

Challenges For Early Finishers

**Activities and Games
for 6 to 8 Year Olds.**

*Learning Areas
Include:*

- English
- Maths
- Health
- Science
- HASS
- Technologies

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Introduction

Every child works at a different pace and at their point of need. Some children finish their work more quickly and need extension activities. *Challenges For Early Finishers* is a compilation of each subject area from Years One and Two, and is aligned with the V9 Curriculum. It is also an ideal resource for relief teachers to support students at varying learning levels.

Early Finishers can continue learning! Dealing with students at different levels can be tricky – children complete projects and assignments at different times. What are early finishers to do while they wait? Using this book, students can engage in a variety of fun and appealing activities when they finish their set work.

Challenges For Early Finishers covers the areas of: Literacy, Numeracy, Health, Science, HASS and Technology.

Curriculum Links

English:

Students comprehend that words can represent individuals, locations, and objects (nouns, including pronouns), events and conditions (verbs), characteristics (adjectives), and specifics such as when, where and how (adverbs) (AC9E1LA07)

Students identify and acknowledge the vocabulary associated with topics within the learning area (AC9E1LA09)

Students understand that written language utilises punctuation marks like full stops, question marks and exclamation marks, and employs capital letters for recognised proper nouns (AC9E1LA10)

Students utilise short vowels, common long vowels, consonant blends and digraphs to construct words, blending them to read on- and two-syllable words (AC9E1LA11)

Students engage in discussions about literary texts, sharing their responses by relating the themes, characters, and events to their own experiences (AC9E1LE02)

Students read texts with fluency and phrasing, applying phonics and word knowledge and monitoring comprehension by re-reading and self-correcting (AC9E2LY04)

Students employ comprehension strategies including visualising, predicting, connecting, summarising, monitoring, and questioning to construct both literal and inferred meanings from texts (AC9E2LY05)

Students compose and revise short imaginative, informative, and persuasive written or multimodal texts tailored to familiar audiences, utilising text structures suitable for the purpose, incorporating simple and compound sentences, employing noun groups and verb groups, integrating topic-specific vocabulary, applying basic punctuation and including common two-syllable words (AC9E2LY06)

Mathematics:

Students identify, illustrate and rank numbers up to 1000 using physical and digital materials, numerals, and number lines (AC9M2N01)

Students identify, extend, and create pattern sequences involving numbers, symbols, shapes and objects and developing patterns through skip counting, beginning with increments of twos, fives, and tens (AC9M1A01)

Students recognise, recount and design additive patterns that increase or decrease by a continuous amount using numbers, shapes and objects, and discern missing components within the pattern (AC9M2A01)

Students recollect and display competency with addition facts up to 20; they extend and apply these facts to develop related subtraction facts (AC9M2A02)

Students measure the length of shapes and objects using informal units, acknowledging that units need to be consistent and used end-to-end (AC9M1M02)

Students create, compare and order familiar shapes; they discern familiar shapes and objects in the environment, determining their similarities and differences (AC9M1SP01)

Students determine positions in two-dimensional depictions of a familiar space; they move positions by following directions and pathways (AC9M2SP02)

Health:

Students recognise and examine skills and strategies for developing respectful relationships (AC9HP2P02)

Students recognise how various situations influence emotional reactions (AC9HP2P03)

Students recognise and establish protective behaviours and help-seeking strategies they can use to help themselves and others stay safe (AC9HP2P05)

Reading Comprehension 2



★ Focus on phase 3 sounds: 'ai', 'igh', 'oa', 'oo', 'ar'.

The Plain Goat

There was a plain goat that liked to sail a boat and look at the night sky. She gazed at the stars and wondered how they were so high. The goat made a daring plan to sail right up to the moon. Then one night when the moon was bright, and the stars were twinkling in the sky, she sat in her boat with a rocket on the bottom. She zoomed into space at an alarming pace until she began to sail. The goat floated inside and smiled wide as her flight took her to the moon. Once she was there, she turned to stare at space and all its wonders. Then she hopped back inside and floated home again in her boat with rocket launchers.



★ Colour the 'ai' words in blue, the 'igh' words red, the 'oo' words green, the 'oa' words yellow and the 'ar' words purple.

Then answer these questions:

1. What did the goat want to do? _____

2. Why do you think she wanted to go to the moon? _____

3. How did she get there? _____

4. What else could she have done to get there? _____









ACTIVITY
10

English

Grammar



★ Base words change when we add 'ed' or 'ing' to them. Look at the pictures and words below. Which column does each word go in? Write the words in the right spot below!

paint 	jump 	love 	jog 
search 	plant 	dance 	shop 

Base word	-ed	-ing

Doubles Colour By Number



★ Use your answers to the sums and the key to colour in the picture.

KEY:

2 = Orange

4 = Blue

6 = Yellow

8 = Green

10 = Grey

12 = Red

$$2 + 2$$

$$5 + 5$$

$$2 + 2$$

$$3 + 3$$

$$3 + 3$$

$$3 + 3$$

$$1 + 1$$

$$6 + 6$$

$$2 + 2$$

$$3 + 3$$

$$3 + 3$$

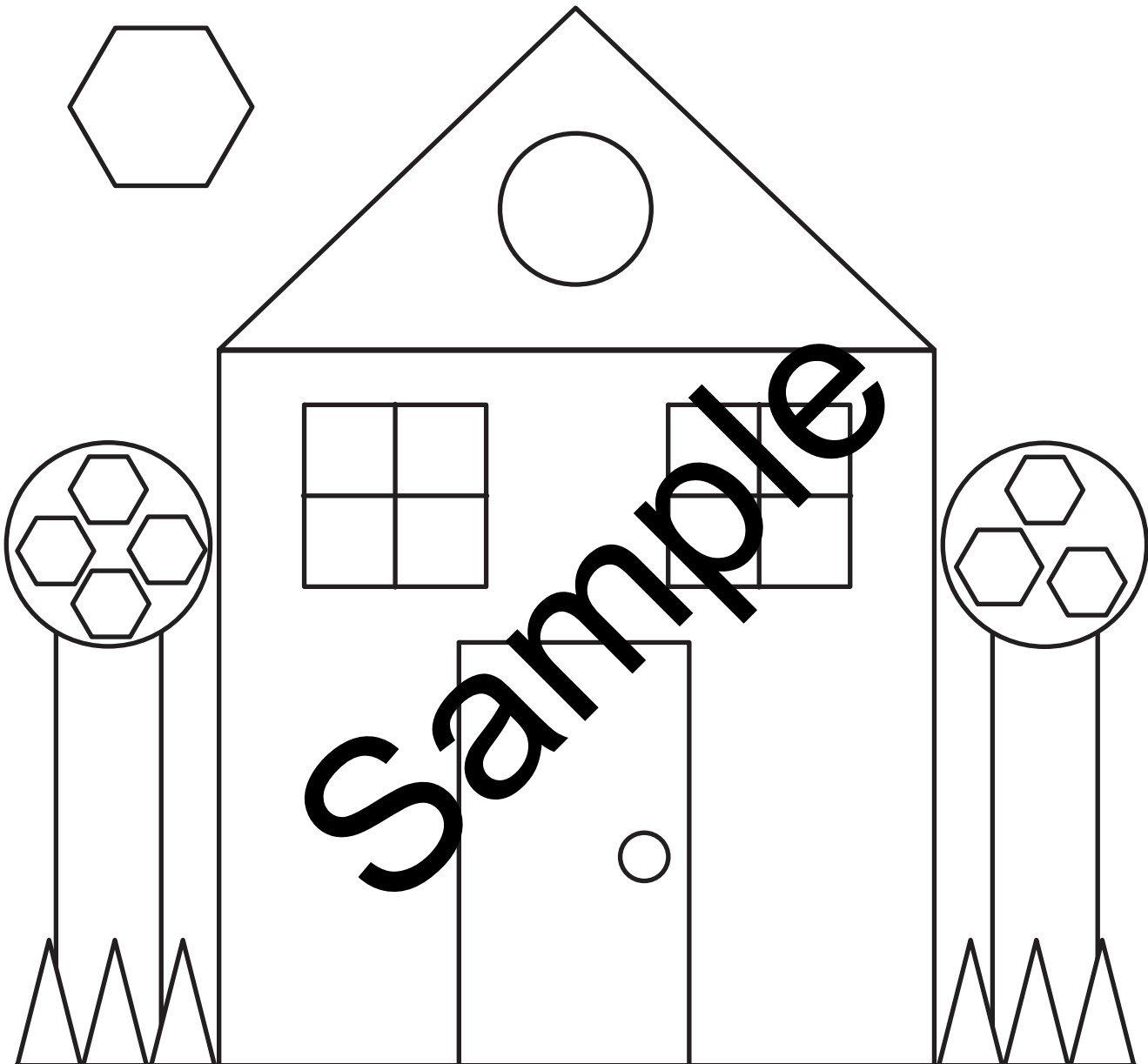
$$4 + 4$$

$$4 + 4$$

2D Shapes



- ★ Colour the triangles red. Colour the squares blue. Colour the rectangles yellow. Colour the circles green. Colour the hexagons purple.



- ★ How many sides does each shape have?

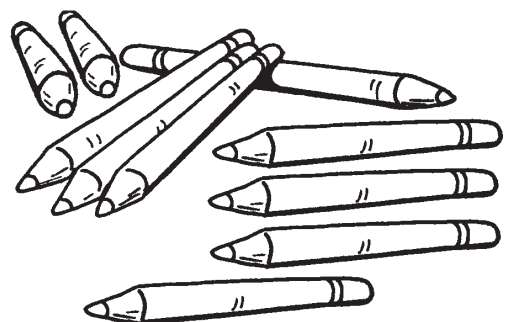
Triangle _____

Circle _____

Square _____

Rectangle _____

Hexagon _____



Feelings Match



★ Draw a line to match the description to the emotion.

Someone wrecked your Lego tower that took you hours to make. How do you feel?

You see a shadow in the dark when you walk to the toilet at night. How do you feel?

You have a play afternoon with your best friends doing your favourite activities. How do you feel?

You find out that you are getting a surprise after school from your family. How do you feel?

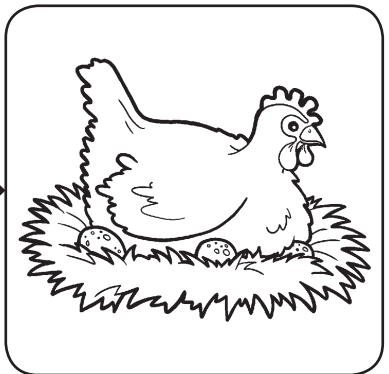
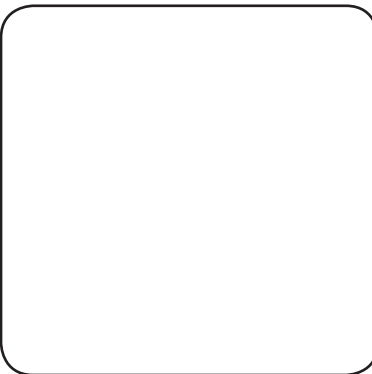
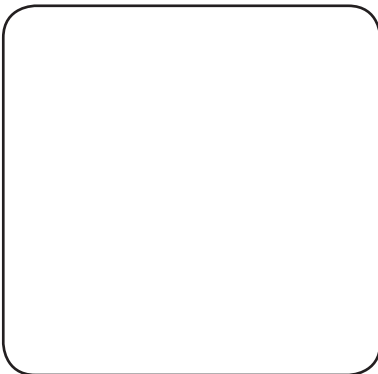
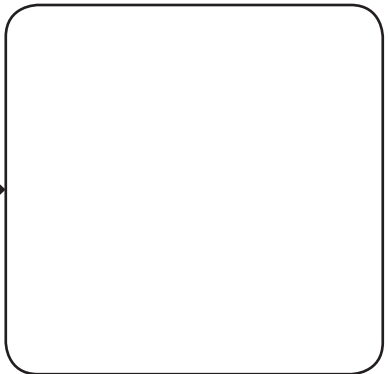
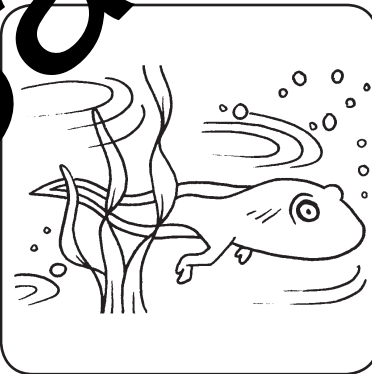
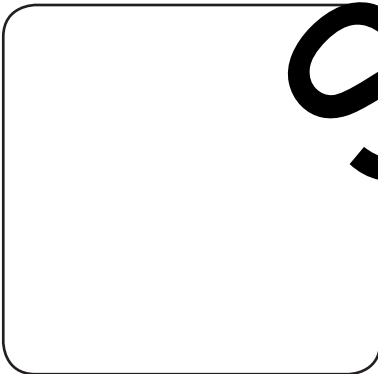
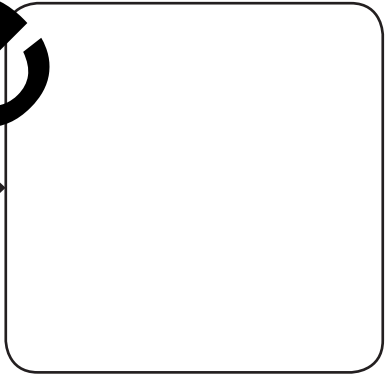
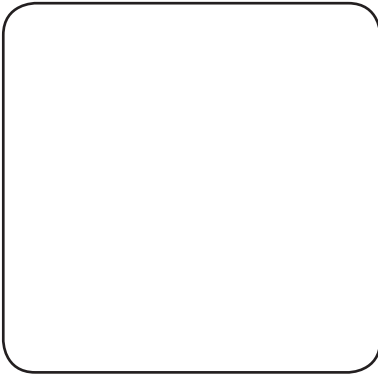
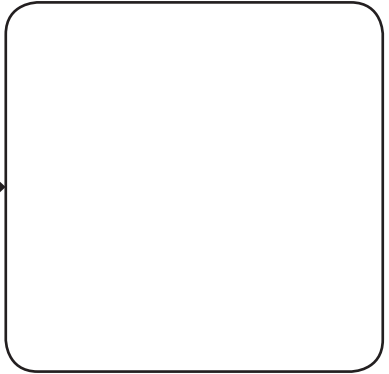
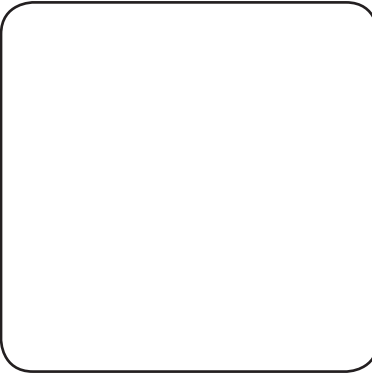
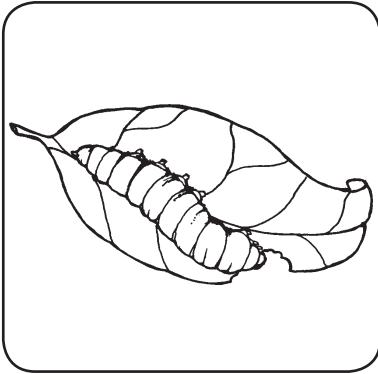
You trip over and hurt your knee when you are playing. How do you feel?



Animal Life Cycles



★ Draw the rest of the life cycles.



Sample

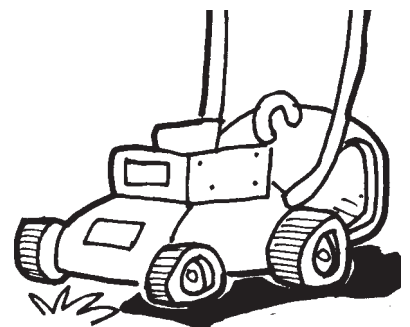
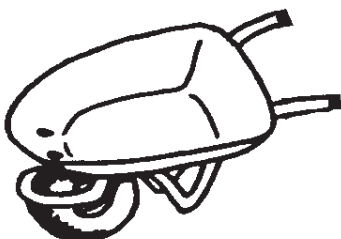
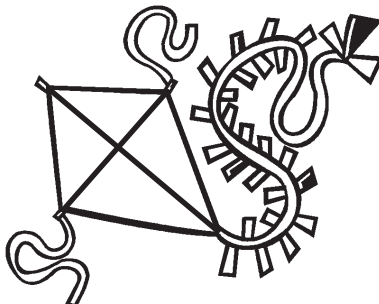
Push and Pull Sort



✦ Cut and paste to sort objects into 'Push' and 'Pull'.

Push Items	Pull Items

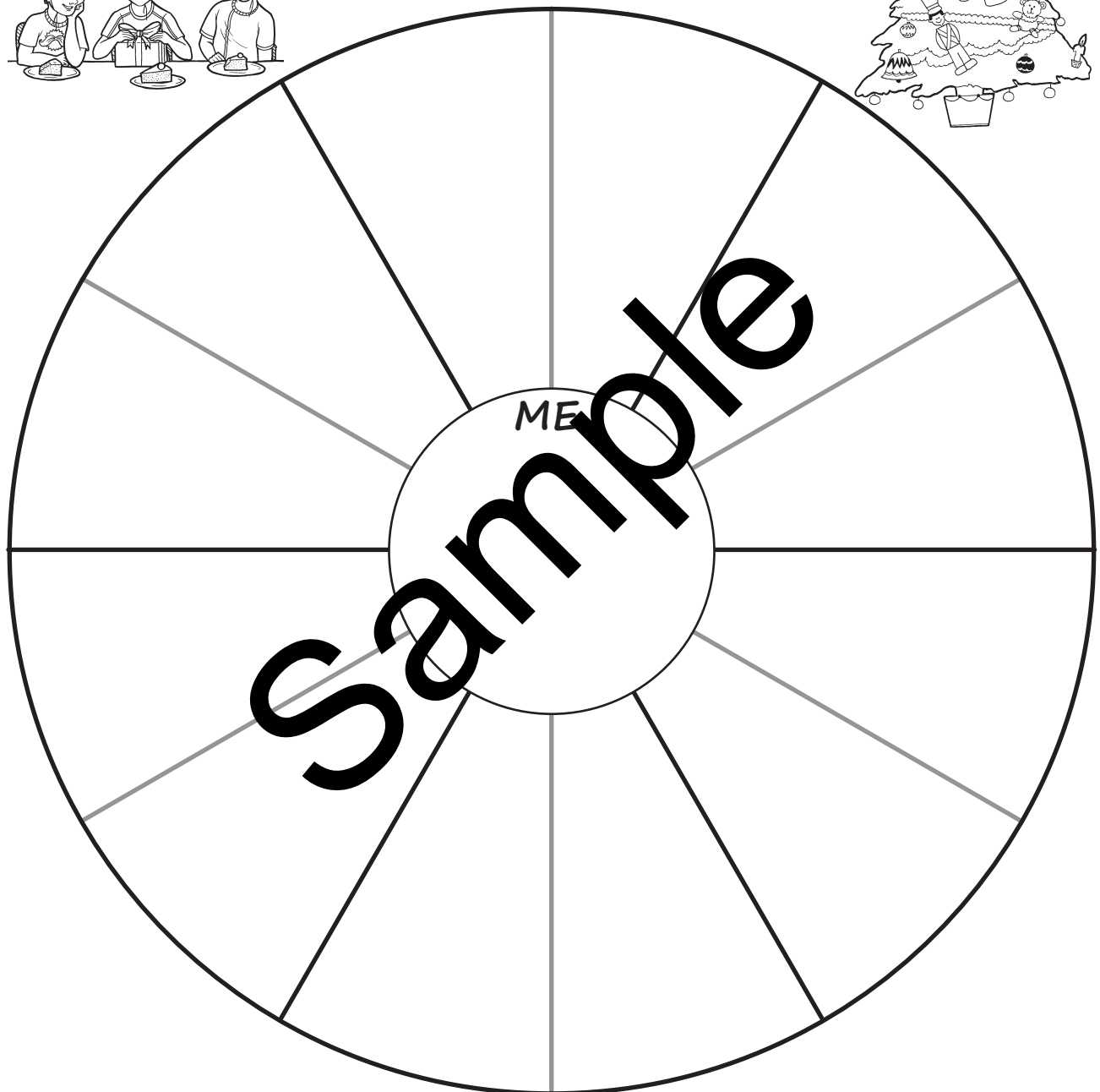
Sample



A Year in My Life



- ★ Draw all the special dates that are important to you, in date order, in this wheel.



What is your favourite day of the year? Why? _____

Weather and Seasons Word Search



★ Circle the words that are about the weather and different seasons.

H A I I E T C K E K L R W C A
 F E U J O S M S Q K M Z Y U Q
 Y U A T U J J T I S R C K I J
 G L A T U T L F P R L J D X J
 Q O S K W M B V M O B R S W P
 V R H J X A N O N R Y C Y I H
 G N I R P S V E R F O D J N N
 L I A H T W I E A R U T Q T I
 X H K G F P O P C L R S E T
 I D J Q H M A N L S D D S R P
 N D W B M R M C S T D U E D Q
 I U S U M S H I N E M B B D C
 A S U G Q V B C R M H Y T S F
 R H V Y F G O E E B Z W Q B K
 N W E X W F T R E B H B S M Q

Autumn

Frost

Rain

Storm

Winter

Cloudy

Hail

Snow

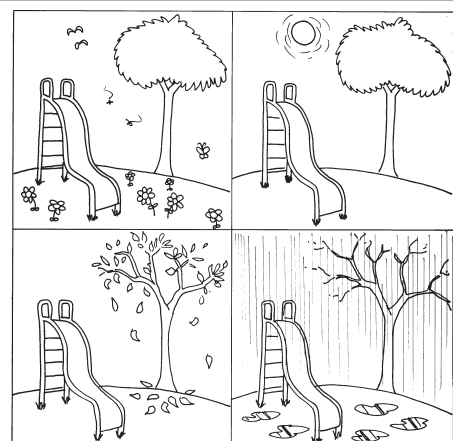
Summer

Cyclone

Heatwave

Spring

Sunshine



Making A Ham Sandwich

- ☐ Oh no! We have lost the recipe to make a ham sandwich for our teddy bear's picnic. Can you write and draw the steps in order so that we can enjoy our sandwiches in the sun?



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Sample

Online Issues



☐ Read these stories and come up with answers to the problems.

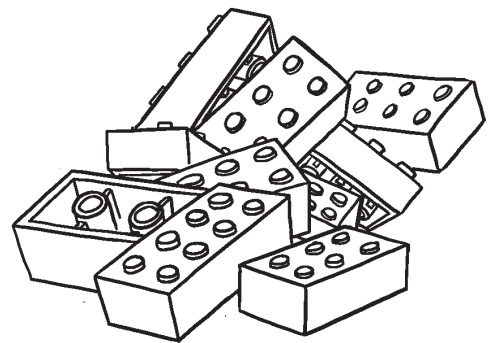
Story 1:

Olivia has recently started using Instagram to keep in contact with her friends from school. A couple of months ago she accepted a friend request from someone she didn't know, and they are now online friends. She messages them and feels like she knows them well and trusts them. However, recently, they have been asking to meet up in person, demanding to meet up with Olivia without her parents.

What would you tell Olivia to do in this situation?

Story 2:

Aidan likes posting pictures of his completed LEGO sets on his Facebook account. Another student, Miranda, has begun leaving hurtful comments on his posts, making fun of him and the sets that he is sharing. This is happening every time Aidan posts something to his account, and it is making him feel sad and scared about posting his sets, which he previously liked.



What could Aidan do in this situation?
