



LEARNING

- FROM -

• HOME •

## **ABOUT THIS PACK**

This teaching resource has been handpicked by teaching staff to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

This pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow students to complete the work with minimal preparation and supervision.

The pack is designed to allow non-teachers to understand and implement the activities in a home environment without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

## **FOR PARENTS**

Non-teachers can deliver this pack by providing a helpful table of contents and activity overviews. All activities are age-appropriate and most will relate to work that your child has experienced in the classroom.

The activities can be completed in any order and have been selected to allow parents and guardians to easily implement them.

# CONTENTS

## English

### *Handwriting Preparation*

#### **Tracing Lines - Fine Motor Skills**

A set of lined tracing worksheets. Use these worksheets to model pencil grip, directional pushes and pulls of a pencil and/or have your student complete the activity. This will help your students when they begin to form letters during writing.

### *Letter names and initial sound recognition*

#### **Alphabet Set A - Z**

A set of alphabet letters to develop letter recognition and common sound each letter makes (A - apple, animals, B - Banana, Ball, Bat...) Find things on your device, in the house or outside that begin with each letter, you could also use books/shopping catalogues, etc. to find items that begin with each letter. Select only a few of the letters and have students work their way through each letter.

### **Reading**

Take time to read a variety of books with your child and talk about...What is happening in the book? Who are the characters? Where is it happening? What did you think? Has this happened to you? How do the characters feel?

### **Sequencing**

Pictures of people doing daily activities - talk about what is happening and order 1 to 3 as in first, next and then, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> or beginning/middle/end.

## Maths

### **I can count**

Numbers 1 - 5 worksheets for students to practise number recognition and writing. Find the numbers on your device.

## **Little Number Books (1-5)**

A set of little books to assist students with number recognition and understanding numbers 1-5. This resource includes a little book for each of the numbers from 1-5.

## **Shape and Puzzles**

### **Key - cutting activities**

What shape can you see? Model cutting and pasting activity, talking about shape you see or have student do the activity with level of assistance they need.

### **Positional words**

Talk to your child and play games with their favourite toys placing them in different positions in the house e.g. UNDER the table, BEHIND the door, INSIDE the cupboard, ON TOP OF, BESIDE/NEXT TO. Use positional worksheets for further understanding.

### **Measurement**

Look at and compare items around the house or outside according to length and weight. Focus words are LONGER/SHORTER/SAME, HEAVIER/LIGHTER/SAME, BIG/SMALL.

## **OTHER**

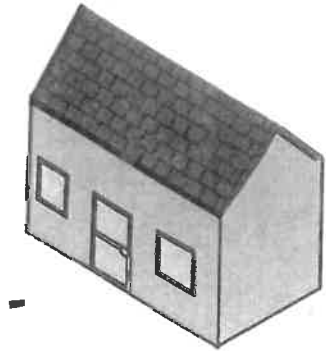
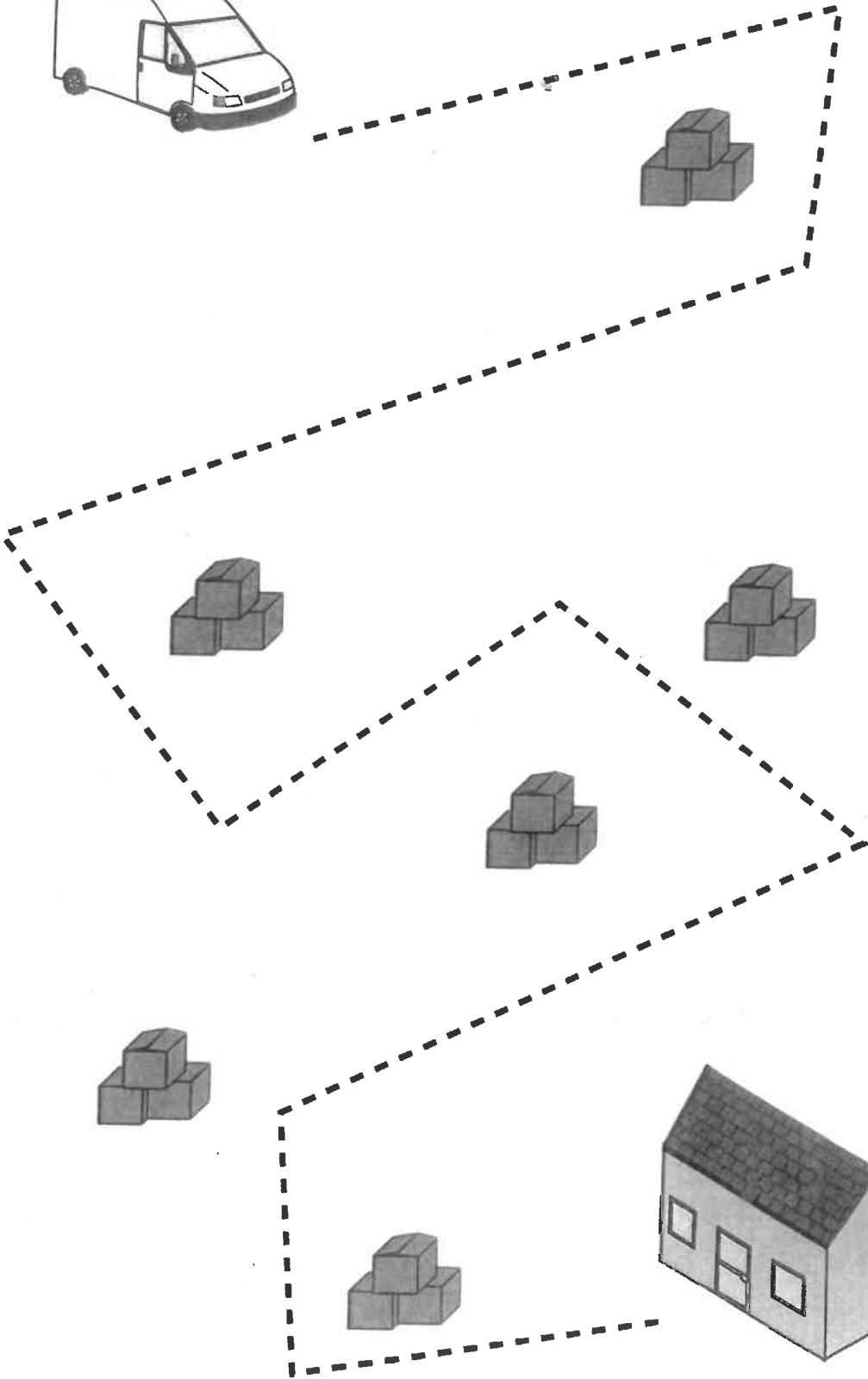
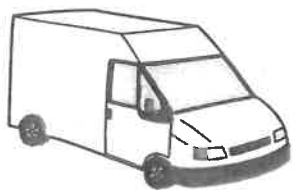
### **All about my family**

Work through book, look at photos and discuss your family.

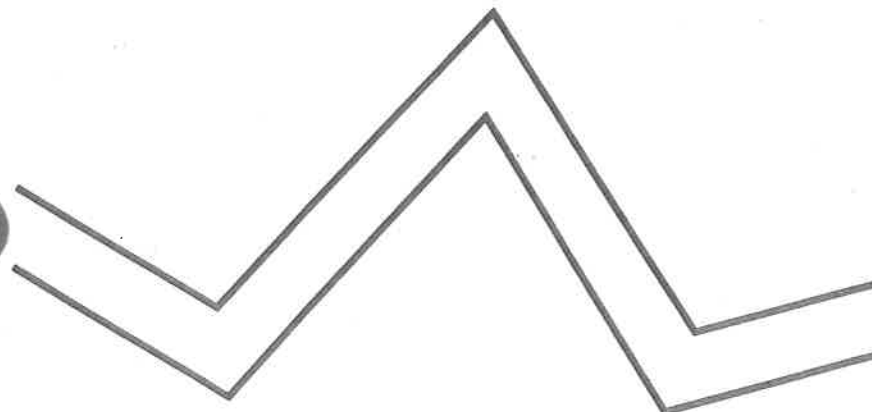
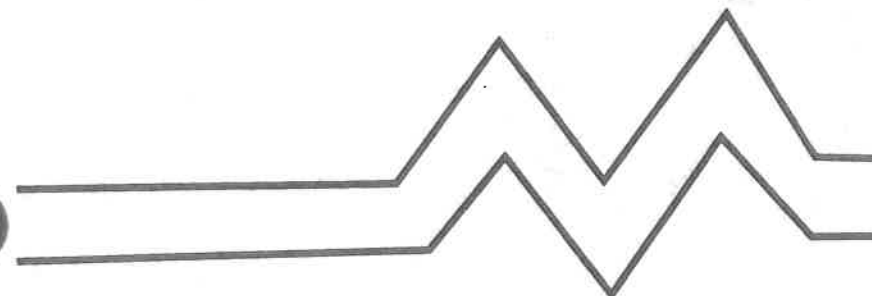
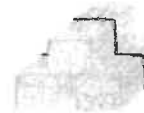
### **Toys & games sort**

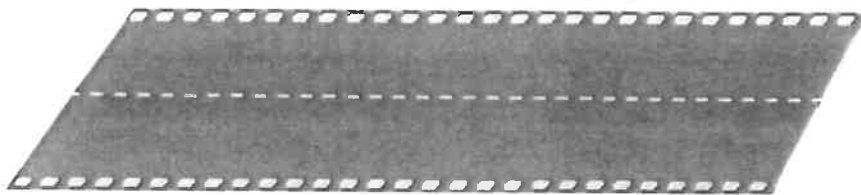
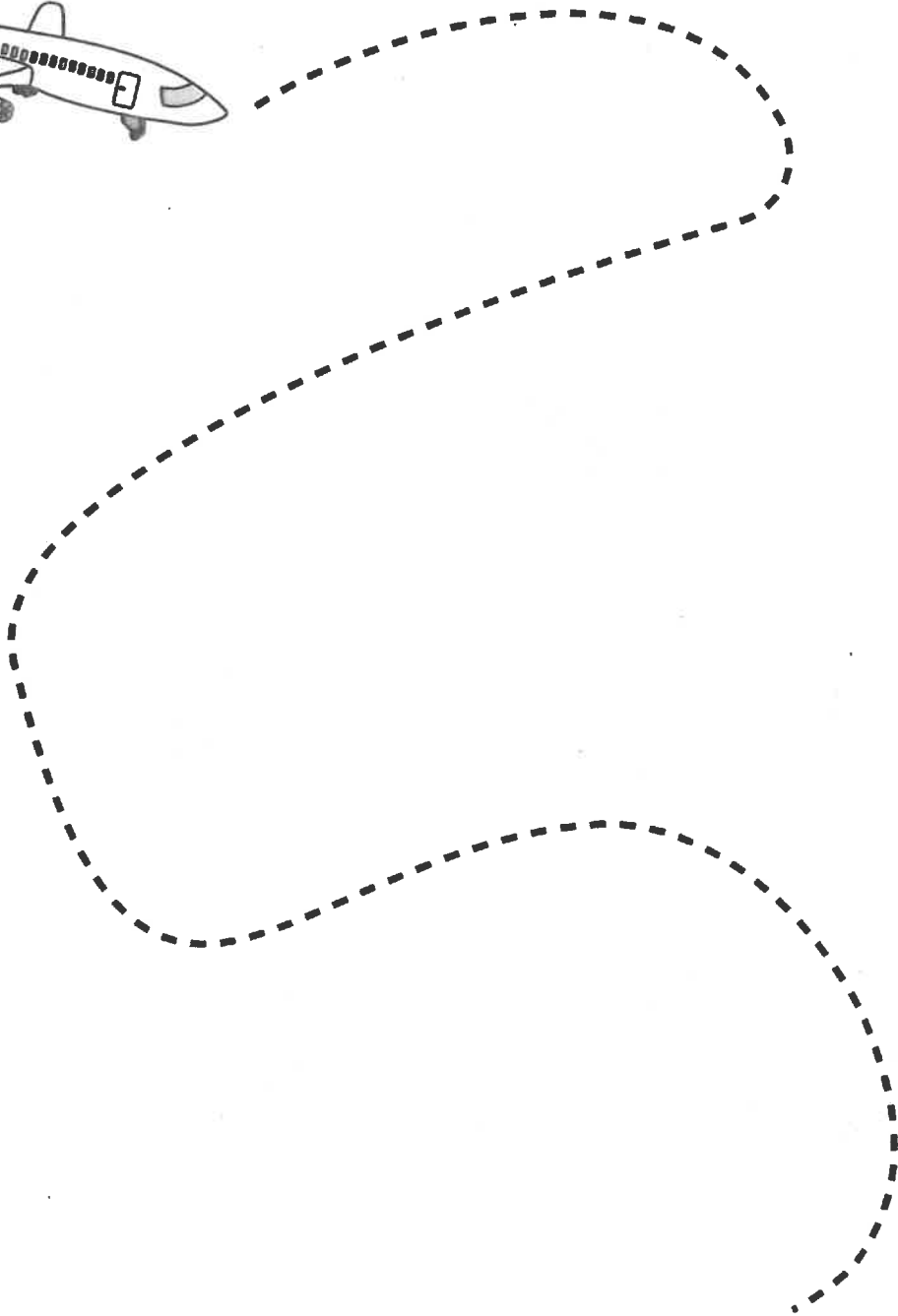
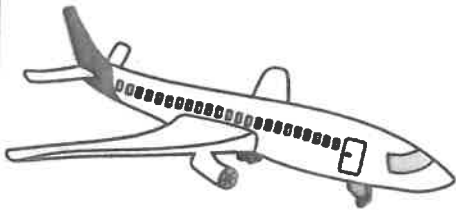
Cut and sort pictures into categories with your students. Categories could include - Like/Dislikes, Indoor/Outdoor activities, Team play/Individual play.

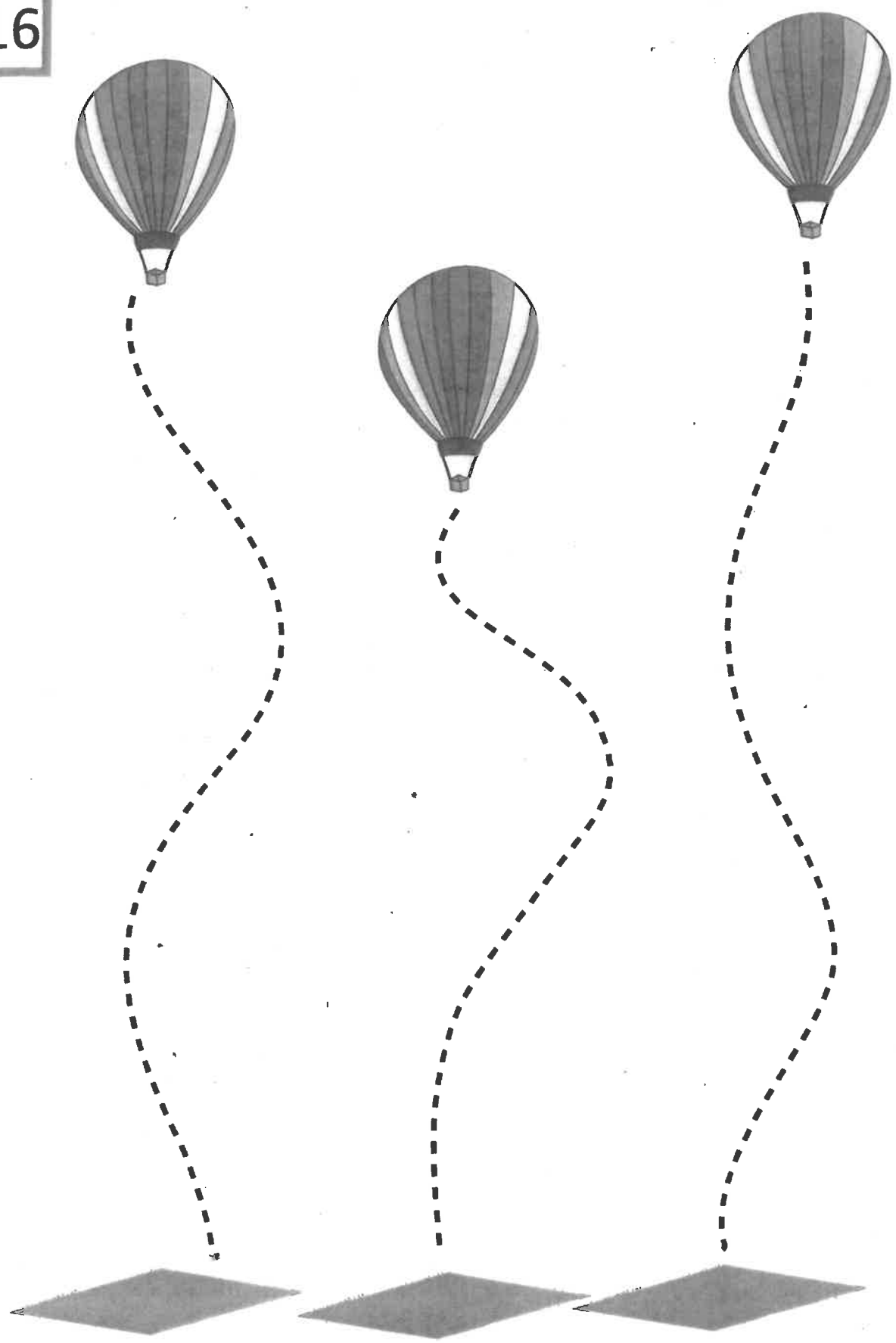
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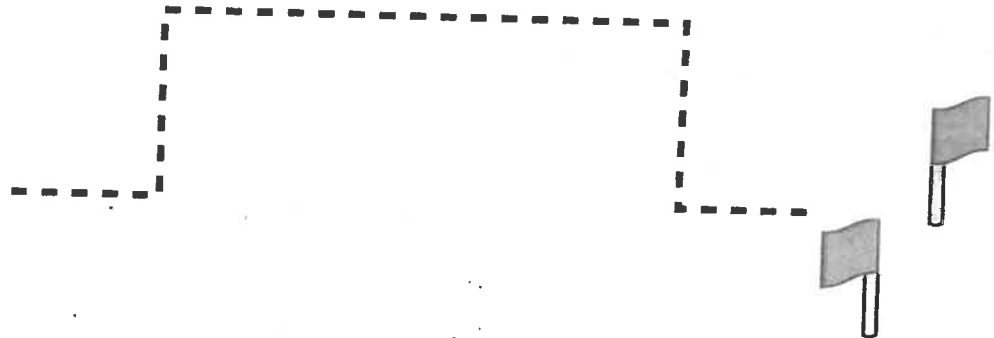
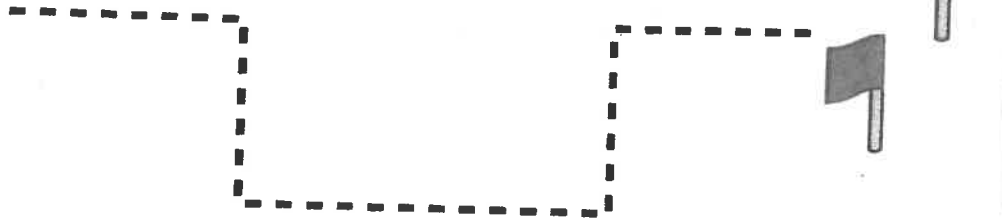
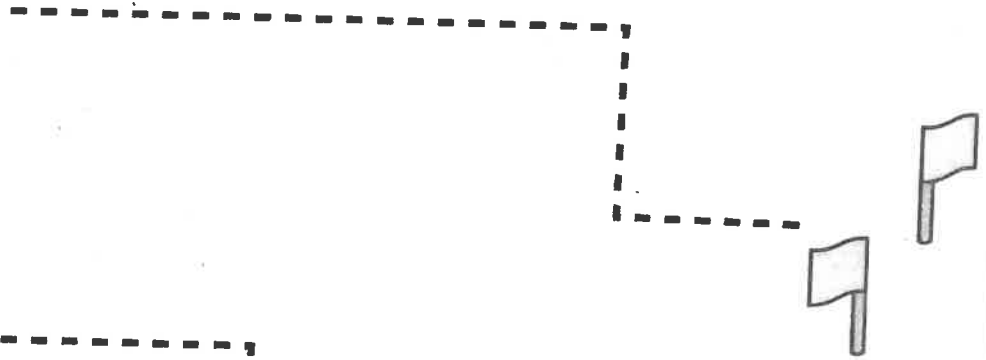
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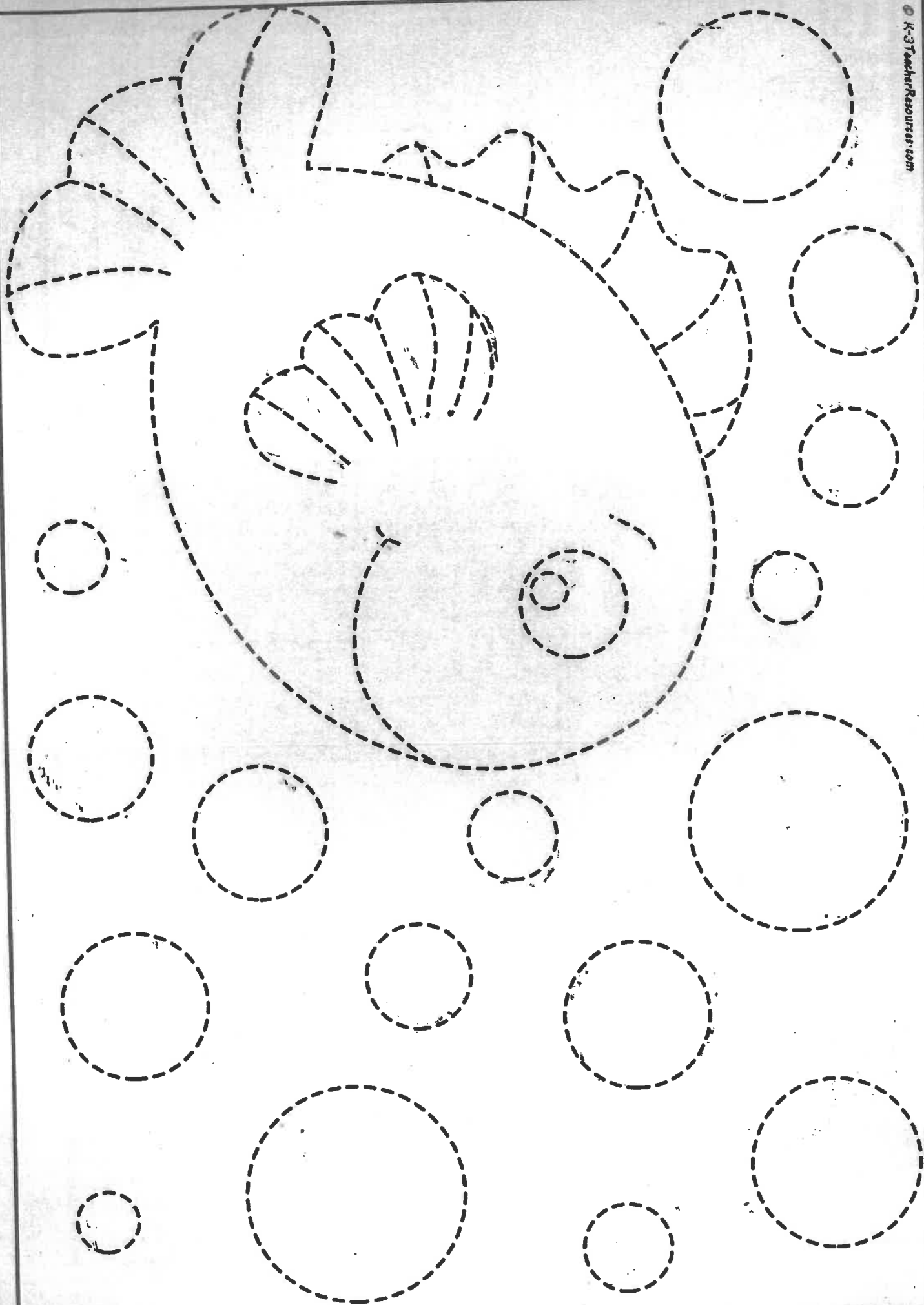


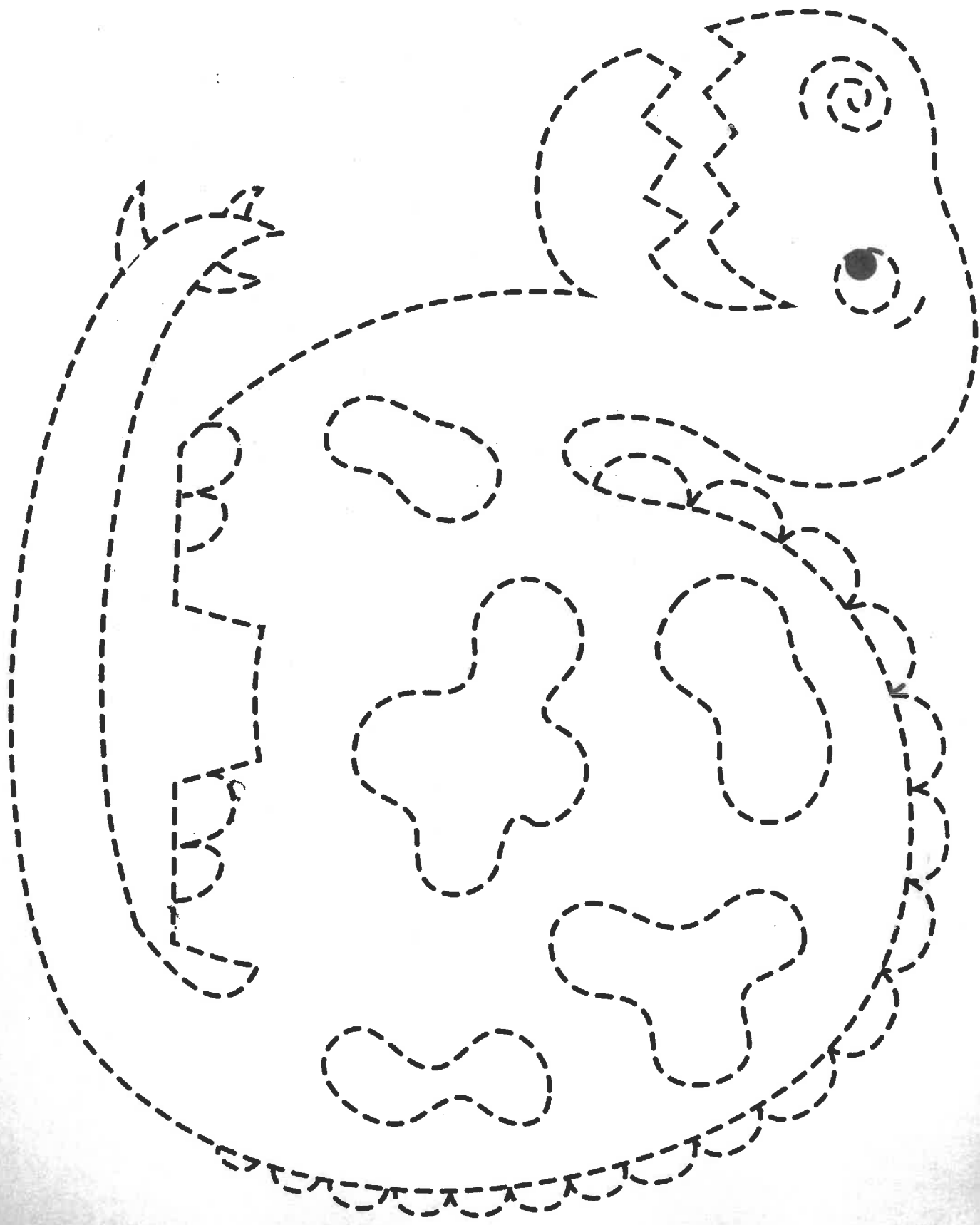




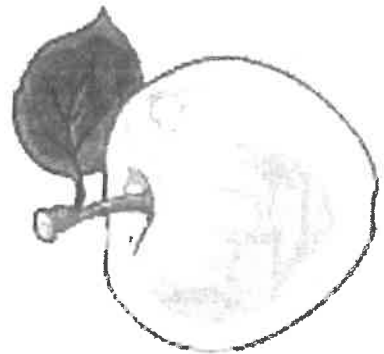
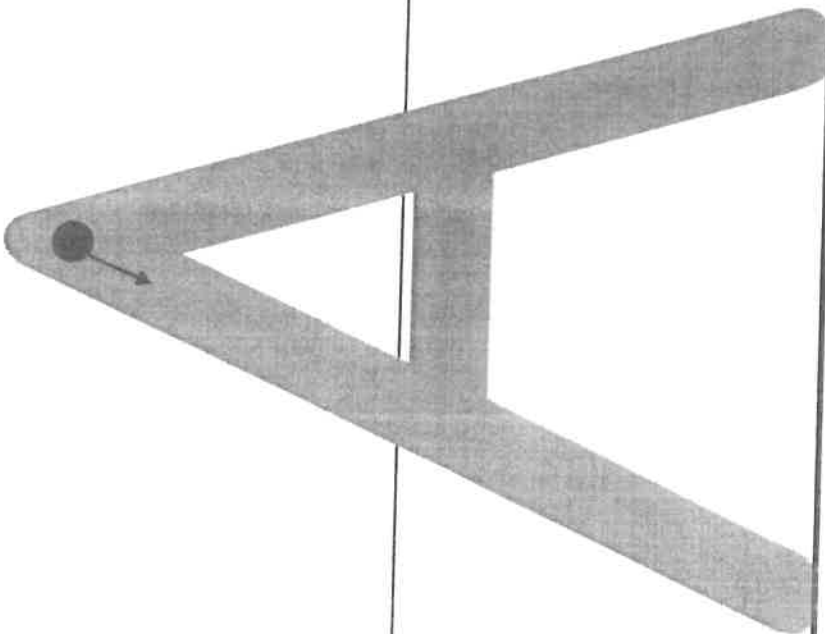
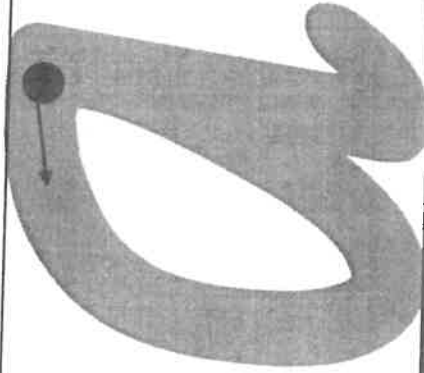
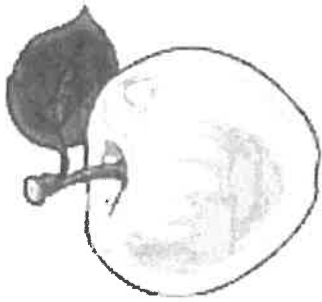


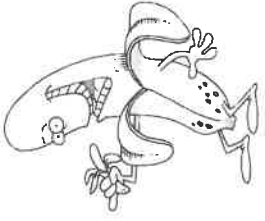






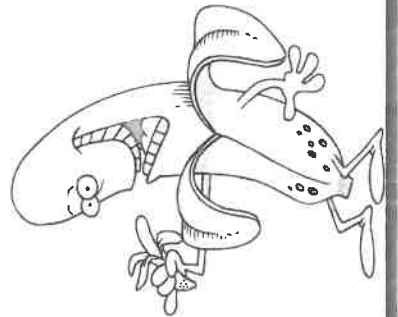


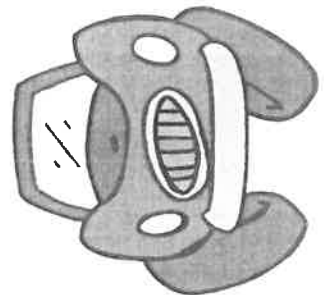
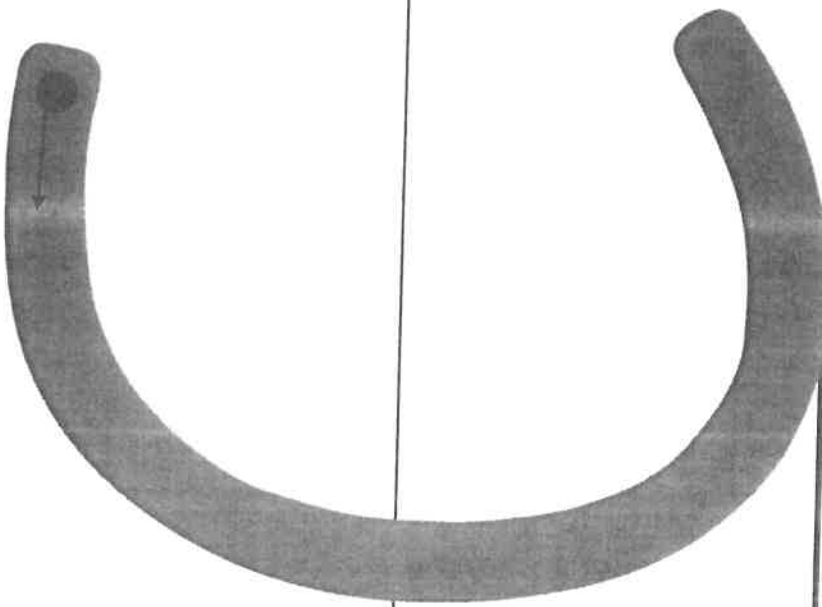
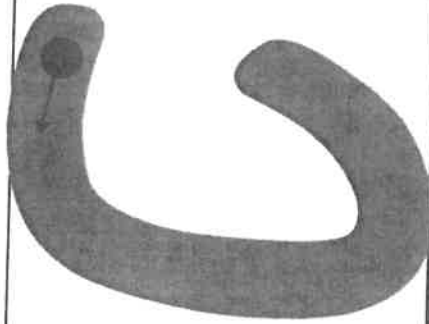
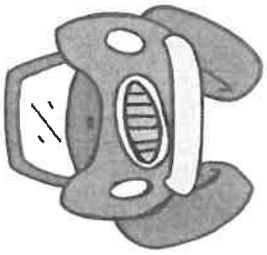



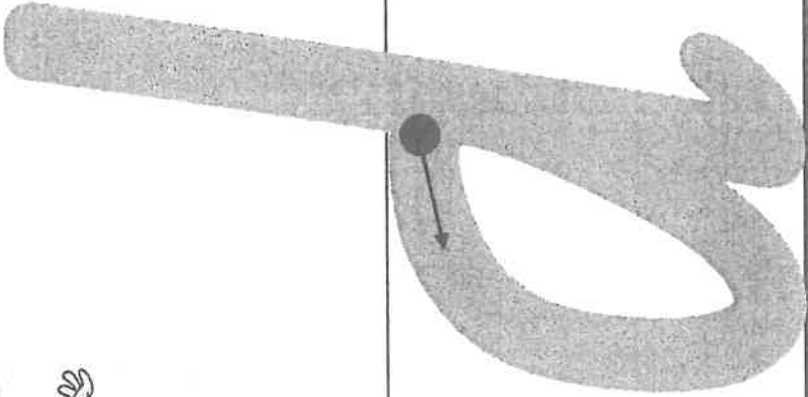


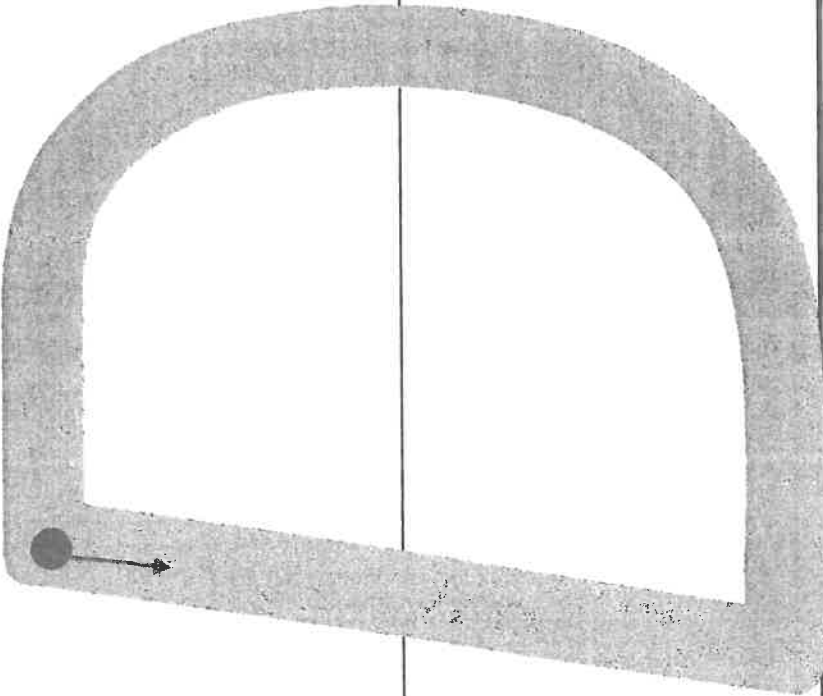

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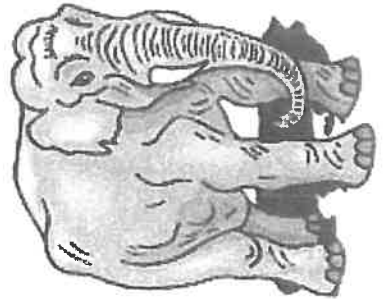
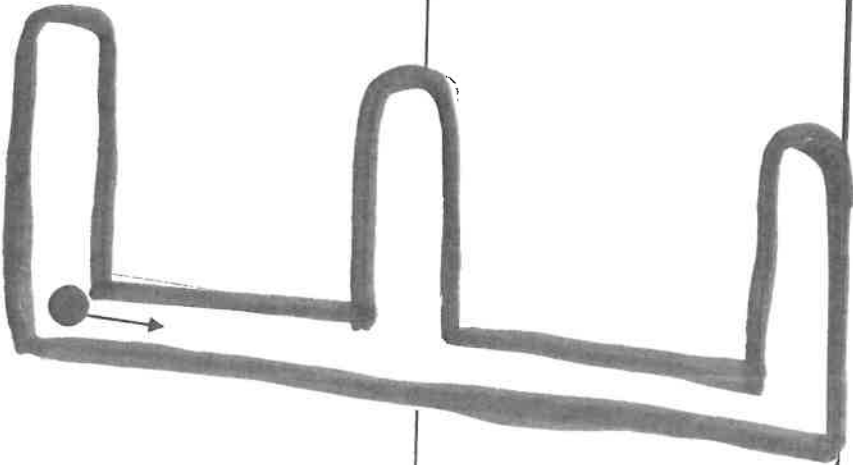
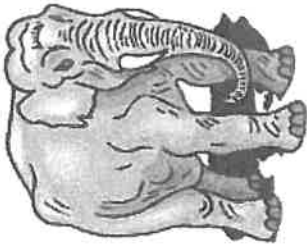


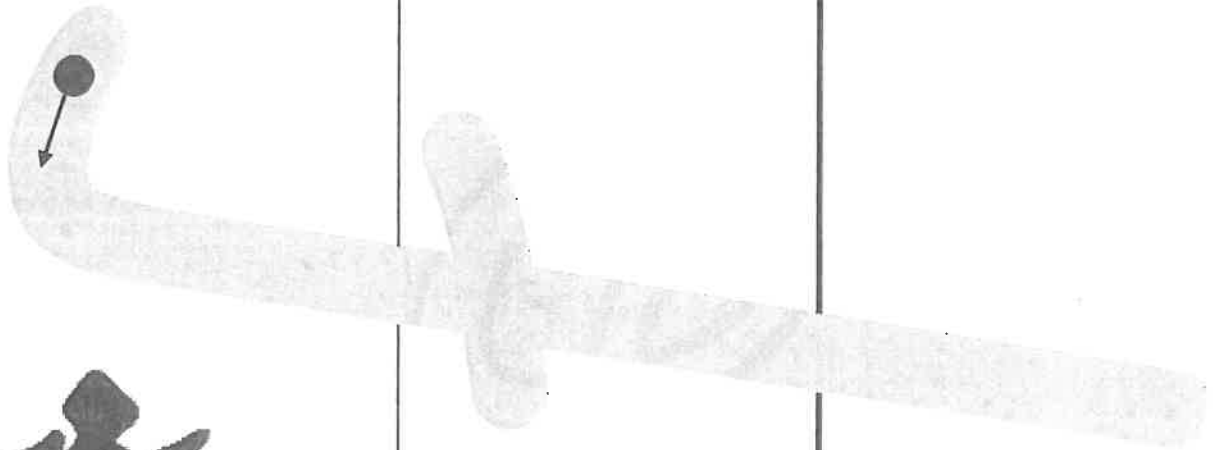


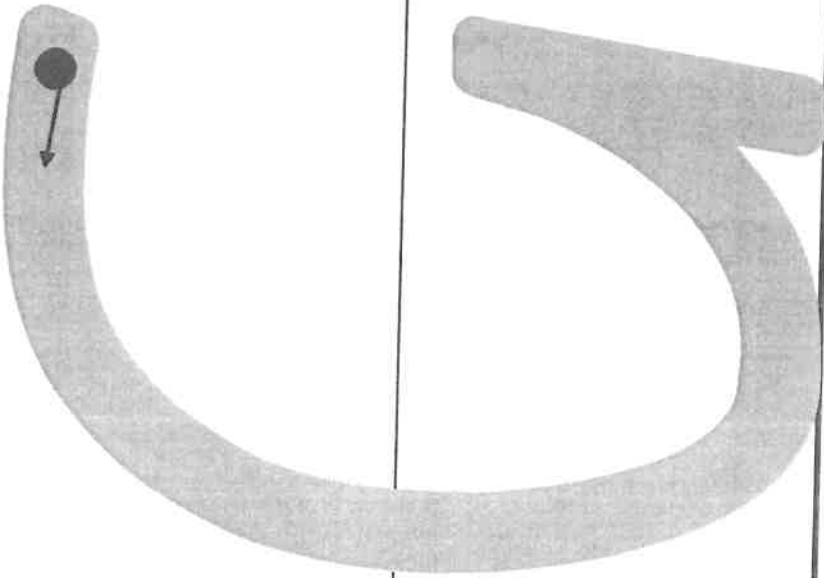
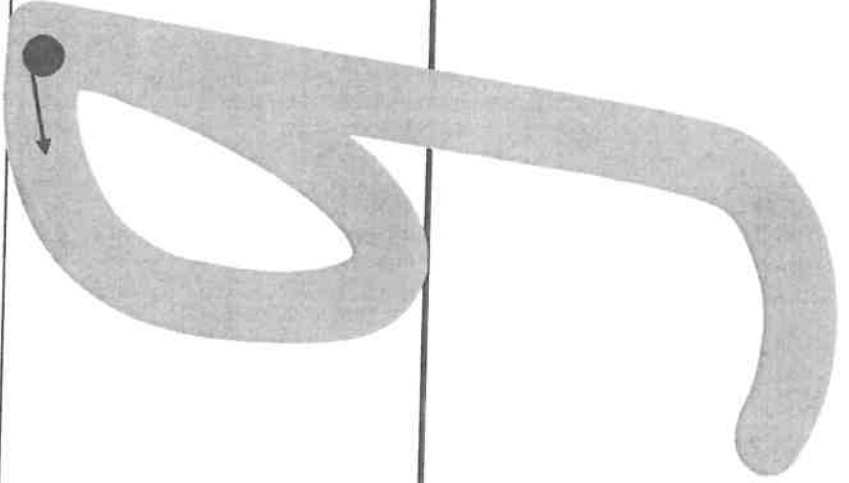
		
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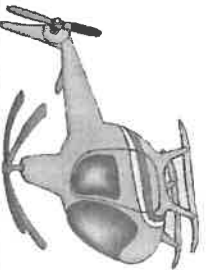

		
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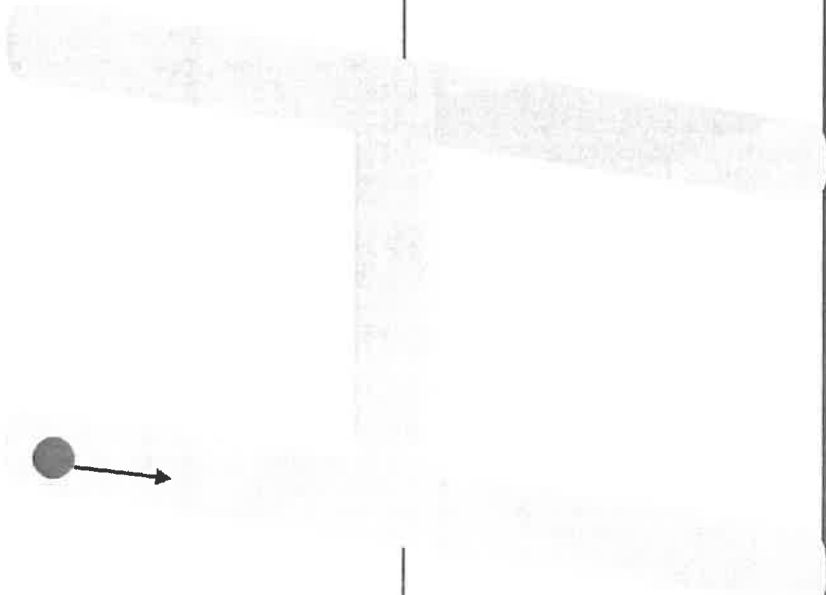
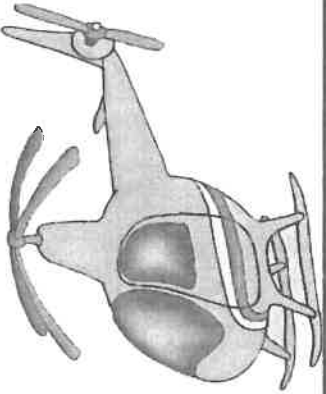


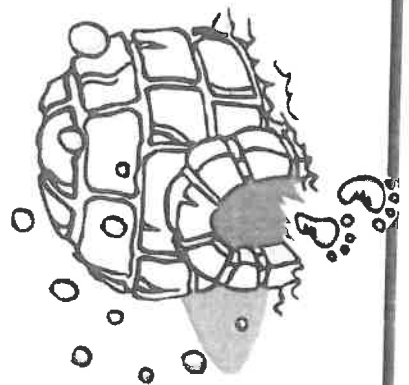
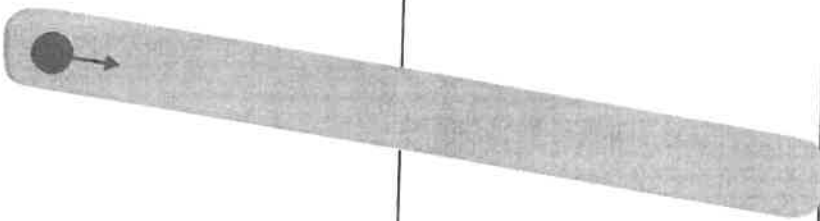
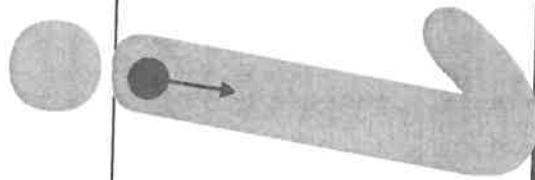
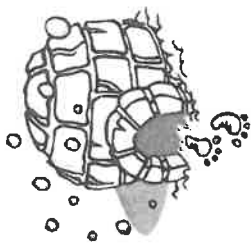


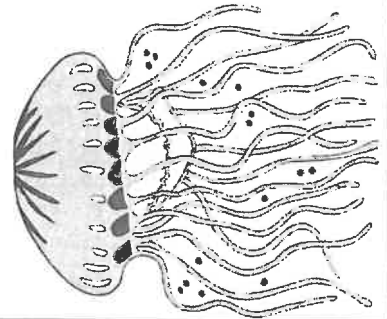
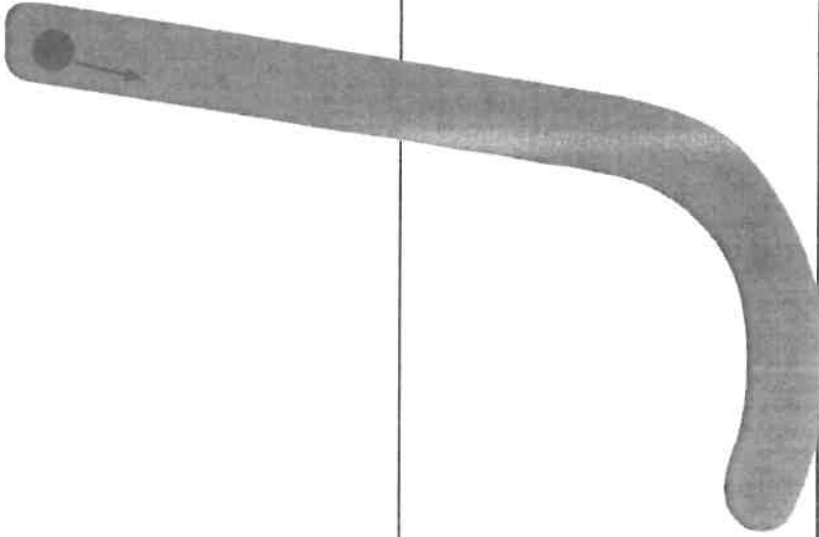
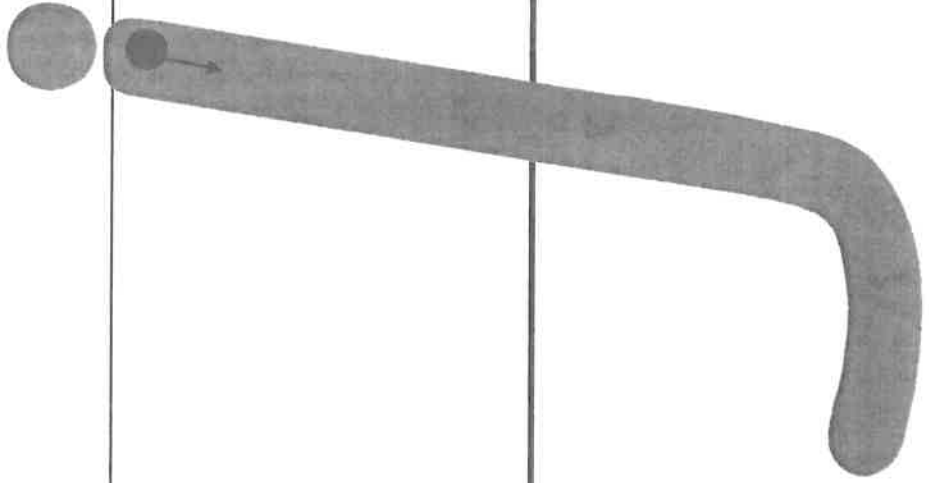
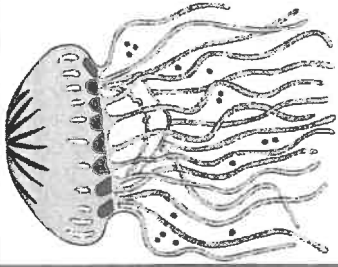




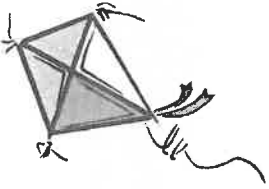
		
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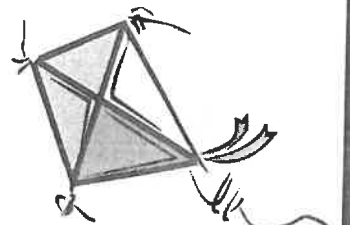


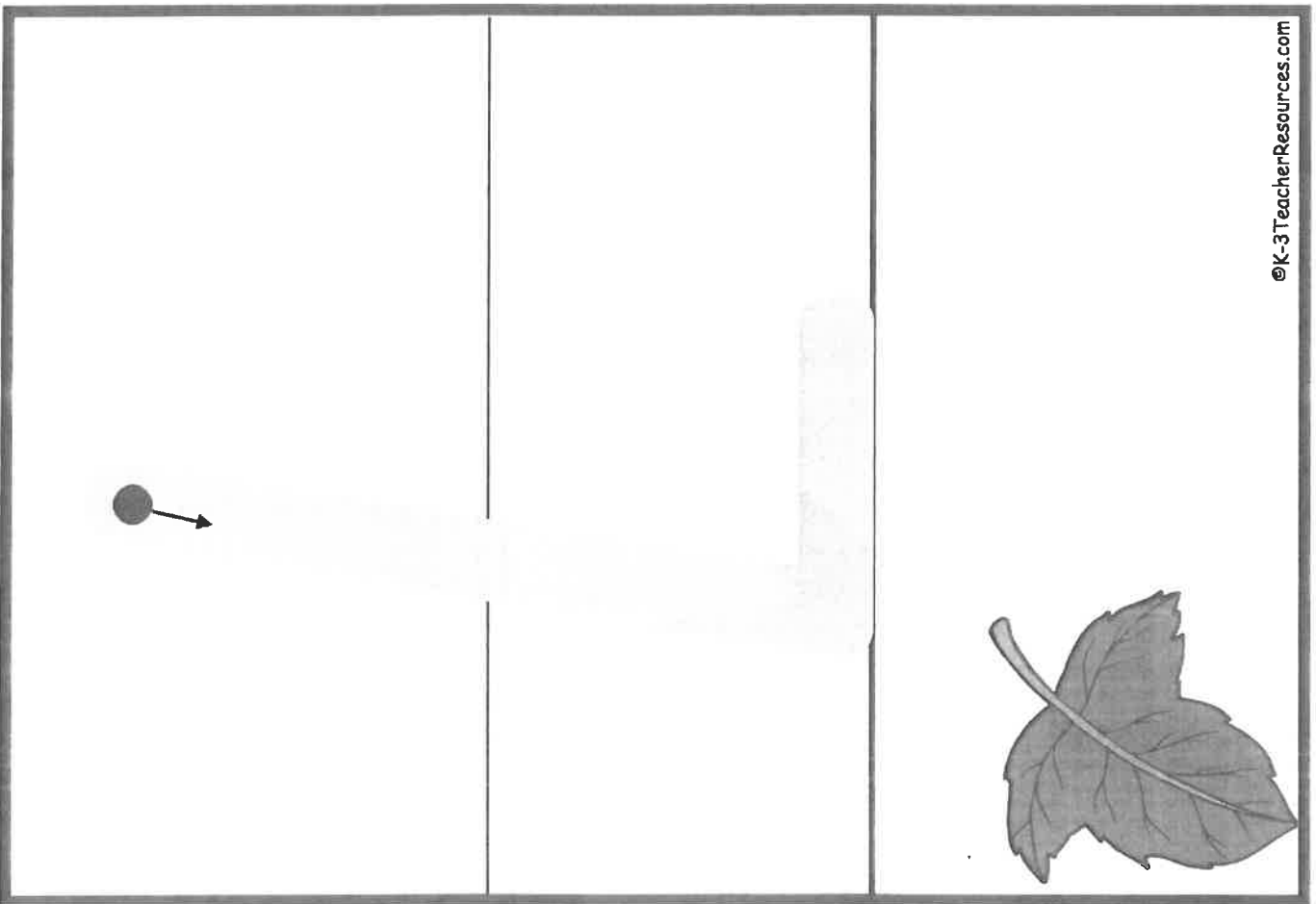


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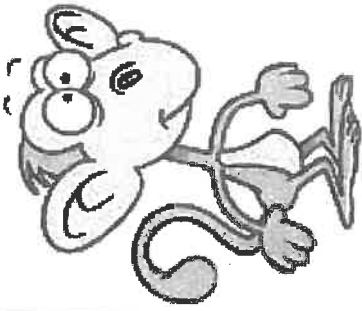


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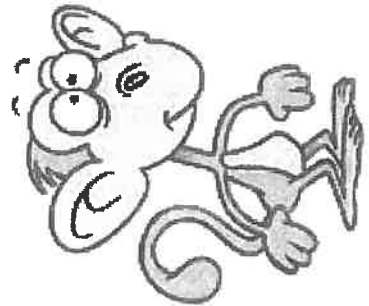


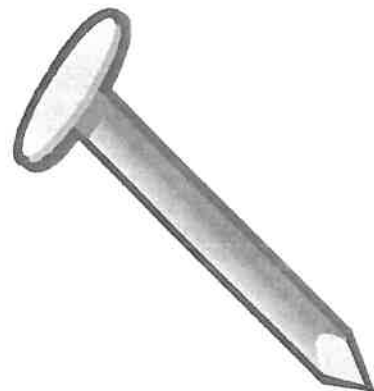
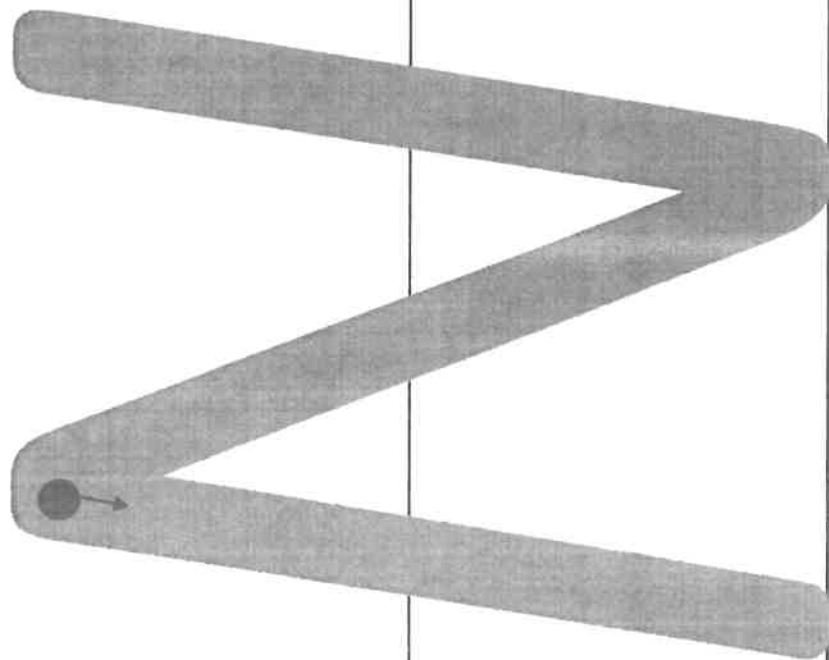
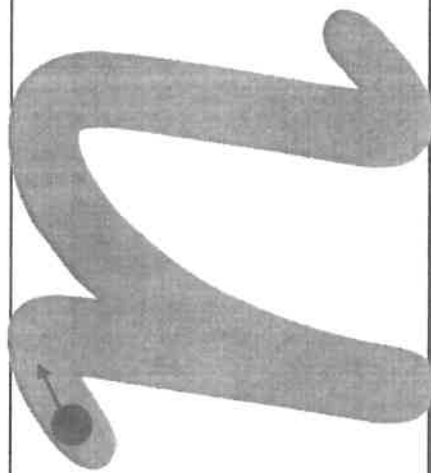


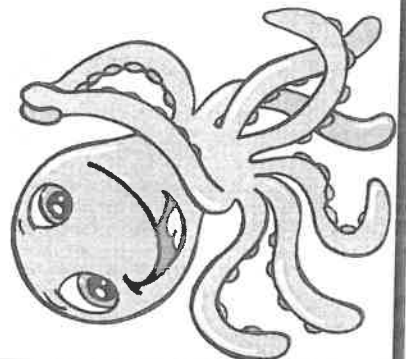
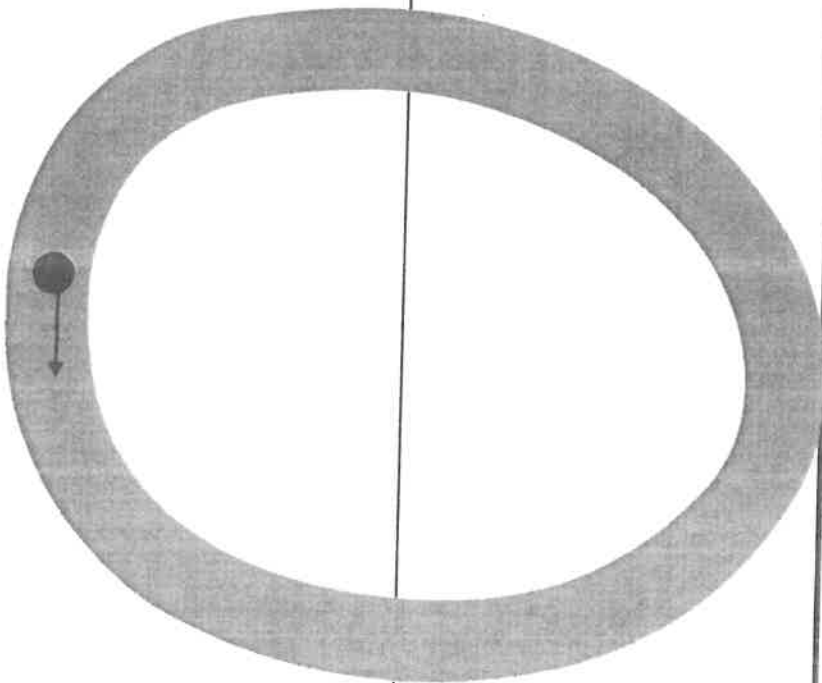
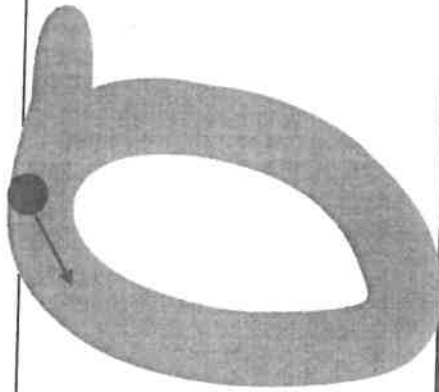
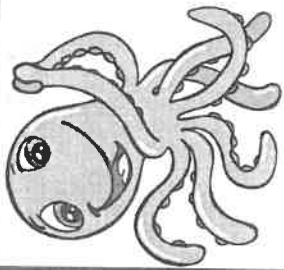


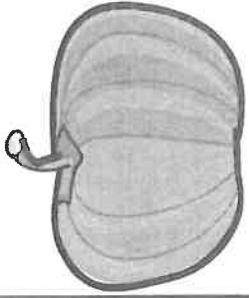
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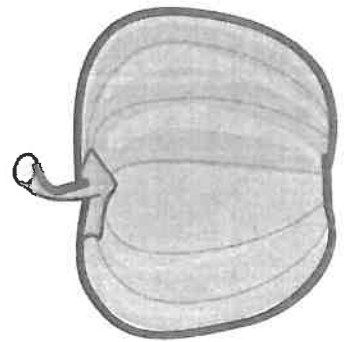






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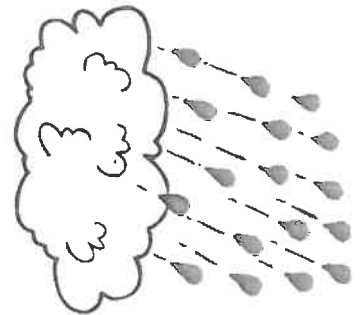
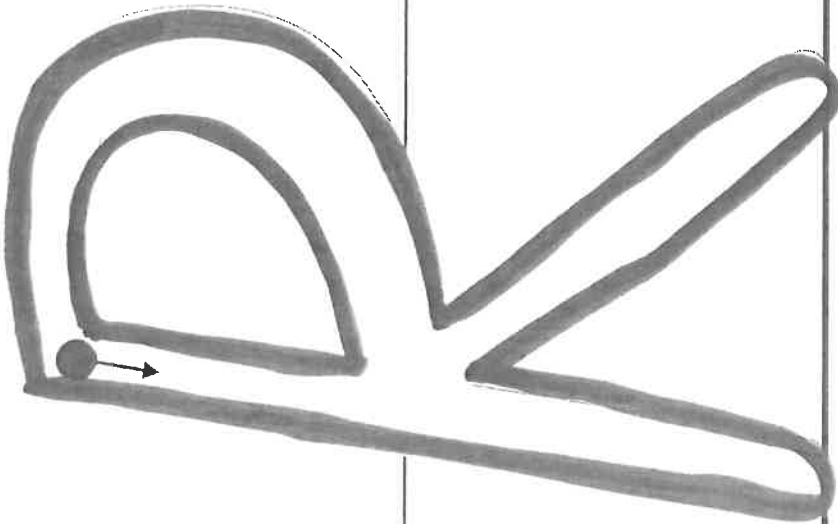
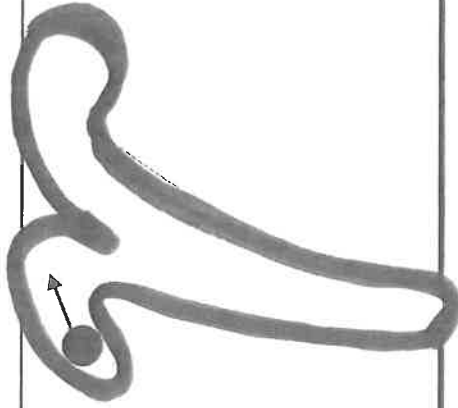
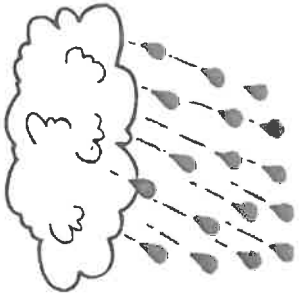




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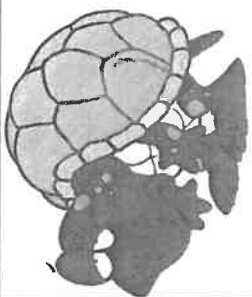




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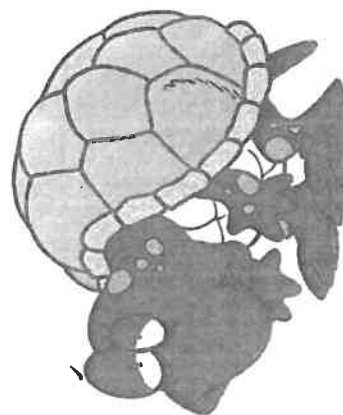
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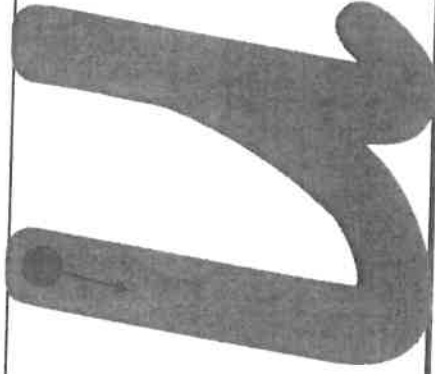
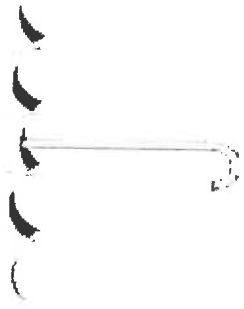
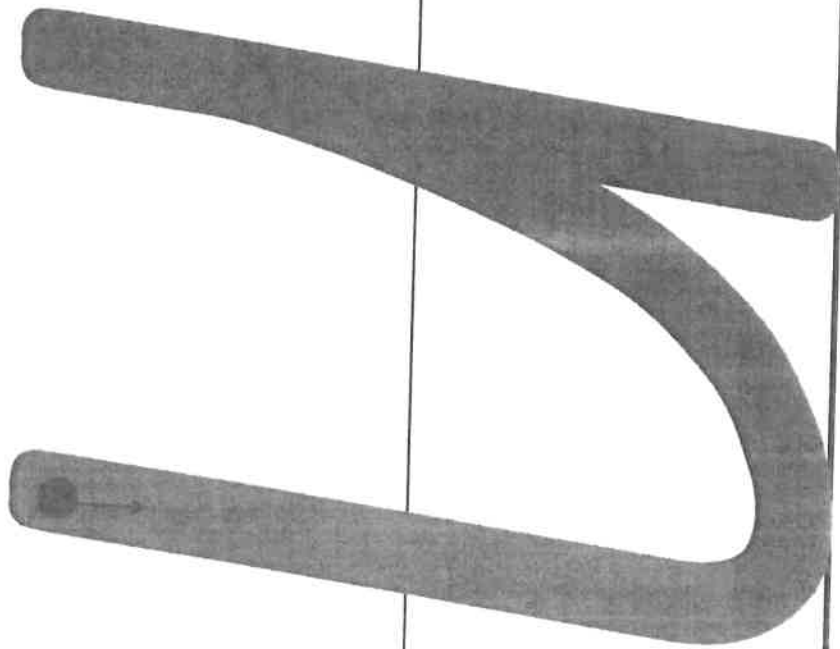


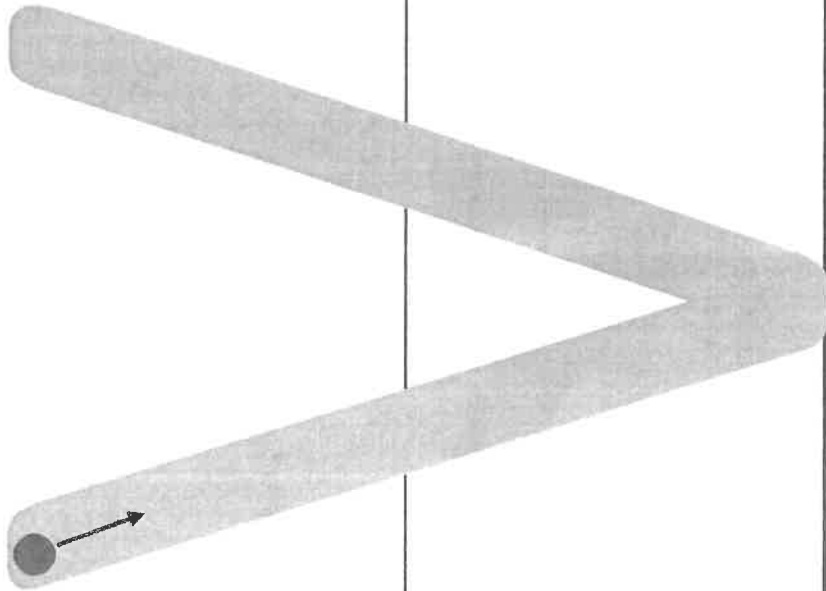
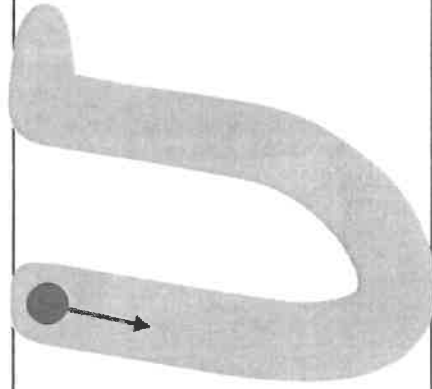
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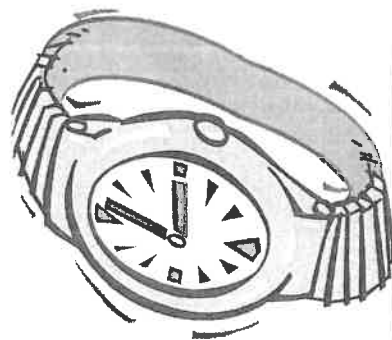
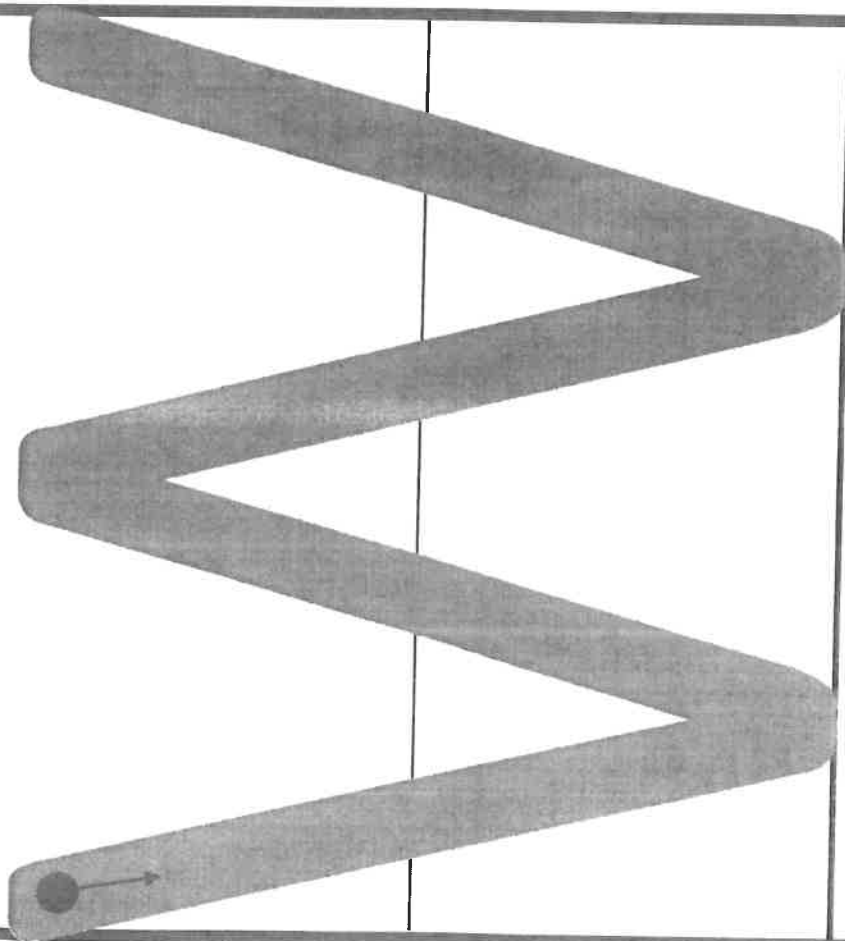
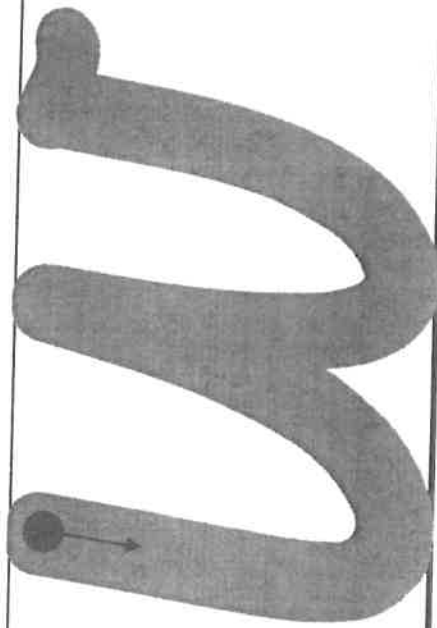
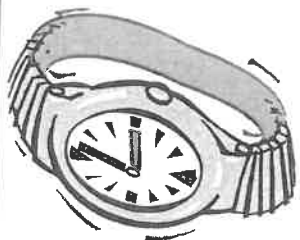
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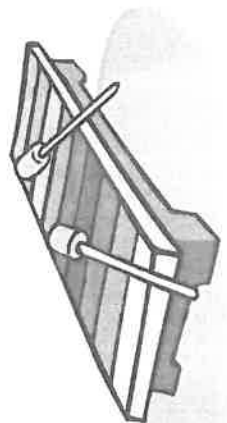
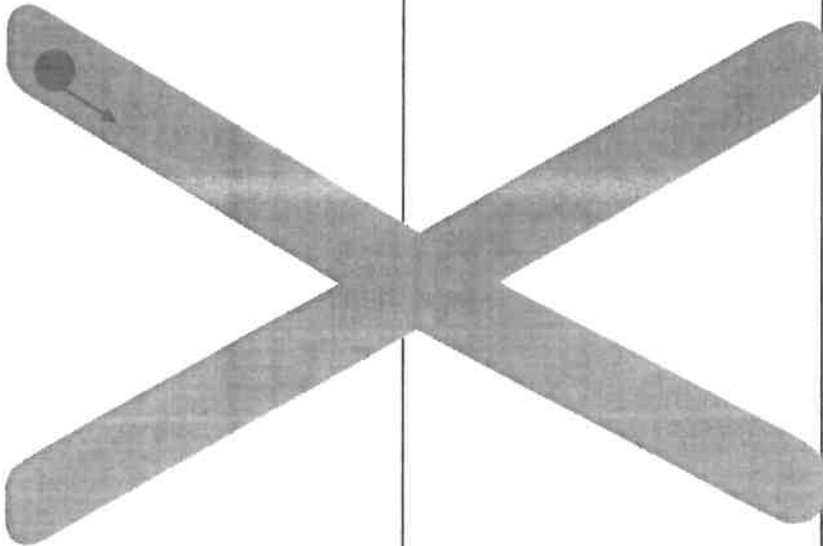
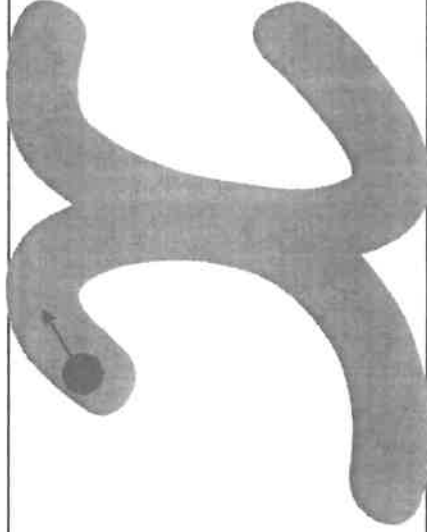


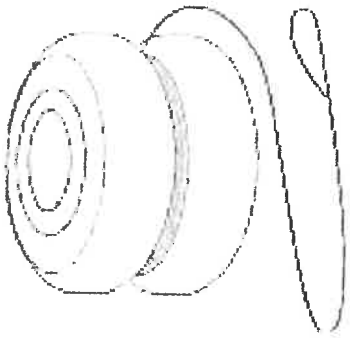






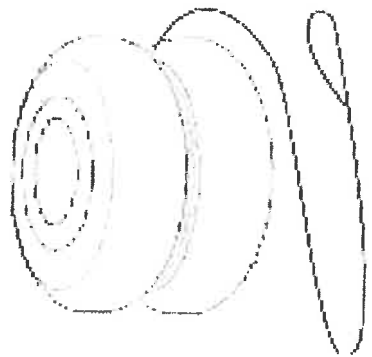


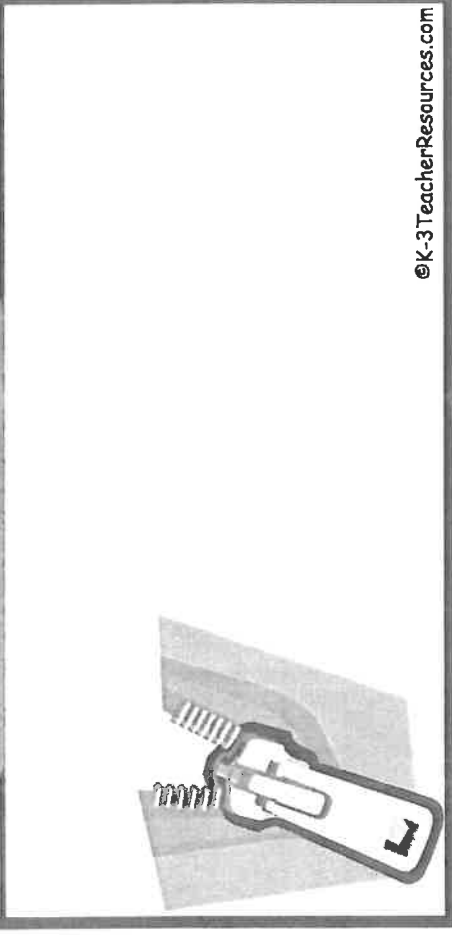
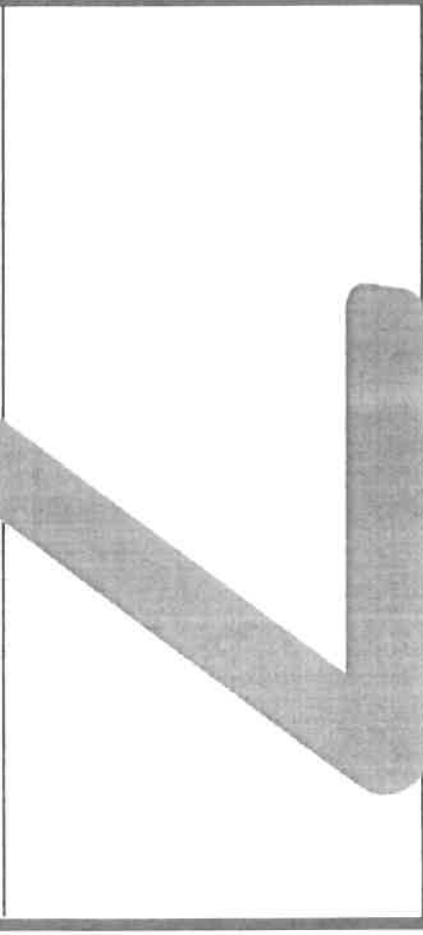
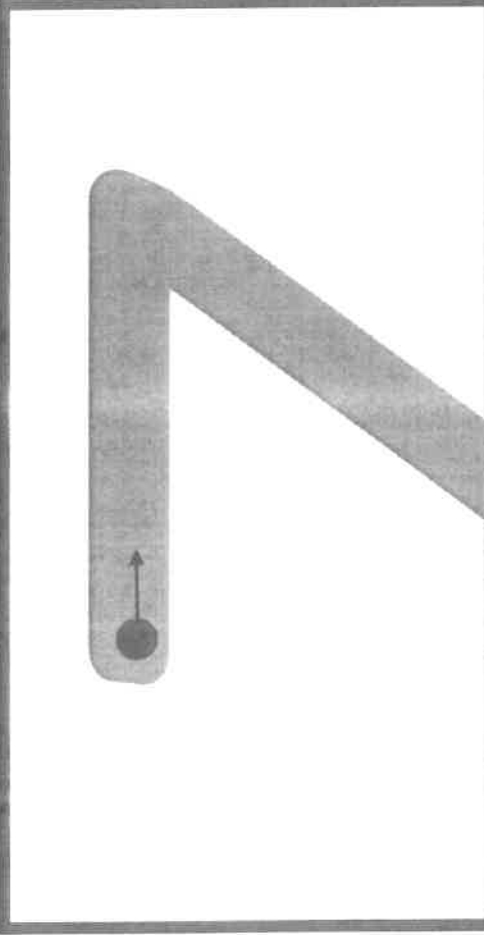
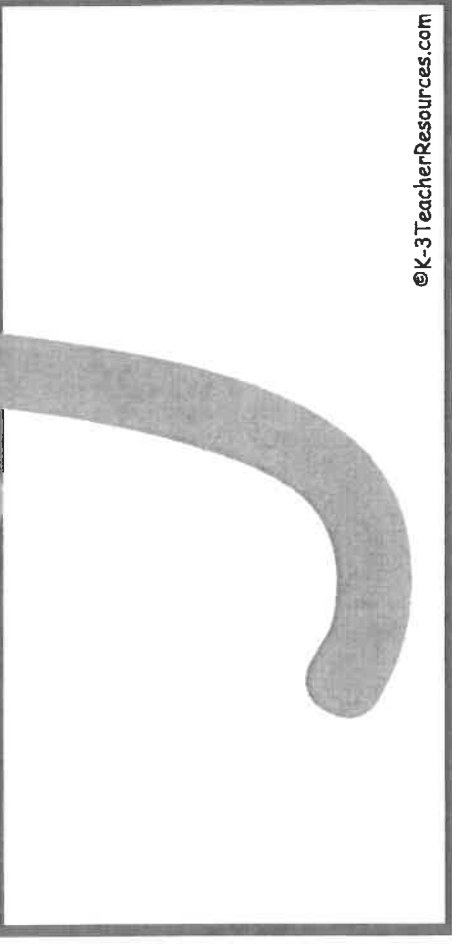
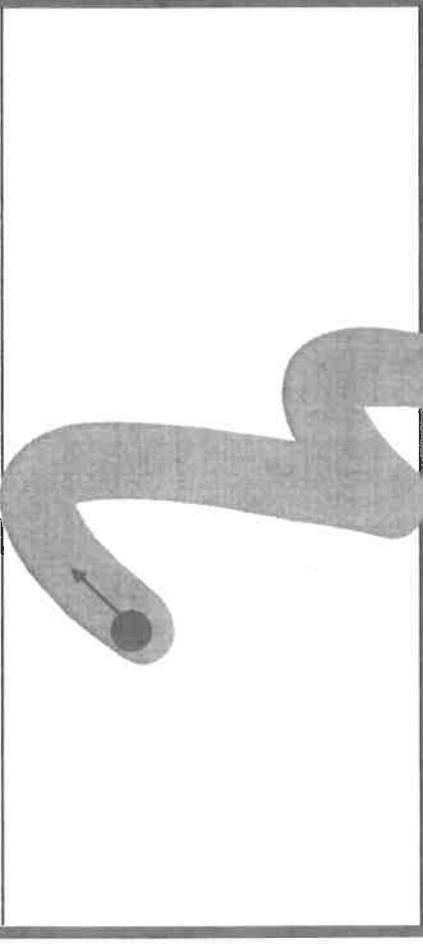




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Time: \_\_\_\_\_

Write the number to sequence the actions.



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1



3



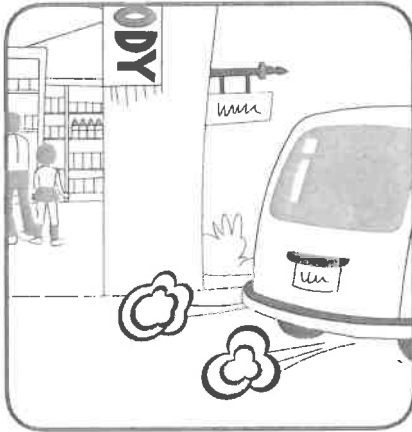
2

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

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

Time: \_\_\_\_\_

**Write the number to sequence the actions.**





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

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

Time: \_\_\_\_\_

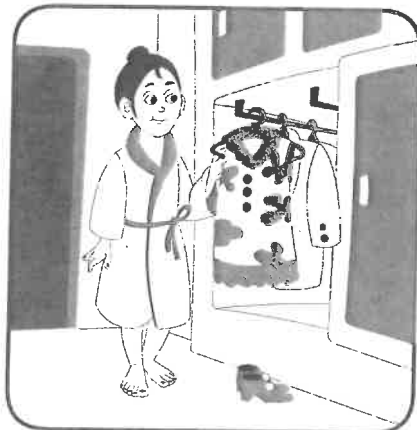
Write the number to sequence the actions.



3



2



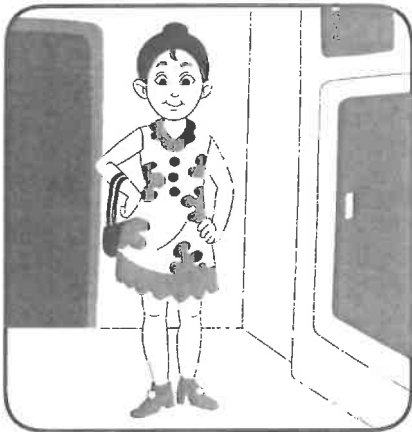
1

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

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

Time: \_\_\_\_\_

**Write the number to sequence the actions.**

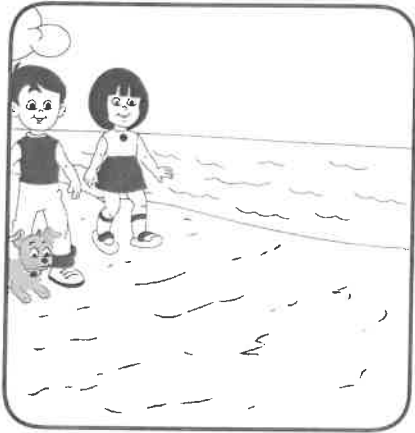


Name: \_\_\_\_\_

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

Time: \_\_\_\_\_

**Write the number to sequence the actions.**



1



3



2

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

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

Time: \_\_\_\_\_

**Write the number to sequence the actions.**

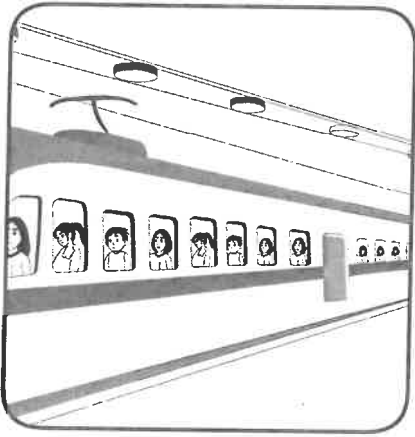


Name: \_\_\_\_\_

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

Time: \_\_\_\_\_

**Write the number to sequence the actions.**



3



1



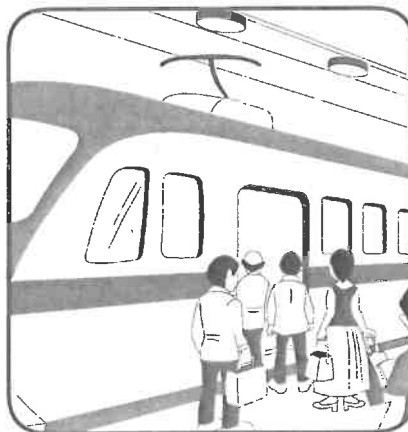
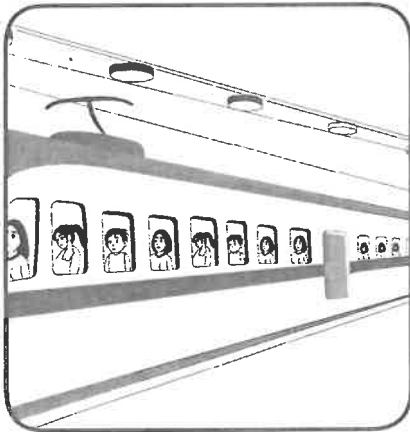
2

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

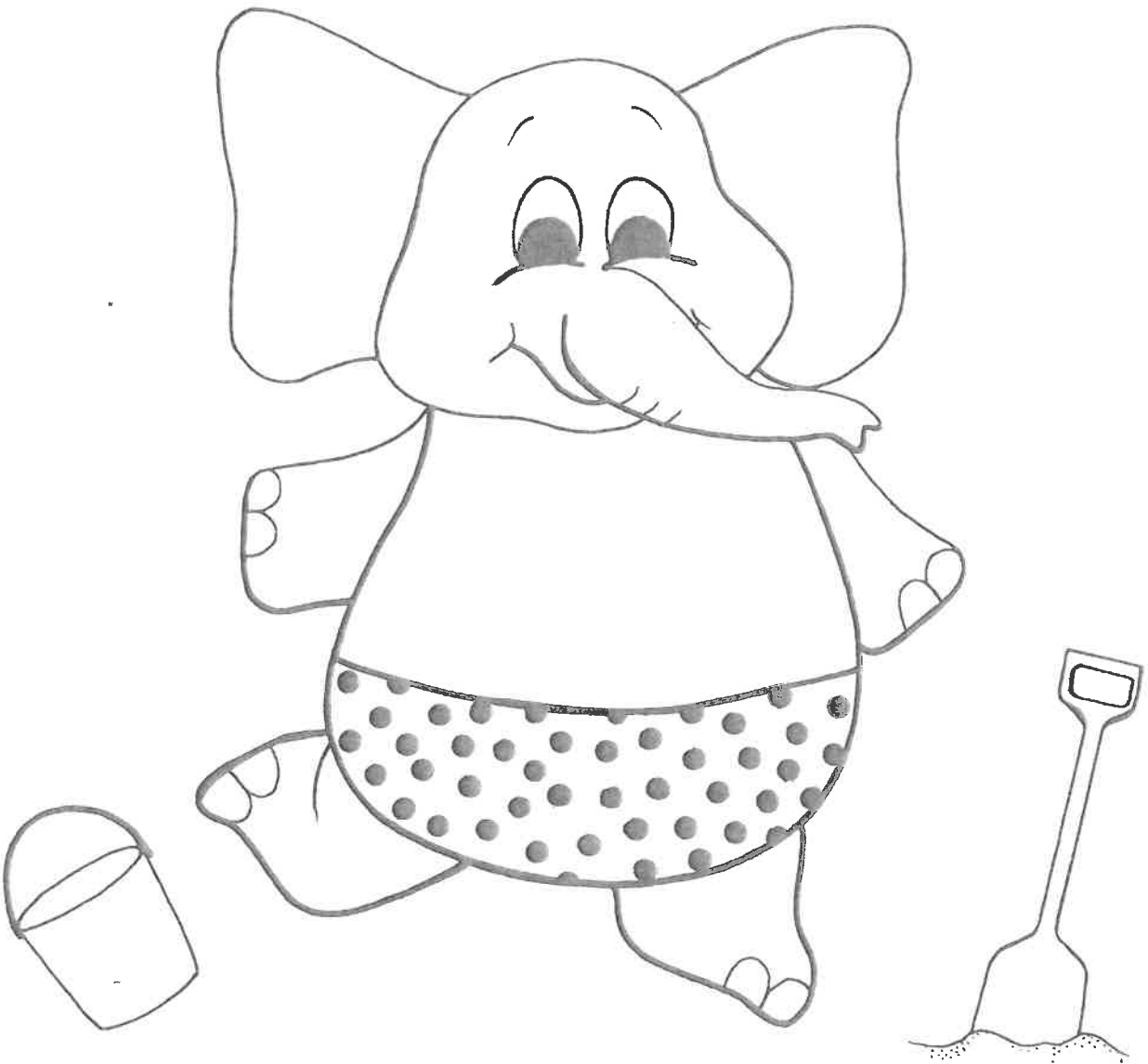
Date: \_\_\_\_\_

Time: \_\_\_\_\_

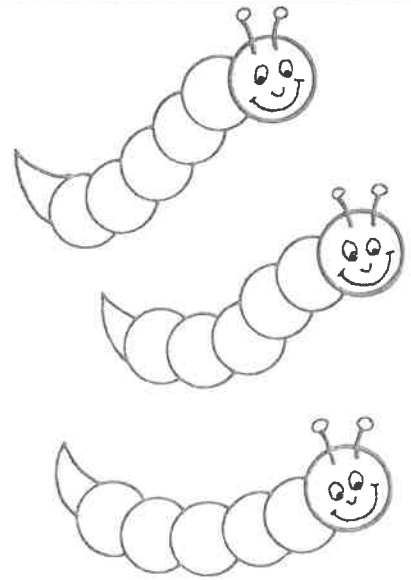
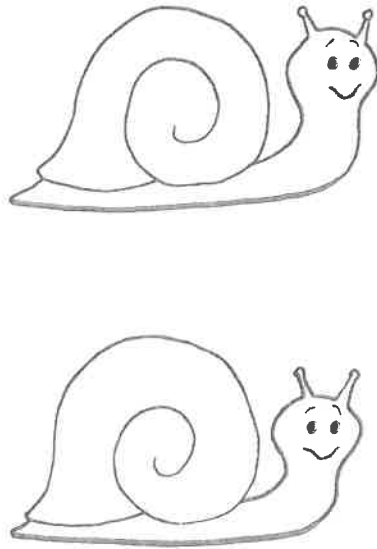
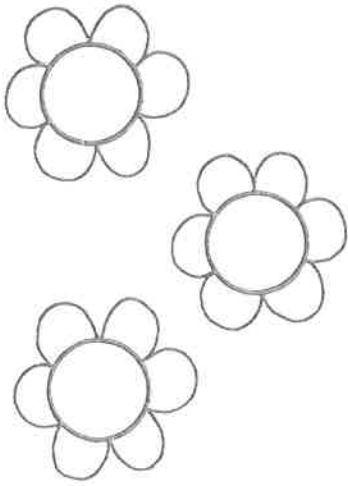
**Write the number to sequence the actions.**



1 silly elephant  
Went for a swim.  
When he stood on tippy toe  
He toppled straight in.



Colour 1 picture in each box.



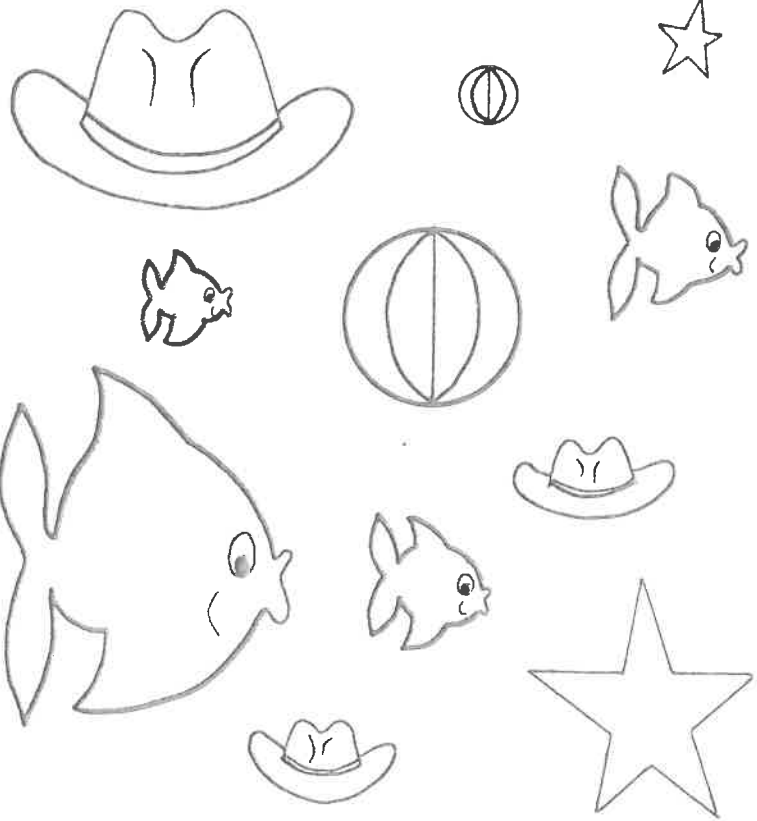
How many ?

big fish

big hats

little stars

little balls

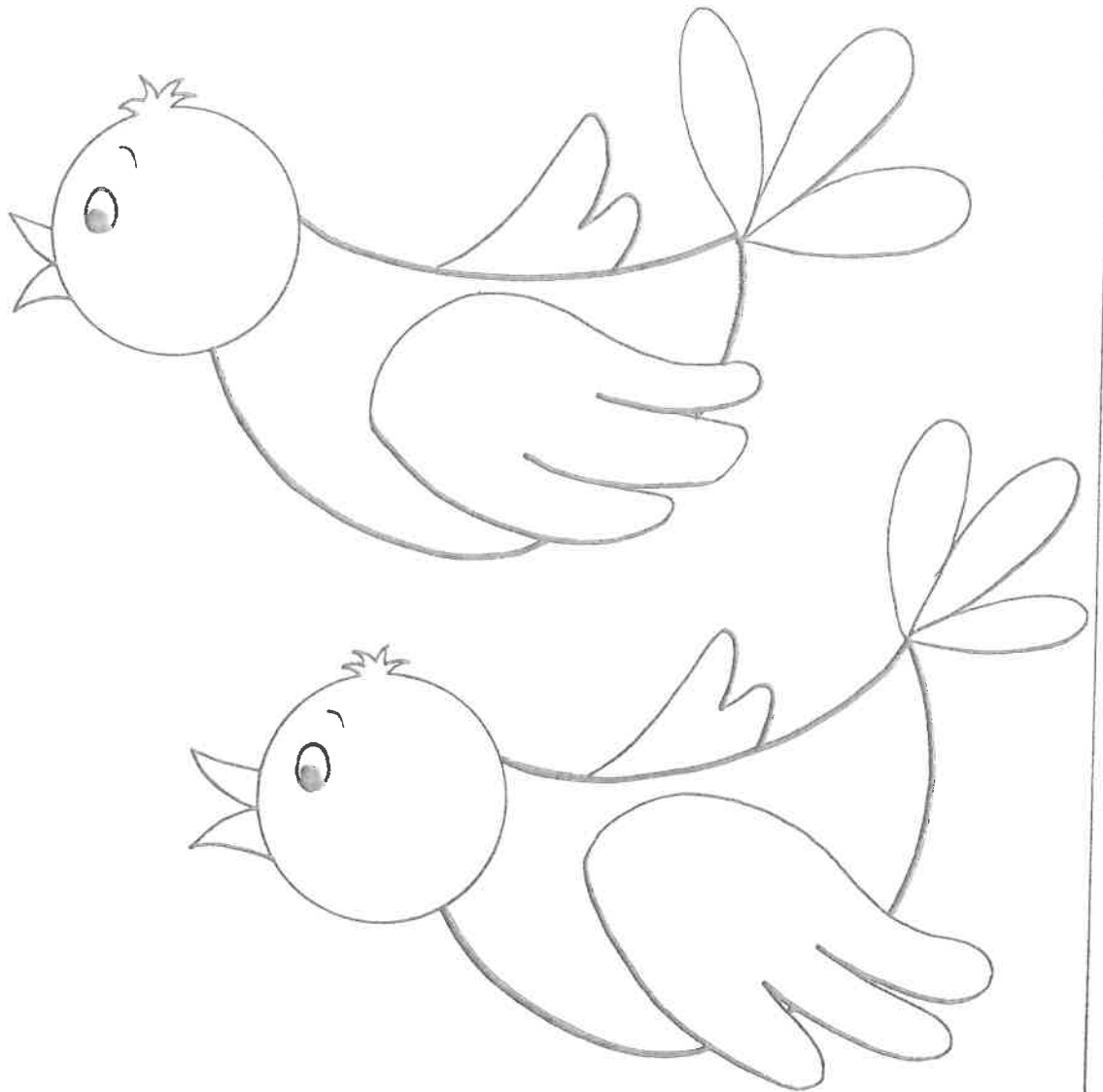


Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



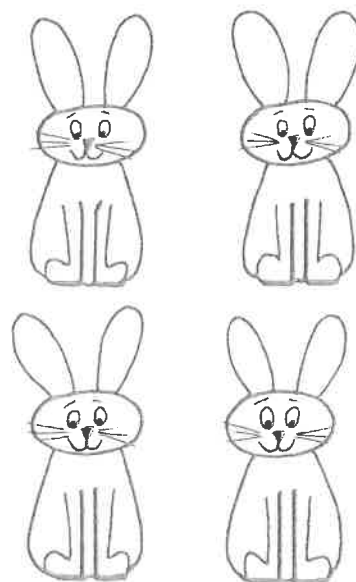
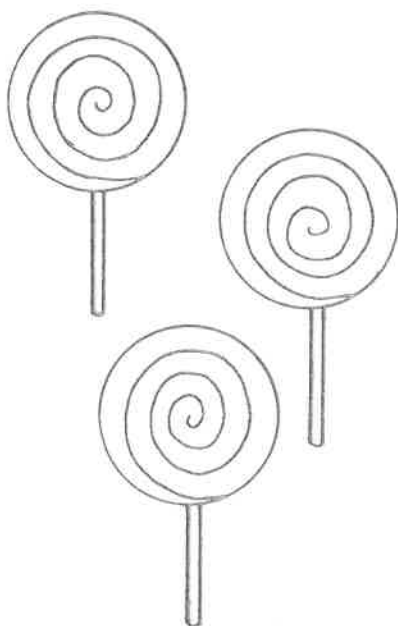
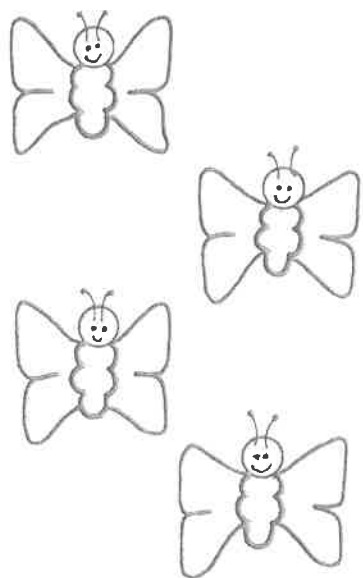
2

2 happy little birds  
Flying all around.  
They rested in a leafy tree  
High above the ground.



2 2 2 2

Colour 2 pictures in each box.

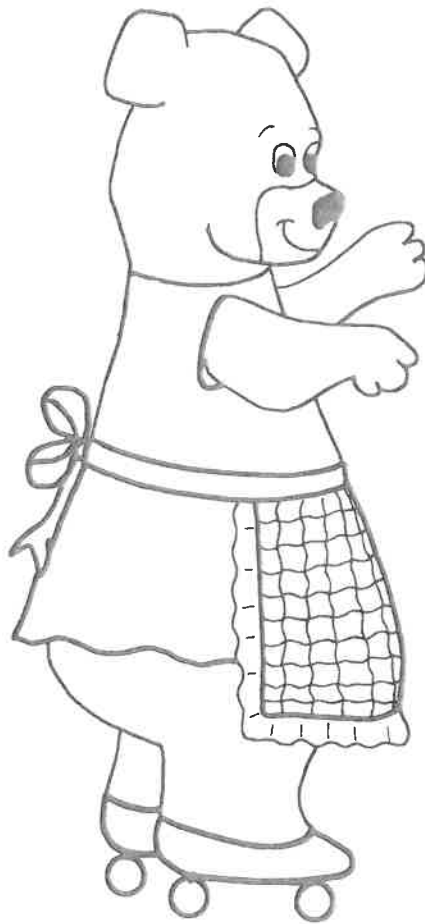
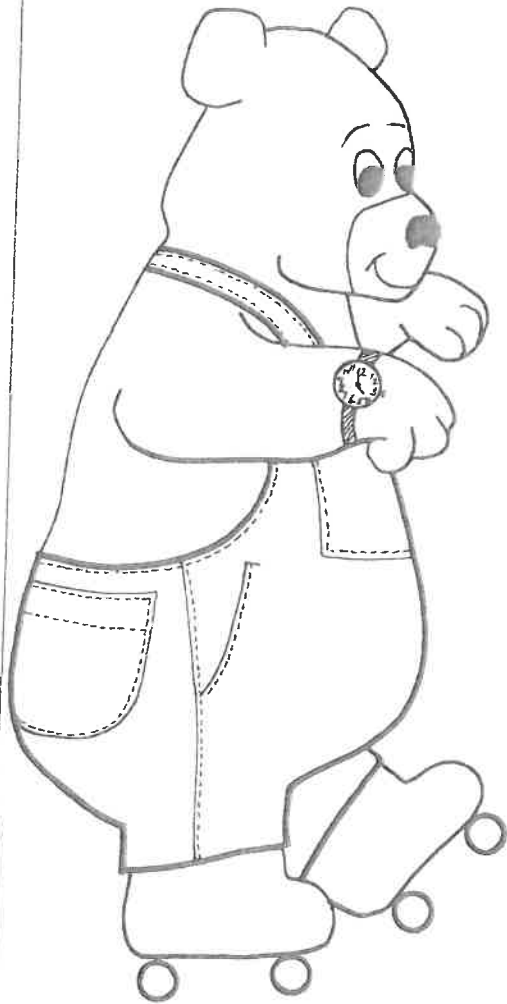


Make each vase hold 2 flowers.



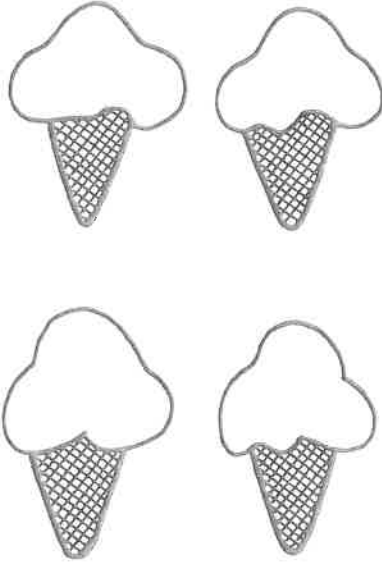
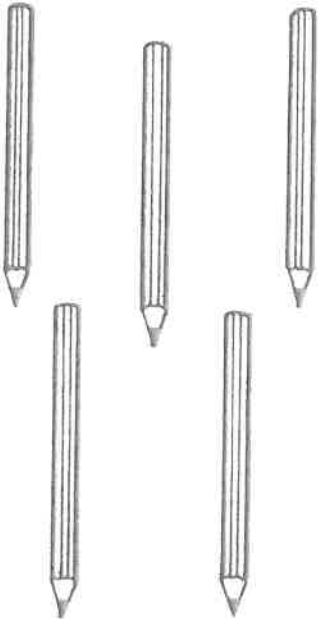
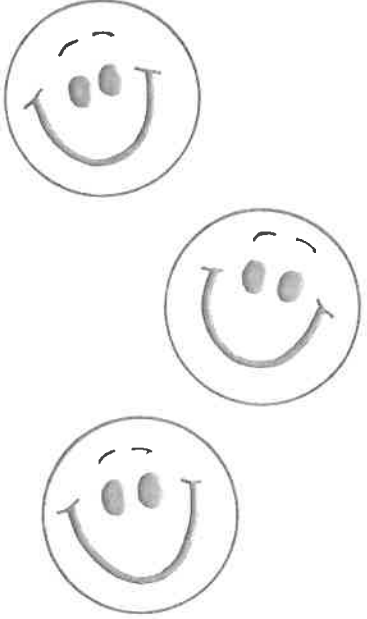
3

3 grizzly bears  
liked to roller skate,  
All the way around the house  
And back in through the gate.

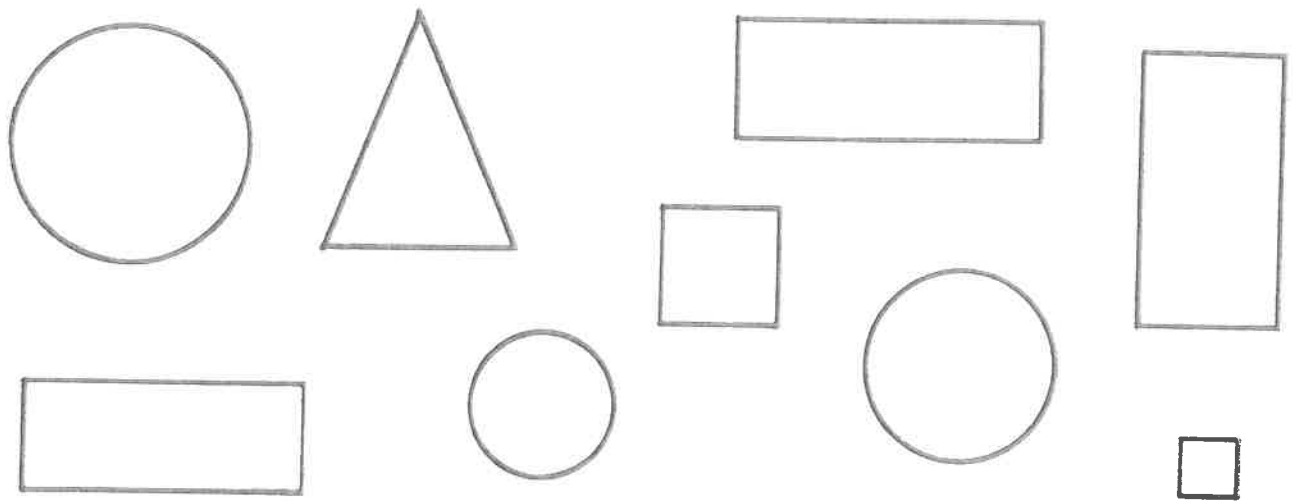


3 3 3 3

Colour 3 pictures in each box.

		
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Colour ○ red    □ blue    ▭ yellow    △ green



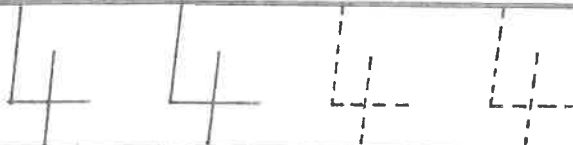
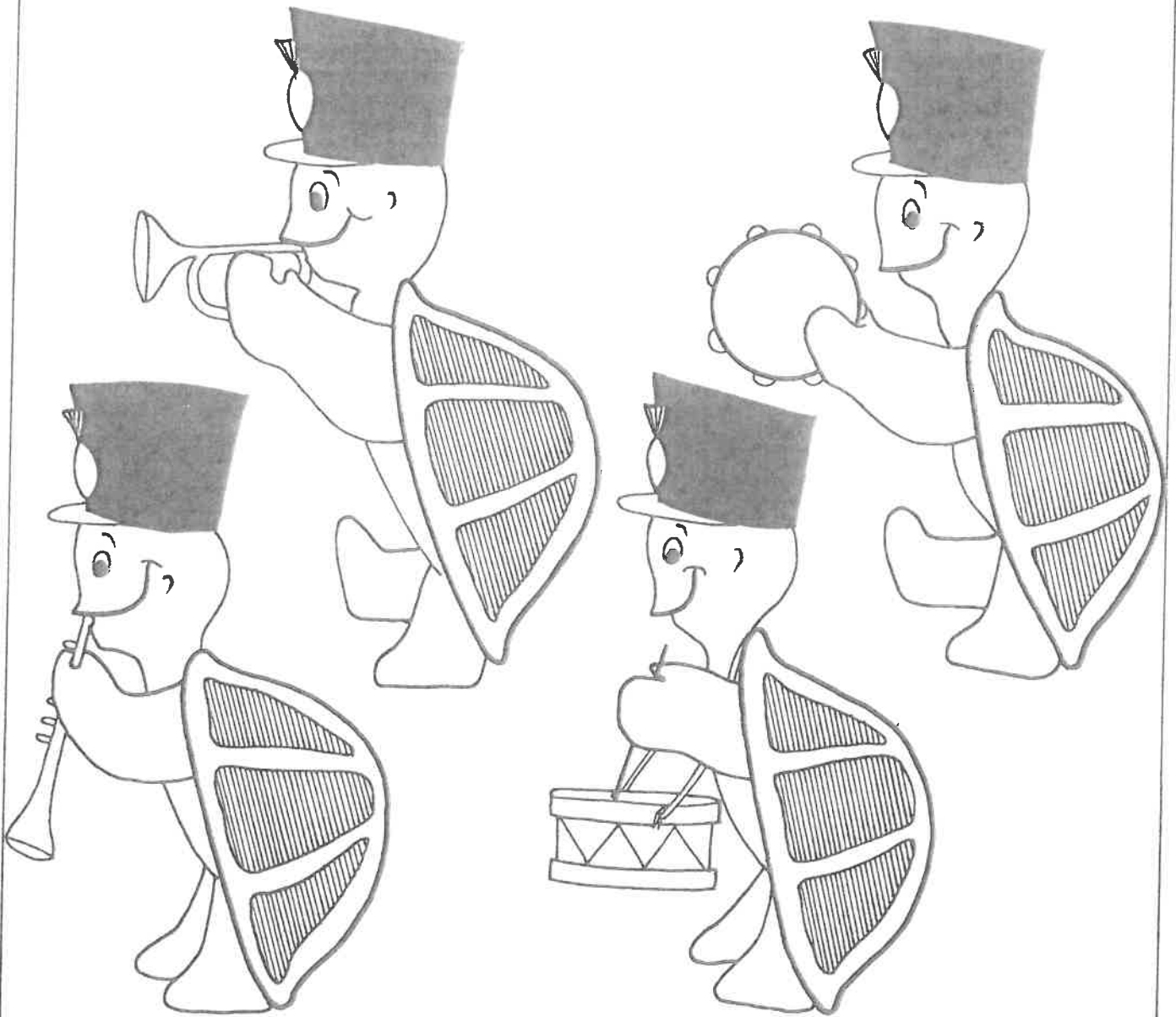
How many? ○    □    ▭    △



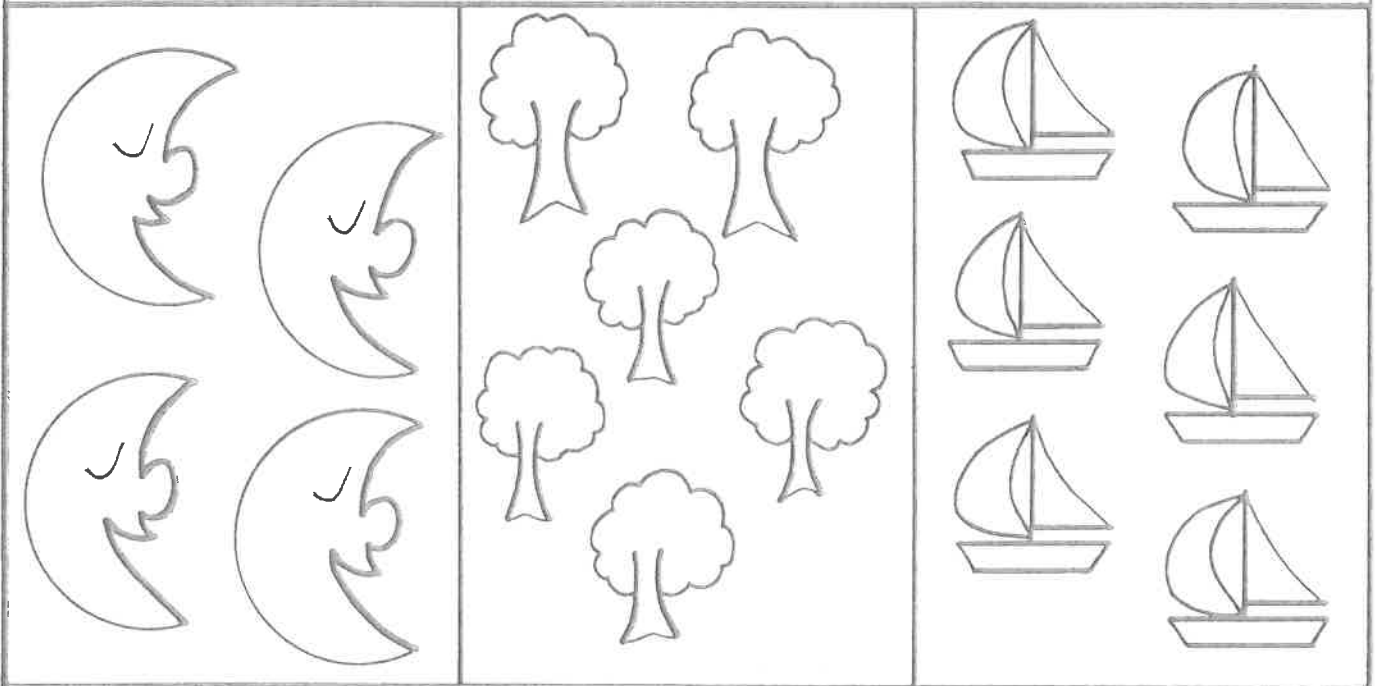
3 3 3 3

4

4 jolly turtles  
Looking very grand,  
Playing noisy instruments  
For they are in a band.



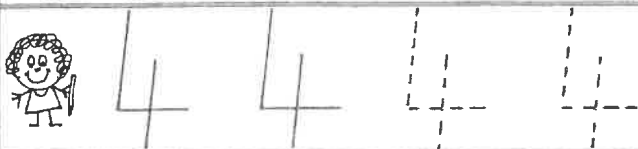
Colour 4 pictures in each box.



Fill in the missing numerals.

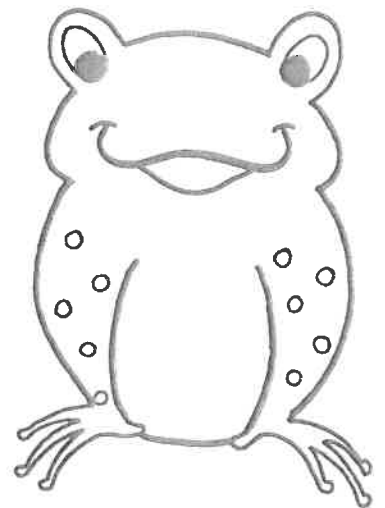
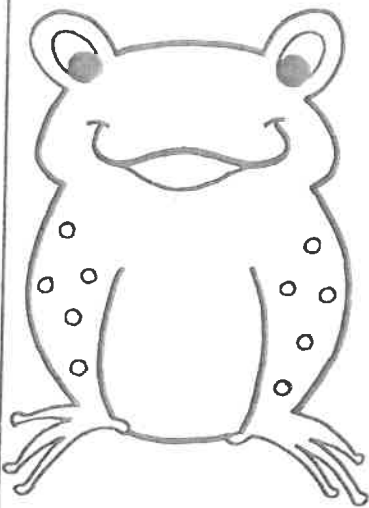
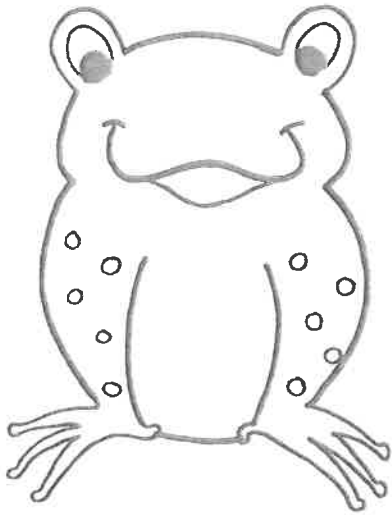
\* 1, \_\_, 3, \_\_                      \* \_\_, 2, \_\_, 4

Make each child hold 4 balloons.



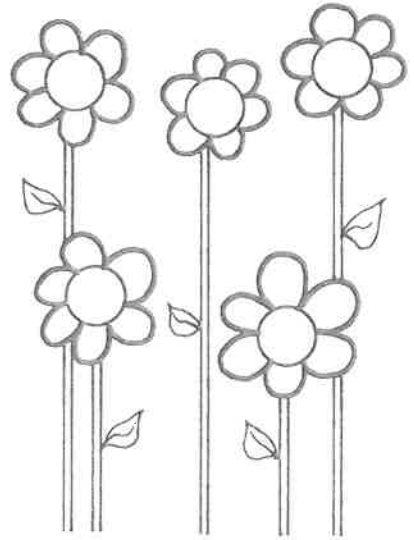
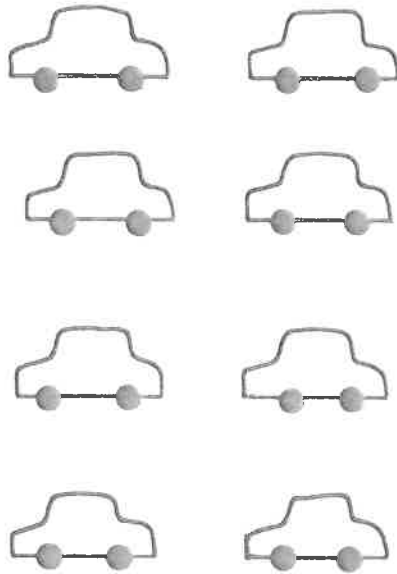
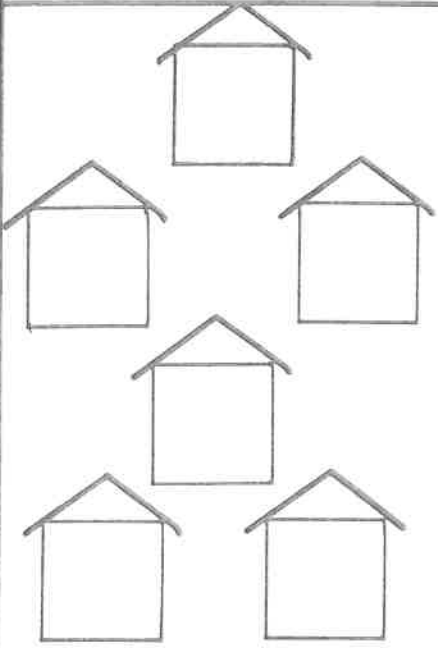
5

5 speckled frogs  
Told some silly jokes.  
The only sounds to be heard  
Were lots and lots of croaks.



5 5 5 5

Colour 5 pictures in each box.



● 2

5 ●

● 4

Join the dots.

Colour the shape.

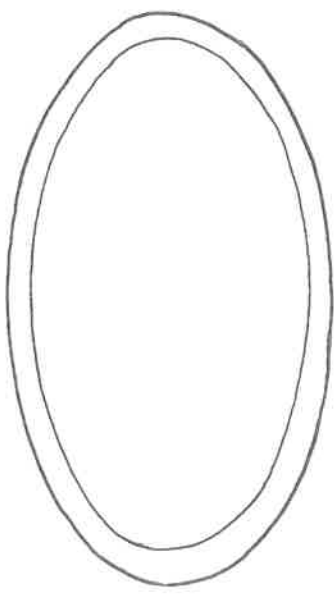
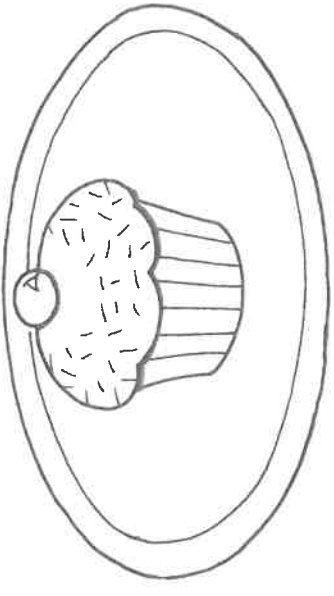
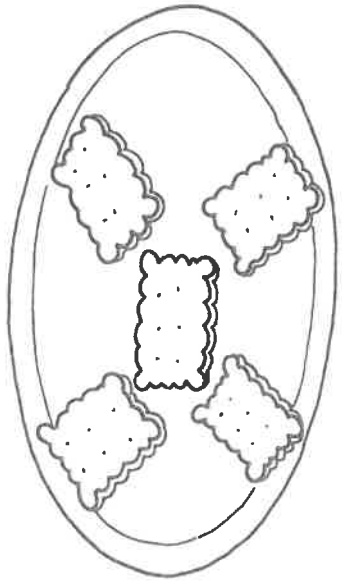
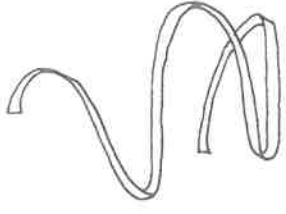
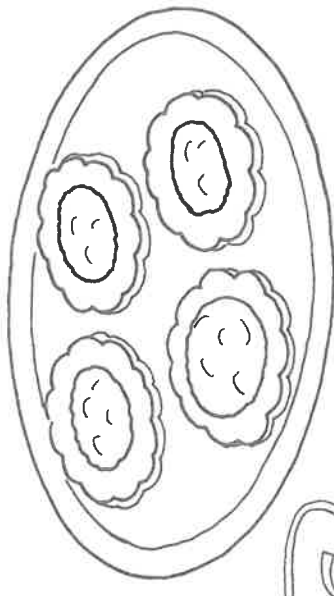
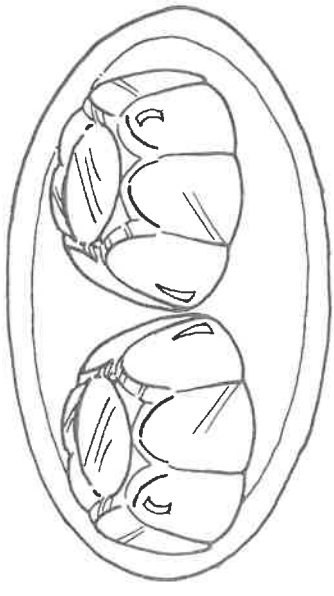
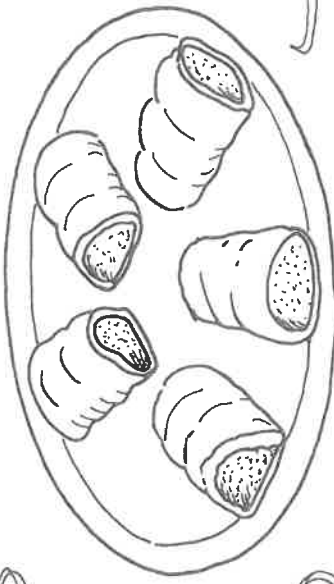
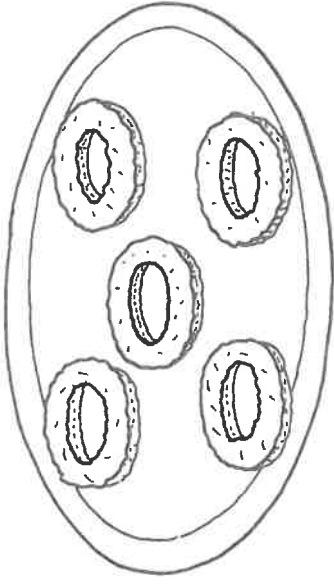
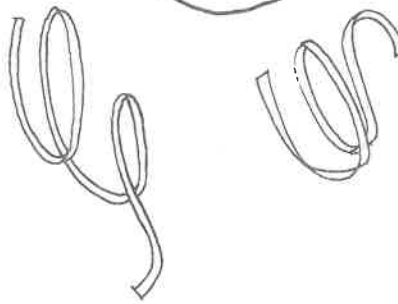
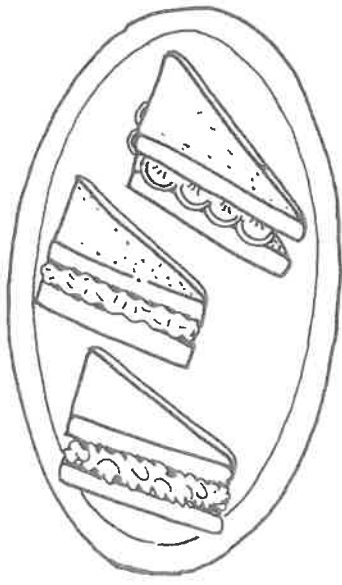
3 ●

● 1

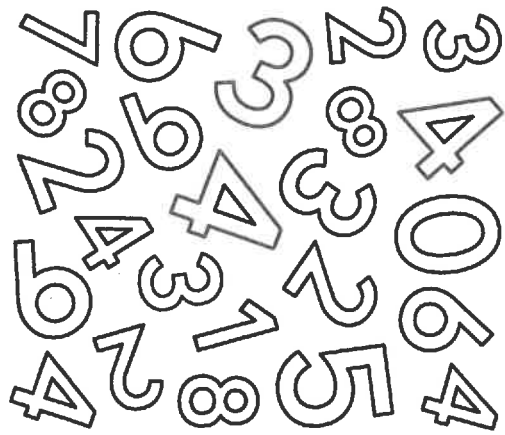




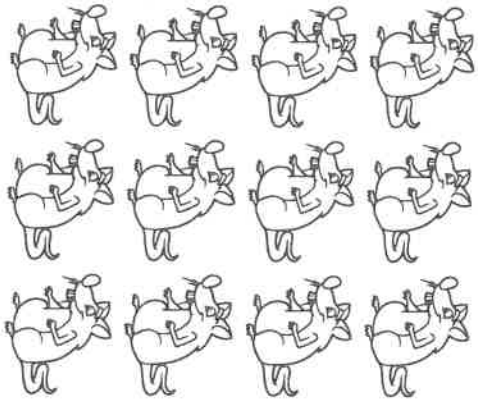
Name .....





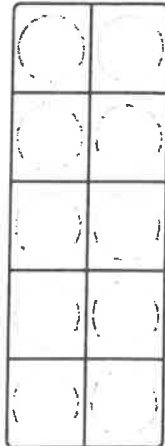


I can circle the number 1.

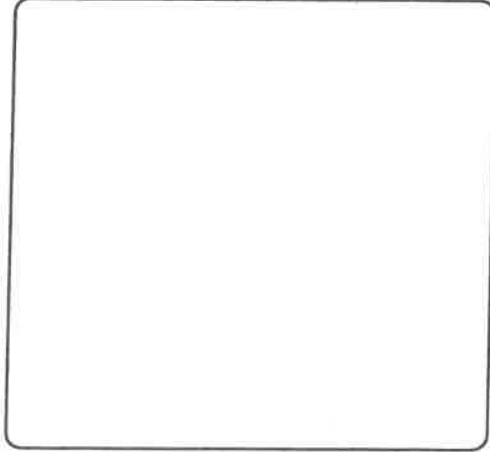


I can colour 1 object.

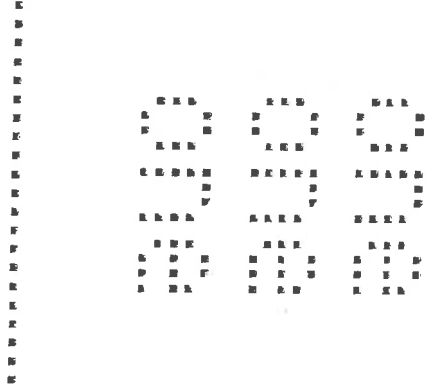
I can show the number 1 on a ten frame.



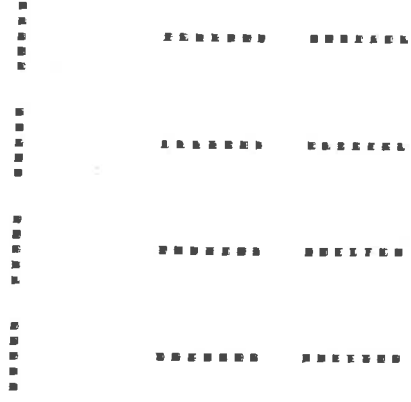
I can draw a picture of 1 object.



What number comes after 1?



I can write the number one.



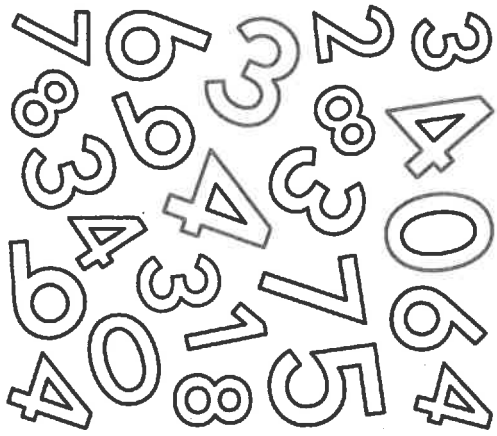
I can trace the number 1.

# All About the Number

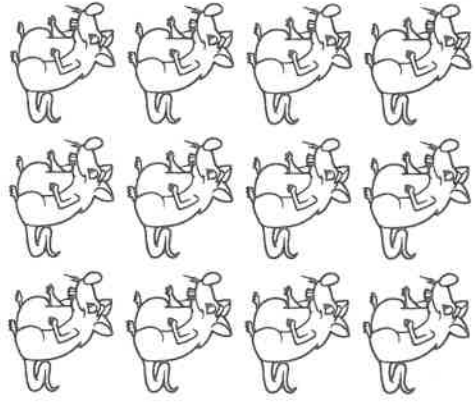


By .....



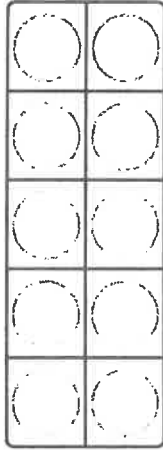


I can circle the number 2.



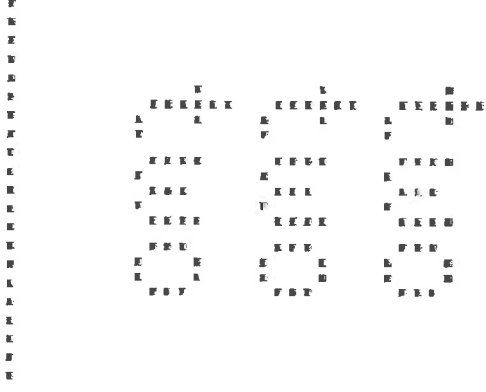
I can colour 2 objects.

I can show the number 2 on a ten frame.

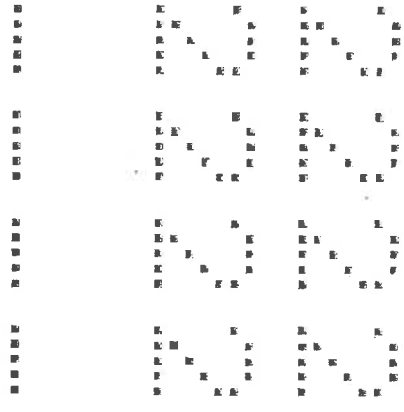


I can draw a picture of 2 objects.

What number comes after 2?



I can write the number two.



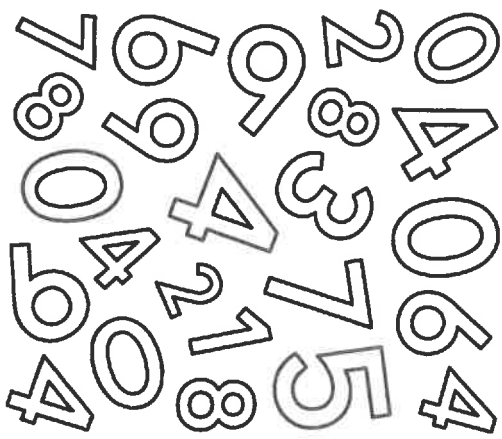
I can trace the number 2.

# All About the Number

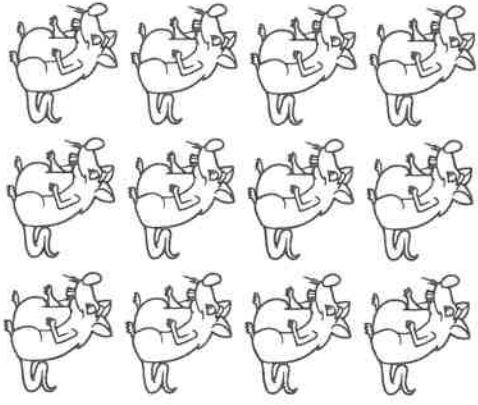


By .....

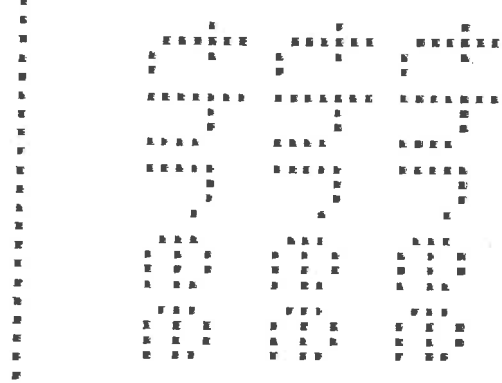




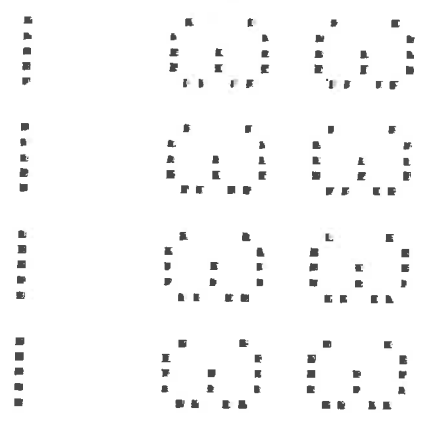
I can circle the number 3.



I can colour 3 objects.

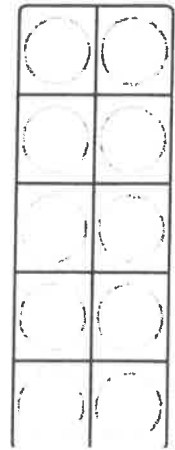


I can write the number three.



I can trace the number 3.

I can show the number 3 on a ten frame.



I can draw a picture of 3 objects.

What number comes before 3?

What number comes after 3?

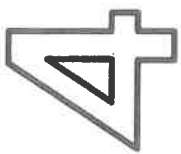
# All About the Number 3



By .....



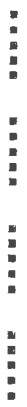
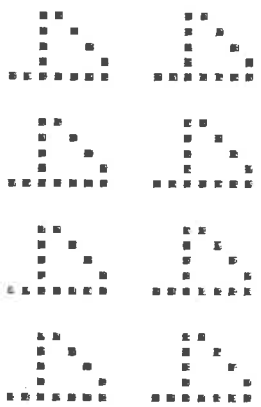




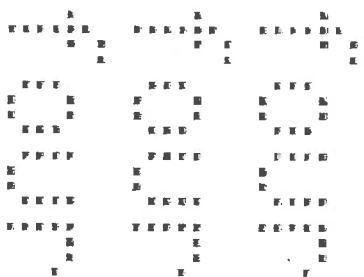
# All About the Number

By .....

I can trace the  
number 4.



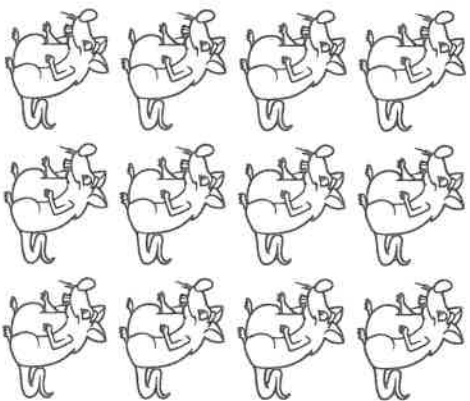
I can write the  
number four.



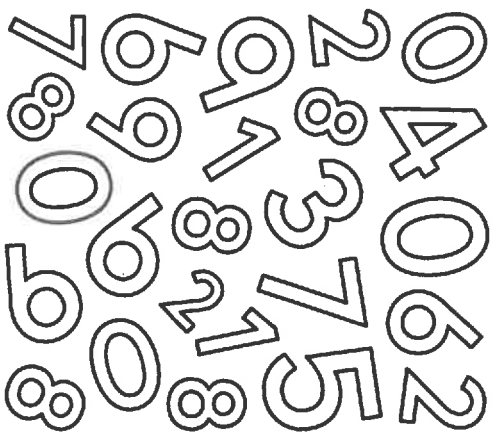
What number  
comes before 4?

What number  
comes after 4?

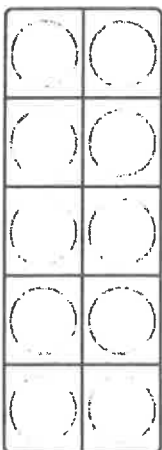
I can colour  
4 objects.



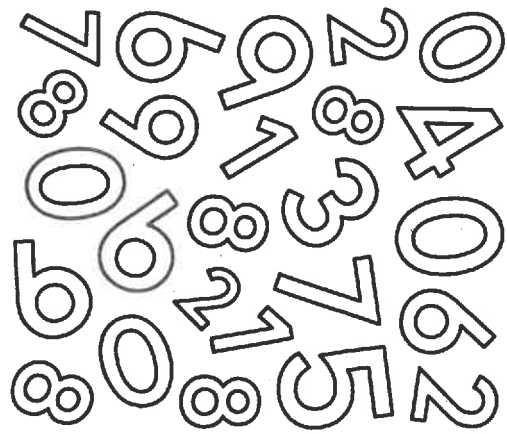
I can circle the  
number 4.



I can show the  
number 4 on a  
ten frame.

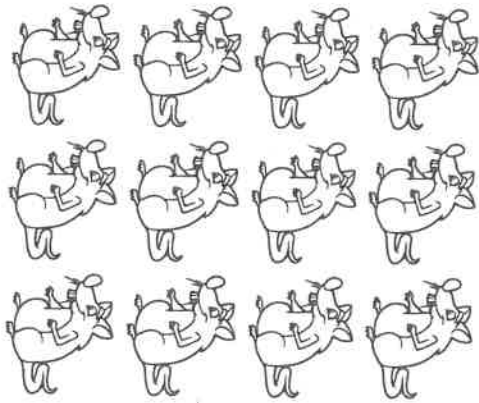






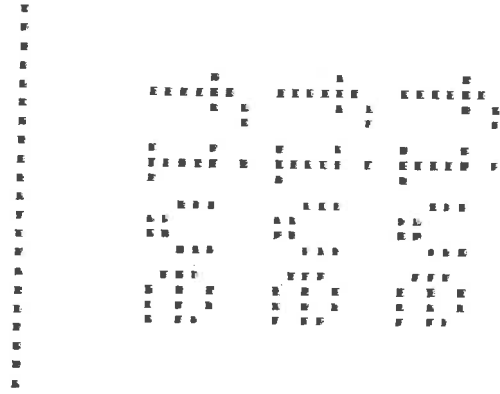
I can circle the number 5.

I can show the number 5 on a ten frame.



I can colour 5 objects.

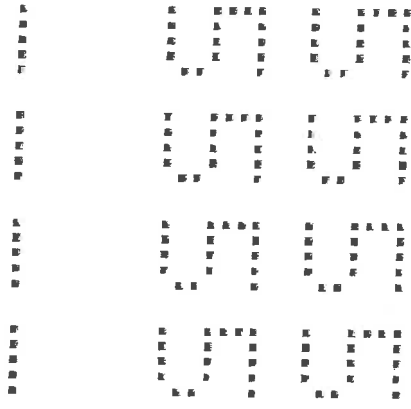
I can draw a picture of 5 objects.



I can write the number five.

What number comes before 5?

What number comes after 5?



I can trace the number 5.

# All About the Number



By .....



## Key - Cutting Activities

cut

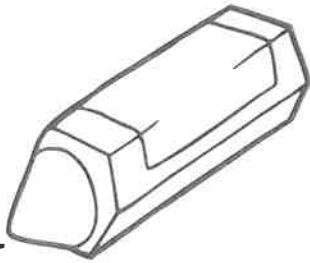


Cut along dotted lines.



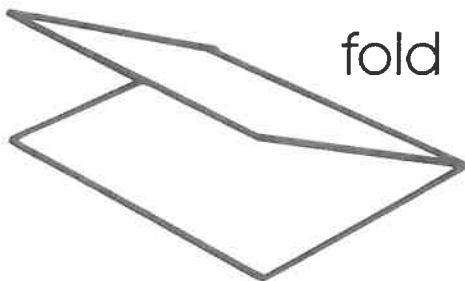
glue

Glue the picture in the correct place.



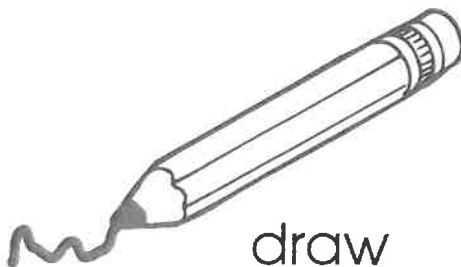
colour

Colour the pictures.



fold

Fold along the straight line.



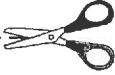
draw

Draw or finish the picture as shown.

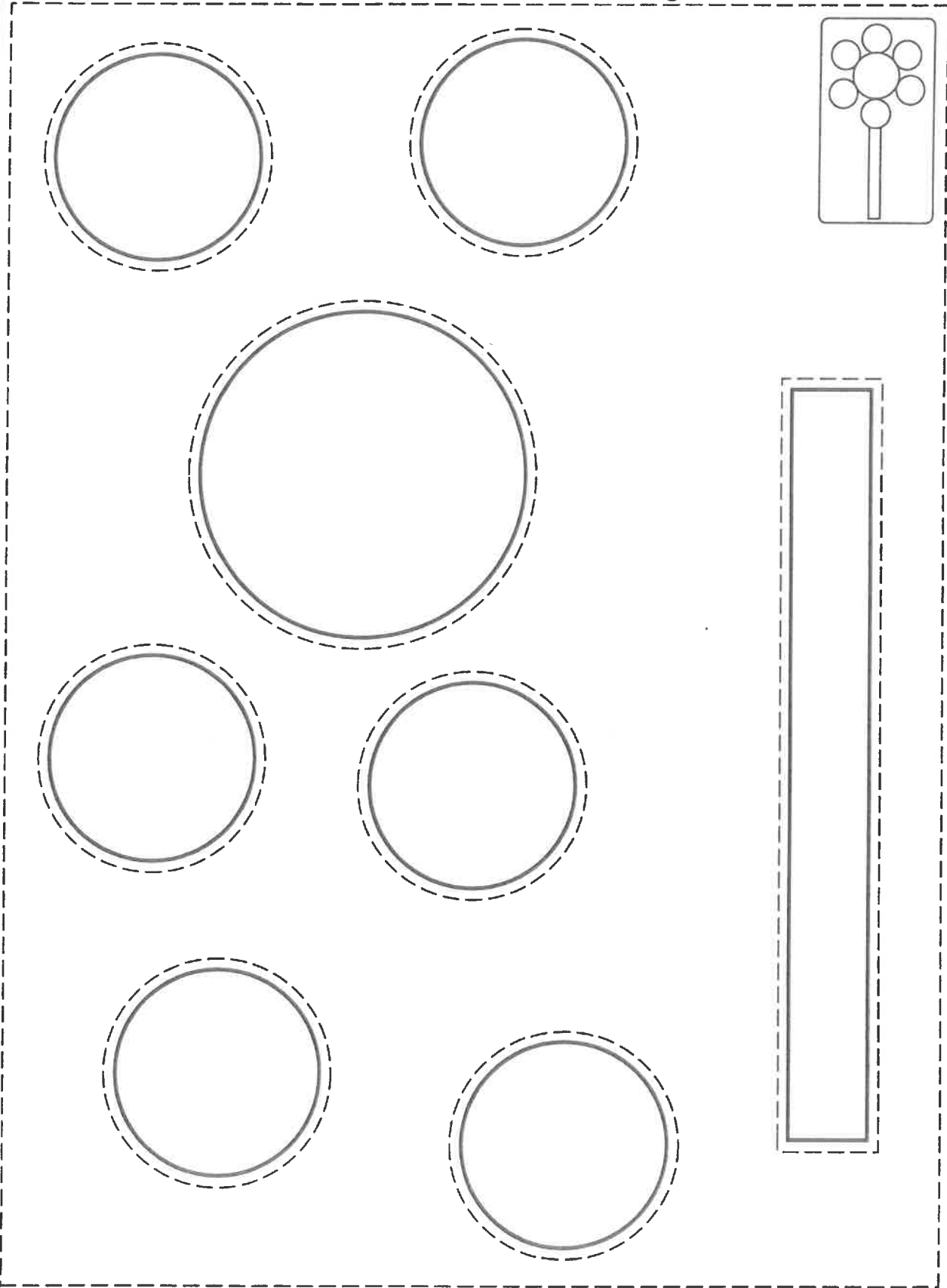


Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.  colour

2. cut 

3.  glue

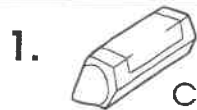


A large dashed rectangular area containing several shapes for cutting and gluing. It includes two small circles at the top, a large circle in the center, two more small circles below it, and two more small circles at the bottom. On the right side, there is a vertical rectangle and a small square containing a flower-like shape with a stem and a circular head.

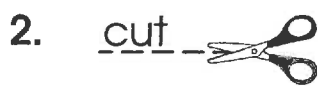




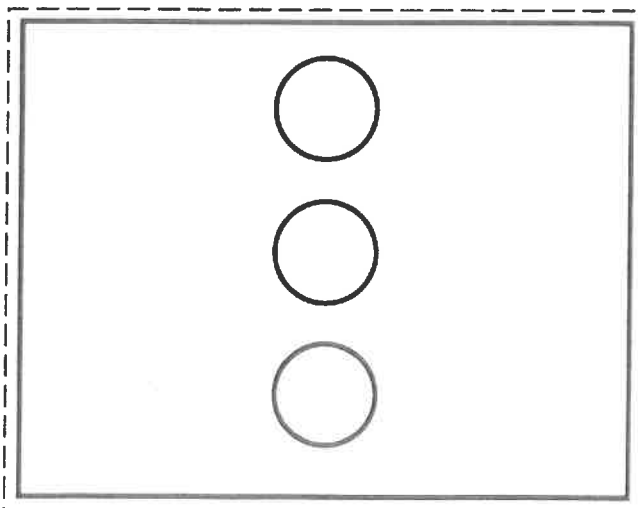
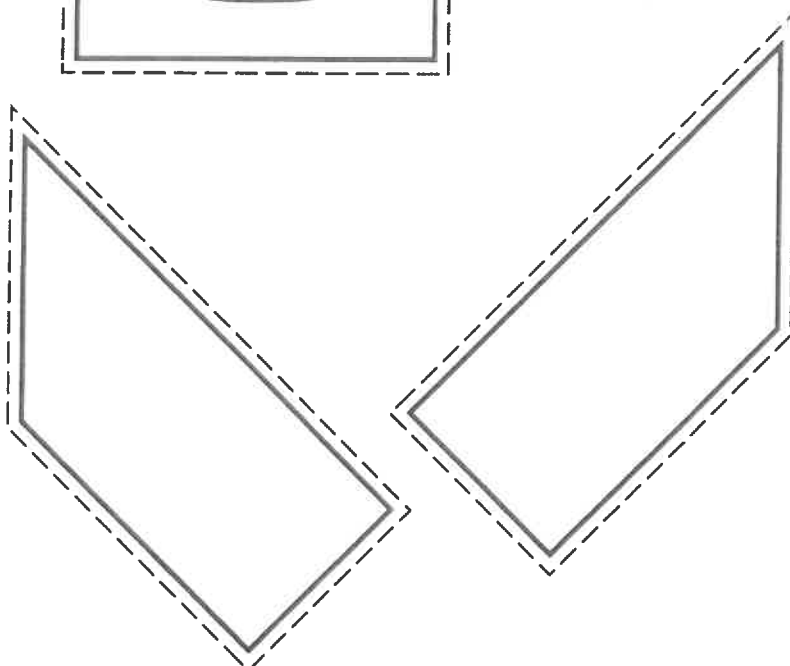
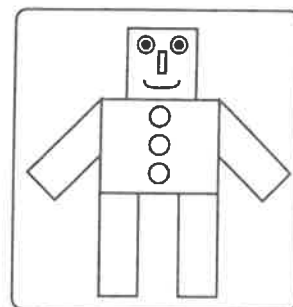
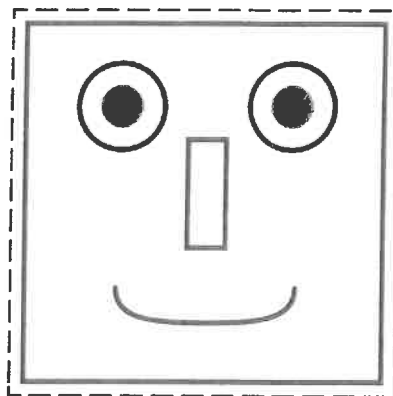
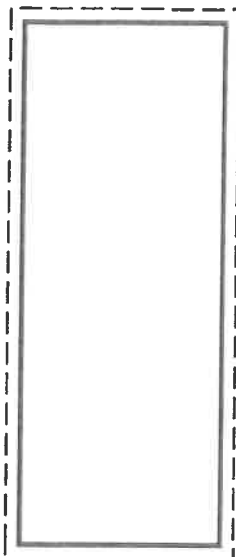
Name: \_\_\_\_\_ Date: \_\_\_\_\_



colour



glue

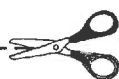


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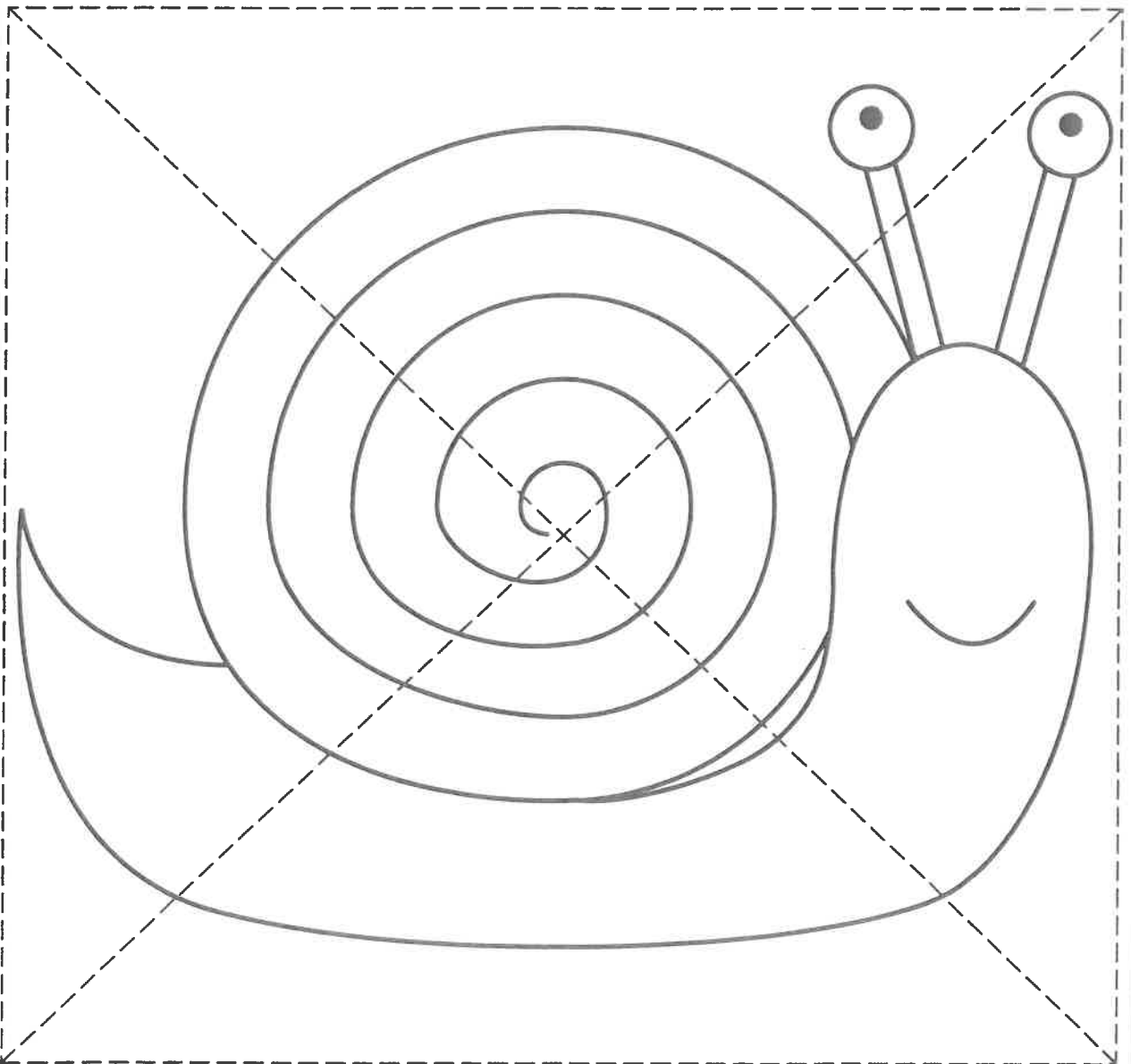
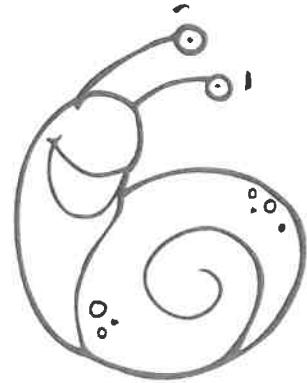
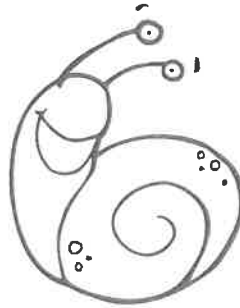
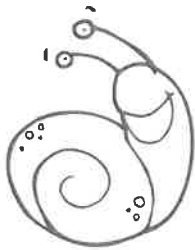


Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.  colour


2. cut 

3.  glue



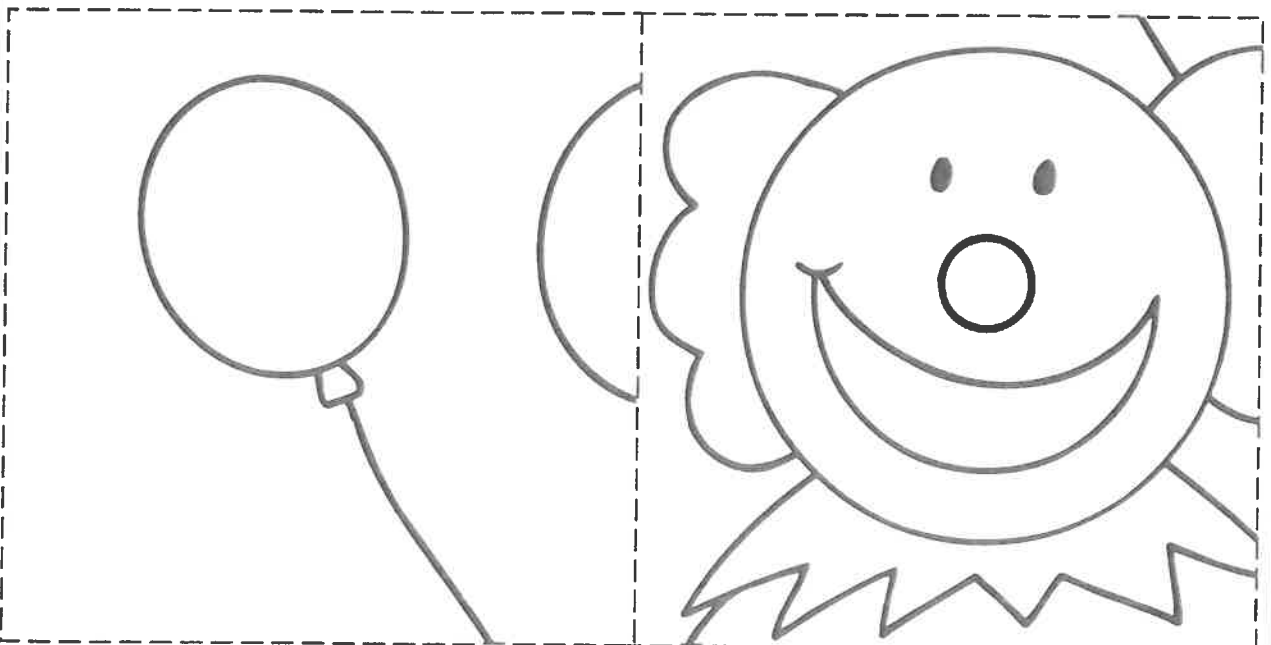
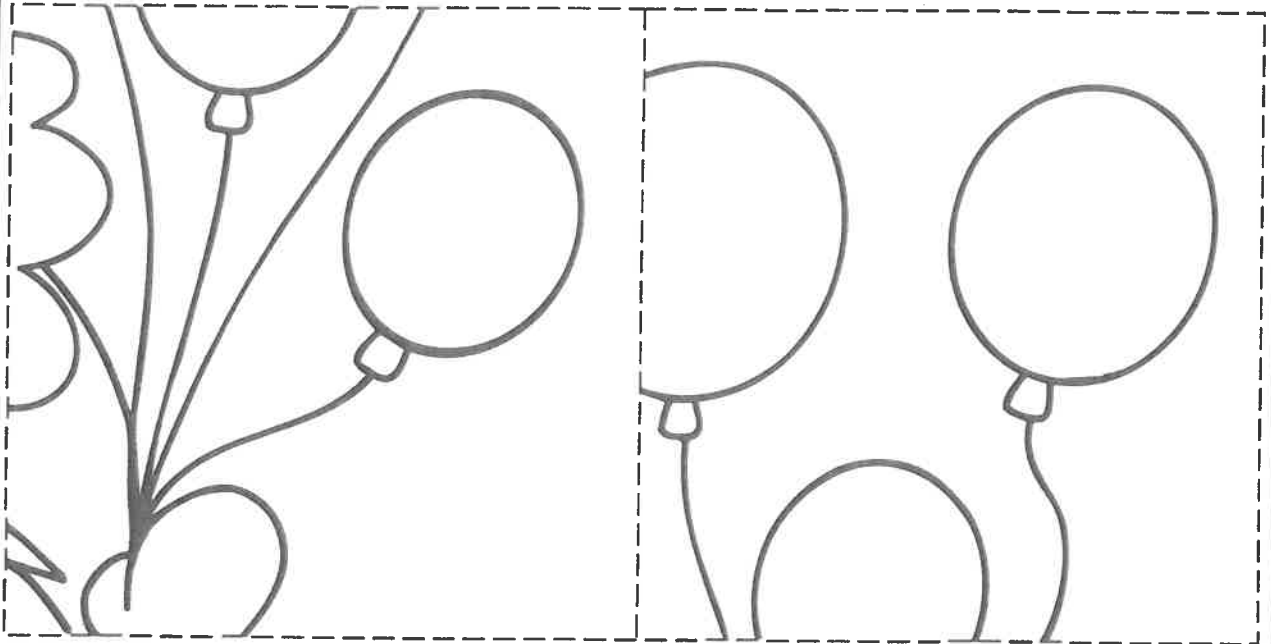


Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. cut 

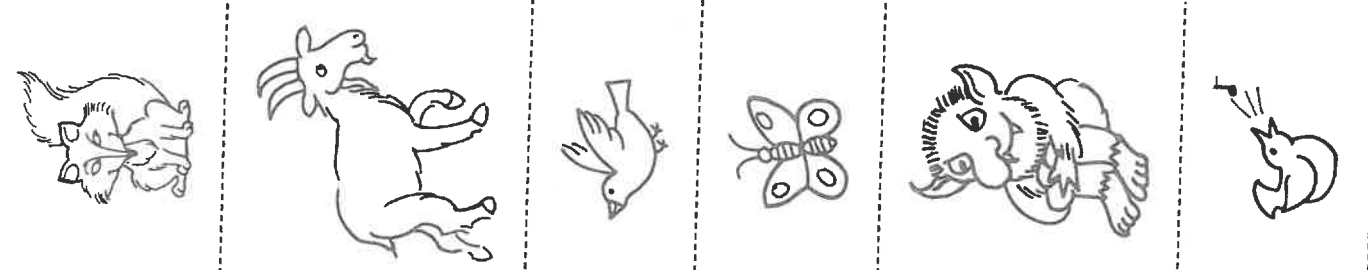
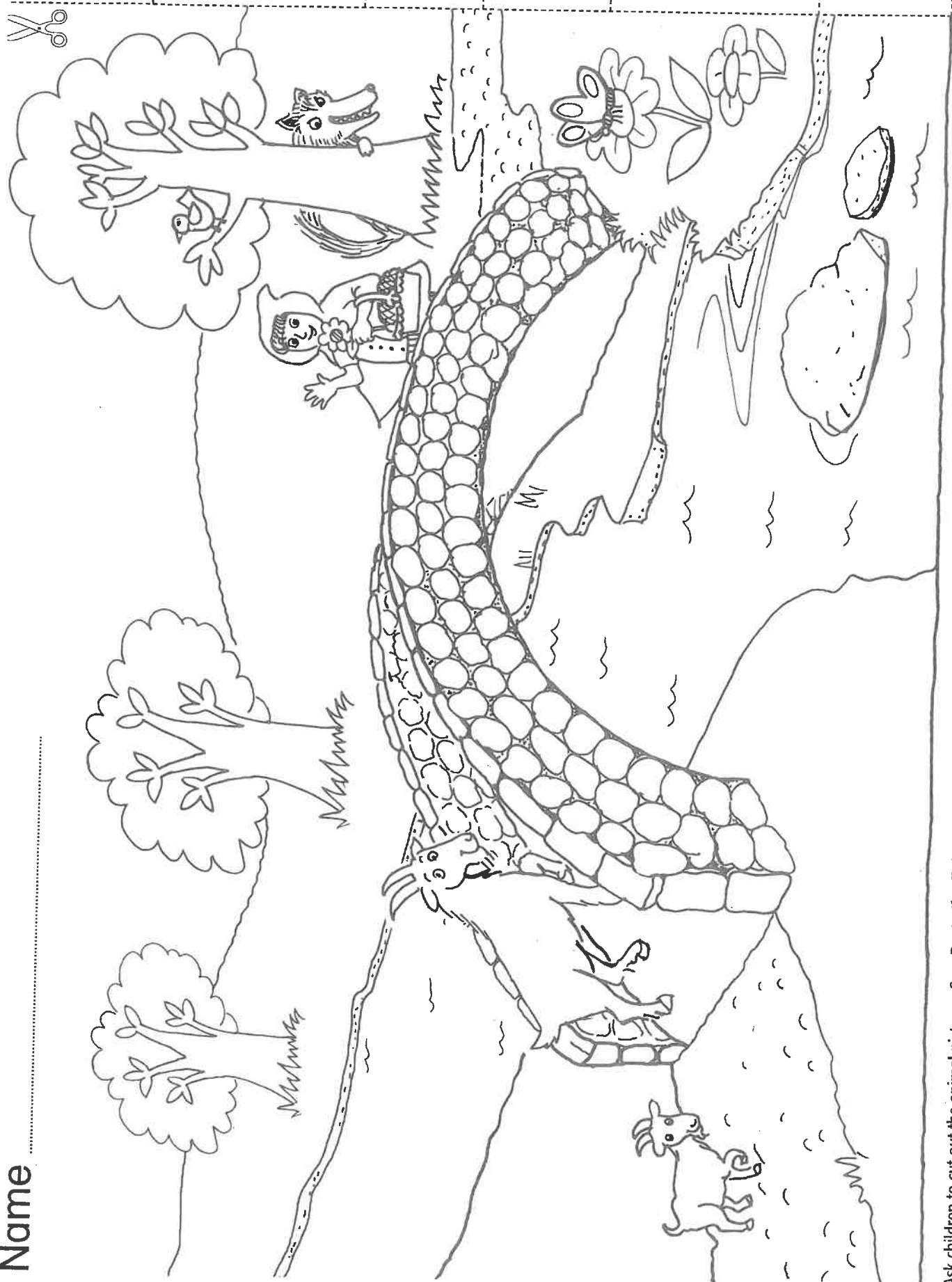
2.  glue

3.  colour



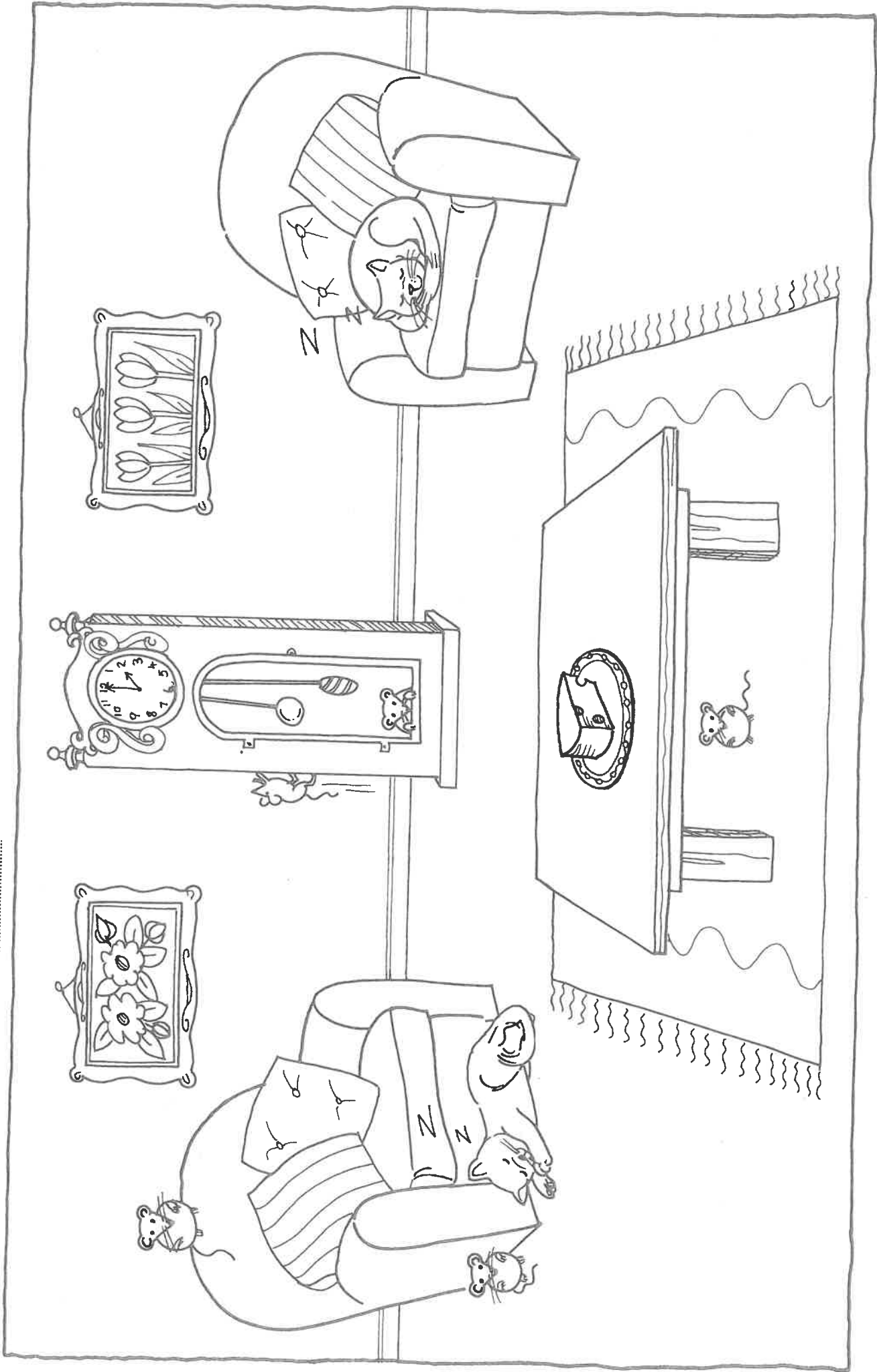


Name .....



Ask children to cut out the animal pictures. Say, **Paste the flying bird above Red Riding Hood.** Repeat for the troll (under the bridge); the goat (between the trees); the singing bird (on a rock) and the fox (beside a tree). Then say, **Now paste the butterfly on the picture and tell a friend where it is.**

NAME .....

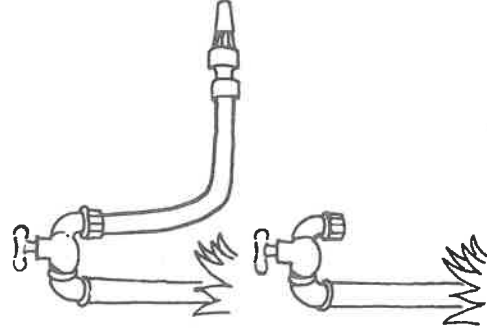
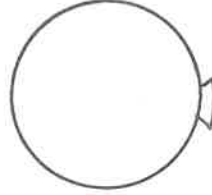
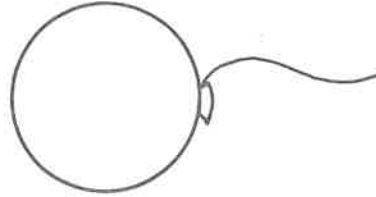
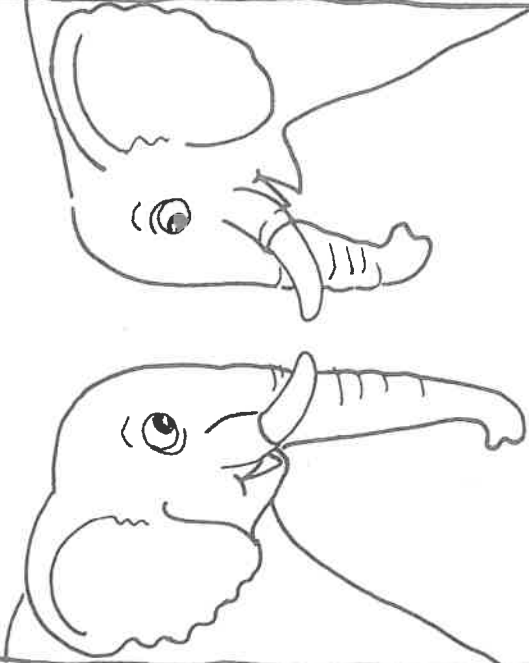
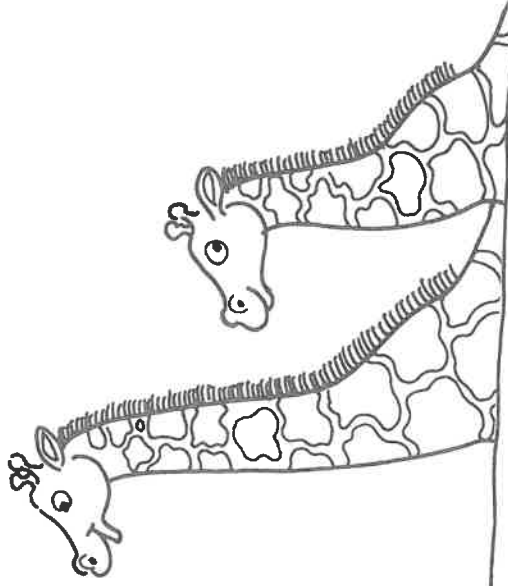
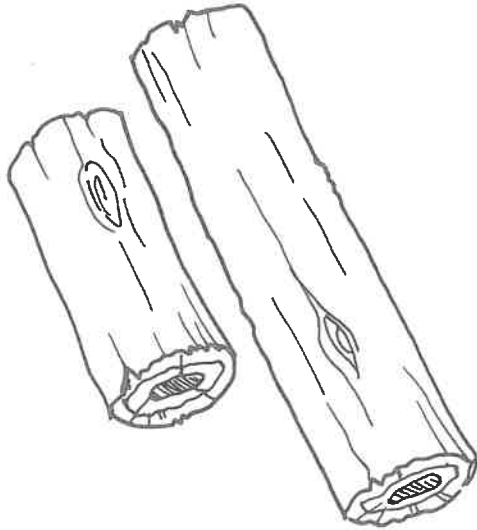


**14** **Positional words**  
(Follows *Giant Discussion Book* page 14.)

Ask children to look at the cats. Say, **Point to the cat that is on the chair. Colour it brown.**  
Repeat for the mice: beside a chair (green), under the table (blue), on top of something (yellow) and inside something (red).  
Then say, **Now you draw a mouse hiding from the cats. Tell a friend where it is.**

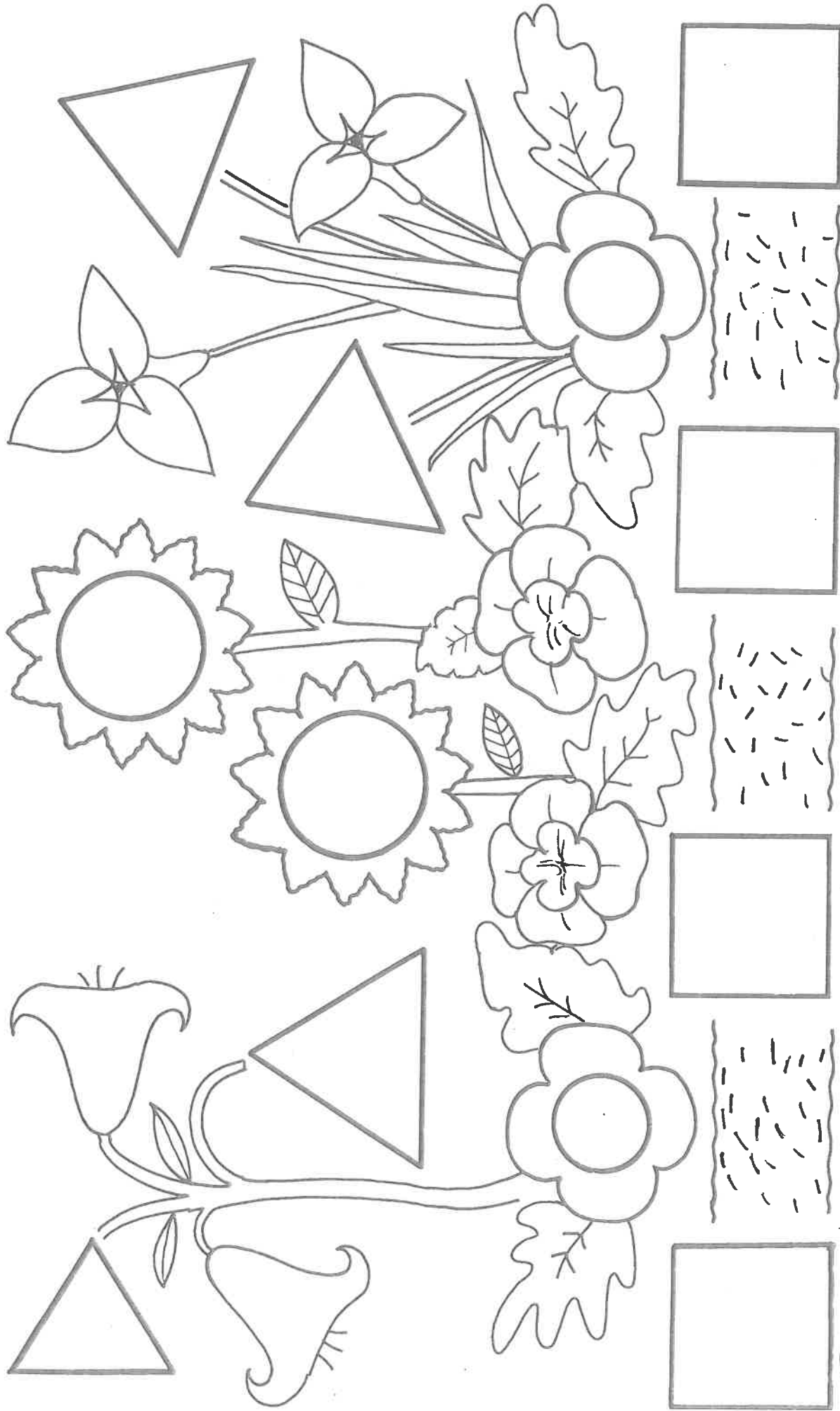


Name .....



Ask children to point to the logs. Say, **Colour the log that is longer.**  
**Point to the giraffes. Colour the taller giraffe. Point to the longer trunk.**  
**Point to the snake. Draw a longer snake.** Repeat for the balloon-string and the hose.

Name .....



Count the triangles! Count the Squares.

# All About My Family

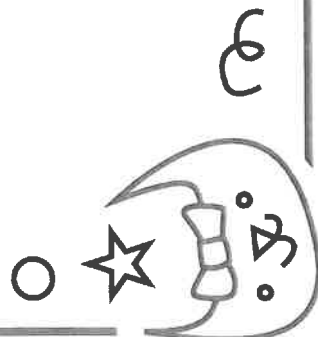


by \_\_\_\_\_

This is me!

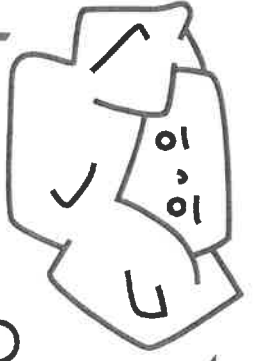


I have a family.

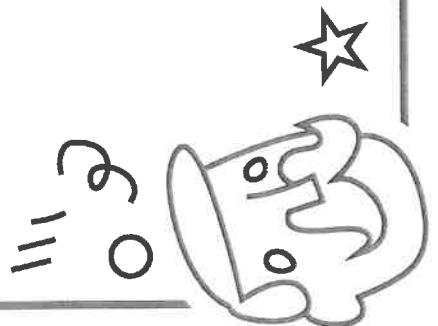
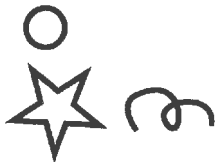




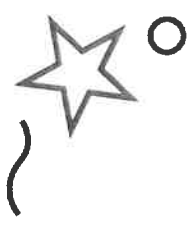
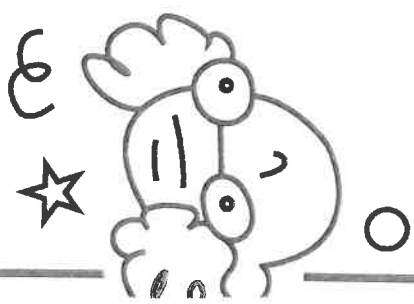
Here is a picture of my family.



\_\_\_\_\_ is my \_\_\_\_\_.

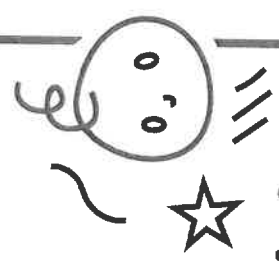


\_\_\_\_\_ is my \_\_\_\_\_.

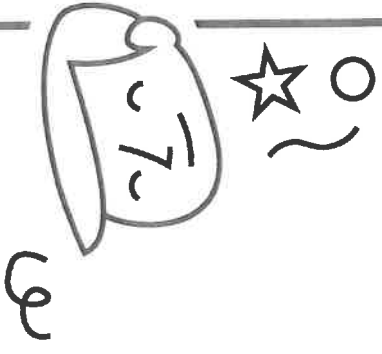


\_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_ years old.



\_\_\_\_\_ is my \_\_\_\_\_.



\_\_\_\_\_ was born in \_\_\_\_\_.

\_\_\_\_\_ grew up in \_\_\_\_\_.

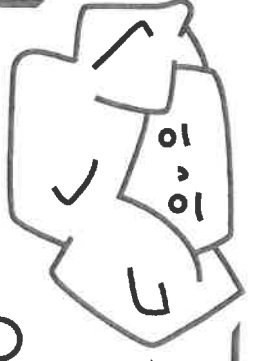
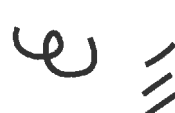


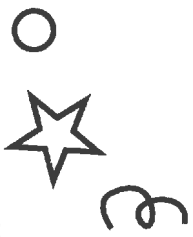


In my family,

tells

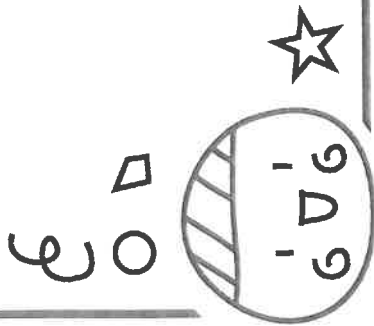
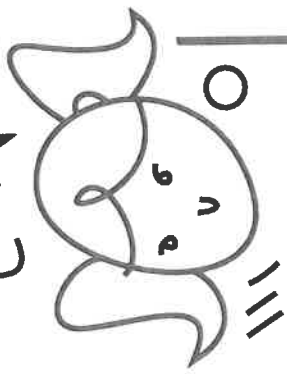
stories about our past.





My family likes to

celebrate \_\_\_\_\_.



# Toys and games sort

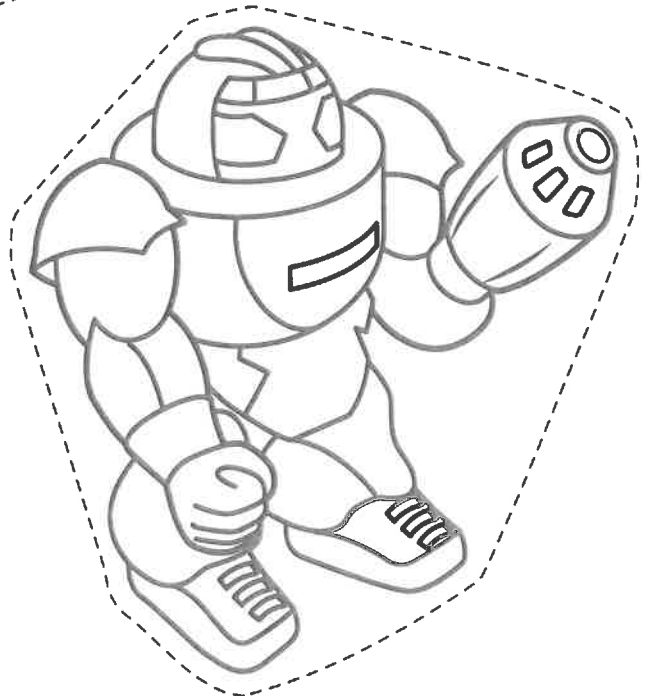
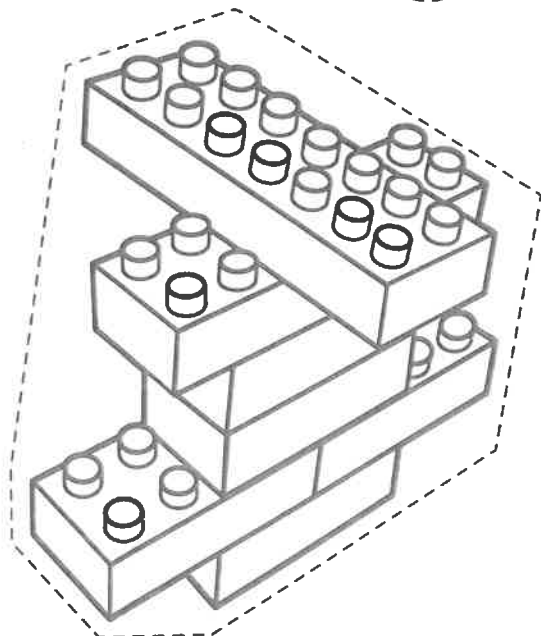
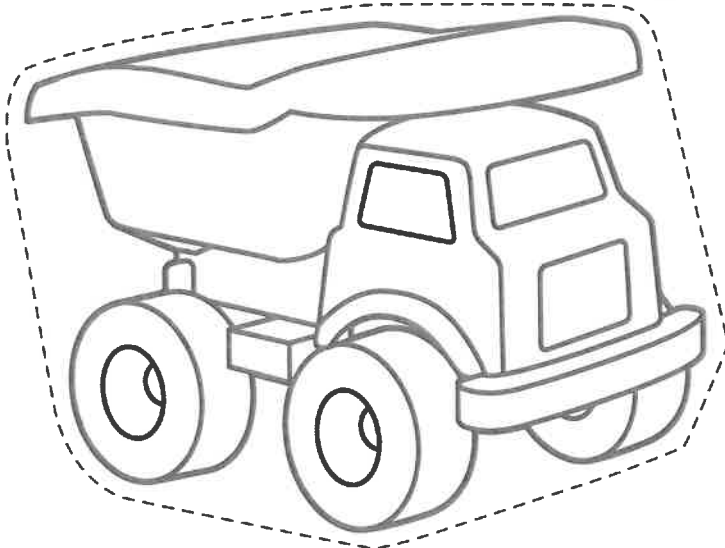
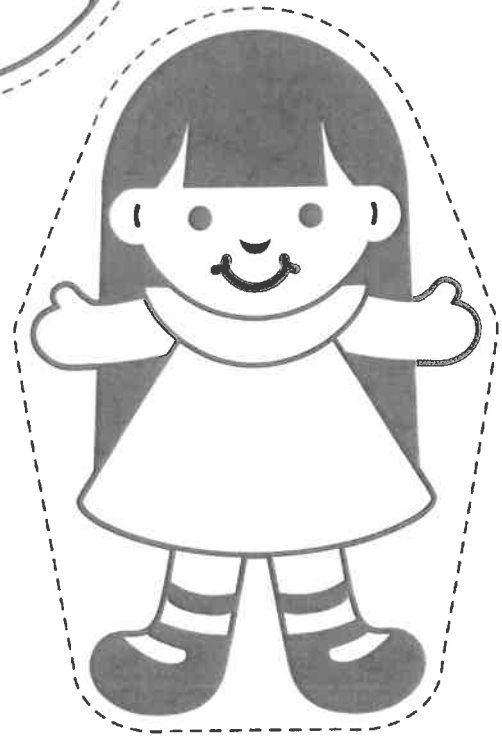
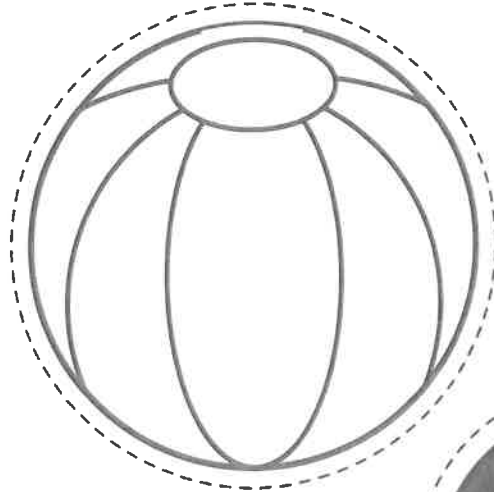
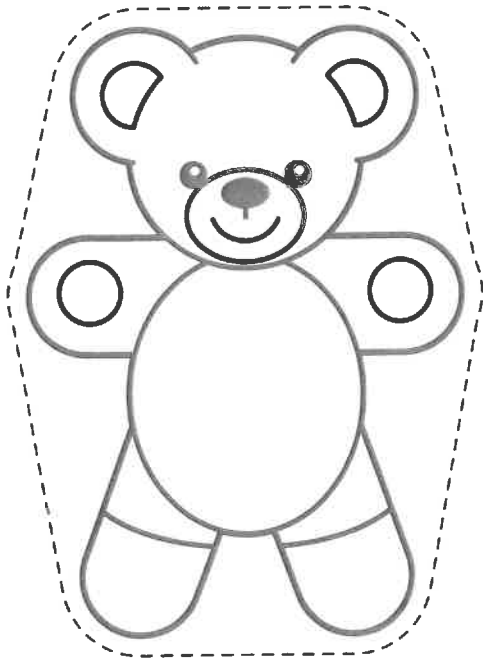
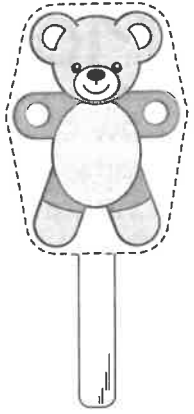
**Indicator:** Classifies toys and games according to different criteria. Suggestions: Photocopy on A3 card. Students colour and cut out cards. Sort into own criteria; e.g. indoor/outdoor, like/dislike, team game/individual/both, what game/toy is made from. Discuss and compare findings.

teddy bear 	computer game 	 cricket	jigsaw puzzle 
skateboard 	 playing cards	basketball 	dress-ups 
LEGO™ sets 	 trampoline	action figure 	 scooter
Nintendo Wii U™ 	 board game	doll 	frisbee™ 
chasey 	 tennis	seesaw 	bike 



# Talk about toys

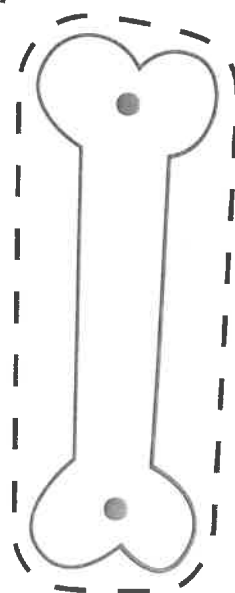
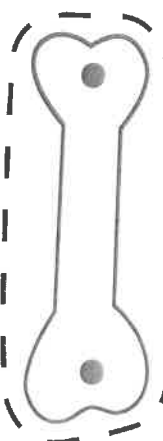
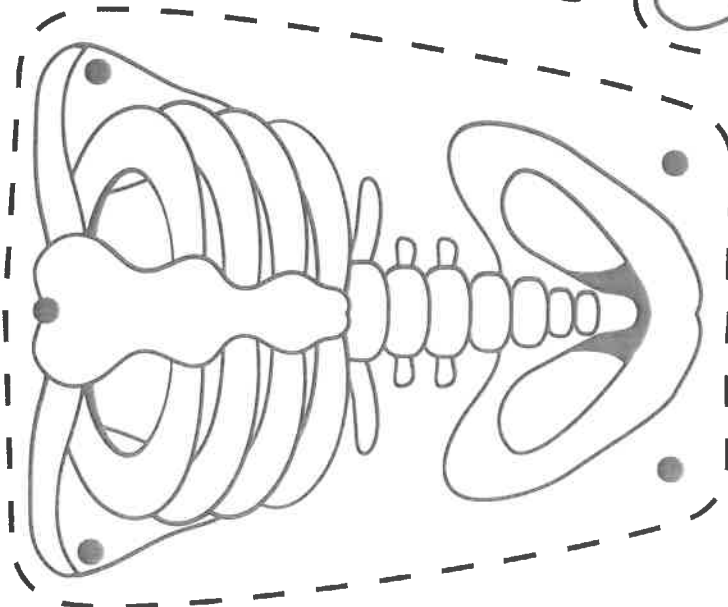
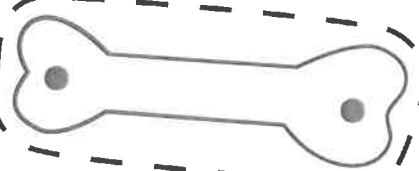
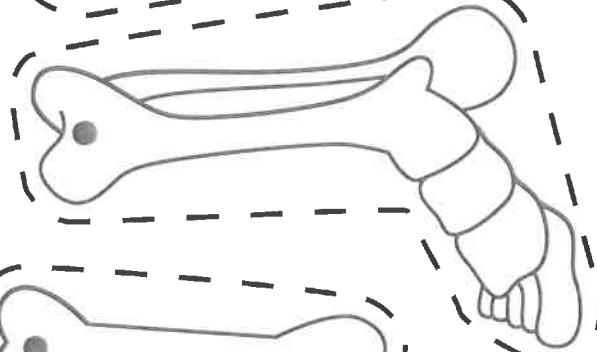
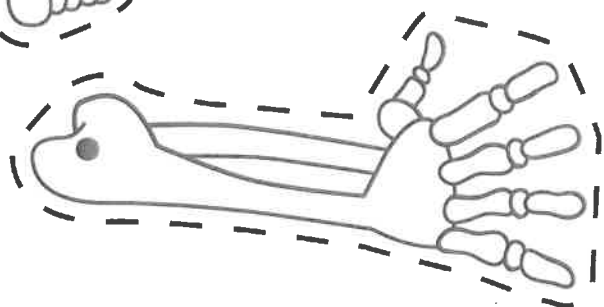
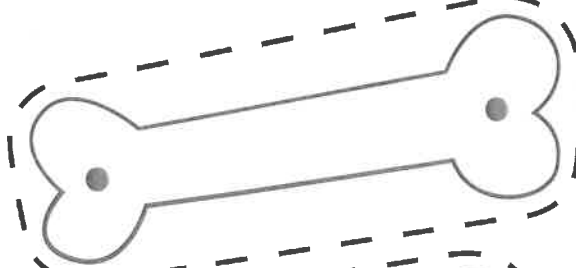
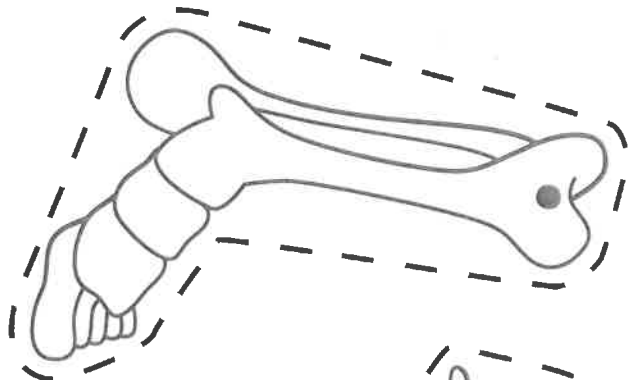
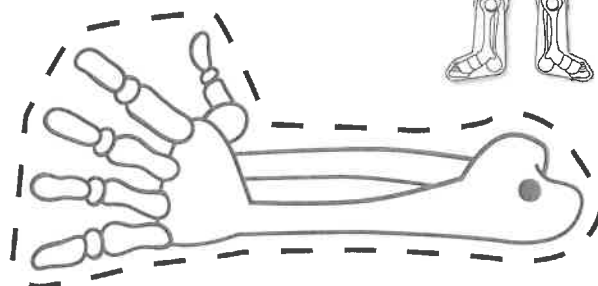
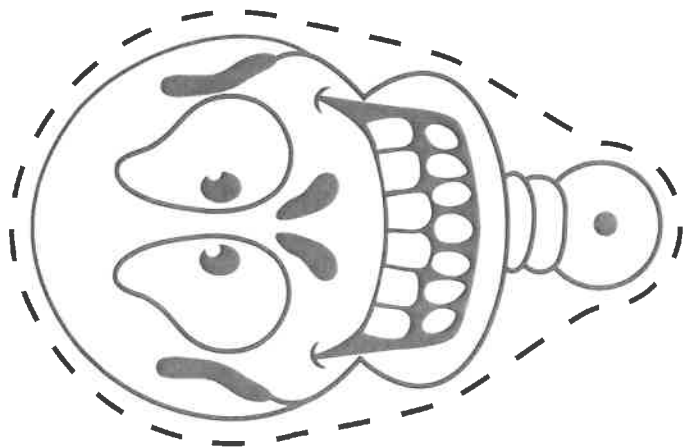
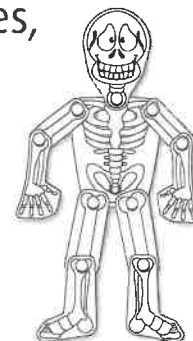
Use the finger puppets to tell what each toy is and how to use it.





# Scary skeleton

Photocopy the skeleton onto white card. Colour in the pieces, cut them out, and join them together with split pins.



Note: Halloween is celebrated on 31 October each year.







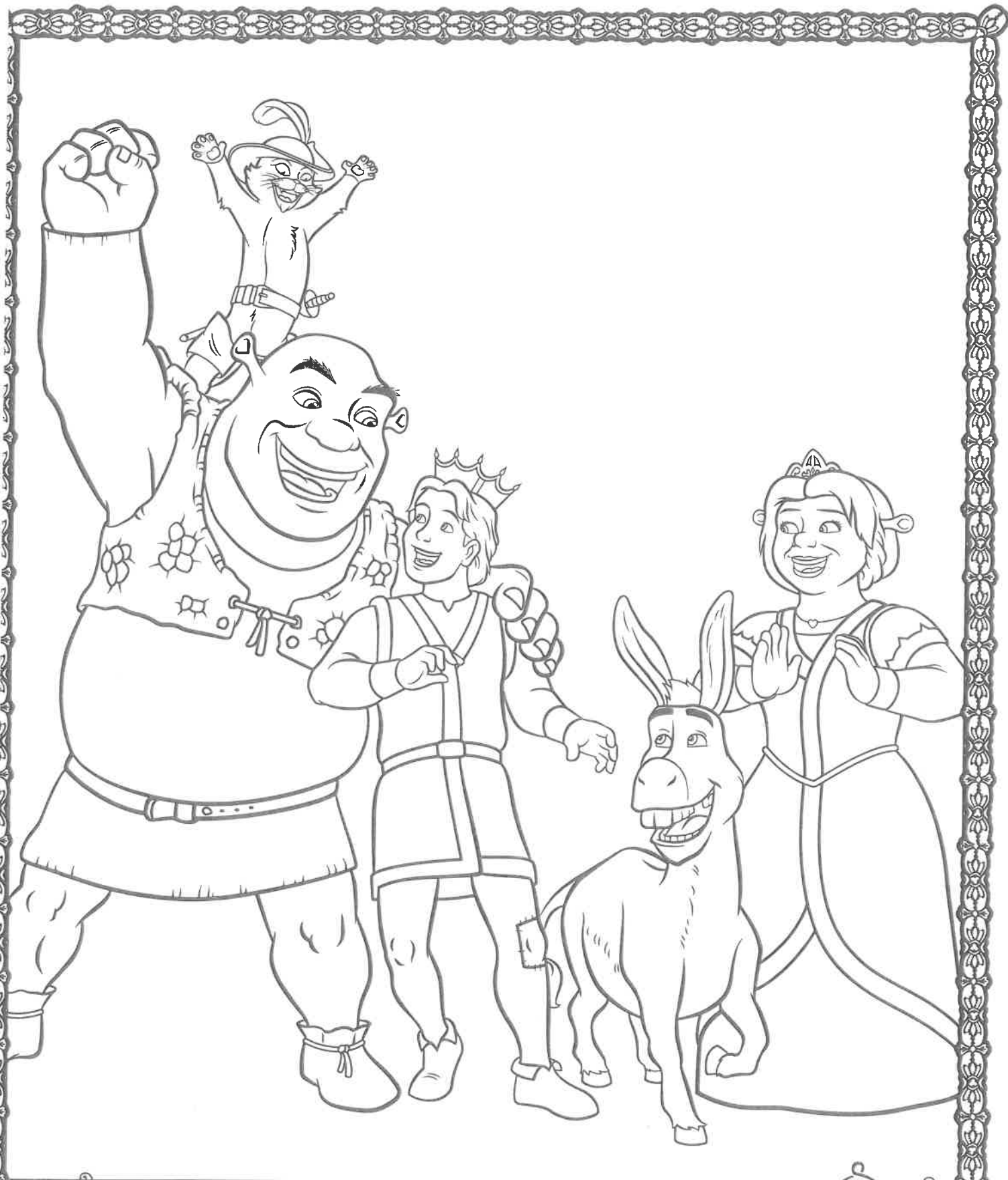












But Artie saves the day.  
All hail, King Artie!







"How is it that I *always* fall for that 'lost cat' trick? What kind of a dog am I?"



