



# Framework for Learning from Home – Stage 1- Term 3, Week 9

You will need help from a parent or guardian to complete each activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep the Maths resources in a safe place so they can be referred to in future if needed.**

	Day 1	Day 2	Day 3	Day 4	Day 5
	<p><b>Learning Superpower of the Week:</b> Reflective Learner                      A reflective learner thinks about what they have read, done or learned. They ask questions and think deeply about their own ideas.</p> <p><b>PBL Focus of the Week:</b> - <b>Participating Safely</b> - Pedestrian, bike and scooter safety  <b>Activity:</b> What is a pedestrian? When are you a pedestrian? How do you participate safely when you are a pedestrian? A pedestrian includes someone who is walking or riding on something that has wheels (bike, scooter, roller blades etc).                      Watch this video for important information about being a safe pedestrian while walking: <a href="https://www.youtube.com/watch?v=hrKY9kMTHtU">https://www.youtube.com/watch?v=hrKY9kMTHtU</a> The NSW Government suggests that children <b>up to at least 10 years of age</b> should be supervised around traffic and should hold an adult's hand when crossing the road.                      Where is the safest place for you to ride on a bike, scooter, skate board etc? Visit <a href="https://www.safetytown.com.au/town/student/stage-1/#map">https://www.safetytown.com.au/town/student/stage-1/#map</a> On the map, find and read the interactive books 'Let's go riding' and 'Always wear a helmet'. Optional: the worksheet attached to the online book.</p> <p><b>Wellbeing Wednesday: 12.00 - 3.00</b> A time for our students, families and teachers to take time to look after themselves.</p>				
Formin	<p><b>English / Literacy</b></p> <p><b>Reading:</b> Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b> Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b> Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b> Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b> Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b> Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b> Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b> Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b> Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b> Choose an activity from the grid below and complete it using your spelling words.</p>

### Writing: Compound sentences - Introduction

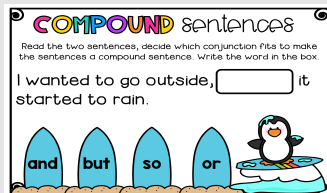
A compound sentence is made when 2 simple sentences are joined together by a conjunction.

Examples of conjunctions are: **for, and, nor, but, or, yet, so, because**

Watch this video to learn more about using conjunctions to make compound sentences:  
<https://clickv.ie/w/jqcr>

We DO: Join your class Zoom session for a lesson on using conjunctions to learn more about writing compound sentences.

You DO: Open up the Compound Sentences Powerpoint in your Google Classroom. Add the correct conjunctions to each slide.



### Writing: Compound sentences - using AND

A compound sentence is made when 2 simple sentences have been joined together by a conjunction.

View: <https://clickv.ie/w/9vcr>

#### For Example:

Two simple sentences:  
I went to the movies. I ate some popcorn.

#### Compound sentence.

I went to the movie and I ate some popcorn.

#### Now it's your turn

Write a compound sentence about this image using the conjunction **AND**.



### Writing: Wellbeing Wednesday



Everyone likes to receive a handwritten letter.

Write a letter to a friend, neighbour or a member of your family.

Deliver it to their mailbox if they live nearby and surprise them.



### Writing: Compound sentences - using BUT

A compound sentence is made when 2 simple sentences have been joined together by a conjunction.

View: <https://clickv.ie/w/A5br>

#### For Example:

Two simple sentences:  
The boy was tired. He kept running.

#### Compound sentence.

The boy was tired **but** he kept running.

#### Now it's your turn.

Write a compound sentence about this image using the conjunction **BUT**.



### Writing: Compound sentences - using SO

A compound sentence is made when 2 simple sentences have been joined together by a conjunction.

#### For Example:

Two simple sentences  
I was tired. I went to bed.

#### Compound sentence

I was tired **so** I went to bed.

#### Now it's your turn.

Write a compound sentence about this image using the conjunction **SO**.



#### **Challenge**

Write 2 more compound sentences about this image using other conjunctions.

	<p>If you can't access the Powerpoint, complete the worksheet at the end of this Framework titled <i>Compound Sentences</i>.</p> <p><b>Challenge:</b> Level 2: Complete the <i>Add the Conjunction</i> worksheet.</p>	<p><b>Challenge</b> Write 2 more compound sentences about this image using other conjunctions. Underline or highlight the conjunctions used.</p> <p>Re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p>		<p><b>Challenge</b> Write 2 more compound sentences about this image using other conjunctions. Underline or highlight the conjunctions used.</p> <p>Re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p>	<p>Underline or highlight the conjunctions used.</p> <p>Re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p>
<b>Break including physical activity</b>					

## **MATHEMATICS**

1. Choose an activity from *Mathletics*.

2. For the next two weeks we are revising all concepts and you can finish these 10 mental. There are three levels. You can do the level which is comfortable for you or you can try all three if you are a budding mathematician.

You can work in your books or put the answers on your google docs in google classroom.

### **On Monday:**

**Warm up:** <https://www.topmarks.co.uk/learning-to-count/place-value-basketball> Play the place value basketball game.

Level 1: choose numbers to 49, Level 2: choose numbers to 99, Level 3: Choose numbers to 999

**OR** paper alternative:

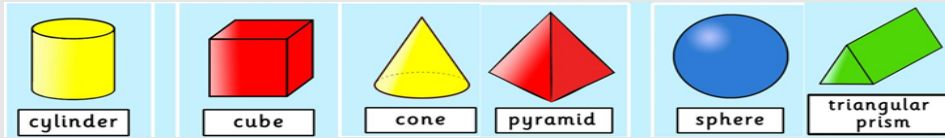
Roll 2 dice and read them as a two-digit number. eg. I roll 4 and 5 and read them as 45. Record it as tens and ones. eg. 4 tens and 5 ones. Challenge: Roll 3 dice and record it as hundreds, tens and ones.

Middle

Level 1	Level 2	Level 3
<ol style="list-style-type: none"><li>1. <math>3+3=</math></li><li>2. <math>2+4=</math></li><li>3. <math>7+3=</math></li><li>4. <math>6+1=</math></li><li>5. <math>5+5=</math></li><li>6. Double 11</li><li>7. How many days in a week?</li><li>8. How many is 4 groups of 2?</li><li>9. <math>8-5=</math></li><li>10. <math>10-6=</math></li></ol>	<ol style="list-style-type: none"><li>1. <math>19+7=</math></li><li>2. <math>20+6=</math></li><li>3. <math>56+4=</math></li><li>4. <math>28+7=</math></li><li>5. <math>33-3=</math></li><li>6. <math>20-14=</math></li><li>7. How many days in 3 weeks?</li><li>8. What is half of 18?</li><li>9. Double 12</li><li>10. Problem: If I planted 6 lettuces in 5 rows, how many would I have altogether?</li></ol>	<ol style="list-style-type: none"><li>1. <math>67+\square=100</math></li><li>2. <math>45+\square=100</math></li><li>3. <math>23+\square=100</math></li><li>4. <math>112+\square=500</math></li><li>5. double 56</li><li>6. double 156</li><li>7. How many days in Spring?</li><li>8. How many minutes in 2 hours?</li><li>9. <math>1000-670=\square</math></li><li>10. What is the time an hour and half after 5:30pm?</li></ol>

**On Tuesday:**

**Warm up:** How many seconds are in one minute? **There are 60 seconds in one minute.** How many seconds are in half of a minute? **There are 30 seconds in half of one minute.** Put a 30 second timer on a device, phone or watch it count down on an analog clock. In 30 seconds, name: as many real life objects as you can think of that are a sphere shape eg ball, ice cream scoop, etc. How many could you think of in 30 seconds? Repeat the activity, each time naming different real life objects for the following 3 Dimensional shapes: cone, cube, pyramid, cylinder, triangular prism.



**Then do:**

Level 1	Level 2	Level 3
<ol style="list-style-type: none"><li>13-3=</li><li>4-2=</li><li>7-6=</li><li>3+6=</li><li>2+8=</li><li>10-<input type="text"/>=5</li><li>10-<input type="text"/>=6</li><li>Double 5</li><li>Double 10</li><li>Finish the pattern 11, 13, 15, ____, ____, ____</li></ol>	<ol style="list-style-type: none"><li>34-6=<input type="text"/></li><li>89-10=<input type="text"/></li><li>23+10=<input type="text"/></li><li>56+<input type="text"/>=60</li><li>67+<input type="text"/>=70</li><li>If I had 5 apples on 5 trees, How many would I have altogether?</li><li>Half of 16?</li><li>How many minutes in half an hour?</li><li>What is the time half hour after 4:30pm?</li><li>Double 25</li></ol>	<ol style="list-style-type: none"><li>78+<input type="text"/>=100</li><li>100-12=<input type="text"/></li><li>100-83=<input type="text"/></li><li>100-29=<input type="text"/></li><li>100-35=<input type="text"/></li><li>What is the total of 4cm+2cm+10cm?</li><li>How many days in a leap year?</li><li>What is <math>\frac{1}{4}</math> of 24?</li><li>What is <math>\frac{1}{2}</math> of 150?</li><li>How many hours in 240 minutes?</li></ol>

**Wednesday: 12.00 - 3.00 Wellbeing Time:** A time for our students, families and teachers to take time to look after themselves. **Get off your devices, screens, laptops !**

## Thursday and Friday:

**Thursday Warm up:** Skip count forward by 2s, 5s and 10s to 100. If you can easily do this, try skip counting by a different number such as 3, 4, 6 etc. This will help you to quickly count groups of items with these amounts in them. You may like to use the interactive hundreds chart 'Paint the Squares' to splat the numbers as you count. <https://www.topmarks.co.uk/learning-to-count/paint-the-squares> - Select a chart; Level 1: 1 to 50, Level 2: 1-100, Level 3: 1-120

**Friday Warm up:** Write as many number sentences as you can that **equal** to the number below. (addition, subtraction, division, multiplication)

Level 1: equal to 10

Level 2: equal to 24

Level 3: equal to 40

Level 4: equal to 64

Example for Level 2 to equal 24:  $20+4=24$ ,  $30-6=24$ , 4 groups of  $6=24$ , double 12 is 24,  $10+10+4=24$ , etc

**Topic: Space, Measurement and Geometry:** Position - words used to describe where something is

**Year 1:** You are learning how to give directions to familiar places. Watch this clip for a lesson about language of position <https://clickv.ie/w/YQbr>

Your activities are: Position- Language ( 2 sheets), Position - paths and directions

**Year 2:** You are learning to give directions to places on a simple map. Watch this clip to learn about steps and turns on a map. <https://clickv.ie/w/tRbr>


Your activities are: Position - describing position (2 sheets), Position - paths and directions

### Optional Activity:

#### Mystery Walk

Prepare signs with various directions on them. (For example, "take 5 steps to the left", "walk under the tree branch")

Place signs outside your house so that a family member can follow a particular path by following the signs. Ask your family member to describe their walk and what they passed or saw on the way. Using boxes or blocks, make a model of the walk and make a sketch of the model.

Break	Break	Break	Break	Break	Break
Afternoon	Science Simple Science Experiments on Evaporation See experiments attached below	Science Simple Science Experiments on Air Pressure See experiments attached below		Science Simple Science Experiments on Floating Objects See experiments attached below	Family Time / Catch up

**Reading Activities Grid Week 9**

<p style="text-align: center;"><b>Predicting</b></p> <p>What might the text be about or what might happen next?</p> <p>Use these sentence starters to help you:</p> <p>I think this could be about ..... because .....</p> <p>I predict this is going to tell me ..... because .....</p> <p>I think that ..... will happen next because .....</p>	<p style="text-align: center;"><b>Visualising</b></p> <p>Listen to a story either online or one that a family member reads to you.</p> <p>As you are listening, use the images that come into your head to draw a picture that shows what is happening in the story.</p>	<p style="text-align: center;"><b>Imaginative text: Illustrating the Story</b></p> <p>Draw pictures to retell what happened at the beginning, what happened in the middle and how the story ended.</p> <p>Use your drawings to help you retell it to someone else.</p>	<p style="text-align: center;"><b>Imaginative text: Retelling</b></p> <p>After reading the story, retell it in your own words. Use these sentence starters to help you.</p> <p>The story was about ..... (who)</p> <p>It happened ..... (where)</p> <p>The main thing that happened was ..... (what) because .....(why).</p> <p>The problem was solved when .....</p>	<p style="text-align: center;"><b>I Remember!</b></p> <p>Listen carefully to an imaginative or informative text (either online or one that a family member reads to you).</p> <p>As you listen, remember information that you find interesting or important.</p> <p>Tell someone or write down the things you remember.</p>
<p style="text-align: center;"><b>Imaginative text: Character Description</b></p> <p>Level 1: Make a list of adjectives to describe one of the characters in your book. Think about what they look like and their personality.</p> <p>Level 2: Use those words to write a description of one of the characters from your book.</p>	<p style="text-align: center;"><b>Opinion: Book Review</b></p> <p>Write a book recommendation about your favourite book.</p> <p>Do you think someone else would enjoy reading this book?</p> <p>Write down 3 reasons why someone else should read it.</p>	<p style="text-align: center;"><b>Informative: Facts</b></p> <p>What have you learned after reading this book?</p> <p>Write down 3 facts that you now know after reading your book.</p> <p>Remember to answer using full sentences. Check that your sentences begin with a capital letter and end with a full stop.</p>	<p style="text-align: center;"><b>Making Connections</b></p> <p>After reading your book, think about whether it reminds you of something you have done or another book you have read.</p> <p>This book reminds me of when I .....</p> <p>I have read another book like this, it was called .....</p>	<p style="text-align: center;"><b>Clarifying</b></p> <p>Look for words/clunks in your book that you do not know the meaning of.</p> <p>Find out what they mean.</p> <p>Write down the word and the meaning of each word.</p>



## Useful Websites

<b>Cosmic Kids Yoga</b>  <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a>	<b>Sydney Olympic Park</b>  <a href="https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery">https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery</a>	<b>Taronga Zoo TV</b>  <a href="https://taronga.org.au/taronga-tv">https://taronga.org.au/taronga-tv</a>	<b>ABC TV Education</b>  <a href="https://www.abc.net.au/tveducation/">https://www.abc.net.au/tveducation/</a>
<b>ABC Me</b>  <a href="https://www.abc.net.au/abcme/">https://www.abc.net.au/abcme/</a>	<b>Australian Children's Television Foundation</b>  <a href="https://actf.com.au/home-viewing">https://actf.com.au/home-viewing</a>	<b>ANSTO STEAM club online</b>  <a href="https://www.ansto.gov.au/education/primary/steam-club-online">https://www.ansto.gov.au/education/primary/steam-club-online</a>	<b>National Geographic: For Kids</b> <a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a>
<b>Karma Kids Yoga</b>  <a href="https://www.youtube.com/channel/UCdBLsolox9WvnG023No-XiA">https://www.youtube.com/channel/UCdBLsolox9WvnG023No-XiA</a>	<b>National Geographic for Kids</b>  <a href="https://www.natgeokids.com/au/category/kids-club/">https://www.natgeokids.com/au/category/kids-club/</a>	<b>The Melbourne Zoo</b>  <a href="https://www.zoo.org.au/animals-at-home/">https://www.zoo.org.au/animals-at-home/</a>	<b>ABCya</b> <a href="https://www.abcya.com/">https://www.abcya.com/</a>
<b>Code.Org</b>  <a href="https://code.org/hourofcode/overview">https://code.org/hourofcode/overview</a>	<b>Museum of the World</b>  <a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a>	<b>San Diego Zoo</b>  <a href="https://kids.sandiegozoowildlifealliance.org/">https://kids.sandiegozoowildlifealliance.org/</a>	<b>Access Mars</b>  <a href="https://accessmars.withgoogle.com/">https://accessmars.withgoogle.com/</a>
<b>Aquarium</b>  <a href="https://www.montereybayaquarium.org/animals/live-cams">https://www.montereybayaquarium.org/animals/live-cams</a>	<b>Great Wall of China</b>  <a href="https://www.thechinaguide.com/destination/great-wall-of-china">https://www.thechinaguide.com/destination/great-wall-of-china</a>	<b>The Louvre</b>  <a href="https://www.louvre.fr/en/online-tours">https://www.louvre.fr/en/online-tours</a>	<b>Yellowstone National Park</b>  <a href="https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm">https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm</a>



Spelling Words WEEK 8 and 9

Red	Yellow	Green	Lime	Blue
<p>how which twenty once where stand pray nail tray raise praise rail stay</p>	<p>later does since through thought it's heard peer year learn germ there earth</p>	<p>dessert restaurant allowed hire higher wrapped winning telling letting skipped nodded racing skated</p>	<p>pageant turquoise aisle canopy recipe wholesome gutter common cement cereal cyclist cider gymnast gingerbread</p>	<p>cheerful accept except obedient porridge pleasant agreement amusement dizziness breathless blindness government hopeless thoughtless</p>

## Spelling Activities Grid

<p>1. Write three funny sentences using your words. <b>OR</b></p> <p>Choose some words and write a paragraph that makes sense</p>	<p>2. Make a bookmark and write your spelling words on it.</p>	<p>3. Write a rhyming word for your spelling words.</p> <p>Eg book / look</p>	<p>4. Write your words using rainbow writing <b>OR</b> in chalk outside.</p>
<p>5. Look up three of your words using a dictionary or the internet.</p>	<p>6. Write out your words from shortest to longest.</p>	<p>7. Write your spelling words using <i>fancy</i> writing <b>OR</b> type them out</p>	<p>8. Write your words in alphabetical order or in reverse alphabetical order.</p>
<p>9. Choose three words and write out what they mean using your own words.</p>	<p>10. Sort your words into verbs, adjectives, nouns or adverbs, other</p>	<p>11. Get crafty and cut out letters from a newspaper or magazine and make 5 of your words by pasting them into a book or paper</p>	<p>12. Draw a picture with your words inside it.</p>

**Tuesday: Writing Stimulus**

Write a compound sentence about this image using the conjunction **AND**.



**Thursday Writing Stimulus**

Write a compound sentence about this image using the conjunction **BUT.**



**Friday Writing Stimulus** Write a compound sentence about this image using the conjunction SO.



## Science Activity: Monday: Evaporation

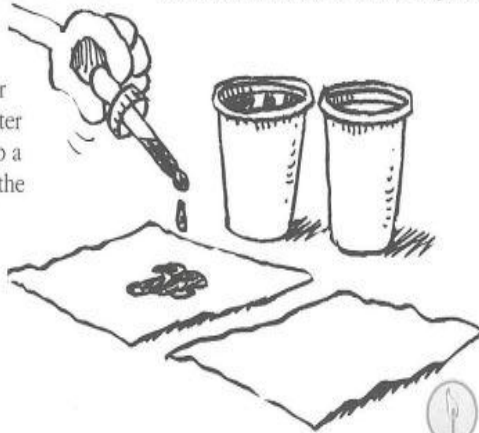
Try these simple experiments, predict what happens and write down your findings.

### 341 Evaporation

See how water evaporates.

#### STEPS

1. Half fill the cups with water.
2. Add food colouring to one of the cups.
3. Use the eye dropper to get the clear water from one cup and drop a couple of drops onto the paper towel.
4. Use the eye dropper to get the coloured water from one cup and drop a couple of drops on to the paper towel.
5. Keep a watchful eye on the paper towel and observe what happens. The water will evaporate from the towel, leaving the food colouring behind, but nothing will be left behind from the clear water droplets.



#### Materials

- 2 cups
- food colouring
- eye dropper
- paper towel

#### Did You Know?

Evaporation is how water becomes tiny droplets that form the clouds!



### 355 Water Paintings

Learn more about the water cycle.

#### STEPS

1. Wet the paintbrush with water.
2. Paint a picture using the water as 'paint'. When you have finished, leave your water painting for a few hours. What happens?

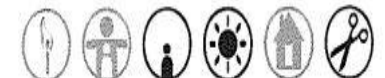


#### Materials

- paintbrush
- water
- dry surface, such as concrete or asphalt

#### Did You Know?

The heat from the Sun causes the water from your painting to evaporate. It then turns into water vapour and heads back up to the clouds!





## Science Activity: Tuesday: Air Pressure

Try these simple experiments and predict what happens and write down your findings.

### 270 Feelin' the Pressure

See how air pressure works.

#### STEPS

1. Fill the glass to the top with water.
2. Take the cardboard and put it on top.
3. Warning! Do the rest of this experiment over the sink.
4. Holding the cardboard in place, turn the glass upside down.
5. Now take your hand away from the cardboard. What happens?

#### Materials

- drinking glass
- water
- piece of cardboard the size of a postcard

#### Did You Know?

Air has a quality called pressure. This is a force that pushes in all directions, even upward.

### 277 How to Make a Parachute

See the way pressure affects falling objects.

#### STEPS

1. Take the plastic bag and cut it into a 30 cm (12 in) square.
2. Tie the string to each corner of the square.
3. Tie the other ends of the string to the spoon.
4. Stand on a chair and drop the parachute. What happens?

#### Materials

- plastic bag
- 4 pieces of string, each 35 cm (14 in) long
- spoon
- scissors

#### Did You Know?

To make parachutes easier to control, a hole is made in the top. This hole lessens the air resistance.



## Science Activities: Thursday: Floating

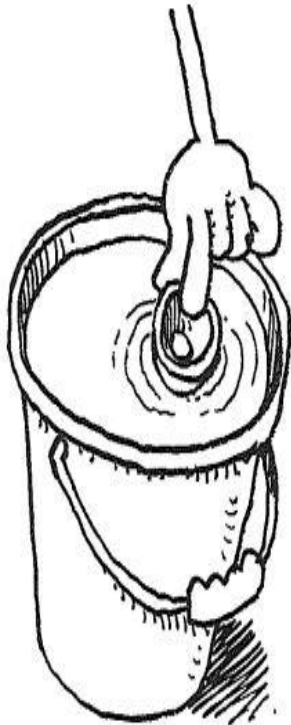
Try these simple experiments, predict what happens and write down your findings.

### 265 Sailing the High Seas

See how the shape of objects helps them float.

#### STEPS

1. Fill the bucket with water.
2. Take the modelling clay and shape it into a ball. Put the modelling clay in the water. What happens?
3. Take the modelling clay and make it into the shape of a bowl. Put it into the water. What happens?

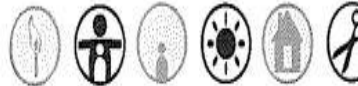


#### Materials

- modelling clay
- bucket
- water

#### Did You Know?

Whether an object will float or not depends on how dense it is. Ships float because, even though they are heavy, they have less density than water.

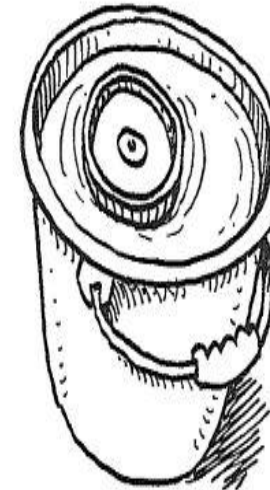


### 269 Feeling a Little Tense?

See how some objects float some of the time.

#### STEPS

1. Fill the bucket with water.
2. Gently place the lid upside down in the water. Does it float?
3. Now turn the lid the other way and place it gently in the water. What happens now? Does it float?
4. Now place the lid gently sideways into the water. Can you get it to float?

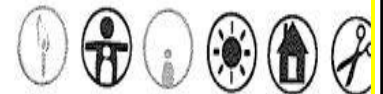


#### Materials

- metal lid from a jar
- bucket
- water

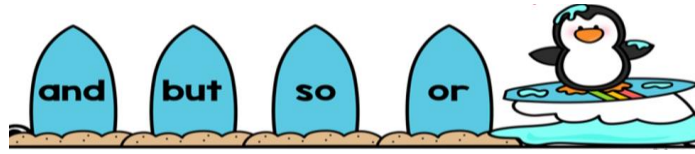
#### Did You Know?

Water has a quality called surface tension. This means it can keep some objects afloat when placed in a certain way on the water. Some insects can stand on water because of surface tension.



# COMPOUND sentences

Read the two sentences, decide which conjunction on the surfboard fits to make the sentences a compound sentence. Write the word on the line.



1. I wanted to go outside \_\_\_\_\_ it started to rain.
2. I like to play soccer \_\_\_\_\_ I like to play basketball.
3. It was my dad's birthday \_\_\_\_\_ I bought him a present.
4. You can eat ice cream \_\_\_\_\_ you can have a piece of cake.
5. Do you have a red pencil \_\_\_\_\_ a blue pencil?
6. We have two cats \_\_\_\_\_ one dog at our house.
7. My teacher was not well \_\_\_\_\_ we had a different teacher.
8. I will go to the park \_\_\_\_\_ I need to do my homework first.
9. I couldn't decide what to play \_\_\_\_\_ I let my sister choose.
10. I was visiting my grandma \_\_\_\_\_ I bought her some flowers.
11. We went camping \_\_\_\_\_ we cooked marshmallows on the fire.
12. It was a sunny morning \_\_\_\_\_ it started to storm in the afternoon.
13. I was hungry \_\_\_\_\_ I made a sandwich.
14. Do you want to play soccer \_\_\_\_\_ basketball?
15. I drew a picture \_\_\_\_\_ I gave it to my teacher.
16. We went to the beach \_\_\_\_\_ it was too cold to swim.
17. We wanted to leave early \_\_\_\_\_ we woke up late.
18. Everyone was eating lunch \_\_\_\_\_ they were sitting down.
19. I love to dance \_\_\_\_\_ I love to sing.



# Add the Conjunction



Fill in the blank spaces with the correct conjunction from the word bank.

## Word Bank

and

or

because

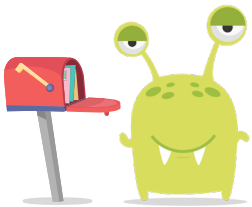
but

so

yet

nor

1. Igor wrote his letter to Abby \_\_\_\_\_ posted it on the same day.
2. Abby suggested either a picnic \_\_\_\_\_ a swim in the lake.
3. Igor wanted to go to the park soon \_\_\_\_\_ Abby had to finish her homework.
4. Abby brought some money \_\_\_\_\_ she could buy an ice-cream at the shop.
5. Igor did not bring a picnic rug \_\_\_\_\_ did he bring his swimming costume.
6. Mylo ran around the park \_\_\_\_\_ he had so much energy!
7. The weather report said it would be a sunny day \_\_\_\_\_ it remained cool.



# Add the Conjunction



Fill in the blank spaces with the correct conjunction from the word bank.

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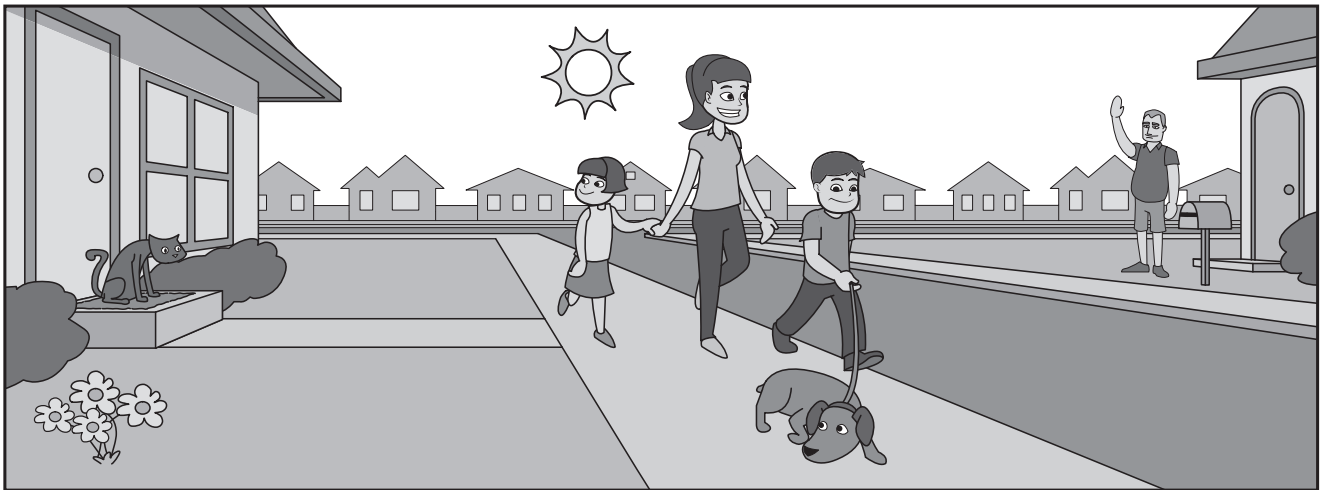
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# Position – language

- 1 What are some words you use to tell us where something is? Write them. Share your ideas with someone else and see if you can add to your list.

next to                      behind


- 2 Look at the picture and choose the position words to finish the sentences.



a The  is \_\_\_\_\_ the .

b The  is \_\_\_\_\_ the .

c The  is \_\_\_\_\_ the mat.

d The  is \_\_\_\_\_ from the .

e The  is \_\_\_\_\_ the .

f Write your own sentence.

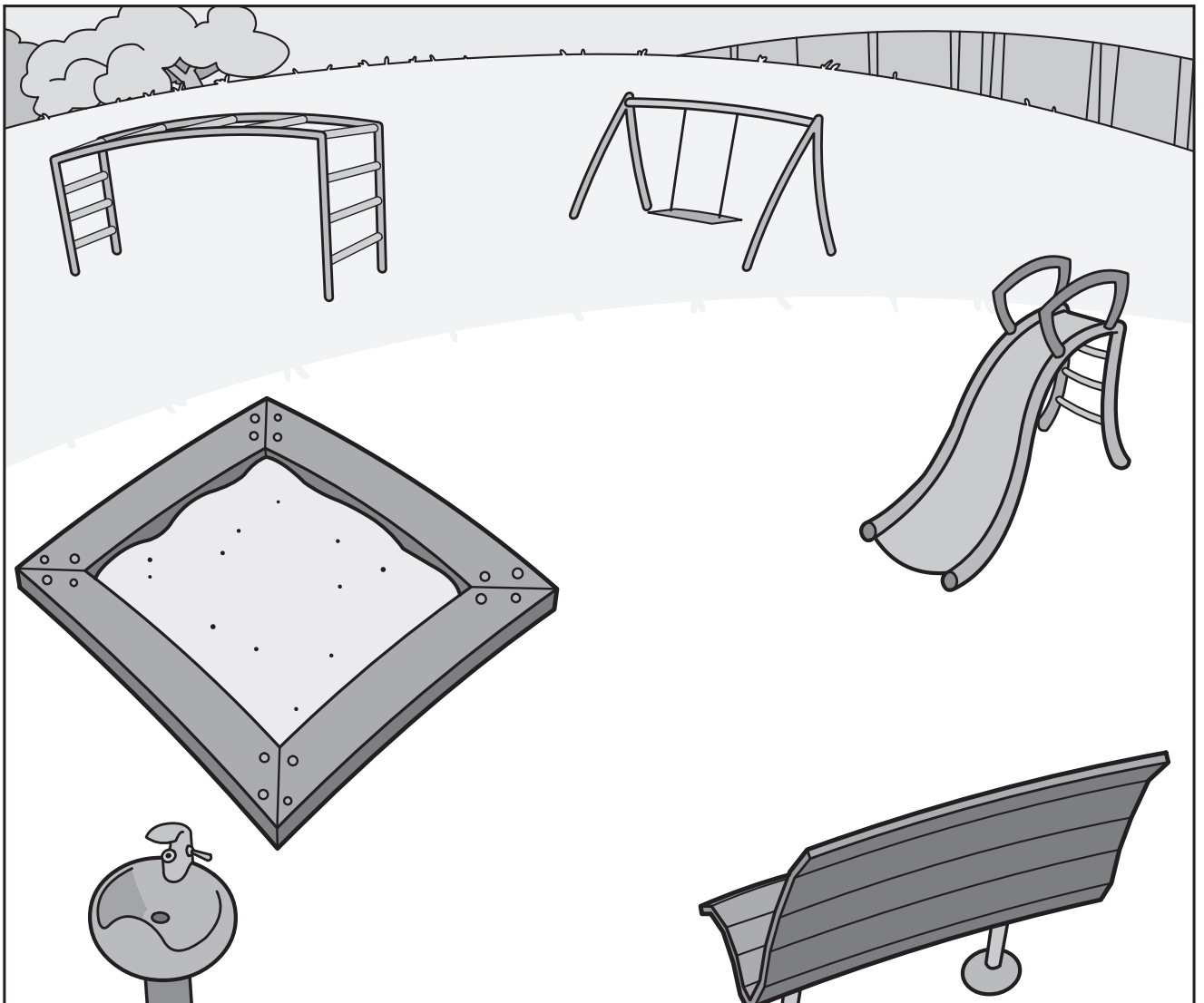
under  
next to  
far away  
on  
below  
in front of  
between

# Position – language

1 Draw:

- a a girl **next to** the sandpit.
- b a boy **on** the slide.
- c 2 flowers **under** the climbing frame.
- d a boy **beside** the bubbler.
- e a bucket and spade **in** the sandpit.
- f a girl **behind** the swing.
- g yourself. Where are you?

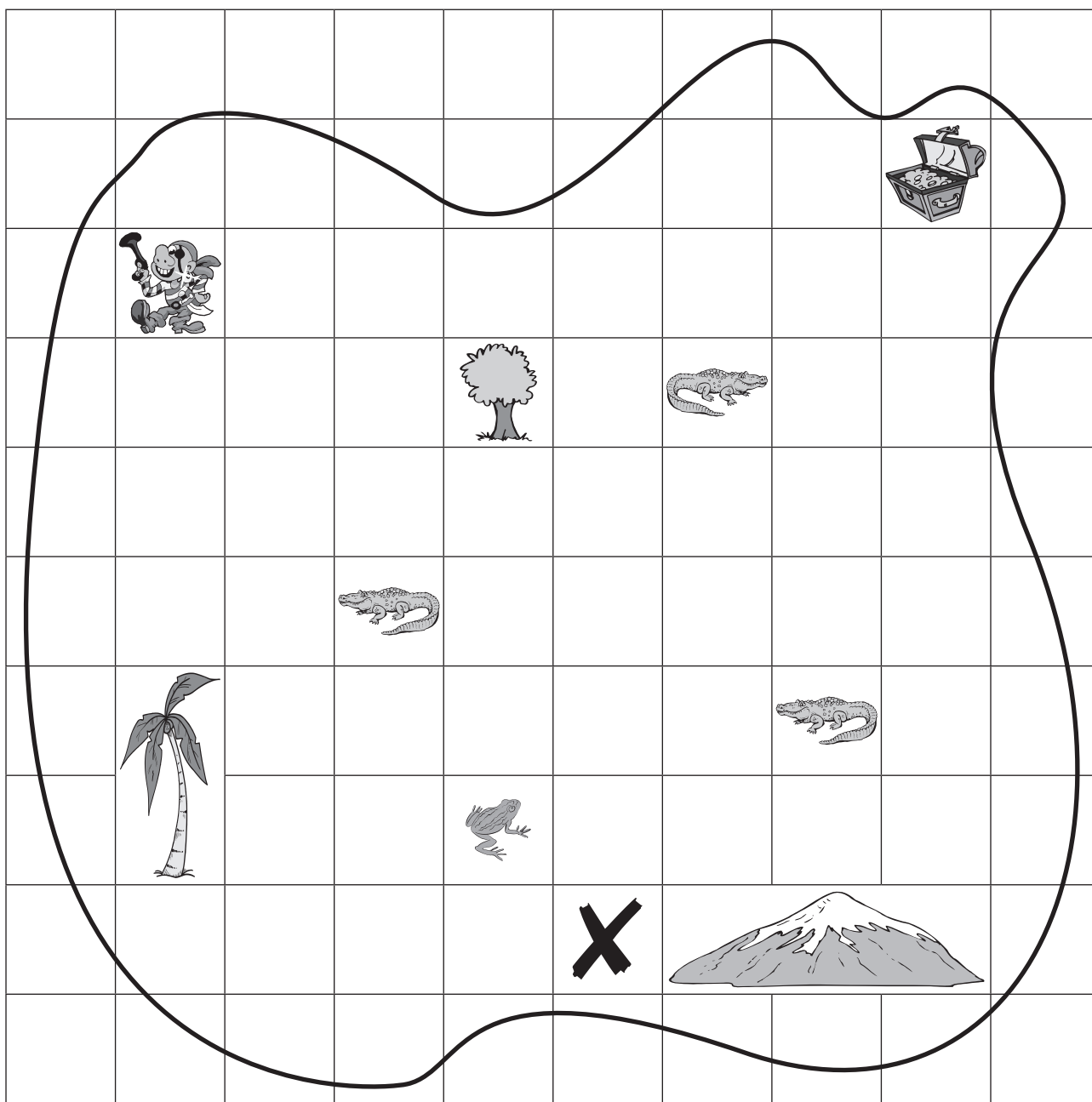
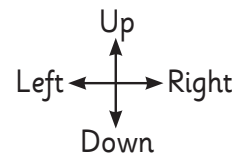
I am \_\_\_\_\_.





# Position – paths and directions

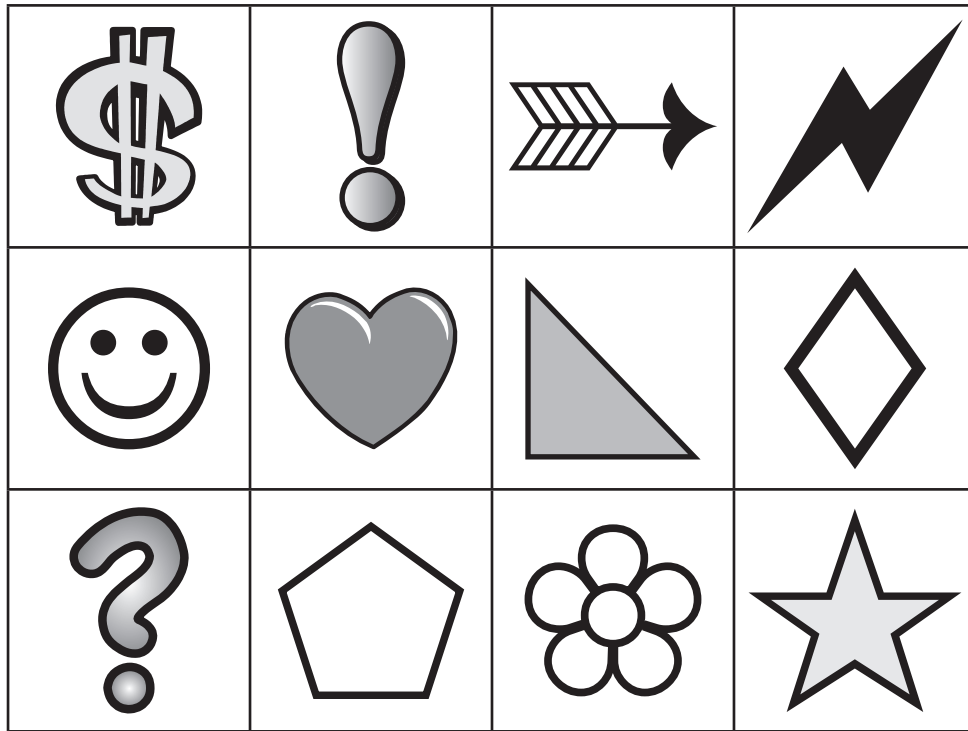
1 Follow the directions to get from the **X** to the treasure. Colour and count the squares as you go.










Up 3	Left 1	Up 1	Left 2	Up 2	Right 5	Up 1	Right 1
------	--------	------	--------	------	---------	------	---------

2 Can you find a shorter path? You must go around any obstacles. Colour this path a different colour. Can you write the directions to match?




# Position – describing position



1 Look at the grid. Draw the figure that is:

<b>a</b> next to 	<input type="text"/>	<b>b</b> under 	<input type="text"/>
<b>c</b> above 	<input type="text"/>	<b>d</b> between  and 	<input type="text"/>
<b>e</b> below 	<input type="text"/>	<b>f</b> next to 	<input type="text"/>

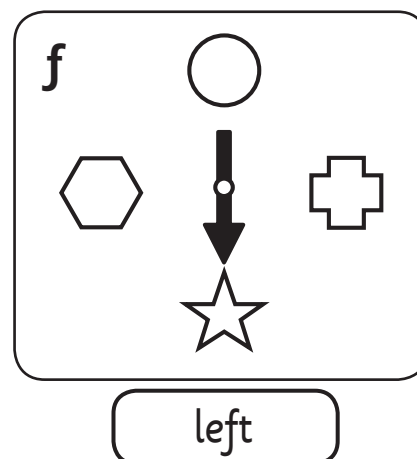
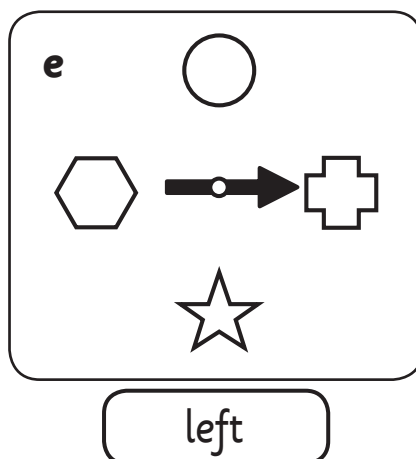
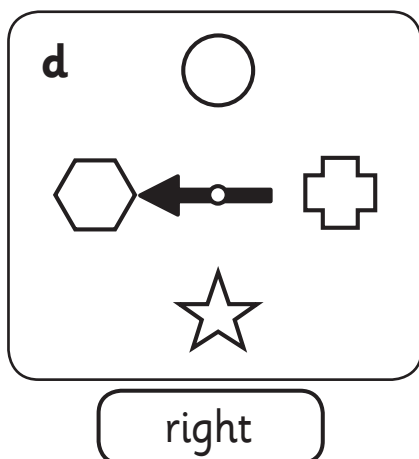
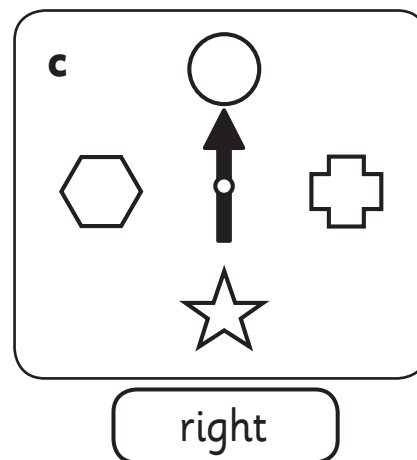
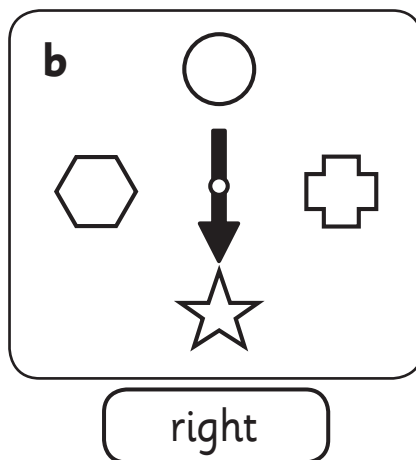
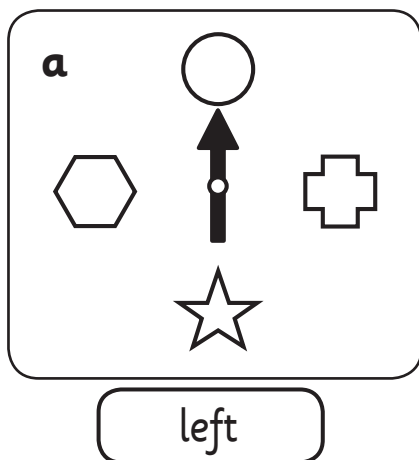
2 If you are the  where would you say the:

- a**  is? It is \_\_\_\_\_ me.
- b**  is? It is \_\_\_\_\_ me.
- c**  is? It is \_\_\_\_\_ me.



# Position – describing position

- 1 You are facing the way the arrow points. Colour the shape the spinner would point to if it turned:



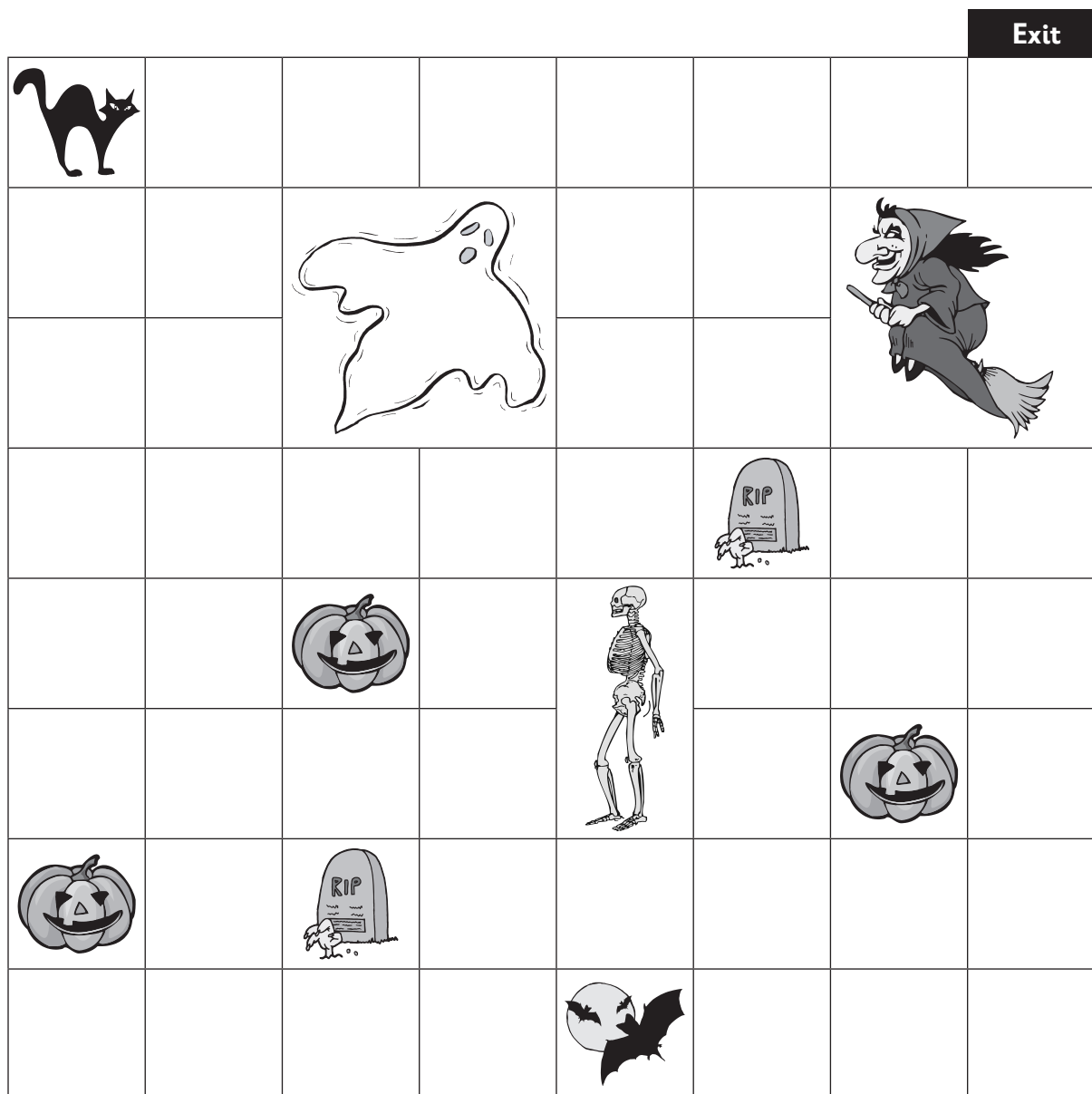
- 2 To get from your classroom to the front office, how many left and right turns must you make? Close your eyes and picture the path. Record the turns you make in your head. Now test it out.

- 3 Choose another start and end point and test it out. Record your turns and where you went.

# Position – paths and directions

- 1 Wally's class turn their classroom into a Haunted House for the school fete.
- a Colour the path Wally takes to get through the house without bumping into anything scary.

Up 2    Left 3    Up 3    Right 1    Up 3    Right 3



L   R

Entrance

- b Find another path that Wally could take. Record it here.