

Barefoot Learner Distance Curriculum

This curriculum acknowledges children as competent and capable learners who are able to direct their own learning and make meanings. This curriculum aims to provide open-ended experiences which enable children to explore, investigate, problem solve and represent their understanding of the world around them. Sharing of the activities, the learning journey and/or outcome can be done with those at home, with teachers, friends or other whanau. This could be a discussion, something written, sharing of photos, a display or performance.



Belonging

Tūrangawaewae

I feel at home and I can be myself.

- *Managing Self*
- *Relating to others*

Learning New things, setting goals

Try a new hobby, learn a new skill. Ask friends or family to help you or use YouTube

Create your own learning from home timetable. Think about a balanced approach to your day, time to move, quiet time, time to eat and drink, time to chat with others, time to get some work done.

Set yourself a goal eg. to run faster/further, to create a family meal, to make a skateboard ramp.

Create a 2 - 4 week plan to help you achieve this goal. Let us know how you get on.

Teach someone in your bubble/or via online meetings something new.

Being Yourself

Draw what you hear/see/feel while listening to a piece of music.

Dance, create yourself a new dance, teach it to others.

What If?

What if we have to keep a 2 metre distance from everyone for the next 5 years?

How would your life be different?

How would your family life be different?

What changes would need to happen at school? Can you design a new classroom?

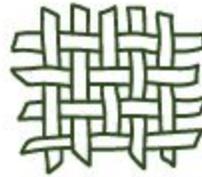
What changes would need to happen in public places such as parks and playgrounds? Can you design a new playground for the 2m rule?

How could clothing designers/manufacturers help?

What about public transport?

What sports could still be played? Could you invent a new sport with no physical contact and no sharing of equipment?

Can you plan, draw or create examples of tools/devices that would become helpful for people obeying this 2m distancing rule?



Connecting

Whanaungatanga

I care for and contribute to others and our environment.

- *Relating to others*

Create a video message for your friends and share it on the Google Classroom.

If you are a House Leader, create a video message for your house group, email it to Whaea Julia (principal@paekakariki.school.nz) for her to email out to others. You might like to do this with other house leaders.

Create a slide show/movie titled 'My Place' to share with others.

Use your daily walks to keep your neighbourhood litter free.

Take photos of interesting things in your neighbourhood/garden etc. Could you photograph all the blue things you see? All the tiny things? ...

Write, draw or paint something for someone else.

Build something that is

- taller than you
- Just the right size for your pet
- Wider than it is tall
- Taller than it is wide
- More than 4 sides
- Big enough for you and a parent to sit and eat dinner in

Who in your neighbourhood might need your help?

How are people in your neighbourhood helping others?

What could you do to help someone?

Is there something you could do from your home to cheer others up? Think about strangers/friends/neighbours?

Select 5 random ingredients from your pantry/fridge

- What could you make with these?
- Who would you make this for?
- What other tools/equipment would you need?
- How will you know if you've been successful?

Treasure hunt

What's your taonga?

Lay down a trail for others to follow.

What clues will you give?

How will people know if they are close to the 'treasure'?

What will you find at the end?

Earth's Resources

We live on an island surrounded by a precious resource - water

- How much water do you use?
- Where does water go?
- What if we run out of water? Is this even possible?
- What are the most important uses of water?
- Where is water?
- How could you save water? How could you encourage others to save water?

Can you repeat this process for electricity? food?



Exploring

Whakatōmene

I am curious and creative. I enjoy asking questions and I am excited about discovering new things.

- *Thinking*

Scavenger Hunt

- Find 10 items from inside your house that are useful
- Rank these items from least useful to most useful
- Take a photo of your collection
- Choose one item and answer the following questions:
Why did you choose this item?
Is this item always useful?
Does everyone find this item useful?
When wouldn't this item be useful to you?
How could you make this item even more useful?
What problem did this item solve?
How long has this item been around? Who invented it?
Will this item still be useful to you in 5 years time? In 20 years?
Do other people in your bubble agree with your ranking? Why/Why not?

You can repeat this activity for items that are precious, important ..

Risk Assessment Scavenger Hunt

- go around the house and look for things or places in the house that have risks/ are hazards
- write them down, draw pictures of them or take pictures of them.
- Choose one or two of the risks and answer the following questions:
What made you decide it was a risk?
Is it always a risk?
How can we minimise the risk?

Come up with a plan to address the risk

You can repeat this activity for the garden/garage/shed/local park

Cinderella Activity:

- write a version of Cinderella in 50 words. It can be a modern take, a twist on story, a poem or amusing ditty.

You can repeat this activity for other favourite stories.

Perform the story - as a play, as a comic

Comparing Time

- Compare the amount of time it takes to do a particular task in different ways. For example, peeling a banana with one hand, with two hands, with your mouth, blindfolded, with a knife and fork. Which was quickest? How much quicker? Why? Is there a quicker way? Is it always best to do it the quickest way? Compare your results with a friend.

Minute to Win It

For a fun family game, come up with various Minute to Win It tasks. These are tasks that you will all do at once for one minute to see who can do the most/best.

Here are some examples:

- Stack coins. Who can stack the most?
- Stack cups. Who can make the highest free standing tower?
- Pick up cereal pieces using a straw and placing them in a cup. Who can pick up the most?

Thinking Routine



What do you notice in this image?
What does it make you think about?
What questions do you have?

Choose another photo and repeat the Think Wonder Notice routine

Messy Maths

How many kilometres are you covering when *you* walk around your neighbourhood?
What questions do you need to ask before you can answer this question?
What will you need to use to solve this problem?
Where will you find the information you need? (Think online and offline resources)

Is there someone in your bubble who walks further than you? How much further?
What is the shortest walk you can do if you only turn right after you leave your gate?

Create History

Write a diary/letter to tell your 60 year old self what life was like during COVID 19. What advice would you give?
Draw pictures
Take photos
Document this important and significant time of our history.
Create a time capsule of this time.

Read or [watch](#) the story of Red Riding Hood

*What were the risks that Red Riding Hood took?
Which was the biggest risk she took?
How could she have still taken the same risks but stayed safe?
How might some risks have been more careless than others?
What risks did the wolf take?
What risks did the woodcutter take?
Why did some risks pay off and others didn't?
How do we know if a risk is worth taking or not?
What might be the impact of never taking any risks?
Is this even possible?
What can we learn from this story about risk taking?
How might this relate to our lives today?*

Repeat this for Goldilocks and the Three Bears, Hansel and Gretel or other favourite stories

Create a Story

Dig out all of those odd socks and make some puppets then create a puppet show. You could create a set then film your show.

Star gazing

Think of your own questions using these starters

- Is it possible to
- How do you know
- I wonder
- How can we





Thriving

Whakapuāwai

I am a confident, resilient and inspired learner.

- *Participating and Contributing*
- *Using Language, Symbols and Text*

Back to Front Day

Plan out a day where you do everything 'back to front'
How would a back to front day work?
What things couldn't you do back to front?
What if everyday was back to front?

What other theme days can you think of? Could you live like a child from the 1800's?
From India? Could you be Harry Potter for the day?

Moving It

Time yourself doing different activities. See how long you can:

- Hop on one foot
- Balance on one leg
- Hold a plank
- Hula hoop

Or see how many you can do in 1minute:

- Sit-ups
- Jumping Jacks
- Star jumps

Loose Parts Art and Construction



