

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: ____/____/____

Weather: Circle the picture that matches today's weather.



Morning Routine Tuesday – Practise spelling the months of the year

January				
February				
March				
April				
May				
June				
July				
August				
September				
October				

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: ____/____/____

Weather: Circle the picture that matches today's weather.



Morning Routine Thursday – Practise spelling the months of the year

January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				

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: ____/____/____

Weather: Circle the picture that matches today's weather.



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

Create your own 'Find a Word'

1. Use the phoneme words below to start your find-a-word.
2. Place the words in the grid. The words can go across, up and down or diagonally.
3. See if a member of your family can complete the Find a Word!

chance	safe	cross	cents
fuss	fancy	sixty	mess
sea	silly	race	ice

Tuesday Phonics c ce s se ss

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

fancy	balance	sixty	sense
fuss	science*	whistle*	rustle*

* extension representations

How did you go?





Wednesday Phonics c ce s se ss

Look carefully at the spelling of the words in the box below. Write the words that use **c ce s** **se ss** correctly in the TREAT column and the words that use **c ce s se ss** incorrectly in the TRICK column.

balance

balanse

ssixty

space

mise

silk

cancel

bos

prans

prance

sea

ckill

spase

cement

Thursday Phonics c ce s se ss

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

chance	safe	cross	cents
prance	scent*	thistle*	glisten*

* extension representations

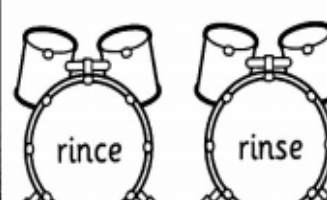
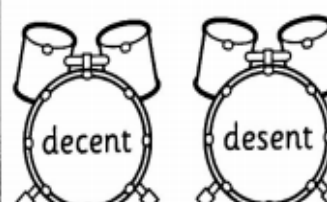
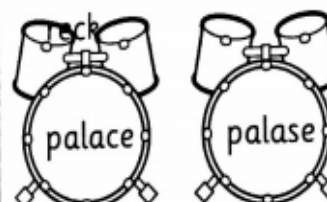
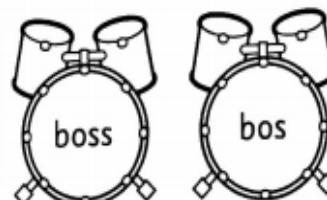
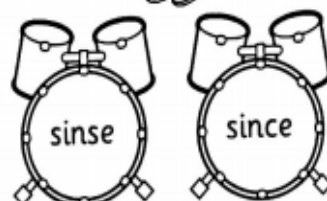
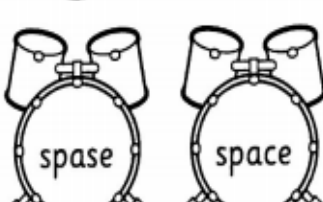
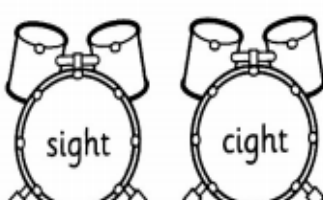
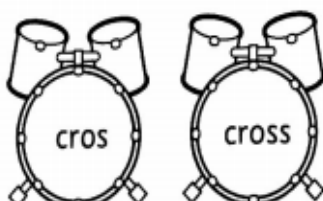
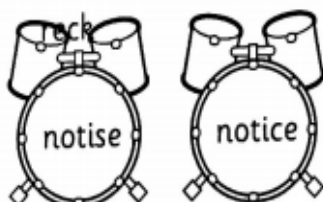
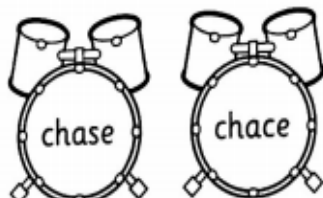
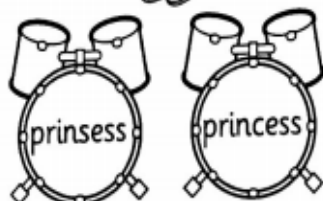
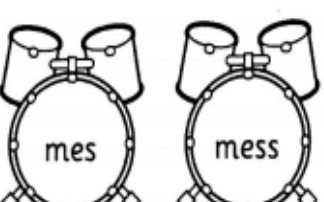
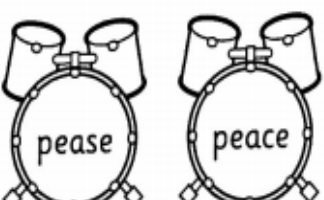
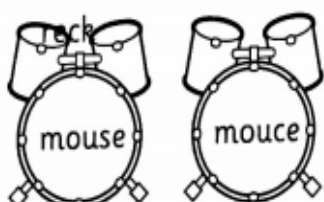
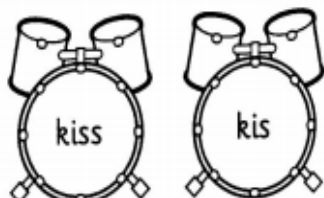
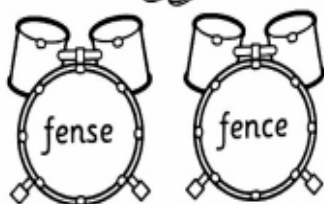
How did you go?



Friday Phonics c ce s se ss



Help the boys make a beat, colour only the drums with real words on them. Read carefully.





Camera Words! Camera Words!

REVISION

island
front
sword
wolf
sew
hour
great
break
steak

NEW

whole
prove
sugar
**

Fun Activities:

Do some rainbow writing! Write out a camera word in your favourite colour. Trace over that word using a different colour. Keep tracing and changing the colour!

Using magazines or newspaper, cut out and paste letters to make the camera words.

**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 SPORT here is a good list:

gymnasium
rugby league
athletics
cyclist
referee
aerobics

**If you don't know what they mean—find out!
Use a dictionary or google the word.**



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.

whole

prove



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.

sugar

front



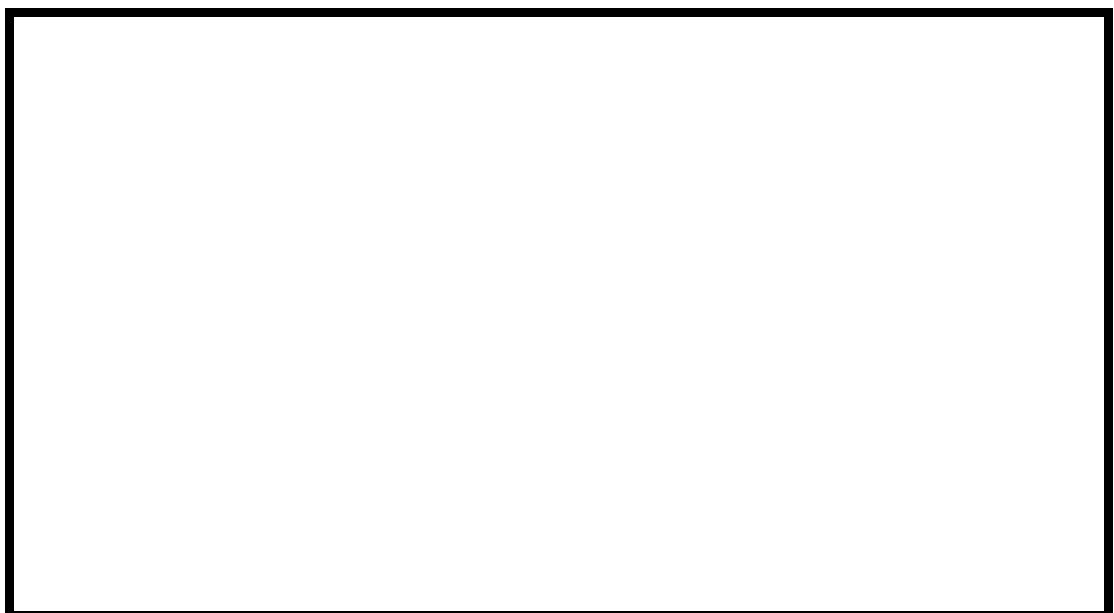
Wednesday

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.

whole prove sugar

Can you _____ that you
can cook by covering the
_____ delicious apple pie with
_____?

4. Draw a picture for this sentence.





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 following camera words in one or two sentences. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

whole island

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

whole

to show the truth

prove

a period of time equal to
60 minutes

sugar

all of something

hour

a sweet substance



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.
Poot some shugar on the lemon and lime trt.

You ned to proove to me that you can swim bakwards!

Wi did you paint the hole house without asking mi first?

Command

A sentence that tells you to do something is a **COMMAND**.

In a command sentence, the subject is always you,
but it is not stated.

An example of a command sentence:

Go take a bath.

Who? **YOU.**

Go take a bath.



A command sentence starts with a capital and ends with a period.

Simple sentence

- A simple sentence has one subject and one predicate
- **It also must be a complete thought**

Here are some examples:

The cat is black.

The dog likes to play with its toys.

Fred drinks coffee in the morning and tea for lunch and dinner.

Here are some non-examples:

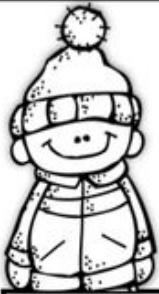
Plays the guitar: What is missing?

Journey to the end of the earth: What is missing?

Are eating at Eddie's house: What is missing?

Because we went to the store yesterday.

Monday – Sentence of the Day



Name: _____

Simple Sentences

Read and Draw



Read it:

The cat is on the mat.

Draw it:

Read it:

I see a big jet.

Draw it:

Read it:

My dog can dig.

Draw it:

Read it:

My dad can mop.

Draw it:

Read it:

The box is red.

Draw it:

Read it:

The rat is in the tub.

Draw it:

Tuesday – Sentence of the Day

Simple Sentences - Capital Letters and Full Stops

These sentences have got muddled up. Write them out again. Make sure your sentence starts with a capital letter and ends with a full stop.

1)



butterfly The sat flower. the on

2)



used rain. my umbrella the I in

3)



rabbit carrot. ate crunchy The the

4)



school. wrote I story at long a

5)



played sand. children The in the

6)



said girls favourite All the their colour red. was

Wednesday – Sentence of the Day

Name: _____

Date: _____

Writing Simple Sentences Worksheet

A simple sentence consists of only one clause, with a single subject and predicate.

Directions: Complete each simple sentence below by adding either a subject or predicate.

Example A: David _____.

Answer-: David walked to the park.

1. My friend John _____.

2. Sam and Sherry _____.

3. _____ walked to the movies.

4. The animal _____.

5. We are _____.

6. She _____.

7. The lion _____.

8. _____ showed us the different animal species.

9. _____ jumped for the rebound.

10. I _____.

11. _____ hit the ball over the fence.

12. _____ threw the football to the receiver.

Thursday – Sentence of the Day

Commands

Match the pictures to the sentences.



1. Touch your feet.



2. Walk to the door.



3. Jump over the wall.



4. Close the door.



5. Read a book.



6. Sit down on a chair.



7. Touch your head.



8. Close your book.



9. Sit down on the floor.



10. Run away from the lion.



11. Open the window.



12. Touch the chair.



13. Look at the lion.



14. Open the book.

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!

The Olympic Games



When did the Olympics begin?

Over two thousand seven hundred years ago the Olympics began in Olympia in ancient Greece.

Ancient Greek Games

The Greeks took part in the Olympic Games to celebrate the Greek gods Zeus and Hera. Only men and boys were allowed to take part in the ancient Olympic Games.

Modern Olympic Games

In 1894, the games were resurrected and the International Olympic Committee was formed. The Olympic Games have taken place every four years since.

Olympic Medals

Olympic medals are awarded to athletes who come 1st, 2nd or 3rd in their event. Gold is awarded to the winner who comes 1st, silver is awarded to 2nd place and bronze to 3rd place.

The Olympic Torch

An Olympic torch is lit and travels around Greece and then to the country where the games will be taking place.

Olympic Rings

The symbol of the modern Olympic Games is five rings. The five rings are blue, yellow, black, green and red.

All About The Olympic Games

Questions

Answer the questions below in full sentences.

1. When did the ancient Olympic Games begin?

Who was allowed to take part in the ancient Greek Olympics?

How often do the Olympic Games take place?

What do athletes who come first, second or third receive?

Where does the Olympic flame travel?

What colour are the Olympic rings?

The Olympic Games



When did the Olympics begin?

Over two thousand seven hundred years ago the Olympics began as part of a religious festival in Olympia in ancient Greece.

Ancient Greek Games

The Greeks took part in the Olympic Games to celebrate the Greek gods Zeus and Hera. Only men and boys were allowed to take part in events such as wrestling, boxing, long jump, throwing the javelin and discus, and chariot racing. The games occurred every four years until the Greek Empire was defeated and they were forgotten about.

Modern Olympic Games

In 1894, the games were resurrected and the International Olympic Committee was formed. The Olympic Games have taken place every four years since, with athletes from all over the world taking part in different events.

Olympic Medals

Olympic medals are awarded to athletes who come 1st, 2nd or 3rd in their event. Gold is awarded to the winner who comes 1st, silver is awarded to 2nd place and bronze to 3rd place.

The Olympic Torch

A torch was lit outside of the Temple of Hera using flames created from rays from the Sun. Messengers took the torch around the country so that people knew about the games. Today the torch is lit as it was during the ancient Olympic Games. The flame travels around Greece and then to the country where the games will be taking place.

The symbol of the modern Olympic Games is five interlocking rings. The five rings are blue, yellow, black, green and red. The five rings represent the five continents, or parts of the world which took part in the first modern Olympic Games.

The Paralympic Games take place after the Olympic Games. Sportsmen and women who have a disability meet up and compete in different sports.



Questions

Answer the questions below in full sentences.

1. *When did the Olympic Games begin?*

2. *Why did the ancient Greeks take part in the Olympic Games?*

3. *Who was allowed to take part in the ancient Greek Olympics?*

4. *How often do the Olympic Games take place?*

5. *If an athlete came second in an event which medal would they be awarded?*

6. *Why is the Olympic torch lit?*

7. *Where does the Olympic flame travel?*

8. *What is the symbol of the Olympic Games?*

9. *What do the five rings represent?*

10. *When do the Paralympic games take place?*

Reading Term 3 Week 4 Level 1 Tuesday

Antarctica



Antarctica is the area of land that is the furthest south in the world. It contains the South Pole. It is the coldest place on Earth.

Antarctic Animals

Lots of different animals live in Antarctica.



Emperor penguins are the biggest penguins in the world. They are only found in Antarctica. They keep themselves warm by huddling together in big groups.

Fur seals have thick fur to protect them from the cold. They also have a thick layer of fat under their skin to keep them warm.



Orcas are sometimes called 'killer whales' but they are actually a type of dolphin. They eat seals, penguins, squid, sharks and even whales.

"Emperor Penguins" by Christopher Michel is licensed under CC BY 2.0

Questions Level 1

1. Where is Antarctica? Tick **one**.

- ☐ It is the furthest north.
- ☐ It is the furthest south.
- ☐ It is the furthest east.

2. Which of these animals live in Antarctica? Tick **two**.

- ☐ emperor penguins
- ☐ orcas
- ☐ monkeys

3. How do emperor penguins keep themselves warm? Tick **one**.

- ☐ They huddle together.
- ☐ They eat warm meals.
- ☐ They wear jumpers.

4. What do fur seals have a thick layer of under their skin? Tick **one**.

- ☐ bones
- ☐ blood
- ☐ fat

5. What are orcas sometimes called? Tick **one**.

- ☐ killer whales
- ☐ funny whales
- ☐ water whales

Reading Term 3 Week 4 Level 2 Tuesday

Antarctica



Antarctica is a continent (a large solid area of land). It is the furthest south in the world. It is surrounded by the Southern Ocean.

Antarctica is about 50 times the size of the UK.

Antarctic Animals

Lots of different animals live in Antarctica. They have all developed special features to help them to survive in very cold temperatures.



Emperor penguins are the largest penguins in the world. Emperor penguins have special fat layers in their feet to keep them from freezing. They also have strong claws to help them grip the ice.

Fur seals have thick fur to protect them from the cold. They also have a thick layer of fat, called blubber, under their skin to keep them warm.



Orcas have a large heart which helps to pump lots of warm blood around their body. They also have a thick layer of blubber under their skin to keep them warm.

What Is It Like in Antarctica?

Antarctica is the coldest place on Earth and almost the whole continent is always covered in ice. Because of the extremely cold temperatures, no people live in Antarctica permanently. There are also parts where no rain ever falls.

"Emperor Penguins" by Christopher Michel is licensed under CC BY 2.0

Questions Level 2

1. What is a continent? Tick **one**.

- ☐ a large country
- ☐ a large solid area of land
- ☐ a place covered in ice

2. How big is Antarctica? Tick **one**.

- ☐ 50 times the size of the UK
- ☐ 50 times the size of the USA
- ☐ 2 times the size of the UK

3. Why have the animals in Antarctica developed special features?

4. Draw a line to match up the boxes to complete the sentences.

Lots of different animals

There are also parts where

Emperor penguins
are the largest

• penguins in the world.

• live in Antarctica.

• no rain ever falls.

5. Complete this sentence.

Antarctica is the _____ place on Earth.

sunniest

warmest

coldest

Reading Level 1&2 Term 3 Week 4 Wednesday

A Monster Surprise

Beneath the leafy rooftop of the woods in Little Nook, was a very hungry rabbit, who was searching by the brook.



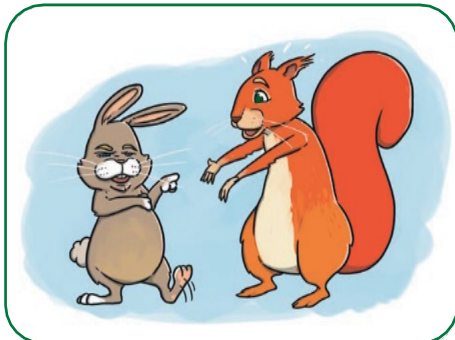
“My **flowers** have been stolen - almost every single bunch!”

Rabbit panicked, feeling sure that there was not enough for lunch.



He saw a clump of fur between some sticks upon the ground, and he thought that he might know just where the culprit might be found.

So, Rabbit marched to Squirrel’s house to find his precious food, and to tell his friend that taking it was really rather rude.



“Excuse me!” shouted Rabbit, now with Squirrel in his sight.

“I was really looking forward to my marigold delight.

I know you took my flowers. Please return them right away.” But it wasn’t only Rabbit who was missing food that day.

“My **acorns** have been stolen!” Squirrel shouted with a cry. “And the villain left a bite mark in my tree as they went by.”

The friends knew just one creature who would nibble on a tree, and they thought that they might know just where the culprit might now be.



So, on they marched to Beaver's house to find their precious food, and to tell their friend that taking it was really rather rude.



"Excuse me!" shouted Squirrel, now with Beaver up ahead.

"I was really looking forward to my toast with acorn spread.

I know you took my acorns. Would you kindly give them back?"

But it wasn't only Squirrel who was cross about her snack.

"My branches have been stolen!" snuffled Beaver, full of grief.

"And I'm sure I saw a pointy tusk belonging to the thief."

The friends knew just one creature with a tusk of any sort, and they thought that they might know just where the culprit might be caught.



So, on they marched to Boar's house, off to find their precious food,
and to tell their friend that taking it was really rather rude.



“Excuse me!” shouted Beaver, now that Boar was in her view.

“I was really looking forward to my branch and bramble stew.

I know you took my branches and I'd like them back, unchewed!”
But it wasn't only Beaver who was longing for her food.

“My **berries** have been stolen!” snorted Boar, wide-eyed with shock.
“And the robber left some footprints leading right across that rock.



I've never seen a creature who has footprints of that kind,
so I think that we should follow them to see what we can find.”

The friends climbed up the rock and clambered down the other side,
as they trekked to find their food with just the footprints as their guide.



They took a narrow path that formed a line between the trees...

And then crawled through thorny bushes that left scratches on their knees.

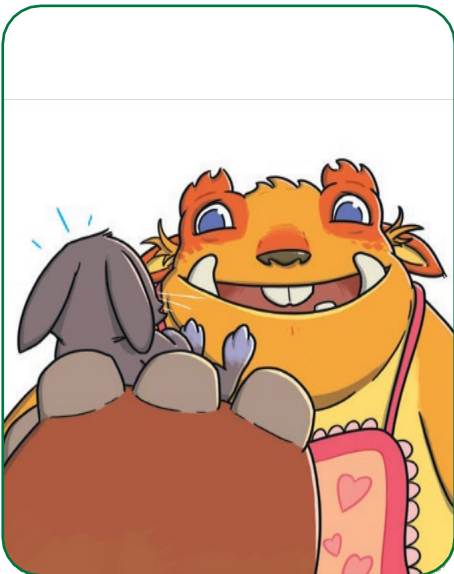
They climbed some jagged rocks until their feet could take no more.

Then, they came across a cave that had a boulder for a door.

The boulder started moving and the creatures stood in fright, as a silhouette inside began to shuffle into sight.



“A monster!” Rabbit shouted as the friends all turned to flee.



In the panic, Rabbit tripped, colliding head first with a tree.

The monster’s hand loomed down and as it picked him up, he shook.

There was nothing quite so scary in the whole of Little Nook!

“Oh, please say you won’t eat me!” Rabbit begged with fearful eyes.

“I would **never** eat a rabbit!” laughed the monster with surprise.

“Well, thank you!” answered Rabbit, as he brushed the dirt away. And the friends were all relieved to see that Rabbit was OK. The monster mumbled shyly as it bent down on one knee, “I was hoping that you all would like to join me for some tea.”



The monster clicked its fingers and the glow-worms shined their lights, on the most amazing party full of wonderful delights.

“Our missing foods!” said Rabbit, now the monster’s plan was clear, and the creatures all said sorry for reacting with such fear.

“Please join me,” said the monster, as it headed for the seats.

“You can help yourself to cups of tea and lots of yummy treats.”

When Rabbit’s little tummy brimmed with marigold delight,
And when all the toast had gone with no more acorn spread
in sight.

When Boar was full of berries and the
stew was at an end,
they all thanked the gentle monster...
who was now their brand new friend.



Questions Level 1 Wednesday

1. What does Rabbit think has been stolen? Tick one.

- ☐ his carrots
☐ his lettuce
☐ his flowers

2. Which character is looking for their acorns? Tick one.

- ☐ Squirrel
☐ Beaver
☐ Boar

3. Draw a line to match up the words that rhyme.

lunch	•
food	•
snack	•

•	back
•	bunch
•	rude

4. Why were the animals scared of the monster?

5. Complete this sentence.

They hugged and thanked the monster, who was now
their brand new_____.

teacher

friend

pet

Questions Level 2 Wednesday

1. What did the animals think had happened to their food? Tick one.

- ☐ They thought it had been stolen.
- ☐ They thought it had been cooked.
- ☐ They thought it had been poisoned.

2. What do you think the word 'culprit' means?

3. List three pairs of rhyming words in the story.

1.

2.

3.

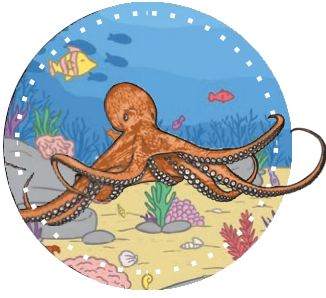
4. Put these events from the story in order by numbering them 1 to 4.
The first one has been done for you.

Beaver is looking for her branches.	
Squirrel is looking for her acorns.	
Rabbit is looking for his flowers.	1
Boar is looking for his berries.	

5. How do you think the animals felt when they first saw the monster?

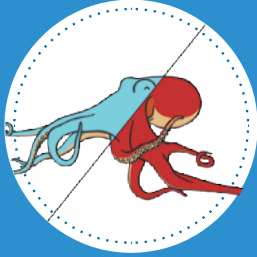
6. Why do you think the monster wanted to have a tea party with the animals?

Octopuses



Reading Level 1 Thursday

What Do Octopuses Look Like? Octopuses live in oceans all over the world. They have six arms, two legs and three hearts.



Octopuses can change their skin colour to hide from creatures.



They have a sharp beak to break open shells on crabs.



They shoot a dark liquid when they are afraid. This is called ink.

Where Do Octopuses Live?

Many octopuses live in gaps within corals or in caves near the bottom of the ocean. Some build homes from rocks. They like to be on their own.



What Do Octopuses Eat?

Octopuses eat meat. They hunt for food like crabs and shrimp. Octopuses creep up on creatures. They catch creatures with their strong arms and bite them with their sharp beak.

Questions

1. How many hearts does an octopus have? Tick one.

☐ one

☐ two

☐ three

2. Which word describes an octopus's beak? Tick one.

☐ sharp

☐ short

☐ soft

3. What is the name of the dark liquid that octopuses shoot? Tick one.

☐ petrol

☐ ink

☐ oil

4. What do octopuses eat? Tick one.

☐ rocks

☐ meat

☐ plants

5. What do some octopuses build their homes out of? Tick one.

☐ rocks

☐ shells

☐ plants

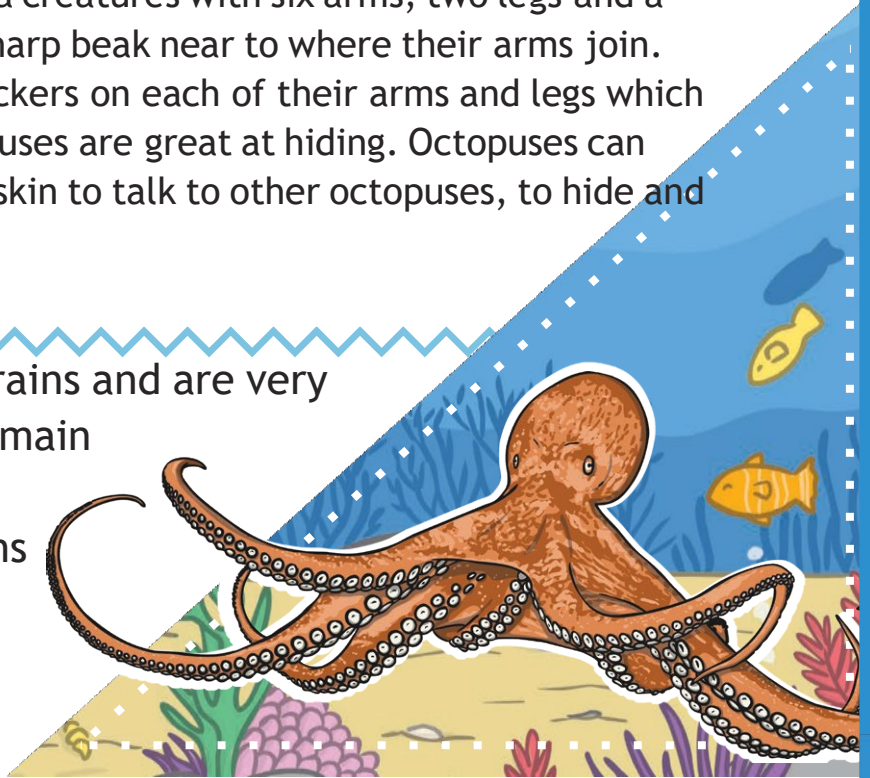
Octopuses

Reading Level 2 Thursday

What Do Octopuses Look Like?

Octopuses are boneless sea creatures with six arms, two legs and a large head. They have a sharp beak near to where their arms join. They have hundreds of suckers on each of their arms and legs which help them to taste. Octopuses are great at hiding. Octopuses can change the colour of their skin to talk to other octopuses, to hide and to hunt.

Octopuses have nine brains and are very clever. They have one main brain and one in each arm and leg. This means they can do lots of different things at the same time.



Did You Know...?

Octopuses have three hearts and blue blood!

Where Do Octopuses Live?

Octopuses live in all of the world's oceans. Some live in coral reefs near the surface while others live in underwater caves near the bottom of the ocean. Some even build their own dens out of rocks. They like to live and hunt on their own.

What Do Octopuses Eat?

Octopuses eat meat. They hunt for food like crabs and shrimp. They creep up on the creature and catch it with their strong arms. The octopus then bites the creature with its sharp, poisonous beak.

Did You Know...?

The octopus wolfei weighs less than a paperclip!



Questions

1. What do octopuses have on each arm? Tick one.

- ☐ stripes
- ☐ spots
- ☐ suckers

2. Why do octopuses change their skin colour? Tick **two**.

- ☐ to talk to other octopuses
- ☐ to hunt
- ☐ to make friends

3. Fill in the missing word:

Octopuses have nine _____.

4. Draw three lines and complete each sentence.

Octopuses live in ...

• their own dens out of rocks.

Octopuses hunt for ...

• all of the world's oceans.

Some octopuses build ...

• food like crabs and shrimp.

5. How much does the octopus wolfi weigh?

Reading Term 3 Week 4 Level 1

Friday

What Is Pokémon?

Pokémon is a Japanese media franchise based on fictional creatures or pocket monsters known as 'Pokémon'. It includes video games, trading cards, an animated TV series, movies, toys and more.



Pokémon Animation

The animated TV show 'Pokémon the Series' stars Ash, Pikachu and many other friends and Pokémon. Their story has also been made into movies.



Pokémon Trading Card Game

The Pokémon Trading Card Game lets players collect and build decks of cards to use in games to 'battle'. Each card depicts a Pokémon along with information or 'stats' about that Pokémon.



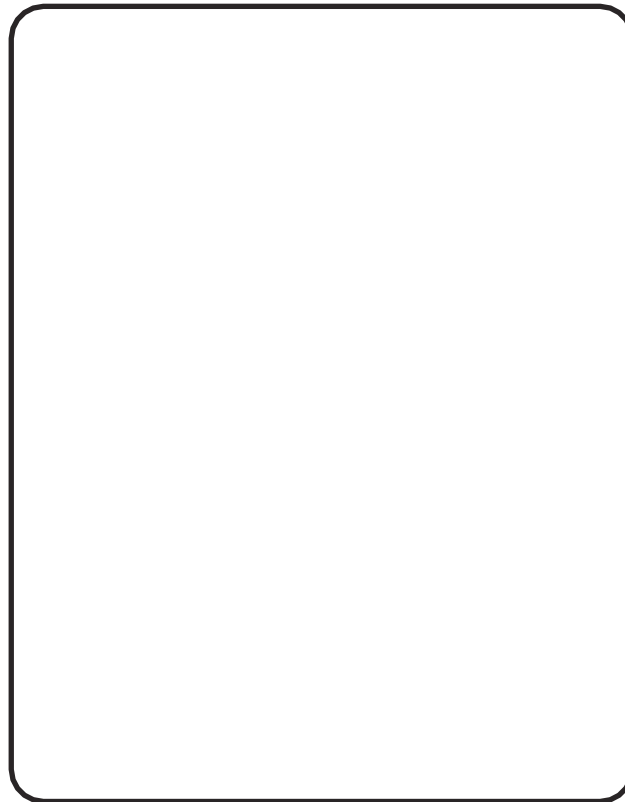
Pokémon Video Games

There are many different Pokémon-themed video games. Some are very detailed role play and quest games, while others are quick and simple puzzle games.

1. Who are the main characters of the animated TV show 'Pokémon the Series'?

2. Which word in the text means 'to show or represent with a picture'?

3. Draw what you think a Pokémon trading card might look like, based on the description in the text.



4. What kinds of Pokémon video games are available to play?

What Is Pokémon?

Pokémon is a Japanese media franchise centred around fictional creatures or pocket monsters known as 'Pokémon'. Pokémon create products such as video games, trading cards, animated TV series, movies, toys and more.



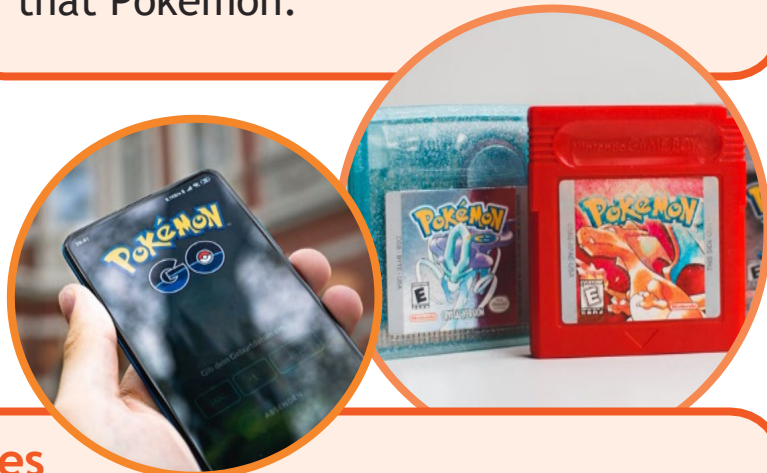
Pokémon Animation

The animated TV show 'Pokémon the Series' features the adventures of Ash and his Pokémon best friend Pikachu, along with many other friends and Pokémon. Their story has also extended to include a series of full-length animated films.



Pokémon Trading Card Game

The Pokémon Trading Card Game lets players collect and build decks of cards to use in games to 'battle'. Each card depicts a Pokémon along with information or 'stats' about that Pokémon.



Pokémon Video Games

There are many different Pokémon-themed video games. Some are very detailed role play and quest games, while others are quick and simple puzzle games.

1. List three products that are included in the Pokémon franchise.

2. Who are the main characters of the animated TV show 'Pokémon the Series'?

3. Which word in the text means 'to show or represent with a picture'?

4. What kinds of Pokémon video games are available to play?

Writing – Monday

The procedure below is missing some parts! Fill in the missing parts of the procedure

You'll need:

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!

If you are finding the writing activities **very easy**, write your own procedure each day. You could even be creative and think of your own magical creatures to write a procedure about!

Writing – Tuesday

Write the commands in the correct order.

2. Dice the rats into small pieces and throw them into the cauldron.

4. Add the tasty child into the cauldron and simmer for 3 hours.

3. Sprinkle the fish scales into the boiling cauldron.

1. Conjure a red-hot fire underneath the black cauldron.

(Hint: look at the numbers to help you)

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 rats _____

3. Sprinkle the fish 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.



Need some help to start
your commands?
Use these imperative verbs!
-Conjure
-Dice
-Sprinkle
-Add

1.

2.

3.

4.

Week 4 - Demonstrate how to write phonics and camera words being learnt.

put, bull, pull, full, bully, book,

good, puff, oops, brook, could,

would, should, sure, yacht, eye


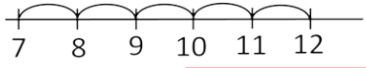

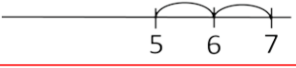

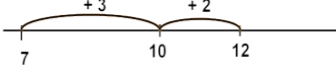

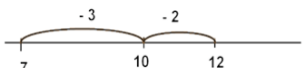

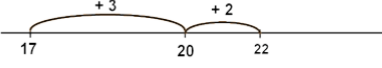



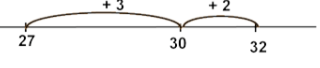

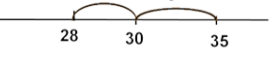

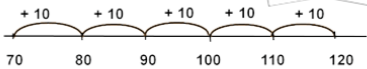

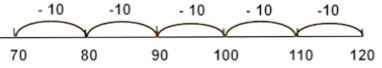

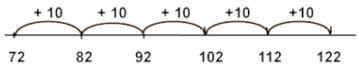

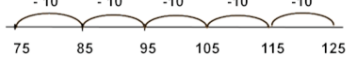
Put the book on the wooden

shelf.

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

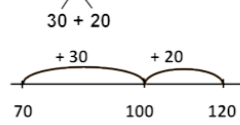
Addition and Subtraction Levels

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

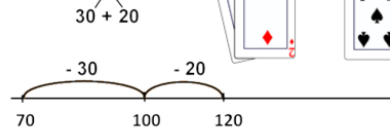
<p style="text-align: center; background-color: red; color: white;">Addition and Subtraction - by 1's using a number line</p> <p>$7 + 5 = 12$</p>   <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>$7 - 2 = 5$</p>   </div>	<p style="text-align: center; background-color: green; color: white;">Addition and Subtraction - bridging to 10</p> <p>$7 + 5 = 12$</p>   <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>$12 - 5 = 7$</p>   </div>
<p style="text-align: center; background-color: lightblue; color: white;">Addition and Subtraction - bridging to 20</p> <p>$17 + 5 =$</p>   <div style="border: 1px solid lightblue; padding: 5px; margin-top: 10px;"> <p>$25 - 7 =$</p>   </div>	<p style="text-align: center; background-color: blue; color: white;">Addition and Subtraction - bridging to any decade</p> <p>$27 + 5 =$</p>   <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p>$35 - 7 = 27$</p>   </div>
<p style="text-align: center; background-color: purple; color: white;">Addition and Subtraction - 2 tens numbers counting by 10's</p> <p>$70 + 50 =$</p>   <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>$120 - 50 =$</p>   </div>	<p style="text-align: center; background-color: orange; color: white;">Addition and Subtraction - two-digit and tens number counting off the decade</p> <p>$72 + 50 =$</p>   <div style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p>$125 - 50 =$</p>   </div>

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

$$70 + 50 =$$

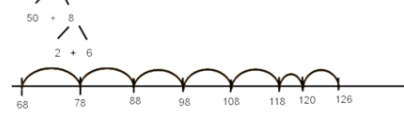


$$120 - 50 =$$

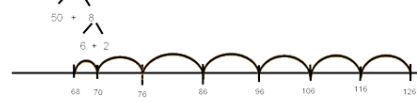


Addition and Subtraction - 2 two-digit numbers using partitioning

$$68 + 58 =$$

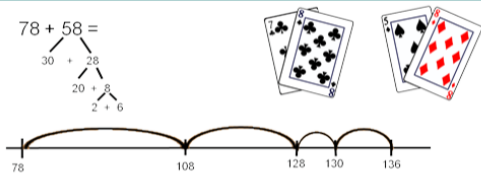


$$126 - 58 =$$

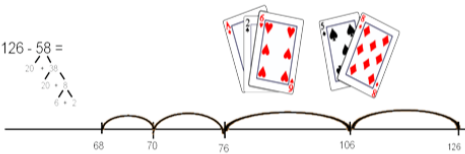


Addition and Subtraction - 2 two-digit numbers using place value

$$78 + 58 =$$

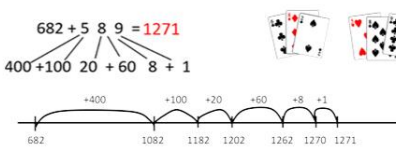


$$126 - 58 =$$

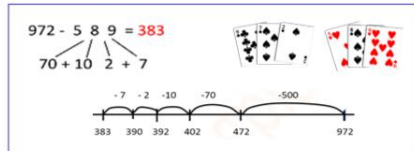


Addition and Subtraction - three digit numbers using place value

$$682 + 589 = 1271$$

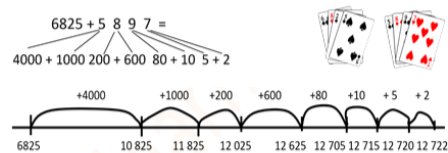


$$972 - 589 = 383$$

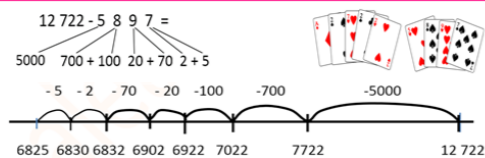


Addition and Subtraction - four digit numbers using place value

$$6825 + 5897 =$$

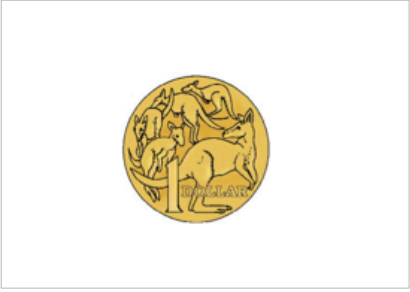
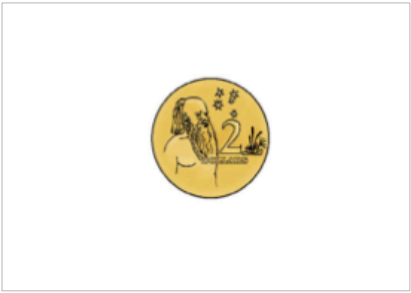


$$12722 - 5897 =$$



Mathematics - Money - Monday

Draw lines to join up the equal amounts of money.



Directions: Write the value of the underlined digit.

154 50 447 7 843 800

345 _____ 894 _____ 334 _____

674 _____ 253 _____ 446 _____

451 _____ 376 _____ 625 _____

855 _____ 542 _____ 168 _____

369 _____ 164 _____ 738 _____

409 _____ 389 _____ 799 _____

707 _____ 328 _____ 848 _____

Wednesday – Number Patterns

Patterns on a number line

Fill the boxes to complete the number patterns.

65	67				75			
----	----	--	--	--	----	--	--	--

Describe what you notice about the numbers in the patterns.

15		25			40			
----	--	----	--	--	----	--	--	--

Describe what you notice about the numbers in the patterns.

			71		91			121
--	--	--	----	--	----	--	--	-----

Describe what you notice about the numbers in the patterns.

	47			53		57		
--	----	--	--	----	--	----	--	--

Describe what you notice about the numbers in the patterns.

Name : _____

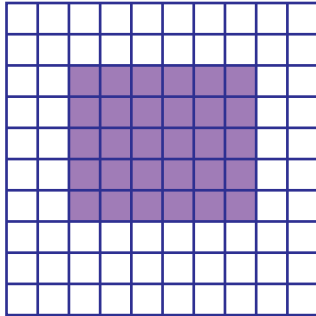
Score : _____

Multiplication Sentence - Area

Write: S1

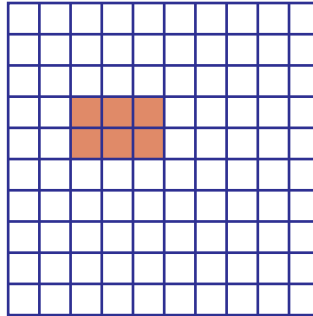
Write a multiplication sentence to each model.

1)



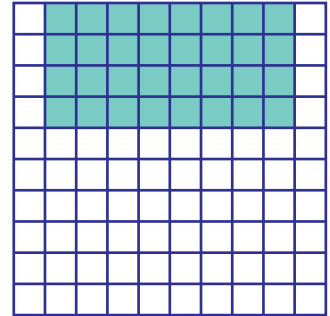
$$\underline{5} \times \underline{6} = \underline{30}$$

2)



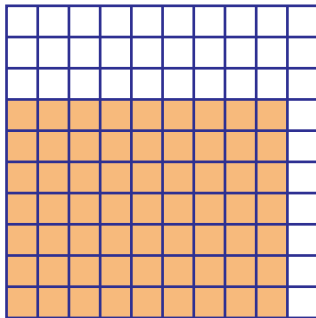
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3)



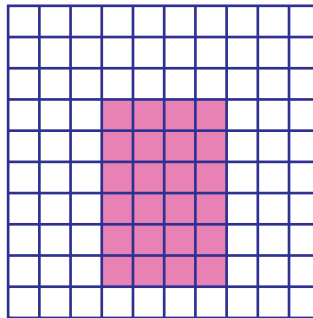
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

4)



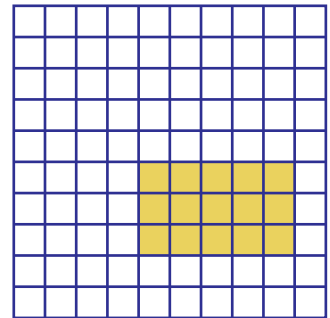
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

5)



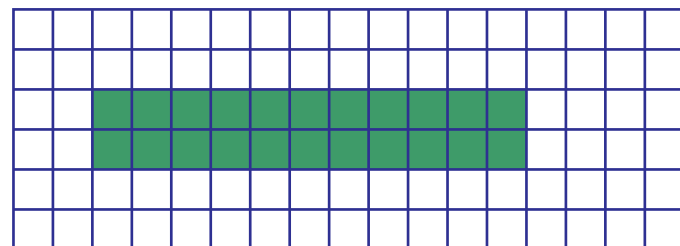
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

6)



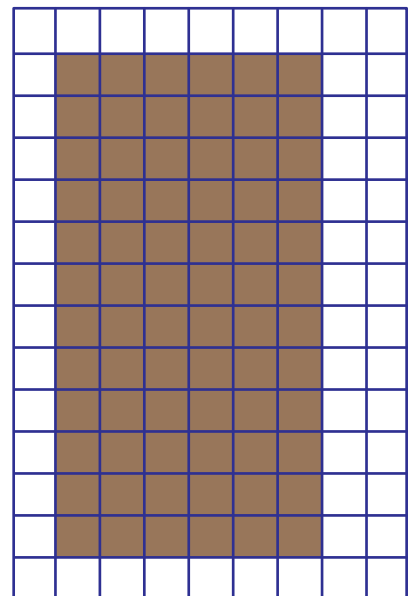
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

7)



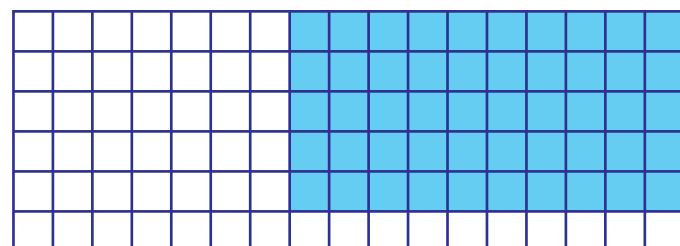
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

8)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

9)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Mathematics - Multiplication and Division – Friday

1. Divide the 8 turtles into groups of 2. How many groups?



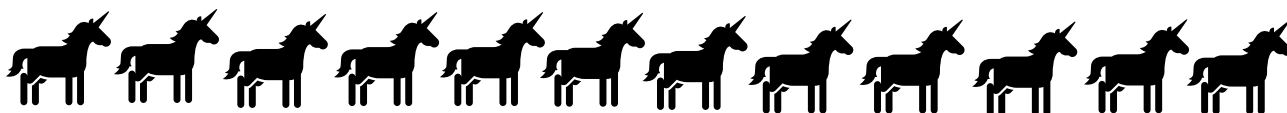
Division sentence : $8 \div 2 =$

2. Divide the 6 owls into groups of 3. How many groups ?



Division sentence : $6 \div 3 =$

3. Divide the 12 unicorns into groups of 4. How many groups ?



Division sentence: $6 \div 3 =$

4. Divide the 5 crabs into groups of 5. How many groups?



Division sentence: $5 \div 5 =$

5. Divide the 9 pandas into groups of 3. How many groups?



Division sentence: $9 \div 3 =$

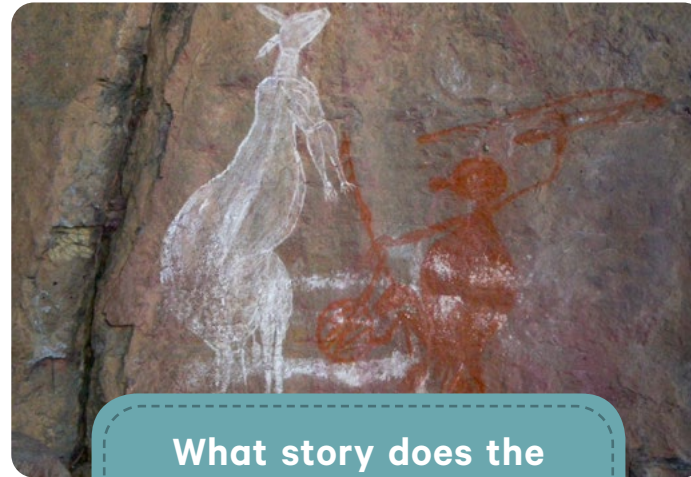
6. Divide the 10 birds into groups of 5. How many groups?



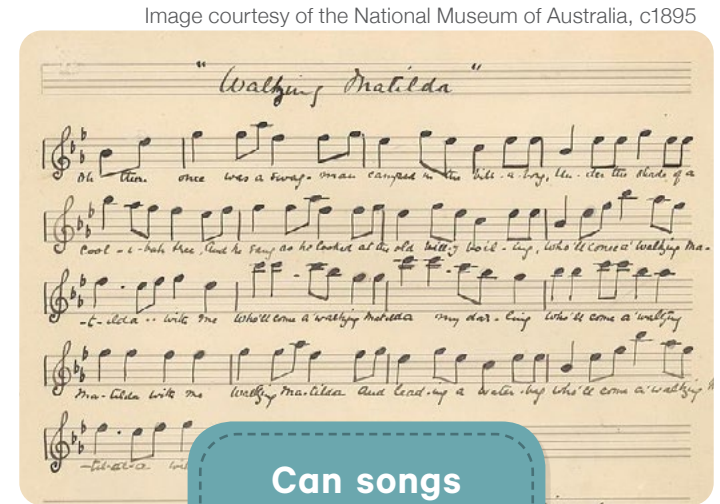
Division sentence: $10 \div 5 =$

How can I tell a story from the past?

Historians use artefacts and information they have learnt about the past to tell stories. Stories can be told and presented in many ways.



What story does the Aboriginal painting tell?

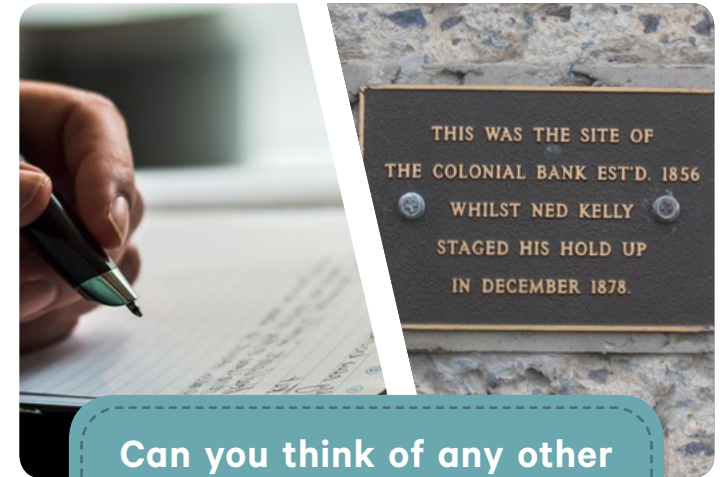


Can songs tell a story?

1 Look at the ways these historical stories have been told. Talk about the pictures and answer the questions with a partner.



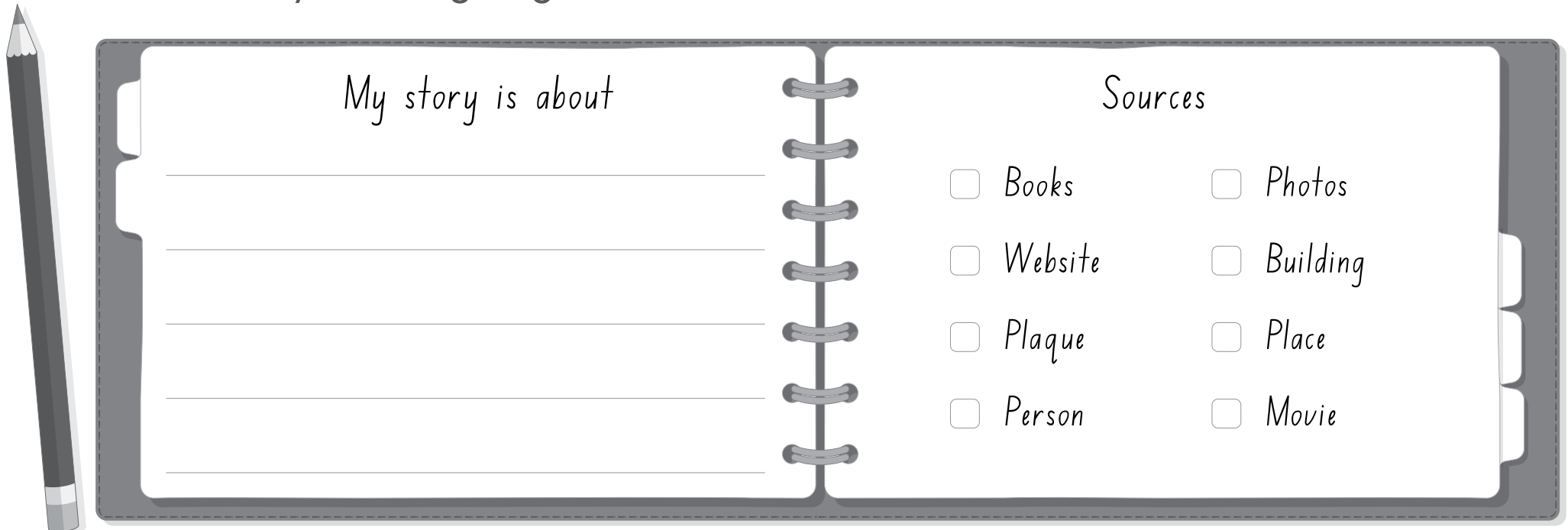
What movies do you know that tell an historical story?



Can you think of any other ways stories are told?

Now it's your turn! You are going to be a local historian for your area and tell a story about a person, building, event or site that you've learnt about.

- 2** What special place, local hero, event or park/building in your community would you like to tell the story of? Write it in the notebook below.
- 3** Use different sources to find out more about your choice. Select which sources you are going to use.




My story is about

Sources

<input type="checkbox"/> <i>Books</i>	<input type="checkbox"/> <i>Photos</i>
<input type="checkbox"/> <i>Website</i>	<input type="checkbox"/> <i>Building</i>
<input type="checkbox"/> <i>Plaque</i>	<input type="checkbox"/> <i>Place</i>
<input type="checkbox"/> <i>Person</i>	<input type="checkbox"/> <i>Movie</i>

4 Fill in the squares with the information you find about your story.

What	When	Who
Where	The three most important facts	
	1	
	2	
	3	
Why		

5 Choose how you're going to tell your story.

☐

Painting

☐

Play

☐

Poem

☐

Newspaper article

☐

Picture book

☐

Song

☐

Sculpture

☐

Other?

6 Give your historical story a title.

7 Create your story. Write it here or take a photo of it and add it here:

8

Write a Tweet about your story. Tweets need to tell a story in less than 280 characters.



A large rectangular area with horizontal lines for writing a tweet. At the bottom, there are icons for reply, retweet, favorite, and a menu (three dots).

9

Authors sometimes use a thing called ‘artistic licence’. This is where they change the facts about something or add their own opinion to make a story more interesting. Do you think this is a good or a bad thing? Explain why you think that.

Wonderful water

Thursday

Name: _____ Date: _____

Where does water come from?

What is water used for?



water

Who or what uses water?

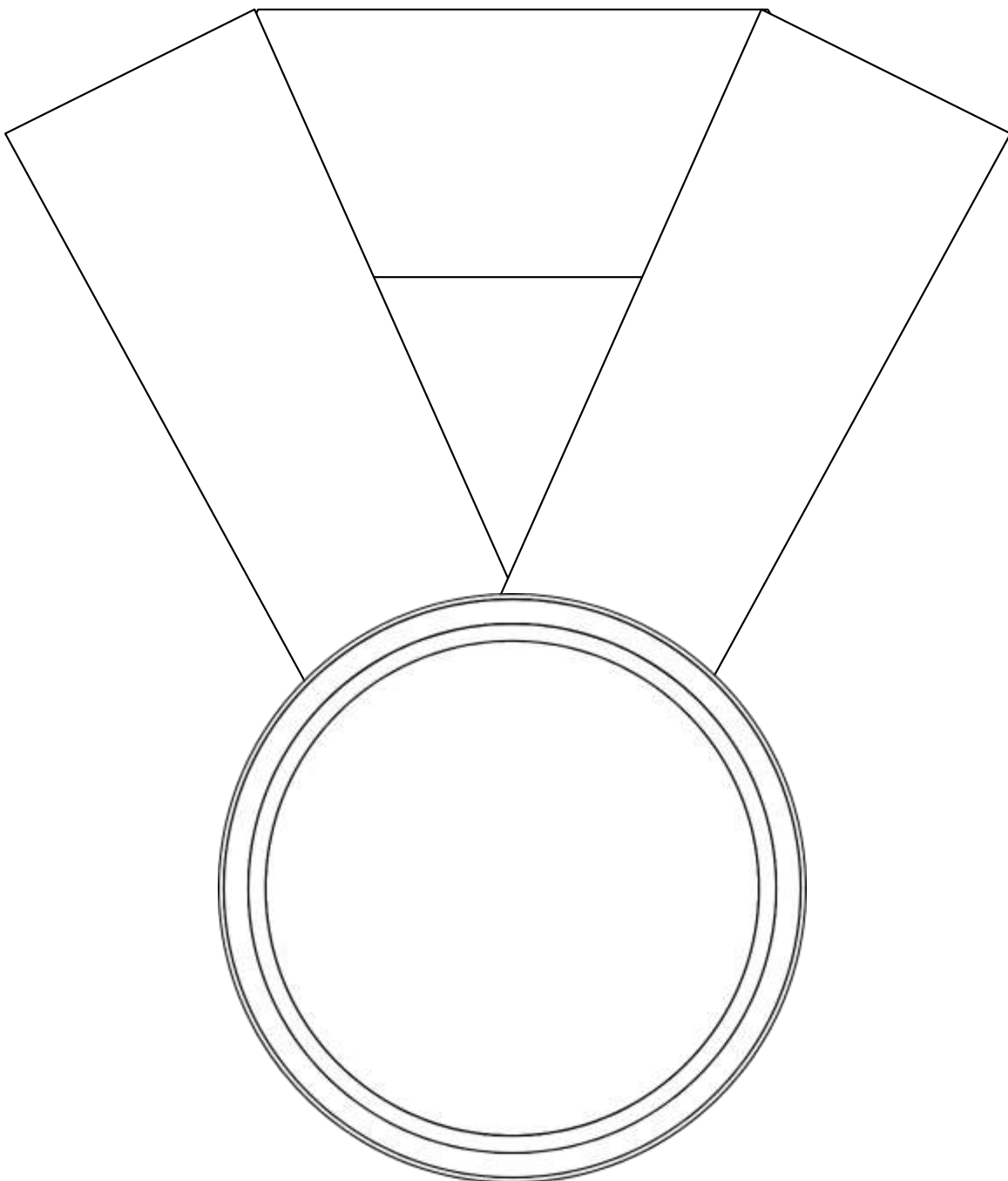
How can I use water responsibly?

Fun Day Friday Activity

Olympic Medal - Design Task

An Olympic medal is awarded to successful competitors at the Olympic Games (gold, silver and bronze). Medal designs change with every Olympic event and the host city decides on the features of the design. The design usually represents the nation hosting the games or the origins of the Olympics.


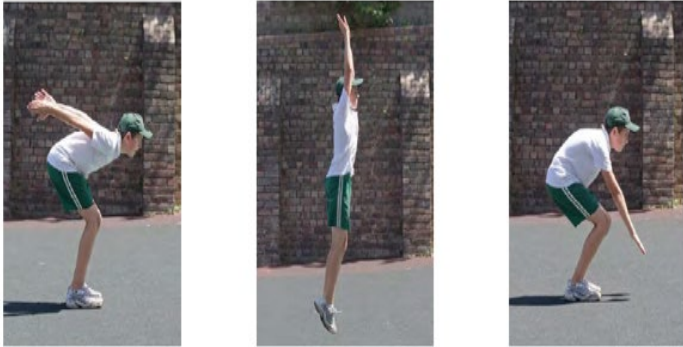
Imagine that your city is hosting the next Olympic Games. Design your own Olympic medal to reflect your city.

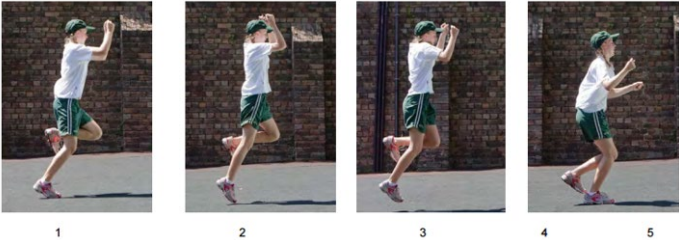


Fundamental Movement Skills

The skills on this page are key movement skills that will you will learn and develop to help you in building your strength and ability in sports and other activities.

Your Job is to perform the following activities for the set amount of time indicated.

<p>Static Balance – Card Twelve</p>  <p>1 2 3 4</p>	<ol style="list-style-type: none"> 1. Support leg still, foot flat on the ground. 2. Non-support leg bent, not touching the support leg. 3. Head stable, eyes focused forward. 4. Trunk stable and upright. 5. No excessive arm movements. 	<p>Complete this holding for 15 seconds on each leg 3 times.</p>
<p>Vertical jump – Card Three</p>  <p>1 2 3 4 5 6</p>	<ol style="list-style-type: none"> 1. Eyes focused forward or upward throughout the jump. 2. Crouches with knees bent and arms behind the body. 3. Forceful forward and upward swing of the arms. 4. Legs straighten in the air. 5. Lands on balls of feet and bends knees to absorb landing. 6. Controlled landing with no more than one step in any direction. 	<p>Complete this movement 30 times.</p>

<p>Hop – Card One</p> 	<ol style="list-style-type: none"> 1. Support leg bends on landing, then straightens to push off. 2. Lands and pushes off on the ball of the foot. 3. Non-support leg bent and swings in rhythm with the support leg. 4. Head stable, eyes focused forward throughout the jump. 5. Arms bent and swing forward as support leg pushes off. 	<p>Complete this hopping 15 times on each leg 3 times.</p>
---	--	--

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

- Do some Cosmic Kids Yoga: “Popcorn and the Pirates | A Cosmic Kids Yoga Adventure!” https://www.youtube.com/watch?v=T_0P5grVoyg
- Why not sign up to Go Noodle and complete some of the free videos. <https://www.gonoodle.com/>

Year 2: Week 4 Specialist Learning Pack

Learning intention: We are learning verbs, coordinating conjunctions and compound sentences	A simple sentence has one subject and at least one verb. A compound sentence is two sentences joined together with a coordinating conjunction .	Coordinating Conjunctions are used to join two sentences together to make a compound sentence. FANBOYS help you remember them. <table><tr><td>for</td><td>and</td><td>nor</td><td>but</td><td>or</td><td>yet</td><td>so</td></tr></table>	for	and	nor	but	or	yet	so
for	and	nor	but	or	yet	so			
Monday	Tuesday	Wednesday							
<p>A simple sentence has one subject and at least one verb. A verb is an action word. Choose a verb from the box and fill in the missing spaces to complete a simple sentence.</p> <div><div>eat spin look jump going</div><div>swim saw play skip run</div></div> <p>1.She can <u>jump</u> over the puddle.</p> <p>2.She likes to _____ at lunchtime.</p> <p>3 Recess is the time to _____ your apple.</p> <p>4.He can _____ faster than the wind.</p> <p>5. Can you _____ around really fast?</p> <p>6.I love to _____ in the ocean.</p> <p>7 They said they _____ a big black bird.</p> <p>8. Can we _____ together at lunchtime?</p> <p>9. Will you _____ for your shoes please?</p> <p>10. Are you _____ to your friend's house?</p>	<p>Coordinating Conjunctions are used to join two sentences together. Let's use the conjunction and.</p> <p>I was with my sister. We had fun singing. I was with my sister, <u>and</u> we had fun singing.</p> <p>I stayed at my friends. We had a nice lunch. I stayed at my friends, <u>and</u> we had a nice lunch.</p> <p>Fill in the missing space to make a compound sentence using the conjunction and. Write two compound sentences of your own.</p> <p>I like dogs. She like cats. I like dogs, _____ she likes cats.</p> <p>It was raining. I didn't have an umbrella. It was raining, _____ I didn't have an umbrella.</p> <p>I love my mum. I love my sister.</p> <p>_____</p> <p>1. _____</p> <p>2. _____</p>	<p>Coordinating conjunctions are used to join two sentences together. Let's use the conjunction but.</p> <p>It was a sunny day. I had to stay inside. I was a sunny day, <u>but</u> I had to stays inside.</p> <p>I did my homework. I left it at home. I did my homework, <u>but</u> I left it at home.</p> <p>Fill in the missing spaces to make a compound sentence using the conjunction but. Write two compound sentences of your own.</p> <p>I love honey. I don't eat it all the time. I love honey, _____ I don't eat it all the time.</p> <p>I got a new bike. I don't know how to ride it. I got a new bike, _____ I don't know how to ride it.</p> <p>We went to the movies. They were closed.</p> <p>_____</p> <p>1. _____</p> <p>2. _____</p>							

Thursday	Friday																				
<p>Coordinating conjunctions are used to join two sentences together. Let's use the conjunction so.</p> <p>We don't have to go to school tomorrow. I can stay in bed longer. We don't have to go to school tomorrow, <u>so</u> I can stay in bed longer.</p> <p>I missed the morning bus. I had to walk to school. I missed the morning bus, <u>so</u> I had to walk to school.</p> <p><i>Fill in the missing space to make a compound sentence using the conjunction so. Write three compound sentences of your own.</i></p> <p>My feet were dirty. I had to wash my feet with soap. My feet were dirty, _____ I had to wash my feet with soap.</p> <p>It was raining. I didn't have a raincoat. _____ _____</p> <p>It was a hot day. We went to the river for a swim. _____ _____ 1. _____ 2. _____ 3. _____</p>	<p>Coordinating conjunctions are used to join two sentences together. Let's use the conjunctions and, but and so.</p> <p>Write a compound sentence for each coordinating conjunction.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Read each camera word and write it in the space.</p> <p>brother _____ people _____</p> <p>sister _____ many _____</p> <p>house _____ together _____</p> <p><u>Family Words</u></p> <table> <tr> <td>B P T I X C A B D A</td><td>BROTHER</td></tr> <tr> <td>R A D C W O T T A O</td><td>SISTER</td></tr> <tr> <td>O S H Y F U L X U U</td><td>MOTHER</td></tr> <tr> <td>T I P D A S O U N O</td><td>FATHER</td></tr> <tr> <td>H S F O T I V N T M</td><td>COUSIN</td></tr> <tr> <td>E T A H H N E C Y O</td><td>FAMILY</td></tr> <tr> <td>R E M O E K E L V T</td><td>AUNTY</td></tr> <tr> <td>I R I M R N N E F H</td><td>UNCLE</td></tr> <tr> <td>Z Z L E X I E I V E</td><td>HOME</td></tr> <tr> <td>C G Y Q K X O B H R</td><td>LOVE</td></tr> </table>	B P T I X C A B D A	BROTHER	R A D C W O T T A O	SISTER	O S H Y F U L X U U	MOTHER	T I P D A S O U N O	FATHER	H S F O T I V N T M	COUSIN	E T A H H N E C Y O	FAMILY	R E M O E K E L V T	AUNTY	I R I M R N N E F H	UNCLE	Z Z L E X I E I V E	HOME	C G Y Q K X O B H R	LOVE
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Week 4 Year 2 Specialist Learning Pack:

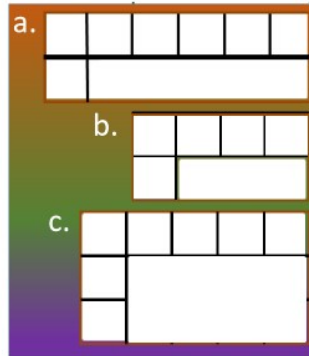
Focus: Area Measurement:

Q1.

Billy measured the area of a shape.
He found that the area was 8 squares.
Which shape is Billy's?

Is Billy's 8 square shape
A, B or C?

Answer: _____



Q2.

This is a picture of Rosie's town.



If Rosie comes out of the butcher and turns right, and walks to the next shop, will she be in front of the library or the hairdresser?

Answer: _____

Focus: Number Lines

Use the **anchor charts** on the next column and use playing cards or your own numbers to solve these problems throughout the week.

Addition by ones:

1. $6+9 =$
2. $7+7 =$

Addition Bridging and Partitioning to 10:

1. $9+5 =$
2. $4+7 =$

Subtraction by ones:

1. $8-8 =$
2. $6-5 =$

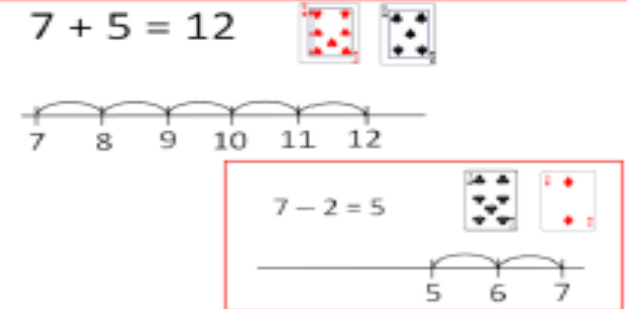
Subtraction Bridging and Partitioning to 10:

1. $14-8$
2. $18-9$

Number Line Anchor Charts:

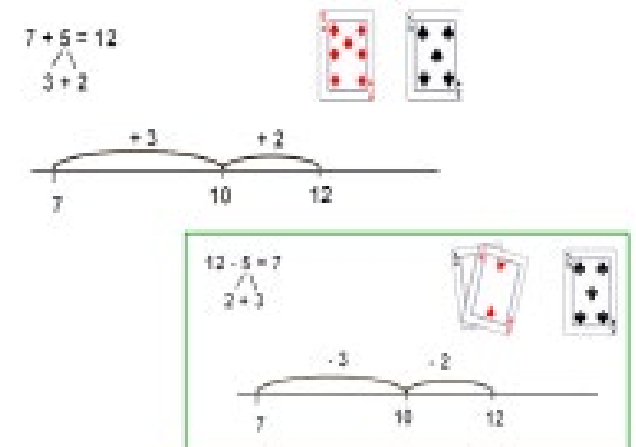
Addition and Subtraction by ones

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



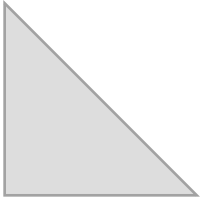
Addition and Subtraction Bridging to 10

Addition and Subtraction - bridging to 10



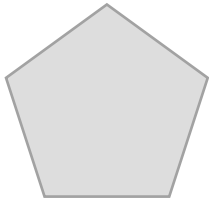
Focus: Shapes

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



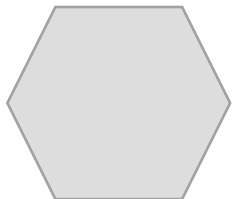
Name:

Number of sides: ____



Name:

Number of sides: ____



Name:

Number of sides: ____

*Optional Activity: 'The Mathscots' - Fun Maths ☺

Copy the link below to access on-line Maths activities

<https://fuse.education.vic.gov.au/Resource/LandingPage?objectId=993b4363-a480-4140-bb16-1277ea655f28&SearchScope=Primary>

Focus: Counting on and back

1. Count **on by 3** to fill in the missing numbers.

3, 6, __, 12, 15, __

2. Count **on by 6** to fill the missing numbers.

10, 16, __, 28, 34, __

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

21, 18, __, __, 9, 6

4. Count **back by 6** to fill in the missing numbers.

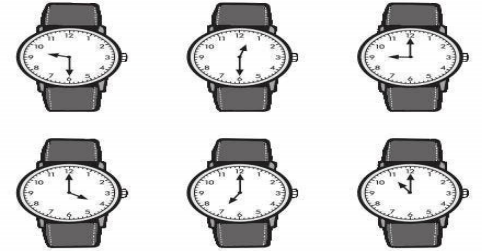
60, 54, __, 42, 36, __

5. Count **on by 20's** to fill in the missing numbers.

20, __, __, 80, 100, __

Home Activity ideas:

1. What time is shown on each of these analogue clocks?



2. Ask someone at home for a:

\$10 note:



\$5 Note:



\$2 coin



\$1 Coin



How much money do you have altogether when you add **one of each** of these notes and coins?

Answer _____

EXT:

1. Practise with other notes and coins you have at home.
2. Draw 2 different silver coins below: