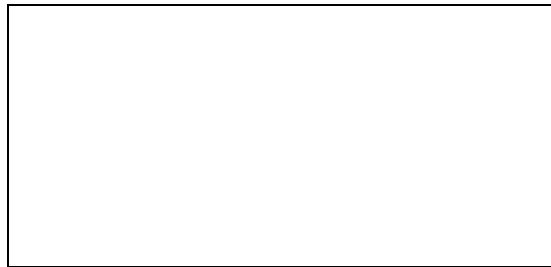
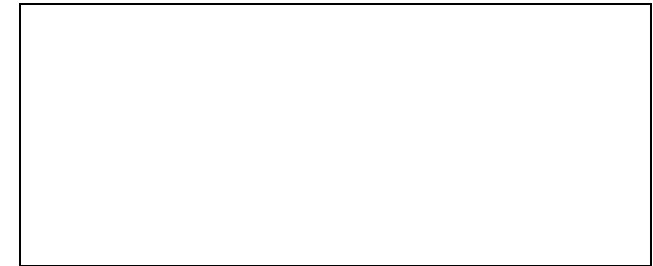
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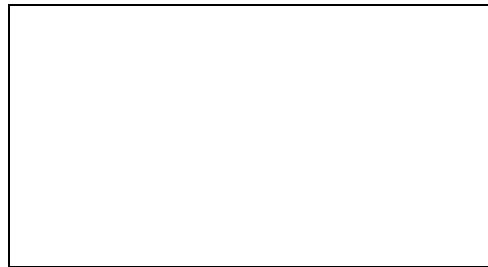
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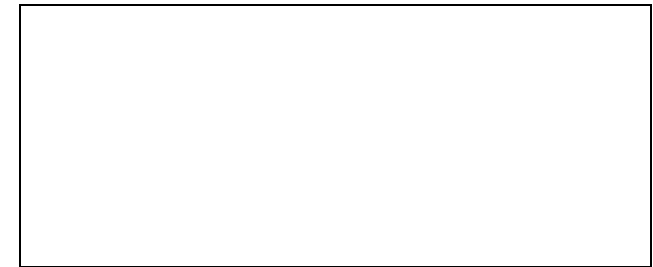
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## Sport/Fitness

### Create your own Dance!

**Dancing is a great form of exercise and involves lots of movements of the body and activates lots of muscles. It's a GREAT WORKOUT!**

Your job for this week is to create a dance to your favourite song, get your movements ready and then show your family at the end of the week. After you have shown them you can get your family involved also, by showing them the movements and teaching them the timing.



If you finish quickly and want some more activities you can complete the following activities:

- Do some Cosmic Kids Yoga: “Betsy the Banana | A Cosmic Kids Yoga Adventure!” <https://www.youtube.com/watch?v=40SZl84Lr7A>
- Why not sign up to Go Noodle and complete some of the free videos. <https://www.gonoodle.com/>

# Australian Animal Leaf Face Craft Instructions

## Equipment:

## Term 3 Week 3 Creative Arts Activity

- Scissors
- White craft glue
- Australian animal face templates
- Colouring pencils, crayons or paint
- Selection of leaves

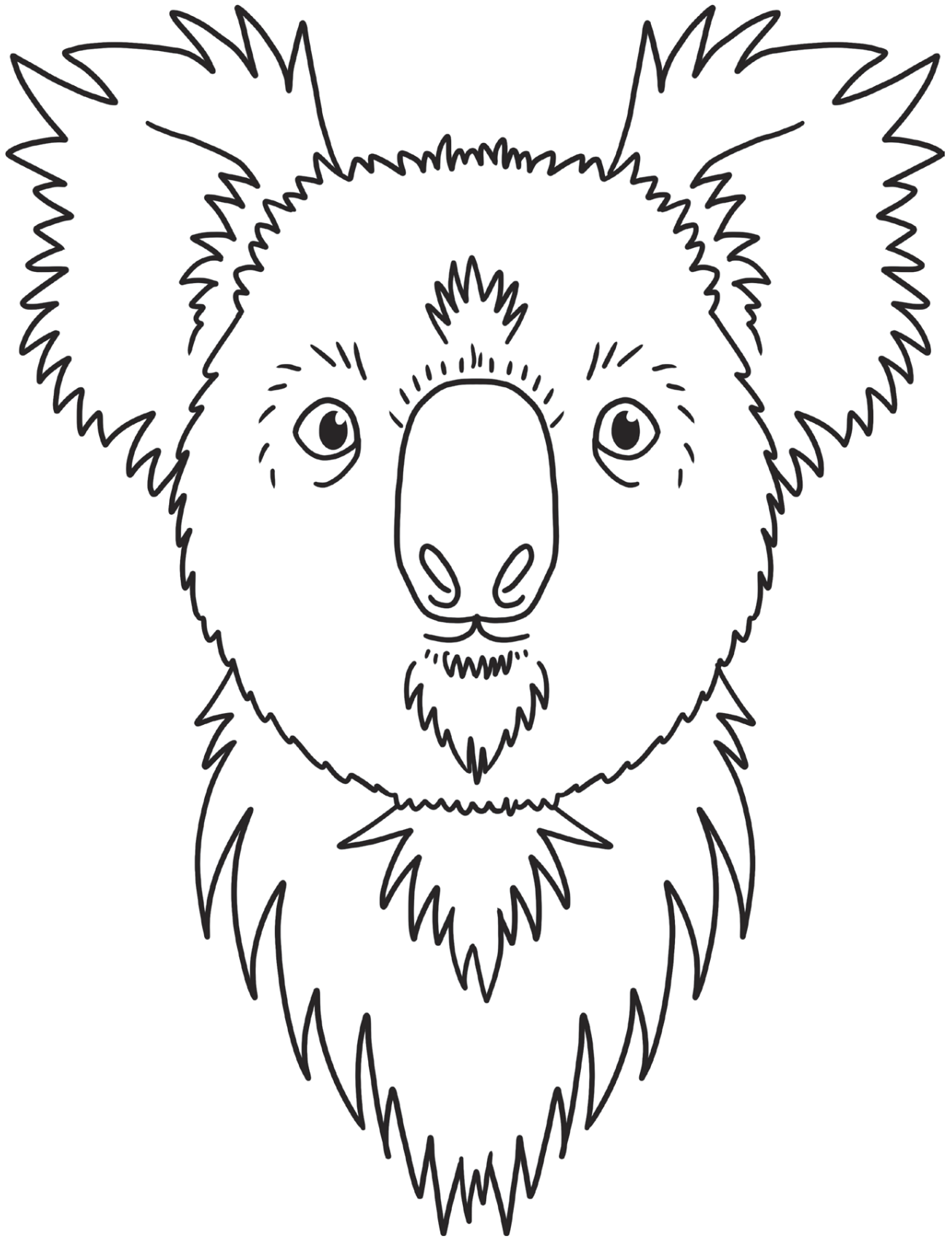


## Instructions:

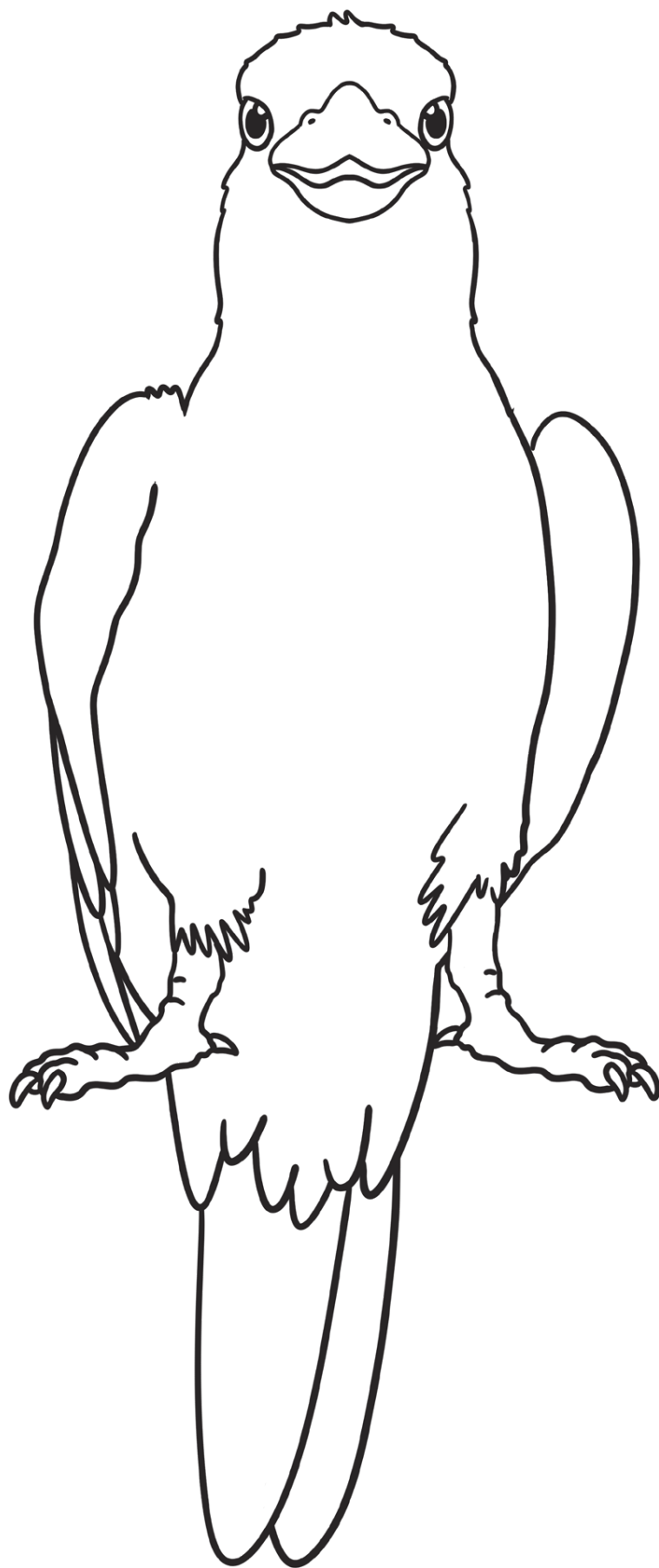
1. Go outside and collect some different types of leaves. Try and find ones in all different colours, sizes and shapes so that your animal face will look interesting and colourful.
2. Carefully cut out around the animal face template that you wish to use.
3. Use your colouring pencils, crayons or paints to add colour to your animal's face. Think about what the animal looks like to help you select the colours.
4. Finally, use your white craft glue to attach the leaves onto the top and sides of your animal's head. Layer the leaves to create a colourful and eye-catching effect.

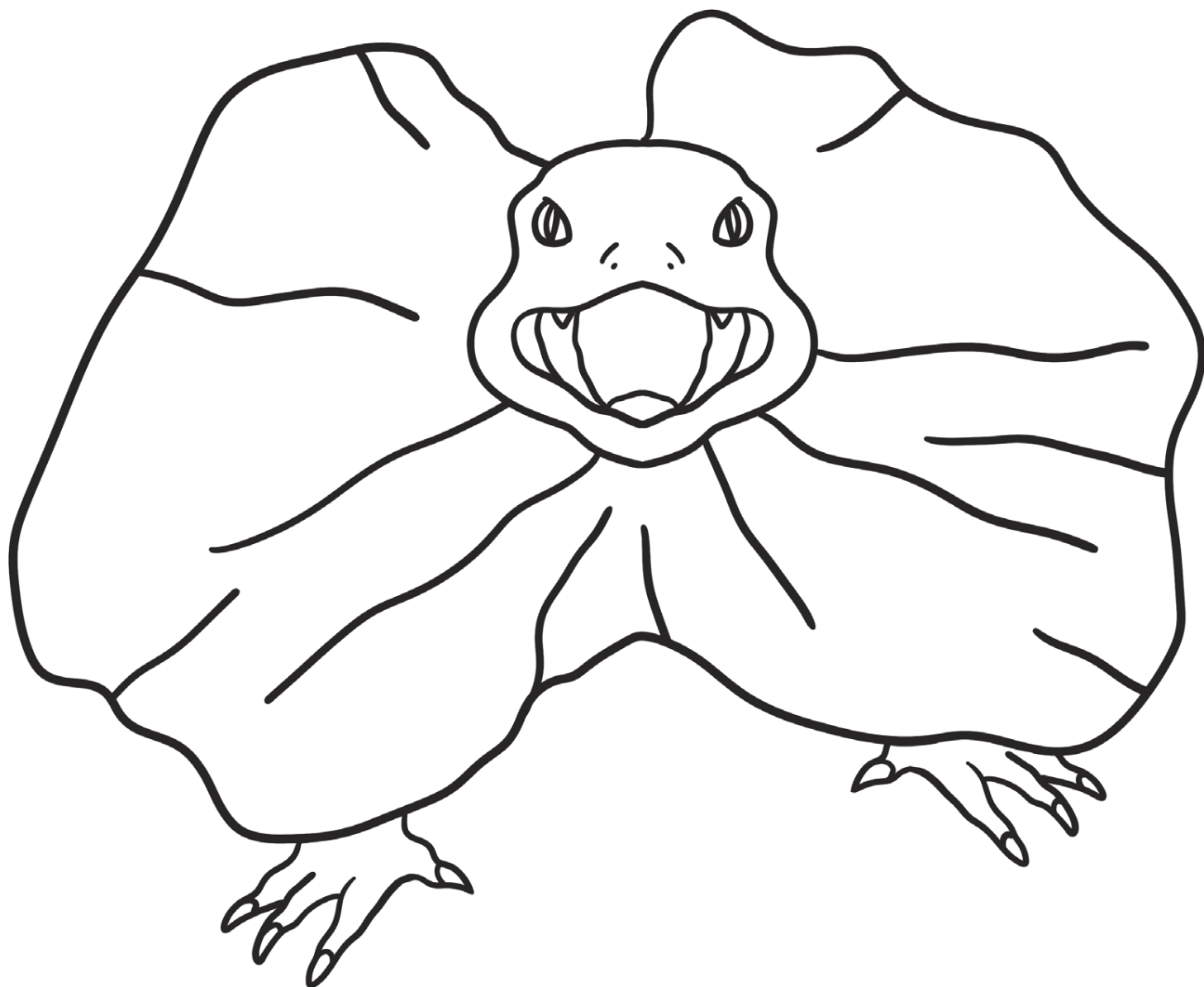


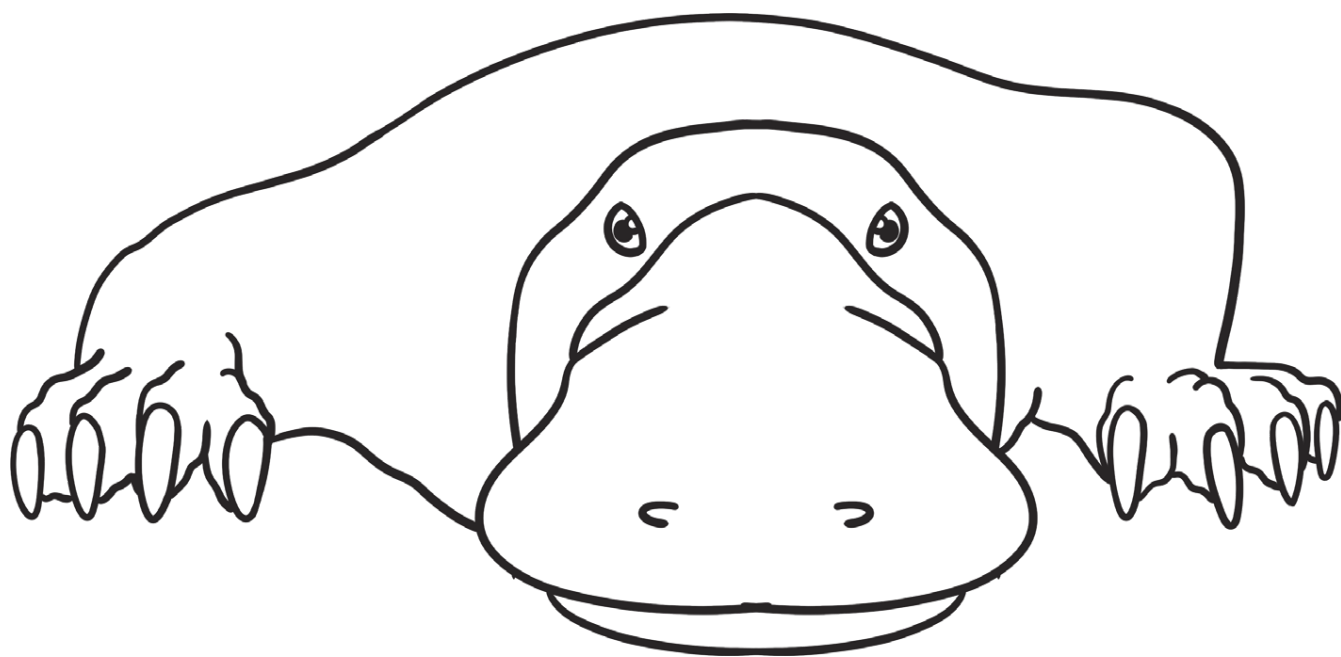


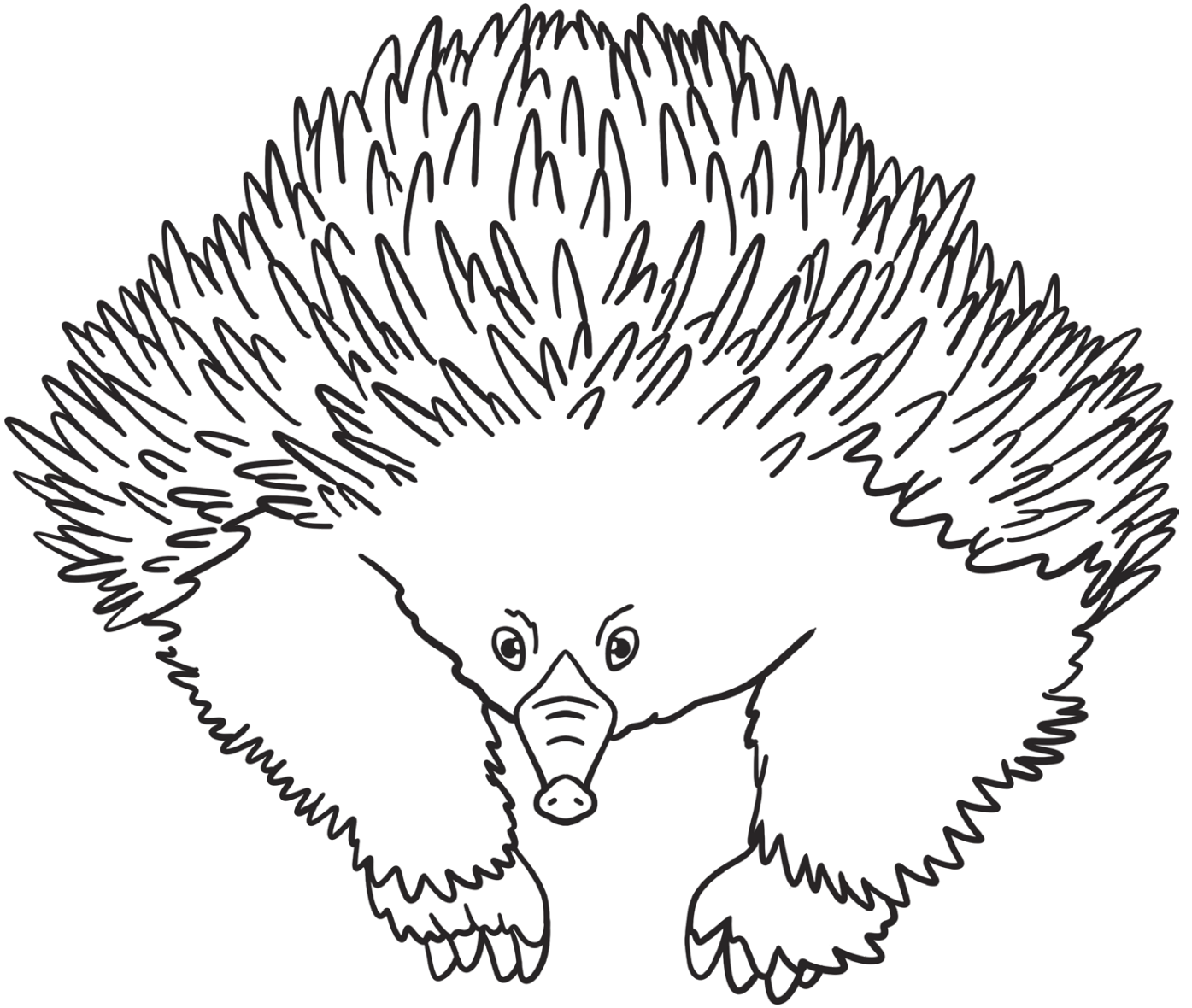












## Year 2: Week 3 Specialist Learning Pack

**A noun is a name, place, thing or idea.**

**An adjective is a describing word.**

**An imperative verb is a word that gives an order or command.**

On **Monday**, **Tuesday** and **Wednesday**, underline all the nouns in red, adjectives in blue and imperative verbs in green in the imaginative procedures below.

On **Thursday** fill in the missing spaces with the words in the box or use your own adjectives and imperative verbs.

On **Friday** write your own imaginative procedure.

Monday	Tuesday	Wednesday
<u>How to Catch a Dragon</u>	<u>How to Collect a Tooth</u>	<u>How to Cook a Child</u>
<p><b>You need:</b></p> <p>Top quality dragon food</p> <p>A massive cast iron cage</p> <p>A long lasso</p> <p>Titanium armour</p> <p>1. Place the cast iron cage in an area where dragons rest.</p> <p>2. Arrange the dragon food at the far end of the cage.</p> <p>3. Put on your armour, then hide behind a tree.</p> <p>4. When the dragon enters the cage, sprint to the door and close it as quietly as you can.</p> <p>6. Sneak to the front of the cage and talk to the dragon in a soft voice.</p> <p>7. Once the dragon is calm, go into the cage and lasso it.</p> <p>That's how you catch a dragon.</p>	<p><b>You will need:</b></p> <p>A wand</p> <p>Coin</p> <p>Tooth</p> <p>A fairy</p> <p>Wishing dust</p> <p>1. Fly cautiously through the fluffy clouds to get to your chosen house.'</p> <p>2. Float to the bedroom window and wave your magic wand to open it.</p> <p>3. Replace the precious tooth with a coin from under the child's soft pillow.</p> <p>4. Sprinkle the fairy dust gently over the child to make their wish come true.</p> <p>5. Fly back to the tooth castle and impress the fairy queen with another treasurable tooth.</p> <p>That's how you collect tooth!</p>	<p><b>You'll need:</b></p> <p>1 black iron cauldron</p> <p>1 cheeky child</p> <p>2 pairs of hairy bat wings</p> <p>3 gooey zombie brains</p> <p>1. Conjure a raging fire under the cauldron</p> <p>2. Smash the gooey zombie brains to liquid and pour them into the cauldron.</p> <p>3. Dice the hairy bats wings and scatter them over the zombie brains.</p> <p>4. Add the cheeky child to the bubbling cauldron.</p> <p>5. Simmer the gruesome brew until it emits a powerful puff of smoke.</p> <p>That's how you cook a child!</p>

## Thursday

### How to find Buried Treasure

You'll need:

A \_\_\_\_\_ map  
A \_\_\_\_\_ shovel  
A \_\_\_\_\_ key  
An \_\_\_\_\_ compass  
A \_\_\_\_\_ telescope  
A \_\_\_\_\_ ship

**Words can be used twice.**

tarnished - Unfold -sturdy  
Guise - Navigate - Dig  
accurate - shiny- golden -  
treasure

1. Sail carefully across the ocean in your ship.
2. \_\_\_\_\_ your treasure map and place an X on the island where the treasure is buried.
3. \_\_\_\_\_ through your \_\_\_\_\_ telescope and see the island.
4. \_\_\_\_\_ across the sea using your \_\_\_\_\_ compass.
5. \_\_\_\_\_ the sand using your \_\_\_\_\_ shovel.
6. Pull out the treasure chest and open it with your \_\_\_\_\_ key.
7. Share the treasure with all your pirate friends.

That's how to find \_\_\_\_\_ treasure!

## Friday

Write your own imaginative procedure.

\_\_\_\_\_

You will need:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



## Year 2: Week 3 Specialist Learning Pack

### Friends of 10

#### Question 1:

Rose had 2 toy cars.

How many more toy cars does Rose need to make 10?

Answer: \_\_\_\_\_

#### Question 2:

Rose had some toy cars.

She needs 4 more to make 10.

How many toy cars does Rose have?

Answer: \_\_\_\_\_

#### Question 3:

Rose had 5 toy cars.

How many more toy cars does Rose need to make 10?

Answer: \_\_\_\_\_

### Number Lines

Use the **anchor charts** in the next column to solve these problems throughout the week

#### **Addition by ones:**

1.  $3 + 5 =$

2.  $6 + 6 =$

#### **Addition Bridging & Partitioning to 10:**

1.  $8 + 6 =$

2.  $9 + 9 =$

#### **Subtraction by ones:**

1.  $7 - 4 =$

2.  $8 - 3 =$

#### **Subtraction Bridging & Partitioning to 10:**

1.  $12 - 5 =$

2.  $16 - 7 =$

Use playing cards or your own numbers to solve 3 more addition and subtraction problems each day.

### Number Line Anchor Charts:

#### **Addition and Subtraction by ones**

Addition and Subtraction - by 1's using a number line

$$7 + 5 = 12$$



$$7 - 2 = 5$$

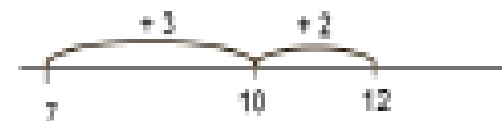
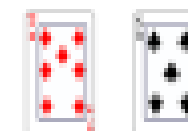


#### **Addition and Subtraction Bridging to 10**

Addition and Subtraction - bridging to 10

$$7 + 5 = 12$$

$$\begin{array}{l} 3 + 2 \end{array}$$



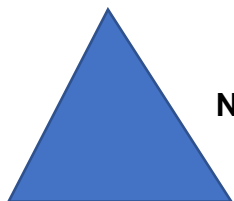
$$12 - 5 = 7$$

$$\begin{array}{l} 2 + 3 \end{array}$$



### Shapes

Name and work out the number of sides for these shapes.



Name:

Number of sides:\_\_\_



Name:

Number of sides:\_\_\_



Name:

Number of sides:\_\_\_

### Counting on and back

1. Count on **by 2** to fill in the missing numbers

2, 4, \_\_, 8, 10, \_\_.

2. Count on **by 5** to fill the missing numbers

10, 15, \_\_, 25, 30, \_\_.

3. Count back **by 2's** to fill in the missing numbers

13, 11, \_\_, \_\_, 5, 3

4. Count back **by 5's** to fill in the missing numbers

50, 45, \_\_, 35, \_\_, 25

5. Count on **by 10's** to fill in the missing numbers

10, \_\_, 30, 40, \_\_, 60

### Home Activity ideas:

1. Find **how many socks** you have in your drawer then match them in pairs. **How many pairs did you make?**

2. List your daily routine using digital time.  
**Use this as a guide/example**

8:00- I woke up

8:30- Had a shower

9:00 - Ate breakfast

10:00- Played on my device

Keep logging your time until bed time.

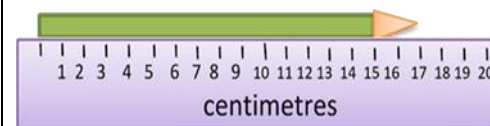
3. Practise drawing clocks for these analogue times:

7 o'clock, half past 5, one thirty

4. Ask someone at home for a **50c coin, a 20c coin and 5c coin**. How much money do you have when you add these coins **together?**

After this, **practise adding** coins you have at home and write the amounts you can make.

5. This pencil is 17 centimetres (17cm)



Try to **measure 5 other small items** you have at home and record their lengths in centimetres (cm)