

# Early Stage 1 – Week 4 Term 3

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Task</b>	Can you help tidy the living room or pack away your toys?	Have you made your bed today?	Can you help with the washing or folding today?	Are your books and toys tidy?	How can you help someone in your family today?
<b>Morning</b>	<p><b>English</b> Select 5 sight words from the sight word sheet that your child doesn't already know, to learn this week. Read and write out your sight words in your book.</p> <p>Read a book with a parent/carer. You can use your PM online account or a book you have at home. What interesting words can you find in the story? Ask a grown up what do those words mean? Make up a sentence with some of those words.</p>	<p><b>English</b> Read and write your sight words in your workbook. Read a book with a parent/carer. You can use your PM online account or a book you have at home. Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about why they are used in those places. Practise writing a row of lowercase 'a' and a row of capital 'A' in your workbook. Form all the</p>	<p><b>English</b> Read and write your sight words in your workbook. Read a book with a parent/carer. You can use your PM online account or a book you have at home. What interesting words can you find in the story? Make up a sentence that has some of those words in it. Complete the handwriting worksheet for the letter mM. In your workbook write a list of things in your</p>	<p><b>English</b> Read and write your sight words in your workbook. Read a book with a family member. You can use your PM online account or a book you have at home. How were the characters feeling at the beginning and then at the end of the story? What made them feel this way? Practise writing a row of lowercase 'm' and a row of capital 'M' in your workbook. Form all the letters carefully.</p>	<p><b>English</b> Read and write your sight words in your workbook. Read a book with a family member. You can use your PM online account or a book you have at home. Can you find any of your sight words in the story? Tell your parent/carer what the story is about – who are the characters, what happens? Practise your handwriting on the laminated alphabet card. Form all the letters carefully.</p>



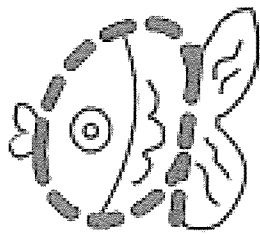
	<p>Complete the handwriting worksheet for the letter <b>α</b>A.</p> <p>Complete the 'Decodable Sentence Jumble' worksheet, glue in your book and then write out the correct sentences.</p> <p>Complete the 'CVC Word ladder' worksheet and glue in your workbook.</p> <p><b>Additional <u>Optional</u> activities</b>  Log onto Studyladder and complete some of the activities.</p> <p>Make your sight words out of playdough, Lego or another material</p> <p>Search your home for things that rhyme eg rug and mug or bed and shed.</p>	<p>letters carefully.</p> <p>Write 2 sentences and include one of your sight words in each sentence.</p> <p>Complete the 'CVC Detectives' worksheet and glue in your book and write each sentence underneath.</p> <p><b>Additional <u>Optional</u> activities</b>  Log onto Studyladder and complete some of the activities.</p> <p>Can you find any of your sight words in a book that you like to read?</p> <p>Write a list of words that rhyme with man, hat and fin.</p>	<p>home that are red.</p> <p>Complete the 'Onset and Rime' worksheet and glue in your book.</p> <p><b>Additional <u>Optional</u> activities</b>  Log onto Studyladder and complete some of the activities.</p> <p>Practise your handwriting on the laminated alphabet card. Form all the letters carefully.</p>	<p>Draw a picture of your bedroom and label it.</p> <p>Complete the 'CVC Read, Cut and Paste' worksheet and glue in your book.</p> <p><b>Additional <u>Optional</u> activities</b>  Log onto Studyladder and complete some of the activities.</p> <p>Write what you might see and do at a carnival. Draw a picture of what's happening in your writing.</p> <p>Make your sight words out of pasta or another material.</p>	<p>Write 2 sentences and include one of your sight words in each sentence.</p> <p>Complete the 'Onset and Rime Cut and Paste' worksheet and glue in your book.</p> <p><b>Additional <u>Optional</u> activities</b>  Log onto Studyladder and complete some of the activities.</p> <p>Draw one of your pets or your favourite animal and write about it.</p>
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<p><b>Mathematics</b></p> <p>Create your number 14 mini booklet. Fold it in half and half again. Complete each of the pages</p> <p>Odd and even numbers: Count up to 20 from zero, saying every second number loudly, these are even numbers. Repeat but start from the number one – these are odd numbers.</p> <p>Collect 10 small objects such as Lego, blocks, marbles and a bowl. Have an adult hide some of the blocks under the bowl and try to work out how many blocks are hidden by using the blocks that are left to assist you. For example if there were 10 blocks and 5 blocks were visible then there are 5 blocks hidden.</p> <p>Complete the '1-20 cut and paste' worksheet.</p>	<p><b>Mathematics</b></p> <p>Play 'I'm thinking of a number' with an adult. Choose a number between 0-20. Give clues to which number it could be, for example between the numbers 10 and 20. Take turns with your adult and play 5 rounds.</p> <p>Use a die to roll a number sentence. For example roll the die and write down the number rolled. This will be the first number in your addition sentence. Challenge yourself by adding three different numbers together or subtracting 2 from each of the number sentences you make. For example if my number sentence was <math>4 + 3 = 7</math> then I subtract 2 from 7 so the number sentence turns into <math>7 - 2 = 5</math>. Do this ten times and record your number sentences in your workbook.</p> <p>Complete the 'Domino</p>	<p><b>Mathematics</b></p> <p>Create your number 15 mini booklet. Fold it in half and half again. Complete each of the pages.</p> <p>Making equal groups: Collect 3 bowls from your kitchen and 12 small objects. Share each of the 12 objects between the 3 bowls. Can you share them to make equal groups? Challenge yourself by adding extra objects to see if the groups are still equal or were there objects left over? Record your findings in your workbook.</p> <p>Complete the 'Sharing between 3' worksheet.</p> <p><b>Additional Optional Activities</b></p> <p>Log onto Studyladder and complete some of the activities.</p> <p>Gather 15 small objects eg – 15 blocks, 15 toys, 15 Lego pieces. How many ways can you</p>	<p><b>Mathematics</b></p> <p>Roll a die (or 2 dice) and complete a physical challenge for the number rolled. For example if 6 is rolled then complete 6 star jumps. Choose between the following movements: star jumps, spins, lunges, hops, skips, or make up your own movements.</p> <p>Tell an adult about the 2D shapes you know. Try to describe what the shapes look like so an adult can guess which 2D shape you are thinking of.</p> <p>Complete the 2D shape 'I Spy' worksheet.</p> <p>Complete the 2D shape 'My Shape Pizza' worksheet.</p> <p><b>Additional Optional Activities</b></p> <p>Log onto Studyladder and complete some of the activities.</p> <p>Using the 2D shapes</p>	<p><b>Mathematics</b></p> <p>Create your number 16 mini booklet. Fold it in half and half again. Complete each of the pages.</p> <p>Ask an adult to help you collect several different bottles, cups or containers of different sizes. Order each of these from what would hold the least amount of water to the most (smallest to largest capacity). Discuss with an adult what would hold more water than a drink bottle. For example, a vase, a bath or a pool. Draw a picture in your workbook of your water bottle and something that has a larger capacity next to it.</p> <p>Complete the 'Capacity' worksheets.</p> <p><b>Additional Optional Activities</b></p> <p>Log onto Studyladder and complete some of the activities.</p>
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	<p><b>Additional <u>Optional</u> Activities</b> Log onto Studyladder and complete some of the activities.</p> <p>Gather 14 small objects eg – 14 blocks, 14 toys, 14 Lego pieces. How many ways can you make 14? For example, 10 blocks + 4 blocks = 14 blocks List all the ways you can make 14 in your workbook.</p> <p>Practise writing your numerals in your workbook, in the air or if you have chalk write them outside on the ground.</p> <p>Collect 3 toys that can roll, for example cars, balls, marbles. Have a race and see which item comes first, second or third. Record your findings in your workbook.</p>	<p>addition' worksheet.</p> <p><b>Additional <u>Optional</u> Activities</b> Log onto Studyladder and complete some of the activities.</p> <p>If you have a deck of cards, lay them all face down and play a game of 'Memory' with an adult. Each player has a go of turning over two cards, if they are the same number and suit you get to keep them. If they are not the same number and suit, you need to turn them back over.</p> <p>Complete the 'Roll the Man' worksheet.</p>	<p>make 15? For example, 9 blocks + 6 blocks = 15 blocks List all the ways you can make 15 in your workbook.</p> <p>Count up to the highest number you can. Challenge yourself by counting by 2s, 5s and 10s.</p> <p>Draw a number line in your workbook. You can fill in from 0 – 20 and try to plot where 5, 10 or 15 might go.</p>	<p>you know, draw a picture of a robot. You might use a circle for a head, a rectangle for a body and triangles for the arms and legs. Draw your robot in your workbook and record which shapes you used and how many.</p> <p>Create some two- or three-step patterns. These can be shape patterns or number patterns.</p> <p>Roll a die and practice saying the number that comes before and after the number rolled.</p>	<p>Gather 16 small objects eg – 16 blocks, 16 toys, 16 Lego pieces. How many ways can you make 16? For example, 8 blocks + 8 blocks = 16 blocks List all the ways you can make 16 in your workbook.</p> <p>Fill different sized containers with Lego, blocks or marbles and see which container has the biggest capacity by counting how many objects it took to fill them.</p> <p>Complete the '0-20 dot to dot' worksheet.</p>
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	<p><b>Science</b>          Look at the images from the school playground. Which ones are living things and which ones are non-living things?</p> <p>Talk about what living things need and do. For example they need water, energy (from food or the sun) and air, and they can grow or change.</p> <p>Go for a walk in your backyard or a park. Identify some things that are living and some things that are non-living. Draw and label them in your workbook. Circle the living things with red pencil and the non-living things with blue pencil.</p>	<p><b>Creative Arts</b>          Discuss the different sounds we can make with our voices and our bodies (for example clapping your hands, stamping your feet or whistling). How many can you come up with? Practise making these sounds at different speeds and volumes.</p> <p>Read the story or sing the song 'We're going on a bear hunt'. Think about how to make the sounds in the story, like swishing through the grass or squeelching in the mud, using your body. Read the story or sing the song again and perform the sounds you think match the words.</p>	<p><b>PDHPE</b>          Discuss with an adult or helper places or situations when you have to wear a seatbelt or safety harness (car, plane, rollercoaster etc). Why is wearing a seatbelt so important? (it helps to keep us safe).</p> <p>How do we keep safe on wheels (bike/skateboard etc)? Complete the helmet activity by decorating the helmet in the picture and finishing the sentence about why helmets are important.</p>	<p><b>Creative Arts</b>          Colour in the shark hat template provided. Practise your scissor skills to cut out the shark, the teeth and the headband strips to make your hat. Your teacher would love to see a picture of you in the hat you create!</p>	<p><b>PDHPE</b>          When you run, it is important to look straight ahead and move your arms back and forth. Find an open space where you can run and practise running at different speeds. Pay attention to how you land on your feet while you run at different speeds. When you sprint, you should land on the ball of your foot.</p> <p>Play 'Simon Says' with a helper. They will tell you to run in different ways. For example, they might tell you to run slowly, sprint, run backwards or run on the spot.</p>
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and are

Which one ?

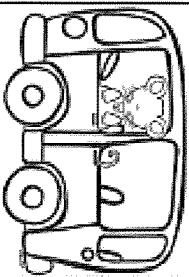
Read the sentences and tick the sentence that matches the picture.



The hat is in the pan.

The ham is in the pan.

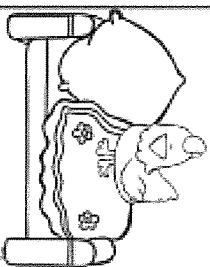
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The rat is in the van.

The bat is in the van.

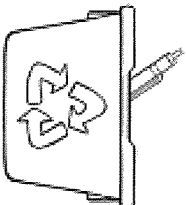
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The hen is on the bed.

The hen is in the pen.

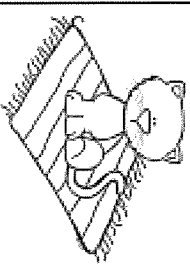
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The pen is in the pin.

The pen is in the bin.

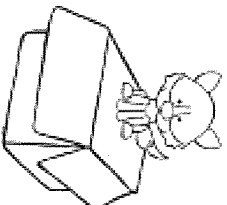
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The cat sat on the map.

The cat sat on the mat.

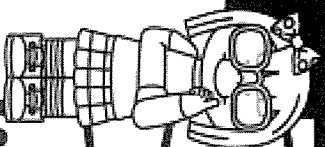
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The fox is on the box.

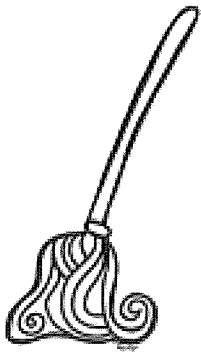
The fox is on the log.

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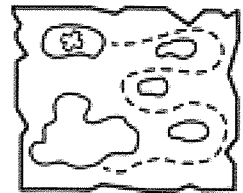


# CVC WORD LADDER

Fill in the missing letter to make a new word

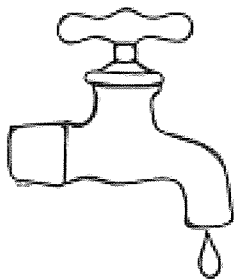
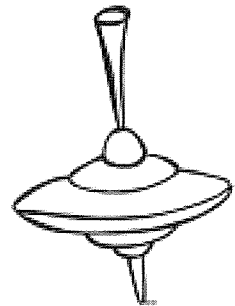


m a p



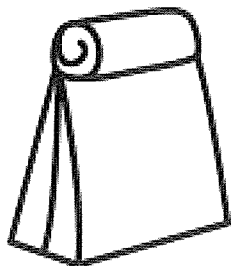
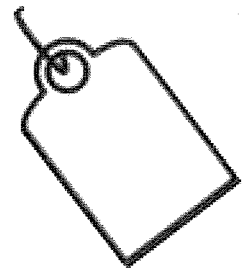
m  p

o p



t  p

t a

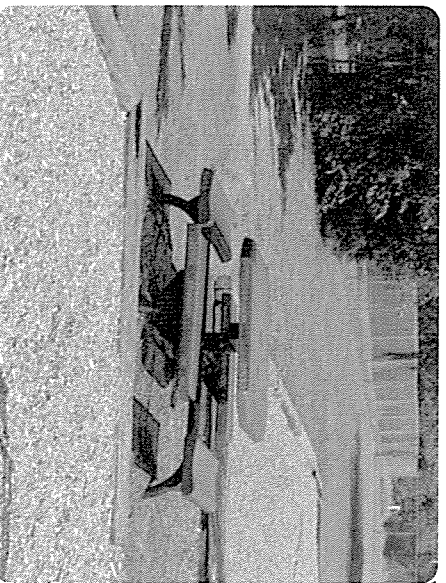
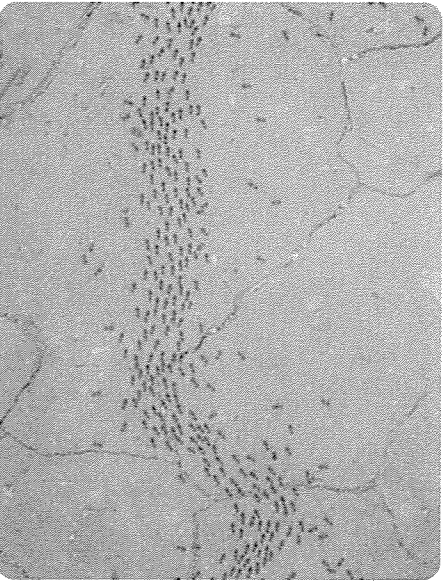
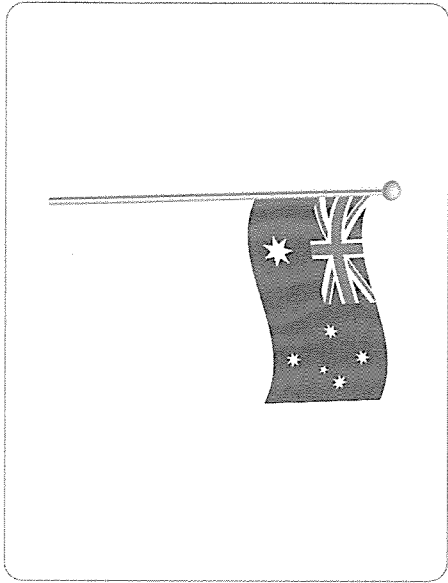
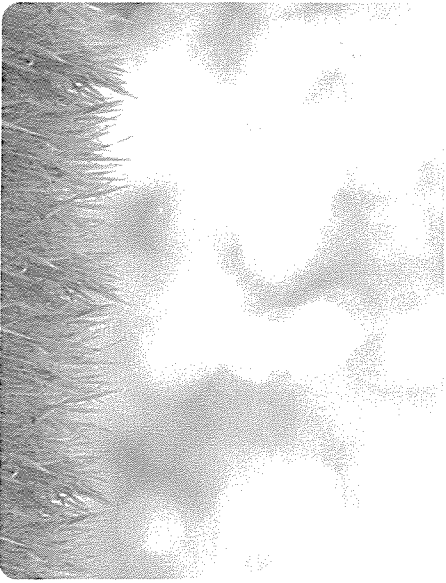


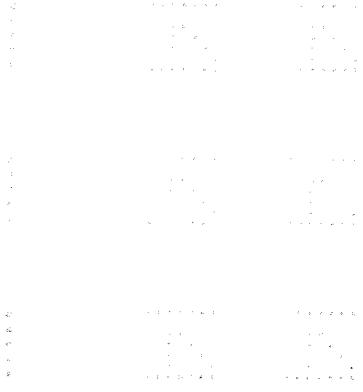
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# Monday - Week 4

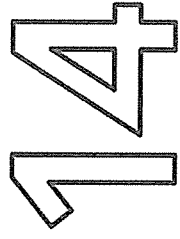
Look at these pictures of things from a school playground.  
Talk about which ones are living and which ones are non-living.



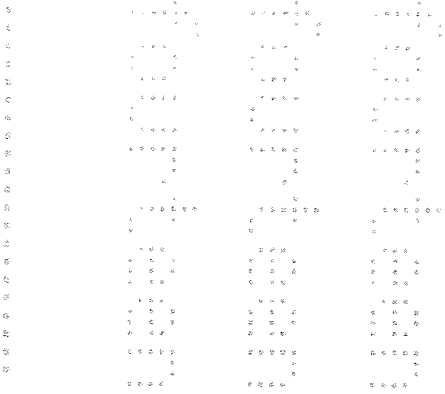


I can trace the number 14.

# All About the Number



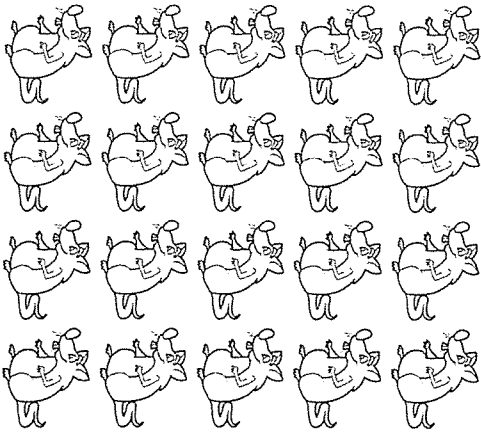
By .....



I can write the number fourteen.

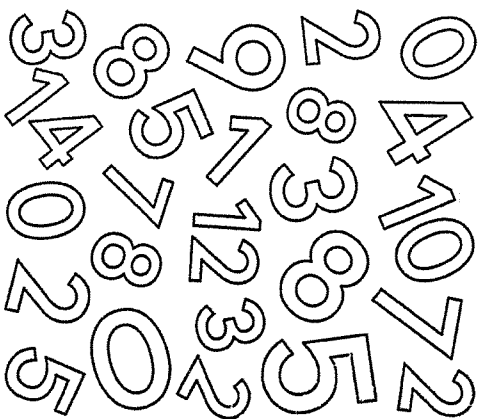
What number comes before 14?

What number comes after 14?



I can colour 14 objects.

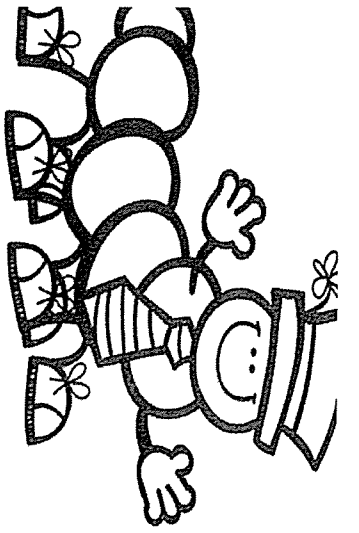
I can draw a picture of 14 objects.



I can circle the number 14.

I can show the number 14 on the ten frames.

○	○	○	○	○	○
○	○	○	○	○	○



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

# Cut and Paste Numbers

## 1-20

1	2		4	5		7	8		
		13	14		16			19	

©SPED Creations by Mariea Drain

20	9	11	3	18
6	10	15	17	12

# CVC DETECTIVES

Find and Write

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

Look at each picture then find the matching word in the grid.  
Write the word next to the picture.

\_\_\_\_\_

\_\_\_\_\_

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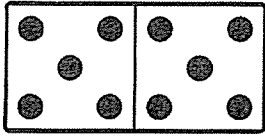
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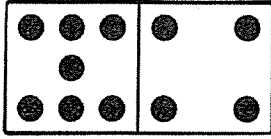


# Tuesday - Week 4

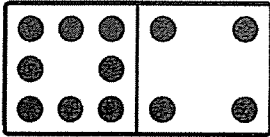
Name \_\_\_\_\_



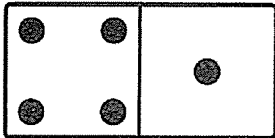
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



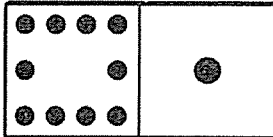
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



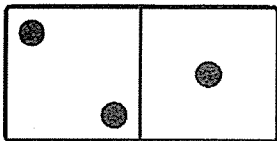
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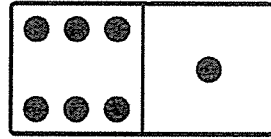
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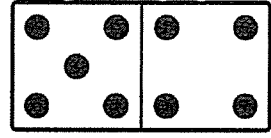
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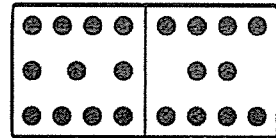
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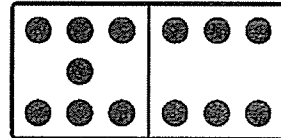
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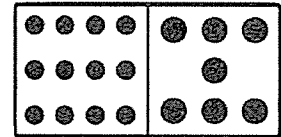
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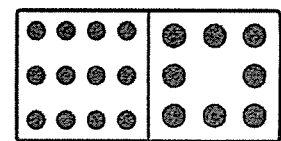
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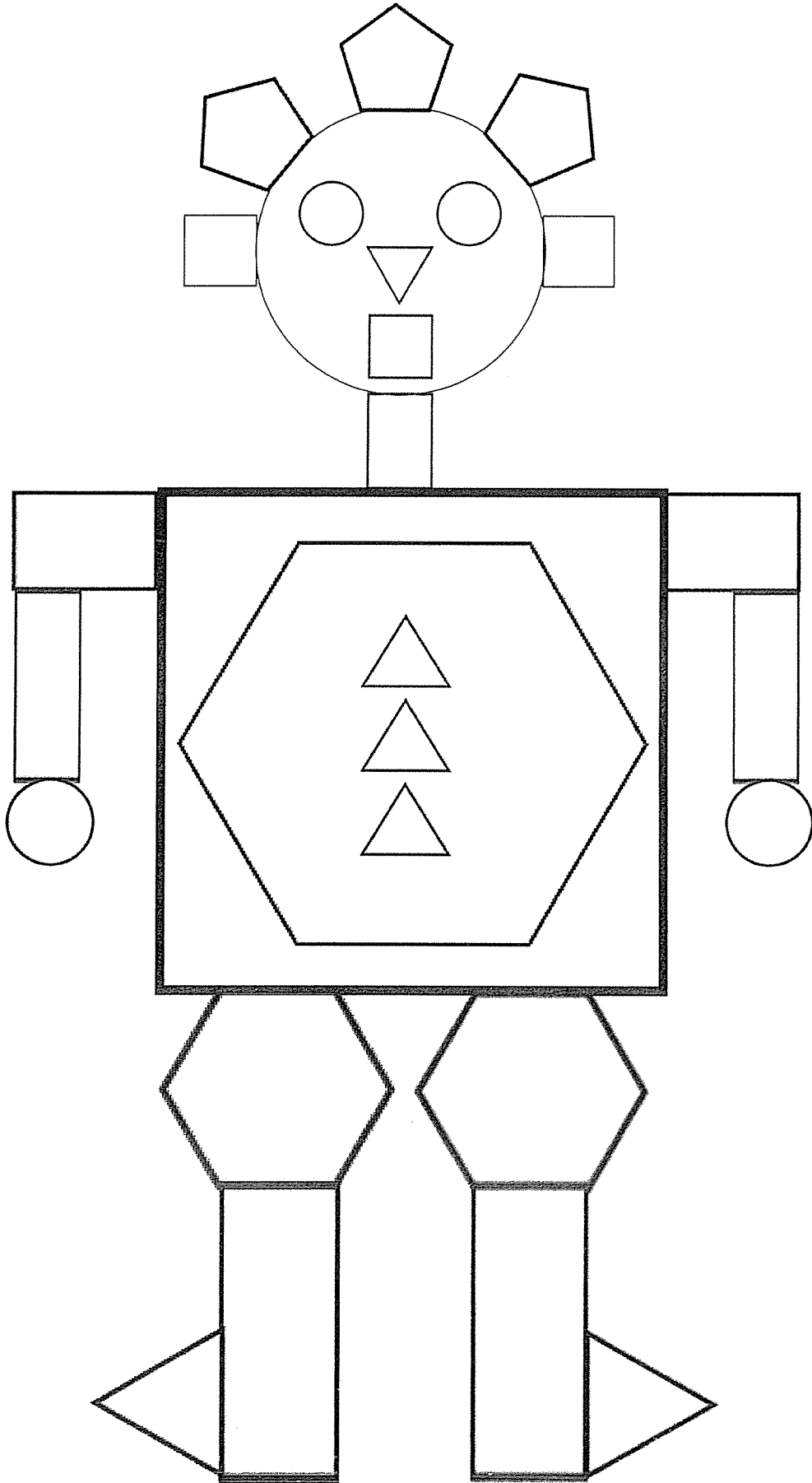


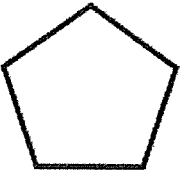

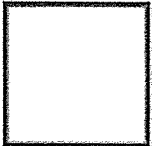
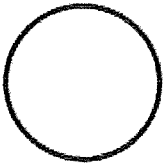
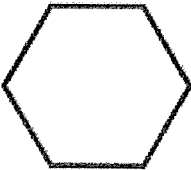
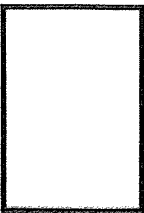
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

# DOMINO ADDITION

# ROLL the MAN!

ROLL the DICE and COLOUR in the SHAPE for that NUMBER!



1	
2	
3	
4	
5	
6	

## We're Going on a Bear Hunt Lyrics

(Note: there are also many versions of the song on YouTube or Spotify)

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-oh! Grass! Long wavy grass.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it!

Swishy swashy! Swishy swashy! Swishy swashy!

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-oh! A river! A deep cold river.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it!

Splash splosh! Splash splosh! Splash splosh!

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-oh! Mud! Thick oozy mud.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it!

Squelch squerch! Squelch squerch! Squelch squerch!

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-oh! A forest! A big dark forest.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it!

Stumble trip! Stumble trip! Stumble trip!

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Tuesday - Week 4

# Tuesday - Week 4

Uh-oh! A snowstorm! A swirling whirling snowstorm.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it!

Hooo woo! Hooo woo! Hooo woo!

We're going on a bear hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-oh! A cave! A narrow gloomy cave.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it!

Tiptoe! Tiptoe! Tiptoe!

WHAT'S THAT?

One shiny wet nose!

Two big furry ears!

Two big goggly eyes!

IT'S A BEAR!

Quick!

Back through the cave!

Tiptoe! Tiptoe! Tiptoe!

Back through the snowstorm!

Hoooo woo! Hoooo woo! Hoooo woo!

Back through the forest!

Stumble trip! Stumble trip! Stumble trip!

Back through the mud!

Squelch squerch! Squelch squerch! Squelch squerch!

Back through the river!

Splash splosh! Splash splosh! Splash splosh!

Back through the grass!

Swishy swashy! Swishy swashy! Swishy swashy!

Get to our front door.

Open the door.

Up the stairs

Oh no! We forgot to shut the door.

Back down stairs.

Back upstairs.

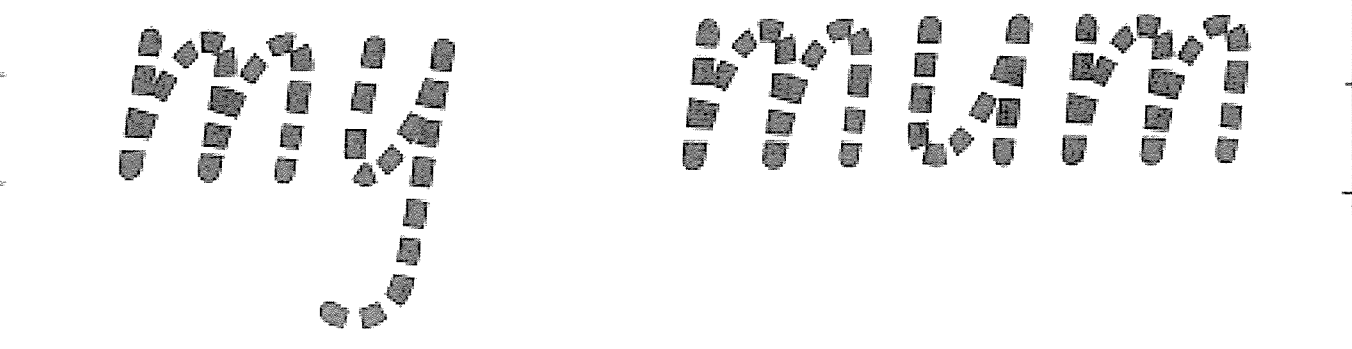
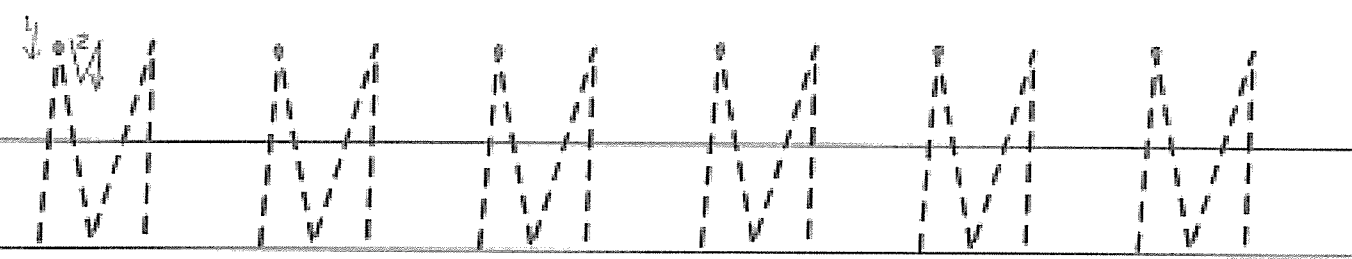
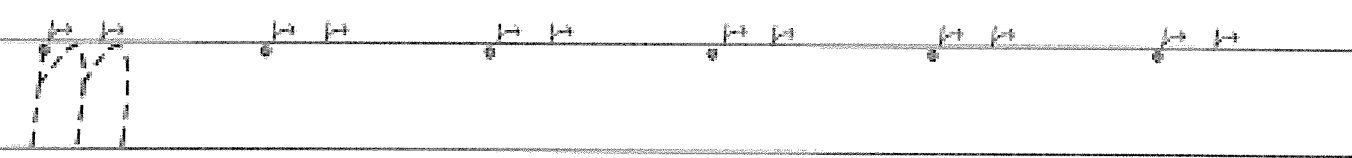
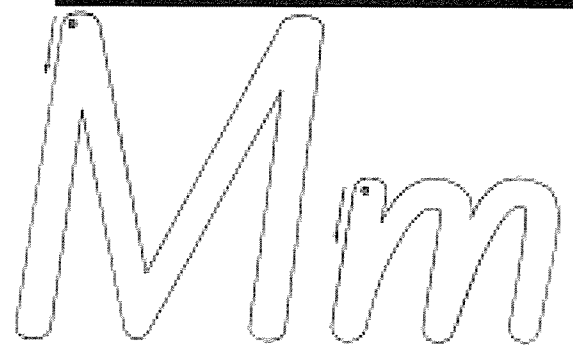
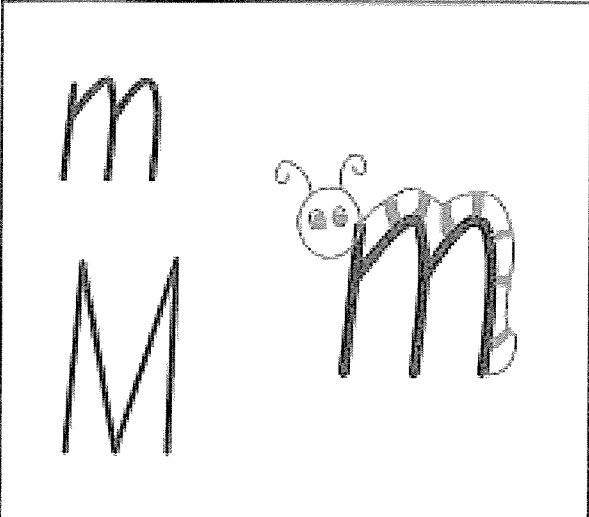
Into the bedroom

In to the bed

Under the covers

I'm not going on a bear hunt again.



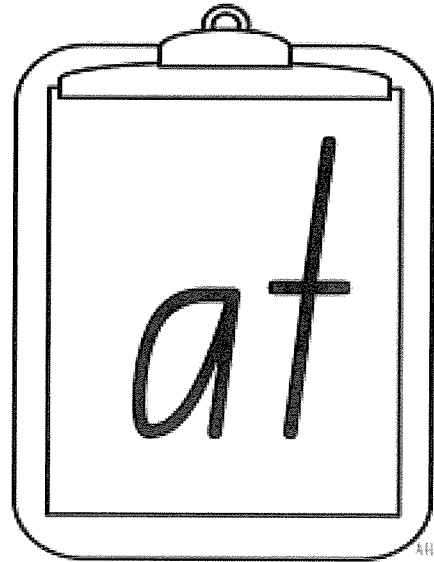


# Onset and Rime

How many real words can you make?

Use the letters in the boxes below and put them in front of the rime to make as many real words as you can.

s	m	f
p	fl	c
b	r	h




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I can trace the number 15.

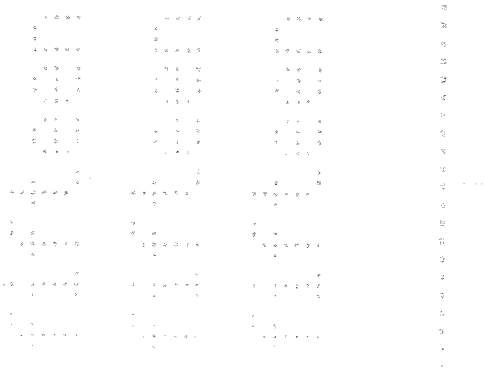


# All About the Number

# 15

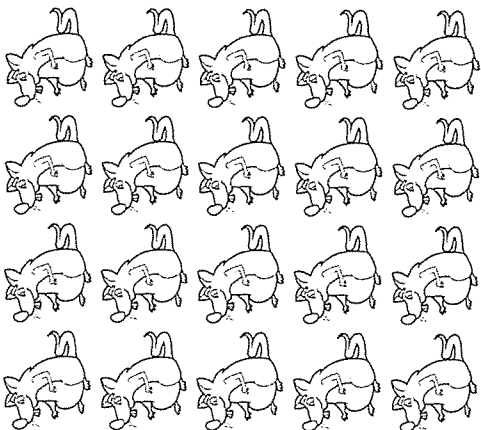
By .....

I can write the number fifteen.



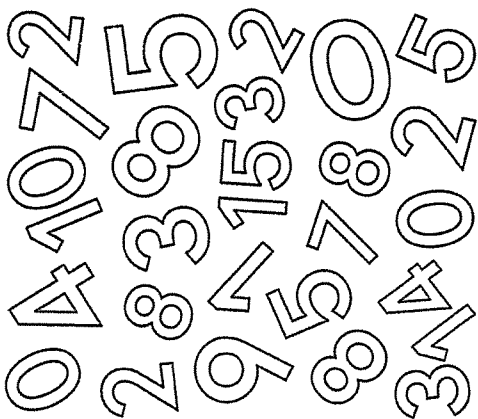
What number comes before 15?

What number comes after 15?



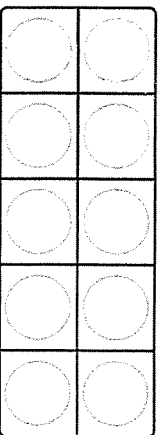
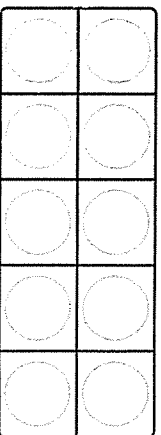
I can colour 15 objects.

I can draw a picture of 15 objects.



I can circle the number 15.

I can show the number 15 on the ten frames.

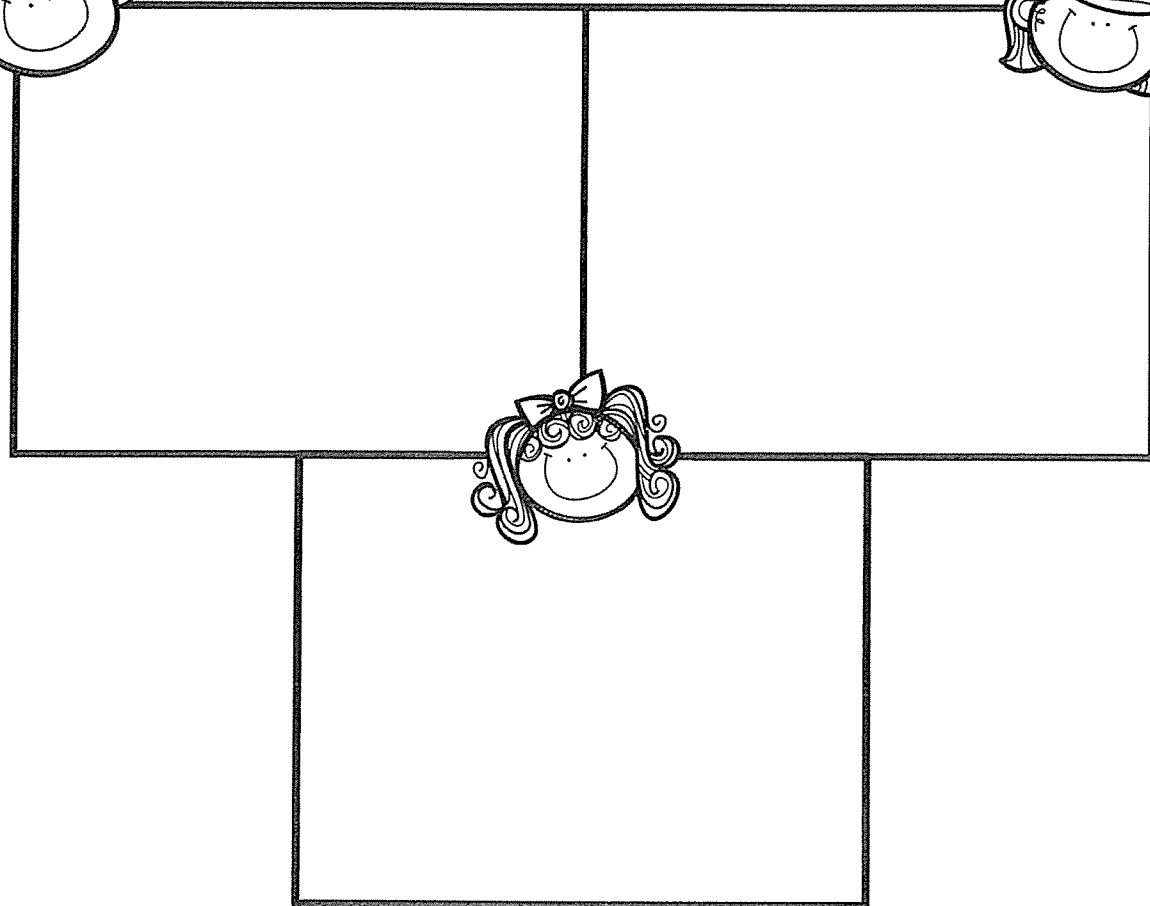
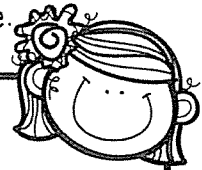
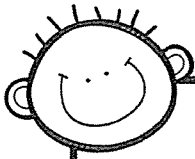


NAME.

DATE.

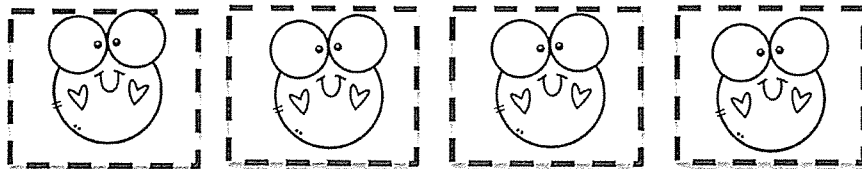
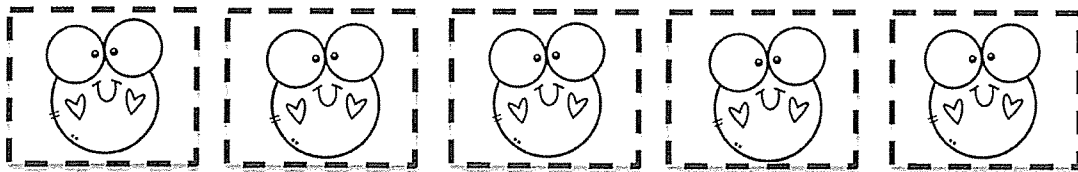
# Sharing between 3

Cut and paste the grapes to give each kid an equal share.

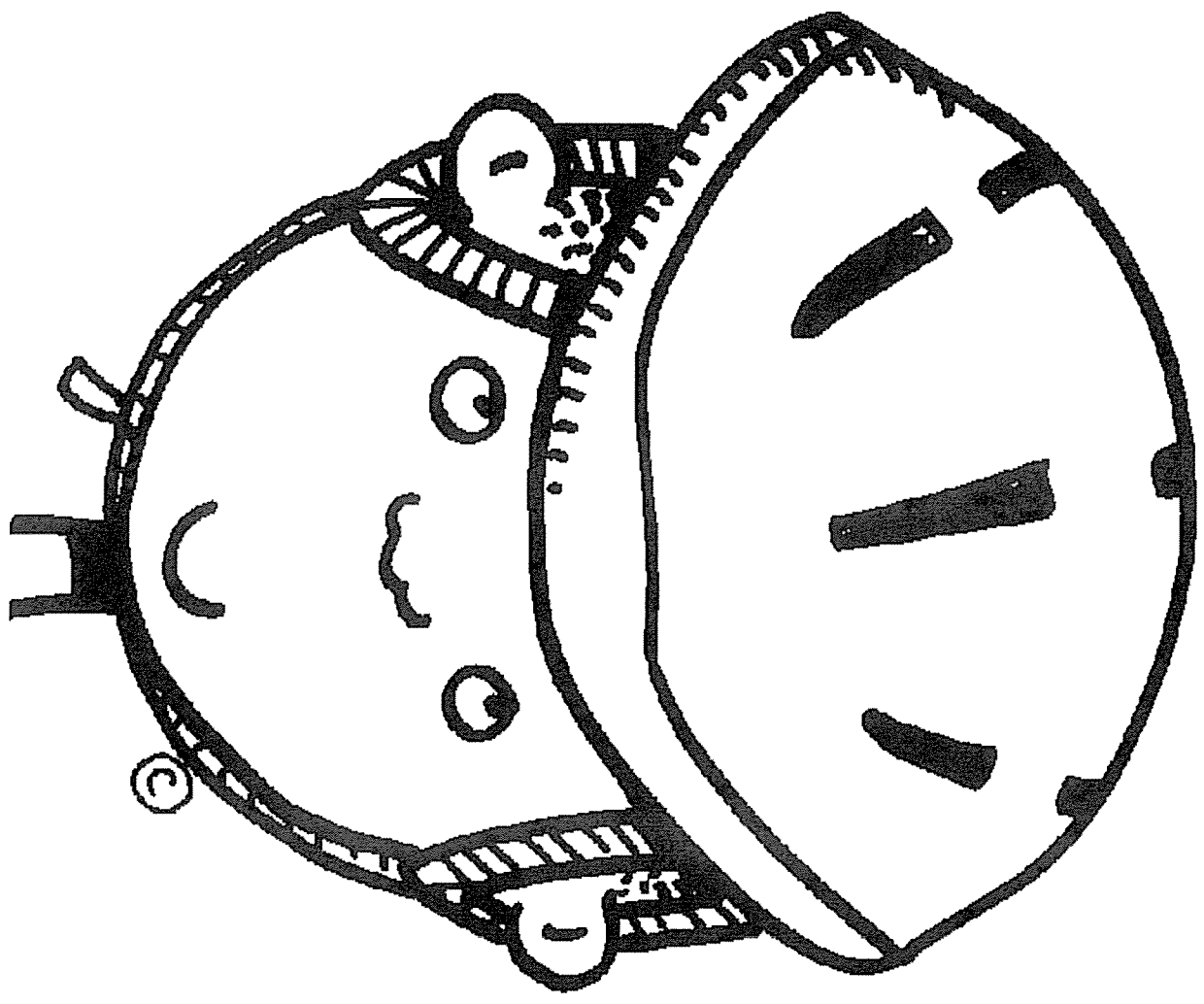


Each kid gets \_\_\_\_\_ grapes.

© Bees Knees 2019



Wednesday - Week 4



Wednesday - Week 4

helmets are

important because

# CVC Read, Cut and Paste

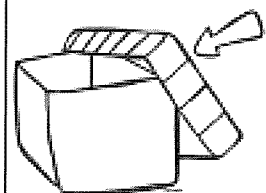
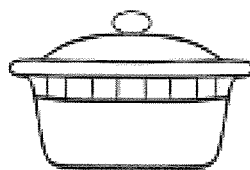
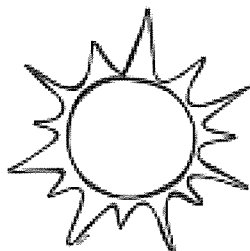
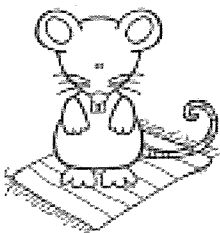
The sun is big and hot.

Put the lid on the box.

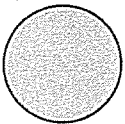
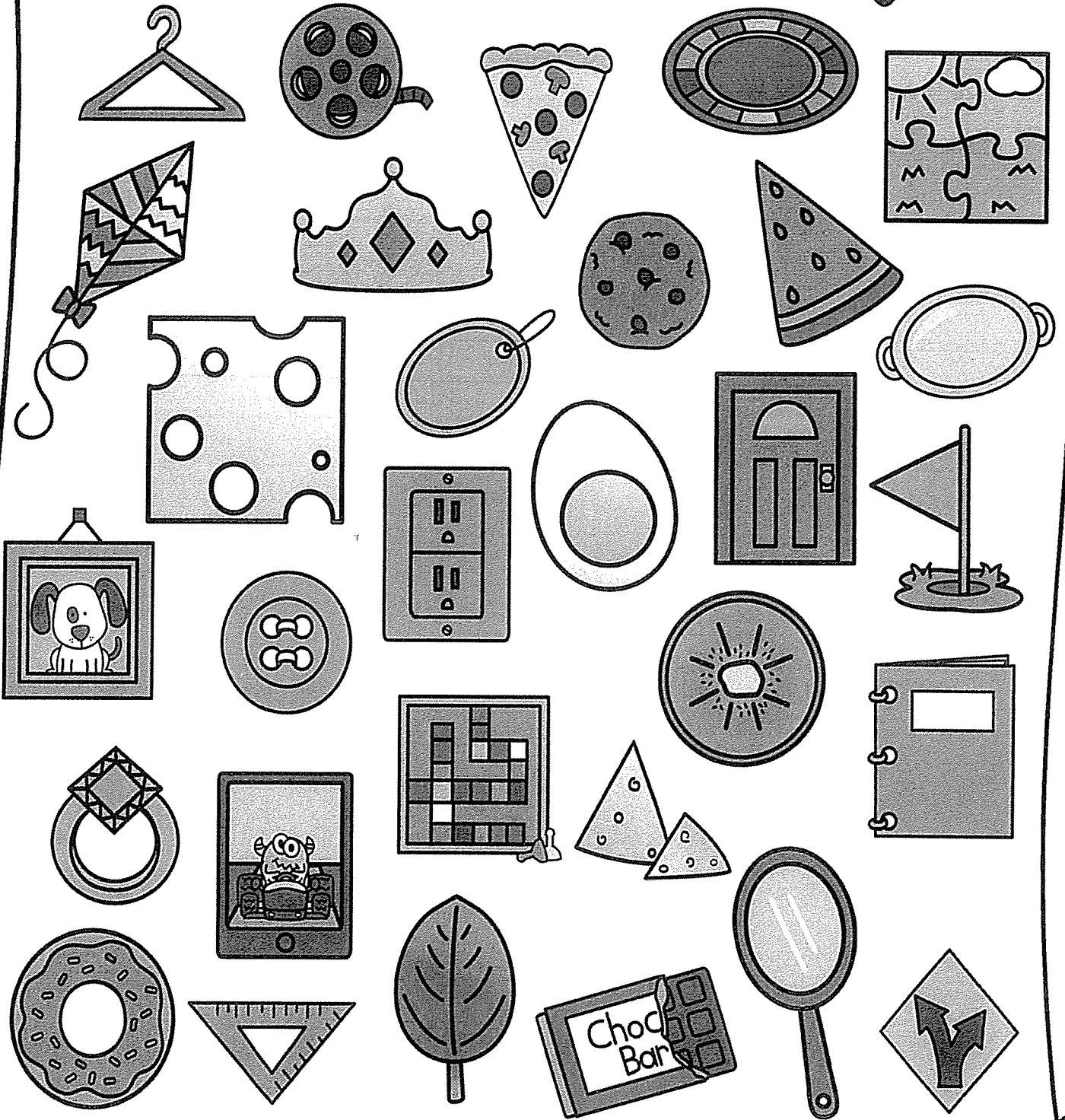
The rat is on the mat.

Kim pats the cat.

Put the ham in the pot.



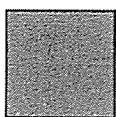
# SHAPE I Spy



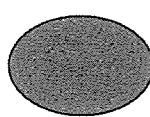
\_\_\_\_\_



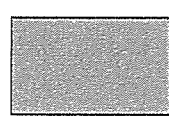
\_\_\_\_\_



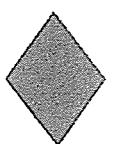
\_\_\_\_\_



\_\_\_\_\_



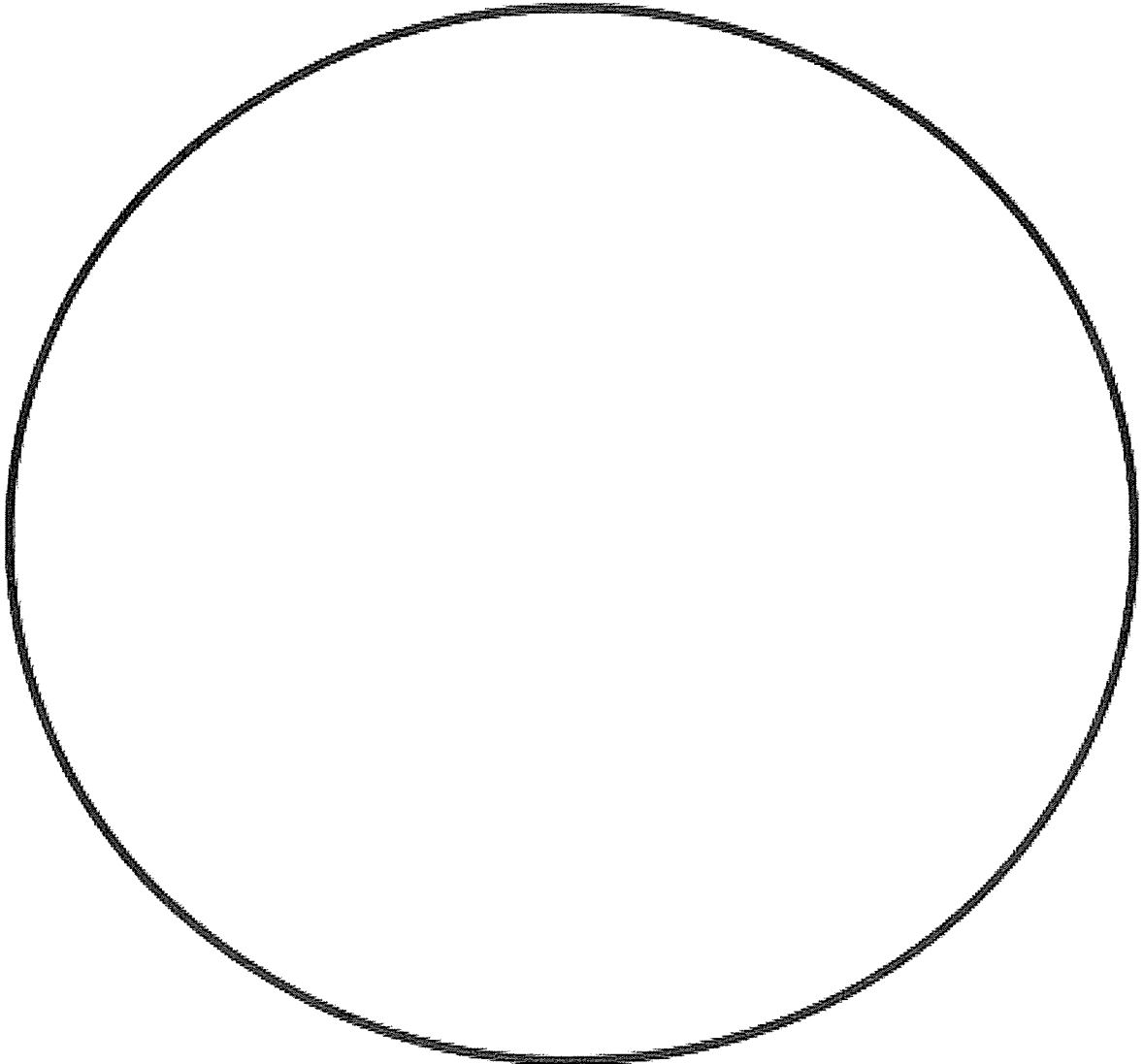
\_\_\_\_\_



\_\_\_\_\_



# MY SHAPE PIZZA



**My Shape Pizza has:**

\_\_\_ triangles

\_\_\_ squares

\_\_\_ circles

\_\_\_ rectangles



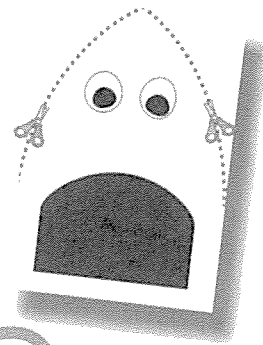
## Thursday - Week 4

# Shark 'hat'

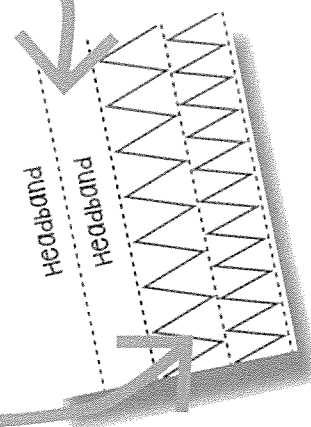
Practise your scissor skills and make this CUTE shark hat!



1. Cut out the shark outline along the dotted lines

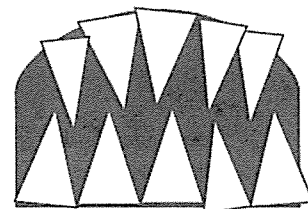


2. Cut out the long strip to use as a headband. Adjust the size. Staple or glue it to the shark head.

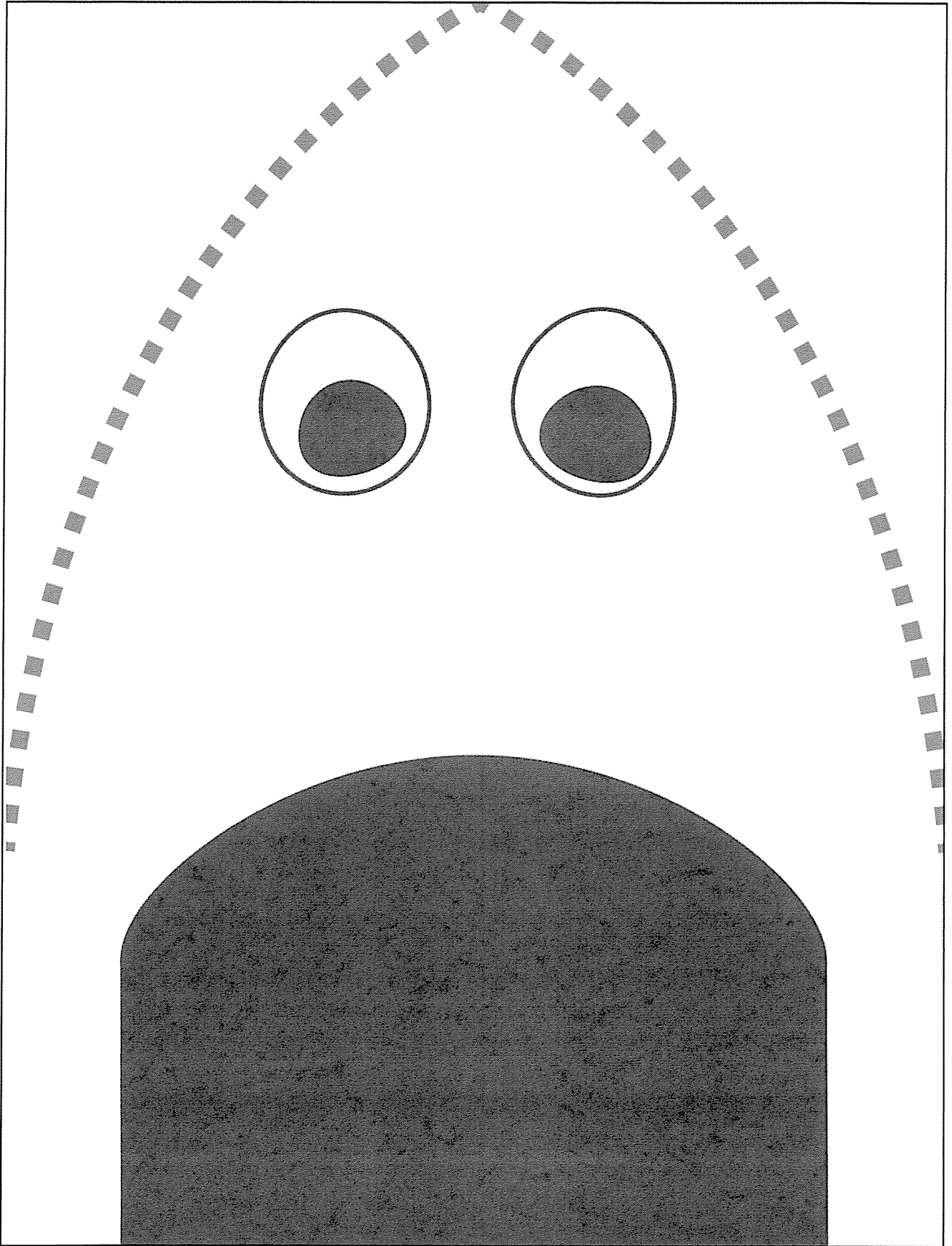


3. Cut out the zig zags.

4. Glue the zig zags onto the sharks mouth to make scary teeth.



(c) [www.castleandkite.com](http://www.castleandkite.com)

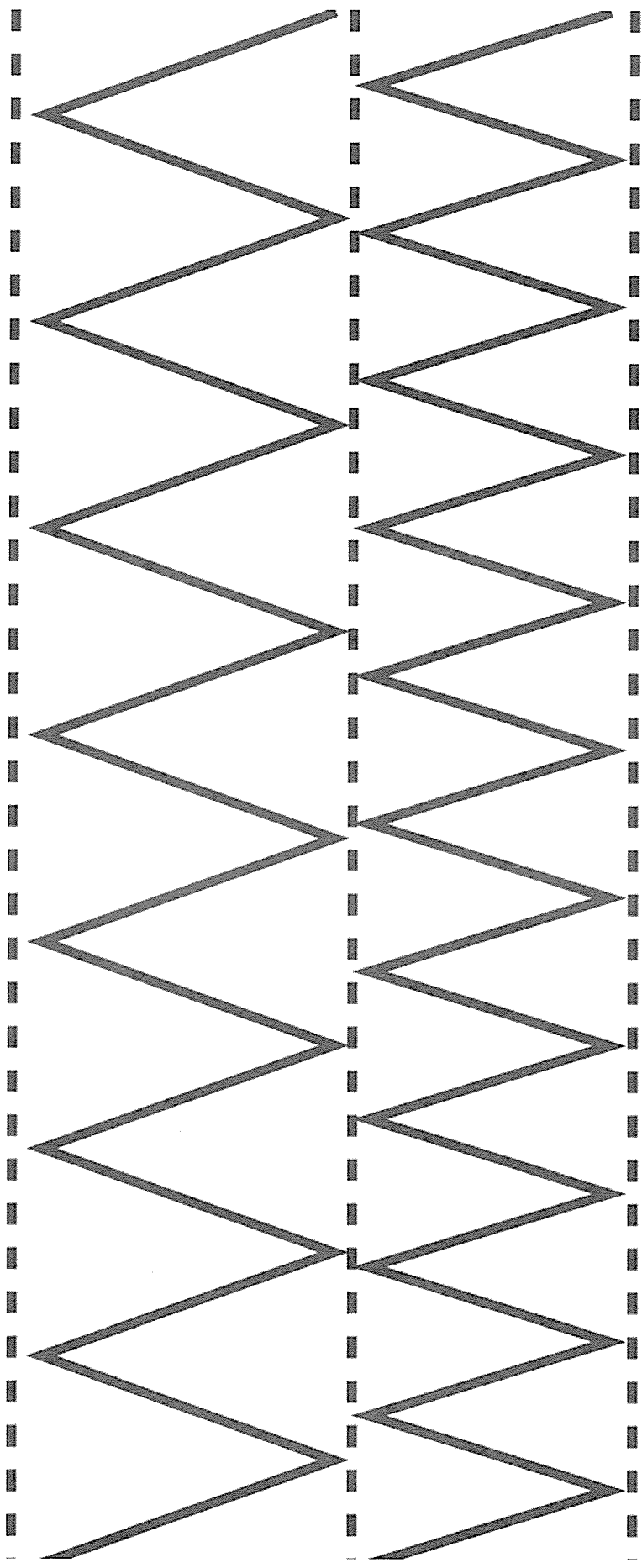


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Headband

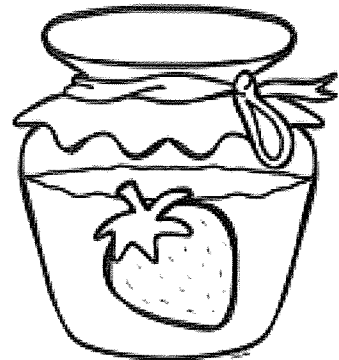
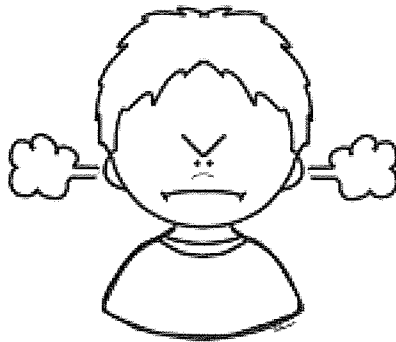
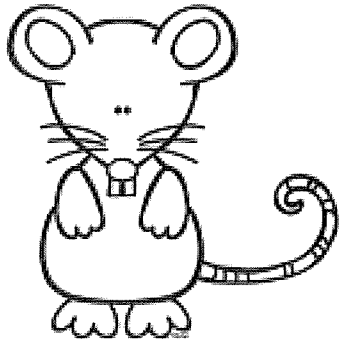


Headband



# Onset and Rime Cut and Paste

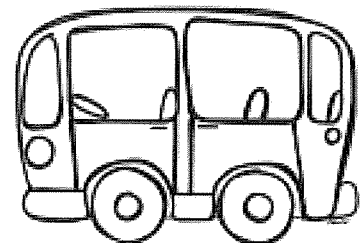
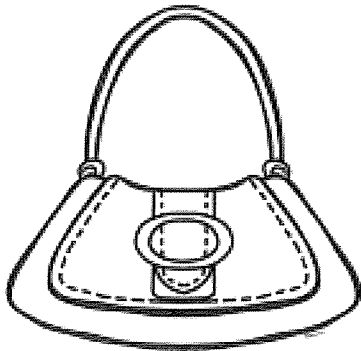
Cut and paste the rime part of the word to match the picture.



r

m

j



b

c

v

am

ad

at

ap

an

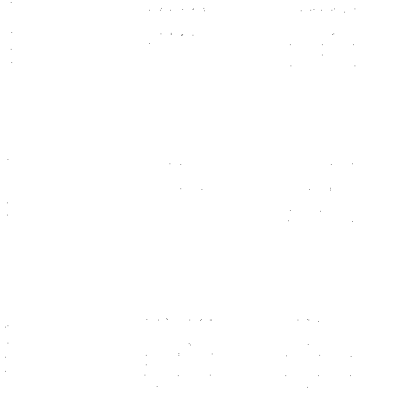
ag

# All About the Number

# 16

By .....

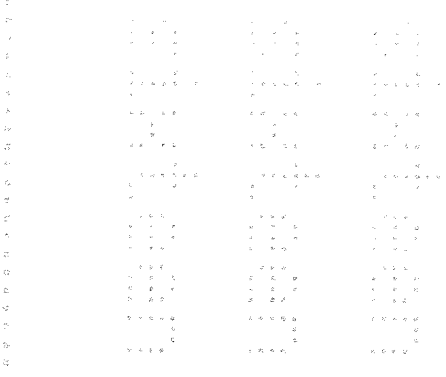
I can trace the  
number 16.



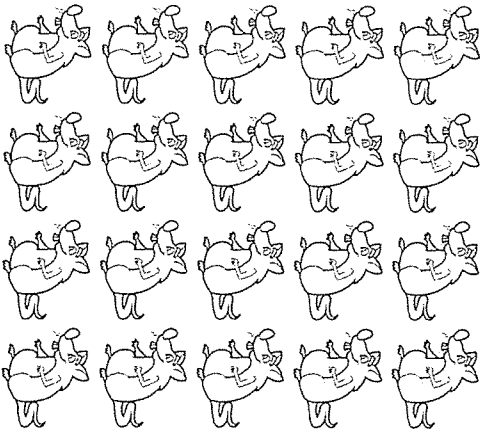
What number  
comes before 16?

What number  
comes after 16?

I can write the  
number sixteen.

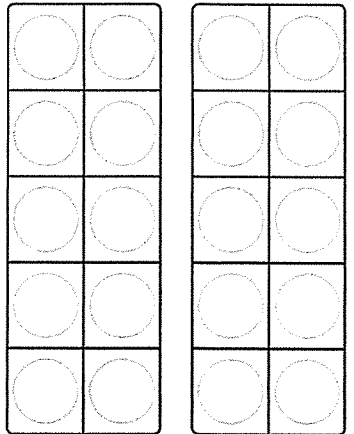


I can draw a picture  
of 16 objects.

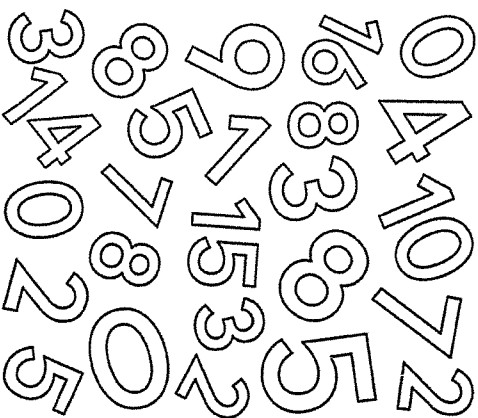


I can colour  
16 objects.

I can show the  
number 16 on  
the ten frames.



I can circle the  
number 16.



# Friday - Week 4

Name:

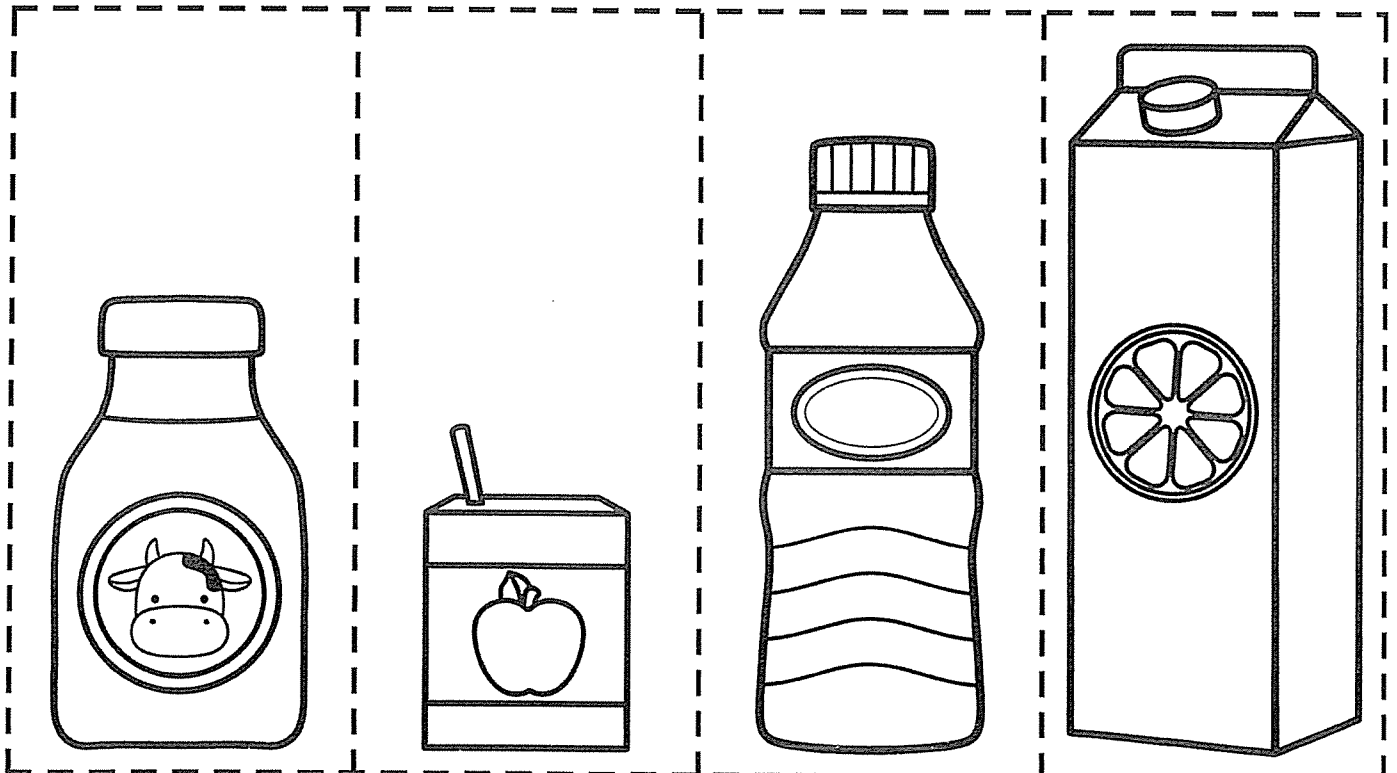
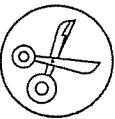
Lavinia Pop © 2020



Cut out the pictures. Paste them in order from what holds **least** to what holds **most**.

**capacity**

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# Friday - Week 4

Name:

Lavinia Pop © 2020



**capacity**

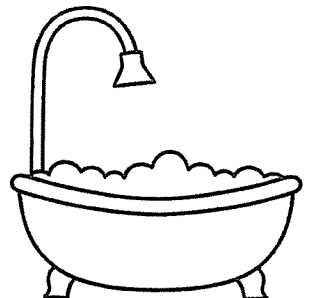
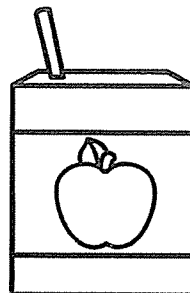
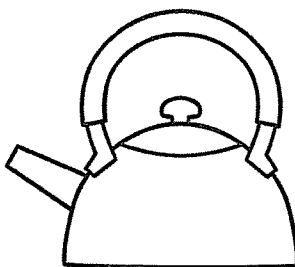
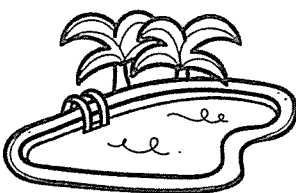
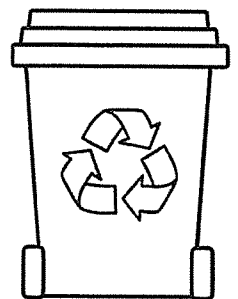
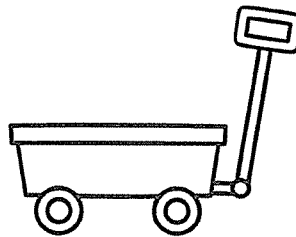
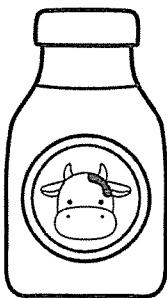
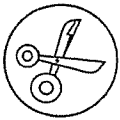


Cut and paste the objects in the correct column.

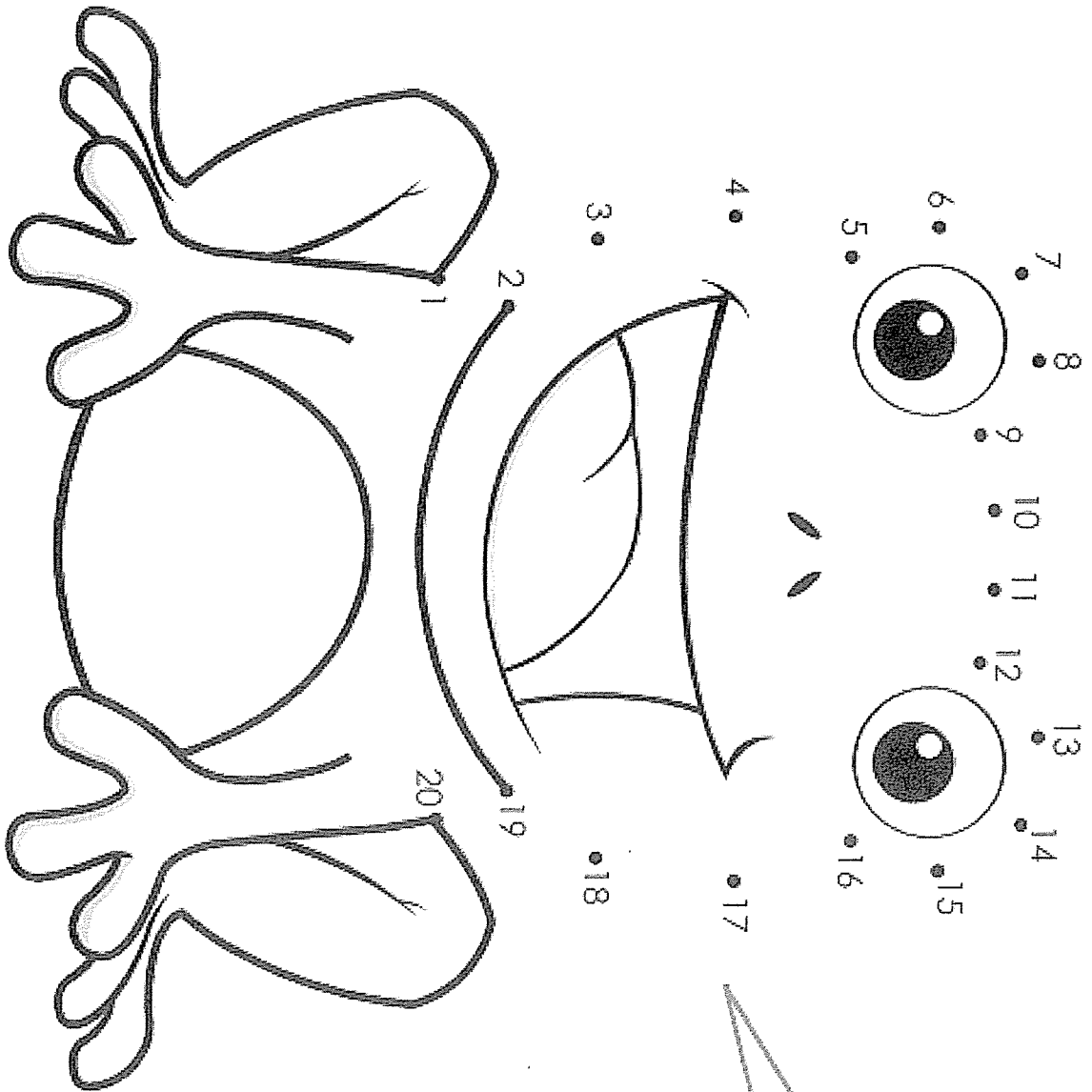
**holds more than  
a bucket of water**

**holds less than  
a bucket of water**

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Friday - Week 4



What am I?