

Dear Parents,

Welcome to Topic 2 of *Open Day 1 Home Connection*. We hope you enjoyed working with your child on Topic 1.

Topic 2 is called **My Places**. In this topic, your child will learn to talk about the house and furniture, his or her bedroom and toys and where things are. Home is an important part of your child's world and it is a place where he or she should feel comfortable and secure. The **Topic Preview Activity** is a great opportunity for you to show that you are interested in what your child is learning in the English class. In the **Animal Activities** section, we will continue with the theme of houses from the *Good Buddies* comic strip from the Student's Book, when the children visit a tree house and Alex discovers a surprise under Eva's bed.

The **Mindfulness** section of this topic focuses on mindful breathing. This is a useful activity that can be done at any time and helps your child to feel calm and relaxed. In the **Content and Language Integrated Learning (CLIL)** section, the subject focus is art. We will give you some ideas on how you can explore paintings together with your child. The **Citizenship** section will focus on activities that will encourage your child to think about ways he or she can help other people, specifically helping at home.

In the **Closing Activity**, we will bring everything together by making a clean room metre with your child as a way of encouraging him or her to become aware of the importance of being clean.

You don't have to do the activities all at once.

We recommend that you try each of the activities after your child has completed the corresponding sections in the Student's Book or Practice Book.

The corresponding Student's Book pages are indicated in each section. We hope you will enjoy taking this active role in your child's learning.



Topic Preview Activity Student's Book pages 42–43

My Places

Our home is where we should feel most comfortable in the world. A happy home shapes our attitudes, awareness and self-esteem and is a vital ingredient in the pursuit of a meaningful and healthy life. In this activity, we will give you some ideas for exploring this special place with your child.

◆ Get Ready

Part 1

Talk about your house. Ask your child: *How many rooms are there? What do we use the different rooms for? Which is your favourite room?* Tell your child about the house you grew up in or the house you lived in before this one.

Part 2

Go to your child's bedroom and sit with him or her there. Point out the different pieces of furniture. Talk about the pictures on the walls. Ask your child about his or her toys: *Have you got a favourite toy? Who gave you the different toys?* Choose one of his or her toys to play with.

◆ Play Spot the Difference

Try playing this simple game. Tell your child to look around the bedroom and remember where things are. Explain that you are going to move three things to a different place and your child should try to spot the differences. Ask him or her to leave the bedroom and move the things. Then have your child come in and see if he or she can spot the things you have moved. Take turns leaving the room and moving the things. You can play this game in different rooms in the house.

Animal Activity Unit 3 Student's Book pages 46–47

◆ Get Ready

Watch this speeded up video of bees building a hive:

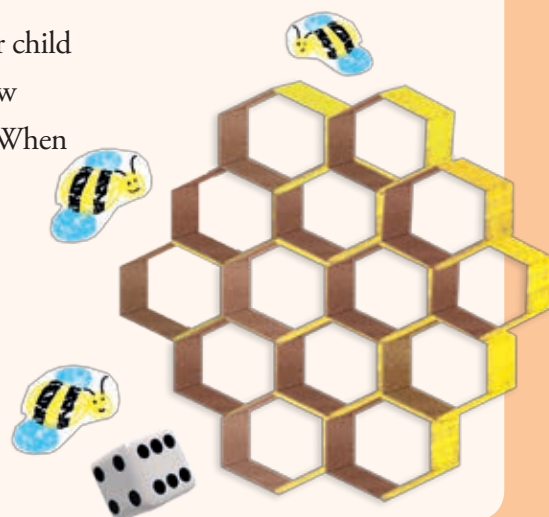
<https://www.youtube.com/watch?v=821uVRAcZ1I>

Bees live in "houses" called hives. Hives are hexagonal shaped panels joined together. The panels are made from bees' wax. The bees keep honey in the panels.

Make a beehive at home with your child. Get some toilet paper rolls and help your child cut them into smaller circles. Help your child shape and paint the paper rolls yellow and glue them together to make a hive. If you can, make around 14 to 20 panels. When you finish, you can help your child draw and colour little pictures of bees on pieces of card, cut them out and play the *Beehive Game*.

◆ Play the Beehive Game

Take turns to roll a dice. Put the number of bees shown on the dice in the beehive. The first person to fill his or her beehive wins. (You have to roll the exact number to fill the last spaces in the hive.)



Mindfulness Student's Book page 50

♦ Get Ready

The mindfulness focus of this topic is mindful breathing. Children's brains get tired and mindful breathing is a way for them to relax and refocus. It also helps them to be calm if they are feeling anxious or nervous.

♦ Practice Breathing Exercises

Try doing one of these breathing exercises together with your child each day of the week after school or before bedtime to help your child get ready for a good night's sleep! They only take two minutes and they will help you both relax.

Feather Breathing

Watch this video and breathe along with the movements of the feathers. When you finish watching, close your eyes and visualise the feathers as you breathe.

<https://www.youtube.com/watch?v=vMCK7M4twEU>

Bumble Bee Breathing

Close your eyes and put your fingers in your ears. Breathe in slowly and hum as you breathe out.

Elephant Breathing

Your child learned how to do this at school. Get him or her to teach you!

Animal Activity Unit 4 Student's Book pages 60–61

♦ Get Ready

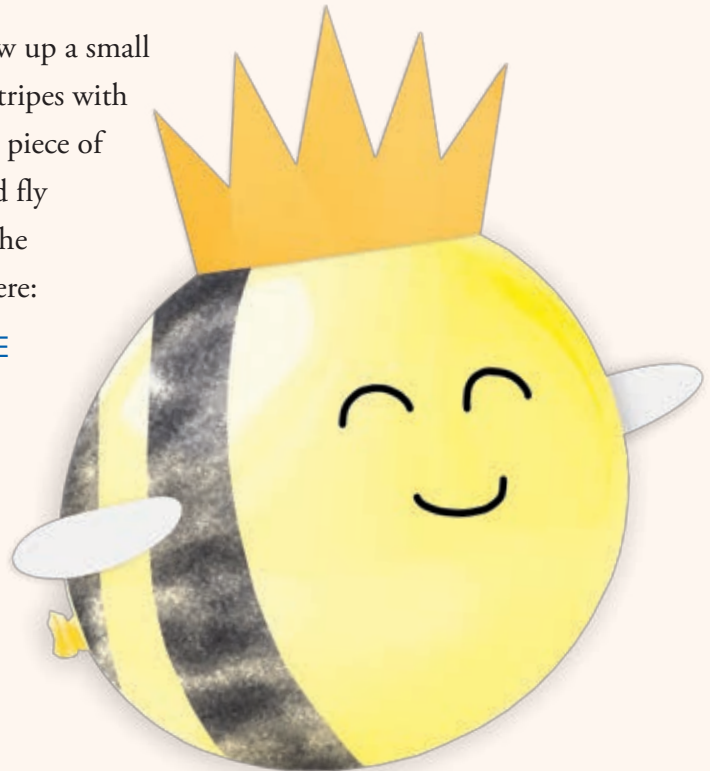
For this activity you will need a small yellow balloon, black marker, pieces of cards, scissors and glue.

♦ Make a Balloon Queen Bee

Help your child make a balloon queen bee to play with. Blow up a small yellow balloon. Have your child draw the eyes, mouth and stripes with a black marker. You could also cut out a crown shape from a piece of card and stick it to the balloon above the eyes. Let your child fly the queen bee around the room. If you can, play "Flight of the Bumblebee" by Rimsky-Korsakov. You can find the music here:

<https://www.youtube.com/watch?v=M93qXQWaBdE>

Did you know that queen bees live at the centre of the hive? It's their favourite place. It's warm and safe. Other bees bring them food to eat. Queen bees never leave the hive and they can live for seven years.



◆ Get Ready

Looking at art helps a child to be more observant and stimulates his or her imagination. It also introduces him or her to other ways of seeing the world. This can help with other areas of your child's learning too. For example, children who can visualise what they are reading are much stronger readers.

Think of places where your child can look at art. It may be a local art gallery or a museum. If there aren't any galleries where you live, shops, restaurants or public buildings often have paintings as decorations. Also, there may be artworks such as sculptures and exhibits in your town center.

◆ Take an Art Trip

Here are some questions you can ask your child when you are looking at a painting or other pieces of art: *What does the painting show? What colours does the painter use? Do you like the painting? Why? Why not?* Give your opinion too. Remember, there are no right or wrong answers to most of these questions. The important thing is to enjoy the artworks and appreciate the time you spend together just looking and talking about art.

Citizenship Student's Book page 68

◆ Get Ready

The citizenship focus in this topic is helping at home. Studies show that people are happier when they feel they are helping others. For this activity you will need an empty jar, some small pieces of paper, scissors and coloured pencils or crayons.

◆ Make a Reward Jar

Help your child to cut the pieces of paper into the shape of apples and colour them. Then, every time your child helps at home, put one of the apples in the jar. After a week, count the number of apples in the jar. If there are a lot of apples, give your child a special treat! You can also ask your child if he or she remembers what some of the apples were for and talk about how he or she can get more apples next week. Encourage your child to be positive about helping at home.



A Clean Room Meter

A clean room metre is a dial showing how clean or unclean a room in the house is. Your child can keep the metre in his or her room and move the dial before he or she goes to school and before he or she goes to bed. For this activity you will need a piece of big card, a pencil and rubber, some crayons, scissors and split pins.

◆ Get Ready

Talk about what a clean room looks like and what an unclean room looks like. If you want, you could make the room you are in unclean by putting things on the floor and pointing at them. Then clean the room to show the difference. Explain some advantages of having a clean room. For example, it is easier to find things and you don't fall over things and hurt yourself.

◆ Make a Clean Room Metre

Draw a semicircle (about one-third slice of a circle) and an arrow on the card. You may want to help your child cut the arrow and the semicircle so they are symmetrical. Then divide the semicircle into three sections. Label the left section *NOT CLEAN*, the right section *CLEAN* and the middle section with the name of a room in the house (e.g. *MY ROOM*). You may want to make more than one metre and place them around the house. Colour and decorate each section and pierce the bottom of the middle section with a split pin. Put the arrow through the pin. Now your metre is ready! Be positive about your child's attempts to clean and don't expect big changes immediately.

