**Framework for learning at home Week 11 (6/4-10/4)**

**Hassall Grove Public School Early Stage 1**

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

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|  | Monday 6/4 | Tuesday 7/4 | Wednesday 8/4 | Thursday 9/4 | Friday 10/4 |
| Task | Can you help your family member hang out the washing? | Could you clean your room today? | Can you help set the table for dinner? | Can you help fold the clean clothes and put them away? | Enjoy your Easter break! |
| Morning | English  Read a book with a parent/carer.  Where is the story taking place? How do you know? Discuss this with your parent/carer.  Start a journal that you can draw and have a go at writing in. Add to your journal throughout the week. | English  Write your sight words or sounds on paper or with chalk or pencils.  Read a book with a parent/carer.  Identify all the characters in the story and talk about them with your parent/carer.  Verbally describe one of the characters to your parent/carer. What do they look like? What do they do? What do they like/dislike? Draw this character and label or write about them. Add lots of detail. | English  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.  Draw a picture of your bedroom. Label your picture.  Create labels for your toys. | English  Read a book with a family member. Can you find any of your sight words in the story? Tell your parent/carer what the story is about – who are the characters, what happens? Why would you recommend/not recommend this story to your school friends? |  |
| Break | Break | Break | Break | Break | Break |
|  | “Just One Breath” Breathing Activity  Find 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 Exercise  Ask 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 safari  Go 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 relaxation  Starting 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. |  |
| Middle | Mathematics  Count how many steps it takes to get from your bedroom to the kitchen and back.  Play a board game with a family member, for example snakes and ladders. | Mathematics  Collect your favourite toys, books or LEGO. Sort them into different categories. How did you choose to sort them? Is there another way you can sort them? | Mathematics  Collect some blocks, pencils, pens, dried pasta, dried beans, etc. Make a repeating pattern. Draw your pattern. Describe your pattern to a family member. Can you make another pattern using the same materials? | Mathematics  Choose some objects in your house. Order them from shortest to longest.  Draw a picture of your objects ordered from shortest to longest. |  |
| Break | Break | Break | Break | Break | Break |
| Afternoon | **TEN**  **Buzz:** This game can be played in pairs or small groups. Each day we will focus on a target number when counting. **Today the target number will be 6**. One person begins and counts aloud ‘one,’ then the next person says ‘two,’ then ‘three.’ Play continues back and fourth as quickly as possible until the target number is reached. Instead of saying the number aloud, you say the word “buzz.” The next person starts at one again and play continues as before, the aim being to count in sequence, follow the play around and count as quickly as possible! So in this example, play would go – 1,2,3,4,5,6,7,buzz! 1, 2 etc. How fast can you count without making a mistake? | **TEN**  **Buzz:** This game can be played in pairs or small groups. Each day we will focus on a target number when counting. **Today the target number will be 8**. One person begins and counts aloud ‘one,’ then the next person says ‘two,’ then ‘three.’ Play continues back and fourth as quickly as possible until the target number is reached. Instead of saying the number aloud, you say the word “buzz.” The next person starts at one again and play continues as before, the aim being to count in sequence, follow the play around and count as quickly as possible! So in this example, play would go – 1,2,3,4,5,6,7,buzz! 1, 2 etc. How fast can you count without making a mistake? | **TEN**  **Buzz:** This game can be played in pairs or small groups. Each day we will focus on a target number when counting. **Today the target number will be 10**. One person begins and counts aloud ‘one,’ then the next person says ‘two,’ then ‘three.’ Play continues back and fourth as quickly as possible until the target number is reached. Instead of saying the number aloud, you say the word “buzz.” The next person starts at one again and play continues as before, the aim being to count in sequence, follow the play around and count as quickly as possible! So in this example, play would go – 1,2,3,4,5,6,7,buzz! 1, 2 etc. How fast can you count without making a mistake? | **TEN**  **Buzz:** This game can be played in pairs or small groups. Each day we will focus on a target number when counting. **Today the target number will be 12**. One person begins and counts aloud ‘one,’ then the next person says ‘two,’ then ‘three.’ Play continues back and fourth as quickly as possible until the target number is reached. Instead of saying the number aloud, you say the word “buzz.” The next person starts at one again and play continues as before, the aim being to count in sequence, follow the play around and count as quickly as possible! So in this example, play would go – 1,2,3,4,5,6,7,buzz! 1, 2 etc. How fast can you count without making a mistake? |  |
| Science and technology  Draw a picture of the seeds on what the seeds looked like when you planted them on Monday and a picture of what they looked like now. What happened? What changed and why? | Geography  Using a large piece of paper, pencils and markers draw a map of your house. | PDHPE  Draw a hopscotch and practise hopping and jumping through the squares. | Creative Arts  Directed drawing of an Easter Bunny.  <https://www.youtube.com/watch?v=B2-BBVHA55c> |  |