



## Remote and Flexible Learning Term 3 2020

**Year:** Foundation

**Week:** 4

Weekly Admin Message:

Torquay College Community,

Torquay College is committed to supporting all students as we embark on a Remote and Flexible Learning Environment as a result of the coronavirus. We want to ensure that we attend to the wellbeing of our school community and ensuring everyone is safe, feels supported and is continuing to learn and grow during this second lock down period. We know it might seem overwhelming but the most important thing to remember is that by families providing a calm, positive and organised day, our children will learn that in times of uncertainty, they will be safe and ok.

We are working towards planning programs that continue to develop students academically and ensures they are happy and healthy and their wellbeing is also supported.

Torquay College will launch the remote learning program on Tuesday, 4<sup>th</sup> August, 2020 from the Torquay College website, which can be accessed through the 'Remote and Flexible Learning' tab. This tab will provide families with a week by week learning program that has learning activities and resources to interactive platforms being used to engage students in interactive learning with their teachers. The software program Seesaw will be used in Foundation, Year 1 and Year 2. The software program - Google Classroom - will be used by Year 3, Year 4, Year 5, and Year 6 as the main forms of learning communication. These platforms will have learning activities, students will be able to post samples of their work, teachers providing feedback on student work between students, teachers and families. The WebEx communication software will be used by teachers to communicate with students and families during this lockdown.

Families who do not have digital technology access will be able to collect teaching and learning resources from school. Hard copy packs of the Teaching and Learning program for each year level will be available from 2pm on a Friday. To ensure a hard copy pack is available, families will be required to order a hardcopy by calling the school prior to Friday and request a copy for their child.

We acknowledge this may present some great opportunities for some families whilst challenging other families. Torquay College will be working with families and taking feedback, making necessary changes and adjustments as necessary to ensure we are meeting the needs of our students.

Regards,  
Principal Team

Weekly Team Message:

Dear Foundation Families, on Monday your child brought home tasks for the remainder of the week in their satchel. For this week we are making a smooth transition into Remote and Flexible Learning. Next week we will resume using SeeSaw as our Learning Platform once all students have access to devices. Teachers will still be posting a daily message each morning, beginning Wednesday 5th August.

As of Monday 10th August we will resume WebEx small groups. A timetable will be sent out later this week with times, date and WebEx numbers.

The school website curriculum program is designed for families who opt for hard copy pack and who do not have access to the internet.

**In your child's bag from Tuesday, you will have seen some additional items. These are for the next six weeks of remote and flexible learning. The following was included:**

**1 x Dinosaur Scrapbook – for reading, maths and other activity sheets**

**1 x Project Book – for writing**

**1 x Whiteboard & marker**

**2 x Grey Lead Pencil**

**1 x Gluestick**

**Passwords required for remote learning.**

**New take home readers.**

**\*These items can be collected from the Staffroom if your child was absent on Tuesday 3rd August.**

## **Suggested Daily Schedule**

*Living and Learning by the Sea*

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed in the appropriate year level learning tasks. Refer below
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed in the appropriate year level learning tasks. Refer below
12.00- 1.00pm	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below
2.30- 3.30pm	Physical or Wellbeing Activity	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping

# Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher  Due Date
<u>Sessions 1</u> <b>Learning Intention: I can write my ideas into sentences</b>	Picture writing prompt – dog and duck. Use good describing words to complete the sentences.	Activity booklet sent home.	Take a photo of your writing and upload to SeeSaw when a device is available. Due:6/8/2020
<u>Sessions 2</u> <b>Learning Intention: I can plan my writing to follow a sequence</b>	Treasure Island setting. Complete the plan for a Pirate story. Who/Where will be your characters and setting. You could use this plan to then create a story of your own.	Activity booklet sent home.	
<u>Sessions 3</u> <b>Learning Intention: I can plan my writing to follow a sequence</b>	Rainy day prompt or create your own.  Use the rainy day prompt to plan a story or use the blank page to create a story of your own.	Activity booklet sent home.	

**Writing:** Optional Extra- if you want to do more:

# Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher  Due Date
<u>Sessions 1</u> <b>Learning Intention: I can attempt to read unknown words by combining my knowledge of sounds and letters</b>	Reading Take Home Book or book from Reading A-Z.  100 Days of School Word Search	Activity booklet sent home.	Reading feedback tasks will begin in Week 5.
<u>Sessions 2</u> <b>Learning Intention: I can recognise digraphs in words</b>	Reading Take Home Book or book from Reading A-Z.  Digraphs – sh, th, ch  Cut out the words and paste into the correct column.	Activity booklet sent home.	Reading feedback tasks will begin in Week 5.
<u>Sessions 3</u> <b>Learning Intention: I can attempt to read unknown words by combining my knowledge of sounds and letters</b>	Reading Take Home Book or book from Reading A-Z.  Ch, Sh, Th, Wh digraph word search.	Activity booklet sent home.	Reading feedback tasks will begin in Week 5.
<b>Writing:</b> Optional Extra- if you want to do more:			

# Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher  Due Date
<u>Sessions 1</u> <b>Learning Intention: I can use counting strategies such as 'counting on' and 'subitising' to add numbers together</b>	Number game – Please get out of my house. Adding two numbers together, or subtracting from the largest number.	Activity booklet sent home.	Reading feedback tasks will begin in Week 5.
<u>Sessions 2</u> <b>Learning Intention: I can name and describe 3D objects based on their features</b>	3D Shapes - Students identify the edges, faces and vertices of 3D objects.  Edge – where two faces meet.  Faces – Flat 2D side of the object.  Vertices – where edges meet to make a point.	Activity booklet sent home.	Reading feedback tasks will begin in Week 5.
<u>Sessions 3</u> <b>Learning Intention: I can name and describe 3D objects based on their features</b>	Sorting 3D shapes.  Cut out the 3D objects and paste into the correct box.	Activity booklet sent home.	Reading feedback tasks will begin in Week 5.
<b>Writing:</b> Optional Extra- if you want to do more:			

## Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention: I can set up a comfortable learning space from home.</b></p>	<p>During remote learning it is important to maintain a regular morning routine, including: keeping a regular bedtime, waking up at the same time every morning, showering, getting out of your PJ's, eating breakfast etc.</p> <p>You may remember from last time, that remote learning is a big change from onsite learning where you are often up and about and moving between learning spaces and environments. We encourage you to make sure you take regular breaks, spend time outside and offline doing a variety of activities and games. There are so many things you can do to break up your day including; make a treasure hunt, put on a play or puppet show, create an obstacle course, build with Lego, bake or cook something, make a kite, learn how to lay a musical instrument, teach yourself a magic trick, write a song or learn how to do origami.</p> <p>To get you started for this next journey, use this checklist to support you to set up a remote learning space. Please discuss any statements you aren't able to complete with your teacher – we may be able to provide loan equipment or help you out in some other way.</p>	<p><b>Checklist for remote and flexible learning activity attached.</b></p>	
<p><u>Art Activity</u> <b>Learning Intention: I can use various art materials in a creative way to draw creatures that are real or imaginary.</b></p>	<p><b>Hello Foundation Kids,</b></p> <p><b>This week is a short one so the activity needs to be a short one. Please remember to post your work onto the SeeSaw Specialist Stream so that we can give feedback.</b></p> <p><b>Skill- Drawing</b></p> <p><b>Activity - Draw a dragon. Your dragon should include a body, a neck, a head, eyes, mouth, nostrils, scales, wings and legs.</b></p> <p><b>Your dragon can be any colour or colours you think dragons might be.</b></p>		

	<b>Materials - Paper, any size or colours Any drawing materials you have.</b>		
<p><u>Indonesian Activity</u>  <b>Learning Intention:</b>  I can use 'ada' and 'tidak ada' to talk about what is here and what is missing.</p>	<p><b>We like to play a game in Indonesian class called "Siapa Tidak Ada" (Who isn't here?)</b>  <b>Play "Siapa Tidak Ada" with your toys at home!</b></p> <p><b>You will need:</b></p> <ol style="list-style-type: none"> <li>1. Some music (you can use our Indonesian music if you'd like)</li> <li>2. Some toys</li> <li>3. A blanket or some fabric to cover a toy with</li> </ol> <p><b>How to play:</b></p> <ol style="list-style-type: none"> <li>1. Start the music.</li> <li>2. Move your toys around like they're dancing to the music.</li> <li>3. Stop the music, and cover one of the toys with a blanket or fabric.</li> <li>4. Say "Siapa tidak ada?" (Who isn't here?) and then answer with your toy's name, "Fluffy tidak ada!" (Fluffy isn't here!)</li> <li>5. Uncover the toy and repeat the game again.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some music (you can use our Indonesian music if you want)  <a href="https://www.youtube.com/watch?v=2tG4mvEb-cY">https://www.youtube.com/watch?v=2tG4mvEb-cY</a></li> <li>2. Some toys</li> <li>3. A blanket or some fabric to cover a toy with</li> </ol>	
<p><u>Physical Education Activity</u>  <b>Learning Intention:</b>  I can perform fundamental movement skills and solve movement challenges</p>	<p><b><u>Physical Activity @ Home Challenges</u></b></p> <p><b>Welcome back to remote learning for Physical Education. Each week I will be publishing a lesson on See Saw and in paper format for Foundation students to complete. To kick things off, how many of these physical activities can you complete this week from the list below? You may have some of your own physical activities you would like to add to the list!</b></p> <ul style="list-style-type: none"> <li>● Go for a walk, bike ride, skateboard or scooter with an adult/s</li> <li>● Throw a ball at a wall and catch it 30 times (use a ball, scrunched up newspaper with tape or pair of rolled socks)</li> <li>● Keep a balloon a balloon in the air for as long as possible using different parts of your body (hand, foot etc.)</li> <li>● Perform 25 star jumps</li> <li>● Run on the spot for one minute</li> <li>● Set up some toys or bottles as targets and roll a ball to knock them over. If you knock a target over, step back to make it more challenging</li> </ul>	<p><b>Worksheet attached where students can tick off physical activity challenges as they are completed.</b></p>	



	<ul style="list-style-type: none"><li>● Read a story book with an often repeated word – if the word is mentioned in the story, you need to do an activity (eg: 5 star jumps)</li><li>● Perform a balance with 1 part of your body touching the ground. Now try a balance with 2, 3 and then 4 parts of your body touching the ground</li><li>● Pick an animal (e.g. kangaroo) and move around the house like that animal</li><li>● Using your body to make one letter at a time, try and spell your name</li><li>● Make up some of your own challenges to complete.....</li></ul>		
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