





# Early Stage 1 Learning Grid Week 2 Term 4

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy				
<p><b>Sounds/letters</b> Monday revision sound: i Listen to the link (if you can) to hear the sound and how to make the sound. <a href="https://www.youtube.com/watch?v=zbBo1vBsmXY">https://www.youtube.com/watch?v=zbBo1vBsmXY</a></p> <p>Complete the i worksheet: </p> <p>New sight words: <b>some, would, make, like</b>. Practice saying these words.</p>	<p><b>Sounds/letters</b> Tuesday revision sound: n Listen to the link (if you can) to hear the sound and how to make the sound. <a href="https://www.youtube.com/watch?v=1WoPmE-4brs">https://www.youtube.com/watch?v=1WoPmE-4brs</a></p> <p>Complete the n worksheet: </p> <p>Watch the making words video on Google Classroom. Listen and make the words. Listen and join into the Words video posted on Google Classroom.</p>	<p><b><u>Well-being</u></b> <b><u>Wednesday</u></b> <b>TECH-FREE DAY</b></p> <p>Make (or help make) a healthy breakfast for yourself and your family.</p> <p>Go for a walk/ bike ride with your family.</p>	<p><b>Sounds/letters</b> Thursday revision sound: m Listen to the link (if you can) to hear the sound and how to make the sound. <a href="https://www.youtube.com/watch?v=R1oW90E1i1A">https://www.youtube.com/watch?v=R1oW90E1i1A</a></p> <p>Complete the m worksheet: </p> <p>Watch the SRA phonics lesson uploaded onto Google Classroom.</p>	<p><b>Sounds/letters</b> Friday revision sound: d Listen to the link (if you can) to hear the sound and how to make the sound. <a href="https://www.youtube.com/watch?v=nb8DqaQmNWg">https://www.youtube.com/watch?v=nb8DqaQmNWg</a></p> <p>Complete the d worksheet: </p> <p>Play a game to practice your sight words (bingo, swat it, kaboom)</p>
<p><b>Writing</b> Write your new sight words: <b>some, would, make, like</b></p> <p>Write any other sight words you need to practice.</p> <p>Watch and follow along with the handwriting video on Google Classroom.</p>	<p><b>Writing</b> Write your sight words in a sentence. <b>some, would, make, like</b> Can you use correct punctuation? Is there a capital letter, full stop, do you need a question mark or an exclamation mark? e.g. <b>Would</b> you <b>like</b> to <b>make</b> <b>some</b> tea?</p>	<p>Ask a family member to write you a list of items to find and then go on a scavenger hunt to find them.</p>	<p><b>Writing</b> Write a sentence about your favourite character in a book. Try to include the four W words: - Who - What - When - Where e.g. <b>Pig</b> the <b>pug</b> <b>had</b> a <b>picnic</b> <b>at</b> the <b>park</b> <b>in</b> the <b>afternoon</b></p>	<p><b>Writing</b> Write your revision sounds this week and your new sight words in any of the following: - Shaving cream - Sand - Zip lock bag filled with paint Rainbow writing</p>
<p><b>Reading</b> Focus on reading your decodable readers. Remember to: - Point to each word as you read if you need to - Decode the words by blending your sounds - Be fluent (read like a river) 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><b>Reading</b> Focus on reading your decodable readers. Remember to: - Point to each word as you read if you need to - Decode the words by blending your sounds - Be fluent (read like a river) 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>Draw a picture of something that makes you happy. You could draw some flowers, a rainbow, clouds, grass.</p> <p>Make some playdough and create a zoo by making different animals.</p>	<p><b>Reading</b> Focus on reading your decodable readers. Remember to: - Point to each word as you read if you need to - Decode the words by blending your sounds - Be fluent (read like a river) 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><b>Reading</b> Focus on reading your decodable readers. Remember to: - Point to each word as you read if you need to - Decode the words by blending your sounds - Be fluent (read like a river) 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) 😊.

### Partitioning Teen Numbers

Partitioning is when we break a number into parts. Today you will break teen numbers into parts.

You will need:

Blocks or small toys/counters  
Number cards

Chose a number card – make sure it is a teen number.

Make that amount.

Eg: If you turn 14 over, count 14 blocks.

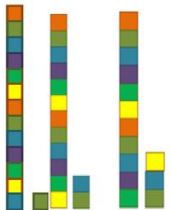
Think about how you could partition that number. How many different ways could you do it?

Eg: 13 and 1

12 and 2

11 and 3

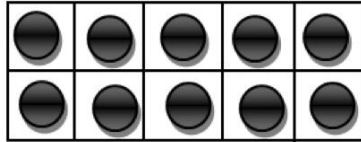
Draw your findings.



Repeat for other teen numbers.

### Identifying tens and Ones

Place a teen number of counters onto two 10 frames, for example,



What is the number 14 made of?

Is it made up of 1 ten and 4 ones?

Recognise that the 1 is 1 ten and the 4 is 4 ones.

Repeat this for other teen numbers.

Turn a teen number card over – using two ten frames investigate making the teen number. Ask yourself what is the number made of? Tell a family member.

- Go on a nature hunt in your backyard or if you can, go for a walk with a parent.

Count how many

- Sticks
- Rocks
- Pebbles
- Ants
- Birds
- Leaves

you can find.

- Draw a line with chalk. Draw a shorter one and then a longer one. Measure it with your hand or your feet. How long are they?

Find a large bucket or bowl and a smaller bucket or bowl. Fill the larger bucket with water using the smaller bucket. How many buckets do you need to fill the larger one?

### Identifying tens and ones

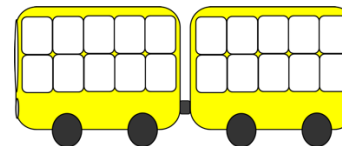
You will need a 20 train frame and small toys/lollies to represent children.

Select a teen number and place the number of counters or small toys/lollies on the train, filling the carriage on the left, then the carriage on the right.

How many children in the carriage on the left. and how many children in the carriage on the right?

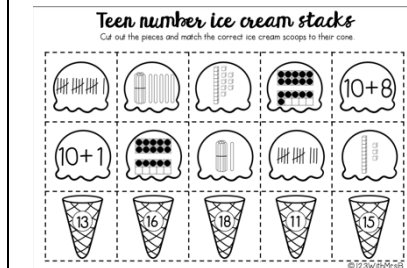
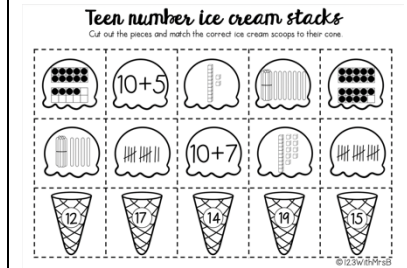
Describe the number of children on the train as 10 and ...

Reflection: How can we describe teen numbers?



### Partitioning Teen Numbers

Complete the worksheets on partitioning teen numbers. Cut out the ice cream and match it with the cones.



## Other

### HISTORY

#### My Special Object.

Follow this link and watch the video.

<https://www.inquisitive.com/video/878-show-and-tell>

### SCIENCE

#### Lesson 1 – That's my Hat.

This term in science we will be learning about different types of hats and what they are made from. Watch the video from Mrs Parnell and then find something from around your house

- Draw a picture of your favourite things

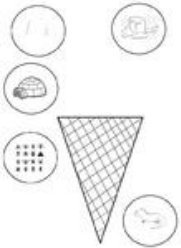

- Play a board game with a family member.

### PDHPE

#### SISA – 5 Senses Lesson.

This week you will be learning all about using your 5 senses to record some reflections of 5 of your favourite

### CRAFT

<p><b>Question:</b> Can you share a special object you have?</p> <p><b>Task:</b> Video yourself sharing your special object, include; Is it old or new? What do you use it for? Why is it special?</p> <p>Complete this worksheet, it is attached to the grid.</p>	<p>(check with an adult first) what you can decorate your hat with and then get an adult to help you write a word to describe the material you have used to decorate your hat (think shiny, smooth, fluffy, etc). Mrs Parnell is looking forward to seeing all your amazing hats when we get back to school later this term.</p> <p>See video link in your Google Classroom for today's science lesson.</p> <p><a href="https://drive.google.com/file/d/1l5cvayG8skfGO3heKQLhWlCsteR2utM/view?usp=sharing_eil_m&amp;ts=61415782">https://drive.google.com/file/d/1l5cvayG8skfGO3heKQLhWlCsteR2utM/view?usp=sharing_eil_m&amp;ts=61415782</a></p>		<p>things to see, smell, hear, touch and taste.</p> <p>Click on the following YouTube link to learn all about how our thoughts work in our minds.</p> <p><a href="https://www.youtube.com/watch?v=70j3xyu7OGw">https://www.youtube.com/watch?v=70j3xyu7OGw</a></p> <p><b>Note:</b> See Google Classroom for detailed power point.</p> <p><b>Task:</b> Complete the following activity sheet.</p>	<p><b>Letter I</b> Make your own ice-cream.</p>  <p><b>Letter M</b> Make a Mask</p> <p><small>Amusement Machine Resources</small></p> <p><b>M is for Mask</b></p> <p><small>Print the template below on cardstock. Then have children to colour or paint it using various different shades. Cut it out, punch holes on each side, tie on string, cut out the eye holes, and then wear as an M for Mask parade.</small></p>  <p><small>Illustrated and Designed by Amusement Machine Resources 2015</small></p>
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## Theme Activities

Scavenger Hunt Fitness. Use this suggested activity or make up your own.

### SCAVENGER HUNT FITNESS

☐ Find something smaller than your hand.  
DO 5 JUMPING JACKS


☐ Find something the same color as your eyes.  
DO 4 LUNGES

☐ Find something that feels bumpy.  
DO 6 SQUATS

☐ Find something larger than your head.  
DO 5 STAR JUMPS

☐ Find something that starts with the same letter as your first name.  
DO A 10 SECOND PLANK

☐ Find something lighter than a feather.  
DO 4 PUSH UPS



Complete your own fitness log for the week.

FITNESS LOG FOR HOME		
Name _____		
List your activity, the date, and how long you did it for.		
Activity	Time	Date

Eat a rainbow every day. Template sheet attached.



Create your own healthy plate. Take a photo and post in Google Classroom.



Help make something healthy at home



Cut and paste Healthy Choice plate and Special Treat plate

Healthy Choice

Special Treat

Healthy Choices vs Treats "Colour, Cut and Sort"			

Toothpick Healthy Food Structures  
Create your own structure using toothpicks or similar.



## QR Codes English

### Sound Monday i



### Sound Tuesday n



### EPIC Reading

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



### Sound Thursday m



### Sound Friday d



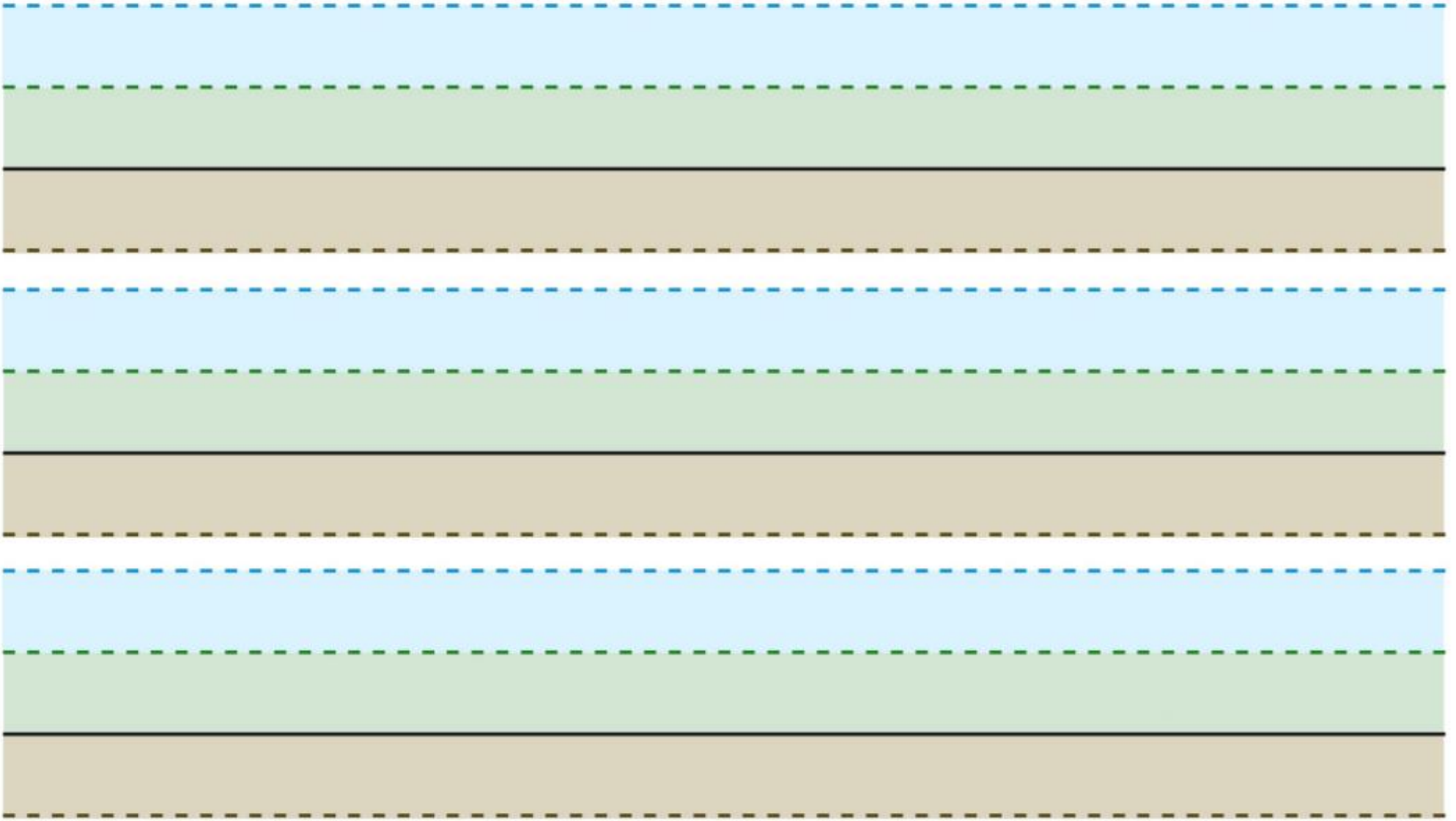
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**like**

## Handwriting Lines



## Early Stage 1

These are all the sounds and sight words up to the end of Week 1 Term 4.

Please practise these.

	<b>Names the letter</b>	<b>Identifies the sound it makes</b>	<b>Names a word beginning with the sound</b>	<b>Sight Words</b>	
a				on	and
s				the	as
t				is	me
p				had	she
i				no	with
n					
m				into	has



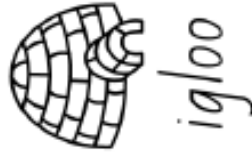
d				lots	of
g				his	I
o				to	do
c				a	her
k				for	he
ck				it	went
e				off	go
u				from	
r					
b				they	in
h				that	are
f,ff,				or	one
l,ll				by	but
ss				was	we
j				be	at
v				you	my
w				this	have

x				not	what
y				can	if
z, (zz)				him	were
qu				your	said
ch				when	there
sh				their	an
th				each	which
ng				how	use
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				many	out
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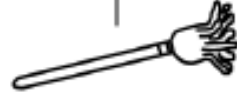
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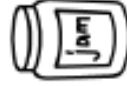
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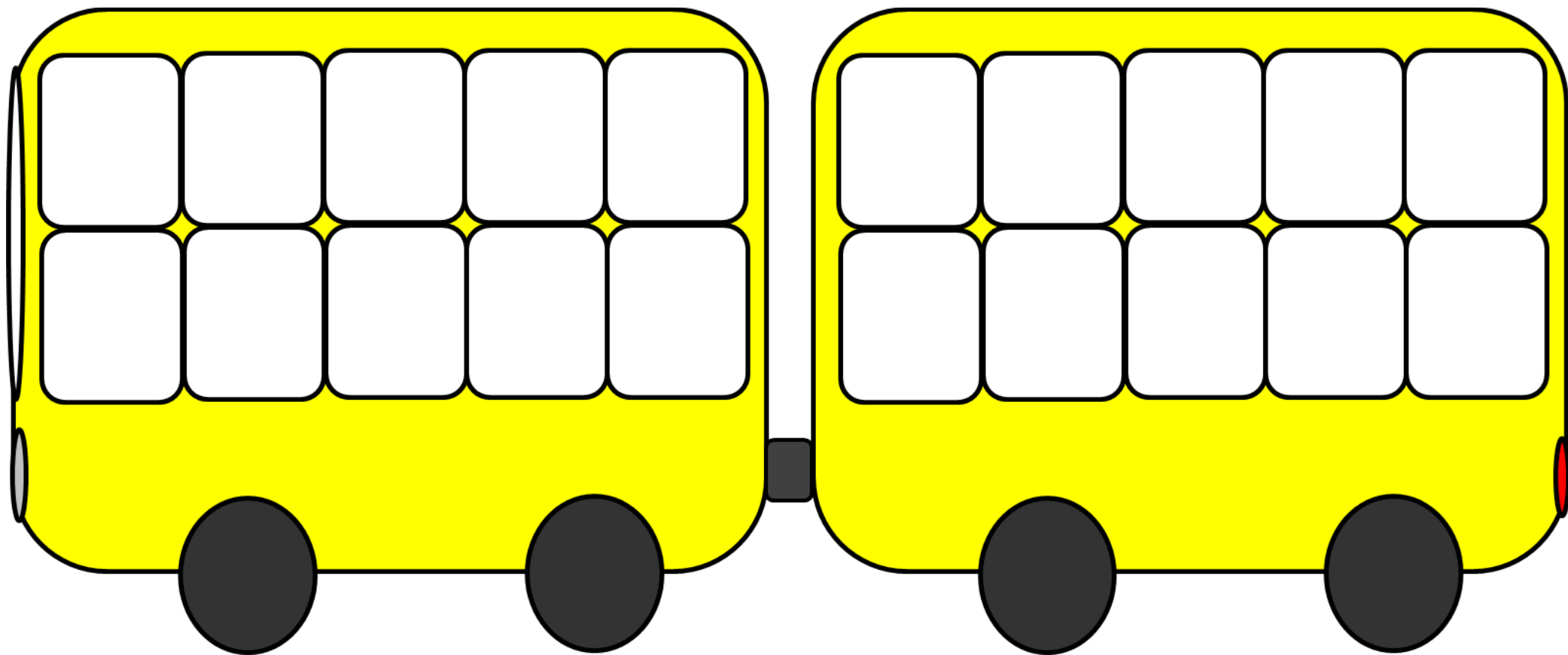
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0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20				

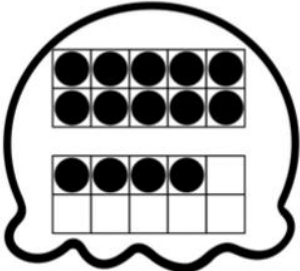

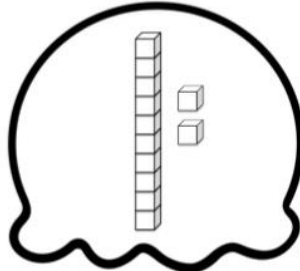

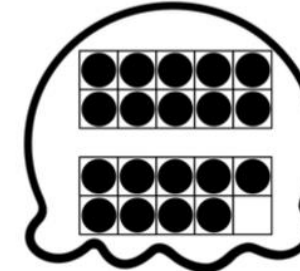



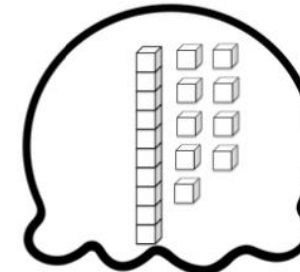













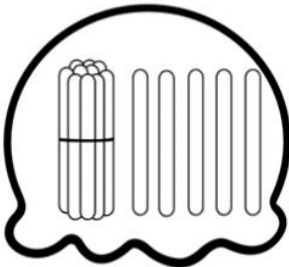
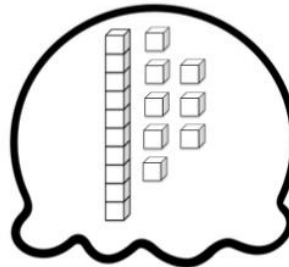
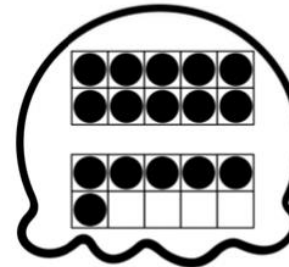
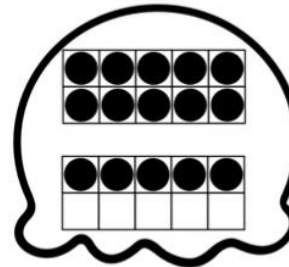
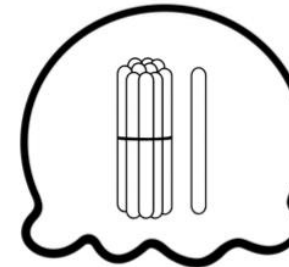

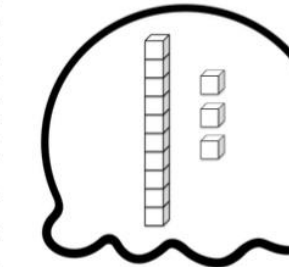





# Teen number ice cream stacks

Cut out the pieces and match the correct ice cream scoops to their cone.

# Teen number ice cream stacks

Cut out the pieces and match the correct ice cream scoops to their cone.

				$10 + 8$
$10 + 1$				
				

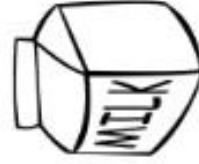
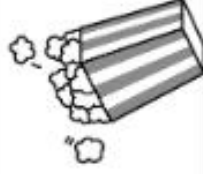
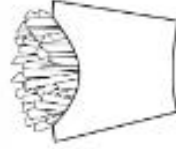


Name: \_\_\_\_\_



# Healthy Choices vs Treats

•Colour, Cut and Sort•



**5****My History Display**

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

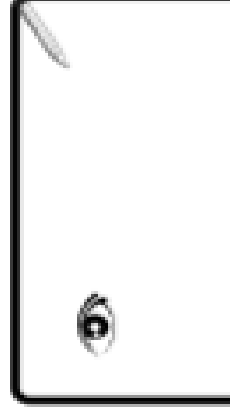
	<b>Name</b>
	<hr/> <hr/> <hr/>
	<b>Object</b>
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# MINDFUL

## Reflections

**Task:** For each of the 5 senses below, choose your favourite item or object. Draw your favourite item and then record one or two ideas explaining why it is your favourite.



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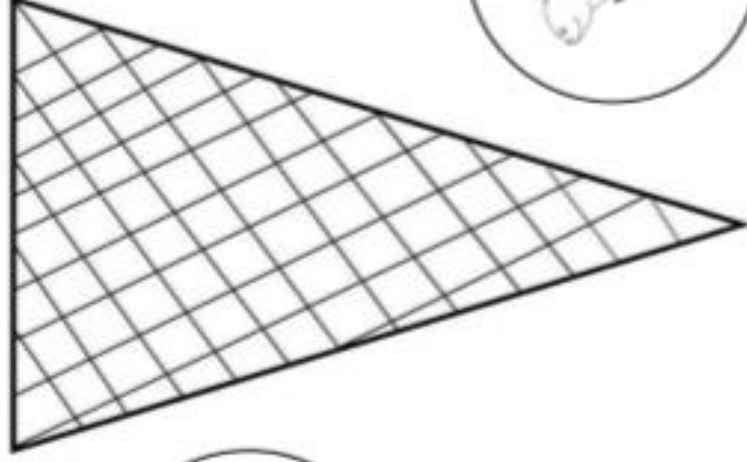


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## M is for Mask

Print the template below on cardstock. Then have students color or paint it using various different shades. Cut it out, punch holes in each side, tie on string, cut out the eye holes, and then wear in an M is for Mask parade.

