


## Weekly Timetable of Activities

Here are the activities to complete each day this week. When you have finished please take a photograph (or scan) and upload it to your 'Work' folder on Purple Mash so your teacher can see it.

Please click the links to the videos and use the password for this provided in an email on Purple Mash.

There will also be some assembly videos available from Mrs Norden and other members of staff throughout the week.

Reading Activities for the Week		
Book of the Week	Books for Children to Read	
<p>Please watch the video every day and then complete the activity. By reading the book every day your child will develop their story language and vocabulary.</p> <p><u>Discuss</u></p> <p>What interests you in the tale?            Why does the penguin follow the boy?            Why is the penguin sad when they reach the South Pole?            What was the 'big mistake'?</p> <p><u>Activity</u></p> <p>What wonderful things would you put in the umbrella?</p> <p><u>Animation and story read aloud</u></p> <p><a href="http://www.lovelybooks.co.uk/lost-and-found">http://www.lovelybooks.co.uk/lost-and-found</a></p> 	<p>Please log on to <a href="https://connect.collins.co.uk/school/teacherlogin.aspx">https://connect.collins.co.uk/school/teacherlogin.aspx</a>            Using login details            Username: <a href="mailto:parents@harpercollins.co.uk">parents@harpercollins.co.uk</a>            password: Parents!21</p> <p>We have selected 3 books for each year group. You can find them by using the search function on the website and typing in the title.</p> <p>The books cover 3 different levels across the year group. We would recommend starting with the first level for your child's year group and then adjusting as needed. This will ensure your child's reading confidence is protected. If you require some support or find that none of the selected books are right for your child's reading level then please contact us.</p> <p>Please read the books without sound turned on your device. The books are read aloud by the programme but it would be better if your child had a go at reading it themselves first.</p>	
	<p><u>Year 1</u></p> <p>Red – The Beach</p> <p>Yellow – The Helper Bird</p> <p>Blue – Animals in Hiding</p>	<p><u>Year 2</u></p> <p>Orange - A Day in India</p> <p>Turquoise - Journey of a Humpback Whale</p> <p>White - Antarctica Land of the Penguins</p>
Mrs Norden is also going to be doing live reading sessions on Tuesday and Friday. Please see Friday 29 <sup>th</sup> email for more details.		

Monday				
Maths		English/Writing		PE
Please help your child to make a clock with moving hands before the lesson. <b>Resource 20 at the end of the pack.</b> <b>WATCH</b> <a href="https://vimeo.com/506485378">https://vimeo.com/506485378</a>		<b>WATCH</b> <a href="https://vimeo.com/506484825">https://vimeo.com/506484825</a> <b>How Koala Got a stumpy Tail</b>		Please look at Mrs Turian's PE remote learning document and choose an activity to do.
<u>Year 1</u> <b>Complete Resource 1</b> After watching the video use your clocks to read and write the time at o'clock.	<u>Year 2</u> <b>Complete Resource 2</b> After watching the video use your clocks to read and write the time at o'clock. Remember to be careful and accurate when drawing the hands on your clock. The minute hand points to the 12 and the hour hand points to the number.	<u>Year 1</u> <b>WALT describe characters</b> Which character did you like best? Why? Using the adjectives from the video write 2 sentences to describe either Koala or Tree Kangaroo and explain why you like them. Draw a picture of your character.	<u>Year 2</u> <b>WALT compare characters</b> Using the adjectives from the video describe the <u>appearance</u> of each character. Write a comparison of the 2 animals, thinking about their <u>personality</u> . Use the conjunctions <b>but</b> and <b>whereas</b> The ..... was.. but the ... was ..... The ..... was.. whereas the ... was ..... Draw a picture of the 2 characters.	

Tuesday				
Maths		English/Writing	Phonics	
WATCH <a href="https://vimeo.com/506486487">https://vimeo.com/506486487</a>		WATCH ONLINE VIDEO <a href="https://www.youtube.com/watch?v=hfb_rwtNztw">https://www.youtube.com/watch?v=hfb_rwtNztw</a>	WATCH <a href="https://vimeo.com/506490863">https://vimeo.com/506490863</a> Year 2 from 14 minutes	
<p><u>Year 1</u></p> <p><b>Complete Resource 3</b> After watching the video use your clocks to read and write the times to half past.</p> <p>Remember that the minute hand points to the 6 and the hour hand points half way between the number and the next one.</p>	<p><u>Year 2</u></p> <p><b>Complete Resource 4</b> Use the video to help you read and write the times to half past. Remember that the minute hand points to the 6 and the hour hand points half way between the number and the next one.</p> <p>Be careful because some of the clocks are o'clock and some are half past.</p>	<p><u>Tiddalick the Greedy Frog</u></p> <p><u>Year 1</u></p> <p><b>Complete Resource 5</b> <b>WALT retell a story</b> Draw a picture for something that happened at the beginning, middle and end of the story. Tell your story to someone in your house.</p> <p><u>Year 2</u></p> <p><b>Complete Resource 6</b> <b>WALT retell a story</b> Draw pictures and write a sentence to describe something that happened at the beginning, middle and end of the story. Write down any new words that you learnt. Write a moral for the story.</p>	<p><u>Year 1</u></p> <p><b>Complete Resource 7</b> After watching the video complete the activity using the graphemes oa ow ou o-e oe.</p> <p><u>Practise the spelling words every day</u> <b>toe, goat, float, boat, show, grow, snow, flow</b></p>	<p><u>Year 2</u></p> <p><b>Complete Resource 8</b> This week we are learning to add the suffix -est.</p> <p><u>Rules for adding the suffix -est.</u></p> <ul style="list-style-type: none"> <li>• Add est. (small – smallest)</li> <li>• Change y to i and add est (tasty – tastiest)</li> <li>• Double the consonant after a short vowel and add est (hot – hottest)</li> <li>• Drop the e and add est. (safe – safest)</li> </ul> <p><b>Independent work</b> Practise the spelling words every day (<b>happiest, smallest, biggest, widest, shortest, kindest, meanest, rudest</b>).</p> <p>Please also complete the comprehension <b>Resource 9 How the Turtle got its shell</b></p>

Wednesday				
Maths		English/Writing		Computing
WATCH <a href="https://vimeo.com/506487852">https://vimeo.com/506487852</a>		Watch the stories Kookoo Kookaburra <a href="https://www.youtube.com/watch?v=FrKGsnPVRww">https://www.youtube.com/watch?v=FrKGsnPVRww</a> How Kangaroo Got her Pouch <a href="https://vimeo.com/506504410">https://vimeo.com/506504410</a> (same weekly password) THEN WATCH <a href="https://vimeo.com/506485077">https://vimeo.com/506485077</a>		Explore the website <a href="https://beebot.terrapinlogo.com/">https://beebot.terrapinlogo.com/</a>  Using what you have learnt about instructions and algorithms over the past few weeks, can you work out how to make the beebot move?
<p><u>Year 1</u></p> <p>Complete Resource 10</p> <p>Listen to the song Days of the week <a href="https://www.youtube.com/watch?v=SxXcjjESk7c">https://www.youtube.com/watch?v=SxXcjjESk7c</a></p> <p>Listen to the song Months of the year <a href="https://www.youtube.com/watch?v=Fe9bnYRzFvk">https://www.youtube.com/watch?v=Fe9bnYRzFvk</a></p>	<p><u>Year 2</u></p> <p>Complete Resource 11 After watching the video use your clocks to read and write the time at quarter to and quarter past. Remember to be careful and accurate when drawing the hands on your clock.</p> <p>Does the hour hand need to point just before or just after the number?</p>	<p><u>Year 1</u></p> <p>WALT give opinions about stories</p> <p>Think about the stories we have read in the last 2 weeks. Write and tell us which your favourite story was. Explain why you liked it using the conjunction <b>because</b>. Draw a picture of your favourite story.</p> <p><u>Year 2</u></p> <p>WALT give opinions about stories</p> <p>Talk to your adult and write the answers to these questions</p> <ul style="list-style-type: none"> <li>What do you think about the Kookaburra? The Kangaroo? Why?</li> <li>What did Kookaburra learn?</li> <li>Which character did you like best? Why?</li> </ul> <p>Think about the stories we have read in the last 2 weeks. Write and tell us which your favourite story was. Explain why you liked it using the conjunction <b>because</b>.</p> <p>Draw a picture of your favourite story and your favourite character.</p>		<p>Choose one of the maps and see if you can move beebot from one part of it to another.</p> <p>Next week we will be using this website to write and debug algorithms for beebot to follow.</p>

Thursday		
Maths	Science	PSHE
<p><b>Complete Resource 12</b>  <b>10 for 10</b>                      Use your times table learning to work out these multiplication questions.</p> <p>'Team, Team' counting will help you!</p>	<p><b>WATCH</b> <a href="https://vimeo.com/506489182">https://vimeo.com/506489182</a></p> <p>WALT identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>After watching Mrs Kellam's video can you draw pictures of 3 or 4 animals which are carnivores, herbivores and omnivores.</p> <p>Year 2s can you write sentence to explain why one of the animals in each group is there e.g. I know a cow is a herbivore because it eats grass.</p>	<p><b>WATCH</b> <a href="https://vimeo.com/506489053">https://vimeo.com/506489053</a></p> <p>Expressing our Emotions.                      Play the game <b>Resource 13</b> with your family – you may want to do this at teatime or at another time of the day.  <b>Complete Resource 14</b> things that make you happy. Try to think of 3 happy things before you go to bed every day.</p>

Friday			
Live Zoom Sessions: Otters – 9:15, Foxes 10:15, Squirrels 10:45 (the log in details are always the same)			
Maths	English/Writing		Art
<u>Year 1</u> <b>Complete Resource 15</b> Sequencing events in chronological order  <u>Year 2</u> <b>Complete Resource 16</b> Comparing and sequence intervals of time.	WATCH <a href="https://vimeo.com/506489460">https://vimeo.com/506489460</a>		WATCH <a href="https://vimeo.com/506484012">https://vimeo.com/506484012</a>
	<u>Year 1</u> <b>Complete Resource 17</b> Use the resource sheet to label the different physical features.  <b>Listen to the story</b> <b>Where the Forest Meets the Sea, which has pictures in collage and looks at Daintree Rainforest on the edge of the sea.</b> <a href="https://www.youtube.com/watch?v=ZImAoi3WM2Q">https://www.youtube.com/watch?v=ZImAoi3WM2Q</a>  Have a look at <a href="https://storyspheres.com/uluru/kapimutitjulu">https://storyspheres.com/uluru/kapimutitjulu</a> to go on a virtual tour of Uluru.	<u>Year 2</u> <b>Complete Resource 17</b> Use the resource sheet to label the different physical features. Choose 3 of the different physical features and write an explanation to tell us something about them.  <b>Listen to the story</b> <b>Where the Forest Meets the Sea, which has pictures in collage and looks at Daintree Rainforest on the edge of the sea.</b>  <a href="https://www.youtube.com/watch?v=ZImAoi3WM2Q">https://www.youtube.com/watch?v=ZImAoi3WM2Q</a>  Have a look at <a href="https://storyspheres.com/uluru/kapimutitjulu">https://storyspheres.com/uluru/kapimutitjulu</a> to go on a virtual tour of Uluru.	Use Resource 18 and online video clip <a href="https://www.youtube.com/watch?v=zp_vYfEiuGU">https://www.youtube.com/watch?v=zp_vYfEiuGU</a> to help you Use the Aboriginal symbols to create your own journey. <u>Year 1</u> Show someone your journey picture. Can they use the symbol sheet and describe your journey? <u>Year 2</u> Can you write sentences to describe your journey to go with your symbol picture?

Year 1 and 2 Remote Learning week beginning 1.2.21

### **Topic Homework**

If you would like any more activities to complete, don't forget about our Topic Homework grid below.

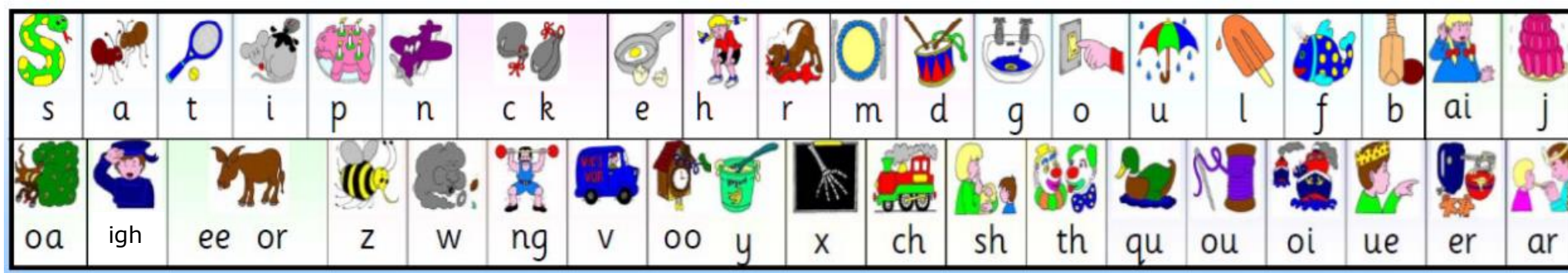
Around the World Homework Book

Please use the grid below to choose activities you wish to engage with at home. Any activities you choose to do at home will support your child's learning and can be shared with your child's class teacher on Purple Mash.

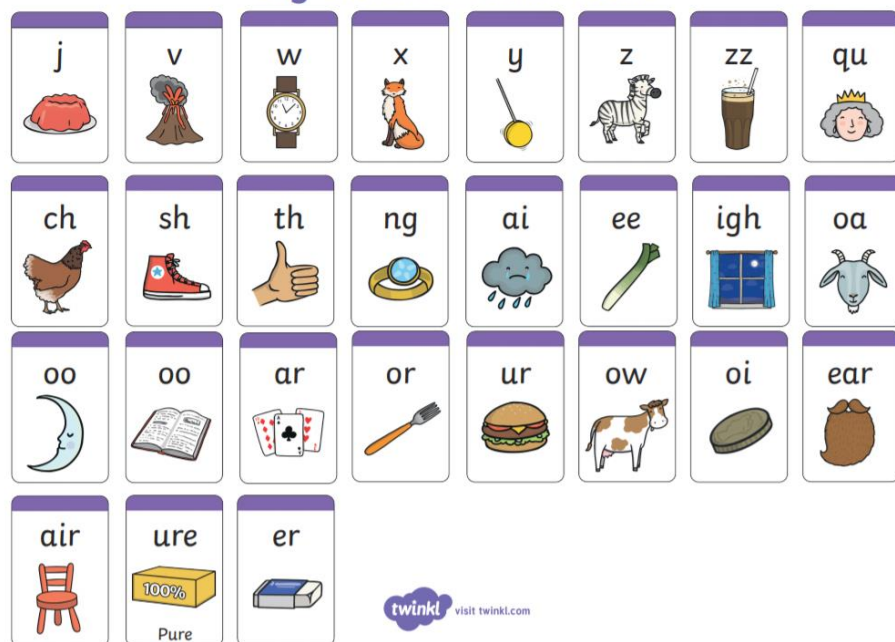
<p><u>Design a front cover</u> Use your creative art skills to design the front cover for a story or non-fiction book. Keep it in the <i>Around the World</i> theme! (We are learning about Australia before half term and Mexico after half term)</p>	<p><u>What would you wear?</u> Choose a country and find out about its Traditional costume. How is it different/ the same to the way you dress?  Create a labelled picture.</p>	<p><u>Big or small?</u> Which is the biggest country you can find? Which is the smallest?  What can you find out about the population of different countries?</p>	<p><u>Sports</u> Find out about a sport that is popular in another country and write instructions on how to play it. Can you teach someone at home and take photos of you playing together?</p>	<p><u>7 Wonders of the World</u> What and where are the 7 wonders are the world? What makes them special? What do you know about them?</p>
<p><u>Food research</u> What food grows in different countries? Why do you think some food grows in some countries and not in others?</p>	<p><u>Country fact file</u> Make a fact file about a country you have visited using information you have found out.</p>	<p><u>Flags</u> Research flags of the world. Which do you like best? Why?  Design your own flag.</p>	<p><u>Holiday postcard</u> Create a postcard imagining you are on holiday. What can you see? Hear? How do you feel? What did you do?</p>	<p><u>Hello/ Goodbye</u> Make a list of the words for Hello and Goodbye in other languages. Can you practise saying them?</p>
<p><u>Learn a song or dance from another country</u> Can you learn a dance from another country? You could video it and upload it to Purple Mash.</p>	<p><u>Make an instrument</u> Look at the variety of instruments around the world. Use whatever materials you can find and make your own instrument</p>	<p><u>Aeroplanes</u> Can you make a model of an aeroplane? You can use recycled materials, construction kits or playdough (or anything else you can think of)</p>	<p><u>Design a boomerang</u> Make a boomerang for yourself. What will you make it from? How will you decorate it?</p>	<p><u>Animal Top Trumps</u> There are lots of species of animals in Australia that can't be found anywhere else in the world. Can you design and make Top Trump cards for them?</p>



## Resources



### My Phase 3 Sound Mat



### My Phase 5 Sound Mat





# Year 1 Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

a  
are  
ask

Bb

be  
by

Cc

come

Dd

do

Ff

friend  
full

Gg

go

Hh

has  
he  
here  
his  
house

Ii

I  
is

Ll

love

Mm

my  
me

Nn

no

Oo

of  
one  
once  
our

Pp

put  
push  
pull

Ss

said  
says  
some  
so  
she  
school

Tt

the  
to  
today  
there  
they

Ww

were  
was  
where  
we

Yy

you  
your



# Year 1 and 2

## Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

### Aa

a  
after  
again  
any  
are  
ask

### Bb

bath  
be  
beautiful  
because  
behind  
both  
break  
busy  
by

### Cc

child  
children  
Christmas  
class  
climb  
clothes  
cold  
come  
could

### Dd

do  
door

### Ee

even  
every  
everybody  
eye

### Ff

fast  
father  
find  
floor  
friend  
full

### Gg

go  
gold  
grass  
great

### Hh

half  
has  
he  
here  
his  
hold  
hour  
house

### Ii

I  
improve  
is

### Kk

kind

### Mm

many  
me  
mind  
money  
most  
move  
Mr  
Mrs  
my

### Nn

no

### Oo

of  
old  
once  
one  
only  
our

### Pp

parents  
pass  
past  
path  
people  
plant  
poor  
pretty  
prove  
pull  
push  
put

### Ss

said  
says  
school  
she  
should  
so  
some  
steak  
sugar  
sure

### Tt

the  
there  
they  
to  
today  
told

### Ww

was  
water  
we  
were  
where  
who  
whole  
wild  
would

### Ll

last  
love

### Yy

you  
your

Resource 1: Year 1 Maths Monday

Time to the Hour

1a. Which clock shows 2 o'clock?



Clock A



Clock B



1 VF

2a. Write the time shown on the clocks.

\_\_\_ o'clock.

\_\_\_ o'clock.



1 VF



1 VF

3a. Draw the hands to show 5 o'clock.



1 VF

4a. True or false? The time is 6 o'clock.



1 VF

Time to the Hour

1b. Which clock shows 4 o'clock?



Clock A



Clock B



1 VF

2b. Write the time shown on the clocks.

\_\_\_ o'clock.

\_\_\_ o'clock.



1 VF



1 VF

3b. Draw the hands to show 7 o'clock.



1 VF

4b. True or false? The time is 4 o'clock.

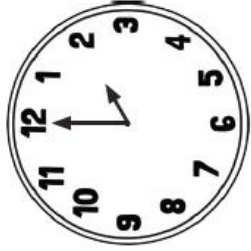


1 VF

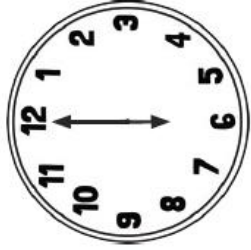


Resource 2: Year 2 Maths Monday

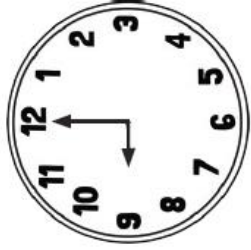
Write the time shown on each clock.



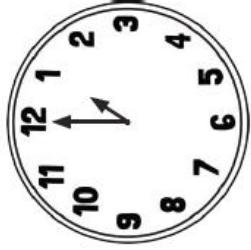
\_\_\_ o'clock



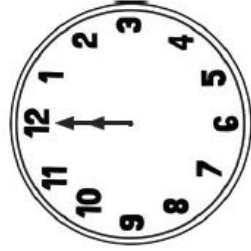
\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



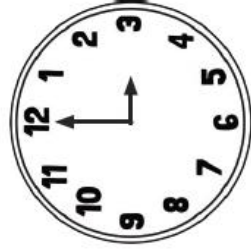
\_\_\_ o'clock



\_\_\_ o'clock

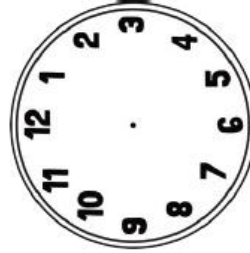


\_\_\_ o'clock

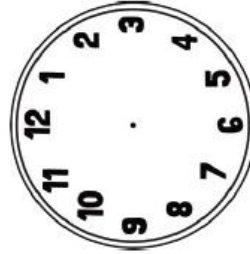


\_\_\_ o'clock

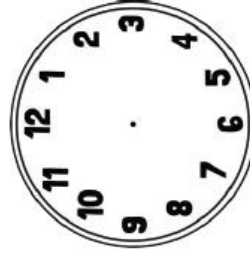
Draw the time on each clock.



5 o'clock



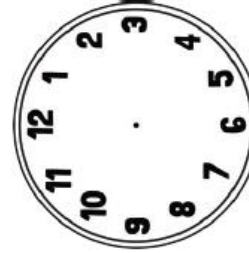
11 o'clock



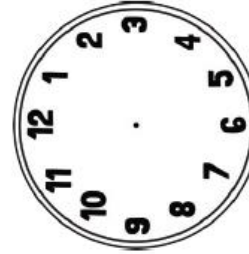
4 o'clock



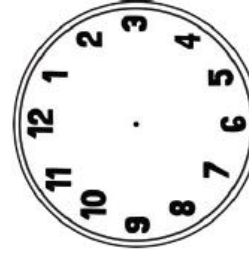
9 o'clock



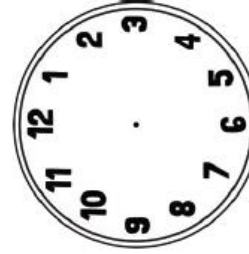
1 o'clock



10 o'clock



2 o'clock



6 o'clock

Resource 3: Year 1 Maths Tuesday

Time to the Half Hour

1a. What time does the clock show?



Half past 2

Half past 5



VF

2a. True or false? The clock shows half past 11.



VF

3a. Draw a line to match each clock to the correct written time.



Half past 6

Half past 7



VF

4a. Draw the minute hand on the clock face to show the time, half past 5.



VF

Time to the Half Hour

1b. What time does the clock show?



Half past 6

Half past 9



VF

2b. True or false? The clock shows half past 4?



VF

3b. Draw a line to match each clock to the correct written time.



Half past 2

Half past 3















VF

4b. Draw the hour hand on the clock face to show the time, half past 8.



VF

Resource 4: Year 2 maths Tuesday

O'clock and Half Past		O'clock and Half Past	
<p>5a. Write the time shown on this clock.</p>  <p>2 VF</p> <p>☆</p>	<p>5b. Write the time shown on this clock.</p>  <p>2 VF</p> <p>☆</p>		
<p>6a. Draw the missing hands on the clock so that it shows the correct time written beneath it.</p>  <p>Half past 1</p> <p>2 VF</p> <p>☆</p>	<p>6b. Draw the missing hands on the clock so that it shows the correct time written beneath it.</p>  <p>6 o'clock</p> <p>2 VF</p> <p>☆</p>		
<p>7a. Draw a line to match the clocks to the correct written time.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;"> <div>Half past 6</div> <div>6 o'clock</div> <div>Half past 12</div> </div> <p>2 VF</p> <p>☆</p>	<p>7b. Draw a line to match the clocks to the correct written time.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;"> <div>Half past 9</div> <div>9 o'clock</div> <div>9 past 6</div> </div> <p>2 VF</p> <p>☆</p>		
<p>8a. Match the times to the things you might do at that time.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;"> <div>Eat lunch</div> <div>Eat breakfast</div> <div>Start school</div> </div> <p>2 VF</p> <p>☆</p>	<p>8b. Match the times to the things you might do at that time.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;"> <div>Have dinner</div> <div>Eat lunch</div> <div>Go to school</div> </div> <p>2 VF</p> <p>☆</p>		

Resource 5: Year 1 Story Plan

## Tiddalick the Frog

Beginning

Middle

End





Resource 6: Year 2 Story Plan

## Tiddalick the Frog

What is the moral?

Beginning

Middle

End

































Write some new words that you learnt from the story.

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Resource 7: Year 1 Phonics

## Alternative Spellings for oa

oa		ow		oe		o-e	
							
							
							
							
							
							
							
							

## Alternative Spellings for oa **Answers**

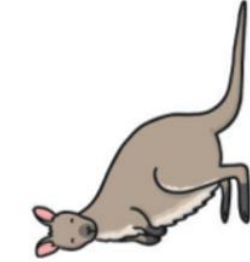
oa		ow		oe		o-e	
	goat		snow		toe		bone
	boat		grow		hoe		rope
	coat		blow		doe		home
	road		show		heroes		phone
	oak		slow		potatoes		note
	soap		window		woe		globe
	loaf		row		tomatoes		envelope
	toad		low		Joe		nose

Resource 8: Year 2 Phonics

Use the comparative adjectives with the suffixes *-er* and *-est* to write sentences under the pictures.



slow



heavy

Can you add the correct adjective to this sentence?

Kate is \_\_\_\_\_ than Junaid.

short / shorter / shortest

Can you add the correct adjectives to this sentence?

The dog is \_\_\_\_\_ than the cat but \_\_\_\_\_ than the elephant.

bigger / biggest / smallest / smaller

Which of these is spelt correctly? Tick one.

thiner

☐

thinner

☐



## Resource 9: Year 2 Comprehension

### How the Turtle Got Its Shell

The following story is based on a traditional Aboriginal Dreaming story of how the turtle got its shell.

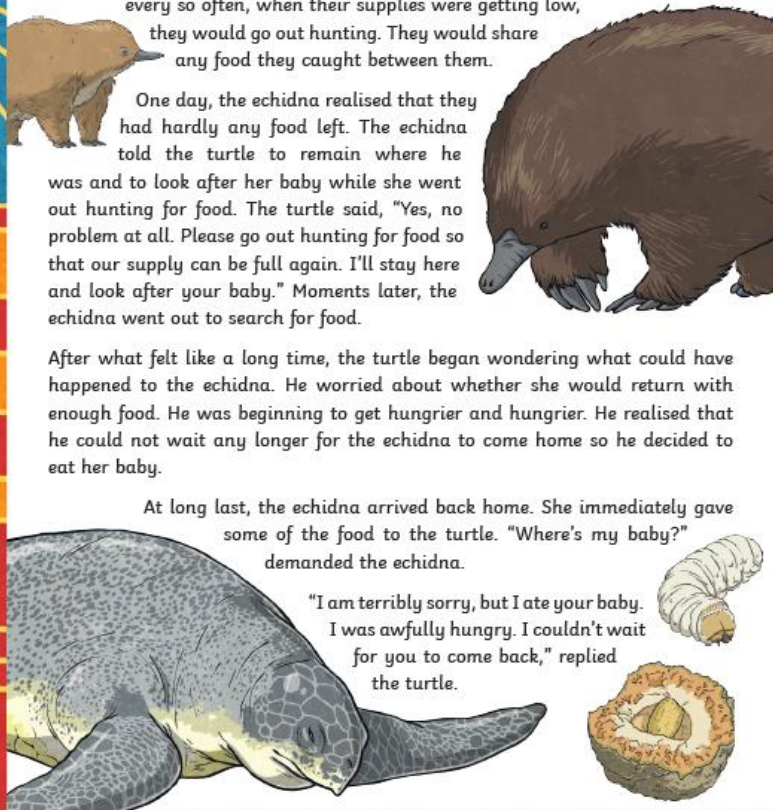
Long ago in the Dreaming, there lived a turtle and an echidna, who were the very best of friends. The echidna had a baby. These creatures lived happily together near the billabong. To survive, they had to hunt for food. So, every so often, when their supplies were getting low, they would go out hunting. They would share any food they caught between them.

One day, the echidna realised that they had hardly any food left. The echidna told the turtle to remain where he was and to look after her baby while she went out hunting for food. The turtle said, "Yes, no problem at all. Please go out hunting for food so that our supply can be full again. I'll stay here and look after your baby." Moments later, the echidna went out to search for food.

After what felt like a long time, the turtle began wondering what could have happened to the echidna. He worried about whether she would return with enough food. He was beginning to get hungrier and hungrier. He realised that he could not wait any longer for the echidna to come home so he decided to eat her baby.

At long last, the echidna arrived back home. She immediately gave some of the food to the turtle. "Where's my baby?" demanded the echidna.

"I am terribly sorry, but I ate your baby. I was awfully hungry. I couldn't wait for you to come back," replied the turtle.



### How the Turtle Got Its Shell

The echidna said to the turtle, "Wait here while I gather some stones."

But the turtle didn't wait. Instead, the turtle went out to find some speargrass and came back to find the echidna lying in wait. The echidna was so extremely upset with the turtle that she began throwing the stones that she had found at him. The stones that she threw became stuck on the turtle's back. The turtle, who was trying to defend himself, began hurling the speargrass at the echidna, which then became stuck on her back. The two animals did not stop fighting all day.

After a while, the fighting finally ceased. The stones on the back of the turtle became a hard shell and the speargrass on the back of the echidna turned into spines.

After that, the turtle told the echidna, "I will go and live in the billabong, where I will never see you again."

The echidna then replied, "I will go and live in the country, and I will never see you again either." So, they both wandered off in separate directions and they never saw each other again.

And that's how the turtle got its shell.



## Questions

1. Why did the echidna leave her baby and the turtle? Tick one.

- ☐ She thought it would be too dangerous for them to go hunting.
- ☐ She had to go hunting for food.
- ☐ She didn't like them very much.

2. Number the events below to show the order in which they happened in the story.

	The echidna went to search for stones.
	The baby echidna was eaten.
	The echidna left her baby.
	The echidna went to hunt for food.

3. What did the stones on the turtle's back turn into? Tick one.

- ☐ a hard shell
- ☐ spikes
- ☐ speargrass

4. Replace the word 'awfully' with a word that means the same. Tick one.

- ☐ enjoyably
- ☐ pleasantly
- ☐ terribly

5. Fill in the missing words to complete this sentence.

After that, the \_\_\_\_\_ told the \_\_\_\_\_, "I will go and live in the \_\_\_\_\_ where I will never see you \_\_\_\_\_."

6. Find and copy one word that shows the turtle was thinking before he made the decision to eat the baby echidna.

---

Resource 10: Year 1 Maths Days and Months

1a. Write these days of the week in order.

Tuesday

Wednesday

Thursday

Friday

Monday

VF

1b. Write these months of the year in order

May

January

February

April

March

VF

2a. What day comes after Wednesday?

What month comes after September?

VF

2b. What month comes after June?

What day comes after Saturday?

VF

3a. What day of the week is April 18<sup>th</sup>?

April						
M	Tu	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

VF

3b. What day of the week is June 9<sup>th</sup>?

June						
M	Tu	W	Th	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

VF

4a. Circle the correct sequence.

January

February

March

April

May

VF

4b. Circle the correct sequence.

Monday

Thursday






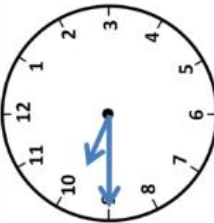
Wednesday

Tuesday





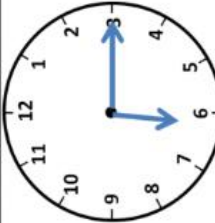



Friday

VF






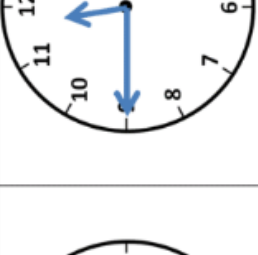
Resource 11: Year 2 Quarter to and Quarter Past

		
Quarter to 4	Quarter to ____	Quarter to ____
		
Quarter to ____	Quarter to ____	Quarter to ____

			
Quarter past 1	Quarter past ____	Quarter past ____	Quarter past ____
			
Quarter past ____	Quarter past ____	Quarter past ____	Quarter past ____



Resource 12: 10 for 10

Year 1

1.  $1 \times 5 =$

2.  $2 \times 5 =$

3.  $3 \times 5 =$

4.  $4 \times 5 =$

5.  $5 \times 5 =$

6.  $1 \times 10 =$

7.  $2 \times 10 =$

8.  $4 \times 10 =$

9.  $5 \times 10 =$

10.  $6 \times 10 =$

Year 2

1.  $2 \times 5 =$

2.  $10 \times 5 =$

3.  $3 \times 5 =$

4.  $4 \times 2 =$

5.  $6 \times 2 =$

6.  $5 \times 5 =$

7.  $7 \times 10 =$

8.  $9 \times 10 =$

9.  $11 \times 10 =$

10.  $8 \times 10 =$

## Resource 13: PSHE Game



## Emotions Board Game

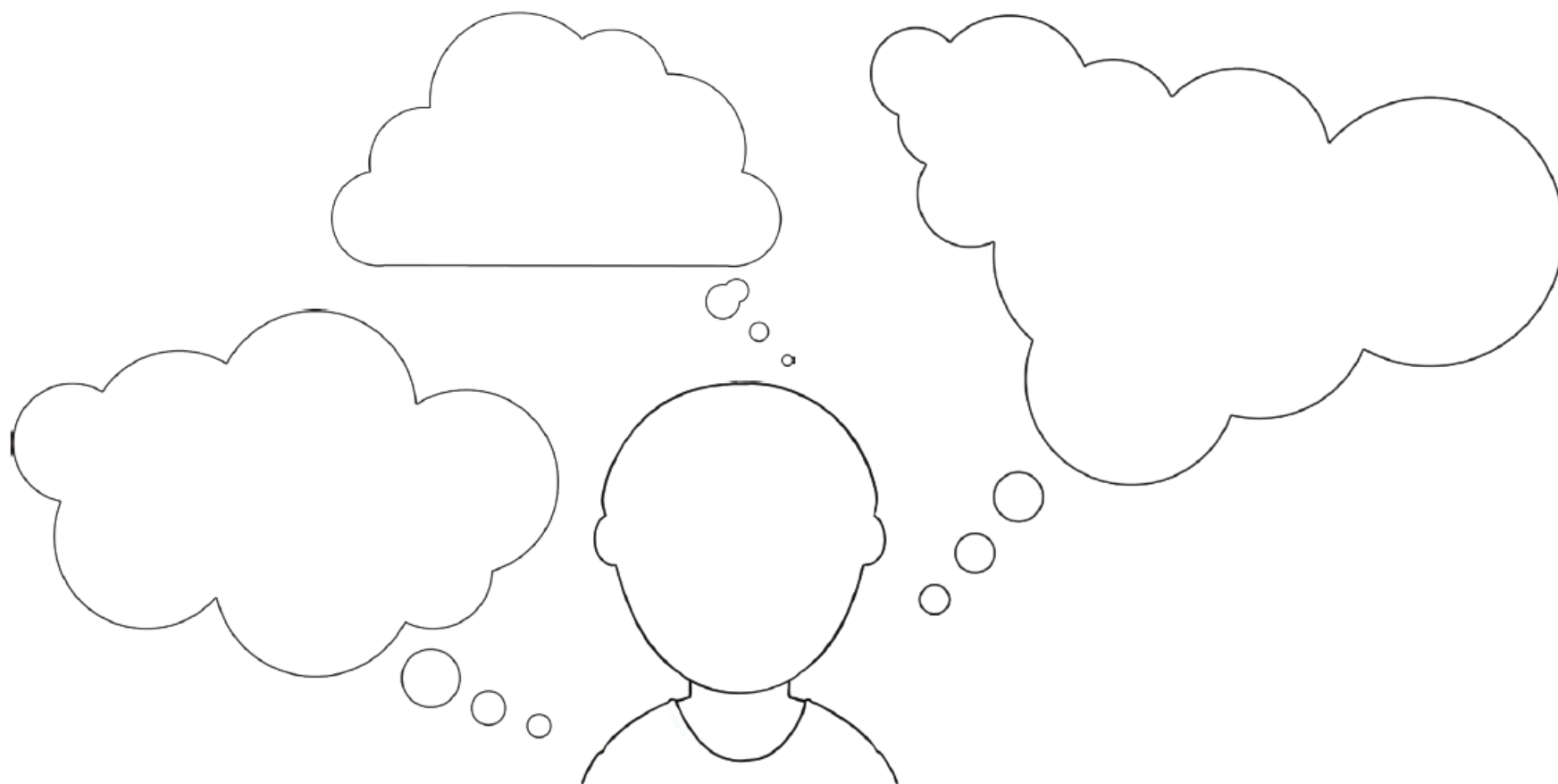
### Instructions

Roll the die and move your game piece that number of squares. Read the emotion written in the square and say a time when you have felt this emotion e.g. I feel happy when I am riding my bike.

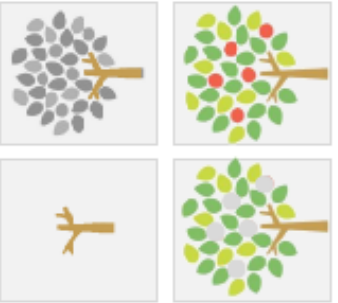

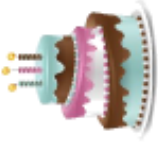

The game can be for 2-4 players. The first player to get to the end wins!

## Things That Make Me Happy

What makes you happy? Have a think and talk about your ideas with a grown-up and your friends. Draw an idea into each thought bubble – you can draw a smiley, happy picture of you too!



Resource 15: Year 1 Sequencing events










Before and After	Before and After
<p>7a. Jamal is drawing a picture. Use the words 'first, then, next and finally' to describe his drawing.</p>  <p>PS</p>	<p>7b. Ariana is drawing a picture. Use the words 'first, then, next and finally' to describe her drawing.</p>  <p>PS</p>
<p>8a. Complete the sentence using two of the words below. Write all possible answers.</p> <p>before after then</p> <p>I eat my breakfast I _____ I get</p> <p>brush my teeth _____ I get</p> <p>ready for school.</p> <p>PS</p>	<p>8b. Complete the sentence using two of the words below. Write all possible answers.</p> <p>before after then</p> <p>I brush my teeth _____ I get</p> <p>undressed _____ I go to bed.</p> <p>PS</p>
<p>9a. Look at the picture.</p>  <p>The middle cake was put on the pile before the bottom cake and after the top cake.</p> <p>Is Riley correct? Explain how you know.</p> <p>R</p>	<p>9b. Look at the picture.</p>  <p>The ribbon was put on the scroll after it was rolled, but before the bottle was sealed.</p> <p>Is Amaya correct? Explain how you know.</p> <p>R</p>

Resource 16: Year 2 Sequencing events

Compare Durations of Time		Compare Durations of Time	
<b>1a. True or false?</b> <div>30 minutes is the same as half an hour.</div> <div>60 minutes is less than an hour.</div> <div>20 minutes is more than a quarter of an hour.</div>	<b>1b. True or false?</b> <div>Half an hour is less than 20 minutes.</div> <div>An hour is more than 40 minutes.</div> <div>An hour is the same as 60 minutes.</div>		
<b>2a. Which durations are longer than twenty minutes?</b> A. 10 minutes B. 40 minutes C. Eleven o'clock to half past eleven	<b>2b. Which durations are shorter than forty minutes?</b> A. Half an hour B. 60 minutes C. 4 o'clock to twenty minutes past 4		
<b>3a. Use &lt;, &gt; or = to complete the statements.</b> <div>30 minutes</div> <div>Half an hour</div> <div>40 minutes</div> <div>One hour</div>	<b>3b. Use &lt;, &gt; or = to complete the statements.</b> <div>30 minutes</div> <div>10 minutes</div> <div>One hour</div> <div>60 minutes</div>		
<b>4a. Put the durations in order from shortest to longest.</b> A. Thirty minutes B. 10 minutes C. 60 minutes D. 3 o'clock to twenty minutes past 3	<b>4b. Put the durations in order from longest to shortest.</b> A. 6 o'clock to twenty minutes to 7 B. 20 minutes C. Half an hour D. One hour		

Resource 17: Topic Finding Physical Features

WALT identify and describe physical features of landscapes

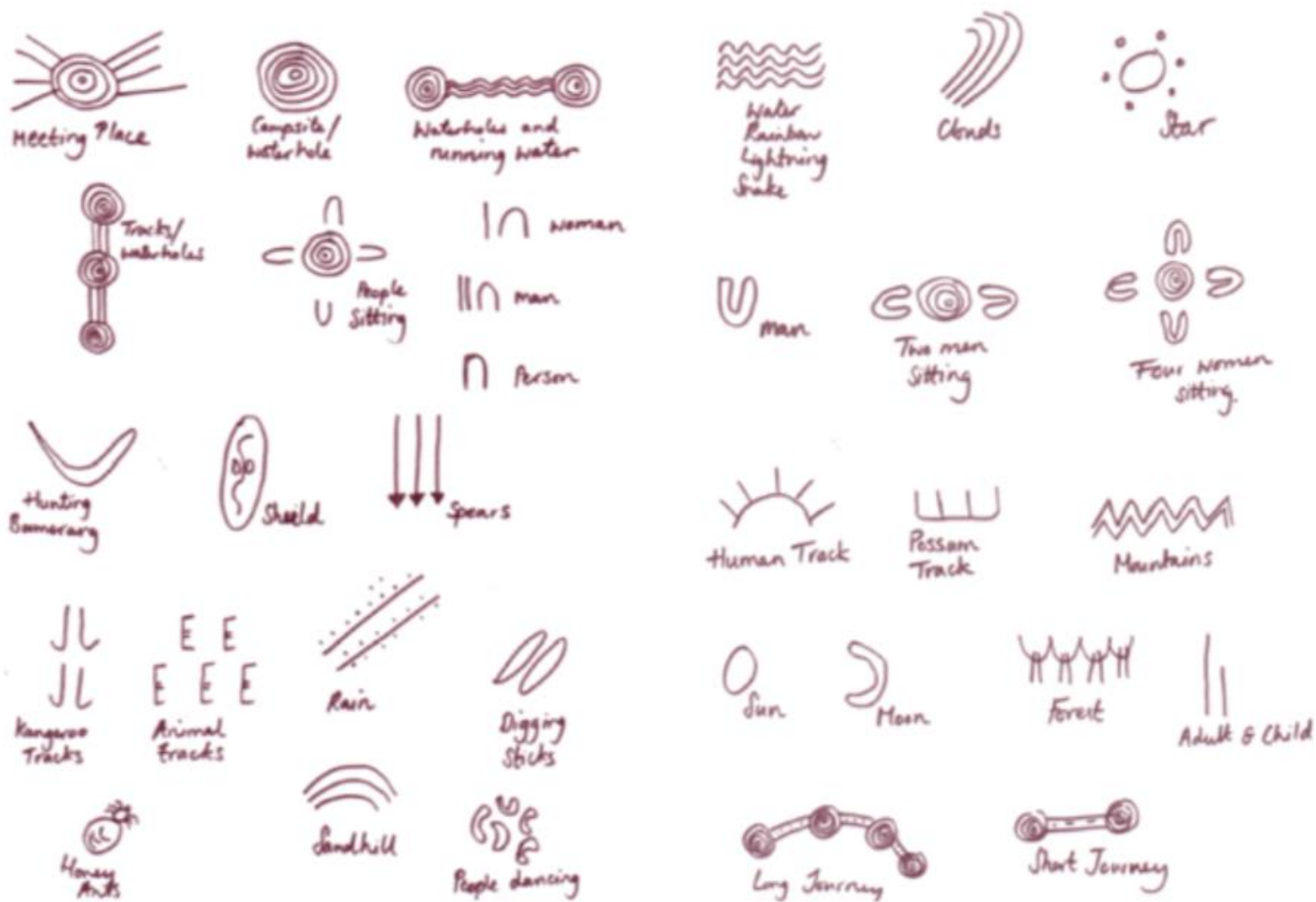
		
		
		

river    water fall    soil    ocean    cliff  
 coast    forest    mountain    beach



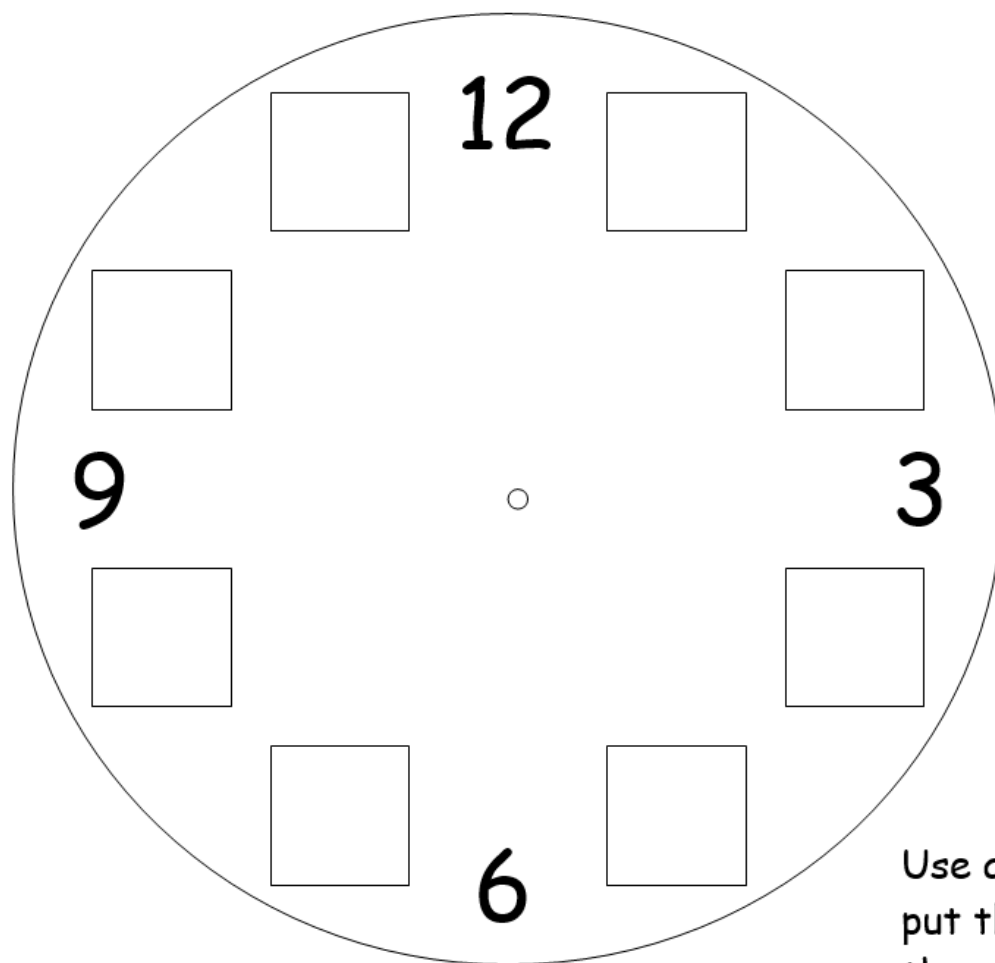
## Resource 18: Art Aboriginal Symbols

### ABORIGINAL SYMBOLS

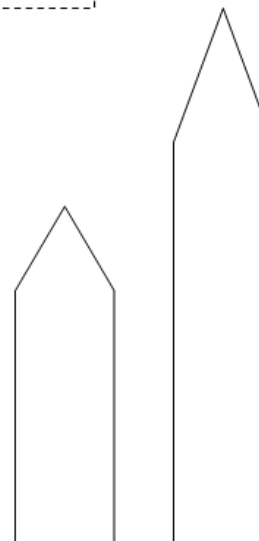


Resource 19: Make a clock

## Make a Clock Face



1	2	4
5	7	8
10	11	



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