Learning Together – Families and Schools

Advice to parents and carers when providing learning opportunities for children:-

	EVERYDAY	ACTIVITIES	
 READ Read to yourself or a family member Talk about the pictures and the words in the book 	MOVE • Get your heart racing - star jumps, jogging on the spot, hopping, running or stomping	 DRAW or WRITE Keep a journal, write and draw what you are doing each day What did you like/ not like? 	 SPEAK and LISTEN Speak to your family members about your day and listen to their stories
	DURING T	HIS WEEK	
FINE MOTOR	CREATIVE	CONSTRUCTION	соок
Make a paper chain, pasta necklace or stick creature. Ask "What equipment do we need?" and "Where will we find them?"	Make a time capsule. Ask "What is your life like now?" Talk about what you want to remember and your favourite memories. Ask "What's your favourite colour, food and place?"	Using found materials from around the home or outside and build a tower. Ask "How tall will this tower be?" and "Who would live in a tower like this?"	Help with preparing meals. Mix, measure, stir and chop. Ask "What are the steps we need to take to make our meal?", "What are our ingredients?" and "What do you think this will taste like?"
GAMES Play or make a board game such as snakes and ladders. Ask "What are the instructions to play the game?" "Who will you play with?" and "Who will have the first turn?"	CONNECT Spend time with a friend or family member in person or via technology. Ask "What are you grateful for?" and "What do you hope will happen this week?"	ACTIVE Make an obstacle course. Balance, tip toe, crawl, go under, over, between. Ask "What was easy?" "What was more challenging?" and "Would you do something differently next time?"	RELAXATION Close your eyes and place your hands on your belly. Breathe deep and feel your belly rise and fall. Ask "What do you need before we start?" and "Do you feel comfortable?"
MUSIC	TECHNOLOGY	HELPING	FREE CHOICE
Find household items to use as instruments and play along to your favourite songs. Ask "What instrument would you like to play?" and "What could we use for that?"	 Take photos of items you find in the house or garden. Put them into categories of colour, size or shape. Ask "What are in your photos?" "What is it's colour, size or shape?" and "How should we group it?" 	Find tasks that a little helper can support with. Putting toys and clothes away, feeding pets or setting the table for meals. Ask "What do we need to do to complete this task?"	Spend some time playing by yourself or with your family. It's important to use your imagination and have time alone. Ask "What would you like to do now? What do you need from me?"







eful Tips

okay to not know where to start. Remember this is ncertain time for everyone.

ep daily routines as normal as possible, such as ke-up and bedtimes.

k with your child about what they will be doing ch day and reflect at the end of each day about w it went.

k with your child about what they are playing and rning. This can help them learn new language, rds and concepts.

ep in touch with the school and teachers as eded.

reen time for children aged 2 to 5 years old is 1 ur each day with no more than 30 minutes at a ne.

Ip your child stay connected with family and ends e.g. video chats

not go out and buy additional items, get creative d use what you have at home.

your child be involved in the decision making pcess. Where will they be working? What activities I happen each day and for how long?

Enjoy your time together and have fun.

eful websites

Kids a place where children can learn, play and ore through trusted programs, games, and *v*ities.

s://www.abc.net.au/abckids/

ng Star: an early childhood video series produced ne NT Music School, NT Dept. Education, in nership with the Families as First Teachers (FaFT) gram

://www.risingstar.nt.edu.au/

ceful Kids guided meditations for children, teens parents

s://www.peacefulkids.com.au/meditations1.html

Education empowering children and young people take safer and healthier choices through education <u>s://www.lifeeducation.org.au/</u>

