

Week 1- Year 5 Remote and Flexible Learning Program

Torquay College is acting to support the learning of students in a remote and flexible learning environment. We are committed to the wellbeing of our school community and ensuring everyone feels safe and supported.

We recognise that it might seem overwhelming but we will do all we can as a school to support you and your family. This of course will look differently and mean different things to different people but the fundamental message is that we are in this together.

Learning tasks have been designed by each Year level teaching team and will continue to develop as the term progresses. All remote and flexible learning tasks will be housed centrally on the Torquay College Website – under the ‘Remote and Flexible Learning’ tab. This will provide families with the week by week learning program.

The Foundation, Year 1 and Year 2 teams will use ‘SeeSaw’ as the software platform.
The Year 3, Year 4, Year 5, and Year 6 teams will use ‘Google Classroom’ as the software platform.

If you need to gain access to digital technology the school will provide devices for loan. If your preference is to have hard copies we can make work packs available.

We want you to find what works best for you and your family and we will be seeking constant feedback so we can refine our work to make it easily accessible and understood.

We have a suggested daily routine that families can adapt to suit their circumstances. The learning tasks developed are for all students, and if you feel there is too much work please make the adjustments that work for your family with pace and quantity.

Principal Team

Suggested Daily Schedule

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| 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 two literacy tasks from reading, writing or spelling activities listed. |
| 10.30- 11.00am | Break | |
| 11-.00 12.00pm | Academic time | Select a Mathematics task from activities listed |
| 12.00- 1.00pm | Creative time | Select an Art activity or a home construction activity with your child’s favourite materials i.e. Lego, craft, music, instrument |
| 1.00- 1.30pm | Lunch | |
| 1.30 -2.30pm | Academic time | Select an Inquiry or Indonesian task from activities listed |
| 2.30- 3.30pm | Physical Activity | Select a physical education activity or wellbeing activity. |

Suggestions to ensure a successful home learning environment

- establishing and following a daily routine
- defining a space for your child to work in
- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- Keeping your children social, but set rules around their social media interactions.

Setting up a learning environment:

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times.

Above all, ensure you or another adult is present and monitoring your children's learning.

Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Digital Safety:

We recommend that you take the time to explore issues of online safety and discuss these with your child. It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues.

Year 5 Families,

Welcome to our Remote and Flexible Learning Program for Year 5. This is a new program for all of us and we are seeking your support and patience as we all adjust to this challenge. Whilst children will not be attending school, we will be providing an ongoing learning program. As we embark on this system of learning we will be open to you and your child's feedback so we can improve and refine the delivery of the program. You have always been your child's prime educator but we appreciate the challenge of becoming their 'teacher'. With this in mind we are trying to keep the process as clear and simple as possible. It is important the learning environment is calm, stress free and conducive to learning. Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. If you feel there is too much work please make the adjustments that work for your family with quantity and pace. Students work best when we support them at their point of need in complexity, pace and quantity.

If you do not have online access please contact the school and related hard copy learning packs will be made available.

All tasks will be posted onto each homeroom's Google Classroom, each Monday morning and will be provided in hard copy, available from the school each week. All students have connected to their Google Classroom and can log into their Google account, using their CASES code and name. Here's an **EXAMPLE**:

Mr Cuthbertson's Login could be:

Username: Student ID e.g. CUT0002@torquaycollege.vic.edu.au

Password: Ross00 (this requires a minimum of 6 digits)

Your child's teacher will be in contact via the Google Classroom platform. Your child can ask work related questions via the Google Classroom platform.

| Week 1 Year Level 5 | |
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| Content Area | Suggested Learning Activities |
| Well Being | <p>Setting up your remote learning space</p> <p>Use the "Checklist for setting up my remote learning space" to create a practical and inspiring space</p> <p>Complete the "Seeking help" worksheet and display this in your remote learning space.</p> <p>Personalise your space with your daily timetable and weekly planner, and a vision board, inspiring poster or a motivational quote</p> <p>Take a photo of yourself in your remote learning space and share on Google Classroom along with two positive emotions and two mixed or negative emotions about how you are currently feeling (E.g. Hurt, loved, angry, happy, scared, excited, sad, surprised, jealous, joyful, ashamed, unloved, amazed, hopeful, miserable, embarrassed, proud, tense, bored, thankful, stupid, thrilled, worried, upset, safe, lonely, afraid, confused, shy, strong, anxious, calm, frustrated, furious, warm, guilty, ignored, uncomfortable, inspired, serene, betrayed, disappointed, determined, rejected, nervous, curious, suspicious, relieved).</p> |

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| | <p><i>Adapted from "Understanding positive, mixed and negative emotions" RRRR Level 5 / 6 Topic 1.</i></p> <p>Read a story to increase understanding of coronavirus and support your student's wellbeing</p> <p>E.g. "Dave the dog is worried about coronavirus" , "What is the coronavirus?" or "Don't walk your cat and other advice for a worried kid"</p> <p>Or visit the headspace website for a factsheet with advice and tips on how to cope with stress related to covid-19</p> <p>Family bucket list jar</p> <p>Find a large jar to use either post it notes or icy pole sticks to write down every time you or your child/ren wished they could do an activity, visit someone or go somewhere that they can't currently do. Some students may wish to decorate the jar. Eventually you will be able to work through your bucket list activities, in the meantime this might provide a positive distraction and generates hope and plans for the future.</p>  |
| <p>Reading</p> | <p>What am I reading questionnaire</p> <p>Students will be asked to complete a short questionnaire to identify their independent reading (fiction).</p> <p>What are you reading? What's it about? Who is the main character? Where are you up to? Are you enjoying it so far?</p> <p>Figurative language</p> <p>This term we will start to investigate 'Figurative Language'. This week students will be exposed to the different areas we will explore with an introductory overview.</p> |
| <p>Writing</p> | <p>What is Science? - Writer's Notebook</p> <p>Students will set up a new seed in their Writer's Notebook to jumpstart our inquiry unit this term. A sample will be provided, however students are welcome to use their imagination to help their seed grow!</p> <p>The Writing Process</p> <p>A review of the process we follow in Year 5 for writing will be provided. Students are expected to continue with their free choice writing using their Writer's Notebook and Google Docs for online learning and in their Writing Book for the students who are using hard copies...</p> |
| <p>Maths</p> | <p>Create Daily Timetable - This task is to be submitted to your teacher for feedback</p> <p>Students will design their own timetable for Remote Learning and what their learning schedule may look like for them each day.</p> <p>Mathletics</p> <p>Students will be assigned addition and subtraction tasks that they will need to complete.</p> <p>Rich Task - Addition & Subtraction</p> <p>Students will complete a rich maths task focusing on addition and subtraction. Students will complete this task in their Maths book beginning with the 'STARTER' activity, moving on to</p> |

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| | <p>‘CHALLENGER’ and then ‘EXTENDER’ if able. These activities are designed to be progressively more challenging.</p> |
| Inquiry | <p>Science Matters Students will be undertaking investigations into Chemical Science (States of Matter, solids, liquids and gases) and Physical Science (light). Students will begin the unit with a pre- test.</p> <p>Wellbeing Hub Students will be introduced to the ‘Wellbeing Hub’ on Google Classroom. Students will be reminded of the three main aspects of Wellbeing that were investigated in Tem 1, (social, emotional and physical). Students will be encouraged to choose and undertake an activity from the Wellbeing Hub and reflect on this task in their Online Wellbeing Diary.</p> |
| Physical Activity | <p>Cross Country Students 11, 12 and 13 yrs. run 3 kilometres. Start by jogging for 3-4 minutes and increase a bit more each day.</p> <p>Soccer skills Soccer juggling – how many can you keep up with a partner https://www.youtube.com/watch?v=Txr2YQzsLDU</p> <p>Tennis skills Frame and Play videos with Stefan Bojic Level 1 and 2 https://www.youtube.com/watch?v=JEhogUBSPFQ Show the C shape hitting technique Give an allotment of time such as 3 minutes and ask students to accumulate points Bounce ball and hit to partner – partner to catch = 1 point Partner to throw Ball to partner and partner to catch = 2 points Rally = 1 Point per hit</p> |
| Indonesian | <p><u>Ordering at a Restaurant vocab poster</u> (Download from Google Classroom or look in learning pack) <u>Stick it your house somewhere where you can learn the words</u></p> <p>Activity 1: Watch Fung Bros Indonesian Food</p> <p>Have you ever eaten any of these foods?</p> <p>Activity 2: Begin making an Indonesian menu (daftar makanan) of your own. Look on the Google Classroom or in your Learning Pack for instructions and an example of this task. Spend ½ and hour on this.</p> <p>Activity 3: Watch the video on serving food and drinks and serve your family their meal. Don’t forget to be very polite.</p> <p>Super Challenge: Complete some of the interactive tasks for Topic 34. Open with Explorer not Chrome. Languages Online Indonesian topics</p> |
| Art | <p>Artist study. Research an Indigenous Artist. Who have you chosen and what style of work do they represent? Contemporary or Traditional? Look at shapes, colours and images. Find out about</p> |

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| | their life and try to reproduce the features of their work using a variety of materials you have at home- water colour paints, textas, poscas, pencils. Make sure you layer your work. |
| Optional websites sites that can be accessed to support learning | <ul style="list-style-type: none">● Twinkl- Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial)● Levelled Inquiry based units of work for all year levels- https://www.coolaustralia.org/● EPIC - Digital fiction and nonfiction texts (link) |