

Learning From Home

2021

Term 3

Week 5

Early Stage 1
Wed-Fri

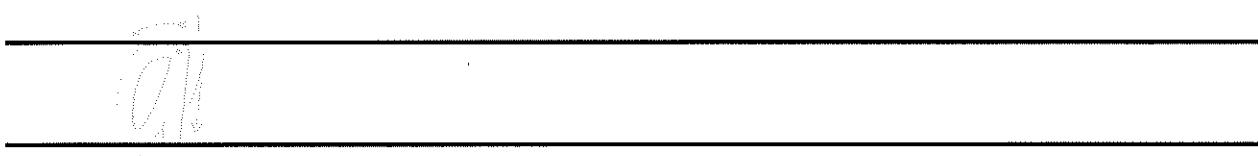
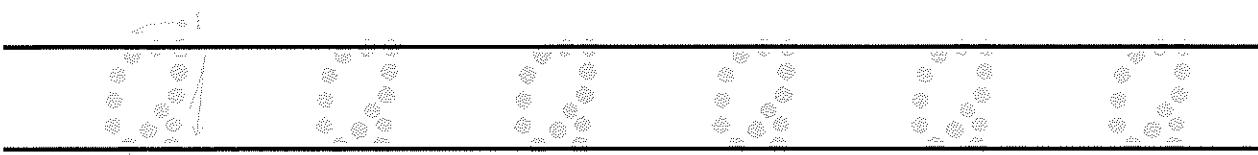
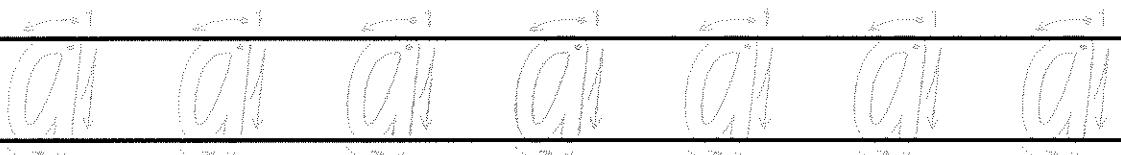
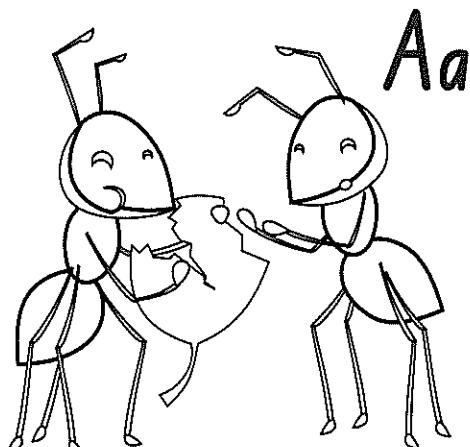
Wednesday

Lower case a

The lower case 'a' is a short letter.

We start at the top and move around to make a round shape and come back to where we started. We keep our pencil on this point and then make a straight line to finish the letter.

Example mnemonic: Around, up, down!

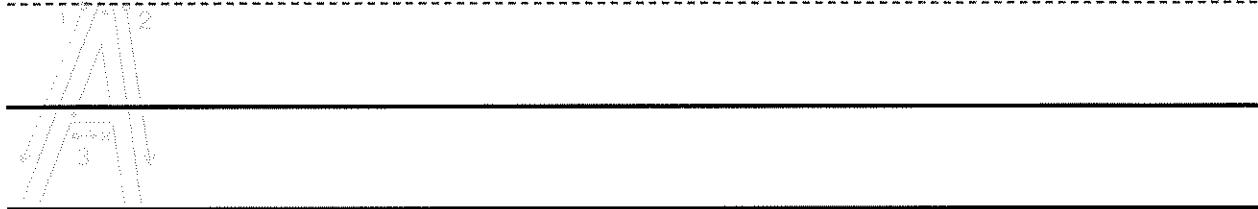
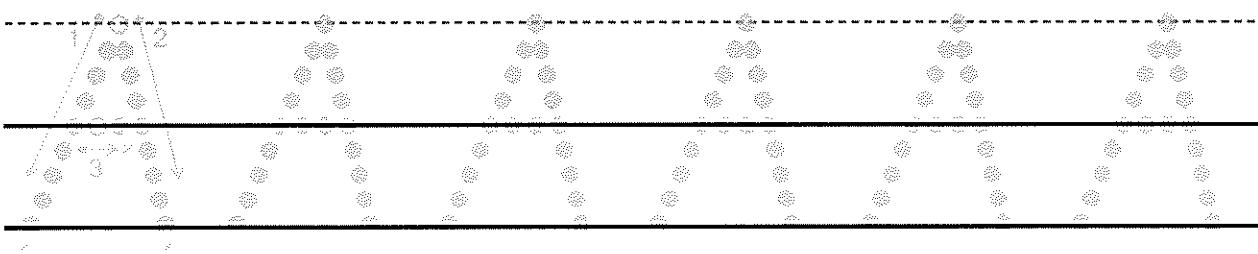
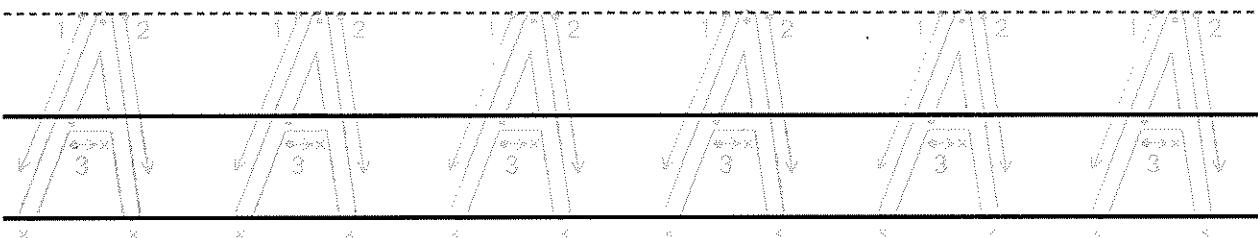
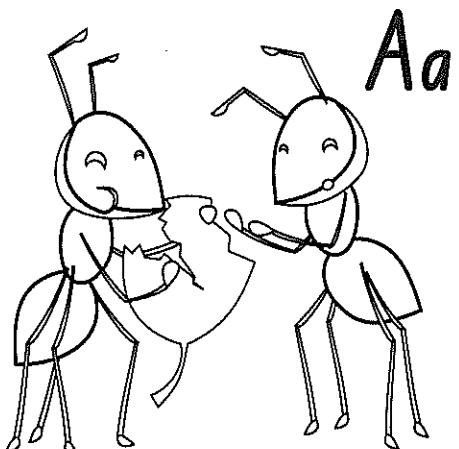
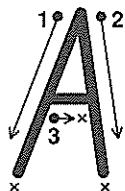


Upper case A

The upper case 'A' is a tall letter.

We make the upper case letter 'A' in different way to the lower case 'a'. We start at the top and make a straight line. Next we go back to where we started and make another straight line. Then, we make a line to join them.

Example mnemonic: Down, down, across!



The tap is on.

Book: 3
Phonics sequence:

s t p A a s +

Point to each grapheme and say the phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.
Practise words: a, on, I, the



I sat on the tap.

Pat sat on the sap.

Reading Task -Wednesday.

In this lesson, we are going to look at the words that have been used in the book, ‘Big Rain Coming’. Words in stories are chosen very carefully to help you feel something or picture something. Look at the vocabulary on the next pages and draw a picture to go with them. You can use a piece of paper and a pencil or your booklet if you have one.

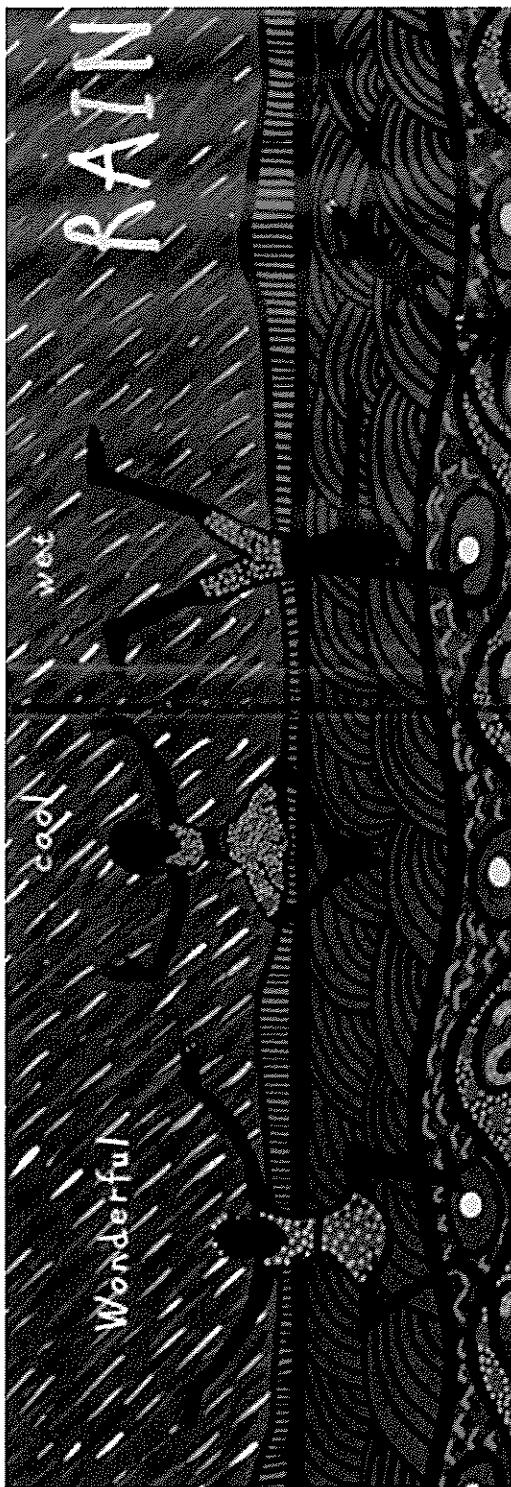
huddle

Draw your picture to show what 'huddle' means here. Can you use the word in a sentence to go with your picture?

echo

Draw your picture to show what, 'echo' means here. Can you use the word in a sentence to go with your picture?

Can you think of some words to describe how the children feel when the big rain finally comes?



Write your words here:

a

on

the

is

at

a

is

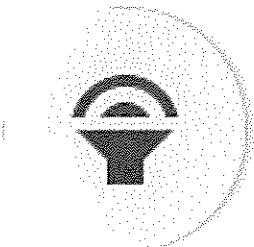
s

a

p

Use these words and letters to help you write your sentence today.

Yesterday we wrote another sentence about the frogs in the story. What did your frog do next? Write another sentence to follow on from the one yesterday.



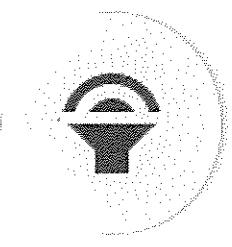
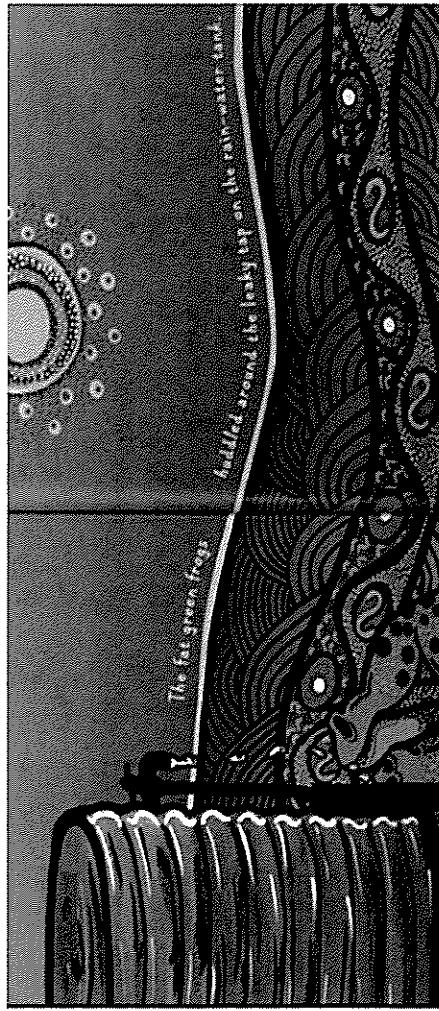
Here is my example to help you.

*The green frogs huddled around the tap.
They waited for the rain to come.*

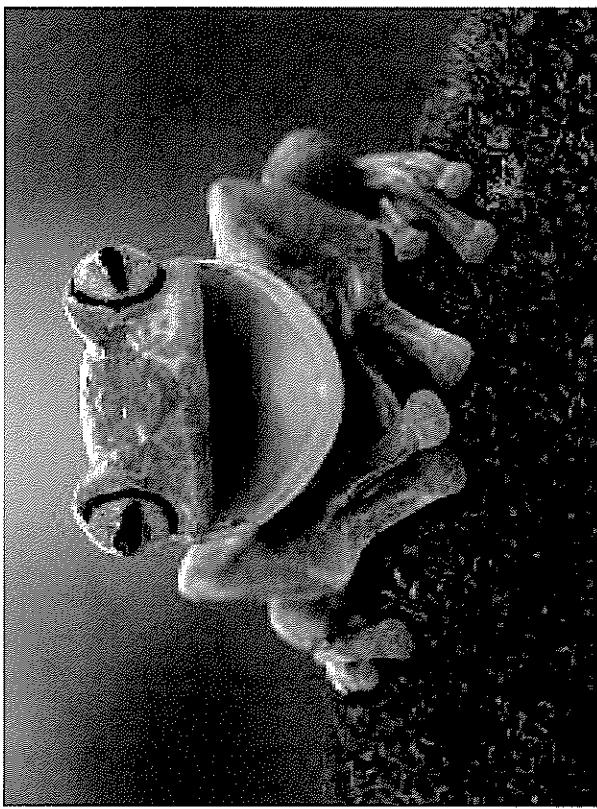
Now I am going to improve my sentences and add another one.

*The green frogs huddled around the tap.
They waited patiently for the big rain to come. They sat underneath the tap.*

Have a turn adding to your sentence from yesterday. Can you add some detail to your sentence from yesterday also?



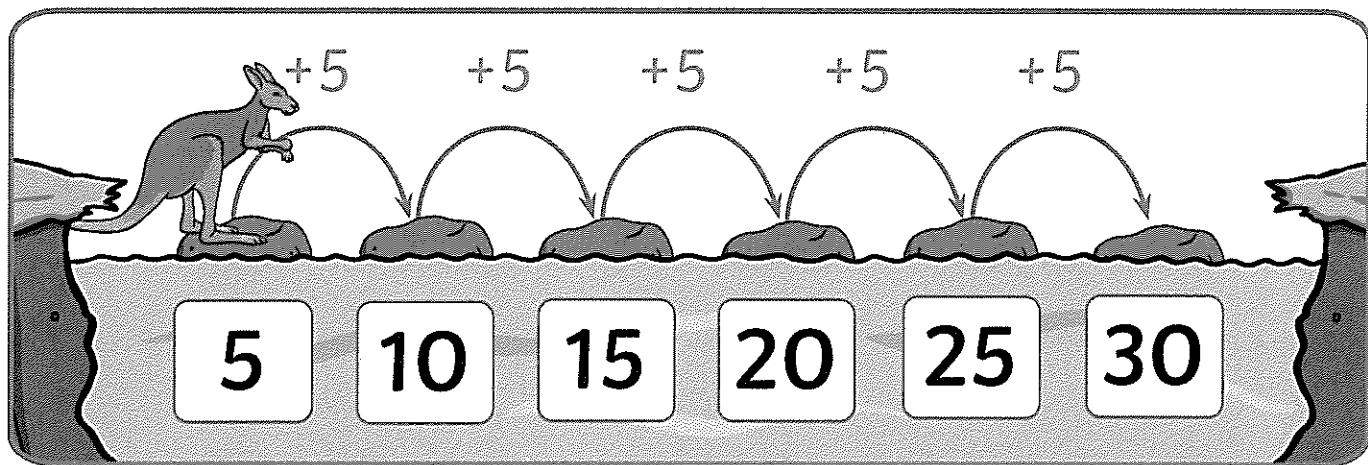
Write your sentences here.



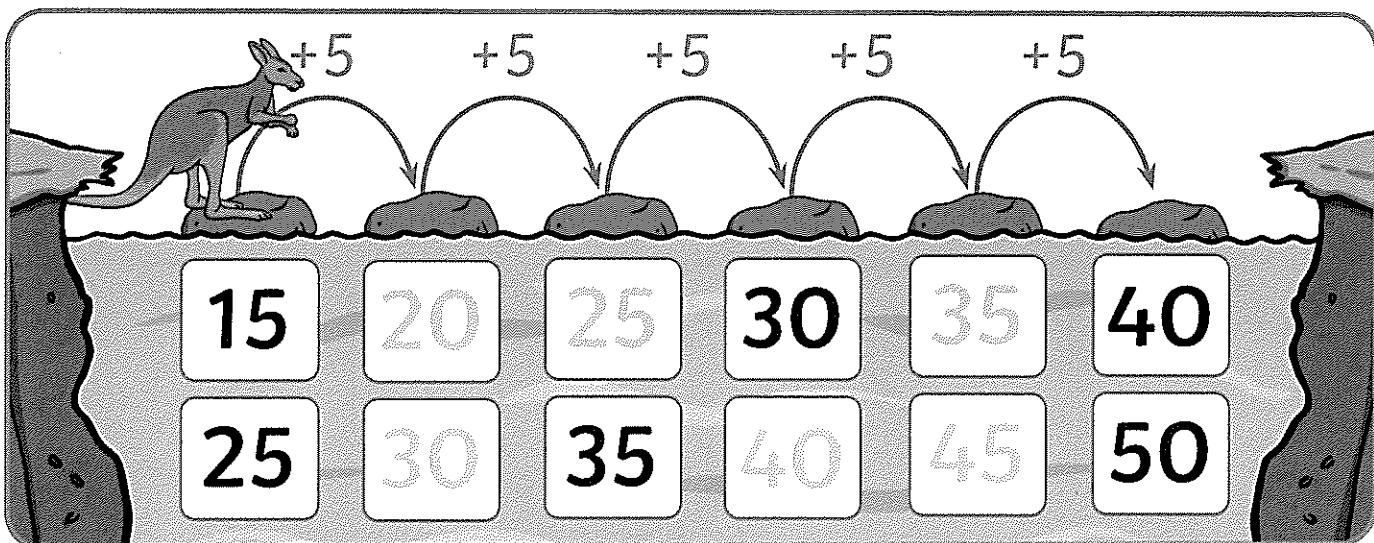
Skip Counting by 5s

Help Hoppy the kangaroo get across the river by skip counting by 5s.

The first question has been done for you.



Trace over the lines by skip counting in 5s.



Can you try these ones on your own by filling in the missing numbers?

20 45

10

Skip Counting by 5s

Help Hoppy the kangaroo get across the river by skip counting by 5s.

The first question has been done for you.

A black and white illustration of a kangaroo jumping from the left bank of a river to the right. The river has eight grey stones in a straight line. Above the stones, seven arrows point downwards, each labeled with '+5'. Below the stones, there are eight boxes containing numbers: 5, 10, 15, 20, 25, 30, 35, and 40. The first box contains the number 5, which corresponds to the starting point of the sequence.

A black and white illustration of a kangaroo jumping from the left bank of a river to the right. The river has eight grey stones in a straight line. Above the stones, seven arrows point downwards, each labeled with '+5'. Below the stones, there are 28 boxes arranged in four rows. The first row contains the numbers 10, , , 25, , 35, , and 45. The second row contains the numbers 20, , 30, , , 50, , and . The third row contains the numbers 15, , , , , , and 50. The fourth row contains the numbers 25, , , , 45, , , and . The first box in each row contains a number (10, 20, 15, or 25) which corresponds to the starting point of the sequence for that row.

Skip Counting by 5s

Help Hoppy the kangaroo get across the river by skip counting by 5s.

The first question has been done for you.

+5 +5 +5 +5 +5 +5 +5

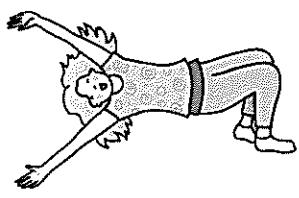
5 10 15 20 25 30 35 40

+5 +5 +5 +5 +5 +5 +5

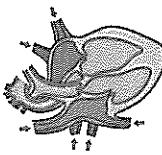
10			25		35		45
25						55	
40			55				75
55				75			90
65							

Healthy Living

What does it mean?



Doing exercise often will help us all feel great and keep our bodies strong! Our hearts need to be kept active and pumping.



Exercise also burns fat.



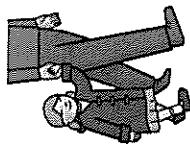
There are many different ways to stay healthy. Some of these are:

- Exercising often
- Eating healthily
- Having a happy attitude

Why do you think being healthy is important?

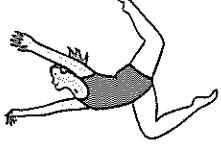


Here are a few easy ways to stay active:



Walking

•

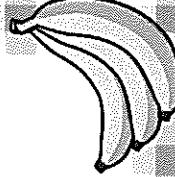
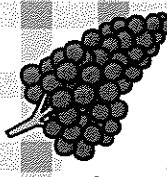
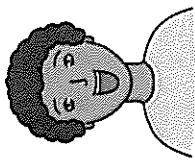
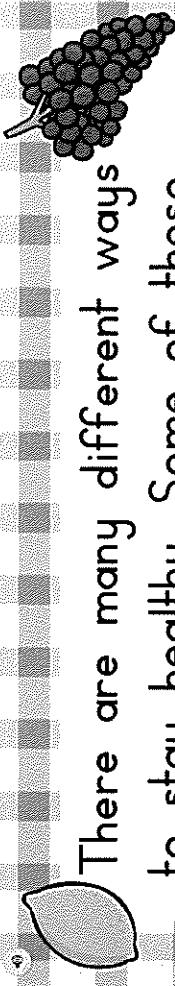


Dancing

Playing games



Can you think of any more?



Healthy eating

Here are some healthy foods. We should aim to eat at least 5 portions of fruit and vegetables a day.

Fruit and vegetables

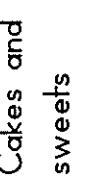
Healthy foods

Eggs, milk and cheese

Fish and meat



Cakes and sweets



Chips



Cakes and sweets

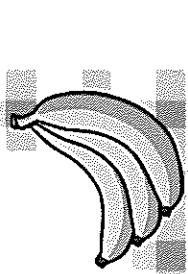
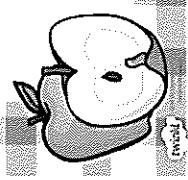
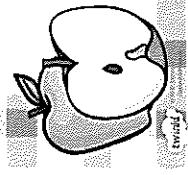


Fruit and vegetables



Can you think of any unhealthy things that people do?

Did you know that eating well and exercising also stops us from being ill?



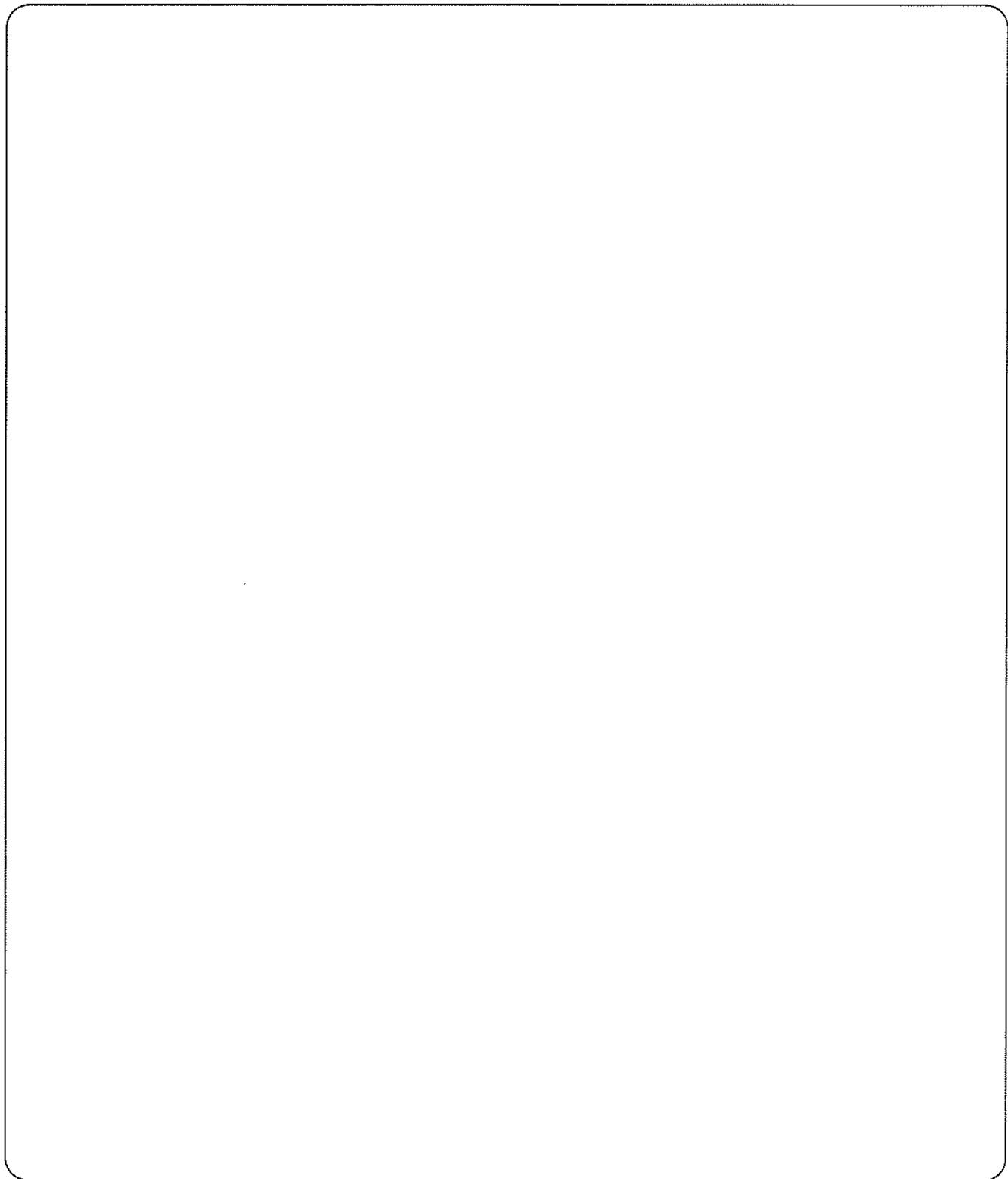
THE END

Name: _____

Date: _____

Poster Challenge

Regular physical activity is an important part of getting healthy and staying healthy. Design a poster to encourage your fellow classmates to exercise every day.

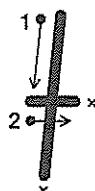


Thursday

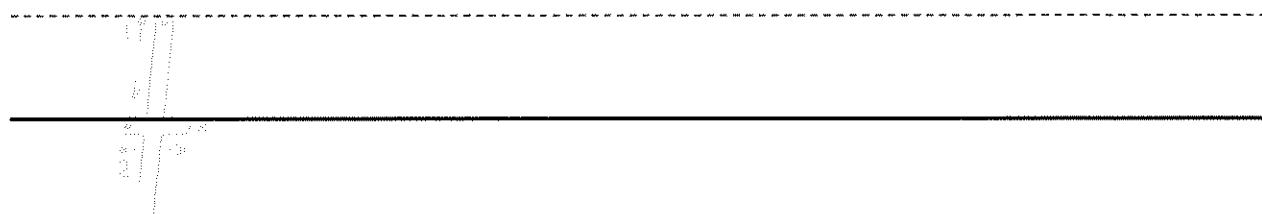
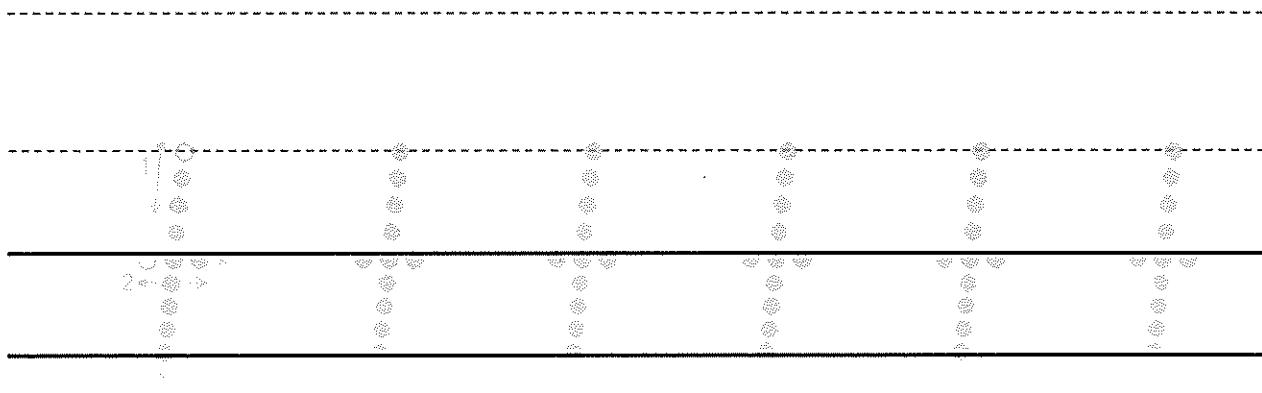
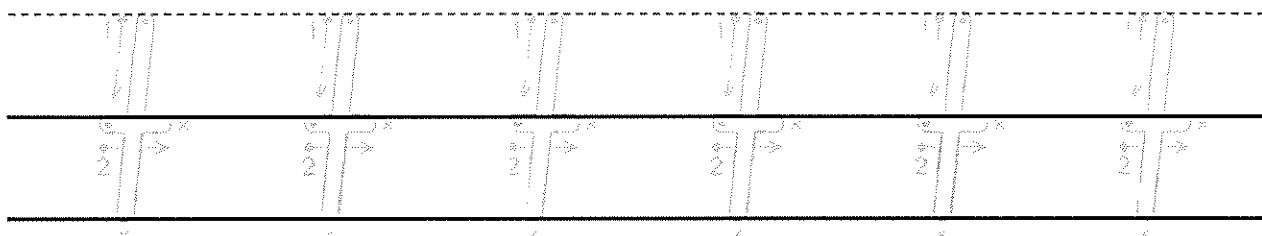
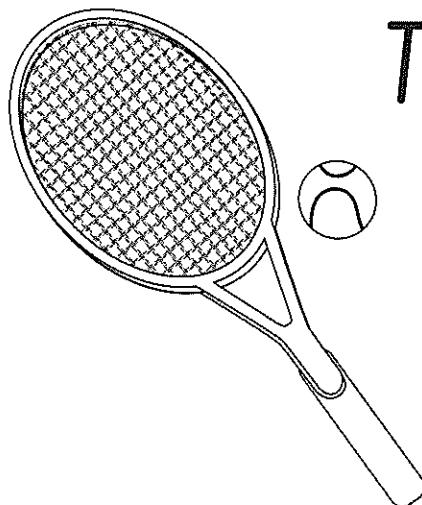
Lower case t

The lower case 't' is a tall letter.

We start at the top and make a straight line. We then make a little line across to finish the letter.



Example mnemonic: Down, across!

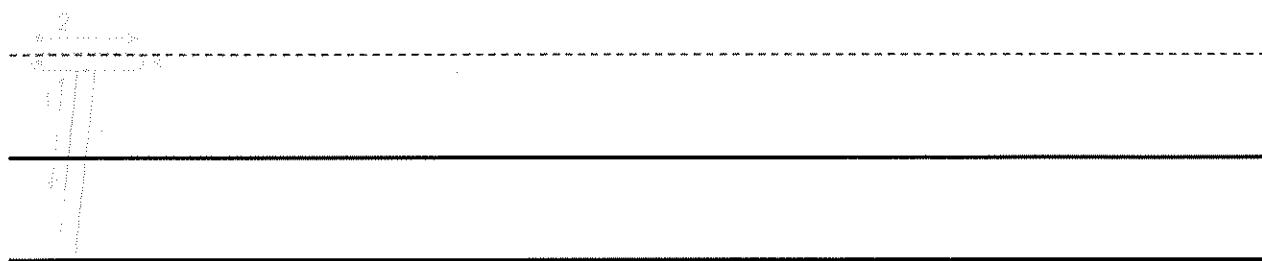
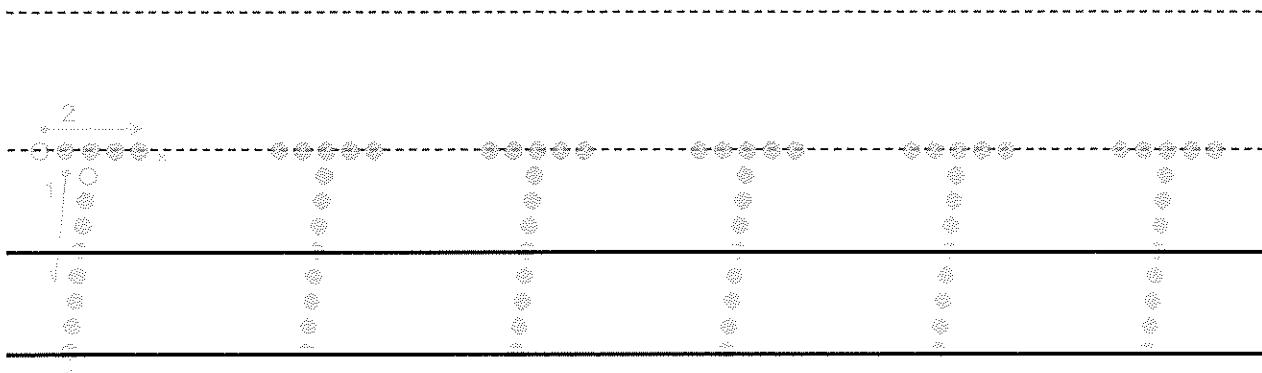
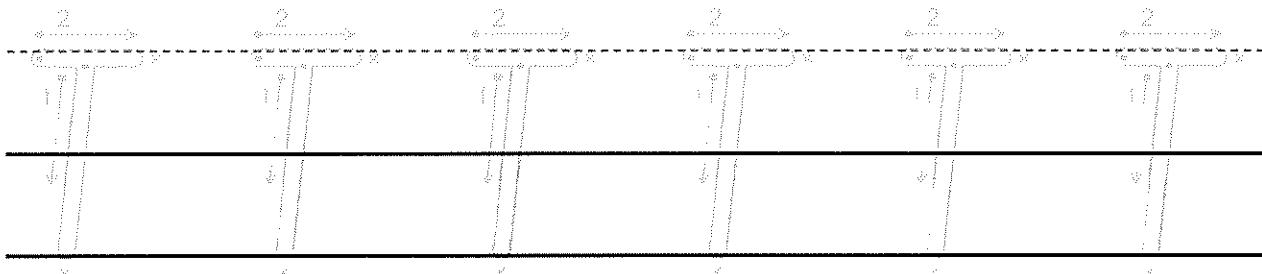
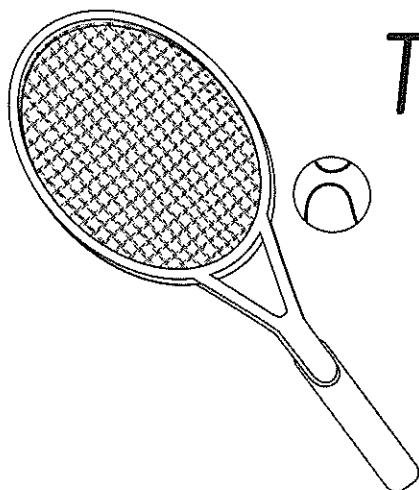
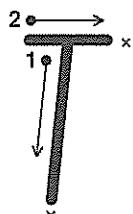


Upper case T

The upper case 'T' is a tall letter.

We start at the top and make a straight line.
We then make a little line on the top to
finish the letter.

Example mnemonic: Down, across!



Pat and I sat.

Book: 4
Phonics sequence:

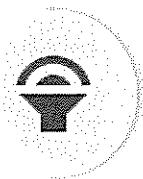
s t p a s

a + a a +

t p A a S

Point to each grapheme and say the phoneme.

To help practise your phonemes, read these sentences and draw a picture to match.
Practise words: and, I, is, the, on



Sap is on the tap.

Pot is at the tap.

Read and Draw the word.

	sun	clouds	rain
	snow	wind	thunder

a

on

the

I

is

at

is

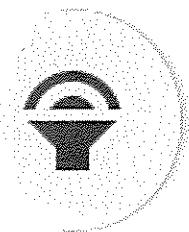
s

a

p

Use these words and letters to help you write your sentence today.

Yesterday added another sentence about the frog in the picture. What did the frog do next? Write another sentence to follow on from the one yesterday to build up your paragraph.



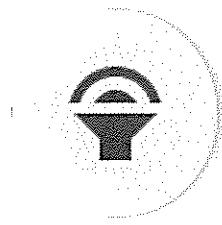
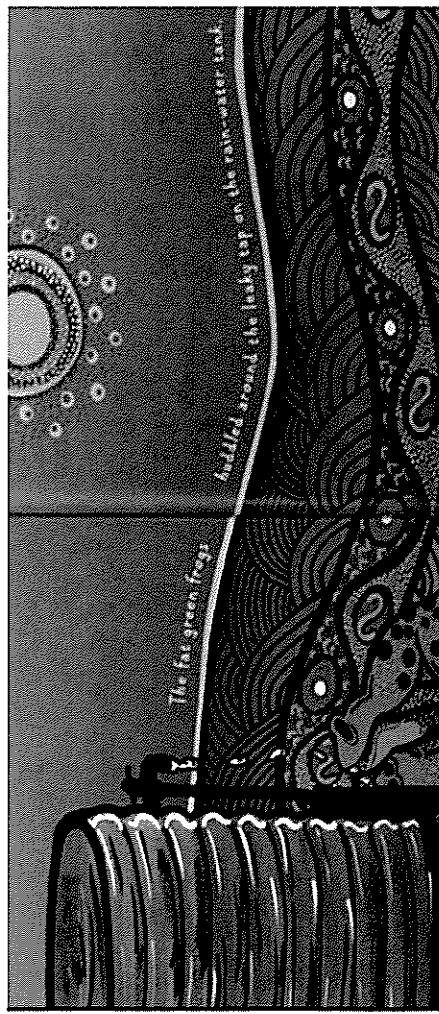
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*The green frogs huddled around the tap.
They waited patiently for the big rain to
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They were hot and tired.*

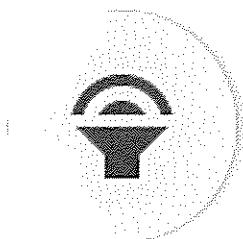
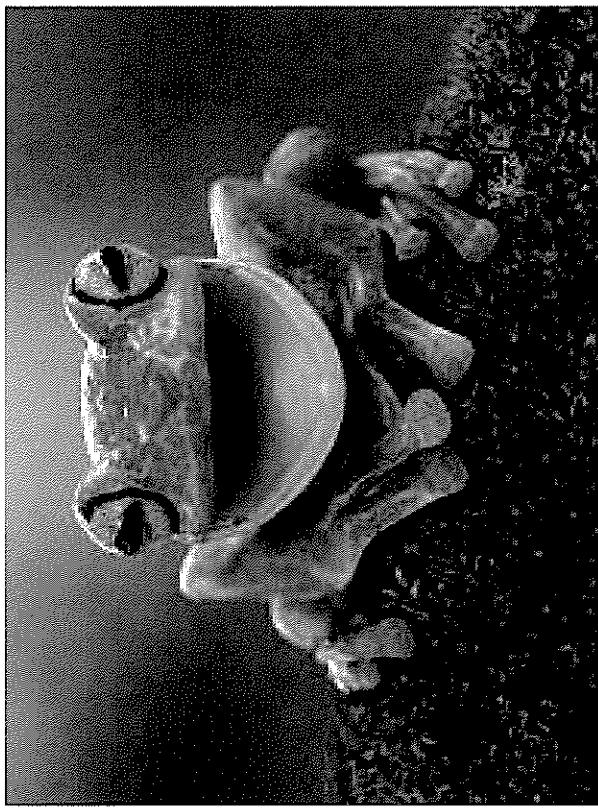
Now I am going to improve my sentences
and add another one.

*The green frogs huddled around the tap.
They waited patiently for the big rain to
come. They sat underneath the dripping tap.
They were feeling very hot and tired. When
the big rain came, the frogs jumped for joy.*

Have a turn adding to your sentence from
yesterday. Can you add some detail to your
sentence from yesterday also?



Write your sentences here.



am

a

l

on

the

at

is

s

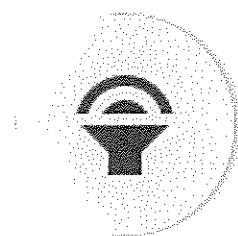
a

t

p

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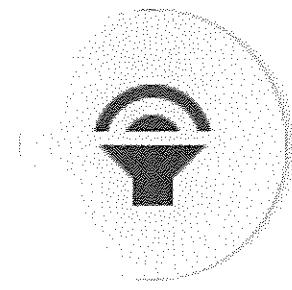
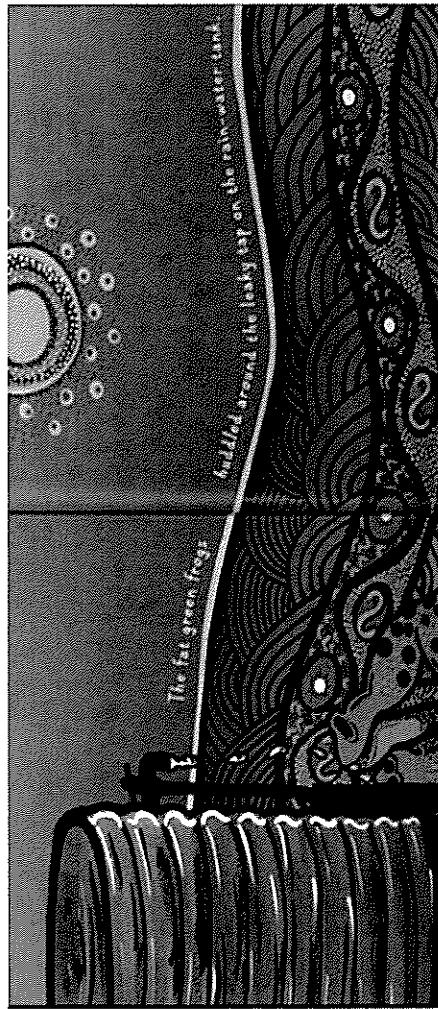
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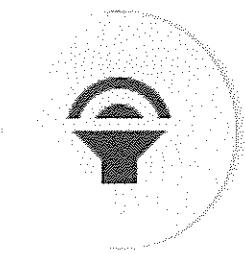
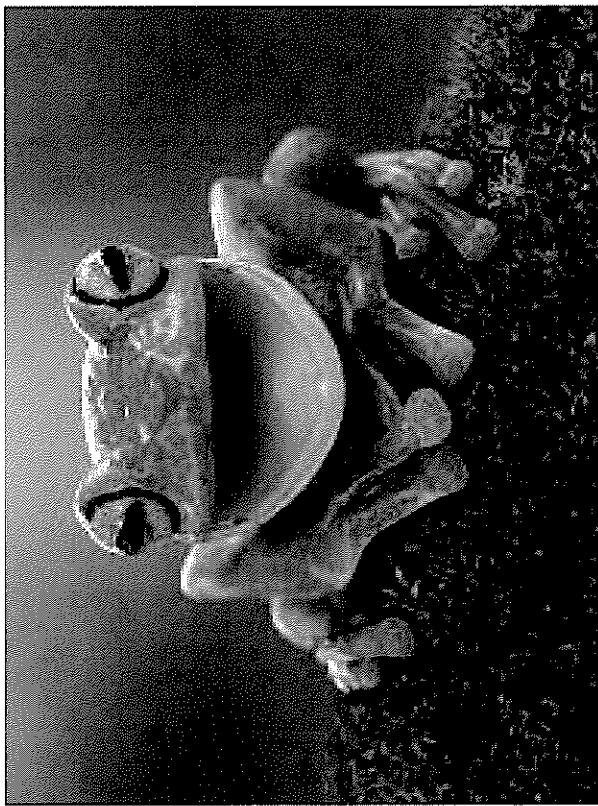
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sentences and add another one.

*The green frogs huddled around the tap.
They waited patiently for the big rain to
come. They sat underneath the dripping
tap. They were hot and tired.*

Have a turn adding to your sentence
from yesterday. Can you add some detail
to your sentence from yesterday also?



Write your sentences here.



Parent Guide

twinkl

How can I use this with my children?

Encourage your child to start at the bottom of each path, filling in the missing numbers by counting in 2s, 5s or 10s, according to the activity. Perfect for every season.

How does this help my children's learning?

These activity sheets are an engaging way of encouraging your child to practise counting in steps of 2, 5 and 10, a key year 2 objective. A great way to consolidate learning of these times tables.

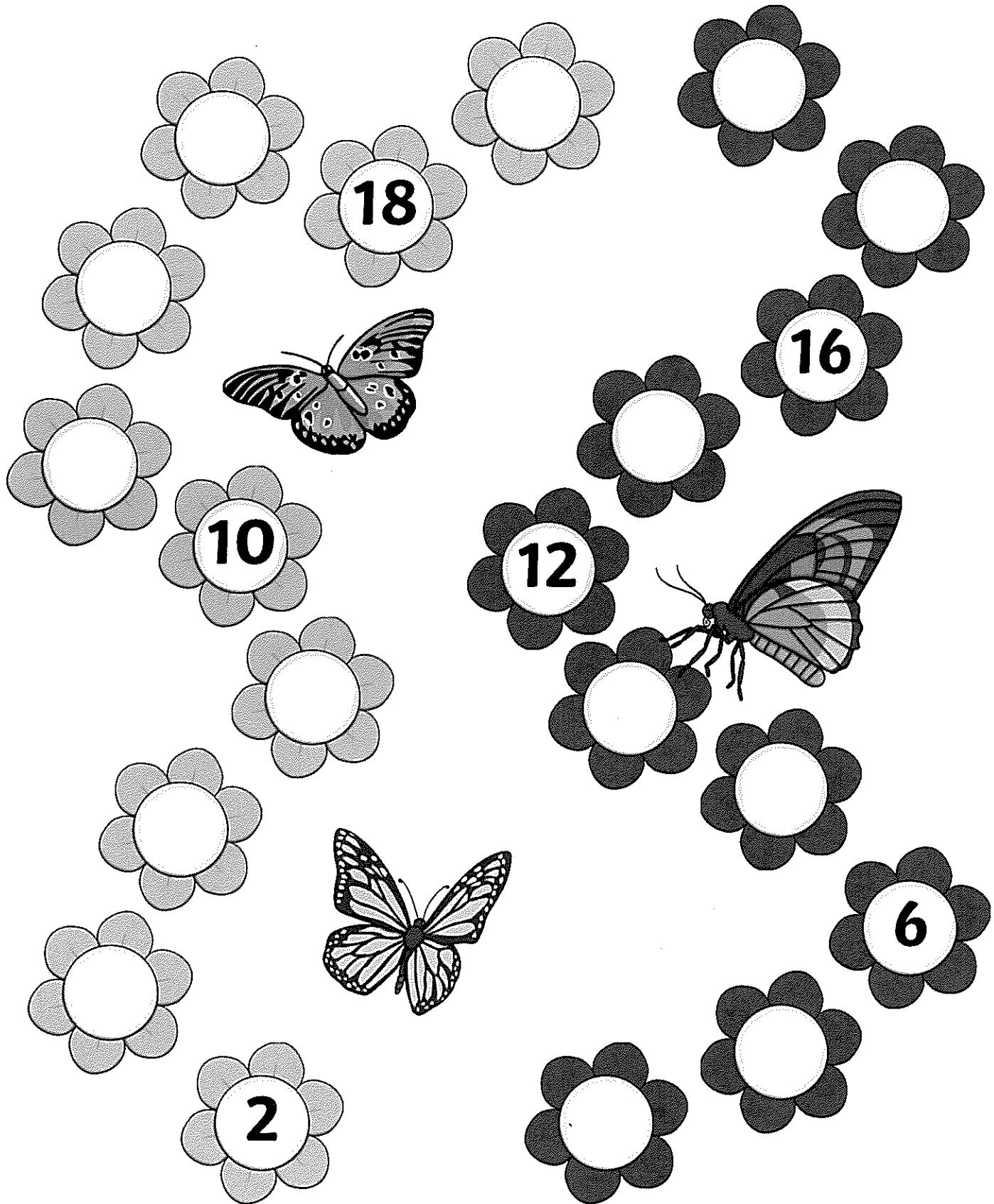
Ideas for further learning:

Once your child has mastered counting forwards in steps of 2, 5 and 10, encourage them to count backwards in these steps. Next, roll two dice and ask your child to count in 10s from the number rolled.



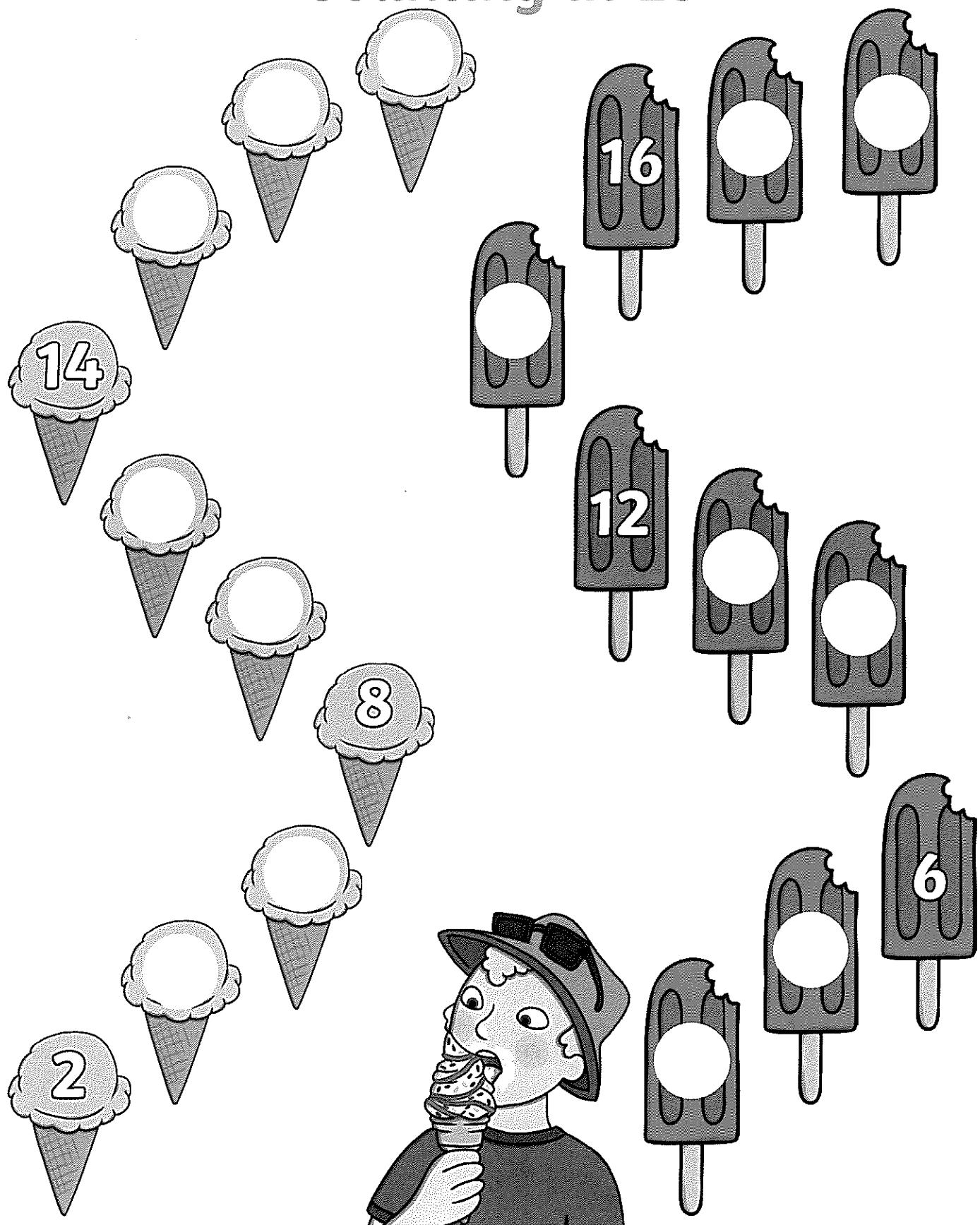
Spring Missing Numbers

Counting in 2s



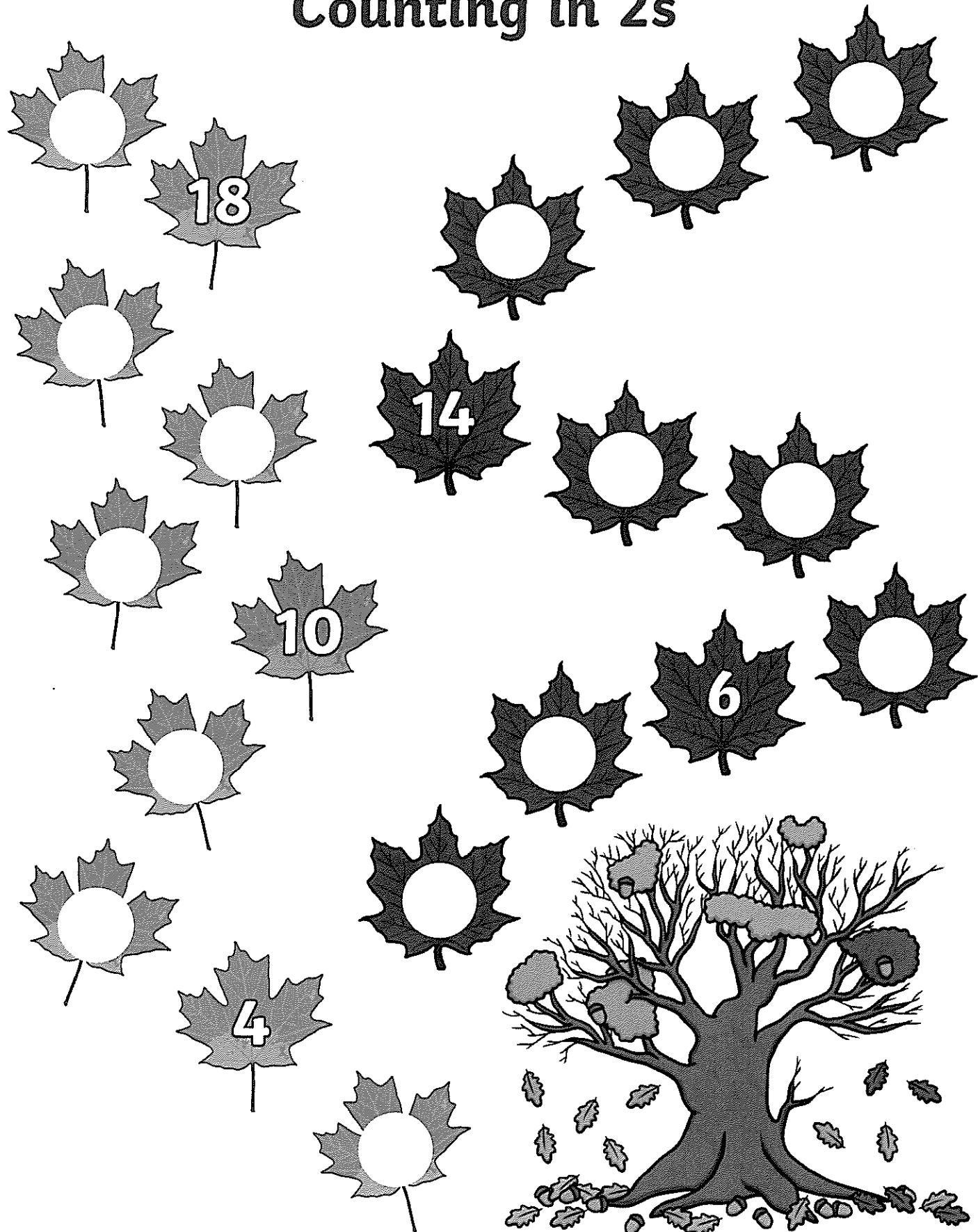
Summer Missing Numbers

Counting in 2s



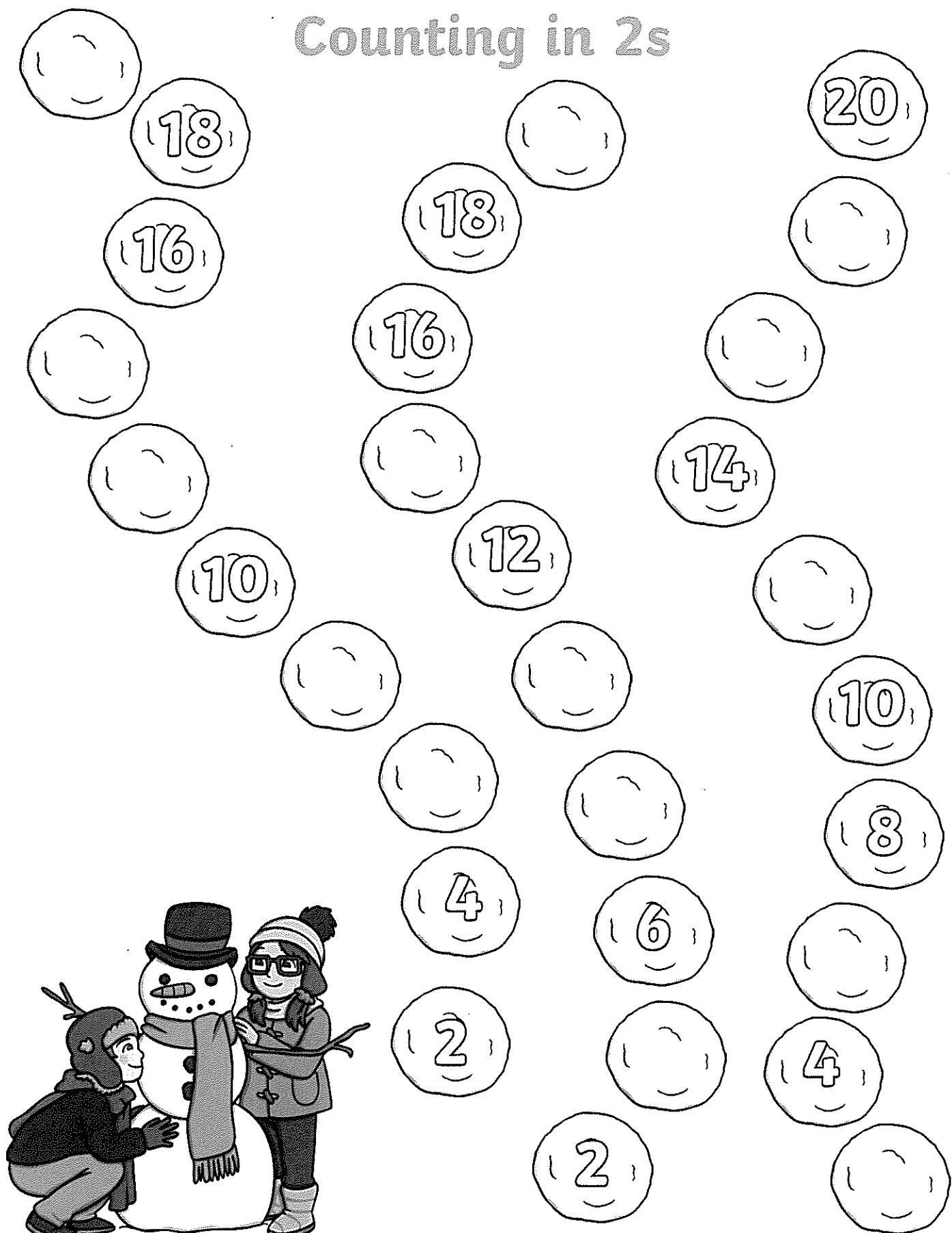
Autumn Missing Numbers

Counting in 2s



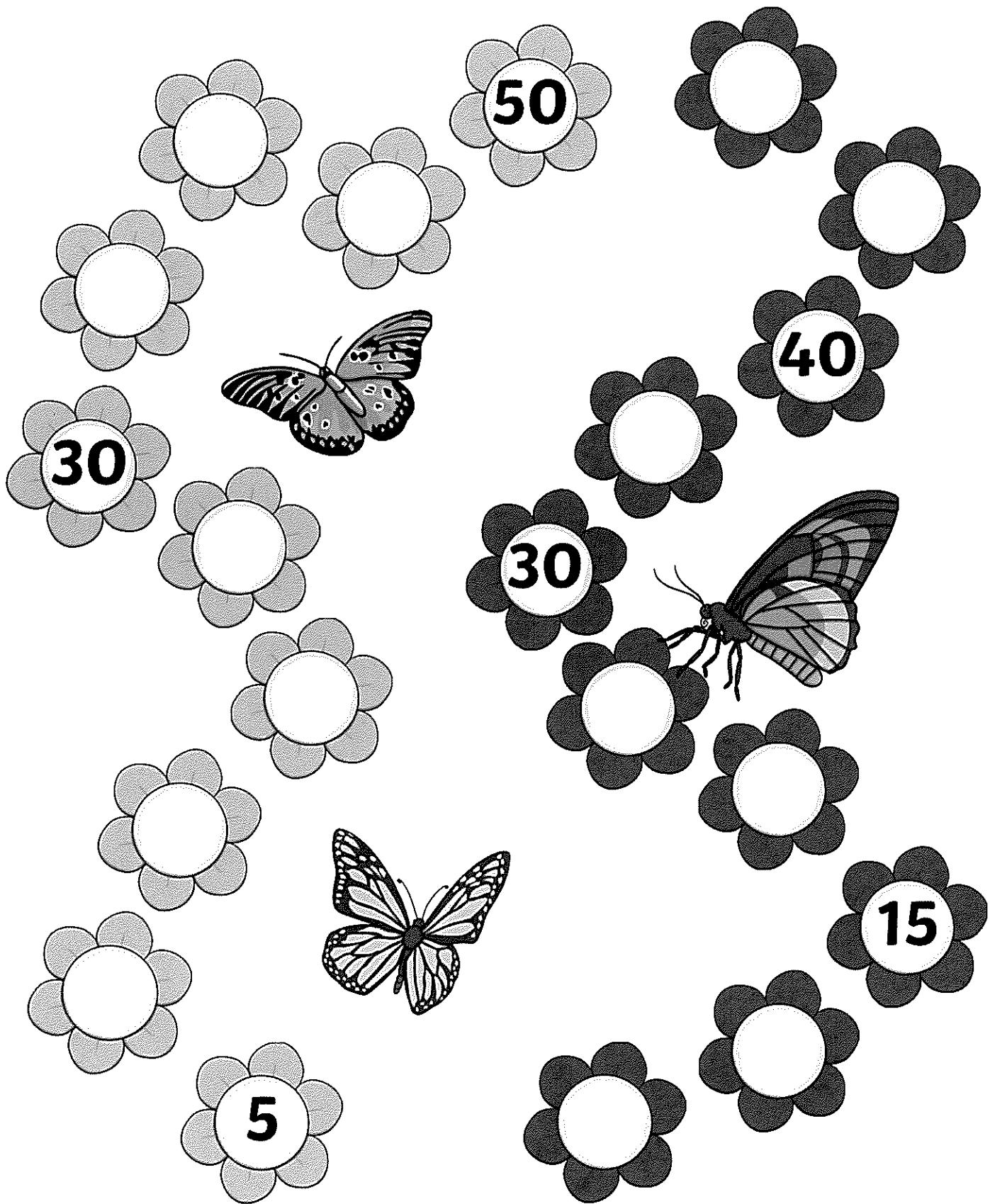
Winter Missing Numbers

Counting in 2s



Spring Missing Numbers

Counting in 5s



Balancing act

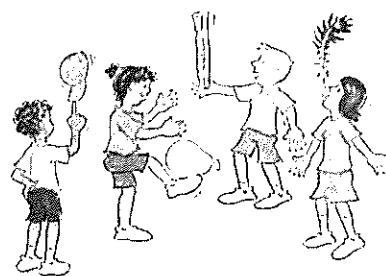
Activity

Individual/partner/group

- Players balance various objects to see which shapes are easiest to balance.
- Players use different body parts to balance the objects, such as palm or back of their hand, or their knee, foot, elbow, chin, or forehead.

Safety

- When balancing objects on the head, the safest places are the chin or the forehead.
- Objects balanced on the nose can slip and fall into the eye.
- Players should not run around while balancing objects.

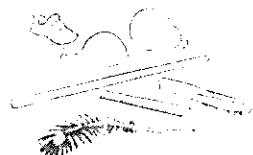


© 2019 Sport Australia

Time: 20 minutes

Equipment

- Various balancing objects, such as:
 - balancing poles (made from rolled up newspaper and sticky tape)
 - feathers (easier)
 - shoes
 - plastic chairs
 - baseball caps
 - broom handles (harder).



Activity variations

- Change the object shape, size or weight.
- Try walking or lying down and getting back up again while trying to balance the object.
- Players 'jump' the balancing object from one body part to another (e.g. one hand to the other).
- Players work in pairs to pass balanced objects to each other using the 'jump' method.
- See who can walk the furthest distance balancing each object.
- Challenge a partner to see who can balance an object for the longest period of time.

Adapted from Sport Australia, 2019, Playing for life *Balancing act*

Bullseye

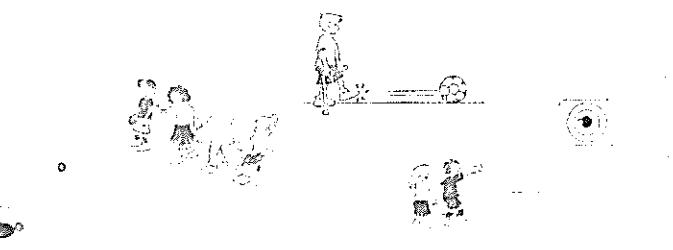
Activity

Individual/partner/group

- Each player rolls or throws their 3 bean bags/balls/objects to the target area.
- After all 3 are thrown, collect and add up the score for that round.
- Repeat for a given number of rounds (e.g. 3 rounds of 3 throws for each player).

Scoring

- Each circle in the target is given a different value, e.g. centre = 5 points, middle = 3 points, outside = 1 point.
- Points are awarded based on where the bean bag/ball/object lands.
- Add 3 throws together to get the total for that round.
- The winner has the highest score after 3 rounds.



© 2019 Sport Australia

Time: 20 minutes

Equipment

- Hoops, bins, buckets, or chalk to mark/form 3 concentric circles on the ground as targets.
- Throw-line 3 metres from target (mark with chalk, cones, shoes, towel, rope etc.).
- 3 bean bags, tennis balls, or similar objects per player.

Activity variations

- Add a kicking target to challenge players or to accommodate players who may not be able to throw.
- Increase or decrease the distance from the throw-line to the target.
- If buckets are used as targets, the activity can be made harder by requiring the ball to land in the bucket.
- Vary the method of using the ball (e.g. throw, kick, roll, strike).
- Put a target on a wall instead of the ground.
- Throw/kick with the opposite hand/foot.
- Change ball size / object being thrown or kicked.

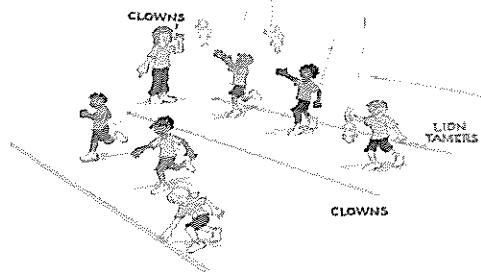
Adapted from Sport Australia, 2019, Playing for life *Bullseye*

Reach the sky

Activity

Partner/group

- Set out a line to use as a starting point.
- Set out a second line to be used as the first target.
- Standing behind the starting point, throw an object into the air and aim to reach the second line before the object hits the ground.
- After a successful attempt, move the target line further away to increase the difficulty.



Time: 20 minutes

Equipment

- Chalk to draw lines.
- Skipping rope or cones can be used instead of drawing the lines.
- 1 object e.g. scarf, plastic shopping bag (easier), bean bag, juggling balls or juggling rings (harder).

Activity variations

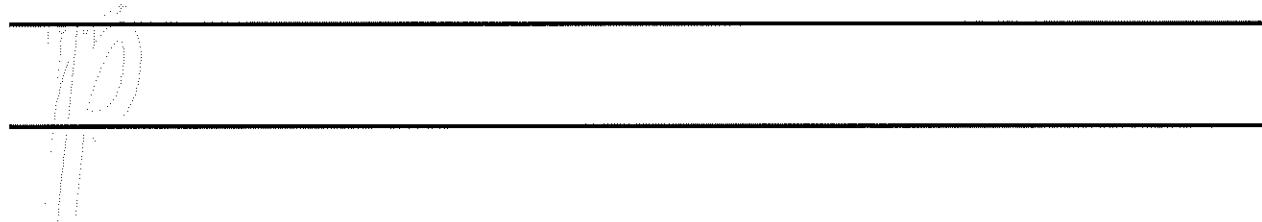
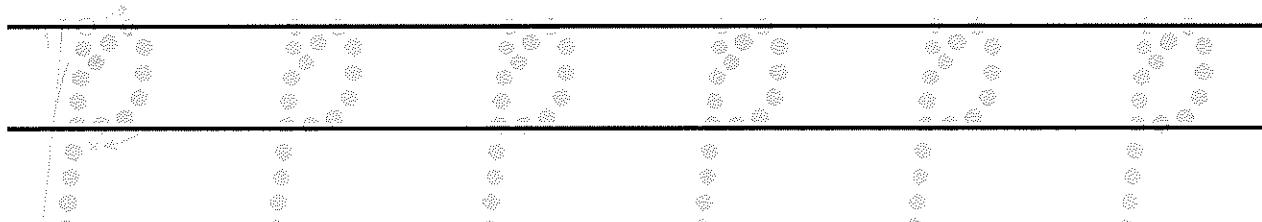
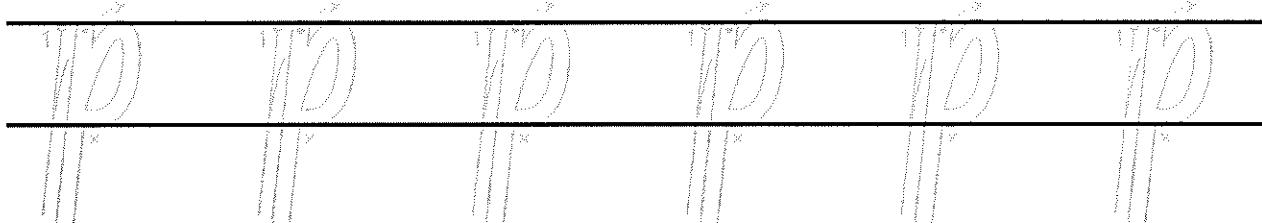
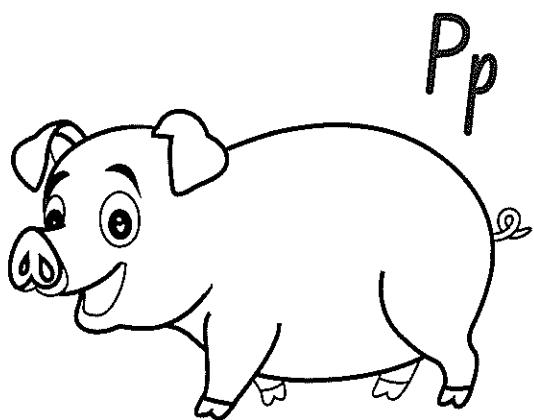
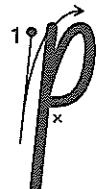
- Arrange players into 2 even lines approximately 2 metres apart facing each other, making sure each player is facing their partner.
- One player in the pair is the clown and the other is the lion tamer. The clown holds the juggling objects.
- When the lion tamer calls "THROW", the clown throws the juggling objects as high as possible into the air and sprints to the opposite line. The lion tamer tries to catch the objects before the clown reaches the line.
- After 3-5 attempts, partners switch roles.

Friday

Lower case p

The lower case 'p' is a long letter. We make a long line that goes down the page. We keep our pencil still, then follow the same line up until we are nearly at the top. We leave a little wedge at the top and make a round shape poking out from the line. Then we move back to the line.

Example mnemonic: Down, up, around and back!



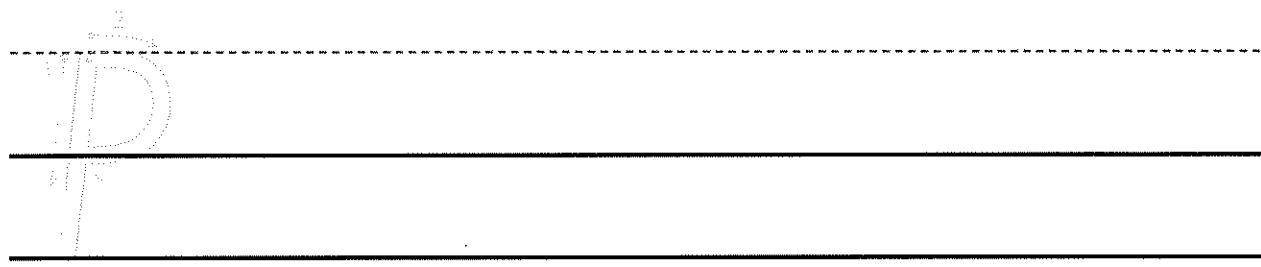
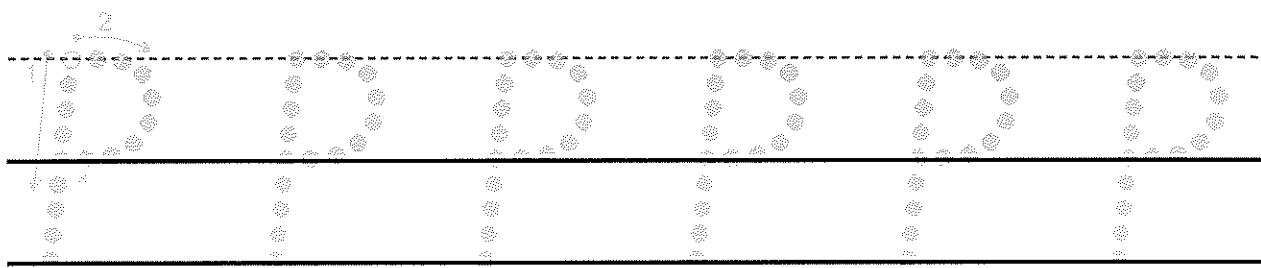
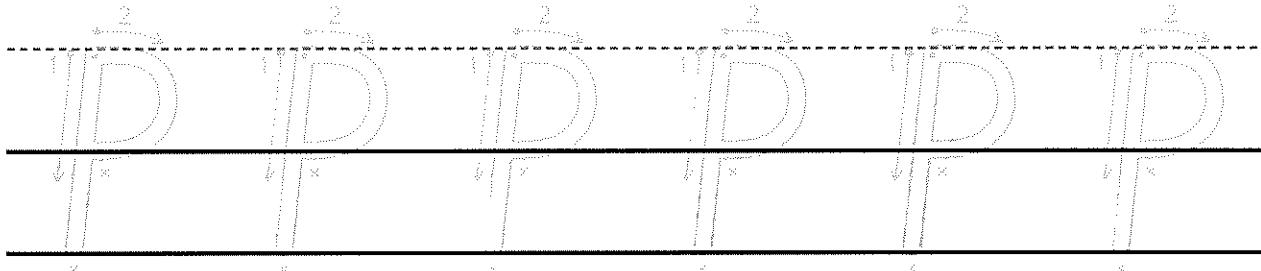
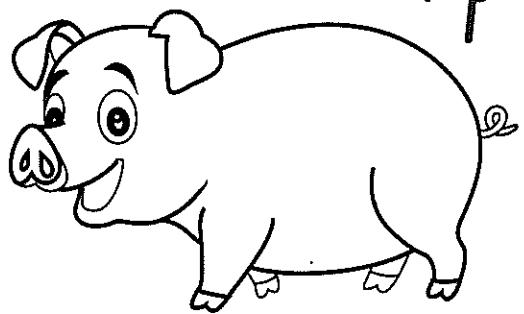
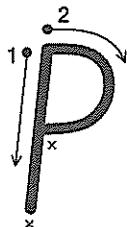
Upper case P

The upper case 'P' is a tall letter.

We start at the top and make a straight line.

We then we move to the top of the line and make a big bump coming from the top and it joins back to the straight line.

Example mnemonic: Down, up, around and back!



Book 5
Phonics sequence.

s t p a h s

a t p a d +

s

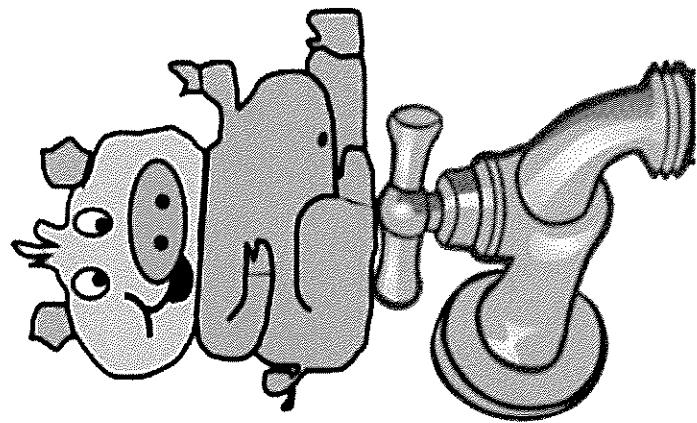
Point to each grapheme and say the phoneme.

To help practise your phonemes, read these sentences and write the missing word. The picture will help you.
Practise words: a, the, is, on

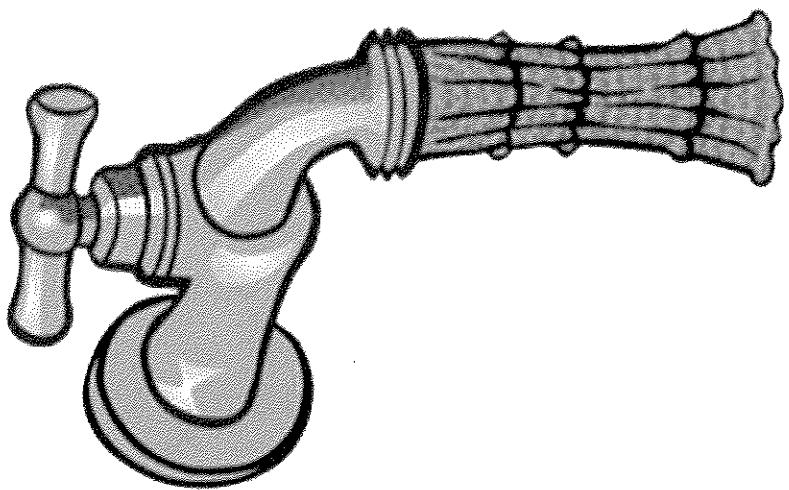
A —



Pat _____
the tap.



The _____ is on.



a

on

the

!

am

a

is

s

at

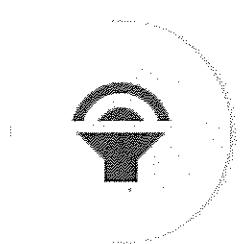
t

a

p

Use these words and letters to help you write your sentence today.

Yesterday added another sentence about the frog in the picture. What did the frog do next? Write another sentence to follow on from the one yesterday to build up your paragraph.



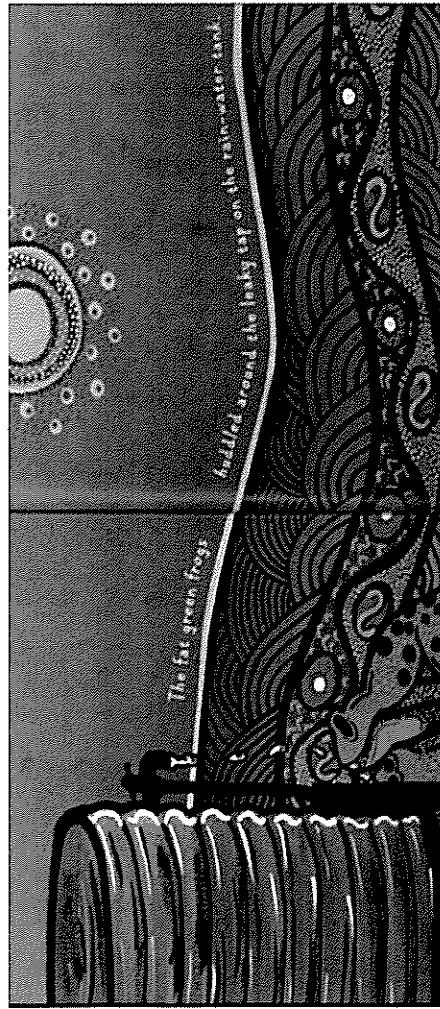
Here is my example to help you.

*The green frogs huddled around the tap.
They waited patiently for the big rain to
come. They sat underneath the dripping tap.
They were hot and tired.*

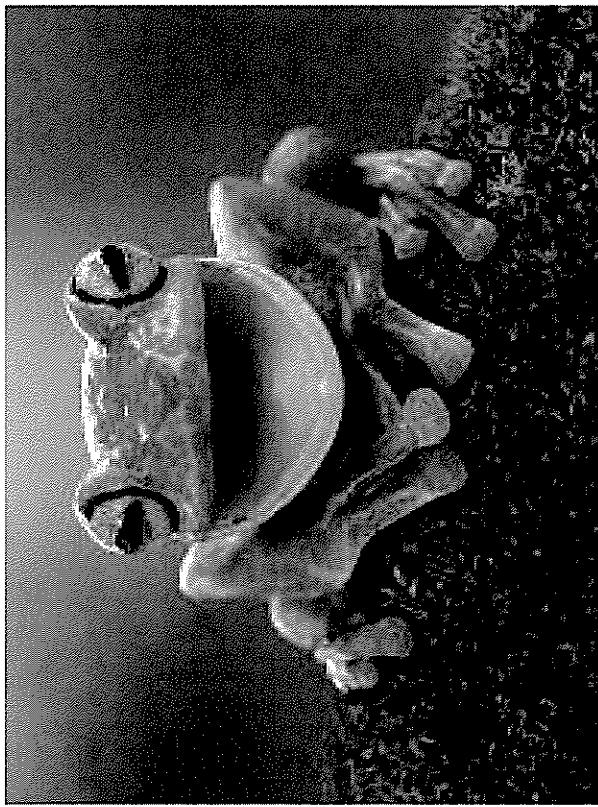
Now I am going to improve my sentences
and add another one.

*The green frogs huddled around the tap.
They waited patiently for the big rain to
come. They sat underneath the dripping tap.
They were feeling very hot and tired. When
the big rain came, the frogs jumped for joy.*

Have a turn adding to your sentence from
yesterday. Can you add some detail to your
sentence from yesterday also?



Write your sentences here.



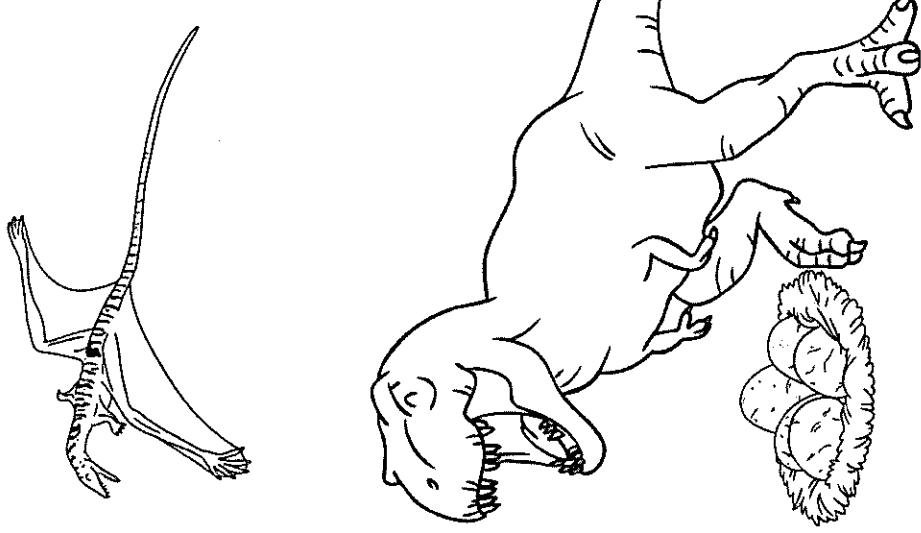
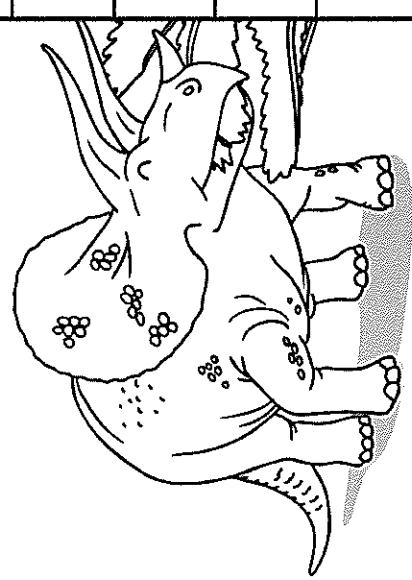
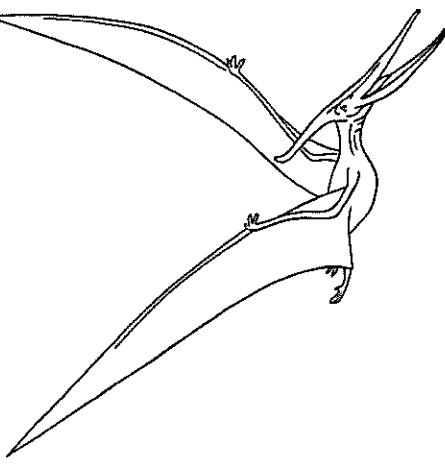
100 Square

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

Write the Missing Numbers

Write in the missing numbers up to 100.

1	2	3	4		6	7	8	9	
11		13	14	15	16	17	18		20
21	22	23		25	26	27	28	29	30
31	32	33			36	37		39	40
	42	43	44	45		47	48	49	50
51	52		54	55	56			59	60
61		63	64		66	67	68	69	
71	72	73	74	75		77		79	80
81	82	83	84	85	86		88	89	90
	92	93	94	95		97	98	99	100





Write the Missing Numbers



Name _____ Date _____

Write in the missing numbers up to 100.

1	2	3		5	6	7	8	9	10
11	12		14		16	17		19	20
	22		24	25			28		30
31	32			35	36	37		39	40
41	42							49	50
51	52		54	55		57	58	59	60
61	62			65	66			69	
	72		74		76	77	78	79	80
	82		84	85	86			89	90
	92	93	94	95	96		98		100



Count Backwards

77

76

75

42

58

19

70

92

36

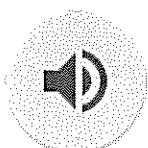


There's a sea in my bedroom!

This week we have been looking at the story, 'There's a sea in my bedroom'. Today, we are going to create some beach themed artwork linked to the story.

You will need:

- Pencils
- Paper
- Watercolour paint or coloured pencils (you could use the homemade paint like we used last week).
- Salt
- You could use some sand if you have a sandpit.
- Glue
- Scraps of paper or foil.
- Scissors



Making your own paint...

Basic Paint

- 1 tablespoon of flour
- 1 tablespoon of salt
- 1 tablespoon of water for each.
- Food colouring

Paint with coffee (or use a tea bag!)

- 1 teaspoon of coffee powder.
- Add water until you have the colour you like

Spice Paint

- Spices such as paprika or cumin (add a little at a time to get the colour you like)
- Mix with a little bit of water at a time to get the consistency and colour you like.

Watercolour Paint

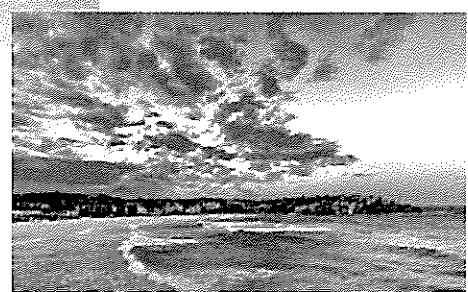
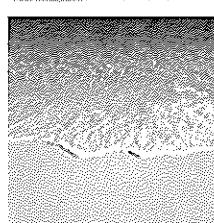
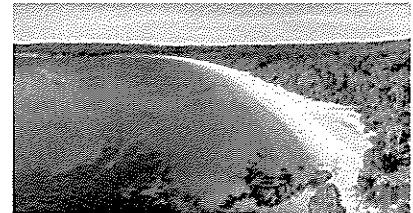
- A few drops of food colouring.
- Add a little water at a time until you get the colour that you like.

Explore!



Here are some pictures of the beach and the ocean.

- What can you describe?
- What colours you can see?
- What shapes are dark?
- What shapes are light?
- What does the sky look like?
- What does the ocean look like?

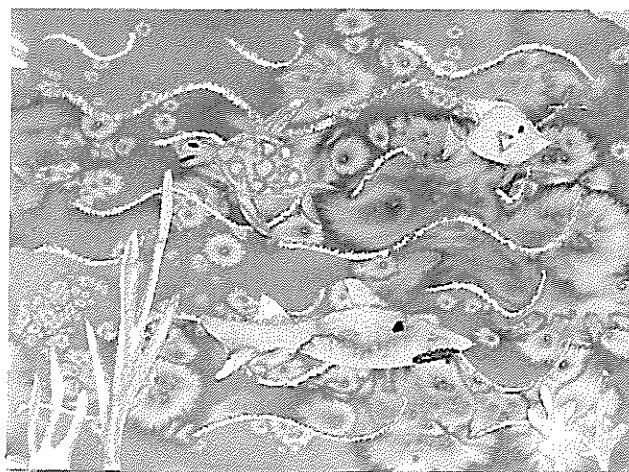


Create



Create an ocean artwork

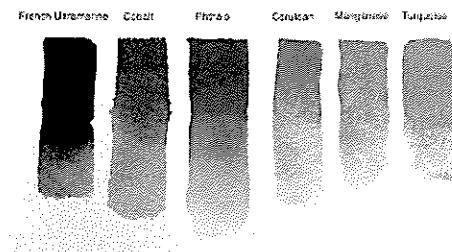
You will be creating an ocean artwork with seaweed, shells and sea animals.



Steps to follow



1. Create some watercolour paint in different shades of blue and green.



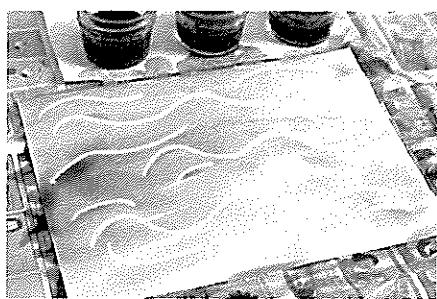
2. Using a white crayon or a candle, draw lots of white wavy lines across the paper. If you don't have one, that is OK, skip this step.



Steps to follow



3. Paint a blue watercolor wash over your sheet of art paper using any shades of blue you'd like.

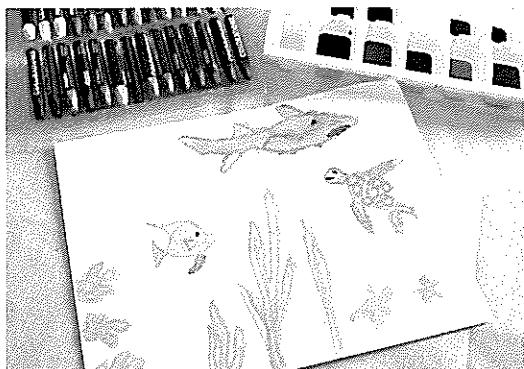


4. Before your paint dries, sprinkle some salt over the paper. As the paint dries, really cool designs will appear in your paint.

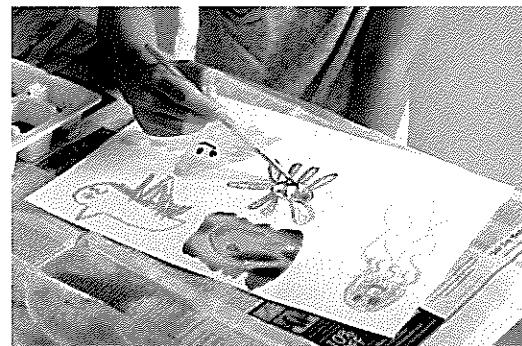


Steps to follow

5. Set your ocean water paper aside to dry and begin making your ocean animals. Use another sheet of art paper and oil pastels to draw any sea creatures you'd like.



6. Paint your drawings if you like or colour them in.



Steps to follow

7. Once your sea creatures, seaweed and shells are dry, cut them out.



8. Glue them onto your salt ocean artwork, and let it dry.

