



## Remote and Flexible Learning Term 3 2020

**Year: Foundation Week: 8**

Torquay College Families,

We are now in our 5<sup>th</sup> week of Remote and Flexible Learning. The learning programs are in full swing and we are seeing wonderful work from our students on the digital platforms Seesaw and Google Classroom.

Teachers and students are working cooperatively through the virtual environment to maintain learning and build links with class friends. The class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

Thank you to all our families that completed the 'Remote and Flexible Learning at Torquay College' survey. We are encouraged by the positive responses and feedback from our school community. We have taken on board your feedback and are working with teachers and support staff to make improvements and ensure the learning tasks are accessible and supportive of all students.

We acknowledge that we have students and families that are finding the remote learning program challenging and we urge all families to make contact with the School and class teachers for additional support.

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each week by Thursday for the following week.

Thank you for your continued support.

Assistant Principal  
Nadia Tkaczuk

Weekly Team Message:

The online platform for all year Foundation students is Seesaw. Your username and access codes are located in satchels sent home.

The activities listed below will not be released all at once but uploaded by your teachers each day in an order determined by your teachers. If you are unable to complete a task on the assigned day, it will remain there to be completed at a time that is more convenient. Teachers will archive tasks at the end of each week so that there is not a backfill.

This week your child will be invited to partake in two Webex sessions. One session will be a small group reading session, the other, which will be held on Thursday will be a writing session. The writing session will be that day's writing task, so it will not appear on Seesaw.

We will be holding a Class Community Circles on Webex each week. This will give your child the opportunity to interact with their peers. Teachers will send out their personal webex times on Seesaw. The times are as follows:

<b>Wednesday</b>	12:00 - FB, FE	12:30 - FA, FC, FD, FF
------------------	----------------	------------------------

Each morning, teachers will schedule a **daily check-in task** on Seesaw. It is a Department of Education requirement that teachers complete attendance each day. Your child will need to **respond** to this message each day **before 3pm** so we can complete attendance. If they have not responded, they will be marked as absent for that day.

We have assigned 3 tasks for MSL/Reading, Writing, Maths and Inquiry. Optional extras have also been planned for students if they would like something extra to do in the week. Wednesday's are our Specialist day, the Specialist teachers are assigning tasks at the beginning of the week and classroom teachers are not assigning anything on Wednesdays to give you time to complete them.

Foundation Team

## Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	Physical Activity	Play outside, go for a walk, ride your bike.

## Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Sessions 1 - Monday 31st August</u></p> <p><b>Learning Intention:</b></p> <p>*VMi bXZI {b} MIX' , xqZ' XZYvxb' , nxy'</p>	<p><b>* „ ZI { , Nj b ` [Handwriting &amp; letter formation focus)</b></p> <p>1by{ZI {n{aZy(nxt' , ZI { , Nj b ` &lt;xZ{ZI X'tn  , ZI { , Nj b ` 'MIX'vZMZ'tn  x'n , l yZI {ZI VZy'xVb' y(nk' tn  x'bxZM'U' XxM' b' 'Mub'(  xZ' MIX' {aZl 'Vnk ujZ{Z' {aZ' njn , b' yZI {ZI VZS' , ZI { , Nj b ` 'MIX' *yM' 'M. - ByZ' MXZYvxb' {bZ' , nxy' {n' k' MIZ'tn  x' , xqZ' ` k' nxZ' b' ZxZY{b' ` a' ) MXVhut' &lt;xZ{ZI X'tn  , ZI { _nxM' Nj b ` tn  x' UMI' tMX' nxMn  l X'tn  x'an  yZ'a' ' tn  x' @ZVb' H xqZ' ` Enni yS' , xqZ' , aM' tn  , n  jX' yZ'a' ' XX' XZYvxb' {bZ' , nxy' {n' tn  xyZI {ZI VZy'`</p>	<p>2 b' b1Zyynl' nl' @ZZyM' '1' k' nXZjjZX' , xqZ' ` 'XZk' nl' y{xM'  ml' a' AqjZX' &amp;H xqZ' ` '1' 2 nl' XM' b' Uy' '1' * , ZI { , Nj b ` a' ;</p> <p>2 MZxb' y' qH xqZ' ` 'Unni S' ` xZ' t' jZX' S' x' yZ' x' MIX' Vhjn  xZ' uZI' Vjy'</p>	<p>Please upload your completed task onto Seesaw for feedback</p> <p>31/08/2020</p>

<p><b>Sessions 2 -</b> Tuesday 1st September <b>Learning Intention:</b> *VM', xqZ yZI {ZI VZy MUn  {k t' bZMj<sup>a</sup></p>	<p><b>H xqB` 1) Mut` by{z M'n_@xb` E</b> 1by{ZI {n{aZ ynl` Ut'AWi` ) M{k MI' nx'XbV  yy', aM'aMiuZI y'b '@xb` a' ž xM' M@xb` ubV  xZ<sup>a</sup>Jn  VM' MX'UMU' M'k Mys_jn, Zxy'M'X` xZZI jZMfZynl` tn  x{xZY<sup>a</sup> *_tn  VM'S` n'n  {yXZ M'X'jnni` _nx'yb  y{aM'@xb` by'aZxZ<sup>a</sup>AMZ' Muan{n'M'X'uny{ t<sup>a</sup> H xqZ', aM'tn  j'b Z'MUn  { @xb` nl` tn  x'ubV  xZ<sup>a</sup></p>	<p>@Z@M' H xqB` `A  ZyXM' @u{ Uy{ ) Mut` by{z M'n_@xb` E H nxi Unni` nxjM'(nu' t njn  xZX'uZI Vqj' ( xZt jZM' uZI Vqj'</p>	<p><b>Not a feedback task.</b></p>
<p><b>Sessions 3</b> Thursday 3rd September <b>Learning Intention:</b> *VM', xqZ XZYwub` , nxXy<sup>a</sup></p>	<p>2 ZI {nx'AZ. { 'H at` *1nfZ` 2 tž NXXt` H xqZ'M' M'ny{b/unZk` _nx` M'aZxyž M<sup>a</sup> Ü<sup>a</sup> 1by{ZI {n{aZ y{nx' 5?` XbV  yy', at` tn  jnfZ` tn  xž N'x@ZVbJynk Znl Z<sup>a</sup> Ý<sup>a</sup> t annyZ'M, nxX` _nx'tn  x'unZk` " @B&lt;" ?ž` ž Š@B&lt;" ?&lt;5&lt;Š@B&lt;" ?B3t 1" Š@B&lt;" ?ž?5A) " ?Š@B&lt;" ?2` 3<sup>a</sup> P<sup>a</sup> H xqZ' M'ZyWub` , nxX' I Z. { {n ZM'Wa jZ{Zx<sup>a</sup> B<sup>a</sup> Jn  k b a{ j'b Z {n {xWZ` tn  x', nxXy'b` Vhjn  xZX'uZI Vqj'nx{Z. {MM'X'xM' M'ubV  xZ` n_ž N'X<sup>a</sup></p>	<p>2 b b1Zyynl` nl` @Z@M' `H xqB` ` Aa  xyXM' P'X' @u{Zk UZx<sup>@</sup> Enni` @H at` *1nfZ` 2 tž NXXt` ` . 2 M'ZxM'jy@&lt;xb` {ZX` {Zk ujM'Z` nx' ujM' uM'ixS` xZt jZXSZxM'ZxM'X' Vhjn  xZX'uZI Vqj'nx{Z. {M'j<sup>a</sup></p>	<p><b>Not a feedback task.</b></p>

**Writing:** Optional Extra- if you want to do more:  
 ° yyb| ZX'nl` \*xM' `AqZX` H xqB` ` 1` xM' Y{a` \*jnfZk tž N'X'UZVbJyZ...`  
 H M'Va @nx{tk Znl` @ZyM' , t'a 2 by/nl Zy<sup>a</sup> 1by{ZI {n{aZ y{nx' 2 tž N'X` \*y` , Zynk Z' t' t' j| Zt M'X' t' b` n<sup>a</sup> Aab i` n\_ xZM'nl y' , at` tn| jnfZ` tn| xž N'x@ZVbJynk Znl Z<sup>a</sup> \*t` tn| x' H xqB` ` Enni yS  
 , xqZ {axZZ yZI {ZI VZy MUn| { , at` tn| jnfZ` tn| xž N'x@ZVbJynk Znl Z<sup>a</sup> Jn| k b a{ j'b Z {n Vnk ujZ{Z {aZ yZI {ZI VZ` \*jnfZk tž N'X'UZVbJyZ` 5t | aZ nuuny{Z uM'ZS' j| y{ xM'Z` tn| x', xqB` ` Ut`  
 XxM' b` M'XZ{M'jZx'ubV| xZ` n\_tn| xž N'x@ZVbJynk Znl Z<sup>a</sup> Jn| k b a{ j'b Z {n yaM'Z` tn| x', nxi` , t'a tn| xž N'x@ZVbJynk Znl Znl` M'aZxyž M<sup>a</sup>  
 2 M'ZxM'jy@H xqB` ` Unni S` xZt jZXSZxM'ZxM'X' Vhjn| xZX'uZI Vqj<sup>a</sup>

## Reading/MSL

<p><b>Curriculum Area Focus</b></p>	<p><b>Suggested Learning Activities</b></p>	<p><b>Material links / Online Resources</b></p>	<p><b>Task Assessed by Teacher</b>  <b>Due Date</b></p>
<p><b>Sessions 1 -</b> Monday 31st August <b>Learning Intention:</b> To develop an</p>	<p><b>MSL -</b> Recapping the 'ck' digraph and introducing the trigraph 'tch'. Once you have finished watching Mrs Kahle's video, complete the activity <b>Sort ch and tch</b>.  <b>Reading Monday 31st</b></p>	<p>1Zyynl` nl` @Z@M' `2 @@ 2 nl XM' P'Uy{` `   y{®</p>	<p><b>Not a feedback task.</b></p>

<p>understanding of when we use the 'tch' trigraph.</p> <p>LI: To reread for meaning and fluency</p>	<p><b>Seesaw:</b> Listen to the mini lesson with Miss Smith on rereading. Choose a book from your satchel, your own personal book or from an online platform like RAZ and practise the rereading skill. Please film or record reading.</p> <p><b>Hardpack:</b> Choose a book from your satchel, your own personal book or from an online platform like RAZ and practise the rereading skill. Please film or record reading.</p>	<p>2 MZx0jyϕ abZUnMXSk Mi Zx' MI X'UnMX'VJZMI ZX<sup>a</sup>'</p>	
<p><u>Sessions 2</u> - Tuesday 1st September</p> <p><b>Learning Intention:</b> To develop an understanding of when we use the 'tch' trigraph.</p> <p>LI: To reread for meaning and fluency</p>	<p><b>MSL</b> - Recapping the 'ck' digraph and introducing the trigraph 'tch'. Once you have finished watching Mrs Kahle's video, complete the activity 'Writing the words'.</p> <p><b>Reading Tuesday 1st</b></p> <p><b>Seesaw:</b> Watch introduction video. Task 1: Reading practise. Read the passage as many times as it takes to get smooth, fluent reading. Record or video your reading and post to your teacher. Next through and highlight the <u>ck</u> words. Task 2: You will draw as many aspects of the passage (in order) as you can in your dinosaur workbook.</p> <p><b>Hardpack:</b> Task 1: Reading practise. Read the passage as many times as it takes to get smooth, fluent reading. Record or video your reading and post to your teacher. Next go through and highlight the <u>ck</u> words. Task 2: You will draw as many aspects of the passage (in order) as you can in your dinosaur workbook.</p>	<p>1Zyynl 'nl '@ZZ@M' '-2 @!@ A  ZyXM' Üy{ '@Zu{Zk UZx® 2 MZx0jyϕ abZUnMXSk Mi Zx' MI X'UnMX'VJZMI ZX<sup>a</sup>'</p>	<p>Reading. Please upload your completed task onto Seesaw for feedback</p> <p>1/09/2020</p>
<p><u>Sessions 3</u> Thursday 3rd September</p> <p><b>Learning Intention:</b> To develop an understanding of when we use the 'tch' trigraph.</p> <p>LI: To reread for fluency and to check for mistakes.</p>	<p><b>MSL</b> - Recapping the 'ck' digraph and introducing the trigraph 'tch'. Once you have finished watching Mrs Kahle's video, complete the activity 'Listen and Spell the words'</p> <p>Hard Pack - Spelling 'tch': Look, say, cover, write, check.</p> <p><b>Reading Thursday 3rd</b></p> <p><b>Seesaw:</b> Follow on from Tuesday lesson. Read the same passage and look carefully for the mistakes. Today there are spelling mistakes and missing punctuation in the passage. Can you find them all?</p> <p><b>Hardpack:</b> Follow on from Tuesday lesson. Read the same passage and look carefully for the mistakes. Today there are spelling mistakes and missing punctuation in the passage. Can you find them all?</p>	<p>1Zyynl 'nl '@ZZ@M' '-2 @!@ Aa  xyXM' 'bxX' '@Zu{Zk UZx® 2 MZx0jyϕ abZUnMXSk Mi Zx' MI X'UnMX'VJZMI ZX<sup>a</sup>'</p>	<p><b>Not a feedback task.</b></p>

Optional Extra:

**MSL** - Recap of what we have learnt this week. Once you have finished watching Mrs Kahle's video, complete the activity attached for the red flag words.

Hard Pack - 'Red Flag Words': have a writing and learning about the new words. Ask someone else to read the words to you to spell.

**Reading**

**Seesaw:** Today we are going to complete a dictation. Get a family member to read the passage slowly to you a sentence at a time. You may need to repeat words several times. Please allow your child to sound out these words on their own and encourage them to have a go and use the sounds that they know.

**Hard pack:**  
Today we are going to complete a dictation. Get a family member to read the passage slowly to you a sentence at a time. You may need to repeat words several times. Please allow your child to sound out these words on their own and encourage them to have a go and use the sounds that they know.

## Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<u>Sessions 1</u> - Monday 31st August <b>Learning Intention:</b> I can use simple statements to describe location.	Location and Transformation Watch the SeeSaw video on location. You may need some support to read some of the words. At the end of the video there are some location words as suggestions for you to show your knowledge of. Be creative and send in some pictures or photos of you showing that location. You could take a picture of you <u>under</u> a table. <b>Next to</b> your dog.	SeeSaw video.  Hard Pack - Cut and paste the correct position words.	Not a feedback task.
<u>Sessions 2</u> - Tuesday 1st September <b>Learning Intention:</b> I can use simple statements to describe location.	Location and Transformation Seesaw - Listen to the instructions and move the items to the correct position.	Seesaw activity.  Hard Pack - Have a parent/sibling read the script. Draw the pictures on the playground.	Not a feedback task.

<p><u>Sessions 3</u> Thursday 3rd September</p> <p><b>Learning Intention:</b> I can carry out simple addition and subtraction using concrete materials.</p>	<p>Addition and Subtraction - Revision</p> <p>Find items around your house to count. For example, find a stack of books and count them. Write down the number in your workbook. Now take 5 books away. How many books do you have left? Write this down as a sum. For example, if you started with 9 books write <math>9 - 5 = \underline{\quad}</math> and then your answer. Now turn this into an addition sum <math>5 + \underline{\quad} = 9</math> Find other things that you can count, like shoes, cutlery, cups or other household items. Create addition and subtraction sums for each group of items. Draw a picture of what you are counting next to the sum, and have a go at writing it. Don't forget to write the date at the top of your page.</p>	<p>There is no need for technology for this activity, however the instructions will appear on SeeSaw. Please complete the activity in your dinosaur workbook.</p> <p>Hard Pack - Subtraction colour by numbers</p>	<p>Maths.</p> <p>Please upload your completed task onto Seesaw for feedback</p> <p>3/09/2020</p>
<p><b>Maths:</b> Optional Extra- if you want to do more: Use the playdough you made in Week 5 to make objects to add and subtract, or collect items from the garden, such as rocks or leaves, Upload photos of your objects with the sums written on your whiteboard.</p>			

## Inquiry Investigations

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
-----------------------	-------------------------------	-----------------------------------	--


<p><u>Session 1</u> <b>Learning Intention:</b> I can use my creativity and imagination.</p>	<p><u>Craft/Nature Play - Rock Art &amp; Card</u></p> <p>Need to make a card for someone special this week? We've got you covered!</p> <p>Find some interesting looking rocks that you can arrange in a shape of a person. Use textas to decorate your rock person to look just like someone special in your life – it could be your Dad, an Uncle, your Grandpa, or a special family friend or neighbour! Glue your rock person onto a piece of cardboard and let it dry. Make sure you leave room to write your message! "You ROCK!"</p>	<p>What you'll need:</p> <ul style="list-style-type: none"> <li>● cardboard</li> <li>● textas</li> <li>● glue</li> <li>● rocks—look around outside for a variety of shape</li> </ul>	<p>N/A</p> <p>Optional: Upload a photo/video of your rock art &amp; card to your Seesaw journal!</p>
<p><u>Session 2</u> <b>Learning Intention:</b> I can use my creativity. I can find and observe seasonal changes.</p>	<p><u>Craft/Nature Play - Nature Crown Weaving Board</u></p> <p>It's spring so it's time to get outdoors and search for new flowers popping up and other beautiful signs of spring! This activity might also make a great present for someone special!</p> <p>Draw a picture of a face on a piece of cardboard and cut the lines for your rubber bands around the head. Put a few rubber bands on the board and you are ready to go! Collect pieces of nature to weave through the rubber bands to create a nature crown. Repeat as many times as you would like - or give to someone special!</p>	<p>What you'll need...</p> <ul style="list-style-type: none"> <li>● Pieces of nature to weave</li> <li>● Cardboard</li> <li>● Rubber bands</li> <li>● Textas</li> </ul>	<p>N/A</p> <p>Optional: Upload a photo/video of your nature crown weaving board to your Seesaw journal!</p>
<p><u>Session 3</u> <b>Learning Intention:</b> I can use my imagination and creativity.</p>	<p><u>Construction Play - Build A Setting</u></p> <p>Get out any toys or items you can build with to create a setting for one of your favourite stories or a story of your own. You might use lego, mobilo, blocks, boxes, sticks/leaves, loose parts or anything else you can find around your house. Once you have created your setting, act out your story using small toys/dolls/teddies/lego/figurines. Don't forget to take a photo or make a video!</p> <p>Optional: Write and/or illustrate your story to create your own book. Draw and label all the parts of your setting. Create signs for your setting. Practise your location language by answering what is</p>	<p>What you'll need...</p> <ul style="list-style-type: none"> <li>● Lego/mobilo/blocks/boxes/sticks/leaves/loose parts or other construction materials</li> <li>● Small toys/dolls/teddies/lego/figurines</li> <li>● Paper, pencils - optional</li> </ul>	<p>N/A</p> <p>Optional: Upload a photo/video of your construction setting to your Seesaw journal!</p>



next to, behind, under, over, left/right side etc different parts of your setting.		
--	--	--

## Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention:</b> I can practise being mindful.</p>	<p><u>Mindfulness</u> Mindfulness is noticing what is happening right now in the present moment. When we notice what is happening around us, it can help us to calm down, especially if we are feeling sad, angry or frustrated. Mindfulness can help us deal with difficult emotions, and can help us feel happy and feel good.</p> <p><u>Activity:</u> Make a Calming Glitter Jar (*Parent assistance required) This activity can teach us about how strong emotions can sometimes be overwhelming, and how to find calm when these strong emotions take over.</p> <p><u>Instructions:</u> 1. In the jar or bottle, mix the clear glue and hot water. 2. Add a very small amount of food colouring to the water and glue mixture. 3. Choose a glitter or object to add to the mixture. Imagine the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel. 4. Add that glitter or object to the mixture. 5. Keep adding glitter or objects and assigning feelings to them. 6. Fill the jar or bottle all the way to the top with the hot water. 7. Mix the contents together with the spoon or stick. 8. Make sure the</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● Jar or bottle that will not leak</li> <li>● Glitter and/or other small objects to add such as beads, sequins</li> <li>● Food colouring</li> <li>● Clear glue</li> <li>● Hot (not boiling) water</li> <li>● Spoon/stick to mix</li> </ul> <p>Calming Glitter Jar DIY Video: <a href="https://www.youtube.com/watch?v=kjg--zNRerI">https://www.youtube.com/watch?v=kjg--zNRerI</a></p>	<p>N/A</p>

	<p>lid is on tight! (Glue the lid on.) 9. Shake the jar or bottle and watch all the objects interact.</p> <p><u>Questions to Think About:</u>          What sorts of things or events make the glitter and objects (emotions) in the jar swirl? Say them out loud as you shake the jar.          Distressing events might include: Losing a game, missing friends, getting frustrated with a parent or sibling, scary stories on the news, sick family members.          Positive events might include: Spending time with family, making a new friend, learning a new skill, winning a game.          Notice how it is hard to see through the jar with all these events going on. Now, watch what happens when you keep the jar still. Does the water begin to clear? The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.</p>		
<p><u>Art Activity</u>  <b>Learning Intention:</b>          I can talk about art works I make.</p>	<p><u>3-D Construction</u></p> <p>Hi parents, the activity I was planning for Art and the Gingerbread Man is the same as your STEM, so I have left the raft plan in, if you did not have time last week to create it. If you did make the raft, then the second activity is for you- the origami Fox</p> <p>Using materials around your house, make a raft for the Gingerbread Man you made in week in 6 of Remote Learning.</p> <p>Instead of the Gingerbread Man sitting on the fox's nose, he decided to cross the river on a raft that will keep him dry.</p> <p>The raft could be made from icypole sticks, meat trays, thick cardboard, sticks, or straws and it will need to float. You could attach your materials with glue, sticky tape, wire, wool wrap, tie pieces together or staple.</p> <p>Some sort of sail will be needed to move the raft along.</p> <p>Put your Gingerbread Man on your raft, attach and please upload a photo. Remember, although Specialist Day is Wednesday, you do not</p>		<p><b>assessed</b></p>

need to rush and have the activity finished by the end of the day.  
Have fun!

The second activity- The link for this activity is on Facebook. I typed in Paper Magic Origami Fox, and it is a video called 'Moving Paper Fox Craft'

If you don't have this, I have put the instructions and pictures for you to follow.

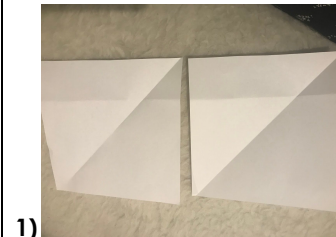
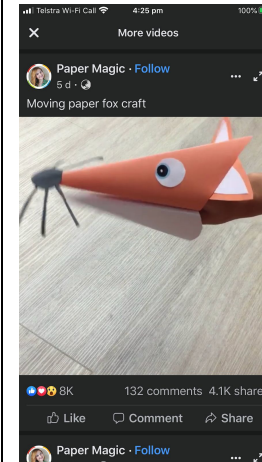
You will need two sheets of SQUARE paper the same size. The video uses a brown and a white, but use whatever you have at home. I cut down my a4 printer paper to make it square.



- 1) Fold each piece of paper diagonally and make sure the corners all line up.
- 2) Then fold one of the points to that centre line. Do on both sides. Now the same for the second piece of paper.
- 3) Open back up and glue one of the sides to make a cone. Do the same for the second sheet.
- 4) Trim the excess of the top to make a cone and keep the left over piece to attach the two cones together,
- 5) Put the two cones, with the sides glued back to back and attach the left over piece of paper to hold the two cones in place in the middle so that the cones, which are the fox's mouth, move up and down.

Add ears which are triangles, a nose, eyes and whiskers.

Maybe add your Gingerbread Man.

Have fun!



		<p>4) </p> <p>5) </p>	
<p><u>Indonesian Activity</u> <b>Learning Intention:</b> I can listen to and understand an Indonesian story, and know the words for greetings, feelings and numbers to 10.</p>	<p>Listen to our mini-lesson to hear our "Kancil dan Buaya" story one more time.</p> <p>Then, have a go at our online games! These will help you get better at our feelings, greetings and numbers to 10. (Link to game on Seesaw)</p>	<p>1. Mini-lesson (found on Seesaw)</p> <p>2. Activity - vocabulary games on Seesaw</p>	
<p><u>Physical Education Activity</u> <b>Learning Intention:</b> I can perform fundamental movement skills and solve movement challenges</p>	<p>This week we are going to perform an activities circuit. This means we will move from one activity to the next with each covering a different skill- e.g. catching, bouncing, jumping... I have listed 8 activities in our circuit and it is best to have them all set up before starting.</p> <p>There are a couple of ways that you can complete the circuit:</p> <p>1." Set a time limit you will spend at each activity (e.g. 1-2 minutes) before moving to the next activity. Repeat circuit as many times as you like.</p>	<p><b><u>A description of the circuit activities is located in the Resource folder</u></b></p> <p><b><u>EQUIPMENT NEEDED:</u></b></p> <ul style="list-style-type: none"> <li>● Ball that you can roll</li> <li>● Medium or large ball that you can bounce</li> <li>● Medium or large ball that you can kick</li> </ul>	

	<p style="text-align: center;"><b>OR</b></p> <p>2." Moving to the next activity when you have reached the activity goal (e.g. complete 10 bounces). You may even like to time how long it takes to complete the entire circuit (i.e. all 8 activities) and then try to beat your fastest time. I have included examples of targets you may like to achieve before moving on.</p> <p><b><u>A description of the circuit activities is located in the Resource folder</u></b></p>	<ul style="list-style-type: none"> <li>● Skittles or plastic bottles/targets you can roll the ball at to knock over</li> <li>● Objects that you can jump over safely</li> <li>● Bucket/basket to throw a ball into</li> <li>● Markers you can hop and run around</li> <li>● Objects to create a soccer goal</li> </ul>	
--	---	--	--

Æ