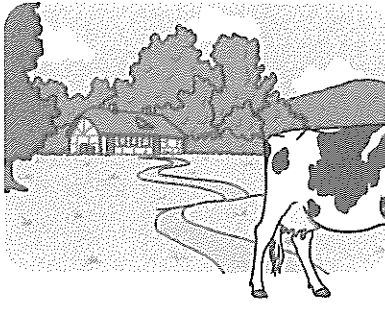


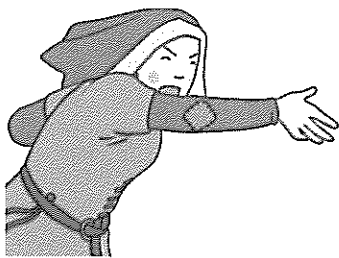
# Jack and the Beanstalk



Once upon a time, there was a boy called Jack. He lived with his mother and they had a cow.



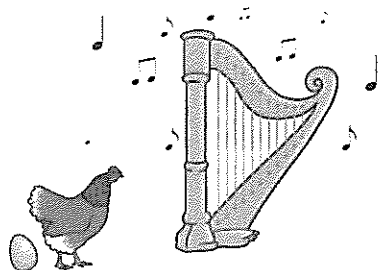
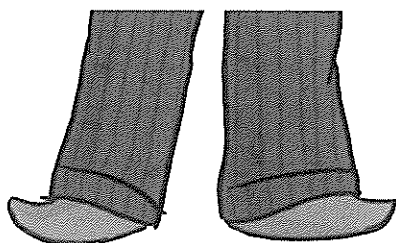
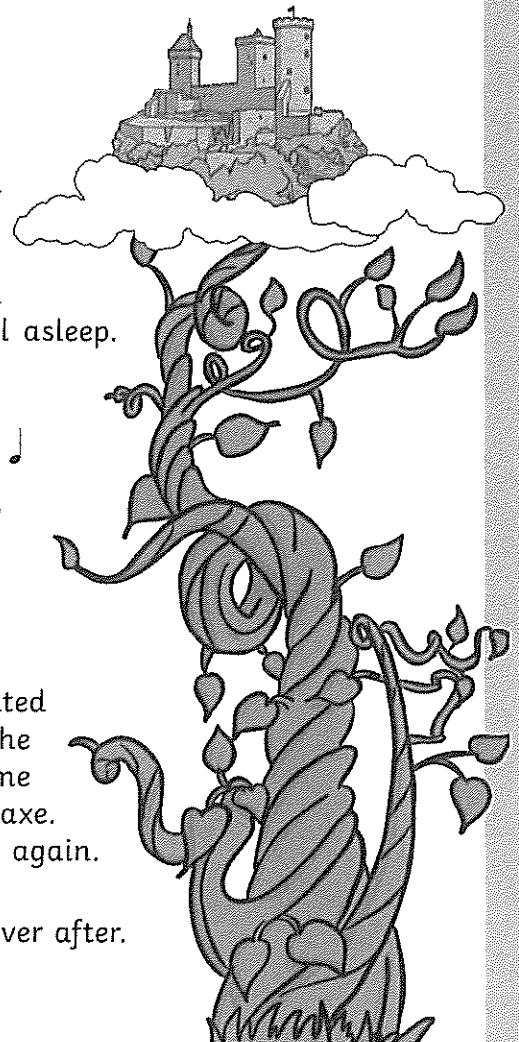
One day, Jack's mother asked him to take the cow to market to sell. Jack met a man, who gave him some magic beans for the cow.



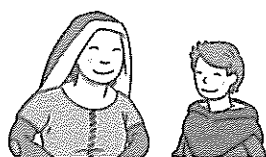
When Jack came home, his mother was angry. She threw the beans out and sent him to bed. The next morning, a giant beanstalk had grown! Jack climbed it.



When Jack reached the top, he saw a castle and went inside. Jack heard a loud noise and hid. An enormous giant came into the room with a hen and a golden harp. He shouted, "Lay!" and the hen laid an egg. Then "Sing!" and the harp sang. The giant fell asleep.



Jack took the hen and the harp. The harp shouted and the giant woke up. He chased Jack down the beanstalk. Jack shouted, "Help!" Jack's mother came out and chopped the beanstalk down with an axe. The giant fell to the ground. He was never seen again.



Jack and his mother lived happily ever after.

# Questions about Jack and the Beanstalk

Answer the questions below in full sentences.

1. What was the boy called?

---

---

2. What animal did Jack and his mother have?

---

---

3. What did Jack get for the cow?

---

---

4. How did Jack's mother feel when Jack came home?

---

---

5. What had grown the next morning?

---

---

6. Who came into the room?

---

---

7. What did the giant do after the harp sang?

---

---

8. Where did the giant chase Jack?

---

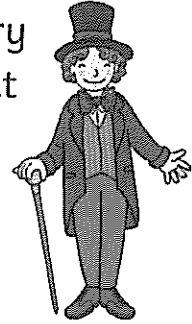
---

## What is Roald Dahl's best book?

Roald Dahl would have been 100 on 13<sup>th</sup> September 2016. His books are funny, imaginative and scary. But what is Roald Dahl's best book?

### Charlie and the Chocolate Factory

Charlie and the Chocolate Factory is about a very poor boy who wins the chance of a lifetime – a visit to Willy Wonka's chocolate factory and a lifetime supply of chocolate! Readers will love to find out what happens to the other competition winners who are nasty, greedy and lazy.



### Fantastic Mr Fox

Mr Fox is a brave and cunning hero. Readers will love Mr Fox's clever plot to take on Boggis, Bunce and Bean, a mean group of farmers who want to kill him.



### The Witches

The Witches is a story about a small boy who accidentally stumbles on a witches' **convention**. Although the witches are terrifying, readers will love to cheer on the hero of the story.

### James and the Giant Peach

James and the Giant Peach is the heart-warming story of an incredible friendship between James, a lonely **orphan**, and a group of oversized bugs.



### Matilda

Matilda is a much-loved character who everyone will want to succeed. In this story, Matilda is a little girl with special powers. Unfortunately, her family do not appreciate her talents. Readers will all want Matilda to succeed – but this seems impossible!



### The BFG

The BFG is a lovable character who gets his words muddled up. When he strikes up a friendship with Sophie, a small orphan, his life will change forever.

### The Twits

Mr and Mrs Twit are two of Roald Dahl's most hideous and memorable characters. The mean jokes that they play on each other are **hilarious**.

### George's Marvellous Medicine

Who would want a grandma like George's? She is cruel, bossy and bitter. Roald Dahl's imaginative punishment for this woman will have readers laughing out loud.

### Glossary

convention – a large meeting

orphan – a child with no parents

BFG – Big Friendly Giant

hilarious – very funny



# Questions

1. How old would Roald Dahl have been on 13<sup>th</sup> September 2016? Tick **one**.

- 100                       90  
 110                       105

2. What does Willy Wonka's factory make? Tick **one**.

- sausages                       chocolate  
 crisps                       toys

3. Which of these is not a farmer in Fantastic Mr Fox. Tick **one**.

- Bean                       Bodley  
 Bunce                       Boggis

4. Draw lines to match up the character with the book title.

Sophie	Fantastic Mr Fox
Grandma	The BFG
Boggis	George's Marvellous Medicine
Willy Wonka	Charlie and the Chocolate Factory

5. Fill in the missing words.

Mr and Mrs \_\_\_\_\_ are two of Roald Dahl's most hideous and \_\_\_\_\_ characters.

6. Find and copy the **three** words used to describe the competition winners in Charlie and the Chocolate Factory.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

7. How do you think Charlie felt when he won the competition? Explain your answer.

---



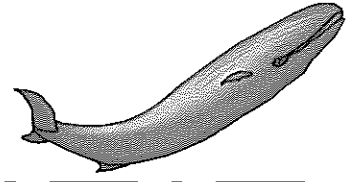
---



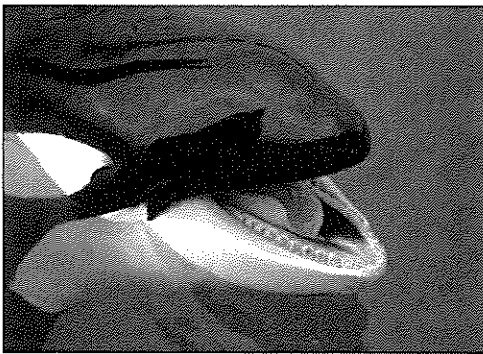
---



# whale tales

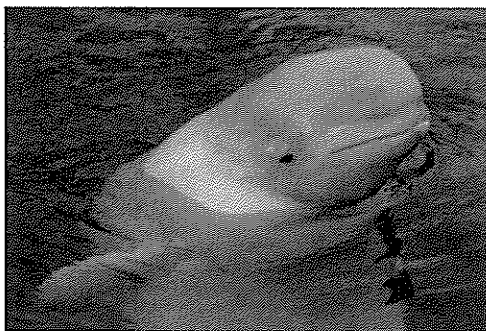
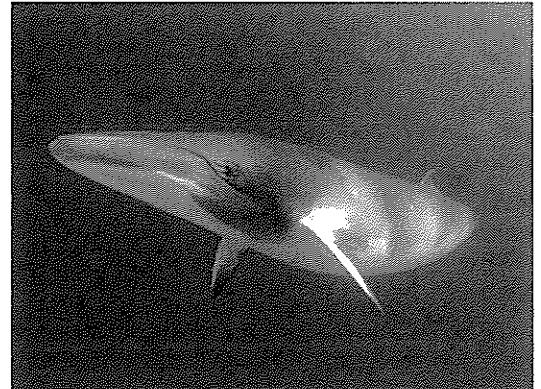


Whales are mammals who live in the ocean. The blue whale is the biggest animal on earth at almost 100 feet long.



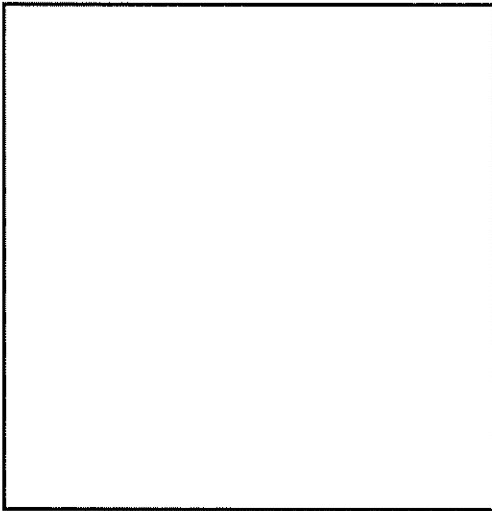
Whales are carnivores. They eat fish, sea creatures like seals, squid, krill and even other whales.

Some whales have teeth to help them eat, and some have baleen to help them catch their dinner.



Whales breath air through their blowholes. They can live a long time, even up to 90 years old. Whales don't sleep like people, but instead take quick naps. There are 75 different kinds of whales.

# Fact File



Type of Animal:

Mammal

Bird

Fish

Reptile

Amphibian

Insect

Spider

Where does this animal live?

---

---

---

---

How big is this animal and what does it look like?

---

---

---

What does this animal eat?

---

---

---

Interesting facts about this animal:

---

---

---

---

---

---

---

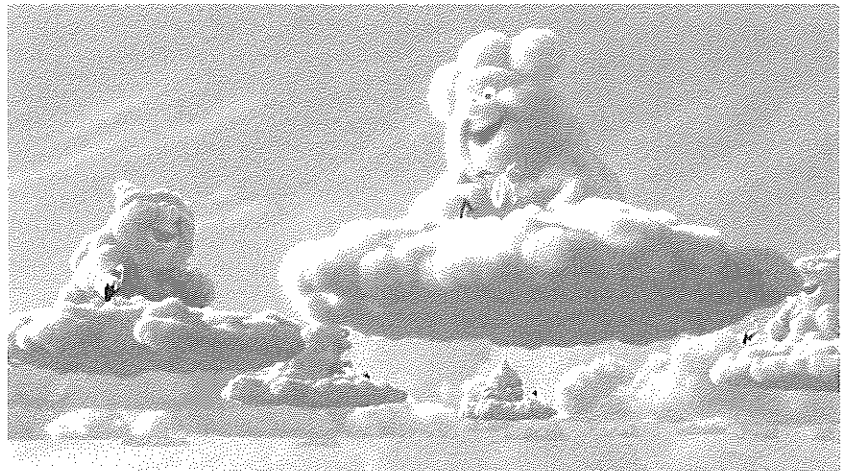
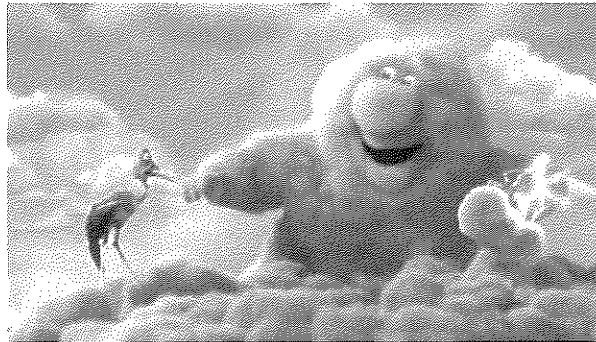
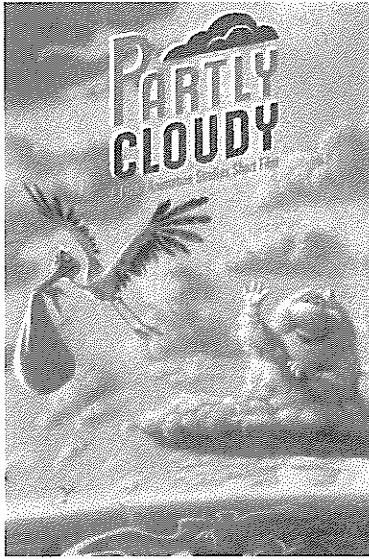
---

---

---



## Partly Cloudy- Writing Activity



All day long, cheerful clouds in the sky make cute and cuddly babies, such as human boys and girls, kittens, puppies, and other creatures, and give them to storks for delivery to the expectant parents. However, one lonely gray cloud named Gus has the task of creating animals that are cute but not so cuddly. His delivery stork, Peck, gets the worst of it, being bitten by a crocodile, butted by a bighorn sheep, and pricked by a porcupine. When Peck sees that his next delivery is a baby shark, he grows more than a little fearful and flies away.

Feeling rejected, despondent, and angry, Gus unleashes a brief thunderstorm, then starts crying with rain pouring from below him. Peck, however, soon returns with a football helmet and shoulder pads, created for him by another cloud to keep him safe (alluded to in an earlier scene, where the same cloud creates a baby that would grow to love football). Gus instantly cheers up and gives Peck an electric eel to deliver, which shocks him despite the protective equipment; this time, though, Peck remains in good (but slightly frazzled) spirits.



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

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

ck



truck

pack \_\_\_\_\_

pack \_\_\_\_\_

neck \_\_\_\_\_

neck \_\_\_\_\_

back \_\_\_\_\_

back \_\_\_\_\_

sick \_\_\_\_\_

sick \_\_\_\_\_

rock \_\_\_\_\_

rock \_\_\_\_\_

ro\_\_



ti\_\_



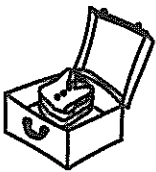
ne\_\_



ba\_\_



pa\_\_



si\_\_



qui\_\_



tru\_\_



ba

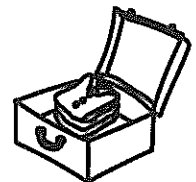
pack

quick

need

Pack the bags quickly.

Pack

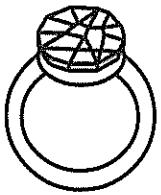




Name: \_\_\_\_\_

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

ng



ring

king \_\_\_\_\_

king \_\_\_\_\_

long \_\_\_\_\_

long \_\_\_\_\_

hang \_\_\_\_\_

hang \_\_\_\_\_

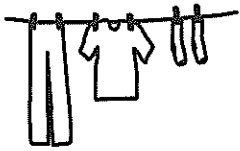
fang \_\_\_\_\_

fang \_\_\_\_\_

sang \_\_\_\_\_

sang \_\_\_\_\_

hang



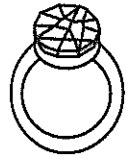
so



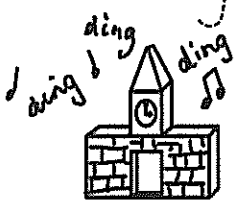
bri



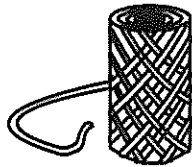
ri



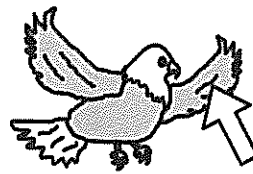
rung



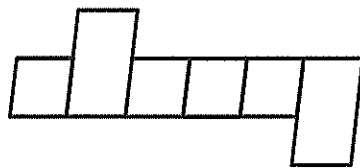
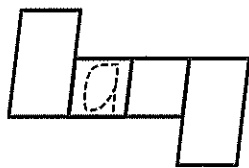
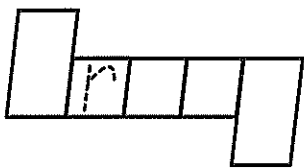
stri



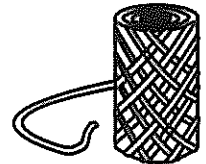
wi



lo



Bring a long string.



Bring

away, all

Print your name.

---

---

---

Trace the words.

away away

Write the sight word 1-2 times.

---

---

---

Trace the words.

all all all all

Write the sight word 3-4 times.

---

---

---

Write your own sentence(s) using the following words: away & all.

---

---

---

---

---

---

---

---

---

---

Draw and label a picture to support the above sentence.

do, has

Print your name.

---

---

---

Trace the words.

do do do do

Write the sight word 3-4 times.

---

---

---

Trace the words.

has has has

Write the sight word 2-3 times.

---

---

---

Write and complete the following sentences: He has a dog. My favorite pet is \_\_\_\_\_?

---

---

---

---

---

---

---

---

---

---

Draw and label a picture to support the above sentence.

what, an

Print your name.

---

---

---

Trace the words.

what what

Write the sight word 1-2 times.

---

---

---

Trace the words.

an an an an

Write the sight word 3-4 times.

---

---

---

Write and complete the following sentences:

An apple is good for me. My favorite fruit is \_\_\_\_\_?

---

---

---

---

---

---

---

---

---

---

Draw and label a picture to support the above sentence.

# Red Sight Word Handwriting

all

all

all

We all play football.

We all play football.



# Red Sight Word Handwriting

are

are

are

The children are happy.

The children are happy.

# Red Sight Word Handwriting

as

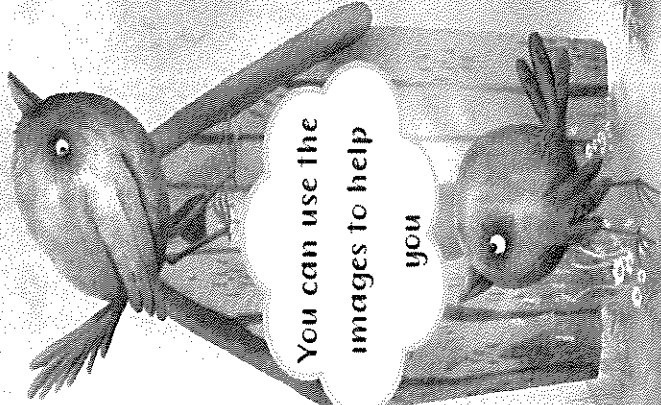
as

as

He is as tall as his dad.

He is as tall as his dad.

Did you remember  
your capital letter and  
full stop in your  
sentence?



You can use the  
images to help  
you

Finish this  
sentence:

**I am a sentence builder!**

I can complete a sentence by adding a subject and a verb.

**The old lady.....**

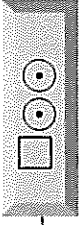


Finish this sentence:

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

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

# The old lady.....



Do your sentences have:

- Capital letters,
- full stops,
- spaces
- makes sense

Did you:

- use letter sounds to help you write words
- Hold your pencil the correct way

---



---



---



---

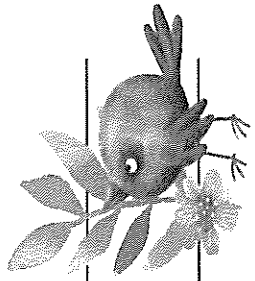


---



---

Self Assessment Emoji



*I feel about my work*



# I am a sentence builder!

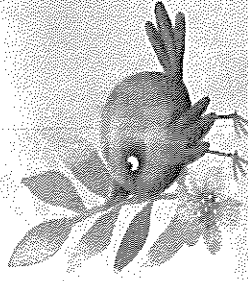
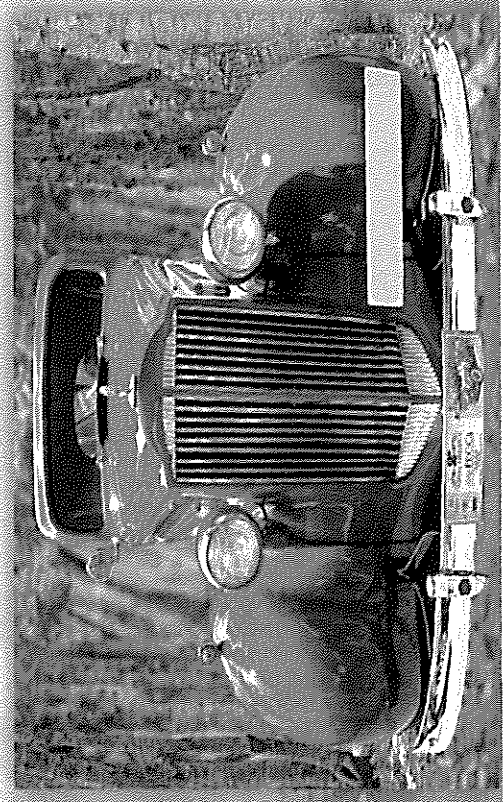
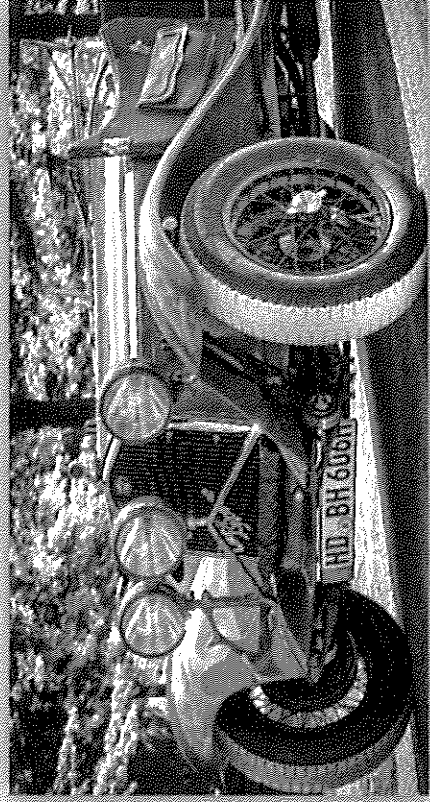
I can complete a sentence by adding a subject and a verb...

Finish this sentence:

Did you remember your capital letter and full stop in your sentence?

You can use the images to help you

## The red car . . . . .

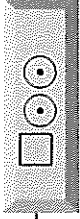
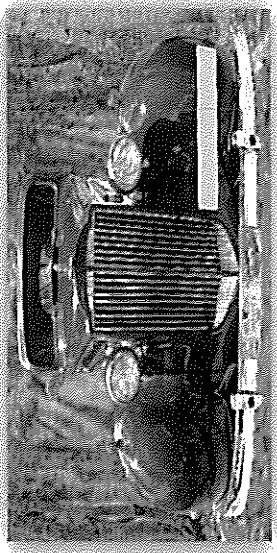
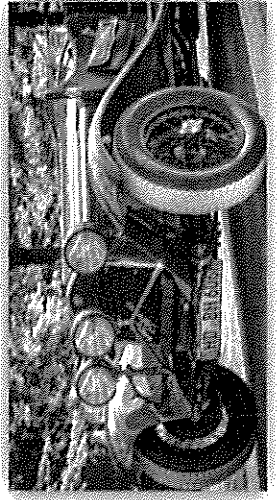


Finish this sentence:

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

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

The red car.....

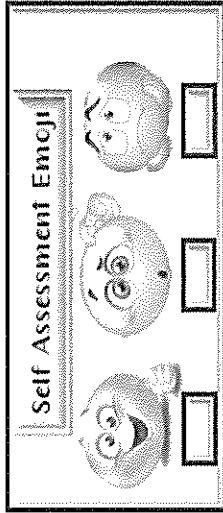


Do your sentences have:

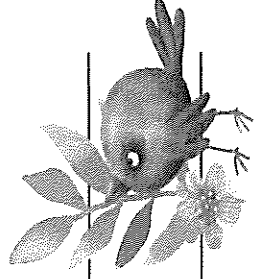
- Capital letters.
- full stops.
- spaces
- makes sense

Did you:

- use letter sounds to help you write words
- Hold your pencil the correct way



I feel about my work





# I am a sentence builder!

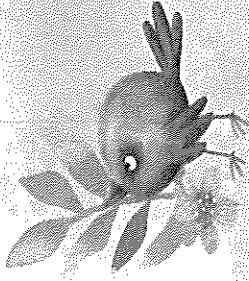
I can complete a sentence by adding a subject and a verb...

Finish this sentence:

Did you remember your capital letter and full stop in your sentence?

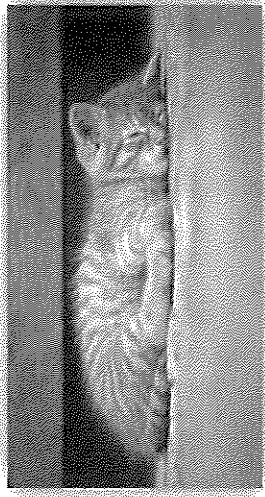
You can use the images to help you

## The little kitten.....





Finish this sentence:



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

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

The little kitten.....

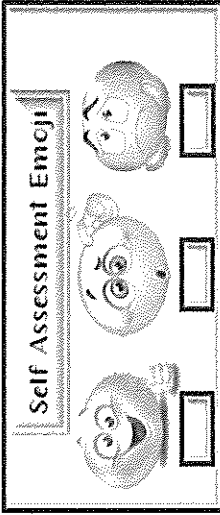


Do your sentences have:

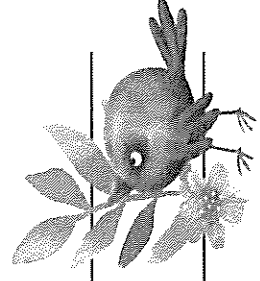
- Capital letters,
- full stops,
- spaces
- makes sense

Did you:




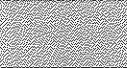

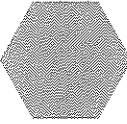
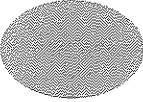

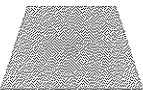
- use letter sounds to help you write words
- Hold your pencil the correct way



*I feel about my work*

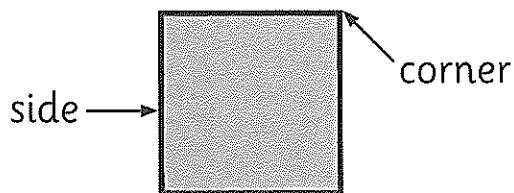


# 2D Shapes

Name		Sides	Corners
triangle		3	3
circle		1	0
square		4	4
rectangle		4	4
pentagon		5	5
hexagon		6	6
oval		1	0
rhombus		4	4
trapezium		4	4

## 2D space – properties

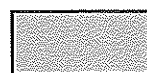
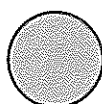
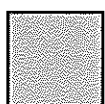
All shapes have sides.  
Some shapes have corners as well.



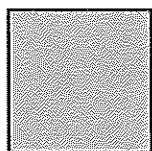
You will need:  attribute blocks

**What to do:**

Find these blocks.



Count how many sides and corners on each shape. Record them.



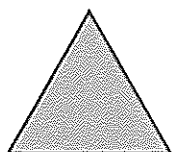
A **square** has



sides and



corners.



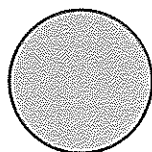
A **triangle** has



sides and



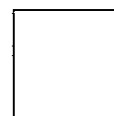
corners.



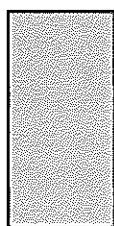
A **circle** has



sides and



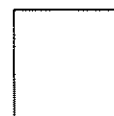
corners.



A **rectangle** has




sides and

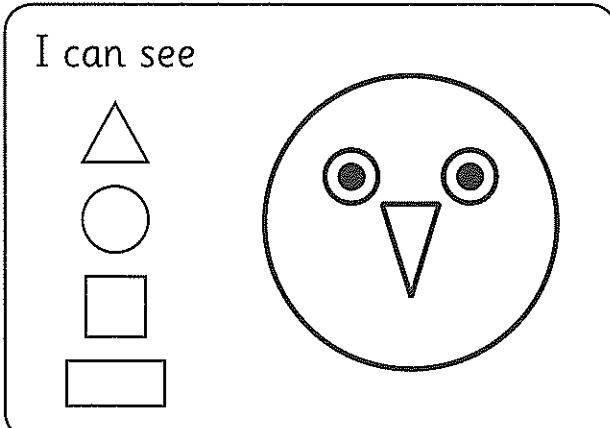


corners.

# 2D space – explore

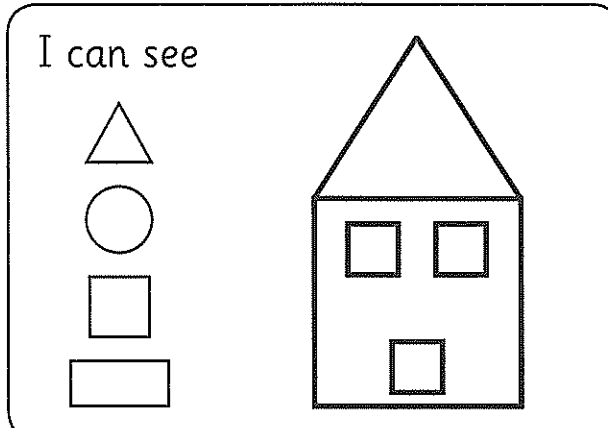
1  What shapes can you see? Colour them.

I can see



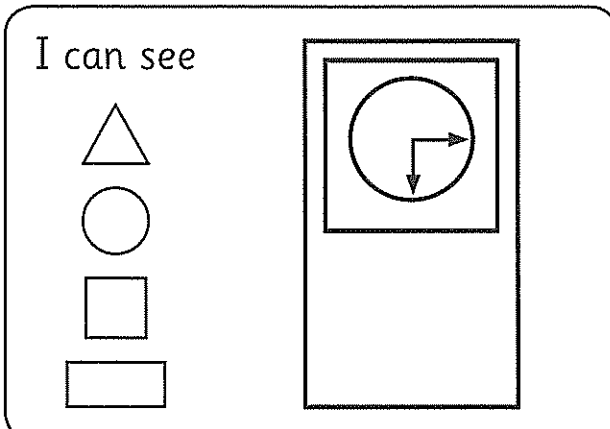
A box containing a list of four 2D shapes (triangle, circle, square, rectangle) on the left and a simple bird-like face on the right. The face is composed of a large circle for the head, two small circles for eyes, and a triangle for a beak.

I can see



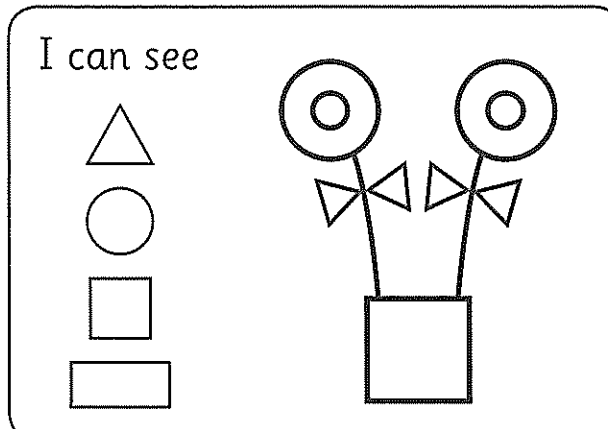
A box containing a list of four 2D shapes (triangle, circle, square, rectangle) on the left and a simple house on the right. The house is composed of a triangle for the roof, a rectangle for the main body, two small squares for windows, and a small square for a door.

I can see





A box containing a list of four 2D shapes (triangle, circle, square, rectangle) on the left and a square on the right. Inside the square is a circle, and inside the circle is a right-angle symbol (two perpendicular lines meeting at a vertex).

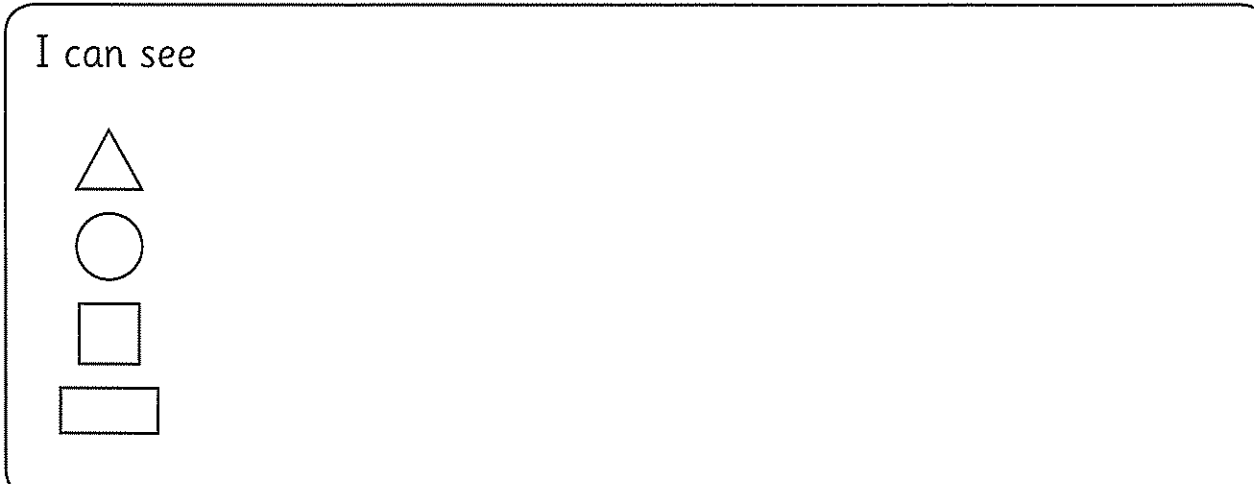
I can see



A box containing a list of four 2D shapes (triangle, circle, square, rectangle) on the left and a pair of scissors on the right. The scissors are composed of two circles for the handles, two triangles for the blades, and a square for the base.

2   Draw your own shape picture using  $\triangle$   $\circ$   $\square$   $\text{rectangle}$ .  
Swap with a partner and colour the shapes you can see in their picture.

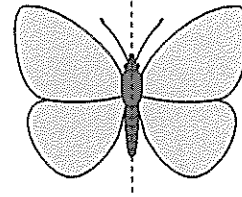
I can see



A box containing a list of four 2D shapes (triangle, circle, square, rectangle) on the left and a blank space on the right for drawing a picture using these shapes.

# 2D space – symmetry

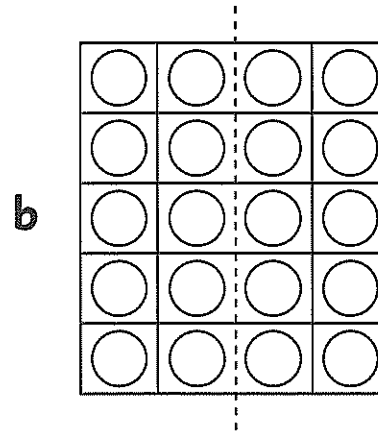
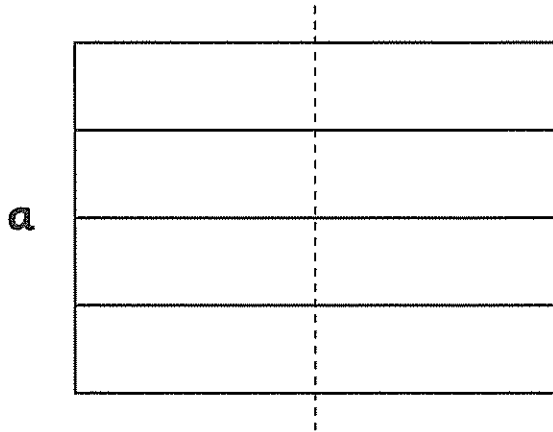
This picture of a butterfly is symmetrical. If we fold it along the dotted line, both sides match exactly.



1 Look at the pictures. Tick the ones that match if folded along the dotted line. If it helps, cut them out and fold them.

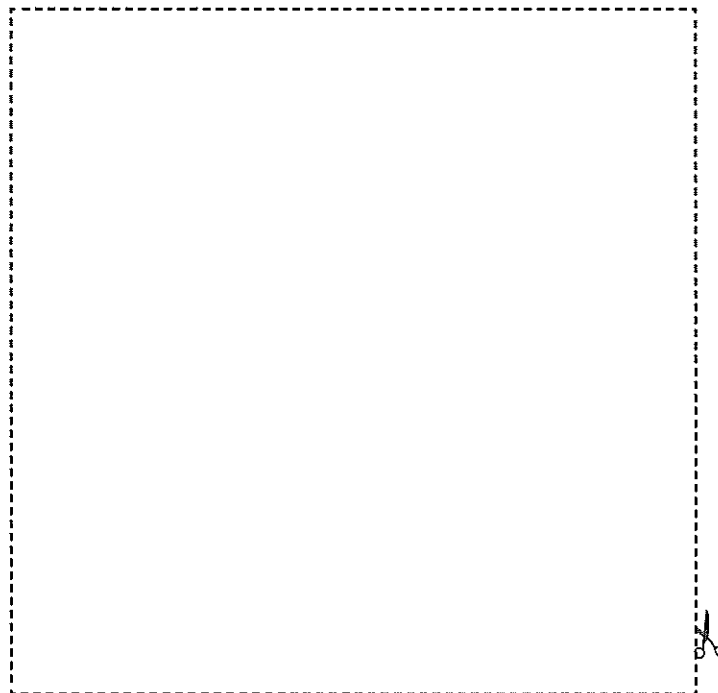

## 2D space – symmetry

- 1 Use different coloured pencils to colour 1 side of each picture. Switch with a partner and colour the other side of their picture to make them symmetrical.



- 
- 2 Cut out the square below and fold it in half.

- a** Is a square symmetrical? \_\_\_\_\_
- b** Is there only 1 way you can do it? How many ways can you fold the square in half and make the sides the same?

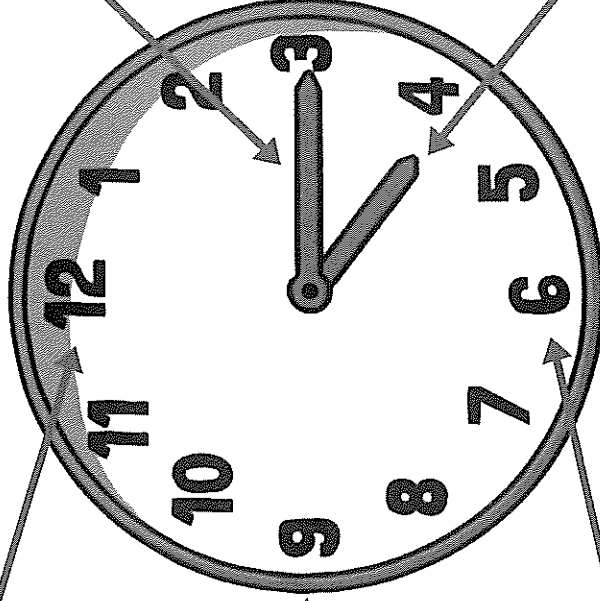


# Telling the Time

**O'Clock**  
A new hour begins when the minute hand points to 12.

**Quarter To**  
45 minutes into the hour and 15 minutes before a new hour begins.

**Half Past**  
30 minutes into the hour.  
30 is half of 60.



**Minute Hand**  
The long hand points to the minutes past or to the hour.

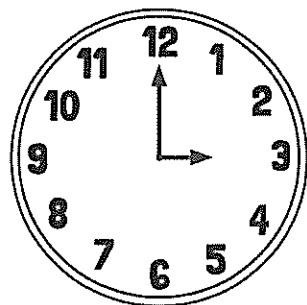
**Quarter Past**  
15 minutes into the hour.  
15 is one quarter of 60.

**Hour Hand**  
The short hand points to the hour. If this hand is pointing in between hours, it is the earlier hour of the two.

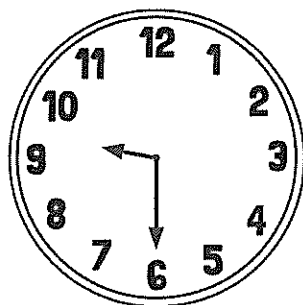


# Tell the Time: Writing the Time

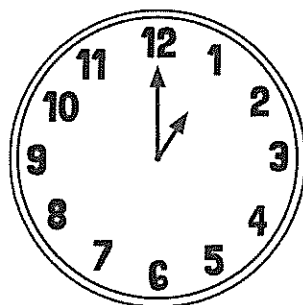
Write the time shown on each clock.



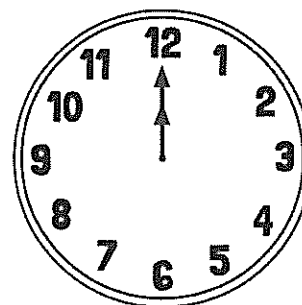
\_\_\_\_\_



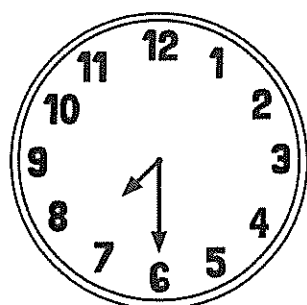
\_\_\_\_\_



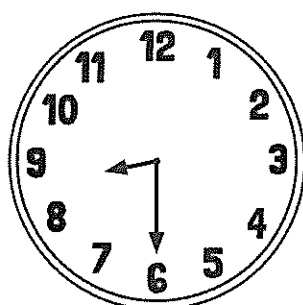
\_\_\_\_\_



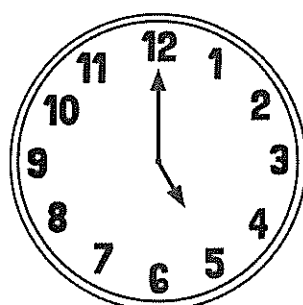
\_\_\_\_\_



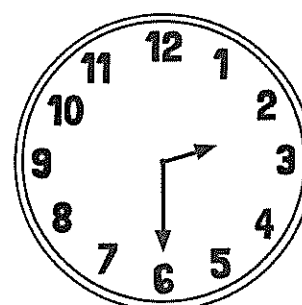
\_\_\_\_\_



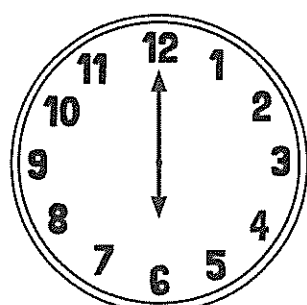
\_\_\_\_\_



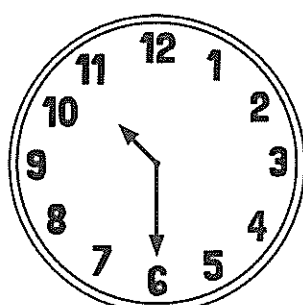
\_\_\_\_\_



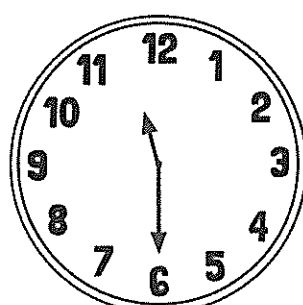
\_\_\_\_\_



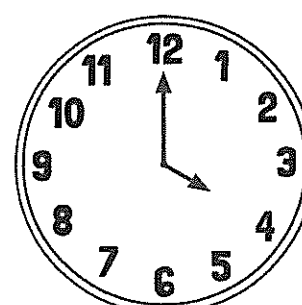
\_\_\_\_\_



\_\_\_\_\_



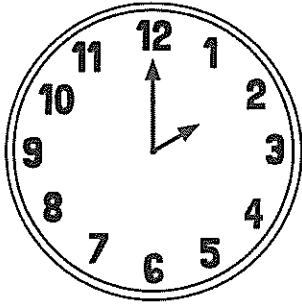
\_\_\_\_\_



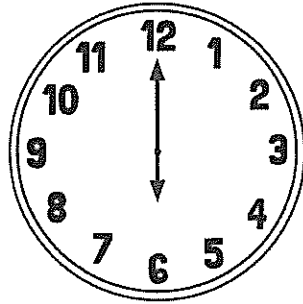
\_\_\_\_\_

# Tell the Time: Writing the Time

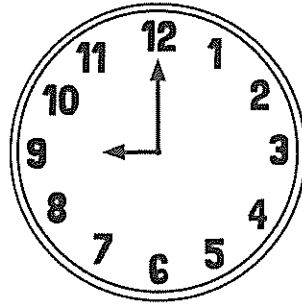
Write the time shown on each clock.



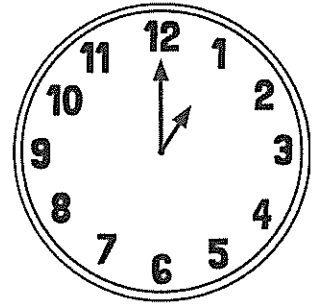
\_\_\_ o'clock



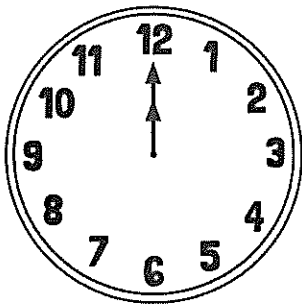
\_\_\_ o'clock



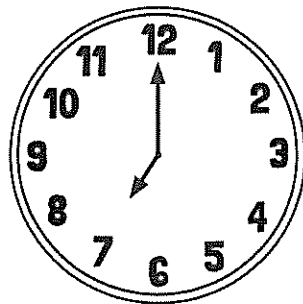
\_\_\_ o'clock



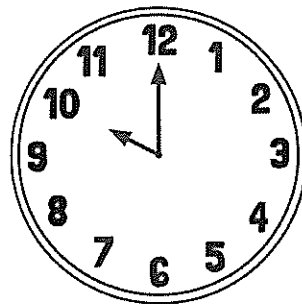
\_\_\_ o'clock



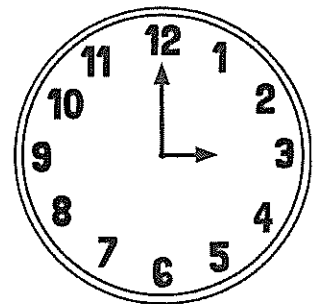
\_\_\_ o'clock



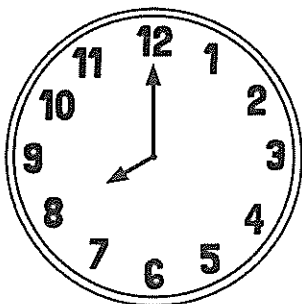
\_\_\_ o'clock



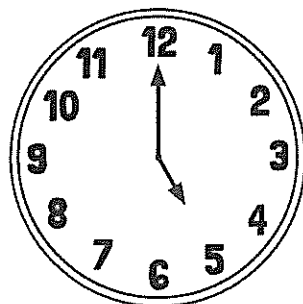
\_\_\_ o'clock



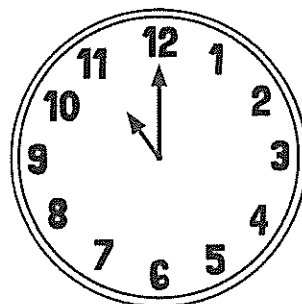
\_\_\_ o'clock



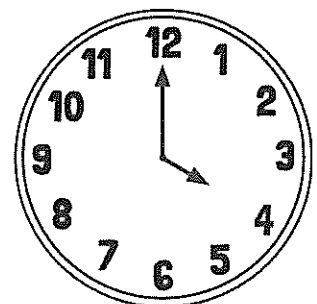
\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



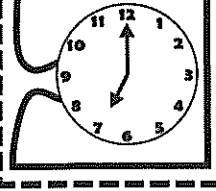
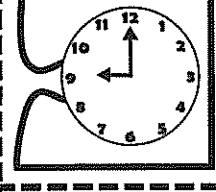
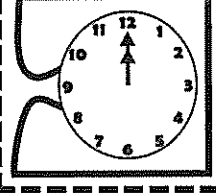
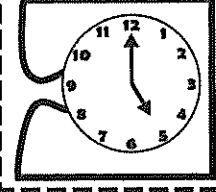
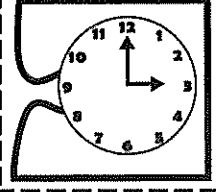
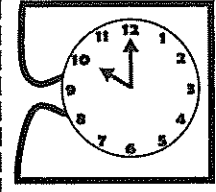
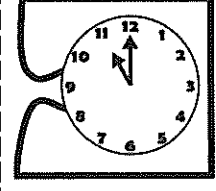
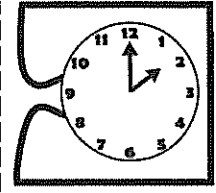
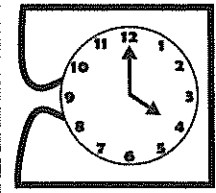
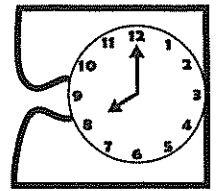
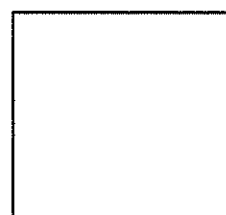
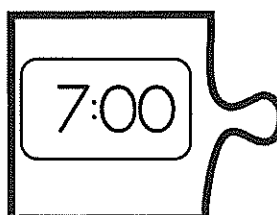
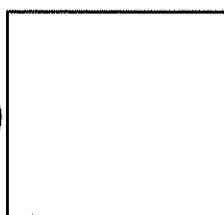
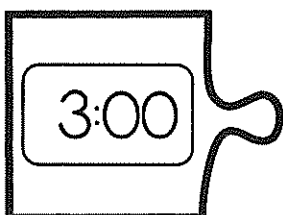
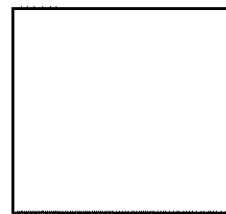
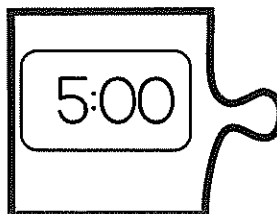
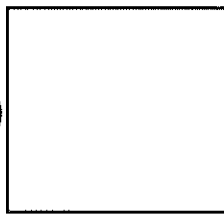
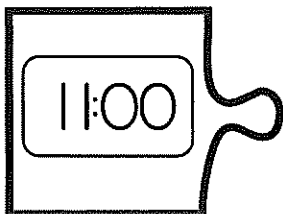
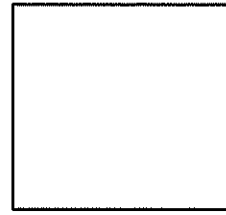
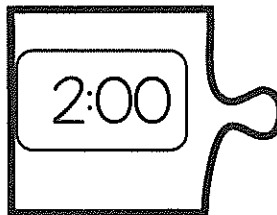
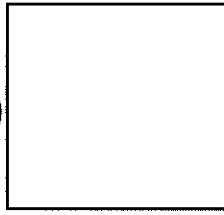
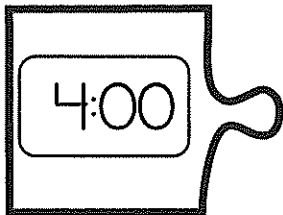
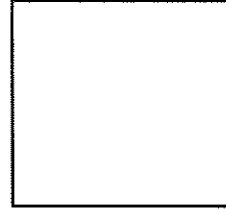
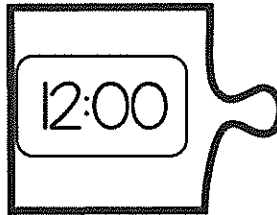
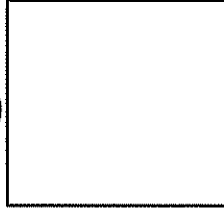
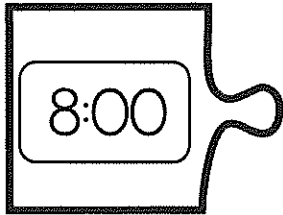
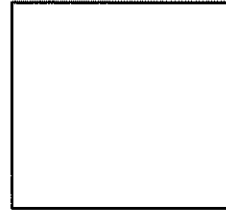
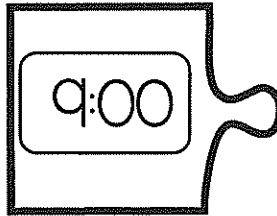
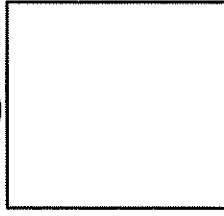
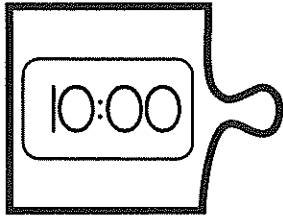
\_\_\_ o'clock

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

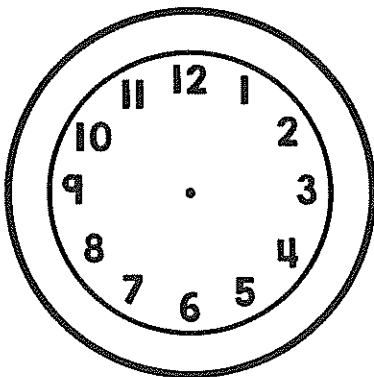
HOUR

# TICK, TOCK TIME

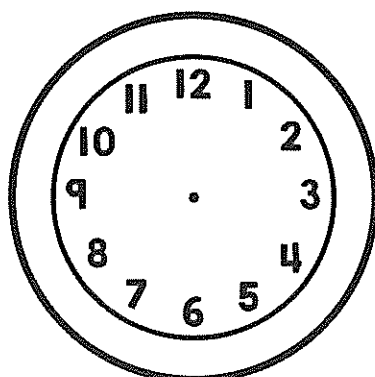
Cut and paste the clocks next to the correct time!



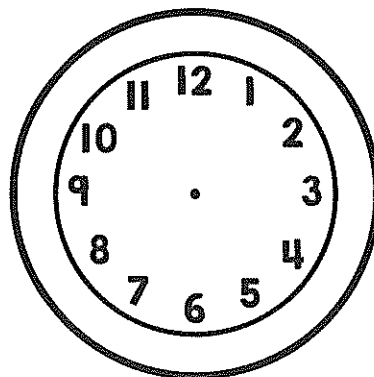
Draw the hands on these clocks to show the time below!



12:00



5:00



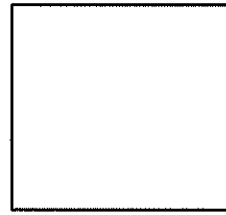
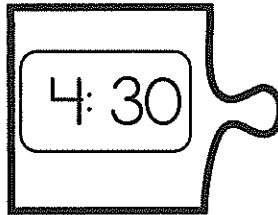
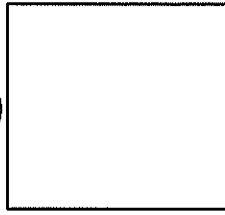
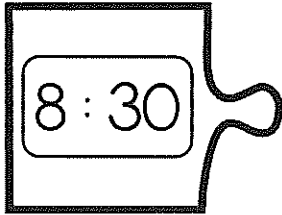
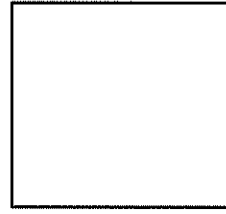
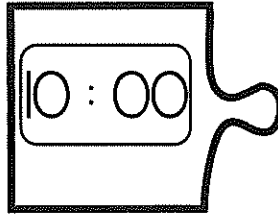
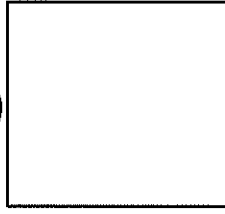
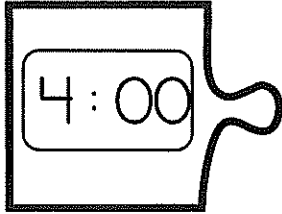
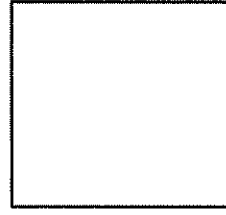
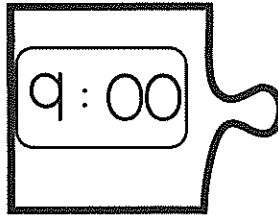
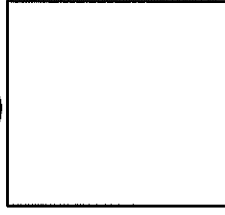
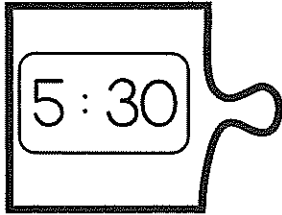
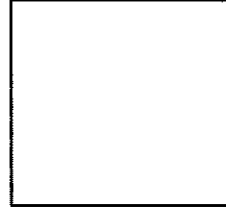
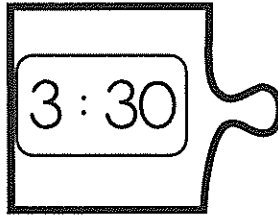
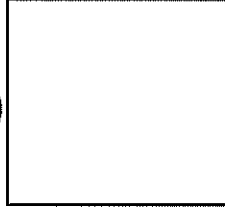
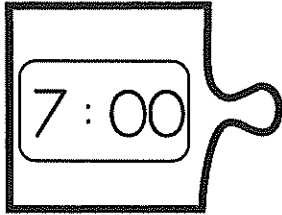
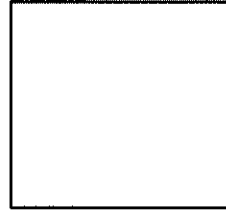
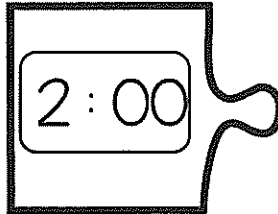
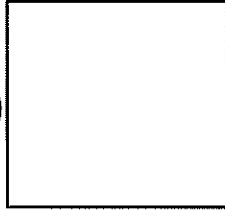
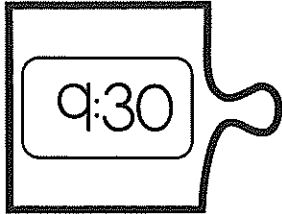
1:00

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

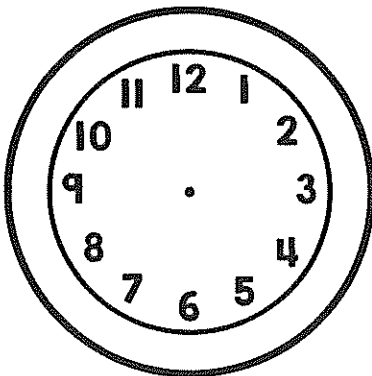
HOUR + HALF PAST

# TICK, TOCK TIME

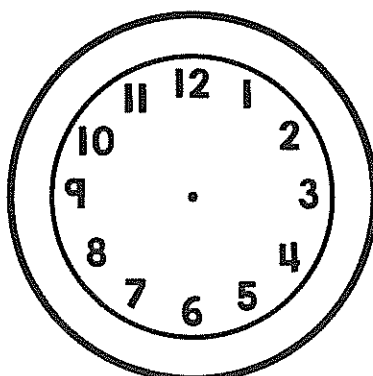
Cut and paste the clocks next to the correct time!



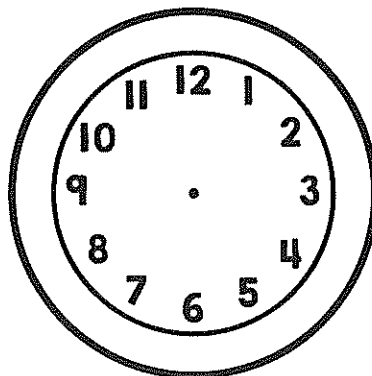
Draw the hands on these clocks to show the time below!



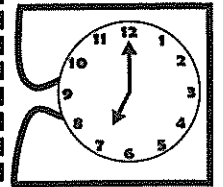
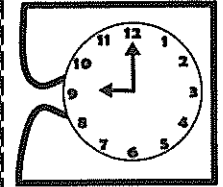
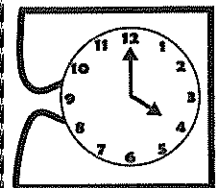
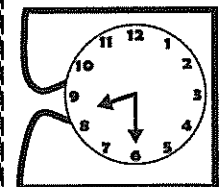
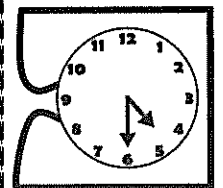
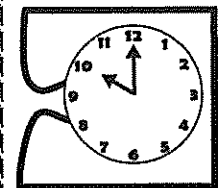
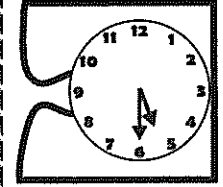
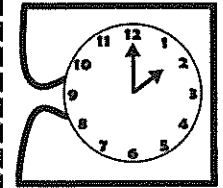
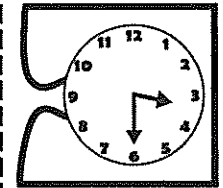
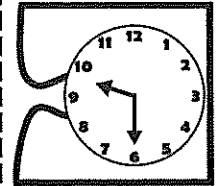
1:00



2:30



11:00

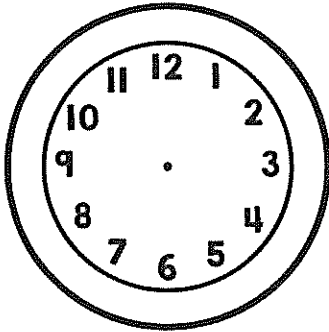


Name: \_\_\_\_\_

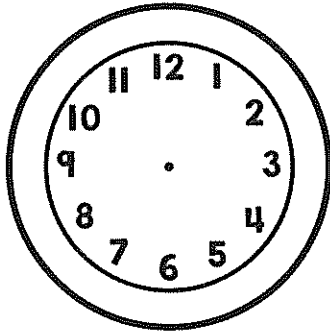
HOUR

# HANDS of TIME

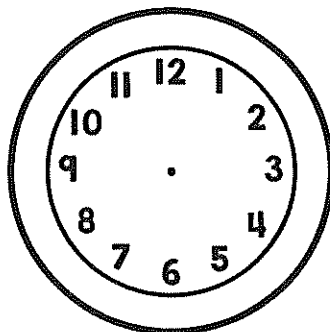
Draw the hands of the clock to show the correct time!



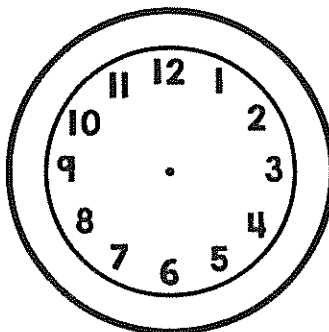
1:00



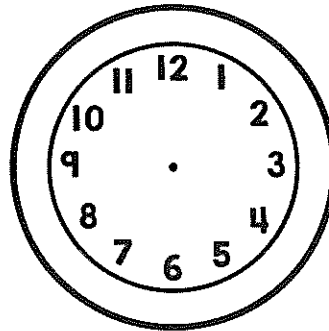
4:00



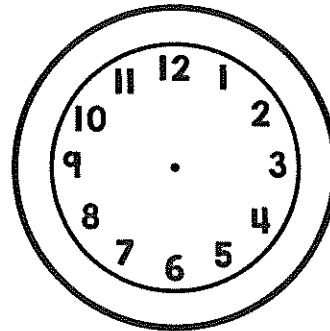
8:00



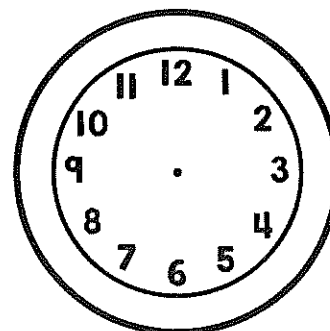
3:00



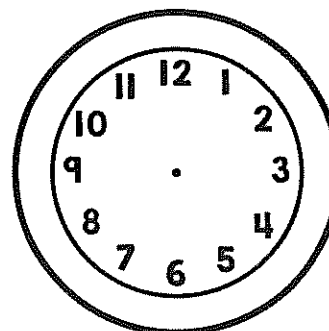
5:00



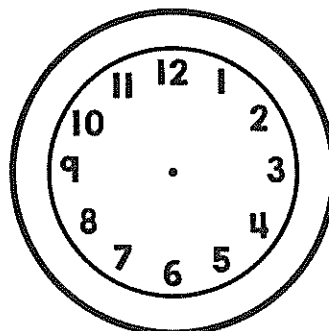
2:00



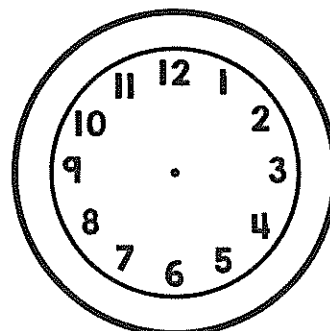
9:00



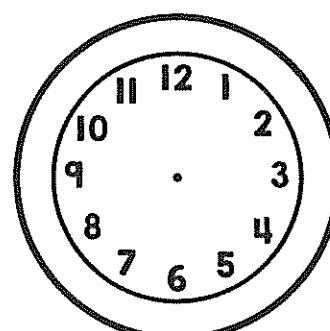
10:00



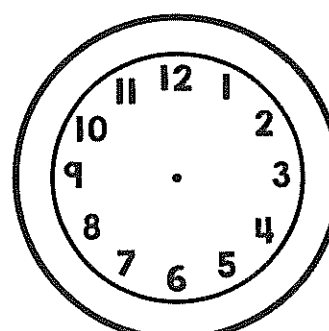
6:00



7:00



12:00



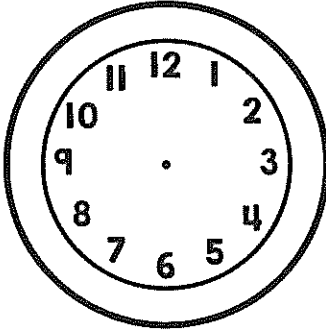
11:00

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

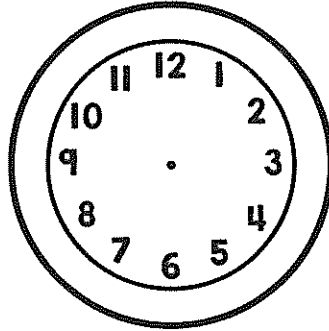
HOUR/HALF PAST

# HANDS of TIME

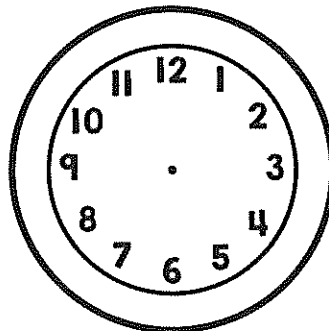
Draw the hands of the clock to show the correct time!



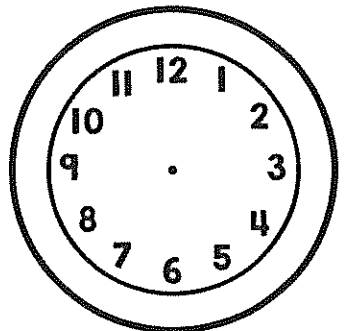
3:00



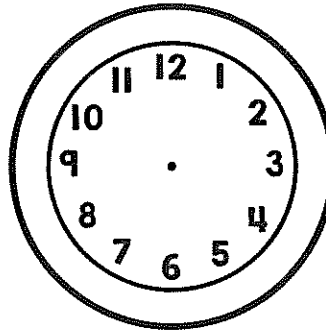
7:30



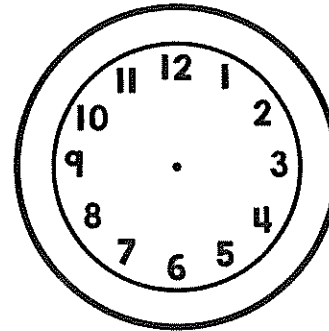
6:00



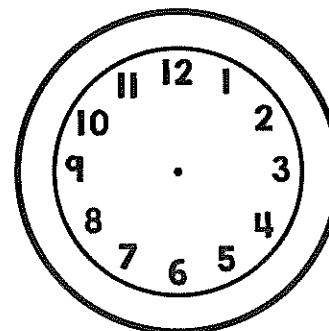
2:30



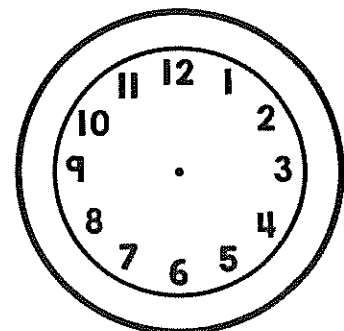
8:00



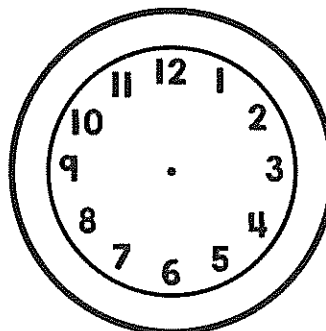
1:00



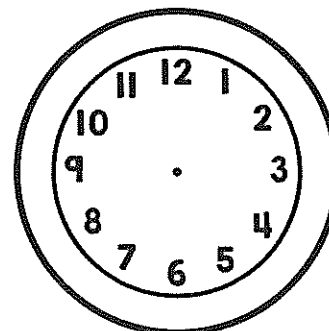
4:30



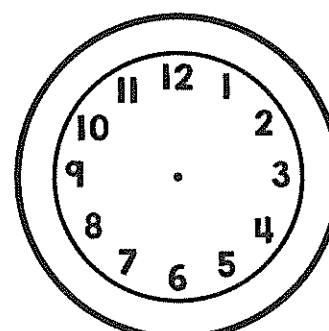
5:00



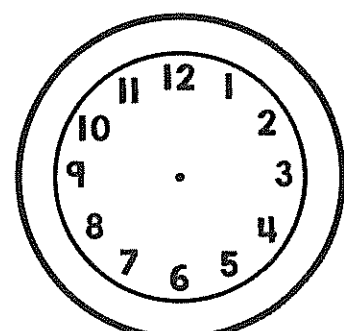
9:30



12:00



11:30



10:00

# Arabic Numerals 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# Ordering Numbers 1 to 50




visit [twinkl.com](https://www.twinkl.com)



Cut out the cards and order the numbers starting from the smallest to the biggest.

<b>27</b>	<b>16</b>	<b>32</b>	<b>47</b>	<b>34</b>
<b>21</b>	<b>9</b>	<b>2</b>	<b>13</b>	<b>41</b>

# Ordering Numbers 1 to 50




visit [twinkl.com](https://www.twinkl.com)



Cut out the cards and order the numbers starting from the smallest to the biggest.

<b>43</b>	<b>6</b>	<b>20</b>	<b>36</b>	<b>50</b>
<b>4</b>	<b>28</b>	<b>40</b>	<b>11</b>	<b>38</b>

# Numbers to 50 – numerals and words

1 Practise writing these number words.

	Look	Trace	Write
20	twenty	twenty	_____
30	thirty	thirty	_____
40	forty	forty	_____
50	fifty	fifty	_____

2 Choose a number on the left and a number on the right that you think go together. Colour them the same colour. Explain your thinking to a friend.

5 five

4 four

3 three

2 two



40 forty

50 fifty

20 twenty

30 thirty



# Numbers to 50 – counting by 1s

1 Colour the counting numbers from 20 to 50 to help the birthday girl find a path to her birthday cake.



20	21	11	19	25	26	27	28	49	50
19	22	23	24	15	7	8	29	48	19
13	42	17	6	33	32	31	30	47	6
2	37	36	35	34	30	29	45	46	39
24	38	39	40	41	42	43	44	27	38



2 Where will 50 steps take you? Work with a friend to find out. Where do you think you will end up after 50 steps? Take the steps, counting out loud as you go. Was it closer or further than you thought? Now try a new direction.



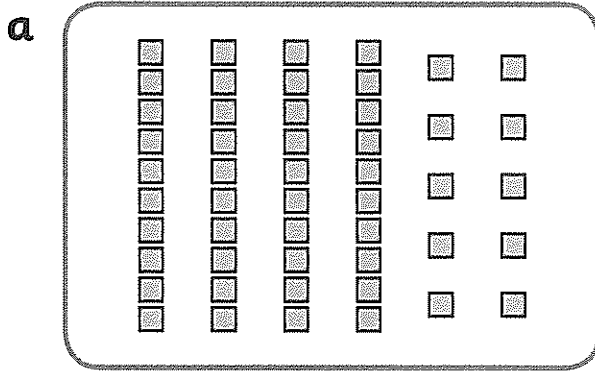
# Numbers to 50 – counting by 1s

1 Join the dots from 1 to 50 to create this picture.

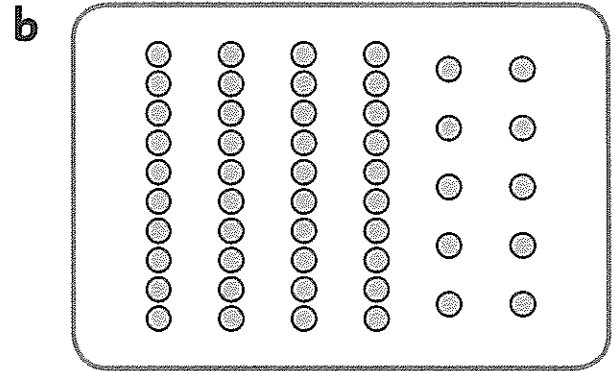


# Numbers to 50 – matching numbers and amounts

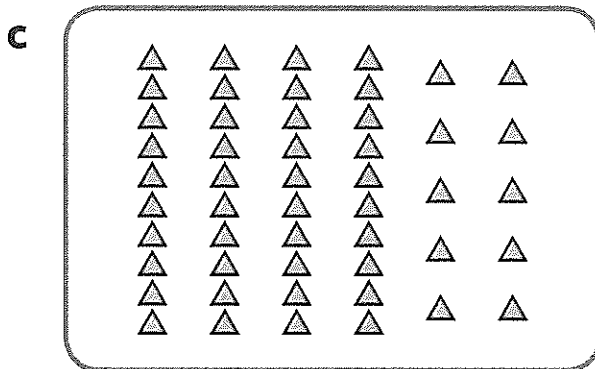
1 Circle the shapes to match the number.



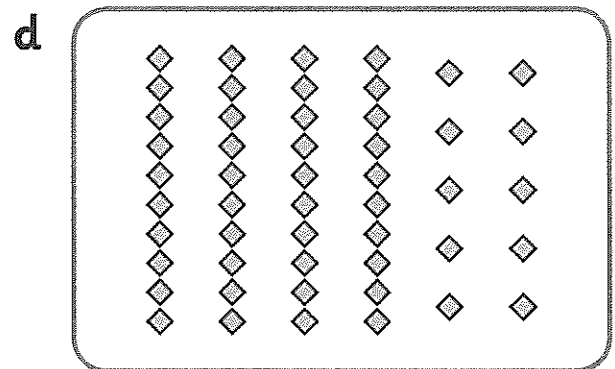
23



31



40



48

---

2 Draw 29 triangles. What is the best way to draw them so it is easy for someone else to count them?

# Numbers to 999 – counting by 1s

1 Complete the grid.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122				126			129	
				135			138		
141	142					147		149	
		153	154	155					160
			164			167		169	
171		173				177			180
	182			185					
			194				198		

2 How did you complete the grid? Did you count across in 1s or did you follow other patterns?

3 Write the 3 numbers that come after me.



--	--	--

# Numbers to 999 – counting by 1s (continued)

4 Use the grid on page 4 to help you fill in the puzzle pieces.

**a**

111	112	
121		

**b**

121		

**c**

163		

**d**

128		

**e**

151		

**f**

	182	

5 Use what you know about number patterns to fill in these puzzle pieces.

**a**

212	213	

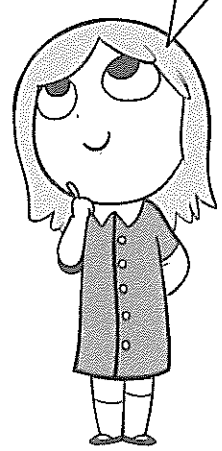
**b**

325		
335		

**c**

	507	508

These numbers are much bigger. How can the grid on page 4 help me with this?

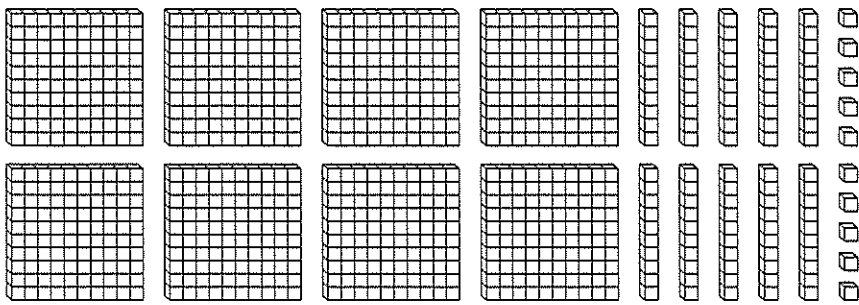




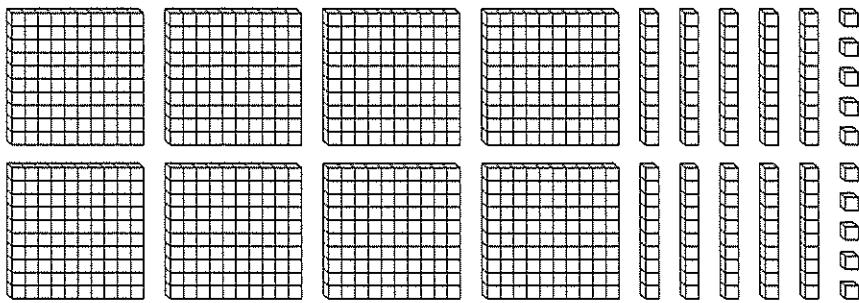
# Numbers to 999 – matching numbers to amounts

2 Colour the base-10 blocks to match the number.

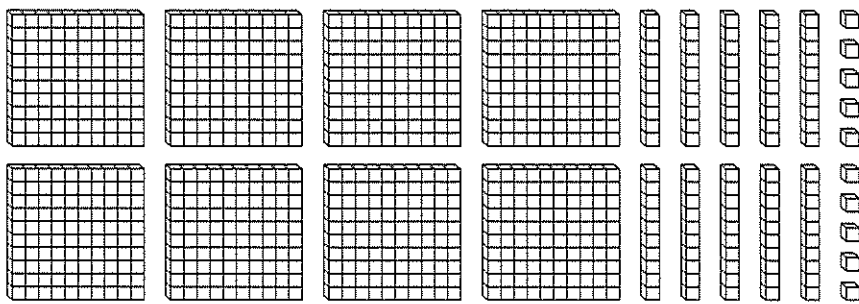
a 346



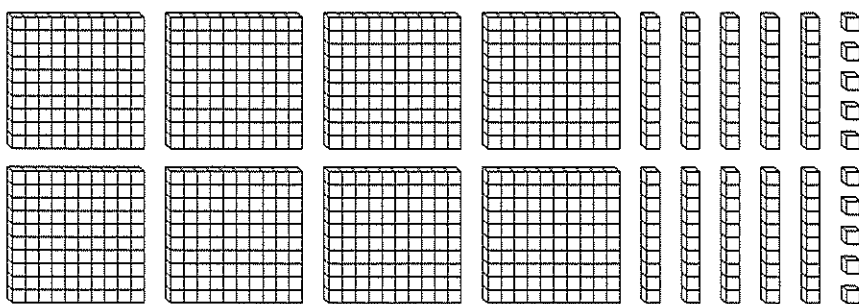
b 538



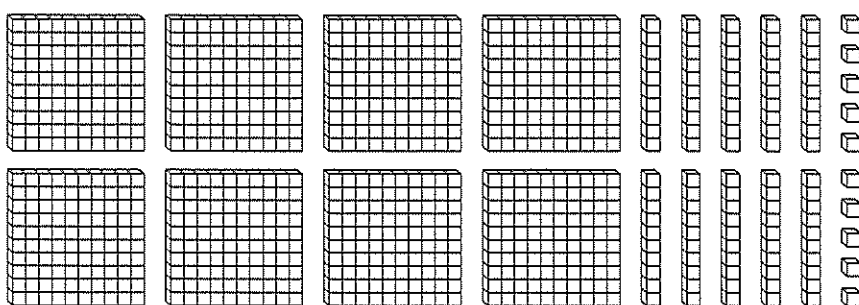
c 761



d 111



e 550



# Numbers to 999 – 2 digit revision

1 Continue the counting patterns.

**a**

19	○	○	27	○	29	○	36	○
		22	○		○	○		
		○	24	○	○	32	○	

**b**

	○	80	○	○	72	○	
		82	○		○	○	
85	○	○	77	○	75	○	
						○	
						68	○

2 What number am I?

**a**

I am more than 22.  
I am less than 24.  
I am

**b**

I am less than 74.  
I am more than 70.  
I am an even number.  
I am

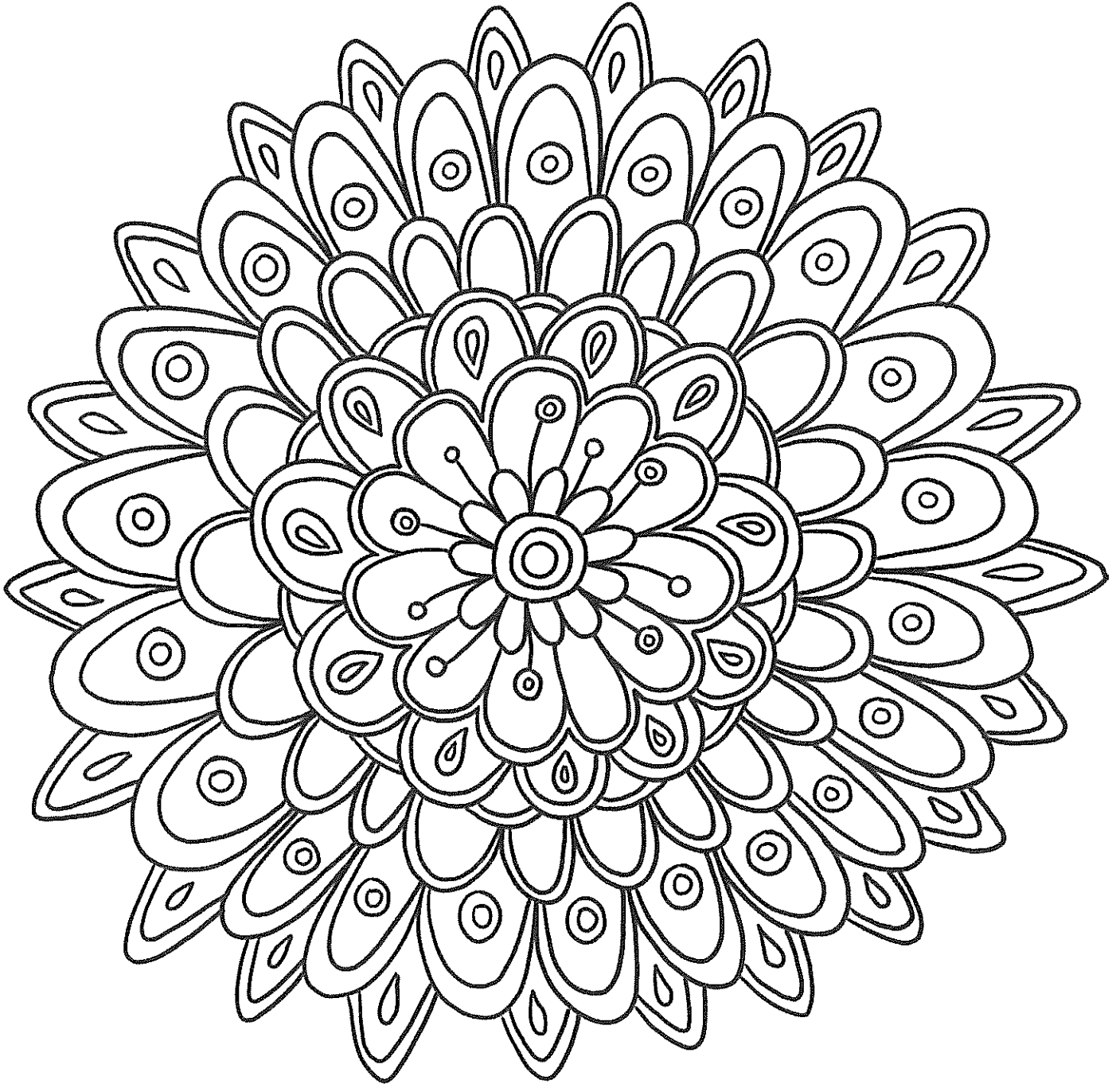
**c**

I am a 2 digit number  
with a 2 in the tens place.  
I am odd.  
I have a 5 in me.  
I am

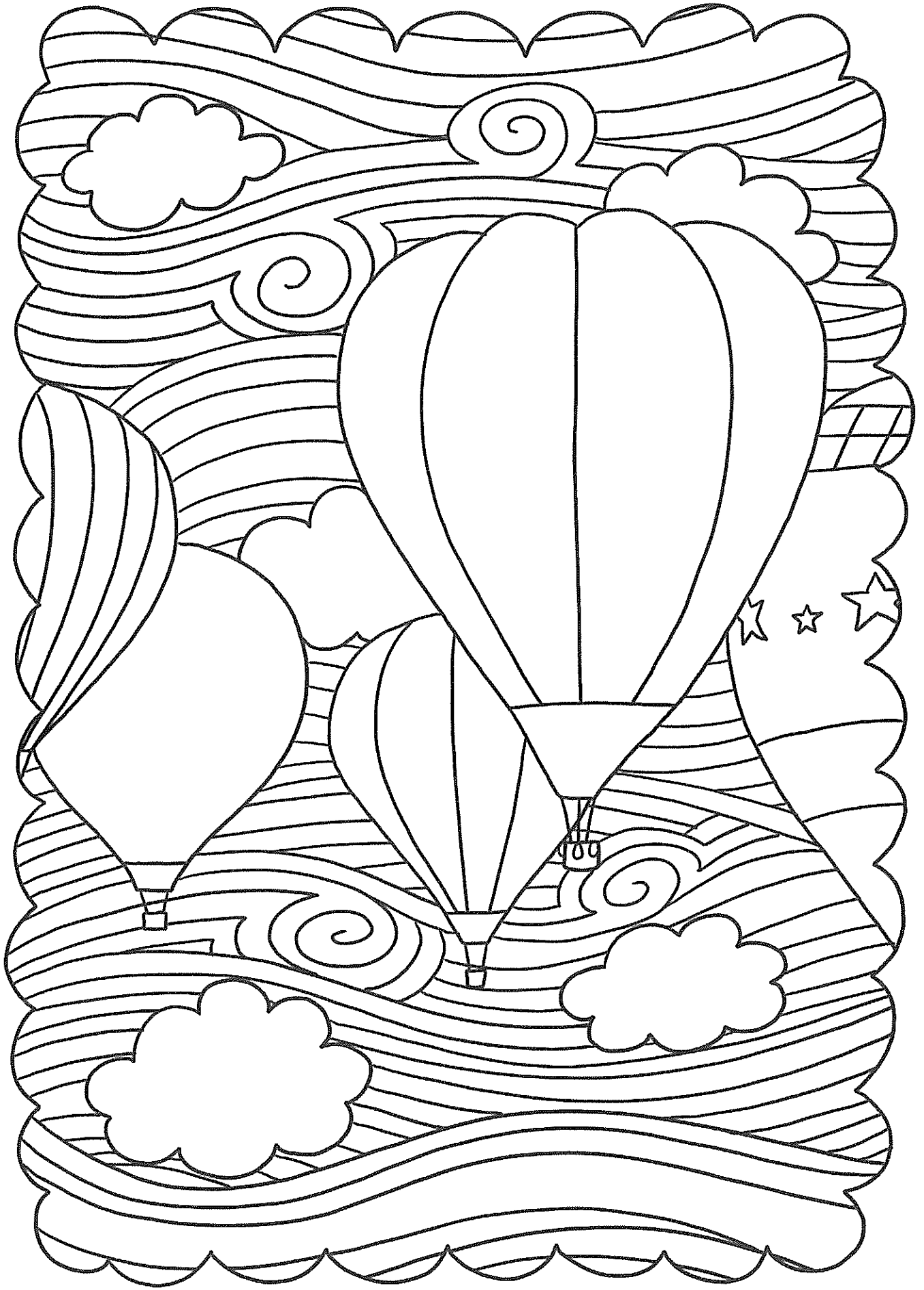
**d**

I have a 3 in the ones  
place.  
I am less than 40 and  
more than 30.  
I am

# Mindfulness Colouring









## Hippity-hop bunny

To be used in conjunction with page 140.

### Resources

- student activity sheet copied onto paper or light card
- coloured pencils or crayons
- scissors
- craft glue
- elastic
- pink or white paper cut into strips
- large wooden bead (optional)

### Instructions

1. Colour and cut out each of the template pieces.
2. Punch a hole at the mark on the bunny's hat.
3. Thread elastic through the hole and tie firmly. (The elastic could also be threaded through a large wooden bead at the other end of the thread to make the elastic easier to hold.)
4. Fold two paper strips into concertinas.
5. Attach the paper strips between the bunny's body and feet to make springy legs.

### Suggestions for use/display

- Allow the students to play with their hippity-hop bunnies by walking with them and making them bounce along the ground.

## Easter egg cup

To be used in conjunction with page 141.

### Resources

- student activity sheet copied onto paper or light card
- coloured pencils or crayons
- scissors
- craft glue or sticky tape

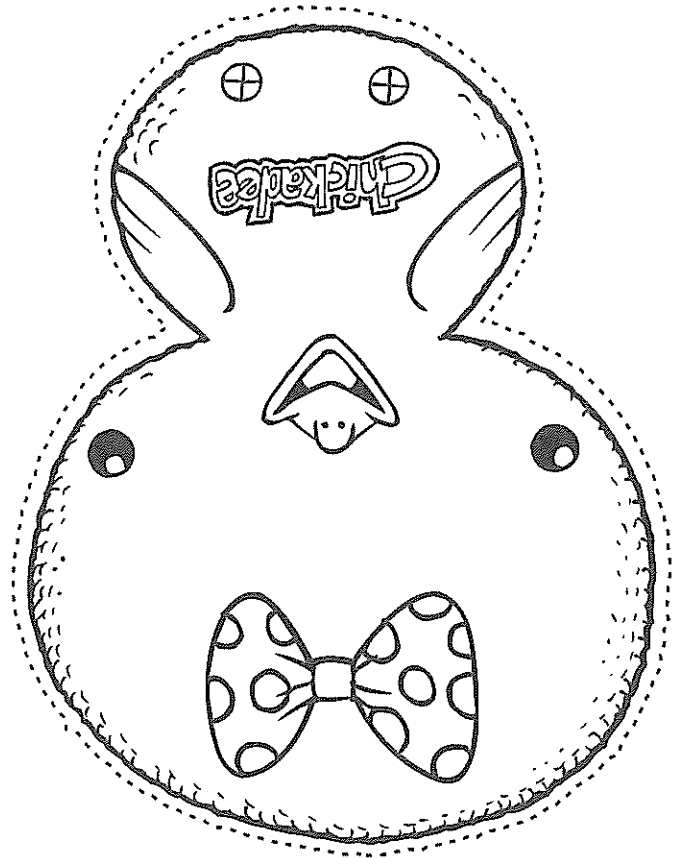
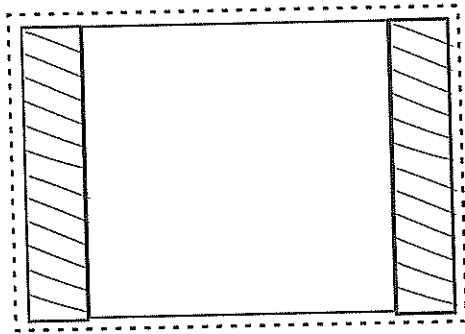
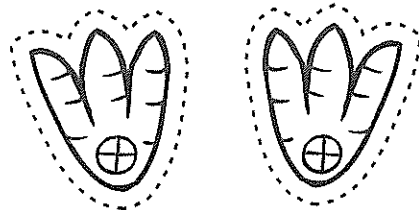
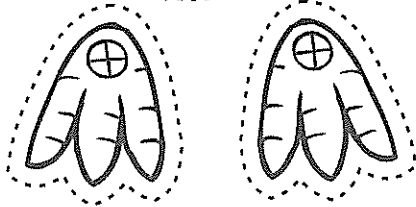
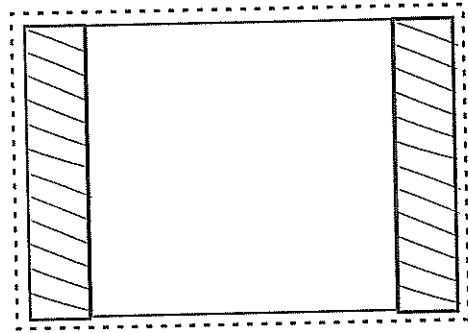
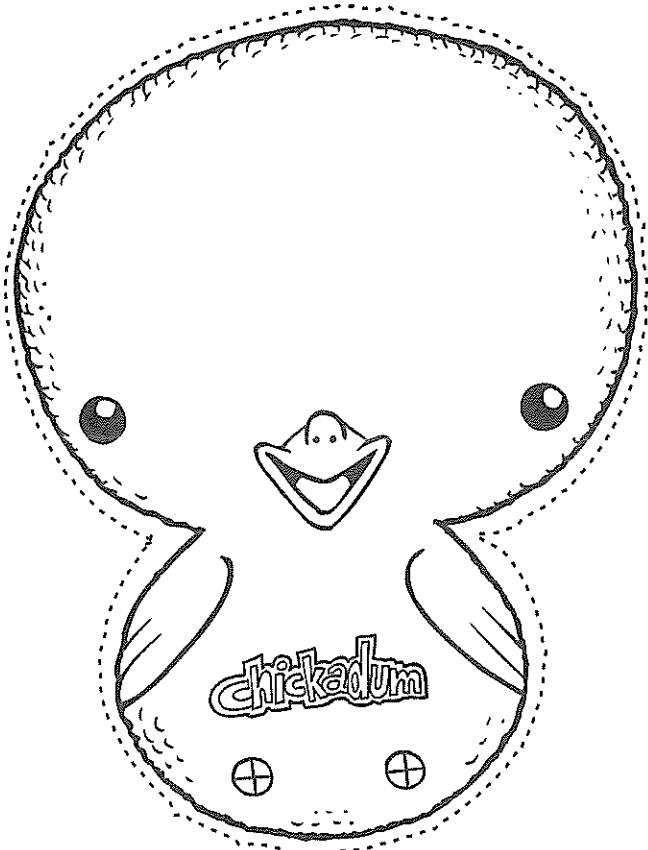
### Instructions

1. Cut out and colour each of the template pieces.
2. Make a slit in the larger template at the dotted line. (Young students may need assistance cutting internal lines)
3. Fold the tabs at the base of the larger template alternately so the template stands upright. The circular section should be folded towards the front.
4. Form an egg cup sized cylinder with the rectangular template, folding the shaded tabs outward, ready to be threaded through the slit in the larger template.
5. Thread the tabs through the slit and fold back against the back of the larger template. Hold the tabs in place with glue or sticky tape.

### Suggestions for use/display

- Decorate hard-boiled eggs and allow the students to house their decorated egg in their Easter egg cup.





Easter is observed on the first Sunday following the full moon that occurs on or following the Southern Hemisphere's autumnal equinox (around 20 March). In Christian countries, Easter is celebrated as the religious holiday commemorating the resurrection of Jesus Christ, the son of God. A popular symbol of Easter is the Easter egg, which represents the beginning of a new life.

## Basket of eggs

To be used in conjunction with page 136.

### Resources

- student activity sheet copied onto paper or light card
- coloured pencils or crayons
- coloured paint (optional)
- scissors
- craft glue
- stapler and staples
- paper plate

### Instructions

1. Colour and cut out each of the template pieces.
2. Use bright colours to paint the paper plate on both sides.
3. Glue the eggs onto the upper side of the painted paper plate.
4. Curve opposite sides of the paper plate upwards and staple either end of the coloured paper strip to the opposite edges, holding the plate in its curved position and creating a handle for the 'open' basket.

### Suggestions for use/display

- The students can glue other Easter trinkets and craft work into their Easter baskets. They could then be allowed to take them home to use as a nest, ready for the Easter bunny to place eggs into.

## Easter puppets

To be used in conjunction with page 137.

### Resources

- student activity sheet copied onto paper or light card
- coloured pencils or crayons
- scissors
- craft glue or sticky tape
- lengths of wool or string

### Instructions

1. Colour and cut out each of the template pieces.
2. Make holes at the marks on the chicks' feet and lower bodies.
3. Thread lengths of wool between each of the chicks' feet and body so that they dangle when held up.
4. Glue a rectangular template to the back of each chick, curving the middle section of each to make a finger tunnel and then gluing down the shaded tabs.

### Suggestions for use/display

- The students can use their chick finger puppets to tell Easter stories to their class and friends.

# The Three Little Pigs

Once upon a time, there lived three little pigs. One day, they built their own houses of straw, sticks and bricks.

The next day, a big bad wolf came to the first house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the first little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf. He blew the house down! The first little pig ran to the second house.

The big bad wolf came to the second house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the second little pig.

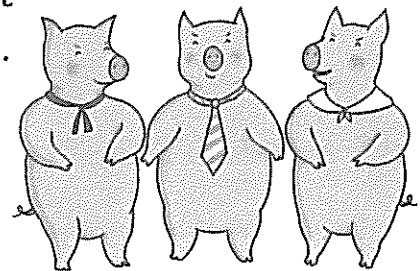
"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf. He blew the house down! The two little pigs ran to the third house.

The big bad wolf came to the third house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the third little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf. He huffed and he puffed, but he could not blow it down! So he climbed down the chimney and landed in a big pot of stew. SPLASH! He jumped out and ran away. He never came back again. The three little pigs lived happily ever after in the house made of bricks.

The end.



# The Three Little Pigs

Answer the questions below in full sentences.

1. What did the first little pig build his house out of?

---

---

2. What did the second little pig build his house out of?

---

---

3. What did the third little pig build his house out of?

---

---

4. What did the big bad wolf do to the houses made of straw and sticks?

---

---

5. Did the big bad wolf blow down the third house?

---

---

6. What did the big bad wolf climb down in the third house?

---

---

7. What did the big bad wolf land in after climbing down the chimney?

---

---

8. Where did the three little pigs live happily ever after?

---

---

