



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: April 6 to 9

Grade: 1

Recommended Schedule for



Monday 6 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Letter Formation and Handwriting Continue to practice handwriting and letter formation	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Making 10 GO FISH!	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Sarufi. Maneno yanayoonyesha Vitendo.	N/A
11:30 - 12:15	Movement	Minute to win it *EAT THE COOKIE WITH NO HANDS *THREAD THE PASTA * PAPER PLATE TOSS	https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Conserving Water	N/A
1:45 - 2:30	Exploration	Family Lockdown Challenge Setting a Vision	https://bit.ly/2R6lblq

Recommended Schedule for



Tuesday 7 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Sight Words and Handwriting Identify some common sight words and "Rainbow Write"	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Numbers to 20 Clip it number words	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusoma Janga la Korona	N/A
11:30 - 12:15	Movement	Minute to win it *ROLL THE MARBLE *PING PONG BALL TOSS * CREATE AN OBSTACLE COURSE	https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: The Easter Story	The Easter Story (YouTube) - Optional
1:45 - 2:30	Exploration	Family Lockdown Challenge Setting a Goal	https://bit.ly/2R6lblg

Recommended Schedule for



Wednesday 8 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Sight Words Identify some common sight words by playing a game	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Numbers to 20 Greater or Less	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusikiliza na Kuzungumza Kusikiliza Hadithi	Video Panya wa mjini na Panya wa Kijijini. https://www.youtube.com/watch?v=zdQ_R9hBROw
11:30 - 12:15	Movement	Minute to win it *BALL STRAW BLOWER RACE *PAPER CUP STACKING * BALANCE THE DIE	https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Conserving Water	N/A
1:45 - 2:30	Exploration	Family Lockdown Challenge Daily Activities & Themed Days	https://bit.ly/2R6lblq

Recommended Schedule for



Thursday 9 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	JUST FOR FUN Have fun making "Ice Paint" together	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Fun and Engaging activities for students and their families.	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Wasilisho kuhusu Korona. Tufurahie Pamoja Lugha ya Kiswahili.	N/A
11:30 - 12:15	Movement	Minute to Win It!	https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Drawing Challenge	N/A
1:45 - 2:30	Exploration	Family Lockdown Challenge Daily Activities & Themed Days	https://bit.ly/2R6lblq

Literacy & Writer's Workshop Activities

Monday, 6 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:

Continue to practice handwriting and letter formation

Materials Required:

- Any writing materials and instruments

For example:

Scrap paper, lined paper, cardboard, whiteboard, pencils, coloured markers or sensory medium such as mud, sand, shaving cream or playdough in which Students can for and write the letters with their finger

- Handwriting and letter formation guidelines

Instructions for Learning:

During Term 1, Students have practiced how to correctly form the letters of the alphabet.

- Students can now practice forming and writing the following letters:
- "*Go underground*" Letters are letters on which the lower part of the letter reaches below the line the letter is written on

y, p, g, q, j

- This can be done numerous times.
- Students can add a drawing of anything they know which starts with the various letters practices today next to or underneath the practices letter.

OPTIONAL:

Questions and Discussion prompts:

- What is the name of this letter?
- Do you know the sound of these letters?
- Do you know where the starting point is when writing this letter?
- What words do you know that start with this letter?

Handwriting and letter formation guidelines:



Tuesday, 7 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Identify some common sight words

Materials Required:

- Sight words (printed or written out)
- "Rainbow Write" instructions (hard or soft copy)
- Variety of coloured drawing or coloured writing instruments (such as markers, crayons or pencils)
- Scrap paper or print the template

Instructions for Learning:

During Term 1 Students learned about sight words. Sight words are some of the most common words we use when learning to read and write.

- Read each of the sight words individually with Student.

it

be

can	is
up	and
for	did
do	down

OPTIONAL Additional sight words: about, come, could, day

- *This can be done a number of times.*
- Discuss each word with Student:
 - Do you know this word?
 - Where have you seen or heard this word?
 - With what letters does this word start with?
 - Can you spell the word?
 - Can you use the word in a sentence?
- Read the instruction to “Rainbow Write” to Student to make sure they are able to complete the activity:



- Students complete the “Rainbow Write” activity.



Wednesday, 8 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Identify some common sight words by playing a game

Materials Required:

- "Snakes and Ladders" game printed
- Dice and place markers such as coloured buttons or small toys

Instructions for Learning:

During Term 1 Students learned about sight words. Sight words are some of the most common words we use when learning to read and write.

- Read the instructions with Students to ensure everyone playing understands how to play the game.

Players: 2-6



Instructions: All players begin on the 'start' box at the bottom of the game.

Roll one die and move your object to the appropriate box. Read each word you move over as you go. If you don't read each word, you must go back to where you started and the next player takes their turn. If a player doesn't know a word he should use his reading strategies. Players can ask other players for help. Each player must find their way to the 'finish' box at the top of the game by reading the words correctly. Avoid landing on the snake heads and sliding down and try to climb ahead by moving up the ladders.

Variation: When landing on a word, players can put that word into a sentence as well as reading it.

- Play a game (or two) of the sight word "Snakes and Ladders"



Fry's First 100 Words Snakes and Ladders

Game 2



not	word	but	Finish
↑ what	all	were	we ↑
↑ when	your	can	said ↑
↑ there	use	an	each ↑
↑ which	she	do	how ↑
↑ their	if	will	up ↑
Start	about	out	many ↑

- Enjoy!

Thursday, 9 April

Time: 45 - 60 minutes

Learning Goal:

JUST FOR FUN!

Materials Required:

- Ice cube trays, popsicle sticks, water, food colouring

Instructions for Learning:

JUST FOR FUN!

- Collect all the ingredients from the list
- Follow the instructions to make the “Ice Paint” together with Student.
- Feel free to add flavours, colours or textures to the different coloured paints.

Have fun painting together!



+ Mathematics Activities

Monday, 6 April

Time: 60 minutes

Materials Required:

- Deck of playing cards
- OPTIONAL: Paper and pencil

Learning Goal:

Students will be able to make 10.

Instructions for Learning:

- When your kids are learning basic addition skills, you look for all kinds of ways to make learning math fun. We've found math card games to be a great way to practice addition and have fun at the same time. Tens Go Fish is a mathematical version of the classic card game—you guessed it—[Go Fish!](#)
- Before playing remove all the face cards and the number 10 cards. You will be left with four cards each of numbers 1-9.
- For this game 2 or more players are required.
- Deal each player five cards. Place the stack of remaining cards face down in the middle of the table. This is the "Go Fish" pile.
- Before beginning the game, look for pairs of cards in your hand with a sum of 10. Place all pairs with a sum of 10 face up on the table in front of you. Draw from the Go Fish pile to replace the cards so you still have five cards in your hand. For example if you have a hand with 2-2-3-8-7, place 2-8 and 3-7 on the table and draw four more cards.
- To begin, as in traditional Go Fish, players take turns asking each other for their desired card. However, instead of seeking out pairs of the same card, players want pairs to make the sum of 10. For example, if I hold a 5, 3, 2, 4, 9, I might ask for a 5 so I can "make 10."
- If a player gets the card he asked for, he puts the pair down on the table and picks a new card from the deck. If he does not get the card he asked for, the player must "Go Fish" and pick a new card from the deck. If the new card from the deck makes 10 with a card in the player's hand, he or she puts the pair of cards down, and gets another turn. If he still does not get the card he wanted, play passes to the next player.
- If a player runs out of cards, he picks two new cards. A player's turn is over when he can no longer make 10.
- The game is over when there are no more cards, or no more pairs can be made.
- Once you and the kids have gotten the hang of how to play Tens Go Fish, you will enjoy changing things up a bit to keep the game interesting.
- Add in four face cards, such as the four kings. Designate these four face cards as "wild cards," which when drawn can be any value the holder of the card decides to give it.
- You can also add back in the number 10 cards. Players can place a single 10 card down instead of a pair.

- For extra math practice, have players write down the equations of each pair combinations they make.

Tuesday, 7 April

Time: 60 minutes

Learning Goal:

Students will be able to count, read, represent and write numbers and number words to 20.

Materials Required:

- Pegs
- [Clip it Number Words 1 to 20](#)
- Paper
- Pencil

Instructions for Learning:

- Children need opportunities to learn and experience numbers. Learning to count, identify numbers, and understand quantity are a few of the essential concepts. Repeated experiences build understanding and fluency with numbers. These experiences help expand knowledge and learn new ideas. A strong number sense is vital for future understanding of more complex math topics.
- For this activity, place all cards face down on the table in front of the student. A basket of pegs needs to be placed next to these cards.
- Students will randomly pick a card and use the peg clip the correct number to represent the number word on each card.
- Once done students need to write numbers and number words from 1 to 20.
- Encourage students to do this activity independently and try to remove the clip it cards when they are writing their numbers.

Wednesday, 8 April

Time: 60 minutes

Learning Goal:

Students will be able to compare numbers up to 20 by using greater or less than.

Materials Required:

- [Greater or Less](#)
- Pencil
- OPTIONAL: paper or 20 index cards

Instructions for Learning:

- This worksheet will develop your child's number sense. They will learn to use the 'less than' and 'greater than' signs. A strong number sense is very important for good math skills.
- Students should complete this activity independently and parents should only assist if students are really struggling.
- Once done parents and students can play the suggested game at the bottom of the worksheet as follows:

- This card game is a great way to reinforce the concept of greater than/less than. First, get 20 index cards or flash cards and write a different number on each one. Shuffle the cards and deal them all out face down. Next, you and your child each pick a card and lay it face up. The person with the greater number keeps the cards. Keep playing until all the cards have been played. The person with the most cards at the end, wins the game.

Thursday, 9 April

Time: Not specified

Materials Required:

- As per chosen activity

Learning Goal:

Instructions for Learning:

- Parents and students can choose one or more of these [fun and engaging activities](#) to be played independently or as a family.

🗨️ Kiswahili Activities (KE)

Monday, 6 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua maneno yanayoashiria vitendo na kuyatumia katika sentensi.

Vifaa Vinavyohitajika:

- Picha mbalimbali
- Penseli
- Daftari

Maagizo ya Somo:

Maagizo ya Somo:

- Anza kwa kutazama picha hizi kwa makini.
- Kila picha ina nafasi chini yake, andika chochote unachofikiri kinaendelea katika kila picha.



Huyu ni Karim. Karimi anafanya nini?



Hawa ni wanafunzi wanne. Wanafunzi

hawa wanafanya nini? _____



Huyu ni Tina. Anafanya nini?



Jade na dada yake wanafanya nini? _____



Huyu ni rafiki yangu Yunis.
Yunis anafanya nini?_____



Hawa ni wasichana wa shule yetu.
Wanafanya nini?_____

Zoezi la Kuigiza vitendo.

Katika sehemu hii utasaidiwa na mzazi au mlezi wako.
Atakutajia vitendo vifuatavyo nawe utafanya hivyo kwa kuigiza.
Uko tayari?

1. Simama
2. Tembea
3. Cheka.
4. Ruka.
5. Andika.
6. Fua nguo.
7. Funga mlango.
8. Piga mswaki.
9. Soma.
10. Vaa nguo.

Zoezi la kuandika.

Jaza mapengo kwa kutumia neno moja kati ya yale uliyopewa.

1. Baba alitu_____nyumbani kwetu.(soma, tembelea)
2. Mwalimu alitu_____Kiswahili.(rusa, fundisha)
3. Ami ana _____shambani.(lima, osha)

4. Halati ata_____nywele.(fagia, chana).

5. Binamu ali_____kucha. (panda, kata).

Kazi ya hiari.

Tumia picha zifuatazo kutunga sentensi fupi ili kuonyesha kitendo kinachoendelea.

Mfano.



Paka **analala**.

shutterstock.com • 1253500348



Mkulima_____.



Msichana_____



• Farasi_____.

Tuesday, 7 April

Muda: Dakika 45

Learning Goal:

Mwanafunzi aweze kusoma hadithi na kujibu maswali.

Vifaa Vinavyohitajika:

- Kifungu cha hadithi.
- Penseli
- Daftari.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atasoma kifungu cha hadithi.
- Ni kifungu kuhusu virusi vya Korona na jinsi ya kujikinga.

Tuepuke Virusi vya Korona.

Virusi vya Korona huleta ugonjwa wa COVID-19. Watu wanaweza kupata Virusi vya Corona kutoka kwa watu walioambukizwa. Virusi vinaweza kusambaa kupitia maji maji kutoka kwenye pua au mdomo wa aliyeathirika. Iwapo mtu anagusa maji maji kama kamasi, mate na kikohozi cha mtu aliye na virusi na kisha kujigusa mdomo, macho na pua anaweza kupata virusi vya Korona.

Dalili za Korona ni zipi?

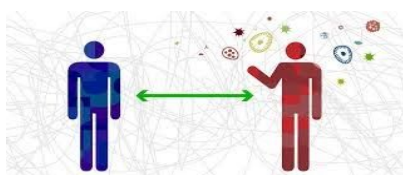
Dalili kuu za Korona ni pamoja na Homa kali, Uchovu na Kikohozi kikavu na zinatokea taratibu. Dalili kubwa na inayoweza kutia hofu, ni mtu kukosa pumzi.

Ninaweza kujikinga vipi na Virusi vya Korona?



1. Nawa vizuri na kila wakati mikono yako kwa maji ya sabuni au dawa za kuuu vijijidudu kwa angalau sekunde 20.

2. Kaa umbali wa angalau hatua mbili (2) kutoka mtu anayepiga chafya au kukohoa.



3. Epuka kushika macho, pua na mdomo kwa mikono isiyo safi kwa sababu mikono hushika sehemu nyingi na ni rahisi kubeba virusi.



4. Hakikisha wewe, na walio karibu yako wanazingatia ustaarabu wa kuzuia pua na mdomo wakati wa kukohoa au kupiga chafya.

5. Epuka kuwa sehemu yenye msongamano, kama vyombo vya usafiri, maduka na maeneo yenye mgandamizo wa hewa.

Virusi vya Korona ni Hatari!. Tuviepuke!.



Maswali.

1. Mgonjwa wa Korona anaonyesha dalili gani?

_____ , _____

2. Ili kuepuka Korona tunafaa kufanya nini?

a) _____

b) _____

c) _____

Wednesday, 8 April

Muda: Dakika 45

Vifaa Vinavyohitajika:

Lengo la Somo:

Mwanafunzi aweze kusikiliza kwa makini hadithi ikisimuliwa.

- [Video_Panya wa mjini na Panya wa Kijijini. https://www.youtube.com/watch?v=zdQ_R9hBRQw](https://www.youtube.com/watch?v=zdQ_R9hBRQw)
- Daftari
- Penseli

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atasikiliza hadithi ya [Panya wa mjini na Panya wa Kijijini](#).

Baada ya kusikiliza hadithi andika majibu ya maswali haya.

1. Je panya wa mjini aliishi wapi? _____
2. Panya wa mjini hakupenda maisha ya kijijini kwa nini? _____
3. Ni vyakula gani vilivyopatikana mjini? _____, _____ na _____
4. Ni jambo lipi lilimshtua panya wa kijijini alipoenda mjini? _____

5. Hadithi hii inatufundisha nini?

Thursday, 9 April

Muda: Dakika 45

Vifaa Vinavyohitajika:

Lengo la Somo:

Mwanafunzi aweze kufurahia matumizi ya Kiswahili katika kukabili masuala ibuka kwa mfano **janga la Korona**.

- Usaidizi kutoka kwa watu wa familia.
- Simu ya kurekodi video.

Maagizo ya Somo:

- Kipindi hiki tutakitumia kufurahia Kiswahili katika kuhamasisha (creating awareness) kuhusu janga la Korona.
- Mwanafunzi atashirikiana na watu wengine wa familia katika kutunga wimbo mfupi, mchezo mfupi wa kuigiza, shairi au ubeti mmoja wa 'rap music' kwa Kiswahili.
- Ajirekodi pamoja na watu wa familia akiwasilisha ujumbe wake.

Mambo ya kuzingatia.

1. Video iwe kati ya dakika moja na dakika mbili (1-2 minutes in length)
2. Ujumbe mkuu uwe ni jinsi ya kujikinga dhidi ya Korona. Kwa mfano kunawa mikono kila mara, kupiga chafya na kukohoa kwa njia inayofaa, kutowakaribia watu wengi nk.
3. Video ihusishe angalu mtu mmoja wa familia yaani mwanafunzi asirekodiwe akiwa peke yake.
4. Video itatumwa kwa mwalimu anayehusika na Kiswahili ili kuikagua na hata kuisambaza iwapo itakuwa ya kiwango cha juu.

Kila la heri!!!!!!

Movement Activities

Monday, 6 April

Time: 20-30 min

Learning Goal:

Students will compete in a minute to win it competition with family members

Students will eat a cookie without using their hands

Students will pick up macaroni with a piece of spaghetti without their hands

Students will toss a paper plate and see how many they can get in

Materials Required:

- Any cookie (round cookie - Oreo)
- Macaroni - 5 pieces per person
- Spaghetti - 1 per person
- Toilet roll / Paper towel roll
- Paper plates
- Scissor
- Tape
- Family members
- Stopwatch
- Paper
- Pen

Instructions for Learning:

- Students will play minute to win it:

EAT THE COOKIE WITH NO HANDS

- Place a cookie on your forehead and try to eat it without hands.
- The person who can catch the cookie in their mouth in the shortest time wins.
- Note this was extremely difficult with an Oreo cookie which is what we used! Try it with a smaller cookie maybe animal cracker



THREAD THE PASTA

- You will need spaghetti noodles and penne pasta

- Lay out some penne on a table and give each child a spaghetti noodle to place in their mouth.
- Winner is the one who can thread the most penne pasta in the shortest time only using their mouth.



PAPER PLATE TOSS

- Take a paper towel roll and tape to the floor. Cut out inner circles from various paper plate sizes. Do a paper plate toss.
- How many can you get in in how many seconds/minutes? Make it more challenging by scooting further back!



Tuesday, 7 April

Time: 20-30 min

Learning Goal:

Students will continue with minute to win it game

Students will need to keep the marble on the ramp for as long as possible

Students will need to bounce the balls so that it falls on top of the containers

Students will walk through an obstacle course without touching / breaking the tape

Materials Required:

- **Plastic spoon**
- **Marble / any small round object**
- **Cardboard / shoe box / tray / cutting board**
- **Paper tubes / rolls - different heights / containers**
- **Tape**
- **Foil**
- **Light ball / ping pong balls / Foil balls / Balls made out of plastic**
- **Stopwatch**
- **Family members**

Instructions for Learning:

- Minute to win in competition:

ROLL THE MARBLE

- You will need a plastic spoon and marble
- A slanted base, you can use use a slanted long cardboard box
- Use the back of the spoon to keep the marble from rolling off.
- Winner is the one who can keep the marble on the ramp the longest time.



PING PONG BALL TOSS

- Use varying paper tubes in heights and use painter's tape to tape down the floor or you can even insert them on top of a cardboard box and hot glue down. Place foil over the opening and ping pong balls on top so they don't fall down.
- Tip: If you have large colored plastic balls you don't need the foil. Use a ball or make your own (we crumpled a piece of leftover foil!) to knock down the balls. Or if you have a Nerf Gun, you can use that too.



CREATE AN OBSTACLE COURSE - Using Crepe Paper

- Take a roll of crepe paper and tape lines across a hallway wall. Zig the lines high and low. Encourage kids to walk through without breaking the crepe paper!



Wednesday, 8 April

Time: 20-30 min

Learning Goal:

Materials Required:

- Paper tubes / any long round shape
- Straws
- Light balls / Ping pong balls

Students will continue with minute to win it game

Students will blow a ping pong ball as fast as they can

Students will stuck the paper cups as high as they can in a minute

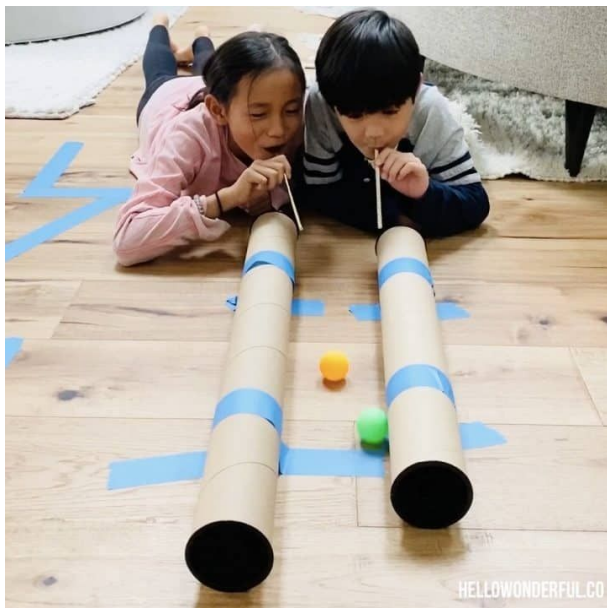
Students will balance as many dices as possible on a popsicle stick in a minute

- **Paper cups / plastic cups**
- **Popsicle sticks - 1 per person**
- **Dices / marshmallows / any flat porridge / biscuits**
- **Stopwatch**
- **Family members**

Instructions for Learning:

BALL STRAW BLOWER RACE

- Take two paper tubes and tape to the floor. Give each kid a straw and do a ping pong ball race!
- If the ping pong is too easy to blow, use a heavier ball or object. Test out different ones – the experimentation in creating different variations of games is also fun!



PAPER CUP STACKING

- Recycle and reuse paper cups into a fun stacking game. How high can you go?! Get the little ones to help bring and stack cups too!



BALANCE THE DIE

- You will need at least 8-10 dice
- Popsicle sticks (the slightly wider ones are great)
- Winner is the one who can balance the most die in the shortest time.



Thursday, 9 April

Time: 20-30 min

Learning Goal:

Students will continue with minute to win it game

Students will move five cotton balls from one bowl to another in one minute

Students will move a round object from one bowl to another with a spoon in their mouth

Materials Required:

- **Bowls**
- **Cotton wool**
- **Round objects / balls / ping pong balls**
- **Tissue box / small box**
- **String**
- **Spoons**

Students will shake balls out of a box by tying it to their body

Instructions for Learning:

NOSE DIVE

- The secret weapon in this game? Petroleum jelly dabbed on the nose. Using their noses (no hands allowed), players must move five cotton balls from one bowl to another, before the minute is up.



SCOOP IT UP

- Move six ping pong balls from one bowl to another, using only a spoon. Again, like some of the other minute to win it games, the kids can't use their hands. Instead, each child will use a spoon—in their mouth



SHAKE THE BALLS

- You will need an empty tissue box paper, panty hose, ping pong balls
- Create two holes on either inside ends of the tissue box, thread your panty hose through and tie to a kid's waist with the open part of the tissue box opening facing out. Stuff ping pong balls inside until full (remember the count as each team will need the same).
- Shake as many balls out in 60 seconds!

- Winner is the one who shakes the most balls out in the shortest amount of time.



Exploration Activities

Monday, 6 April

Time: 45 mins

Learning Goal: Students & guardians will

- Set a vision for their 21 day lockdown challenge

Materials Required:

- Survival Guide
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo (tmoyo@novapioneer.com) if you have any questions about this survival guide or just want to give him your appreciation.

Instructions for Learning:

21 DAY LOCKDOWN SURVIVAL KIT



Connectedness

The next few weeks are probably going to feel long and stressful, and they might even lead to a little cabin fever here and there, but we have the solution for that.

The next few weeks are a great opportunity to not only spend time with your children, but actually get to know them and help them develop their EQ a little bit more daily.

This survival kit has a few daily activities and ideas that can help with connecting with your child and also remind them of our culture principles while their home.

Happy connecting!



Day 1

Setting a Vision

Setting boundaries and parameters for the home is very important. The next 21 days will require the whole family to come together and make the stay at home as palatable as possible for everyone involved **(not just parents)**. Start by setting the vision for the whole family together. Ask questions like:

- What does a happy space look like for you?
(1 word)
- How should we treat each other?
- What does our home look during these 21 days?

Use the list of words to create one common statement for your families vision
eg. We commit to...



Tuesday, 7 April

Time: 45 mins

Learning Goal: Students & guardians will

- Set a goal for their 21 day lockdown challenge

Materials Required:

- Survival Guide
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo (tmoyo@novapioneer.com) if you have any questions about this survival guide.

Instructions for Learning:

Day 1

Setting Goals

Now the next few weeks might feel like they are dragging for the whole family, but not if each person uses this time to set a goal for themselves that they would like to reach by the end of the lockdown. This is also an opportunity to develop your child's interests and also assist them in obtaining new, healthy habits.

Remember, it takes 21 days to start a new habit

Here are a few things to take into consideration:

- The goal needs to be attainable in 3 weeks and require effort to obtain.
- The whole family needs to set a specific goal (losing weight, writing, learning how to cook etc)
- It is important to keep at it! DO NOT GIVE UP!
- Write everyone's goal and put it on the fridge so that the whole family can refer back to it

#ALWAYSGROWING



Wednesday, 8 April

Time: 45 mins

Learning Goal: Students & guardians will

- Choose a daily activity from the lockdown challenge booklet
- Continue with the lockdown challenge throughout the holidays

Materials Required:

- Survival Guide
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo (tmoyo@novapioneer.com) if you have any questions about this survival guide.

Instructions for Learning:

Daily Activities

Creating daily activities for you and your child/ren will set a tone of consistency in the household and also allow kids to start taking ownership of certain tasks that will empower them a bit more. Your options are

- Morning Meeting
- Jar fillers / Shout outs
- Behaviour Management Chart
- Hugging Vouchers
- Family Recipe Book
- Dinner Talk

Commit to one daily activity.

Themed Days

Try these activities daily to bring joy and fun around the household and set a routine that will keep the whole family engaged and entertained while being reflective.

Commit to one themed day per week.

For all the goodies, please see this link: <https://bit.ly/2JvWmLv>

Thursday, 9 April

Time: 45 mins

Learning Goal: Students & guardians will

- Choose a daily activity from the lockdown challenge booklet
- Continue with the lockdown challenge throughout the holidays

Materials Required:

- Survival Guide
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo (tmoyo@novapioneer.com) if you have any questions about this survival guide.

Instructions for Learning:

- See instructions from Wednesday- choose another activity from the lockdown challenge booklet!

Environmental Studies & CRE Activities

Monday, 6 April

Environmental Studies: Water

Time: 45 minutes

Materials Required:

- N/A

Learning Goal:

Students will:

- Identify ways of using water sparingly in the home
- Explain why it is important to conserve water

Instructions for Learning:

- **Ask: Do you remember some of the ways we can conserve water?**
 - Closing the taps when done using them
 - Filling water bottles / glasses instead of drinking from the tap
 - Taking short showers
 - Washing many things at once in a basin
 - Fixing broken / dripping taps
- **Why is it important that we conserve water?**
 - Water is not unlimited. The earth only has so much to go around, and sometimes it runs out.
 - We should take care to use the water that we have well, and not to waste it.
- Have your child go around the home and identify ways that the family can conserve water in the home.

Tuesday, 7 April

CRE: Easter

Time: 45 minutes

Materials Required:

- [The Easter Story \(YouTube\) - Optional](#)
- Bible
- Colouring materials
- Scissors

Learning Goal:

Students will:

- Listen to the Easter story
- Complete an Easter word activity
- Create a cross with an Easter message

Instructions for Learning:

- Read the Easter story below, or watch the Easter story video.

Scripture: Mark 16:1-8; John 20:1-18

Early in the morning Mary Magdalene and two other women walked to the edge of town. They were very sad because Jesus had died on a cross. They were going to the place where He had been buried.

As the women walked, they talked to each other. "Who will roll the heavy stone from the door of the tomb?" one of the women asked. "We are not strong enough to move such a large stone."

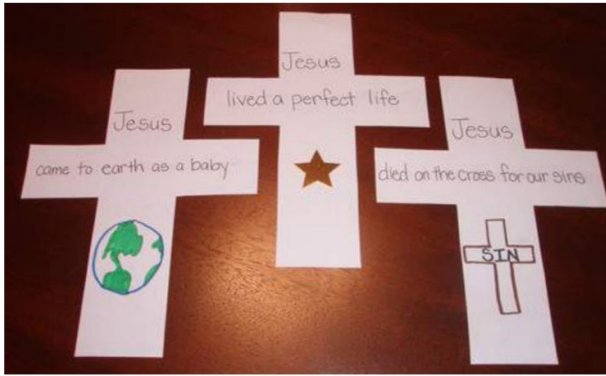
When the women arrived at the tomb, the big heavy stone was already rolled away from the door. They looked inside, but Jesus was not in the tomb. The women were afraid! A young man dressed in a white robe said: "Do not be afraid. Jesus is not here. Go and tell Jesus' helpers that He is alive."

Mary and the other women ran from the tomb. Mary found two of Jesus' helpers-Peter and John. Mary said: "Peter! John! Jesus is not in the tomb! I don't know where they have taken Him."

Peter and John could hardly believe what Mary was saying. They hurried back to the tomb with Mary. They looked inside, but they did not see Jesus anywhere! Jesus was not there. Peter and John went home. But Mary stayed nearby crying.

"Why are you crying?" she heard someone ask. Mary did not know that the man speaking to her was Jesus. He spoke her name. "Mary," He said. Then, Mary knew that the man was Jesus! Jesus was standing right there-close enough to touch. Jesus told Mary to go tell His helpers that she had seen Him. Mary rushed to tell Jesus' helpers that she had seen Jesus and that He was alive!

- Explain what we learn from this story:
 - **LOVE:** Jesus loved the world so much that He laid down His life for us. He would not have come to Earth unless he loved us so much. While we may do things that make His heart sad, there is nothing we can do to lose His love. His love is greater than any other love we know, and He even loves us more than anyone else.
 - **SACRIFICE:** While Jesus could have come to Earth to live as a king, he took on a simple life. He came as a baby, and He didn't even have clothes. The entire reason that Jesus came here is for us. He came to die on the cross for us because He loved us so much.
 - **FRIENDSHIP:** Jesus was the ultimate friend. He loved his own friends even when they were horribly mean to Him. When they lied about Him and hurt Him, He still loved them. Jesus also spent lots of time with them. Before Jesus died on the cross, one of the most important things He did was eat with His special group of friends called the disciples.
 - **REDEMPTION:** The purpose of Jesus coming to die on the cross for us is so that we could live with Him in heaven. He didn't have to come. He didn't have to die. He did it because He loves us and wants to spend eternity with us.
- Have your child complete the fill-in-the-blank Easter worksheet (see next page).
- Have your child cut a cross from paper and decorate it with an Easter message (see image below)



What Happened on Good Friday?

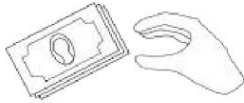


Jesus died on the cross to pay for my sins.

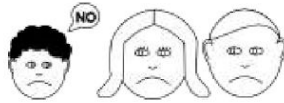
This means that I can pray and ask God to forgive my sins.



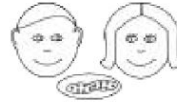
What are sins? A sin is anything I do that doesn't please God.
Circle each picture that shows a sin.



stealing



talking back to my parents



sharing



lying

Why did God send Jesus to die for our sins? Because he loves us.
Complete the verses about God's love for us.



love



Son



world

God _____d the _____ so much that he gave his only _____,



so that everyone who believes in him may not die but have eternal life. John 3:16

God showed his _____ for us by sending his only _____ into the _____,



so that we might have life through him. 1 John 4:9

He _____d us and sent his _____ to be the means by which our sins are



forgiven. 1 John 4:10

Wednesday, 8 April
Environmental Studies: Water

Time: 45 minutes

Materials Required:

- Drawing paper
- Drawing materials (crayons, coloured pencils, markers, etc)

Learning Goal:

Students will:

- Create a list of ways they will help conserve water in the home
- Illustrate their list

Instructions for Learning:

- Have your child remind you of some of the ways they said they can conserve water in the home.
- Have your child choose 1-2 of the ways that they will conserve water in the home.
- Have your child write a sentence about this, and draw a picture.
 - *Ex): I will conserve water by _____.*

Thursday, 9 April

Fun Day

Time: 45 minutes

Materials Required:

- Colouring materials

Learning Goal:

Students will:

- Participate in a Drawing Challenge!

Instructions for Learning:

- Have your child draw a picture using one of the following prompts:
 - Draw yourself doing your favourite thing, in your favourite place, with your favourite people!
 - If you could have any animal pet, what would it be and what would its name be? Draw it!
 - Draw your favourite animal doing something a human does! Brushing their teeth, driving a car, playing an instrument - anything works!
 - There are millions of fish in the sea. Create your own type of fish! Give it a name and create a home in the sea for your new type of fish!