
Learning from Home Handbook



March 2020



This document has been tailored for use by Beehive Montessori School families for the purpose of temporarily learning at home. This document was initially developed by The Montessori School of Tokyo and has kindly been shared for use by other Montessori schools worldwide.

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A Vision of Learning from a Montessori Perspective

"Our aim is not merely to make the child understand, and still less to force him to memorise, but so to touch his imagination as to enthuse him to his innermost core."

~Dr Maria Montessori

As we embark on a time of 'Learning from Home,' our aim is to create a Montessori-based framework that serves our students while supporting parents as we all adapt to a different daily routine. It is important to us that the children's activity during this time be enjoyable, thoughtful, challenging and rewarding.

Replicating what happens in our classrooms is not something we can achieve during this period. Our goal is to work in collaboration with families to keep alive the *culture of learning* that is unique to Montessori and provide families with support and activities that match the developmental needs and characteristics of the child.

How do we establish this at home?

The Montessori method is all about the *process*. While completion of work is important, it is our *approach* that makes all the difference. Learning is most effective when it is within a greater context. When we connect subjects and concepts, we establish meaning which fuels motivation in students. Above all, we want children to feel connected to their learning, not to simply "complete assignments" while at home.

Learning together with a sense of **exploration, curiosity and discovery** results in deeper and more meaningful experiences for children. This instils a great sense of ownership and responsibility for the child.

It is important to us that we maintain a feeling of connectedness throughout this process. We will be in regular contact in a variety of ways and there will be continued communication between teachers and families throughout the period of closure.

The guidelines throughout this Handbook will outline how teachers and administration will support our families throughout this period of 'Learning from Home.'



The Prepared Environment

For our younger students, the learning environment is your home and surroundings. This means finding ways to support independence, engage in meaningful tasks and supplement learning through various activities suggested by teachers.

For our older Primary to Adolescent Program students, this will mean all of the above, plus establishing a quiet space, expectations and routines for any specific assignments shared by teachers.

Where age-appropriate you might like to discuss 'Learning from Home' with your child and include them in some decision-making processes:

- Setting up their work space (if applicable)
- Making a schedule together that works for your family (when to take breaks / have time outdoors etc.)
- Gathering ideas for activities and projects
- Organising necessary learning materials

For our older students, it will be important for them to maintain their routine of sharing work and receiving feedback.

Overall, we can approach this as an opportunity to be creative and collaborative we are here to support you through this process.

Practical Life

Practical life is an important part of experiential learning. It is part of every Montessori classroom and can be mirrored at home. These activities assist students in developing purposeful life skills for their continued growth and development. This includes refining fine motor and movement skills and practising coordination, planning and problem-solving. Practical life activities:

- foster order and sequence;
- develop concentration;
- foster physical independence;
- foster the development of fine motor control; and
- provide opportunities for planning and carrying out tasks.

The Practical Life area also provides children with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision making, organisation, problem-solving, impulse control, collaboration and communication. These skills form the foundation of a child's academic learning. For example, sequencing a task is a pre-reading skill.

Examples of practical life might include:

- setting the table
- watering plants
- tidying rooms
- taking care of pets
- preparing a snack/meal
- helping with shopping lists/budgeting
- repairing a bicycle
- planting a small urban garden



Practical life is engaging for children at all stages of development and tasks are designed according to their level of coordination and independence. You can organise a “job chart” or list of family projects as a way to help guide your child's interests. Planning and gathering resources to complete the tasks is purposeful work.

These activities provide opportunities for your child to develop a sense of contribution, responsibility, collaboration and self-worth.

The Uninterrupted Work Cycle

Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In a Montessori classroom, children are given large blocks of time in order to explore their work deeply. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. It is the framework that fosters child-centred as opposed to teacher-directed learning.



Ownership of Tasks and Shared Learning

Montessori learning environments are often referred to as “optimal learning environments” because of the inherent skills and outcomes that result from being in a rich and interesting classroom, coupled with the dynamic of interactions amongst peers and teachers.

In order to foster a deep sense of ownership in their learning, we focus on two things: the developmental needs and characteristics of the child and their interests. Here are a few key points that aid in cultivating a child’s self-direction and attention to their work:

- Choice
- Participation in planning and organising tasks
- Conversation
- Finding good resources
- Sharing of knowledge

You will be receiving regular communications from your child’s classroom teachers in the coming weeks. We encourage parents to follow the teachers’ suggestions and guidance when completing work at home. The more children are involved in developing and detailing their activities, the more they can achieve.

One note regarding sharing or presenting work:

It is a regular occurrence in a Primary (or older) Montessori classroom for children to present their work or projects to one another. This is something you can replicate at home. Planning a presentation or sharing time at the end of a project is very exciting for young children and gives our older students an opportunity to use their voice. It is an essential part of the learning process as it requires synthesis of learning to describe, explain and express yourself clearly. It feels celebratory as well!



Feeling of Responsibility and Contribution to the Community/Family

Being in a Montessori school is often described by students as being part of a big family. By actively contributing to family or community life students enjoy a feeling of belonging and learn that they have a responsibility to themselves, others and the environment.

It is our commitment to each child that they reach their fullest potential and feel that they are a valued part of our community.



Playgroup (18 months - 3 years)

Students may be expected to:

- ❖ Enjoy family life and make developmentally appropriate contributions

Parents are invited to:

- ❖ Remain mindful and respectful about the growing self-esteem and sense of independence that your child is developing
- ❖ Help your child with the hardest part of a task (not the whole task)
- ❖ Initiate verbal communication frequently, ask question, share concerns and observations
- ❖ Be consistent; follow routines and clear sequences for each activity
- ❖ Limit screen time
- ❖ Include your child in household chores
- ❖ Provide opportunities for outdoor activities (gross motor skill development)
- ❖ Let go of perfection. What you are experiencing now is not the final goal. It is foundational
- ❖ Enjoy and appreciate time with your child

Ideas to get you started:

- Helping with the laundry – bringing things to the laundry basket, putting clothes in and out of the washing machine, adding soap, sorting washing
- Getting dressed and undressed – provide just as much help as necessary and provide clothing that is easy for the child to learn to master
- Helping with breakfast – have a container with a scoop in it for them to serve their own cereal; add a small jug of milk on the breakfast table; setting the table
- Helping with lunch – have a small number of items where the child can serve themselves, e.g. some slices of bread or rice crackers with various toppings or spread; the child may wish to help wash up
- Helping with dinner – preparing vegetables (look for implements suitable for small hands) and salad; setting the table; washing up
- Baking –helping to measure, pour and stir
- Playing outside with balls/playground equipment, bikes, etc.,
- Preparing snack food (banana slicing, egg peeling, and cheese slicing are some favourites)
- Washing dishes with a small scrubbing brush and dish soap
- Looking out the windows and talking about what you see is also enjoyable for a toddler.
- Reading books or just looking through them
- Practicing using a lock and key
- Opening and closing different containers
- Sorting items by size/colour

Notes and other ideas:

- Your child likes to feel a part of the family and able to contribute
- Only put out as much as you want to clean up – water, dish soap, travel size shampoo bottle
- Have cleaning supplies at the ready – a cloth on the table to wipe up spills, a child sized broom and mop for larger messes
- Focus on the process not the product results – when your child helps it will take longer, it may not look perfect, but they are learning to master these skills and will be a life-long helper at home
- Arrange items for activities in baskets, trays and simple caddies to keep the environment in order
- Create activities with things you have around the home.
- These skills require repetition to gain mastery which is great for building concentration
- These activities involve sequences and you can build up the number of steps in the activity as their concentration grows
- Involve a lot of movement – great for refining fine motor and gross motor skills, e.g., pouring water without spilling, using a sponge
- There are many language opportunities around these activities
- Learning new skills, building independence and feelings of self-reliance
- Initiate verbal communication frequently, ask questions, and share observations
- Be consistent; follow routines and develop clear sequences for each activity
- Limit screen time but when watching perhaps find nature documentaries, videos of machinery working, a road being built etc., watch videos of dances from other parts of the world then give them a try! Find videos of things being made.

Junior Primary (3 - 6 years)

Students may be expected to:

- ❖ Enjoy family life and make developmentally appropriate contributions

Parents are invited to:

- ❖ Remain mindful about your child's stress or worries during this time of change
- ❖ Initiate communication with teachers about questions, ideas, concerns, feedback
- ❖ Support your child's independence in daily life activities
- ❖ Be mindful of and allow children continued periods of concentration
- ❖ Establish daily routines and expectations
- ❖ Limit screen time
- ❖ Provide opportunities for daily physical activity

Teacher will:

- ❖ Give guidance in setting up a daily routine
- ❖ Make suggestions for appropriate practical life activities
- ❖ Provide both general and individualised suggestions for activities developing fine motor skills / gross motor skills / language / numeracy
- ❖ Be prompt in replying to your emails if you need additional guidance and support

Developmental Needs and Characteristics

- ❖ Children aged 3 - 6 thrive in environments that promote repetition, routine and the mastery of purposeful movement
- ❖ Allow your child to choose activities and give the opportunity for periods of time without distractions
- ❖ The key to a successful learning environment is order, access to tactile resources, space to explore and meaningful activity.

Ideas to get you started:

For the Junior Primary child, 'work' and 'play' should be interchangeable - a natural, fun and exciting part of life.

Language

- Follow your child. Let them be the expert! Do a puzzle and let them show you where the pieces go. Play a game and let them remind you of the rules. Answer their questions with "what do you think?" Or "how could we..."
- Have them use their hands! They need to carry, pinch, scrub, push, pull, roll, e.g. play with clay, actual hard clay they must soften with the warmth of their hands. Roll it, slice it with a butter knife, make cubes and spheres; scrub dishes at the sink. Let them use a scrub brush to make tons of bubbles in the sink; use scissors to cut paper. Paste it, using glue in a small dish and a paint brush as an

applicator, to make a collage or another object; colour with crayons; drive toy cars, sort them by colour, grade them by size; sew a running stitch, sew buttons! This is the best handwriting support out there!

- Tell stories! The art of story-telling is quickly becoming lost. Children need to know stories aren't only from books. Share stories from your childhood, from their infancy, of your favourite childhood toy, of family members they didn't get to know.
- Read books together. Ask your child questions about the book. For examples— what happened in the story? How do you know the character was happy/sad?
- Play language games e.g. I spy
- Make up stories together
- Learn a new song and dance

Practical Life Activities

- Washing hands and nails
- Washing clothes
- Dusting
- Taking care of plants
- Cook or bake following a recipe. Take your time. Let them measure, pour, and crack the eggs. There will be a mess and possibly mistakes but focus on the joy of the experience and the lifelong memories you're creating
- Paint/draw/sketch
- Sweeping
- Folding laundry
- Polishing (mirrors, silverware, glass)
- Sewing
- Taking care of a pet

Sensorial Activities

- Find and name shapes in the environment
- Stereognostic exploration: Blindfold your child and give them a set of objects to identify by touch
- Similarly, your child could wear a blindfold and identify and sort objects according to smell or taste
- General sorting: your child can find things around your house and categorize them by shape, colour, weight, etc.

Mathematical Activities

- practice addition and subtraction using two or more dice
- practice saying and writing numbers up to 100
- Practice math facts
- Origami

Cultural Activities

- Explore your surroundings: around your garden, find leaves, insects, seeds, etc. Label them, find out more
- Vegetable groups: buy different kinds of vegetables and fruit and separate them into groups. Open/cut them and show your child the inside, colour, texture, seed,
- Explore animal and plant lifecycles
- Look up continents, countries, oceans, read about different cultures and festival

- Art: Painting (watercolour, oil paste, charcoal, crayons, markers, different techniques). Collage (glue seeds, pieces of paper, fabrics, etc. onto a large cardboard; may add text cut outs from magazines if child reads). Embroidery. Stencilling. Cutting different shapes. Pin (use a drawing pin to trace different shapes). Clay (make different shapes, such as leaves, animals, mini figurines, vehicles; let dry, then paint). Research and talk about different artists and styles of painting/art.
- Music: walk to music, play different instruments, dance, explore different music styles and singers/bands from different periods in history.

Middle Primary (6-9 years)

Students will be expected to:

- ❖ Plan and organise work with guidance from parents
- ❖ Follow teachers' guidelines and academic expectations
- ❖ Work with integrity on assigned tasks - do your best!

Parents are invited to:

- ❖ Guide your child to set up a prepared environment at home
- ❖ Establish a consistent routine and work schedule together
- ❖ Follow along with the teachers' suggested activities to maintain skills and concepts
- ❖ Provide opportunities for your child to share/present their work to you

Middle Primary Teachers will:

- ❖ Prepare a variety of appropriate tasks and activities for children to complete at home
- ❖ Communicate with parents, replying to emails promptly

Developmental needs and characteristics:

- ❖ Respect the stage of development - many Middle Primary students are still working at a "concrete level" and require the Montessori materials to complete certain tasks. Teachers will liaise with you personally as to how to best meet your child's individual needs
- ❖ Work alongside your child to develop ideas that build on their interests and pre-existing knowledge. Examples may include projects, journals, creative writing, geometry constructions
- ❖ Some students by this stage have very well developed self- management skills; only direct if needed
- ❖ Lower Elementary students are extremely social; they will need to feel connected to their friends. Find creative ways to encourage socialisation; old fashion letter writing, phone calls, video chats, etc.
- ❖ Physical activity is essential for this age group. Please promote physical exercise on a daily basis

Ideas to get you started:

Language

- Journal Writing
- Poetry: Read examples and write (add music to make a song!)
- Reading activities: Read aloud to siblings and parents, invite your child to start a reading log of all the books they have read,
- Spelling: Take commonly used misspelt sight words from written work and create flashcards for your child to practice
- Persuasive writing
- Story Writing; discuss favourite stories and their plot lines, change these stories slightly by altering the setting or main character in some way and retell and then rewrite.
- Use famous paintings or photos as starting points for a story through questioning; what do you think is happening here? Why? When? What for? Develop a storyline orally and then write
- Practice handwriting e.g. calligraphy activities, letter writing, shopping lists
- Board Games; scrabble, boggle, Upwords, Bananagrams

Maths

- operations - give addition and subtraction questions to work with on paper. They can be as big as they wish
- Practice multiplication facts in a variety of ways. E.g. listen to songs, make up dances, flashcards etc.
- Time: Calendars, seasons, months, clocks and time
- Measuring – estimate and then measure mass, length, area and volume
- Money - make up a quantity in different ways and count money
- Mapping activities; make a detailed map of room, house, garden, street, suburb
- Play games which require maths. E.g. Yahtzee, cards, Monopoly
- Build something with Lego or blocks and then draw it from different views – aerial, side on etc.
- Cooking and baking with a focus on fractions; doubling or halving recipes etc.
- Word Problems - child invents word problems using different operations
- Geometry- finding and labelling shapes in the environment

Culture

- Project on a country of interest; Look at map, research the: history, flora and fauna, flag, national dress, foods, housing, transport, religions, festivals, celebrations etc.
- Project on a plant; classify leaves, vein patterns, label the parts, label the parts of a plant, types of roots, the job of the leaves and the roots.
- Make a botany map of the backyard. Label each plant with its common and scientific name.
- Project on an animal – classification, drawing, parts, distribution, diet, habitat, etc.
- Biodiversity survey and tally in backyard; How many bird species can you spot? What about plants? Can you find any animal tracks?
- Famous person biography from history

- if you have a musical instrument, play it. Label the notes; play sound games: play a note and without looking, have them identify the note that was played;
- make up a tune; incorporate lyrics into a tune.
- Listen and reflect on a wide variety of music types from different times and places
- Create a song/ piece of music, write it down if you can!
- Art: draw, sketch, paint with different media; knit; sew

Practical Life

- Planning and Cooking meal for family
- Care for a pet
- Help with chores e.g. laundry, making bed, washing dishes, cooking, sweeping, dusting, washing car, organizing closet, folding, ironing, window washing
- Learn a practical life skill such as changing a tyre, checking the oil on the car, lighting the BBQ, mowing the lawn.
- Manicure and pedicure – create a day spa for the family
- Gardening
- Washing & cleaning the car
- Limit screen time, but when watching tv, perhaps find nature or historical documentaries and discuss as a family.
- If your child does use a device, encourage them to use it as a tool for creation, not entertainment. Write with it, make a movie, do math with it, do art with it.

Upper Primary (9 - 12 years)

Students are expected to:

- ❖ Plan and organise work as independently as possible
- ❖ Follow teachers' guidelines and expectations
- ❖ Be own advocate when assistance or further clarification is required

Parents are invited to:

- ❖ Guide your child to set up a prepared environment at home
- ❖ Establish a consistent routine and work schedule together
- ❖ Follow along with the teachers' suggested activities to maintain skills and concepts
- ❖ Provide opportunities for your child to share and or present their work to you

Upper Primary Teachers will:

- ❖ Prepare a variety of appropriate tasks and activities for children to complete at home
- ❖ Communicate in a consistent fashion with parents, replying to emails promptly

Developmental Needs and Characteristics:

- ❖ Respect the stage of development - some students may still be at a "concrete level" and require the Montessori materials to complete certain tasks. Avoid "teaching" shortcuts for subjects such as Mathematics
- ❖ Allow for choice, giving students the opportunity to build on their interests. Examples may include projects, journals, creative writing, Geometry constructions,
- ❖ By this stage, many students have well developed skills in self- management; only direct if needed.
- ❖ Upper Elementary students are extremely social; they will need to feel connected to their friends. Find creative ways to encourage socialisation; old fashion letter writing, phone calls, video chats, etc.

Ideas to get you started:

Language

- Journal Writing: This can come in many forms, depending on interest. Ideas vary from a gratitude diary, to a maths diary with daily prompts
- Poetry: Read examples and write (add music to make a song!) – use figurative language to write descriptive poems on different topics
- Reading activities: Read aloud to siblings and parents, invite your child to start a reading log of all the books they have read, write a book review
- Spelling: Take commonly used misspelt sight words from written work and create flashcards for your child to practice
- Persuasive practice: Listen to short and curly podcasts and discuss and then write persuasive texts
- Story Writing
- Practice handwriting e.g. calligraphy activities, letter writing, shopping lists
- Board Games; Scrabble, Boggle, Upwords, Bananagrams

Maths

- Practice multiplication facts in a variety of ways. E.g. listen to and sing times tables songs, make up dances, create flashcards or posters
- Budgeting, Planning and Cooking a meal for the family
- Measurement – estimate and then measure mass, length, area and volume
- Time- reading clocks; analogue, digital, timetables, time zones
- Money – Count, play shops and giving correct change, develop a budget for a meal plan, calculate interest
- Mapping activities; make a detailed map of rooms, house, garden, street, suburb. Create a treasure map or series of clues using directions
- Play games which require maths. E.g. Yahtzee, Card games, Monopoly
- Time, speed and distance problems: run, walk, ride, skip, skate and time self at set distance to calculate speed
- Build something with Lego or blocks and then draw it from different views – aerial, side on etc.
- Cooking and baking with a focus on fractions; doubling or halving recipes, looking at ratios etc.
- Word Problems - invent fun word problems using different operations
- Geometry- make 3-D shapes by creating nets, finding all the right, acute and obtuse angles in the house
- Graphing – Find interesting quantitative data to graph. E.g. max and minimum air temperature, rainfall, historical sporting data etc. There is a lot of data out there once you start looking
- Codes - Create a secret code and write a message to a friend/sibling in it. Provide the key to the code or see if they can work it out

Culture

- Project on a country of interest; Look at map, research the: history, flora and fauna, flag, national dress, foods, housing, transport, religions, festivals, celebrations etc.
- Project on a plant; classify leaves, vein patterns, label the parts, label the parts of a plant, types of roots, the job of the leaves and the roots.
- Geology: study the rock types found in your back yard, and try to identify them.
- Botany: Identify plants in the garden, and create a map of them all. Are they all in the right spot for their needs?
- Create a food web which represents what is going on in your back garden ecosystem
- Geography; Study where the sun hits the ground in the yard, where shade remains, the best planting areas.
- Create a sundial
- Monitor temperature and rainfall in garden- create a rain gauge, wind vane etc. and compare to Bureau of Meteorology site data
- Personal history; create a family tree
- Project on an animal – classification, drawing, parts, distribution, diet, habitat, etc.
- Biodiversity survey and tally in backyard; How many bird species can you spot? What about plants? Can you find any animal tracks?
- Research a Famous person (biography)
- If you have a musical instrument, play it. Label the notes; play sound games: play a note and without looking, try to identify the note that was played;
- Make up a tune; incorporate lyrics into a tune. Record in music notation
- Listen and reflect on a wide variety of music types from different times and places
- Art: draw, sketch, paint with different media
- Craft: knit, sew

Practical Life

- Budgeting, planning and cooking family meal
- Care for a pet
- Help with chores e.g. laundry, making bed, washing dishes, cooking, sweeping, dusting, washing car, organizing closet, folding, colour coding, ironing.
- Learn a practical life skill such as changing a tyre, checking the oil on the car, lighting the BBQ, mowing the lawn, painting, sanding, changing a light bulb, knowing where the power mains and water mains can be turned off or on.
- Read or play with a younger sibling, cousin
- Limit screen time, but when watching tv, perhaps find nature or historical documentaries and discuss as a family.
- If your child does use a device, encourage them to use it as a tool for creation, not entertainment. Write with it, make a movie, do math with it, do art with it.

Adolescent Program (12- 15 years)

Students are expected to:

- ❖ Plan and organise work as independently as possible
- ❖ Follow teachers' guidelines and expectations
- ❖ Be own advocate when assistance or further clarification is required

Parents are invited to:

- ❖ Guide your child to set up a prepared environment at home
- ❖ Establish a routine and work schedule
- ❖ Follow along with the teachers' suggested activities to maintain skills and concepts
- ❖ Provide opportunities at home for work presentations

Adolescent Program Teachers will:

- ❖ Prepare a variety of appropriate tasks and activities for students to complete at home
- ❖ Communicate in a consistent fashion with students and parents, replying to emails promptly

Developmental Needs and Characteristics

- ❖ Provide students with opportunity for self – expression and to build on their interests. Examples may include projects, journals, creative writing,
- ❖ Encourage socialisation with limits. Students are extremely social at this age; they will need to feel connected to their friends, but may need to be phone/device free in order to find 'flow' and concentrate.
- ❖ Respect this stage of development, remember there is a lot of hormonal development going on at the moment and the students are highly sensitive.

Ideas to get you started;

Maths

- Collect data to graph: what quantitative data can you collect from home? What does it show? How can you represent it? E.g. Create a rain gauge and measure rainfall, record and graph. Look at weekly grocery expenditure, sort and create a budget breakdown.
- Practice the times tables or maths facts (like decimals to fractions) that you don't know- make up dances or sing songs, create a poster
- Practice your skills of estimation; What is the area of your bedroom? How much does your dog weigh? How long is your corridor? Estimate and then calculate.
- Mapping – Create a scaled floorplan of your room or house, map the street, create a treasure hunt for a sibling by writing directions and giving clues at different spots.

English

- Read your class novel – Respond to what you have read in your book journal. Consider plot, setting, themes and style of writing.
- Continue to edit & polish your narrative story. There is a word limit of 750-3000 words.
- Poetry/song writing

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- Work collaboratively on a newsletter/newspaper to distribute to all Beehive kids. Each student could write a piece and send to a nominated student editor who forwards to nominated graphic designer.
 - Perfect time to record your podcasts from last year! Dig out your scripts or make a new one!
 - Board Games; Scrabble, Boggle, Upwords or make a new one

Science & Humanities

- Work on your personal research project based on the Humanities & Science topics. Take notes and record where information came from (keep track of websites visited, videos watched and books read)
- Yr 7's are required to write simple reference lists (APA Style), while older students also incorporate in-text referencing.
- Since you will have more time on your hands, this might be a great time to be creative in terms of how you present your understanding. Recording a podcast or radio play, creating a picture book or making a movie might be a fabulous way to showcase your understanding, as well as put your artistic/ media/ tech skills to work.
- Create a home science lab and run a longer term experiment at home – E.g. create a hypothesis in changing one aspect of soil quality and observe plant growth as a result.
- Undertake a biodiversity survey in your backyard
- Kitchen chemistry

Creative Expression

- Keep practicing your performances; whether it be the song, instrumental part, or perfecting choreography.
- Make the most of garage band, and refine or write a song
- Consider making a film clip to accompany your song
- Visual diary – sketch and explore, paint, write or draw
- Consider the lessons (and skills!) you now have in acrylic painting, felting, crochet, tie dyeing, lino printing, practice these now you have the time!

Practical Life

- Budgeting, planning and cooking family meals for a week
- Care for a pet
- Help with chores e.g. laundry, making bed, washing dishes, cooking, sweeping, dusting, washing car, organizing closet, folding, ironing, washing windows, washing & cleaning out the car
- Learn a practical life skill such as changing a tyre, checking the oil on the car, lighting the BBQ, mowing the lawn, painting, sanding, changing a light bulb, knowing where the power mains and water mains can be turned off or on.
- Limit screen time and make watching television educational - find nature or historical documentaries that teach you something new.
- If you do choose to use a device, use it as a tool for creating something new, not just passive entertainment. Make sure you have periods of the day where you can work uninterrupted by messages or calls.

Resources

Websites with some great educational resources

- ❖ The Imagination Tree
<https://theimaginationtree.com>
Creative art and craft activities for the very youngest.
- ❖ Red Ted Art
<https://www.redtedart.com>
Easy arts and crafts for little ones
- ❖ DK Find Out
<https://www.dkfindout.com/uk/...>
- ❖ Mystery Science
<https://mysteryscience.com>
- ❖ ABC education site, lots of videos, digital books and other useful Australian resources
<https://education.abc.net.au/home#!/home>
- ❖ Crash Course Kids
<https://m.youtube.com/user/crashcoursekids>
You tube videos on a variety of subjects for a younger audience
- ❖ Crash Course
<https://thecrashcourse.com>
You Tube videos on many subjects
- ❖ Big History Project
<https://www.bighistoryproject.com/home>
Aimed at Secondary age. Multi-disciplinary activities.
- ❖ Khan Academy
<https://www.khanacademy.org>
Especially good for maths and computing for all ages but other subjects at Secondary level. Note this uses the U.S. grade system but it's mostly common material.
- ❖ BBC education site - lots of great info. (Can't access all videos outside of UK)
<https://www.bbc.co.uk/bitesize>
- ❖ Wide range of cool educational videos <https://thekidshouldseethis.com/>
- ❖ Ted Ed <https://ed.ted.com>
All sorts of engaging educational videos
- ❖ NASA <https://solarsystem.nasa.gov/kids/more-kids-stuff/>
<https://www.nasa.gov/kidsclub/index.html>
- ❖ National Geographic <https://www.natgeokids.com/au/>

Podcasts

- ❖ Fierce Girls – biographies <https://www.abc.net.au/radio/programs/fierce-girls/>
- ❖ Short and Curly – great ideas for persuasive text
<https://www.abc.net.au/radio/programs/shortandcurly/>
- ❖ Squiz kids – news podcast for kids <https://www.squizkids.com.au/>
- ❖ Tumble Science – science podcast for kids <http://www.sciencepodcastforkids.com/>

FAQs

When and how can I reach my child's teacher?

Email remains the best way to contact a teacher. If you wish to speak to a teacher, please use email to set up a time for a phone call.

When can I expect a response?

In most cases, you can expect a response to emails within 24 hours.

How much communication can I expect from the school?

The administration office will communicate with you directly should there be any updates on the Covid-19 situation that might have a direct impact on school operations. The frequency of communication from your child's teacher will vary depending on each program and individual need.

I don't have access to a printer. What should I do?

We are planning to limit the amount of resources that may need printing, however provided the office is open we can offer printing assistance. Please forward any school work for printing to admin@beehive.wa.edu.au with the subject line: PRINT REQUEST - CHILD'S FULL NAME.

All printing tasks will be completed by 2pm the following workday and available for collection from the bench outside the office.

How will the school keep me informed on the closure?

Communication will be via email to all parents.

What about tuition fees?

If you experience financial difficulty due to the current situation, please arrange to discuss with the Acting Principal.

What support will be provided to children whose parents both work full-time?

It would be unrealistic and counter-productive in the circumstances for the school to provide child-care for all working families. We understand that this sudden school closure is an inconvenience for everyone. If any BMS family finds themselves in an emergency situation or in truly exceptional circumstances, please feel free to contact us. We may be able to help or connect you with other families who would be willing to assist.

Resources for Information regarding Covid-19

Mental Health and Wellbeing

You Me Montessori

<https://www.youmemontessori.com/coronavirus-and-depression-stay-calm-and-montessori-on/>

Beyond Blue

<https://www.beyondblue.org.au/the-facts/looking-after-your-mental-health-during-the-coronavirus-outbreak>

Talking to Children about COVID-19

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

https://www.ais.wa.edu.au/sites/default/files/news_file/2020/03/1034253/aps-tips-coping-coronavirus-anxiety.pdf

https://parenting.nytimes.com/childrens-health/coronavirus-kids-talk?fbclid=IwAR3pT-cOnk07UeCKngEbkB6z_c-mnZj8memIVMyLIF2nty2hUYnAdTsYjQ

<https://www.abc.net.au/news/2020-03-04/how-to-talk-to-children-about-coronavirus/12020324>

COVID-19 Latest advice

WHO

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

Latest advice for schools

<https://www.ais.wa.edu.au/coronavirus-information>

Health Department of WA

<https://ww2.health.wa.gov.au/Coronavirus>

Travel Advice

<https://www.smartraveller.gov.au/news-and-updates/coronavirus-covid-19>

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

- Dr Maria Montessori



