

# Remote learning Grid – Week 9 Term 3 - Early Stage 1

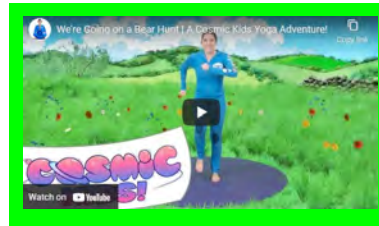
This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to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

	Monday Date 6/9	Tuesday 7/9	Wednesday 8/9	Thursday 9/9	Friday 10/9
	<b>Morning Routine Online Only</b> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question	<b>Morning Routine Online Only</b> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question	<b>Attendance Activity ONLINE ONLY</b>  (this must be completed by 9.30am)  <b>FARM FUN DAY</b>	<b>Morning Routine Online Only</b> - Phoneme pronunciation - Number of the day - Calendar - Timetable of activities - Check in question	<b>Attendance Activity ONLINE ONLY</b>  (this must be completed by 9.30am)
<b>Morning</b>	<b>English</b> <ul style="list-style-type: none"> <li>• Seesaw phonics ESCAPE ROOM activity. Offline complete the corresponding worksheet.</li> <li>• Grapheme writing practice</li> <li>• 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.</li> <li>• Seesaw writing (this is a 2 day activity) due</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>• Grapheme writing practice</li> <li>• Guided Reading activity or Wushka reading activity. Record yourself reading. Offline choose a book from your home library to read with a parent.</li> <li>• Seesaw writing activity due today. Offline complete the corresponding worksheet.</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>• Complete Farm activities. You can choose to complete as many as you like:                             <ul style="list-style-type: none"> <li>- Farm puzzles</li> <li>- Farm puppet show</li> <li>- Design a farm</li> <li>- Build a farm</li> <li>- Animal craft</li> <li>- Colouring in</li> <li>- Scavenger hunt</li> <li>- Listen to stories</li> <li>- Farm Dancing</li> </ul> </li> <li>• Seesaw writing activity. Offline complete the corresponding worksheet.</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>• Grapheme writing practice</li> <li>• 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.</li> <li>• Seesaw writing activity. Offline complete the corresponding worksheet.</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>• Seesaw phonics ESCAPE ROOM activity. Offline complete the corresponding worksheet.</li> <li>• Grapheme writing practice</li> <li>• 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.</li> <li>• Seesaw writing activity. Offline complete the corresponding worksheet.</li> </ul>

	Monday Date 6/9	Tuesday 7/9	Wednesday 8/9	Thursday 9/9	Friday 10/9
	Tuesday. Offline complete the corresponding worksheet.				
<b>Wellbeing break</b>	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.	<b>11am Wellbeing Check-in via Zoom</b> Details will be sent out via seesaw.	Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid.	<b>11am Wellbeing Check-in via Zoom-NEWS</b> <b>News Topic:</b> Details will be sent out via seesaw.
<b>Break</b>					
<b>Middle</b>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding worksheets.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for addition. Offline complete the corresponding worksheet.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding worksheets.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for length. Offline complete the corresponding worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Farm activities</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding activity.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for length. Offline complete the corresponding worksheet.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Complete the Seesaw number activity. Offline complete the corresponding activity.</li> <li>• Practice writing numbers 1-30 and sequencing numbers 1-30 forwards and backwards.</li> <li>• Complete the Seesaw activity for addition. Offline complete the corresponding worksheet.</li> </ul>

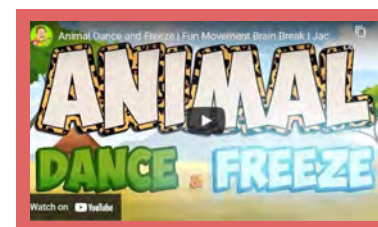
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<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>KLA</b></p> <p><b>Virtual School Disco</b> <b>1.20pm - 2pm.</b></p> <p>Zoom Details to follow</p>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• <b>Science: Seesaw activity – How Australian farmers care for their farms.</b></li> </ul> <p>Offline complete the corresponding worksheet.</p>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• <b>Health – How do I keep safe in the sun?</b></li> </ul>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• <b>Library and Drama: On Seesaw complete the Read to: The 3 Little pigs</b></li> <li>• Complete the drama activities. Offline cut out the characters and glue them to sticks. Use the puppets to create a retell of the story.</li> </ul>	<p><b>KLA</b></p> <ul style="list-style-type: none"> <li>• PE: Complete the Got Game Seesaw activity. Offline complete the corresponding worksheet.</li> </ul>

# CHOOSE TWO WELLBEING ACTIVITIES TO COMPLETE EACH DAY.

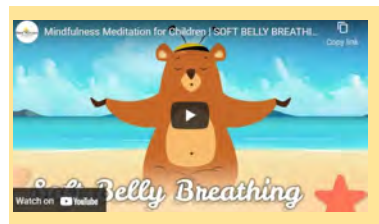


[CLICK HERE](#) FOR JUST DANCE DESPICABLE ME

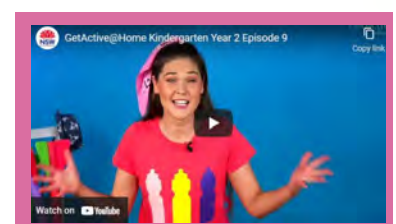
DRAW A PICTURE AND LABEL YOUR FAVOURITE THING TO DO AT THE BEACH



CLICK HERE FOR DUCK COLOURING IN



DO SOMETHING TO HELP OUT AROUND YOUR HOUSE. E.G. HELP CLEAN THE DISHES OR TAKE THE RUBBISH OUT



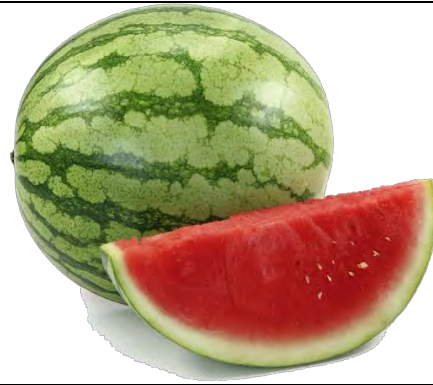
## Monday Phonics Activity

Using different colours, colour in the words that rhyme. Remember rhyming words are words that sound the same at the end. For example, cat and hat.

dog	beg	pat
dad	pin	wish
kiss	hog	leg
fish	map	big
sat	sit	win

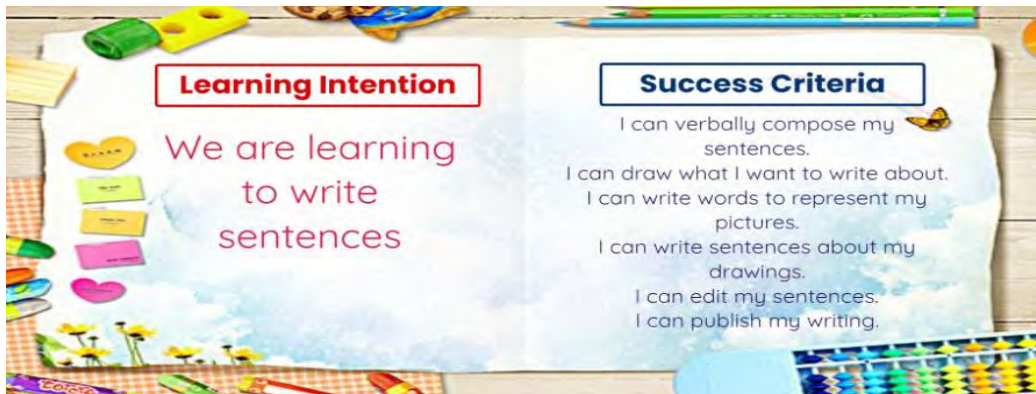
How many syllables can you hear? Remember syllables are beats of a word.

Look at the picture. Clap it out. Write how many syllables you can hear underneath. The first one is done for you.





This week you will be working through the 4 phases of writing:  
Plan, Compose, Edit and Publish.



### Monday and Tuesday Writing Task - Plan

1. Watch the youtube clip about ducks

<https://www.youtube.com/embed/qHgKppJq8sY>

<https://www.youtube.com/embed/a4ITJBasgc0>

or read the extract provided with a parent

2. As you watch the video or listen to the extract, take notes using the template provided.

- Notes can be pictures to represent information or key words to help you remember

3. Label the duck

4. Talk with a member of your family about your animal. In your oral response, consider the following:

- I can describe what my farm animal looks like
- I know where my farm animals live
- I know what my farm animals eats
- I can describe how my farm animals help us
- I can recall multiple facts about my farm animal
- I can use the vocabulary from the text

My Farm Animal



Looks like



Lives



Eats



Interesting



Gives us



## Reading Extract about Ducks.

Interesting facts about ducks:

- Ducks can see well underwater.
- Ducks are omnivores. They feed on aquatic plants, small fish, [insects](#), worms, grubs and more.
- Diving ducks and sea ducks search for food fairly deep underwater. To be able to stay underwater more easily, diving ducks are quite heavy.
- Dabbling ducks feed on the surface of water, on land, or by ducking their head underwater. Along the edge of their beak is a comb-like structure called a pecten, that enables them to hold slippery food and filter nutrients out of the water.
- Ducks are social. They live in groups called rafts or teams.
- Male ducks are called drakes. Females are called hens. Babies are ducklings.
- Ducks fly in a "V" shape. This shape makes flying easier.
- Ducks are mostly aquatic birds living in both fresh water and sea water and found on every continent except for Antarctica.
- Ducks are curious and friendly creatures they have been domesticated as pets and farm animals for more than 500 years.
- All ducks have highly waterproof feathers due to the feathers interlocking nature and waxy coating.
- Ducks have many economic uses. Their feathers, particularly their underlying 'down' feathers, are used in many products, while the white Pekin duck is the most common variety raised for eggs and meat.
- They are related to the goose and [swan](#), two other waterfowls.
- Ducks have webbed feet which are specifically designed for helping them swim.
- A duck can turn its head completely backwards to "preen," or clean, itself. They put their beaks into the soft feathers of their wings, back, and rest of the body.
- Ducks have mouths that are referred to as bills. Typically, the bill of a duck is flat and rather broad but comes in different sizes and unique shapes as well.
- There are species of ducks that migrate or need to go long distances away from their homes every year so they can have their babies

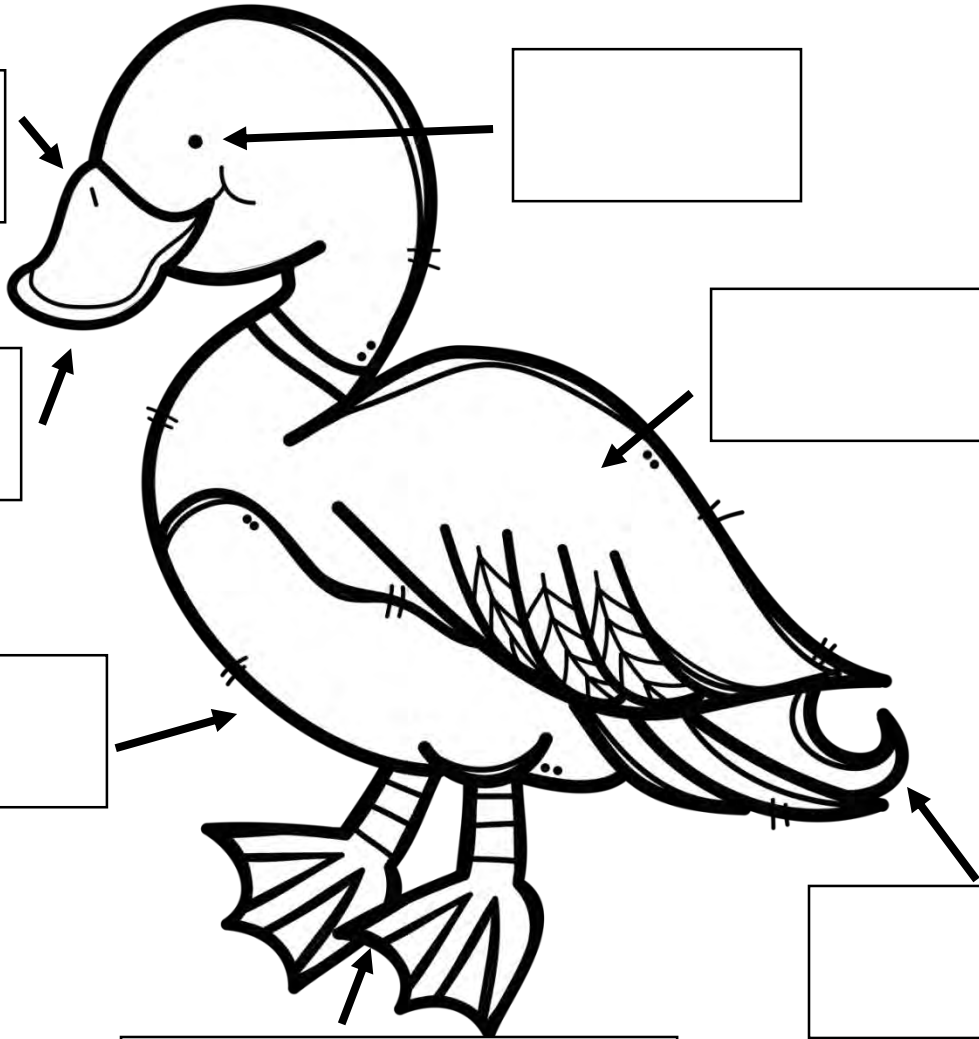


Name: \_\_\_\_\_



### Label the Duck!

Cut and glue the words from the bottom to label the duck.



beak

eye

wings

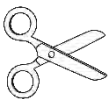
tail

feathers

Parts of a Duck

nose

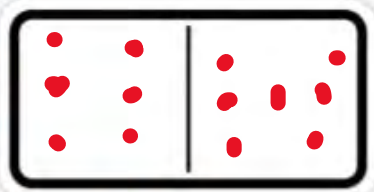
webbed feet



# Monday Number Activity


Represent the number shown in the domino in multiple ways by filling in the template. The first one is done for you.

**DOMINO NUMBERS**

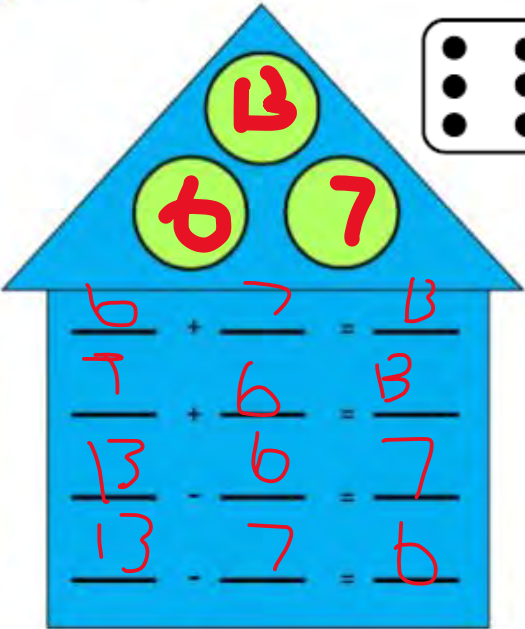


**TALLY MARKS**  
|||| | |||


**NUMBER BOND**




**House Template**



$6 + 7 = 13$   
 $7 + 6 = 13$   
 $13 - 6 = 7$   
 $13 - 7 = 6$

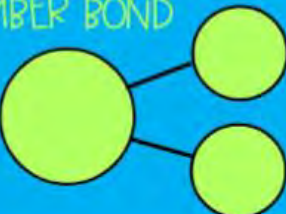


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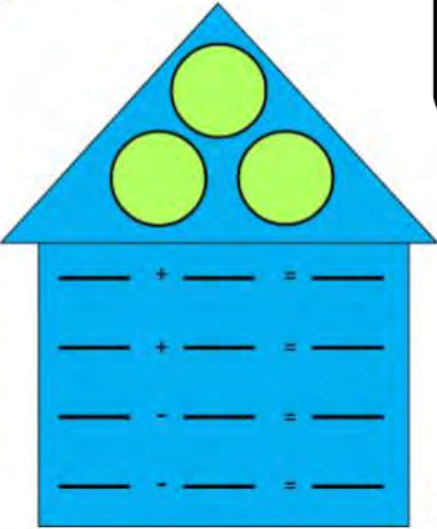


**TALLY MARKS**

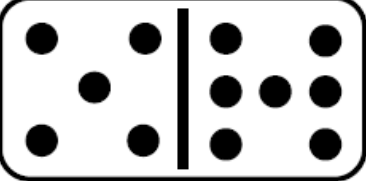
**NUMBER BOND**



**House Template**



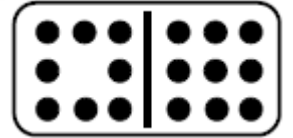
$— + — = —$   
 $— + — = —$   
 $— - — = —$   
 $— - — = —$



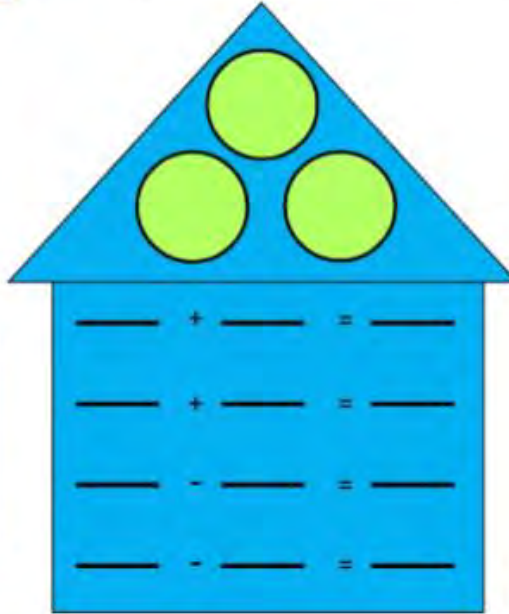
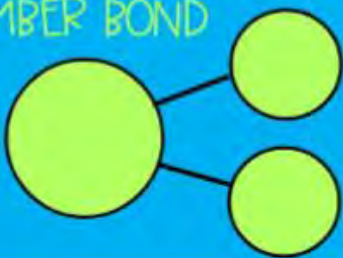
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TALLY MARKS



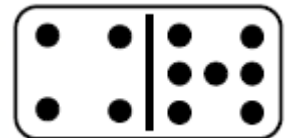
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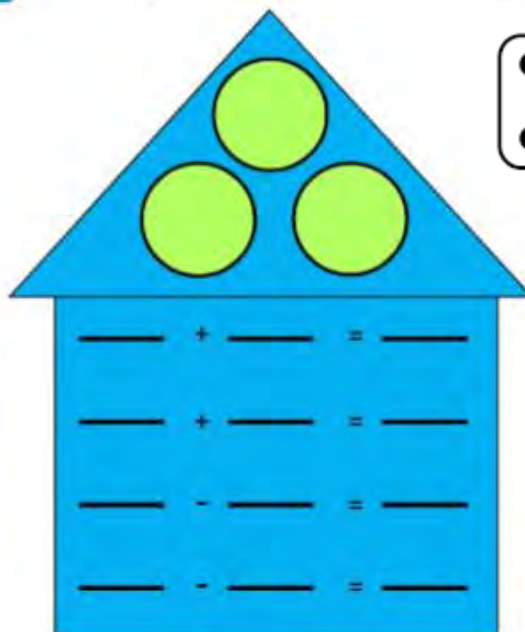
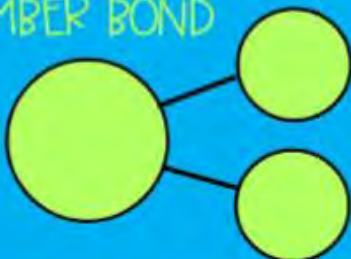
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TALLY MARKS



NUMBER BOND



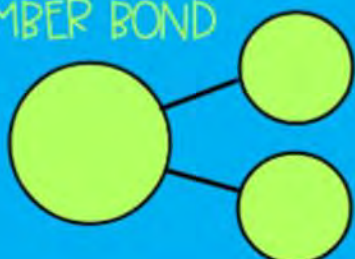


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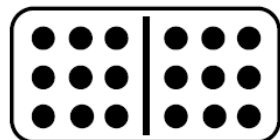


TALLY MARKS

NUMBER BOND



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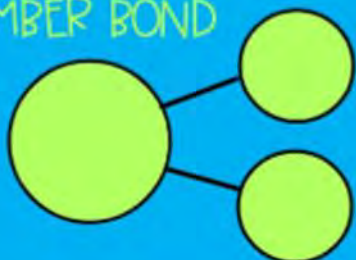


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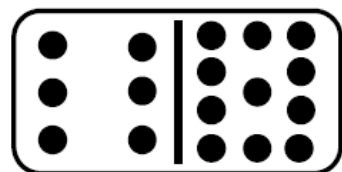


TALLY MARKS

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## Monday Addition Activity: Farm Addition Stories

### Learning Intention

**I am learning to add numbers.**

### Success Criteria

I can count all the items to find the total.

I can see the number pattern in my head when counting from 1.

I can put the biggest number in my head and count on.

Create your own farm addition story and write the matching number sentence.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_





\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

## Optional Extension

Circle all the number sentences that add up to 8!

$4 + 4$

$5 + 5$

$3 + 4$

$4 + 5$

$5 + 3$

$2 + 6$

$6 + 3$

$7 + 1$



CROYDON PARK PS BRINGS YOU

# DANCE FEVER LIVE

MONDAY 6 SEPTEMBER 2021

1:20PM TO 2:00PM

Join us for our school disco live on Zoom by scanning the qr code or click [here](#) for the link

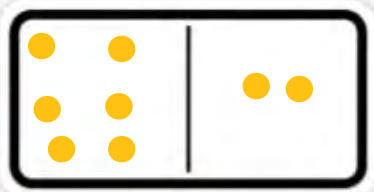


# Tuesday Number Activity

Represent the number shown in multiple ways by filling in the template. The first one is done for you.

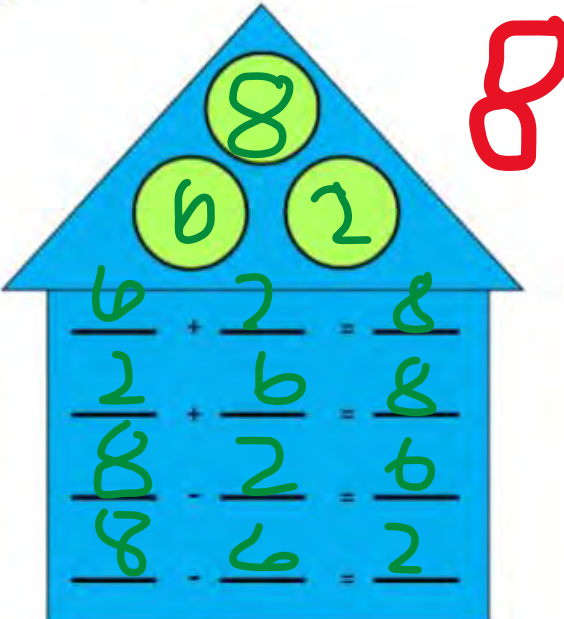
## DOMINO

### NUMBERS

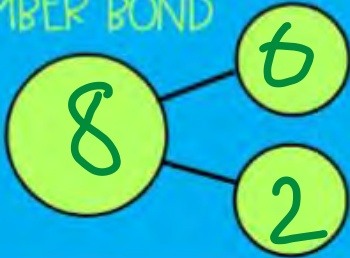


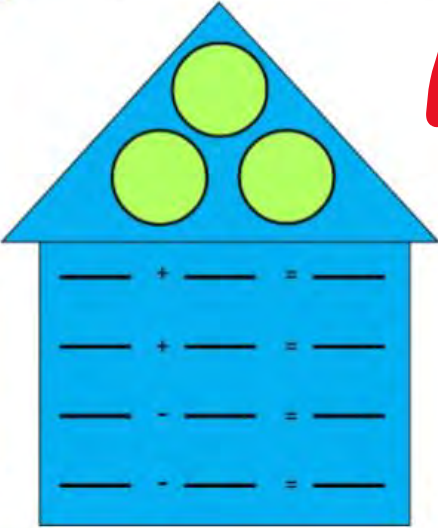
TALLY MARKS

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NUMBER BOND



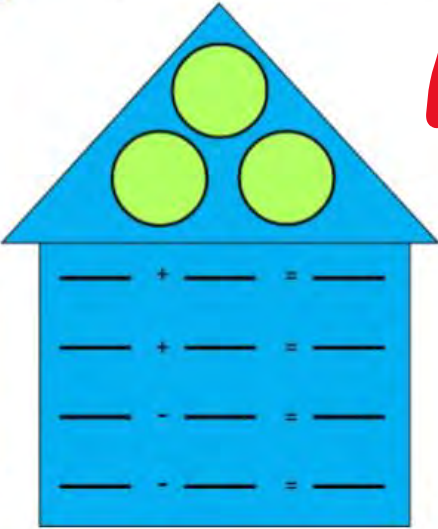


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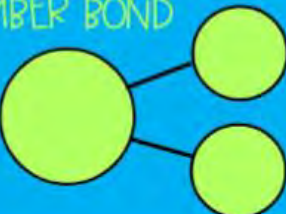
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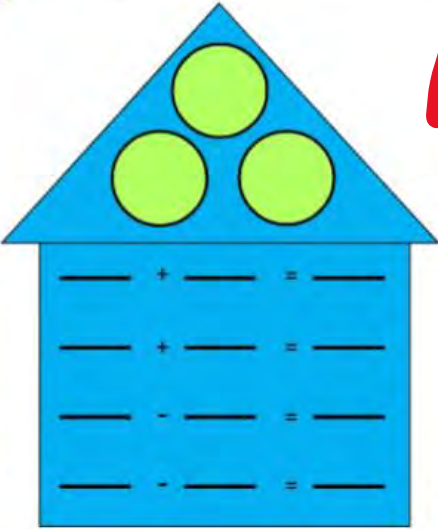


TALLY MARKS



NUMBER BOND



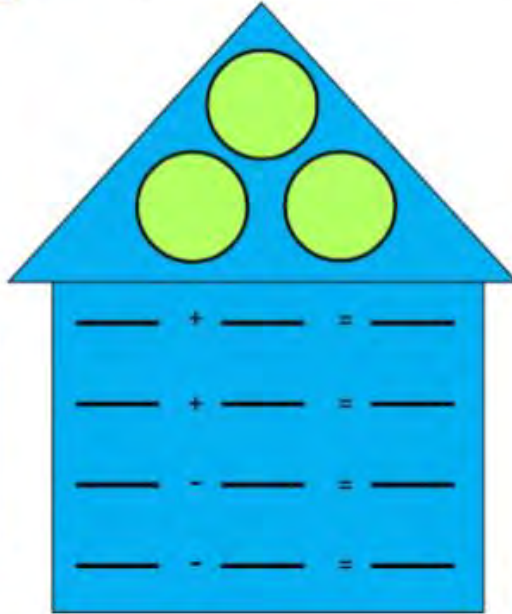
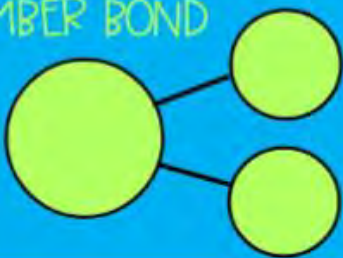


# DOMINO NUMBERS



TALLY MARKS

NUMBER BOND



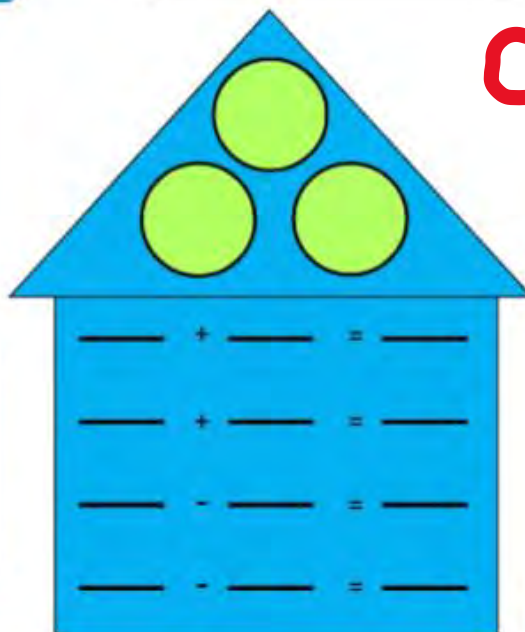
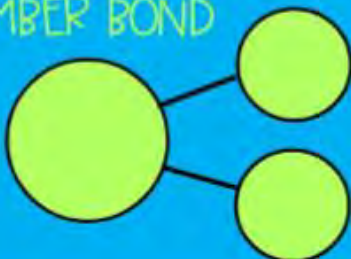
15

# DOMINO NUMBERS



TALLY MARKS

NUMBER BOND



9

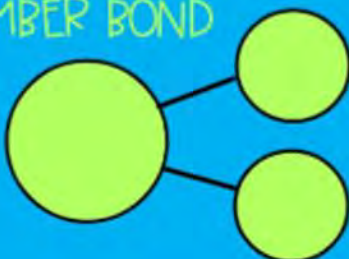


# DOMINO NUMBERS



TALLY MARKS

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$\_ + \_ = \_$   
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 $\_ - \_ = \_$

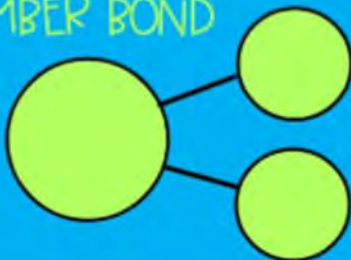
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# DOMINO NUMBERS



TALLY MARKS

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13






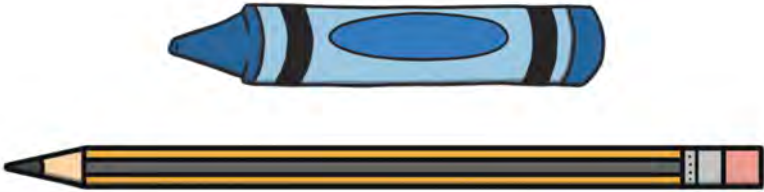

Length

Lesson 1 Tuesday 7<sup>th</sup> September.

We are learning about length.

I can choose the longest and shortest object.

It's important when we are learning and talking about LENGTH we use the words TALL, SHORT and LONG rather than BIG and SMALL. Circle the correct object in each of these questions.

	<p>Which is <b>longer</b>, the stapler or the pencil case?</p>
	<p>Which is <b>taller</b>, the water bottle or the can?</p>
	<p>Which is <b>shorter</b>, the dog or the giraffe?</p>
	<p>Which is the <b>longest</b>, the crayon or the pencil?</p>
	<p>Who is the <b>shortest</b>, the baby or the girl?</p>

We are learning how to care for farms

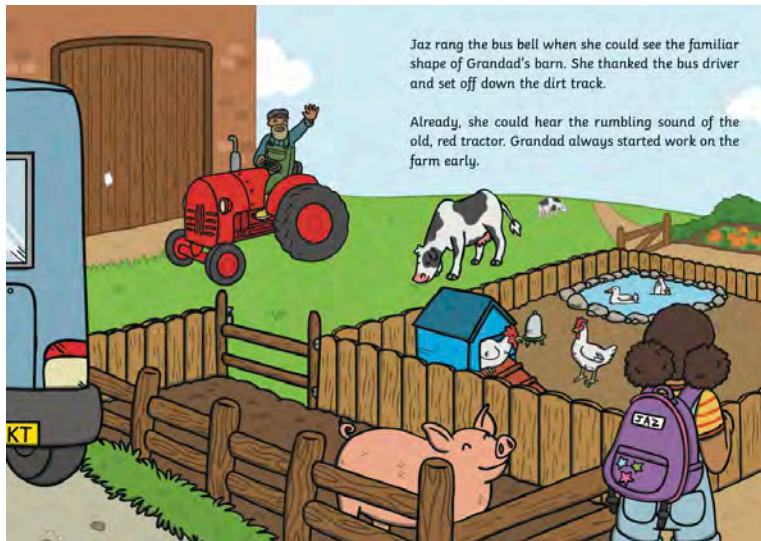
I can talk and write about who cares for farms

I can talk and write about the role of a farmer

Listen to an adult read this story to you. If you have access to the internet, watch the recording on the Science Seesaw activity.



The bus rattled along the winding country roads, past green fields and tumbledown stone walls. Jaz was visiting her grandad's farm. The long summer holiday meant that she had lots of free time and she was always happy to help. The farm was so much more exciting than her boring bedroom!



Jaz rang the bus bell when she could see the familiar shape of Grandad's barn. She thanked the bus driver and set off down the dirt track.

Already, she could hear the rumbling sound of the old, red tractor. Grandad always started work on the farm early.

"Jaz!" shouted Grandad over the roar of the engine. "I'm so glad you're here! Grandma is in town this morning so I need your help."

Jaz smiled up at her grandad, her boots sinking into the soft ground, ready for sowing seeds.



"I'll get straight to work!"

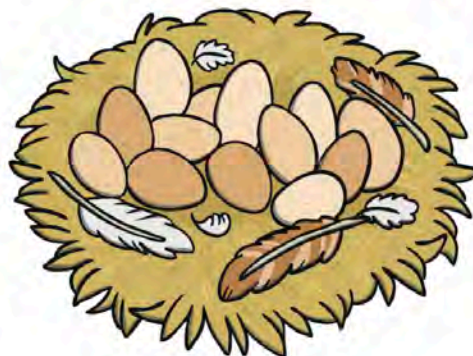
As usual, Grandad had pinned a list of jobs to the barn door for Jaz. She loved some of the jobs, like collecting the eggs from the chicken coop, but wasn't so keen on mucking out the smelly pigs!



- 1) COLLECT EGGS
- 2) MUCK OUT PIGS
- 3) FEED COWS
- 4) WATER THE TOMATOES
- 5) MAKE LUNCH

But all of the jobs had to be done and Grandad couldn't possibly do it all by himself.

After fetching a basket from the kitchen, Jaz made her way to the chicken coop. The chickens pecked at the corn on the dusty ground and clucked happily to each other. Jaz calmly lifted the wooden roof of the coop and began to gently collect the warm, speckled eggs from the hay.



Grandad sold the eggs at his farm shop along with milk, vegetables and meat from the animals.

"Job done!" Jaz said, as she peered at the dozen eggs in her basket.



The next job was **not** the highlight of Jaz's day. She needed to clean out the pigs' shelter. Luckily, Grandad raised free-range animals, which meant they had lots of outside space to roam around in. The pigs were out in the field so Jaz could clean up their poo in peace!



Jaz piled the dung into an empty wheelbarrow. She knew her grandad would use it as a natural fertiliser to help the vegetables and crops grow.

"Job done!" puffed Jaz, wiping the sweat from her brow.

Next on the list was feeding the cows in the field. Grandad had a herd of Friesian cows with black and white splotches all over their hides. The cows made the tastiest milk for Grandad to sell.

Mooing loudly, they trotted towards Jaz as she shook a bucket of sugar beets, the cows' favourite treat!

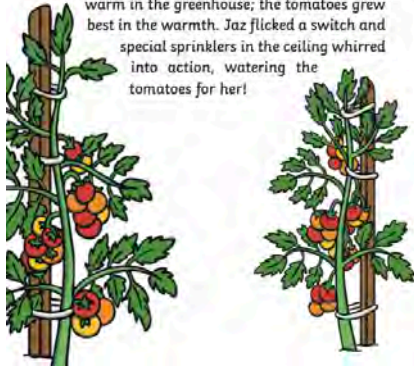


"Job done!" smiled Jaz, swinging the empty bucket as the cows munched and crunched noisily.

Jaz's tummy grumbled loudly.

"One more job to do before lunch."

Jaz opened the door of the huge glass greenhouse. Her nose was instantly filled with a delicious, earthy smell. Bright red and yellow tomatoes hung from leafy plants like Christmas decorations. It was so warm in the greenhouse; the tomatoes grew best in the warmth. Jaz flicked a switch and special sprinklers in the ceiling whirred into action, watering the tomatoes for her!



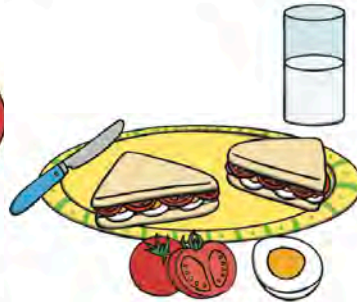
Grandad had lots of special equipment on the farm to speed up jobs, like his cultivator, which the tractor pulled through the ground to make neat rows for planting crops and vegetables.

"Ah, the last job on the list," said Jaz.

She could see through the window that Grandad had almost finished cultivating the field, soon to be planted with beetroot. Grandad would be ready for some lunch after all that hard work. Carefully, Jaz prepared a delicious meal of egg and tomato sandwiches and a glass each of ice cold milk.



"Job done!" grinned Jaz as she headed towards the kitchen.



Jaz smiled thinking about where each item had come from. The chickens had laid the tasty eggs, the pigs had made the fertiliser for the tomatoes from the greenhouse and the cows had made the fresh milk.



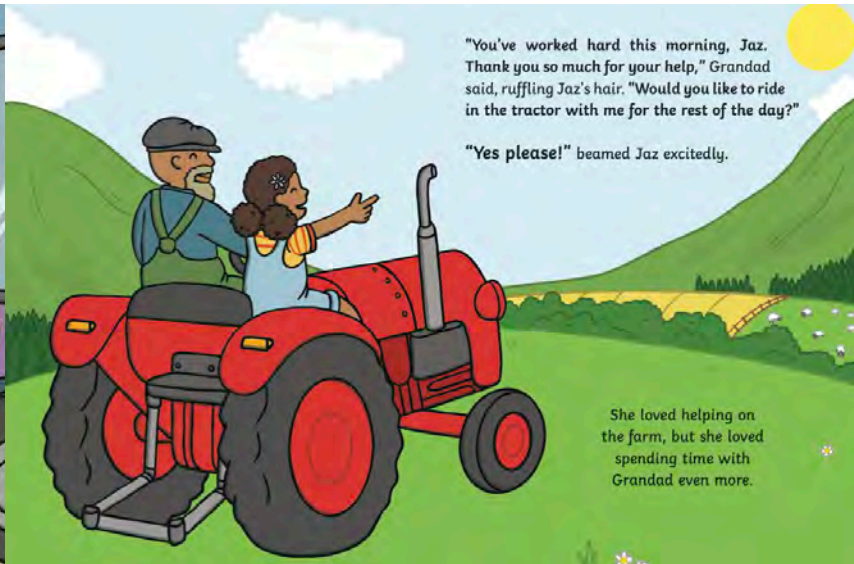
"Job done!" exclaimed Jaz, balancing a tray as she headed towards the field.

Jaz and Grandad sat in the old, red tractor, munching on their sandwiches and gulping down the refreshing milk. They turned their heads at the sound of the bus bell ringing. Grandma was back from her weekly trip to town, laden with shopping bags. The farm provided them with lots of different foods but not everything they needed, like toiletries and cleaning products for the house.



"You've worked hard this morning, Jaz. Thank you so much for your help," Grandad said, ruffling Jaz's hair. "Would you like to ride in the tractor with me for the rest of the day?"

"Yes please!" beamed Jaz excitedly.



She loved helping on the farm, but she loved spending time with Grandad even more.



One way we know plant farmers take care of their farms is by using fertiliser. Fertiliser, just like Jaz's Grandad uses on his farm for his tomatoes is like plant food to help plants grow.

One way we know animal farmers take care of their farms is by caring for the animals. Farmers make sure the animals have clean water, plenty of food to eat and a clean home. Jaz and her grandad had jobs they needed to do to look

after Grandad's Farm.



Pretend you are an Australian farmer, draw yourself dressed as a farmer doing all the things you need to do to take care of your farm.



## Wednesday Writing Task – Compose

### Write an informative report about your farm animal

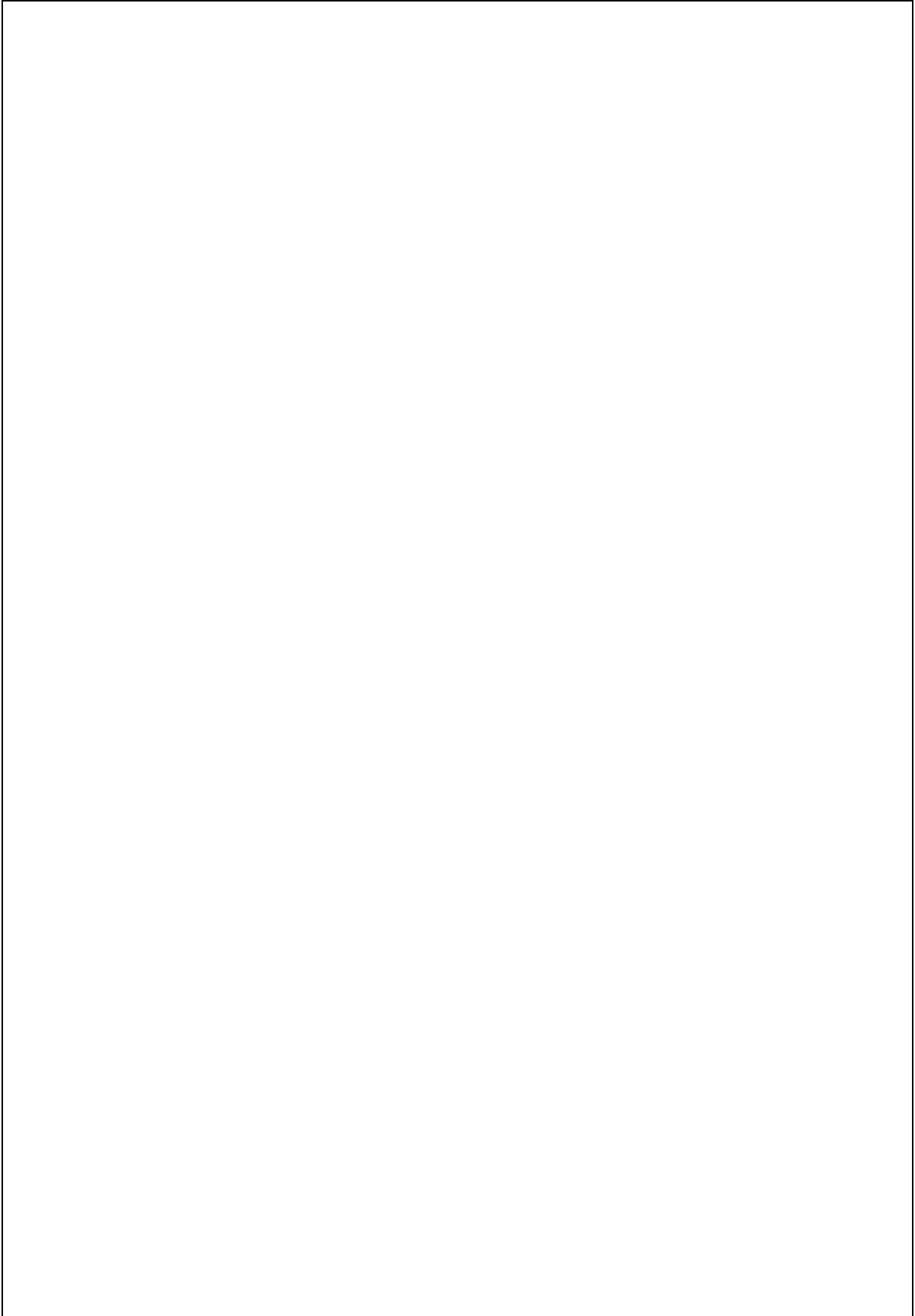
When composing your sentences about your farm animal, look back over your notes and recall your conversation with your parents.

When writing your sentences, ensure that you use capital letters at the start of your sentences, finger spaces between words and a full stop at the end of your sentence.

Use the scaffold to support your writing.

- I can use descriptive language to make my sentences interesting.
- I can use the vocabulary from the text
- I can write 1-3 sentences to support an idea
- I can describe what my farm animal looks like
- I can write about where my farm animals live
- I can write about what my farm animals eats
- I can describe how my farm animals help us
- I can write something interesting I learnt about my farm animal

## Farm Fun Day Activity – Design a farm

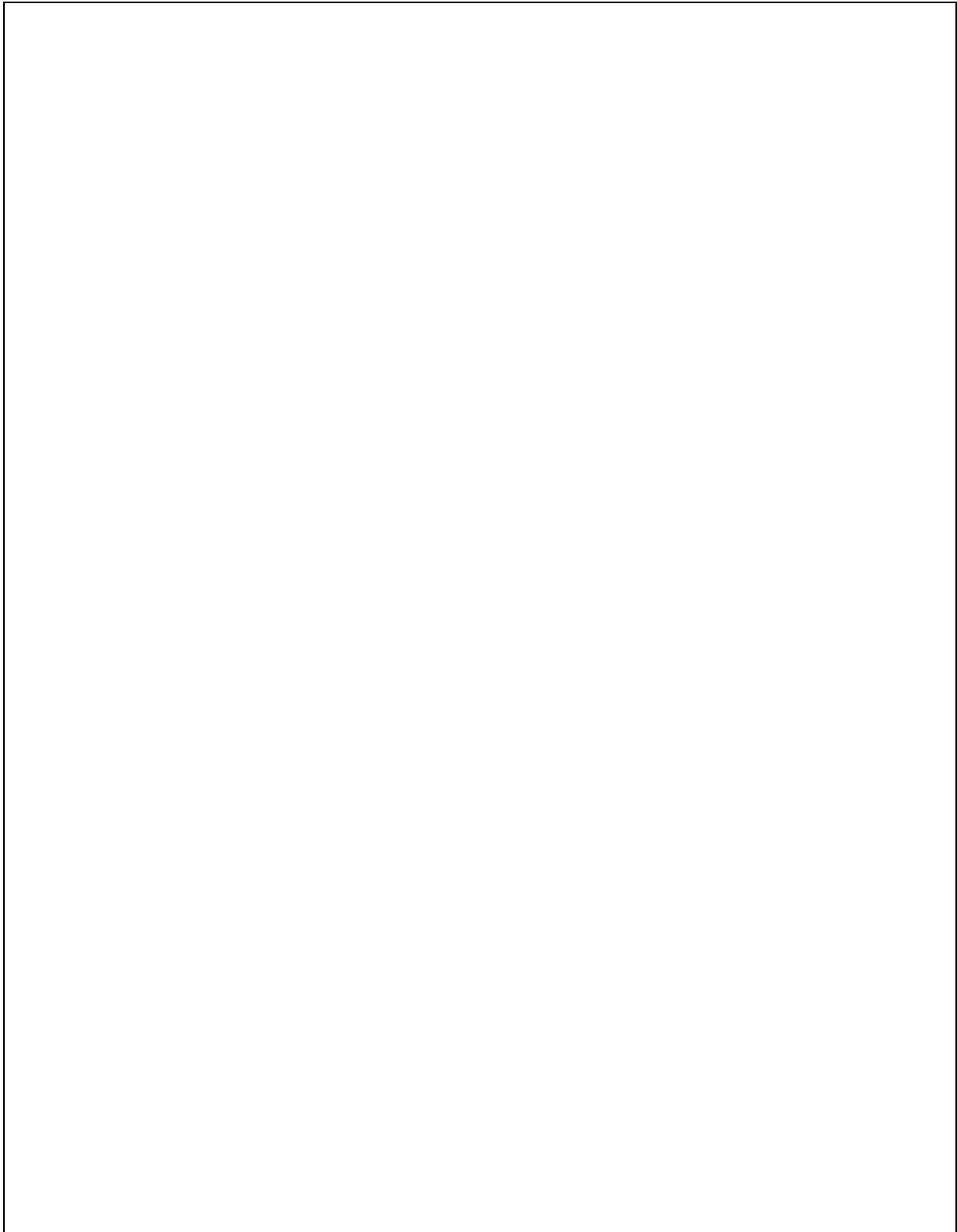
A large, empty rectangular box with a thin black border, intended for a child to draw their own farm design. The box occupies most of the page below the title.



## Farm Fun Day Activity – Build a farm

Using items around the house, can you build the farm that you designed?

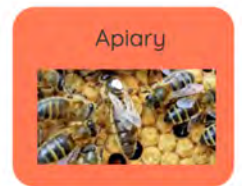
Draw and label what you made.



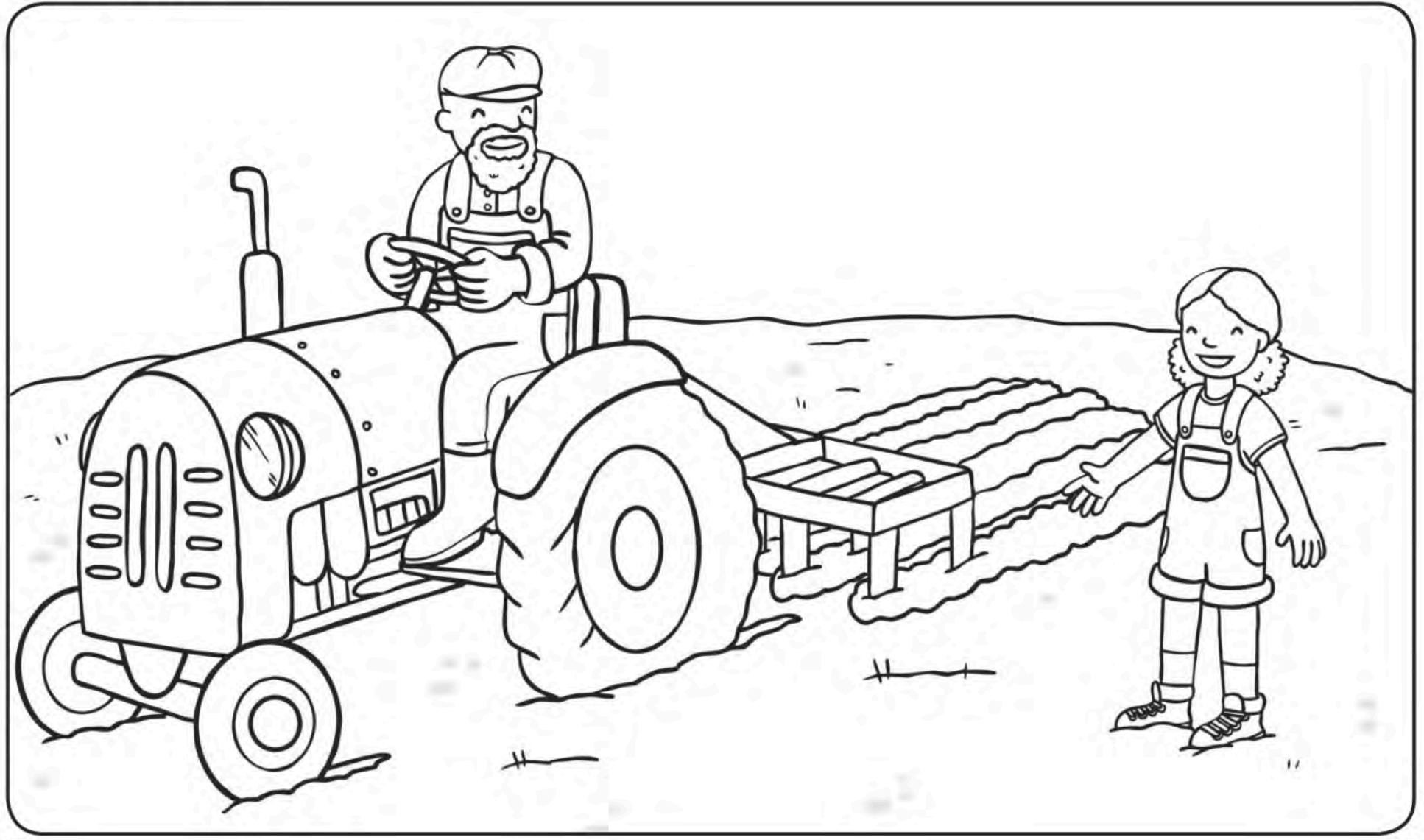
Farm Fun Day  
Scavenger Hunt

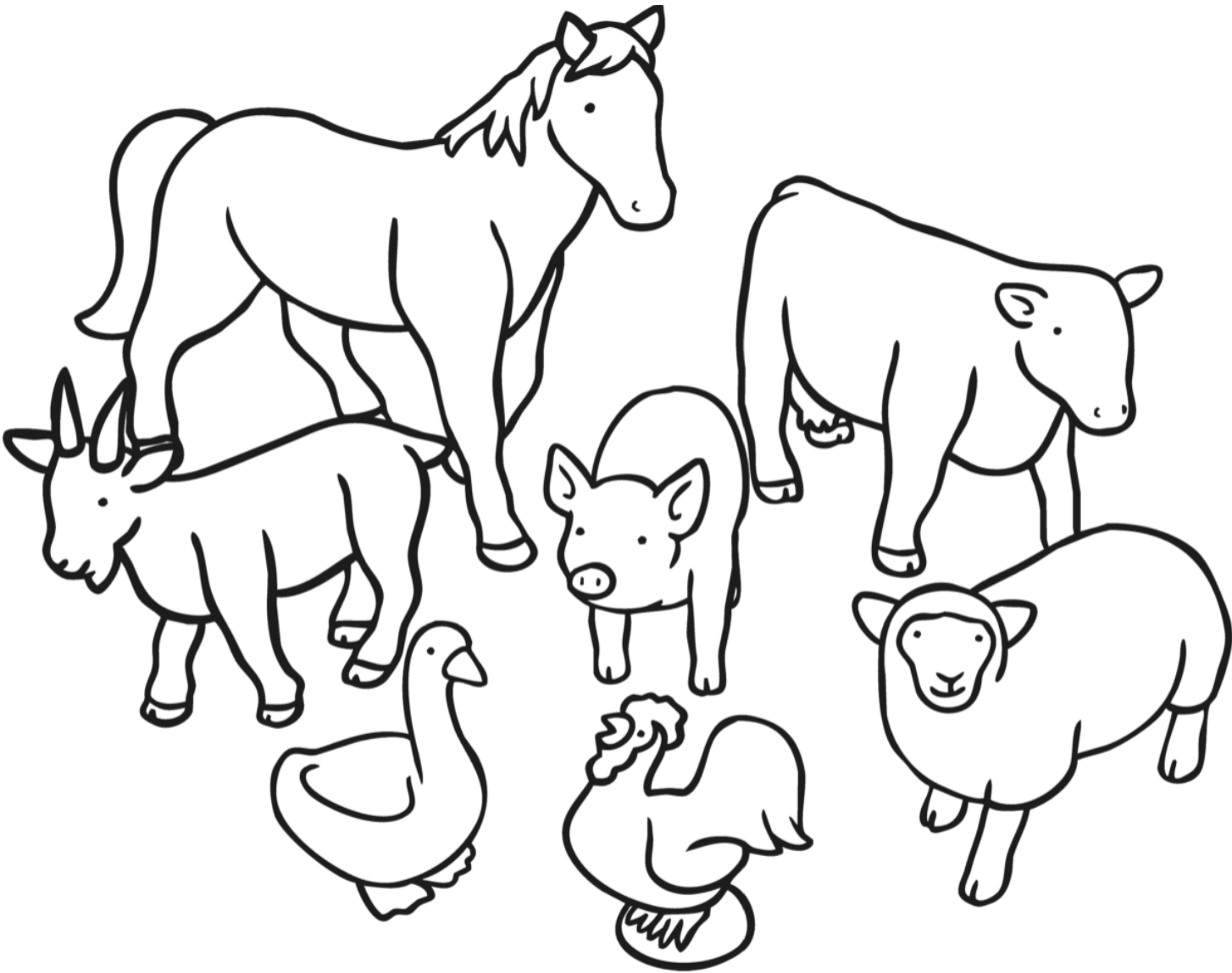
Wednesday 8<sup>th</sup> September

1. Look around your house to see what things you can find that are made from farms. Remember this could be an apple from an orchard, butter from cow's milk or even a jumper in your wardrobe made from the wool of a sheep.
2. Draw a picture of what you find underneath the animal or farm on the page.
3. If you find something that is not on this page label it.







**Grandad's Farm**

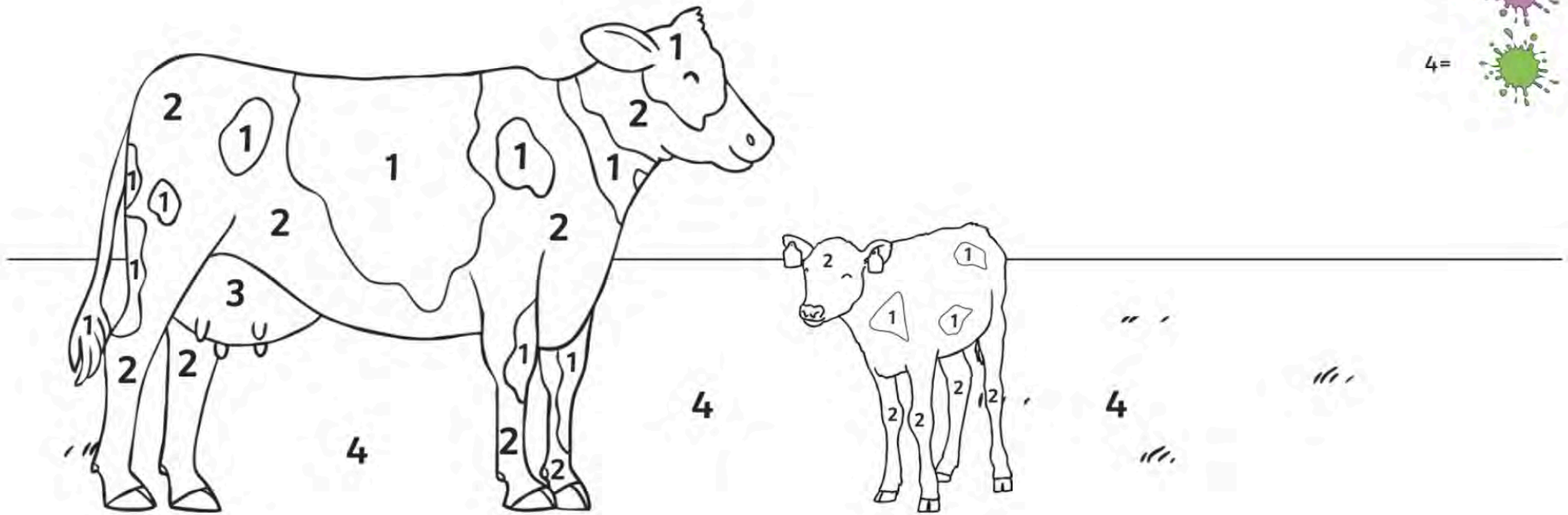




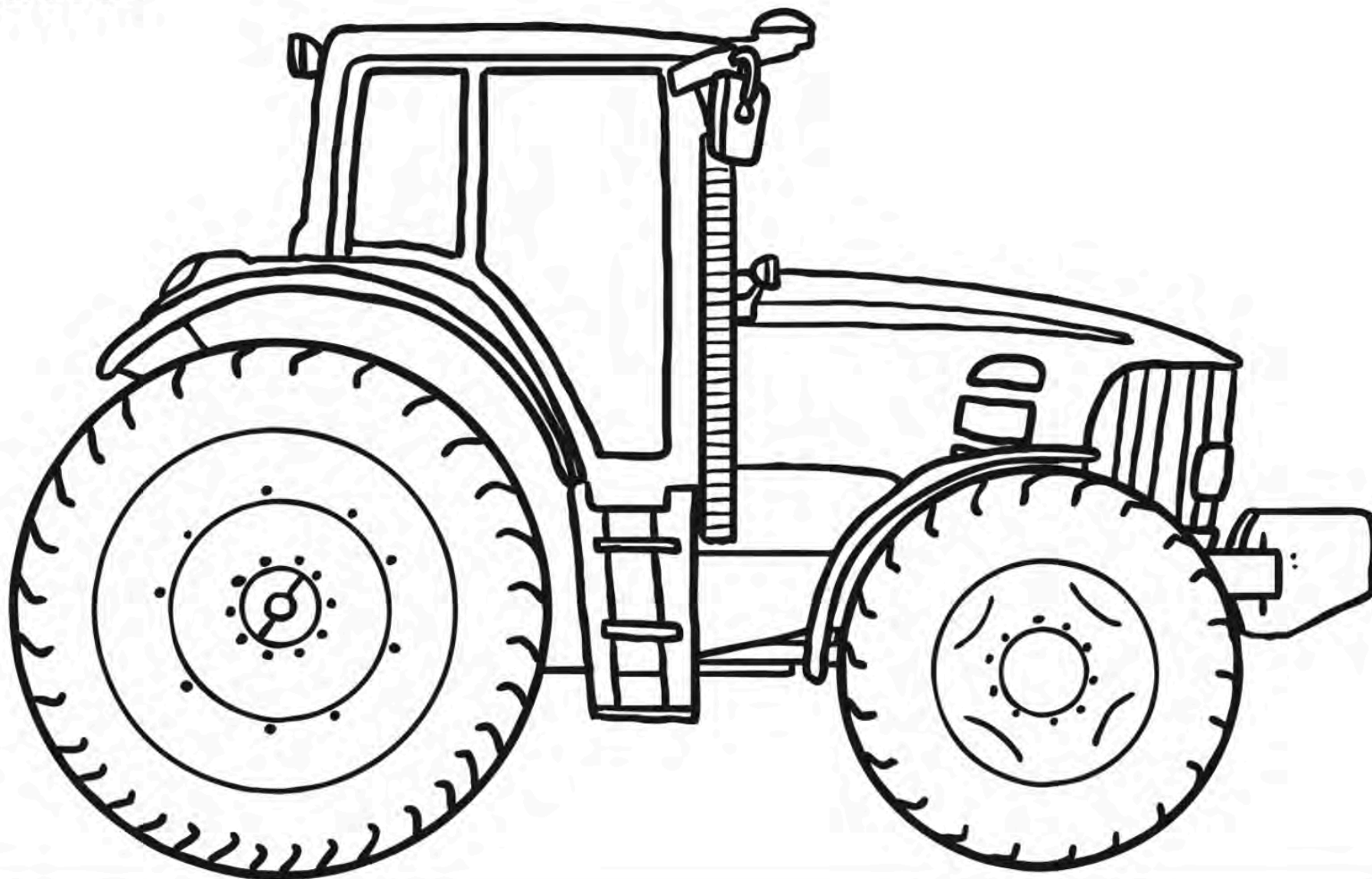
# Farm Animals Colour by Number

Match the colours to the numbers.

- 1 = 
- 2 = 
- 3 = 
- 4 = 



tractor





**Thank you** for your purchase! Please feel free to contact me with any of your questions or comments. In addition, if you are happy with the packet, please let me know by leaving feedback at my store.

\*\*\* If you plan on sharing this resource, please purchase the appropriate number of licenses.

Have your students color, cut and glue the crown together. Extra bands are provided too. To edit the text, simply click into the text box. You can also delete the text box too, just click on it and press delete.

Little Learners of the World  
littlelearnersoftheworld@outlook.com

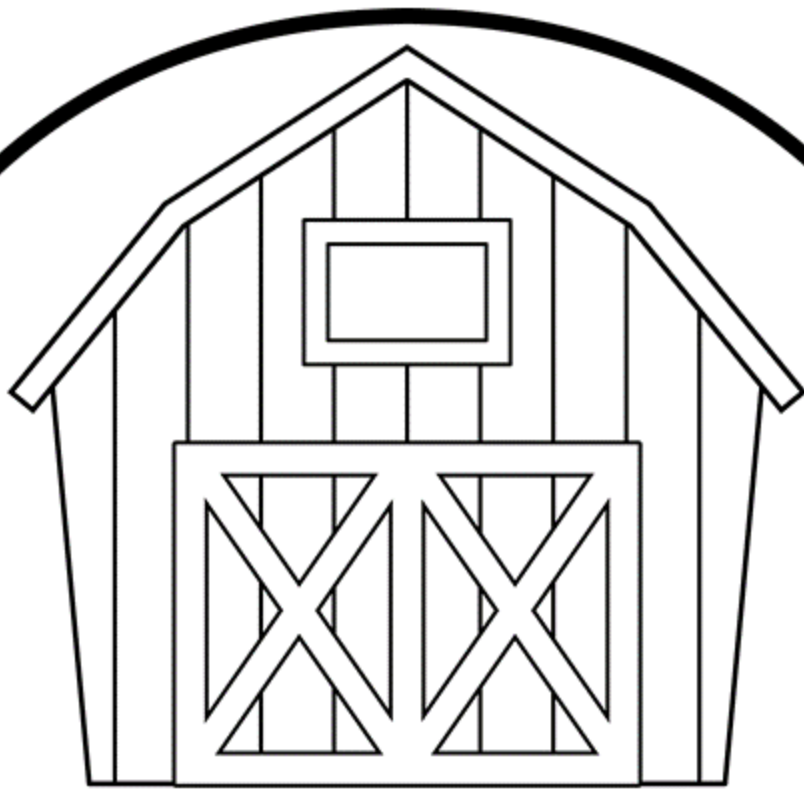


Clipart provided by:

Fonts provided by:



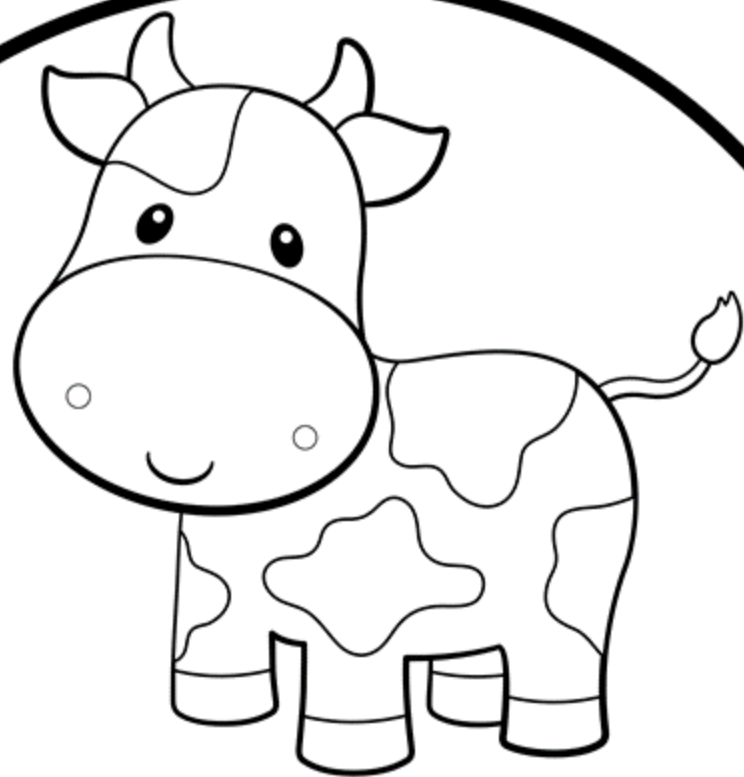
<https://www.etsy.com/ca/shop/pixelpaperprints>



glue here

barn

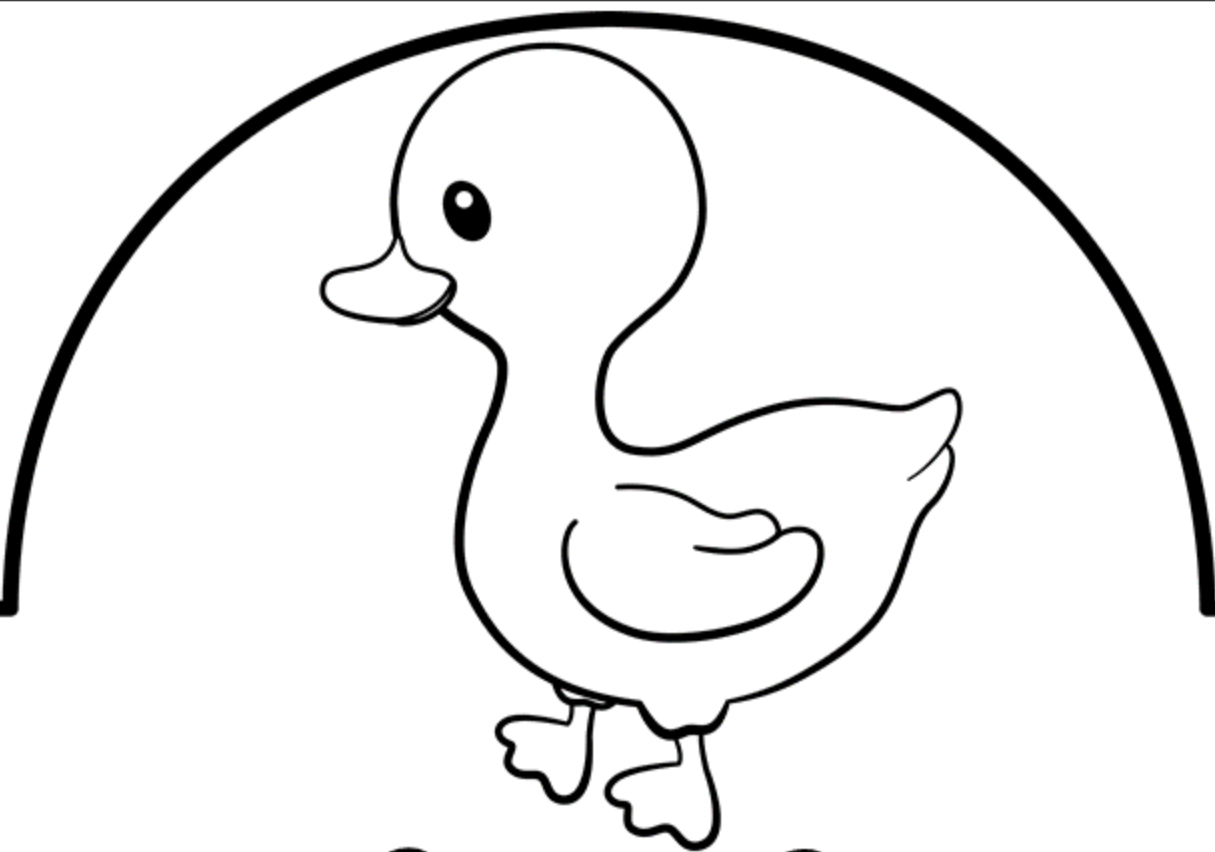
glue here



COW

glue here

glue here

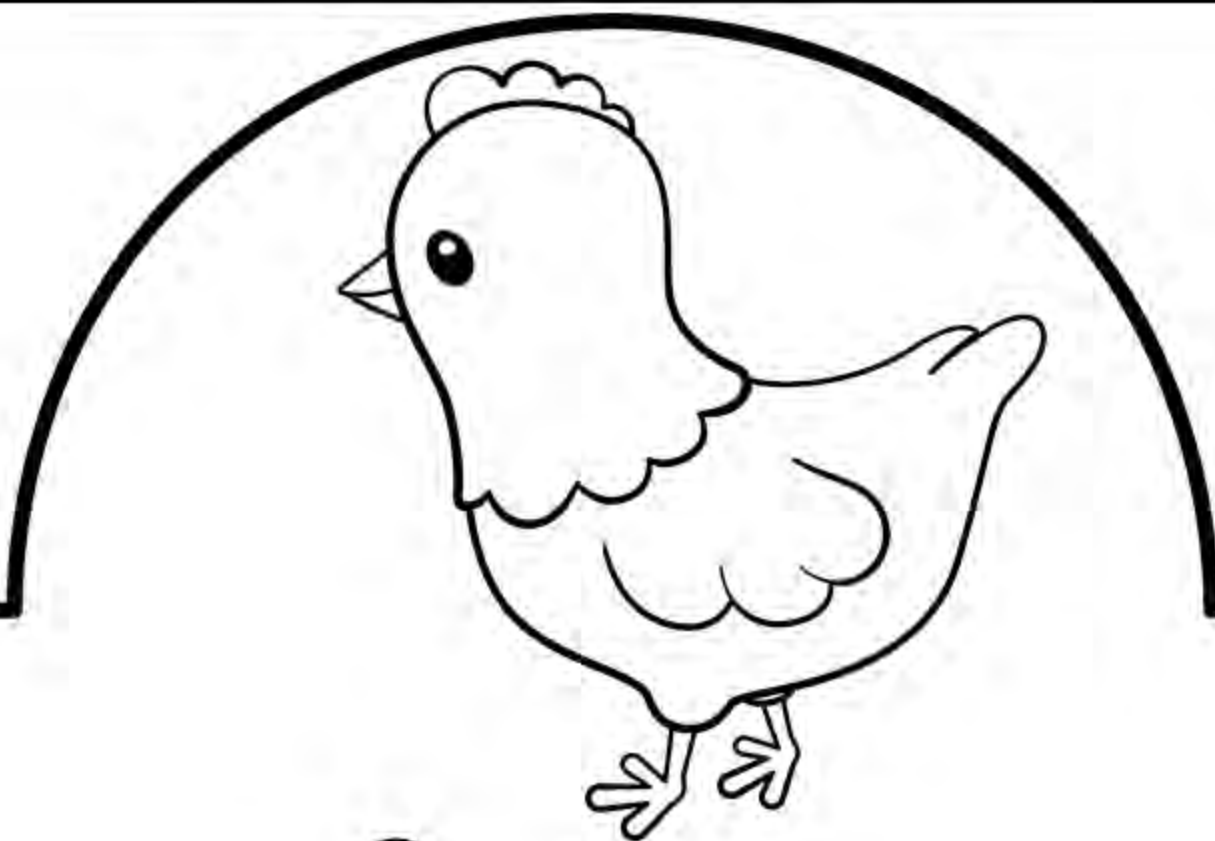


duck

glue here

glue here





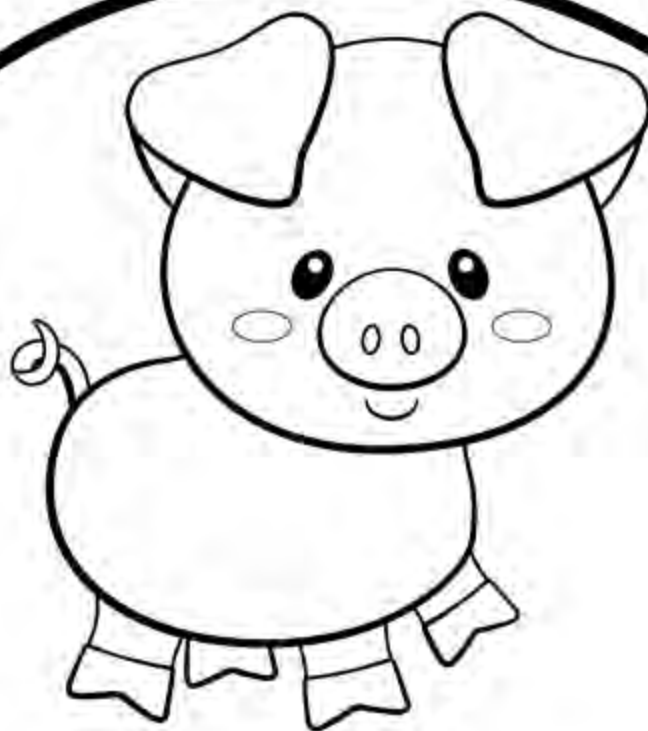
hen



lamb

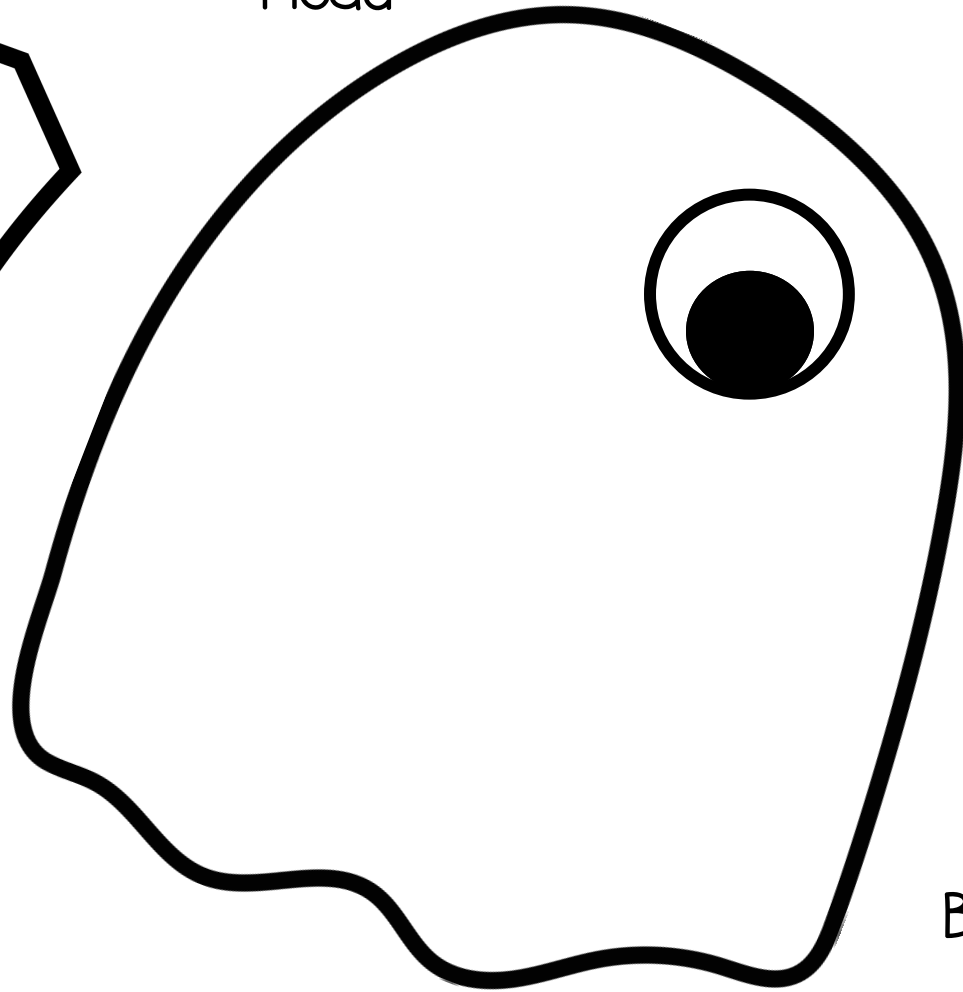
glue here

glue here

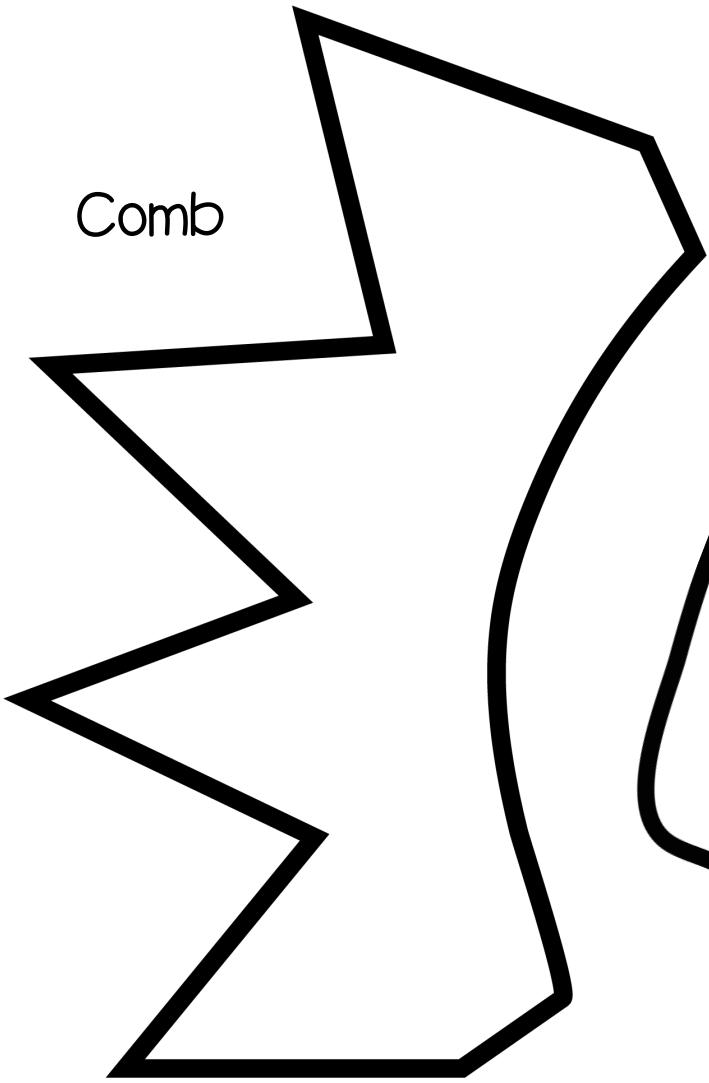


pig

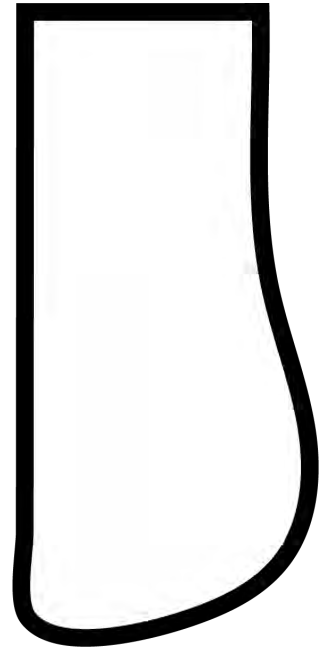
Head



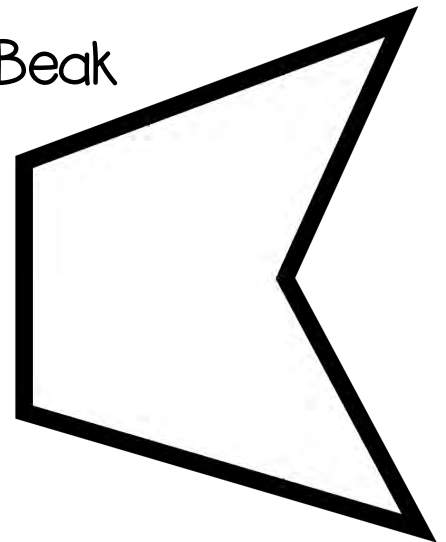
Comb



Waddle



Beak



Legs





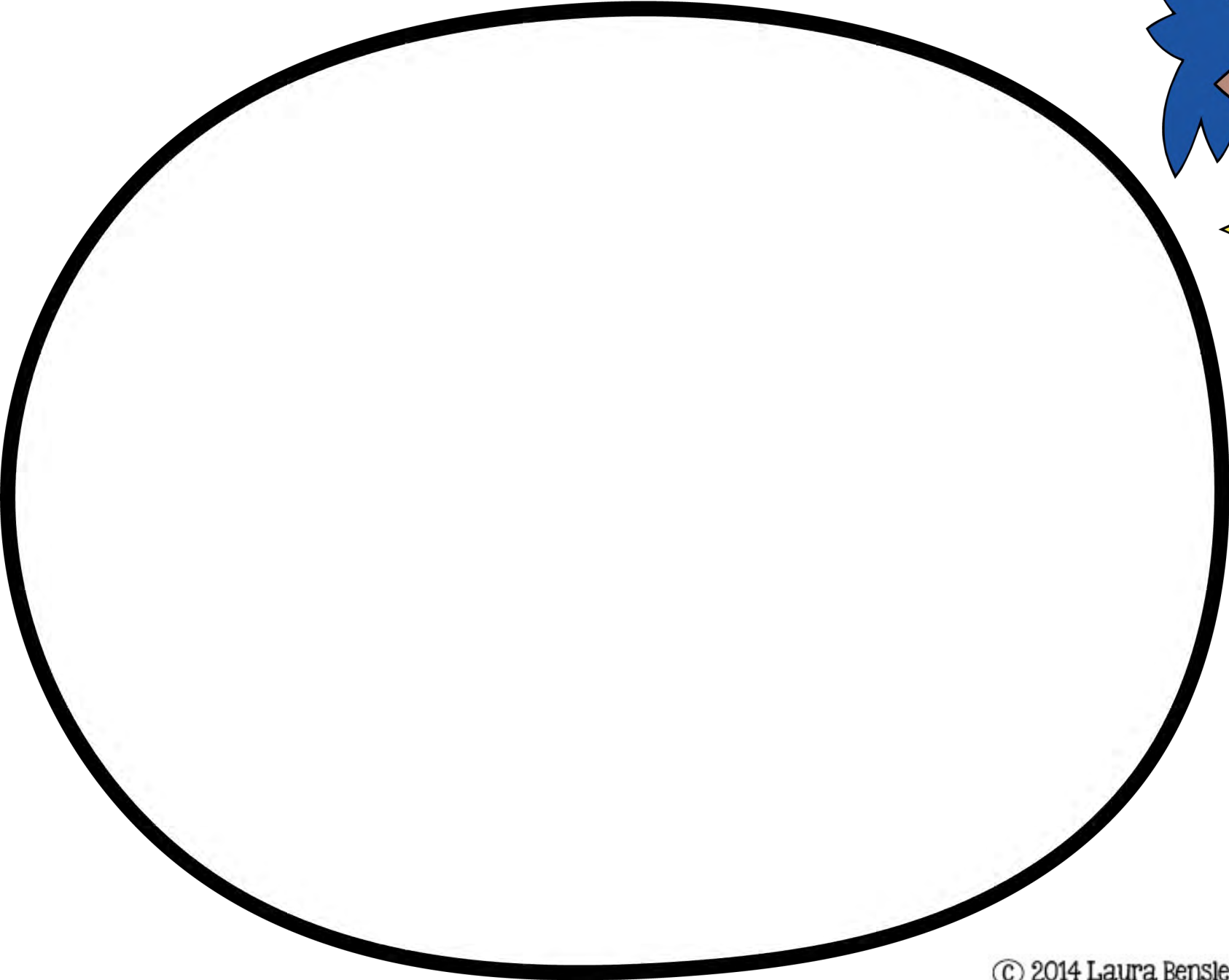
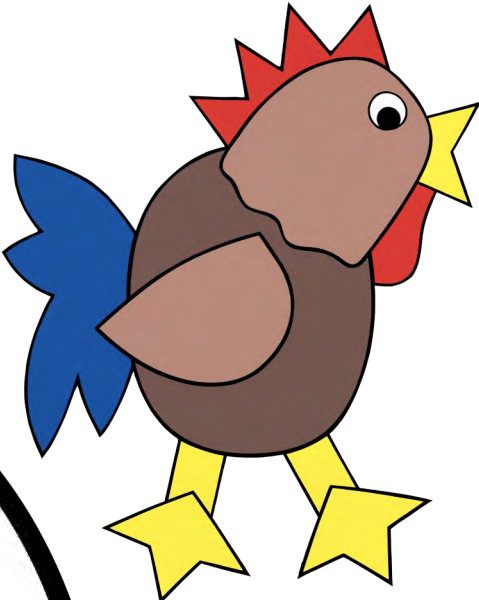
Feet

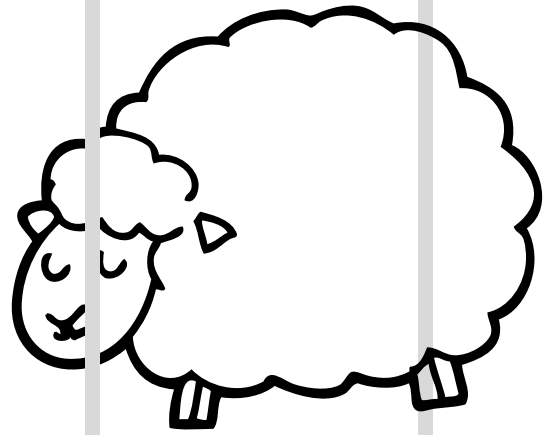
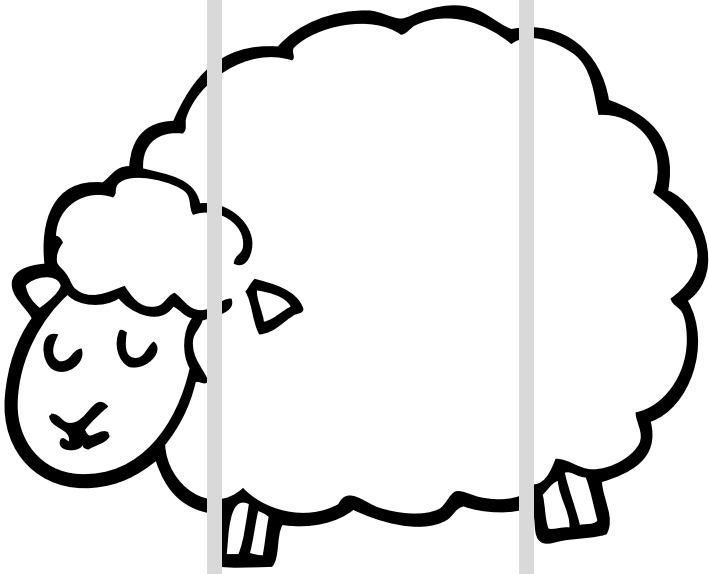
Back Feathers

Wing



Body





S

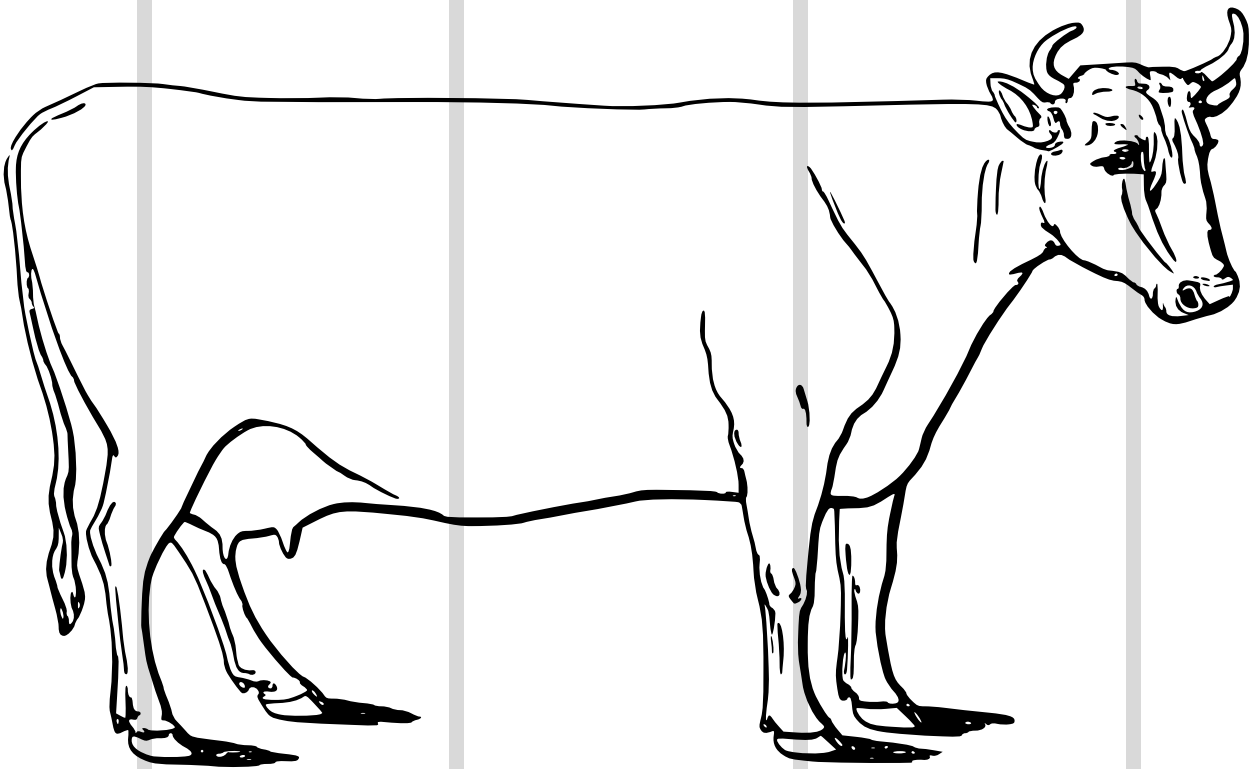
H

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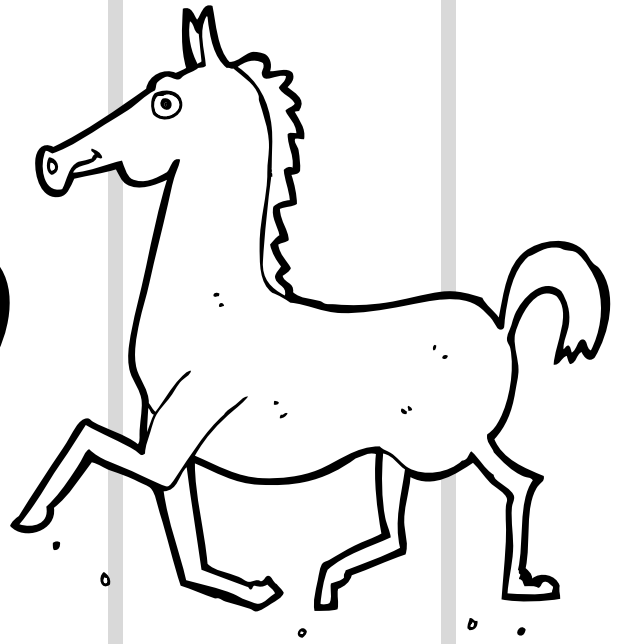
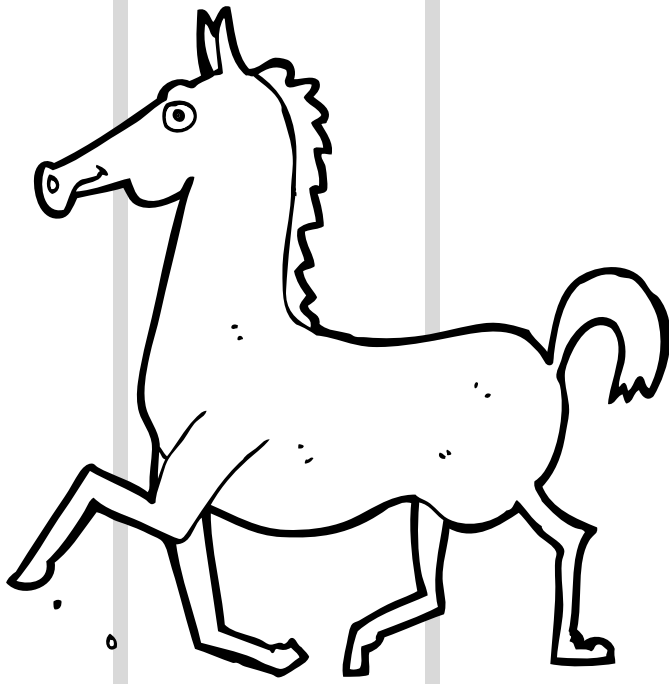
diythought.com



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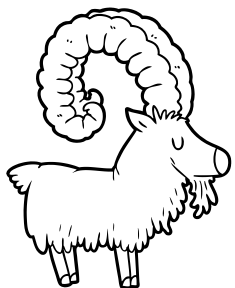
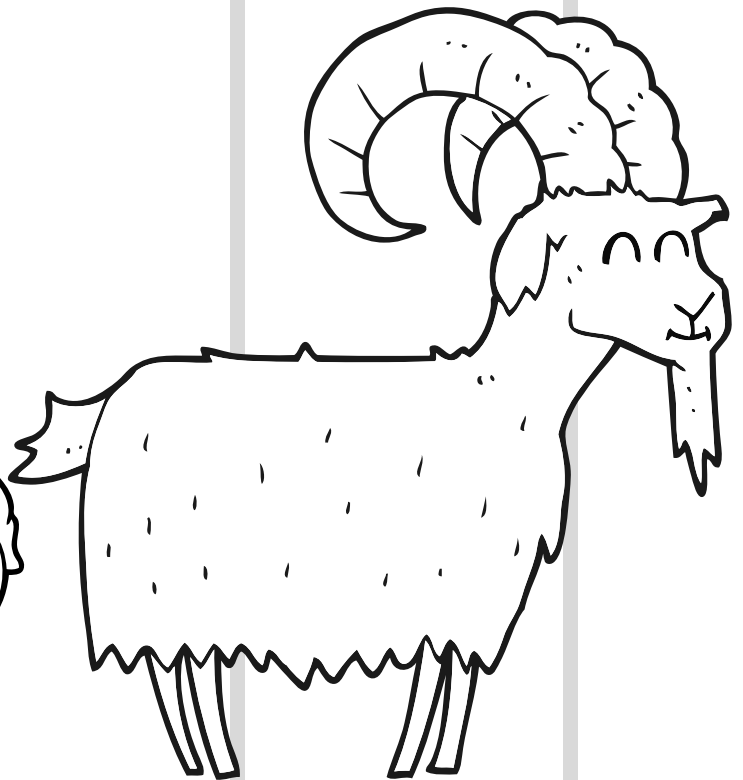
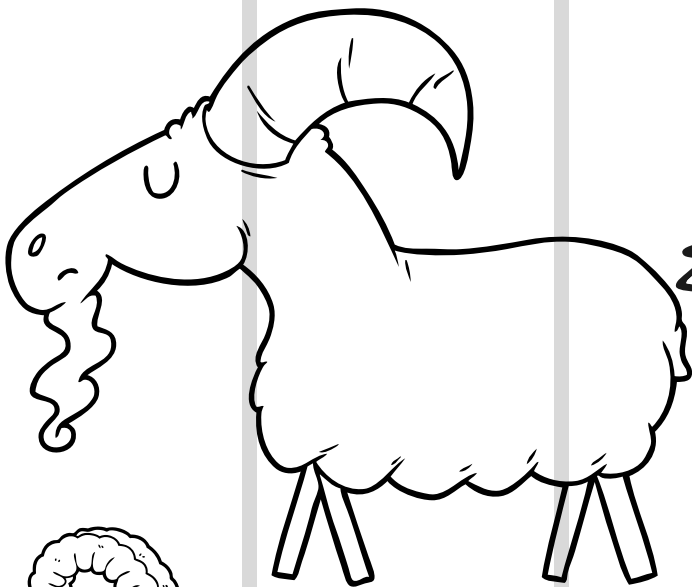
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diythought.com



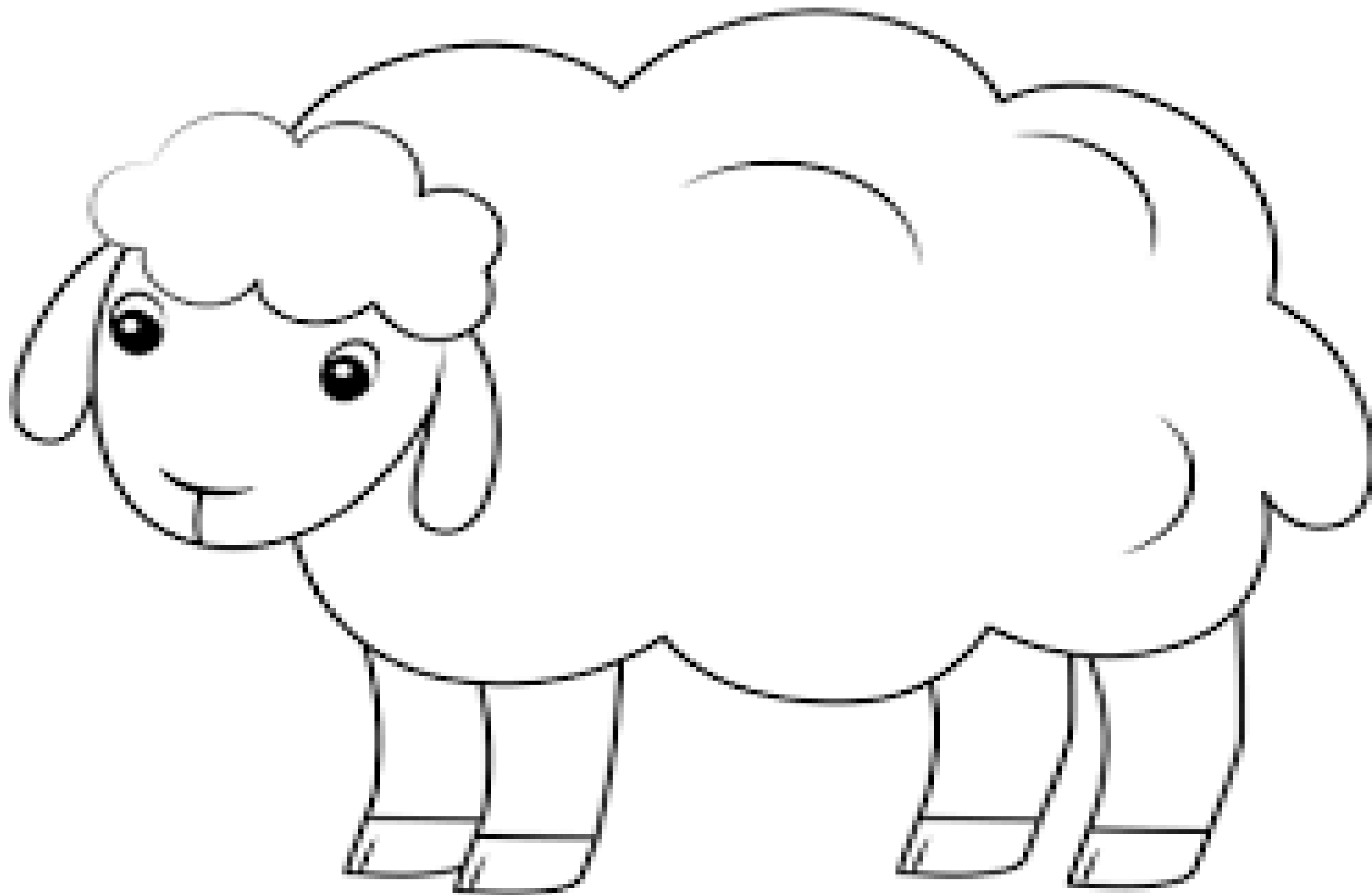
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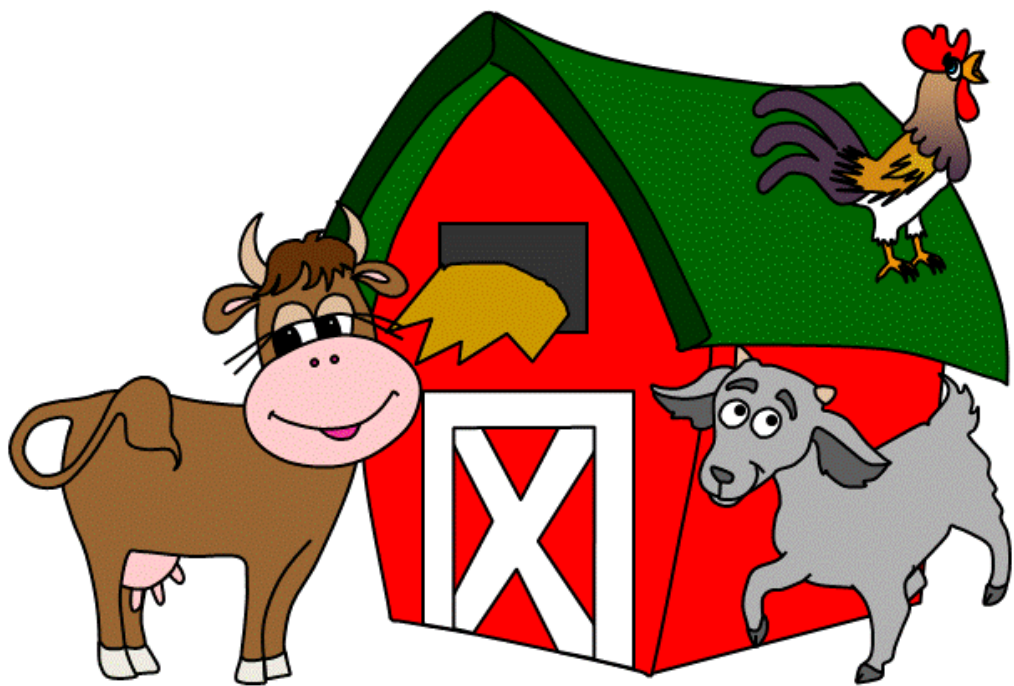
Sheep Craft – colour in the sheep and glue cotton wool on the body



# Farm Animals Word Search

D T T A O G G N E U I E  
O H U W Y K I P E E H S  
N O D R E S O O G T A C  
K R U L K N E K C I H C  
E S C G R E W O C G O D  
Y E K F V H Y J G I P A

cat  
chicken  
cow  
dog  
donkey  
duck  
goat  
goose  
horse  
pig  
sheep  
turkey



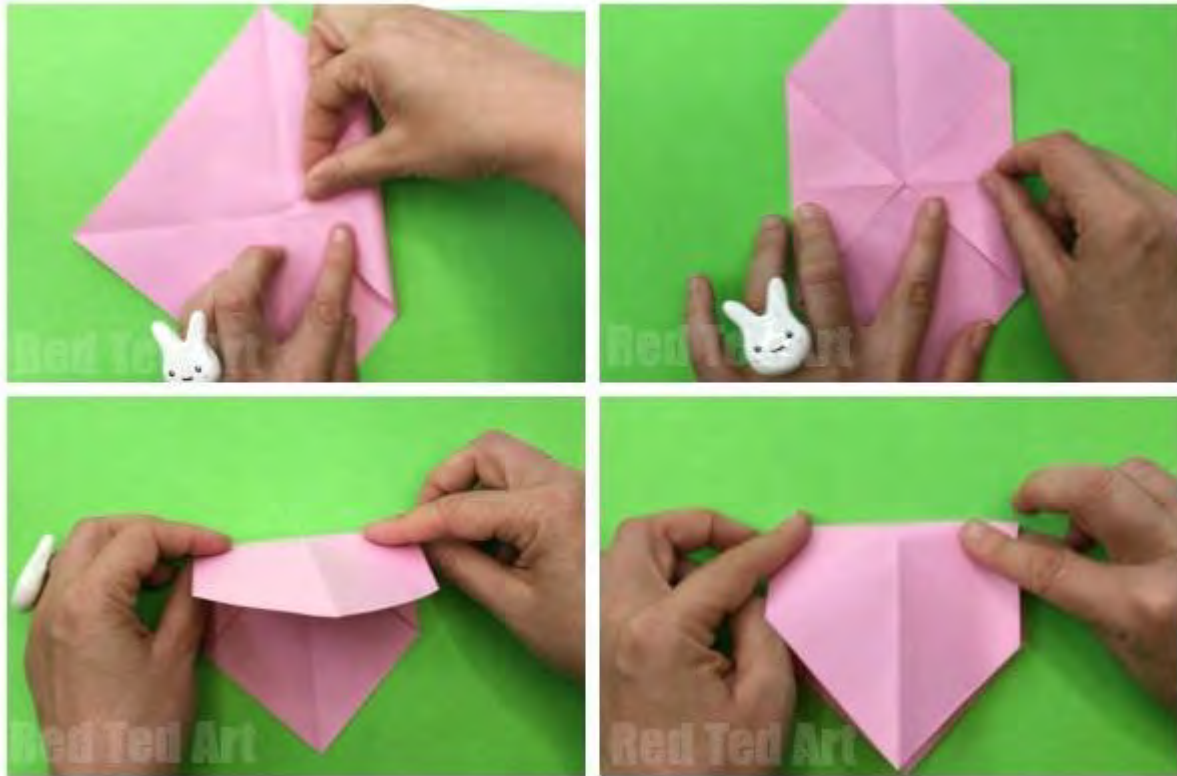


## How to make an Origami Pig Face



Begin by folding two diagonals on your square piece of paper – open up. You should have a cross running across the square.

## The basic Origami Pig Face shape



Move the paper so you have a “diamond” with a straight line running down the middle.

Bring the right hand point into the middle.

Repeat with the left.

Now fold the Origami in from top down to the bottom (along the middle fold).

Secure all your creases!

## Making your paper pig's ears and mouth



Now it is time to fold the Paper Piggies ears and mouth piece.

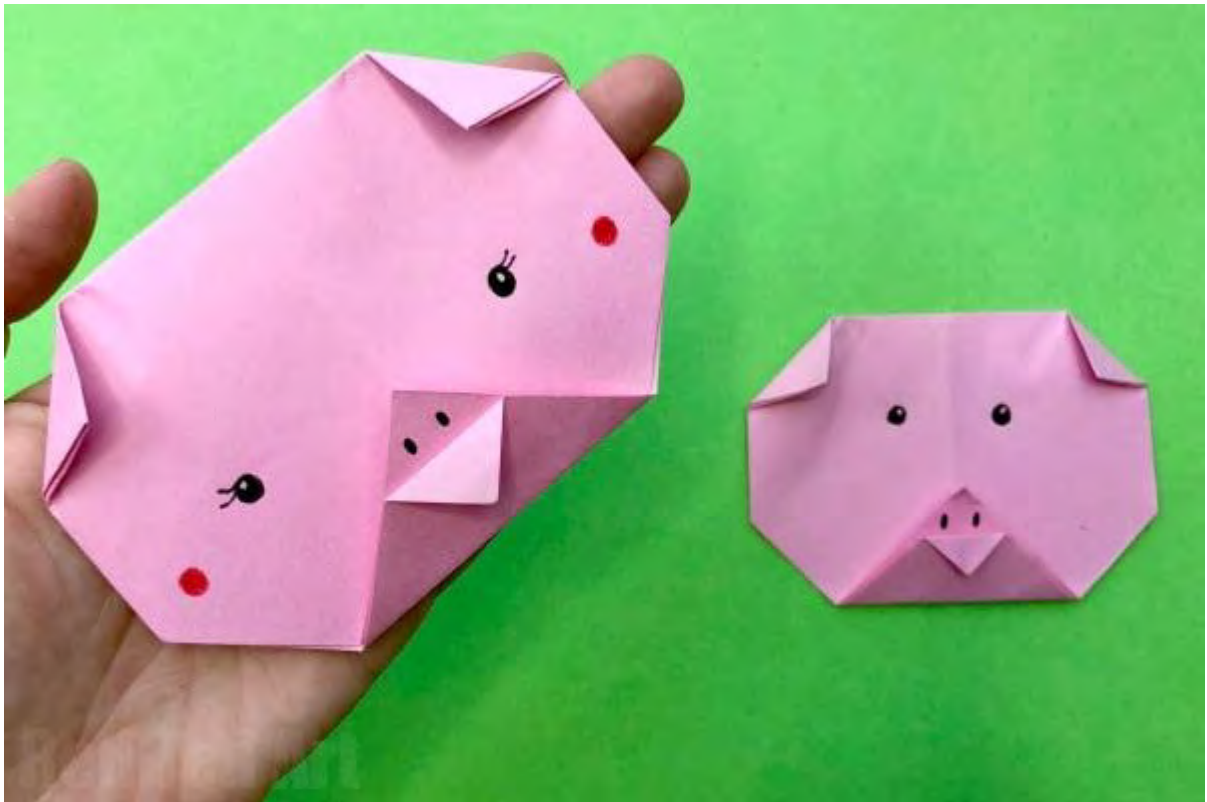
Fold down the top right hand corner to make an ear.

Repeat with the left hand corner.

Fold up the bottom towards the centre of the face for the mouth piece.

Take one piece of double folded paper and fold down for the "snout".

Finally, decorating our paper pig face



Finally with a pen add facial features!

**Week 9 Wednesday 8<sup>th</sup> September 2021**

**PDH: How do I keep safe in the sun?**

We are learning to observe rules and procedures that keep us safe, such as wearing a hat, and value the need to pursue a healthy lifestyle.

I can talk about environmental factors that impact on health, such as playing in the shade.

**1. Take a look at this video about Birds Eye View! It is about looking at things from up high.** *Birds Eye View [Corby T Music]*

<https://www.youtube.com/embed/oGXB9QFAaNk>

**2. Put on your hat and take a walk outside around your house! Which areas are shady and which areas are sunny?**

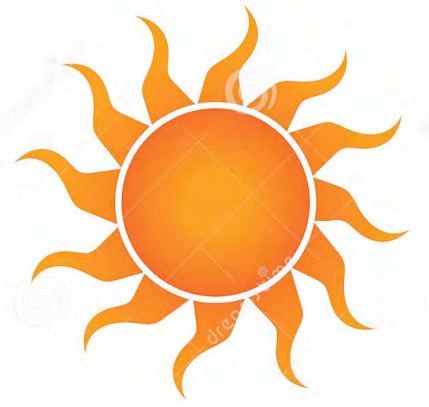
**Draw and label this birds-eye-view map of your house with**





3. Oh no! Poor Freddy is getting sun burnt! Cut and paste some sun protection to help Freddy (on the next page) become more sun smart.





## Thursday Writing Task – Edit

Have a family member look at your sentences from yesterday. Talk about how you can improve your sentences.

- Can you add more information or use descriptive language?
- Did you cover all the ideas in the scaffold?
- Can you correct any mistakes?
- Re-write your sentences with corrections.



## Thursday Number Activity: Fractions

A half is written as  $\frac{1}{2}$  and a whole is written as 1. Label the pictures with the correct fraction. Remember a  $\frac{1}{2}$  is two equal parts. An example is done for you.

**Match the fraction with the pizza.**

$\frac{1}{2}$

$\frac{1}{2}$

1

**Match the fraction with the food.**

1

$\frac{1}{2}$

Match the fraction with the piece of fruit.



1



$\frac{1}{2}$

Extension:

Draw objects that are whole and  $\frac{1}{2}$ . Label them.



# Length

Lesson 2 Thursday 9<sup>th</sup> September.






We are learning about length.

I can choose the longest and shortest object.

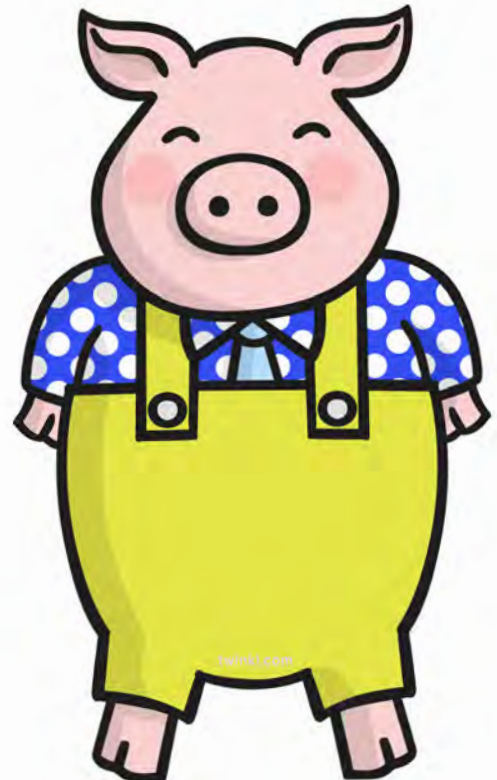
I can use comparative language.

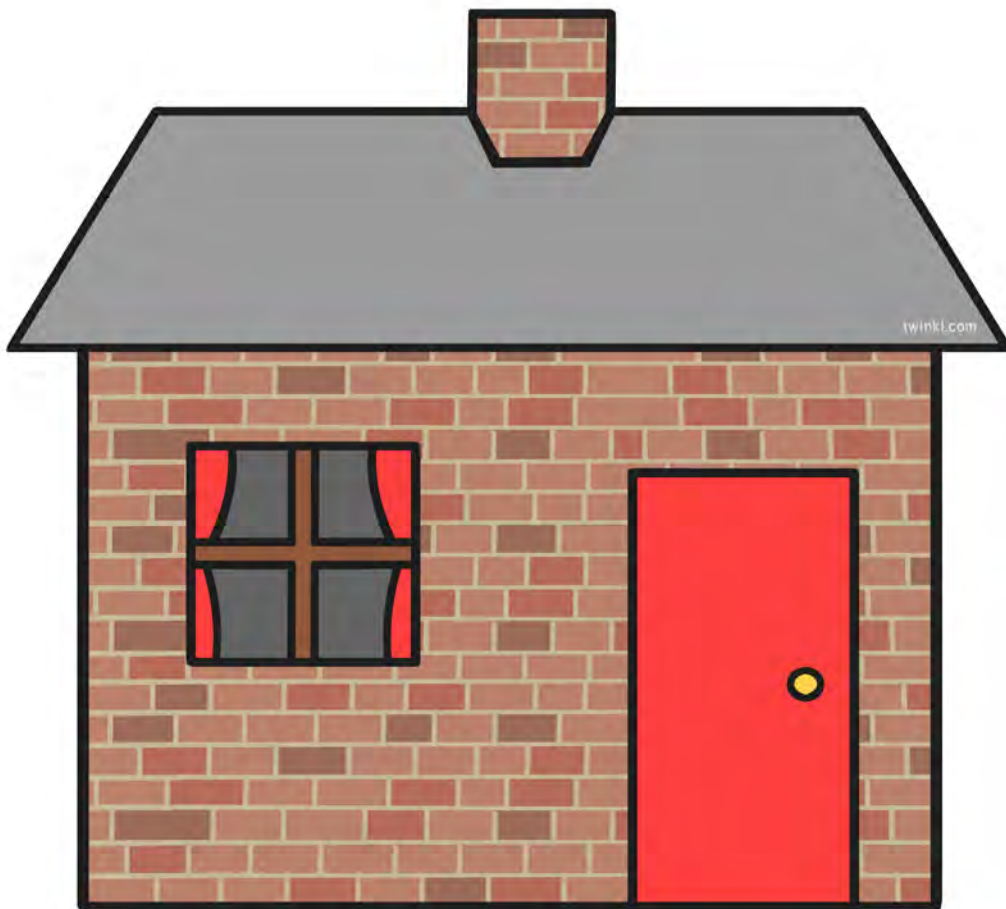
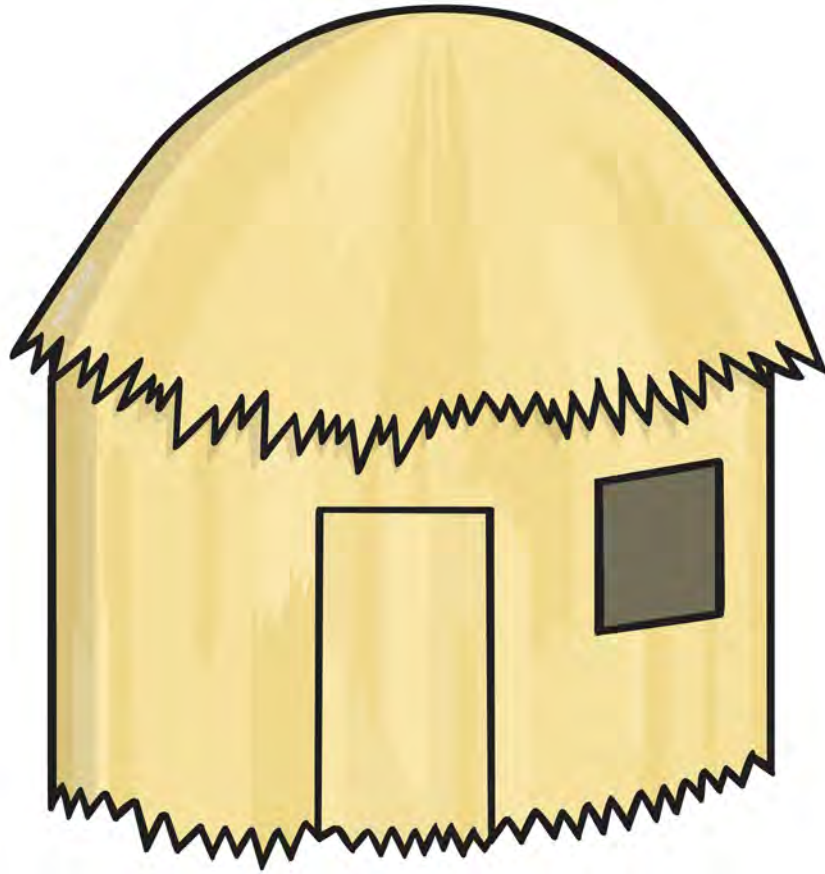
Use the words in the box to describe the objects in relation to each other.

For example the first one you could say "The yellow cup is taller than the sharpener". Cross off the words as you use each one when talking to a parent or carer at home.

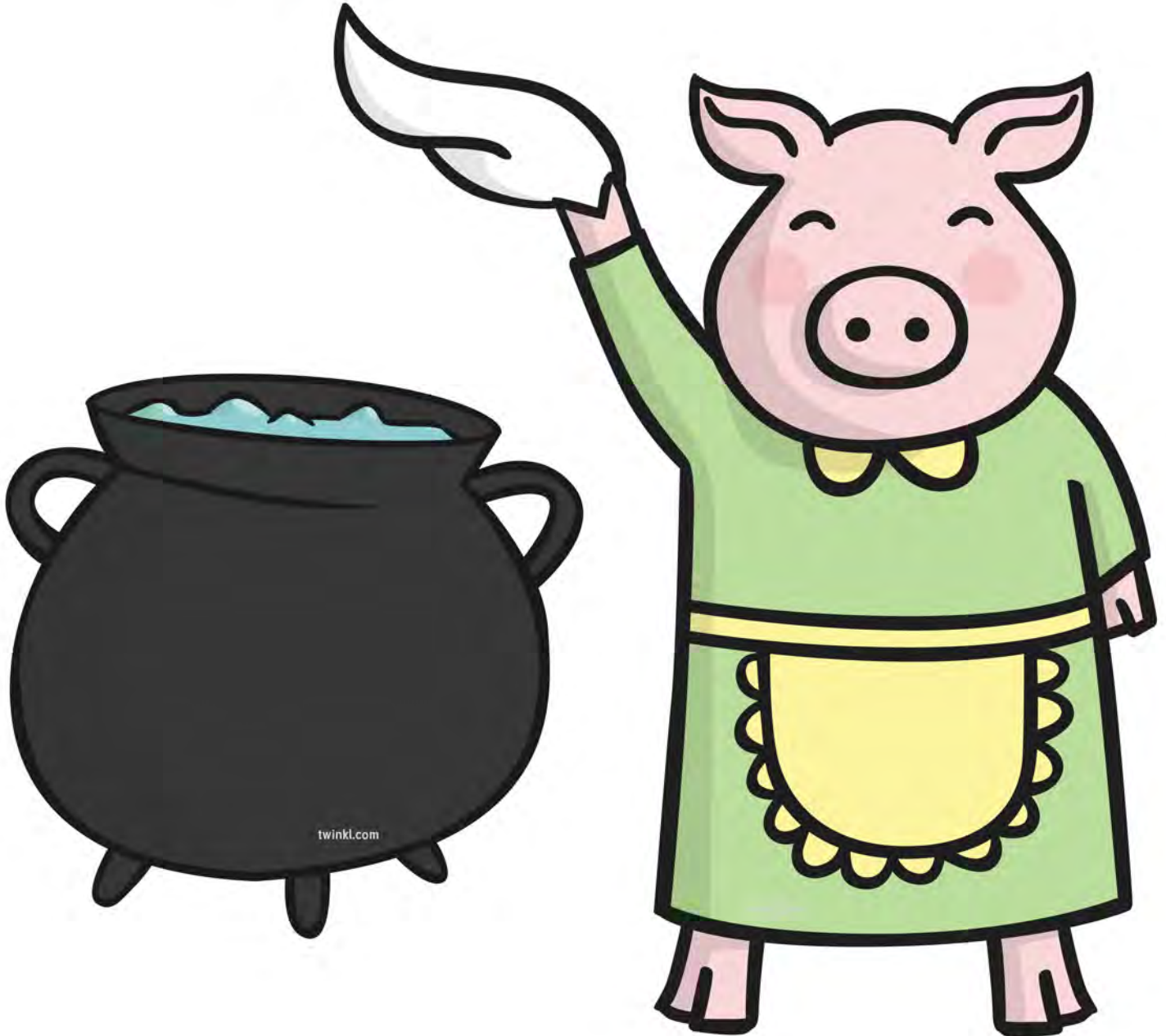
	<table border="1"> <tbody> <tr> <td data-bbox="935 562 1118 674">Cross off each word as you record yourself using it in a sentence.</td> <td data-bbox="1118 562 1310 674">shorter</td> <td data-bbox="1310 562 1477 674">higher</td> </tr> <tr> <td data-bbox="935 674 1118 804">taller</td> <td data-bbox="1118 674 1310 804">the same as</td> <td data-bbox="1310 674 1477 804">longer</td> </tr> </tbody> </table>	Cross off each word as you record yourself using it in a sentence.	shorter	higher	taller	the same as	longer
Cross off each word as you record yourself using it in a sentence.	shorter	higher					
taller	the same as	longer					
	<table border="1"> <tbody> <tr> <td data-bbox="935 882 1118 994">Cross off each word as you record yourself using it in a sentence.</td> <td data-bbox="1118 882 1310 994">shorter</td> <td data-bbox="1310 882 1477 994">higher</td> </tr> <tr> <td data-bbox="935 994 1118 1124">taller</td> <td data-bbox="1118 994 1310 1124">the same as</td> <td data-bbox="1310 994 1477 1124">longer</td> </tr> </tbody> </table>	Cross off each word as you record yourself using it in a sentence.	shorter	higher	taller	the same as	longer
Cross off each word as you record yourself using it in a sentence.	shorter	higher					
taller	the same as	longer					
	<table border="1"> <tbody> <tr> <td data-bbox="935 1202 1118 1314">Cross off each word as you record yourself using it in a sentence.</td> <td data-bbox="1118 1202 1310 1314">shorter</td> <td data-bbox="1310 1202 1477 1314">higher</td> </tr> <tr> <td data-bbox="935 1314 1118 1444">taller</td> <td data-bbox="1118 1314 1310 1444">the same as</td> <td data-bbox="1310 1314 1477 1444">longer</td> </tr> </tbody> </table>	Cross off each word as you record yourself using it in a sentence.	shorter	higher	taller	the same as	longer
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taller	the same as	longer					
	<table border="1"> <tbody> <tr> <td data-bbox="935 1523 1118 1635">Cross off each word as you record yourself using it in a sentence.</td> <td data-bbox="1118 1523 1310 1635">shorter</td> <td data-bbox="1310 1523 1477 1635">higher</td> </tr> <tr> <td data-bbox="935 1635 1118 1765">taller</td> <td data-bbox="1118 1635 1310 1765">the same as</td> <td data-bbox="1310 1635 1477 1765">longer</td> </tr> </tbody> </table>	Cross off each word as you record yourself using it in a sentence.	shorter	higher	taller	the same as	longer
Cross off each word as you record yourself using it in a sentence.	shorter	higher					
taller	the same as	longer					
	<table border="1"> <tbody> <tr> <td data-bbox="935 1888 1118 2000">Cross off each word as you record yourself using it in a sentence.</td> <td data-bbox="1118 1888 1310 2000">shorter</td> <td data-bbox="1310 1888 1477 2000">higher</td> </tr> <tr> <td data-bbox="935 2000 1118 2130">taller</td> <td data-bbox="1118 2000 1310 2130">the same as</td> <td data-bbox="1310 2000 1477 2130">longer</td> </tr> </tbody> </table>	Cross off each word as you record yourself using it in a sentence.	shorter	higher	taller	the same as	longer
Cross off each word as you record yourself using it in a sentence.	shorter	higher					
taller	the same as	longer					

# Drama












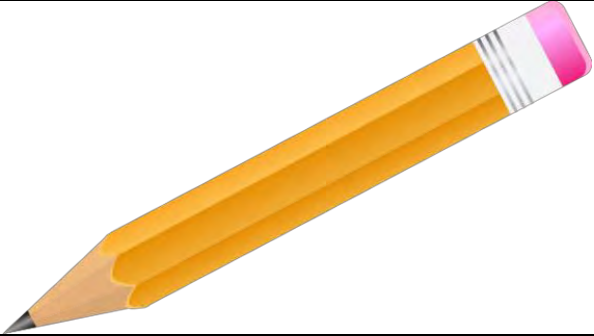


## Friday Phonics Activity

Using different colours, colour in the words that rhyme. Remember rhyming words are words that sound the same at the end. For example, cat and hat.

map	cot	kin
fun	kit	ten
spin	pen	bun
won	stop	sap
hit	lash	slit

How many syllables can you hear? Remember syllables are beats of a word.

Look at the picture. Clap it out. Write how many syllables you can hear underneath. The first one is done for you.

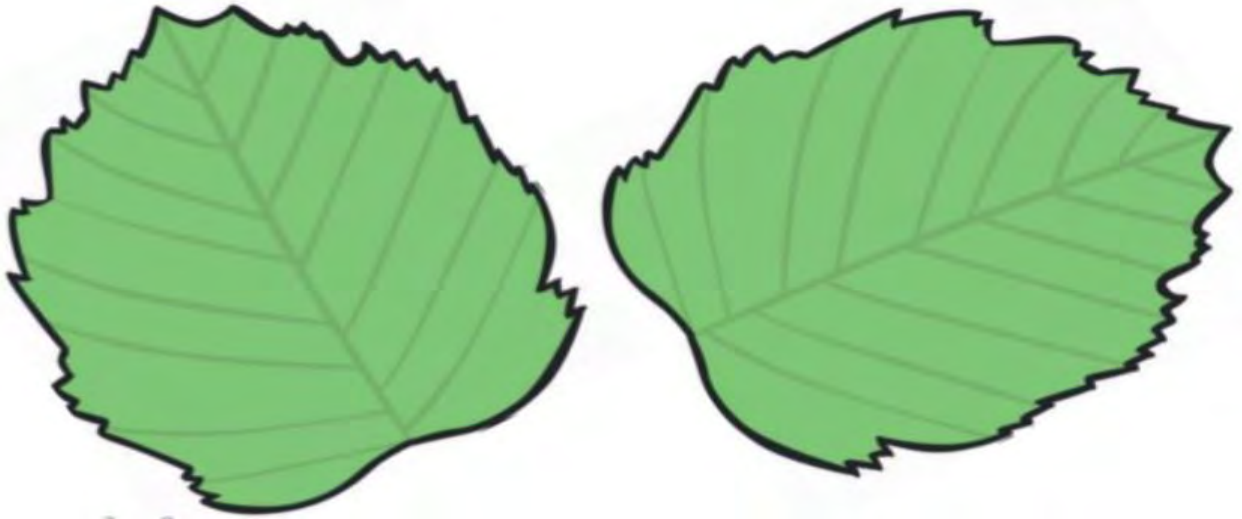


Friday Writing Task – Publish

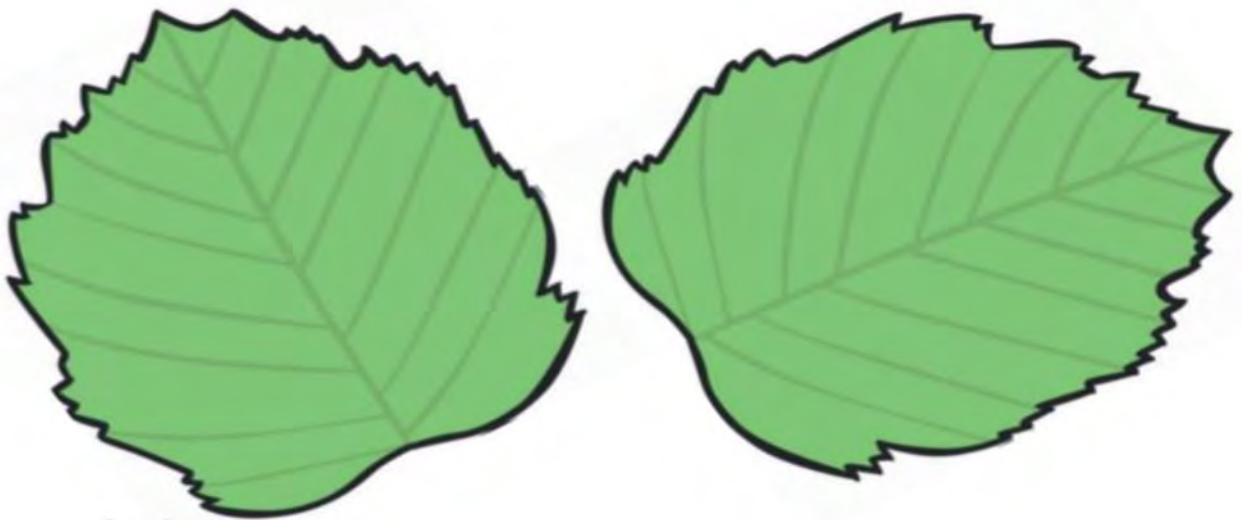
Publish your sentences. Use pictures to decorate your work.

## Friday Number Activity: Fractions

Can you help Mrs Thuell solve her fraction problems?

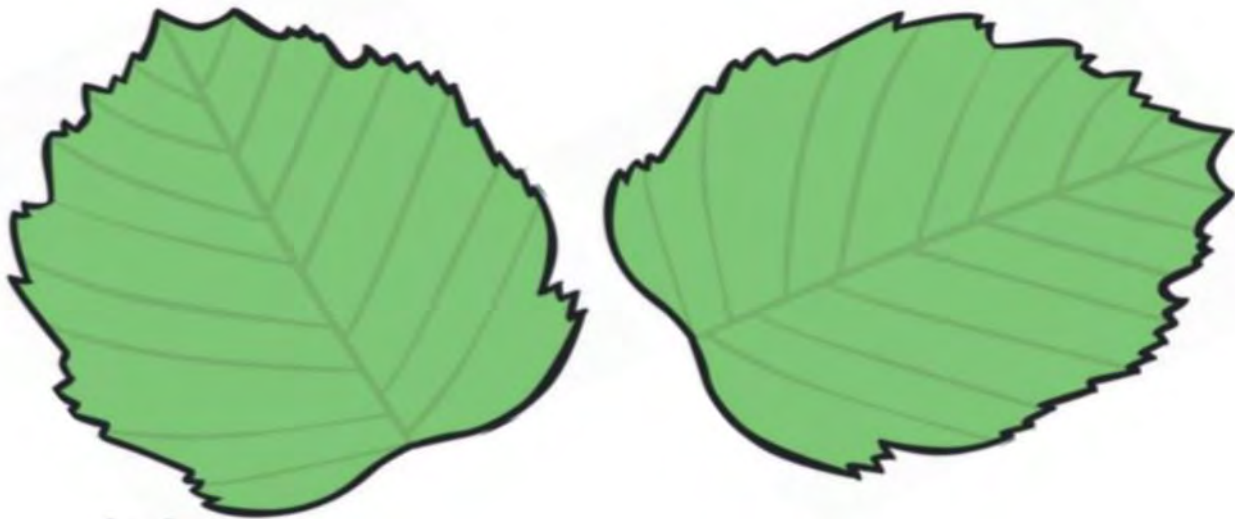


I have 12 ladybugs. Can you divide my group of ladybugs in half? Using the leaves above show me how to divide my group of 12 in half by drawing ladybugs on the leaves. Remember a half is 2 equal groups!

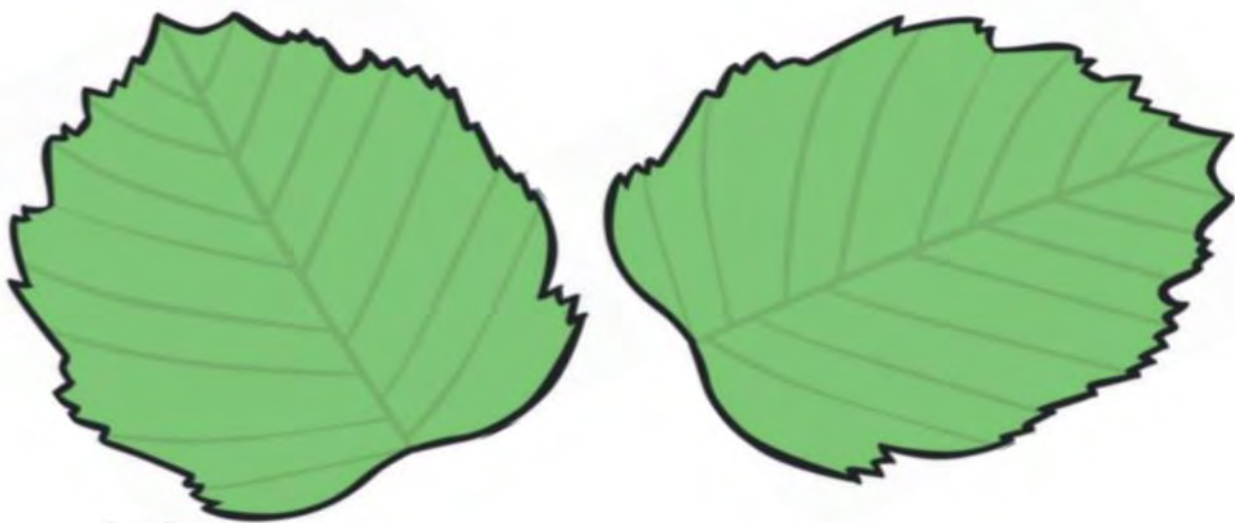


I caught 16 ladybugs but now I must give half of them to my brother. Can you help me divide my ladybugs in half?





I have 8 ladybugs to share with my friend. What is a half of 8? Can you help me divide my ladybugs in half?



I need to share 20 ladybugs with Miss Augoustinos. What is a half of 20? Can you divide my ladybugs into 2 equal groups?



## Monday Addition Activity: Farm Addition Stories

### Learning Intention

**I am learning to add numbers.**

### Success Criteria

I can count all the items to find the total.

I can see the number pattern in my head when counting from 1.

I can put the biggest number in my head and count on.

Create your own farm addition story and write the matching number sentence.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_





$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

## Optional Extension

Circle all the number sentences that add up to 12!

$4 + 8$

$6 + 5$

$6 + 6$

$10 + 2$

$9 + 4$

$7 + 6$

$11 + 1$

$5 + 7$





We are learning to perform different skills using a skipping rope.

If you have access to a computer watch this link to follow the PDHPE lesson.  
<https://www.loom.com/embed/294147a3cd4c43cfacea347e3d137f2f>

Complete 3 of the skipping rope activities below.



**Bunny Hops**  
Hop over the rope  
on one foot



**Flashback**  
Swing the rope in the other  
direction, jumping backward



**Run It**  
Run or jog forward over the  
rope



**Firecrackers**  
Jump as fast as  
you can




**Jump Rope Jacks**  
Jump with feet together  
then feet apart



**Twister**  
Twist body to one side and  
then the other when jumping



**Ski Jumper**  
Spread the rope on the floor  
and jump side to side over it



**Crisscross**  
Criss cross legs on every  
other jump



**Donut Jumps**  
Make the rope into a circle on  
the ground, jump into the circle  
then out



**Crossovers**  
Cross arms on every other  
jump