

FOUNDATION • PREP

LEARNING
- FROM -

• HOME •



ABOUT THIS PACK

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

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

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

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

For Teachers

Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically for this purpose. Please feel free to share this pack digitally with your students, their parents or guardians, or other teachers.

You can share by copying the URL in the address bar of your browser, or simply clicking on the envelope icon above to send to an email address. You can also download the pack, and email the PDF document itself.

Please feel free to bundle this pack with your own home learning activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills etc.

For Parents

How can I teach my child if their school closes?

By downloading this free resource pack, you will be equipped with a wide range of activities to share with your child while their school is closed.

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

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

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CONTENTS

English

Handwriting Preparation

Tracing Lines - Fine Motor Skills

A set of 4 animal-themed line tracing worksheets. Use these animal-themed tracing worksheets to develop directional pushes and pulls of a pencil. This will help your students when they begin to form letters during writing.

Initial Sound Recognition

Initial Sound Recognition Worksheets (Complete Set A-Z)

A set of colouring activities to develop letter recognition and phonemic awareness. Select only a few of the letters or have students work their way through all the letters of the alphabet.

Reading

My Book Report Template

Students can pick a recent text they have read and then complete this Book Report template. Two different versions have been provided. Students can verbally answer the questions and have their answers scribed for them.

I Know That Word! Match-Up Activity

Students use the sight words as labels, placing them on the posters beside the identified objects.

Story Map

After reading a story book together, work with students to fill in the provided Story Map. This could be completed using several different books. Students can also use this template to plan and write a narrative text of their own.

Maths

All About Rectangles Mini Booklet

A mini booklet to assist younger students in recognising and drawing rectangles. The worksheet easily folds to create a mini booklet about rectangles.

Find the Pattern Worksheet

A worksheet to assist early learners in recognising patterns. This worksheet includes AB, ABB, ABC, AABB, ABCC and AAB patterns.

I Can Count - Worksheet

A worksheet for students to practise counting up to 10 objects.

Little Number Books (1-20)

A set of little books to assist younger students with number recognition and understanding numbers 1-20. This resource includes a little book for each of the numbers from 1-20. Complete a little number book each day. This could be used as a maths warm-up activity each morning.

Patterns Maths Investigation - Bands of Friendship

A mathematics investigation involving patterns, embedded in a real-world context. This open-ended mathematics investigation has been designed to deepen students' understanding of patterns.

Shopping Trolley Match-Up Activity

A fun activity to be used to reinforce a variety of mathematical concepts. The shopping trolley has a grid marked on it with various 'teen' numbers and 2D shapes placed in the grid.

When Does It Happen? Worksheet

A cut and paste activity where students order familiar daily events.

Positioning Worksheets

Three worksheets using positioning vocabulary. Students are required to fill in the worksheets using the positioning language provided.

Other

Zany Hairstyle Template

A fun art activity where a drawing needs to be completed. Provide your students with this incomplete drawing of a person's head. Students add a hairstyle to the head. The hair might be added by drawing or by using mixed media such as ribbons, pipe cleaners, wool, pom poms etc.

All About My Family Mini Booklet

A template for students to complete all about their family. The pages can be stapled together to make a booklet.

Panda Colouring in Sheet

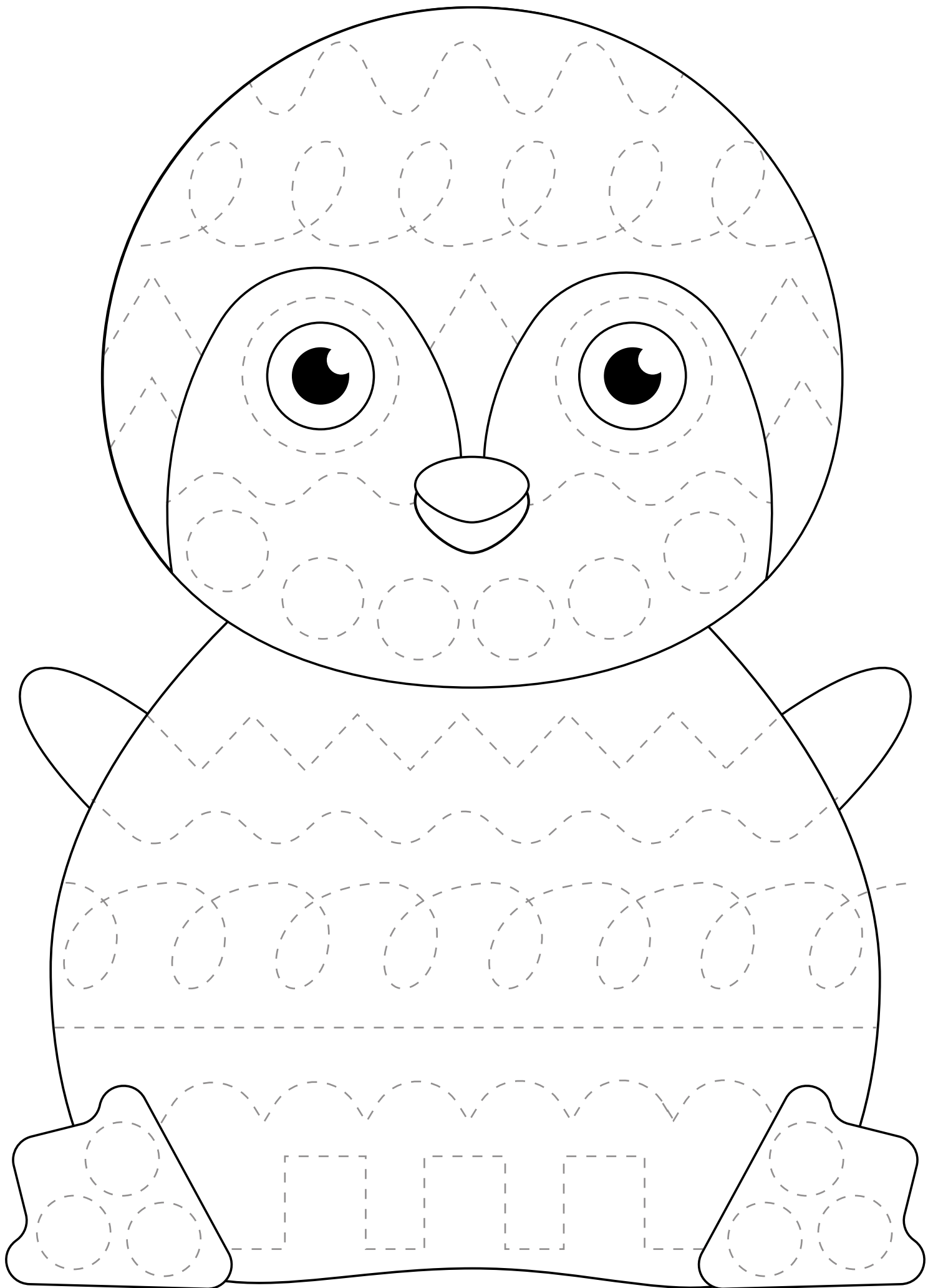
Students use this sheet when they require a brain break or at the end of the day.

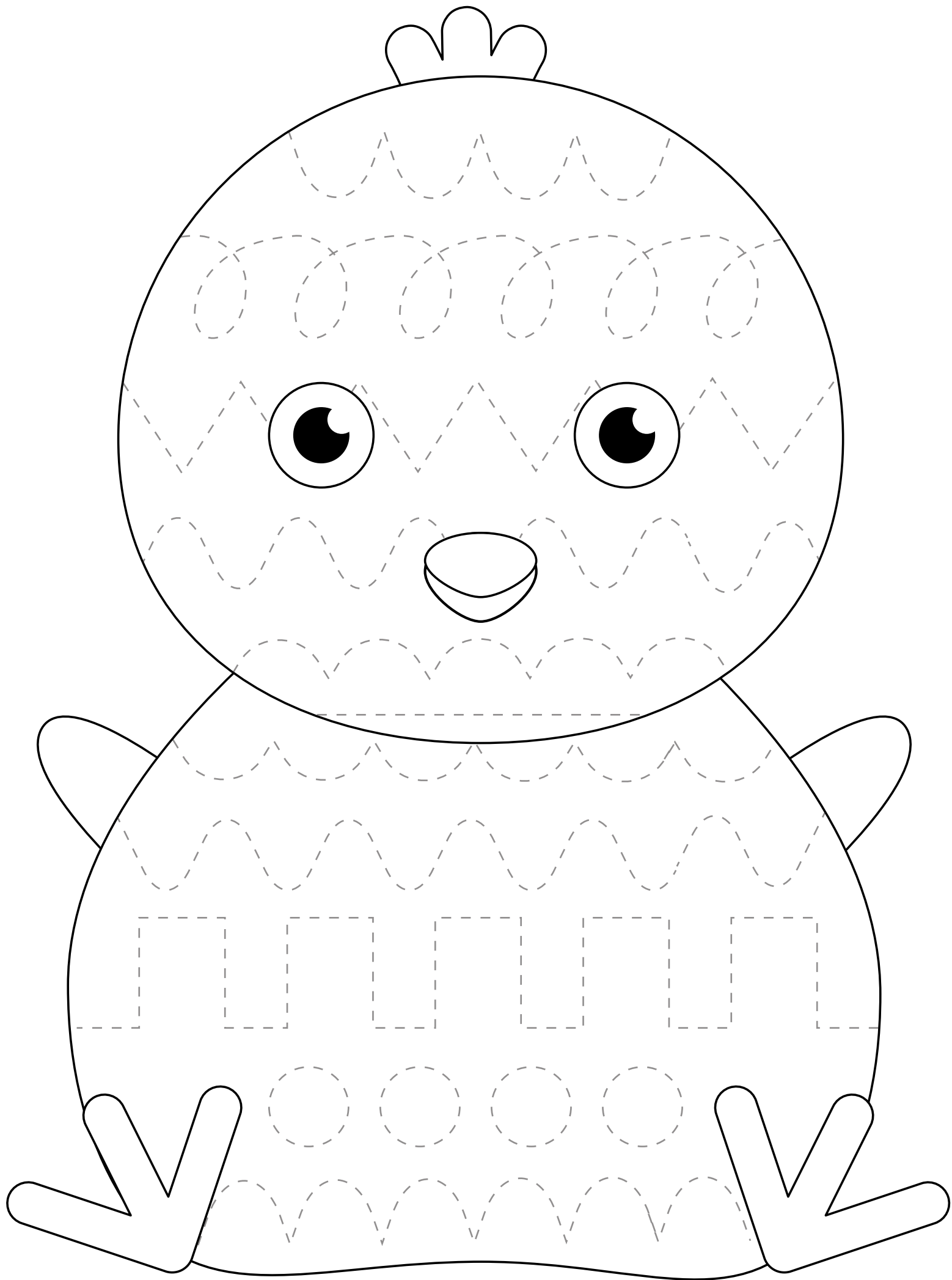
Sorting Objects by Property Template

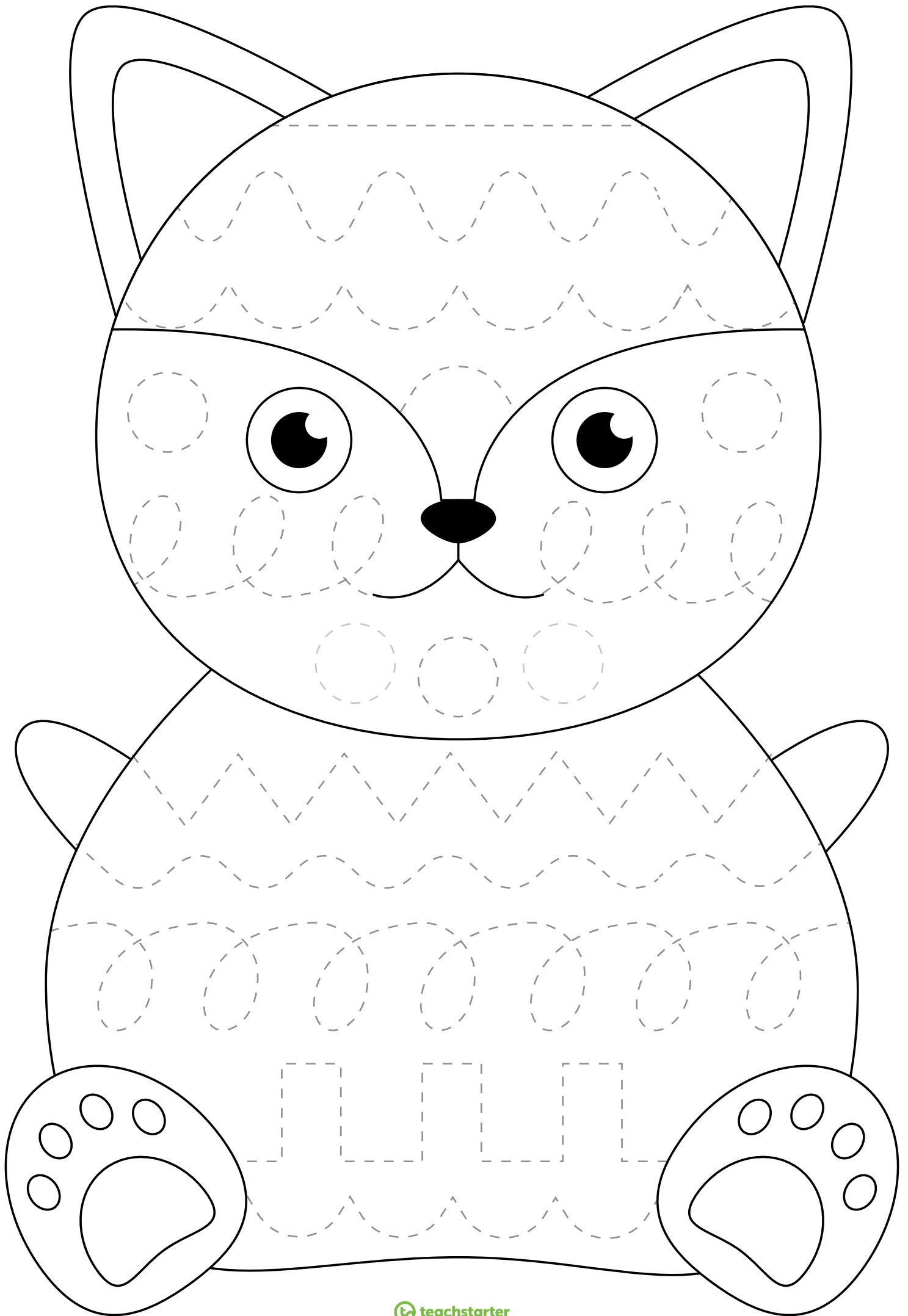
A template to use when sorting objects using the sense of touch and sight. Assemble a collection of objects from around the house and students are required to select them and sort them according to given descriptions.

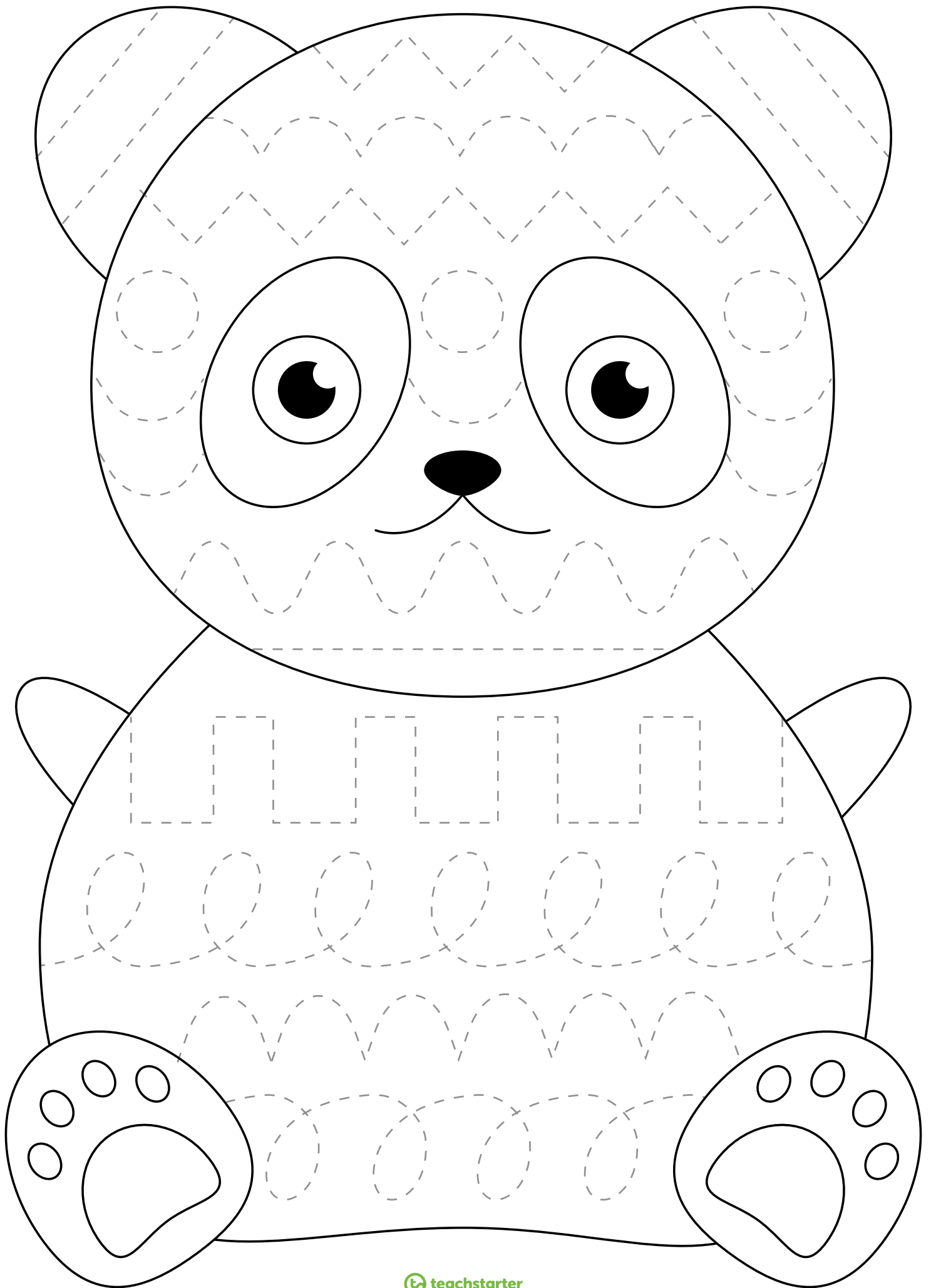
What If? Materials Template

A set of 6 templates to use when investigating the properties of materials. This is a fun activity that allows students to think about every day objects and the materials that they are made out of.



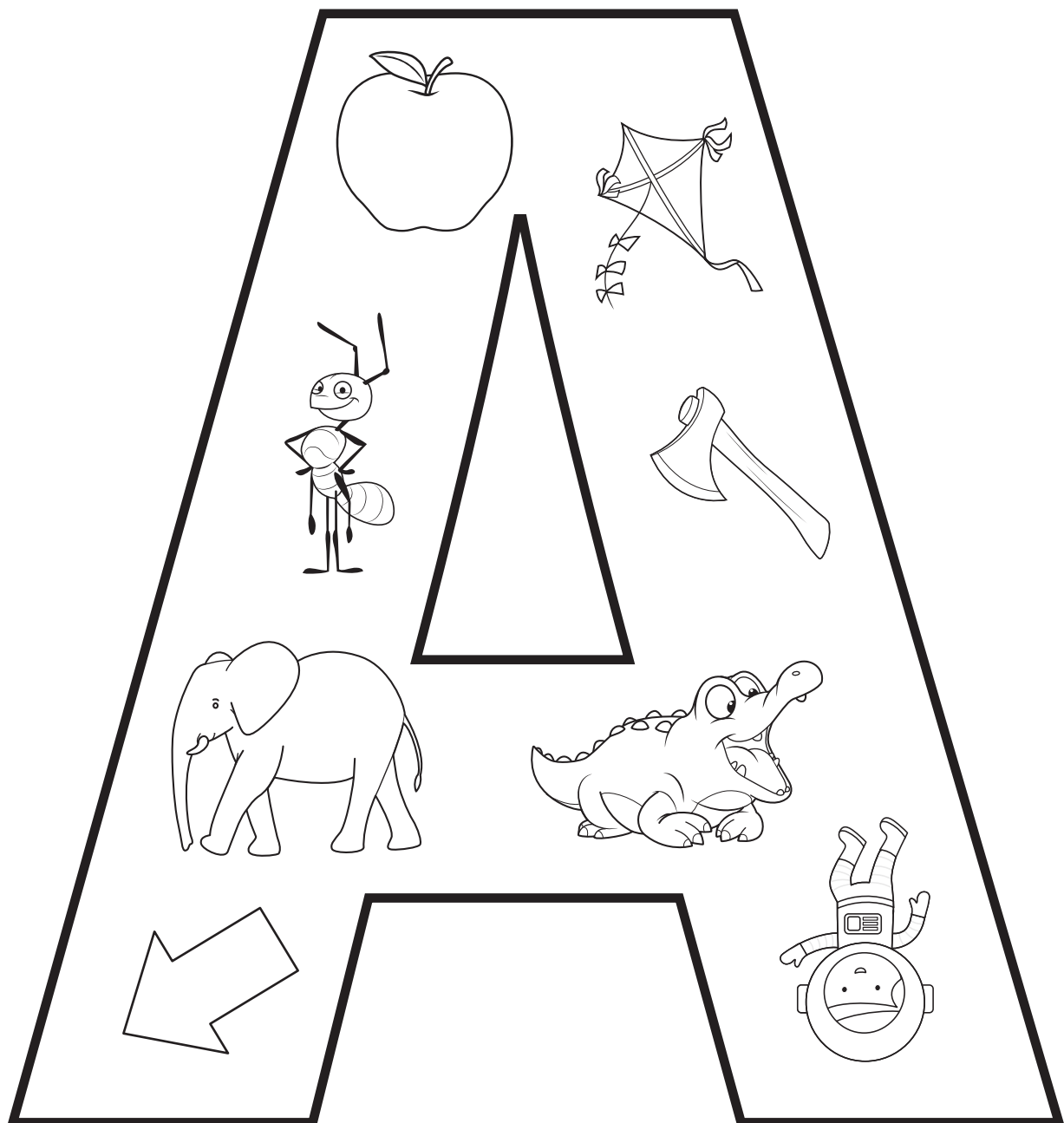






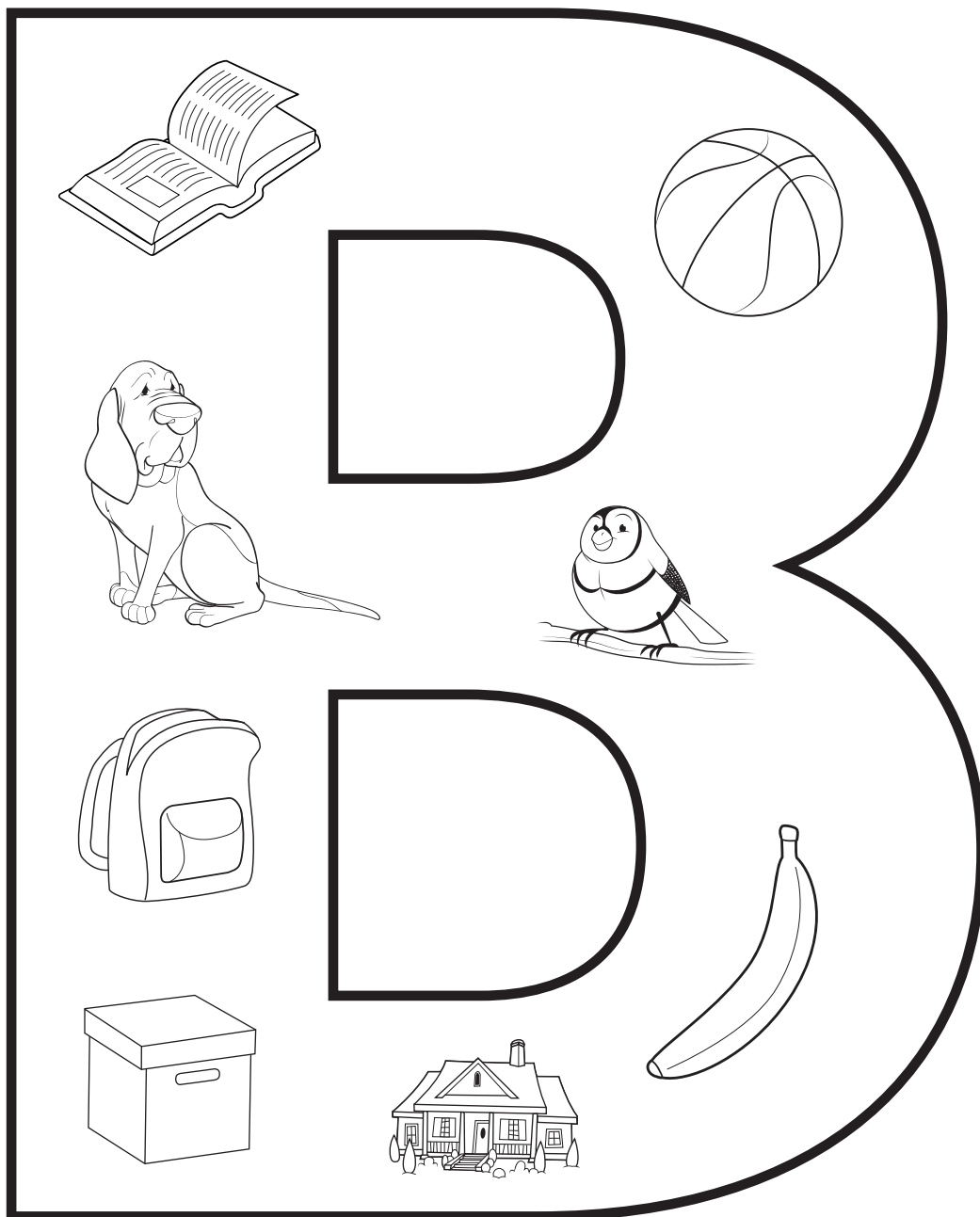
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Colour the pictures that begin with a short 'a' sound.



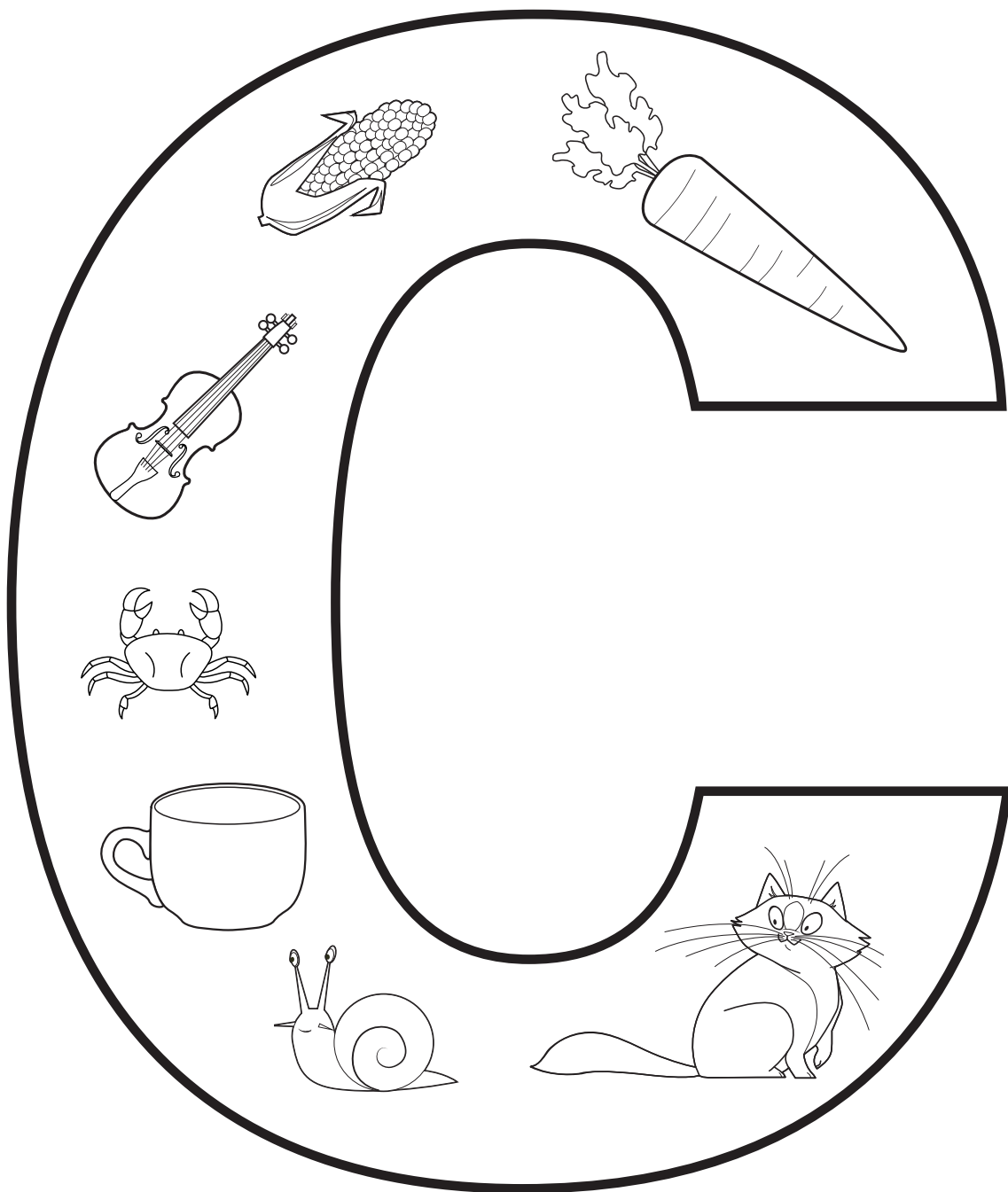
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Colour the pictures that begin with a 'b' sound.



Name: _____ Date: _____

Colour the pictures that begin with a hard 'c' sound.



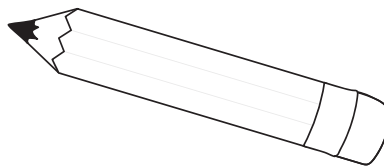
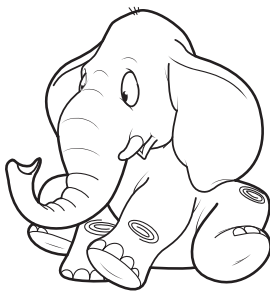
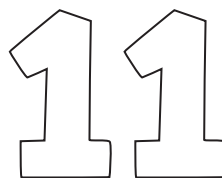
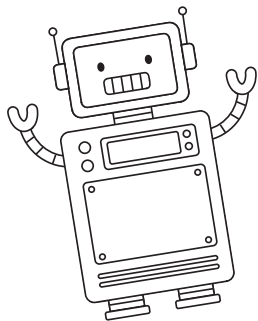
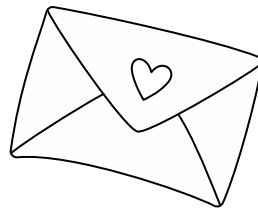
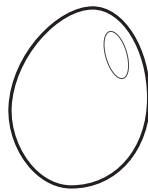
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Colour the pictures that begin with a 'd' sound.



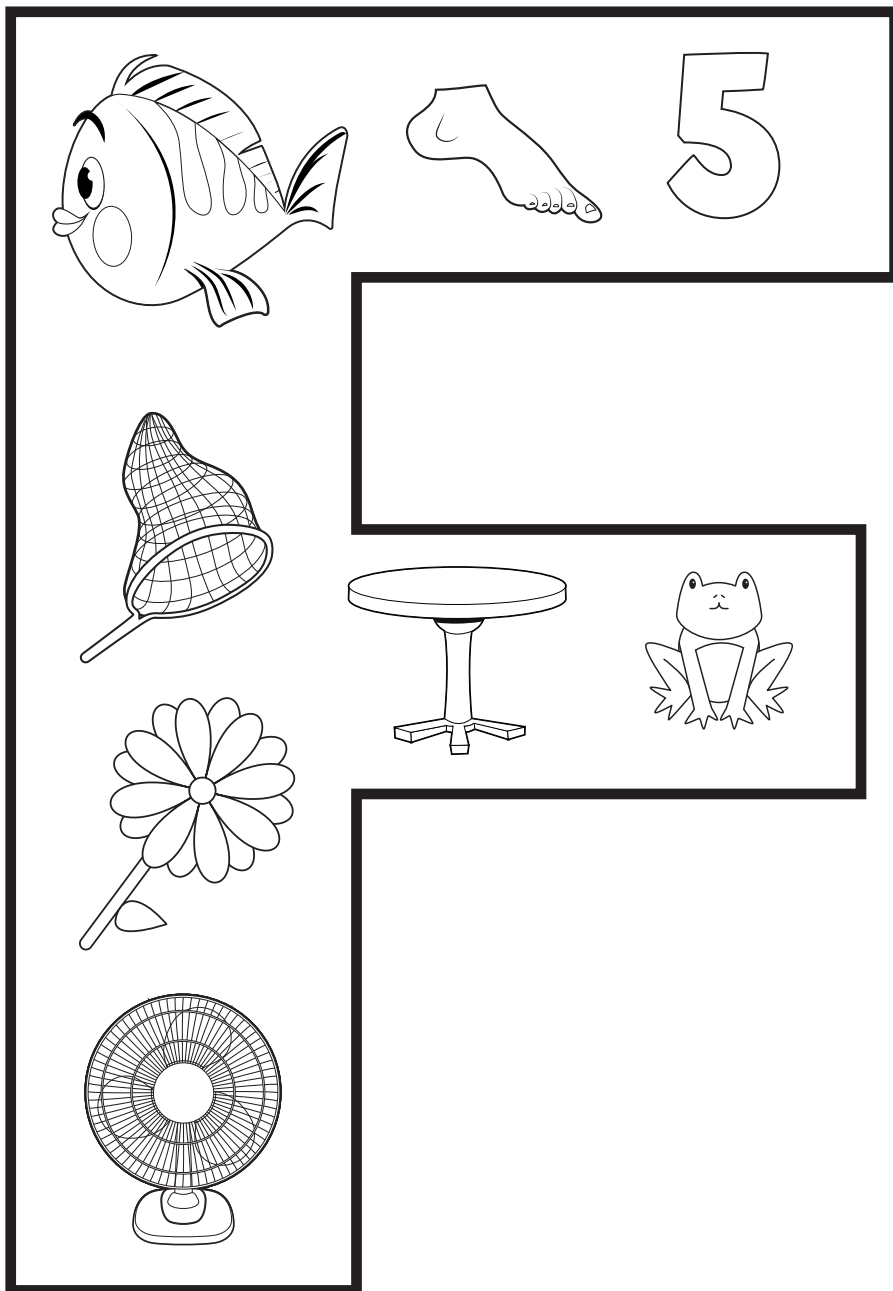
Name: _____ Date: _____

Colour the pictures that begin with a short 'e' sound.



Name: _____ Date: _____

Colour the pictures that begin with an 'f' sound.



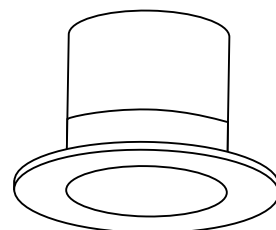
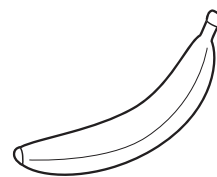
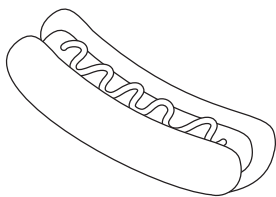
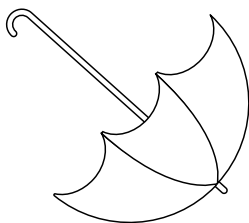
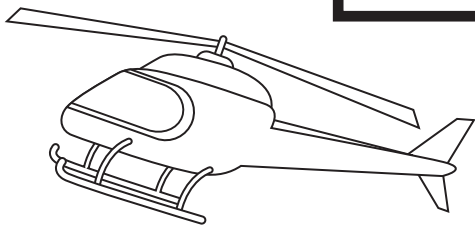
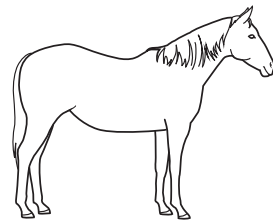
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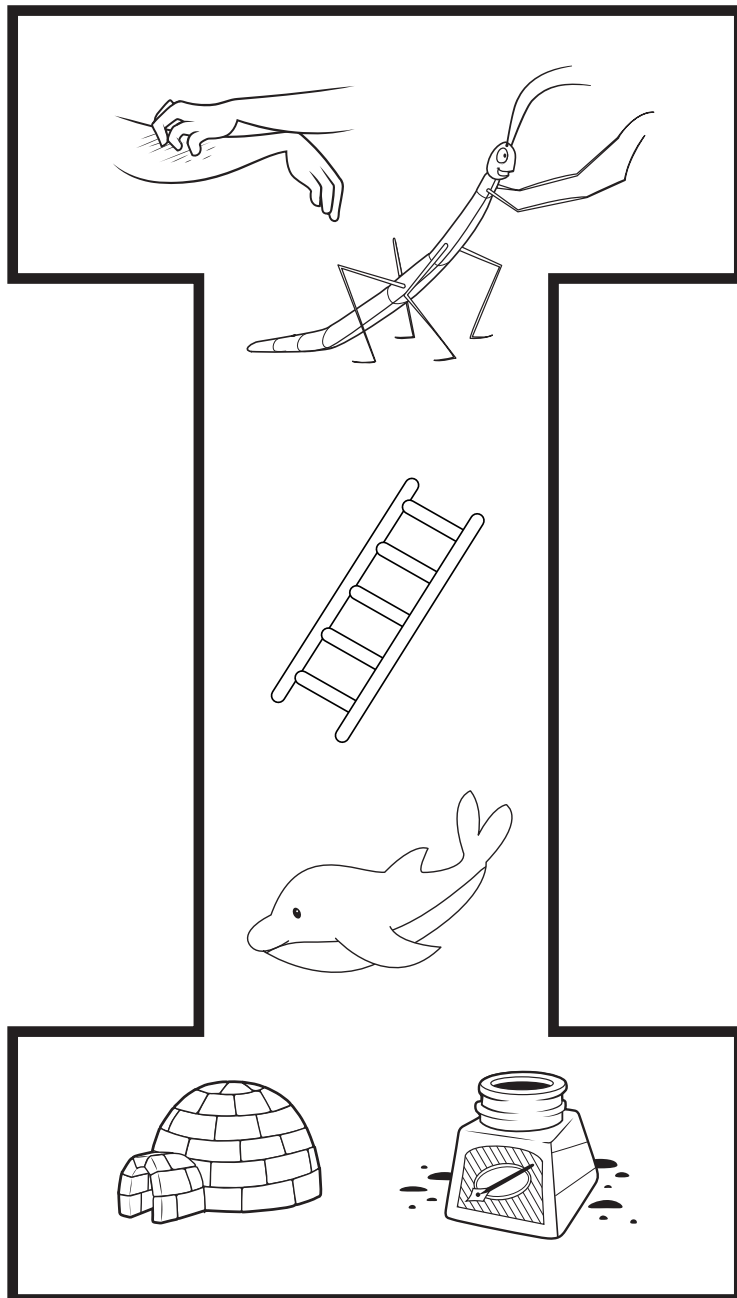
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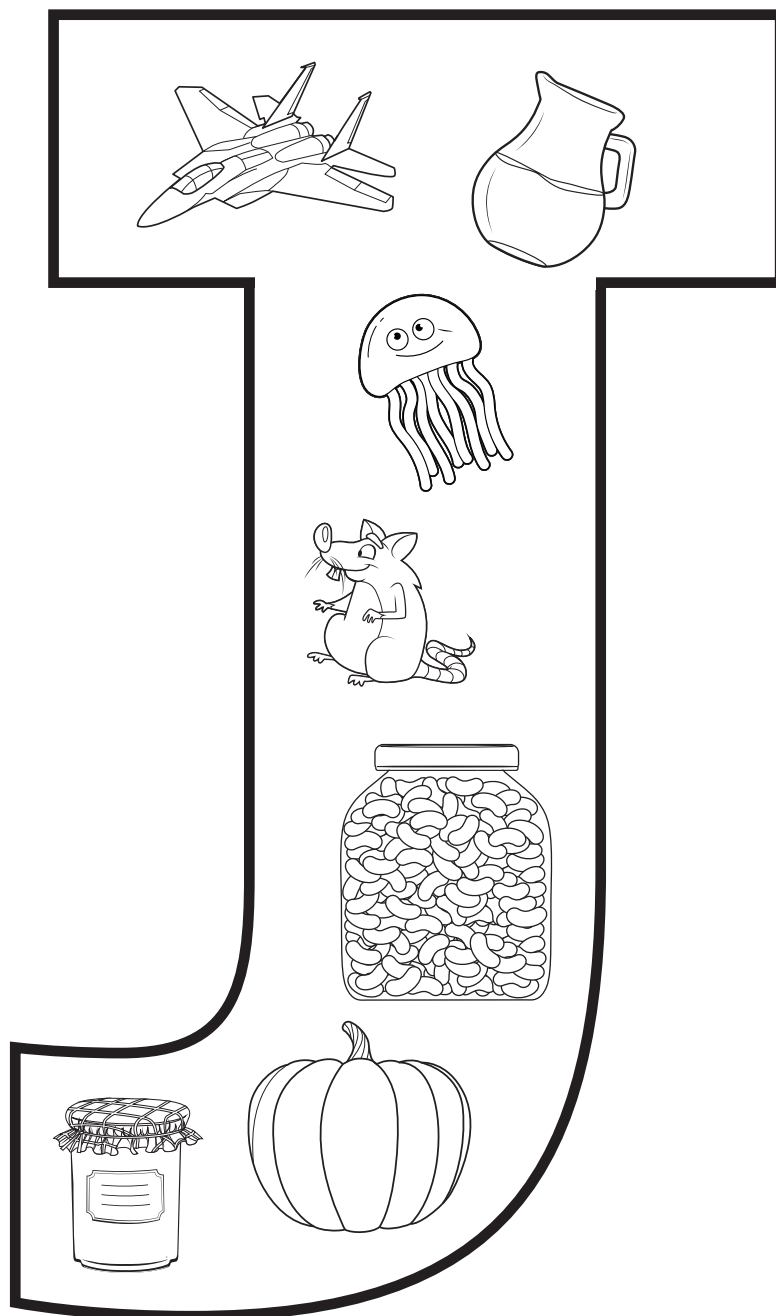
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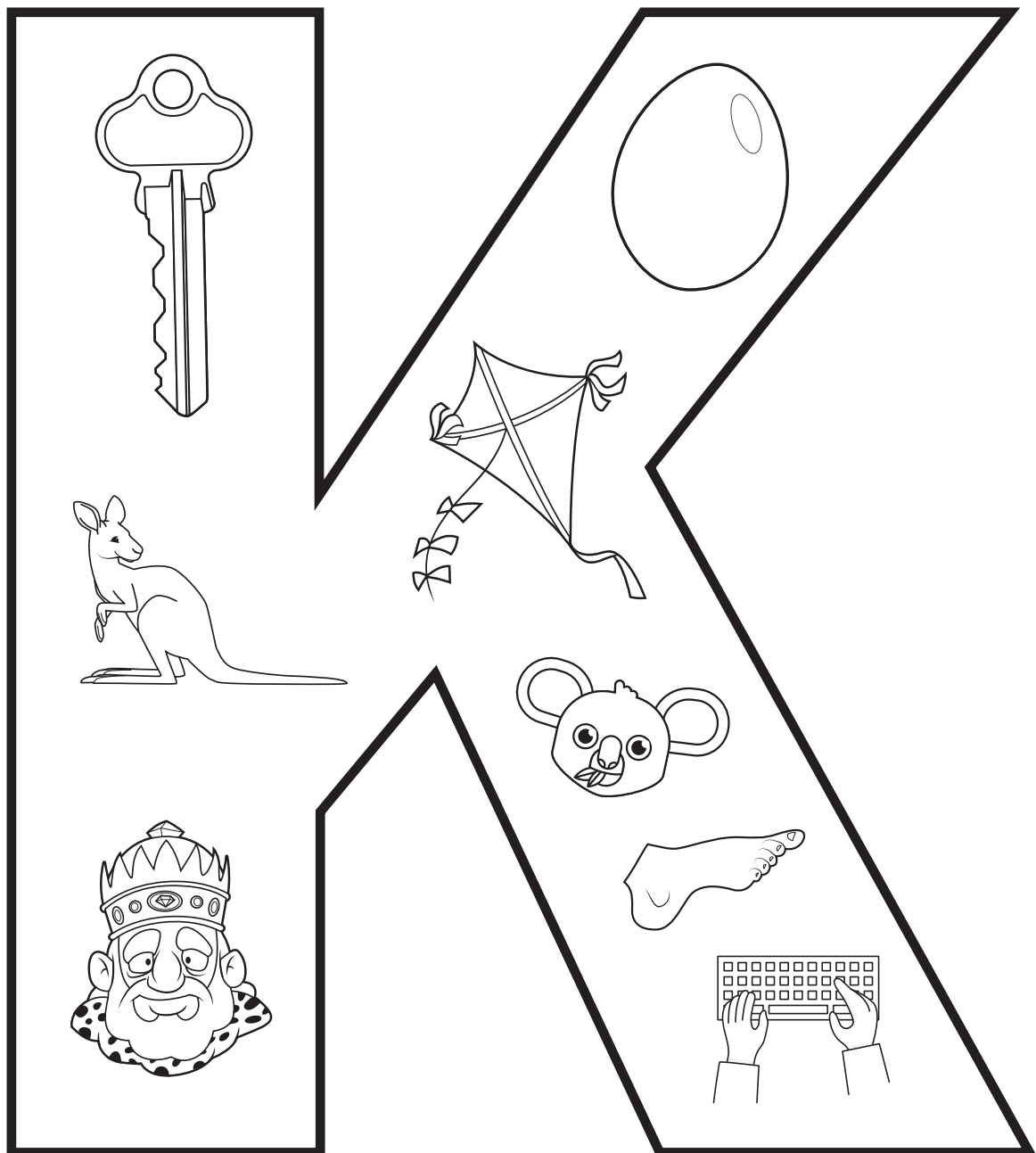
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Colour the pictures that begin with a 'j' sound.



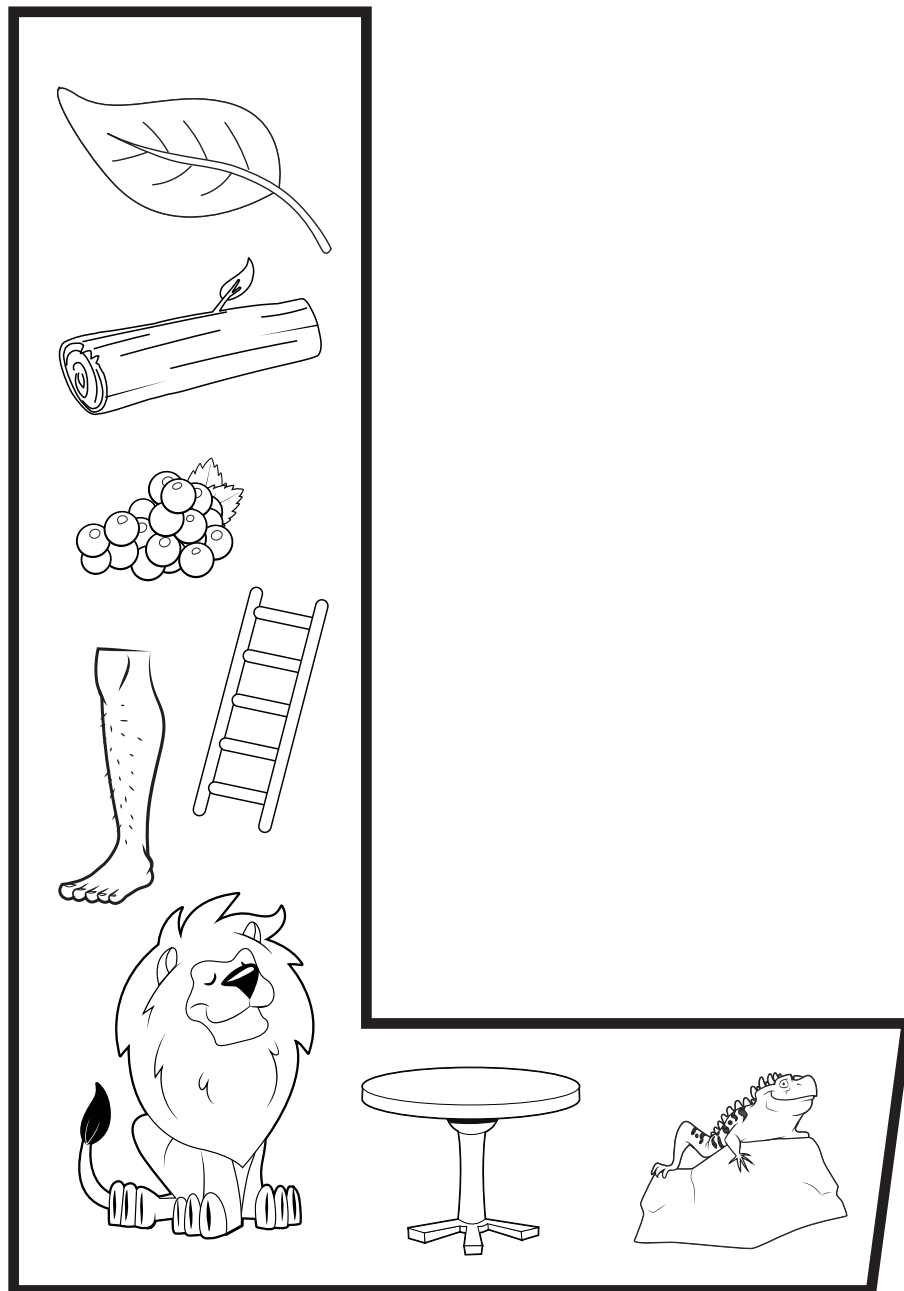
Name: _____ Date: _____

Colour the pictures that begin with a 'k' sound.



Name: _____ Date: _____

Colour the pictures that begin with an 'l' sound.



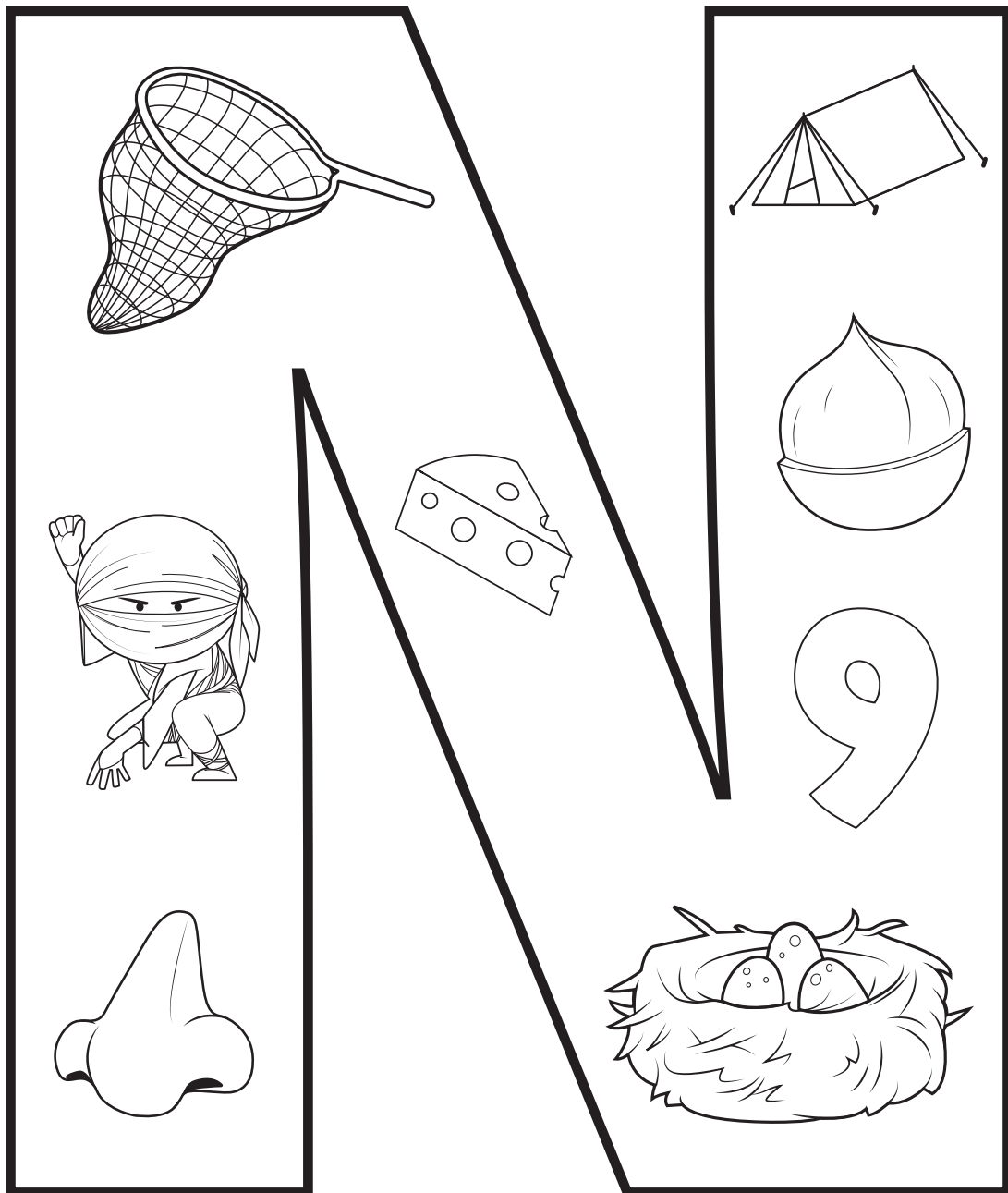
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Colour the pictures that begin with an 'm' sound.



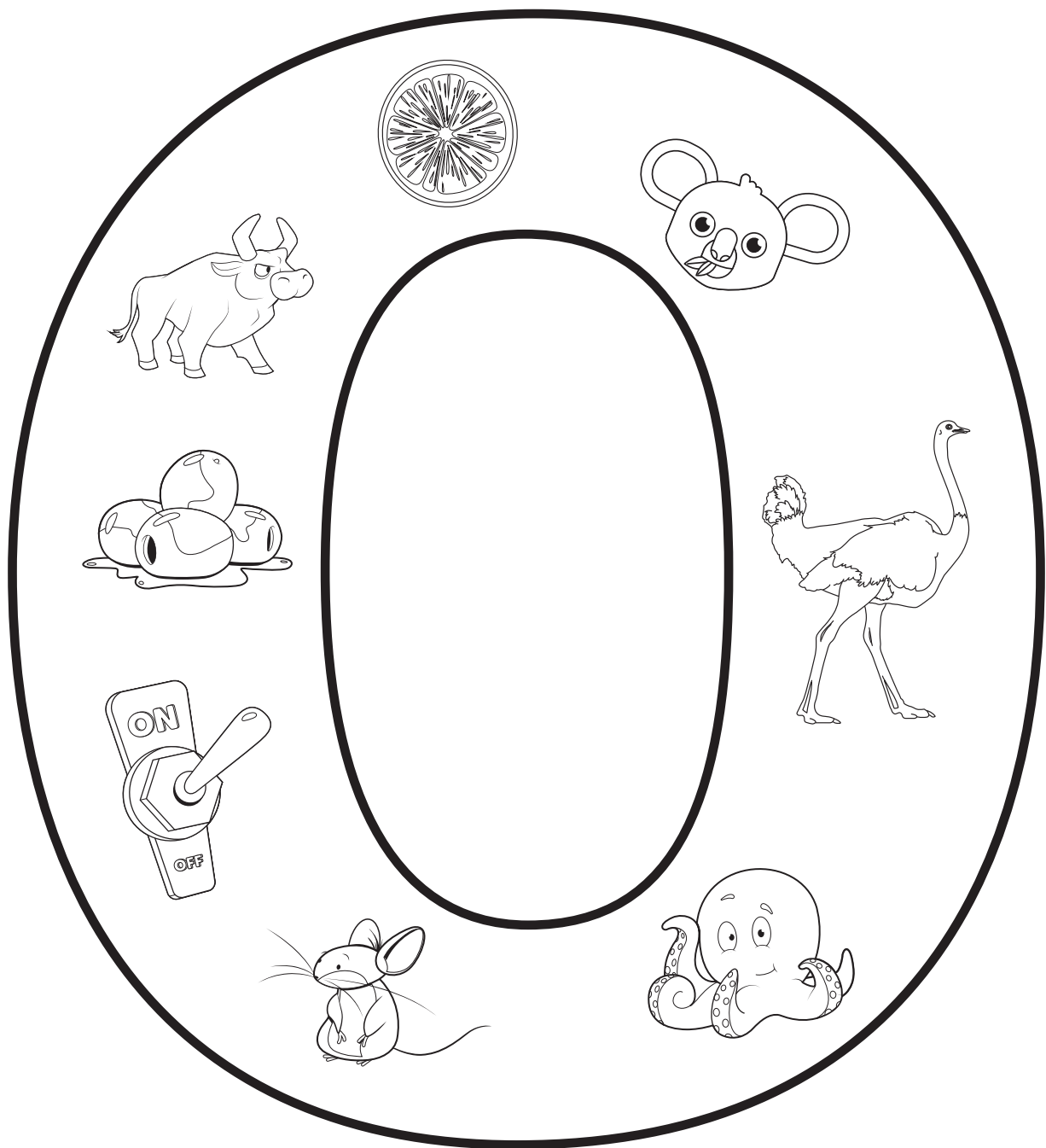
Name: _____ Date: _____

Colour the pictures that begin with an 'n' sound.



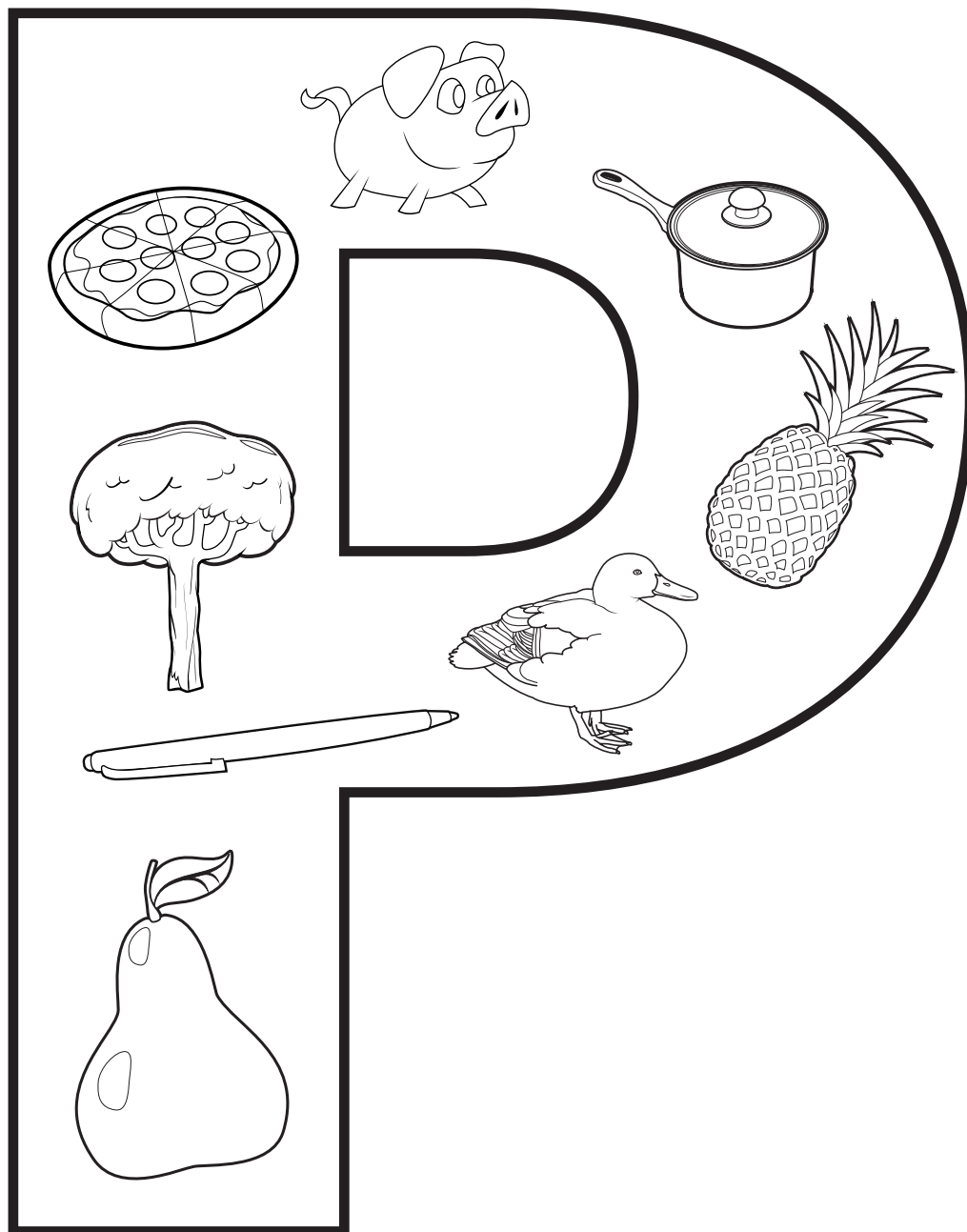
Name: _____ Date: _____

Colour the pictures that begin with a short 'o' sound.



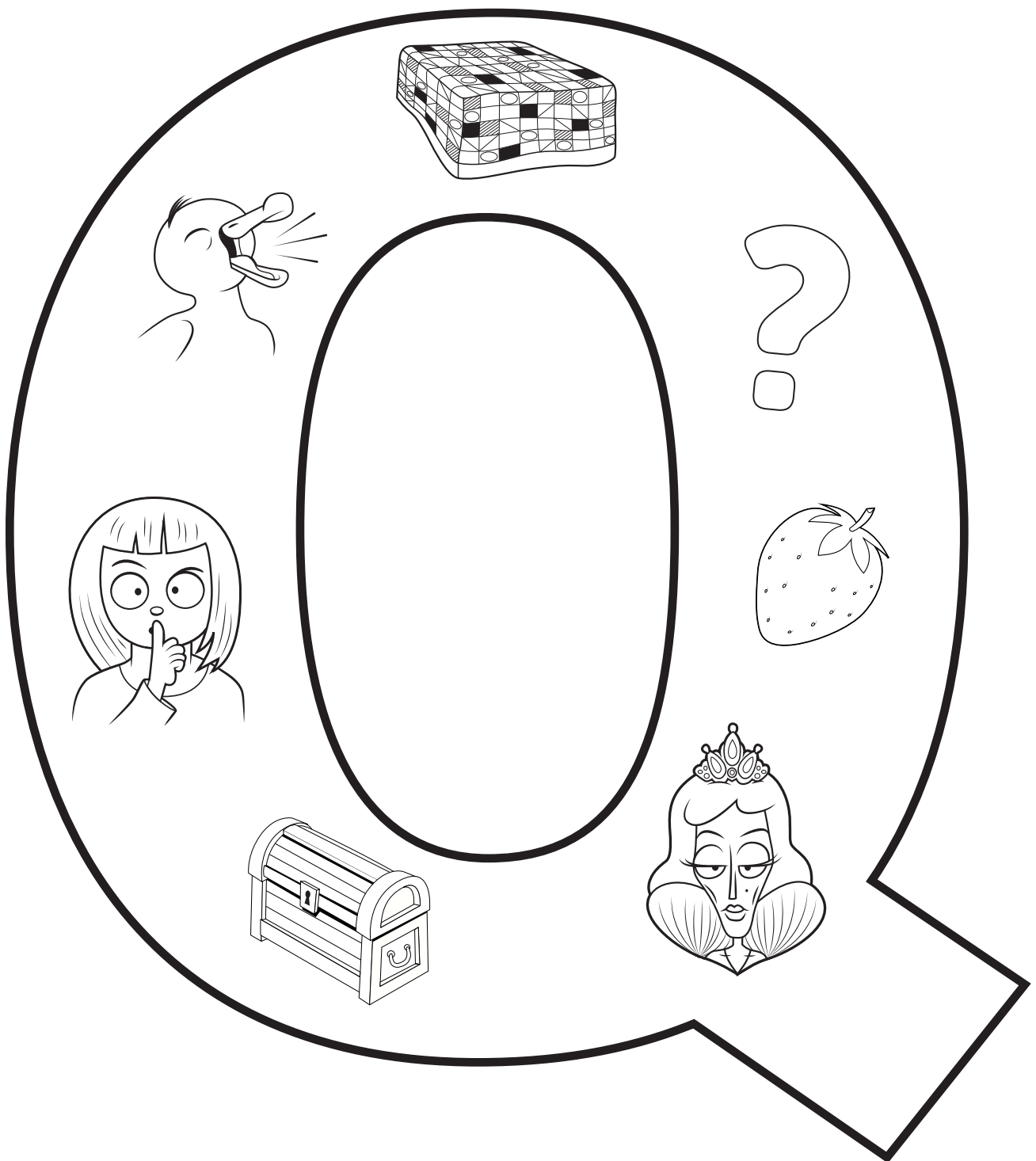
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Colour the pictures that begin with a 'p' sound.



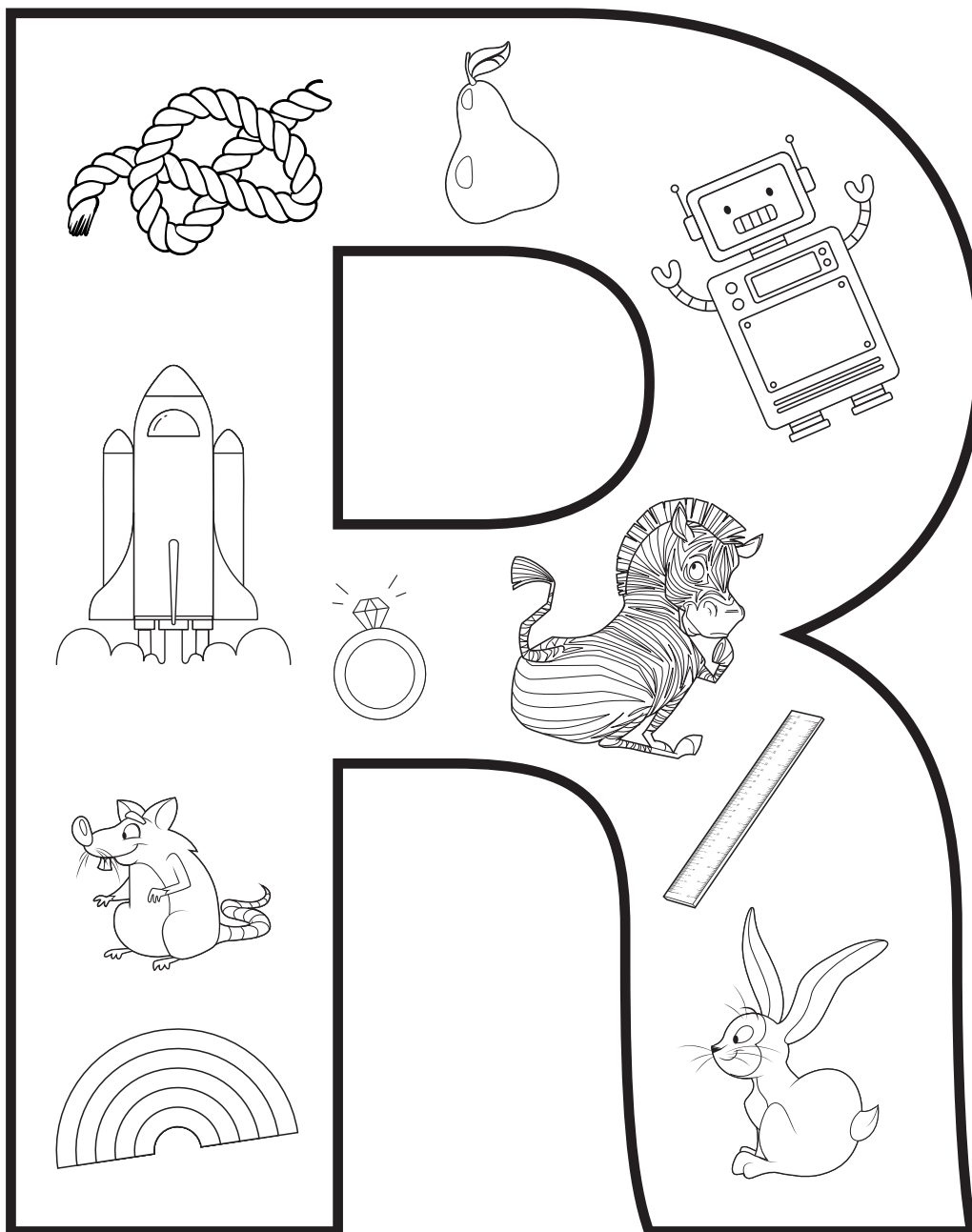
Name: _____ Date: _____

Colour the pictures that begin with a 'q' sound.



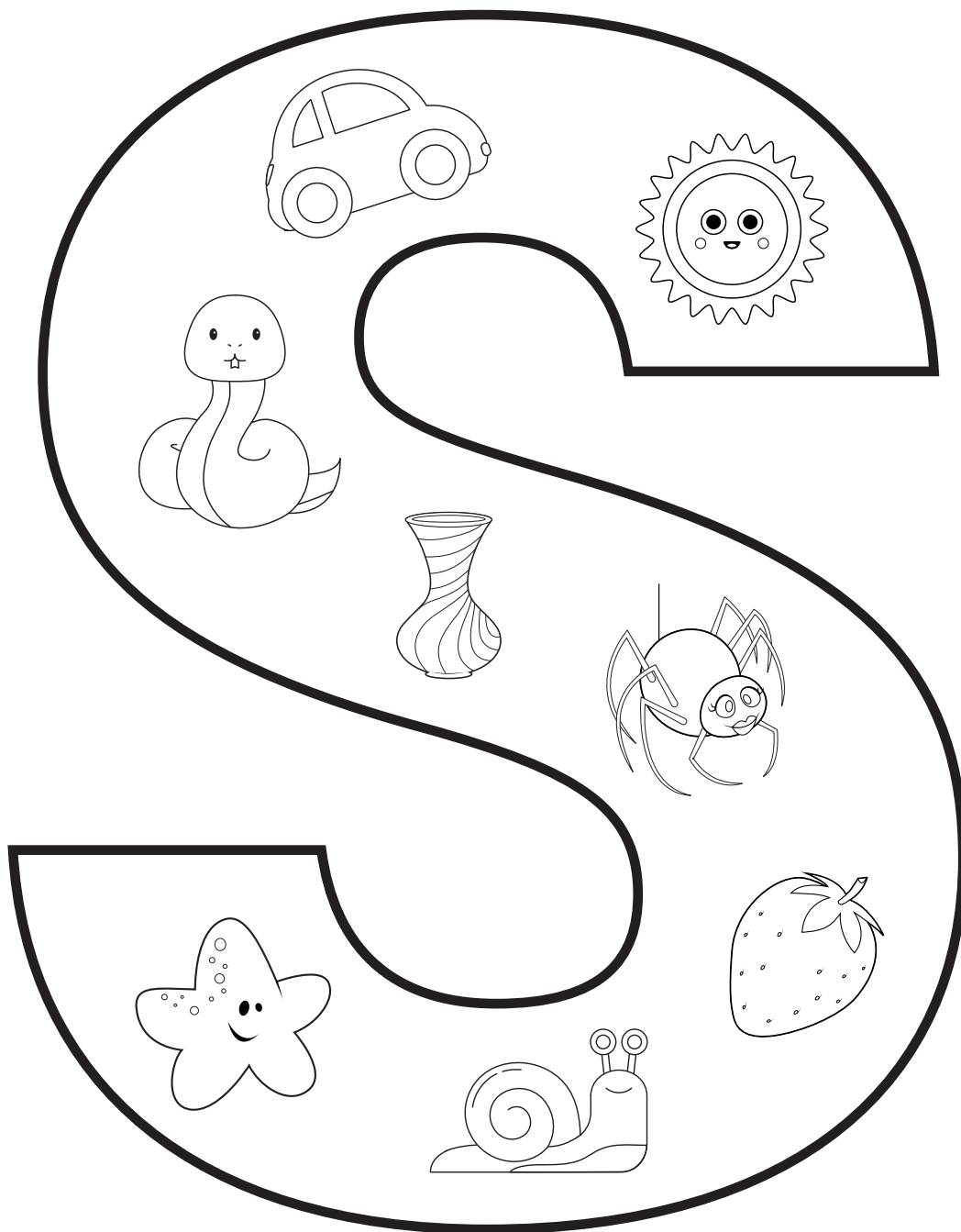
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Colour the pictures that begin with an 'r' sound.



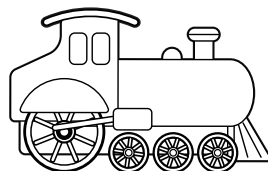
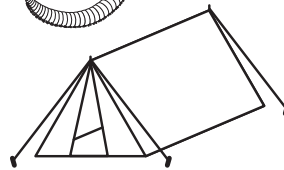
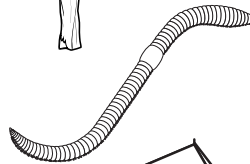
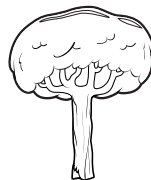
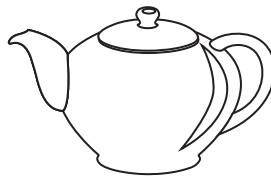
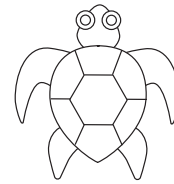
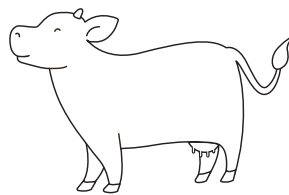
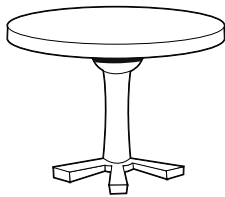
Name: _____ Date: _____

Colour the pictures that begin with a 's' sound.



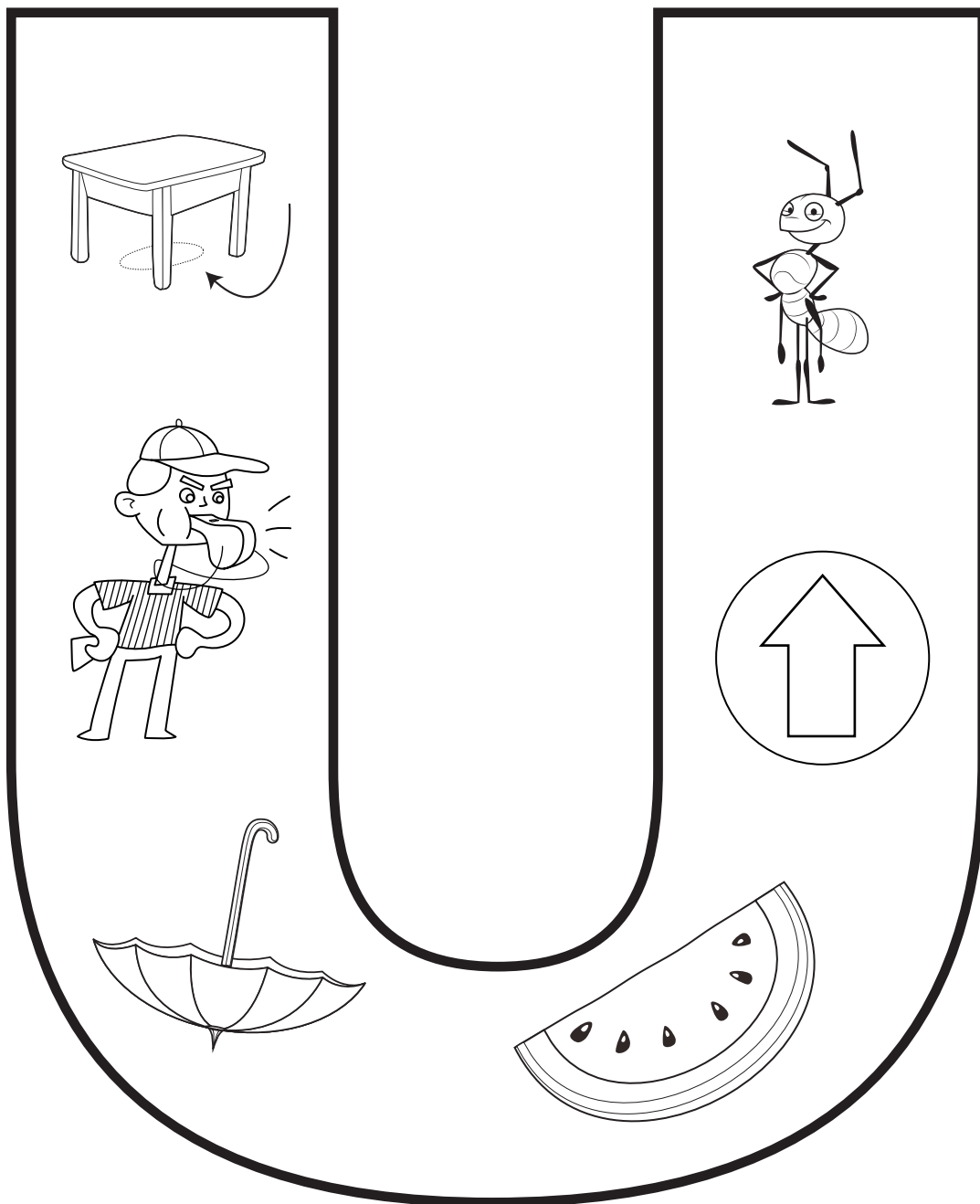
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Colour the pictures that begin with a 't' sound.



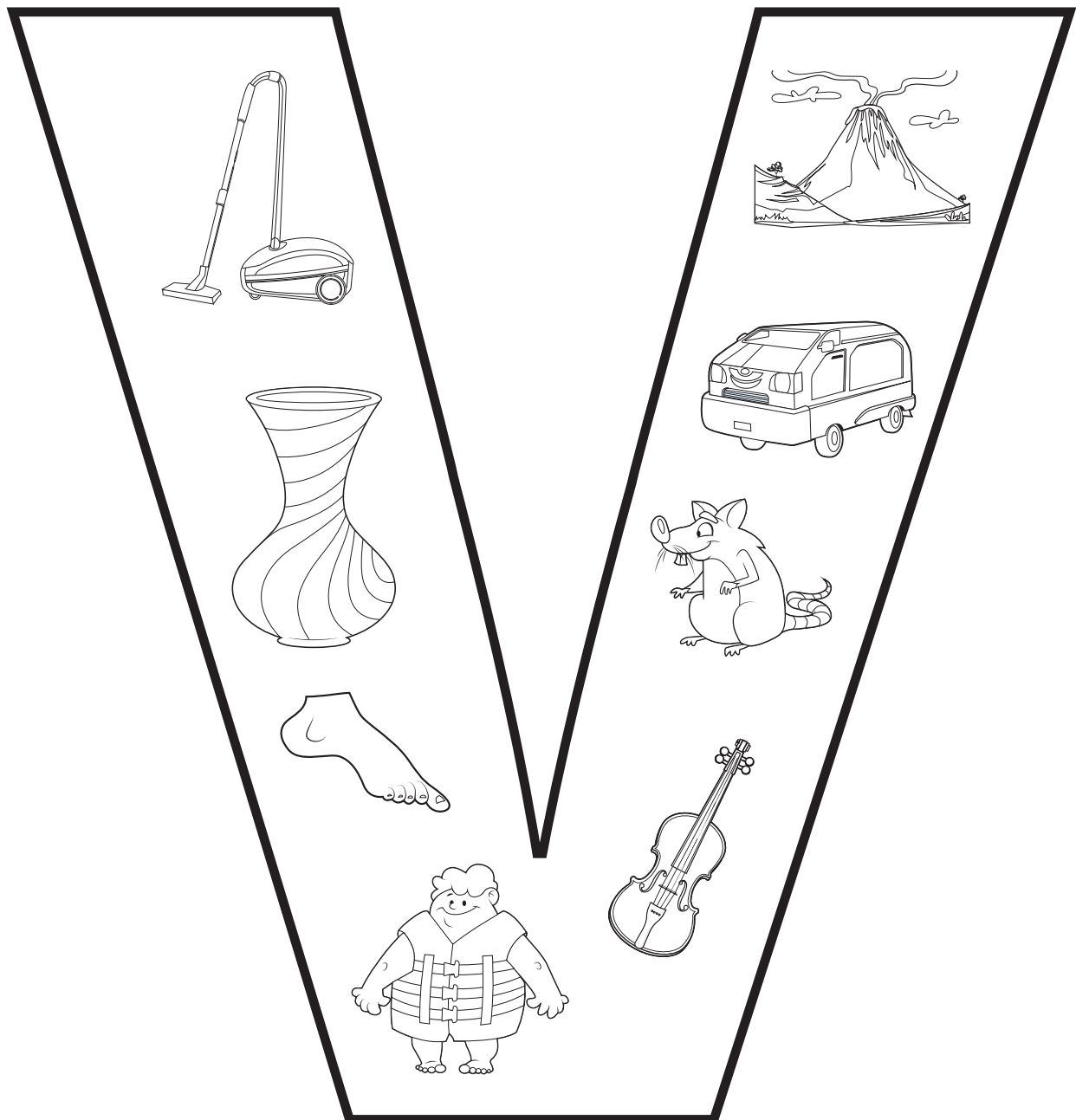
Name: _____ Date: _____

Colour the pictures that begin with a short 'u' sound.



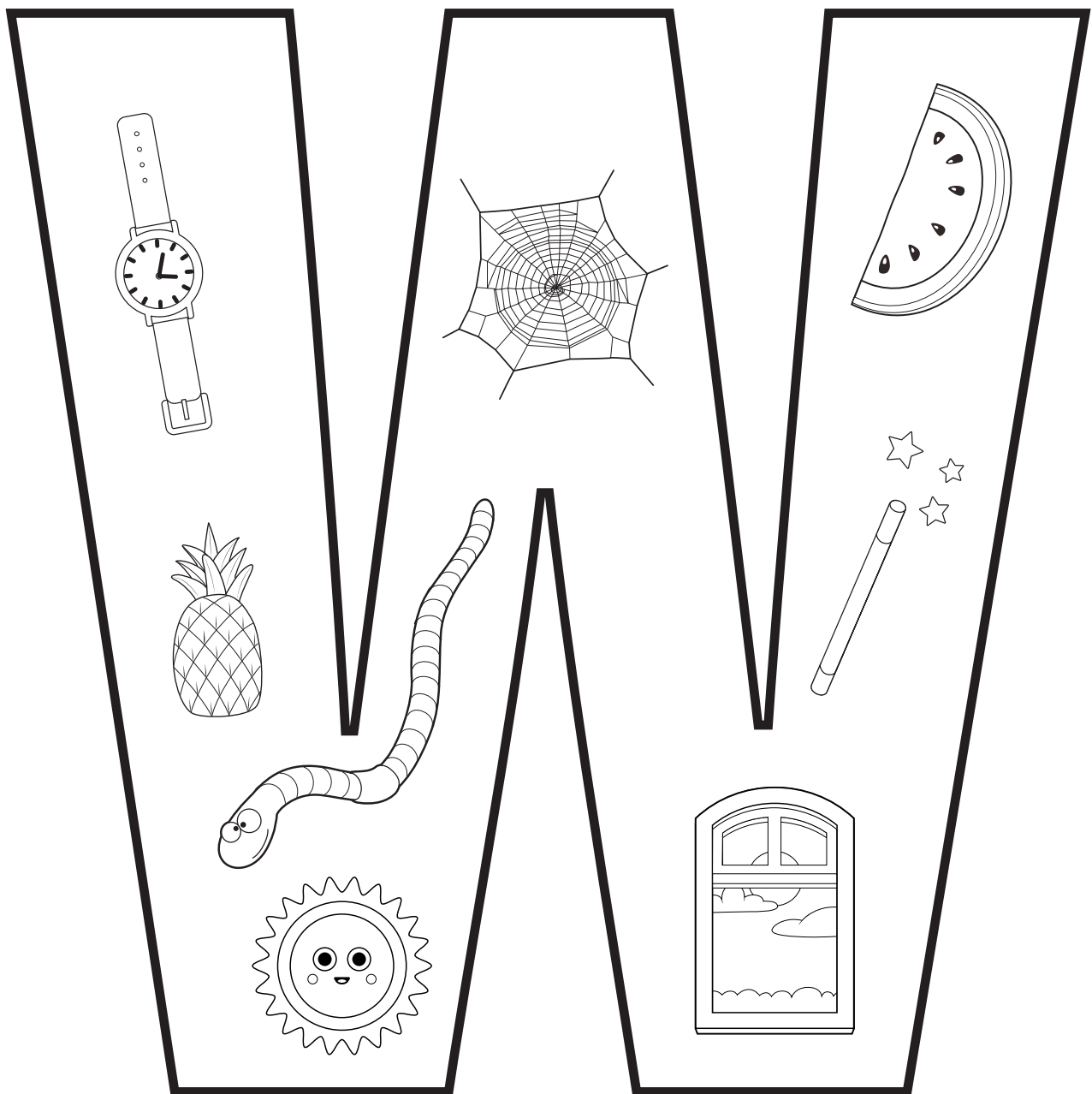
Name: _____ Date: _____

Colour the pictures that begin with a 'v' sound.



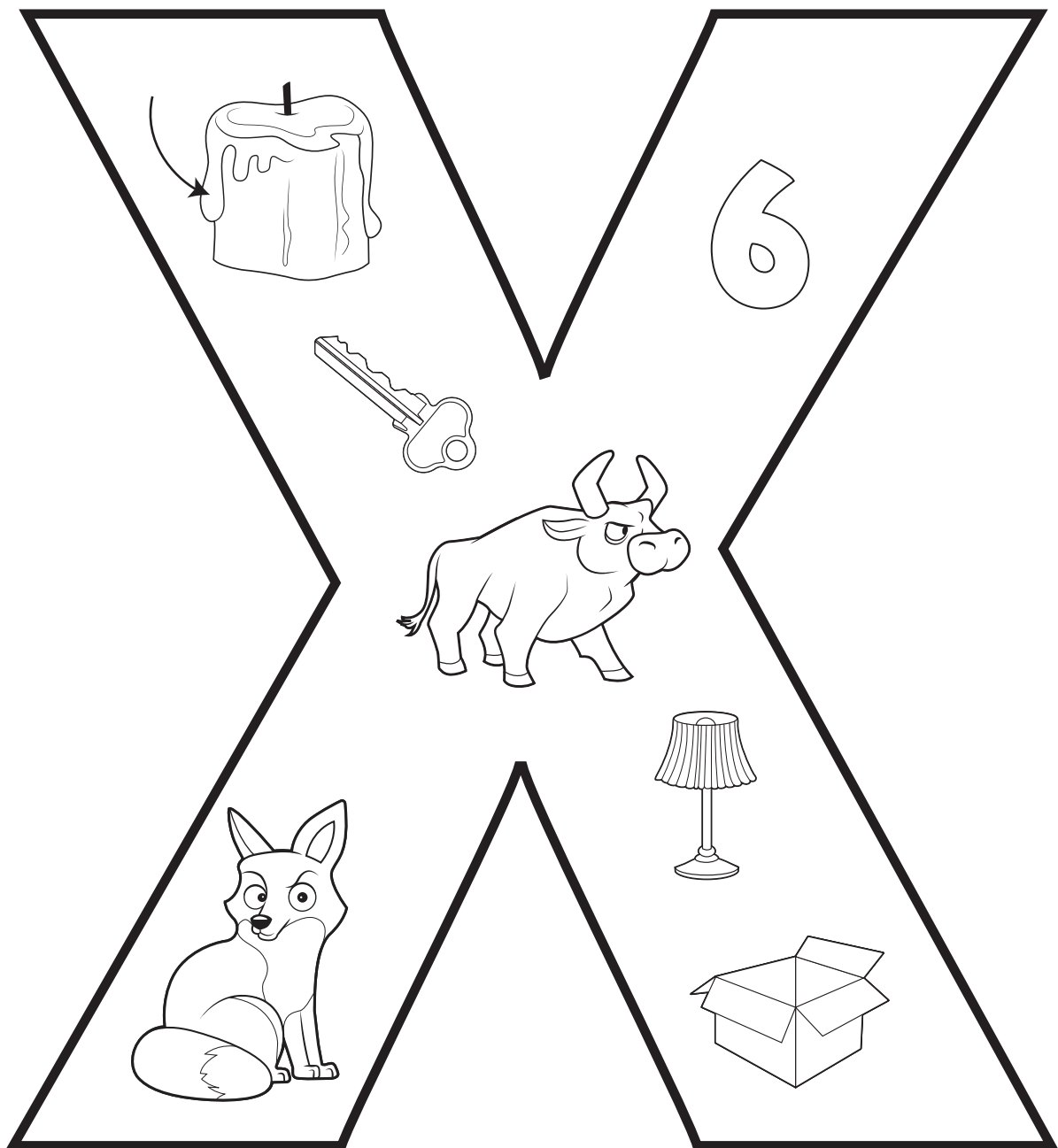
Name: _____ Date: _____

Colour the pictures that begin with a 'w' sound.



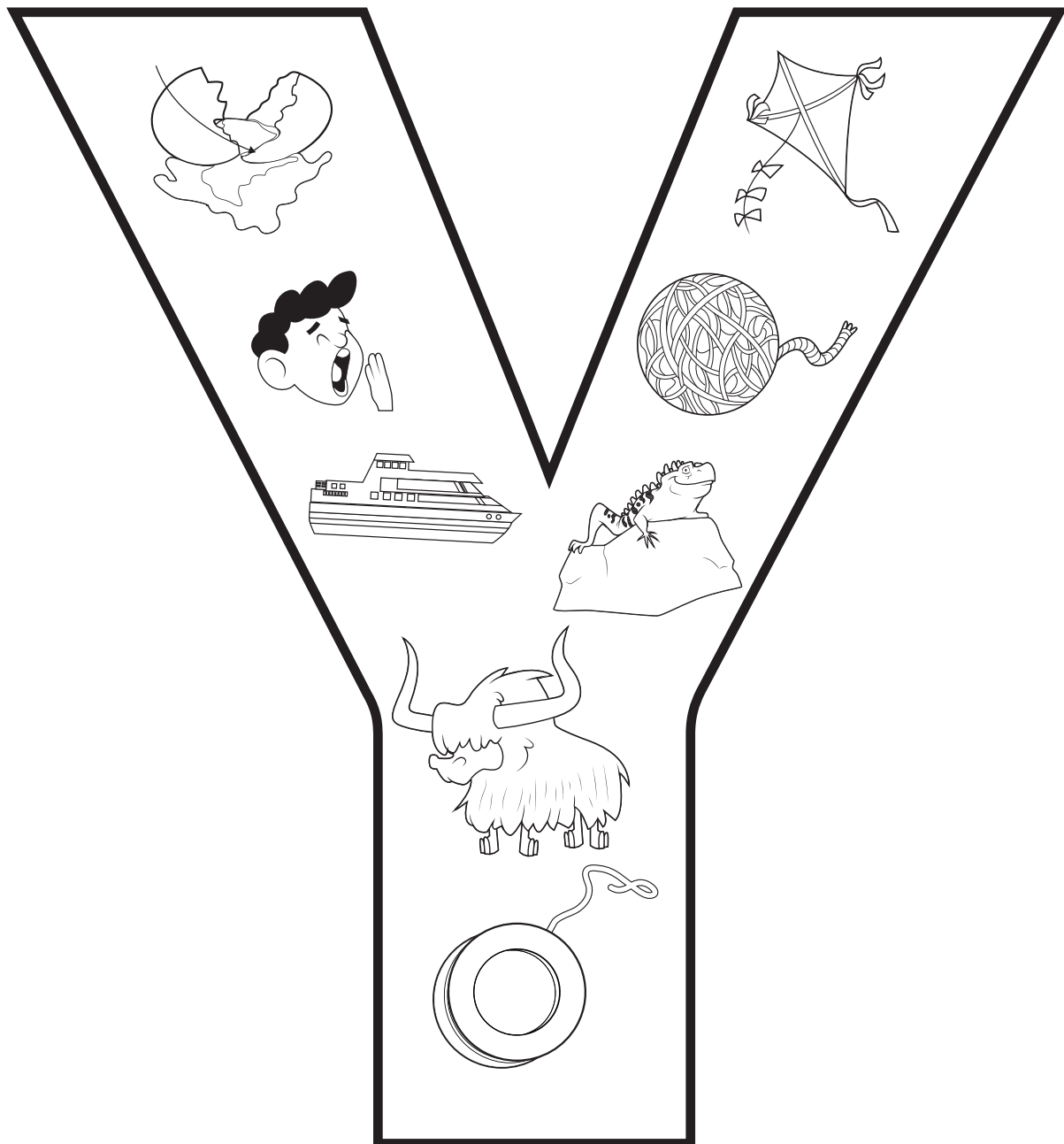
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Colour the pictures that end with a 'x' sound.



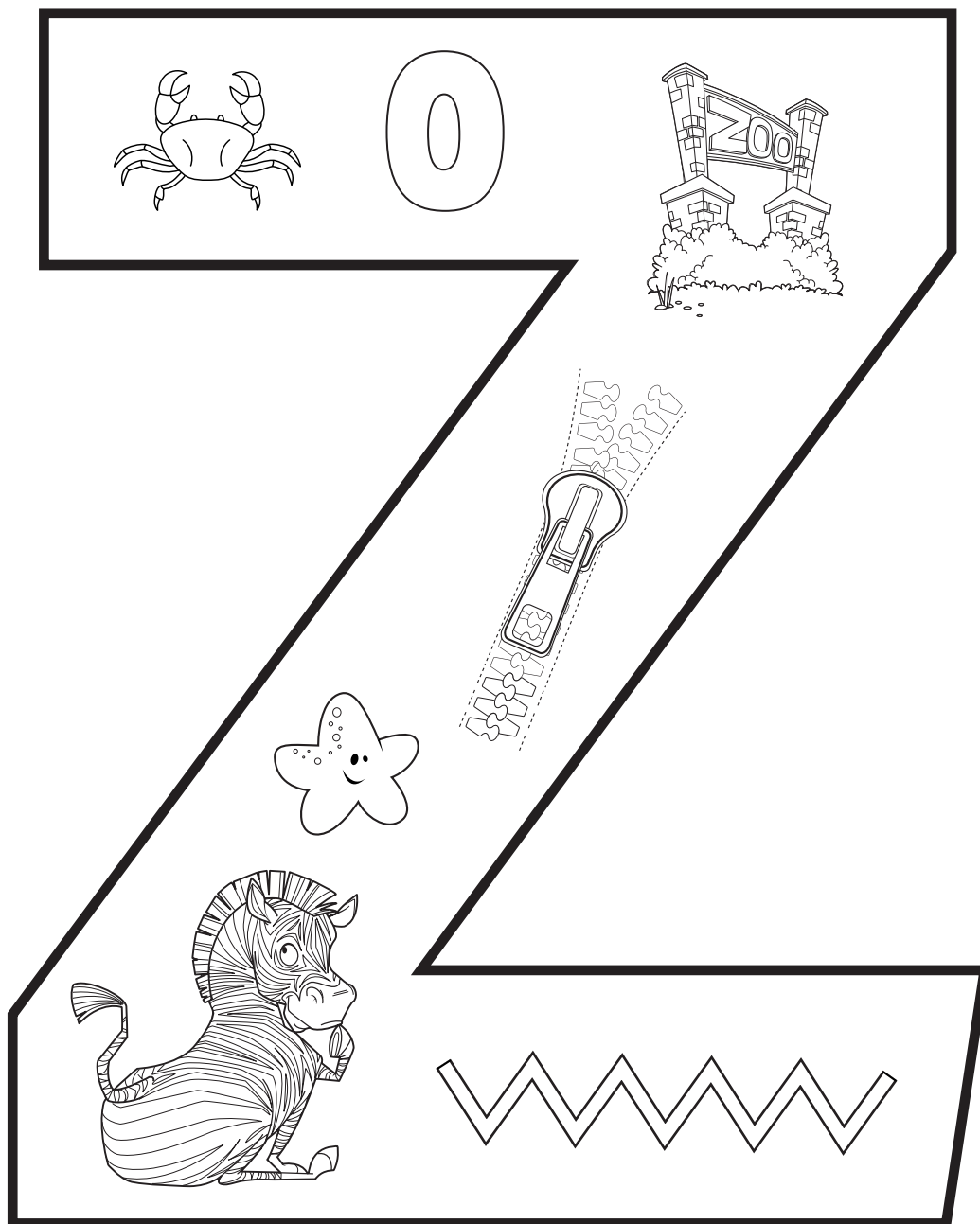
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Colour the pictures that begin with a 'y' sound.

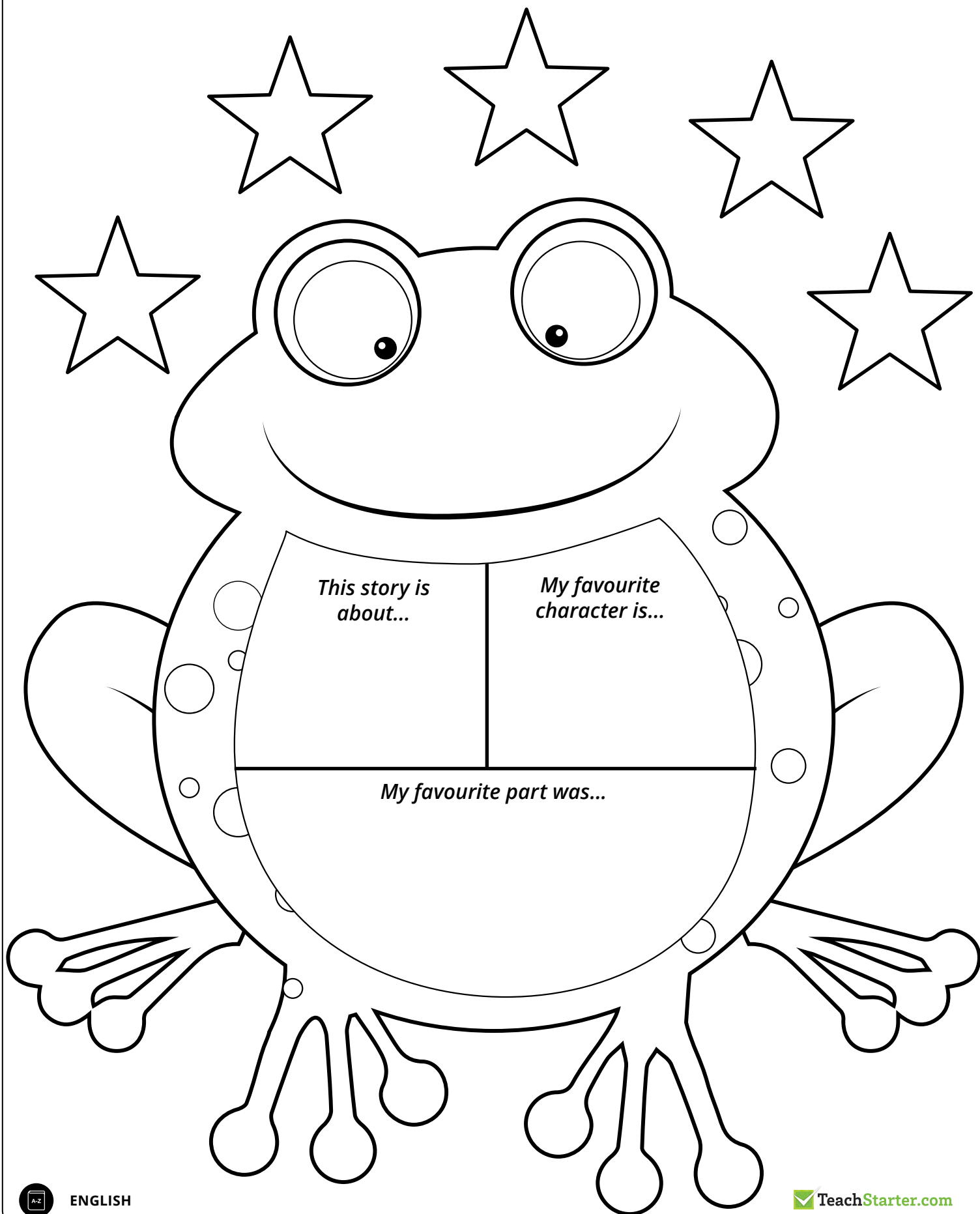


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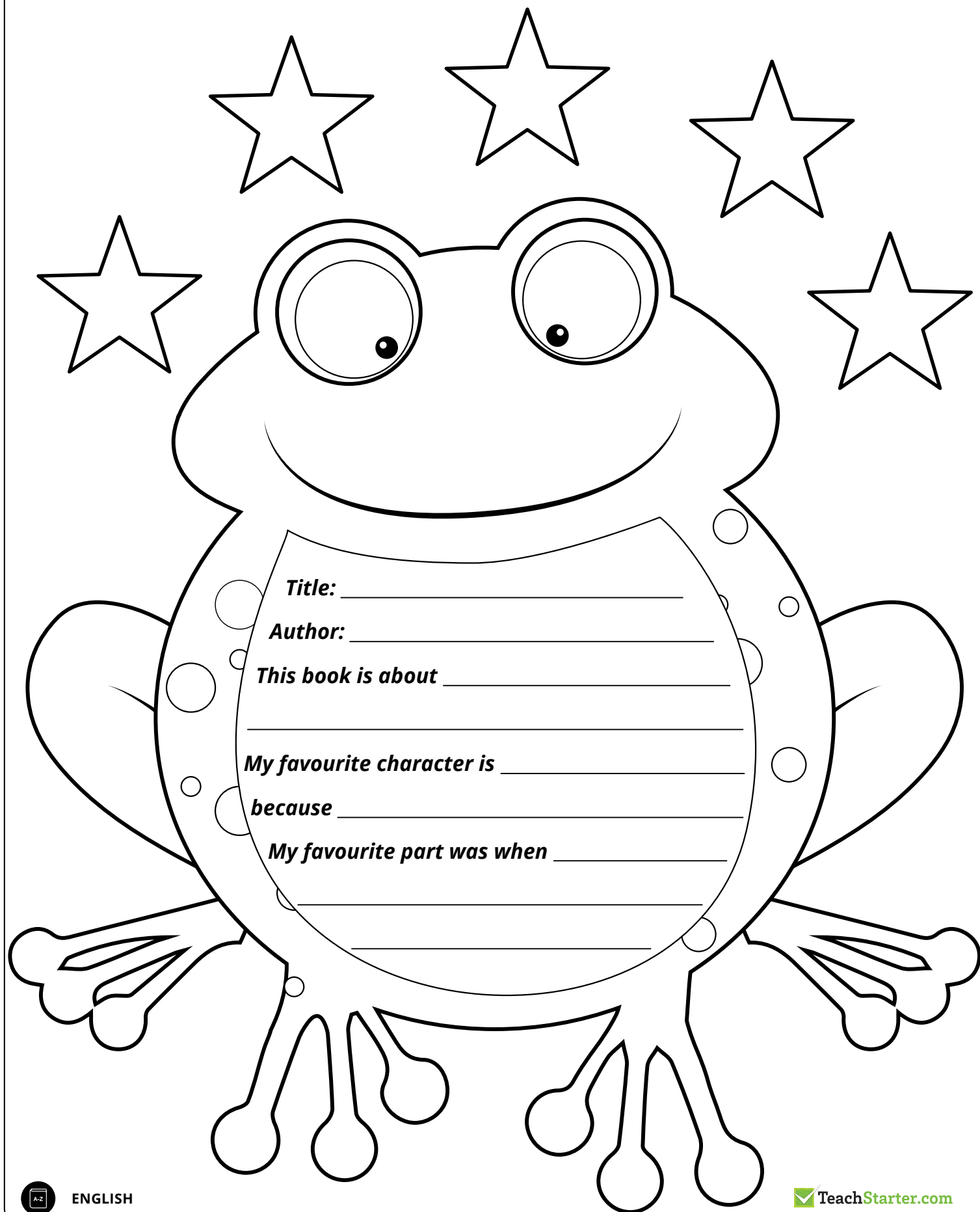
Colour the pictures that begin with a 'z' sound.



My Book Report for

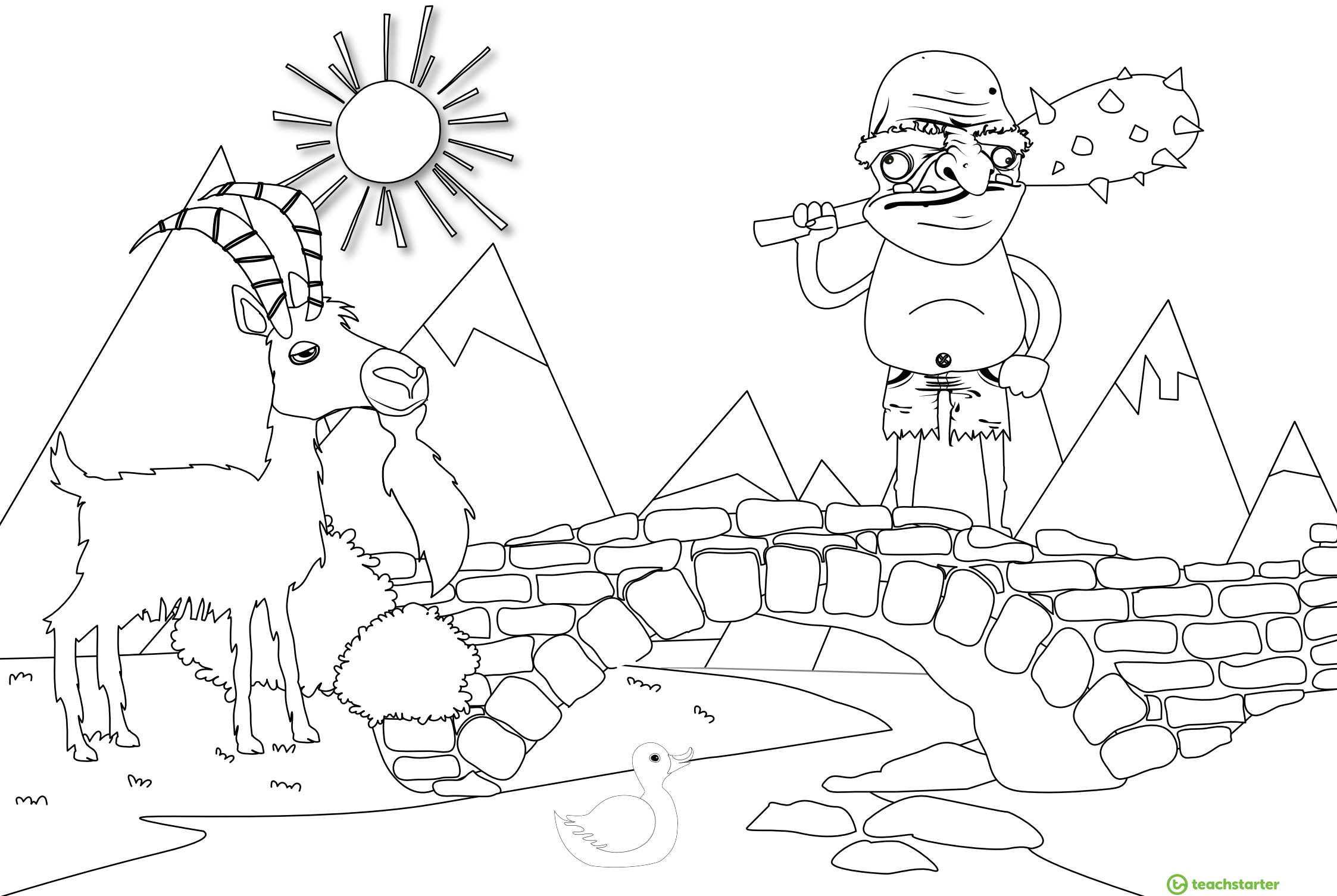


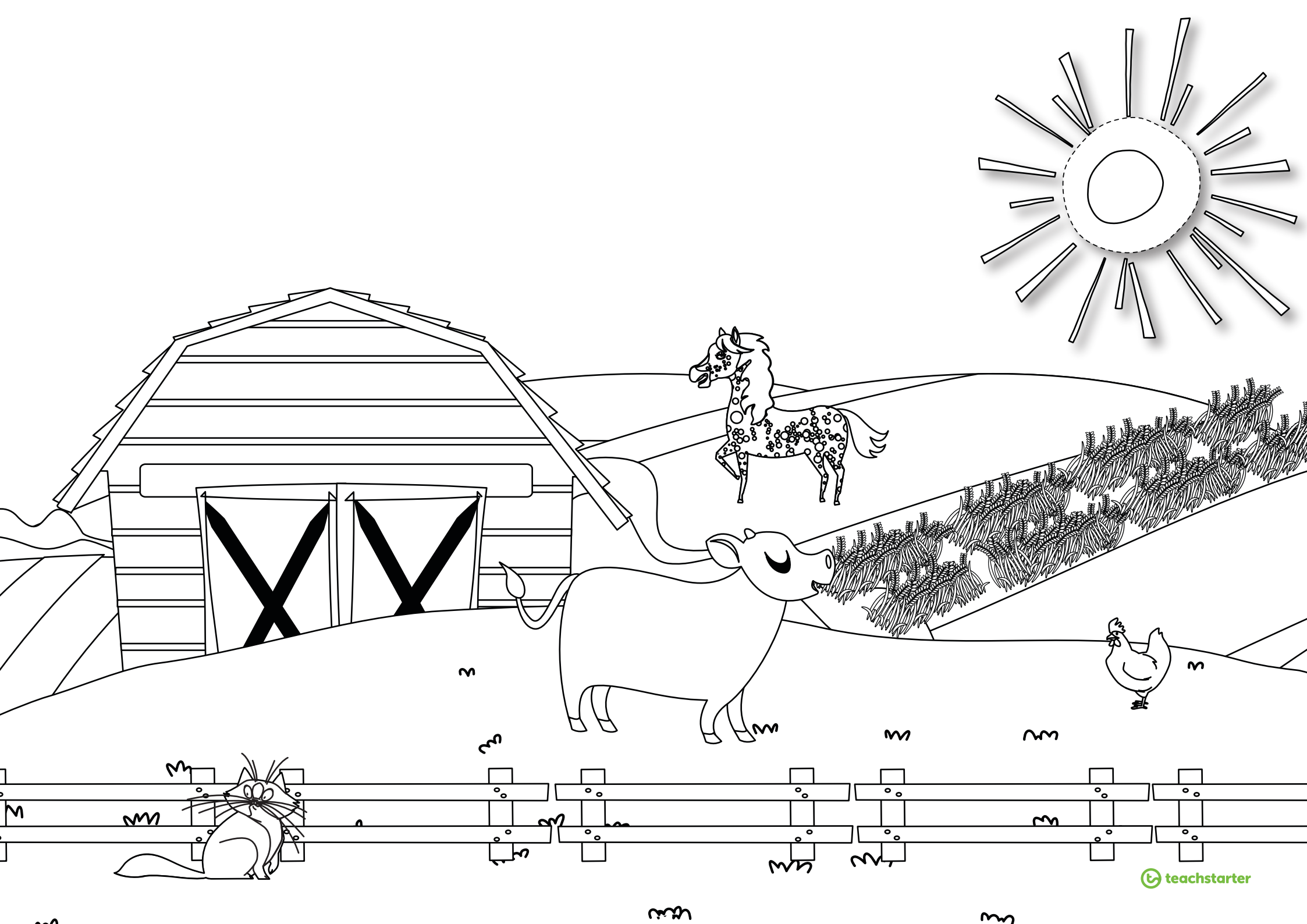
My Book Report











apple



bear



bread



chair



floor



table



house



ball



door



flower



pig



tree



water



duck



leg



head



snow



sun



cat



chicken



corn



cow



hill



horse

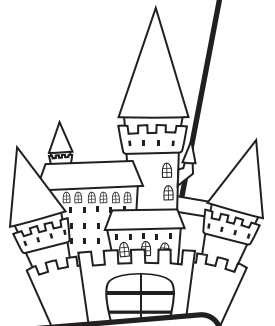


Story Map

Title _____

Characters

Setting



What else happened?

Problem



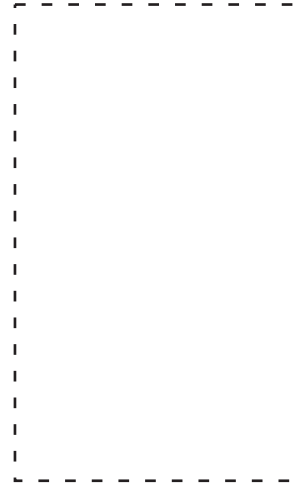
Solution



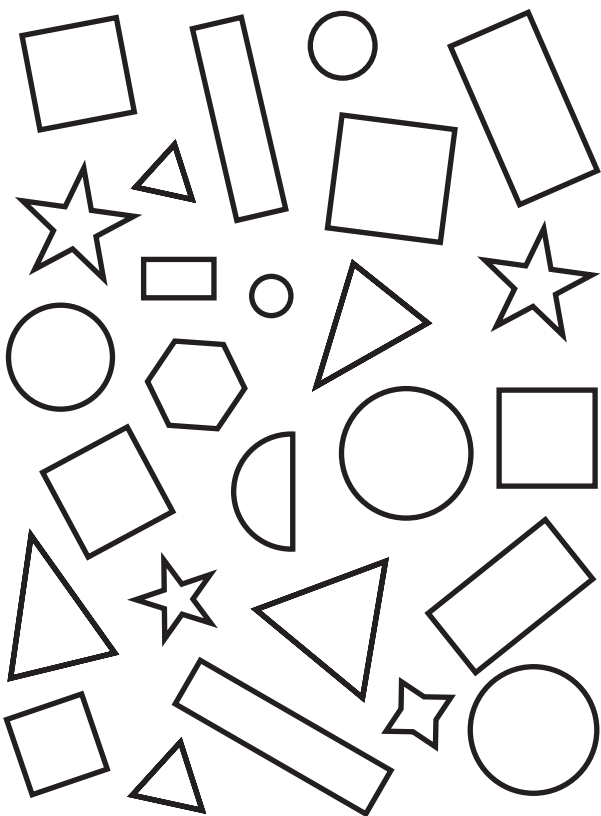
Draw 3 different rectangles
of different sizes.

rectangle

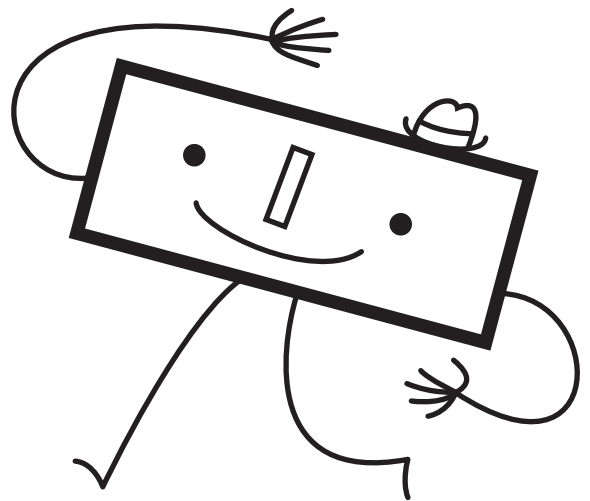
Trace the shape and the word.



Find and colour the rectangles.



All About Rectangles

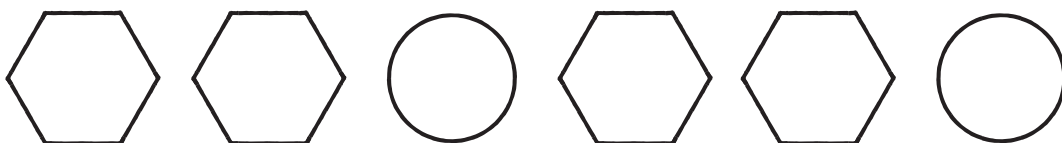
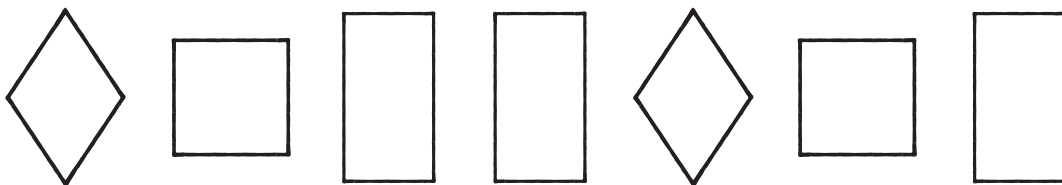
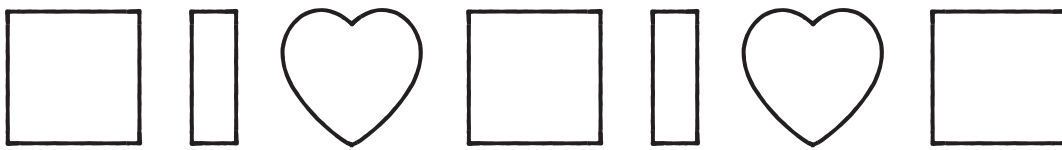
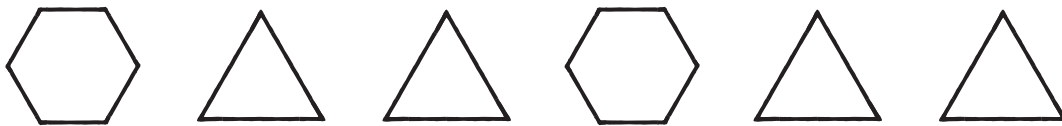
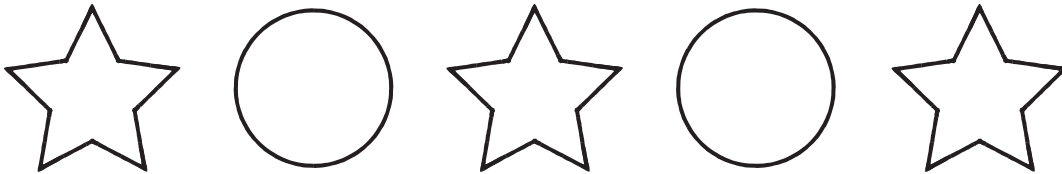


Name: _____

Find the Pattern

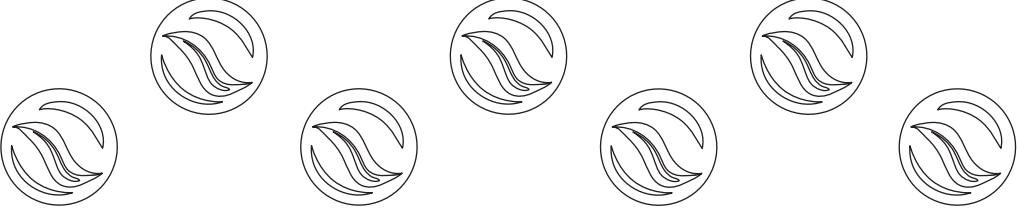
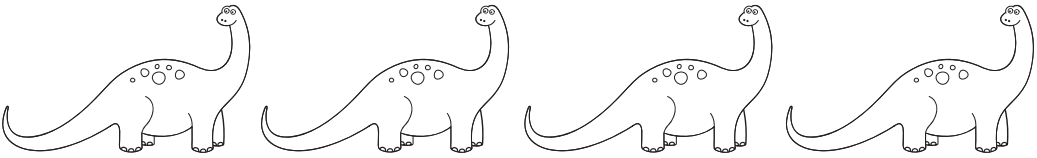
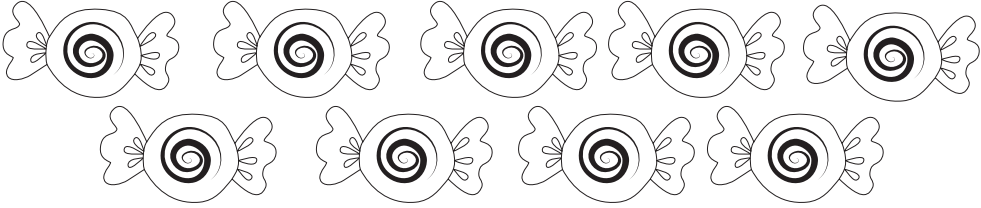
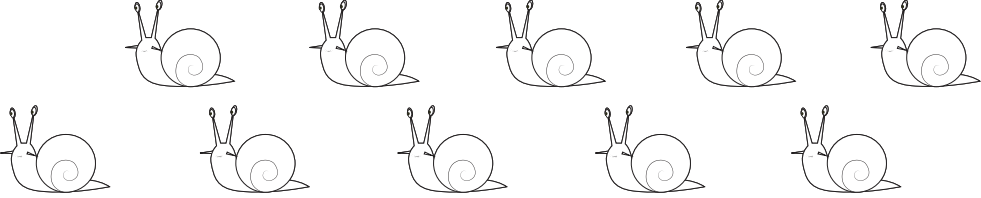
Look at the patterns below. What shape comes next?

Draw it in the empty box.



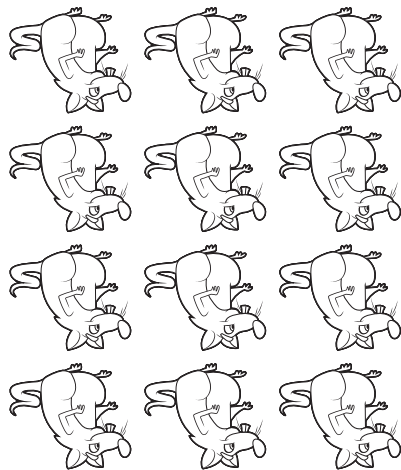
I Can Count!

Count the number of items in each row.
Write the number in the box.

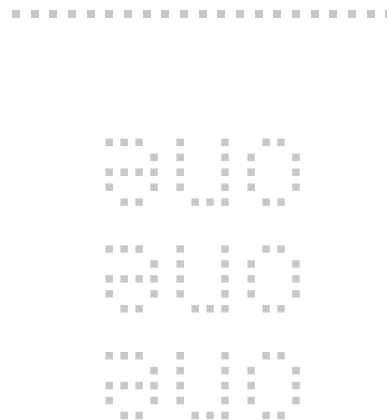
	
	
	
	
	
	



I can circle the
number 1.



I can colour
1 object.



I can write the
number one.



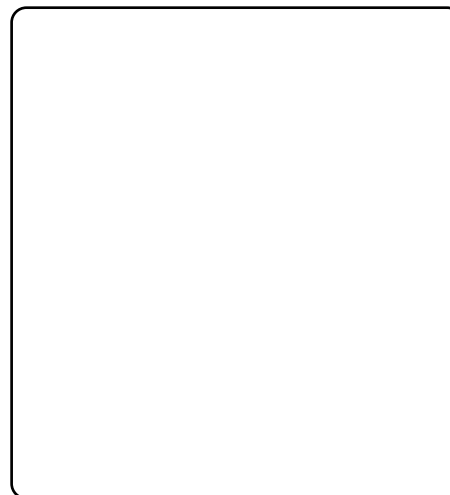
I can trace the
number 1.

I can show the
number 1 on a
ten frame.



I can draw a picture
of 1 object.

What number
comes after 1?



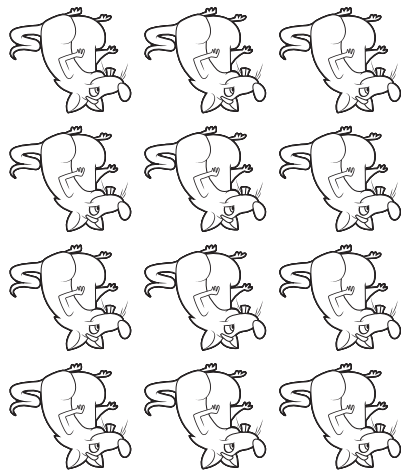
All About the Number

1

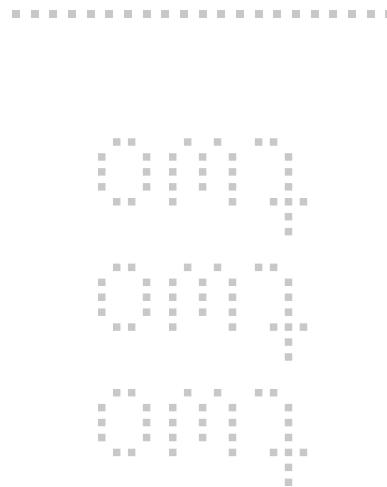
By



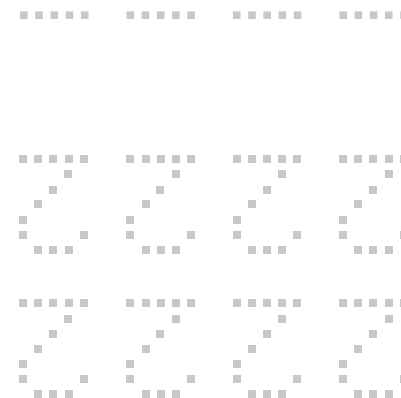
I can circle the
number 2.



I can colour
2 objects.



I can write the
number two.



I can trace the
number 2.

I can show the
number 2 on a
ten frame.



I can draw a picture
of 2 objects.

What number
comes before 2?

What number
comes after 2?

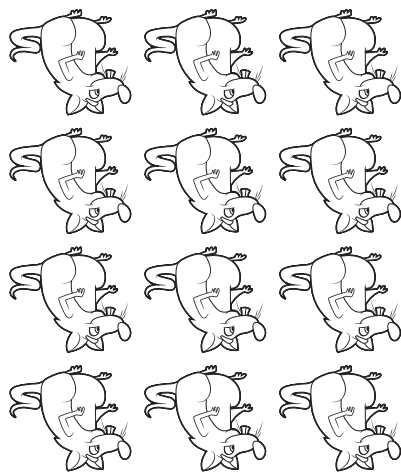
All About the Number

2

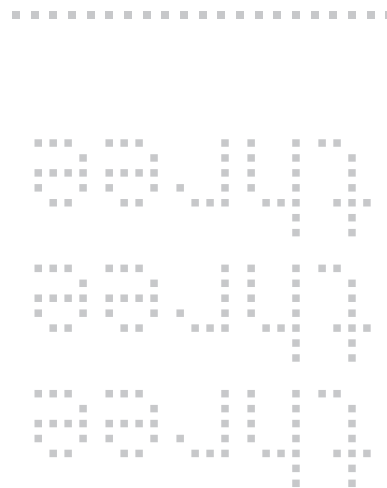
By



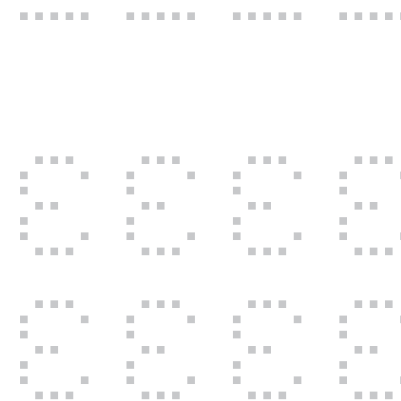
I can circle the
number 3.



I can colour
3 objects.



I can write the
number three.



I can trace the
number 3.

I can show the
number 3 on a
ten frame.



I can draw a picture
of 3 objects.

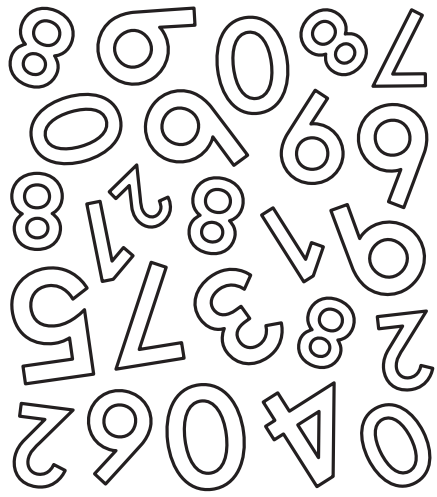
What number
comes before 3?

What number
comes after 3?

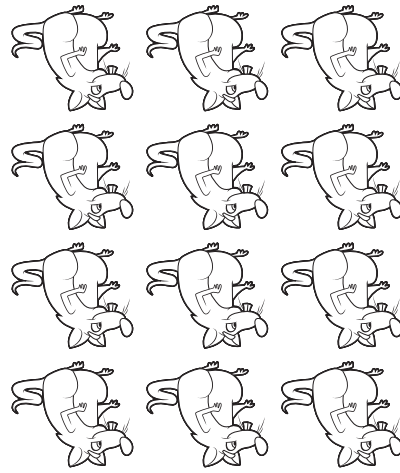
All About the Number

3

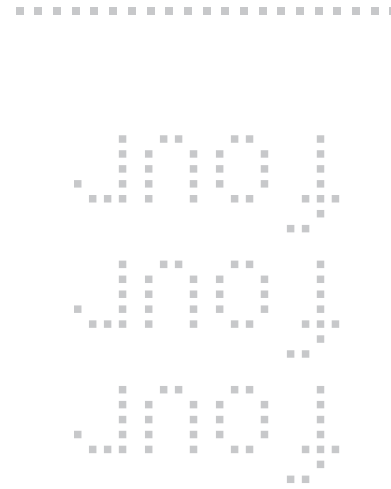
By



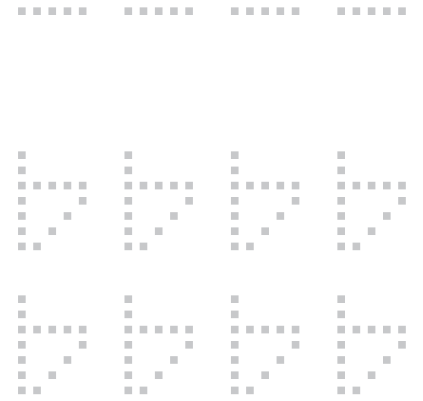
I can circle the
number 4.



I can colour
4 objects.

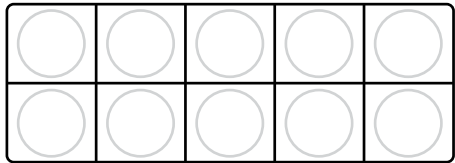


I can write the
number four.



I can trace the
number 4.

I can show the
number 4 on a
ten frame.



I can draw a picture
of 4 objects.

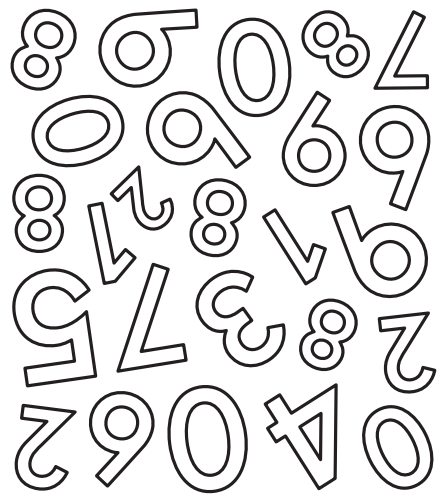
What number
comes before 4?

What number
comes after 4?

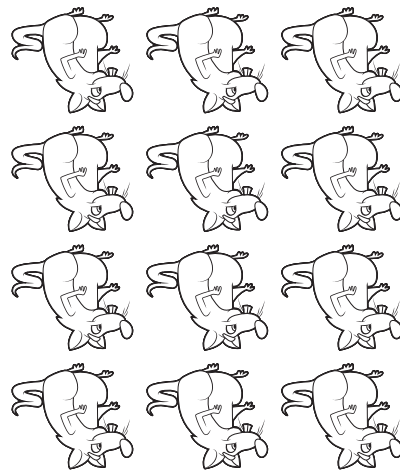
All About the Number



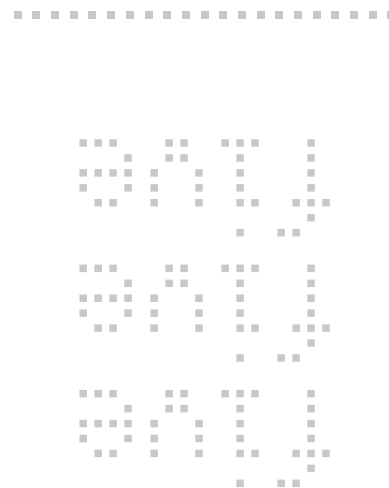
By



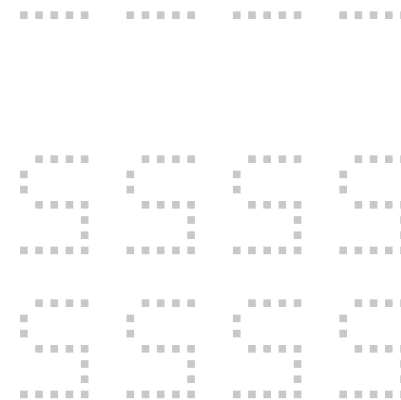
I can circle the
number 5.



I can colour
5 objects.



I can write the
number five.



I can trace the
number 5.

I can show the
number 5 on a
ten frame.



I can draw a picture
of 5 objects.

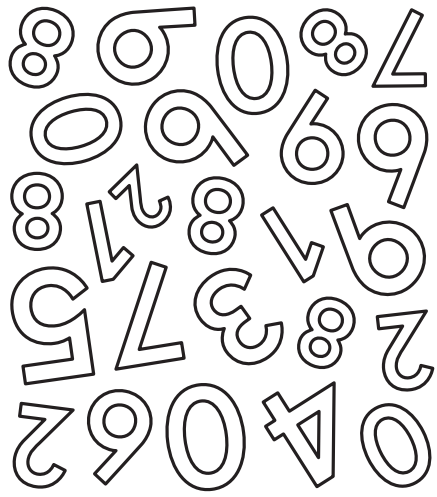
What number
comes before 5?

What number
comes after 5?

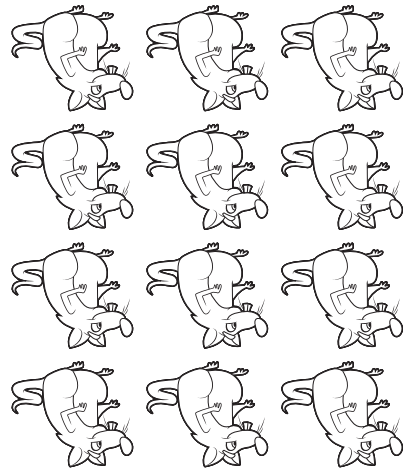
All About the Number

5

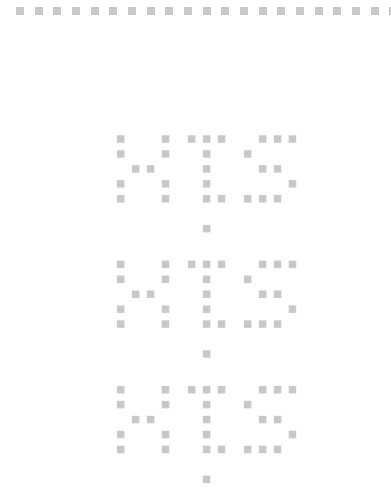
By



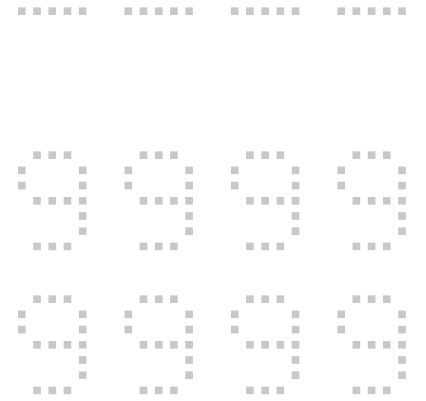
I can circle the
number 6.



I can colour
6 objects.

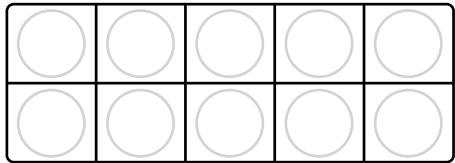


I can write the
number six.



I can trace the
number 6.

I can show the
number 6 on a
ten frame.



I can draw a picture
of 6 objects.

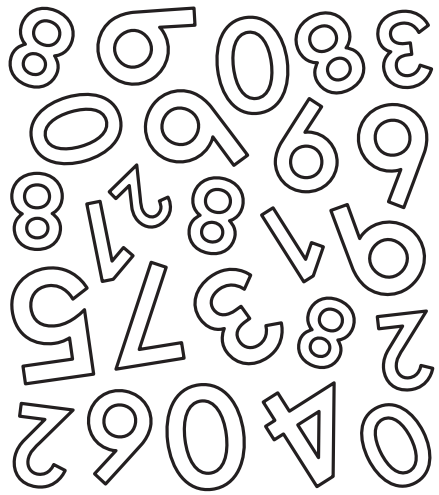
What number
comes before 6?

What number
comes after 6?

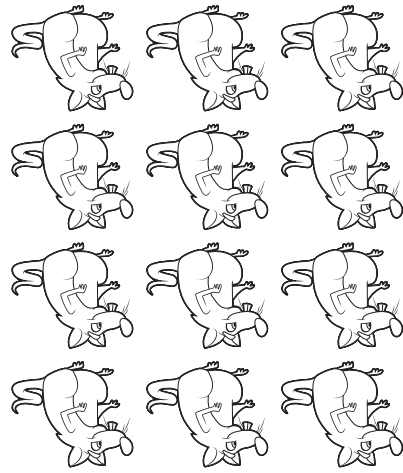
All About the Number



By



I can circle the number 7.



I can colour 7 objects.

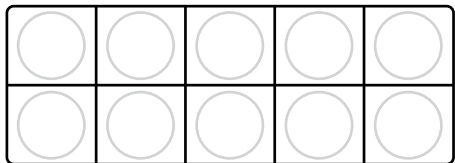


I can write the number seven.



I can trace the number 7.

I can show the number 7 on a ten frame.



I can draw a picture of 7 objects.

What number comes before 7?

What number comes after 7?

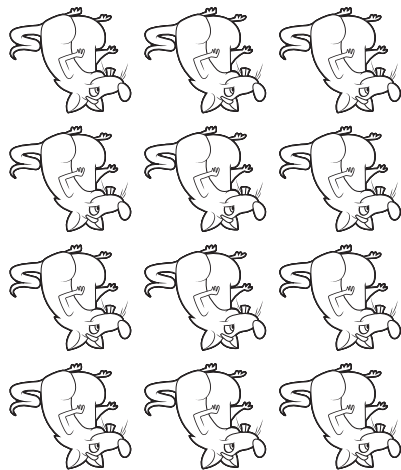
All About the Number



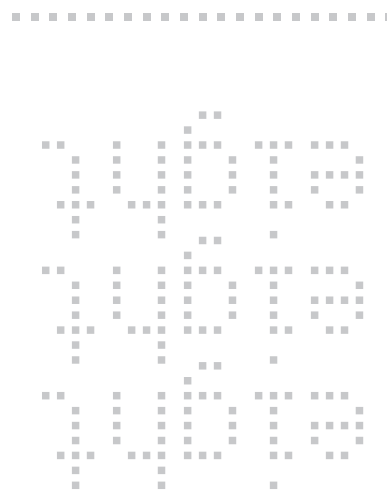
By



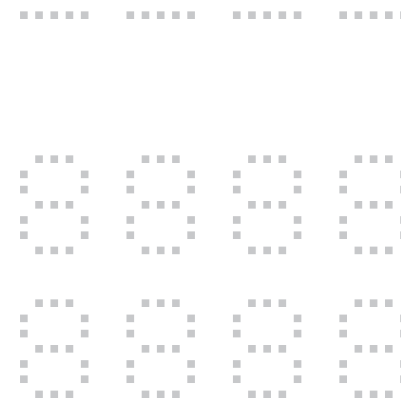
I can circle the
number 8.



I can colour
8 objects.



I can write the
number eight.



I can trace the
number 8.

I can show the
number 8 on a
ten frame.



I can draw a picture
of 8 objects.

What number
comes before 8?

What number
comes after 8?

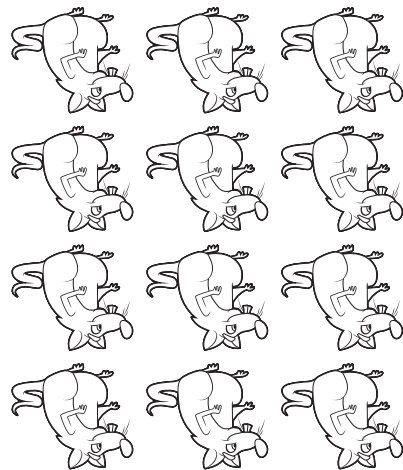
All About the Number



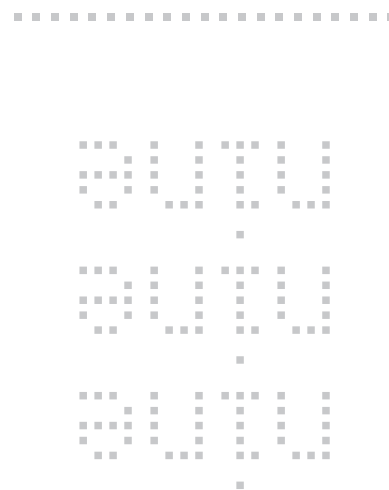
By



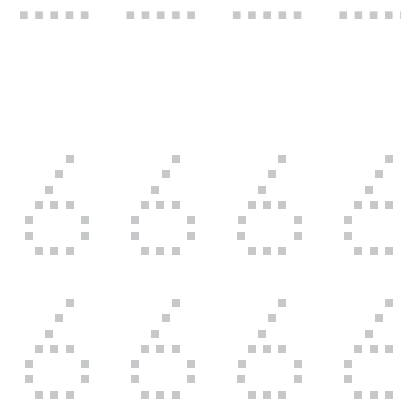
I can circle the number 9.



I can colour 9 objects.



I can write the number nine.



I can trace the number 9.

I can show the number 9 on a ten frame.



I can draw a picture of 9 objects.

What number comes before 9?

What number comes after 9?

All About the Number



By



I can circle the
number 10.



I can colour
10 objects.



I can write the
number ten.



I can trace the
number 10.

I can show the
number 10 on a
ten frame.



I can draw a picture
of 10 objects.

What number
comes before 10?

What number
comes after 10?

All About the Number

10

By



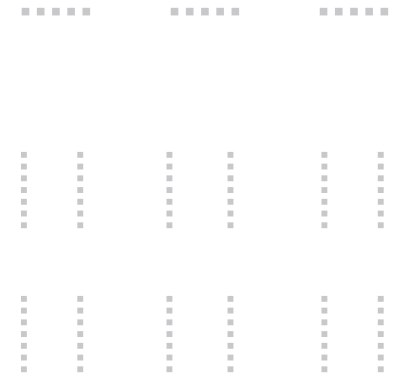
I can circle the
number 11.



I can colour
11 objects.



I can write the
number eleven.



I can trace the
number 11.

I can show the
number 11 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 11 objects.

What number
comes before 11?

What number
comes after 11?

All About the Number

11

By



I can circle the
number 12.



I can colour
12 objects.



I can write the
number twelve.



I can trace the
number 12.

I can show the
number 12 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 12 objects.

What number
comes before 12?

What number
comes after 12?

All About the Number

12

By



I can circle the
number 13.



I can colour
13 objects.

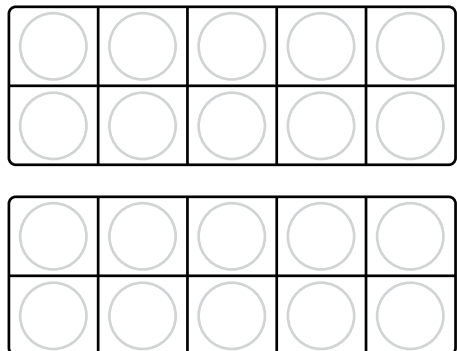


I can write the
number thirteen.



I can trace the
number 13.

I can show the
number 13 on
the ten frames.



I can draw a picture
of 13 objects.

What number
comes before 13?

What number
comes after 13?

All About the Number

13

By



I can circle the
number 14.



I can colour
14 objects.



I can write the
number fourteen.



I can trace the
number 14.

I can show the
number 14 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 14 objects.

What number
comes before 14?

What number
comes after 14?

All About the Number

14

By



I can circle the
number 15.



I can colour
15 objects.

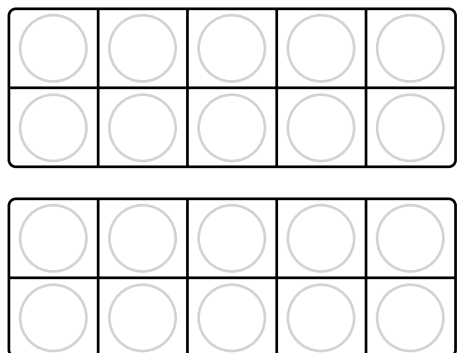


I can write the
number fifteen.



I can trace the
number 15.

I can show the
number 15 on
the ten frames.



I can draw a picture
of 15 objects.

What number
comes before 15?

What number
comes after 15?

All About the Number

15

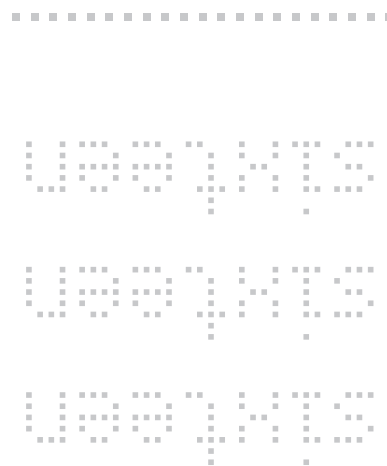
By



I can circle the
number 16.



I can colour
16 objects.



I can write the
number sixteen.



I can trace the
number 16.

I can show the
number 16 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 16 objects.

What number
comes before 16?

What number
comes after 16?

All About the Number

16

By



I can circle the
number 17.



I can colour
17 objects.



I can write the
number seventeen.



I can trace the
number 17.

I can show the
number 17 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 17 objects.

What number
comes before 17?

What number
comes after 17?

All About the Number

17

By



I can circle the
number 18.



I can colour
18 objects.



I can write the
number eighteen.



I can trace the
number 18.

I can show the
number 18 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 18 objects.

What number
comes before 18?

What number
comes after 18?

All About the Number

18

By



I can circle the
number 19.



I can colour
19 objects.



I can write the
number nineteen.



I can trace the
number 19.

I can show the
number 19 on
the ten frames.

I can draw a picture
of 19 objects.

What number
comes before 19?

What number
comes after 19?

All About the Number

19

By



I can circle the
number 20.



I can colour
20 objects.



I can write the
number twenty.



I can trace the
number 20.

I can show the
number 20 on
the ten frames.

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

I can draw a picture
of 20 objects.

What number
comes before 20?

What number
comes after 20?

All About the Number

20

By



The Scenario

Very soon, your class will be celebrating the International Day of Friendship. To help mark the occasion, your teacher is asking everyone in the class to design and make a friendship band for a special friend. You will need to use coloured, circular beads in a repeating pattern. You must use at least three colours in each design.

Your teacher would like you to create three different friendship band designs before deciding which one you like the best. You will also need to describe the pattern you have used in each design.

The Task

To create three friendship band designs using a repeating colour pattern.

The Materials

- Coloured pencils or markers
- String
- Coloured Beads

The Procedure

1. Colour three different friendship band designs on the template provided.
2. Describe the colour pattern that you have used for each design.
3. Choose which friendship band design you like the best.
4. If the materials are available, make your design using string and coloured beads.

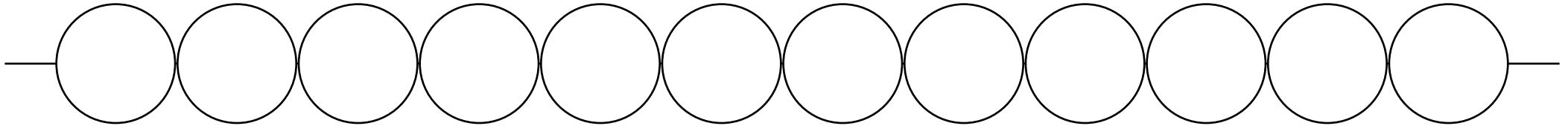


Name _____

Date _____

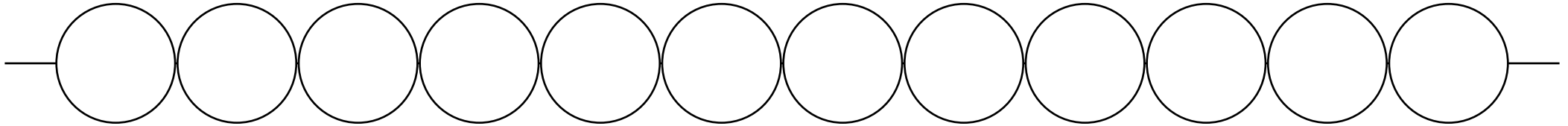
My Friendship Band Design

Design 1



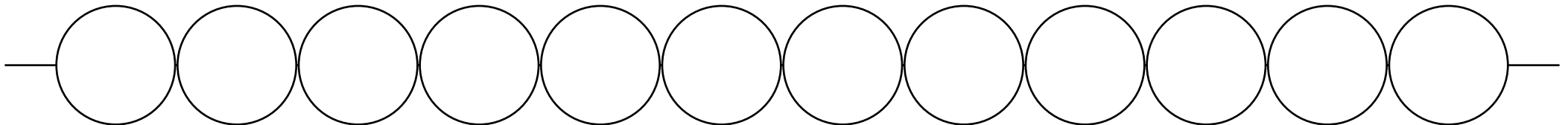
The pattern I have used for this design is : _____ .

Design 2



The pattern I have used for this design is : _____ .

Design 3



The pattern I have used for this design is : _____ .

My favourite design is number _____ because _____ .



Name _____

Date _____

Reflection

Shade the face to describe how you feel about how you worked during the investigation.

I listened to my teacher's instructions.			
I listened to the ideas of my classmates.			
I shared my ideas with my classmates.			
I tried to complete my work neatly.			
I tried to complete my work on time.			
I asked for my teacher's help when I needed it.			
I concentrated on the task I was doing.			
I did my best work on this task.			

SHOPPING TROLLEY MATCH-UP

A Barrier Game

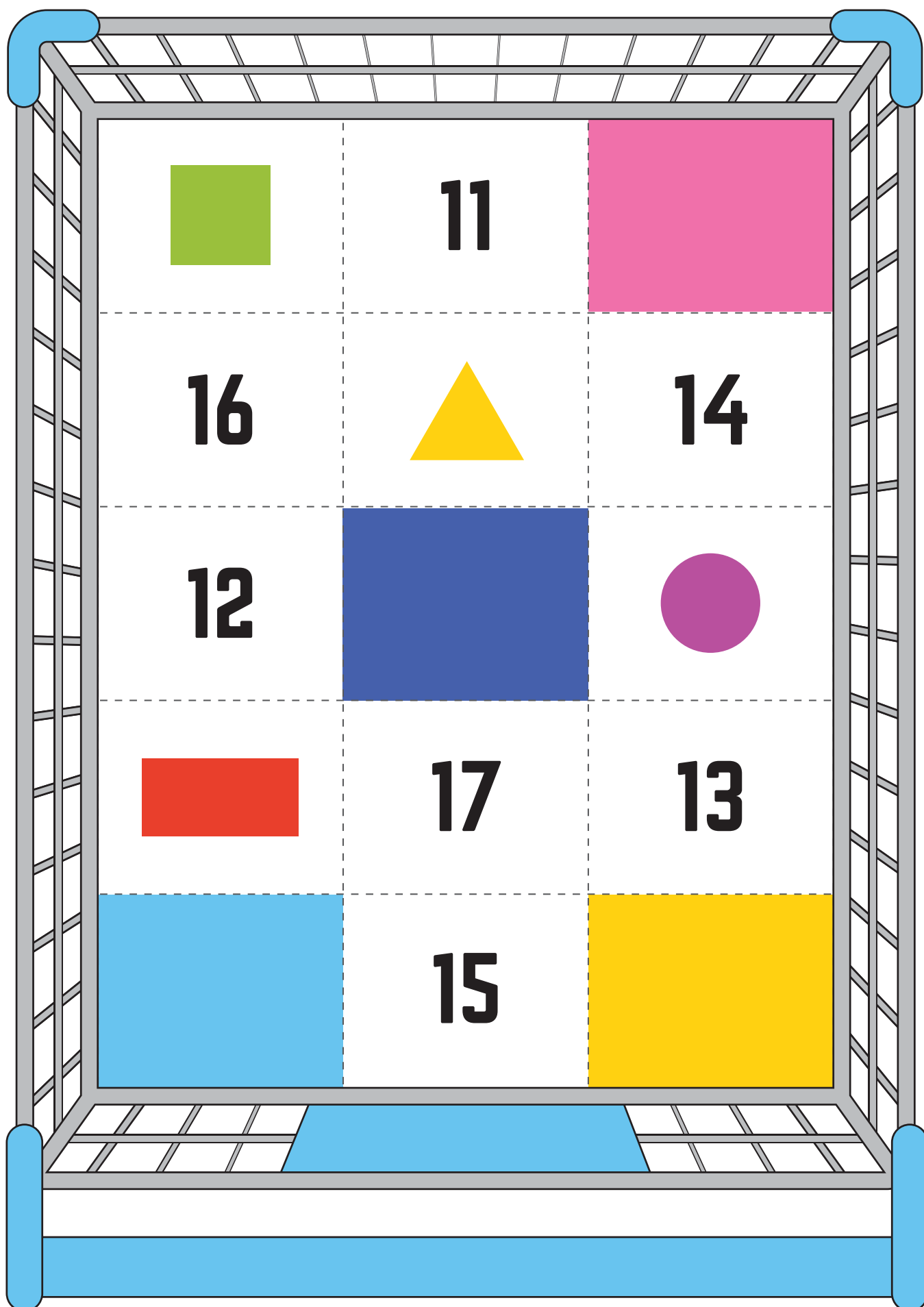
Barrier games require players to either give or receive instructions. They are an excellent listening and speaking activity. Two players are separated by a barrier, such as a large book (one that will stand up by itself) or an easel. The barrier is there to block each player from seeing the other's work. One player is the speaker and the other is the listener, who follows directions.

In this activity, the goal is for the listener to place their food cards on the identical grid squares as the speaker.

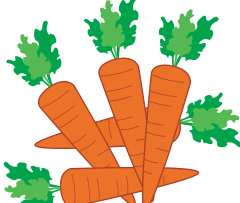
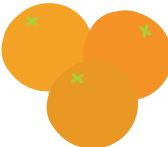
How to Play

1. Set up barriers between the players.
2. Each person will need a copy of the shopping trolley grid and a set of food cards.
3. Allow time for the speakers to place their food cards onto their shopping trolley grid. Ensure the speaker's grid cannot be seen by their listening partner.
4. Speakers proceed to give instructions to their partner on which food to place in the trolley and where to place it. They might say, "Put the card with 3 bananas on the purple square" or "Put the box of raisins on top of the number sixteen", etc. The speaker continues to give instructions until they have explained the placement of all of the food cards in their trolley.
5. On completion, the barrier is removed, and the results are compared.
6. Swap roles and follow the same procedure.

SHOPPING TROLLEY MATCH-UP



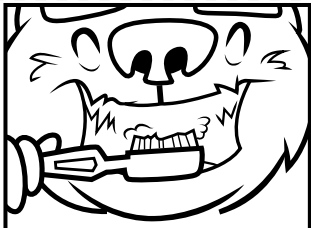
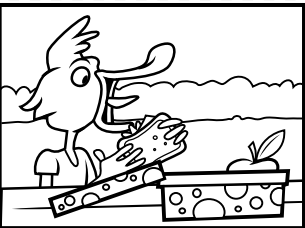
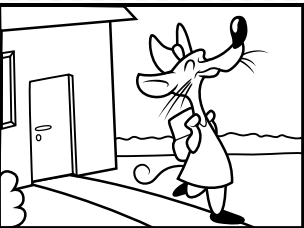
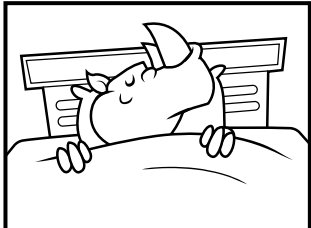
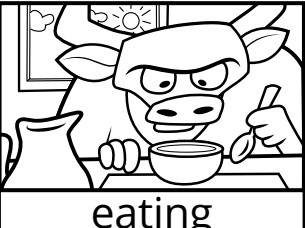
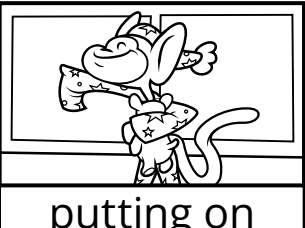
SHOPPING TROLLEY MATCH-UP

When Does It Happen?

Cut out the pictures. Paste them under the correct heading on the next page.

Draw three more activities you do each day. Paste them under the correct heading.

				
brushing teeth	eating dinner	eating lunch	waking up	going to school
				
going to bed	eating breakfast	putting on pyjamas	getting dressed	getting home
				
morning break	doing homework			



Name: _____

Date: _____

When Does It Happen?

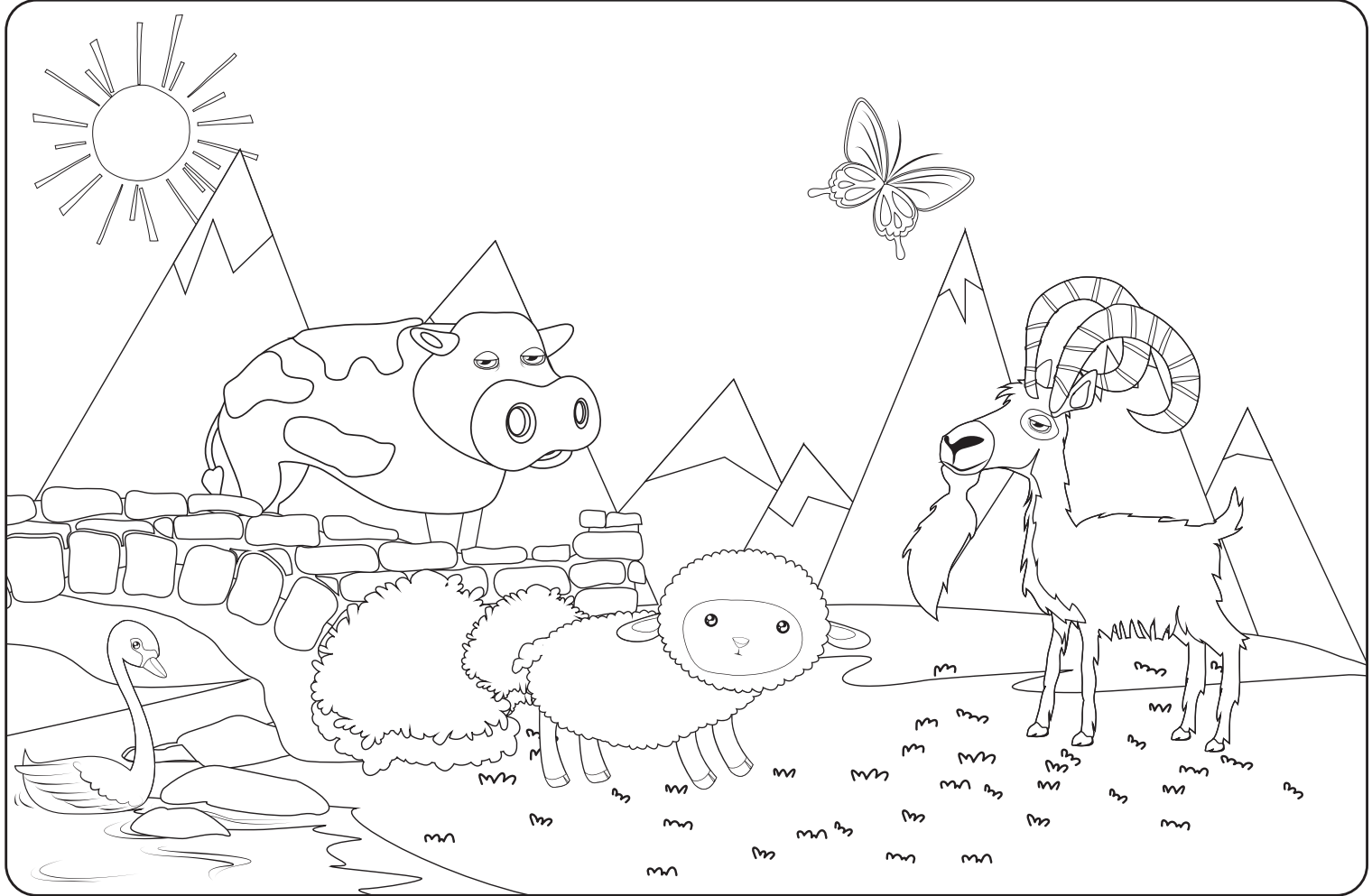
Morning	Afternoon	Evening



TIME

Name: _____

Date: _____



above

beneath

right

in front

left

below

next to

far

on

under

between

The  is of the .

The  is to the of the .

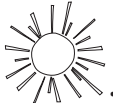
The  is the bridge.

The  are away.

The  is to the of the .

The  is the .

The  is the bridge.

The  is the .

The  is the .

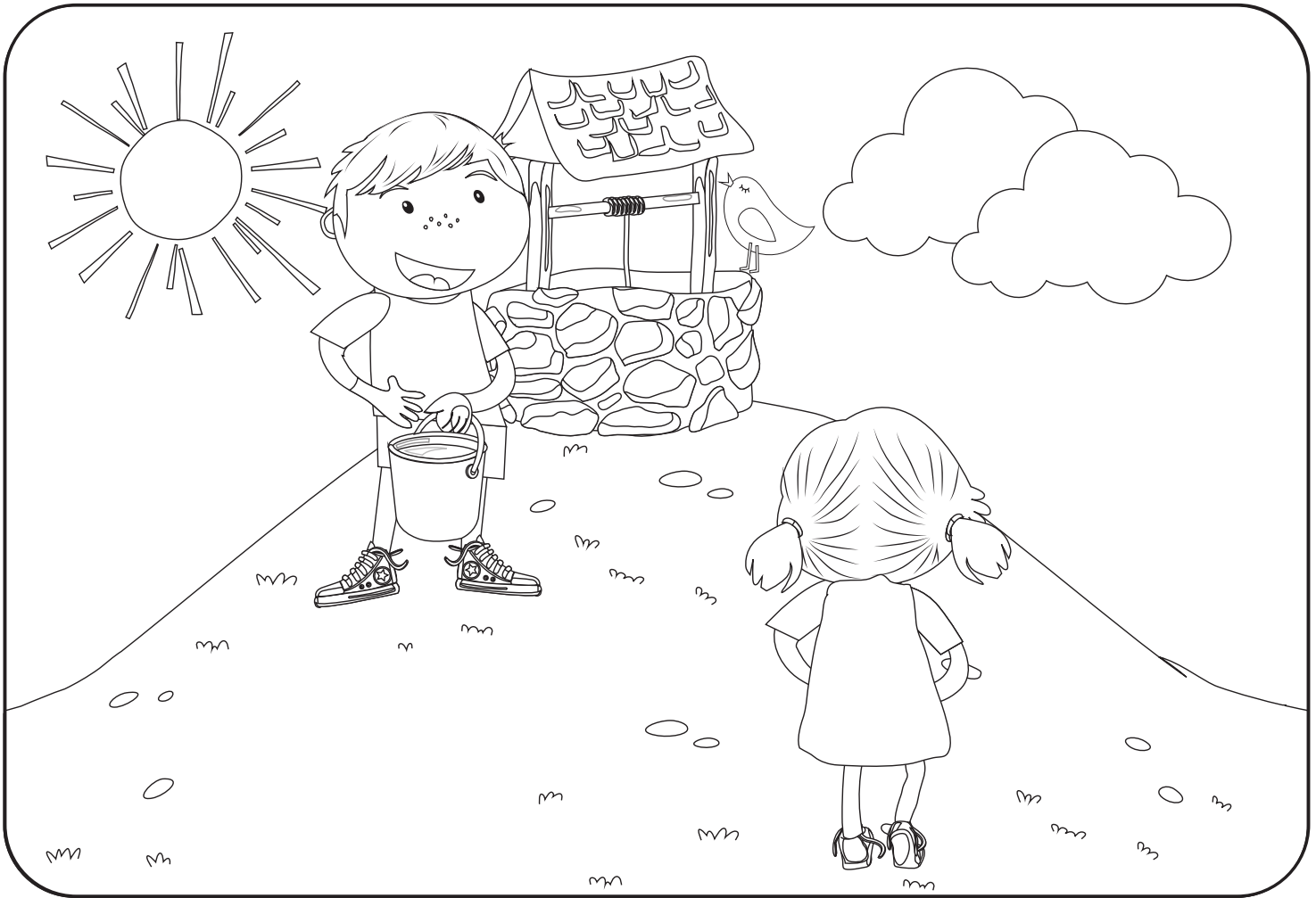
The  is the .

The  is the rocks.

and the .

Name: _____

Date: _____



top

down

behind

in front

far

bottom

up

on

in

near

Jill is going _____ the hill.

The well is _____ of Jill.

Jack is going _____ the hill.

The bird is _____ the well.

The well is at the _____ of the hill.

The water is _____ the bucket.

Jill is at the _____ of the hill.

Jill is _____ from the well.

The well is _____ Jack.

Jack is _____ the well.

Name: _____

Date: _____

above

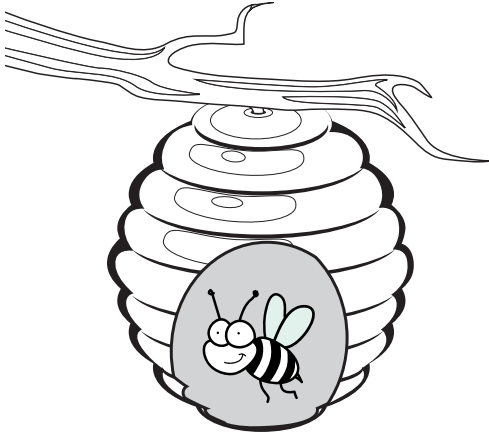
in

behind

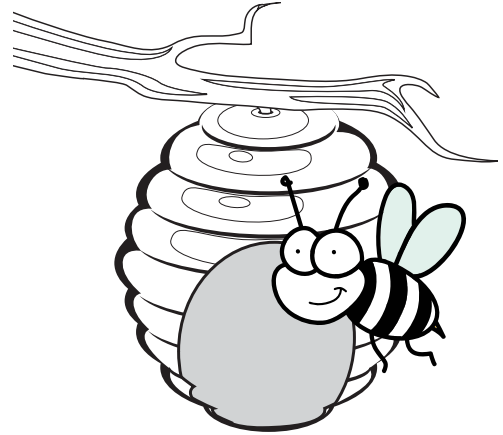
below

on

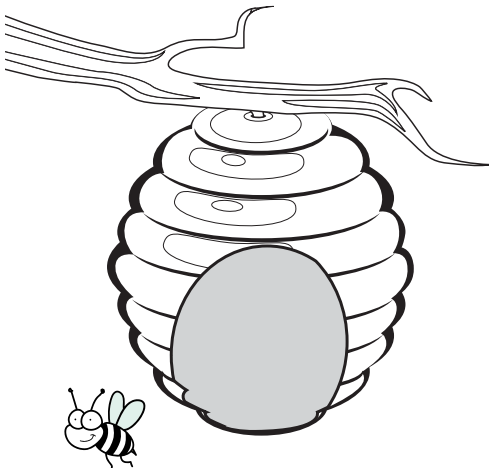
in front



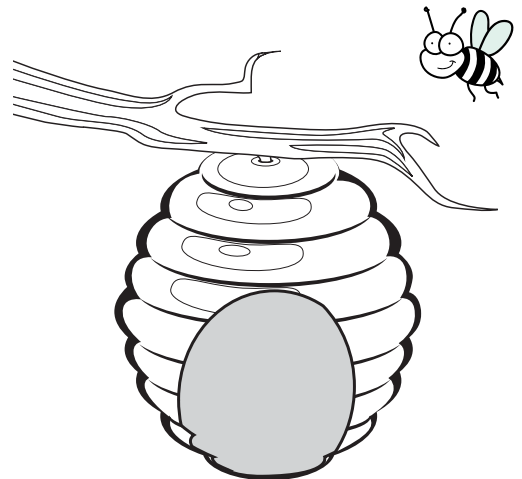
The bee is _____ the hive.



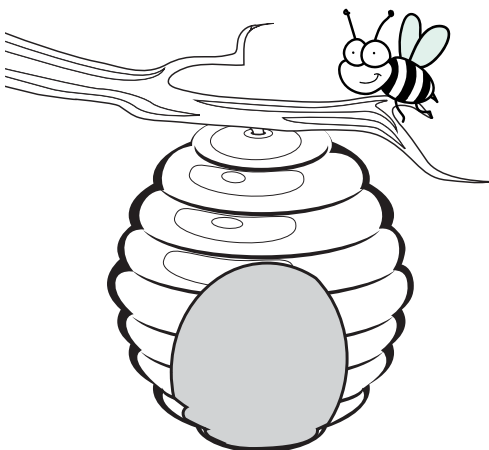
The bee is _____ the hive.



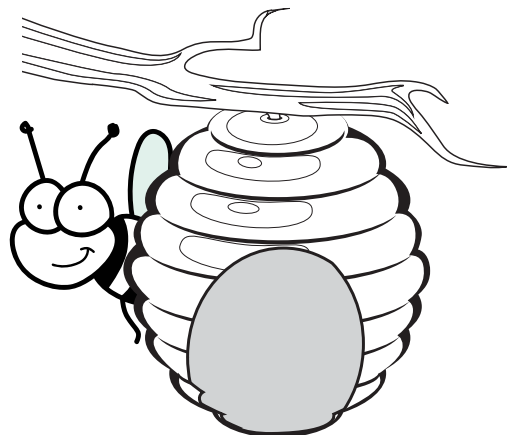
The bee is _____ the hive.



The bee is _____ the hive.



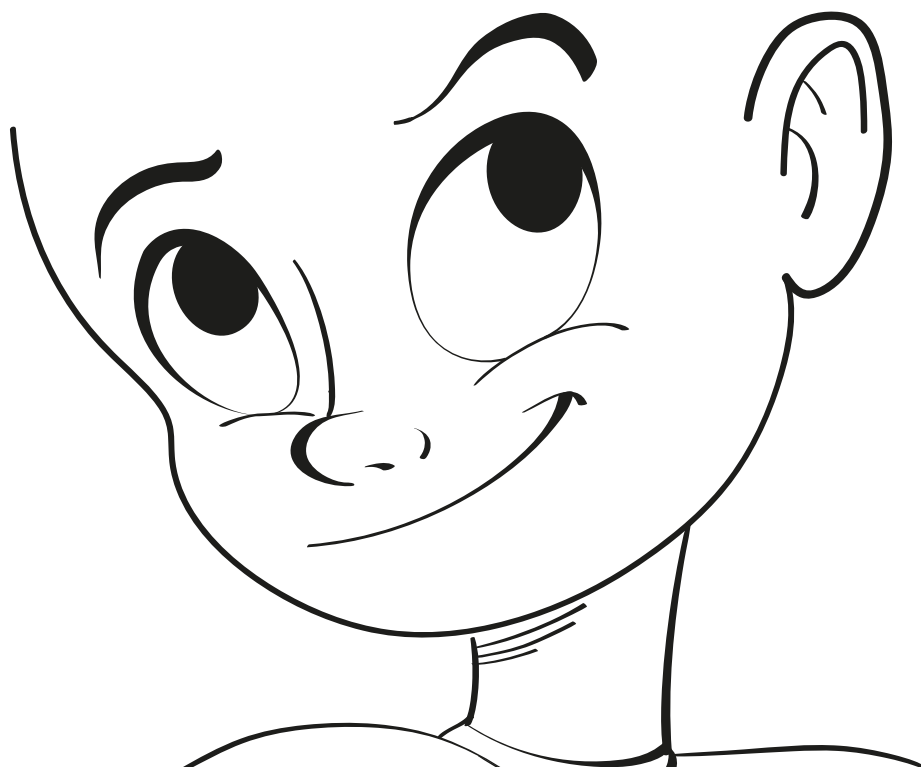
The bee is _____ the branch.



The bee is _____ the hive.

Zany Hairstyle

TEMPLATE



Draw and colour a zany hairstyle for this person. Remember that hair can be coloured, plaited, and twisted into different shapes. Maybe the hairstyle will even include unusual objects!

All About My Family

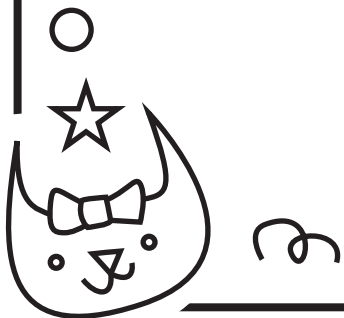


by _____

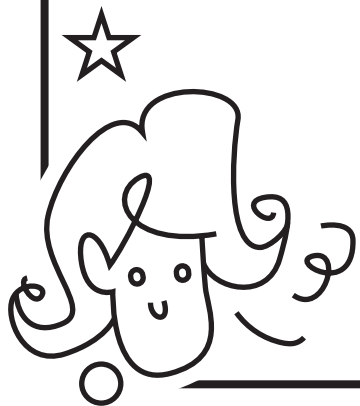


This is me!

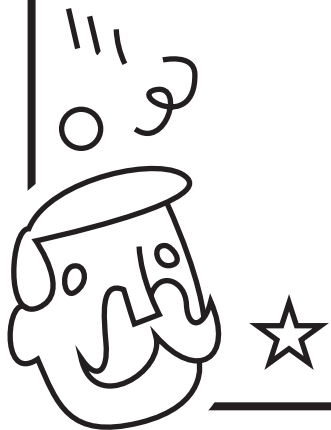
I have a family.



Here is a picture of my family.



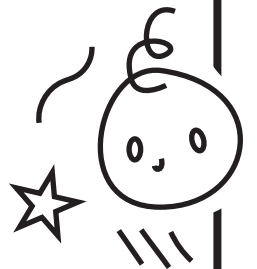
_____ is my _____.



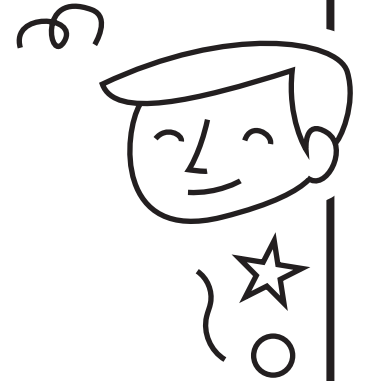
_____ is my _____.



_____ is _____ years old.



_____ is my _____.

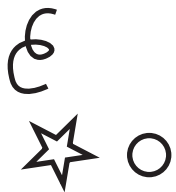


_____ was born in _____.

_____ grew up in _____.

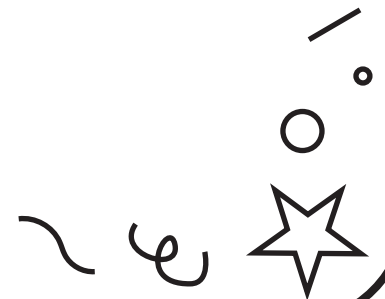
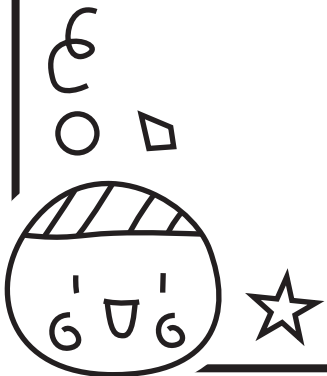


In my family, _____ tells
stories about our past.





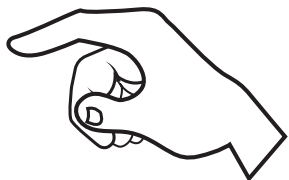
My family likes to
celebrate _____.





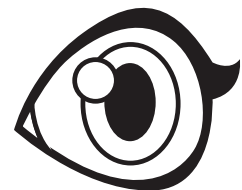
Name _____

Date _____



Sorting Objects by Property

Use your senses (touch and sight) to sort objects.
Draw a picture of the object and circle its description.



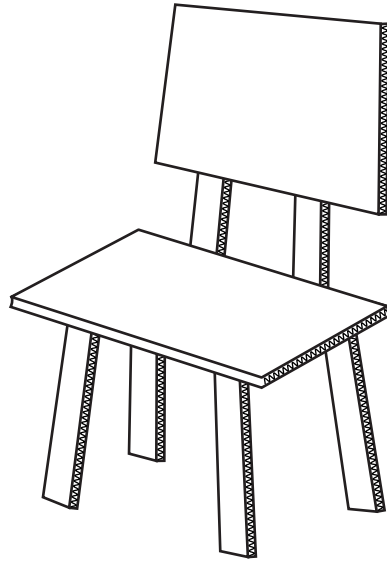
Spiky/Smooth

Heavy/Light

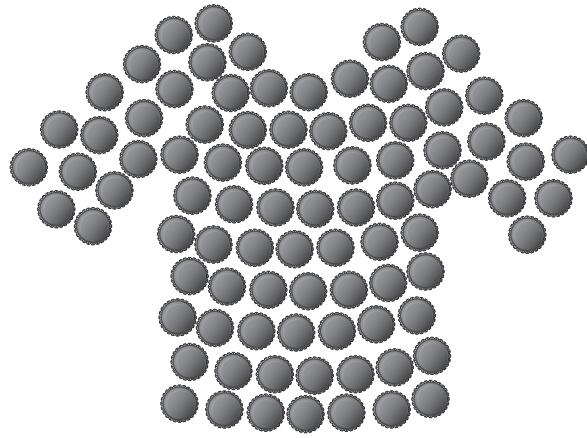
Shiny/Dull

Bendy/Stiff

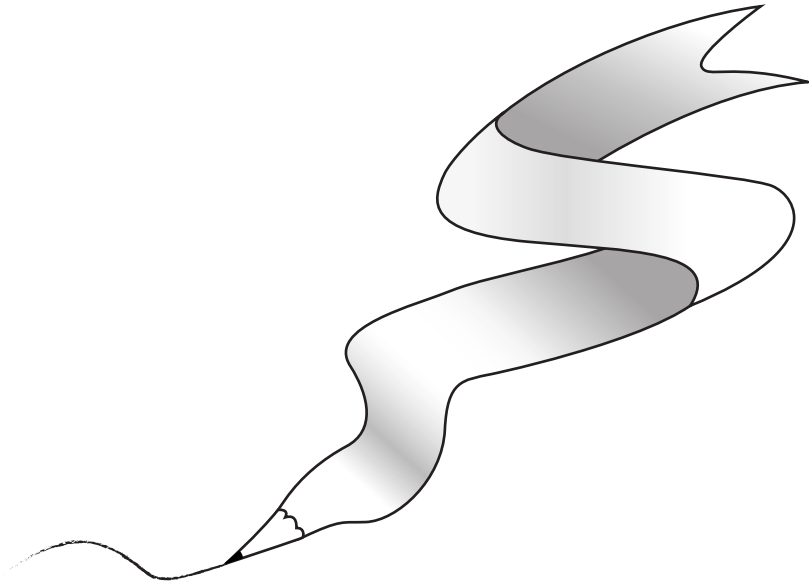




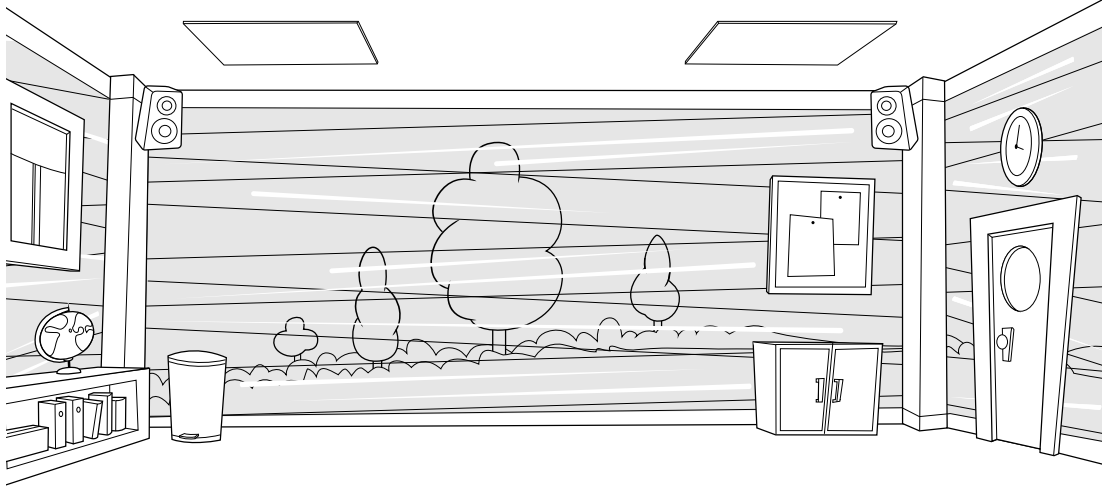
If your chair was made of cardboard...



**If your shirt was made of
bottle tops...**



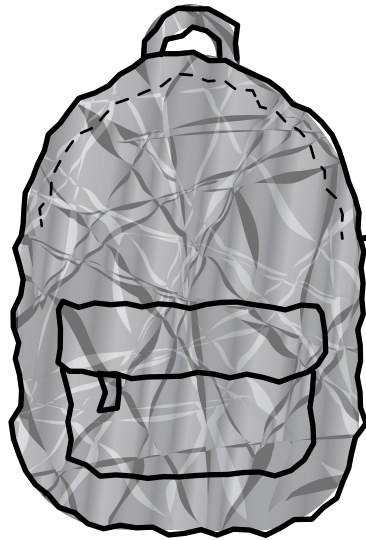
If your pencil was made of ribbon...



If your classroom walls
were made of cling wrap...



If your books were made of metal...



**If your school bag was
made of aluminium foil...**
