

## Week 2 - Year 6 Remote and Flexible Learning Program

The Torquay College Learning community has responded to our 'Remote and Flexible Learning Program' with positivity, enthusiasm and commitment. We are encouraged by our families resolve and resilience. We thank you for your hard work and goodwill.

Torquay College is continuing 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 understand that at times it might seem complex and overwhelming, but we will do all we can as a school to support you and your family. Your teachers are best placed to provide you and your child with learning support. Please continue to use 'SeeSaw' program for Foundation Year 1 and Year 2 or Google Classroom Year 3, Year 4, Year 5 and Year 6 as the learning and communication platform. If you have any concerns or issues please call the School.

If you need to gain access to digital technology the school will provide devices for loan. If you are having issues with the technology please log a ticket with the IT help desk via the school website in the Remote Learning page. A technician will contact you to provide support.

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 works for your family.

Principal Team

### Suggested Schedule

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 literacy task; reading, writing or spelling task from 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.

## Year 6

Welcome to Week Two of our Remote and Flexible Learning Program for year 6. This is a new learning environment for all of us and we are continuing to seek your support and patience as we all adjust to this challenge.

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. It is important the learning environment for students is calm, stress free and conducive to learning. If you feel there is too much work please make the adjustments that work for your family. Students work best when we support them at their point of need with quantity and pace.

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

[Feedback tasks- These are tasks that need to be completed and submitted in Google Classroom. They will be set up as an assignment that you will be able submit.](#)

Week 2 Year Level 6	
Content Area	Suggested Learning Activities
Reading	<ul style="list-style-type: none"> <li>• 30 minutes of independent reading each day.</li> <li>• Begin working on Reading Menu Rubric 2.0 (access through Pod One Google Classroom).</li> </ul> <p>Each week you will select 2 <b><i>different</i></b> activities to complete and record it in your Readers Notebook, on paper or using your Netbook. Once you have completed each task, you need to tick them off, and select another (don't complete the same task twice).</p>
Writing	<ul style="list-style-type: none"> <li>• Create a journal of activities you are completing each day. You may like to include three things you are grateful for and pictures to help describe your day.</li> <li>• Writer's Workshop: Find and grow seed to complete at least one piece of writing per week. You'll need to plan, draft, revise, edit &amp; publish each piece of writing. Be creative and try to explore different text types and audiences.</li> <li>• Create a written piece of your choosing. Ideas may include:               <ul style="list-style-type: none"> <li>- Explanation e.g. write a recipe, how to do a kick flip, ride a bike etc.</li> <li>- Write a letter to a friend or family member and email it to them.</li> <li>- Create a comic strip about your favourite adventure</li> </ul> </li> </ul> <p>Your teacher will be posting weekly writing tasks to your Google Classroom Homeroom with writing samples, templates and ideas to help you with your writing.</p>
Maths	<ul style="list-style-type: none"> <li>• <u><a href="#">Feedback Task- Create daily timetable (see Measurement menu)</a></u></li> <li>• Complete allocated Mathematics tasks assigned by your class teacher</li> <li>• Problem solving tasks cards (1 a week)</li> <li>• Complete activities from the Measurement Menu on your Google Classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• Times tables practice</li> </ul>
<p>Inquiry</p>	<p><u>Term 2 Focus: Sustainability – Australia’s Energy Future.</u>          Work through the <b>Google Slides Lessons 3 &amp; 4</b> located on your Google Classroom. Make sure you read the information carefully and watch the links attached. Please complete all set tasks either in your Inquiry Book or on your Netbook.          Lesson 3- <a href="#">Defining Energy (Feedback Task-assigned)</a>          Lesson 4- Renewable and Non-Renewable energy</p>
<p>Well Being</p>	<p><b>Understanding positive and negative self-talk</b></p> <p>Self-talk refers to the conversations we have in our heads when we are experiencing ups and downs. ‘Self-talk’ makes a big difference to how we cope with the challenges that come our way. It can help or hinder the way we deal with situations. If we tell ourselves negative things, it can make it hard to keep going when things go wrong. Using positive self-talk can help us get through challenging times and to maintain our determination and effort.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• I might miss a catch and tell myself, ‘nice try’, or I might tell myself, ‘clumsy idiot, you are letting the team down’. In the second version I am going to feel a lot more upset.</li> <li>• I might get a low result on a test and tell myself, ‘that’s disappointing, but I am going to work at doing better next time’, or I could tell myself, ‘I am no good at this, I might as well give up’. The second one is much more negative and is going to lead to me feeling more upset.</li> </ul> <p>Using the <a href="#">“Positive Self-Talk Scripts” worksheet</a> write a positive self-talk script for each scenario</p> <p>Share one of your examples on google classroom. Identify a student that has a similar script to yourself and another student that was different to your own.  <i>Adapted from RRRR Level 5/6 Topic 3 Positive Coping, Activity 2</i></p> <p><b>Develop a personal coping profile</b></p> <p>We all have many different coping strategies to help us deal with the stress and challenges in our lives. A coping strategy is something we do to help us feel better, or to keep going (persist) when things get tough. Ask those around you to give you examples of their preferred coping strategies.</p> <p>Coping strategies can be grouped into different types or categories.</p> <ul style="list-style-type: none"> <li>• <b>Energetic activity:</b> includes things like exercise, sport, dance, active play which can help lift your mood.</li> <li>• <b>Self-calming activity:</b> includes things that calm you down, like drawing, meditation, praying, being in a quiet space, listening to soothing music, taking a shower, snuggling in bed.</li> <li>• <b>Social activity:</b> includes things to connect you with others like talking things over, help-seeking or playing with others.</li> <li>• <b>Shift attention:</b> includes things that take your mind to a different place like reading, watching TV, playing games, doing a favourite hobby.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Getting organised:</b> includes activities that help you plan and get organised, like making lists, tidying up, making a plan, organising an activity, making a game plan.</li> </ul> <p>Use the <a href="#">personal coping profile template</a> to create your own personal coping profile. Share your personal coping profile with your teacher.</p> <p><i>Adapted from RRRR Level 5 / 6 Topic 3 Positive Coping Activity 2 and 3.</i></p>
Physical Activity	<p><b><u>Cross Country</u></b> Continue to increase the distance from previous week.</p> <p><b><u>Soccer skills</u></b> <u>Skittles Soccer</u> Set up some wooden blocks and from 10 metres away try to strike them over with a sweep kick. Similar to ten pin bowling.</p> <p><b><u>Tennis skills</u></b> Frame and Play videos with Stefan Bojic Level 3 and 4 <a href="https://www.youtube.com/watch?v=JEhogUBSPFQ">https://www.youtube.com/watch?v=JEhogUBSPFQ</a></p> <p>Discuss side on stance and c shape swing focus for hitting ball. Throw ball to a partner using an underarm throw from side on (resembling a rugby pass c shape focus) Rotations</p> <ol style="list-style-type: none"> <li>1. Explore individual skills such as balancing ball on strings, keep the ball up (how many hits can you do) bouncing it etc.</li> <li>2. Serve – hit the ball to a partner who attempts to catch after one bounce</li> <li>3. Partner throws ball and individual attempts to hit ball back to partner</li> <li>4. Hit the ball at a target or against the wall</li> </ol> <p>Try having a rally, how may hits can you do with a partner?</p>
Indonesian	<p><b>Activity 1:</b> Look at the <a href="#">floor plan on Google Classroom</a>. A floor plan is a bird’s eye view of the rooms in your house. Start drawing up your own floor plan for a house you live in. This can be done on your computer or on paper. (Does not have to be completely finished today.)</p> <p><b>Activity 2:</b> Look at the <a href="#">floor plan on Google Classroom</a>. Continue working on your floor plan until it’s finished.</p> <p><b>Activity 3:</b> Label your floor plan in Indonesian using the words we learnt in Week 1 on Quizizz. You can use your vocab poster as a reference. If you can’t find the word for a room, you can use online resources e.g. Google Translate to find it. Take a photo of your work and upload to Google Classroom.</p> <p><b>Super Challenge:</b> Label some of the furniture in your house plan. You can use the vocab list to help you.</p>
Art	<p>Continue on with Peace Poster planning and drafts</p> <p>This week start to create a ROUGH draft of what you might like to include in your poster.</p>

	<p>Think of the media you would like to use. It doesn't matter if you don't have it at home, I will give it to you when we return to school.</p> <p>All 2D media accepted. No 3D media e.g. glitter.</p> <p>No words or numbers allowed, pictures only.</p> <p>Posters will be started when we return to school but you will be expected to have finished your drafts.</p> <p>The size of the posters is 33cm x 50cm</p> <p>\$5000 and a trip to USA for the National winner. Other regional prizes along the way.</p>
<p>Optional websites sites that can be accessed to support learning</p>	<ul style="list-style-type: none"> <li>• BTN <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a> Reading A-Z <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></li> <li>• Twinkl- Setting this up is really easy to do - go to <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> and enter the code AUSTRCODE (30 day free trial )</li> <li>• Reading <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Great website for students to listen to and read well known picture story books</li> <li>• Reading <a href="https://www.getepic.com/">https://www.getepic.com/</a> Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books they read. Teacher's need to set up their own account and add students in. Teachers can also set up collections, e.g. a collection of books purely about celebrations. Teacher's already have the App on their iPads.</li> <li>• Study Ladder <a href="https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account">https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account</a> Free 24 hr access for teachers, free <i>unlimited</i> student access from <i>school</i>, Free <i>limited</i> student access from <i>home</i>, Printable and online resources, individual task allocation. Teachers will need to set up classes.</li> </ul>