

Remote learning Grid – Week 1 Term 3 - Early Stage 1

This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

| Monday Date 12/7 | | Tuesday 13/7 | Wednesday 14/7 | Thursday 15/7 | Friday 16/7 |
|---------------------|------------------------|---|--|--|--|
| | Staff Development Day. | Morning Routine Online Only <ul style="list-style-type: none"> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question | Morning Routine <ul style="list-style-type: none"> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question | Morning Routine <ul style="list-style-type: none"> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question | Morning Routine <ul style="list-style-type: none"> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question |
| Morning | | English <ul style="list-style-type: none"> • Seesaw segmenting and blending activity Unit 1. Offline complete the corresponding worksheet. • Grapheme writing practice • Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent. Talk about the main characters in the story. • Seesaw writing activity. Offline complete the corresponding worksheet. | English <ul style="list-style-type: none"> • Seesaw segmenting and blending activity Unit 2. Offline complete the corresponding worksheet. • Grapheme writing practice • Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent. Talk about the events main characters in the story. • Seesaw writing activity. Offline complete the corresponding worksheet. | English <ul style="list-style-type: none"> • Seesaw segmenting and blending activity Unit 3 & 4. Offline complete the corresponding worksheet. • Grapheme writing practice • Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent. Talk about what happened in the story in the beginning, then middle and finally the end. • Seesaw writing activity. Offline complete the | English <ul style="list-style-type: none"> • Seesaw segmenting and blending activity Unit 5 & 6. Offline complete the corresponding worksheet. • Grapheme writing practice • Wushka reading activity. Login into Wushka and choose a book to read and complete the corresponding activity. Offline choose a book from your home library to read with a parent. Draw your favourite part of the story and tell your parents why you choose |

| Monday Date 12/7 | | Tuesday 13/7 | Wednesday 14/7 | Thursday 15/7 | Friday 16/7 |
|---------------------|-------------|--|--|--|---|
| | | | | corresponding worksheet. | that part. • Seesaw writing activity. Offline complete the corresponding worksheet. |
| Wellbeing break | | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. |
| Break | | | | | |
| Middle | Mathematics | Mathematics <ul style="list-style-type: none"> • Complete the number activity on Seesaw. Offline complete the corresponding worksheet. • Practise writing numbers 1-30. Can you cut up your numbers and practise putting them order forwards and backwards. • Complete the 'One is a snail, ten is a crab' Seesaw activity for addition and subtraction. Offline complete the corresponding worksheet. • Complete the Seesaw activity for time. Offline complete the corresponding worksheet. | Mathematics <ul style="list-style-type: none"> • Complete the number activity on Seesaw. Offline complete the corresponding worksheet. • Complete the 'One is a snail, ten is a crab' Seesaw activity for addition and subtraction. Offline complete the corresponding worksheet. • If you have dice, practise adding 2 dices together. This can be done by: counting all the dots to find the total, covering them up and seeing the patterns in your head and counting from 1, or by putting the biggest number in your head and counting on. <p>Complete the Seesaw activity for time. Offline complete the</p> | Mathematics <ul style="list-style-type: none"> • Complete the number activity on Seesaw. Offline complete the corresponding worksheet. • Practise writing numbers 1-30. Can you cut up your numbers and practise putting them order forwards and backwards. • Complete the 'One is a snail, ten is a crab' Seesaw activity for addition and subtraction. Offline complete the corresponding worksheet. • Complete the Seesaw activity for time. Offline complete the corresponding worksheet. | Mathematics <ul style="list-style-type: none"> • Complete the number activity on Seesaw. Offline complete the corresponding worksheet. • Complete the Seesaw addition and subtraction. Offline complete the corresponding worksheet. • If you have dice, practise adding 2 dices together. This can be done by: counting all the dots to find the total, covering them up and seeing the patterns in your head and counting from 1, or by putting the biggest number in your head and |

| Monday Date 12/7 | | Tuesday 13/7 | Wednesday 14/7 | Thursday 15/7 | Friday 16/7 |
|---------------------|-------|---|---|---|---|
| | | | corresponding worksheet. | | counting on. <ul style="list-style-type: none"> Complete the Seesaw activity for time. Offline complete the corresponding worksheet. |
| Wellbeing break | | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. | Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | | KLA <ul style="list-style-type: none"> Art. Complete the directed drawing component of 'One is a snail, ten is a crab' on Seesaw. Offline complete use the instructions provided. Science Seesaw activity - Needs and wants (paddock to plate). Offline complete the corresponding activity. | KLA <ul style="list-style-type: none"> Science Seesaw activity – How farms meet our needs (paddock to plate). Offline complete the corresponding activity. Library. Complete the read to, The very busy Spider by Eric Carle activity on Seesaw. Offline have a family member read a story. | KLA <ul style="list-style-type: none"> News. Using Seesaw, video yourself presenting news. Talk about what you did in the holidays. Offline present your news to a family member. | KLA <ul style="list-style-type: none"> PE: Complete the Seesaw activity. Offline go for a walk, play soccer or handball with a family member. |

CHOOSE ONE WELLBEING ACTIVITY TO COMPLETE EACH DAY.



CLICK HERE FOR NATURE
INSPIRED GRATITUDE
PROMPTS AND COLOURING.



PLAY A BOARD GAME OR
DO A PUZZLE WITH YOUR
FAMILY MEMBERS.

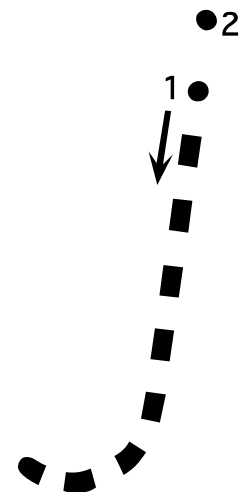
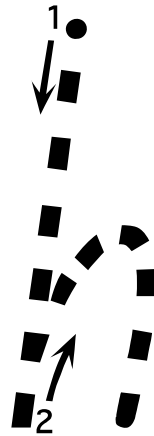
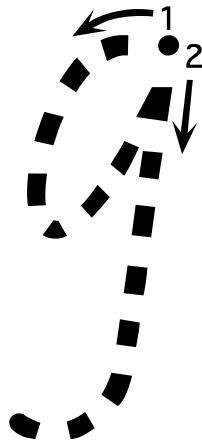
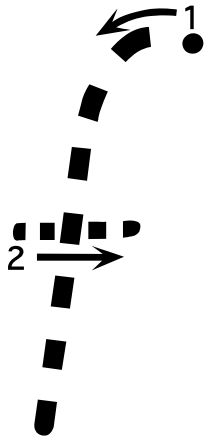
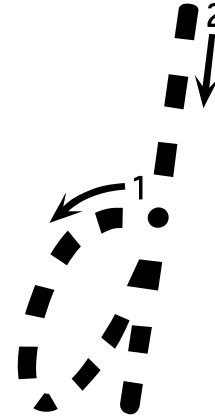
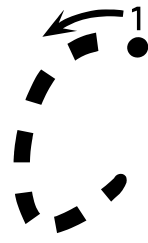
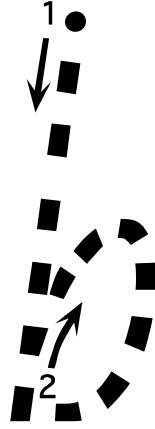
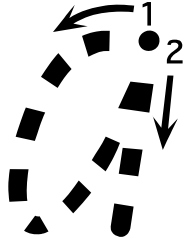


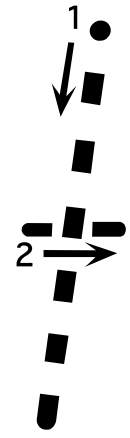
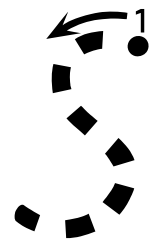
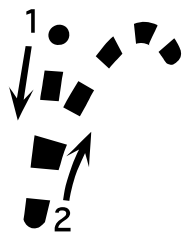
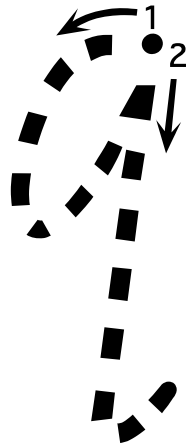
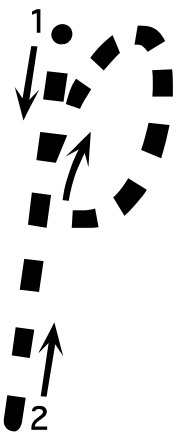
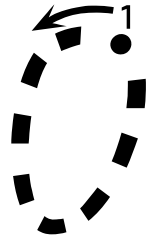
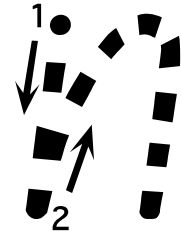
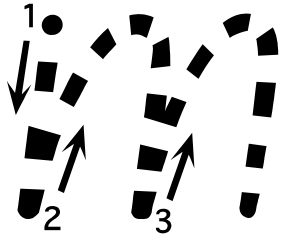
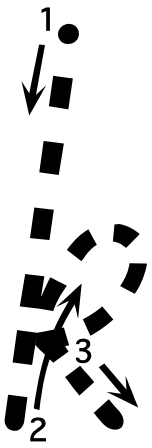
CLICK HERE FOR
MINDFULNESS ACTIVITY
TASK CARDS.

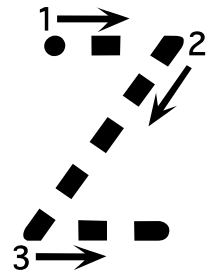
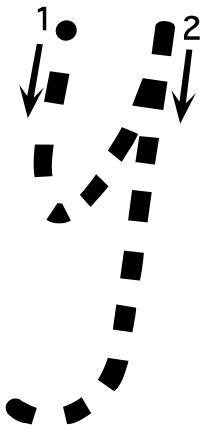
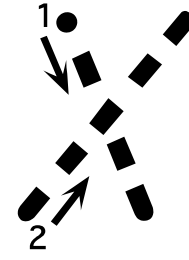
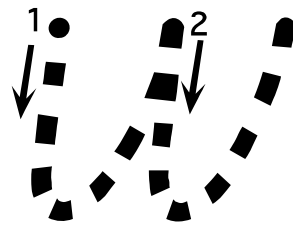
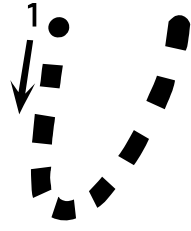
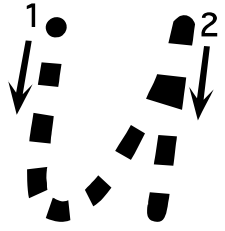
DO SOMETHING TO HELP OUT
AROUND YOUR HOUSE. E.G.
HELP FOLD THE WASHING




Letter Tracing







Segmenting and Blending Unit 1

| Learning Intention | Success Criteria |
|---|--|
| <p>We are learning to make words</p>  | <p>I can say my phonemes.</p> <p>I can hear each phoneme in the word by segmenting the word slowly.</p> <p>I can match the letter tile to the correct phoneme to make the word.</p> <p>I can blend the phonemes together to read the word.</p> |

Write the correct letter in each box.



a m p o c s t g



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a m p o c s t g



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a m p o c s t g



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a m p o c s t g



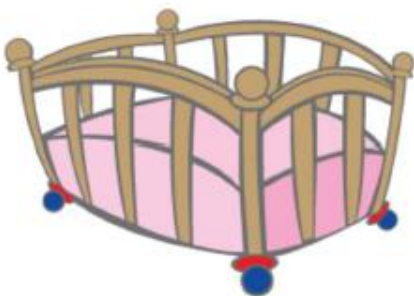
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a m p o c s t g



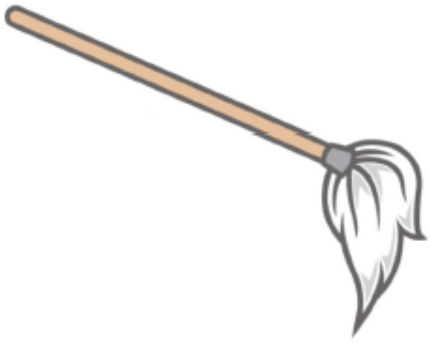
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a m p o c s t g



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Extension (optional)

a m p o c s t g



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a m p o c s t g



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a m p o c s t g



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a m p o c s t g



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Wushka – Tuesday

Title of text read:

Completed work:

Term 3 Week 1 Tuesday

Literacy Writing



shutterstock.com · 1005991549

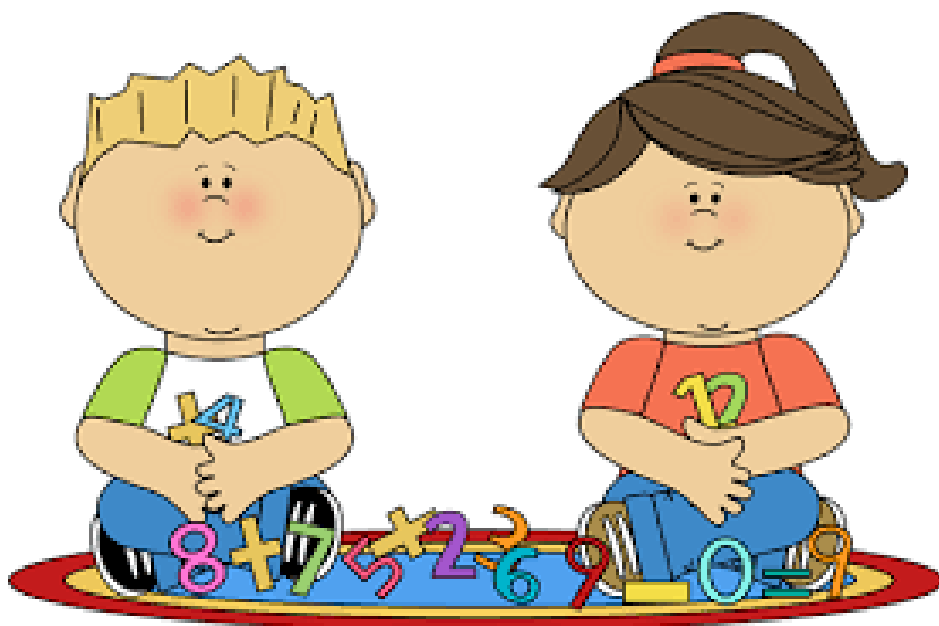
Write a sentence for EACH of these camera words.
Don't forget capital letters, finger spaces and full stops!

| | |
|------|------|
| are | for |
| they | come |
| give | very |

When you have finished writing, draw a picture to match each sentence

CHALLENGE: Can you write a sentence using **2 or more** of the camera words that you have used today?

Term 3 Week 1 Tuesday Maths: Number



Count forwards to 100!

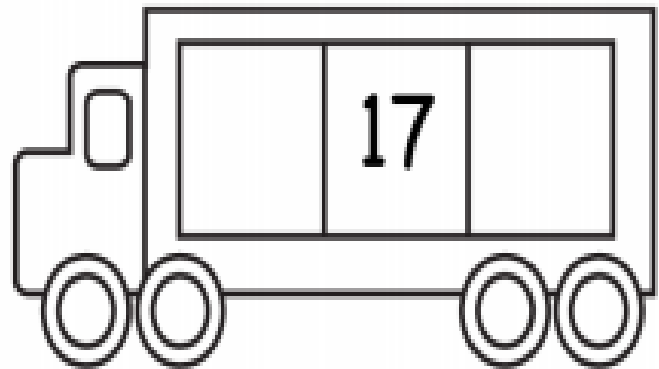
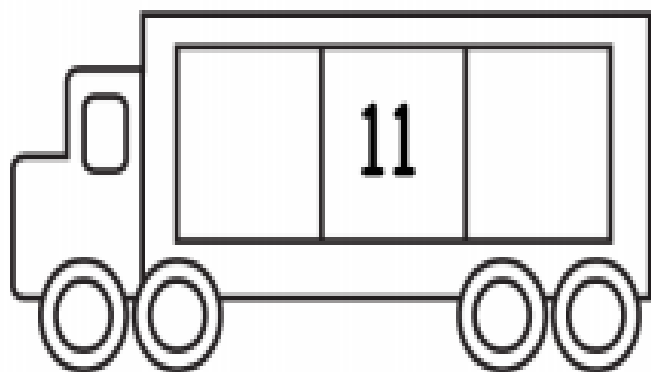
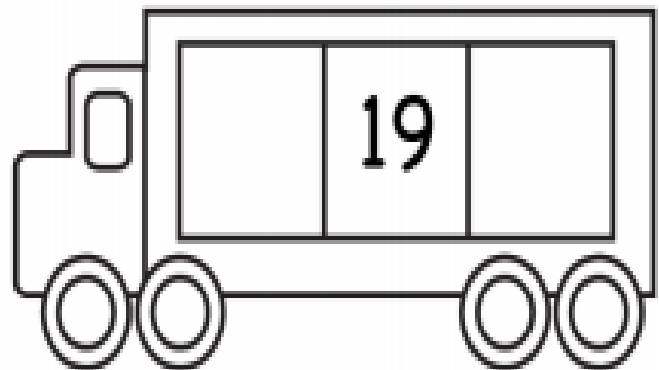
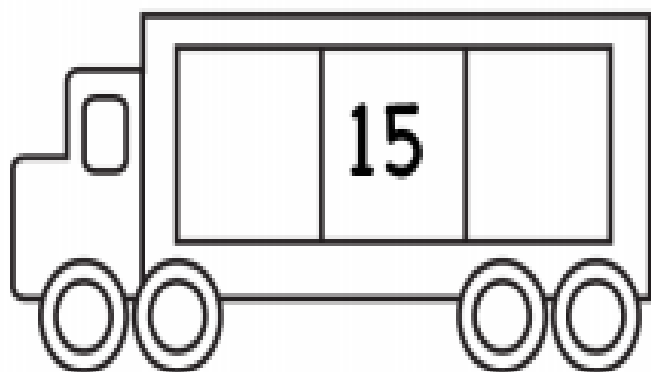
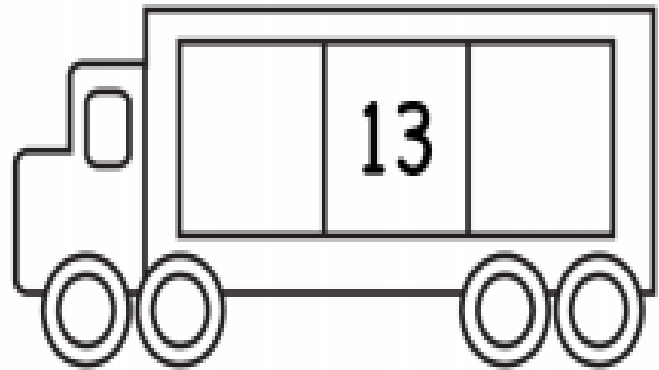
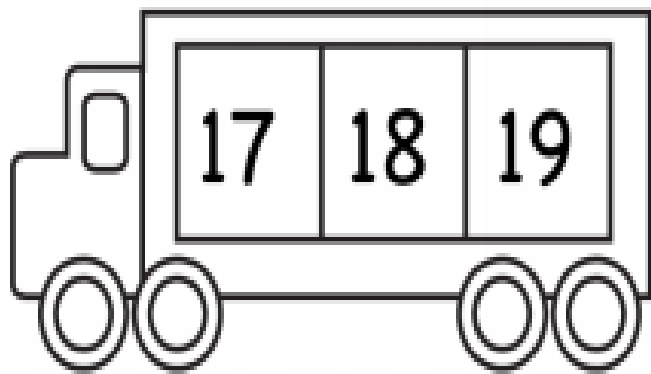
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|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

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Challenge: Count backwards from 100!

Before and After Numbers

Write the numbers that come before and after.



Cut out and glue the missing numbers

| | | | | | | | | | | |
|---|--|---|---|--|--|--|---|--|--|----|
| 1 | | 3 | 4 | | | | 7 | | | 10 |
|---|--|---|---|--|--|--|---|--|--|----|

| | | | | | | | | | |
|----|--|--|----|--|----|--|----|----|--|
| 11 | | | 14 | | 16 | | 18 | 19 | |
|----|--|--|----|--|----|--|----|----|--|

12

6

5

20

17

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2

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9

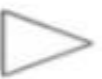
13

Colour in the rocket using the key. Draw some stars and planets in the background.

Key:



= purple



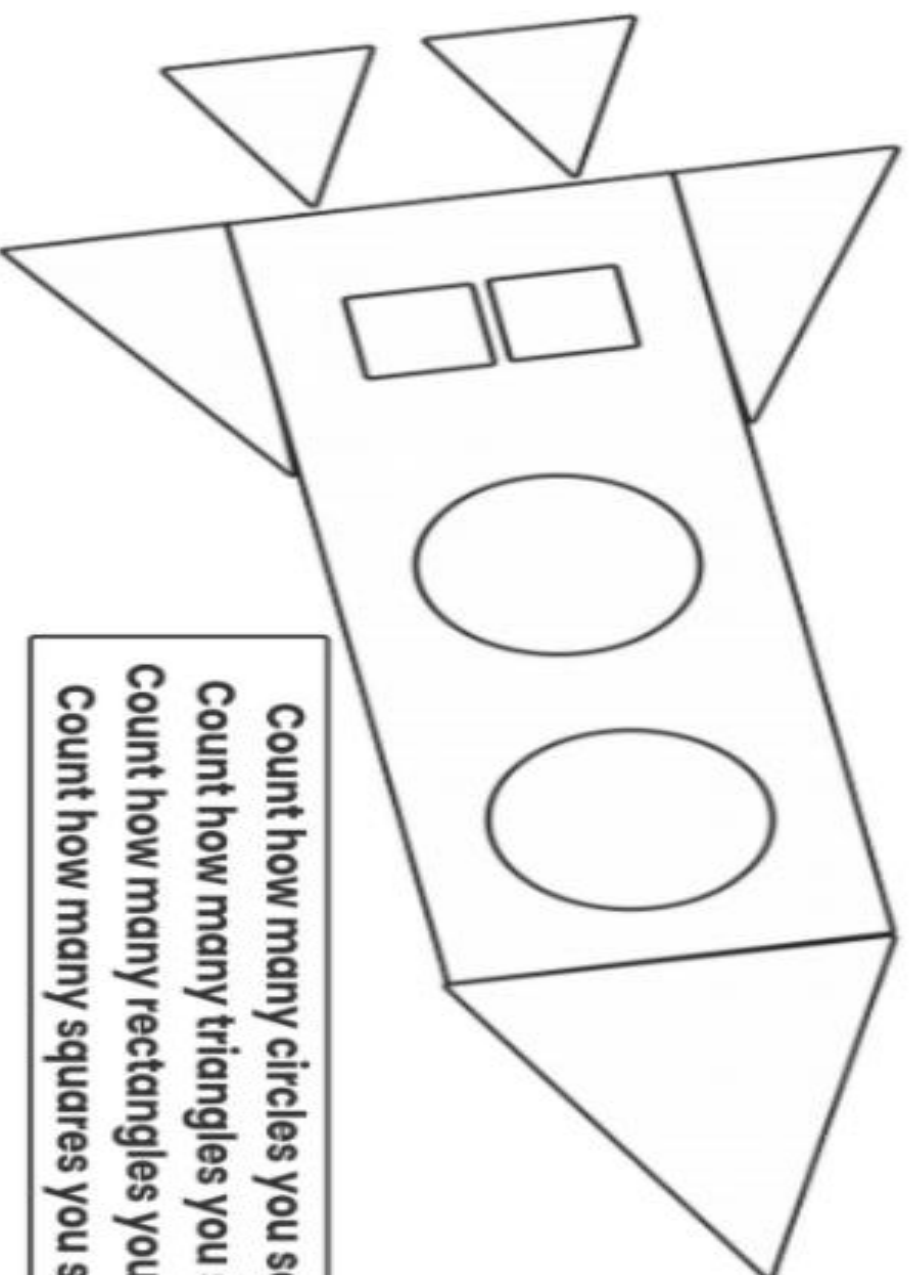
= yellow



= green



= blue



Count how many circles you see.
Count how many triangles you see.
Count how many rectangles you see.
Count how many squares you see.

Tuesday— One is a Snail, Ten is a Crab: Addition

Read the story 'One is a Snail, Ten is a Crab' from your home learning pack.

Cut out some of the pictures below and glue them onto the beach pictures in the following two pages.

Count the number of legs that you have glued onto your beach and write the number in the box.

Learning Intention: We are Learning to Add Numbers

Success Criteria:

- I can point to each leg and count from one to work how many altogether
- I can use my fingers to help me to count how many legs altogether
- I know that the last number that I say when I count is the total



one is a snail
Ten is a crab

The number I have
made is:

one is a snail
Ten is a crab

The number I have
made is:

one is a snail
Ten is a crab

The number I have
made is:

one is a snail
Ten is a crab

The number I have
made is:

I am learning about time.

Lesson 1 Tuesday 13th July.

Colour the picture that takes the longest amount of time.

1.



brushing your teeth



a swimming lesson

2.

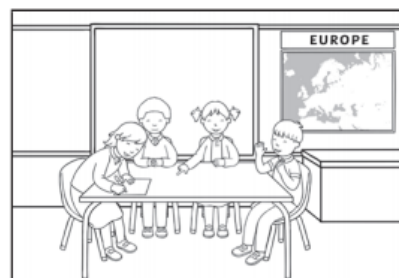


reading a book



one star jump

3.

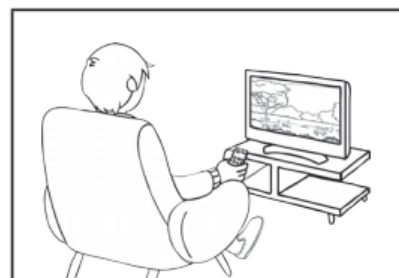


a day at school



eating your dinner

4.



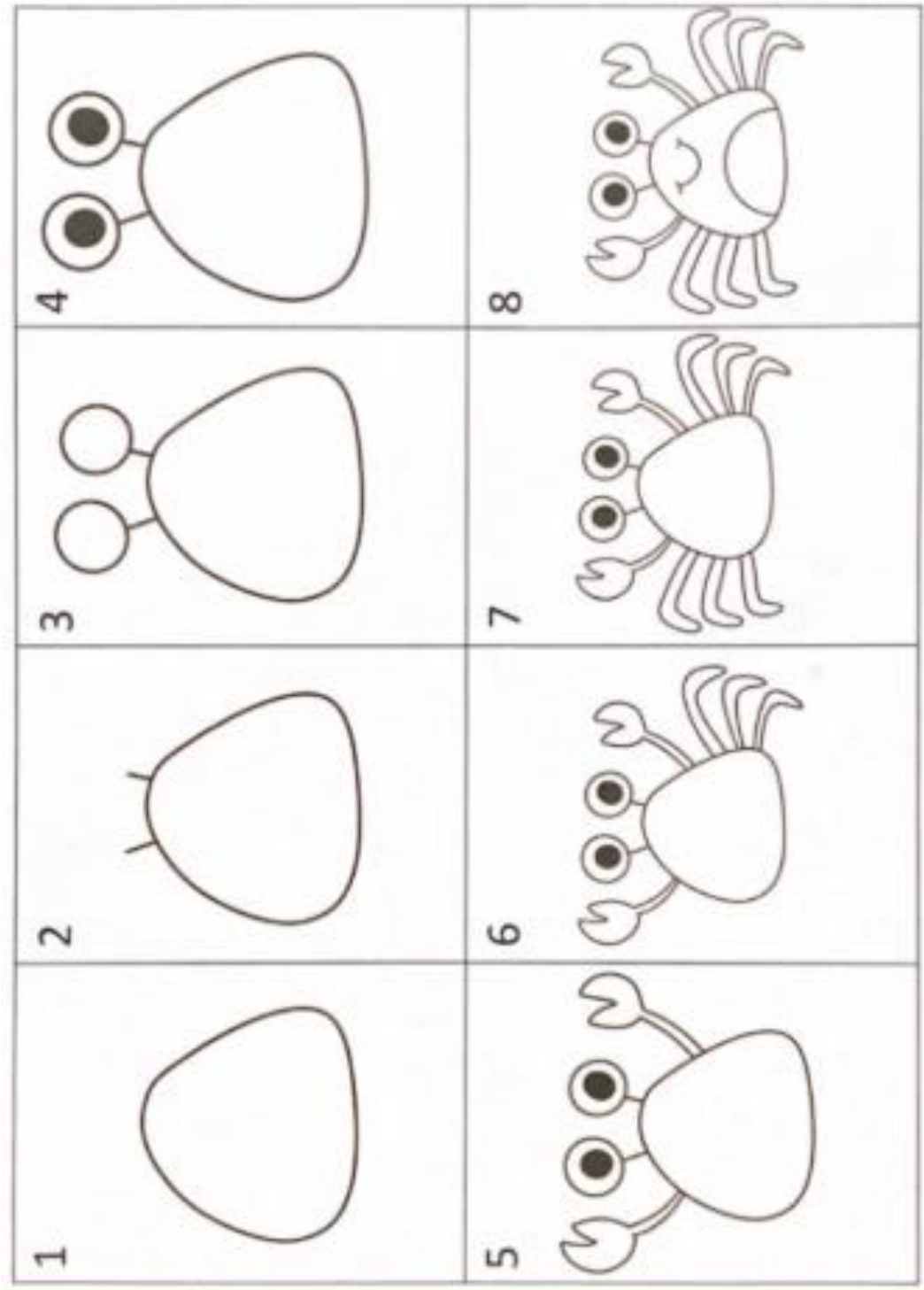
watching a movie



getting dressed
for school

Read to Activity: Crab Directed Drawing

Read the story 'One is a Snail, Ten is a Crab' and then complete the directed drawing activity.




I am learning the difference between what is a need and want.

I can sort *needs* and *wants*.

| <h3>Things that I <i>Need</i></h3> <p>Things that we must have to stay alive are called <i>needs</i>.</p> | <h3>Things that I <i>Want</i></h3> <p>Things that we would like to have but do not need to stay alive are called <i>wants</i>.</p> |
|---|--|
| | |

Cut and paste the pictures into the table above, think about each picture is this something that I 'need' or 'want'.

| | | | | | |
|---|---|---|---|---|---|
|  <p>shelter</p> |  <p>healthy food</p> |  <p>clothing</p> |  <p>water</p> |  <p>sunlight</p> |  <p>air</p> |
|  <p>basketball</p> |  <p>lollies</p> |  <p>bike</p> |  <p>computer</p> |  <p>toys</p> |  <p>unhealthy food</p> |

Segmenting and Blending Unit 2

| Learning Intention | Success Criteria |
|---|--|
| <p>We are learning to make words</p>  | <p>I can say my phonemes.</p> <p>I can hear each phoneme in the word by segmenting the word slowly.</p> <p>I can match the letter tile to the correct phoneme to make the word.</p> <p>I can blend the phonemes together to read the word.</p> |

Write the correct letter in each box.



a m p o c s t g
i d r u b l f h



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a m p o c s t g
i d r u b l f h



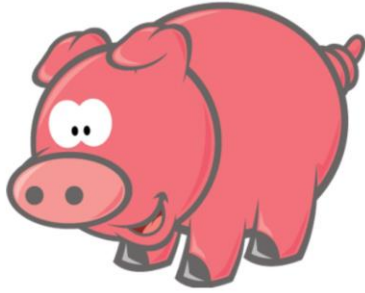
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a m p o c s t g
i d r u b l f h



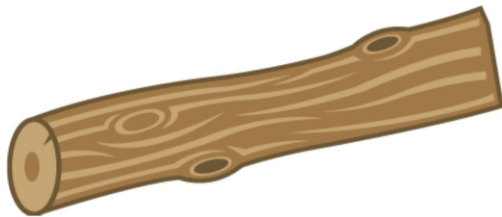
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a m p o c s t g
i d r u b l f h



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a m p o c s t g
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a m p o c s t g
i d r u b l f h



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Extension (optional)

a m p o c s t g
i d r u b l f h



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a m p o c s t g
i d r u b l f h



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i d r u b l f h



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a m p o c s t g
i d r u b l f h



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a m p o c s t g
i d r u b l f h



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Wushka – Wednesday

Title of text read:

Completed work:

Term 3 Week 1 Wednesday

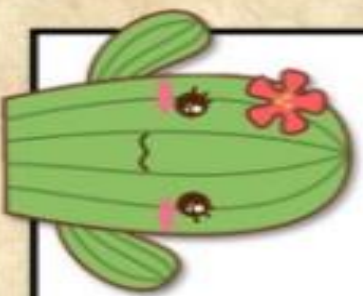
Literacy Writing



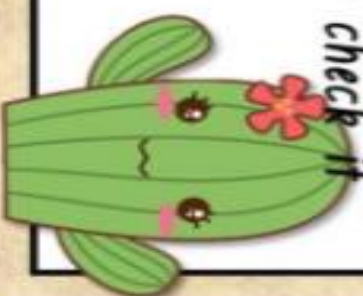
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Learning Intention Success Criteria

*We are learning
to make a
sentence.*



*I can read my sentence.
I can start my sentence on the left
side.
I can leave a small space between my
words.
I can match the words correctly and
put them in the right order.
I can read my sentence to check if
makes sense.*



Read my sentence and then make the sentence on the line.

Pam got the mop.

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| I | Pam | was | sat | to | got | |
| mop | day | of | he | cop | . | Sam |

Read my sentence and then make the sentence on the line.

He was a fat pig.

I

pig

was

a

to

today

fat

day

for

He

cop

.

Sam

Read my sentence. Work out the missing word. Make the sentence.

The ____ was hot.

I

she

was

a

to

today

fat

day

for

The

hot

.

cot

Read my sentence. Work out the missing word. Make the sentence.

Cut the damp _____.

I

she

cut

a

log

rug

cop

day

for

the

hot

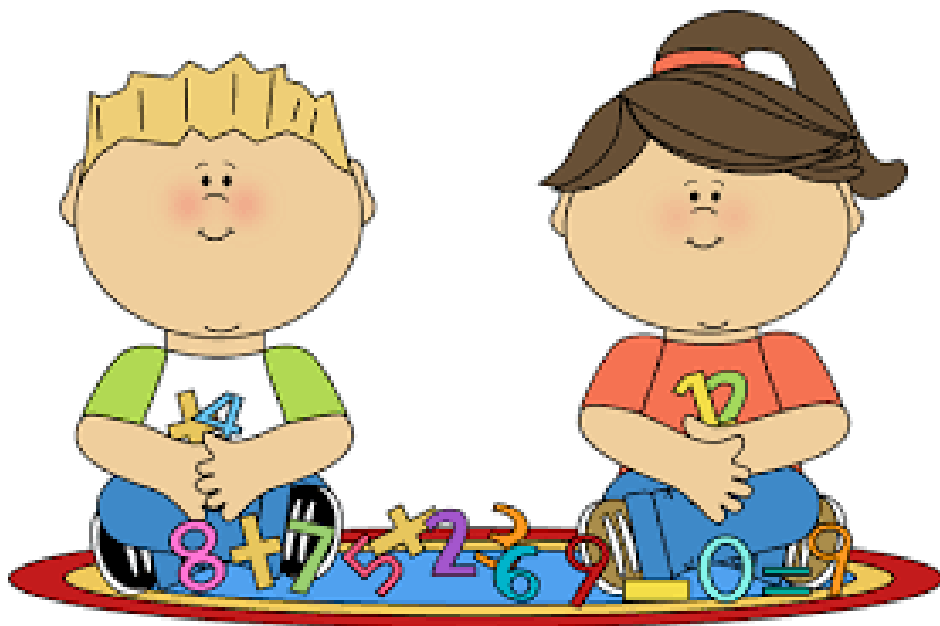
.

frog

Make your own sentence using the word bank.

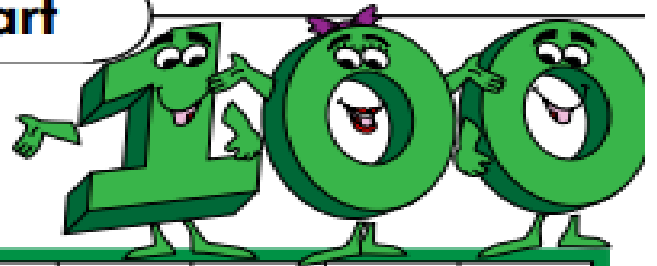
he mop to dog got cop
hop today a sat fat are
I she was the sat . mat
of day cat pig

Term 3 Week 1 Wednesday Maths: Number



Count forwards to 100!

100 Chart



| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Challenge: Can you count by 5s?

Start at the number 5 and colour the numbers in! What pattern can you see?



Draw a line to match it with the correct number.



Use the colour code to colour in the 2D shapes



blue



green

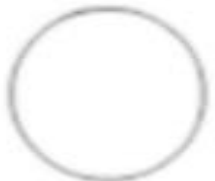
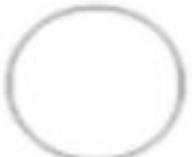
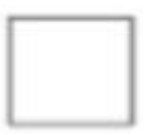
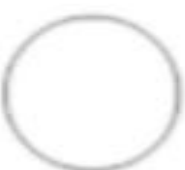
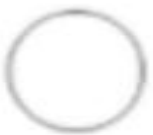


red



yellow

How many circles are there?
How many squares are there?
How many love hearts are there?
How many stars are there?



Wednesday: – One is a Snail, Ten is a Crab: Addition

Read the story 'One is a Snail, Ten is a Crab' from your home learning pack.

Look at the number in the corner of each of the beach pictures. Cut out some of the pictures below and glue them onto the beach pictures in the following two pages. The final picture is OPTIONAL.

Learning Intention: We are Learning to Add Numbers

Success Criteria:

–I can point to each leg and count from one to work how many altogether

–I can use my fingers to help me to count how many legs altogether

–I know that the last number that I say when I count is the total



one is a snail
Ten is a crab

Make the number:

5

one is a snail
Ten is a crab

Make the number:

8

one is a snail
Ten is a crab

Make the number:

12

one is a snail
Ten is a crab

Make the number:

15

one is a snail
Ten is a crab

Make the number:

29



I am learning about time.

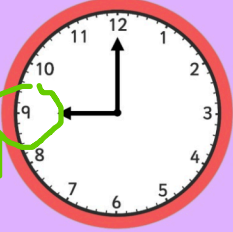
Lesson 2 Wednesday 14th July.

I can tell the time on the hour.

I can describe the position of the hands using the term 'o'clock'.

Circle the correct time shown on each clock.


What time is it?



9 o'clock 3 o'clock 8 o'clock


When the time is o'clock the big hand always points to the 12 and the little hand tells us what hour it is.

What time is it?




10 o'clock 7 o'clock 1 o'clock

What time is it?



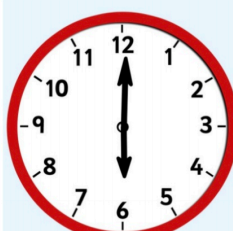
1 o'clock 3 o'clock 4 o'clock

What time is it?



4 o'clock 3 o'clock 6 o'clock

What time is it?



8 o'clock

11 o'clock

6 o'clock

I am learning to identify how farms meet our needs.

1. Circle the basic human needs we learned from last lesson.

basketball



healthy food



toys



clothing



shelter



water



Where do we get the things to meet our needs?



Most of our daily needs come from things we grow on **farms**.

2. Draw a line to match the picture with the type of farm.

apple farm

cotton farm

cow farm

wind farm

wheat farm



sheep farm



3. Why do we need farms?

We need farms because _____

Segmenting and Blending Unit 3

| Learning Intention | Success Criteria |
|--|--|
| <p>We are learning to make words</p>  | <p>I can say my phonemes.</p> <p>I can hear each phoneme in the word by segmenting the word slowly.</p> <p>I can match the letter tile to the correct phoneme to make the word.</p> <p>I can blend the phonemes together to read the word.</p>  |

Write the correct letter in each box.



a m p o t c s g
i d r u f b l h
e v w y z j n k

□ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k

□ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k

□ □ □

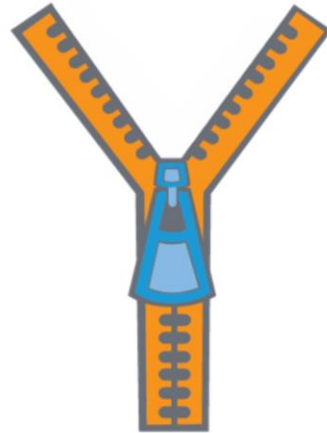


| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |



| | | |
|--|--|--|
| | | |
|--|--|--|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |



| | | |
|--|--|--|
| | | |
|--|--|--|

Extension (optional)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |



| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k

□ □ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k

□ □ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k

□ □ □ □



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



Segmenting and Blending Unit 4

| Learning Intention | Success Criteria |
|---|--|
| <p>We are learning to make words</p>  | <p>I can say my phonemes.</p> <p>I can hear each phoneme in the word by segmenting the word slowly.</p> <p>I can match the letter tile to the correct phoneme to make the word.</p> <p>I can blend the phonemes together to read the word.</p> |

Write the correct letter in each box.



| | | | | | | | |
|----|----|----|----|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | | | | |

| | | |
|--|--|--|
| | | |
|--|--|--|



| | | | | | | | |
|----|----|----|----|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | | | | |

| | | |
|--|--|--|
| | | |
|--|--|--|



| | | | | | | | |
|----|----|----|----|---|---|---|---|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | | | | |

| | | |
|--|--|--|
| | | |
|--|--|--|



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz

□ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz

□ □ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz

□ □ □ □



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz



Four empty rectangular boxes arranged horizontally.

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz



Four empty rectangular boxes arranged horizontally.

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz



Five empty rectangular boxes arranged horizontally.

Wushka – Thursday

Title of text read:

Completed work:

Term 3 Week 1 Thursday

Literacy Writing



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Learning Intention:

We are learning to make and read sentences

Success Criteria:

I can unjumble the sentence

I can put the sentence in order to make sense

I can read the sentence

I can draw a picture to match my sentence

Cut and glue the sentence in the correct order.

Draw a picture to match the sentence.

is

big.

dog

The

Cut and glue the sentence in the correct order.

Draw a picture to match the sentence.



Cut and glue the sentence in the correct order.

Draw a picture to match the sentence.

the

We

at

are

vet.

Cut and glue the sentence in the correct order.

Draw a picture to match the sentence.

a

is

big

This

hat.

red

Cut and glue the sentence in the correct order.

Draw a picture to match the sentence.

dress.

a

has

She

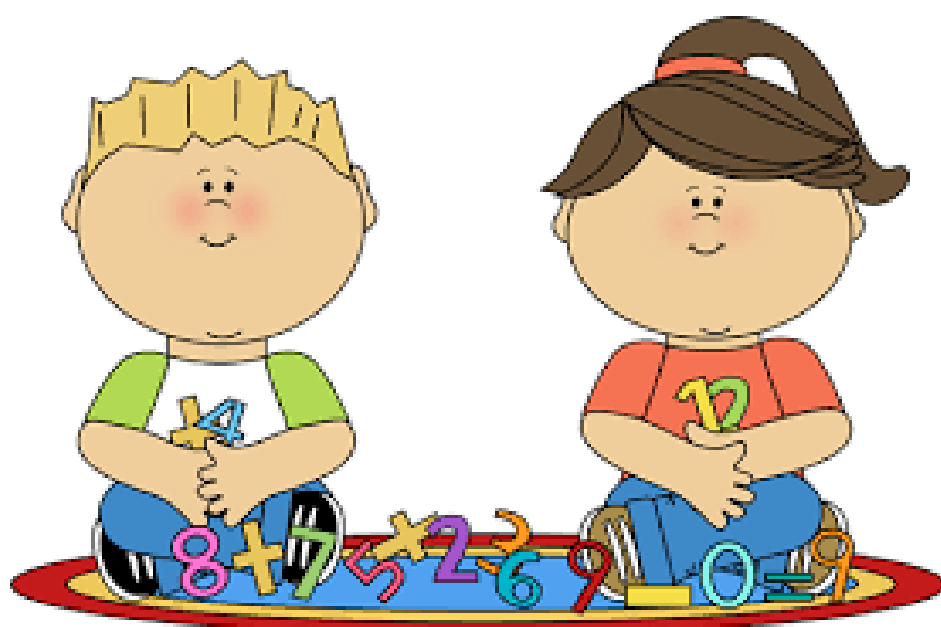
pink

Can you write the sentences
you made?

Write them on another piece
of paper.

For a CHALLENGE, try writing
your own sentences!

Term 3 Week 1 Thursday Maths: Number



Count forwards to 100!

100 Chart



| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Challenge: Can you skip count by 10s?
Start at the number 10 and colour the
numbers in. What pattern do you
see?

**Write the
numbers
before
and after.**

| | | |
|--|----|--|
| | 12 | |
|--|----|--|

| | | |
|--|----|--|
| | 19 | |
|--|----|--|

| | | |
|--|---|--|
| | 5 | |
|--|---|--|

| | | |
|--|----|--|
| | 14 | |
|--|----|--|

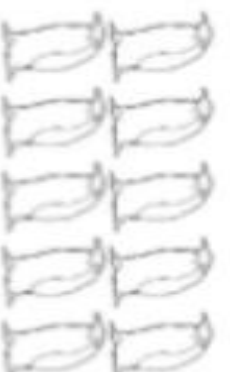
| | | |
|--|----|--|
| | 17 | |
|--|----|--|

| | | |
|--|---|--|
| | 2 | |
|--|---|--|

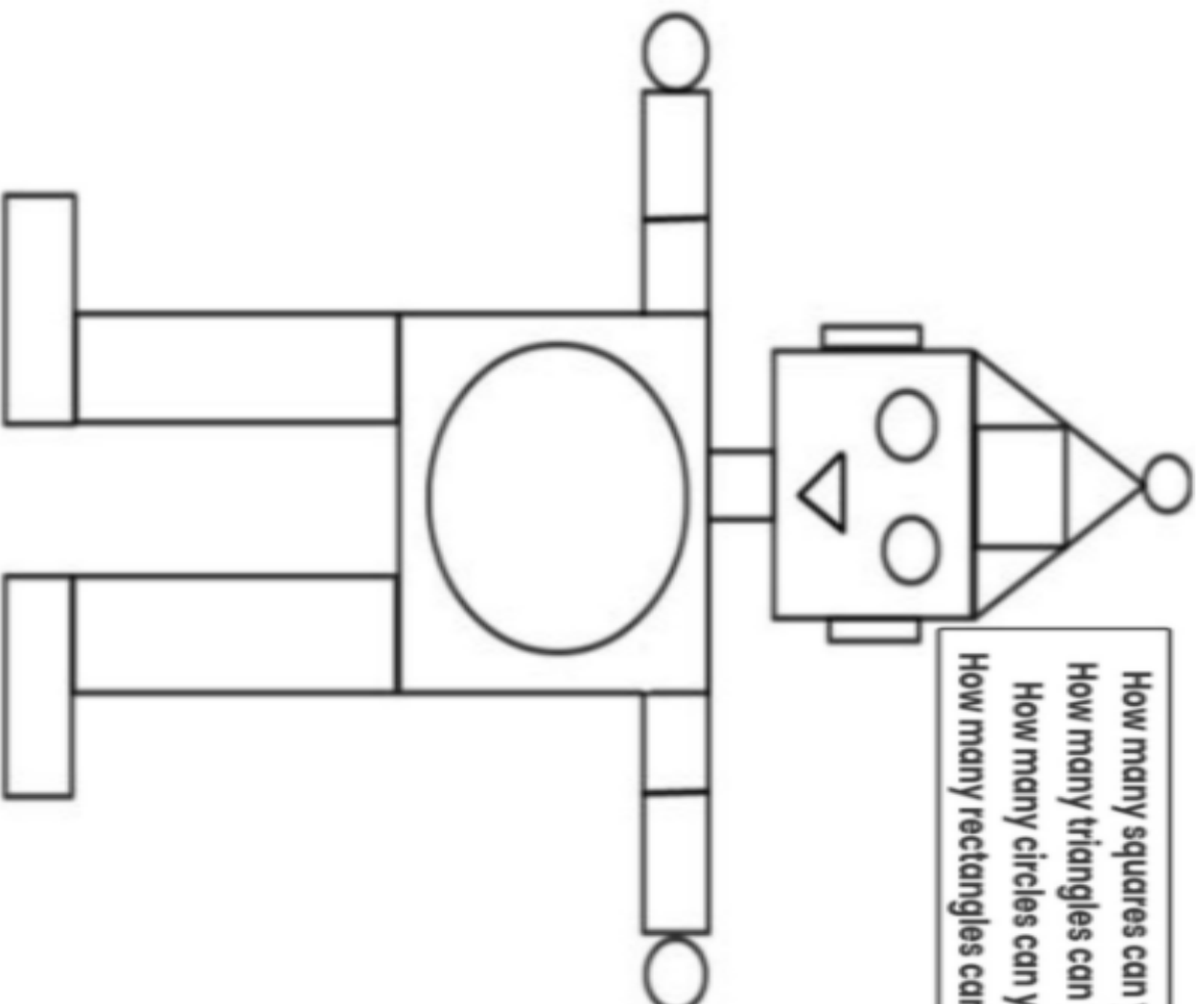
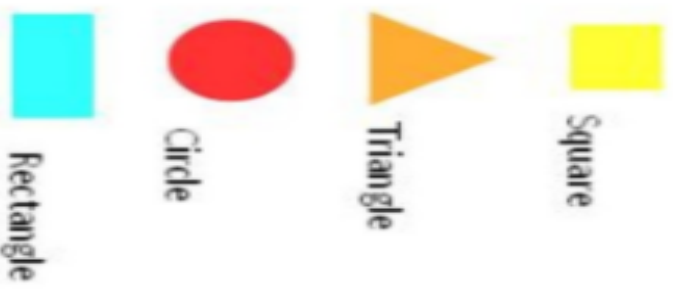
| | | |
|--|----|--|
| | 10 | |
|--|----|--|

| | | |
|--|---|--|
| | 7 | |
|--|---|--|

**Count each
of the
animals and
write the
number on
the line**



Use the 2D
shape key
to colour in
the robot



How many squares can you count?
How many triangles can you count?
How many circles can you count?
How many rectangles can you count?

I am learning about time.

Lesson 3 Thursday 15th July.

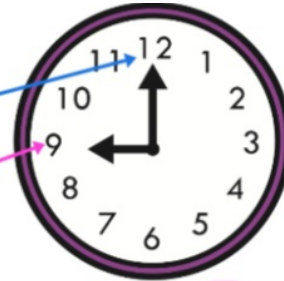
I can tell the time on the hour.

I can describe the position of the hands using the term 'o'clock'.

Circle the correct time shown on each clock.

Remember when the big hand is pointing to the 12 it means it is

o'clock



11 o'clock

9 o'clock



2 o'clock

7 o'clock



8 o'clock

4 o'clock



12 o'clock

1 o'clock



4 o'clock

3 o'clock



10 o'clock

8 o'clock



4 o'clock

5 o'clock



1 o'clock


11 o'clock



6 o'clock

12 o'clock

Segmenting and Blending Unit 5

| Learning Intention | Success Criteria |
|---|--|
| <p>We are learning to make words</p>  | <p>I can say my phonemes.</p> <p>I can hear each phoneme in the word by segmenting the word slowly.</p> <p>I can match the letter tile to the correct phoneme to make the word.</p> <p>I can blend the phonemes together to read the word.</p> |

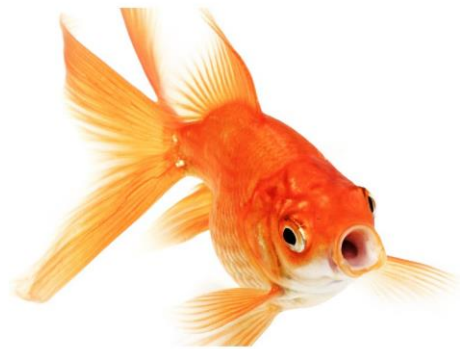
Write the correct letter in each box.



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh



| | | | | | | | |
|----|----|----|----|----|----|----|----|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | sh | ch | th | wh |

| | | |
|--|--|--|
| | | |
|--|--|--|



| | | | | | | | |
|----|----|----|----|----|----|----|----|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | sh | ch | th | wh |

| | | |
|--|--|--|
| | | |
|--|--|--|



| | | | | | | | |
|----|----|----|----|----|----|----|----|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | sh | ch | th | wh |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|



| | | | | | | | |
|----|----|----|----|----|----|----|----|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | sh | ch | th | wh |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|



| | | | | | | | |
|----|----|----|----|----|----|----|----|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | sh | ch | th | wh |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



| | | | | | | | |
|----|----|----|----|----|----|----|----|
| a | m | p | o | t | c | s | g |
| i | d | r | u | f | b | l | h |
| e | v | w | y | z | j | n | k |
| ll | ss | ff | zz | sh | ch | th | wh |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



Segmenting and Blending Unit 6

| Learning Intention | Success Criteria |
|---|--|
| <p>We are learning to make words</p>  | <p>I can say my phonemes.</p> <p>I can hear each phoneme in the word by segmenting the word slowly.</p> <p>I can match the letter tile to the correct phoneme to make the word.</p> <p>I can blend the phonemes together to read the word.</p> |

Write the correct letter in each box.



a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



| | | |
|--|--|--|
| | | |
|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



| | | |
|--|--|--|
| | | |
|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



| | | |
|--|--|--|
| | | |
|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



| | | |
|--|--|--|
| | | |
|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



| | | |
|--|--|--|
| | | |
|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

a m p o t c s g
i d r u f b l h
e v w y z j n k
ll ss ff zz sh ch th wh
ck ng qu x



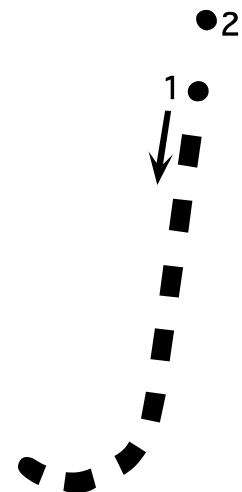
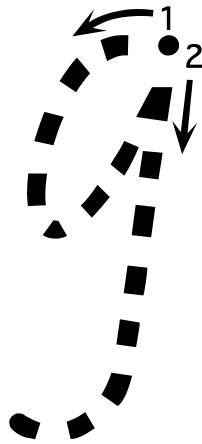
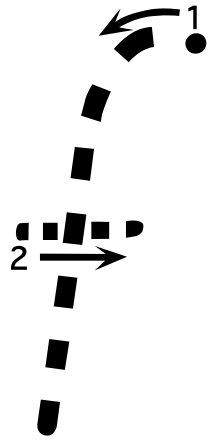
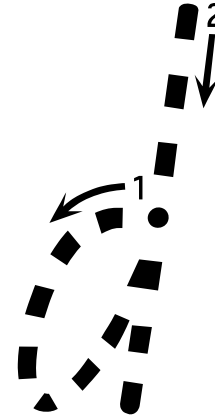
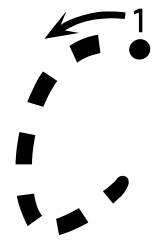
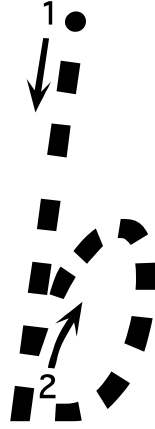
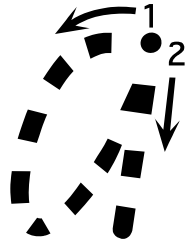
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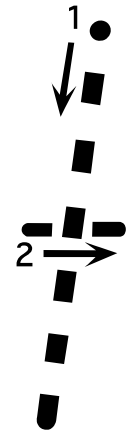
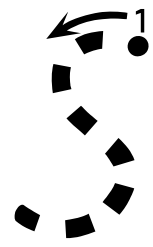
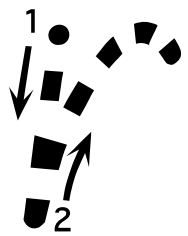
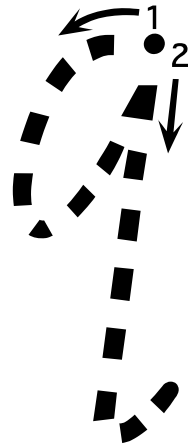
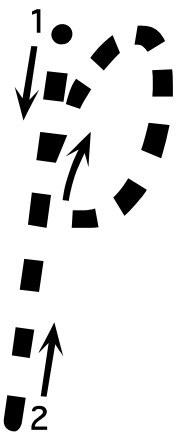
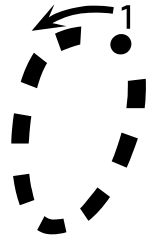
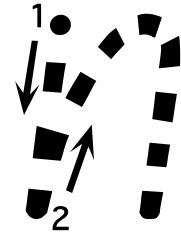
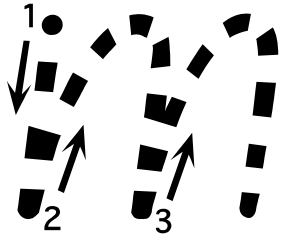
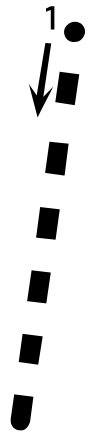
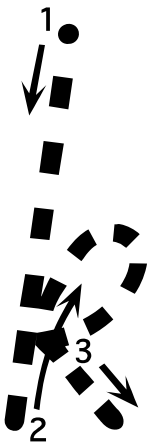
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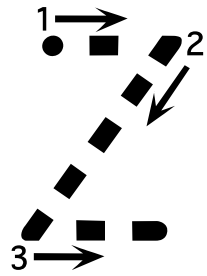
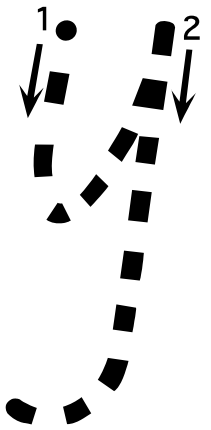
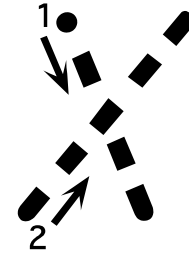
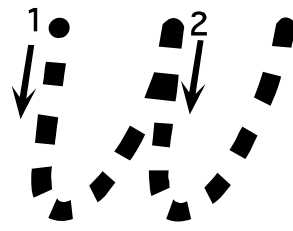
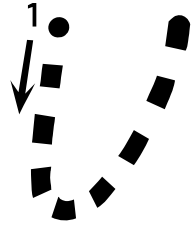
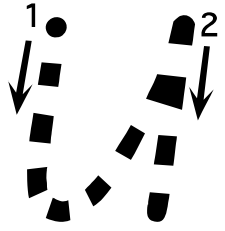


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Letter Tracing







Wushka – Friday

Title of text read:

Completed work:

Term 3 Week 1 Friday

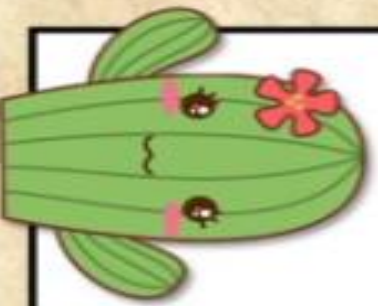
Literacy Writing



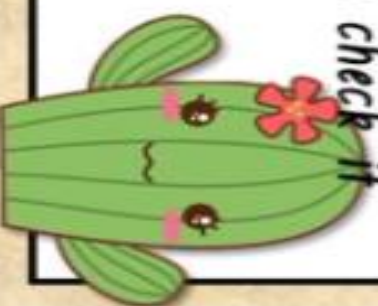
shutterstock.com · 1005991549

Learning Intention Success Criteria

*We are learning
to make a
sentence.*



*I can read my sentence.
I can start my sentence on the left
side.
I can leave a small space between my
words.
I can match the words correctly and
put them in the right order.
I can read my sentence to check if
it makes sense.*



Read my sentence and then make the sentence on the line.

They got wet.

I

They

was

sat

to

got

mop

day

said

he

wet

.

Sam

Read my sentence and then make the sentence on the line.

The van is red.

I

van

was

a

The

is

red

day

me

He

cop

.

Sam

Read my sentence. Work out the missing word. Make the sentence.

Zak's _____ is lost.

me

she

plum

a

to

today

fat

day

for

The

hot

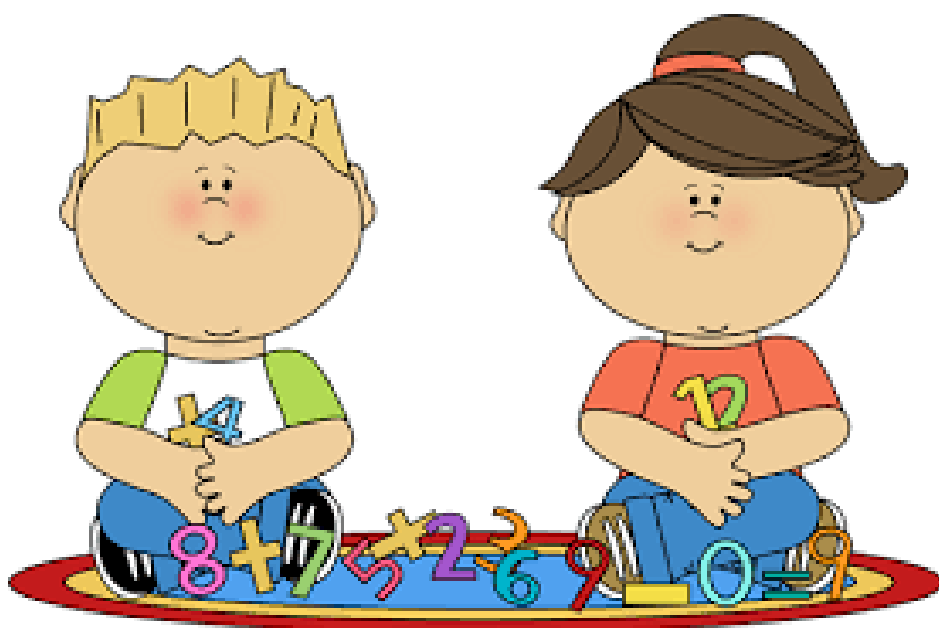
.

said

Make your own sentence using the word bank.

he no to dog got cop
on kid man today
I she was a sat they are
of day said the sat . mat pig

Term 3 Week 1 Friday Maths: Number



Count forwards to 100!

100 Chart



| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Challenge: Can you skip count by 2s?
Start at the number 2 and colour the numbers in. What pattern do you see?

Write the
numbers
before and
after.

_____ 6 _____

_____ 18 _____

_____ 9 _____

_____ 11 _____




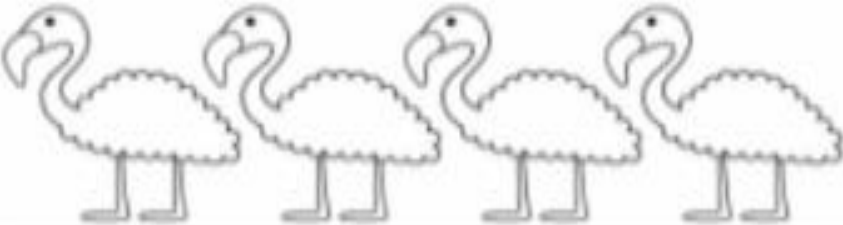

_____ 14 _____

_____ 17 _____

_____ 12 _____

Count and Tally

| | | | | |
|---------|---------|---------|---------|---------------|
| 1 | 2 | 3 | 4 | 5 ##### |
| 6 ##### | 7 ##### | 8 ##### | 9 ##### | 10 ########## |

| Count | Number | Tally |
|--|--------|-------|
|  | 4 | |
|  | | |
|  | | |
|  | | |
|  | | |

Use the 2D
shape key
to colour the
train and
rocket



red



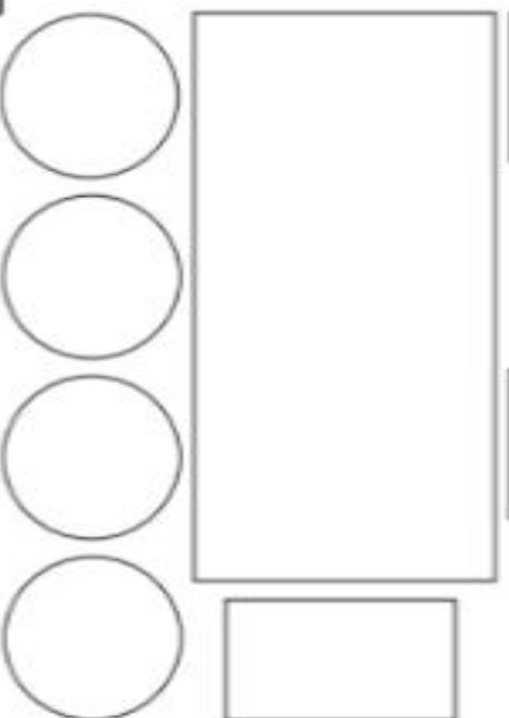
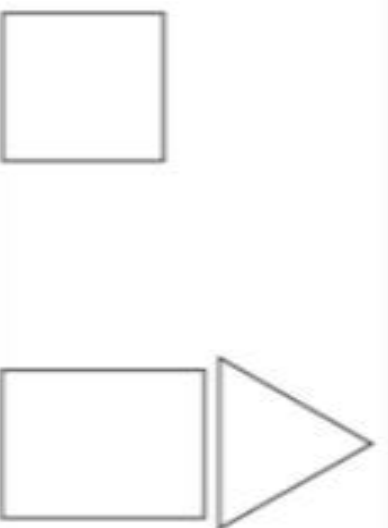
blue



green

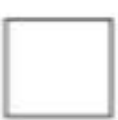
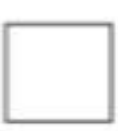
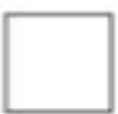
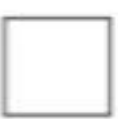
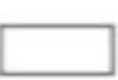
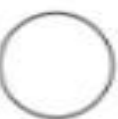


yellow



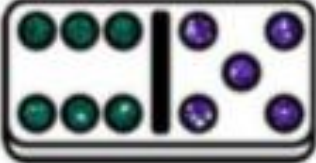

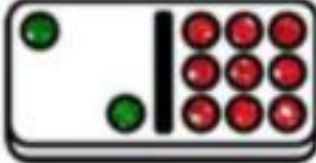




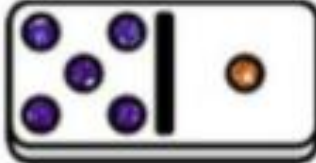
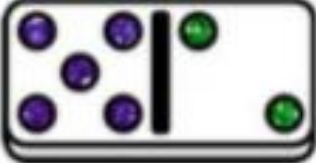



How many?

How many?



Friday - Domino Addition

Write the number sentence to match the domino. The first one is done for you.

| | | | |
|---|--|---|---|
|  $6+5=11$ |  |  |  |
|  |  |  |  |
|  |  |  |  |

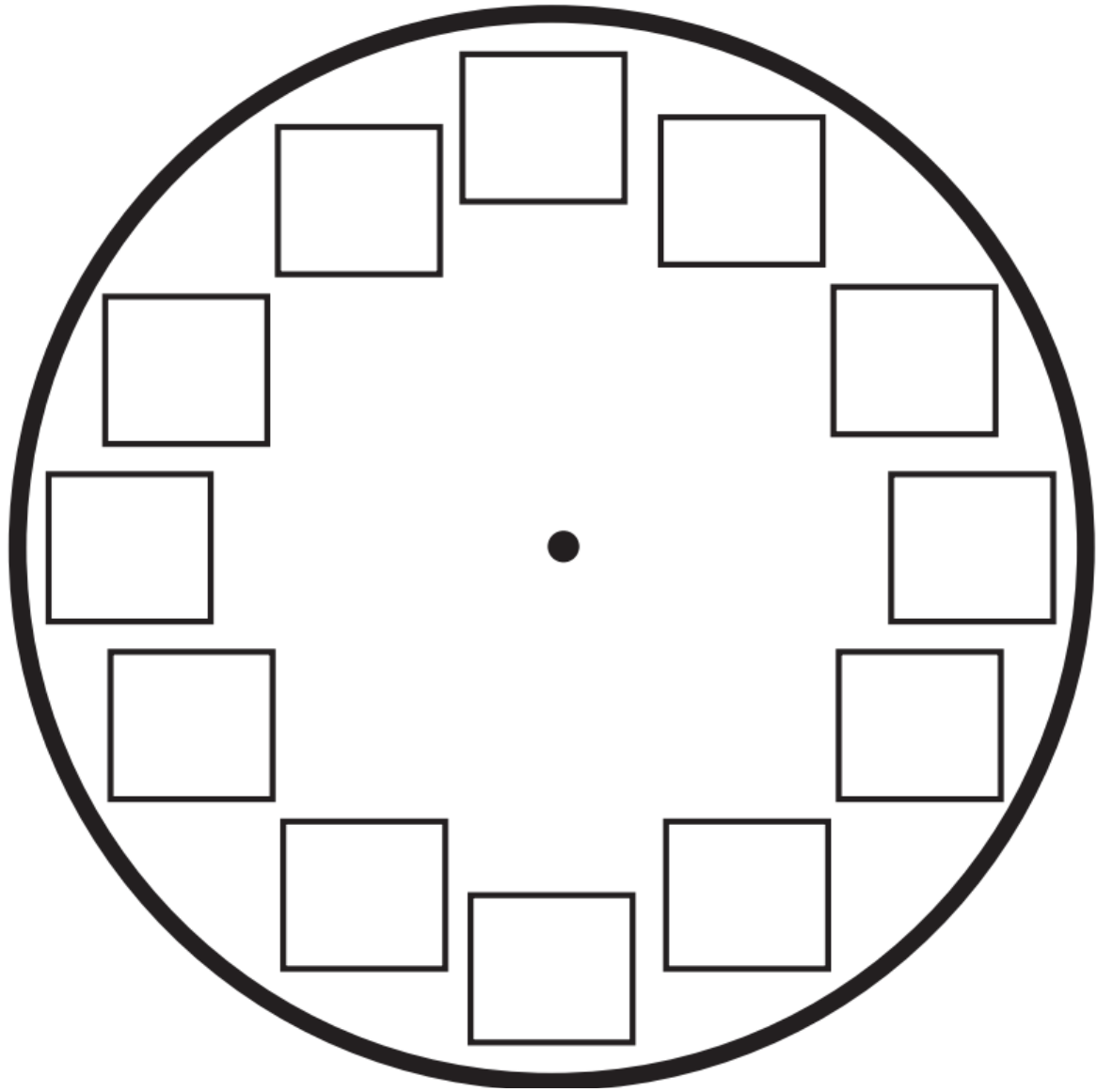
I am learning about time.

Lesson 4 Friday 16th July.

I can tell the time on the hour.

I can describe the position of the hands using the term 'o'clock'.

Cut and paste the hands and numbers to make a clock face.



What time does your clock show? _____ o'clock.

