

# Learning From Home - Early Stage 1 (Sample)

You will not need access to a digital device to engage in the following learning activities.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	Who is in your family? Ask each of your family members what country they were born in. Draw a picture of your family.	Discuss with a family member a place that is special to you, why is it special?	Sing 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?	Identify three ways you can keep your body healthy.  Discuss with family members.	Can you help make lunch today? What ingredients do you need? Allocate roles of other family members.
<b>Morning</b>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Complete one sight word activity;</p> <ul style="list-style-type: none"> <li>• Make out of play doh</li> <li>• Make out of magnetic letters</li> <li>• Make and play a sight word memory or snap game</li> </ul> <p>Read a picture book with a parent/carer. Act out or retell what happened in the beginning, middle and end of the story.</p> <p>Describe to your parent/carer where the story is taking place? How do you know?</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Create your name using blocks, lego, pasta etc.</p> <p>Write your sight words or sounds on paper or with chalk.</p> <p>Read a book with a parent/carer. What interesting words can you find in the story? Discuss the meaning of those words with your parent or carer.</p> <p>Identify all the characters in the story and talk about them with your parent/carer. Verbally describe one of the characters to your</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Practise writing your name in your workbook.</p> <p>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. Why are they there?</p> <p>Draw a plan for your bedroom. Label your picture.</p> <p>Using your plan as a guide, make labels for different objects in your bedroom.</p> <p>Pick another one of your</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Read a book with your parent/carer. How were the characters feeling at the beginning of the story? How were they feeling at the end? What made them feel this way?</p> <p>With your parent/carer, act out the different characters in your book. See if you can guess each other's characters!</p> <p>Let's plan for dinner tonight! Discuss the menu with your parent/carer. Draw/write a list of everything that you need.</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Draw and/or write a postcard or a letter to a friend or family member. Tell them what you have been doing for the past few days.</p> <p>Ask your parent/carer to teach you some of the nursery rhymes that they knew as a child. Can you hear any rhyming words in these? Create a matching game of rhyming word sets and play with your parent/carer. Ask them to help you read the words to see if you can hear which words rhyme.</p>

# Learning From Home - Early Stage 1 (Sample)

	<p>In your workbook, draw a picture of where the story is taking place. With your parent/carer, write a sentence describing the setting.</p> <p>Go into your backyard and find four interesting items. (leaves, stones, feathers etc). In your workbook, draw and label each item.</p>	<p>parent/carer. What do they look like? What do they do? Describe their personality. Draw this character in your workbook and label them or write about them. Add lots of detail.</p> <p>Pick one of your items that you found in the backyard yesterday. Create a story inspired by that item, and verbally share it or act it out for your parent/carer.</p>	<p>items that you found in the backyard. Verbally create and share a story inspired by this item. Can you turn this story into a book? Begin making a book of your story to share with your family. Ask your parent/carer to help you with the writing in your book.</p>	<p>What can you help with?</p> <p>Continue with the creation of your book and share your book with your family.</p>	<p>Pick your favourite nursery rhyme that your parent/carer shared and draw a picture to go with it. Use these Nursery Rhymes consistently to play with and identify rhyming sounds.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Ask someone to help you collect two handfuls of small objects. Estimate the number of objects count to check. Practise counting your collection forwards and backwards.</p> <p>Look around your home and find two-dimensional shapes. Draw / paint the two-dimensional shapes onto some paper. Cut and sort your shapes based on their features. Name your shapes.</p>	<p><b>Mathematics</b></p> <p>Number Hunt - what numbers can you find in your house? Can you find all numbers from zero to twenty? Try writing these numbers in your scrapbook. Some places you could possibly look:</p> <p>food in the cupboard or fridge clothing tags, shoes remote controls computer labels buttons/dials around the house</p> <p>Collect 20 small objects. Count your objects moving or touching each one as you go. Split your objects into two groups. Do the groups</p>	<p><b>Mathematics</b></p> <p>Collect some blocks, pencils, pens, pebbles etc. Combine two or more groups to model addition. Make it / Say it / Draw it/ Write it.</p> <p>How do you know how many you have altogether? Explain your addition number sentence to your parent/carer.</p> <p>Split your group of objects into two groups. Compare your two groups and talk about 'how many more.'</p> <p>Friends of 10 - Using 10 of your objects, model all of the different combinations that make 10. Make it / Say It / Draw It and explain them to</p>	<p><b>Mathematics</b></p> <p>Using your objects that you collected on Wednesday, share them into two equal groups. You may have some leftover. Label the number of objects in each group.</p> <p>Share your objects into three equal groups. Explain how you made your groups. Record your grouping and sharing using pictures and words.</p> <p>What if you had one more group? Imagine how many you would have. One less?</p> <p>Draw / paint pictures or model with playdough the activities you do in the morning afternoon</p>	<p><b>Mathematics</b></p> <p>Together, make some play coins and notes like the ones in our monetary system. Exchange money for goods in a play situation through playing shops with your family. Use language that includes coins, cents, notes and dollars.</p> <p>Using blocks, lego or objects around the home to make constructions that vary in length.</p> <p>Compare your constructions. Some of these words can be used when comparing your constructions.</p>

# Learning From Home - Early Stage 1 (Sample)

		<p>have the same number of objects? How do you know? Talk about your two groups and compare them. Eg "This group has four counters and this group has seven, The group with seven counters has more."</p> <p>How many more?</p>	<p>your parent/carer.</p> <p>In your living room, kitchen, bedroom, etc describe the position of different objects. Use language such as between, next to, behind, inside. Eg - 'The book is inside the box.'</p>	<p>daytime night-time</p> <p>Draw / paint pictures or model with playdough the activities that you did yesterday and that you will do tomorrow.</p> <p>Make a poster illustrating the days of the week. Cut out the days, shuffle and put them back in order.</p> <p>Classify weekdays and weekend days.</p>	<p>long, short, high, tall, low, longer, higher, taller than, shortest, lowest, the same as.</p> <p>Draw / paint pictures of your constructions.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p>
	<p>Create a sacred/prayer space for you to use at home. Think about what we have in our sacred space at school.</p> <p>Perhaps you could have a candle, rosary beads, flowers, a nice cloth, Bible, a picture of Jesus, Mary or the Holy Family. Perhaps you could draw your own.</p> <p>Explain to someone at home why you have chosen what has gone on your sacred space.</p>	<p>Using playdough, blocks, lego and other toys. Retell the story of the Lost Sheep (Mt 18:12–14) in your own words to your family. You might like to put your story out on your prayer/sacred space and pray this prayer to Jesus the Good Shepherd.</p> <p><b>Prayer:</b> Jesus, my shepherd, You lead me. Jesus, my shepherd, You protect me. Jesus, my shepherd,</p>	<p><b>Guided Meditation.</b> Ask your parents/carer /family to do this meditation with you. Sitting in a quiet spot away from noises and distractions. Sit upright, your back resting against a chair or wall.</p> <p>Put your feet on the floor slightly apart or cross your legs. Hands are resting gently on your lap. Rest one on top of the other. Close your eyes. Take a big breath in and out. Focus on your breathing and listen to the person reading.</p>	<p>Draw a picture/ build/ create a collage of your favourite part of the Lost Sheep (Mt 18:12–14). Find someone to talk to, or record yourself talking about your favourite part of the story and tell why it is your favourite part.</p> <p>Before dinner you might like to share your image/model with your family and pray to Jesus the Good Shepherd who always looks after us.</p>	<p><b>Awareness Examen</b></p> <p>This is a prayer which helps us to become more aware of God's presence in our day.</p> <ul style="list-style-type: none"> <li>- What was the best thing I heard today?</li> <li>- What was the best thing I saw today?</li> <li>- What was the best thing someone did for me today?</li> <li>- What was the best thing I did for someone else today?</li> </ul> <p>What can I do to improve tomorrow? Concluding Prayer: <i>Our Father...</i></p>

# Learning From Home - Early Stage 1 (Sample)

	<p>Once you are happy with your space use it for some quiet prayer/reflection time. You might like to light a candle (with help from an adult) because Jesus once said <i>'I am the light of the world'</i> and to remind us that God is with us now and always.</p> <p>Perhaps begin your prayer with, <i>"God, you always love us. Thank you for .....</i> ".</p> <p>Amen</p>	<p>Thank you for your love and care Amen.</p>	<p>You are out in the country. The grass is very green. <i>(Pause for 3 seconds after each statement.)</i>          You wander over to the rocks to eat the grass there. You look around you. None of the other sheep are there. You can't see the Good Shepherd. You feel frightened.          You hear the Good Shepherd call your name! He sees you. He walks over to you.          He bends down and lifts you up to hold you close to him. He puts you around his shoulders.          You can feel his hair and his beard. You are very heavy to carry all the way home, but he doesn't care.          He is happy to have found you. He places you gently into the sheepfold.          You are safe with the other sheep.</p> <p>Staying quiet, draw, paint, use playdough to create a picture of the Good Shepherd finding you, his lost sheep.</p>	<p><b>Prayer:</b>          Jesus, my shepherd,          You lead me.          Jesus, my shepherd,          You protect me.          Jesus, my shepherd,          Thank you for your love and care          Amen.</p>	
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# Learning From Home - Early Stage 1 (Sample)

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	Draw a hopscotch and practise hopping and jumping through the squares.	How can you help a family member today? Discuss with family members and see how you can help?	Practise throwing and catching a ball with a family member.	Can you tidy your room?	What physical activity could you do at home today? Discuss with a family member and complete activity.
<b>Morning</b>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Verbally put your sight words into sentences. Can you write your sentences?</p> <p>Complete one sight word activity;</p> <ul style="list-style-type: none"> <li>Scramble your sight words and see if your parent/carer can work them out. Swap roles. Can you work out the sight words that your parent/carer scrambled?</li> <li>Play your sight word memory or snap game</li> </ul> <p>Read a picture book with a parent/carer. Act out or retell what happened in the beginning, middle and end of the story. What do you think would happen next?</p> <p>Find a piece of clothing or</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Using water and a paintbrush, or chalk if you have it, paint or write your name or sight words onto your driveway or path.</p> <p>Read a book with a parent/carer. What interesting words can you find in the story? Discuss the meaning of those words with your parent or carer. Can you write a sentence about a character or event in the story using one of these interesting words?</p> <p>Think about where the story took place. Can you draw and label one of the settings from the story? Can you build this setting using lego, blocks, a shoebox model, your toys? Use your model to retell the story to your</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Practise writing your name or sight words in your workbook. How many different colours can you use? Can you think of an object that starts with every letter in your name?</p> <p>Read a story with your parent/carer. Choose one part of the story and act it out. Can your parent/carer guess which part of the story you are acting out?</p> <p>Can you find two words in your book that rhyme? Can you think of and list any other words that rhyme with them?</p> <p>Have a look around your lounge room. What objects can you see? Create labels with words and pictures for</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Read a book with your parent/carer. How were the characters feeling at the beginning of the story? How were they feeling at the end? What made them feel this way? Have you ever felt that way? When? What happened? Discuss with your parent/carer.</p> <p>Read another book together and choose another character. What is similar about the two characters from the different books? What is different? Write these down with the help of your parent/carer.</p> <p>With the help of your parent/carer, write or draw a letter/picture for a friend from school who you might be missing. Let them know</p>	<p><b>English</b></p> <p>Go on a sound hunt! Ask your parent/carer to give you a sound and see if you can find objects in your house that start with that sound.</p> <p>Read a book with a family member. Go on a sight word hunt through your book and create a poster or list in your workbook. Teach the sight words that you found to another family member.</p> <p>Read a book with a family member. Can you find any of your sight words in the story? Add any of these words to the memory game that you created earlier in the week. 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?</p> <p>Choose three objects in the</p>

# Learning From Home - Early Stage 1 (Sample)

	object in your house that one of the characters in your book would wear or use. Act out the character from your book using the piece of clothing or object. With your parent/carer, write a sentence about the item that you chose.	parent/carer?	all of the objects in your lounge room.	what you are doing at home and how you are feeling. Are there any questions that you might want to ask them?	book and write them down. Can you think of any words that rhyme with these objects? Make a list of rhyming words for each object.
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Use one of your lengths from Friday. (You can make it again or use a stick, ruler, a shoe etc).</p> <p>Pick 5 things or lengths around the house to measure. Before you start, which one do you think will be the longest and which the shortest? Do your measuring and get someone to help you to keep a record.</p> <p>Was your prediction correct?</p> <p>Choose 3 more things or lengths and predict the length using your unit of measurement (construction, stick etc.) Eg. I think it will be 14 sticks long. Check your estimates. Was your estimate more or</p>	<p><b>Mathematics</b></p> <p>Use some counters or objects around the house: How many ways can you split 10 counters?</p> <p>Make It/ Say It/ Draw It/ Write it if you can.</p> <p>Put the counters back together and do it again.</p> <p>How many ways can you split 20 counters?</p> <p>Make It/ Say It/ Draw It/ Write it if you can.</p>	<p><b>Mathematics</b></p> <p>Practise cutting a piece of paper in half? How do you know the parts are equal? Is there another way that you can make half?</p> <p>When you are making your morning tea and lunch today. Explore the different ways that you can cut your food in half. Discuss the ways that you could share your food with a family member, so each person gets the same amount to eat.</p>	<p><b>Mathematics</b></p> <p>Predict how many smaller shapes will be needed to cover a surface. Cover surfaces completely with smaller shapes. Discuss how many smaller shapes were needed. Eg, Cover the surface of a book with blocks. Cover your dining table with books.</p> <p>Talk with your parent/carer about area - the measure of the amount of surface.</p> <p>Ask questions about area in everyday situations. Eg "Which book cover is bigger?"</p> <p>Place two objects side by side, aligning the ends. Discuss which object is the longest.</p> <p>Choose some objects in</p>	<p><b>Mathematics</b></p> <p>Together, make some play coins and notes like the ones in our monetary system. Exchange money for goods in a play situation through playing shops with your family.</p> <p>Use language that includes coins, cents, notes and dollars. Make enough money so that you can give the correct change back to your customers.</p>

# Learning From Home - Early Stage 1 (Sample)

	less or the same? What was the difference?			your house. Order them from shortest to longest.	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>In the time of Jesus whenever a person came to visit, a servant would wash the visitor's feet.</p> <p>Discuss ways visitors are welcomed at home and at school today.</p> <p>Draw an example of how you welcome visitors and add it to your prayer space.</p> <p><b>Prayer:</b> Jesus, help us to care for and look after others, as you did. Amen</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Retell the story of 'The Washing of the Feet' (based on John 13:4–9,12–15) in pictures and words.</p> <p>I wonder.....</p> <ul style="list-style-type: none"> <li>- What is it like to wash someone's feet?</li> <li>- Why did Jesus wash the disciples' feet?</li> <li>- What you would have said to Jesus if he wanted to wash your feet?</li> <li>- What Jesus meant when he said "Love one another as I have loved you"?</li> </ul> <p><b>Prayer:</b> Jesus, help us to care for and look after others, as you did. Amen</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Think about how you might help/ serve one another throughout the day at home.</p> <p>You might do this by:</p> <ul style="list-style-type: none"> <li>- Helping with the dishes</li> <li>- Serving at the table</li> <li>- Listening to one another</li> <li>- Tidying up</li> </ul> <p><b>Discuss:</b> Why would Jesus do the work of a servant? What was he teaching us?</p> <p><b>Prayer:</b> Jesus, help us to care for and look after others, as you did. Amen</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Talk about the importance of sharing meals together as a family.</p> <p>Can you think of a special meal you have been to? Why do we have special meals together? How did you feel during the meal?</p> <p>Are their photos or videos of the meal that you can look at? Talk to your family about that special time and why it was important to your family.</p> <p><b>Prayer:</b> Jesus, Thank you for the food we share, Thank you for the drink we share, Thank you for the love we share. Amen.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Draw a picture/build a model with playdough/ lego/ toys of the Last Supper.</p> <p>Why was this a special meal?</p> <p>Where do we retell the story of this meal every week?</p> <p>What food do we eat at the special meal to remember Jesus?</p> <p><b>Grace:</b> Create a prayer using pictures and words for your family to pray before meals: giving thanks for the food we are about to eat and the family we are sharing that food with.</p>