

Remote learning Grid - Week 3 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 11/5	Tuesday 12/5	Wednesday 13/5	Thursday 14/5	Friday 15/5
Morning	<p>English</p> <ul style="list-style-type: none"> • Complete the morning routine activity assigned on Seesaw. • 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> • Complete the 'Unit 3 (book 3): Segment and blend decodable words' Seesaw activity. Offline complete the corresponding worksheet. • Complete the 'Unit 3 Camera Words: Scratch and Say' Activity. Offline complete practice writing your camera words 	<p>English</p> <ul style="list-style-type: none"> • Complete the morning routine activity assigned on Seesaw. • 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> • Complete the 'Unit 3 (book 4): Segment and blend decodable words' Seesaw activity. Offline complete the corresponding worksheet. • Complete the Unit 3 Camera Words: Word Find' Activity. Offline complete the corresponding worksheet. 	<p>English</p> <ul style="list-style-type: none"> • Complete the morning routine activity assigned on Seesaw. • 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> • Complete the 'CVC & CVCC Unit 3 Segment and Blend' Seesaw Activity. Offline complete the corresponding worksheet. • Complete the 'Read To' Seesaw Activity and 'Make a Crab' craft activity. • Login to Wushka and choose a book to read and then complete one of the activities. Offline choose a book to read with someone 	<p>English</p> <ul style="list-style-type: none"> • Complete the morning routine activity assigned on Seesaw. • 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> • Complete the phonics worksheet. • Complete the 'Sentence writing - using decodable words and camera words Unit 3 Lesson 2' Seesaw Activity. Offline complete the corresponding worksheet. • Login to Wushka and choose a book to read and then complete one of the activities. Offline choose a 	<p>English</p> <ul style="list-style-type: none"> • Complete the morning routine activity assigned on Seesaw. • 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> • Complete 'Unit 3: Decodable Reader' activity assigned on Seesaw. Offline complete the corresponding worksheet. • Use letter tiles provided in your resource pack to segment and blend cvc and cvcc words from the word lists provided. • Complete the Seesaw activity 'Middle and End Sound Phonological

Monday 11/5

Tuesday 12/5

Wednesday 13/5

Thursday 14/5

Friday 15/5

			and choose 1 sentence to write and draw.	book to read with someone and choose 1 sentence to write and draw.	Awareness' Activity. Offline complete the corresponding worksheet. <ul style="list-style-type: none"> • Complete the 'Read To' Seesaw Activity. Offline: read a favourite story with someone at home.
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.	Choose 1 activity from the Seesaw Wellbeing click board. Offline: complete an activity from the wellbeing grid.
Break					
Middle	<p>Mathematics</p> <ul style="list-style-type: none"> • Practise sequencing numbers to 20 and creating the number with objects. Use the numbers from your resource pack to help you sequence the numbers. • Complete the Area 1 activity assigned on Seesaw. Offline complete the corresponding worksheet. • Complete Seesaw activity 'Maths Number – Week 3 L1'. Offline complete the corresponding 	<p>Mathematics</p> <ul style="list-style-type: none"> • Practise writing numbers. See the attached number formation sheet. Use the whiteboard and marker provided (see the attached letter formation guide) • Complete the Area 2 activity assigned on Seesaw. Offline complete the corresponding worksheet. • Complete the 'One is a Snail, Ten is a Crab Read to and Addition' Activity. Offline complete the corresponding 	<p>Mathematics</p> <ul style="list-style-type: none"> • Complete the Area 3 activity assigned on Seesaw. Offline complete the corresponding worksheet.. • Using materials from the resource pack, play a number game with someone. • Complete Seesaw activity 'One is a Snail, Ten is a Crab Addition'. Offline complete the corresponding worksheets. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Practise sequencing numbers to 20 and creating the number with objects. Use the numbers from your resource pack to help you sequence the numbers. • Complete the Area 4 activity assigned on Seesaw. Offline complete the corresponding worksheet • Using materials from the resource pack, play a number game with someone. • Login into Mathletics and complete the assigned 	<p>Mathematics</p> <ul style="list-style-type: none"> • Practise writing numbers. See the attached number formation sheet. Use the whiteboard and marker provided (see the attached letter formation guide) • Complete the Area 5 activity assigned on Seesaw. Offline complete the corresponding worksheet. • Complete the Seesaw '100 Days of School: Week 3' Activity. Offline complete the corresponding worksheet.

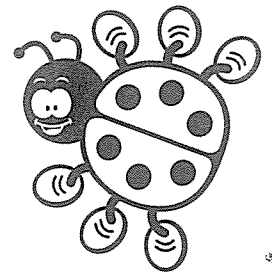
	Monday 11/5	Tuesday 12/5	Wednesday 13/5	Thursday 14/5	Friday 15/5
	worksheets.	worksheet and read the copy of the book in your home learning pack.		activity.	
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science</p> <ul style="list-style-type: none"> • Complete the assigned weather activity on Seesaw. Offline complete the corresponding worksheet. <p>News</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: Sunny Days. What does it look like and feel like on a sunny day? What activities do you like to do and why?</p>	<p>French</p> <ul style="list-style-type: none"> • Complete the activity assigned on Seesaw for French. Offline complete the corresponding worksheets. 	<p>Library</p> <ul style="list-style-type: none"> • Complete the assigned library activity on Seesaw. Offline alternative, read a favourite story with someone. 	<p>French</p> <ul style="list-style-type: none"> • Complete the activity assigned on Seesaw for French. • Offline complete the corresponding worksheets. <p>Creative arts</p> <ul style="list-style-type: none"> • Complete the assigned art activity on Seesaw. • Offline complete the corresponding art activity. 	<p>PDHPE - SISA</p> <ul style="list-style-type: none"> • Complete the assigned SISA activity on Seesaw. Offline: get active! Do some form of physical exercise.

Wellbeing Grid - Weeks 3 and 4

Complete one of these activities each day. You may complete each activity more than once.

<p>Do some Cosmic Yoga. You can find the videos on Youtube.</p>	<p>Play a boardgame or do a jigsaw puzzle with a family member.</p>	<p>Do something to help out around your house e.g. help to fold the washing.</p>
<p>Build a cubby house out of blankets and read a book inside with a family member.</p>	<p>Go for a bike ride, scooter ride or walk around the block with a family member.</p>	<p>Think of your happiest memory and draw a picture of it.</p>
<p>Make a thank you card for someone.</p>	<p>Download the 'Smiling Minds' App and do some meditation.</p>	<p>Do a 'Just Dance'. You can find the videos on Youtube.</p>

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

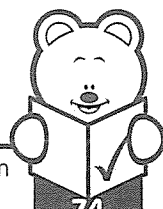
ink elm	elk ant	on in	an
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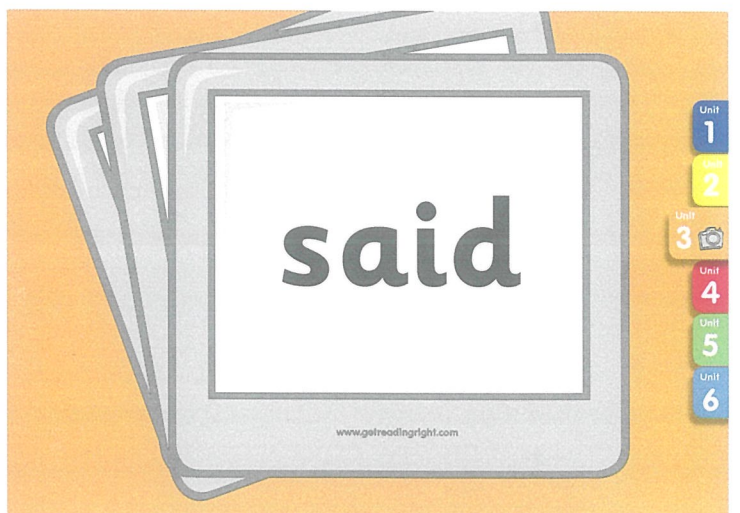
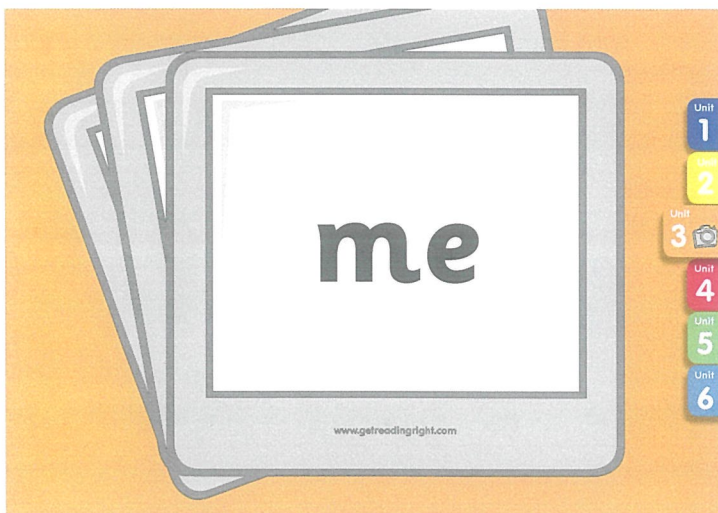
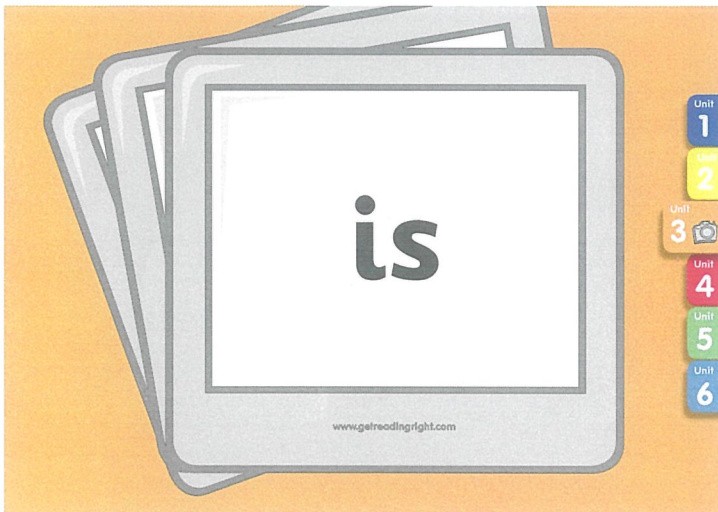
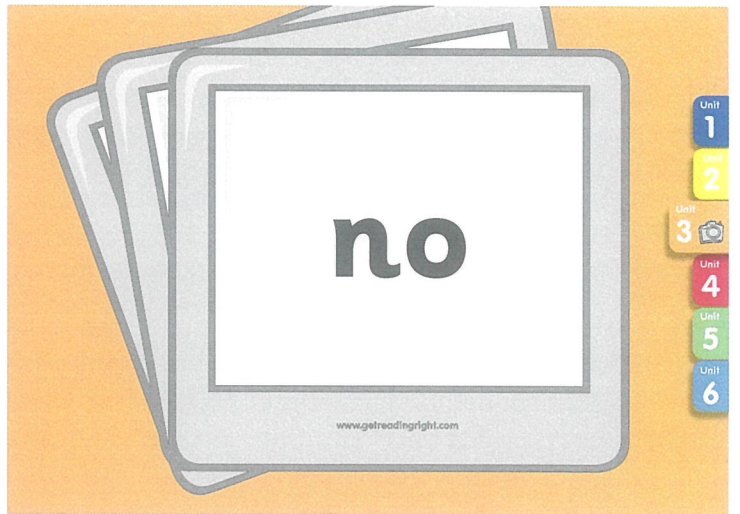
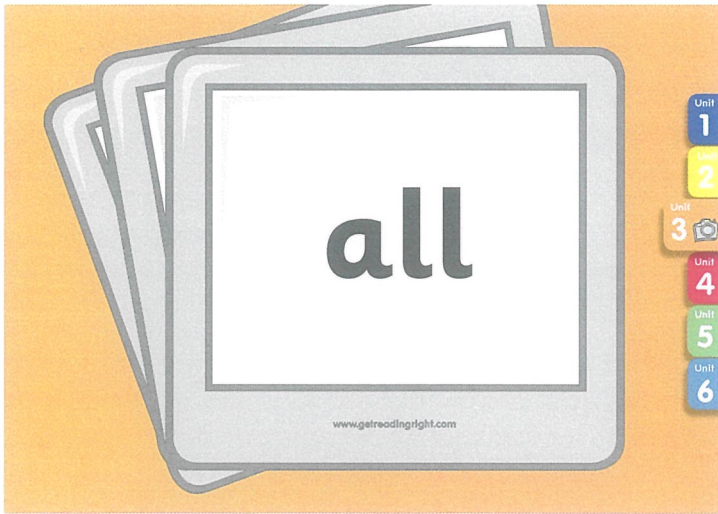
4 Phoneme Words

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

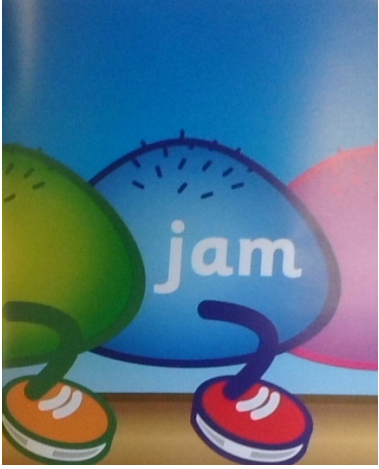
skunk	blend	blink	blitz
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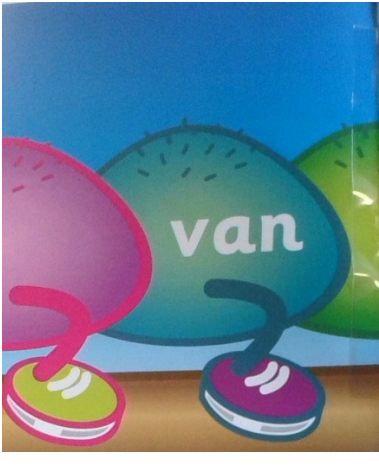


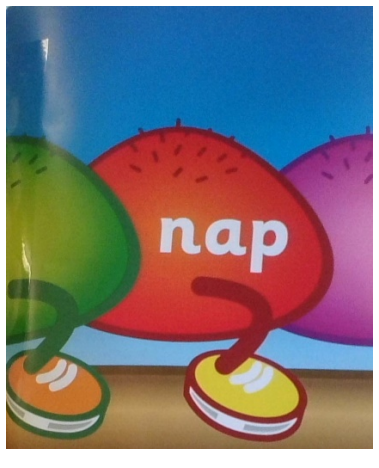


Unit 3 (book 3): Segment and Blend Decodable Words (Monday 11th May)

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>
	<p><i>Write it</i></p>

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

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

Read it



Build it

Write it

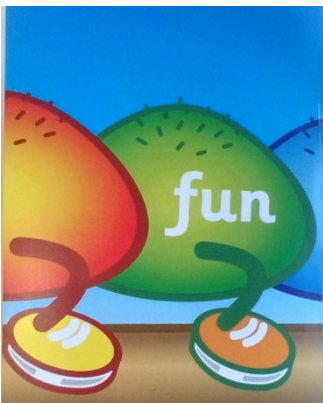
Read it



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 1 Monday 11th May

Area— Covering Area

Area is the space inside a shape.

1. Colour in the entire area inside of these shapes



Monday 11th May
Maths Number -11 Teen Numbers

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

Ten Frame

Number of the Day
14

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Before After

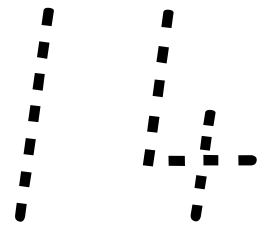
Trace and write
the number and the word.

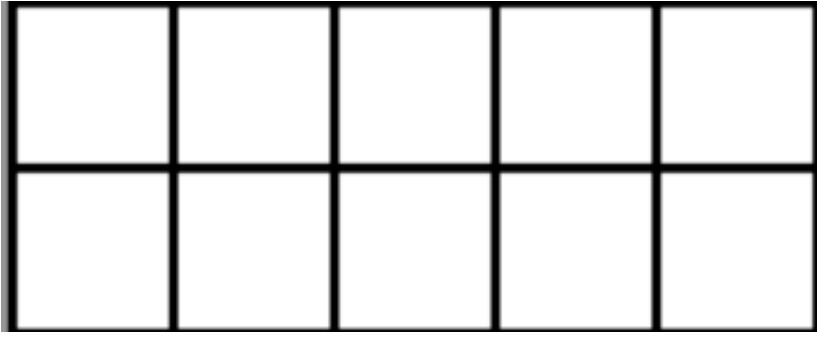
fourteen 14

Tally

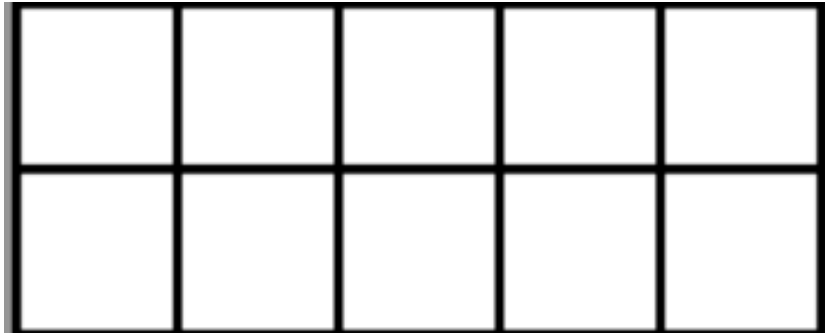
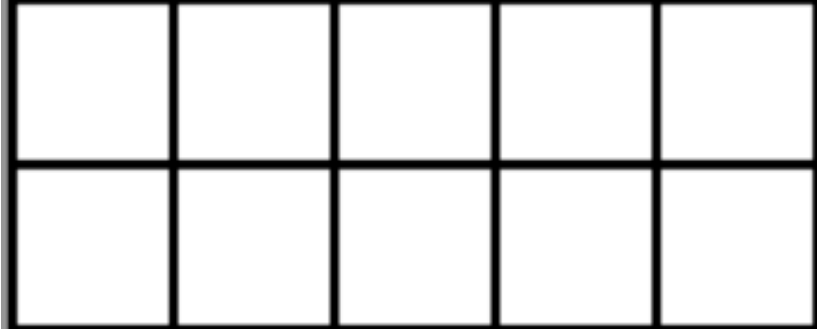
Build with shapes

Trace and Build the teen numbers by drawing dots in each set of ten frames.

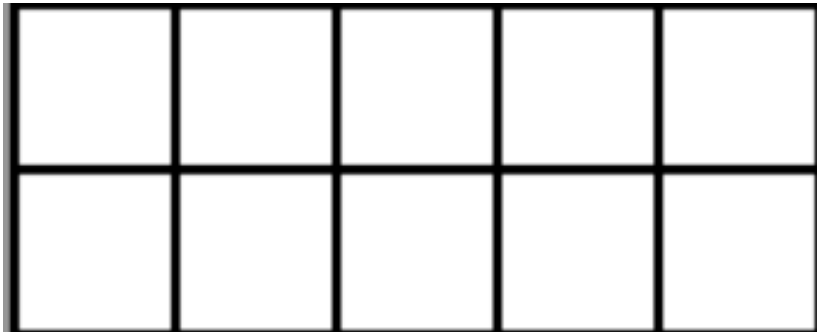
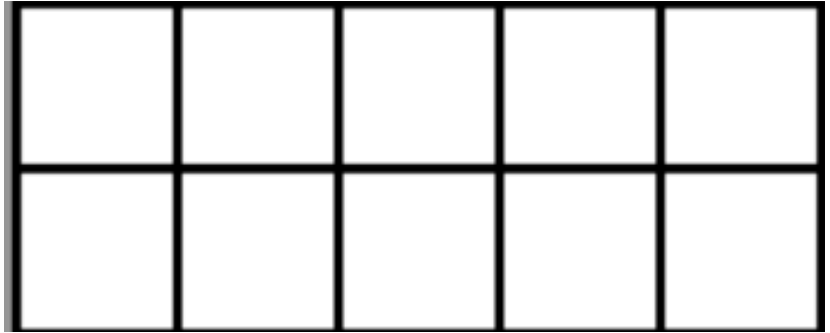




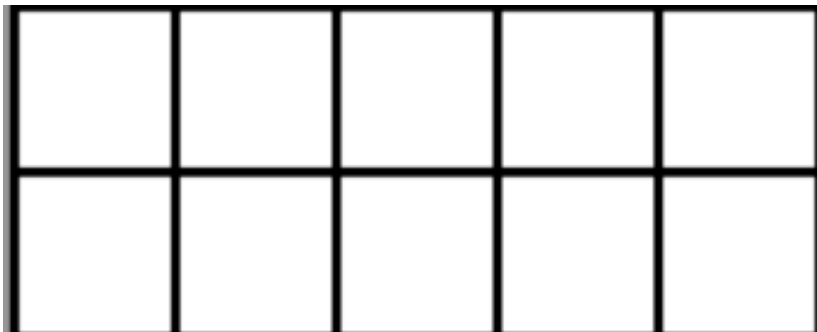
17



12



18



Science: Week 3 – Monday 11th of May

Cut and paste the items to match them to the weather that you would wear/use them in.

SUNNY



RAINY



COLD



Science: Week 3 – Monday 11th of May

Draw yourself in each different type of weather. What will you wear? What activity will you do?



SUNNY DAY




RAINY DAY





COLD DAY

Unit 3 (book 4): Segment and Blend Decodable Words (Tuesday 12th 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>
---	---

<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.

Tuesday 12th May
Unit 3 Camera Words Word Find

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

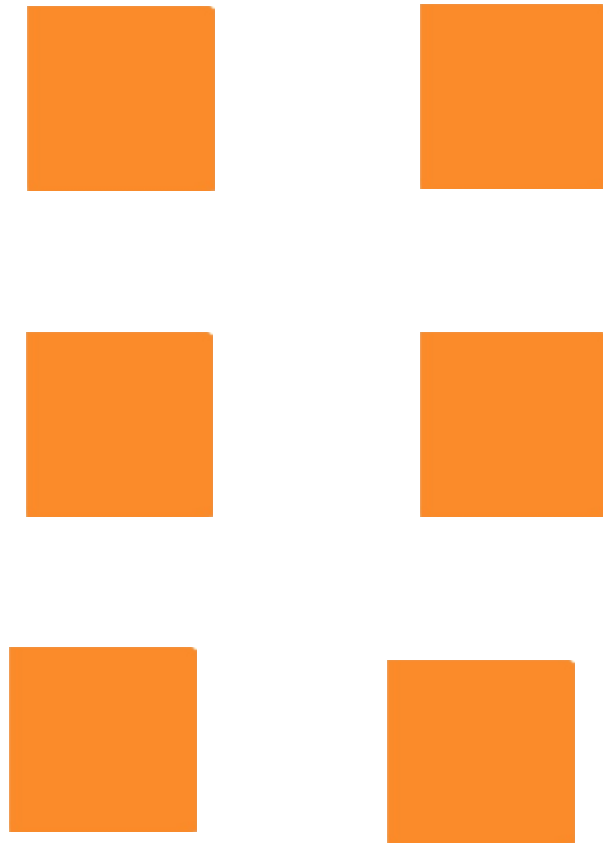
all no
is said
me they

Lesson 2 Tuesday 12th May

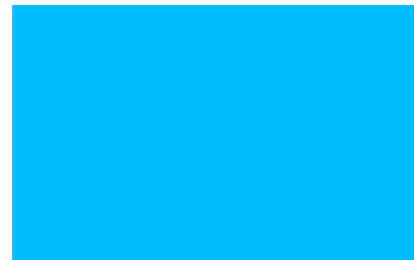
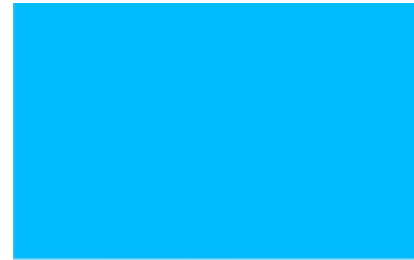
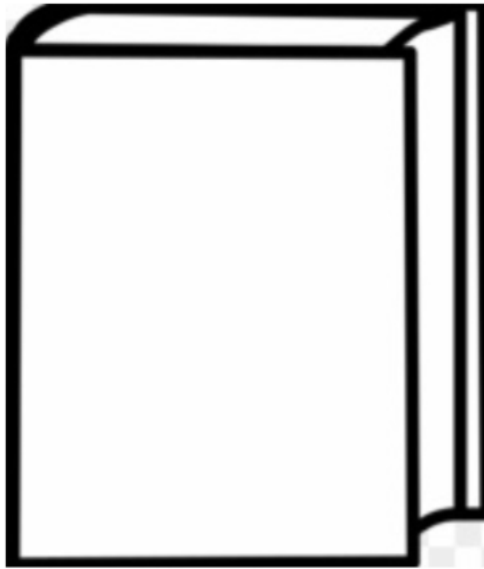
Area— Covering Shapes

Area is the space inside a shape. Or the amount of space a shape covers.

1. Cut and paste the orange squares to cover the table. Remember not to leave any gaps or overlaps.



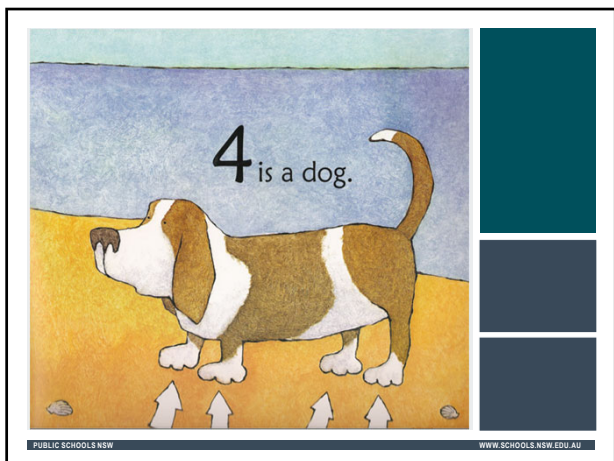
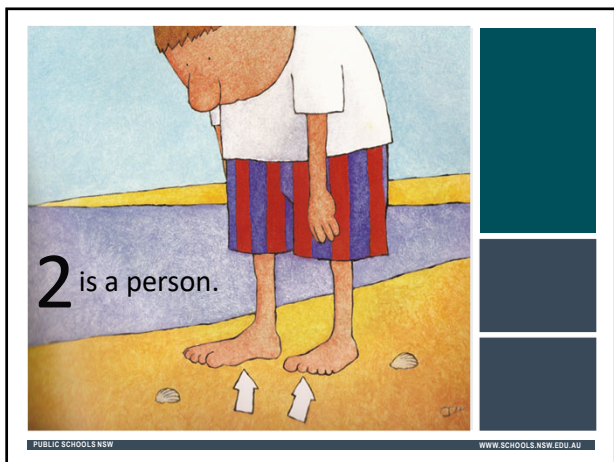
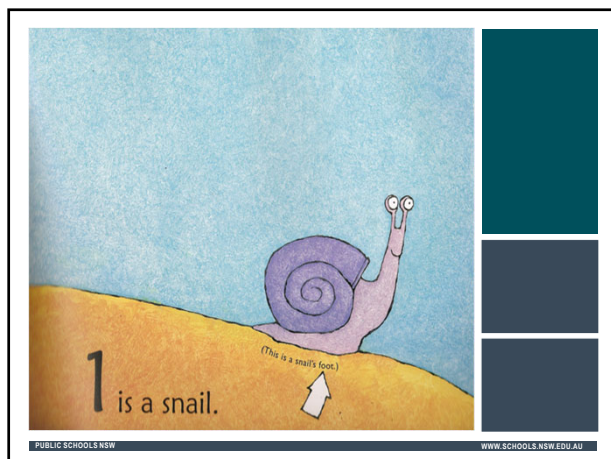
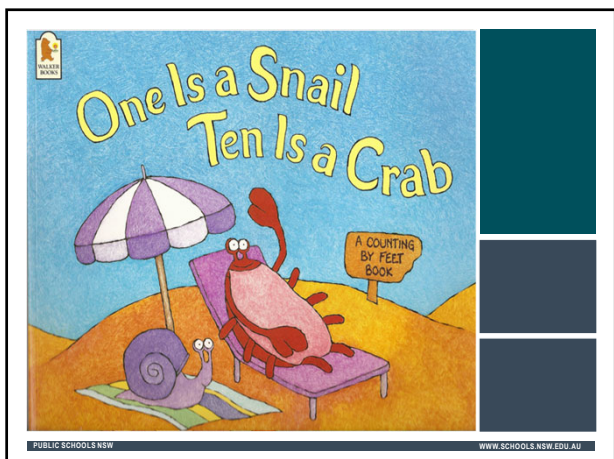
1. Cut and paste the blue rectangles to cover the front of the book. Remember not to leave any gaps or overlaps.

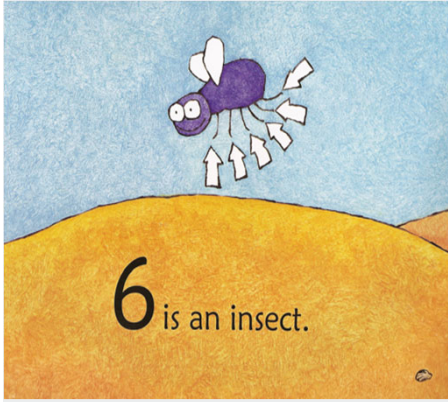


Tuesday 12th and Wednesday 13th of May

Read to: *One is a Snail, Ten is a Crab*

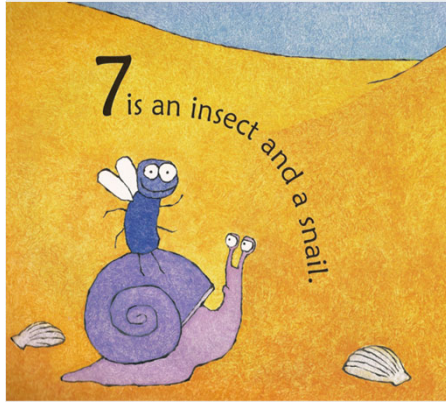
(This story is to be used as reference for the Tuesday and Wednesday maths activities)





6 is an insect.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU




7 is an insect and a snail!

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU



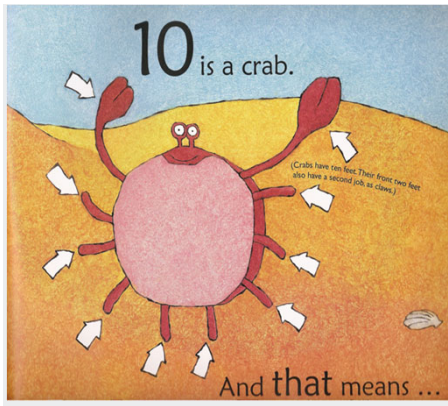
8 is a spider.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU



9 is a spider and a snail.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

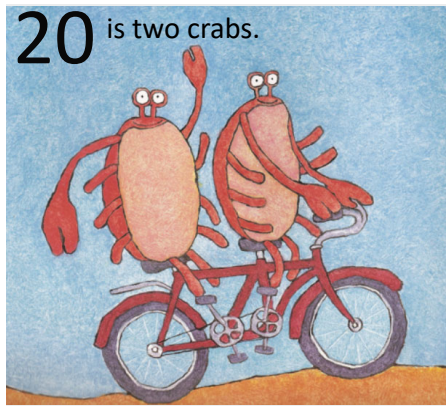


10 is a crab.

(Crabs have one foot. Their front two feet also have a second job as claws.)

And that means ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU



20 is two crabs.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

30 is three crabs ...

PUBLIC SCHOOLS NSW
WWW.SCHOOLS.NSW.EDU.AU

Or ten people and a crab.

PUBLIC SCHOOLS NSW
WWW.SCHOOLS.NSW.EDU.AU

40 is four crabs ...

PUBLIC SCHOOLS NSW
WWW.SCHOOLS.NSW.EDU.AU

Or ten dogs.

PUBLIC SCHOOLS NSW
WWW.SCHOOLS.NSW.EDU.AU

50 is five crabs ...

PUBLIC SCHOOLS NSW
WWW.SCHOOLS.NSW.EDU.AU

Or ten dogs and a crab.

PUBLIC SCHOOLS NSW
WWW.SCHOOLS.NSW.EDU.AU

60 is six crabs ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

Or ten insects.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

70 is seven crabs ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

Or ten insects and a crab.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

80 is eight crabs ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

Or ten spiders.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

90 is nine crabs ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

or ten spiders and a crab.

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

So, 100 is ten crabs ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

Or, if you're really counting slowly ...

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

one hundred snails!

PUBLIC SCHOOLS NSW WWW.SCHOOLS.NSW.EDU.AU

Tuesday May 12th: – 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:

Home Learning Activities for Kindergarten French

Term 2 Week 3

Le Temps (Weather)

Instructions for Parents/Carers



Learning Intention: We are learning to understand the French for “What is the weather like?” and learning how to answer that question in French.

*Success Criteria: I can understand when someone asks me in French “*Quel temps fait-il?*” (“What is the weather like?”) and I can answer that it is:*

- *hot (Il fait chaud)*
- *cold (Il fait froid)*
- *windy (Il y a du vent)*
- *raining (Il pleut) and*
- *snowing (Il neige).*

There are two main activities for French in Week 3.

Activity 1:

- Look at the attached pronunciation chart.
- Try to say the French words.
- Draw a picture of a rainy day or rain and label it with the French ***Il pleut.***
- Draw a picture of it snowing either next to your rain picture or on a different piece of paper and label it ***il neige.***
- Make sure that you put your name on your artwork.

Activity 2:






- Look at the template/map of France. Draw rain at the top of France and draw a lovely sun at the bottom of the map. It is cooler and wetter in the north of France and warmer and drier in the south of France. The French people love to holiday by the sea at the bottom of the map.

Pronunciation Chart for French Weather Expressions:

Exercise: Try to say the French weather expressions by looking at the guide. Draw and label your own rainy and snowing pictures. You can look at the pictures below to help you draw.

Quel temps fait-il? (pronounced as *Kell tom fay till*)

Il fait chaud.	Il y a du vent.	Il pleut.	Il fait froid.	Il neige.
<i>(ill fay shore)</i>	<i>(ill ya dew von)</i>	<i>(ill pleuh)</i>	<i>(ill fay fwa)</i>	<i>(ill nej)</i> The 'ej' sound is the same sound as in <u>meas</u> ure.

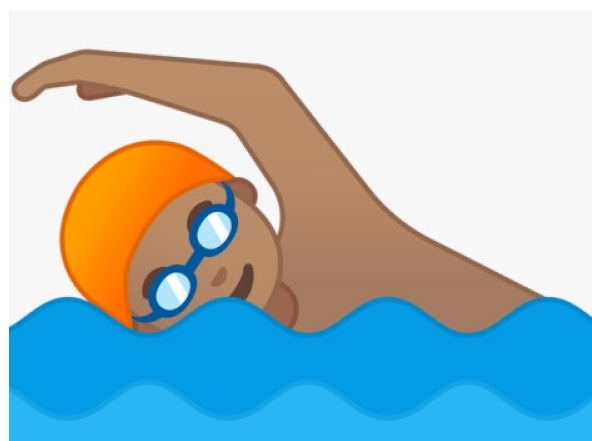
				
Il fait chaud. <i>It is hot</i>	Il y a du vent. <i>It is windy</i>	Il pleut. <i>It is raining</i>	Il fait froid. <i>It is cold</i>	Il neige. <i>It is snowing</i>

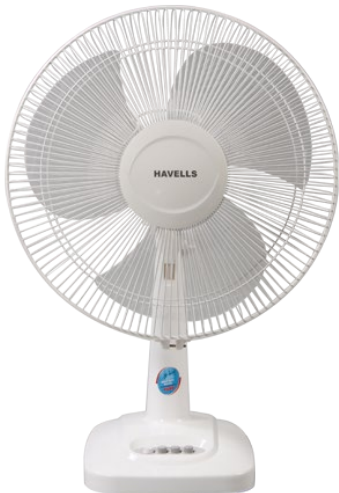
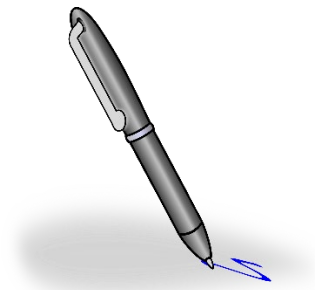
MAP OF FRANCE – draw some raindrops at the top of the map where it is often rainy and a lovely golden sun at the bottom of the map.



CVC & CVCC segment and blend Unit 3 Wednesday 13th May

Use the tiles in your resources pack to make the word that matches the picture. Segment out the phonemes and then blend them back together to read the words. Now write the word.

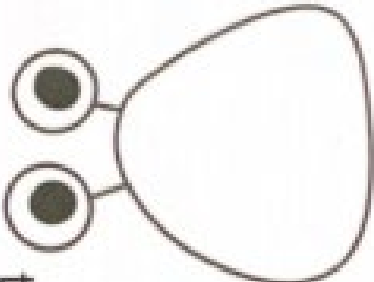
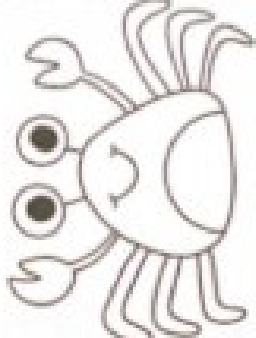
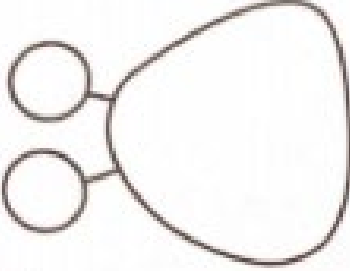
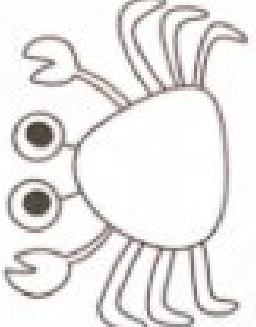

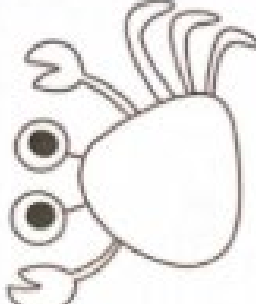

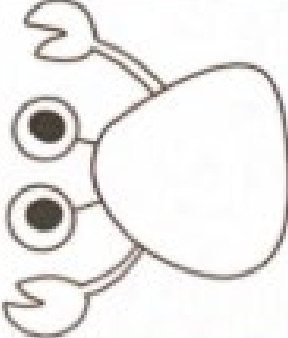




Wednesday 13th of May

Read to Activity: Crab Directed Drawing

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

4 	8 
3 	7 
2 	6 
1 	5 

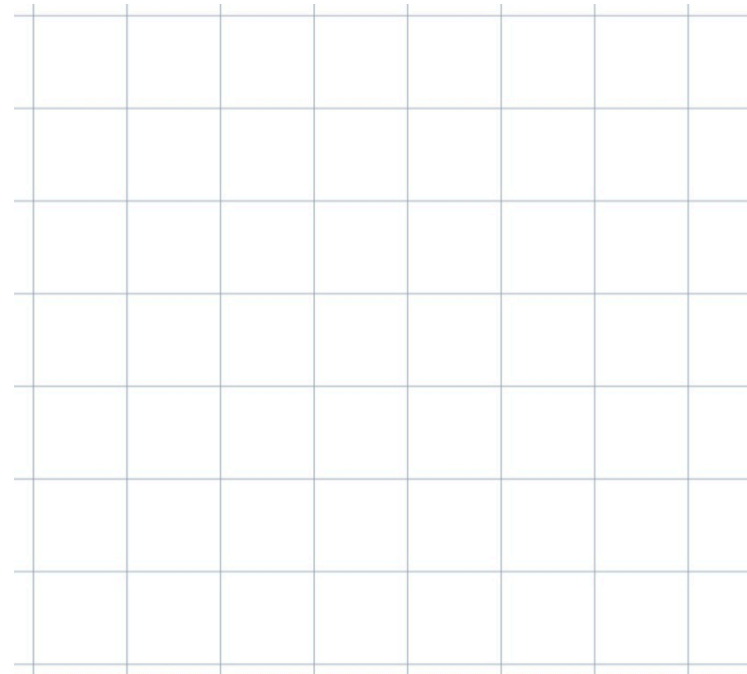
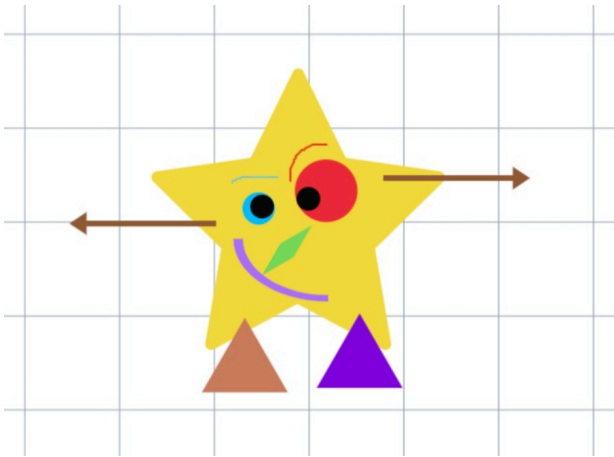
Lesson 3 Wednesday 13th May

Comparing Areas

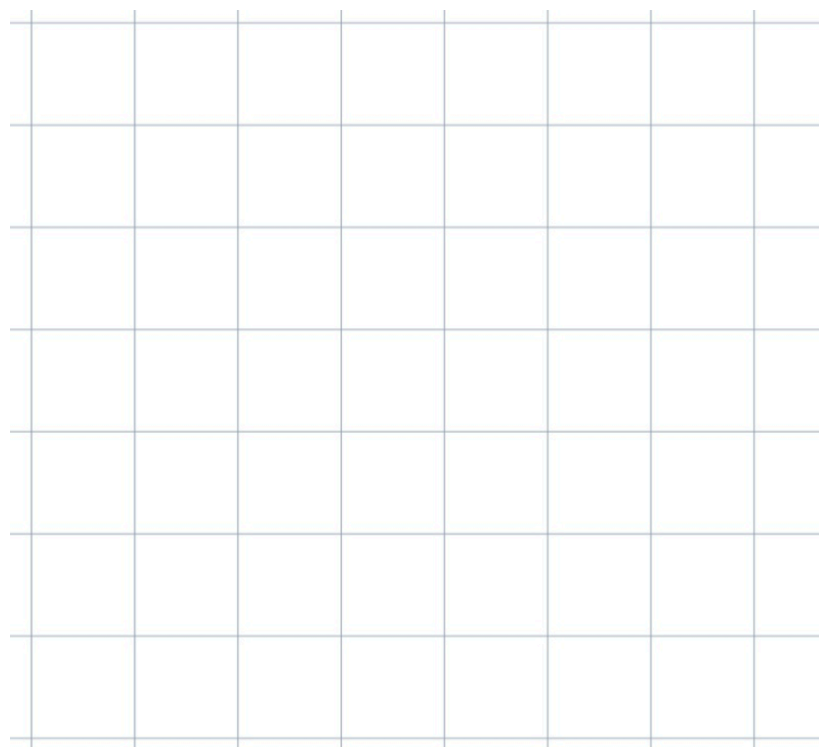
Area is the space inside a shape.

Create something that has a larger area than what your teacher has created.

1. Draw shapes onto the page to create a monster with a BIGGER area than your teacher's monster!



Challenge: show your understanding by drawing 2 shapes with different sized **areas** on this page.



Wednesday May 13th: – 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



Name:
Class:

Authors and Illustrators

Learning intention

We are learning about books

Success criteria

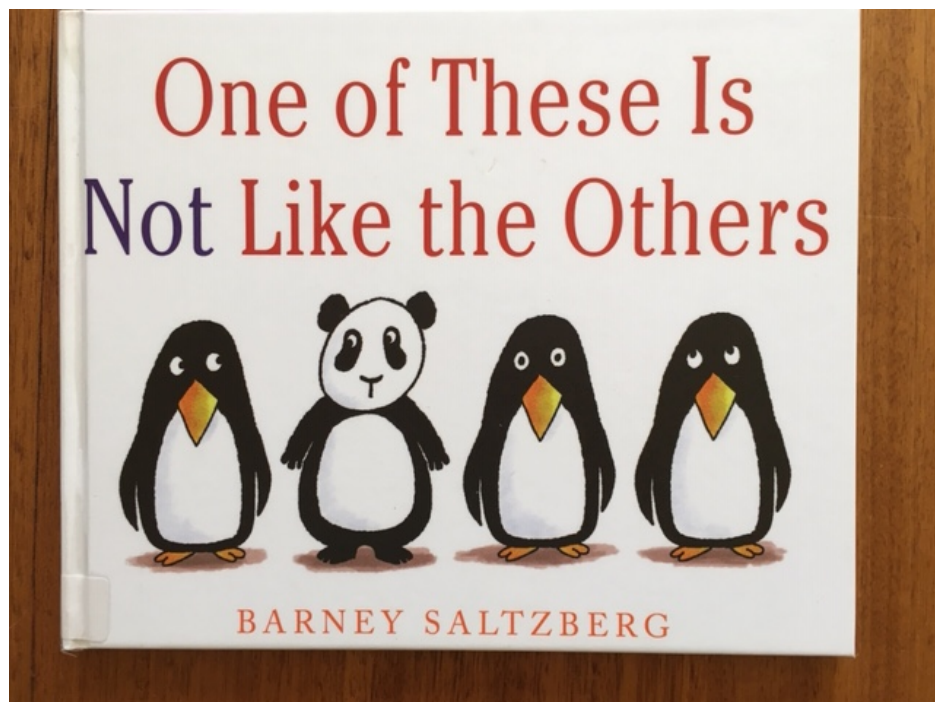
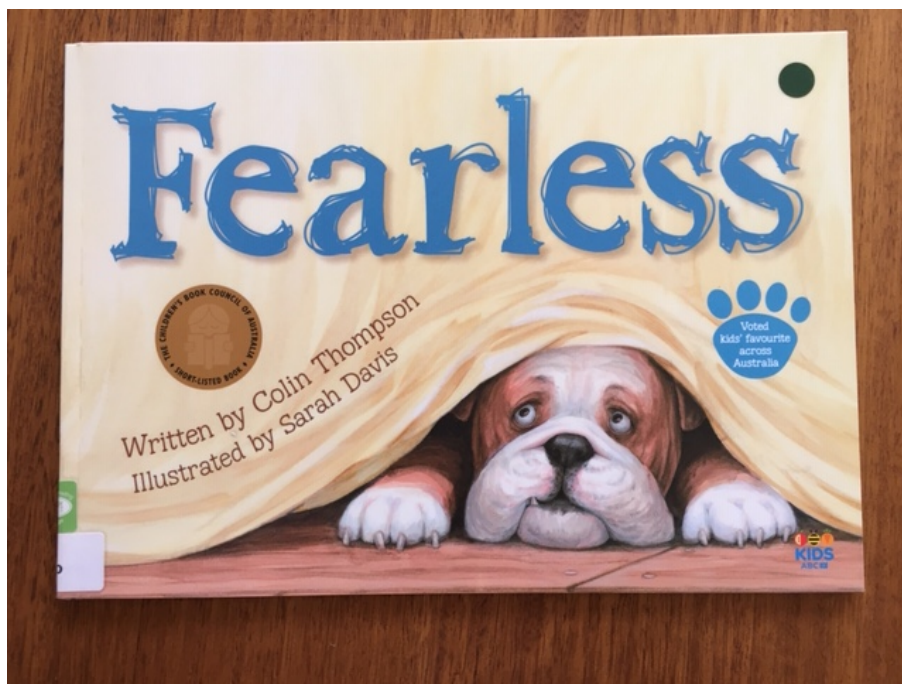
I can select a story book

I can identify and share the author and illustrator of the book

INSTRUCTIONS:

Look at the photos of these story books, they are the kind of books that would be in our Junior Fiction collection in the library.

Draw a blue circle around the author's name.
Draw a green circle around the illustrator's name.



Sentence writing—using decodable and camera words Unit 3 (Thursday 14th May)

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

Can I have jam?

<i>I</i>	<i>Nan</i>	<i>we</i>	<i>can</i>	<i>in</i>	<i>have</i>
<i>van</i>	<i>Can</i>	<i>cop</i>	<i>he</i>	<i>said</i>	<i>jam</i>
<i>?</i>					

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

Nan said we can go in the van.

<i>I</i>	<i>Nan</i>	<i>was</i>	<i>we</i>	<i>can</i>	<i>in</i>
<i>got</i>	<i>van</i>	<i>go</i>	<i>said</i>	<i>he</i>	<i>the</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.

The step is _____.

<i>I</i>	<i>The</i>	<i>was</i>	<i>we</i>	<i>can</i>	<i>in</i>
<i>got</i>	<i>van</i>	<i>step</i>	<i>he</i>	<i>wet</i>	<i>cop</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.

He has a _____ .

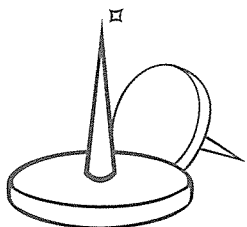
<i>I</i>	<i>The</i>	<i>was</i>	<i>we</i>	<i>can</i>	<i>a</i>
<i>red</i>	<i>said</i>	<i>He</i>	<i>step</i>	<i>has</i>	<i>wig</i>
<i>.</i>					

Use the word bank to create your own sentence.

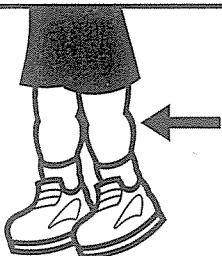
<i>they</i>	<i>in</i>	<i>all</i>	<i>jam</i>	<i>cob</i>	<i>yum</i>
<i>pin</i>	<i>tent</i>	<i>big</i>	<i>mat</i>	<i>pink</i>	<i>no</i>
<i>I</i>	<i>all</i>	<i>me</i>	<i>was</i>	<i>we</i>	<i>cars</i>
<i>a</i>	<i>red</i>	<i>said</i>	<i>He</i>	<i>the</i>	<i>I</i>
<i>are</i>	<i>wig</i>	<i>in</i>	<i>at</i>	<i>today</i>	<i>Josh's</i>
<i>.</i>					

INSTRUCTIONS

Look at the picture on the left and say the word. Draw a line to connect the letters in the circles to make the word. Write the word in the space provided.



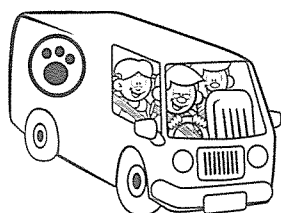
p i w
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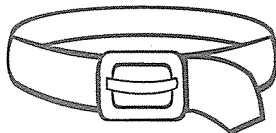
o e i
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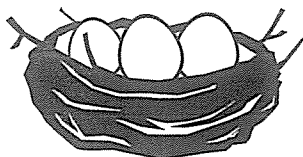
h a g
j u j



j a y
v m n



b p l v
n e m t



s p s t
n e m n

Lesson 4 Thursday 14th May

Area Hunt

Area is the size of a surface.

1. Put on your detective hat and go on an 'Area Hunt' around your house
 2. Find and things that have a small area and a big area
 - some good ideas might include a book or a photo frame.
- drawing things from a 'birds eye view' (directly above) is the best way to compare areas
3. Draw the pictures in the correct column.

Small Area	Big Area

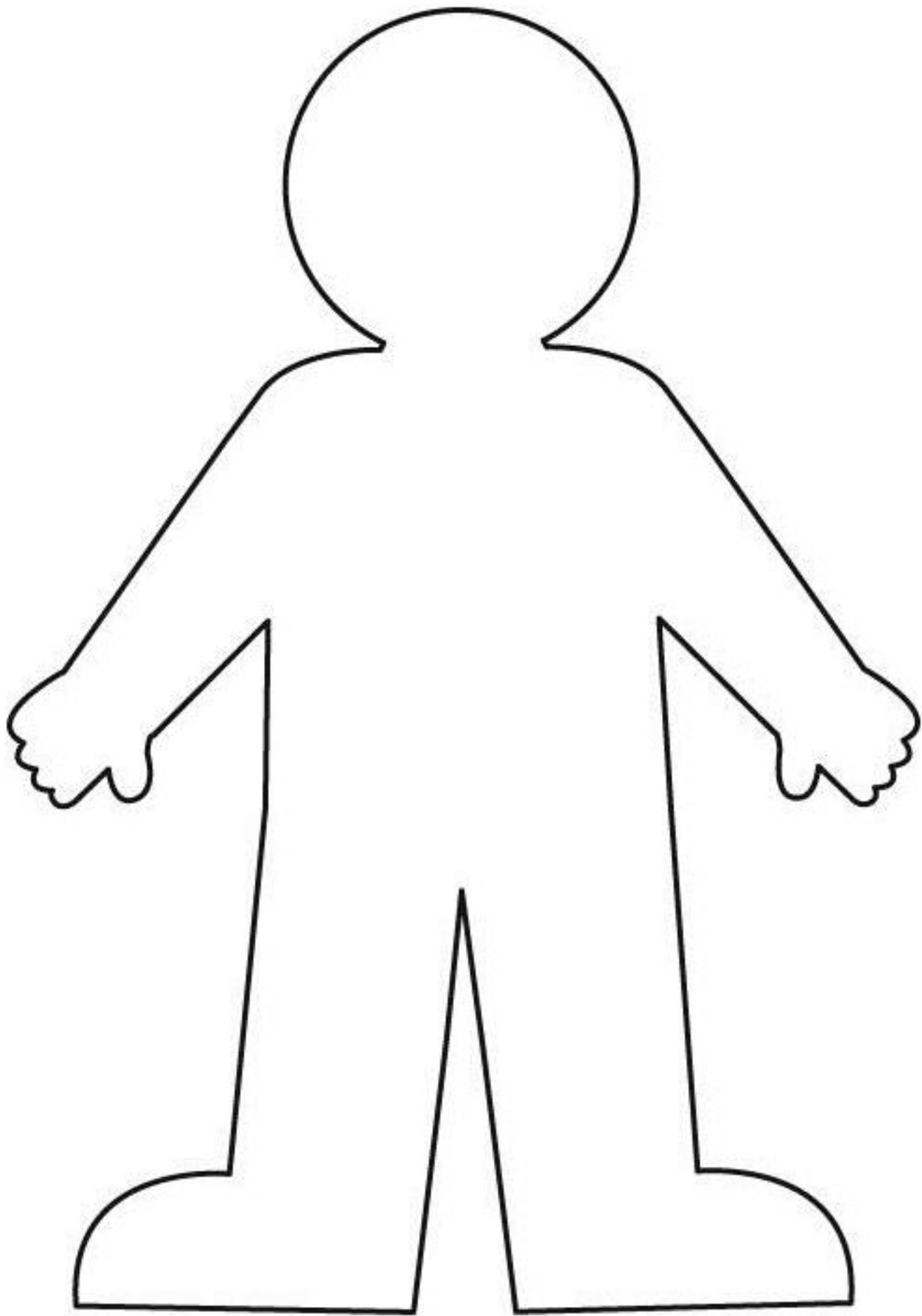
Art Week 3.

Dressing for Winter.

Dress the body up for winter using scraps of material or paper. If you like, you can draw a body yourself or use the template. Use your imagination and have fun!

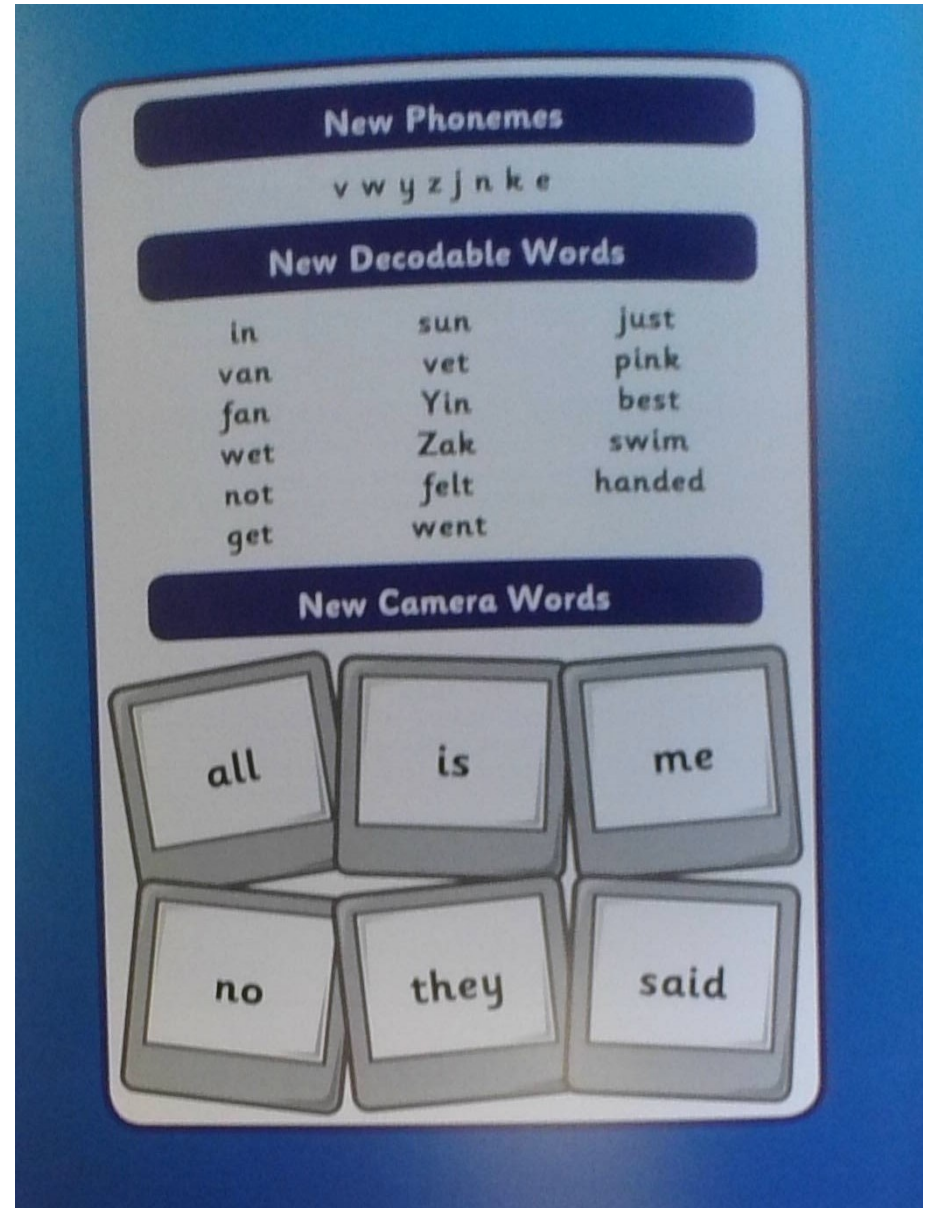
Remember you can add hats and shoes too.





Decodable Reader Unit - rhilfbdu (Friday 15th May)

Read the decodable reader to another person. Use your segmenting and blending skills to decode unknown words.





Today Yin was sad. She had lost a fan.



The pink fan was a gift from Yin's Mum. She lost it in Dad's van.

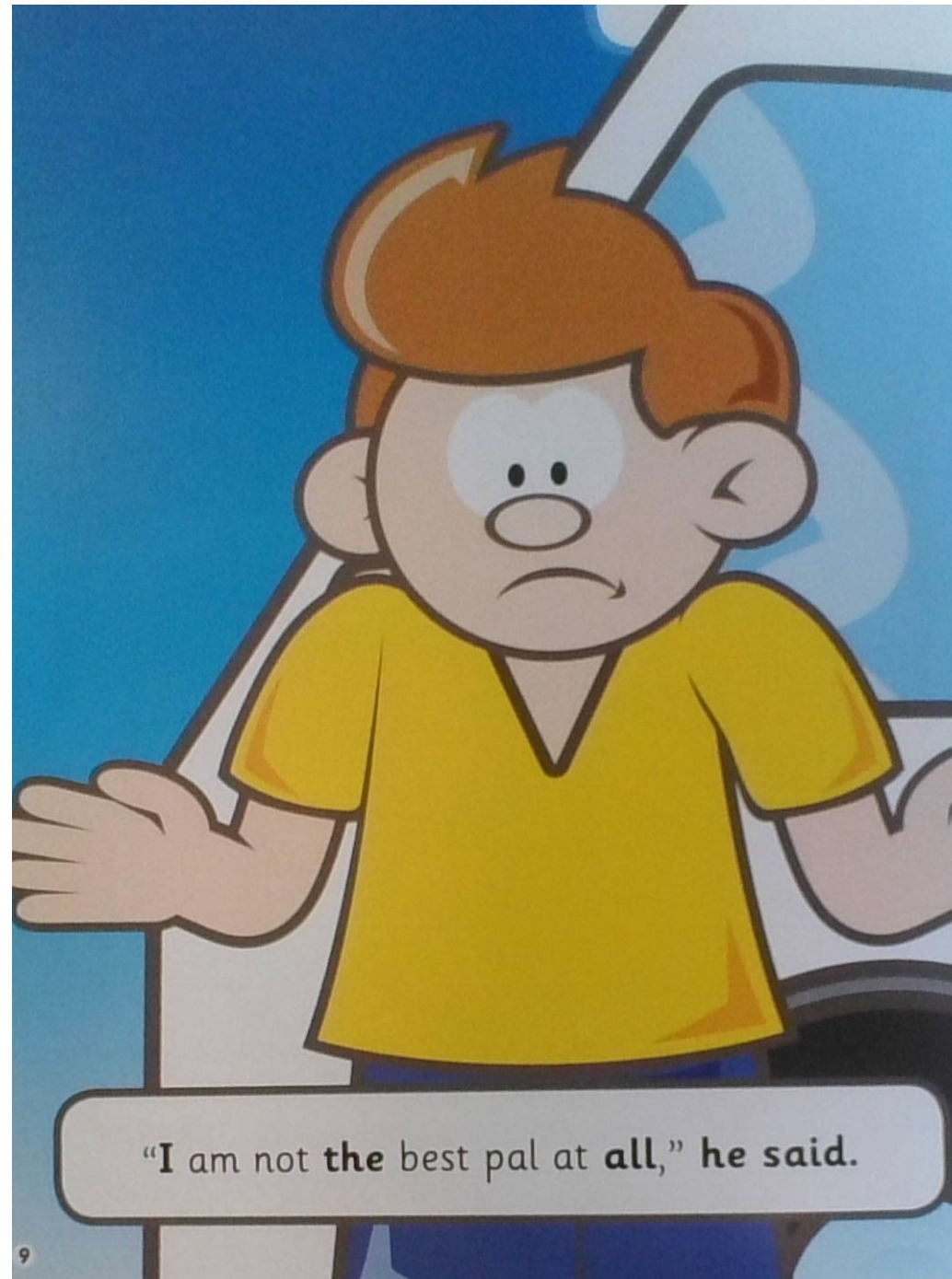




Zak got **the** fan and hid it from Yin.

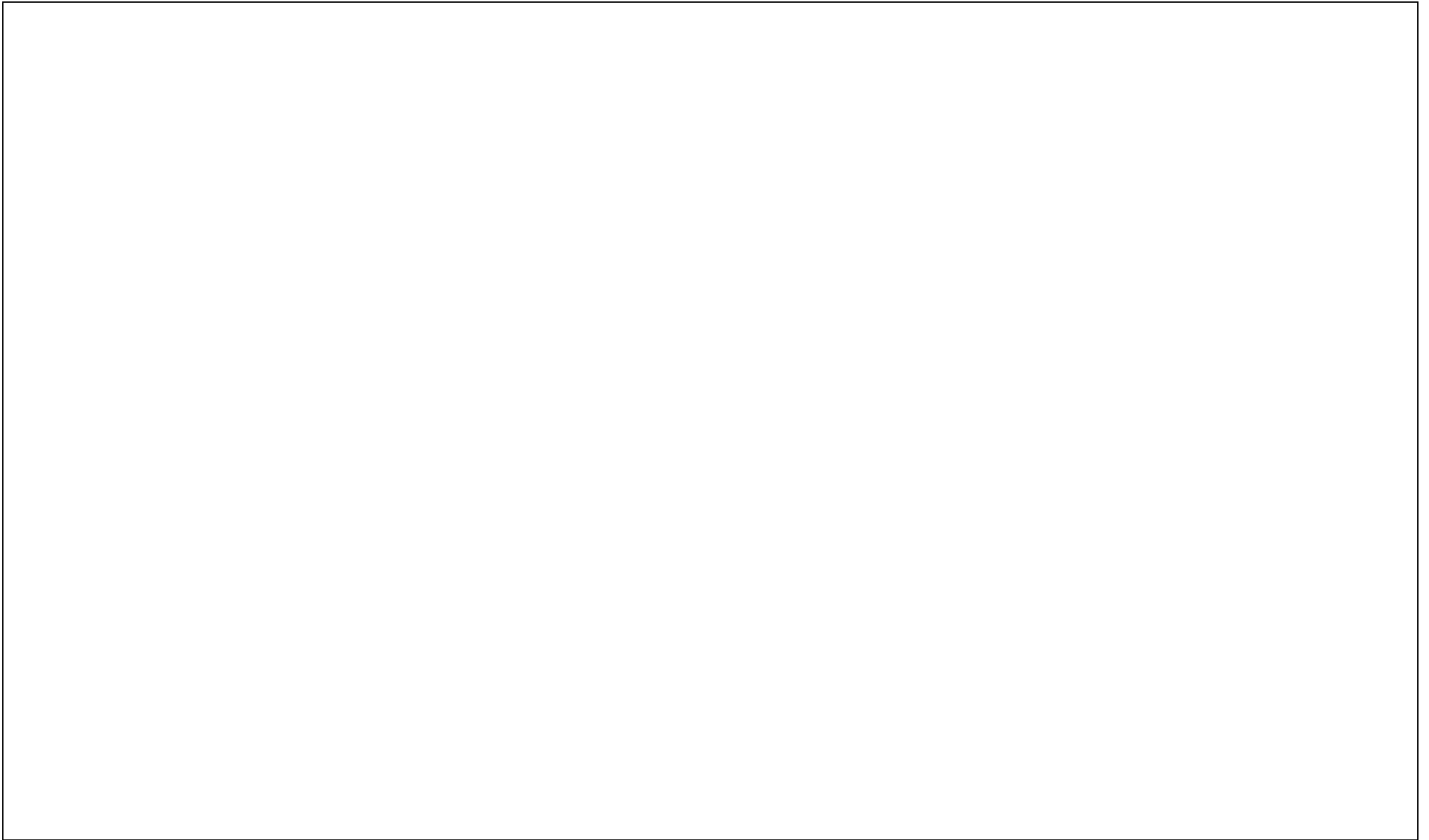


Yin went mad, "Just get me the fan, Zak. It is a gift from Mum. She gets mad if gifts get lost."





Draw a picture of fan you would like to have.



Friday 15th May

CVC Middle and End Sound Phonological Awareness

1. Say each of the phonemes.
2. Talk through your thinking when trying to find the middle and end phonemes that are missing.
3. Write the missing letter to add the middle or end sound of each word
4. Say each of the words.

 z _ p	 n _ p	 c _ t
 b _ d	 c _ t	 b _ s
 d o _	 p a _	 m u _
 p i _	 h o _	 c a _

10

t _ n



l _ p



m _ p



b _ n



r i _



l i _



y e _



v e _



p a _

Lesson 5 Friday 15th May
Sally's Rectangle

Area is the size of a surface.

Sally started to measure her rectangle with tiles, but she ran out of time! Can you help her?

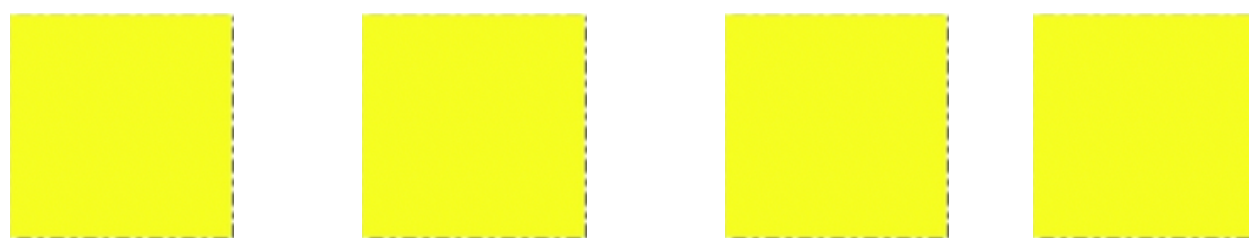
How many tiles will fit on Sally's rectangle?

– You can cut and paste the yellow tiles to help you count.

3. When you find your answer write the number in the box. →



A large empty rounded rectangle box for writing the answer.



Friday 15th of May

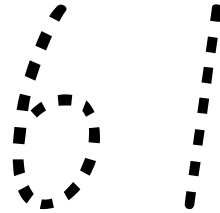
100 Days of School!

We have been at school for **61** 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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