

Off Line Term 3 Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch out the sounds and then slowly blend them together. Was your prediction correct? Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know this? Have an adult read a book you have at home. Can you identify 3 sight words in the book and any words beginning with 'i'?</p> <p><u>Soundwaves Spelling</u></p> <p>Complete the Soundwaves page (pg 67) for; /b/ as in balloon</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. If you come across a difficult word, try and work it out using a strategy you know. During the reading talk about the book. What does this story remind you of? – make a connection. Can you identify 3 sight words in the book and any words beginning with 'r'? Have an adult to read the same book to you read yesterday and this time try to point to the words when the adult is reading. Find interesting words and discuss. For example, words in bold print or words in speech marks,</p> <p><u>Soundwaves Spelling</u></p> <p>Write five words that start with 'b'.</p> <p>Write five words that end with 'b'.</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. After reading discuss your favourite part of the story and give reasons why. Read a different book you have at home with an adult. Take turns reading a page each. Take turns retelling the story. Ask each other What, When, Where and Who questions about the book you have read. Locate words beginning with 'd' in the book and use them in a sentence.</p> <p><u>Soundwaves Spelling</u></p> <p>Complete the Soundwaves page (pg 68) for; /l/ as in lizard</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. After reading the book identify the main character/s. Describe a character and how they feel. How do you know how the character is feeling? Have an adult read the same book you read yesterday. Get the adult to read the book to you again and this time try to point to the words when the adult is reading. If you come to a word you know, read that word. Find 5 sight words in the book.</p> <p><u>Soundwaves Spelling</u></p> <p>Write five words that start with 'l'.</p> <p>Write five words that have 'l' as the second sound and five words that end in 'l'.</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. Tell the adult what the story is about, who are the characters, where is the story taking place and what happens. With an adult use the Roll & Retell sheet attached to retell the story. Roll the die and answer the questions. If you don't have a die pick a number between 1 and 6. Have an adult read a different book you have at home.</p> <p><u>Soundwaves</u></p> <p>Here are your list words for this week; bat, bed, big, lid, log, leg, let.</p> <p>Write each list word five times.</p> <p>Write at least two sentences. Each sentence must contain at least one list word.</p> <p>An adult can scribe each sentence underneath your sentence and you can trace and copy.</p>
10.30-10.45	FRUIT BREAK				

Writing

What did you do on the weekend? Who were you with? Where were you?

Talk about what you did and write a sentence about it making sure you are using finger spaces, a capital letter at the start and a full stop.

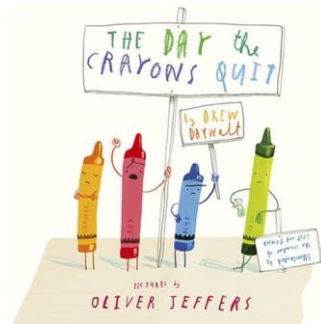
Read your sentence back to someone at home. Have them scribe your sentence underneath. Trace over their writing and then write by yourselves underneath.

Can you write more than one sentence? If you can please use some time connectives at the beginning of your sentences. For example; Then, After that, Next,.

Draw a picture.

Please upload this work sample once completed for feedback. We encourage your independent work.

Reading and responding

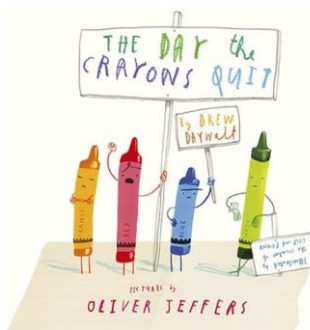


The Day the Crayons Quit. Ask someone at home to read what the story is about.

‘Poor Duncan just wants to colour in. But when he opens his box of crayons, he only finds letters, saying the same thing: We quit! Beige is tired of playing second fiddle to brown, Blue needs a break from colouring in all that water, while Pink just wants to be used. Green has no complaints, but Orange and Yellow are no longer speaking to each other.’

Think about the story. Is it an imaginative or an informative text? Think about the following questions: Who is speaking?

Writing



Make a list of crayon colours.

If you could be a crayon, which colour would you be and why?

I would be the _____ crayon because _____.

Remember to use capital letters, sound out words, use finger spaces and a full stop. Read your writing to yourself and ask an older person at home to scribe your sentences under your writing.

Draw a picture

Discuss with someone at home: Why did you choose to be this crayon?

Reading and responding

Point of view -

Remember that point of view of a text is the voice telling the story. Ask someone at home to read you what the story ‘The Day the Crayons Quit’ is about. (See Tuesday’s lesson)

Whose point of view do you think ‘The Day the Crayons Quit’ of is told from? (the crayons) Is it from one or more characters?

Why do you think the author wanted the book to be written from the crayons’ point of view?

Draw 3 objects that you would use a red crayon. Label each object you have drawn.

Draw 3 objects that you would use a green crayon. Label each object.

Draw 3 objects that you would use a blue object. Label each object.

Reading and responding

What does the word “persuade” mean? Ask someone at home to read what yellow and orange crayons are telling us in the story. What were the two crayons saying to Duncan? How did they feel? What were they trying to persuade him to do? Discuss your answers with someone at home.

Yellow and Orange Crayons

Yellow Crayon: Dear Duncan, Yellow Crayon here. I need you to tell orange crayon that I am the colour of the sun. I would tell him but we are no longer speaking. And I can PROVE I’m the colour of the sun too! Last Tuesday, you used me to colour in the sun on your “HAPPY FARM” colouring book. In case you’ve forgotten, it’s on page 7. You CAN’T MISS me. I’m shining down brilliantly on a field of YELLOW corn! Your pal (and the true colour of the sun), Yellow Crayon

Orange Crayon: Dear Duncan, I see Yellow Crayon already talked to you, the BIG WHINER. Anyway, could you please tell Mr. Tattletale that

		<p>What are they telling you? How are the crayons feeling? Talk to someone at home about your answers. Which crayon was your favourite? Why don't you want your favourite crayon to quit?</p> <p>Write your response on the page attached.</p> <div data-bbox="627 634 951 837" data-label="Image"> <p>The image shows a worksheet with a decorative border. At the top, it says 'Name: _____ Date: _____'. Below that is the title 'My Favourite Colour' and the text 'I don't want my crayon to quit:'. There is a drawing of a crayon. Below the drawing, it says 'I need him to:' followed by a large empty rectangular box for writing.</p> </div> <p>Remember to use capital letters, sound out words, use finger spaces and a full stop.</p>	<p>Is your writing from your point of view? How can we tell? Please upload this work sample once completed for feedback. We encourage your independent work.</p>		<p>he IS NOT the colour of the sun? I would, but we are no longer speaking. We both know that I am clearly the colour of the SUN because, on Thursday, you used me to colour the sun on BOTH the "monkey island" and the "Meet the Zookeeper" pages in your "DAY AT THE ZOO" colouring book. Orange you glad I'm here? Ha! Your pal (and the real colour of the sun), Orange Crayon.</p> <p>On the back of your crayon craft (from yesterday) write why this crayon is your favourite.</p> <p>E.g. The red crayon is the best because</p> <p>Remember to use capital letters, sound out words, use finger spaces and a full stop.</p>
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11.30-12.20 **LUNCH**

	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
	<p>Recognising Errors in Patterns, Using the Part that Repeats</p> <p>Use small shapes or draw small shapes of the same size as part of our pattern work for this week.</p>	<p>Recognising Errors in Patterns, Using the Part that Repeats</p> <p>Complete this activity in pairs, with a parent, sibling or grandparent.</p> <p>Children create a pattern using or drawing shapes,</p>	<p>Recognising Errors in Patterns, Using the Part that Repeats</p> <p>Revise Monday's lesson.</p> <p>Complete the worksheet below in the attachments. Cut out the bears and make three patterns, writing one</p>	<p>Recognising Errors in Patterns, Using the Part that Repeats</p> <p>Revise Monday's lesson</p> <p>Complete the worksheet below in the attachments. Cut out the pissing toles for each pattern and paste</p>	<p>Recognising Errors in Patterns, Using the Part that Repeats</p> <p>Revise Monday's lesson.</p> <p>Play some music. Get ready to dance with a parent/grandparent/sibling.</p>

Have a 2-part pattern. For example, ▲■▲■ etc.

Identify the part that repeats. For example, ▲■

Continue the pattern by adding another repeat. for example,



Parents, make an error in the pattern and ask your child to find the error. For example,



Investigate patterns that repeat in 3s. For example,



Identify the part that repeats. For example, ■▲●

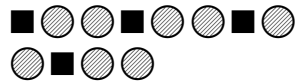
Continue the pattern by adding another repeat. for example,



Parents, make an error in the pattern and ask your child to find the error. For example,



objects or computer program pictures, for example,



Identify the pattern verbally. "Square-circle-circle-square-circle-circle-square-circle-circle-square-circle-circle".

Identify the part that repeats. "Square-circle-circle".

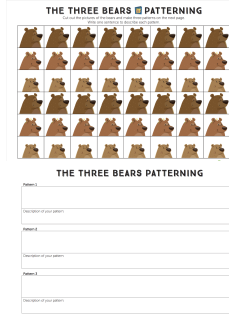
Child looks away, and the other person changes one part of the pattern that repeats. For example, they may change one part that repeats to



Child then identifies and fixes the error.

Repeat this activity multiple times with multiple shapes.

sentence about each pattern.



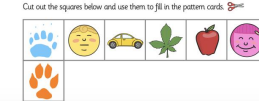
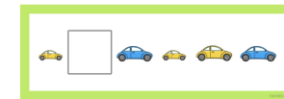
Problem solving

Matt created a pattern:



3. He correctly drew the part that repeats.
4. What did he draw?
- 5.
- 6.
- 7.
- 8.

them into the correct spots.



If you don't have access to music, just do some moves to your own beat. (Clapping a beat will help you stay on track).

Children take turns with the other person, moving to the music, creating a pattern with their body. For example, touch head-touch knees-touch head-touch knees.

Each person has to copy the pattern created.

As children become more comfortable with the activity, progress patterns to three parts. For example, wiggle hips-jump on the spot-touch the ground- wiggle hips-jump on the spot-touch the ground.

For an added challenge, try and trick your opponent by making an error in the pattern and making your opponent guess what the error is and fix it. For example, hands in the air-step to the side-clap your hands-

Discuss recognising when an error occurs in patterns of objects, shapes and pictures using the part that repeats, for example:

- How could we describe the part that repeats in this pattern?
- Does this pattern have an error in the part that repeats?

Problem solving:
Write down **ALL** questions and answers on a piece of paper.

1. Matt created a pattern:

■●■●■●■● He correctly drew the part that repeats.

What did he draw?

- a. ■
- b. ●
- c. ■●

2. Matt created a pattern:

For an easier option, stick with 2-part patterns of just 2 shapes. For a harder option, extend patterns to 4 or 5 part patterns with 4 or 5 shapes.

Reflection: How can we use the part that repeats in a pattern, to fix an error?

Problem solving:
Write down **ALL** questions and answers on a piece of paper.

1. Matt created a pattern:



●■ He found he had made an error.

Draw Matt's pattern and circle the error.

2. Matt created a pattern:



▲● He found he had made an error.

hands in the air-step to the side- **step to the side** - clap your hands- hands in the air-step to the side-clap your hands.

Repeat this activity multiple times with multiple moves.

+ ● + ● + ●

He correctly drew the part that repeats.

What did he draw?

a. +

b. ●

c. + ●

Draw Matt's pattern and circle the error.

3. Mat created a pattern:

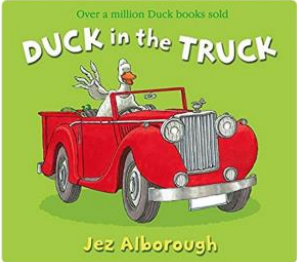


He found he had made an error.

Draw Matt's pattern and circle the error.

1.20-1.40

RECESS

<u>History</u>	<u>Science</u>	<u>Physical Development and Health</u>	<u>Creative Arts</u>	<u>Science</u>
<p>Talk with your Mum or Dad about families and how all families are different.</p> <p>Discuss how some families are made up of a Mum, Dad, and 2 children. Some families have more or less children. Some families have their grandparents living with them. Some families only have a Mum or just a Dad.</p> <p>Discuss with your family:</p> <p>What makes your family special? What does your family enjoy doing together?</p> <p>Complete the following worksheet - All About my Family</p>	<p>Read the following information on pulling and pushing forces.</p> <p>What is a force? A force is a push or a pull that makes things move. You make things move every day when you play soccer, push a shopping cart or pull mittens onto your hands!</p> <p>What is a push? A push is when you move things away from you. An example of a push is when you push a basketball toward the hoop. When you push with force, things move away.</p> <p>What is a pull? A pull is when you move things toward you. An example of a pull is when you pull weeds out of your yard or when you pull a tissue out of a tissue box. Things move towards you when you pull.</p>	<p><u>Catch</u> Ask people at home to help you with your catching activities. You will need a ball eg. Tennis ball</p> <p>Activity</p> <ol style="list-style-type: none"> 1. Form pairs - <i>Start with players standing in a space and just bouncing the ball to each other. Then move onto the more advanced version below.</i> 2. Have players in position as shown in the diagram below – player with the ball serves. <p>Playing</p> <ol style="list-style-type: none"> 3. The ball must cross the line above waist height. 4. Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball. 	<p><u>Craft</u> Create a giant crayon craft. It should be as big as a piece of A4 paper. Colour/paint the crayon your favourite colour.</p> <p>KEEP this artwork as you will need it for tomorrow's reading lesson.</p> <p>There are sheets below for you to cut out to make your crayon. There is also a picture of how it will look when you have finished.</p> <p>You need:</p> <ul style="list-style-type: none"> 1 crayon 2 eyes 2 arms 2 legs 2 hands 2 feet <p>So you will need two copies of the crayon body sheet (so you have enough feet, hands and eyes). You will also need some extra legs/arms from the sheet that is just a whole page of rectangles to make sure</p>	<p>This story is about a duck whose truck gets stuck in the mud. He asks his friends to help him push and pull his truck to free it from the mud.</p>  <p>Look at picture 1 below and answer this question. What animals are pushing the car and how are they pushing it?</p> <p>Look at picture 2 below and answer this question. What animal is pulling the car and how are they pulling it?</p>

All About My Family

Draw something that you and your family like to do together ...



My family is special because ...

There are ____ members in my family. They are...

Please upload this work sample to Mrs Bailey once completed for feedback. We encourage your independent work.

Now complete the following cutting and pasting activity.

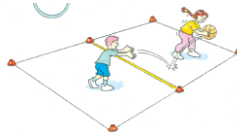
Push or Pull Tag Sort
Cut out each tag and stick it in the right column of the table. Use a ruler to make straight lines. You can use the pictures to help you decide.

Push	Pull	Both

Use the pictures to help you decide if the tag is a push or pull tag.

Please upload this work sample once completed for feedback to Mrs Wellington. We encourage your independent work.

5. The serve alternates between players.
6. Play to a specified number of points, (e.g. 5) or a set time limit (e.g. 3 minutes).



you have 2 arms and 2 legs.

***** OPTIONAL** Complete these worksheets throughout the week if you like

Making patterns with shapes: use the residue
shape examples for reference

1. Draw a ring around the mistake in each pattern.

2.

3.

Name: _____ Page: 1

Making patterns with shapes: use the residue
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Name: _____ Page: 1

Making patterns with shapes: use the residue
shape examples for reference

1. Draw a ring around the mistake in each pattern.


2.

3.

Name: _____ Page: 1

Cut, Glue and Copy the Sentence


Name: _____



has hat. Rat a

Cut, Glue and Copy the Sentence


Name: _____



has a bat. Dad

Cut, Glue and Copy the Sentence

Name: _____



is fan. Here a



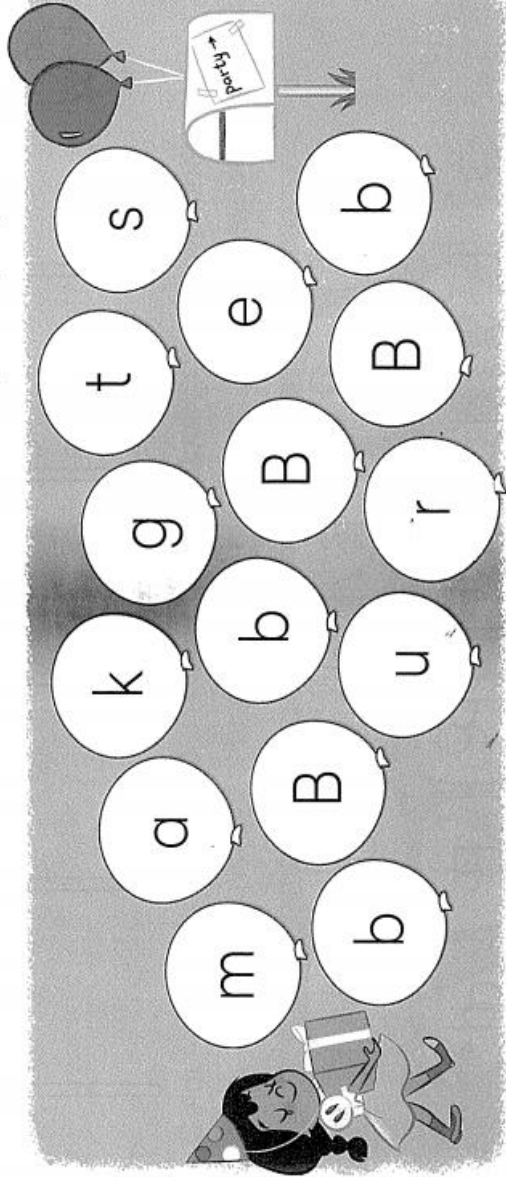
Colour the letter for **b** in each List Word.

bat bed big

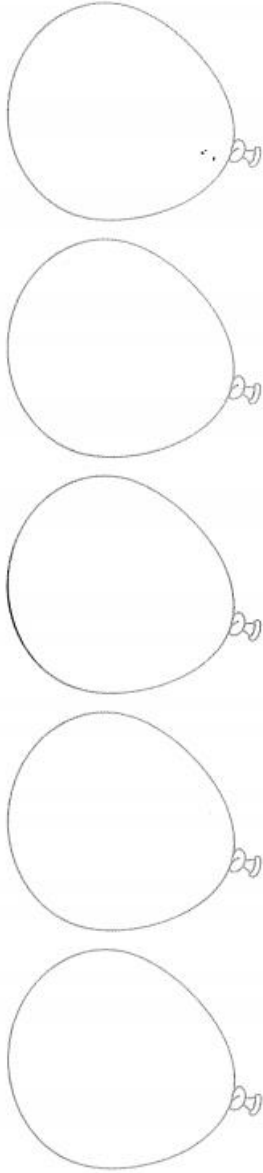
Circle the picture if you hear **b** in the picture name.



Colour the balloons with **b** or **B** on them to show the way to the party.



Write **b** in the spaces. Draw pictures to match the words.



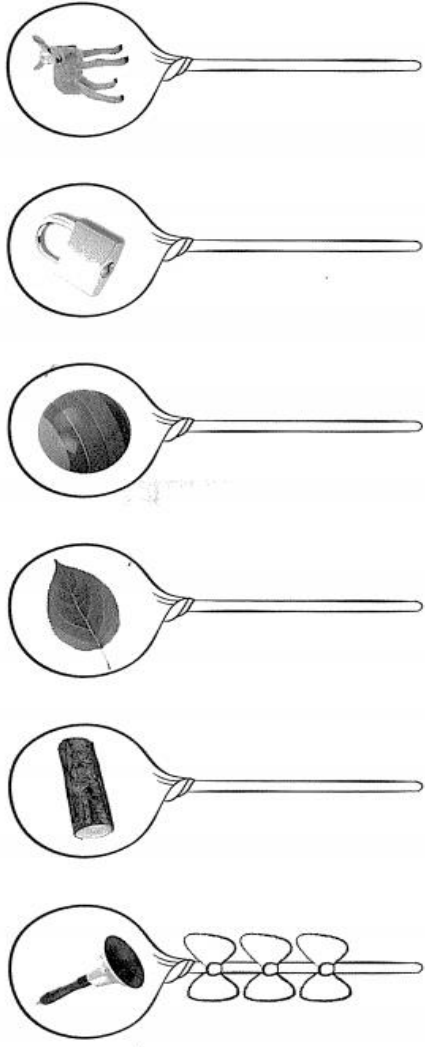
—ag —ed —in —ug —at



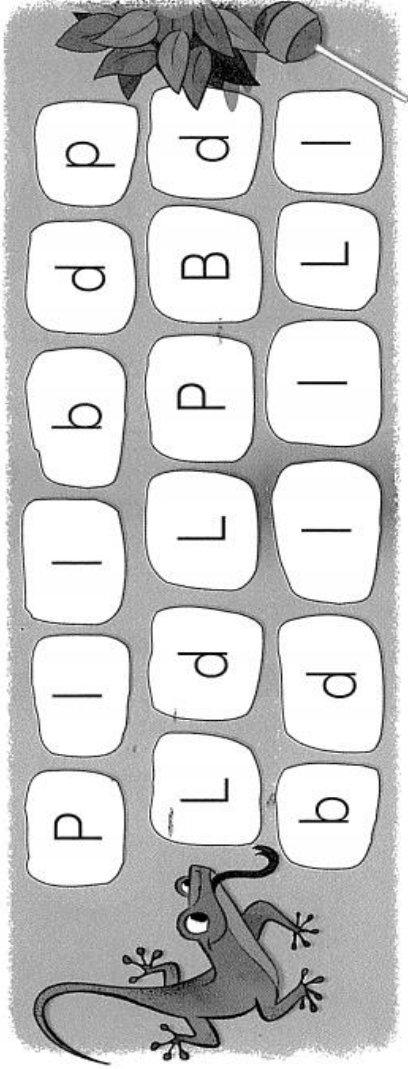
1 **Colour** the letter for  in each List Word.

lid log leg let

2 **Draw** a bow on the lollipop stick for each sound you hear in the picture name. The first one is done for you.



3 **Colour** the shapes with **l** or **L** on them to lead the lizard to the lollipop.



4 **Write** a List Word to match each picture.



All About My Family

Draw something that you and your family like to do together ...

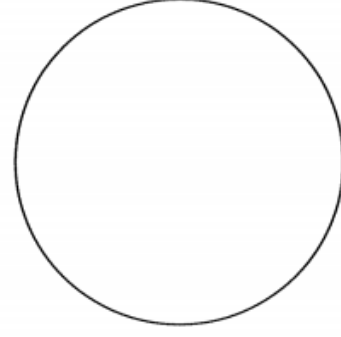
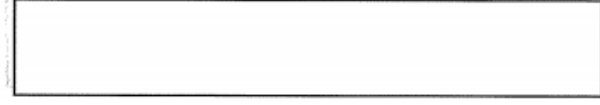
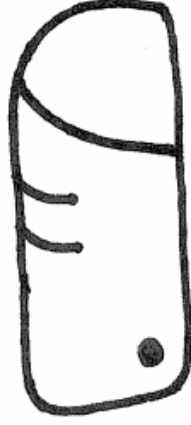
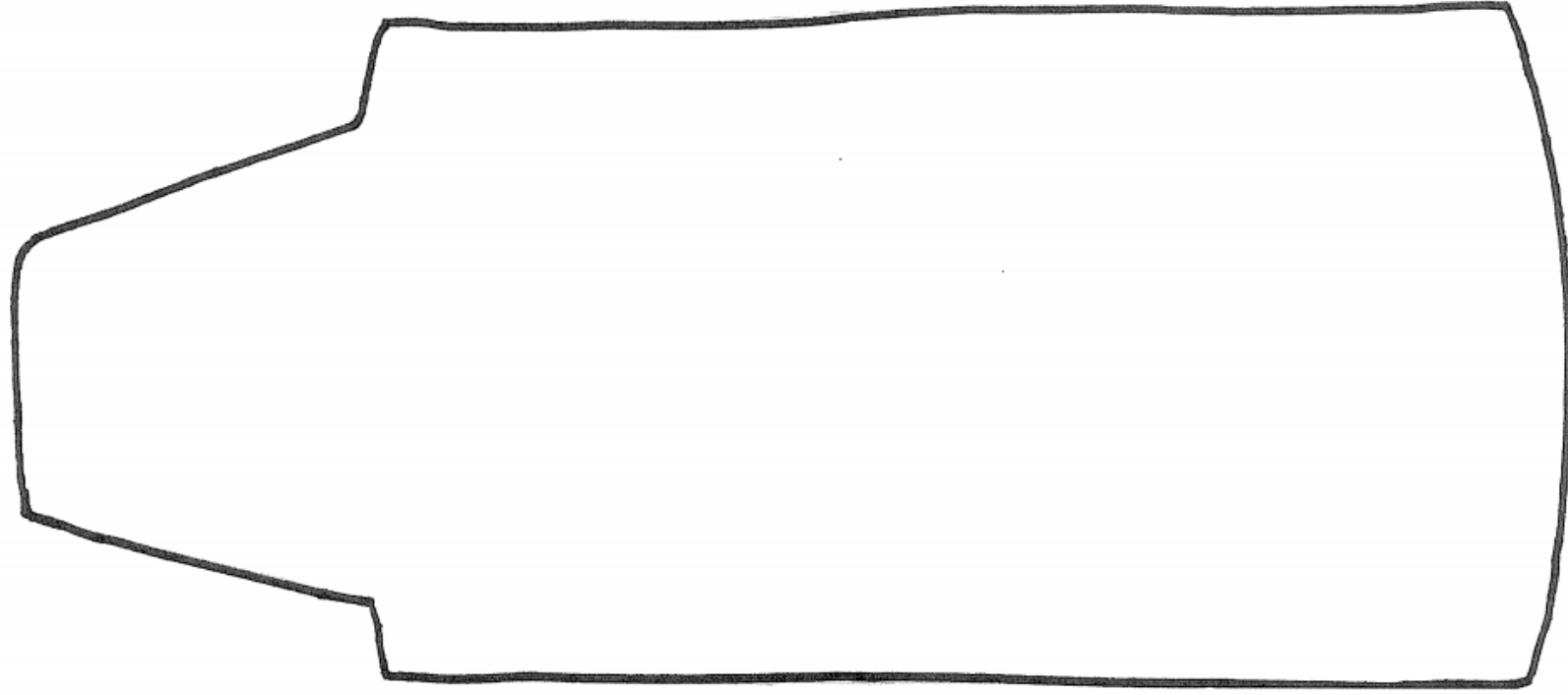


My family is special because ...

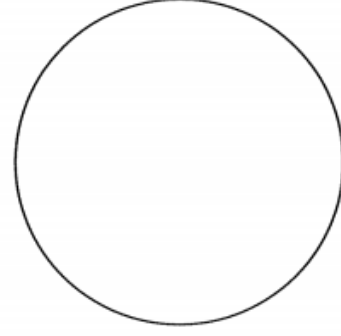
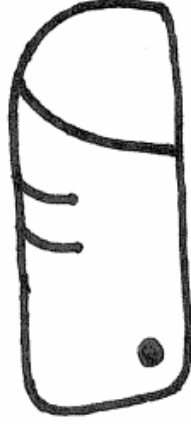
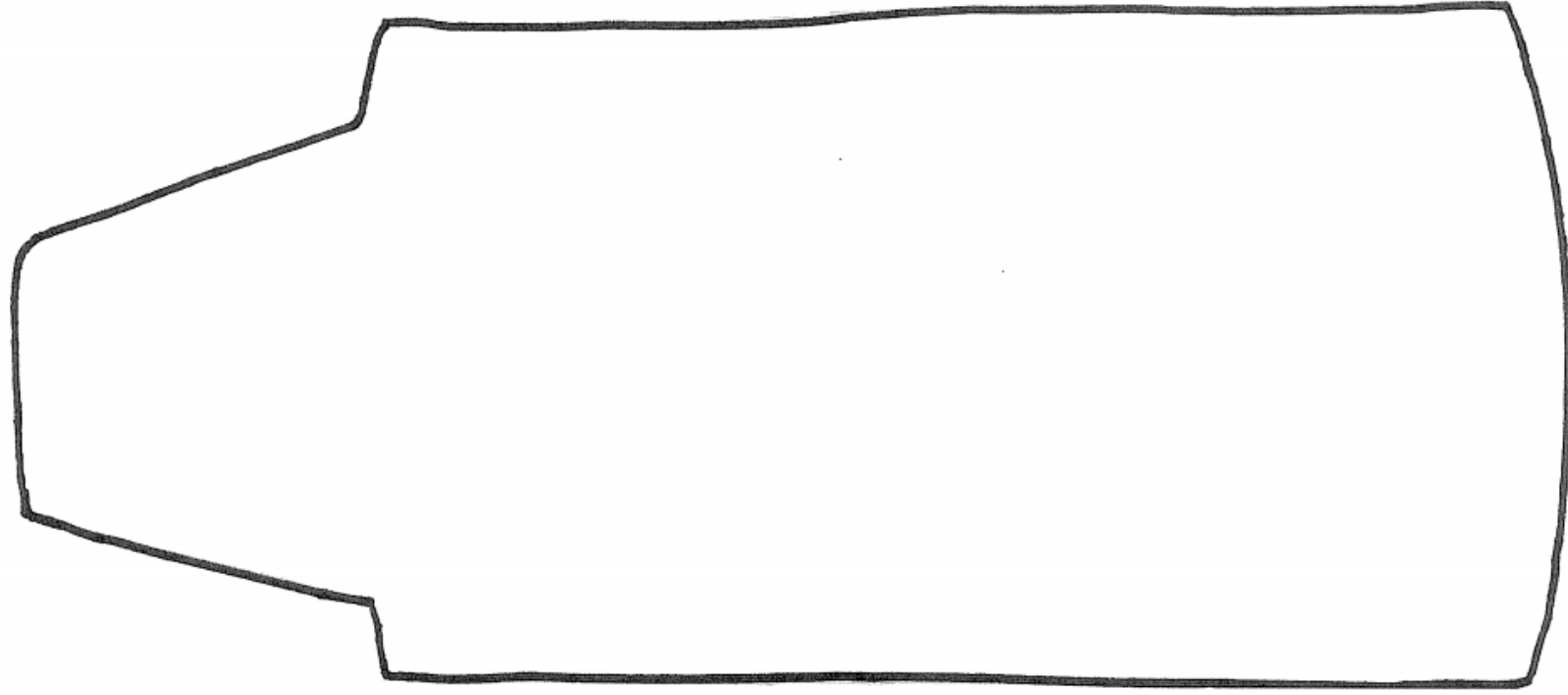
There are ____ members in my family. They are...

Crayon Book Color Craft





All craft pieces together



All craft pieces together

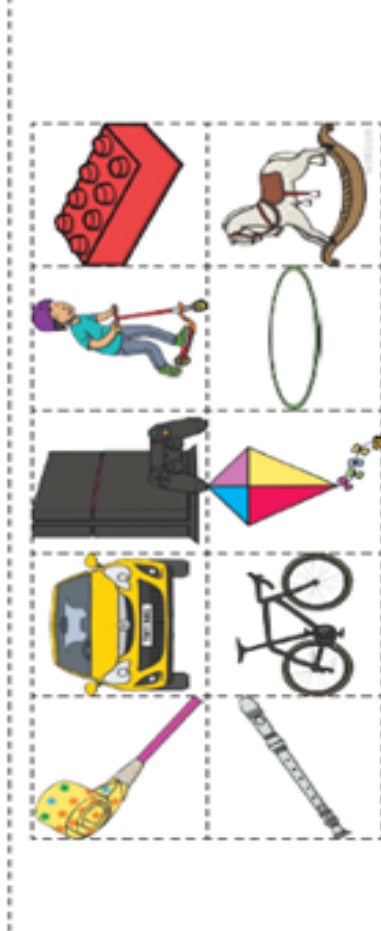
Arms and legs

Push or Pull Toy Sort

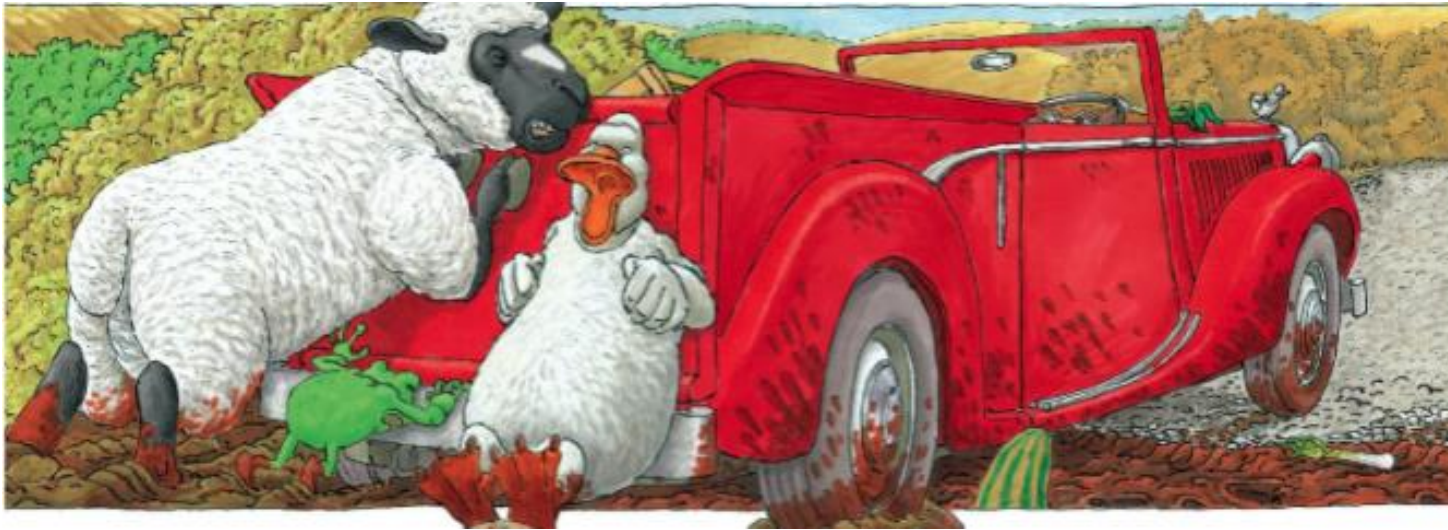
Each time we play with a toy, we are using push and pull forces to make it move.
Look at the toys below. Cut, sort and paste the toys onto the table.

Push	Pull	Both

Draw any more toys you can think of that use the forces of push or pull.



Picture 1



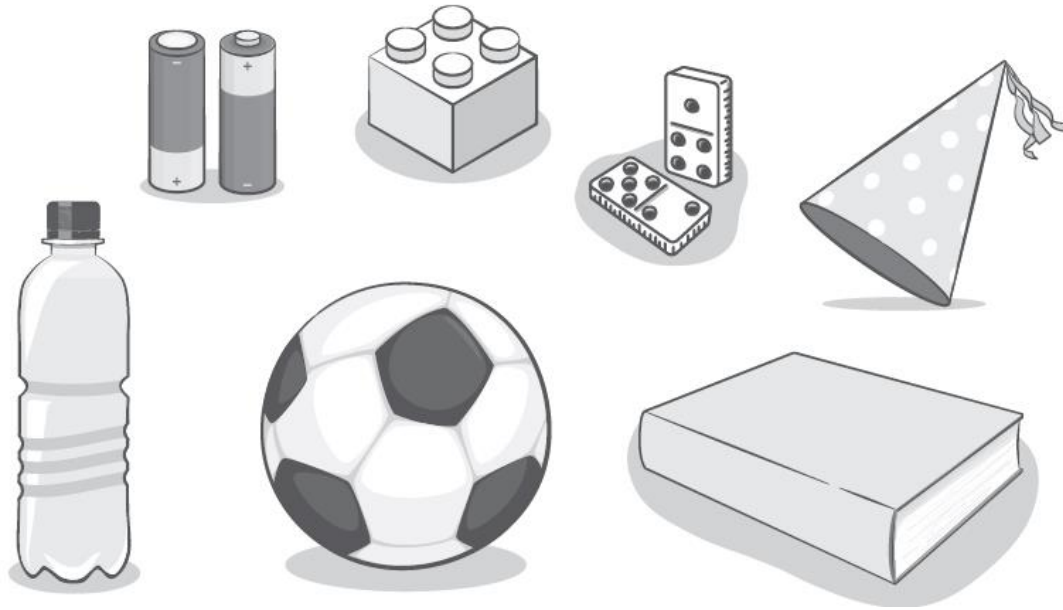
Picture 2



How did it roll?

Object	Easily	Not Easily	Why?
Toy car			
Shoe			
Cardboard roll			
Block			

- 4 Put a circle around the things that can slide. Put a tick on the things that can roll.



Name _____

Date _____

Rectangular Snip

My Favourite Colour
I don't want my crayon to quit:



I need him to:

A large, empty rounded rectangular box intended for writing a response to the prompt "I need him to:".

Yellow and Orange Crayons

Yellow Crayon: Dear Duncan, Yellow Crayon here. I need you to tell orange crayon that I am the colour of the sun. I would tell him but we are no longer speaking. And I can PROVE I'm the colour of the sun too! Last Tuesday, you used me to colour in the sun on

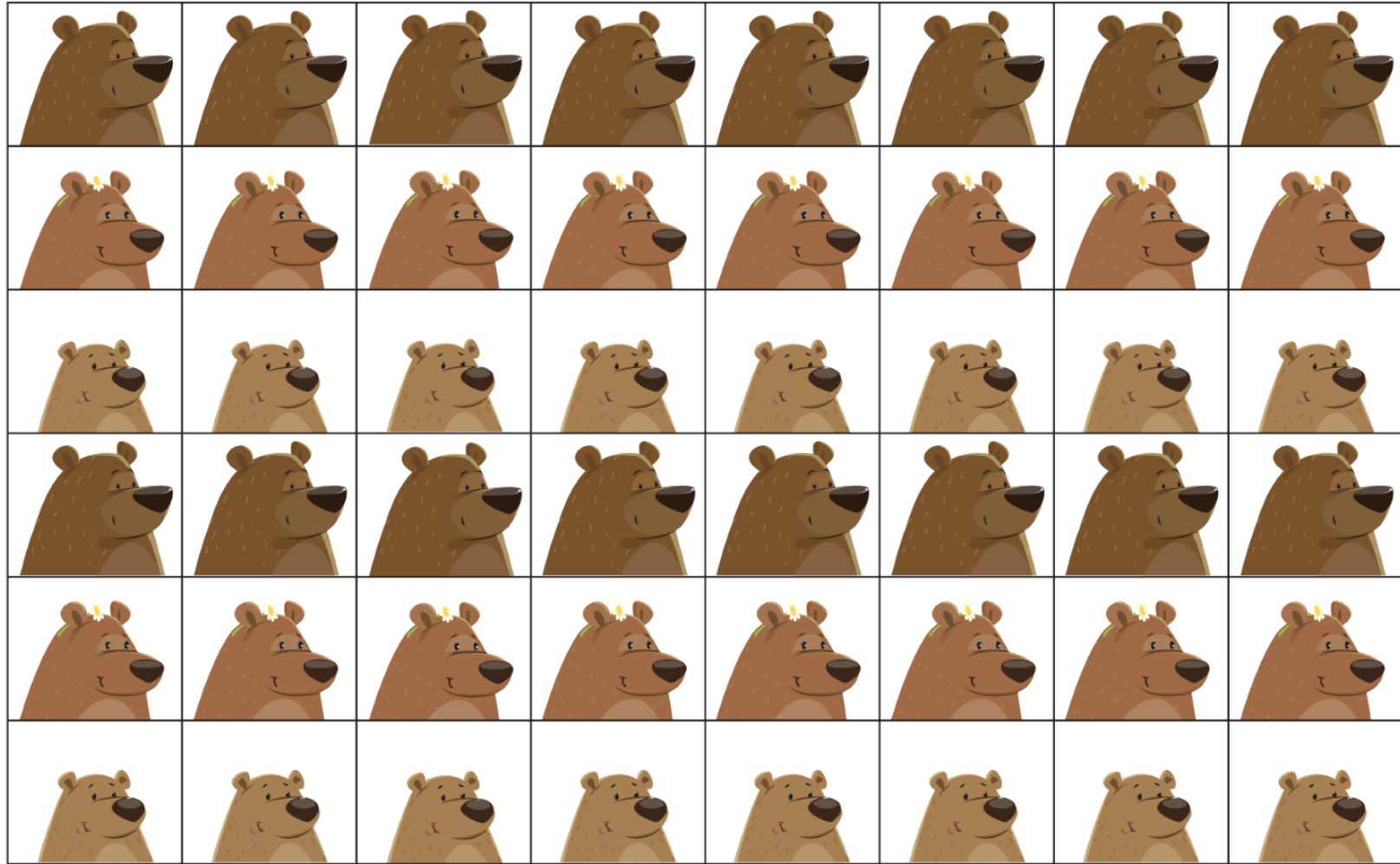
your “HAPPY FARM” colouring book. In case you’ve forgotten, it’s on page 7. You CAN’T MISS me. I’m shining down brilliantly on a field of YELLOW corn! Your pal (and the true colour of the sun), Yellow Crayon.

Orange Crayon: Dear Duncan, I see Yellow Crayon already talked to you, the BIG WHINER. Anyway, could you please tell Mr. Tattletale that he IS NOT the colour of the sun? I would, but we are no longer speaking. We both know that I am clearly the colour of the SUN because, on Thursday, you used me to colour the sun on BOTH the “monkey island” and the “Meet the Zookeeper” pages in your “DAY AT THE ZOO” colouring book. Orange you glad I’m here? Ha! Your pal (and the real colour of the sun), Orange Crayon.

THE THREE BEARS PATTERNING

Cut out the pictures of the bears and make three patterns on the next page.

Write one sentence to describe each pattern.



THE THREE BEARS PATTERNING

Pattern 1

--

Description of your pattern:

--

Pattern 2

--

Description of your pattern:

--

Pattern 3

--

Description of your pattern:

--

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A vertical sequence of six paw prints. From top to bottom: a blue paw print, a yellow paw print, a blue paw print, a yellow paw print, a white rectangular box, and a yellow paw print.

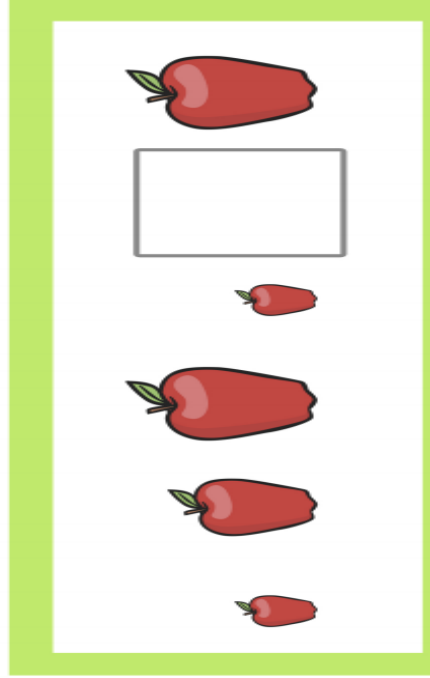
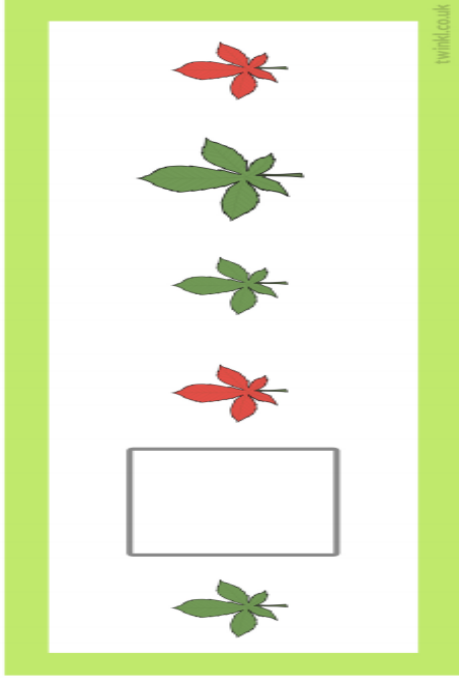
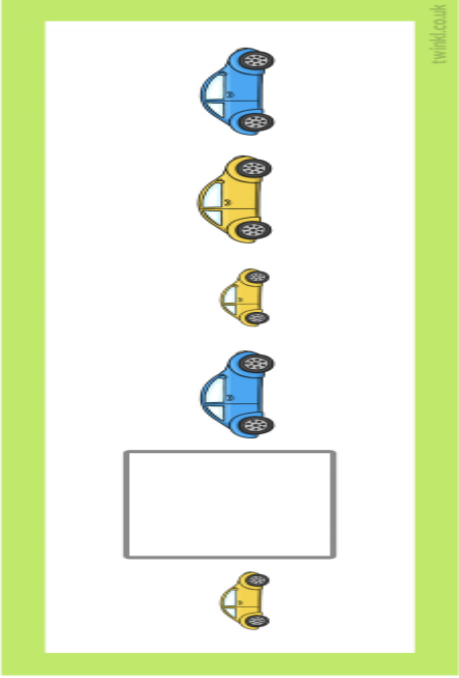
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A vertical sequence of six paw prints. From top to bottom: a purple paw print, a white rectangular box, a purple paw print, an orange paw print, a purple paw print, and an orange paw print.

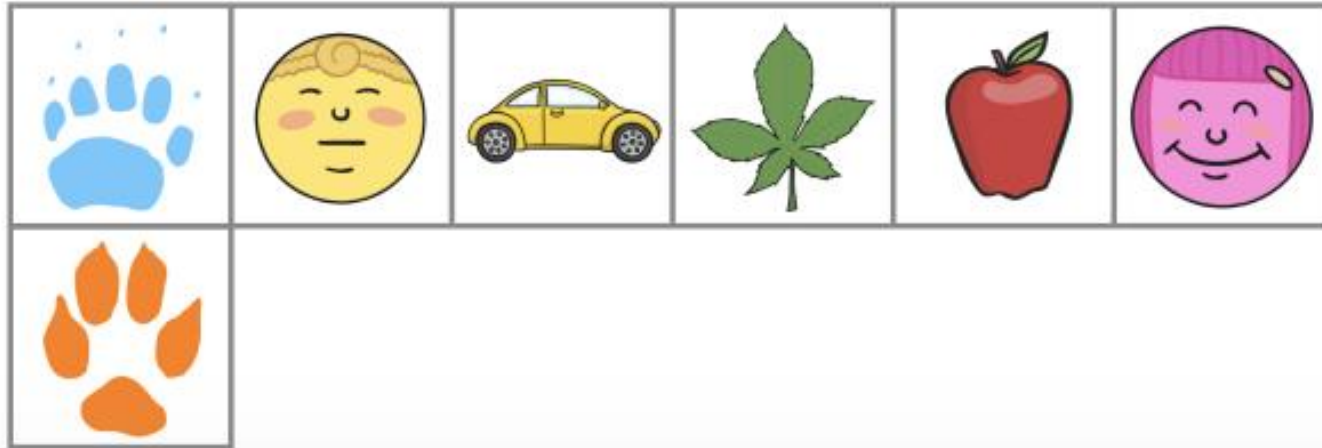
twinkl.co.uk

A vertical sequence of seven faces. From top to bottom: a yellow face with a neutral expression, a pink face with a neutral expression, a green face with a neutral expression, a yellow face with a neutral expression, a white rectangular box, a green face with a neutral expression, and a yellow face with a neutral expression.

A vertical sequence of seven faces. From top to bottom: a red face with a neutral expression, a green face with a wide smile, a white rectangular box, a red face with a neutral expression, a green face with a wide smile, a yellow face with a neutral expression, and a yellow face with a neutral expression.



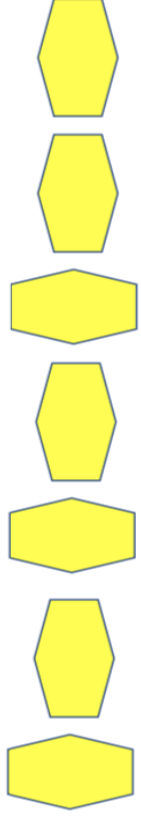
Cut out the squares below and use them to fill in the pattern cards. ✂





Draw a ring around the mistake in each pattern.

1.



2.



3.



Name: _____

Page 2



Draw a ring around the mistake in each pattern.

1.



2.



3.



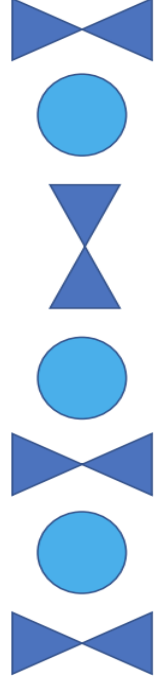
Name: _____

Page 1



Draw a ring around the mistake in each pattern.

1.



2.



3.

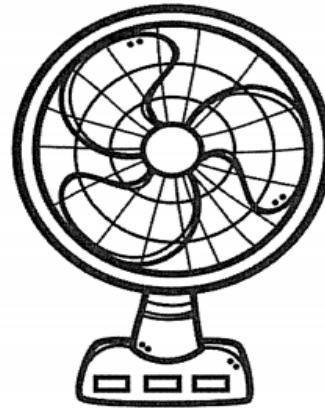


Name:

Page 3

Name _____

Cut, Glue and Copy the Sentence



is	fan.	Here	a
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Name _____

Cut, Glue and Copy the Sentence



has

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bat.

Dad

Name _____

Cut, Glue and Copy the Sentence



has

hat.

Rat

a