

Stage 1

Term 2

Week 2

Name: _____



Spelling Week 2

Monday Read and trace your words	Tuesday Rainbow words	Wednesday LCWC	Thursday Ask a parent to test you
hop			
fit			
grin			
buzz			
cross			
less			
miss			
go			
no			
crossroad			

Choose an activity from the grid.

Word endings – double consonants

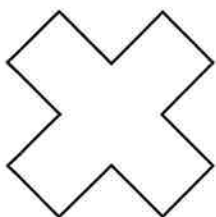
1. Copy each list word.

will _____	smell _____	boss _____
fell _____	sell _____	cross _____
hill _____	doll _____	spill _____
less _____	puff _____	grill _____
dress _____	fuss _____	pill _____
mess _____	frill _____	press _____
bell _____	still _____	

2. Unscramble each word.

ff p u _____	e s ll _____
o ss b _____	ss e l _____
i ll w _____	e ll sm _____
u ss f _____	ll fr i _____
ll i st _____	e ss m _____

3. Name the picture. Write the word.



c _____



d _____



d _____

Word endings – double consonants

Challenge words

4. Copy each challenge word.

drill _____ bliss _____ floss _____
 skull _____ cliff _____ stiff _____
 gruff _____ bluff _____
 fluff _____ skill _____

5. **Choose it.** Circle and rewrite the correct word to complete the sentence.

Dad likes to when we play cards.

Eating the ice-cream filled Sam with .

Amna will her teeth each night.

There was some on my sleeve.

6. **Word clues.** Which challenge word matches?

high rocks _____

hard to bend _____

head bone _____

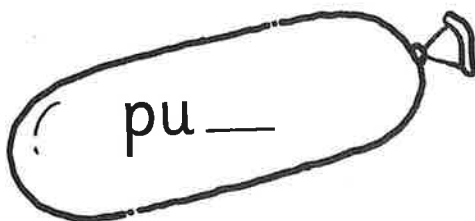
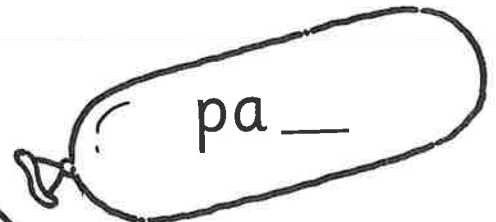
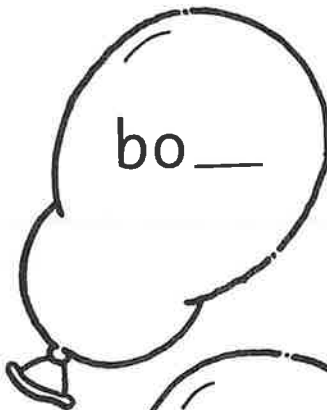
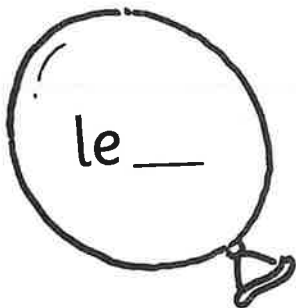
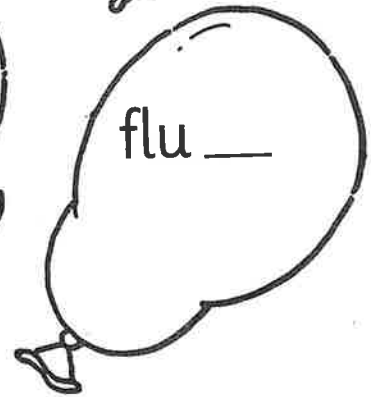
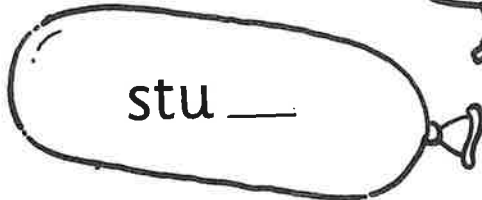
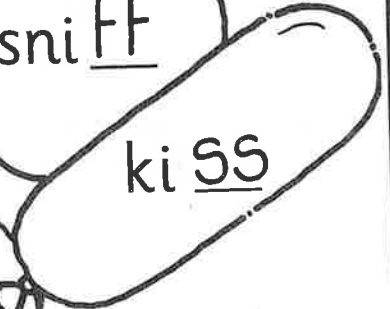
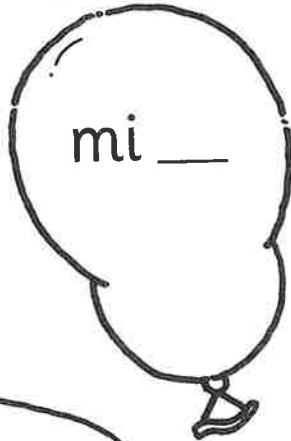
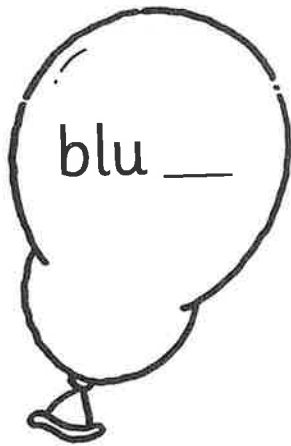
a tool _____

something you do well _____



ff and **ss**

- Complete the words with **ff** or **ss**.
- Read the words to a partner.



- Write three more words which have **ff** and three which have **ss**.

Teachers' note During the plenary session invite the children to share the words they found which have **ff** and **ss**. Help them to identify any mistakes, such as 'coff', while acknowledging that the children have correctly identified the sound.

'at' as in cat

Read the stories.

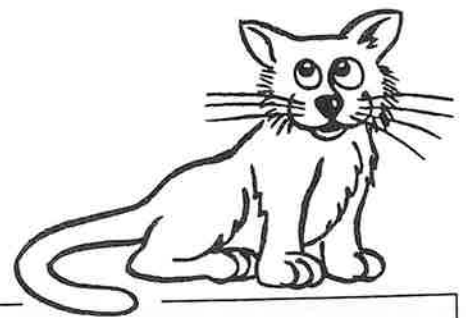
My cat is fat.

My cat is black.

My cat is on the mat.

My cat has a hat.

I like my cat.



Draw the cat.

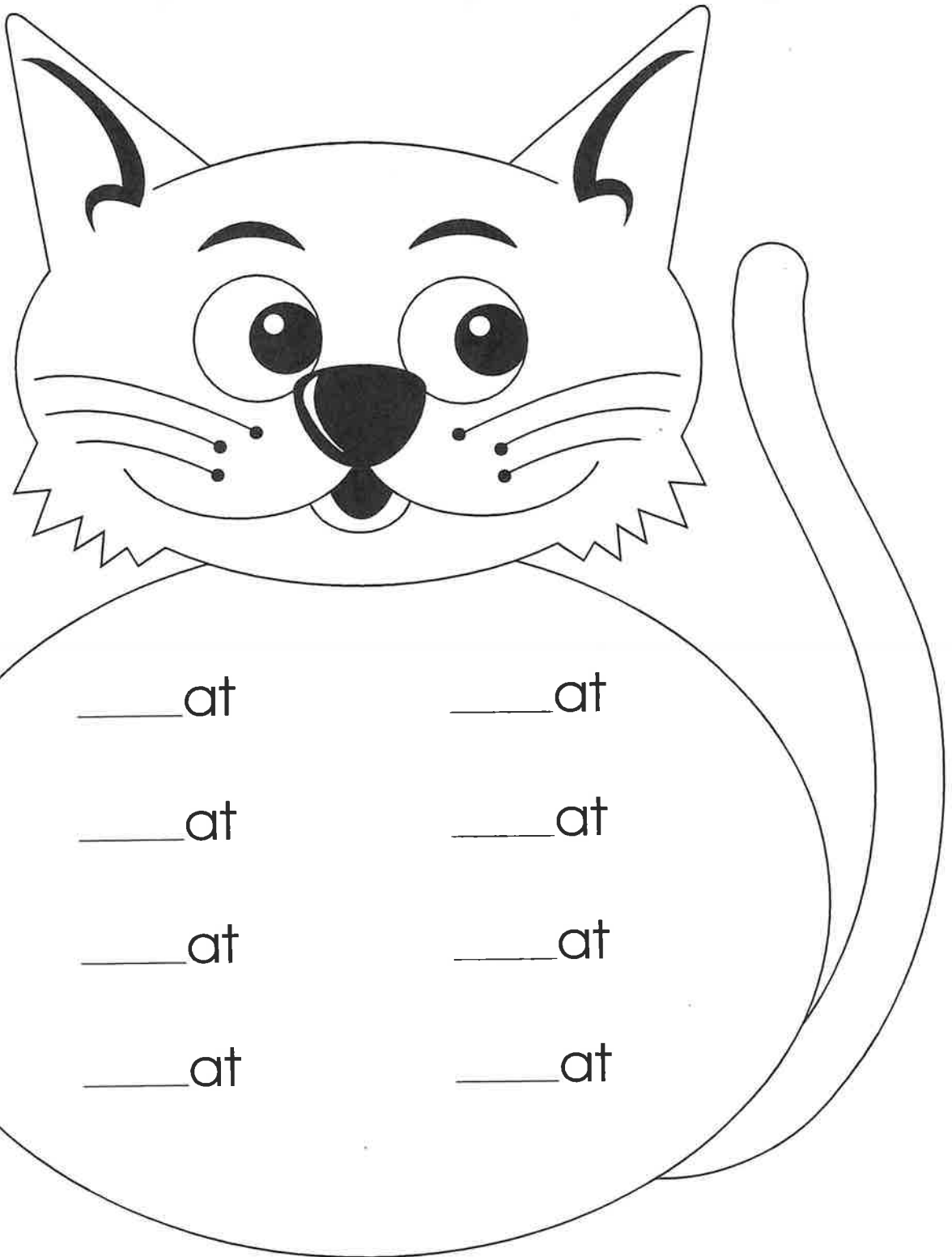
A large, empty rectangular box with a thin black border, intended for a child to draw a cat. The box occupies the lower half of the page.

'at' as in cat

Put 'at' words on the cat.

His name is Nat.

He is a fat cat.

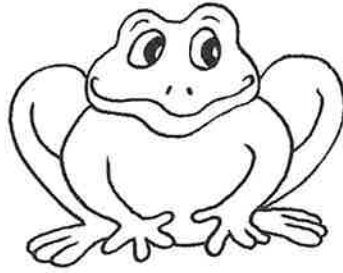


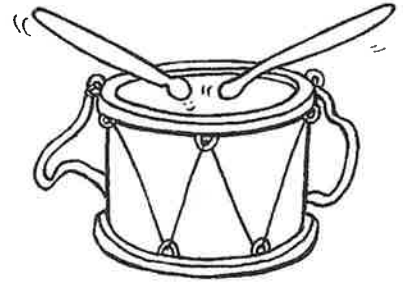
Initial Blends

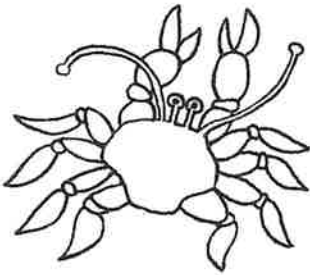
Write the word for each picture. Use your initial blends wheel to help you.



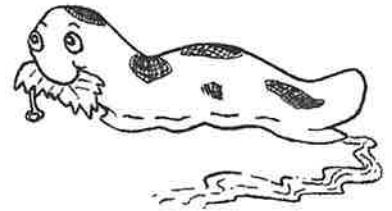
g r i n



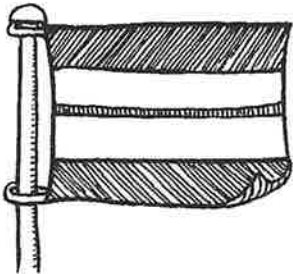




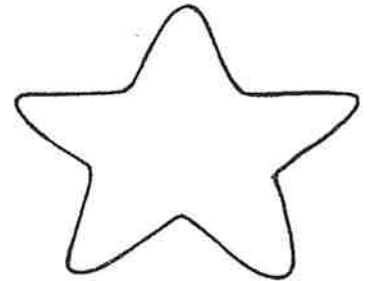




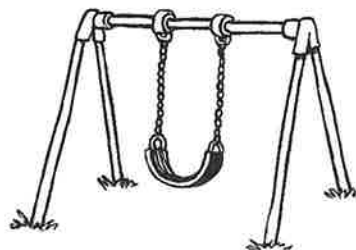
These words are not on your wheel but you can use the initial blends on the inner wheel to help you.

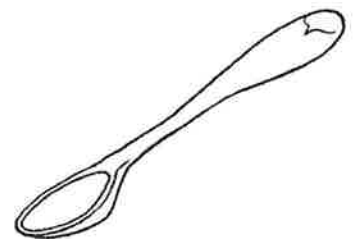






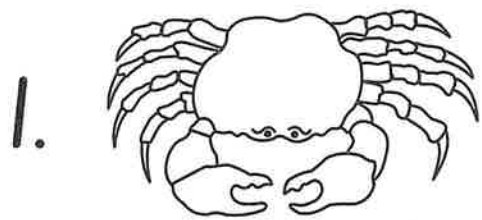






Say the name of each picture.

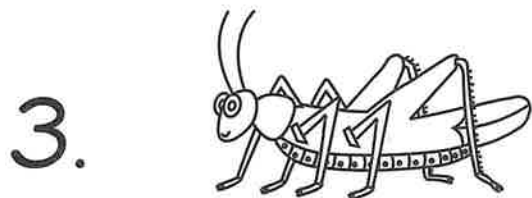
Put a tick (✓) in the box if the sentence is correct.



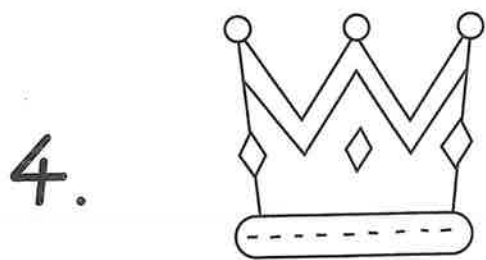
1. begins with cr.



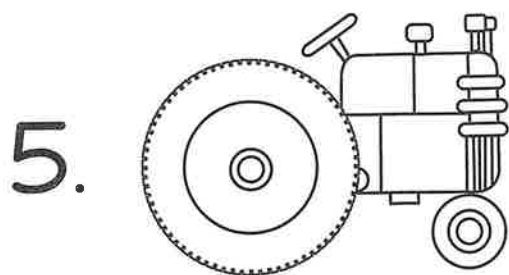
2. begins with pr.



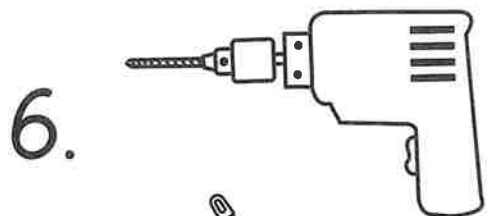
3. begins with gr.



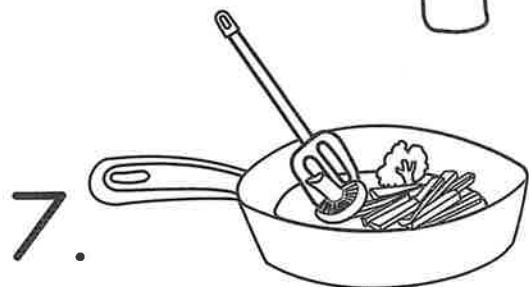
4. begins with br.



5. begins with tr.

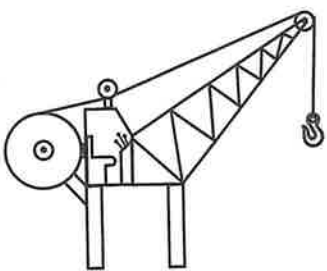
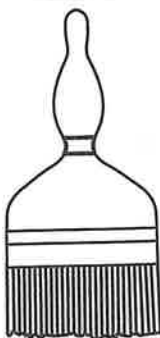
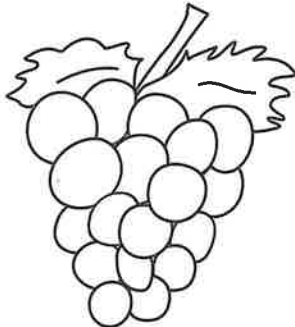

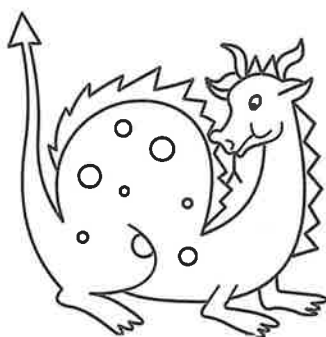
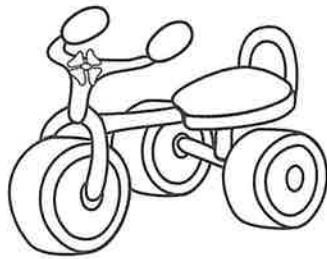

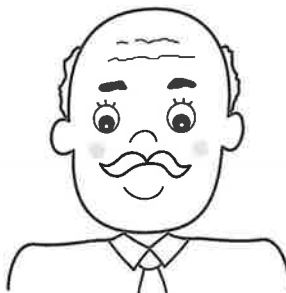





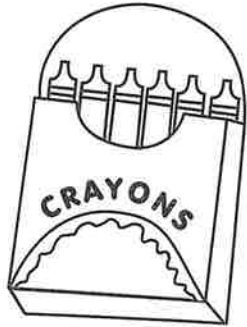



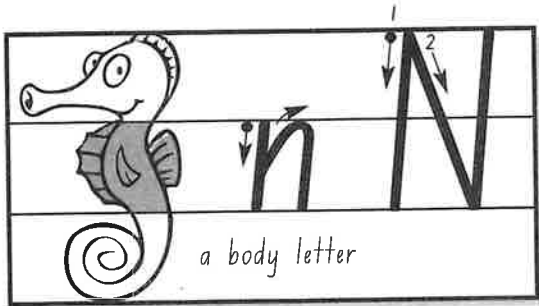
6. begins with dr.



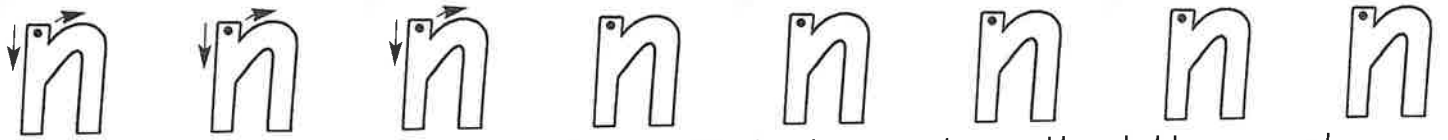
7. begins with fr.

Say the name of each picture. Listen carefully to the sound that the first two letters make. Draw a circle around the letters in each box that make the same sound.

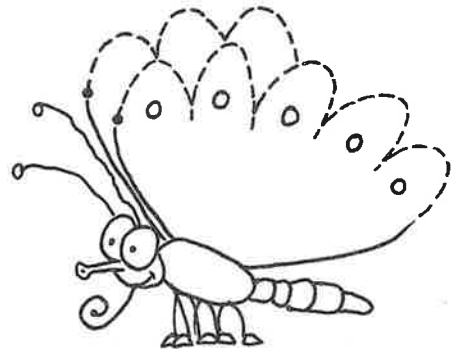
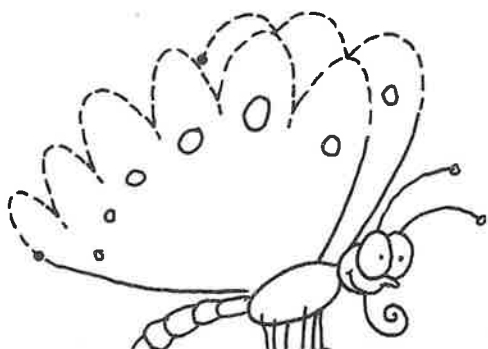
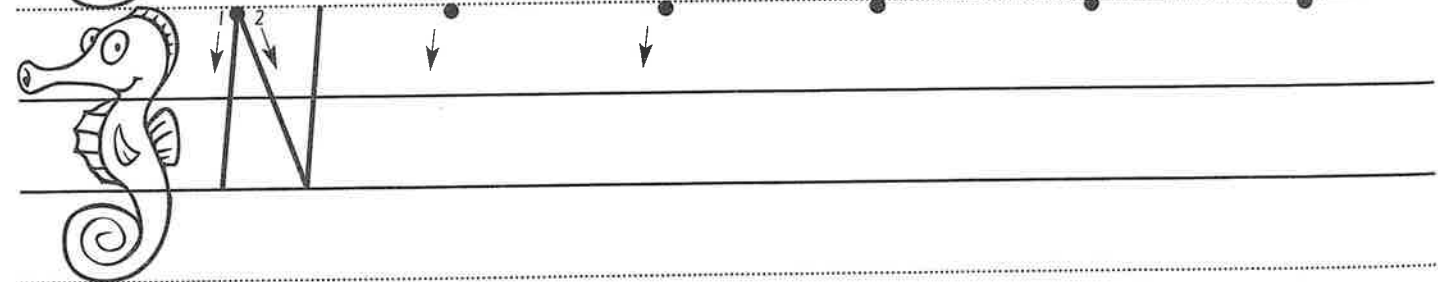
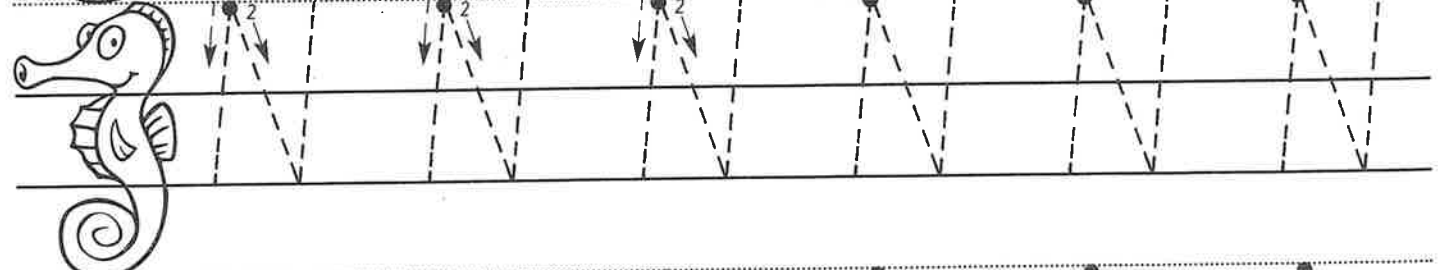
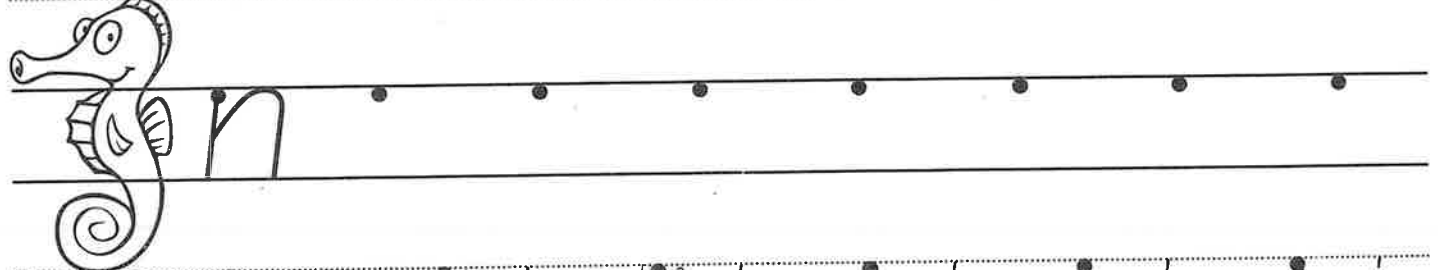
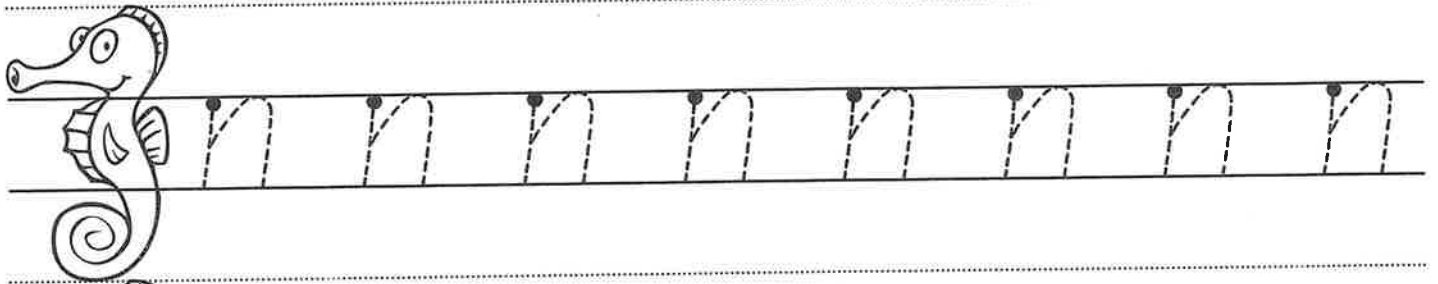
 <p>cr gr tr</p>	 <p>dr pr br</p>	 <p>fr gr br</p>
 <p>tr pr cr</p>	 <p>dr cr fr</p>	 <p>pr tr cr</p>
 <p>cr fr pr</p>	 <p>br dr gr</p>	 <p>pr tr dr</p>
 <p>gr tr dr</p>	 <p>br fr pr</p>	 <p>dr gr tr</p>
 <p>br fr cr</p>	 <p>tr cr gr</p>	 <p>gr fr br</p>



Track.



Colour the parts of the seahorse that show where the letter n sits.
Put a ✓ on your best n and N.

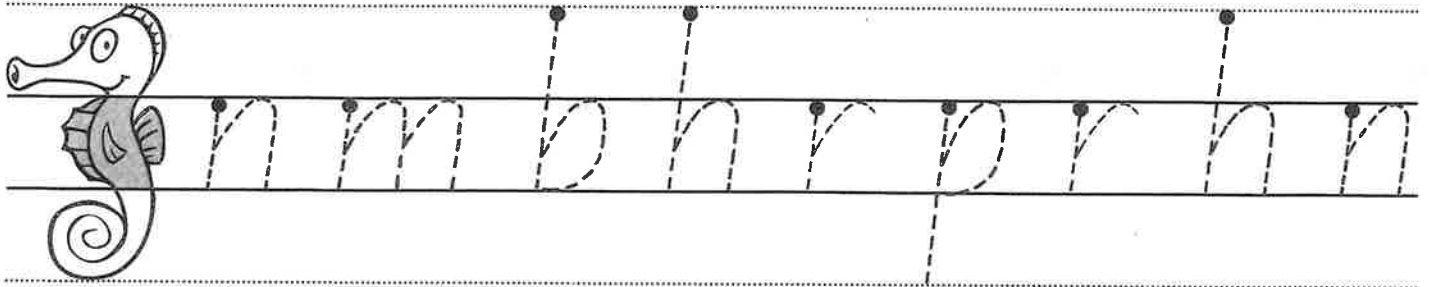


Find the n's.

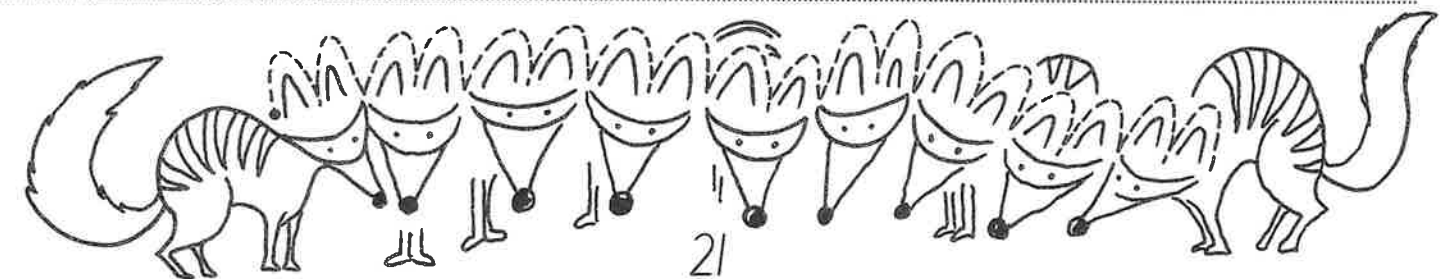
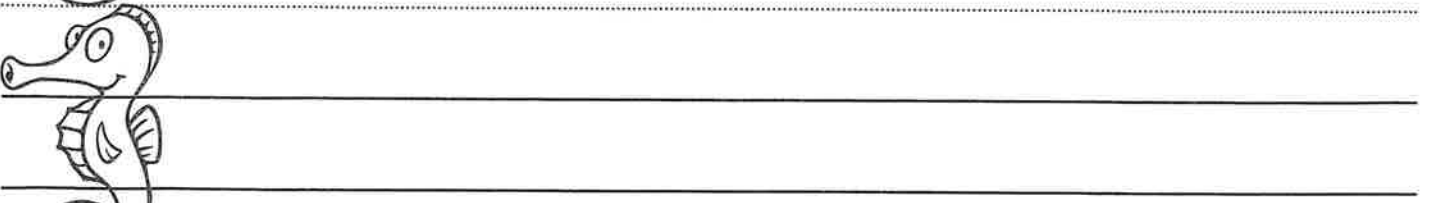
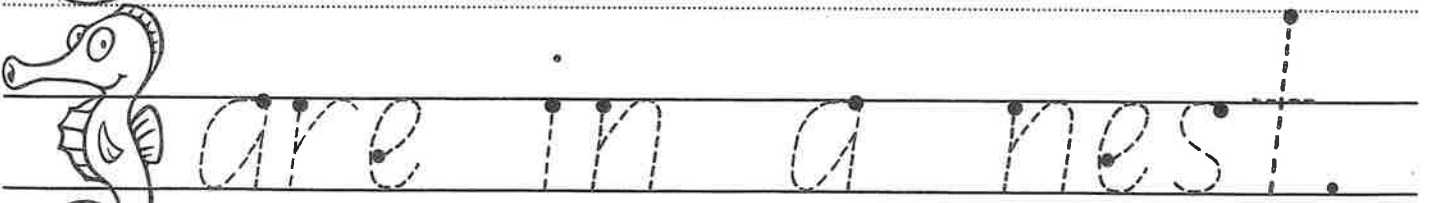
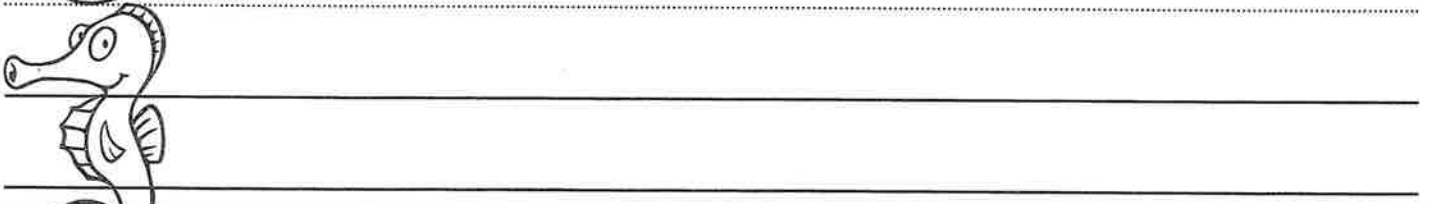
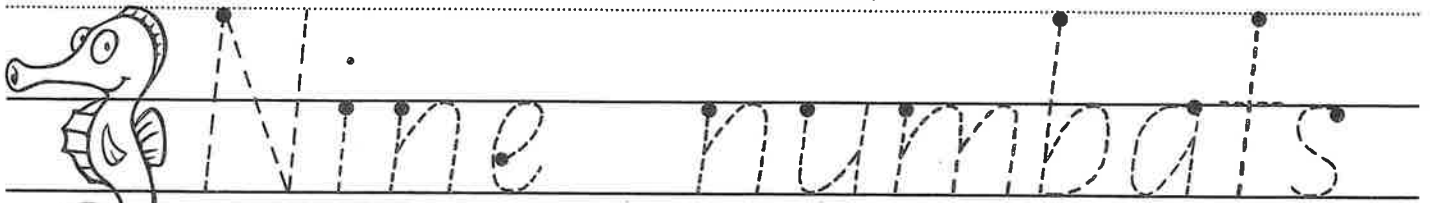
Hopping pattern



Trace the body letters.



Trace, then copy. Don't forget the full stop.



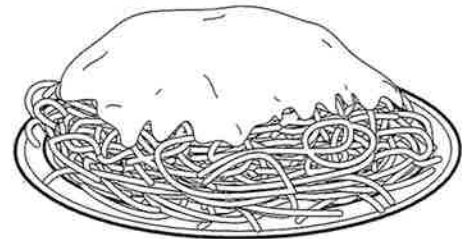
Name _____

Date _____

How to Make Spaghetti

Ingredients

- Spaghetti
- Pasta sauce
- Saucepan
- Colander
- Plate
- Fork



Steps

Use a colander to drain the spaghetti, then place the spaghetti back into the empty saucepan.

Place a handful of spaghetti into the water.

Pour the pasta sauce over the spaghetti and stir the sauce evenly through the spaghetti.

Fill a saucepan with water.

Boil the water until the spaghetti is soft.

Place the spaghetti onto a plate and serve with a fork.
Enjoy your dinner!

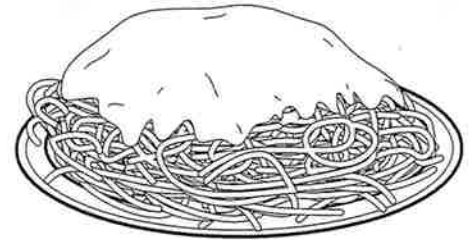
Name _____

Date _____

How to Make Spaghetti

Ingredients

- Spaghetti
- Pasta sauce
- Saucepan
- Colander
- Plate
- Fork



Steps

1.	
2.	
3.	
4.	
5.	
6.	

Name _____

Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.

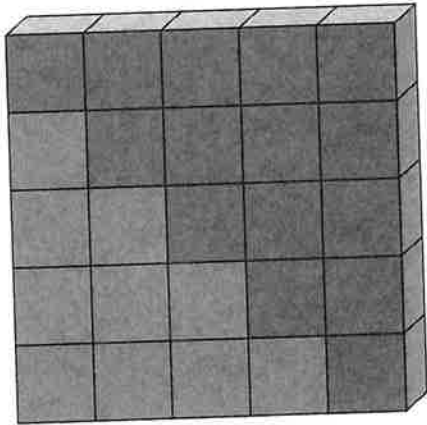
Solve the sums and colour the picture with the help of the colour guide to find the hidden picture.

4 = Brown, 5 = Pink, 6 = Red, 7 = Yellow, 8 = Green, 10 = Blue

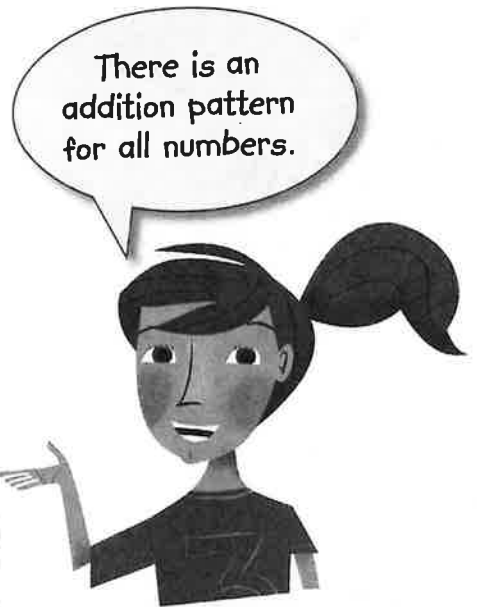
Math problems in the grid:

- Top row: $6 + 4$, $8 + 2$, $3 + 3$, $6 + 4$, $9 + 1$
- Second row: $8 - 3$, $10 - 4$, $4 + 1$, $6 - 1$, $10 + 0$
- Third row: $5 + 5$, $2 + 3$, $4 + 3$, $5 + 2$, $9 - 4$
- Fourth row: $9 + 1$, $4 + 1$, $2 + 8$, $10 - 3$, $5 + 0$, $5 + 5$
- Fifth row: $7 + 0$, $5 + 5$, $10 - 0$, $6 + 1$, $9 - 2$
- Sixth row: $7 - 2$, $8 - 1$, $3 + 4$, $10 - 5$, $3 + 2$
- Seventh row: $8 + 2$, $5 + 0$, $9 - 4$, $10 - 5$, $3 + 2$
- Eighth row: $8 + 2$, $10 - 2$, $8 - 4$, $4 + 4$, $3 + 7$
- Ninth row: $2 + 3$, $5 + 3$, $5 + 3$, $1 + 4$
- Tenth row: $8 - 3$, $6 - 1$, $3 + 2$
- Bottom row: $6 + 4$, $10 - 0$, $9 + 1$, $7 + 3$, $6 + 4$

1 Sally made up an addition mat from blocks to show all the combinations for 5. Use the mat to help you complete the addition pattern for 5. It has been started for you.



0	+ 5 =	5
1	+ 4 =	5
<input type="text"/>	+ 3 =	5
<input type="text"/>	+ 2 =	5
<input type="text"/>	+ 1 =	5



2 Complete the addition patterns for 4, 6 and 7.

a The pattern for 4:

0	+ 4 =	4
<input type="text"/>	+ 3 =	4
<input type="text"/>	+ 2 =	4
<input type="text"/>	+ 1 =	4

b The pattern for 6:

0	+ 6 =	6
<input type="text"/>	+ 5 =	6
<input type="text"/>	+ 4 =	6
<input type="text"/>	+ 3 =	6
<input type="text"/>	+ 2 =	6
<input type="text"/>	+ 1 =	6

c The pattern for 7:

0	+ 7 =	7
<input type="text"/>	+ 6 =	7
<input type="text"/>	+ 5 =	7
<input type="text"/>	+ 4 =	7
<input type="text"/>	+ 3 =	7
<input type="text"/>	+ 2 =	7
<input type="text"/>	+ 1 =	7

Ten-frame addition

BLM 6

Draw extra circles on the 10 frames to solve the additions.

a

●	●		
●	●		
●	●		
●			
●			

8
3

e

●	●		
●	●		
●			
●			
●			

7
5

b

●	●		
●	●		
●	●		
●	●		
●	●		

10
4

f

●	●		
●	●		
●	●		
●	●		
●	●		
●	●		

10
8

c

●	●		
●	●		
●	●		
●			
●			

8
7

g

●	●		
●			
●			
●			
●			

6
8

d

●	●		
●	●		
●	●		
●	●		
●	●		

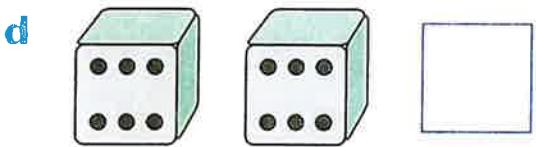
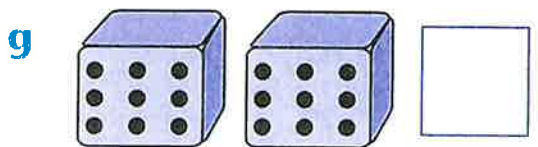
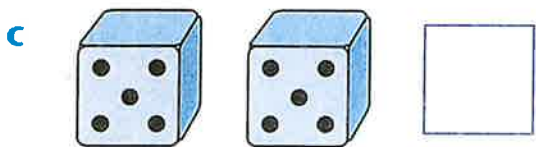
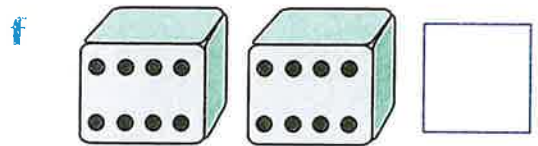
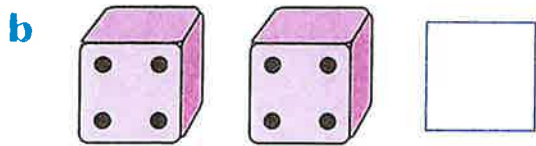
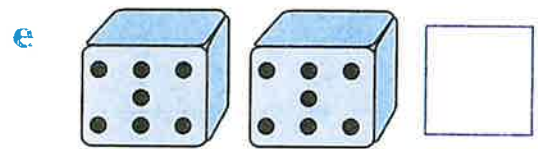
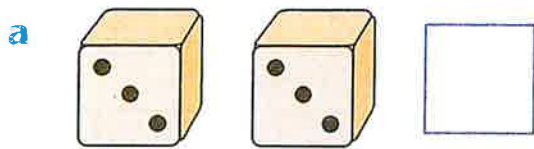
10
7

h

●	●		
●			
●			
●			
●			

6
9

1 Use the dice to find the doubles.



2 Write the answers for the doubles and near doubles.

a $3 + 3 = \square$

f $6 + 7 = \square$

b $3 + 4 = \square$

g $7 + 7 = \square$

c $5 + 5 = \square$

h $7 + 8 = \square$

d $5 + 6 = \square$

i $8 + 8 = \square$

e $6 + 6 = \square$

$8 + 9 = \square$

Making to 10 (partitioning)

1 Add these numbers by making to 10.
The first one is done for you.

7 + 5 = ?
7 and 3 makes 10
and 2 more
makes 12.

a	$7 + 5 =$	$7 + 3 + 2 = 12$
b	$6 + 5 =$	$\square + \square + \square = \square$
c	$8 + 7 =$	$\square + \square + \square = \square$
d	$9 + 6 =$	$\square + \square + \square = \square$
e	$7 + 6 =$	$\square + \square + \square = \square$
f	$8 + 5 =$	$\square + \square + \square = \square$
g	$8 + 6 =$	$\square + \square + \square = \square$



2 Add the numbers on the grid.



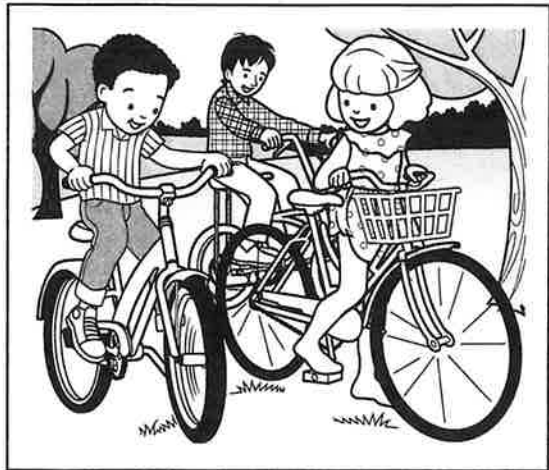
	+	1	2	3	4	5
a	5	6				
b	6			9		
c	7				11	
d	8					

What was leisure time like in the past? - 1

Look at the photographs.

They show things that your grandparents may have done in their free time when they were children.

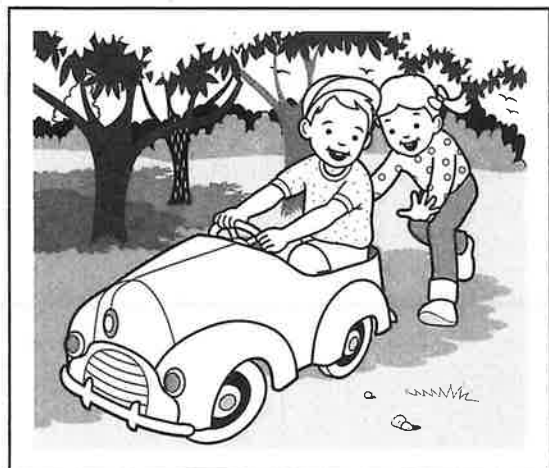
1.



2.



3.



4.



5.



6.



What was leisure time like in the past? - 2

Use the photographs on page 63 to complete the table.

THE PRESENT AND PAST

	What are the children doing?	Do you do something like this?	What would you ask the children?	What is the same as or different from your game?
PHOTO 1.		Yes No		
PHOTO 2.		Yes No		
PHOTO 3.		Yes No		
PHOTO 4.		Yes No		
PHOTO 5.		Yes No		
PHOTO 6.		Yes No		

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)

Lesson 2 Introduction – Bending

After exploring which parts of the body can bend, Students draw or write answers to the following questions.

1. What can you bend on your body?

2. Can you bend it back again?

3. Why do you think that we are able to bend our knees and elbows?

4. What words can you think of to describe 'bending'?

Folding and folding

Name: _____ Date: _____

How many times can you fold a piece of paper in half?

Paper	What I predict	What I found out

Name: _____ Date: _____

How many times can you fold a piece of paper in half?

Paper	What I predict	What I found out

Week Two - Lesson One

'Oh we can play on the big bass drum'

- Listen to song on YouTube: <https://www.youtube.com/watch?v=GMEsIFawHRI>
- Sing along to the song using musical notes resource below.
- Using household objects like pots or a table student will use the palm of one hand to hit the object on the 'boom, boom, boom'. Use alternate hands on each 'boom'
- Repeat twice, listening, singing and playing along to the music.

Playing

Learning to play a tuned instrument is usually left until children can read, but you can prepare the ground with musical games and the use of percussion instruments.

Oh we can play on the big bass drum

Oh we can play on the big bass drum And
this is the music to it, Boom! boom! boom! Goes the
big bass drum And that's the way we do it.

Chords: C, F, G, C, F, G7, C

Play on any instrument you like - the tapping sticks, a tambourine, a biscuit tin etc.



Shaker

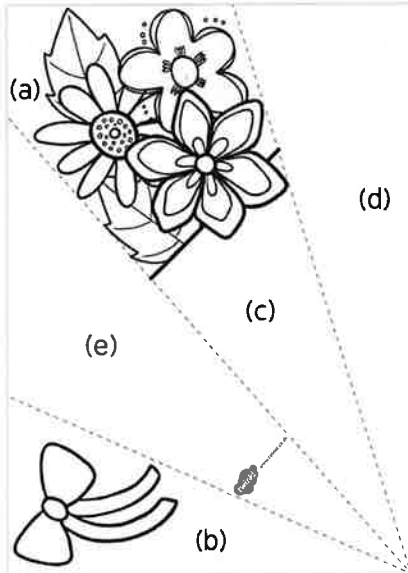
- ① Cut two plastic soft drink bottles in half.
- ② Put coloured ping pong balls inside.
- ③ Bind strongly with tape
- ④ Use other end for a trumpet

The diagram shows a shaker made of two plastic bottles bound together with tape, containing ping pong balls. Next to it is a drawing of a child playing a trumpet.

Mother's Day Paper Flower Bouquet

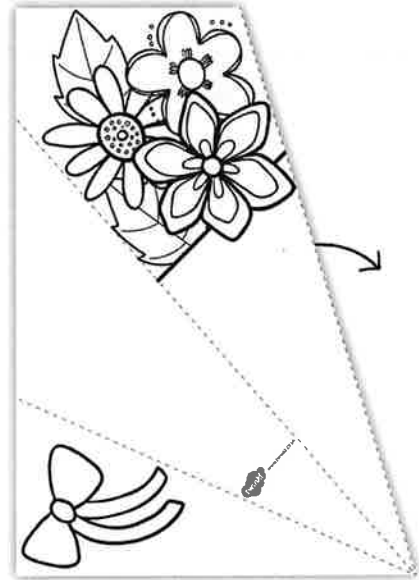
Instructions

1.



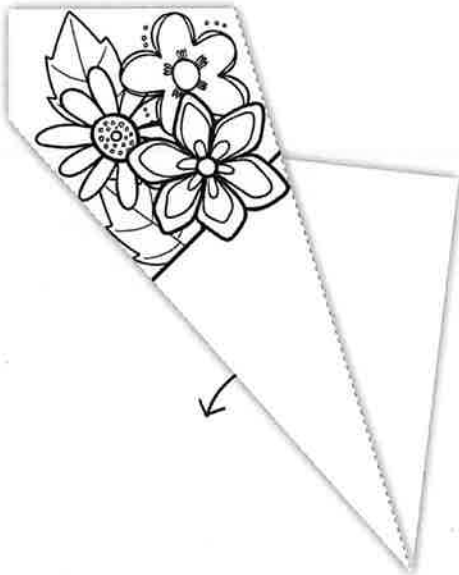
Colour in the flowers and the bow section labelled (a) and (b). You don't need to colour section (c).

2.



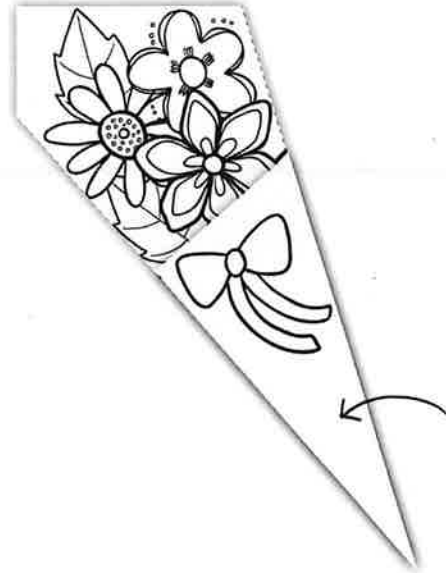
Fold back section d along the dotted line.

3.

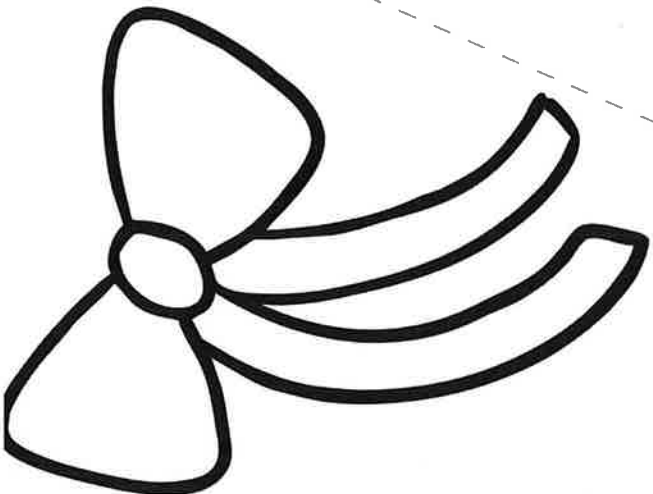


Fold Section (e) behind section (c) so that you can see the back of section (b) on the right hand side.

4.



Finally fold section (b) over so that the bow is at the front of the bouquet.



Mother's Day 2D Shape Flip, Slide, Turn Heart

You will need:

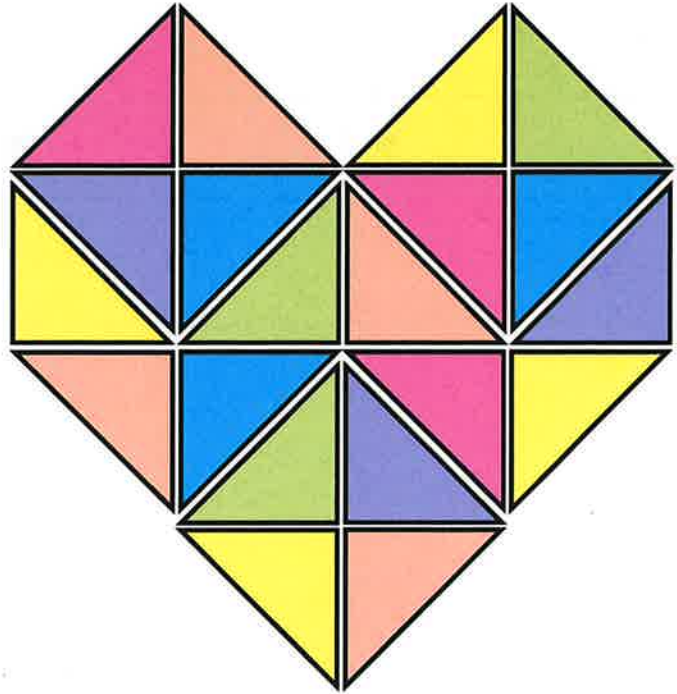
20 triangles

coloured pencils or markers

scissors

glue

A4 paper for background

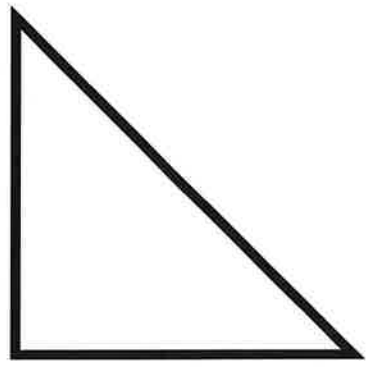
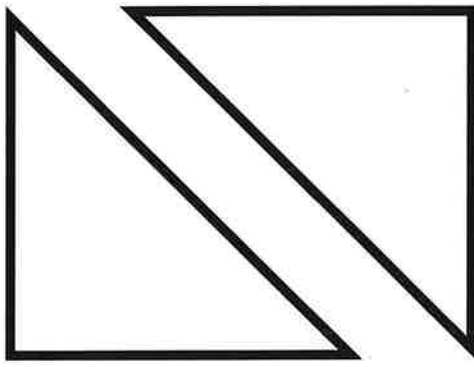
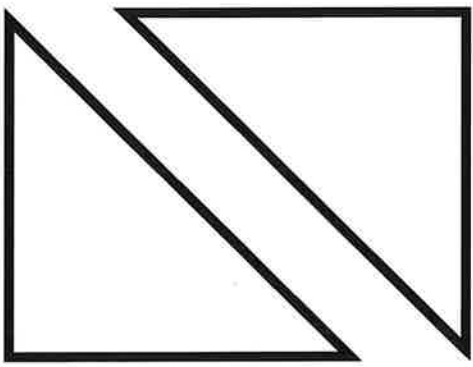
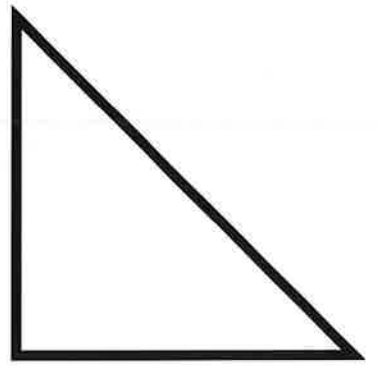
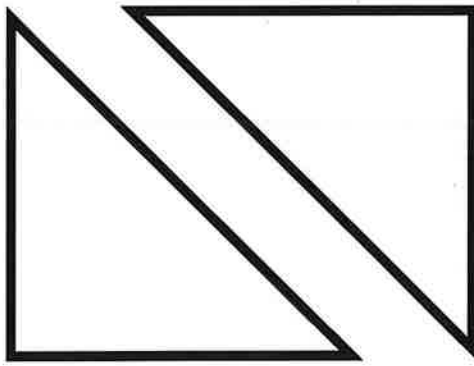
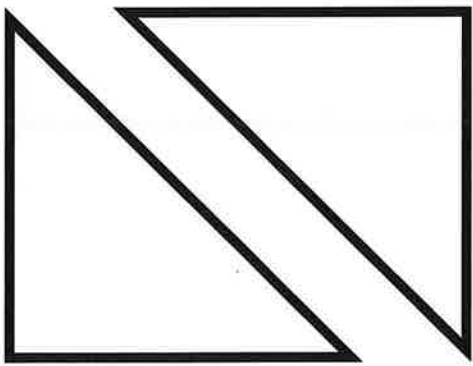
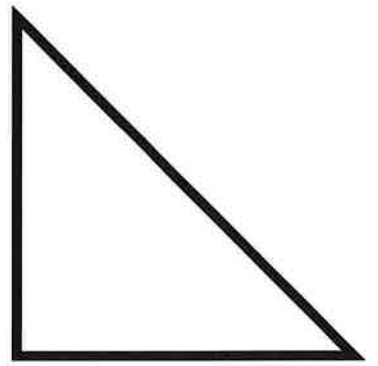
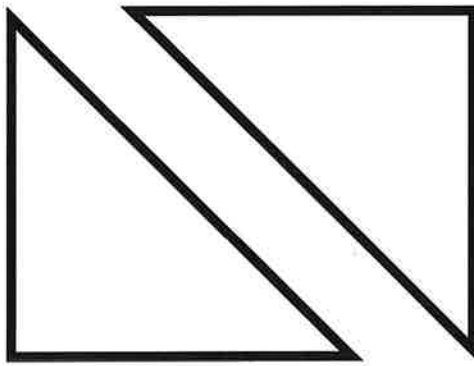
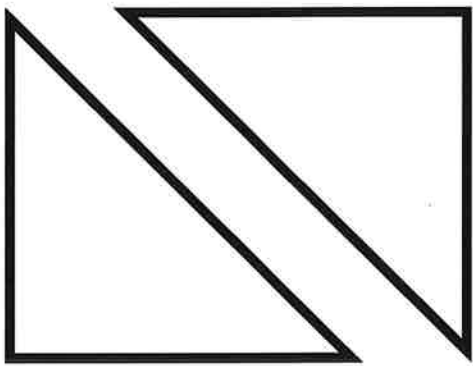
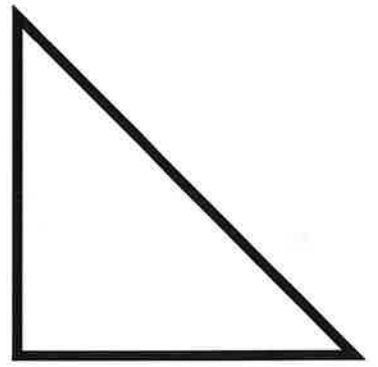
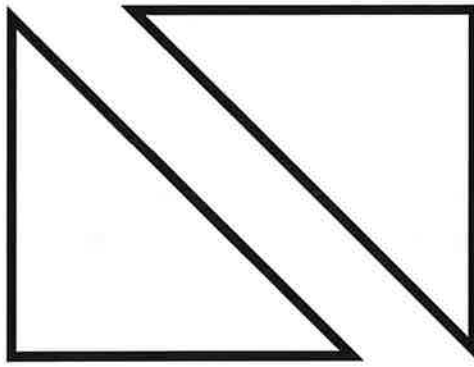
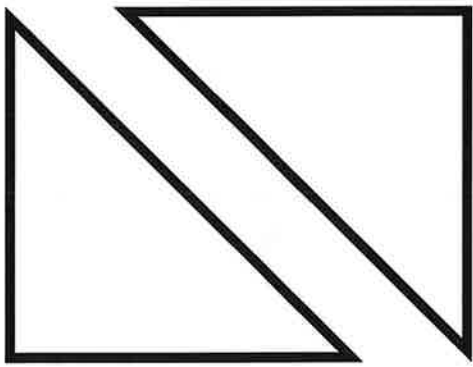


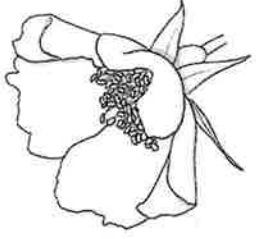
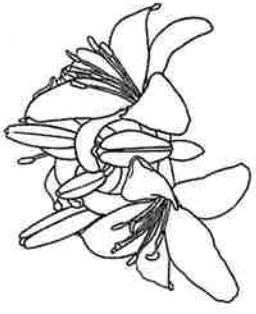
Instructions

1. Colour in the 20 triangles.
2. Cut out each triangle carefully ensuring they are all the same size.
3. Flip, slide and turn the 20 triangles to create a heart for your mum on Mother's day.
4. Once you have created your heart, glue your pieces onto a piece of A4 paper.
5. Surprise your mum with your 2D triangle heart.

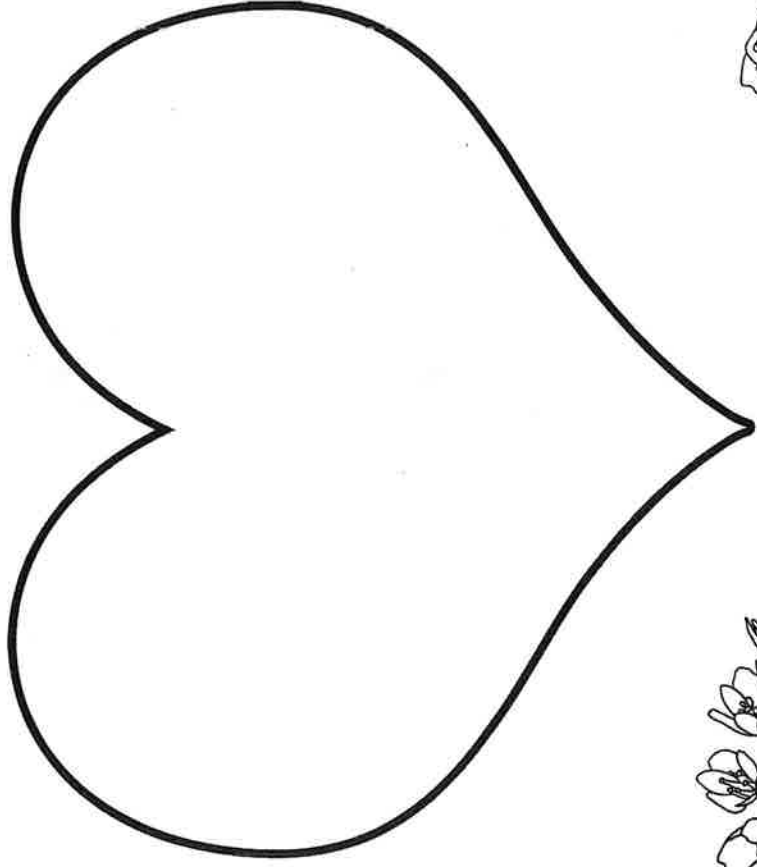


20 Triangles Template





Happy Mother's Day!





A series of ten vertical lines forming a template for writing. The lines are evenly spaced and extend from the top of the page down to the bottom of the main content area. The first and last lines are shorter than the others, leaving space for a title or a signature.