



## A learning from home pack for learners in years 1–3

4 Feb 2022 Final draft version for Ministry trial

### Creativity – How do we express ourselves?

“Creativity is  
intelligence  
having fun.”  
~Albert Einstein

I orea te  
tuatara ka  
patu ki waho

A problem is  
solved by  
continuing to  
find solutions



#### Notes for teachers

##### Purpose

As we start the 2022 school year, we know there will be additional challenges for our schools, our learners and their whānau. The purpose of these learning from home packs is to support you as you prepare to provide continuous learning for all ākonga through the next period of the Covid pandemic.

##### Flexibility

The packs are designed to be used flexibly for the types of interruptions learners may face this year:

- They may need to isolate at home.
- Due to health and safety requirements, such as social distancing, your school might not be able to have all students on site. Hybrid learning may start.
- Your school might close, and ākonga would need to learn from home. (Note: the intention under the Covid Protection Framework is to keep schools open.)

## Hybrid learning

Hybrid teaching and learning describes when schools and kura are simultaneously teaching some ākonga face-to-face on site and supporting others to through distance-learning options. You may also be teaching ākonga who are not normally in your class. For the majority of us, hybrid learning is a relatively new experience.

## Realities

You know your learners and have a good understanding of their learning situations.

Many learners will have siblings at home, as well as whānau who share the same space and devices. Some may have access to the internet and devices, and others may not. Learners will also have varying levels of adult support.

Using materials that are commonly found in homes, the activities in this pack are a mix of activities, some will need adult support and some that self-directed learners could manage independently. Some learners may need more adult support at home.

This resource is provided as a Word document so that you can adapt it for your learners. For example, you can extend the learning experience by using other digital resources, or remove the digital elements and only have offline activities.

The resource uses a range of books from the Ready to Read series. You might want to send these home with the learner, along with a 'my home learning' exercise book, pencils, crayons, or felts, and some craft materials (maybe glue, scissors, construction paper etc).

## Resources

Look through the activities and see what resources you will need to send home with your learners.

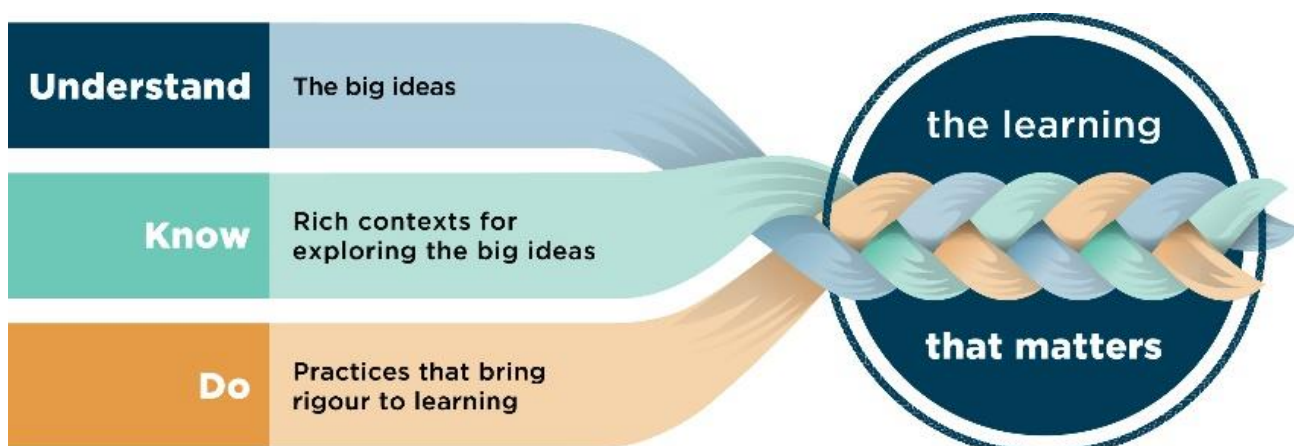
Each day starts with a karakia, check in with the teacher, and setting up the learning environment. The pack contains suggestions but you can replace these with how you want your learner to start their day, including instructions for your learner to check in with you.

There are links to Ready to Read audio files. You can send home the books with this pack.

Provide the learners with a home learning book and they can bring this back to class to share.

## Layout of the resource

Each pack contains two weeks' worth of continuous learning aligned to the Understand, Know, and Do framework of the refreshed curriculum (see Whakaahua 1).



Whakaahua 1

The big idea (*Understand*) for this pack is **creativity – how do we express ourselves?**

- 📅 Week one looks at this idea through the context (*Know*) of **language and culture**.
- 📅 Week two looks at the big idea through the context of **how things change over time**.

Each day contains a series of learning activities (*Do*). You can use these as standalone days of work or as part of a whole week of learning.

Curriculum information	
Learning objectives	<ol style="list-style-type: none"><li>1. Share ideas, feelings and stories communicated by their own and other's objects and images.</li><li>2. Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.</li><li>3. Describe different views and pathways from locations on a map.</li></ol>

### Notes for parents and whānau

The following pack includes engaging learning activities for your child that can be used at school or at home. All of the activities are framed around the big idea of 'Creativity: How we express ourselves'.

If your learner is working at home help them set up a space for learning, they might like to design their own space. Some learning materials may need could include: pen, pencils, paper, a notebook, colouring pencils, glue, scissors and a device. Some of these items can be borrowed from your school.

If possible, it is recommended that you help your learner plan their day so that you can structure it to work for you.

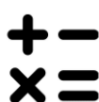
## Overview of the learning in this pack

We will be looking at how we can express ourselves creatively through a range of themes: our place, games, superheroes, birds. These contexts should appeal to younger learners and help them to learn or practise some things. Each of the learning activities will connect back to one of these themes. Learners will explore, investigate, discover, and make meaning as they go through each task. There may even be times where they look a little deeper into the topic. Some of the tasks may be independent hands-on tasks while some may involve connecting with others to share learning.

Day 1	Day 2	Day 3	Day 4	Day 5
We are learning about observing and noticing inside and outside.	We are learning about creativity in our homes.	We are learning about creating and inventing.	We are learning about how we can be creative through art and nature.	We are learning about sharing what we have created.
Day 6	Day 7	Day 8	Day 9	Day 10
We are learning about...				

## Daily timetable

Each day the learner will spend the first hour setting themselves up for the day. This could include checking in with the teacher and their classmates, singing waiata, and exploring the inquiry topic. As part of the start of the day and setting up the learning environment, help your learner look through the four activities that are going to be done during the day and let them choose the order they would like to do them in. You could turn this into a visual timetable by cutting out images (like the ones below) and putting them in order.



Below is a possible daily timetable. We have allocated 30 minutes for each activity. Your learner may take more or less time than this for an activity. We suggest you allow your learner to take the time they need and move unfinished activities into subsequent days if needed.

Time	Activity	Time	Activity
9:00 am	Starting the day	12:00 pm	Lunch time
9:30 am	Activity 1	1:00 pm	Activity 4
10:00 am	Break	1:30 pm	Reflection time
10:30 am	Activity 2	2:00 pm	End of the school day
11:00 am	Activity 3		

# Day 1: Starting the day (30 min)

## Notes for teachers and whānau

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your child/learner a few times will help them be able to do this more independently tomorrow and beyond.

### Ākonga activity instructions

In this activity you are learning to: PREPARE my day of learning.

PRACTICE our karakia

DO a wellbeing self-check

PLAN out my day and where I will learn

CHECK IN with your teacher

### What do I need?

Check with your teacher to see if there is a special way they would like you to start your day.

My home learning book

[Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)

Teacher note: **Replace any of the getting started activities with how you want your learner to start the day.**

## Karakia

Do you have a karakia that you say in your house or at school? If not here is a karakia to welcome in the day.

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite te rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

---

## Wellbeing check

Draw a picture to show how you are feeling today.

Sometimes when we are feeling excited, upset, or scared we forget how to breathe and that can make it feel even worse. Try this breathing exercise:

1. Put your hands on your belly
2. Breathe in through your nose and feel your belly get bigger and bigger like a balloon
3. Breathe out through your nose and feel your belly get smaller and smaller
4. Do this 5 times



How do you feel now? Draw another picture if you are feeling different to before.

You could also watch this video:

[Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)

---

## Planning my day

Set up your space for learning. Grab the things you are going to need. These are the four activities for today.

<b>My home</b>	<b>My room</b>	<b>My section</b>	<b>My treasures</b>
Observing and noticing things inside my house.	Observing my room and drawing a map.	Using my body to explore outside my house.	Observe our special things and create a picture in a frame.

## Activity 1: My home — reading (30 min)

---

### Notes for teachers and whānau

The activities for today will be located around the home/whare. It is intended that your learner will explore how people create their personal spaces to reflect what is important to them through their language and culture. It will also explore what your learner likes to do that makes them feel confident, proud, and happy. We will also look at how people use art, dance, music, writing and sport to express themselves creatively. The learning will build up to a presentation.

## Ākonga activity instructions

In this activity we are learning to:

- MAKE observations
- MAKE a list
- COMPARE AND CONTRAST.

## What do I need?

- My home learning book
- [Two Homes / Ready to Read \(tki.org.nz\)](http://tki.org.nz) – you will need a device (a smartphone would work perfectly for this less than 3-minute story)
- Your house

### Follow the instructions:

WALK around inside your house from room to room. In each room:

Look up – what do you notice?

Look down – what do you notice?

Look all around – what do you notice?

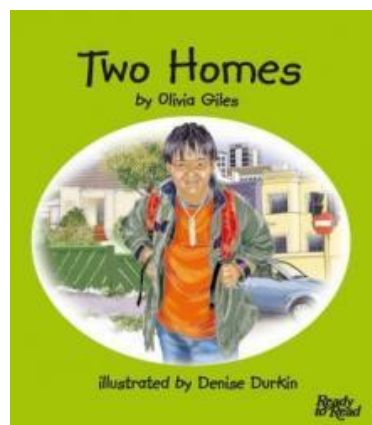
WRITE or DRAW some things that you have noticed in your home learning book.

LISTEN to or READ [Two Homes / Ready to Read \(tki.org.nz\)](http://tki.org.nz)

TALK about what you see in the two homes in the story.

WRITE or DRAW some things that are the same about the two homes and what is different on the first table on the next page.

Is there anything the same about your house? Is there anything different? WRITE or DRAW some things that are the same about your home and what is different on the second table on the next page.



Write a list or draw things that are the same or different about the **two homes in the book**

## Things that are the same

## Things that are different

Write a list or draw things that are the same or different about **my home**

## Things that are the same

## Things that are different



## Activity 2: My room – mapping

### Notes for teachers and whānau

In this activity your learner is going to draw a floor plan of their room. This is a challenging maths activity. They will be walking around the room to look at the shape. They will be looking at the big pieces of furniture in the room and thinking about position. Reassure them that their map doesn't have to be perfect. Mapping is the language of geographers!

#### Ākonga activity instructions

In this activity we are learning to:

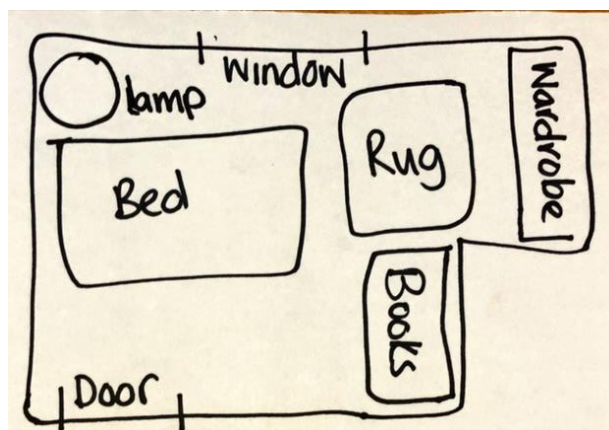
- DRAW a map of a room
- MAKE observations.

#### What do I need?

- 30 minutes
- My home learning book
- Pencils/crayons/felts
- A room in my house

Go into your bedroom. You are going to draw a map of this room.

1. Walk around the edges of the room. What shape is it? Draw this shape on a page in your home learning book.
2. Look at one of the walls. Does it have a door or a window? Draw this on your map. Do this with the other three walls.
3. Now have a look at the furniture. Draw shapes to show where the furniture is.



Now that you have looked at the things in your room, find something in your room that is special for you.

WRITE or DRAW about this item in your home learning book.

GET CREATIVE and think about what your imaginary perfect room would look like. What would you add? Maybe a swimming pool? A slide? A zoo? More windows? Get creative and DRAW a map of your super cool imaginary bedroom.

## Activity 3: Let's get moving

### Notes for teachers and whānau

That's enough observation and recording, it's time to get moving! If weather allows you could do this activity outside. Otherwise, you can adapt the activity to crawling, sliding, walking backwards, tiptoeing and so on, inside.

Ākonga activity instructions	What do I need?
<p>In this activity we are learning to:</p> <ul style="list-style-type: none"><li>• MOVE our bodies in different ways.</li></ul>	<ul style="list-style-type: none"><li>• 20-30 minutes</li><li>• A space inside or outside</li><li>• A device (if available)</li><li>• <a href="#">Trolls can't stop feeling gonoodle - YouTube</a></li></ul>

If the weather is good – go outside and run around the inside of your section two times (just like how you walked around the inside of your bedroom). Check where you are allowed to go (don't leave your section).

Are any of these things in your section? If so, make sure you touch them as you run around your section.

- A fence
- A letterbox
- A gate
- A door
- A tree

Now go around your section two more times using different movements. You can jump, hop, skip, sidestep, gallop (or if you are inside you can crawl, slide, walk backwards, tiptoe).

Can you think of any other movements?

See if there is someone else who wants to join you to get moving.

If you have access to a device, you can play this video and do some dancing:

[Trolls can't stop feeling gonoodle - YouTube](#)

## Activity 4: Our treasures (taonga)

---

### Notes for teachers and whānau

This activity requires adult support.

In this activity we are looking at the things in our homes that show what is important to us. It begins with a video that is in te reo Māori and introduces us to Te Awarangi's whānau and shows us pictures of his family members on the wall. Talk to your learner about why these photos are on the wall and what they might mean. Walk around your house and talk about the special things in your house that are important to you. Our taonga often reflect our culture creatively.

Ākonga activity instructions	What do I need?
<p>In this activity we are learning to:</p> <ul style="list-style-type: none"><li>• NOTICE what is important to us and our whānau.</li></ul>	<ul style="list-style-type: none"><li>• 30 minutes</li><li>• My home learning book</li><li>• Pencils/crayons/felts</li><li>• Construction materials</li><li>• <a href="#">Taku whānau (My family) on Vimeo</a></li></ul>

**Watch** the video [Taku whānau \(My family\) on Vimeo](#)

Taku whānau means my family in te reo Māori. In this video Te Awarangi is telling us about the people in his whānau.

---

**Talk with someone in your whānau about this video:**

What does he show us on the wall of his home?

What do you have on the walls in your home?

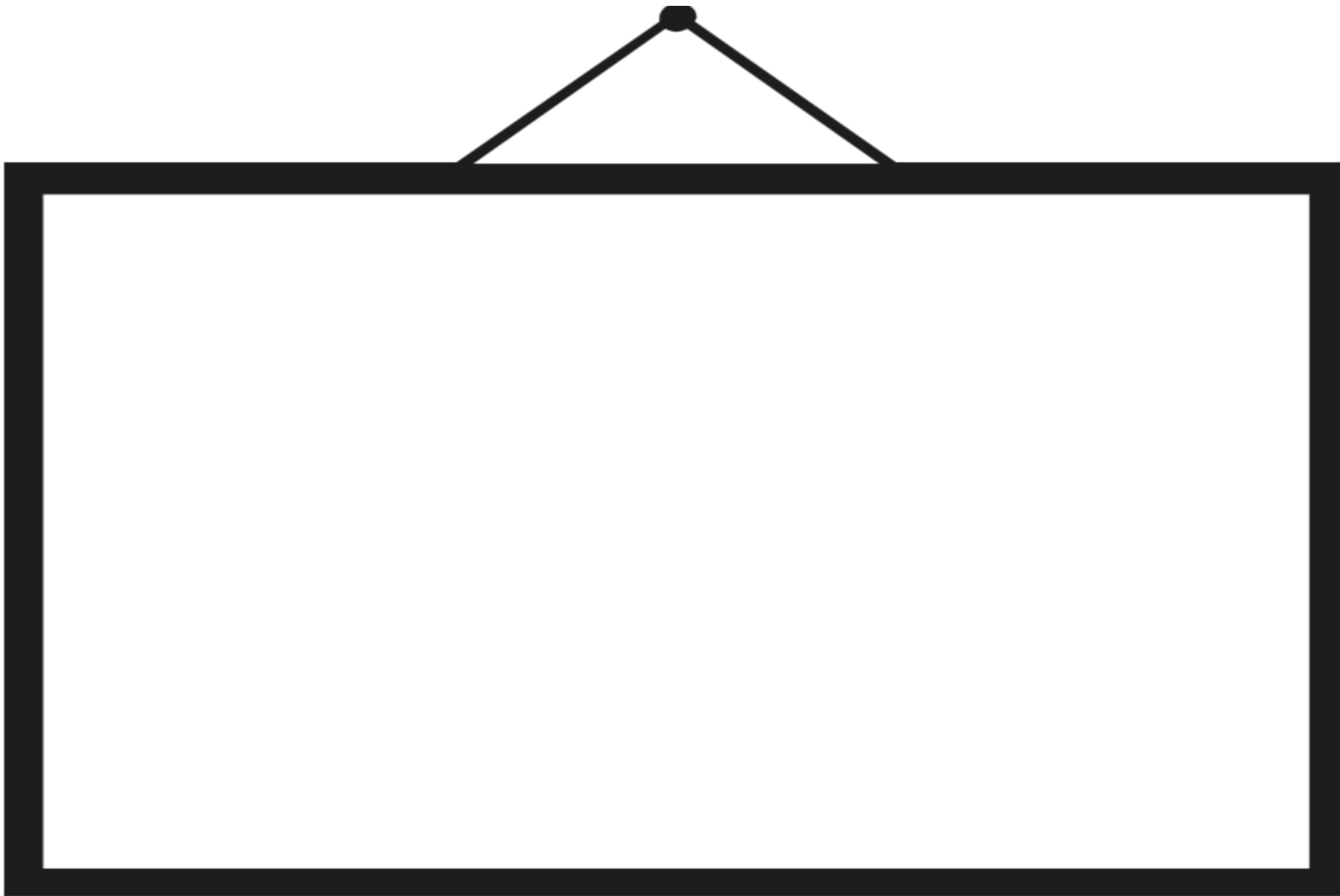
Why do you think they have these photographs on their wall?

Are there other taonga (treasures) on display in your home? What are they? Do they tell you anything about the culture of your family?

---

**DRAW** a picture or **CREATE** something that you would like to see on your wall or on display in your home using the next page. This will be a taonga.

This picture or creation will show **something that is special to you**. It could be a place, a person, a pet, or an activity you like doing.



# Day 1: Reflection

---

## Notes for teachers and whānau

This activity requires adult support.

Today has been a special day. We have looked around our own whare (home) and noticed all the things that make it special. Take some time to talk about the things you have done together. What has surprised you? What did you notice that you hadn't noticed before?

### Ākonga activity instructions

In this activity we are learning to:

- REFLECT on my learning
- PLAN for tomorrow

### What do I need?

- 30 minutes
- My home learning book
- Pencils/crayons/felts

TALK with someone in your whānau:

Tell them all the things you have done today.

Explain all the things you have noticed around your whare (home)

How did those things make you feel?

---

## Wellbeing check

How are you feeling now?

WRITE or DRAW something in your home learning book to show how you are feeling.

Look back at the very first thing you did in your home learning book today – how did you feel then?

Do you feel the same or different now?

---

## Planning for tomorrow

Thinking about your learning today, what is something that you want to do tomorrow to make your learning day even better?

WRITE or DRAW this in your home learning book.

CLOSE your book – School is finished for today 😊

## Day 2: Starting the day

### Notes for teachers and whānau

Today we are learning about how creativity can be found in our homes and through the games we play. We start the day with the same routine to get us grounded and ready for the day

Ākonga activity instructions	What do I need?
<p>In this activity you are learning to:</p> <ul style="list-style-type: none"><li>• <b>PREPARE</b> my day of learning.</li><li>• <b>PRACTICE</b> our karakia</li><li>• <b>DO</b> a wellbeing self-check</li><li>• <b>PLAN</b> out my day and where I will learn</li><li>• <b>CHECK IN</b> with your teacher</li></ul>	<ul style="list-style-type: none"><li>• 30 minutes</li><li>• Karakia</li><li>• My home learning book</li><li>• Pencils/crayons/felts</li><li>• <a href="#"><u>Tena koutou, e hoa ma</u></a></li></ul>

### Karakia

Say your home or school karakia or use this one to welcome in the day.

Kia hora te marino	May peace be widespread
Kia whakapapa pounamu te moana	May the sea be like greenstone
Hei huarahi mā tātou ite rangi nei	A pathway for us all this day
Aroha atu, aroha mai	Give love, receive love
Tātou i a tātou katoa	Let us show respect for each other

### Wellbeing check

How am I feeling today?

Yesterday we explored and found special things in your home. You also made something special to display on your wall.

Enjoying our favourite places can really make us happy.

What to do:

In your home learning book...

1. WRITE down two of your favourite places – one at school and one at home
2. DRAW the place, something that you like there, or how it makes you feel.

My favourite place at school	My favourite place at home

## Planning my day

Set up your space for learning. Grab the things you are going to need. These are the activities for today. We are exploring creativity through games.

### **My favourite games**

Thinking, drawing, and writing about my favourite games

### **Playing a game**

Following instructions to set up and play a game of shape hopscotch

### **Making a game**

Using what I know about games to create my own game for someone else to play.

## Day 2: Activities 1 and 2 – My favourite games

### Notes for teachers and whānau

In this activity your learner is thinking about all the things they can do that make them happy. Your learner will be asked to think, make a list, listen or read, and then draw and write about their favourite games.

#### Ākonga activity instructions

In this activity you are learning to:

- WRITE a list
- WRITE about your favourite game

#### What do I need?

- 60 minutes
- My home learning book
- Pencils/crayons/felts
- [Whai \(String Games\) / Ready to Read](#)
- [Hannah's Game / Ready to Read](#)

### Let's do some thinking.

What do you love to do at home? Where do you go to do things that you love doing? (Inside or outside)

WRITE these down in your home learning book or you could TELL someone in your whānau.

READ or LISTEN to [Whai \(String Games\)](#)

- Mahi and Hani in our story learn to play sting games.
- What do you know about string games? Have you ever played them?

READ or LISTEN to [Hannah's Game](#)

- Hannah shows Sam how to play a card game.
- Do you know any card games? What other kind of games do you like?

WRITE a list of all the games you like to play.

- Pick one of the games and DRAW yourself playing it.
- You could WRITE a story to go with your picture





**WRITE a list of all the games you like to play**

**DRAW yourself playing your favourite game**

**WRITE a story about your picture**

## Day 2: Activity 3 – Shape Hopscotch

### Notes for teachers and whānau

In this activity your child will be drawing different shapes in different colours to play a game of hopscotch. Talk about the shapes and help them draw them using chalk or on paper that you can tape down. Or they could draw in the sand with a stick!

#### Ākonga activity instructions

In this activity you are learning to:

- IDENTIFY shapes and colours
- MOVE your body

#### What do I need?

- Chalk (or paper and tape)
- Pavement outside
- [Shape Hopscotch - YouTube](#) (optional)

### How to play Shape Hopscotch

1. Choose four shapes that you can draw (circle, square, rectangle, triangle, oval etc)
2. Draw four of each of these shapes in a row (using chalk or draw them on paper and tape them to the ground).
3. Draw three more rows with the shapes in a different order
4. If you have different coloured chalk, you could make each shape a different colour.

It might look something like this ...



5. Call out a shape and see if you can make it to the finish line by **only** jumping on that shape.
6. Call out a colour and see if you can make it to the finish line by **only** jumping on that colour.

## Day 2: Activity 4 — Making a game

### Notes for teachers and whānau

In this activity your learner is going to create and make a game using simple materials and their creativity.

It might be good to get the learner to brainstorm what they have learned from thinking about their favourite games, reading the books, setting up and playing hopscotch and use this to create their own simple game – what are the rules, how do you take turns, etc. They can also use any materials around the house to create their own games after this activity.

### Ākonga activity instructions

In this activity you are learning to:

- THINK about what you have learned about games today.
- MAKE a game for someone to play

### What do I need?

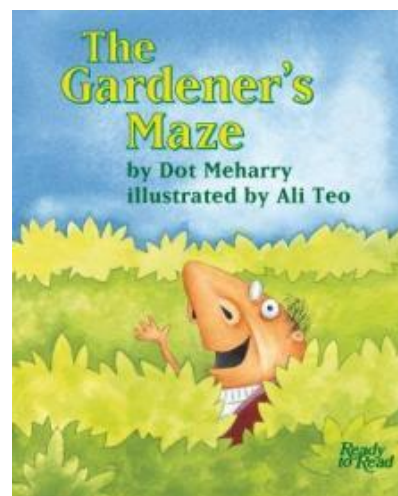
- Piece of paper (graph paper if available)
- A pencil and rubber
- Black felt tip pen
- Coloured pencils/crayons

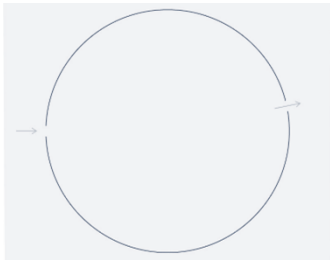
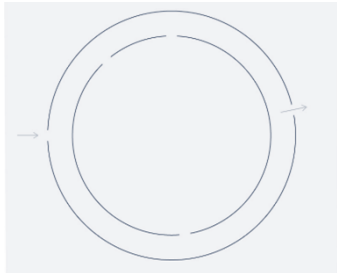
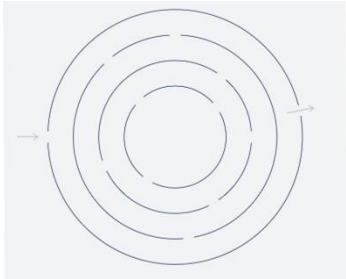
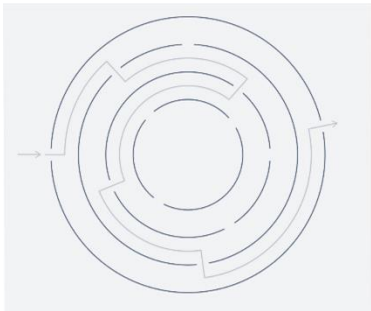
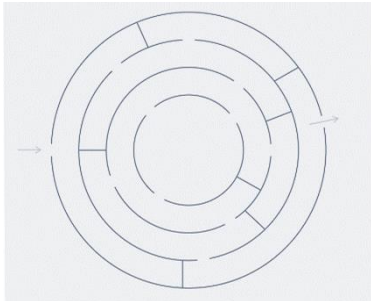
### Let's do some thinking.

Today we have already learned about card games, string games and hopscotch. Think about all the other games you know: board games, video games, tag games. There are also fun paper games like tic tac toe, hangman and drawing a picture with your eyes closed! Today we will make a maze game. Use the instructions on the next page to help you. Challenge yourself and make 2 or 3 more using different shapes.

READ this before you get started to get inspired:

[The Gardener's Maze / Ready to Read \(tki.org.nz\)](https://tki.org.nz) \*\*there is a video and audio clip at this link, easily played from a smartphone



Instructions	Picture
<p>1. How do you start? A maze is a network of complex passages with only one single escape route. The object is to find this route. Draw a BIG circle or square or any shape you like to start – but be sure to leave 2 gaps for your start and finish.</p>	
<p>2. Draw a second shape inside the first shape and leave at least 2 openings</p>	
<p>3. Keep drawing shapes inside making sure each has at least 2 openings.</p>	
<p>4. Right, the fun part: draw the solution. Use a pencil and press as lightly as you can, to make a thin visible line that you can erase later.</p>	
<p>5. Make sure your maze has only one solution. Use straight lines to close all the other pathways on your maze.</p> <p>6. Have fun and get someone at home to try your maze game.</p>	
<p>Source: <a href="https://studio-stilla.com/how-to-make-a-maze-with-your-kids-quick-tutorial-learn-how/">https://studio-stilla.com/how-to-make-a-maze-with-your-kids-quick-tutorial-learn-how/</a></p>	

## Day 2: Reflection

---

### Notes for teachers and whānau

This activity requires adult support.

Today we have looked at the places and games that make us happy. This is a time to reflect on the day and look forward to tomorrow.

Ākonga activity instructions	What do I need?
<p>In this activity we are learning to:</p> <ul style="list-style-type: none"><li>• REFLECT on my learning</li><li>• PLAN for tomorrow</li></ul>	<ul style="list-style-type: none"><li>• My home learning book</li><li>• Pencils/crayons/felts</li><li>• <a href="#">Face cards</a> (printed out)</li></ul>

TALK with someone in your whānau:

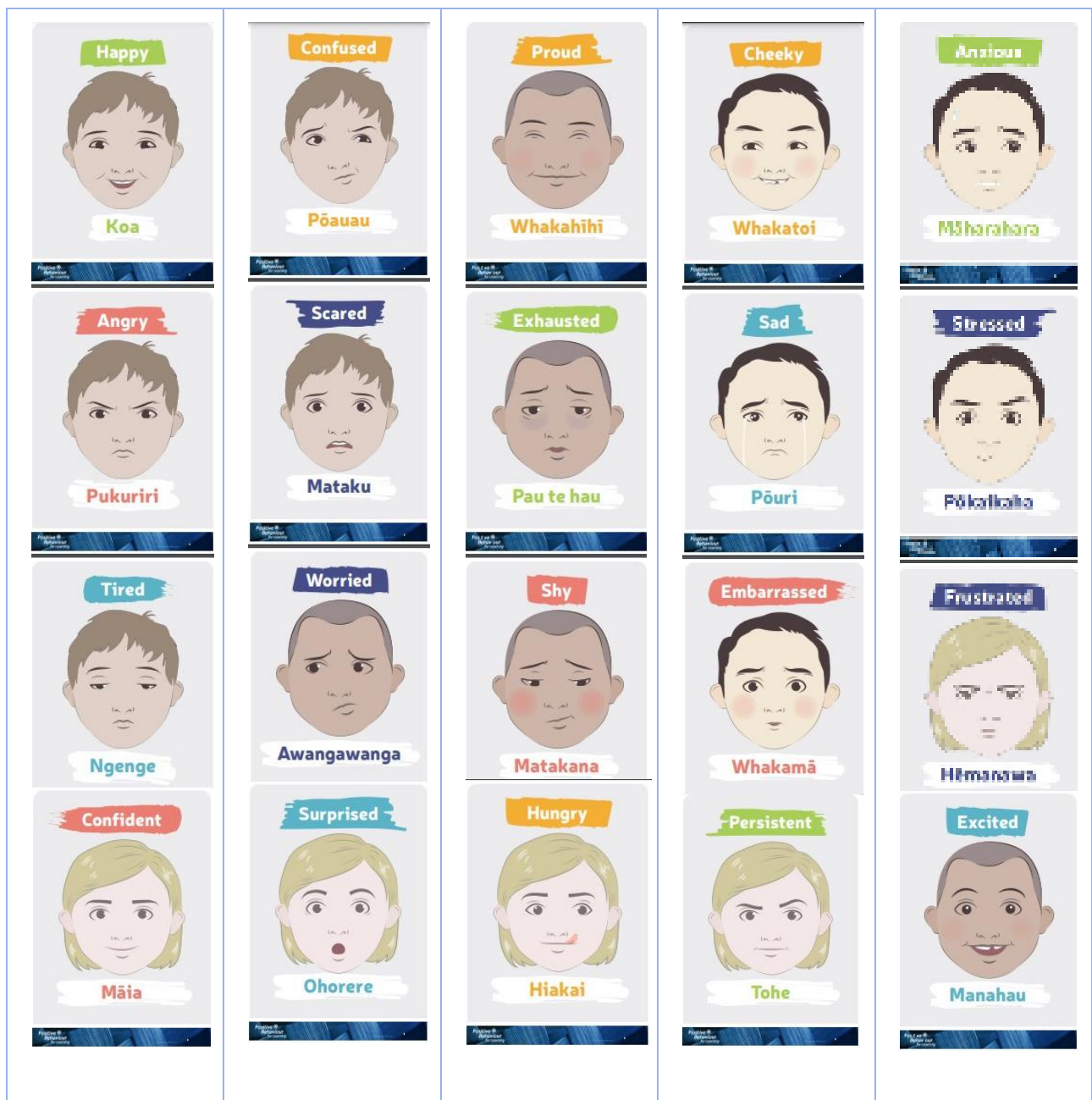
- Tell them all the things you have done today.
- Talk about your favourite places at home and at school. Tell them about your favourite games to play and ask them what they like to play.
- How did today make you feel?

---

### Wellbeing check

Put the [Face cards](#) on the table or floor in front of you or look at them on your device.

- Pick two cards that show how you feel about your learning today.
- Tell someone in your whānau about why you think you feel like this?
- Which activity did you enjoy the most today?
- What did you learn today?



## Planning for tomorrow

Thinking about your learning today, what is something that you want to do tomorrow to make your learning day even better?

WRITE or DRAW this in your home learning book.

CLOSE your book – School is finished for today 😊

## Day 3: Starting the day

### Notes for teachers and whānau

Today we are going to be exploring creativity through the context of superheroes. Superheroes can be characters in stories with superhuman abilities and often use creative approaches to solve problems. We will be using our imaginations to create a fictional superhero

#### Ākonga activity instructions

In this activity you are learning to:

- PREPARE my day of learning.
- PRACTICE our karakia
- DO a wellbeing self-check
- PLAN out my day and where I will learn
- CHECK IN with your teacher

#### What do I need?

- Teacher check in
- My home learning book
- [Face cards](#)

### Karakia

Say your karakia to welcome in the day.

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

### Wellbeing check

How am I feeling today?

Put the [Face cards](#) on the table or floor in front of you. Pick out a card that shows how you are feeling now. Talk about why you chose this card.

Now pick out a card that shows how you want to feel at the end of the day. Talk about what you might need to do so that you can feel like that?

If you have a device sing and dance along with [Kids Superhero Song - Let's Be Superheroes | Action Songs for Kids - Bounce Patrol - YouTube](#)



OR you could sing Head and Shoulders a few times and do the actions:

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

REPEAT

Head, shoulders, knees, and toes, knees and toes!

## Planning my day

Yesterday we looked at how people can be creative through making and playing games. People can be creative in other ways. Being creative is about being inventive. Inventors and creators design or make new things. They think up things that haven't been thought of before. You can be a creator or inventor of stories, art, music, science and more. Today we are going to invent a new superhero.

Set up your space for learning. Grab the things you are going to need. These are the activities for today.

### **My favourite superhero**

Thinking, drawing, and writing about my favourite superhero.

### **Making up a physical activity**

Setting up an activity to get someone active and moving.

### **Writing poetry**

Using what I know about superhero to create a poem for someone else to read.



## Day 3: Activity 1 and 2 – My Superhero

### Notes for teachers and whānau

In this activity your learner is exploring Maui as a superhero in Māori legends. They will then be imagining and creating their own superhero.

#### Ākonga activity instructions

In this activity you are learning to:

- DESCRIBE a superhero using words and pictures.

#### What do I need?

- My home learning book
- Pencils/crayons/felts
- [Maui and the Sun \(audio\)](#)
- [Maui and the Sun \(PDF\)](#)

What superheroes do you know? Write a list or tell someone as many as you can in your home learning book.

READ or LISTEN TO the story of [Maui and the Sun](#)

Maui is a kind of superhero. Talk about what makes Maui a superhero.

THINK about : if you were a Superhero

- What would you LOOK like?
- What POWERS would you have?
- What would you WEAR?
- How would you TRAVEL around?
- What would your superhero name be?

You can:

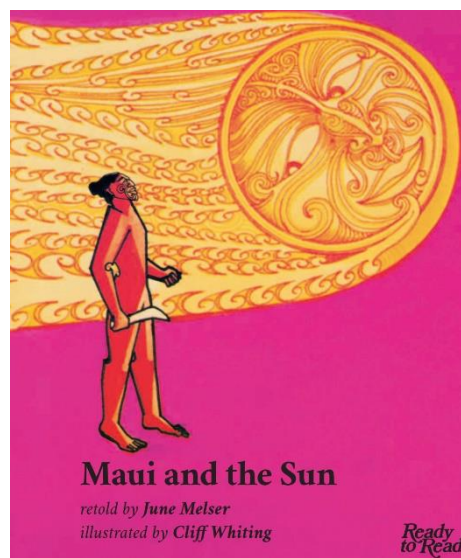
- DRAW your Superhero and add some WORDS around it to tell us about their powers and what they do.

AND/OR:

- MAKE one of your toys or dolls into your Superhero. Then: MAKE a small poster describing their powers and what they do.

AND/OR

- DRESS up as your hero and act out using your powers.



## Day 3: Activity 3 – Let's get moving

### Notes for teachers and whānau

In this activity your learner is using their imagination to create an fantastical obstacle course that they can then use as a physical activity. Perhaps you would like to join them?

#### Ākonga activity instructions

In this activity you are learning to:

- MOVE your body like a superhero!

#### What do I need?

- Use your imagination to find things around the house and section that you can use to create your obstacle course.
- [Superhero Yoga For Kids - YouTube](#)

### Superhero Obstacle Course

CREATE an obstacle course using any household objects you can find (ask first!).

Source: <https://www.stuff.co.nz/nelson-mail/nelson-top-stories/300394597/covid-19-lockdown-no-obstacle-to-backyard-fun>



#### Some ideas:

- Running through hula hoops (or draw circles on a path).
- Jumping on a pile of cushions.
- Doing the limbo under a stick or tape.
- Karate chop a villain (you could use a cushion or pillow for the villain).
- Climb through a tunnel.
- Weave in and out of cones (cones can be anything)
- Bust through a wall. Stack up cardboard boxes to make a wall.
- Spin around on a bat, scooter or skateboard.

Finish off with some [Superhero Yoga For Kids - YouTube](#) to stretch and cool down. OR:

If you have time left – do some belly breathing, here's how: Belly breathing is easy to do and very relaxing. ... **Put one hand on your belly just below your ribs and the other hand on your chest.** Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling. Repeat this 10 times.

## Day 3: Activity 4 – Describing our superhero

### Notes for teachers and whānau

In this activity your learner is exploring words that describe a superhero. Language is one way we can express ourselves creatively. Spend some time talking about what different superheroes might look like, actions they might do, characteristics they might have. Write these down for your learner.

Ākonga activity instructions	What do I need?
<p>In this activity you are learning to:</p> <ul style="list-style-type: none"><li>• WRITE an acrostic poem.</li><li>• IDENTIFY the qualities and behaviours of your superhero.</li></ul>	<ul style="list-style-type: none"><li>• Your home learning book</li><li>• Pen or pencil</li><li>• Words that describe a superhero</li></ul>

Your Superhero can create poetry:

Talk about different words that could describe your superhero. You can think about what they look like, what they do, and how they act.

WRITE your Superhero's name down the side of your paper with a letter at the beginning of each line.

WRITE A WORD OR PHRASE for each letter of their name that describes something about them. (A phrase is an idea that might not be a whole sentence).

DRAW a picture to go with your poem.

Here is one someone else has made up about BATMAN.

**B**rave and strong

**A**lways there to help

**T**owering over buildings and trees

**M**aking people safe again

**A**gainst the might of the villains

**N**ever giving up on what is right

## Day 3: Reflection

---

### Notes for teachers and whānau

Today we have looked at the places and games that make us happy. This is a time to reflect on the day and look forward to tomorrow.

#### Ākonga activity instructions

In this activity we are learning to:

- REFLECT on my learning
- PLAN for tomorrow

#### What do I need?

- My home learning book
- Pencils/crayons/felts
- [Face cards](#) (printed out)

TALK with someone in your whānau:

- Tell them all the things you have done today.
- Talk about creating your superhero. Tell them about what you would do if you were a superhero.
- How did today make you feel?

---

### Wellbeing check

Put the [Face cards](#) on the table or floor in front of you.

This morning you chose a face card for how you wanted to feel at the end of the day. Find this card – Is that how you feel?

- Which activity did you enjoy the most today?
- What did you learn today?
- WRITE or DRAW this in your home learning book.

---

### Planning for tomorrow

Thinking about your learning today, what is something that you want to do tomorrow to make your learning day even better?

WRITE or DRAW this in your home learning book.

CLOSE your book – School is finished for today 😊

## Day 4: Starting the day

### Notes for teachers and whānau

Today we are going to be exploring creativity through the context of being an artist. We will be using our imaginations and creative ideas to make unique art.

#### Ākonga activity instructions

In this activity you are learning to:

- PREPARE my day of learning.
- PRACTICE our karakia
- DO a wellbeing self-check
- PLAN out my day and where I will learn
- CHECK IN with your teacher

#### What do I need?

- Teacher check in
- My home learning book
- [Face cards](#)
- [Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)

### Karakia

Say your karakia to welcome in the day.

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

## Wellbeing check

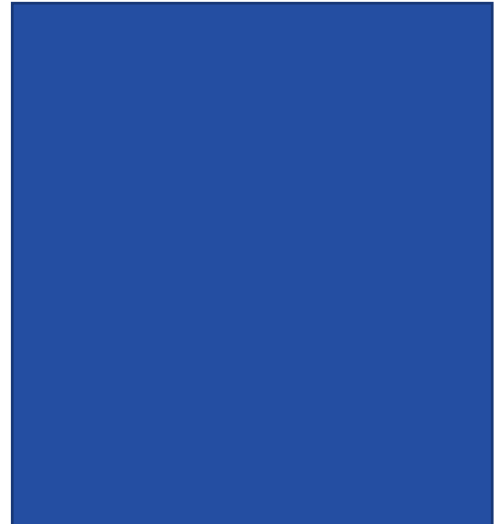
How am I feeling today?

Do some SQUARE breathing to get in touch with your breath, your thoughts, and your feelings.

Here's how:

### SQUARE BREATHING

- 1 Imagine you are drawing a large square in front of you while you are sitting down.
- 2 Start at the bottom right of the square.
- 3 Breathe in for four counts as you trace the first side of the square in the air with your finger.
- 4 Hold your breath for four counts as you trace the second side of the square in the air with your finger.
- 5 Breathe out for four counts as you trace the third side of the square in the air with your finger.
- 6 Hold your breath for four counts as you trace the final side of the square in the air with your finger.
- 7 You just completed one deep breath! Repeat.



OR

If you have a device sing along with [Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)

## Planning my day

Yesterday we looked at how inventors and creators design or make new things. They think up things that haven't been thought of before. We were inventors because we created a new superhero. Today we are going to think about how we can create some art using materials around our home.

Set up your space for learning. Grab the things you are going to need. These are the activities for today.

<b>Making a collage</b> Using materials found around the garden make a collage of a bird	<b>Movement and maths</b> Doing some creative bird exercises by moving your body and counting birds	<b>Reading about scarecrows</b> Reading and exploring compound words.
---	--	--

## Day 4: Activities 1 and 2

### Notes for teachers and whānau

This week your child has been looking at how we can be creative. We created a picture or treasure for our whare; we created our very own superhero; and we even created an obstacle course. Today we are going to think about how we can create some art using some materials we might find around our place.

#### Ākonga activity instructions

In this activity you are learning to:

- MAKE a collage using natural materials.

#### What do I need?

- Natural materials you can find outside
- Glue or [Home-made Glue recipes](#)

WALK AROUND OUTSIDE – look, listen, smell, touch what you can see.

Can you see or hear any birds?

FIND things that you might be able to use to create some art. You might look for:

Sticks and bark	Grass
Leaves	Flowers
Berries	Seeds
Small stones	

READ the poem, [Bird](#)

### Bird

Big birds, little birds, fat birds, skinny birds.

Into their nest they go for a rest.

Running through the park, I hear birds chirping

Down they go to find food for their chicks.

By Jensen & Akshay





LOOK at this picture of an [Owl Collage](#) that someone has made.



CREATE your own imaginary bird (or another animal you like) from the bits and pieces you found outside.

You will need a large piece of paper or cardboard for the background and some glue to stick your things down.

If you do not have any glue, you could try one of these ideas: [Home-made Glue recipes](#)

OR

You can use a phone or iPad to take a picture when you are done. Then you can use the same materials to make another creation!



## Day 4: Activity 3 – Movement & maths

### Notes for teachers and whānau

In this activity your child will do some creative bird exercises! They could do the chicken dance, pretend to be a bird or the BIRD spelling & exercise challenge.

Ākonga activity instructions	What do I need?
<p>In this activity you are learning to:</p> <ul style="list-style-type: none"> <li>• MOVE like a bird.</li> <li>• ADD sets.</li> <li>• COMPARE sizes.</li> </ul>	<ul style="list-style-type: none"> <li>• Your home learning book.</li> <li>• Pen or pencil.</li> <li>• Colouring pencils/crayons/felt pens.</li> </ul>

Let's MOVE around a bit.

Can you join Maximo in [The Chicken Dance](#) OR try this: [🐔 CHICKEN DANCE with a Real Baby Chicken 🐣 - YouTube](#)

Another way to get moving is:

- Go outside and pretend you are a bird.
- FLY AROUND your section five times:
- FLAP your arms like bird wings.

Look at the letters below – can you find the letters in the word BIRD? Do the exercises for each of the letters. Now try your name – do the exercise for the letters in your name.

<b>A</b> 10 jumping jacks	<b>I</b> 10 second jog	<b>Q</b> 5 butt kicks
<b>B</b> 5 push ups	<b>J</b> 10 arm circles	<b>R</b> 8 arm circles
<b>C</b> 1 burpee	<b>K</b> 10 leg raises	<b>S</b> 4 leg raises
<b>D</b> 20 high knees	<b>L</b> 20 high knees	<b>T</b> 7 high knees
<b>E</b> 5 sit ups	<b>M</b> 5 sit ups	<b>U</b> 9 sit ups
<b>F</b> 10 star jumps	<b>N</b> 10 star jumps	<b>V</b> 3 star jumps
<b>G</b> 5 squats	<b>O</b> 5 squats	<b>W</b> 5 squats
<b>H</b> 3 jumps	<b>P</b> 10 butt kicks	<b>X</b> 10 second jog

# Come back inside for some bird maths

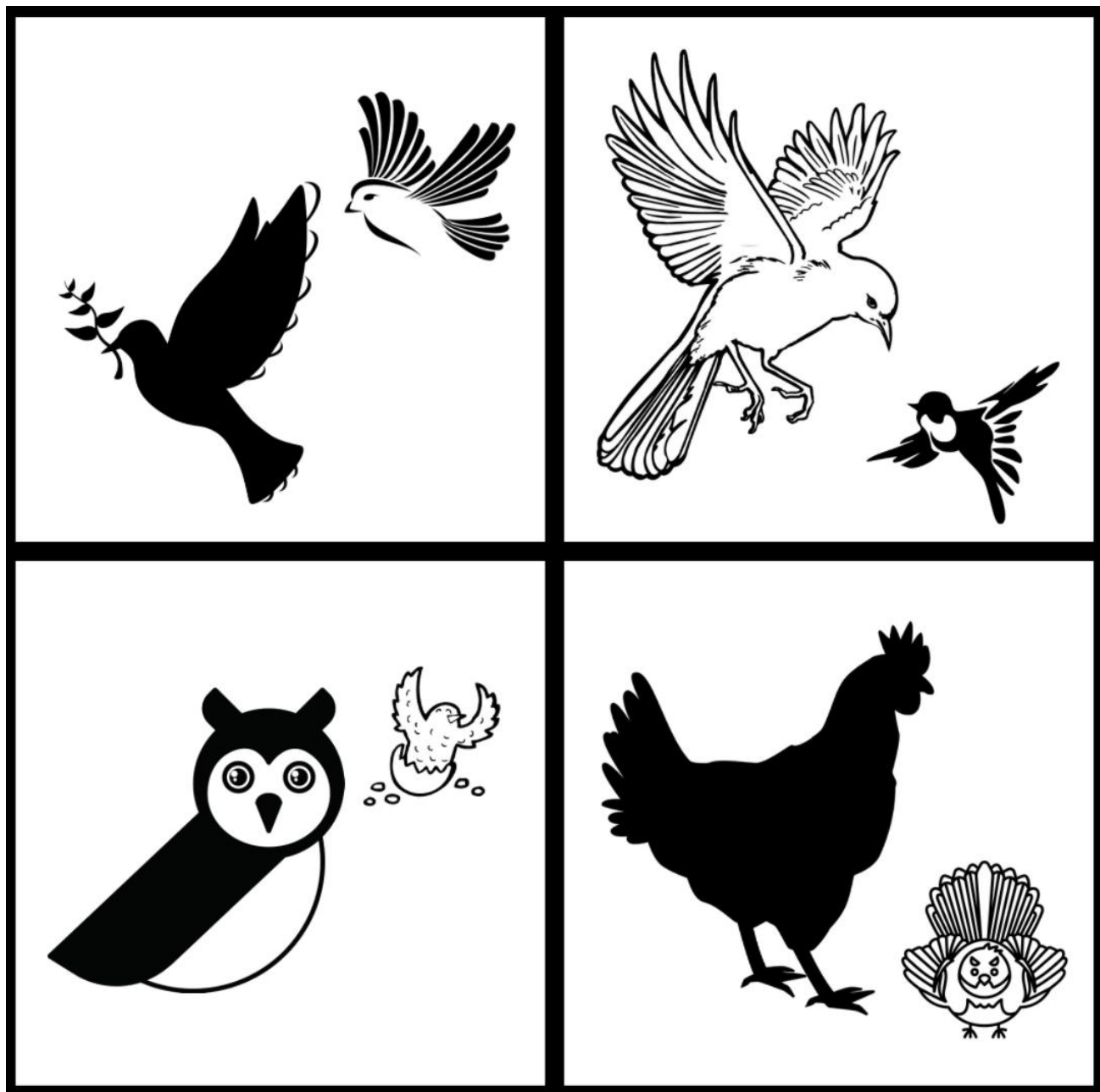
## How many ?

Add together the birds in each row and write down how many there are in the box.



## Bigger or smaller

Look at the birds in each box and put a circle around the one that is smaller.



Now go and get five different toys or things in your house and see if you can put them in a line from biggest to smallest.

## Day 4: Activity 4 — Scarecrow: a compound word

### Notes for teachers and whānau

In this activity your child will be exploring compound words and try to think of as many as they can. We will focus on scarecrow. Scarecrows are a creative solution to a problem that many farmers face. Your child will be encouraged to consider other creative ways to keep birds away from our growing vegetables.

Ākonga activity instructions	What do I need?
<p>In this activity you are learning about:</p> <ul style="list-style-type: none"><li>• COMPOUND WORDS</li><li>• THINK CREATIVELY about keeping the birds from your vegetables.</li></ul>	<ul style="list-style-type: none"><li>• Your home book</li><li>• Pen/coloured pencils/crayons/felt pens</li></ul>

LISTEN to [The Gardener and the Scarecrow](#) (3 min clip perfect to play on your smartphone)

What is a scarecrow?

Scarecrow is a *COMPOUND* word – one word made up of two separate words joined together – scare and crow. It is a word for a human-like, human-sized doll that farmers make and put in their fields to scare birds away from their crops.

WRITE some other compound words you have heard e.g., bellbird, sunflower, moonlight.

WRITE OR DRAW some other ways you can think of to keep the birds away from the vegetables?

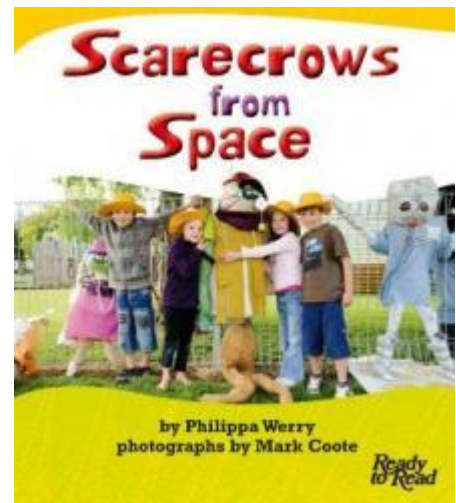
Here is another story about birds and scarecrows.

LISTEN to [Scarecrows from Space](#)

DESIGN your own scarecrow. Think about:

- What do you want it to look like?
- What could you use to make your scarecrow?

DRAW a plan of what your scarecrow could look like



A large, empty rectangular box with a black border, intended for drawing a plan of a scarecrow.

## Day 4: Reflection

Notes for teachers and whānau

Today we have looked at creativity through the context of birds.

### Ākonga activity instructions

In this activity we are learning to:

- REFLECT on my learning
- PLAN for tomorrow

### What do I need?

- My home learning book
- Pencils/crayons/felts
- [Face cards](#) (printed out)

TALK with someone in your whānau:

- Tell them all the things you have done today.
- Talk about creating your superhero. Tell them about what you would do if you were a superhero.
- How did today make you feel?

### Wellbeing check

Put the [Face cards](#) on the table or floor in front of you.

This morning you chose a face card for how you wanted to feel at the end of the day. Find this card – Is that how you feel?

- Which activity did you enjoy the most today?
- What did you learn today?
- WRITE or DRAW this in your home learning book.

### Planning for tomorrow

Thinking about your learning today, what is something that you want to do tomorrow to make your learning day even better?

WRITE or DRAW this in your home learning book.

CLOSE your book – School is finished for today 😊

## Day 5: Starting the day

---

### Notes for teachers and whānau

Today we are going to be exploring creativity through ...

#### Ākonga activity instructions

In this activity you are learning to:

- PREPARE my day of learning.
- PRACTICE our karakia
- DO a wellbeing self-check
- PLAN out my day and where I will learn
- CHECK IN with your teacher

#### What do I need?

- Teacher check in
- My home learning book
- [Face cards](#)
- [Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)

### Karakia

Say your karakia to welcome in the day.

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

## Wellbeing check

Draw a picture to show how you are feeling today.

Sometimes when we are feeling excited, upset, or scared we forget how to breathe and that can make it feel even worse. Try this breathing exercise:

1. Put your hands on your belly
2. Breathe in through your nose and feel your belly get bigger and bigger like a balloon
3. Breathe out through your nose and feel your belly get smaller and smaller
4. Do this 5 times

How do you feel now? Draw another picture if you are feeling different to before.

You could also watch this video:

[Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)



## Planning my day

This is the end of our five days looking at creativity. We have been creative in many ways. Today we are going to look back on our creativity and ...

Set up your space for learning. Grab the things you are going to need. These are the activities for today.

<b>My favourite creation</b>	<b>Sharing my creations</b>	<b>Choosing time</b>
Looking back over the activities this week, pick your favourite creation. Write about this in your home learning book.	Take your story about your creation outside and practice reading it out loud. Find someone inside to read it to.	This is a time to look back over the things you have created this week and spend some more time on any of them. OR You could create something brand new.



# Activity 1: My favourite creation (30-60 min)

## Notes for teachers and whānau

In this activity your learner is reflecting on the last four days learning. It is a day to take a deeper look at one of the activities they have enjoyed and identify why they might have liked that activity the most. It is an opportunity for them to write with the purpose of telling others about their learning.

Ākonga activity instructions	What do I need?
In this activity you are learning to: <ul style="list-style-type: none"><li>• REFLECT on your creations.</li><li>• WRITE about it and DRAW it.</li></ul>	<ul style="list-style-type: none"><li>• Your home book</li><li>• Pen/pencil</li><li>• Someone to teach</li></ul>

CIRCLE the things you have created this week in this list below.

Picture or treasure for your whare

Colour Hopscotch

Maze Game

Superhero

Obstacle Course

Superhero poem

Imaginary bird collage

Scarecrow design

CHOOSE the very favourite thing that you created this week.

WRITE in your home learning book and tell us:

1. What thing you liked creating the most.
2. Why you liked creating it?
3. How making your creation made you feel.

DRAW the creation you have written about.

OPTIONAL: Pretend you are going to teach someone else to create the same thing – how would you do that? See if there is someone in your whānau who you can teach.

## Activity 3 – Sharing my creations (30 min)

### Notes for teachers and whānau

In this activity your learner is learning to read aloud to present their ideas. They are being asked to seek feedback on their writing and think about ways they might be able to improve their writing.

Ākonga activity instructions	What do I need?
<p>In this activity you are learning to:</p> <ul style="list-style-type: none"><li>• PRESENT your ideas clearly.</li><li>• SHARE your writing.</li><li>• SEEK feedback to improve your writing.</li></ul>	<ul style="list-style-type: none"><li>• Your story from the last activity.</li><li>• Someone to share your story with.</li></ul>

GO OUTSIDE with your story from the last activity.

Find a place you like and practise reading your story out loud.

READ it to the grass.

READ it to the trees.

READ it to the birds.

READ it to the sky.

Now go INSIDE.

READ your story to your toys or pets.

Find someone who is at home and ask them to sit down and READ your story to them.

*If you can:*

Ask someone at home to RECORD you reading your story and send it to your teacher or another family member or friend who might not be at home.

SHOW the creation you wrote about to the person who listened to your story.

ASK them for some feedback:

What do you like about my story?

How do you think I could make my story even better?

Make one change to your story.

## Activity 4: Choosing time (30 min)

---

### Notes for teachers and whānau

In this activity your learner is given time to go back and continue or re-work one of their creations from the week.

Ākonga activity instructions	What do I need?
<p>In this activity you are learning to:</p> <ul style="list-style-type: none"><li>• IMPROVE on a piece of work or creation.</li></ul>	<ul style="list-style-type: none"><li>• My home learning book</li><li>• My creations</li><li>• My imagination</li></ul>

CHOOSING TIME to end the week:

Go back and work on any of your creations from this week that you might not have finished or want to add to.

OR:

Do some more creating:

CREATE a bird or superhero dance

DESIGN AND/OR BUILD a home for your superhero or scarecrow.

MAKE UP a game to play with someone at home.

## Day 5: Reflection

---

### Notes for teachers and whānau

In this activity your learner is ...

Ākonga activity instructions	What do I need?
<p>In this activity you are learning to:</p> <ul style="list-style-type: none"><li>• Think about what I have learnt and how I feel about my learning.</li></ul>	<ul style="list-style-type: none"><li>• My home learning book</li><li>• Pencils/crayons/felts</li></ul>

TALK with someone in your whānau:

- Tell them all the things you have done today.
- Talk about all the things you have created this week and ask them to tell you about something that they have created. Can you think of something you have created with your family?
- How did today make you feel?

### Wellbeing check

Put the [Face cards](#) on the table or floor in front of you.

This morning you chose a face card for how you wanted to feel at the end of the day. Find this card – Is that how you feel?

- Which activity did you enjoy the most today?
- What did you learn today?
- WRITE or DRAW this in your home learning book.

CLOSE your book – School is finished for today 😊