

Staying at Home

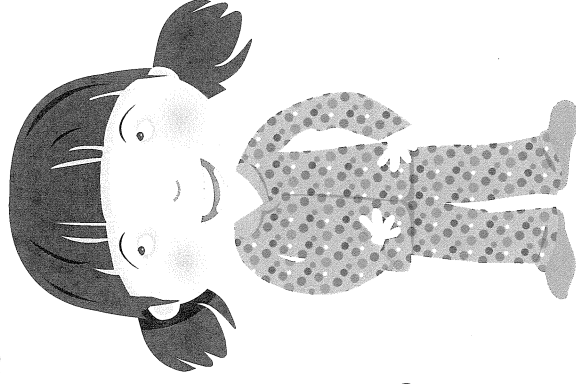
Molly hated going to school. She would rather be at home where she could stay in her pyjamas all day and not have to wear her school uniform. At home, she could raid the cupboard whenever she wanted and eat whatever food she felt like. She could watch TV, play computer games, go outside or just do nothing!

At school, Molly had to do everything the teacher told her. She could only eat what was in her lunch box. She kept getting in trouble for lying on the floor when the teacher was talking... and for taking her shoes off!

Sadly, at home, Molly had no one to play with, no one to talk to and no one to eat with. Sometimes, she got bored at home and got sick of watching the same TV show.

Molly enjoyed being with her friends at school. She liked doing all the different art and craft activities and looked forward to playing the musical instruments in music class on Fridays.

Soon, Molly started to like going to school, but she still loved being at home on the weekends where she could have a 'pyjama day'!



Staying at Home

1. Create a pros and cons list for Molly staying at home.
2. Create a pros and cons list for Molly going to school.
3. What is something Molly can do at school that she cannot do at home?
4. Create a Venn diagram for your own home and school life.

CRAZY CREATIVE CHALLENGE

Create your own 'All about Me' poster.

Draw a picture of yourself with some of the following details:

- Name
- Birthday
- What I like learning about
- Friends
- Favourite Activity
- Food
- Why I am Special

Name _____

Date _____

Staying at Home

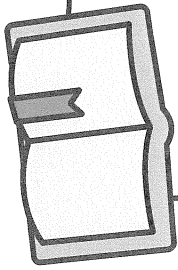
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BOOK REVIEW



Book summary:

Favourite part:

TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite:

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Spelling Lists

List 1

List 2

List 3

List 4

List 5

about
after
again
an
any
as
ask
ate
away
been
before
best
boy
by
call
came
could
day
down
eat

every
family
find
first
from
funny
give
going
had
have
help
her
here
him
his
how
if
into
jump
just

know
let
live
long
look
man
many
may
much
must
new
now
of
off
old
one
open
or
out
over

play
please
pretty
put
read
ride
right
round
saw
say
some
soon
stop
story
take
tell
thank
their
them
then

these
think
three
two
under
us
use
very
walk
want
well
went
were
when
where
which
why
work
would
your

Name _____

Date _____

Simple Sentences

Underline the subject and the verb in these simple sentences.

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our bird bath.
- Tom can read chapter books.
- I went to the beach.

Use the correct word from the word bank to complete the sentences.

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat _____.

My brother likes to play with his toy _____.

Evie went swimming in the school _____.

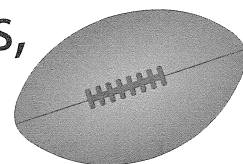
The jet _____ has two wings.

My _____ team won the final match on the weekend.

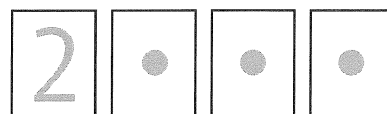
There were ten red _____ ready to be picked.

I went for a long ride on my _____.

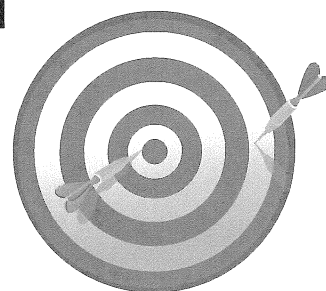
4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?



6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?



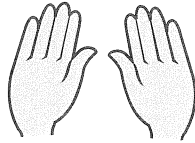
Addition mental strategies – doubles and near doubles

Doubles facts are the same number added together.

$3 + 3 = 6$ is the same as saying double 3 is 6.

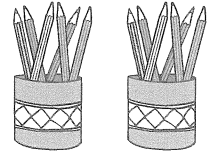
1 Write a doubles fact to match each picture:

a Double the fingers:



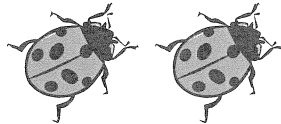
If I double I will get

b Double the pencils:



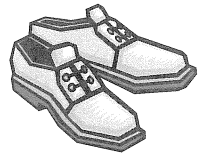
If I double I will get

c Double the spots:



If I double I will get

d Double the lace holes:



If I double I will get

2 Use these addition frames to double each of these numbers as quickly as you can:

5

7

9

2

12

8

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

3 Complete the grid below so that the question in the top row matches the answer in the bottom row. The first one has been done for you.

$2 + 2$		$3 + 3$	$4 + 4$			$7 + 7$	$8 + 8$	
$= 4$	$= 10$			$= 2$	$= 12$			$= 18$

Once you know your basic double facts, you can use them to double bigger numbers
e.g. $12 + 12 = 20 + 4 = 24$



THINK

4 Double these:

a $10 \rightarrow \square$

b $12 \rightarrow \square$

c $16 \rightarrow \square$

d $14 \rightarrow \square$

Looking at whole numbers – ordering numbers

When we place numbers in order, we need to look carefully at the position and the value of each digit. Are these numbers in the right order?

345, 354, 453, 534

We are now going to practise working with numbers up to 1 000.

1 Here is a section of a hundred chart. Complete the missing numbers:

221	222	223		225	226	227	228	229	230
231	232		234	235	236		238		240
241		243	244	245	246		248	249	250
251	252	253	254		256	257	258	259	260
	262		264	265	266	267	268	269	270

2 Imagine this chart continued into the 300s. Complete the missing numbers from these parts:

a

	362	
--	-----	--

b

	378	
--	-----	--

c

351

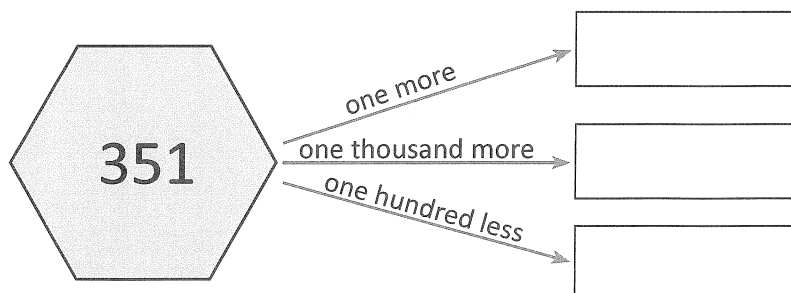
d

	332	

e

	311		

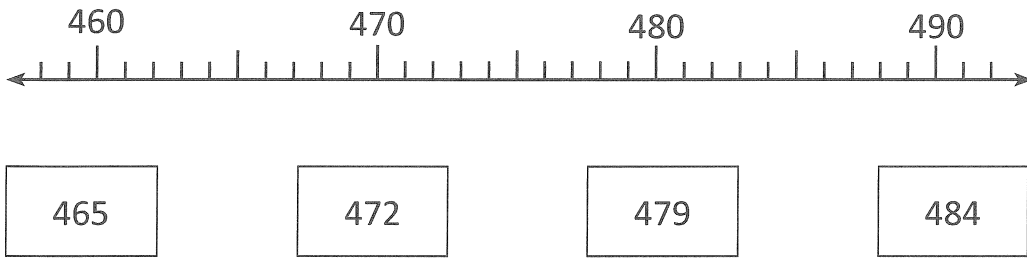
3 Create these numbers:



Looking at whole numbers – ordering numbers

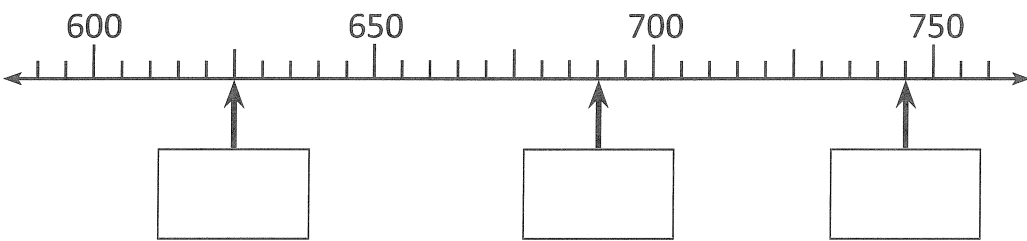
4 Think about the position of the numbers on the number lines.

a Draw a line to connect the number in the box to where it sits on the number line:



Check the scale carefully on these number lines.

b Write the numbers in the blank boxes:



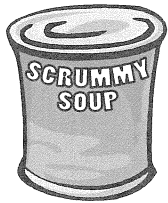
5 Label the weight of each tin using a number from the box:

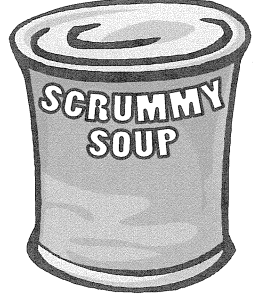
a


220 g

420 g

110 g







b

140 g

825 g

400 g

