

Sunnybrae Normal School
Home Learning Guidelines for Parents
Years 4 to 6

Option One - Family Time

- Nature walk.
- Baking - discuss ingredients, follow the recipe, discuss measurements.
- Make sandwiches for lunch. Discuss fractions - halves, quarters etc.
- Play board games then create a simple board game you can play together.
- Gardening - identify the difference between weeds and plants. Grow some seeds if you have them.
- Learn how to make your bed and clean your room.
- Act out a favourite story with your family.
- Take your dog for a walk, make a new toy for your pet.
- Make a 'dolls house' from a cardboard box.
- Fitness with [Gonoodle](#) .
- Have a special meal, make a menu, lay the table like a restaurant, dress up as the waiter, serve your family.
- Learn some new [Maori words](#) and greetings.
- Learn new Maori words - [one a day](#) - write out a list and draw a small picture beside each.
- Scavenger hunt: Hide 5 toys around the house and write a scavenger hunt for a family member.
- Use recycled materials from containers in your recycling bin and create something new eg. castle, spaceship, house.
- Make a visual plan/map of your room. Design a new bedroom you would like to have.
- Use this time to tidy up your garden.
- Go on a minibeast search in your garden, find spiders, different insects, look them up on the internet. Draw them and label them. Investigate their habitats. Compare different habitats.
- Yoga [Cosmic Kids](#) .
- Make playdough/fingerpaint/slime/hardboil eggs to decorate with dye for Easter.
- At the start of the day make a list of things you would like to do during the day.
- [San Diego Zoo](#) - Watch your favourite animal on the live cams. Investigate animals online.
- Do some jobs around the house like the dishes, some gardening or dusting – ask your parents how you can help!
- Make a birdfeeder for the garden birds [How to make a birdfeeder - YouTube](#)
- Get an egg tray carton and some small toys - drop one into each column, then sing your tune.....doh, ray, me etc.
- Make a Gratitude chart - what are you grateful/thankful for today?
- Do some [online colouring](#) – quite restful.
- Create a marble run or line up dominos, Jenga cubes to make a pathway and then knock it over!



Option Two - Learning Plus

Choose from the activities below for Reading, Writing, Maths and Mindfulness/Thinking/Creating

- **Reading**

- Reading Eggs/Eggspress Account - a lesson or an activity.
- Read books to yourself, read to others and listen to someone read to you [StoryOnline Auckland Libraries e-Books](#).
- Listen to stories and talk about them, [Storytime Audio stories Auckland Libraries Audio Books](#).



- **Writing**

- English Skills/Spelling in Reading Eggs/Eggspress Account.
- Writing a longer story (narrative).
- Keep a journal/diary. Share your thoughts/feelings/dreams/wishes.
- Write a Quick Write.

Quick writes help you to write ideas freely, without stopping or being guided. Write the prompt and then write for 4 minutes. When the timer goes at the end of 4 minutes, finish the sentence you are on. Pause, have a stretch or quick walk around. Reread your writing and make any changes to make it better (check for errors, punctuation and spelling). You have finished your quickwrite. If you have really enjoyed your writing, you can finish it at another time at your own pace.

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| It was big, brown and fluffy... | All I could see were big sparkly eyes looking out from... | If I could fly... | The grass was cold and wet... | 10,9,8,7,6,5,4...Blast off!... |
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- **Maths**

- Complete set Mathletics tasks. Play Live [Mathletics](#).
- Learn and practise basic facts (family of facts e.g. $4 \times 5 = 20$, $5 \times 4 = 20$, $20 \div 5 = 4$, $20 \div 4 = 5$).
- NZ Maths family links [Maths Family Link](#).



- **Mindfulness/Thinking/Creating**

Find a quiet space to work on one of the following:

- **Colouring** - use a colouring book or print off an image to colour in.
- **Creating** - enjoy creating using items you have at home (e.g. origami, collage, knitting, building with Lego).
- **Puzzles** - develop your thinking by solving a puzzle (e.g. jigsaw, crossword, word search, puzzle book).

You could add:

- **Inquiry:**
 - **Y6** Cultural/Festival Inquiries (currently underway on Google account) and 'Home learning' Cultural Arts tasks
 - **Y4/5** Complete any inquiry/other school tasks currently underway on your Google account.
- **The Arts**
 - Sing or dance along to your favourite songs.
 - Teach yourself to draw an object, person or scene (e.g. How to draw books and YouTube tutorials can help).
- **Te Reo**
 - Te Reo - greet your family members with a Māori greeting.
 - Sing some Māori songs you have learned.
- **Physical Education**
 - Walks, Cycle, Scooter
 - Movement indoors - [Go Noodle](#), [Yoga](#), Jump Jam.
 - Play with a ball outside or bounce on a trampoline.



Note: Decide and discuss when you would like to work on home learning tasks. You may choose to compress your learning and have it all completed in the morning if you wish (maybe using a planner).

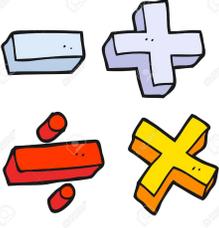
Have fun together as a family playing games, baking, talking and enjoying some fresh air.

Option Three - The Works

Week 1

Below are suggestions of a timetable for the week or you can create your own.

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Key Competencies/Values <ul style="list-style-type: none"> Set daily goal Learn how to make your bed. | Key Competencies/Values <ul style="list-style-type: none"> Set daily goal Tidy and organise your room. | Key Competencies/Values <ul style="list-style-type: none"> Set daily goal Help look after someone in your house (including pets). | Key Competencies/Values <ul style="list-style-type: none"> Set daily goal Help with the dishes. | Key Competencies/Values <ul style="list-style-type: none"> Set daily Goal Wash something around the house (e.g. the car, sports gear). |
| Literacy- (Speaking, Listening, Reading, Writing) | | | | |
| Reading Select a picture book or novel to read. Listening Listen to a story from Auckland Libraries Audio Books Writing Pobble 365 Animal Town Take on the position of one of the animals and brainstorm where you have come from, what you are doing, introduce a problem and a solution. | Reading Continue reading your book (or select a new one), then choose an activity to complete. Reading response choice board Writing See quick writes in Option 2 | Reading Continue reading your book (or choose another one), then choose an activity to complete. Reading response choice board Writing Pobble 365 Dangerous Pet Imagine you are the boy/girl in the picture. What happened before? What will happen next? | Reading Continue reading your book (or choose another one). Choose another activity to complete. Reading response choice board Writing See quick writes in Option 2 | Reading Complete reading your books. Choose another activity to complete. Reading response choice board Oral Share one of your pieces of writing from the week on Seesaw. |
| Maths | | | | |
| Practise your family of facts on paper (family of facts e.g. $4 \times 5 = 20$, $5 \times 4 = 20$, $20 \div 5 = 4$, $20 \div 4 = 5$) or go to factmonster and practice online. | | | | |
| Go to Maths before bed Choose a picture. Tell | Transformation: Find lines of symmetry in objects at | Go to Maths before bed Choose a picture. Tell | Area: Use a flat object such as newspaper or tea towels | Play a board or dice game with your family. |

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| <p>someone/write - What do you notice about the picture? What do you wonder about the picture? Answer any questions that go with the picture.</p> <p>Mathletics tasks - these will be assigned by your teacher.</p>  | <p>your house e.g. tables, photo frames. How many lines of symmetry are there? Do they rotate by quarter or half turns? Cut out pictures from magazines that show reflection and translation (sliding).</p> <p>Mathletics tasks - these will be assigned by your teacher.</p> | <p>someone/write - What do you notice about the picture? What do you wonder about the picture? Answer any questions that go with the picture.</p> <p>Mathletics tasks - these will be assigned by your teacher.</p>  | <p>to put on the living room floor. How much area have you covered? Draw your shape. If you added one extra layer all around to the shape (perimeter) how much bigger has the area got? Do this in different rooms.</p> <p>Mathletics tasks - these will be assigned by your teacher.</p> | <p>Maths Problem <u>Make a Superhero!</u> You have \$15 to spend to make your superhero. You can't afford everything so you need to decide how to spend your money.</p> <p><u>Powers</u> Strength – \$5 Speed – \$3 Making fire – \$4 Making ice – \$3 Flying – \$5</p> <p><u>Clothes</u> Mask – \$2 each Cape \$3 Boots \$3 Belt and cuffs \$5</p> <p>Draw your Superhero</p> |
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Inquiry (Science, social studies, health, technology)

Inquiry, Creating or Making, Cooking or Baking

Y6 - Cultural Inquiries (currently underway) - 'Home learning' Cultural Arts tasks. (Cultural inquiry, Cultural Arts)

Y4/5 - Draw or Create a body (2D or 3D) and include as many body systems as you can. Show how they operate/connect to each other. Photograph and share on Seesaw.

Physical Education

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| <p>Balloon Volleyball: Create enough space to ensure precious objects cannot be damaged. People of all ages can get into the fun of working together to keep a balloon in the air.</p> | <p>Fitness: <i>Complete a 10 minute fitness programme including:</i> 10 x star jumps 10 x burpees 10 seconds fast running on the spot</p> | <p>Freeze Dance: 1. Players spread out in an open area. 2. When the music starts, players dance/jump/ move with the music. 3. When the music stops, players must freeze and</p> | <p>Dancing: Hip Hop dance moves (3 simple dance moves) Take your time and slow down the speed using the settings key and the playback speed to half.</p> | <p>Newspaper Race: 1. Get a large piece of newspaper 2. First hold it on your chest and start running, then let go. The wind resistance keeps the newspaper in place.</p> |
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| <p>Try to pass it to each other often as you keep it from touching the ground for as long as possible.</p> | <p>10 seconds jog on the spot 20 x sit ups 20 large arm circles (forward) 20 large arm circles (backwards) Run to your letterbox and back x 2</p> | <p>hold that position until the music starts again. 4. Adapt: If you don't hold the frozen pose until the music starts, you will have to do an activity (e.g. 10 star jumps). 5. Keep playing for an entire song or until time runs out.</p> |  | <p>3. Keep running fast to keep their newspapers from falling. 4. Keep playing until you can find the furthest you can run without the newspaper from falling off.</p> |
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The Arts (Visual art, drama, dance, music)

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| <p>Music Listen to a song, draw and colour an image you have visualised in your head.</p> | <p>Visual Arts Take a picture of objects around the house that look like letters or create a letter shape using different objects.</p> | <p>Dance Create a dance move for a selected song.</p> | <p>Visual Art Draw still life of an object in your house (e.g. fruit, vegetable, shoe).</p> | <p>Music Draw and design a new musical instrument.</p> |
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Te Reo Māori

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| <p>Te Reo Māori Greetings Review greetings. Click on links to hear pronunciation. Kia Ora - Hi Ata mārie - Good morning Mōrena - Good morning. Ahiahi mārie - Good afternoon Tēnā koe Hello (to 1 person) Tēnā korua - Hello (to 2 people) Tēnā koutou Hello (to 3+ people) Song link for practise</p> | <p>Te Reo Māori Greetings Try and greet your family using a different greeting each day.</p> | <p>Te Reo Māori Farewell Click on links to hear pronunciation. Pō mārie - Good evening/ good night Haere rā - Goodbye (to someone who is leaving) E noho rā - Goodbye (to someone who is staying) Ka kite anō - See you again Ka kite apōpō - See you tomorrow You could create cue cards to help test yourself.</p> | <p>Te Reo Māori Farewells You could create a poster or signs to put around your house using the different greetings.</p> | <p>Te Reo Māori Greetings and Farewells See if you can use the greetings and farewells for the whole day without looking!</p> |
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Reflection of the Day

How was my/our day?
 What went well?
 What could I/we do differently tomorrow?

Option 3 - The Works

Week 2

Below are suggestions of a timetable for the week or you can create your own.

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Key Competencies/Values <ul style="list-style-type: none"> • Set daily goal • Help with the laundry: putting the washing on, hanging it out, folding, and putting it away. | Key Competencies/Values <ul style="list-style-type: none"> • Set daily goal • Make your bed and tidy your room. | Key Competencies/Values <ul style="list-style-type: none"> • Set daily goal • Help to make a family meal. | Key Competencies/Values <ul style="list-style-type: none"> • Set daily goal • Assist with the vacuuming and cleaning. | Key Competencies/Values <ul style="list-style-type: none"> • Set daily goal • Write a letter/ email to a family member sharing things you are grateful for and what you love about them. |
| Literacy (Speaking, Listening Reading, Writing) | | | | |
| Reading Choose a new story book and begin reading. Listening Listen to a story from Storytime Audio stories Writing Pobble 365 The Magic Tree Use this prompt to write an | Reading Continue reading your book (or choose another one), then choose an activity to complete. Reading response choice board Writing See quick writes in Option 2 | Reading Continue reading your book (or choose another one). Choose another activity to complete. Reading response choice board Writing Pobble 365 Mr Wolf Write about the picture. | Reading Continue reading your novel (or choose another one). Choose another activity to complete. Reading response choice board Writing See quick writes in Option 2 | Reading/Writing Create a review for a favourite book. Write about the story. Describe the characters, how they look and their personalities. Say why you like this book. Oral Share one of your pieces of writing from the week on |

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| imaginative story that you can share with your family. | | What has gone on before? What is going to happen next? | | Seesaw. |
| Maths | | | | |
| Practise your family of facts on paper (family of facts e.g. $4 \times 5 = 20$, $5 \times 4 = 20$, $20 \div 5 = 4$, $20 \div 4 = 5$) or go to factmonster and practice online. | | | | |
| Go to Maths before bed Choose a picture. Tell someone or write down - What do you notice about the picture? What do you wonder about the picture? Answer any questions that go with the picture. Mathletics tasks - these will be assigned by your teacher. | Measuring: Look at the measuring spoons and cups in your kitchen. How many teaspoons go into a tablespoon? How many tablespoons go into $\frac{1}{2}$ cup? Explore other combinations. Mathletics tasks - these will be assigned by your teacher. | Go to Maths before bed Choose a picture. Tell someone or write down - What do you notice about the picture? What do you wonder about the picture? Answer any questions that go with the picture. Mathletics tasks - these will be assigned by your teacher. | Estimation: Find sets of small objects such as Lego, pebbles, coins, then guess how many of each of them will fit inside a larger container. Now fill the container. What was the difference between your estimate and the actual amount? Mathletics tasks - these will be assigned by your teacher. | Play a board or dice game with your family. Maths Problem Jennie the old sheep dog is lazing around in the paddock near the house. She counts the number of animals in the paddock. There are 11 of them, pigs and ducks. Then she counts the legs. She sees 28 legs. How many ducks are there? |
| Inquiry (Science, social studies, health, technology) Inquiry, Creating or Making, Cooking or Baking | | | | |
| This week: Choose a challenge - (build a tower, boat, bridge, pet house) out of random materials around the house. | Begin building or creating your challenge. Take photos as you go so that you can put together a slideshow or photo collage when you've completed this. | Carry on with creating your challenge. Continue taking photos as you go. | Photograph your final item. Put photos together using Google Slides or use the Seesaw drawing tool. Share, label and do an oral reflection on Seesaw. | Extra day if required. Tell your family all about your creation. Celebrate. You did a fantastic job! |
| Physical Education | | | | |
| Beginner circuit: This includes 12 jumpjacks, 6 squats, 6 calf raises, 12 raised arm circles (12 x | Basketball: (Ball Handling Drills) You will need one basketball or similar. This | Throwing and Catching: If you have space in your garden and it's safe to go outside, try to practice | Swish Swish (dance): Practice the moves carefully by slowing down the speed. Go to settings and click on | Mazes: These can be set up inside the house or out in the yard, and can involve everyday |

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| forward and 12 x back), plank your body and complete shoulder taps, 6 x plank rotations. | includes ball handling skills including slaps, taps, wraps, flips and flops. | throwing and catching with a family member using a ball or a frisbee. Over and underhand throwing | playback speed, drop it down from normal to .5 (half speed). | items you have at home - couch cushions, sheets hung up as "walls," living room furniture etc. Work to create the course, engage your imagination and problem-solving ability and your muscles so you can navigate over, under, and through the course. |
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The Arts (Visual art, drama, dance, music) and Te Reo Māori

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| Visual Arts Build fine motor skills (draw, colour, knit, crochet, cross-stitch, sew, weave). | Drama Role-play a character of the novel you have been reading. Think: How would they talk? What Would their actions or feelings be? | Music Listen to a favourite song. Create a dance to go with it. Remember to include: high and low positions, balance and pauses. | Visual Arts Get a piece of paper and drawing equipment. Listen to music. Draw what you hear/feel/see when listening to it. | Music Listen to a new genre/type of music purely to enjoy it. |
| Te Reo Māori Introductions Review questions. Ko wai tō ingoa? <i>What is your name?</i> Ko _____ taku ingoa. My name is _____. Ko wai e koe? <i>Who are you?</i> Ko ___ au/ahau. I am _____. Ko wai tō hoa? <i>Who is your friend?</i> Ko ___ tēnei. This is _____. | Te Reo Māori Introductions - You could draw people introducing themselves using speech bubbles. - Teach someone in your family how to ask for someone's name and respond. | Te Reo Māori Introductions Nō hea koe? <i>Where are you from?</i> No ___ au. I am from _____. No ___ ahau. I am from _____. Ask members of their family where they are from? | Te Reo Māori Introductions Create a poster about yourself, including what your name is, your friends and where you are from. | Te Reo Māori Introductions Create a video or skit of a conversation including - Greeting - Question - Answer - Farewell |

Daily Reflection:

How was my/our day?
What went well?
What could I/we do differently tomorrow?