

THE FMS LEARNING FROM HOME SERIES PACK FOR

**Lower Primary (6-9 years)**

Term 3 2021



# Week 1 Montessori learning ideas



Forestville  
**MONTESSORI** School  
*Thriving beyond...*

Tuesday 13 July 2021

## From Your Teachers:

Dear 6-9 children and parents

We have reached Term 3! Welcome back and we hope that you enjoyed a safe and relaxing break. We hope you were able to recharge and are ready for a new term of learning and sharing.

We are looking forward to working with everyone this term, to whatever capacity restrictions allow. Please enjoy the learning activities that are contained in this Learning From Home packet. We are greatly looking forward to the work that will be done at home and then shared for everyone's learning experiences. Please share what is being done at home by uploading photos and comments through the Transparent Classroom app or desktop program.

These activities are targeted learning activities that focus on concepts we worked on last semester. They are building upon the work that the children have worked with previously. The aims of these activities are to deepen their understanding of the concepts as well as to expand their repertoire of how they can express their understanding. Within different subject areas, we have included links to a website called 'Epic - Books for Kids'. This is a wonderful resource for online books.

There are instructions further on about how to sign up for the service. We encourage the children to find their own sources of information as well as what has been provided. We expect children to do what they can and create work that expresses their understanding of the activities. They will be expected to share their work on Transparent Classroom or when they come back to class.

We have focused mindfulness and wellbeing activities that we would appreciate if the children started at home. We will be working on these activities, and others, throughout the school term and it would be wonderful if the children can start them at home and bring them back to school when they come back.

To help with the children to keep with routine, we encourage them to keep track of their work through a diary. They can write down their work activities and their thoughts about their own work and ideas. They can beautify them with decorations such as borders and colour coding or illustrations that are related to their work. We would love to see these diaries through the app or when they come back.

We sincerely appreciate and thank you for supporting your children at this time. We are happy to communicate with you about any questions you may have for guidance for your child. We will keep in contact and touch base with you and your children through one-on-one conferences to discuss starting points, expectations about work and how everyone is going.

Please continue to reach out to us via the telephone or email if you have any questions about your packs.

Warm regards,  
Xarifa, Emily and Harini  
Lower primary (6 – 9 years) staff.



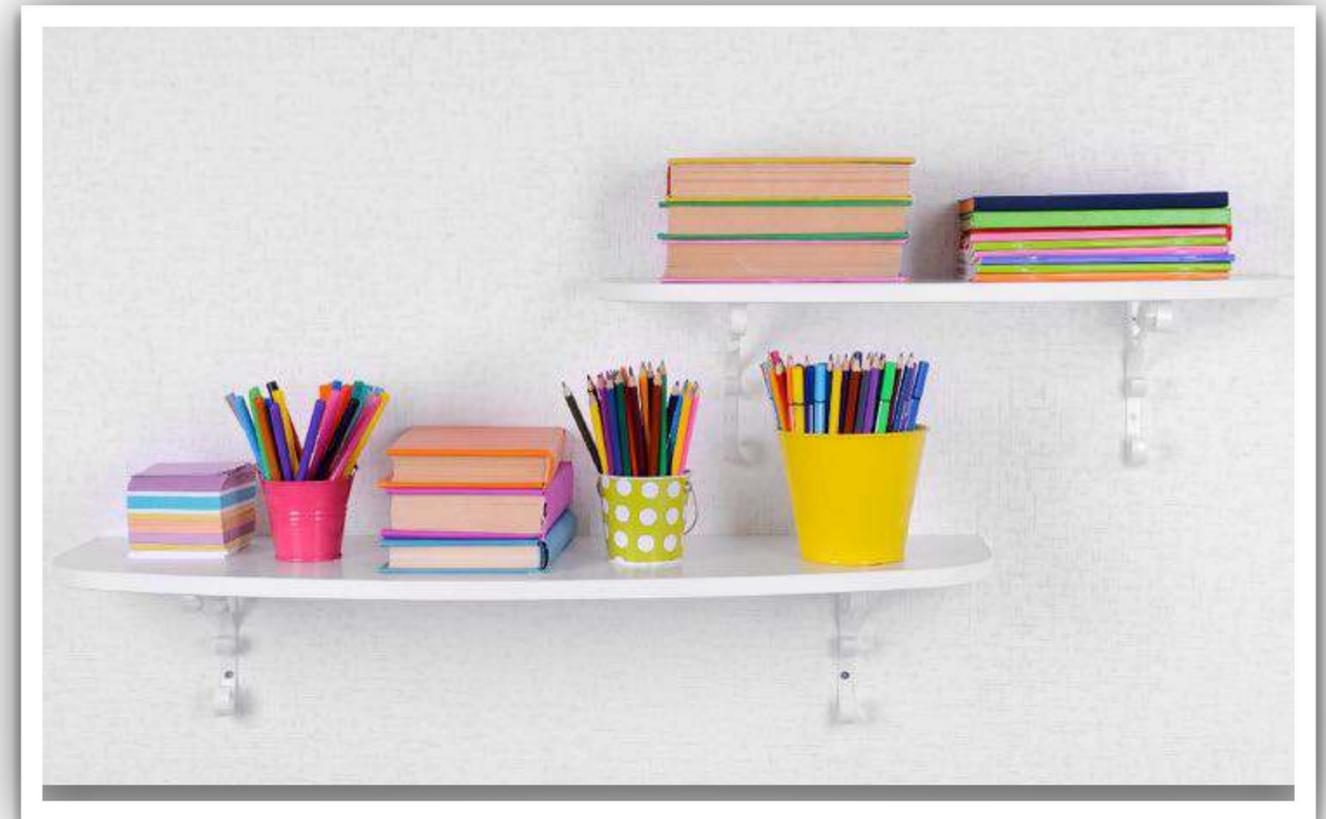
# Getting started the Montessori way



Together with your child prepare a workspace by having an appropriately sized table and chair designated for their personal use during learning activities.

Bring together the essentials that you will need to focus on work:

- writing pencils, an eraser and a sharpener
- a ruler
- a workbook, or lined paper
- colour pencils, markers, water paints
- a dictionary
- diary or journal.



# Getting started the Montessori way

## Keep a daily diary or journal



As part of their daily routine, the children keep a work diary of their daily activities. This activity:

- gives them a sense of what they have done over a period of time
- allows them to see if they need to pay more attention to particular areas
- helps them develop their self-reflection skills, and
- gives them an understanding of the passing of time.

### Children can record:

- the date
- work start and end times
- lesson titles
- how things are going
- photos of an activity
- things they would like to do.

# Getting started the Montessori way

## The importance of routine

Children respond well to knowing how their day will unfold by the sequence of activities remaining as consistent as possible. The adult can set the broad daily routine and then let the child work independently within that framework.

You will begin to see your child work within the freedoms and limits of this broad framework as they will know what to expect and will feel comfortable to engage independently if their routine remains consistent.

When introducing the routine include your child in the discussion so that they feel a part of the decisions that are being made and include simple choices such as “do you want to choose free play from the shelf or we can go outside?”

### A suggested daily routine:

Early morning	Breakfast – child helps make, pack away dishes, clean table.
	Self care – brush teeth, get dressed, make bed.
	It is suggested that a Maths activity be chosen early in the morning. This is part of their routine at school. You can choose a maths activity from section 2, Mathematics: Quick Maths Activities.
Mid morning	Snack – child chooses from snack area and prepares at table, pack away dishes, clean table.
	Movement activity – Choose an activity from section 6 - Daily Physical Activity
	It is suggested that a Language activity be chosen in the morning period as that is part of their routine at school. Look at section 3 for Language. There are three options for language work. Choose one option from the Reading At Home, Poetry or Reading and Writing: Choose your activity sections.
Lunchtime	Food Prep and Lunch completed with the child. Help prepare food, set the table, pour a drink. Pack away dishes and clean the table.
	Choose some music to listen to or a podcast whilst eating lunch
	Choose a mindfulness activity from Section 1. You can choose between an activity from the table, or start on your Healthy Mind Platter, or start on your Gratitude Wall.
Mid afternoon	Work on the History learning activity for your year level. These activities are based on what children have done during the past semester so they will be familiar with these tasks.
	Snack – child chooses from snack area and prepares at table, pack away dishes, clean table.
	Work on the Zoology learning activity for your year level. These activities are based on what children have done during the past semester so they will be familiar with these tasks.
Dinner	Dinner – child sets table for family members, helps to cook or serve, pours water for each member of the family.
	Helps to clear table.
	Quiet reading time - children can read aloud to their parents or parents can read to their children. You may want to look at what's available on Epic - Books for Kids for something to read that's new.
Evening	Bath and Bedtime sequence.
	Read bedtime story and goodnight kiss.

\* Please modify this sample routine to fit in with your family life.

# Getting started the Montessori way

## What to do next:

Together with your child:

- read through the pack and make a plan for the four days
- write down any questions about any of the activities that you would like to discuss at our Zoom meeting
- print off any materials from the pack that you require.

## Each day:

- plan your day
- collect all the materials you will need
- record your home learning on the diary sheets we have provided in this pack
- record the start and end time of each activity
- use a workbook to record all your work and keep all other loose work in a folder
- make sure all work is beautifully presented
- at the end of each day use the Transparent Classroom app to upload photographs of your work.









# Mindfulness and Wellbeing

In the classroom, the children have been doing activities to help them be more comfortable with themselves as well as with others. We have a few suggestions for mindfulness and wellbeing activities. Please see the **appendices** for the actual links if you cannot click on the links.

<p><b>Podcasts</b></p> <p>Listen to the '<a href="#">Grow Your Mind</a>' podcast</p>	<p><b>Make your own glitter jar</b> Glitter jars are a great way to help calm yourself down or just help you unwind.</p> <p><a href="#">Glitter Jar 1</a></p> <p><a href="#">Glitter Jar 2</a></p> <p><a href="#">Glitter Jar 3</a></p>	<p><b>Setting up a 'Me' space</b></p> <p>Set up your own quiet time area to do meditation, yoga, reading or mindful colouring in.</p>
<p><b>Drawing</b></p> <p>Draw your family and friends doing the things you love doing together. Don't forget to share them.</p>	<p><b>Yoga</b></p> <p>Do some <a href="#">yoga</a> to calm your mind and body</p>	<p><b>Meditation</b></p> <p>Do some <a href="#">meditation</a> to calm your mind and body.</p>
<p><b>Be a Friendship Ninja</b></p> <p>Sign up to the free '<a href="#">UR STRONG</a>' healthy relationships resource centre for lots of great activities, videos and resources.</p> <p>Use the coupon code URSTRONG</p>	<p><b>Keep Connected</b></p> <p>Make a <a href="#">message in a bottle</a> for a friend</p>	<p><b>Healthy body Healthy Mind</b></p> <p>Make a delicious immunity boosting smoothie with fruit, vegetables and water, chuck in some ginger to really fight off those germs!</p>

# Mindfulness and Wellbeing

## What a Wonderful World

### Healthy Mind Platter

This week we would like to introduce the idea of a daily 'healthy mind platter'. There has been a lot of interesting research about how to live a balanced life and if we are able to spend time fulfilling a range of different activities each day, then we will have a healthy mind.

Maybe some other family members would like to try it too?

Each day, see if you can choose an activity from each of the different areas.

They are:

- Focus time
- Play time
- Connect time
- Physical time
- Reflect time
- Down time
- Sleep time

**THE SEVEN ESSENTIAL MENTAL ACTIVITIES**

**Focus Time.** When we closely focus on tasks in a goal-oriented way, taking on challenges that make deep connections in the brain.

**Play Time.** When we allow ourselves to be spontaneous or creative, playfully enjoying novel experiences, which helps make new connections in the brain.

**Connecting Time.** When we connect with other people, ideally in person, richly activating the brain's social circuitry.

**Physical Time.** When we move our bodies, aerobically if possible, which strengthens the brain in many ways.

**Time In.** When we quietly reflect internally, focusing on sensations, images, feelings and thoughts, helping to better integrate the brain.

**Down Time.** When we are non-focused, without any specific goal, and let our mind wander or simply relax, which helps our brain recharge.

**Sleep Time.** When we give the brain the rest it needs to consolidate learning and recover from the experiences of the day.

Design by **MINIMOKO**. The Healthy Mind Platter created by Dr. David Rock and Dr. Daniel Siegel.

# 1

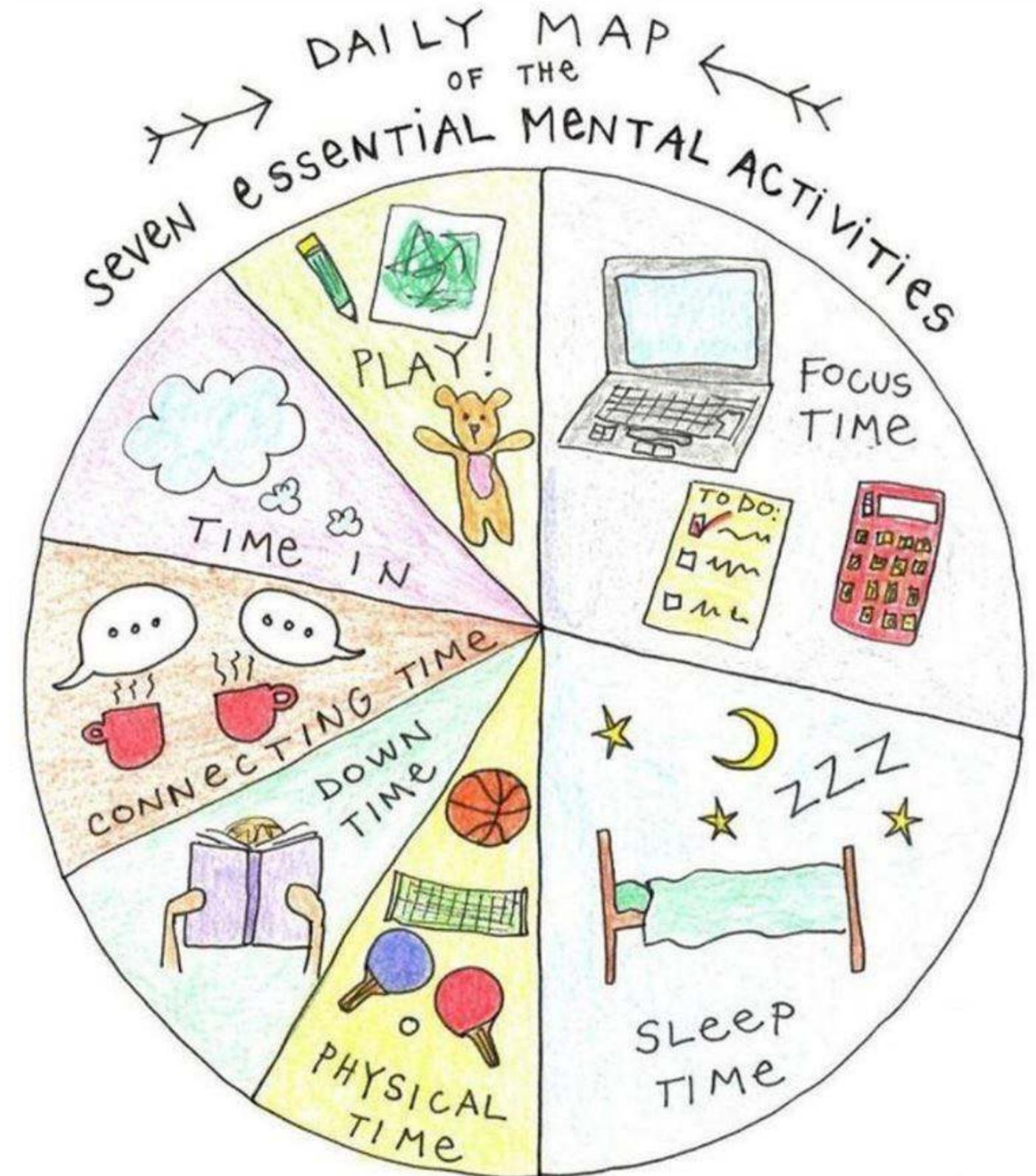
## Mindfulness and Wellbeing What a Wonderful World

### Healthy Mind Platter

You might like to record and draw your daily activities in a graph like this.

You can also begin to notice any patterns about how you spend your time.

What do you spend the most time doing?



# Mindfulness and Wellbeing

## What a Wonderful World

### Gratitude Wall

A gratitude wall is a place for us to show off the things that we are feeling grateful for, the things that we appreciate about ourselves, others, and just life in general.

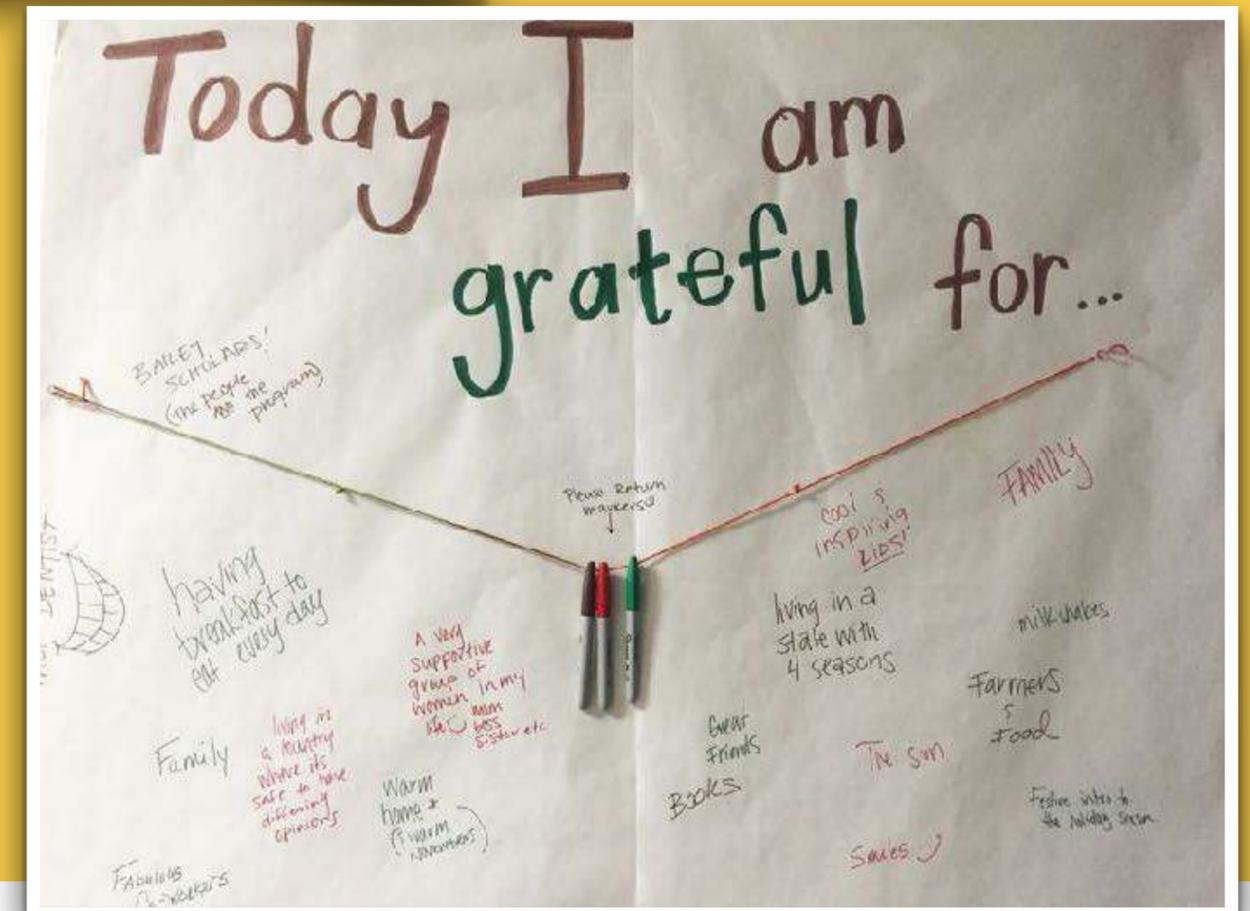
Ask your parents for a suitable place where you can start a gratitude wall. It could be a big window, or a wall, or a notice board.

Decide how you are going to design the wall- will you use whiteboard markers on a window, will you use post it notes, will you cut up paper shapes and use blue tac?

Decide on a time of the day to add to your gratitude wall. After dinner, or before bed? Or maybe at morning tea? Get your whole family to join in.

Can you think of at least 3 things you are grateful for each day?

Take a photo of your wall at the end of the week and send it to transparent classrooms. We will print them all out and add them to our own gratitude wall in the classroom.



# 2



## Mathematics: Quick Math Activities

Look at the rules and instructions for these games and the full link for the Ted talk in the **appendix** section.

<p><b>Multiplication Bingo</b></p> <p>Have a fun time working out multiplication and working through your number board!</p>	<p><b>Salute</b></p> <p>Use your math skills to work out your mystery number!</p>	<p><b>Higher or Lower</b></p> <p>Are you good at guessing numbers? Try this game to see how well you know your numbers.</p>	<p><b>Math Splat</b></p> <p>Test your math facts recall with this fast paced game of memorisation.</p>	<p><b>Flipping Place Numbers</b></p> <p>This is a game of chance and number knowledge.</p>
<p><b>Memo</b></p> <p>Memorise you timetables and practise this every day.</p> <p>Maybe you could give a friend a quiz and they could quiz you over Zoom or the phone?</p>	<p><b>Measurement</b></p> <p>Use a ruler to measure objects in your house and record them.</p> <p>You could convert them. For example, measure an object in centimetres <i>and</i> millimetres.</p> <p>Have you ever wondered why we have a standard metric system? Would you like to hear a story on measurement?</p> <p><a href="#">Listen to this Ted Ex Story</a></p>	<p><b>Code Breaker</b></p> <p>Try out this code breaker (Appendix) or make your own code for a friend to break!</p>	<p><b>Roman Numerals</b></p> <p>Research and learn the roman numerals. You could even make your own roman numerals board like we have at school.</p> <p>Complete addition and subtraction using roman numerals.</p>	<p><b>Dice Game</b></p> <p>A fun way to use dice to memorise your math facts!</p>

# 3 Language: Reading at home

We know how important books are to children to find out, explore other perspectives and for their enjoyment! Each day at FMS your child is exposed to many kinds of books. We encourage your child to access books from your ‘at home library’ throughout the day on their own.

To assist with this, we have created a class account on the reading app **‘Epic! – Kids’ Books and Videos’**. Epic is the leading digital reading platform —built on a collection of 40,000+ popular, high-quality books from 250+ of the world’s best publishers—that safely fuels curiosity and reading confidence for kids 12 and under.

We have carefully selected books for the 6-9 class to browse and read. Some of the books have been set as assignments and will have reading tasks for completion.

Let’s make daily reading fun, not gruelling. Let your child choose the books they want to read. Let them stay up late to read in bed.

Be a reading role model. Model reading and be excited about the books you’re reading. Talk about your favourite parts, what you predict, connections to real life, or connections to other books. This is the time when you can get back into your own books and not feel guilty!

We encourage parents to read aloud with their children as well as encourage the children to read to them if they are comfortable. This will help build their reading confidence and help them to further develop their reading and oral comprehension skills.

# 3 Language: Reading at home

## **How to access Epic:**

### ***Desktop Computers and Laptops***

Open your web browser (Safari or Google Chrome) then:

Go to [www.getepic.com/students](http://www.getepic.com/students)

Enter class code: uvj5931

Select your name.

### ***iOs for iPad and iPhones***

Go to the App Store and search for Epic! – Kids' Books and Videos. After opening the Epic app:

Tap on "ENTER CLASS CODE"

Enter class code: uvj5931

Select your name.

## ***Android***

Go to the App Store and search for Epic! – Kids' Books and Videos. After opening the Epic app:

Tap on "Have an account? Sign In" then tap "Students and Educators"

Enter class code: uvj5931

Select your name.



## **Epic! - Kids' Books and Videos**

Kid's Books & More

# 3 Language: Reading at home

## Some notes on reading

As always, we highly recommend reading at home.

Whether they are books you have always read, or books that you have picked up for the first time, it's important to keep reading. Reading is a way to enrich your mind, think of new ideas, form an opinion, or even just a way to relax and lose yourself in a different world.

While at home this week, choose a book and read through it. You can read it to yourself, read it to your pet, read it to your parents or a sibling, or maybe to someone who you think would enjoy the story.

## Your reading task

Your task for this reading activity is create a book review. In this book review, you could share the following information:

- the book title
- the author and illustrator
- what kind of book it is (fact or fiction)
- who were the characters in the book
- what was the plot of the book
- why you liked it
- what your favourite part of the book was and why
- would you recommend this book to someone else.

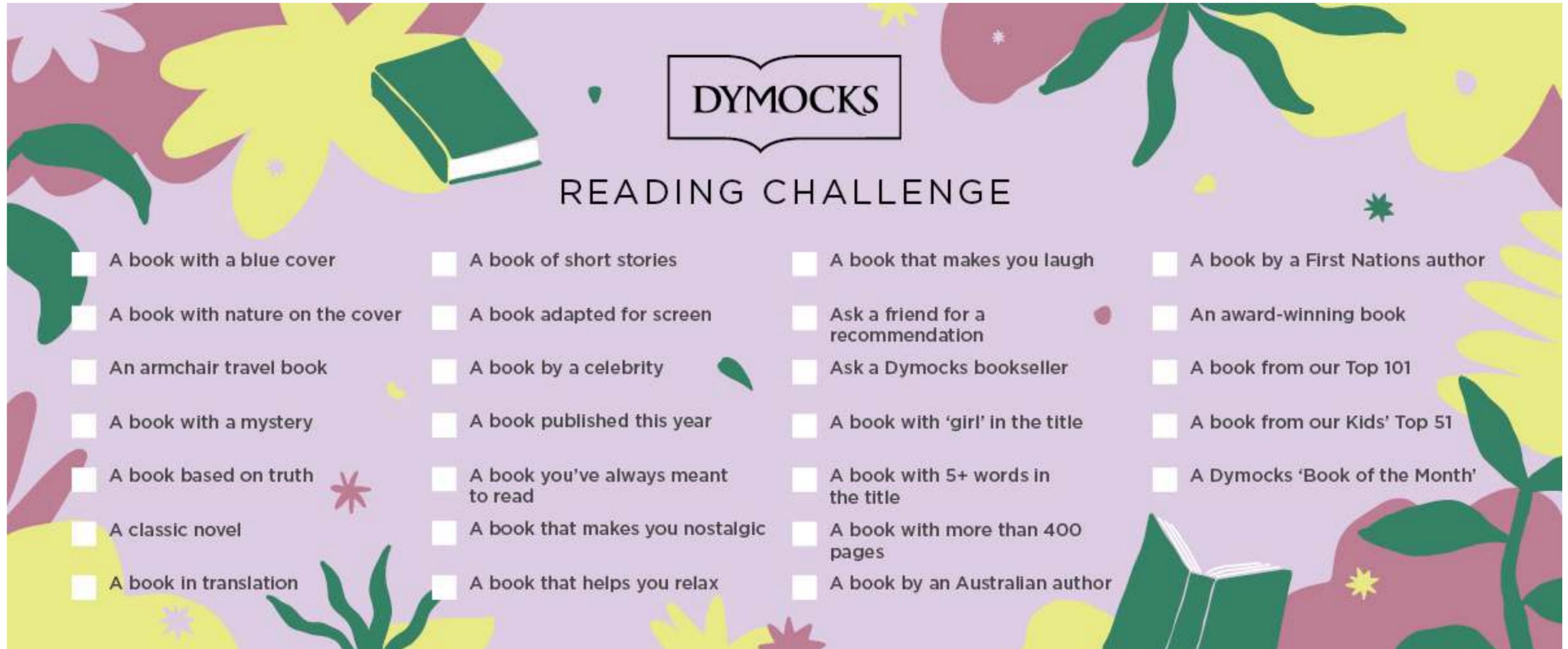
This book review does not have to be written. You could also make a short video as your book review, or you could even draw a comic to answer these questions.

We are interested to see what books your read and what you thought about them!

# 3

## Language: Reading at home

Below is from the Dymocks' website that gives you a reading challenge. Use the categories to find a book to read.



**DYMOCKS**

### READING CHALLENGE

- A book with a blue cover
- A book with nature on the cover
- An armchair travel book
- A book with a mystery
- A book based on truth
- A classic novel
- A book in translation
- A book of short stories
- A book adapted for screen
- A book by a celebrity
- A book published this year
- A book you've always meant to read
- A book that makes you nostalgic
- A book that helps you relax
- A book that makes you laugh
- Ask a friend for a recommendation
- Ask a Dymocks bookseller
- A book with 'girl' in the title
- A book with 5+ words in the title
- A book with more than 400 pages
- A book by an Australian author
- A book by a First Nations author
- An award-winning book
- A book from our Top 101
- A book from our Kids' Top 51
- A Dymocks 'Book of the Month'

# 3

## Language: Poetry

We have been working on poetry throughout the first semester.

We have read through Graeme Base's books and Julia Donaldson's *The Gruffalo* and *The Gruffalo's Child* and have listened to the way that following a rhythm and using rhyming words can create a musical quality to our words.

Poetry can make us think of many different things. A single poem can create different pictures in our minds than from the mind of the person next to us. As we have seen in many Graeme Base books, the words can say one thing but the pictures can show something we didn't expect. This is called interpretation.

Poetry is a way of putting our feelings about how we experience the world into words.

### Your poetry task

We have created a small collection of books in an online collection. Please click [here](#) to access that collection.

Read through the poems and think about how the words on the page relate to the pictures that have been drawn. Do all the poems have words that match the pictures? Or can the words mean something different from the pictures?

What we would like you to do is to express how you feel about the poem or what you think the poem could also mean. This could be done as a:

- written piece
- a picture that you think goes with the poem instead of the pictures in the book
- a short video about your thoughts on the poem
- a comic that tells your understanding of the poem

You could talk about the whole poem or maybe just your favourite line, it's up to you. We want you to use your creative minds to think about the poem you chose and what it means to you.

# 3

## Reading and Writing: Choose your activity



<p><b>Writing Prompts</b></p> <p>Visit <b>Pobble 356</b> and use the images on the page as a creative writing prompt.</p> <p>What kind of story/poem/song can you write to go with the picture?</p>	<p><b>Pass Back Stories</b></p> <p>An interesting way to tell a story on the spot!</p> <p>See Appendix for how to play the game.</p>	<p><b>Tell me who I am</b></p> <p>Each person chooses someone and describes that person. They could describe their appearance and their accomplishments. The other players have to guess who that person is.</p> <p>Can you guess who's being described?</p>	<p><b>Make up your own holiday</b></p> <p>Think of a holiday you really like. Now, make up your own.</p> <ul style="list-style-type: none"><li>- Choose a day in the year</li><li>- What is your holiday about?</li><li>- What do people do to celebrate it?</li><li>- Why is it important?</li></ul>	<p><b>Sound Word Game</b></p>
<p><b>Cursive</b></p> <p>Make sure you are practising your cursive every day. Have you ever heard of calligraphy? You could research and learn calligraphy as well!</p>	<p><b>Syllables</b></p> <p>Go for a walk around the house, garden or even around the neighbourhood and pick some words. Clap and count the syllables in each word. Can you find an object with more than five syllables?</p>	<p><b>Labels</b></p> <p>Label objects around your house or garden. If you aren't sure how to spell a word, use a dictionary.</p>	<p><b>Creative Writing</b></p> <p>Take a photo of something interesting and write a story about it.</p>	<p><b>Sign Language</b></p> <p>The sign language in Australia is called <u>Ausland</u>. You could learn the alphabet and some common greeting signs</p>

# 4 Biology: Zoology Studies - Animal Stories

## Level 1 Zoology Learning Activities

### Animal Stories

Animals are a vital part of our planet's ecosystem. They provide many services to nature through the sharing of nutrients as food for each other, food for the earth when they die, and transport of new seeds from place to place.

In our work with animals in this *Learning from Home* pack, we are going to explore what makes animals so different from each other. What makes animals able to fly? Why do animals that live in cold places have thick fur?

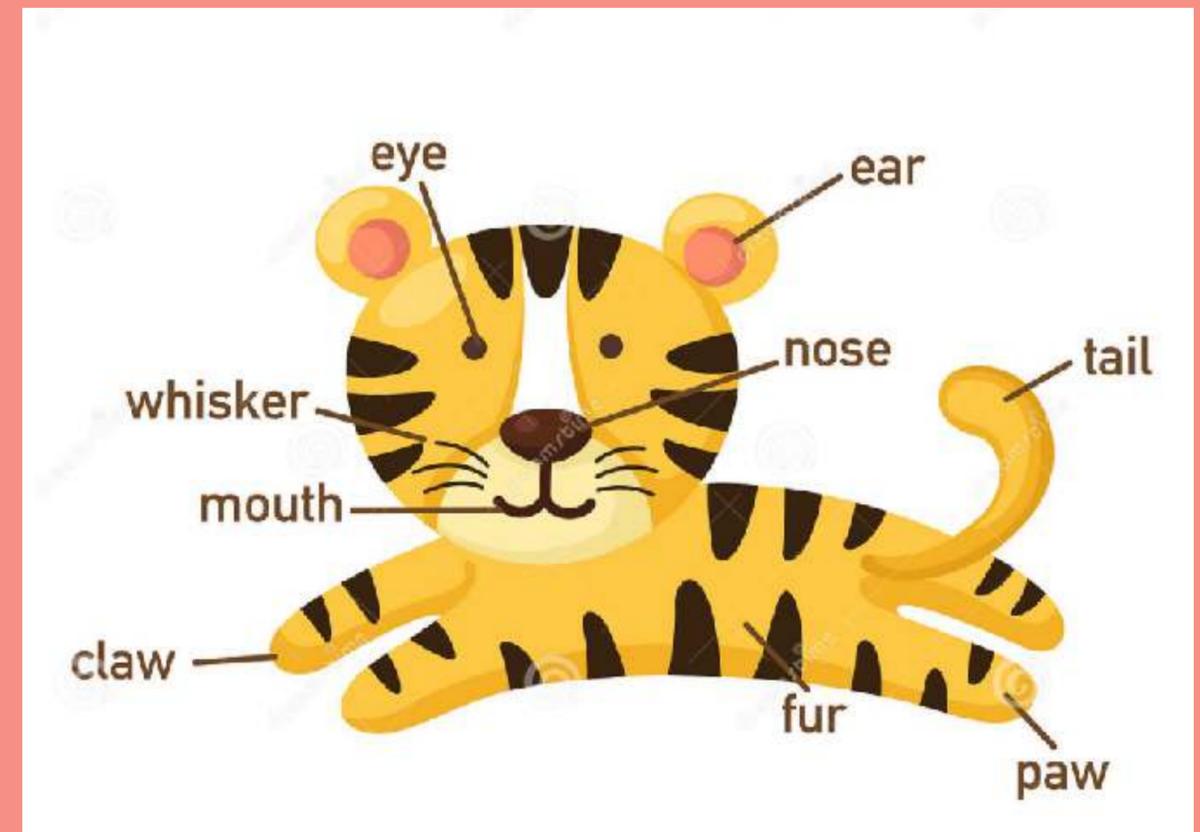
We are going to create some stories about animals. We are going to write about what makes them special.

### Your 1st task

The first thing you are going to do is choose an animal. It can be any animal you like. It can be an animal that lives on land, an animal that lives in water, or maybe even an animal that can fly!

What you will need to do now, is to draw a picture of the animal you have chosen. Make sure you include all the different parts of the animal that makes it unique.

In your picture, label its different parts. Where is its head? Where is its legs? What about its mouth?



# 4 Biology: Zoology Studies - Animal Stories

## Your 2nd task

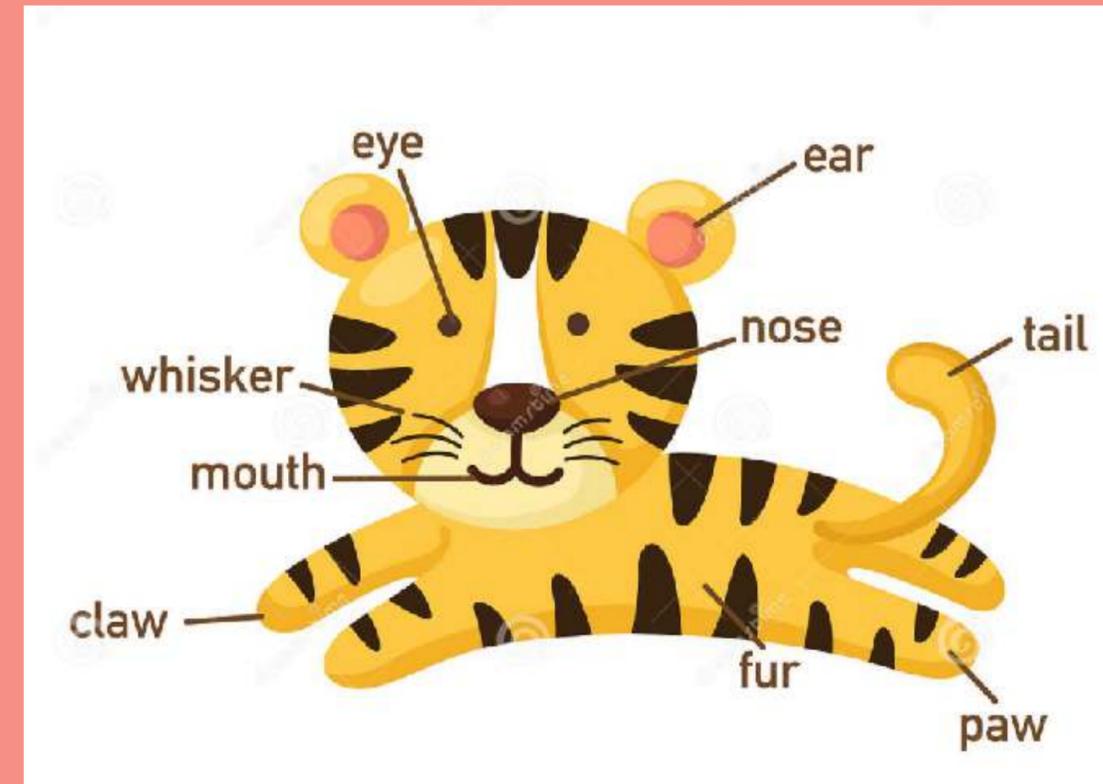
The next part of our animal story is to write a description about the following things:

- The name of the animal
- Where does your animal live?
- What does it eat?
- How big it can get and how much it can weigh?
- What makes this animal unique?
- Write 5 or more fun facts about this animal.

If you don't have any resources at home, Epic - Books for Kids have a wide range of research material that you can use.

Look at the example in the following panels.

## The Tiger



### **What is it?**

This is a tiger.

### **Where does it live?**

It lives in different parts of the world. They are found in Asia in the Siberian area of Russia, China, India, and even in parts of Northern Korea. They can live in very cold areas like in northern Asia and in hot and humid places like India.

# 4 Biology: Zoology Studies - Animal Stories

## **What do they eat?**

They are predators (hunters) and will hunt other animals for their food. They eat whatever might be in their area like deer, wild pigs, goats, rats, cattle, or other livestock that humans might have introduced to their area. They are sometimes known to take down large animals like elephants and water buffalo, but they usually don't as they normally live by themselves and it's hard to catch large animals alone.

## **How big are they?**

Tigers from different places can be bigger and smaller than others.

Siberian tigers are the biggest tigers and they can get up to 4 meters long and weigh up to 300 kilograms. Tigers from India are called Bengal tigers and they can be about 3 meters long and up to 230 kilograms. Indochinese and Sumatran tigers are around the same size as Bengal tigers.

## **What makes them unique and fun facts**

- Tigers are the biggest cats in the world.
- Tiger stripes are also on their skin and not just their fur.
- Tigers mainly hunt at night.
- Tigers love water and are very good swimmers.
- Most tigers live by themselves, but will sometimes go in pairs with their siblings (sisters with sisters, brothers with brothers).
- Tigers can live up to 11 years in the wild but much longer in captivity.
- Tigers tend to have litters of two to four cubs at a time.
- Tigers have their own territories and guard them fiercely.

# 4

## Biology: Zoology Studies - External Parts of Animals

### Level 2 Zoology Learning Activities

#### External Parts of a Reptile

Why are snakes so easy to weigh? Because they have their own scales!

All jokes aside, reptiles play an important role in the world's ecosystem. They provide vital nutrients to other organisms as food and they also share nutrients with their waste products.

We are going to focus on what makes reptiles physically unique. We are going to refine our understanding of their different external parts.

- What are the different parts of a reptile?
- What do these different parts do to help the reptile?
- Which part do you think is the most interesting?

Look at the resources from this link to help you with the following activities:

- <https://www.thoughtco.com/main-characteristics-of-reptiles-4114002>
- <https://www.msdivetmanual.com/all-other-pets/reptiles/description-and-physical-characteristics-of-reptiles>

#### Your 1st task

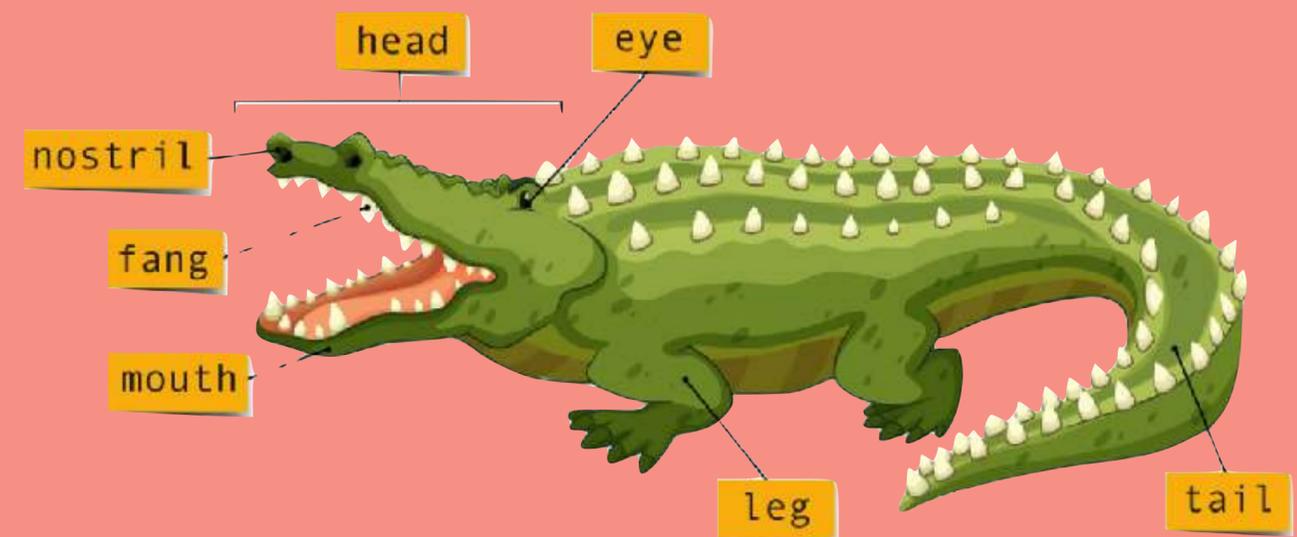
In this task, the first thing you need to do is draw a reptile. It can be any kind of reptile you want, but make sure that it's a reptile that you know is real. It can be a reptile you've seen in real life at the zoo, or maybe on TV.

Make sure the drawing of your reptile is big enough that you can see its different parts.

Once you have finished drawing your reptile, label the parts that you know. These parts might include:

- head
- the eyes
- the mouth
- nostrils
- tail
- carapace
- plastron
- claws
- scaly skin

#### Parts of a Crocodile



# 4

## Biology: Zoology Studies - External Parts of Animals

### Your 2nd task

Once you have completed labelling your picture, have a good look at your picture. What are the different functions of each of these different parts of a reptile?

What is important about the head of a reptile?

What do the eyes do?

What does the mouth of a reptile do?

Write a short description of the different parts of a reptile. Describe how these different parts help the reptile to live.

For example:

The head of a reptile is where the reptile's mouth and nostrils are. Their brain is also in their head.

### Your 3rd task

As we have found out, reptiles have many different parts. Which part do you think is the most interesting?

Think about your chosen reptile. What makes your reptile special? Choose a few things that are unique about your reptile and write about it. You can include information about things such as its diet, its outward appearance, where it lives, etc.

For example:

The komodo dragon's mouth is very unique. They have large teeth and have a very deadly combination of bacteria in their mouth that makes it almost fatal if they bite you.

# 4

## Biology: Zoology Studies - External Parts of Animals

### Level 3 Zoology Learning Activities

### External Parts of a Mammal

What do you call a sleeping bull? A bull-dozer!

What kind of animal is a bull or a cow? Are they fish? Amphibians? Reptiles? Birds? Or maybe they're mammals? I hope everyone said a mammal! Mammals, while one of the most recognisable kinds of animals we know, are very varied in how they look, where and how they live, and how humans view them.

For our work in this *Learning from Home* pack, we are going to focus on the external parts of mammals in general.

- What are the different parts of a mammal?
- What do these different parts do to help the mammal?
- What is the most interesting part of these animals?

Look at the resources from this link to help you with the following activities:

- [thoughtco.com/the-main-mammal-characteristics-4086144](https://thoughtco.com/the-main-mammal-characteristics-4086144)
- <https://sciencing.com/list-characteristics-mammals-6783587.html>

### Your 1st task

In this task, the first thing you need to do is choose a mammal. Choose any mammal you like - a dog, cat, hippopotamus, a dolphin, etc - and have a good look at it.

Draw a picture of the animal you chose. Make sure that the drawing is large enough that you can write around it.

Now, label the animal with the parts that you know. These might include:

- head
- mouth
- eyes
- nose
- neck
- legs
- arms
- tail.

### Parts of a Dog



Your animal might have more than the parts mentioned. They may have special parts that some other animals don't have, so be sure to include those parts in your drawing and labelling.

# 4

## Biology: Zoology Studies - External Parts of Animals

### Your 2nd task

Once you have completed labelling your picture, have a good look at your picture. What are the different functions of each of these different parts of your chosen mammal?

What is important about the head of your mammal?

What do the eyes do?

What does the mouth of your mammal do?

Write a short description of the different parts of your chosen mammal. Describe how these different parts help your chosen mammal live.

For example:

The head of dog contains its mouth, eyes, nose, and brain.

The eyes of the dog have an eyelid that protects them from irritants. They also have a third eyelid that also helps to protect their eyes. Their eyes also let them see much better than humans at night because of a special membrane in the back of their eyes.

### Your 3rd task

As we have found out, mammals are all very different. Some live on land, some can fly, and some live in the water!

Think about your chosen mammal. What makes your mammal special? Choose a few things that are unique about your mammal and write about it. You can include information about things such as its diet, its outward appearance, where it lives, etc.

For example:

The anteater's mouth is very unique. They don't have any teeth and their mouth is shaped like a tube. It holds a very long tongue, that helps it to eat ants in an anthill.

# 5

## History: Fundamental Human Needs

### Level 1 Fundamental Human Needs Learning Activities

## Clothing

Fundamental Human Needs are the needs that all humans need in order to be healthy and happy. These needs are the same across time and across cultures. They are not confined to any particular people, place or time.

Last semester, we looked at the different kinds of Fundamental Human Needs. We discussed how we fulfilled our own needs and we also had discussions about how other people fulfilled their needs.

In this *Learning from Home* pack, we will be focusing on **clothing** across people and time.

Look at the resources about clothing from this link to help you with the following activities:

- [https://www.getepic.com/collection/30570876/fundamental-human-needs?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=34771703595](https://www.getepic.com/collection/30570876/fundamental-human-needs?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=34771703595)

## Your 1st task

Think about your clothing. It could be what you're wearing now or it could be your favourite outfit. What kinds of clothes are you thinking about? Is it a t-shirt? A jumper? What about pants or shorts?

Draw the outfit that you're thinking about. Label the different things in your outfit and write anything you know about your clothes such as what you think your clothes are made of or where you got them from. For example:



This is my favourite outfit. It has a soft and fuzzy blue hoodie and a yellow t-shirt with brown pants and white shoes.

I got the jumper from Target and my mom gave me my shirt and pants. My white shoes are from Rebel Sport.

Most of my clothes are made from cotton.

# 5

## History: Fundamental Human Needs

### Your 2nd task

Using the resources in the link from before, read through these books:

*Adventures in Culture: Clothing around the world*

*Clothing in Different Places*

These books look at traditional and still worn today clothing. Have a think about how the clothes you wear might be different from the clothes of people in other parts of the world.

Choose two other areas of the world and compare your clothing to theirs. Answer the following questions:

- Which places are you comparing your clothing to?
- What is different about your clothing and theirs?
- Why do you think there are these differences?
- What is special about each kind of clothes?

Look at the example in the next panel.

### Clothing

I am going to compare my clothes to clothes from India and Mexico.

My clothes are not as fancy as clothes from both countries. My clothes are made up of a top and pants. Traditional clothing from India is made up lots of parts and has a lot of decorations like jewellery and strips of cloth. Traditional Mexican clothing is very colourful and has a lot of embroidery for decoration.

In India, they might have lots of different parts to their clothes because it helps them to stay cooler in the hot and humid weather. the traditional Mexican clothing is probably also help them stay cool in the hotter weather and to also keep their skin covered from the sun.

My clothing is special because it's made in the colours I like and makes me feel happy. The clothing from India is looks very special and the clothing from Mexico looks like it's comfortable.

I think everyone has nice clothes and everyone likes their clothes because they are special to them.

# 5

## History: Fundamental Human Needs

### Level 2 Fundamental Human Needs Learning Activities

#### Housing

Fundamental Human Needs are the needs that all humans need in order to be healthy and happy. These needs are the same across time and across cultures. They are not confined to any particular people, place or time.

Last semester, we looked at the different kinds of Fundamental Human Needs. We discussed how we fulfilled our own needs and we also discussions about how other people fulfilled their needs.

In this *Learning from Home* pack, we will be focusing on **housing** across people and time.

Look at the resources about clothing from this link to help you with the following activities:

- [https://www.getepic.com/collection/30570876/fundamental-human-needs?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=34771703595](https://www.getepic.com/collection/30570876/fundamental-human-needs?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=34771703595)

#### Your 1st task

Think about your house. What kind of house is it? Does it have one storey? Or do you have an upstairs and downstairs? Maybe you live in an apartment?

Draw your house or apartment from the outside. You could also draw your room. Include main feature such as windows, doors, swimming pool, garden, balcony, etc.



# 5

## History: Fundamental Human Needs

### Your 2nd task

Using the resources in the link from before, read through three different resources about houses. There are books about how houses are built and books about houses from around the world. Have a look at the books that look at houses from around the world.

These books look at traditional and modern housing.

Choose two other kinds of houses from around the world and compare them to your house. Answer the following questions:

- Which places are you comparing your house to?
- What are unique about these houses?
- How are they different from your house?
- Why do you think these houses are different?
- What are the most important factors of a house and why? Do all houses need to have air conditioning? Do they all need bathrooms? Justify your answers.

Look at the example in the next panel.

### Houses

I am going to compare my house to tree houses in parts of Asia and floating houses in the Netherlands.

Tree houses in southeast Asia are unique because they are built in trees. Their houses are above ground. Floating houses in the Netherlands are also unique because they are built on the water.

They are both different from my house because my house is built to sit on the ground and . I have a driveway and it's made of bricks.

These houses are different because of the areas they have been built in. The tree houses are built in trees because they are to stop them from being destroyed by large animals or by floods. Floating houses are specially built to also avoid floods. They are able to move up and down on stilts to move with rising water and also float on water if something really bad happens.

I think the most important parts of houses are things like doors and windows. Doors allow people to go in and out of houses and to keep people out of houses. Windows are great for letting in light and airing out the house when opened.

# 5

## History: Fundamental Human Needs

### Level 3 Fundamental Human Needs Learning Activities



### Transport

Fundamental Human Needs are the needs that all humans need in order to be healthy and happy. These needs are the same across time and across cultures. They are not confined to any particular people, place or time.

Last semester, we looked at the different kinds of Fundamental Human Needs. We discussed how we fulfilled our own needs and we also discussed about how other people fulfilled their needs.

In this *Learning from Home* pack, we will be focusing on **transport** across people and time.

Look at the resources about clothing from this link to help you with the following activities:

- [https://www.getepic.com/collection/30570876/fundamental-human-needs?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=34771703595](https://www.getepic.com/collection/30570876/fundamental-human-needs?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=34771703595)

### Your 1st task

How do you normally travel to and from places? Do you take the car with your parents or other adults? Do you take a bicycle around your neighbourhood? Or maybe you like to walk everywhere.

The development of transport over time has been crucial due to the changing needs to people throughout the ages. What kinds of needs did people in the past have that would lead to the development of different kinds of transportation?

Write a paragraph about why you think transportation was created and how this benefitted the people around that time.

Draw what you think the first form of transportation looked like. Label it with features you think it had.

# 5 History: Fundamental Human Needs

## Your 2nd task

Focus on one kind of transport (aside from walking).  
For example, a boat.

Answer the following questions about your chosen mode of transportation:

- What kind of transportation did you choose? Why did you choose it?
- Describe the kind of transportation you have chosen. Why do you think it is important?
- How do you think it could develop in the future?
- Any interesting facts you would like to share.

Look at the next panel for part of an example of an answer.

## The Train

The train is a relatively modern form of transportation. It is a quick way to travel over land, and more recently under water in tunnels, over a long distance. I believe it was a very important invention as it has helped us to move people and goods in a quick and fairly cheap way.

The train was first invented in 1804. It was a steam engine train and it pulled 25 tonnes of iron and 70 people over a distance of 10 miles. Over time, trains went from steam engines, to electricity engines to diesel engines. A fun fact is that one of the first trains actually had horses walking on a treadmill working the engine! The development of trains was very important because they allowed us to transport enormous amounts of goods (such as iron for industrial development) and people in a single trip. They were smoother rides than carriages and they were also able to travel vast distances without stopping. This revolutionised the development of industrial methods and the movement of people around the world.

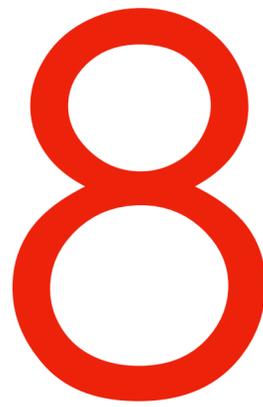


# Daily Physical Activity

<p align="center"><b>Daily Physical Activity</b></p> <p align="center">Aim for 60 minutes or more a day of activities you find fun            Feel free to mix and match or make up your own ones and share what you have done            If you can't click on the link, see the <b>Appendices</b> for the actual link.</p>			
<p align="center"><b>Be Inspired</b></p> <p>Get active and try an awesome sports activity or dance routine designed by the <u>children</u> of FMS</p>	<p align="center"><b>Rainy Day</b></p> <p>Make an indoor obstacle course</p>	<p align="center"><b>Silky skills</b></p> <p>Find an online sports tutorial and dazzle your team mates once the season is back on. Try</p>	<p align="center"><b>Let's Dance</b></p> <p>Choose a word in your favourite song, every time you hear that word see who can sit on the floor first.</p>
<p align="center"><b>Beep Test</b></p> <p>Download a beep test app, set yourself a marker to run to and get there before the beep - see what level you can get up too.</p>	<p align="center"><b>Body Balance</b></p> <p>See how long you can stand on one leg for, then the other leg. Too easy? See what you can balance on your body while standing on one leg.</p>	<p align="center"><b>Target Setting</b></p> <p>Set yourself an exercise target for the next 2 weeks then give yourself a high 5 when you achieve it!</p>	<p align="center"><b>Time Trial</b></p> <p>Find some wide-open space to ride your bike, scooter, skateboard, roller blades or Unicycle around in a loop. Time yourself, then try and beat your own time!</p>
<p align="center"><b>Help out and Get Healthy</b></p> <p>Put the washing basket away from the clothes horse and run back and forth hanging the washing as quickly as you can.</p>	<p align="center"><b>Mission Impossible</b></p> <p>Design an Obstacle course where you can't touch any of the obstacles.</p>	<p align="center"><b>Challenge 15</b></p> <p>How many <a href="#">15 minute activity</a> challenges can you complete?</p>	<p align="center"><b>Terrific Teamwork</b></p> <p>Get mum or dad away from their screens and play a game with them</p>

# 7 Everyday Drawing Challenge

<p align="center"><b>Draw something different everyday - Simple!</b></p> <p align="center">If you can't click on the link, see the full link in the <b>Appendices</b> section at the end.</p>			
<p align="center"><b>Terrific toys</b></p> <p>Set up a scene with your toys and get sketching</p>	<p align="center"><b>It's only Natural</b></p> <p>Draw the detail on a leaf or parts of a plant.</p>	<p align="center"><b>Visit a gallery</b></p> <p>Go online and take a virtual walk around a gallery. Copy an artwork you like.</p>	<p align="center"><b>Fantastic food</b></p> <p>Draw something yummy.</p>
<p align="center"><b>Learn from a pro</b></p> <p>Check out this excellent tutorial from contemporary Australian artist <b><u>Ben Quilty</u></b></p>	<p align="center"><b>Selfie</b></p> <p>Draw a self-portrait.</p>	<p align="center"><b>Unselfish</b></p> <p>Draw someone else.</p>	<p align="center"><b>Super Silly</b></p> <p>Make a silly face capture your true beauty.</p>
<p align="center"><b>Perfect your project</b></p> <p>Create a picture for a project you are working on.</p>	<p align="center"><b>Time's up</b></p> <p>Set a timer and draw a picture for 5 minutes, then 3 minutes, then 1 minute and finish of 30 seconds.</p>	<p align="center"><b>Freeze time</b></p> <p>Draw something that is moving.</p>	<p align="center"><b>Be inspired</b></p> <p>Ask a friend what their favourite thing is... then draw it.</p>



# Appendices

## Mindfulness and Wellbeing

### **Grow Your Mind Podcasts:**

[https://growyourmind.life/pages/gym-podcast?mc\\_cid=a37c56714f&mc\\_eid=c7aac8f41c](https://growyourmind.life/pages/gym-podcast?mc_cid=a37c56714f&mc_eid=c7aac8f41c)

### **Glitter Jars**

1. <https://www.littlefloweryoga.com/blog/4-easy-steps-to-make-a-glitter-jar/>
2. <https://littlebinsforlittlehands.com/glitter-bottle-calm-sensory-tool-anxiety-relief/>
3. <https://heartmindkids.com/how-to-make-a-glitter-jar-for-mindfulness/>

### **Yoga**

<https://www.youtube.com/user/CosmicKidsYoga>

### **Meditation**

<https://www.peacefulkids.com.au/meditations1.html>

### **URStrong**

<https://urstrong.com/join/>

### **Keep Connected**

<https://urstrong.com/resource/message-in-a-bottle/>

### **Mathematics: Quick Math Activities**

#### **Ted Talk**

<https://www.youtube.com/watch?v=7bUVjJWA6Vw>

# 8 Appendices

## Multiplication Bingo

### What is needed:

- grid paper, counters
- small box
- slips of paper
- at least 2 players.

**Step 1:** In this mathematical version of the game, all players write down 6 numbers on grid paper, which are multiples of a given times table. For example: if they were doing the 5 times table, they might write 10, 35, 45, 50 and 60.

**Step 2:** A third person can lead the game and call out multiplication questions from the chosen times table, or they can be written on cards, jumbled up in a pile for players to take turns picking and reading out.

**Step 3:** If the player has an answer to the question on their bingo board, they can cross it out. First person to cross out all their numbers is the winner.

### For example:

We are going to look at the multiplication table of 5. On the card we have put down six products of the 5 times tables.

We can see that we have drawn slips that had  $1 \times 5$  and  $6 \times 5$  because the products for those times tables (5 and 30), or they have been called out, and have been marked off.

$1 \times 5$	$6 \times 5$
--------------	--------------

 5	10	15
20	25	 30

# 8 Appendices

## Salute

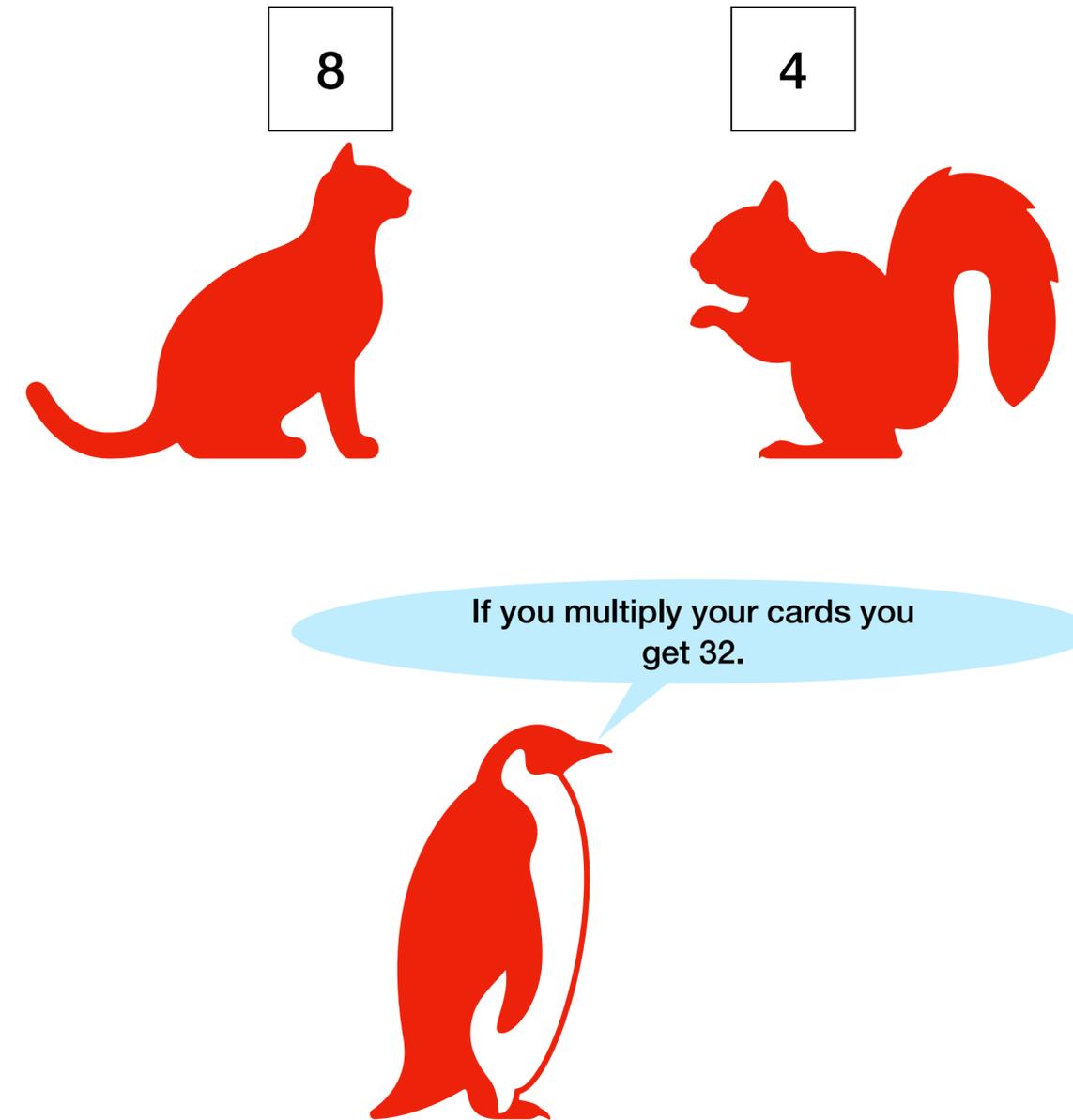
### What is needed:

- cards with numbers 1-10 written on them - two sets so there will be doubles
- at least 3 people.

**Step 1:** The game starts with the two players facing each other. Each person selects a numbered card and sticks it on their forehead, so the other player can see.

**Step 2:** The person leading the game gives a statement, such as what the sum of the two numbers is (addition), the difference between the two (subtraction) or the product of the two (multiplication).

**Step 3:** Each player works out what number is on their own card, based on what is written on the other person's card and the rule given.



# 8 Appendices

## Higher or Lower

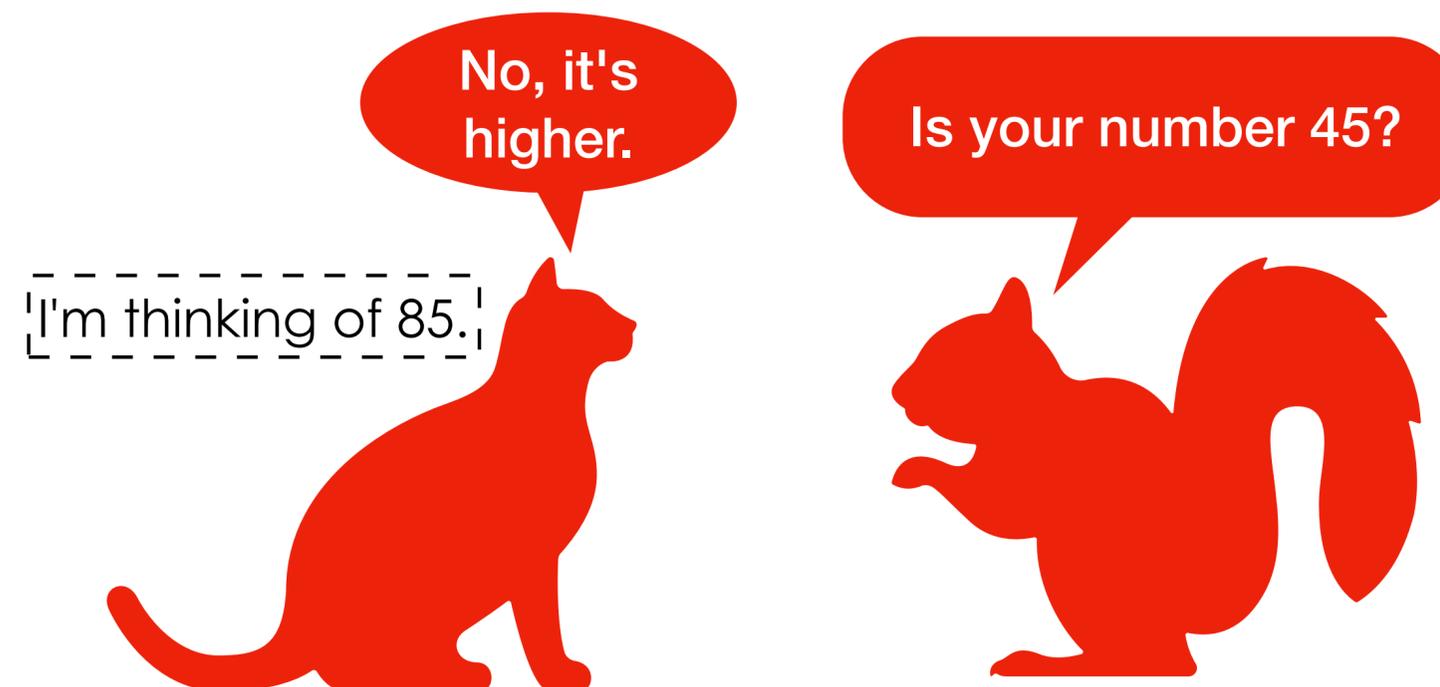
### What is needed:

- at least 2 players.

**Step 1:** One person thinks of a number – eg I'm thinking of a number between 100 and 200.

**Step 2:** Other person guesses the number. The person who is thinking of the number says if the number they are thinking of is higher or lower than their guess. They may also add details such as their number is odd or even.

**Step 3:** Guesser goes again until they either guess the number or give up.



# 8 Appendices

## Math Splat

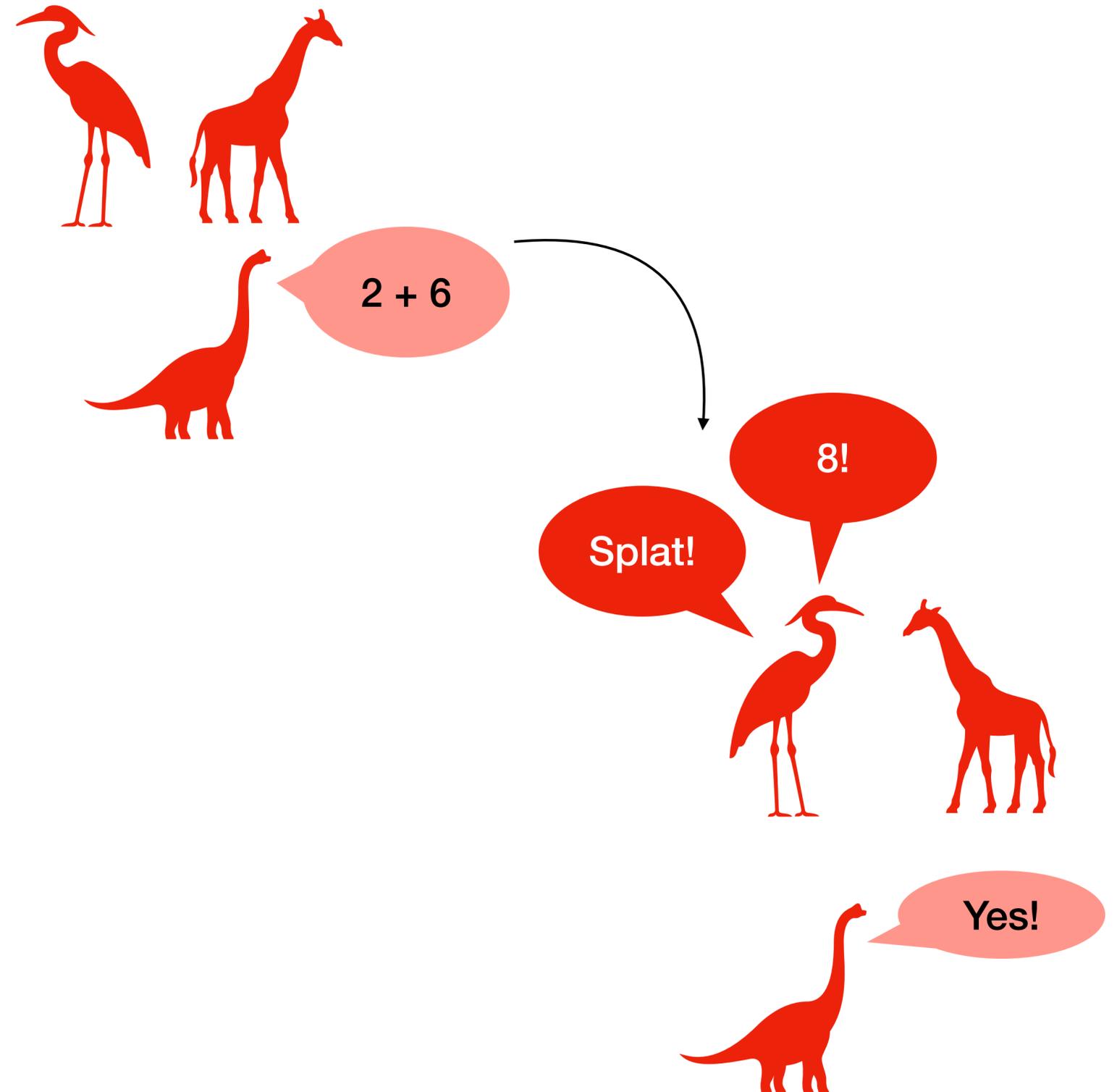
### What is needed:

- at least 3 players.

**Step 1:** One person is the adjudicator and they call out addition, subtraction, multiplication or division question.

**Step 2:** The other two players stand back to back and when the adjudicator asks the question, they have to turn around and say splat. Whoever says splat first will have the first chance to say the answer. If they get it right, they win that round. If they get it wrong, the other person gets a chance to say the right answer and if they are correct, they win the round. If neither person gets the answer right, it's a draw.

This can continue until a set number of wins has been reached or until they are no longer interested.



# 8 Appendices

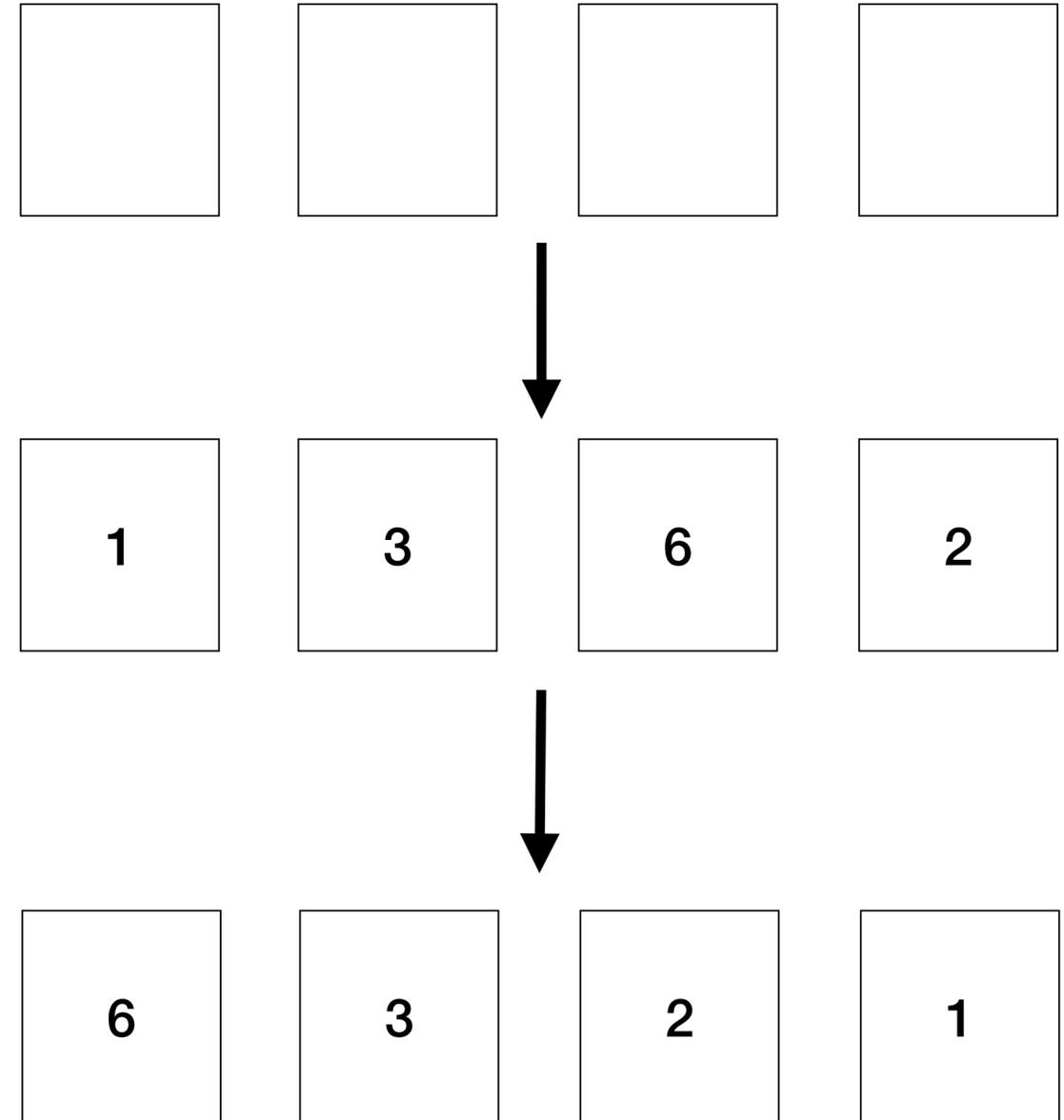
## Flipping Place Numbers

### What is needed:

- Two sets of cards with numbers 0 – 9 written on them.

**Step 1:** Each person gets one set of cards. They shuffle the cards face down and draw four cards from their own sets each. They set them face down and wait until both players have drawn their four cards each.

**Step 2:** They flip them over and then try to form the largest number they can from those four numbers. Whoever has the largest number wins that round. They continue to play until they reach a predetermined number of wins or until they feel as though they have played enough games.



# 8 Appendices

## Code Breaker



### CODEBREAKER



Complete the sentence ... "Maths is ...."

A	484
B	9 924
C	60
D	4
E	32
F	44
G	96
H	1 000
I	2171
J	6
K	9 024
L	16
M	21
N	10 000
O	184
P	8
Q	41
R	360
S	100
T	90
U	180
V	1 000 000
W	1
X	20
Y	175
Z	30

	ANSWER	CODE
12 + 9		
47 + 128		

89 - 45		
573 - 89		
One million in numbers		
8 x 23		
12 x 15		
Degrees in a full turn		
167 x 13		
450 ÷ 5		
128 ÷ 4		

10 <sup>2</sup>		
720 ÷ 4		
10, 000 - 76		
¼ of 24		
2 <sup>3</sup>		
50% of 120		
Degrees in a right angle		

220 ÷ 5		
11 <sup>2</sup> x 4		
75% of 80		
2 x 5 x 3 x 3		

# 8 Appendices

## Maths Dice

**Step 1:** Choose either addition, subtraction or multiplication.

**Step 2:** Roll the dice twice and record the two numbers.

**Step 3:** Choose a math operation and insert the numbers into it and find the correct answer.

For example, you roll a 4 and 5 and you choose to use them in an addition problem. You would then write  $4 + 5 = 9$ .

To make it harder use more than 2 dice and create double digit numbers, or even 3-digit numbers!



$$5 + 6 = 11$$

$$6 - 5 = 1$$

$$5 \times 6 = 30$$



$$56 + 56 = 112$$

$$66 - 55 = 11$$

$$66 \times 55 = 3,630$$

# 8 Appendices

## Pass Back Stories

### What is needed:

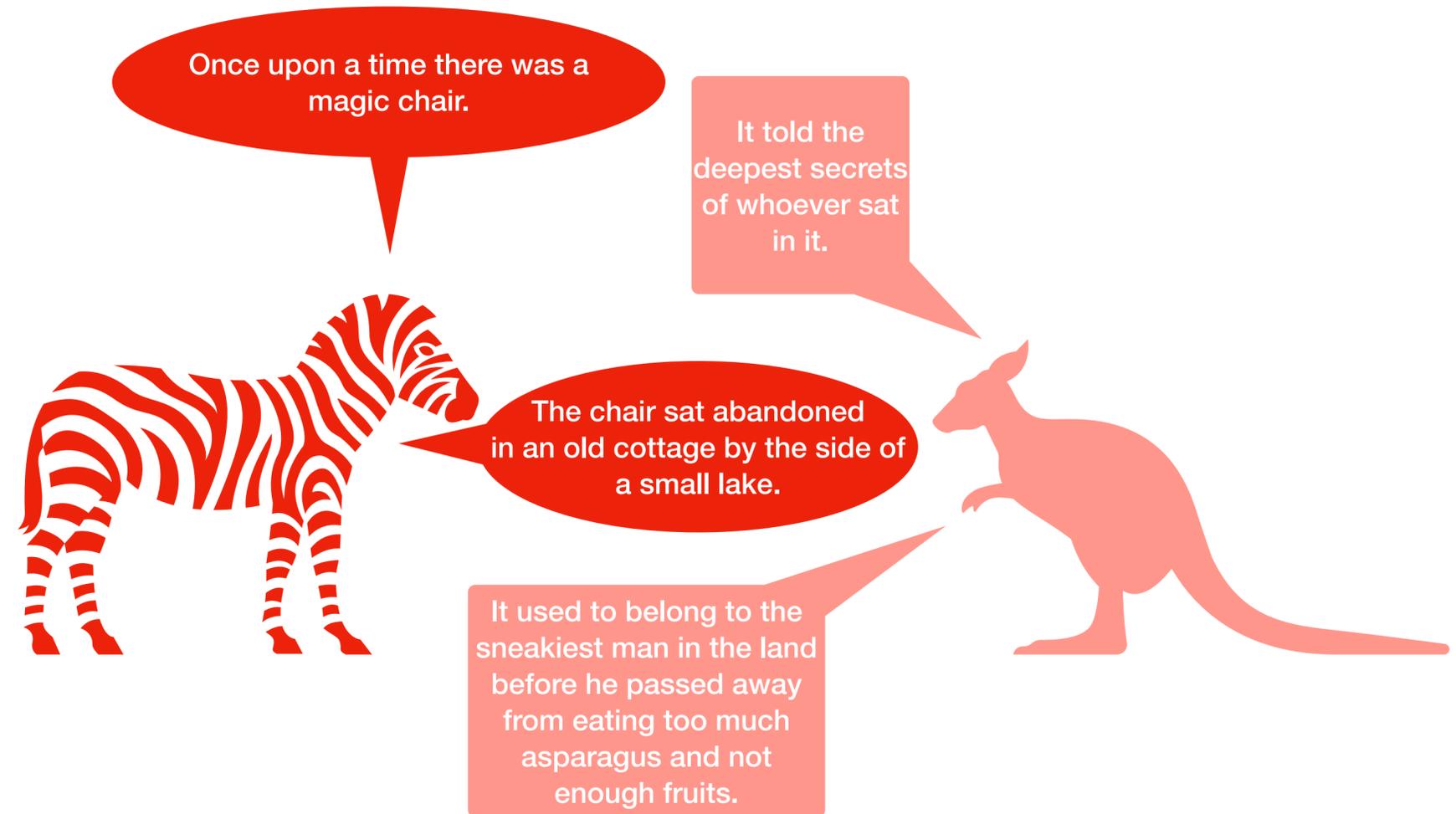
- at least 2 participants.

**Step 1:** The first person starts the story off with a single sentence.

**Step 2:** The second person continues one with another sentence.

**Step 3:** The story continues by passing between the participants and they tell a story as they go.

The story can go on for as long or as short a time as people are willing to let it go for. It must have a conclusive ending, however.



# 8 Appendices

## Daily Physical Activity

### Be Inspired

<https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw>

### 15 minute activity

<https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw>

## Everyday drawing challenge

### Ben Quilty

<https://www.youtube.com/watch?v=3XsTkEXr2qo>