

Early Stage 1 – Week 8 Term 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	<u>ZOOM TIMES</u> KL - 9.15am KO - 10.35am KM - 10.50am <i>We'd love to see you!</i>	<u>ZOOM TIMES</u> KL - 9.15am KO - 10.35am KM - 10.50am <i>We'd love to see you!</i>	<u>ZOOM TIMES</u> KL - 9.15am KO - 10.35am KM - 10.50am <i>We'd love to see you!</i>	<u>ZOOM TIMES</u> KL - 9.15am KO - 10.35am KM - 10.50am <i>We'd love to see you!</i>	Do something helpful for someone in your house today.
	Mathematics Complete the 'Number 15' handwriting page. Complete the 'Monday Mental Maths' worksheet. Complete the 'What Are Teen Numbers?' worksheet activity. Choose a teen number and complete the 'Number of the Day' worksheet.	Mathematics Complete the 'Number 16' handwriting page. Complete the 'Tuesday Mental Maths' worksheet. Complete the 'Ten Frame Number Bonds' worksheets. Additional Optional Activities Log onto study ladder and complete some of the activities.	Mathematics Complete the 'Number 17' handwriting page. Complete the 'Wednesday Mental Maths' worksheet. Play the 'Handfuls Multiplicative Thinking' activity worksheet. Additional Optional Activities Log onto study ladder and complete some of the activities.	Mathematics Complete the 'Number 18' handwriting page. Complete the 'Thursday Mental Maths' worksheet. Play the '2D Shape Bingo' activity worksheet with an adult. Additional Optional Activities Log onto study ladder and complete some of the activities.	Mathematics Complete the 'Number 19' handwriting page. Complete the 'Friday Mental Maths' worksheet. Time: With an adult, look at an analog clock. Discuss the hands of the clock. The 'little hand' tells us the hours, and the 'big hand' tells us the minutes. When the big hand is pointing at the



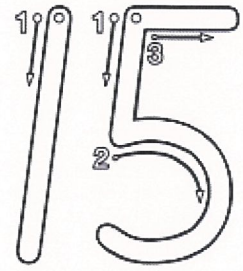
	<u>Additional Optional Activities</u> Log onto Study Ladder and complete some of the activities. Basketball Shot Activity: Using a ball or a rolled up pair of socks, see how many times you can throw them into a bucket or a bowl. Use tally marks to record how many times you can get it in using your left and right hand. Record this in your workbook. Complete the 'Number Before and After Rainbows' worksheet.	Play 'Catch That Fish' addition boardgame worksheet. Using a deck of cards, pick up a card and say how many more to make 10.	Complete the 'I Draw, You Draw, How Many?' worksheet. Smarty dice: Using 2 dice, throw the first dice, look at it, cover it and remember the number. Throw the second dice and keeping the first dice covered, try to add both dice numbers together.	Play the 'Name That Number' boardgame worksheet. Using a deck of cards, play a game of 'Go Fish Friends of 10'. For example, if I have a 7, I would need to ask for a 3 as together these equal 10.	top to the 12 we say 'o'clock'. Complete the 'Analog Clock' worksheet. <u>Additional Optional Activities</u> Log onto study ladder and complete some of the activities. Go on a 2D Shape Hunt in your bedroom and draw all the different 2D shapes you find in your workbook. Play 'Guess My Number' with an adult. When they are guessing, make sure you use words like 'higher' or 'lower' to help them work out your secret number.
	English Select 5 sight words from the sight word sheet that your child doesn't already know, to	English Read and write your sight words in your workbook. Read a book with an	English Read and write your sight words in your workbook.	English Read and write your sight words in your workbook. Read a book with an	English Read and write your sight words in your workbook. Read a book with an

<i>learn this week.</i> Read and write out your sight words in your book in bright colours. Read a book with an adult. You can use your PM online account or a book you have at home. What interesting words can you find in the story? Ask an adult what those words mean? Make up a sentence with some of those words. Complete the handwriting worksheet for the letter wW. Complete the 'th cut and paste' worksheet, glue in your book. Look at the picture 'Rat in a Can' and write a sentence or a short story about who is in the picture and what they're doing.	adult. 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 adult about why they are used in those places. Practise writing a row of lowercase 'w' and a row of capital 'W' in your workbook. Form all the letters carefully, making sure they are the right height – tall or short. In your workbook write a list of things that are round in your home. Complete the 'Read and Find 'tr' worksheet and glue into your book. <u>Optional online activities</u>	Read a book with an adult. 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 uU. Look at the picture 'Party Lion' and write a sentence or a short story about who is in the picture and what they're doing. <u>Optional online activities</u> Log onto studyladder.com and complete some of the activities.	adult. 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? Draw one of the characters and write words around them to describe what they were feeling. Practise writing a row of lowercase 'u' and a row of capital 'U' in your workbook. Form all of the letters carefully, making sure they are the right height – tall or short. Draw a picture of an underwater city and label it. Complete the 'Decodable words' worksheet and glue in your book.	adult. 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? Write some of them in your workbook. Tell your adult what the story is about – who are the characters, what happens in the beginning, middle and end of the story? Read your writing from Monday about the rat in a can. How can you make it better? Add some describing words, check you have capital letters and full stops where they should be. Draw some things from around your house that have the 'th' sound in them and label them. <u>Optional online activities</u>
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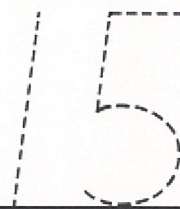
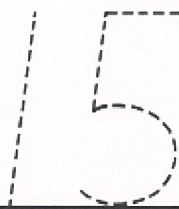
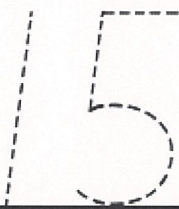
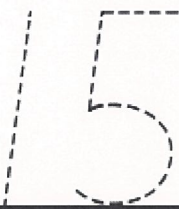
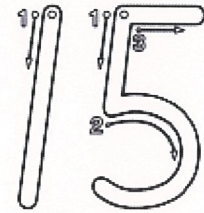
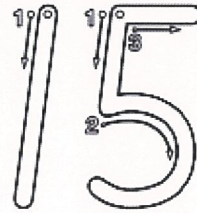
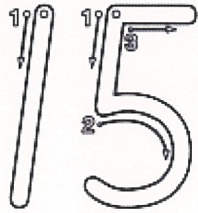
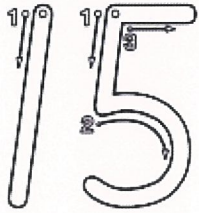
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	Habitat Assignment Continue working on your habitat assignment.	Habitat Assignment Continue working on your habitat assignment.	Habitat Assignment Continue working on your habitat assignment.	Habitat Assignment Continue working on your habitat assignment.	Habitat Assignment Continue working on your habitat assignment.

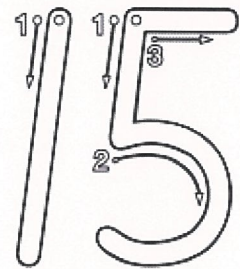
Week 8 - Monday



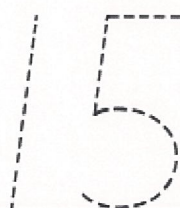
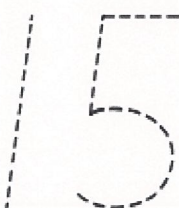
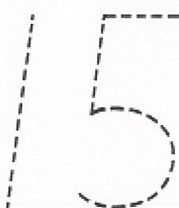
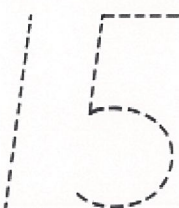
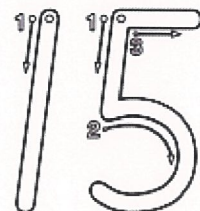
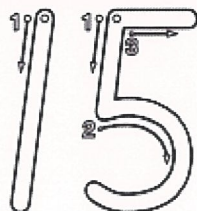
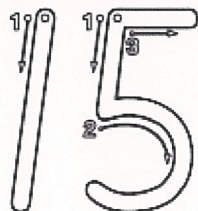
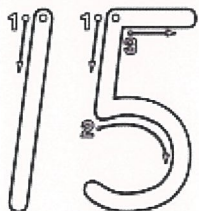


Fill in fifteen dots on the ten frames.





Fill in fifteen dots on the ten frames.



DAILY 5 Mental Maths

Lessons 17-20

Lesson 17

Lesson 18

Lesson 19

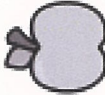
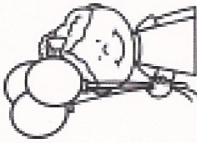
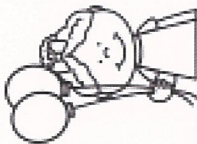
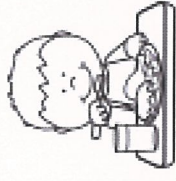
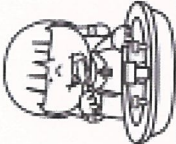
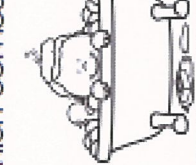
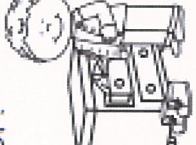
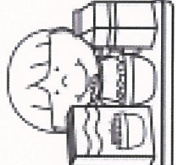
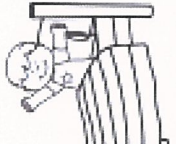
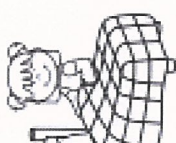
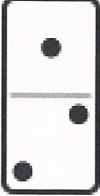
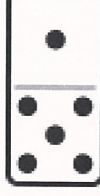
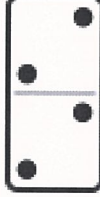
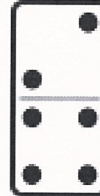
Lesson 20

Date:

Date:

Date:

Date:

What number is missing? 0, 1, __, 3, 5	What number is missing? 0, 1, 2, 3, __, 5	What number is missing? 0, __, 2, 3, 4	What number is missing? 0, 1, 2, __, 4, 5
Which 2 can be grouped together?  	Which 2 can be grouped together?  	Which 2 can be grouped together?  	Which 2 can be grouped together?  
Who has more?  	Who has more?  	Who has more?  	Who has more?  
Which comes first?  	Which comes first?  	Which comes first?  	Which comes first?  
How many altogether? 	How many altogether? 	How many altogether? 	How many altogether? 

top teacher

Week 8 - Monday

What are Teen Numbers?

Watch the below YouTube clip:

<https://www.youtube.com/watch?v=uedvwH6Ay18>

In your workbook, make a poster about everything you know about teen numbers.

Some ideas:

What numbers are in the teens?

What number plus another number equals a number in the teens?

Teen numbers are 10 plus some more.

You can use the 'Number of the Day' template to help you.

Week 8 - Monday

Number of the day

Numeral

Number word

Let's tally it

Find it on the number line



Number before

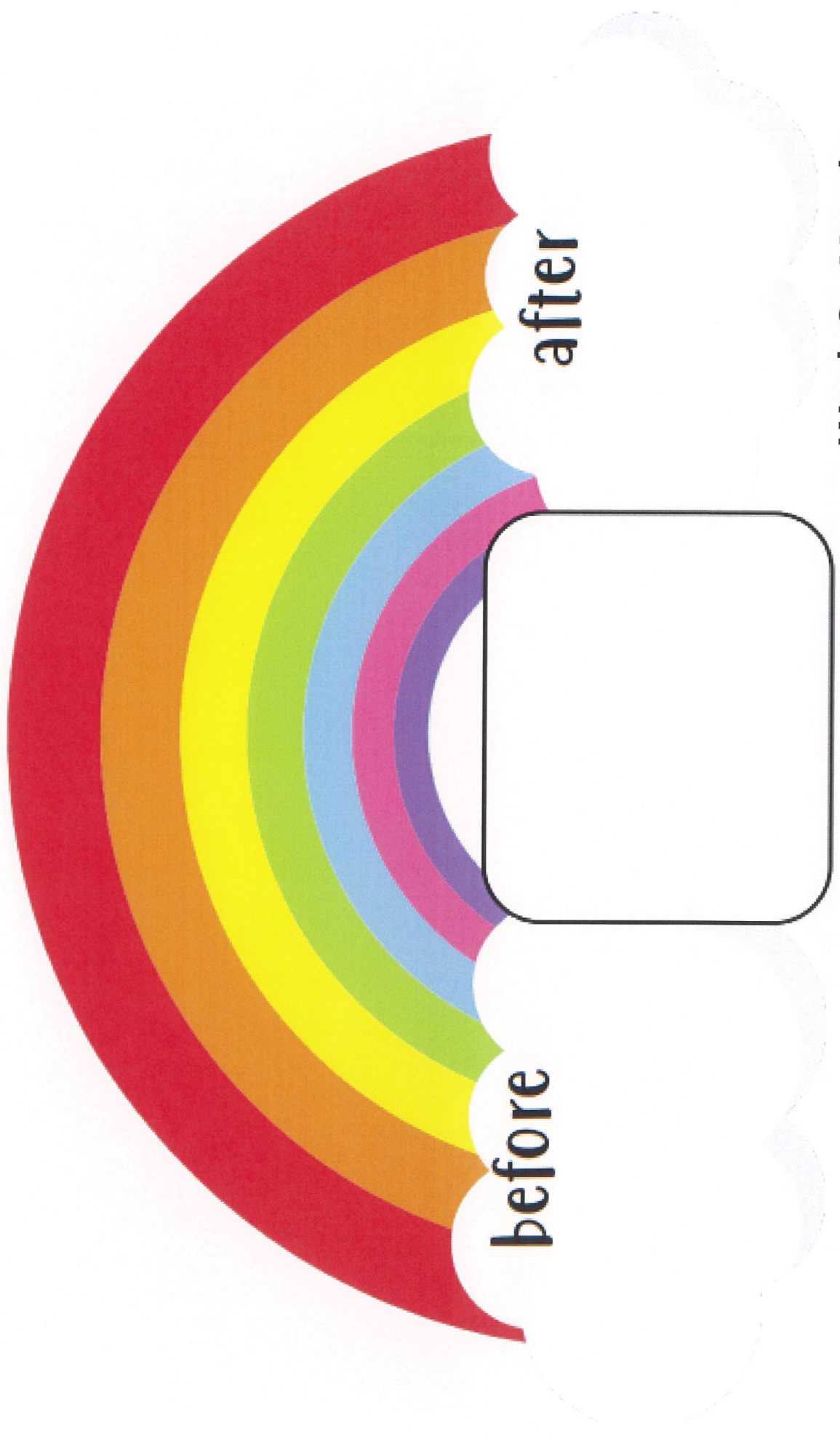
Number after

Let's build it and count it

Show it on a tens frame

Instructions: Cut out the attached number cards, place a number in the middle and find the number cards that come before and after.

BEFORE & AFTER RAINBOWS

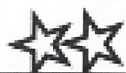


Week 8 - Monday

 FOUR AT ONE - BEFORE & AFTER 	 FOUR AT ONE - BEFORE & AFTER 	 FOUR AT ONE - BEFORE & AFTER 
 FOUR AT ONE - BEFORE & AFTER 	 FOUR AT ONE - BEFORE & AFTER 	 FOUR AT ONE - BEFORE & AFTER 
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Week 8 - Monday

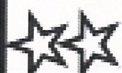
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FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

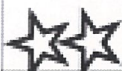
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FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

13



FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

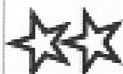
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FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

12



FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

16



FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

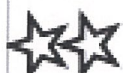
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FOURTEEN - BEFORE & AFTER

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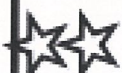
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FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)

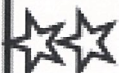
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FOURTEEN - BEFORE & AFTER

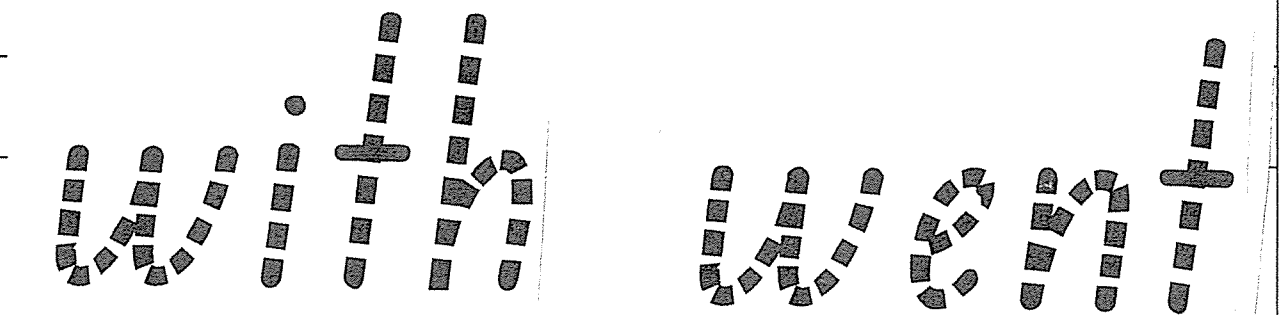
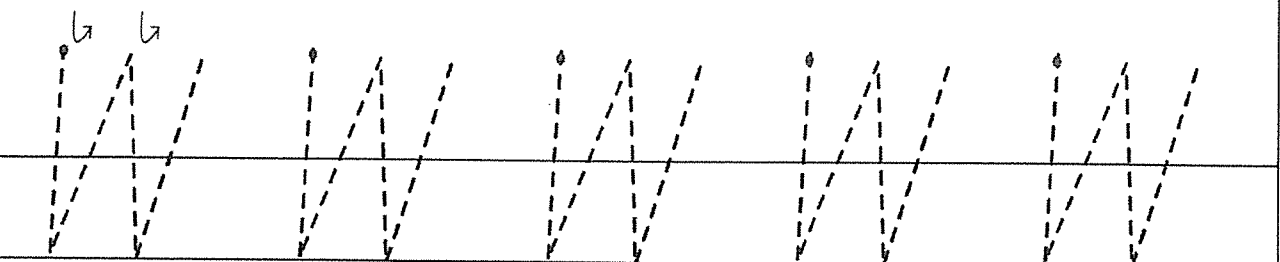
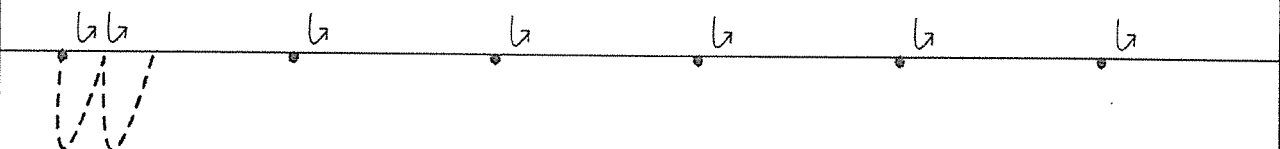
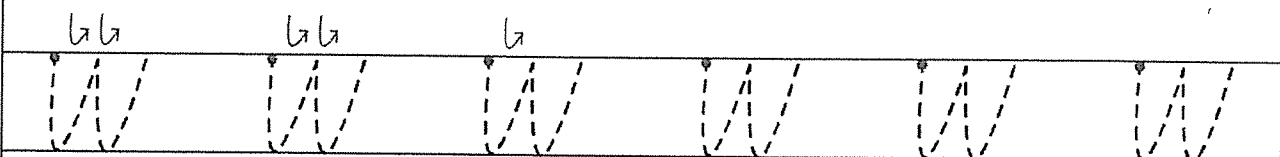
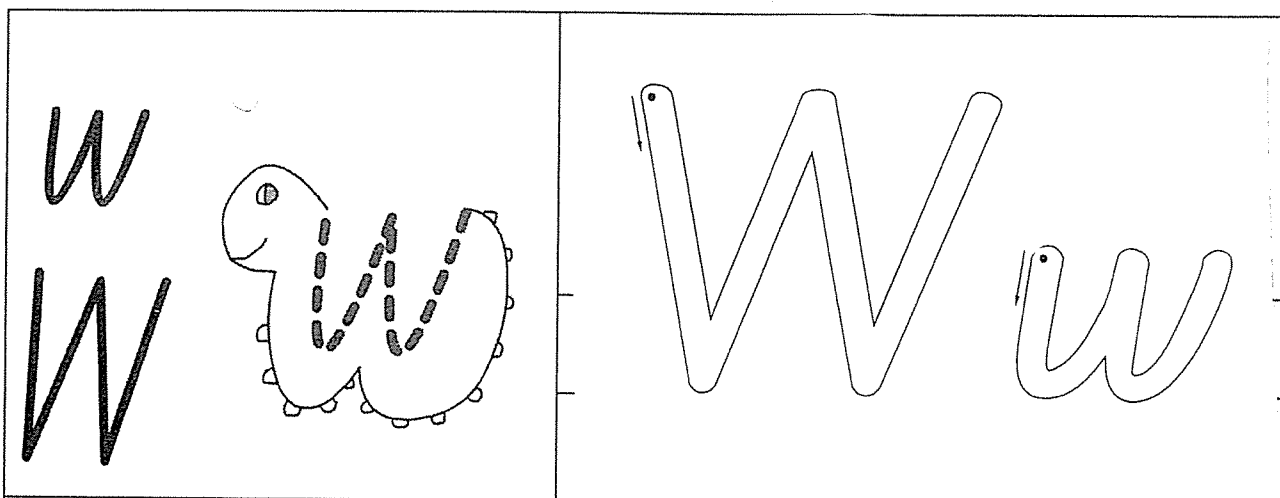
[The Handwriting Workshop](#)

19



FOURTEEN - BEFORE & AFTER

[The Handwriting Workshop](#)



Week 8 – Monday 'th' cut and paste

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I can write my name:

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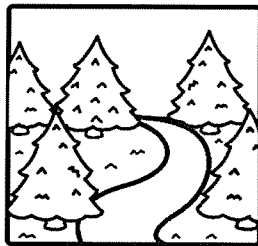
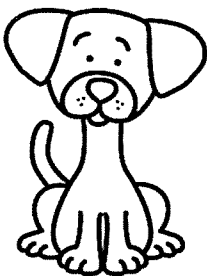
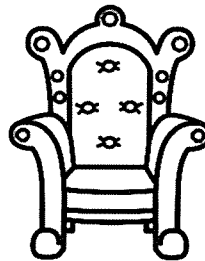
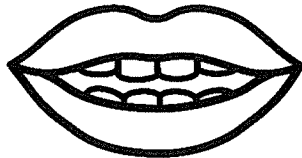
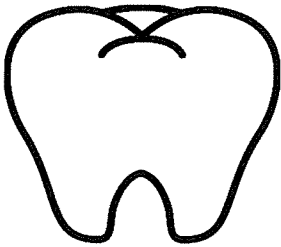
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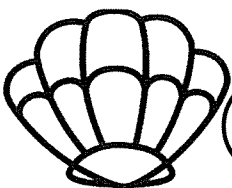
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30

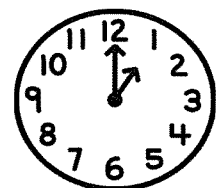


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Digraph Revision:
Circle the digraph heard in these words.

Week 8 – Monday "Rat in a can"



umbrella

water

float

Habitat Assignment!

You have been learning about the basic needs of living things, including air (oxygen), energy (food), water and shelter. Your task is to design and make a habitat diorama which shows the needs of a living thing of your choice. A habitat is the natural environment in which an animal lives. A diorama is like a stage set, made from a cardboard box of your choice such as a shoe box.

You have the next 2 weeks to complete this (Weeks 8 and 9). Each afternoon has been set aside for you to work on the assignment. Please take your time, do a little bit each day and do your best work.

See a suggested timeline for making your diorama below. You do not have to follow this timeline, do whatever works for you.

Week 1

Day 1: Look at the 'Diorama Examples' page in your resources to get some inspiration. Choose a living thing and think about its needs and where it lives.

Days 2 and 3: Collect items you might need to make your living thing a habitat. You could use things you would normally recycle, things you find around the house, things from your garden etc.

Days 4 and 5: Fill in the 'Habitat Diorama Planning' page in your resources. Collect any additional resources you need after planning.

Week 2

Days 1 and 2: Add background scenery to the bottom of the box. Make sure you think about what kind of background scenery would be appropriate for your animal. You could draw or paint pictures straight on the box, draw or paint pictures on paper to cut and glue in, cut pictures from magazines, print pictures off a computer etc. When you have made your background, stand the box up on its side.

Days 3 and 4: Add the objects, picture cut outs and natural items you have collected to your diorama. Make sure you glue them in so they don't fall out.

Day 5: To finish your diorama, you can either put in a toy or a picture cut out of your living thing. Double check that your living thing has everything it needs to survive. Is there anything else you want to add?

Please hand your completed diorama in when you return your Week 9 learning pack and pick up your Week 10 learning pack.

If you finish early, choose from the options below.

- Create an artwork showing your chosen animal. This could be painting, a sculpture, a drawing etc.
- Try to make a model of your chosen animal or their habitat out of blocks or Lego.
- Make a video about your chosen animal.
- Make up a song or dance about your chosen animal.
- Write a story about your chosen animal.

We are so excited to see what you create!

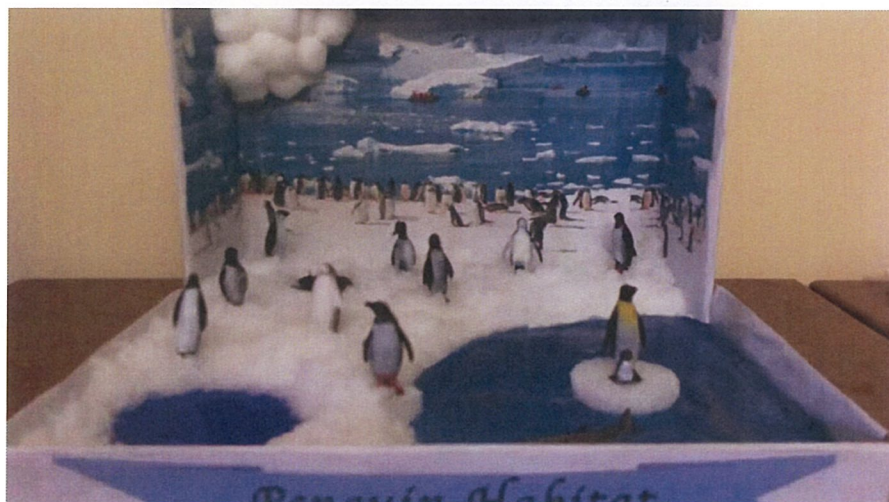
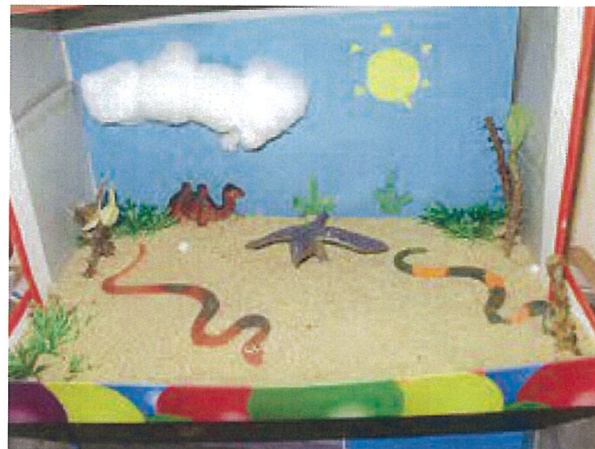
Kindergarten Teachers



Diorama Examples



Diorama Examples



Habitat Diorama Planning

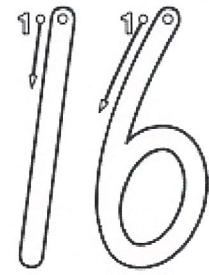
My living thing is a _____

My living thing needs _____

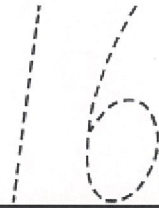
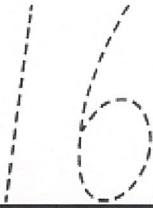
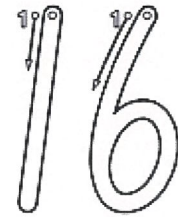
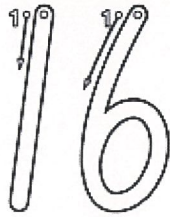
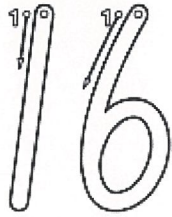
Draw the design for your diorama below:

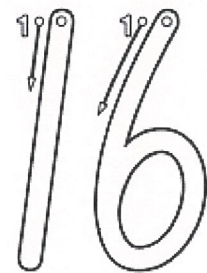
Week 8 - Tuesday



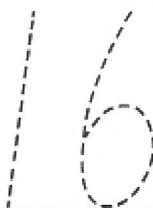
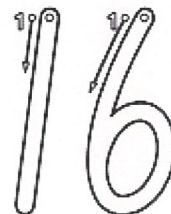
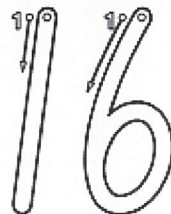
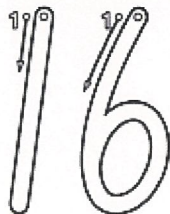
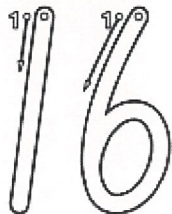


Fill in sixteen dots on the ten frames.





Fill in sixteen dots on the ten frames.



DAILY 5 Mental Maths

Lessons 21-24

Lesson 21

Lesson 22

Lesson 23

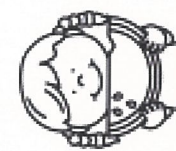
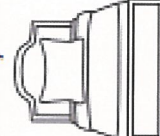
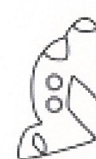
Lesson 24

Date:

Date:

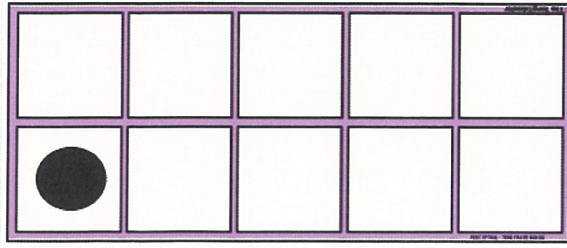
Date:

Date:

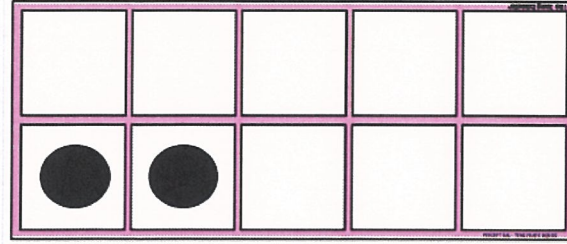
How many seeds? 	How many seeds? 	How many seeds? 	How many seeds? 
Does Monday come after Sunday? ✓ ✗	Does Tuesday come after Monday? ✓ ✗	Do we go to school on Saturday? ✓ ✗	Do we go to school on Wednesday? ✓ ✗
Draw 5 flowers in the vase. 	Draw 7 flowers in the vase. 	Draw 3 flowers in the vase. 	Draw 6 flowers in the vase. 
Write the numeral for six.  	Write the numeral for three.  	Write the numeral for five.  	Write the numeral for seven.  
Which is bigger than you?  	Which is bigger than you?  	Which is bigger than you?  	Which is bigger than you?  

Ten Frame Number Bonds

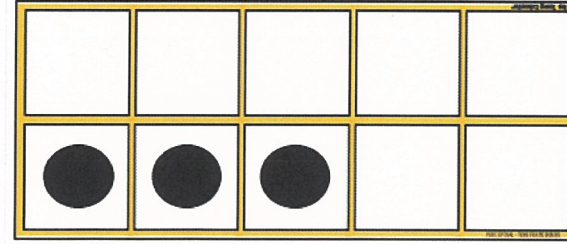
Week 8 - Tuesday



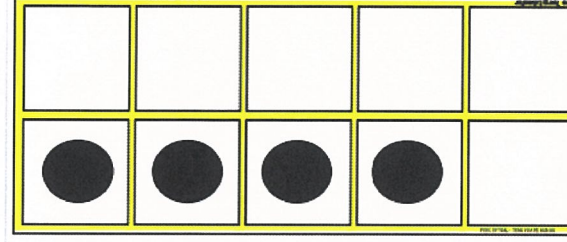
$$1 + \square = 10$$



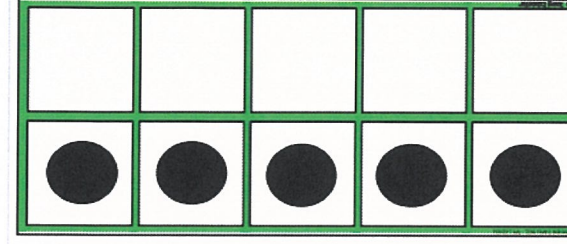
$$2 + \square = 10$$



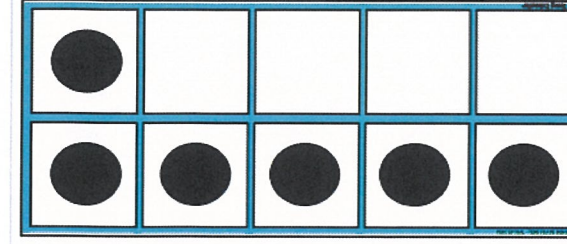
$$3 + \square = 10$$



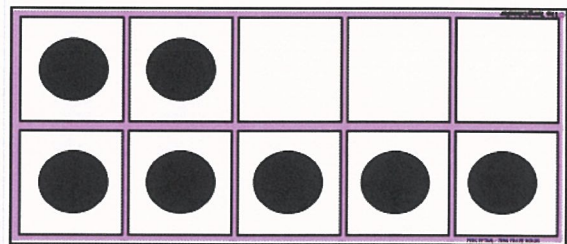
$$4 + \square = 10$$



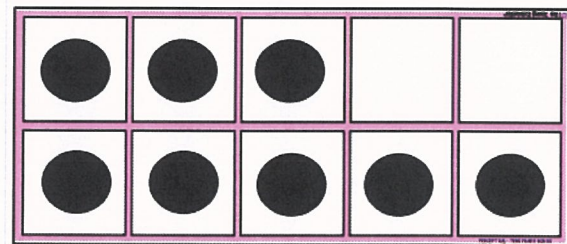
$$5 + \square = 10$$



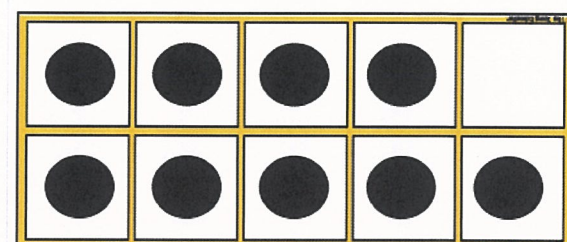
$$6 + \square = 10$$



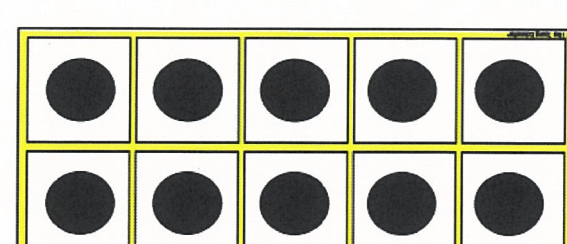
$$7 + \square = 10$$



$$8 + \square = 10$$



$$9 + \square = 10$$



$$10 + \square = 10$$

Week 8 - Tuesday

Instructions: Roll 2 dice, add them together and cover the fish that matches.

CATCH THAT FISH!



READ & FIND

Highlight the 'th' sounds and then illustrate the story.



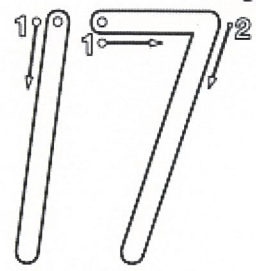
The thunder was very
loud as Theo threw the ball
into the three thorny rose
bushes.

A large, empty rectangular box with a solid black border, intended for a student to draw an illustration of the story.

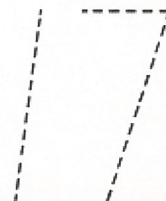
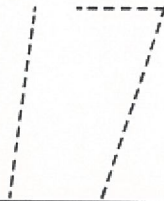
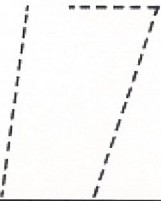
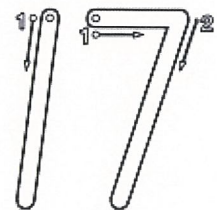
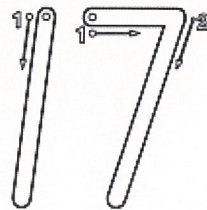
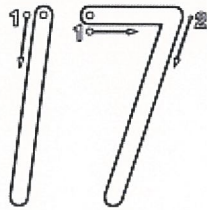
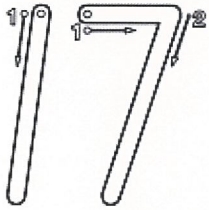
I found ____ 'th' sounds.

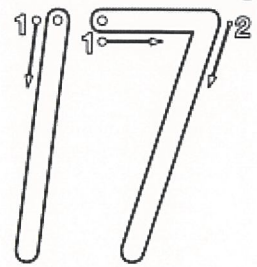
Week 8 - Wednesday



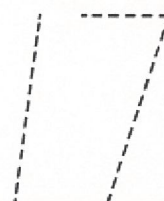
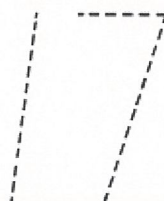
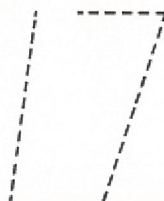
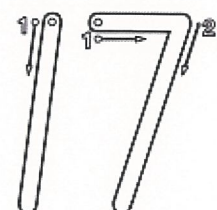
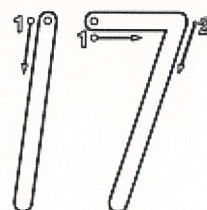
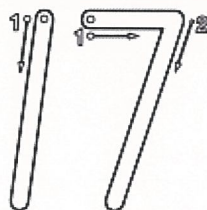
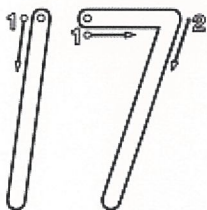


Fill in *seventeen* dots on the ten frames.





Fill in *seventeen* dots on the ten frames.



Week 8 - Wednesday

DAILY 5 Mental Maths

Lessons 25-28

Lesson 25

Lesson 26

Lesson 27

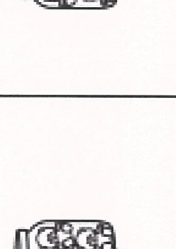
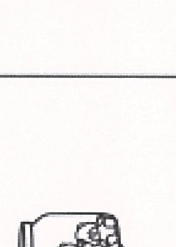
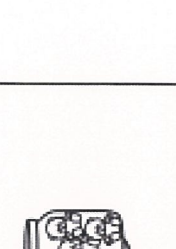
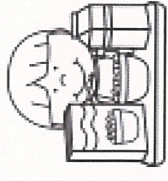
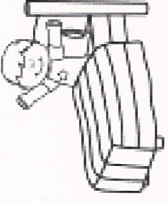
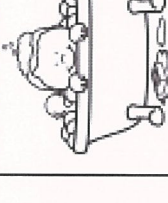
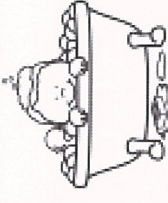
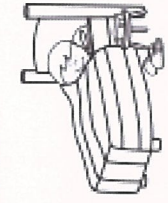
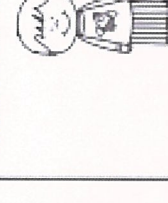
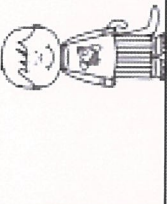
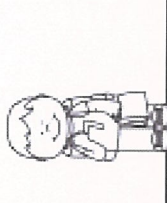
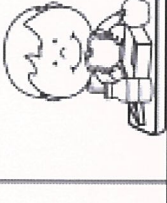
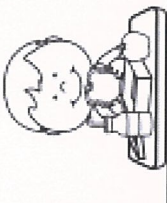
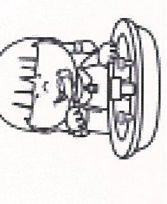
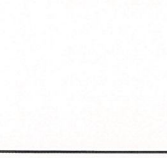
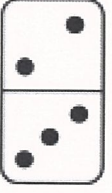
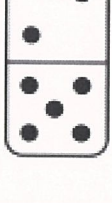
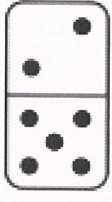
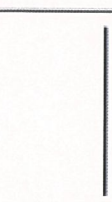
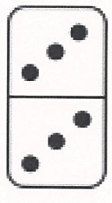
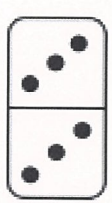
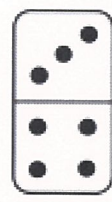
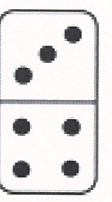
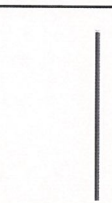
Lesson 28

Date:

Date:

Date:

Date:

What number is missing? 0, __, 2, 3, 4	What number is missing? 0, 1, 2, __, 4, 5	What number is missing? 0, 1, __, 3, 5	What number is missing? 0, 1, 2, 3, __, 5
Which 2 can be grouped together?   	Which 2 can be grouped together?   	Which 2 can be grouped together?   	Which 2 can be grouped together?   
Which jar has less?   	Which jar has less?   	Which jar has less?   	Which jar has less?   
Which comes after?   	Which comes after?   	Which comes after?   	Which comes after?   
How many altogether?   	How many altogether?   	How many altogether?   	How many altogether?   

Week 8 - Wednesday

Handfuls: Using Multiplicative Thinking

Using dry pasta, counters, lego or any small objects, take a quantity from the pile and estimate how many you think you grabbed.

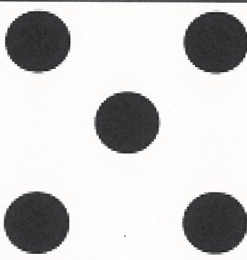
Next, try to organise them into groupings that would make them easier to count.

For example, if I collected 15 objects, I could organise them into groups of 5 and I could use my knowledge of what 5 looks like on a dice when putting them into groups. This would mean I would make 3 groups of 5 (or $5+5+5$), which equals 15.

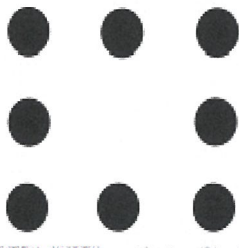
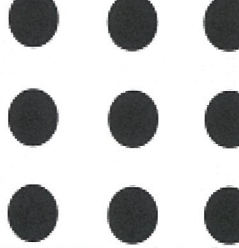
Play 10 rounds of this with an adult.

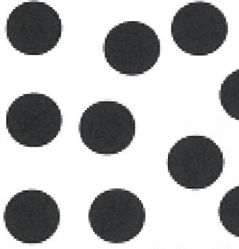
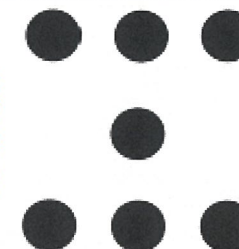
Week 8 - Wednesday

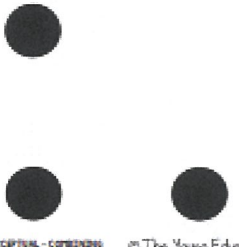
★ PERCEPTUAL - COGNITIVE © The Young Educator I draw 	You draw	How many?
★ PERCEPTUAL - COGNITIVE © The Young Educator I draw  	You draw	How many?
★ PERCEPTUAL - COGNITIVE © The Young Educator I draw   	You draw	How many?

★ PERCEPTUAL - COGNITIVE © The Young Educator I draw 	You draw	How many?
★ PERCEPTUAL - COGNITIVE © The Young Educator I draw 	You draw	How many?

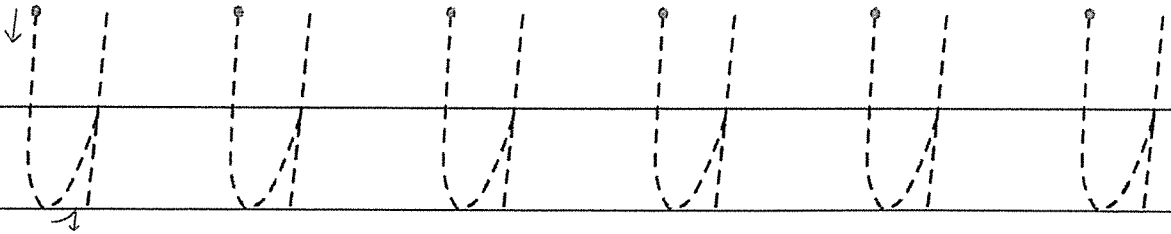
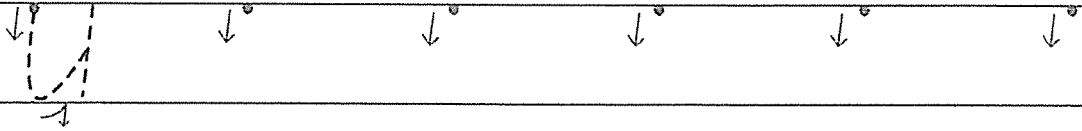
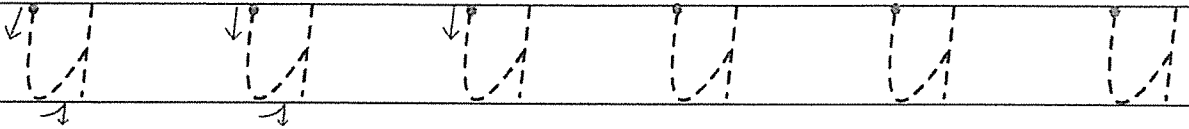
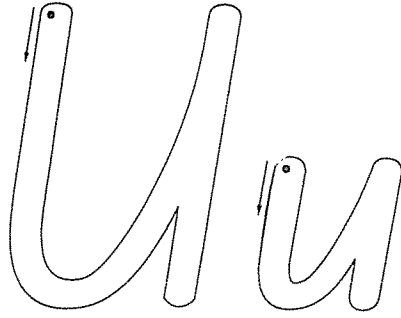
Week 8 - Wednesday

★★★ I draw  PERCEPTUAL - COORDINATION © The Young Educator	You draw	How many?
★★★ I draw  PERCEPTUAL - COORDINATION © The Young Educator	You draw	How many?

★★★ I draw  PERCEPTUAL - COORDINATION © The Young Educator	You draw	How many?
★★★ I draw  PERCEPTUAL - COORDINATION © The Young Educator	You draw	How many?

★★★ I draw  PERCEPTUAL - COORDINATION © The Young Educator	You draw	How many?
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u
u



under

us

Week 8 – Wednesday 'Party Lion'

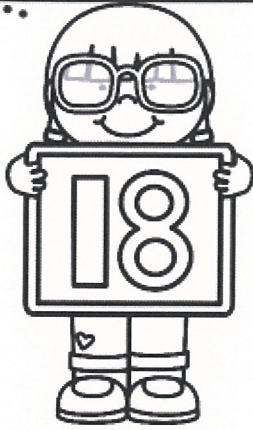


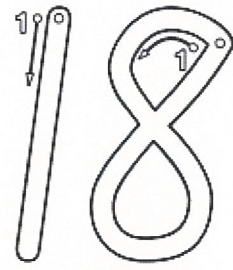
lion

party

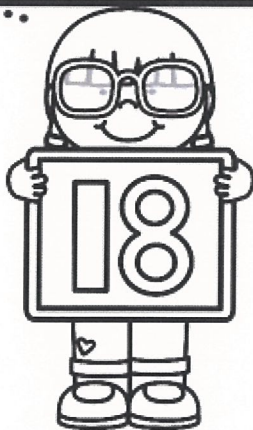
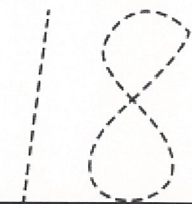
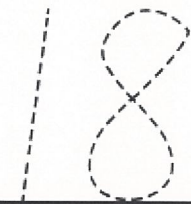
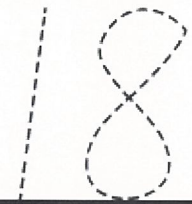
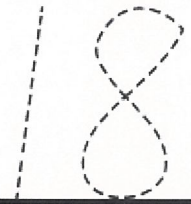
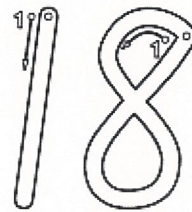
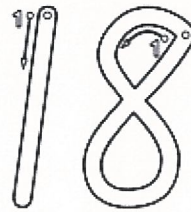
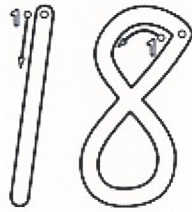
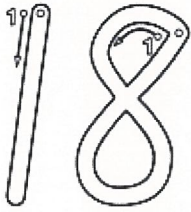
balloons

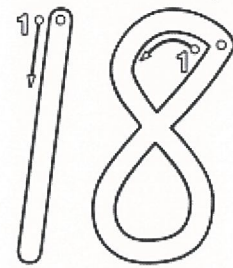
Week 8 - Thursday



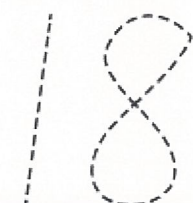
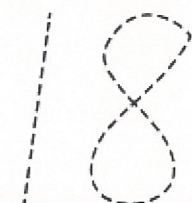
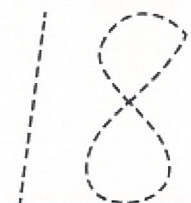
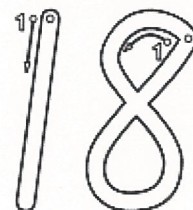
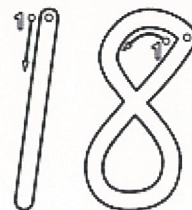
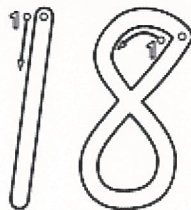
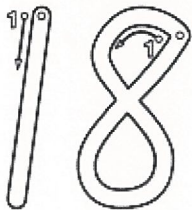


Fill in *eighteen* dots on the ten frames.





Fill in *eighteen* dots on the ten frames.



Week 8 - Thursday

DAILY 5 Mental Maths

Lessons 29-32

Lesson 29

Lesson 30

Lesson 31

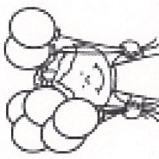
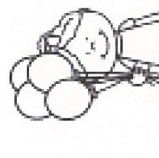
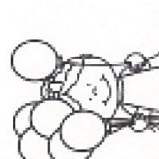
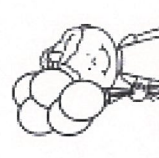
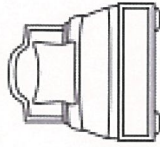
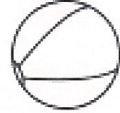
Lesson 32

Date:

Date:

Date:

Date:

How many? 	How many? 	How many? 	How many? 
Does Friday come before Saturday? ✓ ✗	Does Thursday come after Wednesday? ✓ ✗	Do we go to school on Sunday? ✓ ✗	Do we go to school on Tuesday? ✓ ✗
Draw 9 apples in the tree. 	Draw 8 apples in the tree. 	Draw 4 apples in the tree. 	Draw 7 apples in the tree. 
Write the numeral for eight.  	Write the numeral for two.  	Write the numeral for nine.  	Write the numeral for five. 
Which is smaller than you?  	Which is smaller than you?  	Which is smaller than you?  	Which is smaller than you?  

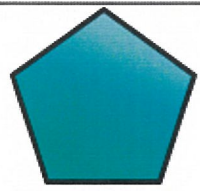
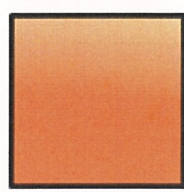
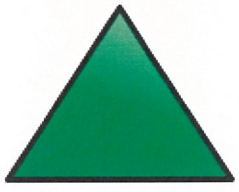
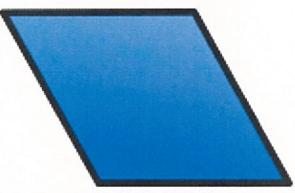
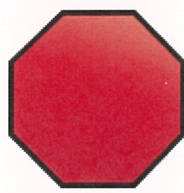
Player 1

Week 8 - Thursday

 **TOPTEACHER**   **2D Shapes**

BINGO

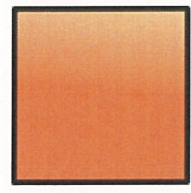
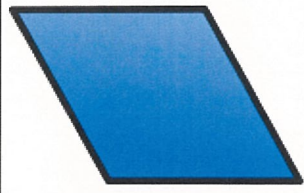
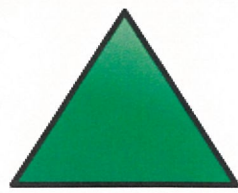
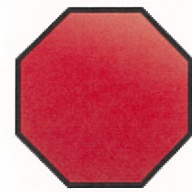
			
			
			

Player 2

 **TOPTEACHER**   **2D Shapes**

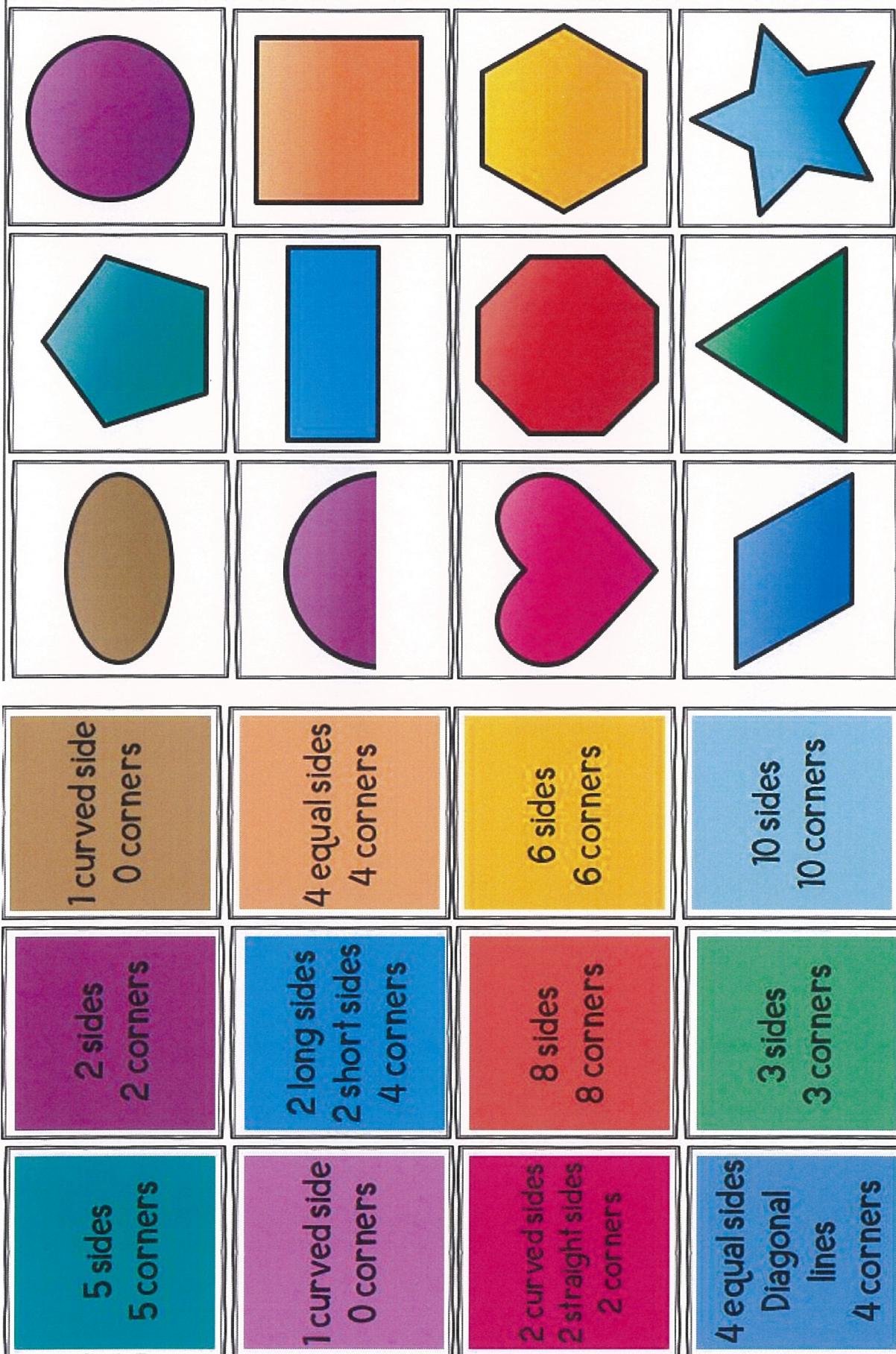
BINGO

Week 8 - Thursday

Instructions: Cut out either the shape picture cards or the descriptive cards and put them in a pile. Pull a card and cover the corresponding square. Whoever covers their board first wins.



Week 8 - Thursday

Instructions: Using a dice, roll and move a counter the amount of spaces rolled. Say the number you landed on out loud.

START

1	2	3	4	5	6	7	8	9	10	11	12
20											
3	4	5	6	7	8	9	10	11	12		
2			14					13	14	15	16
1			13					14	15	16	17
22	12	11	20	19	18	17	16	15			
21											
20	19	18	17	16	15	14	13	12	11	20	19

The Hot Sun

Tricky words:

the is my has

The sun is big and red.
The sand is hot. I get my
hat. My dad has
a tan. We sit
on a mat.



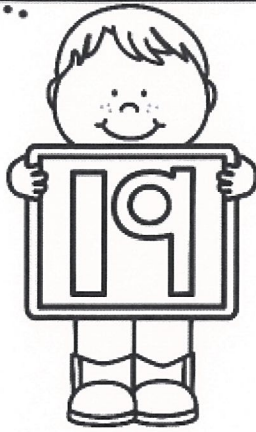
Dad has a:

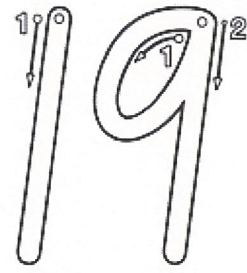
- ☐ tan
- ☐ pan
- ☐ tin

Write a word that
rhymes with **big**.

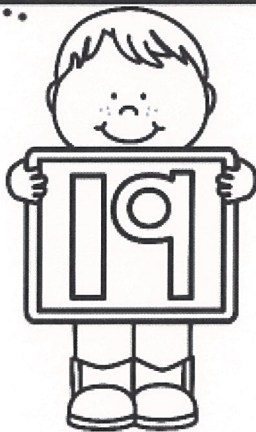
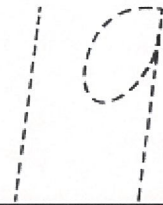
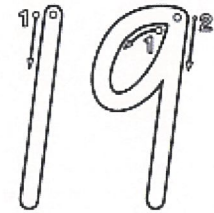
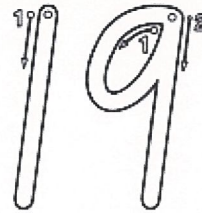
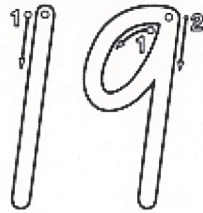
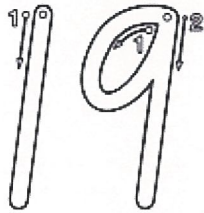
Self-reflection:

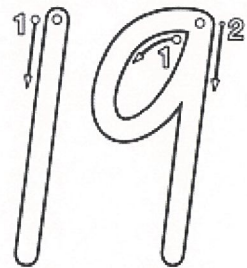




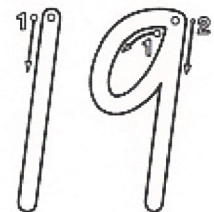
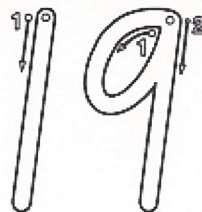
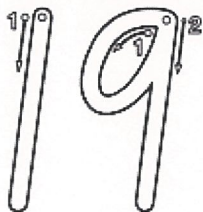
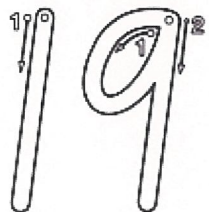


Fill in *nineteen* dots on the ten frames.





Fill in *nineteen* dots on the ten frames.



DAILY 5 Mental Maths

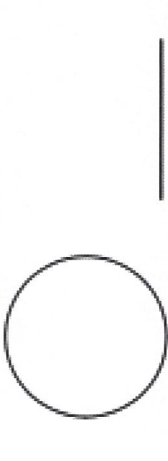
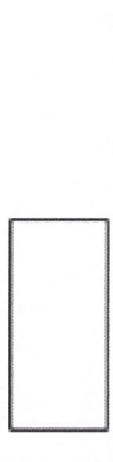
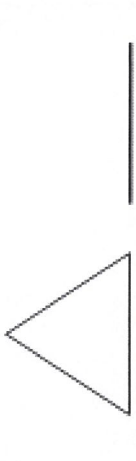
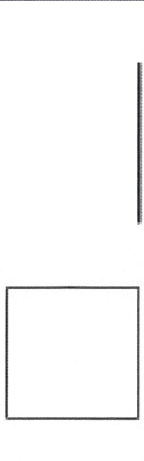
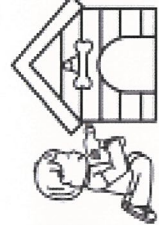
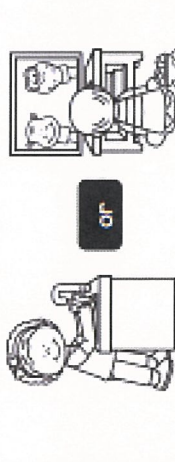
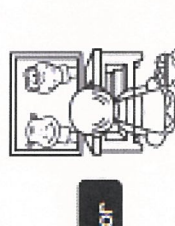
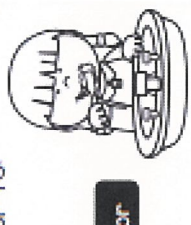
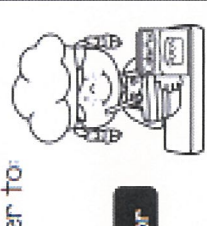
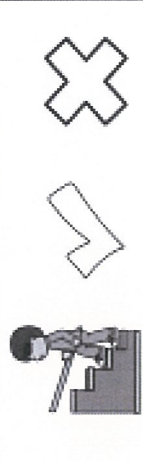
Lessons 33-36

Date: **Lesson 33**

Date: **Lesson 34**

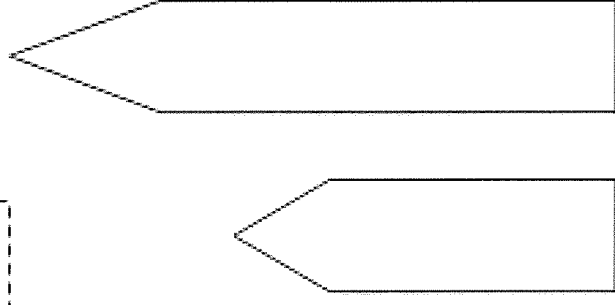
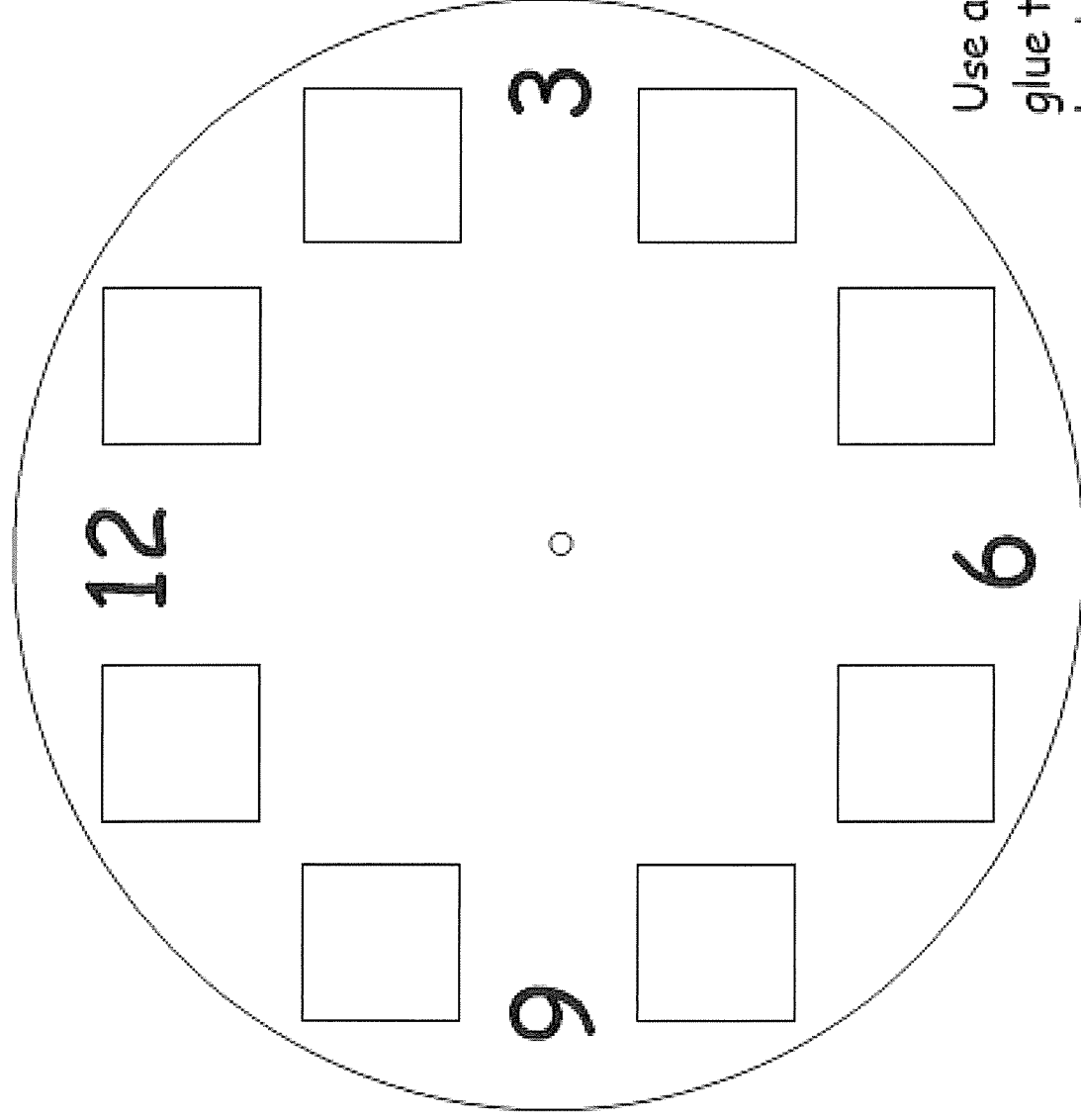
Date: **Lesson 35**

Date: **Lesson 36**

Continue the pattern: 	Continue the pattern: 	Continue the pattern: 	Continue the pattern: 
How many corners? 	How many corners? 	How many corners? 	How many corners? 
Would it take longer to:   	Would it take longer to:   	Would it take longer to:   	Would it take longer to:   
The girl jumped under the rock   	The mouse is under the chair.   	The girl is inside the tent.   	The boy walked down the stairs.   
How many seeds? 	How many seeds? 	How many seeds? 	How many seeds? 

Make a Clock Face

1	2	4
5	7	8
10	11	



Use a split pin or
glue to put the
hands on the
clock.