

# Remote learning Grid - Week 2 Term 2- 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.**

- **Please also choose one wellbeing activity from the wellbeing grid every day.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the morning routine activity assigned on Seesaw.</li> <li>• Complete the Seesaw 'Unit 3 sound pronunciation' activity. <b>There is no offline version of this activity.</b></li> <li>• Practise saying and writing your phonemes v, e, j, k, n, w, y, z <i>Use the whiteboard and marker provided (see the attached letter formation guide)</i></li> <li>• Complete the 'Unit 3 (book 1): Segment and blend decodable words' Seesaw activity. Offline complete the corresponding worksheet.</li> <li>• Complete the phonic</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the morning routine activity assigned on Seesaw.</li> <li>• Practise saying and writing your phonemes v, e, j, k, n, w, y, z <i>Use the whiteboard and marker provided (see the attached letter formation guide)</i></li> <li>• Complete the 'Unit 3 (book 2): Segment and blend decodable words' Seesaw activity. Offline complete the corresponding worksheet.</li> <li>• Login to Wushka and choose a book to read and then complete one of the activities. Offline choose a book to read with someone and draw</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the morning routine activity assigned on Seesaw.</li> <li>• Practise saying and writing your phonemes v, e, j, k, n, w, y, z <i>Use the whiteboard and marker provided (see the attached letter formation guide)</i></li> <li>• Complete the 'CVC Unit 3 Segment and Blend' Seesaw Activity. Offline complete the corresponding worksheet.</li> <li>• Use letter tiles provided in your resource pack to segment and blend cvc and cvcc words from the word lists provided.</li> <li>• Complete the 'Read To' Seesaw Activity.</li> <li>• Complete the Seesaw</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the morning routine activity assigned on Seesaw.</li> <li>• Practise saying and writing your phonemes v, e, j, k, n, w, y, z <i>Use the whiteboard and marker provided (see the attached letter formation guide)</i></li> <li>• Complete the 'Camera word parking Lot (Unit 3)' Seesaw Activity. Offline complete the corresponding worksheet.</li> <li>• Complete the 'Sentence writing - using decodable words and camera words Unit 2' Seesaw Activity. Offline complete the corresponding worksheet.</li> <li>• Login to Wushka and choose a book to read and</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the morning routine activity assigned on Seesaw.</li> <li>• Practise saying and writing your phonemes v, e, j, k, n, w, y, z <i>Use the whiteboard and marker provided (see the attached letter formation guide)</i></li> <li>• Complete 'Unit 3: Trash or Treasure' activity assigned on Seesaw. Offline complete the corresponding worksheet. <i>Remember 'trash' words are made up words, 'treasure words' are real words.</i></li> <li>• Complete the Seesaw activity 'Unit 3 letter unscramble'. Offline complete the corresponding</li> </ul>

	Monday	Tuesday	Wednesday	Thursday	Friday
	worksheet from the attached resource pack.	your favourite part.	activity 'Unit 2 camera word find'. Offline complete the corresponding worksheet.	then complete one of the activities. Offline choose a book to read with someone and choose 1 sentence to write and draw.	worksheet. • Complete the 'Read To' Seesaw Activity.
<b>Break</b>			Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Practise counting forwards and backwards to/from either 20 or 30. Use the numbers from your resource pack to help you sequence the numbers.</li> <li>• Complete the Data 1 activity assigned on Seesaw. Offline complete the corresponding worksheet.</li> <li>• Complete Seesaw activity 'Maths Number – Week 2'. Offline complete the corresponding worksheets.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Practise writing numbers. <i>See the attached number formation sheet.</i> Use the whiteboard and marker provided (see the attached letter formation guide)</li> <li>• Complete the Data 2 activity assigned on Seesaw. Offline complete the corresponding worksheet.</li> <li>• Login into Mathletics and complete the assigned activity.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the Data 3 activity assigned on Seesaw. Offline complete the corresponding worksheet..</li> <li>• Using materials from the resource pack, play a number game with someone.</li> <li>• Complete Seesaw activity 'Addition: Week 2'. Offline complete the corresponding worksheet.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Practise counting forwards and backwards from either 20 or 30. Use the numbers from your resource pack to help you sequence the numbers</li> <li>• Complete the Data 4 activity assigned on Seesaw. Offline complete the corresponding worksheet</li> <li>• Using materials from the resource pack, play a number game with someone.</li> <li>• Login into Mathletics and complete the assigned activity.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Practise writing numbers. <i>See the attached number formation sheet.</i> Use the whiteboard and marker provided (see the attached letter formation guide)</li> <li>• Complete the Data 5 activity assigned on Seesaw. Offline complete the corresponding worksheet.</li> <li>• Complete the Seesaw '100 Days of School: Week 2' Activity. Offline complete the corresponding worksheet.</li> </ul>
<b>Break</b>	Break	Break	Break	Break	Break

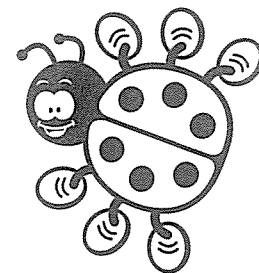
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Afternoon</b>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned weather activity on Seesaw. <b>This activity will need to be completed daily.</b> Offline complete the corresponding worksheet.</li> </ul> <p><b>News</b></p> <p>Upload a video of themselves on Seesaw- See Seesaw activity for further instructions. Offline: present your news to someone in your house.</p> <p>Topic: Rainy Days. What does it look like and feel like on a rainy day? What activities do you like to do and why?</p>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Complete the activity assigned on Seesaw for French. Offline complete the corresponding worksheets.</li> </ul>	<p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned library activity on Seesaw. Offline alternative, read a favourite story with someone.</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Complete the activity assigned on Seesaw for French.</li> <li>• Offline complete the corresponding worksheets.</li> </ul> <p><b>Creative arts</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned art activity on Seesaw.</li> <li>• Offline complete the corresponding art activity.</li> </ul>	<p><b>PDHPE - SISA</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned SISA activity on Seesaw. Offline: get active! Do some form of physical exercise.</li> </ul> <p><b>Science</b></p> <p>Complete the assigned weather activity on Seesaw including the data questions. Offline: complete the corresponding worksheet including the data questions.</p>

# Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations( e.g. I am capable of making it through this storm)

# Word List 3



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

## 3 Phoneme Words

zip jam yet yes van kit jib yum beg met	nap tan man pen men kin leg jog can zap	Ken wet ten fin jig red win wig vet vim	get jet fun bin din pin bun nil nut vat	win bed sin Zak let jug net fan sun kip	bet gun zen job yen
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## Extension Words

### VC / VCC Words

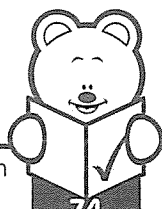
ink elm	elk ant	on in	an
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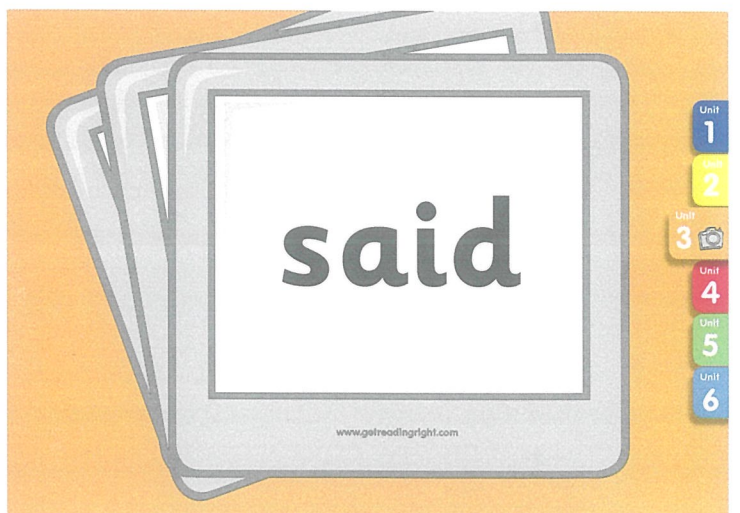
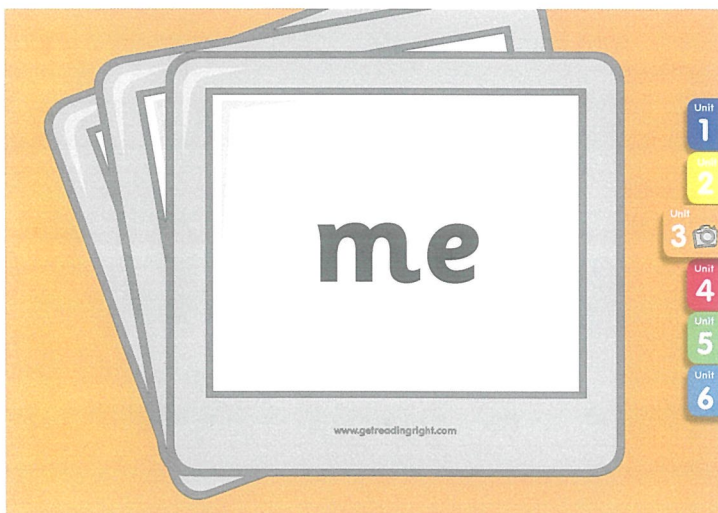
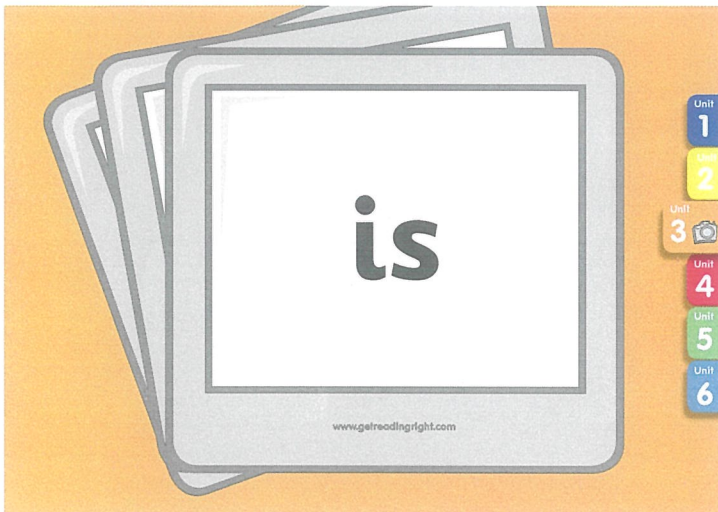
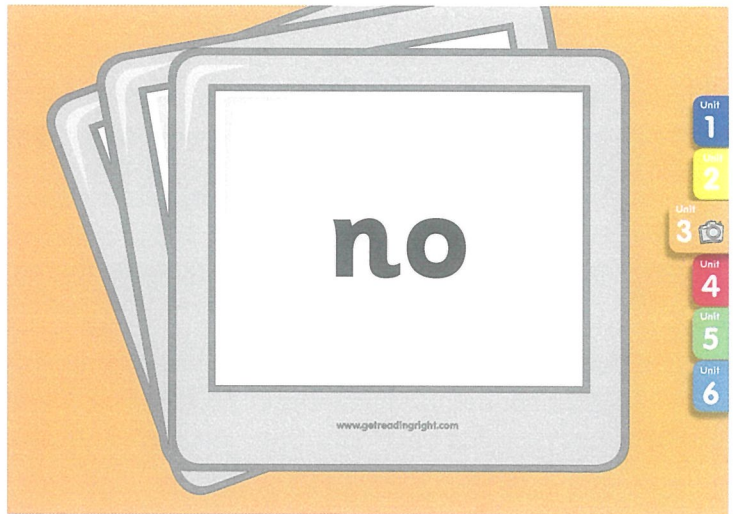
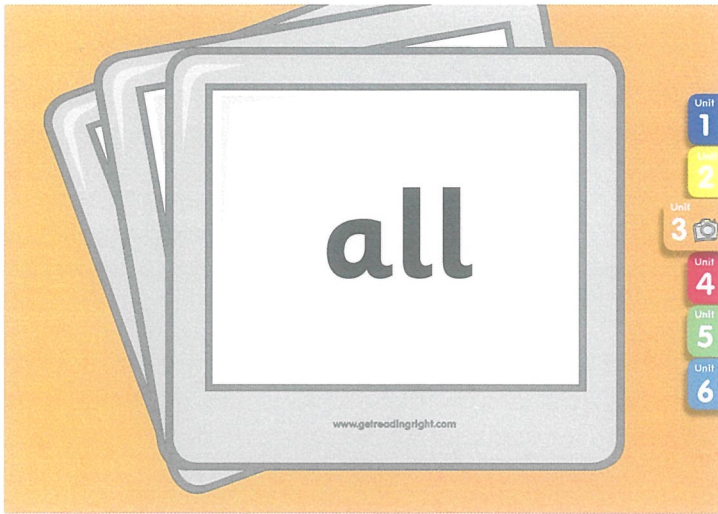
## 4 Phoneme Words

tint sand tent wilt yank swim skid hand bond	zest bank best nest volt clan rent band went	belt test swum bend bent west jump vest pink	snap swam junk vent wink kink
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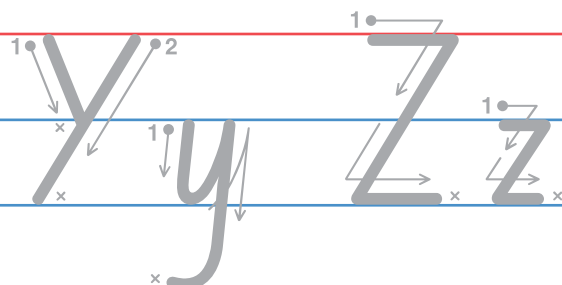
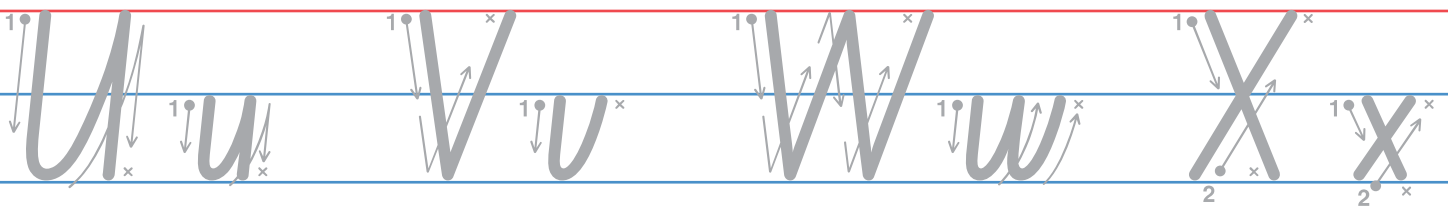
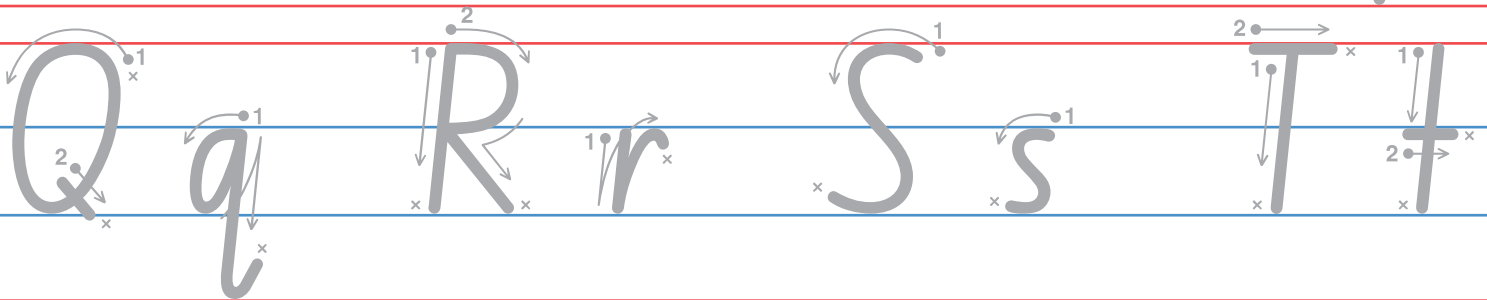
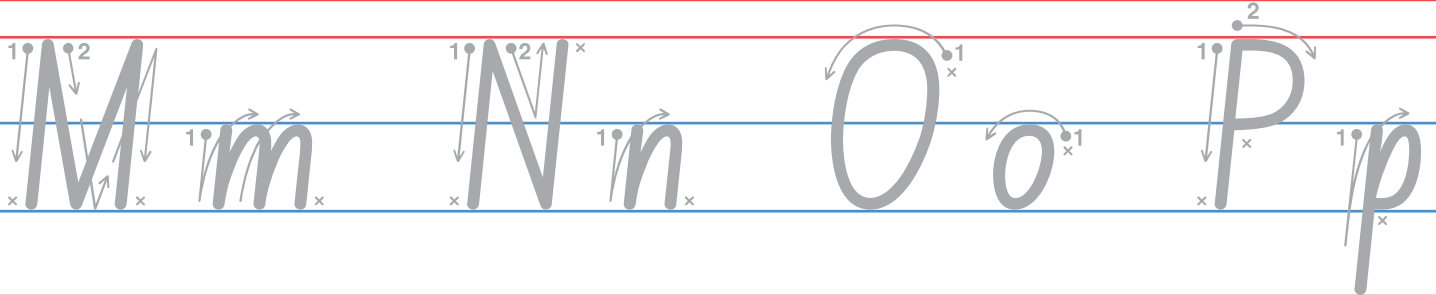
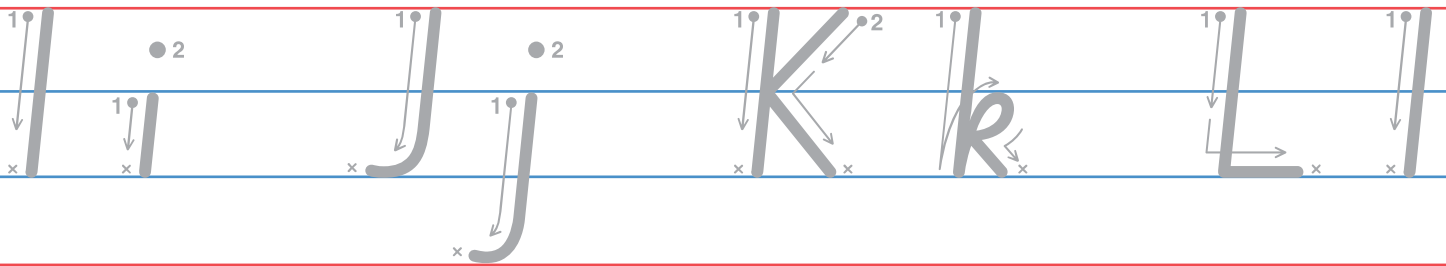
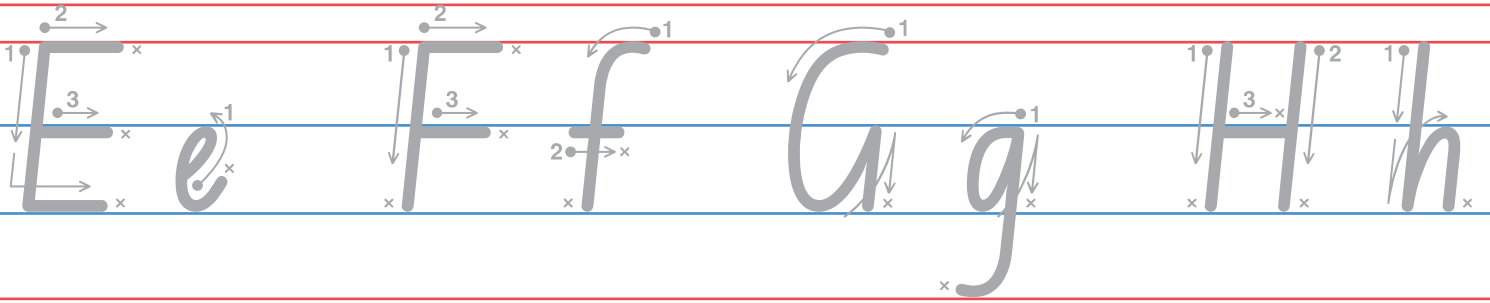
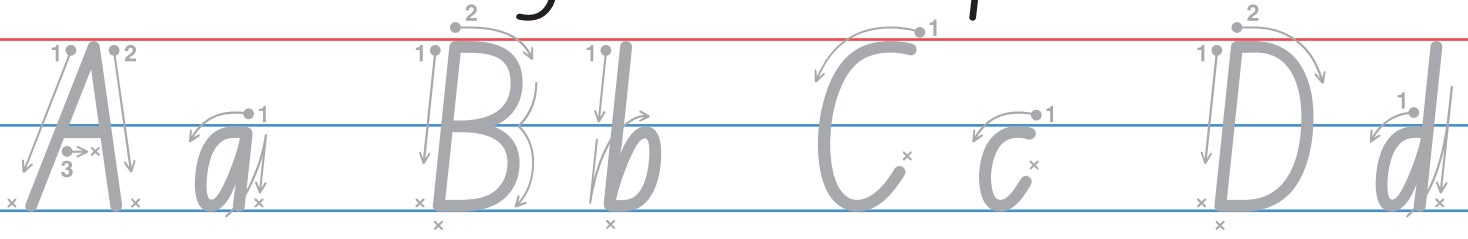
## 5 Phoneme Words

skunk	blend	blink	blitz
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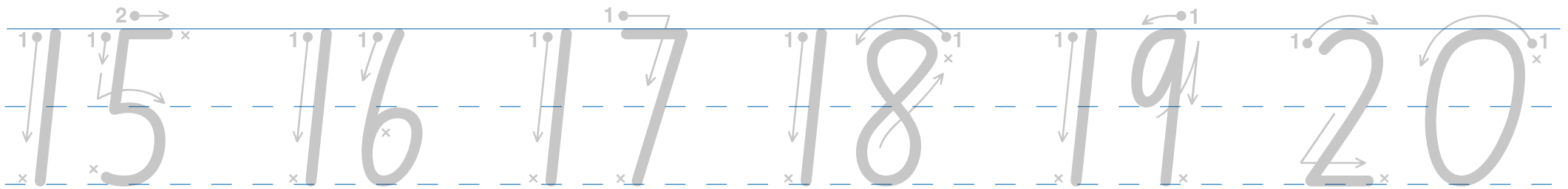
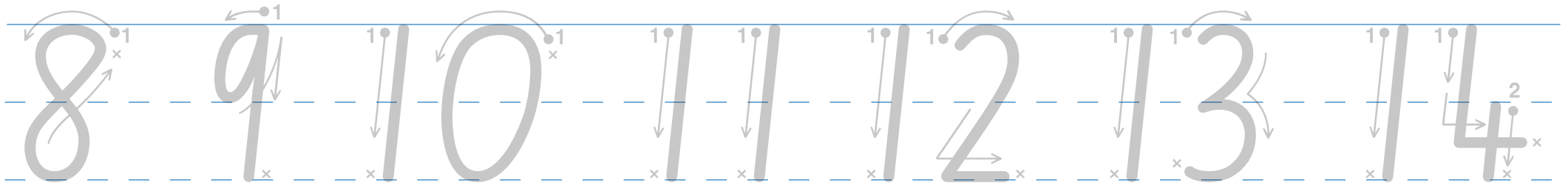
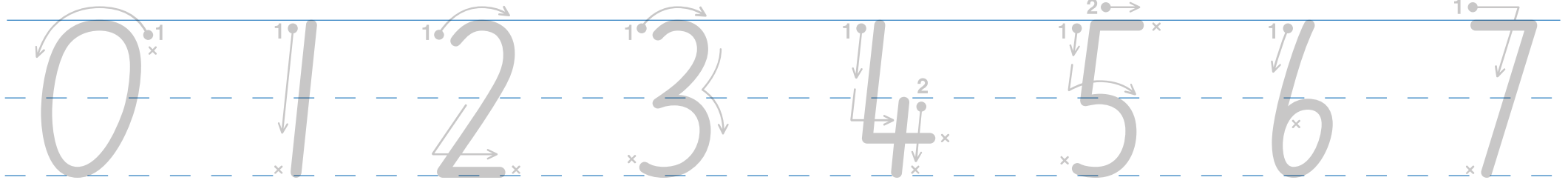




# Writing the Alphabet




# Writing Numbers 0-20







# Unit 3 (book 1): Segment and Blend Decodable Words (Monday 4<sup>th</sup> May)

Read the word, then using the tiles provided in your resource pack, build the words and finally write the word (please write the word in lower case)

<p><i>Read it</i></p> 	<p><i>Build it</i></p> <hr/> <p><i>Write it</i></p>
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<p><i>Read it</i></p> 	<p><i>Build it</i></p> <hr/> <p><i>Write it</i></p>
--	---

<p><i>Read it</i></p> 	<p><i>Build it</i></p> <hr/> <p><i>Write it</i></p>
---	---

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

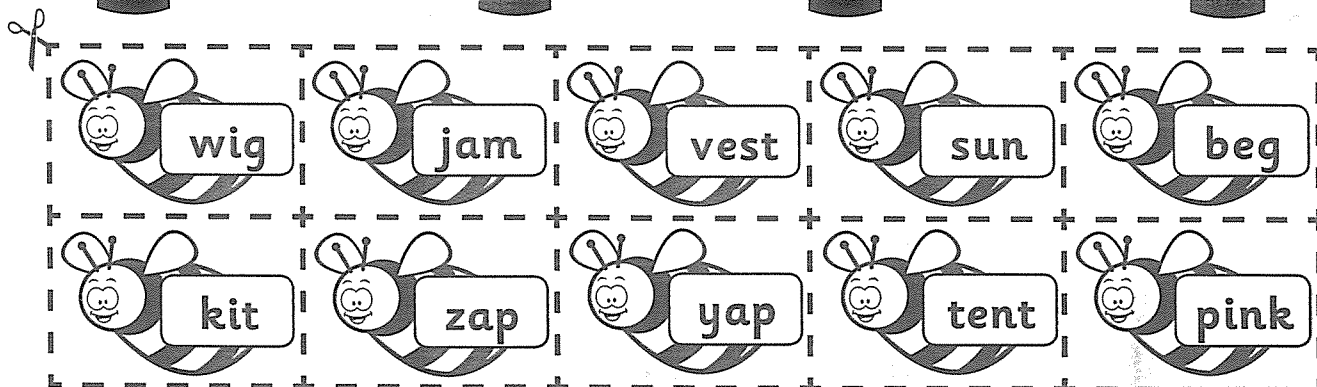
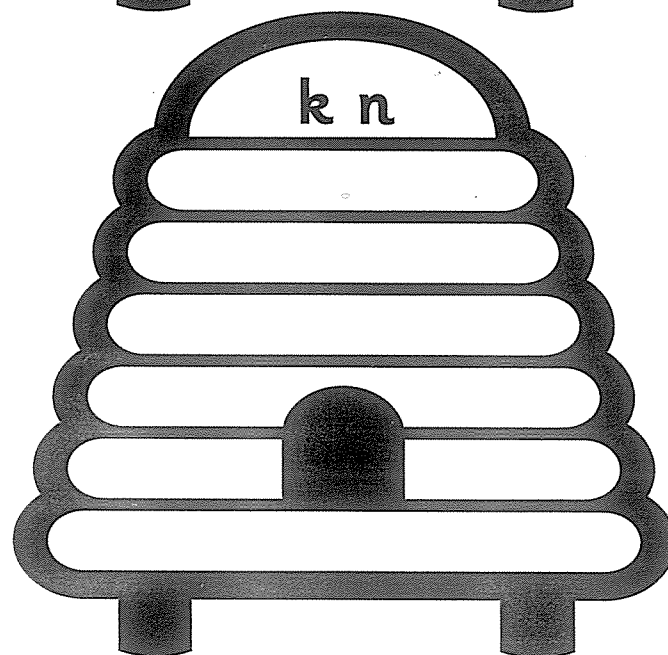
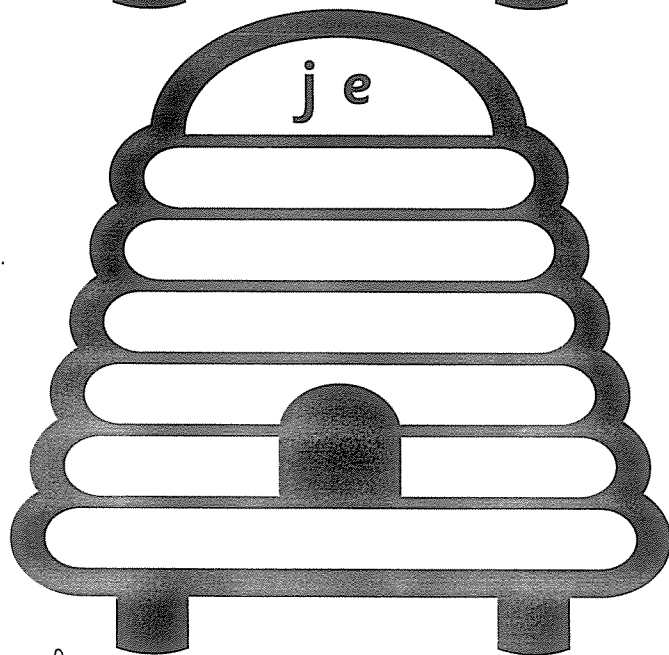
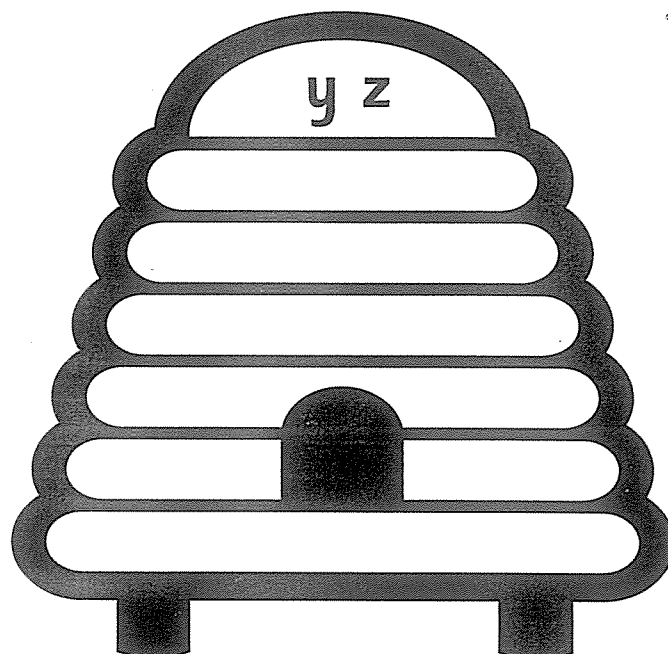
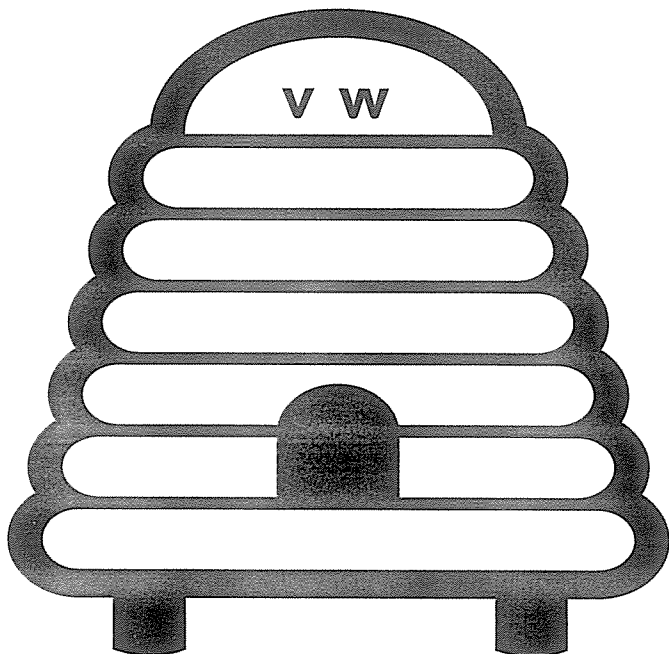
*Write it*

*Practice writing the words on the back of this piece of paper.*



INSTRUCTIONS

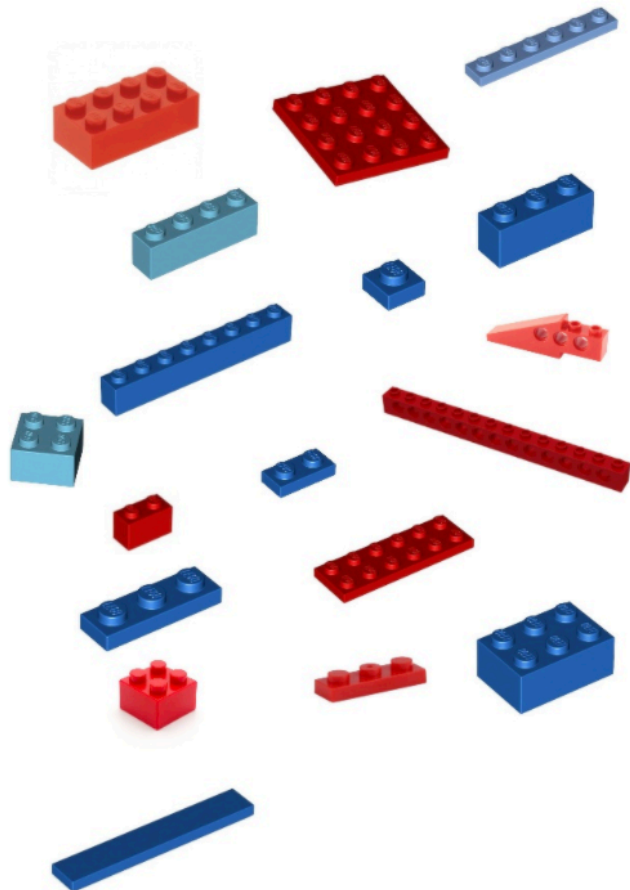
Cut out the bees and help them find their way to the hives. Read the word on the bee and paste it into the hive with the matching phoneme. If a bee belongs to more than one hive, colour it in.



Lesson 1 Monday 4<sup>th</sup> May

## Data— Organising objects into data displays

1. Find 10 things in your cupboard and put them on a table. You can choose to put them in order according to size, or group them by colours.
2. Draw a picture of them
3. Talk to your family about why you put them on the table in that way
4. Cut, sort and paste the blocks on the next page into 2 different groups
5. Talk to your family about why did you choose to put them in those groups?



Group 1



Group 2



# Monday 4<sup>th</sup> May

We are learning about numbers!

-I can count to 20

-I can write numbers

-I can identify numbers

-I can represent numbers

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Ten Frame


Number  
of the Day

# 7

BeforeAfter










Trace and write the number  
and the word.

7    seven

Build with shapes

Tally

## Dinosaur Counting

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





Write your  
answers in the  
circles









# Week 2 – Science: Lesson 2





This week you are going to be a meteorologist! Each day you will go outside and see what the weather is like. You will then record your findings on your own graph. At the end of the week you will answer some questions about your graph.

6				
5				
4				
3				
2				
1				
				

Which had the most?

			
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Which had the least?

			
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How much did  have?

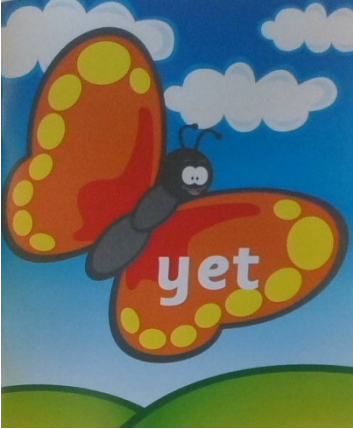
\_\_\_\_\_


How much did  have?


\_\_\_\_\_

# Unit 3 (book 2): Segment and Blend Decodable Words (Tuesday 5<sup>th</sup> May)

Read the word, then using the tiles provided in your resource pack, build the words and finally write the word (please write the word in lower case)

<p><i>Read it</i></p> 	<p><i>Build it</i></p> <hr/> <p><i>Write it</i></p>
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<p><i>Read it</i></p> 	<p><i>Build it</i></p> <hr/> <p><i>Write it</i></p>
--	---

<p><i>Read it</i></p> 	<p><i>Build it</i></p> <hr/> <p><i>Write it</i></p>
---	---

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

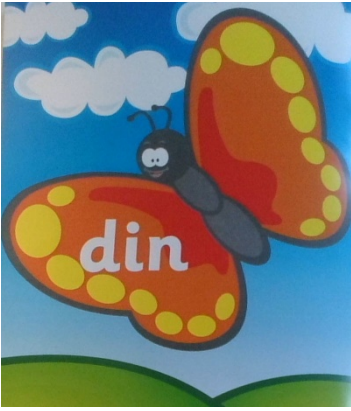
*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Read it*



*Build it*

*Write it*

*Practice writing the words on the back of this piece of paper.*

Lesson 2 Tuesday 5<sup>th</sup> May

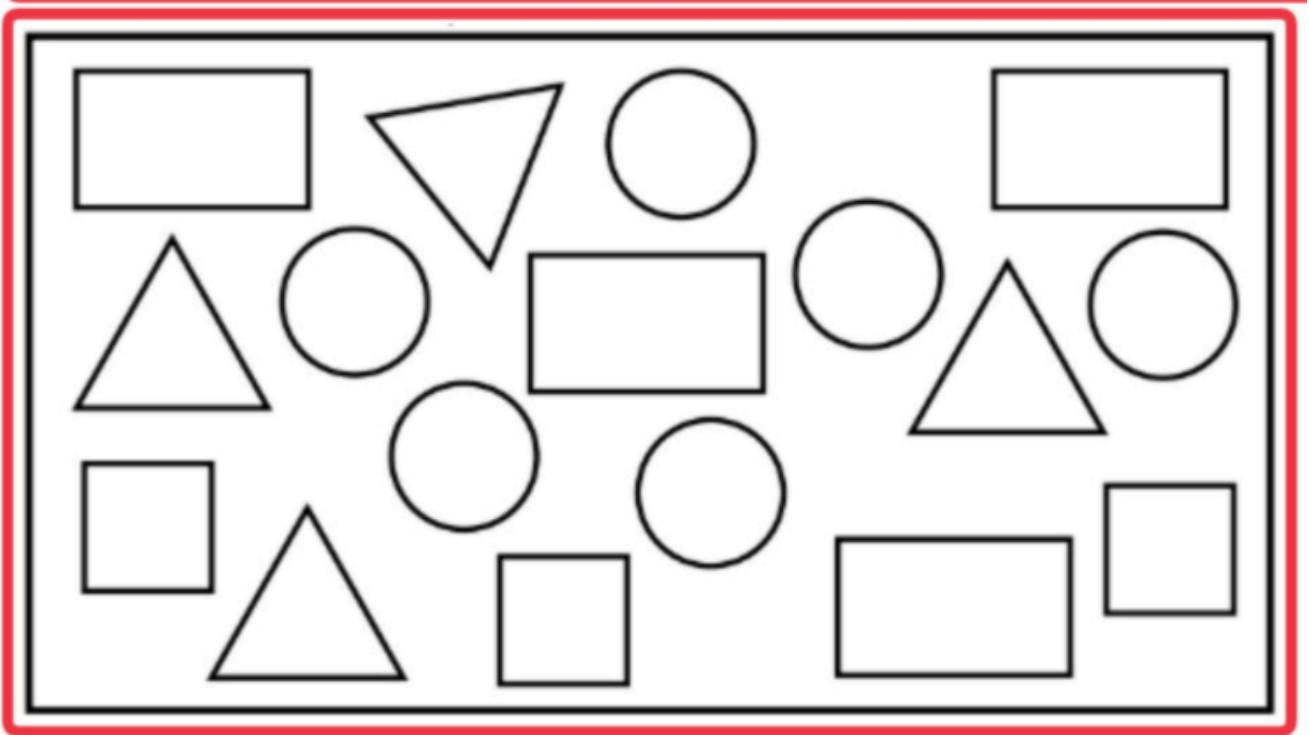
## Data – Tally Chart

1. Colour each shape a different colour.





2. Tally your data.

Remember when we count to 5 we put a line through the first 4 we have drawn

Colour each shape a different colour

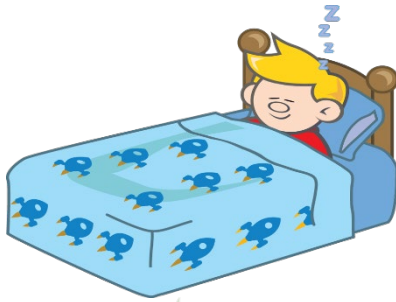


Tally your data

Shapes I See	
	
	
	
	

# CVC Unit 3 Segment and Blend matching Seesaw worksheet

(Wednesday 6<sup>th</sup> May)



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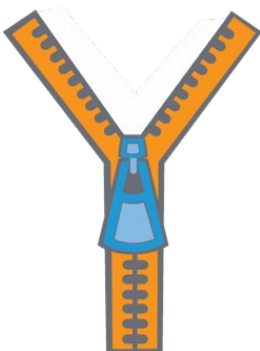
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Wednesday 6<sup>th</sup> of May

Unit 2 Camera Words Word Find

x t b e n o f  
f o r h e y q  
l d q f n x f  
p a k y a n h  
i y q q a u l  
d s w r d a y

day of he

a today for



# Lesson 3 Wednesday 6<sup>th</sup> May

## Data- Fruit Bowl Data

1. Empty all of the fruit from the fruit bowl onto a space
2. Align the fruit in rows or columns of the same fruits
3. Draw a picture of what they look like



Answer these questions:

1. How many pieces of fruit do you have all together? \_\_\_\_\_
2. How many different types of fruit do you have? \_\_\_\_\_
3. What is your favourite fruit? \_\_\_\_\_

Challenge:

4. Ask your family members what their favourite fruit is (out of the ones you have in your house)
5. Which fruit is the most popular in your house? \_\_\_\_\_

**Note:** parents, this can be done with a whole range of items, depending on what you have in your kitchen at home. Be creative!

Wednesday 6<sup>th</sup> of May – Maths: Warm Up

**Circle each  
dice as you  
say the  
number.  
Use the  
same  
colour for  
the same  
numbers.**

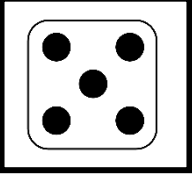
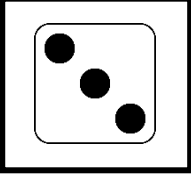




Wednesday 6<sup>th</sup> of May – Maths: Addition



We are learning to add numbers!



- I can say which dice has more dots
- I can start at one and count all of the dots to find how many altogether
- I can see the numbers in my head and start from 1 to count and find how many altogether
- I can put the bigger number in my head and use the dots to help me to count on



Roll your dice. Draw the dice and then write the number sentence. When you have finished, write which strategy you used to get your answers. Colour in a smiley to show how well you feel you did with this activity.

		$5 + 3 = 8$
--	--	-------------

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

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

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

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

$$\square \quad \square \quad + \quad =$$

$$\square \quad \square \quad + \quad =$$

$$\square \quad \square \quad + \quad =$$

$$\square \quad \square \quad + \quad =$$

$$\square \quad \square \quad + \quad =$$

*The strategy I used was..*

*I feel that this activity was..*

*It was hard*      *I did ok*      *I feel confident*

# Camera word parking lot (Unit 3) (Thursday 7<sup>th</sup> of May)

Cut out the cars and paste them onto the matching parking space. Read your camera words to someone.

all

no

is

they

me

said



Practice writing your camera words 4 times in different colours

*me*

*no*

*they*

*is*

*said*

*all*

# Sentence writing—using decodable and camera words Unit 3 (Thursday 7<sup>th</sup> May)

Read the sentence. Cut and paste the words from the word bank to make the sentence on the line.

They got wet.

---

I	They	wet	sat	to	got
mop	day	of	he	said	Sam
.					

Read the sentence. Cut and paste the words from the word bank to make the sentence on the line.

*The van is red.*

---

<i>I</i>	<i>pig</i>	<i>The</i>	<i>a</i>	<i>to</i>	<i>is</i>
<i>van</i>	<i>day</i>	<i>for</i>	<i>He</i>	<i>cop</i>	<i>red</i>
<i>.</i>					



Read the sentence and work out the missing word. Cut and paste the words from the word bank to make the sentence on the line.

Zak's \_\_\_\_\_ is lost.

---

<i>I</i>	<i>she</i>	<i>plum</i>	<i>a</i>	<i>to</i>	<i>today</i>
<i>fat</i>	<i>is</i>	<i>for</i>	<i>Zak's</i>	<i>hot</i>	<i>lost</i>
<i>.</i>					

Read the sentence and work out the missing word. Cut and paste the words from the word bank to make the sentence on the line.

No \_\_\_\_\_ in the club!

---

<i>I</i>	<i>she</i>	<i>kids</i>	<i>a</i>	<i>log</i>	<i>rug</i>
<i>cop</i>	<i>in</i>	<i>club</i>	<i>the</i>	<i>No</i>	<i>frog</i>
<i>!</i>					

Use the word bank to create your own sentence.

---

he	mop	to	dog	got	cop
hop	today	I	she	was	a
sat	fat	are	of	day	cat
the	sat	mat	pig	rug	log
they	said	on	at	kid	plum
.					

# Lesson 4 Thursday 7<sup>th</sup> May

## Data— Picture Graph

- I can collect, organise, and represent data on a graph.
- I can answer questions related to the data.

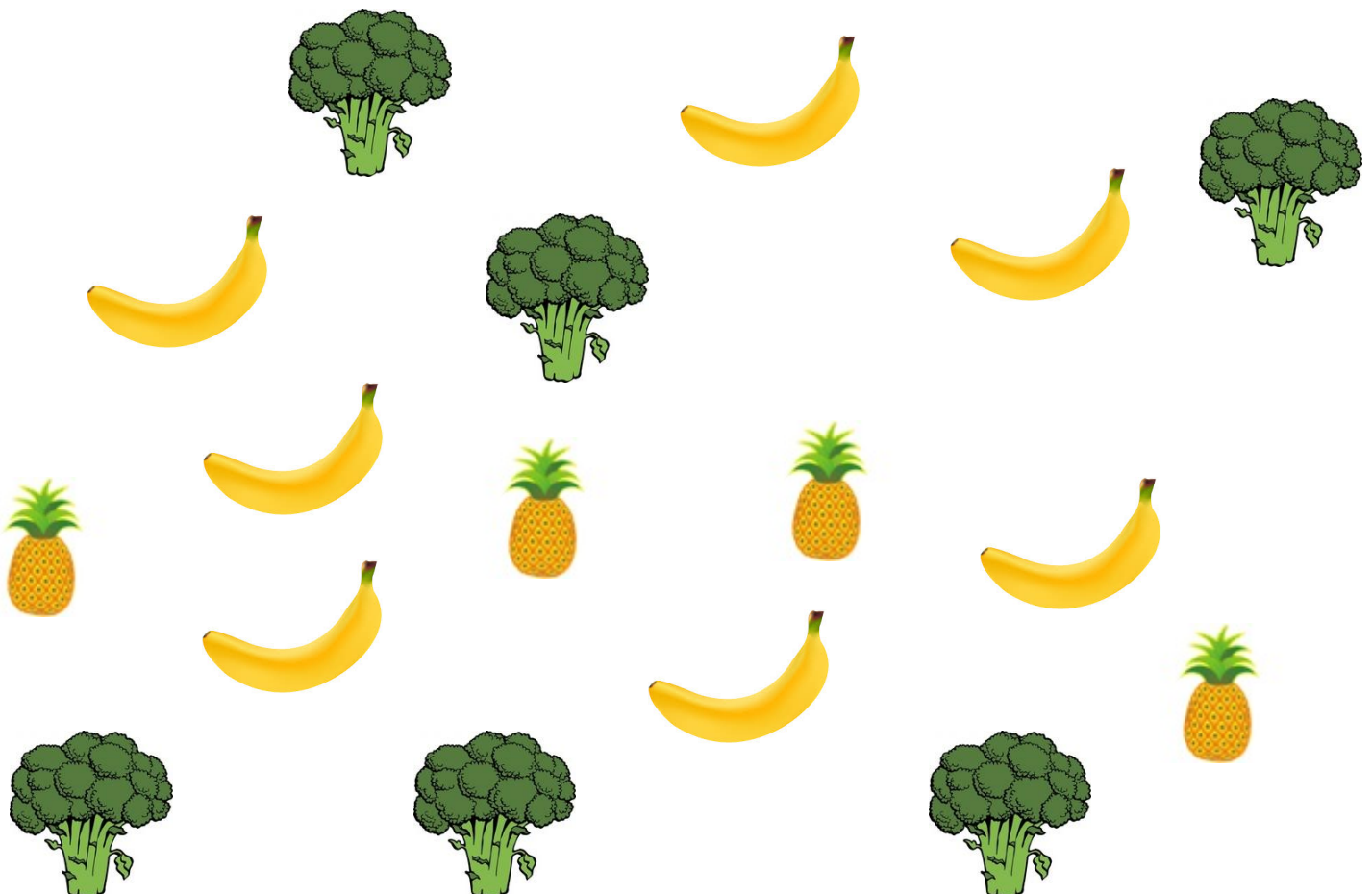
1. Cut and paste the pictures into the right columns to make a picture graph.

2. Circle the one with the MOST. Put an "X" on the one with the LEAST.




3. Answer the 2 questions

Which food had the most pieces left? \_\_\_\_\_

How many fruits and vegetables were left altogether? \_\_\_\_\_



It is the end of the week and this is the fruit and vegetables left over from the week.

8			
7			
6			
5			
4			
3			
2			
1			
	 banana	 pineapple	 broccoli

**Challenge:** organise the data using tally marks.

Remember to cross off each fruit as you count it so you don't count something twice.

## Challenge

Use tally marks to organise the data



*Thursday 7<sup>th</sup> of May*  
*Creative Arts: Week 2*

*Look at the clouds outside. Are they fluffy, thin, white or grey?*

*First, paint or use pencils to colour your sky.*

*Next, add umbrellas. You can draw them or stick them on. I used cake patty paper cut in half. Draw or paint the umbrella handles.*

*Finally, add your clouds. You can use cotton wool balls, or even torn up tissue or toilet paper.*



# Home Learning Activities For Kindergarten French

## Term 2, Week 1

### Instructions for Parents/Carers:

There are two activities this week for French.

The first is a **listening/viewing** activity. Please access the link if you have a device with internet access so that your child can watch, listen, sing and dance along to the music.

The second activity is a **drawing** activity. Students are to draw a picture of a hot weather scene and a cold weather scene in the two boxes provided.

The two main phrases for this week are:

Il fait chaud (it is hot), pronounced [*ill fay shore*] and

Il fait froid (it is cold), pronounced [*ill fay fwah*].

Thank you,

Madame Cartwright



#### **What's the weather?**

France is so big that the weather can be quite different in the north and the south! The north has cool winters and warm summers. The south is warmer all year round, but can be wet in winter.



## WEATHER – Le temps

*Learning Intention: We are learning to describe the weather in French.*

*Success Criteria: I can recognise some French weather words.*

### Activities:

1. Listen, if possible, to the song below:

Quel temps fait il? - Alain Le Lait  
Tialela 99

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

Here are the lyrics:

Quel temps fait-il aujourd'hui? Est-ce qu'il fait beau aujourd'hui? Non, il pleut aujourd'hui. Il y a un orage et beaucoup de pluie. Il ne fait pas beau aujourd'hui sauf pour les canards! Est-ce qu'il fait chaud aujourd'hui? Non, il fait froid aujourd'hui. Il y a de la neige. Le ciel est gris. Il ne fait pas chaud aujourd'hui sauf pour les pingoins! Quel temps fait-il aujourd'hui? Est-ce qu'il fait beau aujourd'hui? Non, il pleut aujourd'hui. Il y a un orage et beaucoup de pluie. Il ne fait pas beau aujourd'hui sauf pour les canards!!!	What is the weather like today? Is it lovely today? No, it is raining today. There is a storm and lots of rain. It isn't a lovely day today except for ducks! Is it hot today? No, it is cold today. There is snow. The sky is grey. It isn't hot today except for penguins! What is the weather like today? Is it a lovely day today? No, it is raining today. There is a storm and lots of rain. It isn't a lovely day today except for ducks!!!
--	---

2. Look at the weather pictures below then draw, in the empty squares, your own weather picture to match.



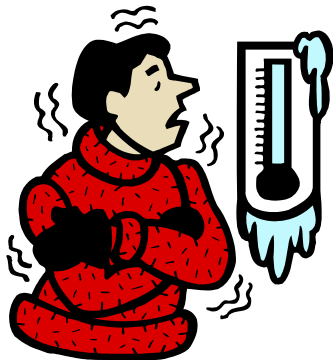
*Il fait  
chaud.*

*It is  
hot.*



*Il fait  
froid.*

*It is  
cold.*



## Friday 8th of May – Phonics

*Trash or Treasure?* Cut out the words at the bottom of the page. Paste real words in the treasure chest and fake words in the trash can. Challenge! Can you think of anymore words using the phonemes that we have learnt so far? Write them on the back of this page.



zip

gum

keb

bed

kit

wet

sun

lip

get

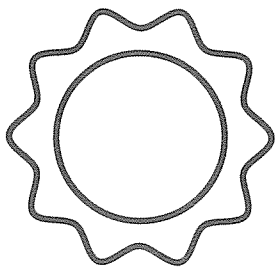
nen

duw

soj

**INSTRUCTIONS**

Unscramble the letters next to the pictures. Write the word underneath the picture. Check your spelling to make sure you are correct. Colour in the pictures.



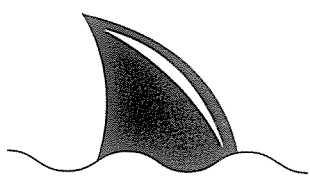
s  
n  
u

\_\_\_\_\_



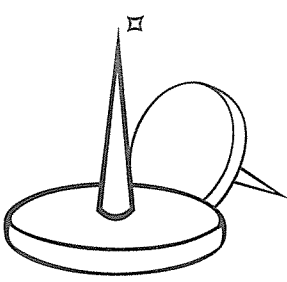
n  
p  
a

\_\_\_\_\_



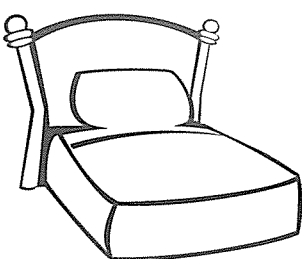
i  
n  
f

\_\_\_\_\_



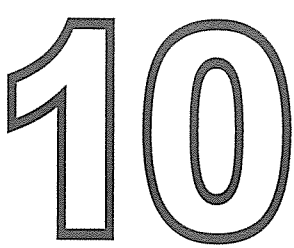
i  
n  
p

\_\_\_\_\_



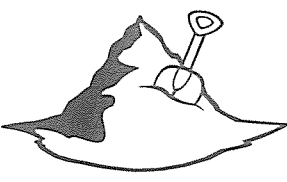
d  
e  
b

\_\_\_\_\_



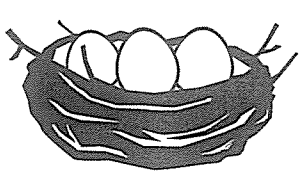
n  
t  
e

\_\_\_\_\_



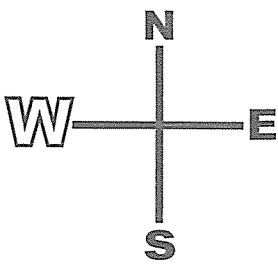
a  
n  
s  
d

\_\_\_\_\_



e  
n  
s  
t

\_\_\_\_\_



s  
t  
w  
e

\_\_\_\_\_

Lesson 5 Friday 8<sup>th</sup> May

## Data— Count Tally and Graph Sea Animals

2. Count the sea animals and create a tally. Remember to cross off each animal as you count it so you don't count something twice.
3. Colour in the bar graph to match your data. The first one has been done for you
4. Answer the questions

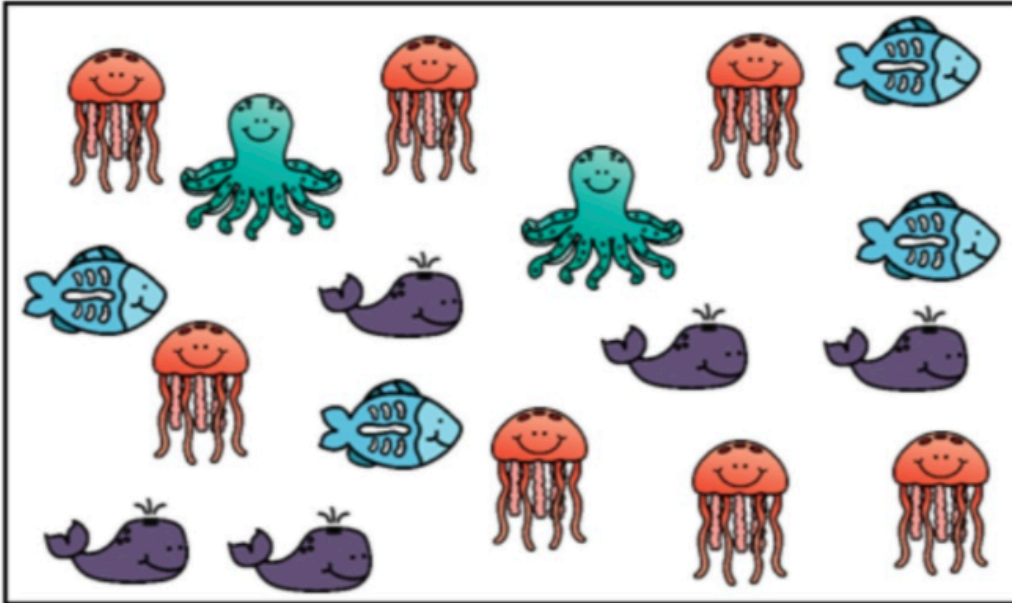
Challenge:





Ask your parent to help you to write a sentence telling your teacher what you notice about your graph.

---

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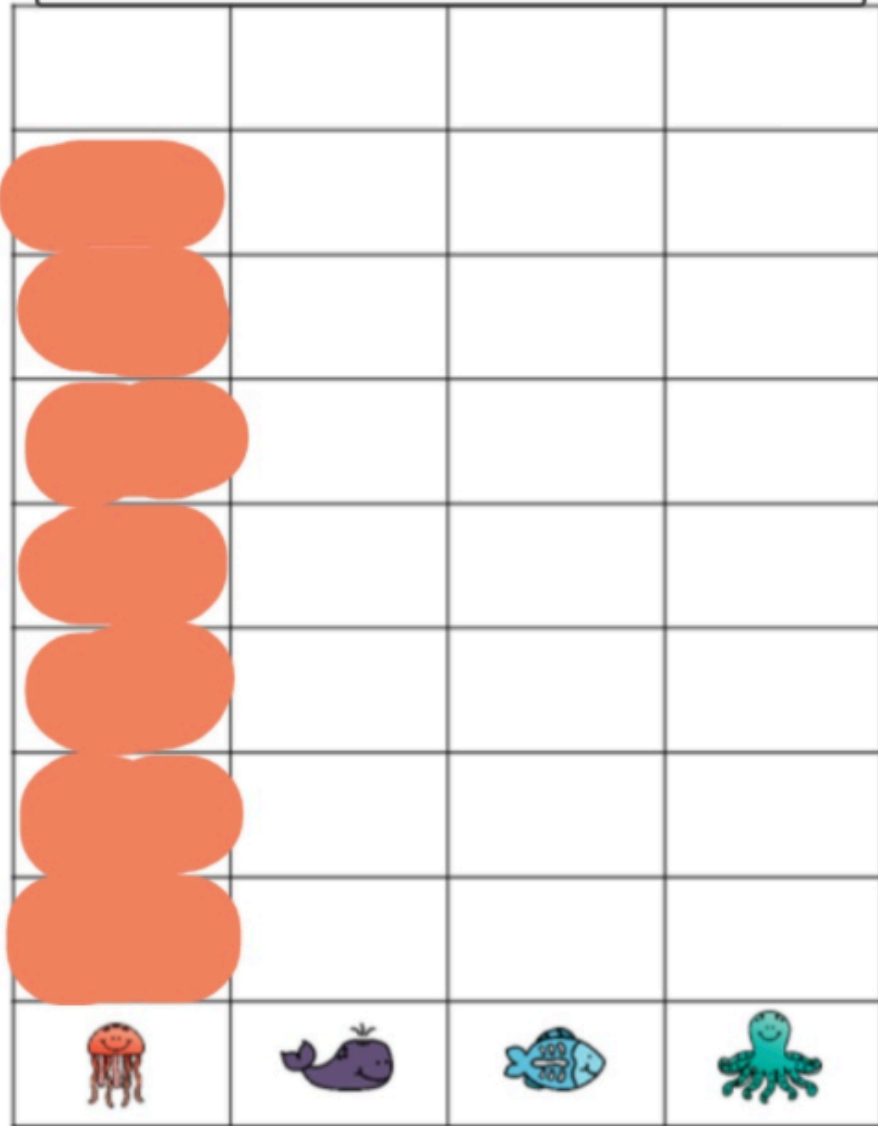
# Animals in the ocean today



	Tally	Total
		
		
		
		

**Tally the data**

**Animals in the ocean today**



**Graph the data**

**The first one has been done for you**

**Which animal was  
seen the most?**



**Which animal was  
seen the least?**



**How many animals  
were seen all together?**

**Interpret the data**



Friday 8<sup>th</sup> of May

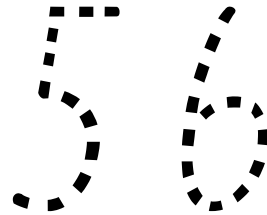
# 100 Days of School!

We have been at school for **56** days.

Can you write the number before and after?

Before	After

Trace the number.



Can you break the number into its tens and ones?

Tens	Ones

Can you make a tally for the number?

Can you fill in the tens frames to make the number?

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