**Framework for learning from home Week 10 (30/3-3/4)**

**Hassall Grove Public School Early Stage 1**

Please do what you can. You may need help from parent/carer.

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|  | Monday 30/3 | Tuesday 31/3 | Wednesday 1/4 | Thursday 2/4 | Friday 3/4 |
| Task | Have you made your bed?  | Could you organise your toys today? | Can you help make lunch today? | How can you help a family member today? | Can you tidy your room? |
| Morning | EnglishMake your sight words or letters out of playdough, wool or something similar.Read a book with a parent/carer. Retell what happened in the beginning, middle and end of the story.  | EnglishCreate your name and sight words out of pegs or pasta.Read a book with a parent/carer. What interesting words can you find in the story? Draw a picture of your favourite character. | EnglishPractise writing your name in your scrapbook.Read a book with a parent/carer. Can you find some punctuation in the story, for example full stops and capital letters? Talk to your parent/carer about them. | EnglishRead a book with a family member. How were the characters feeling at the beginning and then at the end of the story? What made them feel this way? | EnglishDraw and/or write a postcard or a letter to a friend or family/carer. Tell them what you have been doing for the past few days. |
| Break | Break | Break | Break | Break | Break |
| Mindfulness | “Just One Breath” Breathing ActivityFind a relaxing place, sit comfortably, and set a timer for one minute.Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear.Take another slow deep breath, imagine the air moving down into the lungs and back up.Take one more deep breath and hold for a long moment, then release it.  | Heartbeat ExerciseAsk your child to stand up and either jump up and down or do jumping jacks for one minute.At the end of that minute, have them place their hand on their heart and pay attention to how their heartbeat and their breathing feels.  | Going on a safariGo into your backyard on an exciting adventure, try picking up a small rock or touching a plant or flower.Notice the bugs or the birds. Take a moment to kneel down and touch the earth.Walk mindfully paying close attention to everything. Make sure you walk in silence because you want to notice all those little details.  | Tense and release muscle relaxationStarting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly release.Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release. Continue moving up the body for more relaxation.  | Create a glitter jarFind a jar or plastic bottle and allow your child to decorate it however they like.Fill the bottle up ¾ of the way with water. Next, add clear glue, food colouring, and glitter then shake. Feel free to substitute items and be creative depending what you have available at home.Seal the lid and shake.As they breathe deeply they can watch the glitter float around in the jar and finally settle on the bottom. |
| Middle | MathematicsAsk someone to help you collect 20 objects. Practise counting your collection, forwards and backwards. You could even try starting from different numbers (for example, start with 5 objects and keep counting). | MathematicsNumber hunt: what numbers can you find in your house? Can you find all the numbers from zero to twenty? Try writing these numbers in your scrapbook, for example the numbers on a remote control or a clock. Can you find numbers on shoes, on food in the cupboard or in the fridge? | MathematicsPractise cutting a piece of paper in half. How do you know the parts are equal? Is there another way you can make half?When you are making your lunch today, practise counting and sharing items. For example, can you cut your sandwich in half? Can you count out scoops of rice for each person? Can you share an apple with a family member, so each person gets the same amount to eat? | MathematicsShape hunt: What shapes can you find in your house? Draw a picture out of these shapes. Describe your picture to a family member and ask them to help you write down the names of the shapes.  | MathematicsChoose one object from around your home for example, a block and use it to measure things in your house. For example, how long (how many blocks) is your table? How wide is the door? Draw a picture of you measuring something that you discovered which was very long and something you discovered which was very short. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | **TEN**Pair counting: Stand with a partner. You and your partner will take turns counting every second number. Person one would say 1, person two would say 2 and so on. See if you can count to a higher number every time you play. | **TEN**Pair counting: Stand with a partner. You and your partner will take turns counting every second number. Person one would say 1, person two would say 2 and so on. See if you can count to a higher number every time you play. | **TEN**Pair counting: Stand with a partner. You and your partner will take turns counting every second number. Person one would say 1, person two would say 2 and so on. See if you can count to a higher number every time you play. | **TEN**Pair counting: Stand with a partner. You and your partner will take turns counting every second number. Person one would say 1, person two would say 2 and so on. See if you can count to a higher number every time you play. | **TEN**Pair counting: Stand with a partner. You and your partner will take turns counting every second number. Person one would say 1, person two would say 2 and so on. See if you can count to a higher number every time you play. |
| Science and technologyPlace a few seeds in wet cotton wool and then into a cup. Place the cups on a windowsill. Spray just the wet wool with water each day.  | HistoryWho is in your family? Ask each of your family members what country they were born in. Draw a picture of your family. | Creative artsSing a song with a family member, for example ‘Heads shoulders, knees and toes’ or ‘Row, row, row your boat’. Can you make some actions to go with the song? | GeographyUse collage materials to make an artwork of a place that is special to you. Why is this place special to you? Who else is this place important to? | PDHPEIdentify three ways you can keep your body healthy. Practise throwing and catching a ball with a family member. |