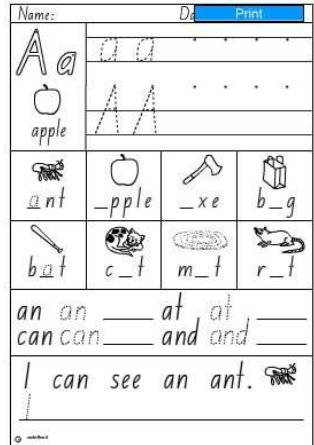
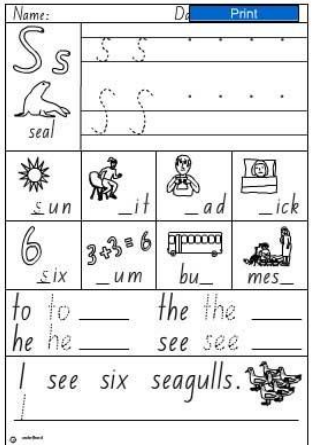

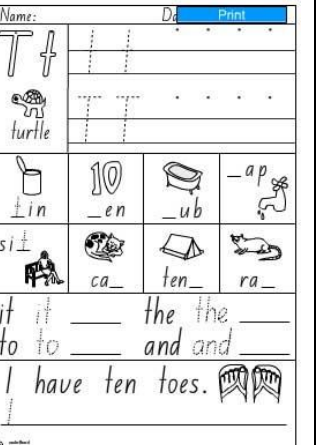
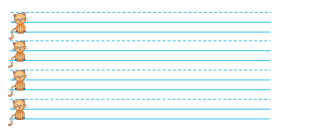
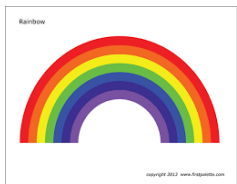


Early Stage 1 Learning Grid Week 1 Term 4

Monday	Tuesday	Wednesday	Thursday	Friday	Extra Choices
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English

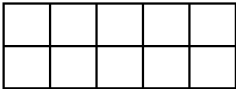
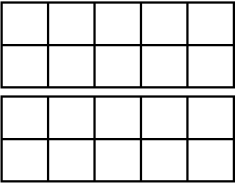


Practice all sounds and sight words that we have learnt so far **every day**.

	<p>Sounds, Letters, Sight Words Revision sounds for the week a,s,p,t We will focus on one sound per day. Listen to the link (if you can) to hear the sound and how to make the sound. Sound today is a https://www.youtube.com/watch?v=9Buqp3r06zA</p> <p>Complete the worksheet</p> 	<p>Sounds, Letters, Sight Words Revision sounds for the week a,s,p,t We will focus on one sound per day. Listen to the link (if you can) to hear the sound and how to make the sound. Sound today is s https://www.youtube.com/watch?v=8oRsEOD2nI</p> <p>Complete the sound sheet</p> 	<p>Sounds, Letters, Sight Words Revision sounds for the week a,s,p,t We will focus on one sound per day. Listen to the link (if you can) to hear the sound and how to make the sound. Sound today is p https://www.youtube.com/watch?v=g84Cua_b8rg</p> <p>Complete sound sheet</p> 	<p>Sounds, Letters, Sight Words Revision sounds for the week a,s,p,t We will focus on one sound per day. Listen to the link (if you can) to hear the sound and how to make the sound. Sound today is t https://www.youtube.com/watch?v=SeJd_rf9AI</p> <p>Complete the sound sheet</p> 	<p style="text-align: center;">Sounds</p> <p>Watch the making words video on Google Classroom</p> <p>Listen to the sounds and write the words.</p>
	<p>Writing Follow the handwriting video uploaded to Google Classroom.</p> <p>New sight words going, doing, these, so</p> <p>Can you say these in a sentence? Practise writing these words.</p>	<p>Writing Write your new sight words: going, doing, these, so</p> <p>Write them in a sentence. Can you use correct punctuation? Is there a capital letter, full stop, do you need a question mark or an exclamation mark?</p> <p>Remember - Good writers re-read and check their writing. Does it make sense?</p>	<p>Writing Using handwriting lines, practise writing a, s, p and t. Practise lower and upper case.</p>  <p>Listen to the 4w writing video from last term if you need to. Write a sentence with what, who, when and where.</p>	<p>Writing Rainbow writing</p> <p>Write your words in rainbow colours. Write them as many times as you can.</p> 	<p>Writing Pick your favourite book. Tell someone why it is your favourite. Is it the characters? The setting? The adventure? Create a new front cover for your book. Draw this on a piece of paper. Use colour. How is your front cover different to the original one? Put your new design on to Google Classroom. Write a sentence about your book. Remember to check it.</p>

	Make copies of these words and put them up somewhere you can see them.	Eg: Are you going to the beach?	Write a sentence describing something you did in the school holidays. Eg: Mrs Hudswell laid in her backyard and read a book on a sunny day.	
	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read! By the end of the week please send a video or audio of you reading your decodable reader.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read! By the end of the week please send a video or audio of you reading your decodable reader.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read! By the end of the week please send a video or audio of you reading your decodable reader.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read! By the end of the week please send a video or audio of you reading your decodable reader.</p>

Maths

Continue counting forward to 100 and backward from 10, 20 or more, write numbers using correct formation and order from 0 - 20 each day (numeral cards to cut out are below) 😊.

	<p style="text-align: center;"><u>Friends of Ten Revision</u></p> <div style="text-align: center;">  </div> <p>Practise and revise your friends of 10. Use your tens frame to remember your friends of 10.</p> <p>Have someone test you by calling out random numbers or flashing number cards to see if you can remember them.</p> <p><u>Roll to make friends of 10 activity</u></p>	<p style="text-align: center;"><u>Friends of 20</u></p> <div style="text-align: center;">  </div> <p>Use two ten frames and two different coloured blocks or counters (whatever you have at home) to show friends of 20. Use your number cards from 10 to 20 and flip over one at a time. For example: If you draw the number 13 you need to fill the tens frame with 13 of the same colour counters. So this will be 1 tens frame filled and 3 in the next.</p>	<p style="text-align: center;"><u>Partitioning revision up to 10 and partitioning of teens</u></p> <p>Remember that a number under 10 can be broken into parts. Also, a two-digit number that is over 10 can also be broken into parts.</p> <p>For example: 7 can be broken up into 3 and 4 or 5 and 2. For example: A teen number such as 14 is broken up into 1 ten (the 1 represents ten) and the 4 is 4 ones or 4 units. Can you partition (break into parts) numbers like this.</p>	<p style="text-align: center;"><u>Partitioning of teens numbers</u></p> <p>Revision from yesterday.</p> <div style="text-align: center;">  </div> <p>Use your number cards to partition (break into parts). You can use counters, blocks, snacks, or anything you have at home. Flip over a number card and partition your number in 2 parts. Remember a teen number is 1 ten and then the remaining are ones.</p>	<p style="text-align: center;"><u>Friends of 10 or 20</u></p> <p>Be creative! Create your own friends of 10 or friends of 20 learning tools.</p> <div style="text-align: center;">  </div>
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Roll to make friends of 10

Roll a number, write it in the first box. Write how many more you need to make 10 in the second box.

□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10
□ + □ = 10	□ + □ = 10

If you have blocks at home you might want to create your own friends of 10 wall like this.



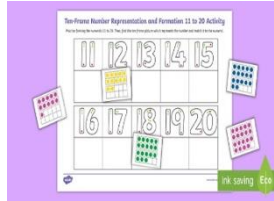
Complete the attached friends of 10 activity.

Friends of 10
Can you make some friends of 10?

□ □ □ □ □ □ □ □ □ □	and	□ □ □ □ □ □ □ □ □ □	= 10
□ □ □ □ □ □ □ □ □ □	and	□ □ □ □ □ □ □ □ □ □	= 10
□ □ □ □ □ □ □ □ □ □	and	□ □ □ □ □ □ □ □ □ □	= 10
□ □ □ □ □ □ □ □ □ □	and	□ □ □ □ □ □ □ □ □ □	= 10
□ □ □ □ □ □ □ □ □ □	and	□ □ □ □ □ □ □ □ □ □	= 10
□ □ □ □ □ □ □ □ □ □	and	□ □ □ □ □ □ □ □ □ □	= 10

Questions to ask yourself

Identify the number of counters on each tens frame.
Identify the number of counters needed to make 20. **This will be your friend of 20 for your number.**
Then identify the number of counters altogether.

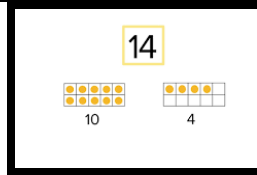


Roll to make friends of 20 activity

Roll to make friends of 20

Roll a number, write it in the first box. Write how many more you need to make 20 in the second box.

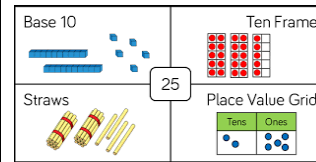
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20
□ + □ = 20	□ + □ = 20



Use your ten frames to partition your numbers. Start with numbers under 10 then have a go at partitioning teen numbers (numbers between 10 and 20)

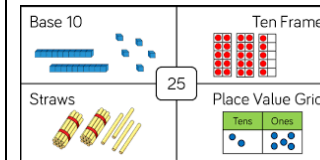
Extra challenge: You may want to have a go of partitioning numbers higher than 20.

For example: The number 25. Here the 2 represents 2 tens (20) and the 5 represents 5 ones or units.



For example: If I flip over the number card 17. I am going to fill one tens frame with ten and then have 7 in another. I can also have 10 blocks in a tower and 7 in another. You might want to draw this instead. It is entirely up to you. Repeat this activity for different teen numbers.

Extra challenge: Repeat this activity for numbers over 20 if you feel confident.



Create your own friends of 10 poster. Use cupcake cases to display your friends of 10. You can also do this for friends of 20 if you wish.



Use some snacks like cereal to practise your partitioning skills.



Other

Public Holiday

S craft: Snail

Use the template below to make a paper snail.
First colour your snail in. You could make colourful patterns to decorate the snail's shell.
Then roll the paper from the flat end to make the shell and make a fold underneath the snail's mouth to make his body.

PE

Practice your throwing skills.
Find a ball or object at home that you can throw. With a family member, go outside and throw and catch the ball or object.
Start by standing close to your family member and then challenge yourself by stepping back and moving further away each time you catch the ball.

History – Special objects

Watch the video below of children sharing their special objects.
<https://www.inquisitive.com/video/878-show-and-tell>



Why should we take care of special objects?

P and S craft: Paper plate snake

You will need:
-a paper plate
-paint/texters/pencils
-cut out snake tongue
-googly eyes

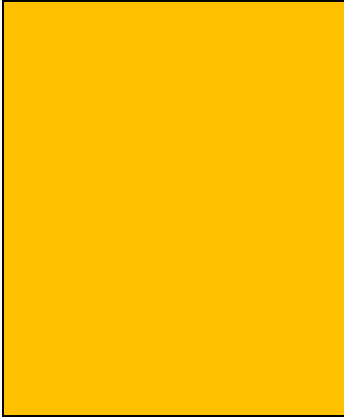
-Ask someone in your family to help you draw a spiral on your plate to guide your cutting.
-Paint the paper plate. You could make it one colour, or different colours.

Bear hunt voga

Join in with the video doing yoga to the story of We're Going on a Bear Hunt.

<https://www.youtube.com/watch?v=KAT5NiWHFIU>





You could use a tennis ball, basketball, a beanbag, a toy, or any non-breakable item with parent permission.

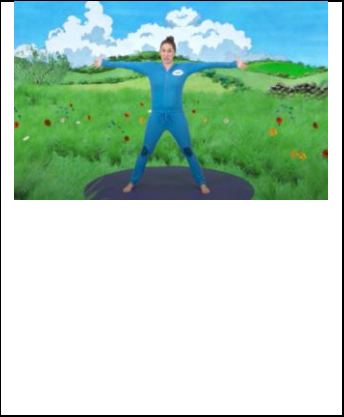
Complete the worksheet below.
Tell a family member if your special object is old or new, what it was used for and why it is special to you.

My History Display
Draw a picture or take a photo of your special object.

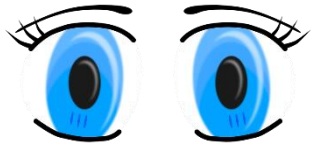
Name	_____

Object	_____

-Cut the paper plate along the lines of your spiral, see picture below.
-Glue the googly eyes and tongue onto the snake.



Visual Literacies



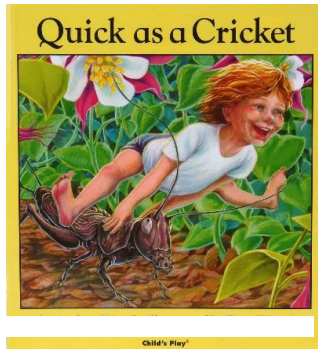
Practice seeing

While seeing happens spontaneously, strong observation skills are honed over time. Become more aware of the visual world around you.

Activity

Go out the front or backyard and choose an area to look at. What can you see, try and look past what is obvious and right in front of you and name everything you see. How many things did you name? How many things did you notice after looking past the obvious things? Practice doing this whenever you can.

Read Picture Books – Don't just read the words, read the pictures.



Activity
Choose a picture book – and literally – read the pictures.

Pay close attention to the action, details, emotions of characters and ways the pictures help tell the story.

"I Spy Something" – Whether it's something green, red, tall or round, a shape or size big/small.

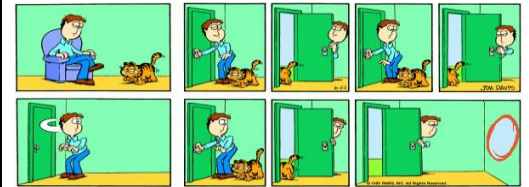


window.

Activity

Play I spy and use things around you which have colour, shapes, size. Think about how you describe it. **Eg. I spy with my little eye something hard and rectangle shaped? The**

Learn to Draw – The number of visual images children can create and use will reflect their visual vocabulary. Learning to draw gives children the tools and image vocabulary they need to 'write' visually.



Activity

Create a comic strip using the template attached and tell a short story by drawing pictures in each square. As you move across the squares you tell the next part of the story.

Title:
Author/Illustrator:

Look at Art

<https://www.youtube.com/watch?v=ZjejoT1gFOc>



Activity

Watch the clip on cave art. Talk to your child about it and ask these questions:

Who drew the pictures?

Why did they draw them?

How did they draw them? What materials did they use?

What story does the art tell?

When did it happen?

Does it still happen today?



QR Codes for English

Sound Tuesday a



Sound Wednesday s



EPIC Reading

You will still need the code – mkz7198 to sign in.



Sound Thursday p



Sound Friday t



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Date: _____

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Date: _____

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I have ten toes.



Handwriting Lines



0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19

20				
----	--	--	--	--

Friends of 10

Can you make some friends of 10?

_____ and _____ is **10**

_____ and _____ is **10**

_____ and _____ is **10**

_____ and _____ is **10**

_____ and _____ is **10**

_____ and _____ is **10**

Roll to make friends of 20

Roll a number, write it in the first box. Write how many more you need to make 20 in the second box.

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	20

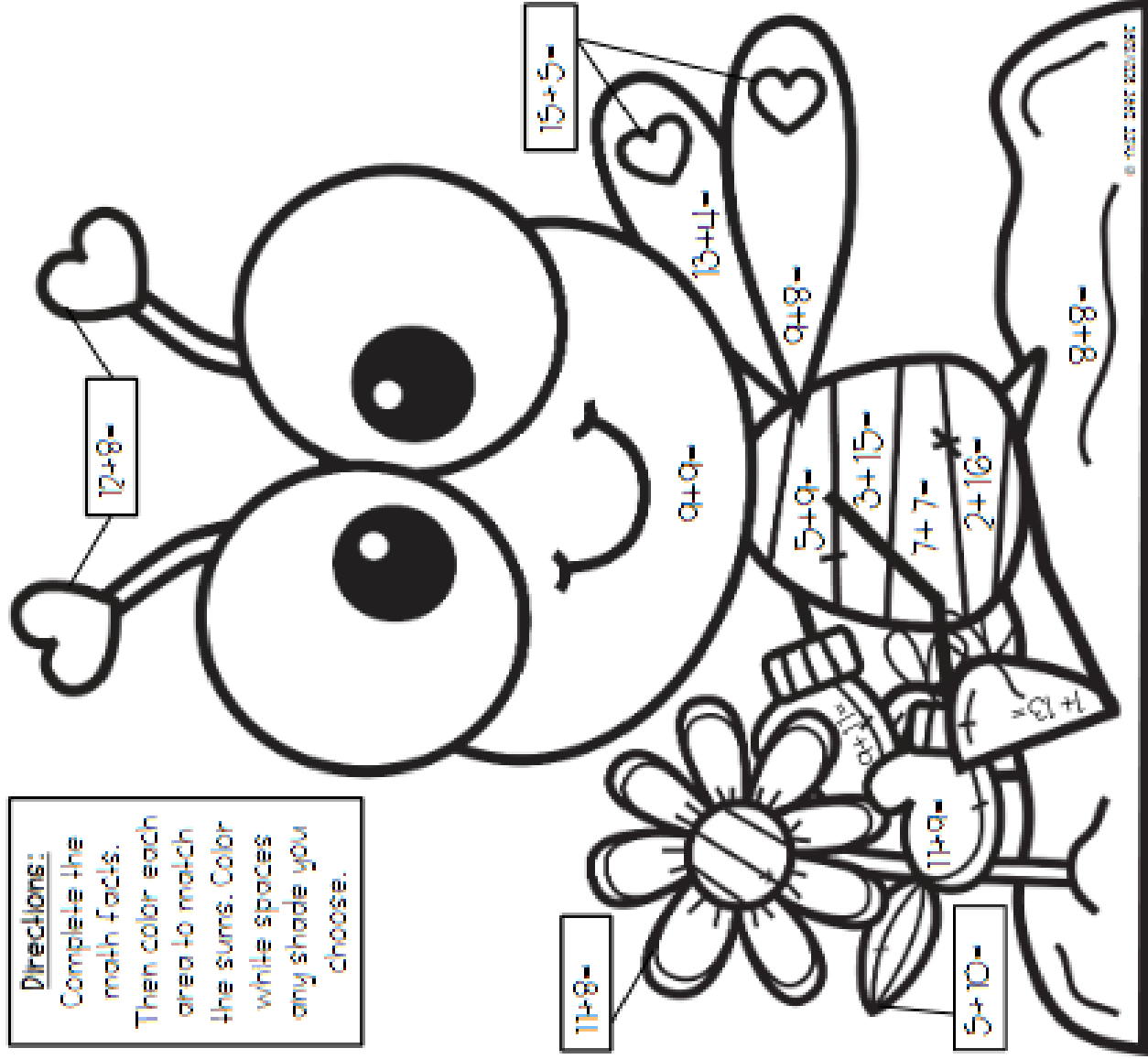
Ten Frames

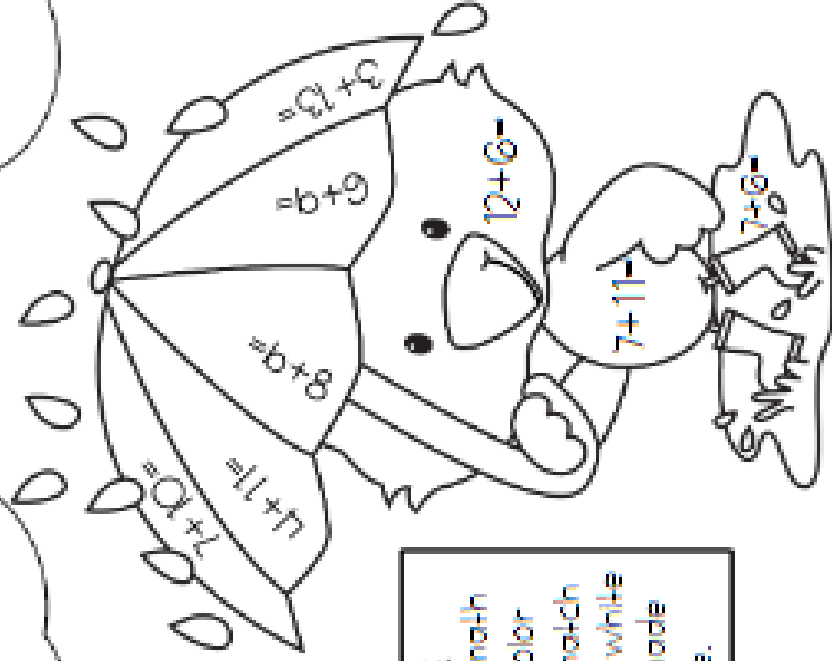
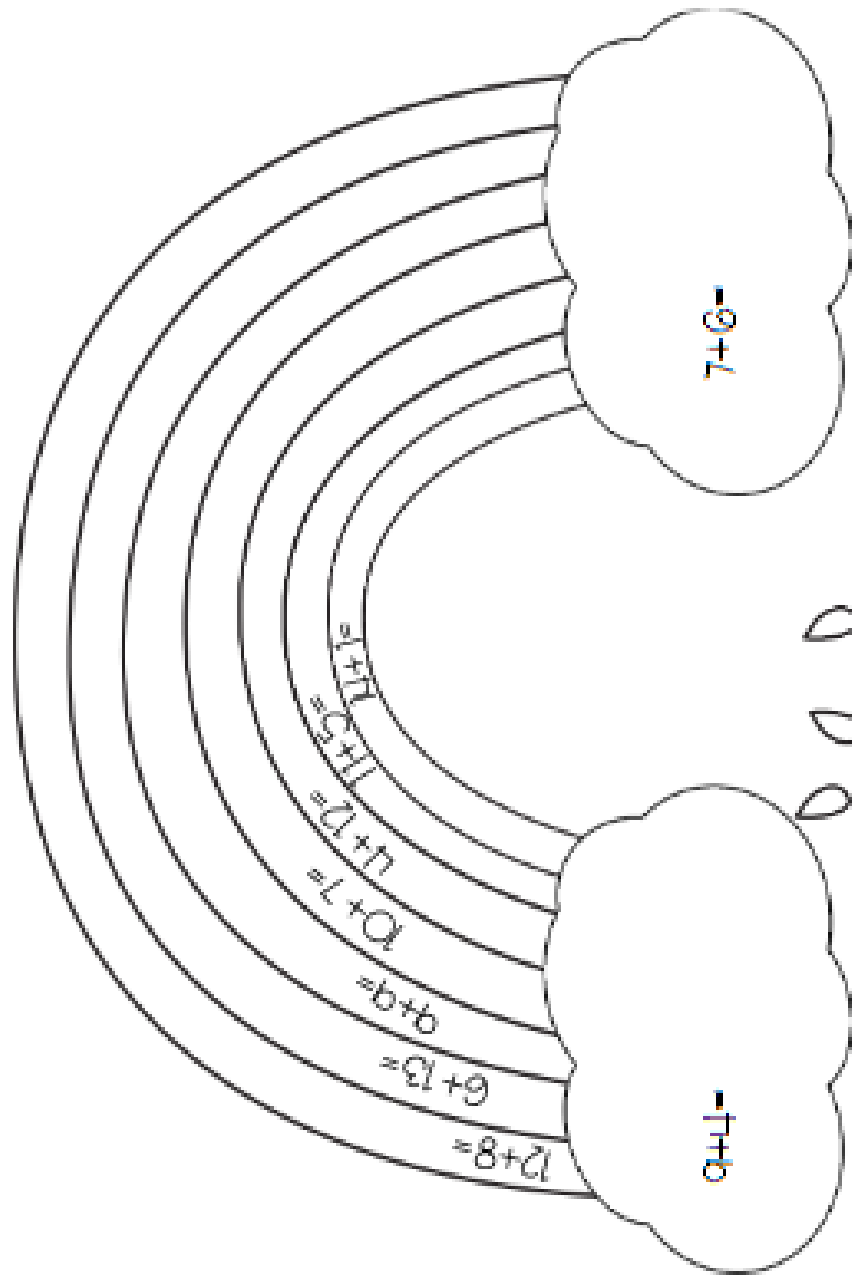
Name: _____

Pink	20	Brown	16
Purple	19	Green	15
Yellow	18	Black	14
Light Blue	17		

Directions:

Complete the math facts. Then color each area to match the sums. Color white spaces any shade you choose.





Directions:
 Complete the math facts. Then color each area to match the sums. Color white spaces any shade you choose.

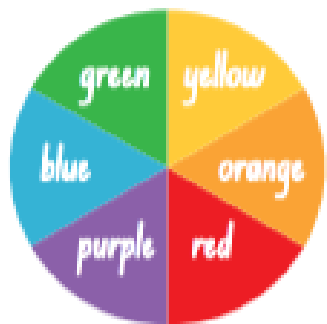
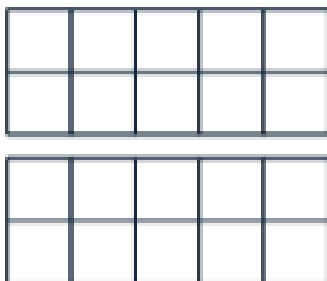
Red	20
Orange	19
Yellow	18
Green	17
Blue	16
Purple	15
Pink	14
Grey	13

Name: _____

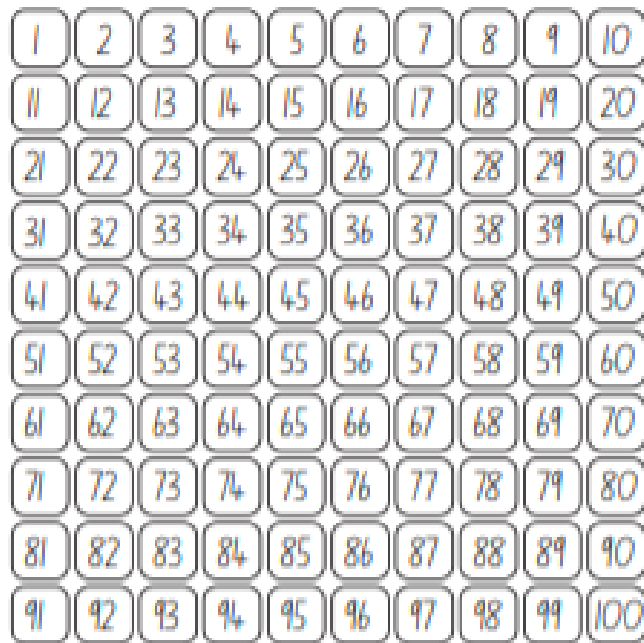
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
 Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



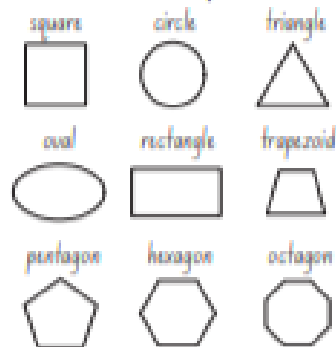
Ten Frames



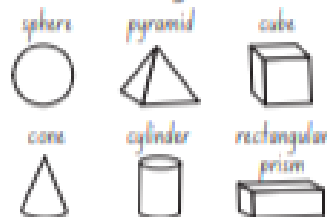
Hundreds Chart



2D Shapes



3D Objects



Months of the Year

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

Days of the Week

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday



My History Display

Draw a picture or take a photo of your special object.

Name

Object

Make a Paper Snail!



Title:

Author/Illustrator:
