



Remote and Flexible Learning Term 3 2020

Year: Foundation

Week: 5

Torquay College Community,

Torquay College is well prepared and ready to support our school community in the Remote and Flexible Learning Program. Our staff are available to support families with teaching learning and the wellbeing of students.

The feedback from our School Community after the first lockdown was for a flexible approach to the Remote Learning Program as all families have differing needs and times for teaching and learning throughout the week. With the feedback in mind we have planned accordingly and hope to continue to communicate with our families and ensure we are all working together to support the learning needs of all students.

The Torquay College Remote and flexible Learning program will ensure:

- Learning Programs will be developed by teachers and made available on a Friday by 2.30pm.
- Hard copy packs will be available on Friday from 2.30pm
- The year level learning plan overview and resources documents will be made available on the school Website, and also uploaded onto Seesaw F-2 and Goggle classroom 3-6 on Friday 2.30pm.
- A recommended daily learning plan will be posted Foundation – Year 2 on Seesaw.
- Tasks and activities will have a suggested day for completing and uploading into Seesaw F-2 and Google Classroom 3-6.
- Specialist Program of Art, PE, Indonesian and Wellbeing will be allocated to a Wednesday each week. This will ensure our Specialist teachers will be responding to families on Wednesday.
- Teachers will arrange a live virtual class timetabled each week for students to log into and engage with other students from their class.
- Teachers will be posting recorded mini lessons to support the teaching and learning of skills for each year levels.
- Parents will have the option to request a 3 way conference each fortnight or as required. This conference is to ensure students, teachers and parents collaborate to maximise the learning during remote and flexible learning.
- Teachers will view all 16 weekly tasks submitted however only respond and provide feedback on two tasks each week.

Thank you for your continued support.

Principal Team
Jess Kelly, Nadia Tkaczuk, Christian Smith

Weekly Team Message:

Virtual class meetings for this week will be uploaded onto Seesaw for each week.

The online platform for all Foundation Students is Seesaw. Your username and access codes are located: inside satchels or workbooks sent home. The school website curriculum program is designed for families who opt for hard copy pack and who do not have access to the internet. 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, once they are released you have the flexibility to complete in your own time. Due to students reading at different levels, books can not be provided in hard packs.

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	Feedback Provided by Teacher Due Date
<u>Session 1 - Monday</u> Learning Intention: I can write a basic recount with describing words included	Assigned on Monday Recount from the weekend's activities. Focus on one or two events or activities and use describing words to create an image in the mind of the reader.	Mini lesson on Seesaw - modelled writing demonstration. Titled 'Recount Writing'	Not a feedback task
<u>Session 2 - Tuesday</u> Learning Intention: I can write sentences all about me.	Assigned on Tuesday Learn how to use our new special Writing Journals for Remote Learning. Focus on using the dotted thirds and forming your letters correctly.	Mini Lesson on Seesaw - modelled writing demonstration. Titled ' Foundation Writing - Term 3, Week 5. Session 2. '	Please upload your completed task onto Seesaw for feedback 11/08/2020
<u>Session 3 - Thursday</u> Learning Intention: I can add describing words to my sentences.	Assigned on Thursday Listen to the story 'The Cat Wants Custard', then write your own sentences about things you want. Focus on using describing words to make your writing sound more interesting.	Mini Lesson on Seesaw - modelled writing demonstration. Titled ' Foundation Writing - Term 3, Week 5. Session 3. '	Not a feedback task
Writing: Optional Extra- if you want to do more: Seesaw titled " Writing Friday Optional Extra "Lambs" "			

Reading & MSL

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher Due Date
<p><u>Session 1 - Monday</u> Learning Intention: To learn about the digraph ph.</p>	<p>Spelling: Seesaw: Watch MSL Lesson - Monday 10th August (assigned on Monday) and complete the activity. Hard pack - Digraph ph activity sheet - word search digraph ph.</p> <p>Reading: Big Book with Miss Smith Strategy: Predicting what will happen in the story before you read Activity: Seesaw follow the link and watch: https://youtu.be/kSJHawdaSR8 <i>Pause the video and with paper and pencils in your workbook or on scrap paper, draw what you think will happen in the story.</i> Listen to the Big Book, sit back and enjoy the story and see if your prediction was correct. Once you have listened to the story and completed the activity on Seesaw: It's your turn to read a set book from Kids A-Z or a take home book from your satchel. Your teacher loves when you video or record your reading, so that we can listen. Hard pack: Blank piece of paper with instructions: Draw your detailed Beginning, Middle and Ending prediction of what you think happens in the story "Little Red Riding Duck" before watching the story.</p>	<p>Seesaw for instructional video. Students will need a whiteboard, marker and board cleaner.</p> <p>Reading: Big Book with Miss Smith Seesaw for instructional video. Students will need their workbook/scrap white paper and coloured pencils. Seesaw follow the link and watch: https://youtu.be/kSJHawdaSR8</p>	<p>Not a feedback task</p>
<p><u>Session 2 - Tuesday</u> Learning Intention: To learn about the digraph ph.</p>	<p>MSL: Seesaw - Watch MSL Video - Tuesday 11th August (assigned on Tuesday) Hard pack - Digraph ph - words cut and paste.</p> <p>Reading: Big Book with Miss Smith Macca the Alpaca Seesaw: Reading Session 2 with Miss Smith, follow the link: https://youtu.be/abquwm78x9c Strategy: predicting the word that makes sense in the sentence. After you have listened to the story you will complete sentence activity with the missing words. Follow up activity: Read the sentences and predict the missing words. Choose a word from the list and check that it makes sense in the sentence by reading the sentence out loud.</p> <p>Once you have listened to the story and completed the activity on Seesaw: It's your turn to read a set book from Kids A-Z, Epic or a take home book from your satchel. Your teacher loves when you video or record your reading, so that we can listen. Hard pack: Activity Sheet: Find the missing words for the sentences.</p>	<p>Seesaw for instructional video. Students will need a whiteboard, marker and board cleaner.</p> <p>Reading: Big Book with Miss Smith Seesaw: Reading Session 2 with Miss Smith, follow the link: https://youtu.be/abquwm78x9c</p>	<p>Not a feedback task</p>

<p><u>Session 3 - Thursday</u> Learning Intention: To learn about the digraph wh.</p>	<p>MSL: Seesaw: Watch MSL Lesson - Thursday 13th August (assigned on Thursday) and related activity. Hard pack - Digraph sort (th, ph and wh). Cut and paste words and pictures.</p> <p>Reading: Seesaw: Reading Session 3. Sound focus /wh/ and /ph/ digraph Watch the youtube links: https://www.youtube.com/watch?v=U5WTmRQ9jrk https://www.youtube.com/watch?v=vuY7Vrh1iPc https://www.youtube.com/watch?v=DPMDT-sL6lQ</p> <p>Go around your house and collect things that begin with /ph/ and /wh/. You can also write words in a list. There are lots of Red Flag words with the /wh/ digraph. Hard Pack: Activity sheet for students to write the /wh/ and /ph/ items they found.</p> <p>Once you have completed the activity on Seesaw: It's your turn to read a set book from Kids A-Z, Epic or a take home book from your satchel. Your teacher loves when you video or record your reading, so that we can listen.</p>	<p>Seesaw for instructional video. Students will need a whiteboard, marker and board cleaner.</p> <p>Seesaw: Reading Session 3 Watch the youtube links: https://www.youtube.com/watch?v=U5WTmRQ9jrk https://www.youtube.com/watch?v=vuY7Vrh1iPc https://www.youtube.com/watch?v=DPMDT-sL6lQ</p>	<p>Please complete the task on SeeSaw for feedback</p> <p>13/8/2020</p>
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Reading: Optional Extra- if you want to do more:
MSL Video with Mrs Kahle - Friday. Recap of what has been covered this week. Students will need their whiteboard, marker and board cleaner. This is a chance to reflect on all the digraphs covered (ch, sh, th, ph, wh) and complete the additional activity if they wish.
Hard pack - Digraph cut and paste.

Mathematics



Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher Due Date
<p><u>Session 1 - Monday</u> Learning Intention: I can identify 3D objects in my environment.</p>	<p>SeeSaw: Watch the video on '3D Objects Hunt' on Seesaw (Assigned on Monday). Find objects from around your house and identify them by name. In your scrapbook (dinosaur book) have a go at drawing some 3D objects. Extension - label properties that you know such as how many faces it has. Pause or rewatch the video when you need to. Upload a picture of your drawings onto Seesaw. Hard pack: 3D Object Hunt and Draw</p>	<p>Seesaw for instructional video. Dinosaur Scrapbook Grey lead pencil Objects from around the house. Hard Pack: 3D Object Hunt and Draw activity sheet.</p>	<p>Please upload your pictures onto Seesaw for feedback 10/8/2020</p>
<p><u>Session 2 - Tuesday</u> Learning Intention: I can identify 3D objects in my environment.</p>	<p>SeeSaw: Watch the 3D shapes video and complete 3D shape sort activity Watch 3D Shape song and complete assigned task. Hard Pack: Complete the 3D shape sort activity</p>	<p>Seesaw Hard pack: 3D shape sort activity</p>	<p>Not a feedback task</p>
<p><u>Session 3 - Thursday</u> Learning Intention: I can identify 3D objects in my environment.</p>	<p>Making 3D objects. Using the playdough that you created earlier in the week, watch the Seesaw video on shapes you can make and have a go yourself. Hard Pack: Look at the objects that you found in Session 1. Use playdough or modelling clay to make the objects you found. You do not have to count the faces, edges and vertices.</p>	<p>Seesaw for instructional video. Playdough (or molding clay) Hard Pack: pictures of 3D shapes just as an example</p>	<p>Not a feedback task</p>
<p>Maths: Optional Extra- if you want to do more: Mathletics - Open and log in to Mathletics. Click on Shape. Click on the task 'Match the Solid'. Match the pictures to the correct 3D object. Complete other Shape tasks if you like.</p>			

Inquiry/Investigations

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher
<p><u>Session 1 - Monday</u> Learning Intentions: I can explore my senses.</p> <p>I can practice fine motor skills using playdough.</p>	<p>Playdough provides one of the most valuable sensory learning experiences. Not only does it assist with fine motor skills such as rolling, pinching, stretching, pushing and cutting (which helps to continue to build muscles for a strong pencil grip), it also encourages imaginative & creative play through a range of sensory and tactile activities.</p> <p><u>Sensory Activity:</u> Make playdough together as a family & use it for a range of activities over the next few weeks - including making letters/words/numbers, creating 2D and 3D shapes, creating a setting/characters for a story, etc.</p>	<p>Use your own playdough recipe, or feel free to use this one: https://bakeplaysmile.com/easy-cooked-playdough-recipe/</p> <p>Playdough ingredients: Salt, water, cream of tartar, plain flour, oil, (optional) food colouring/essential oils.</p>	<p>Not a feedback task.</p> <p>Optional: Upload a photo/video of your playdough making skills on Seesaw!</p>
<p><u>Session 2 - Tuesday</u> Learning Intentions: I can use my imagination and creativity.</p> <p>I can practise my speaking and listening skills.</p>	<p>Dramatic play opportunities have enormous learning benefits for children and their development, including improving their oral language skills, their ability to cooperate and interact, and exercising their imagination and creativity.</p> <p><u>Dramatic Play Activity:</u> Put on a family show! First, decide on your story: Use a favourite picture story book, a song, a fairy tale, a nursery rhyme or fairy tale, or create your own simple story together. Create a list of characters, decide who will be the narrator, who will be the stage manager, the audience, etc. Second, set the stage: Hang a curtain/sheet, create a backstage area, set out the seats for the audience, set the lighting. Create signs, seat numbers, tickets, showtimes, etc. Third, create props & costumes: Find arts & crafts materials around the house to make set props, find old dress up clothes to use as costumes, create your own puppets, etc. Showtime!</p>	<p>Materials you can find around the house... Dress-up clothes, paper/craft materials, curtain/sheets, chairs, etc</p>	<p>Not a feedback task.</p> <p>Optional: Upload a photo/video of your show to Seesaw!</p>
<p><u>Session 3 - Thursday</u> Learning Intention: I can use my creativity and critical thinking to problem solve.</p>	<p>STEM learning engages children and equips them with critical thinking, problem solving, creative and collaborative skills, and establishes connections between learning.</p> <p><u>STEM Activity:</u> Read/watch the story of Goldilocks & the Three Bears. STEM Challenge: Build a strong, new bed for Baby Bear using materials that you can find around the house. After you have designed a bed/s, place \$2 coins on top to see how many it can hold before collapsing/ripping. Discuss why some materials held more than others, and how they could make it stronger. Create a design brief for your challenge – draw the completed design and label it, write/draw a list of the materials you used.</p>	<p>Goldilocks & the Three Bears (Read aloud book) https://www.youtube.com/watch?reload=9&v=avyJbnVzWIY</p> <p>Materials you can find around the house... paper, cardboard, newspaper, aluminum foil, bwrap, patty pans, icy poles sticks, string/yarn/wool, cotton wool/cotton buds, boxes/cans, lids, buttons, corks, etc</p>	<p>Not a feedback task.</p> <p>Optional: Upload a photo/video of your bed for Baby Bear to Seesaw!</p>

Wednesday Specialist Program

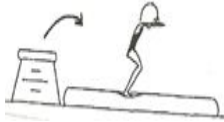
Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Feedback Provided by Teacher Due Date
<p><u>Well Being Activity</u> Learning Intention:</p>	<p>During remote and flexible learning, it's important to keep doing the stuff you love and the things that are important to you, even when it feels hard. Try to get outside at least once a day to go for a walk, a skate, or a bike ride and keep doing the things that make you feel good.</p> <p>Keeping active, eating well, finding ways to connect with your friends and family and getting enough sleep are all really important to make sure we feel good.</p> <p>Spend some time outside doing a nature play activity and share a photo with your teacher on Seesaw.</p>		
<p><u>Art Activity</u> Learning Intention: I can use shapes, lines and patterns to create pictures.</p>	<p>Activity - Collage Castles</p> <p>Materials - One large piece of paper for the background and various other types of papers for the shapes. These could include pieces of coloured paper, magazines, newspapers etc. glue, pens markers or textas.</p> <p>Draw a variety of shapes on the coloured and printed paper. These should include squares, rectangles, semi-circles, triangles and circles. Now place these on your page to create a picture of a castle. When you are happy glue them down. Your castle might like to include turrets, towers, doors, windows, a drawbridge, bricks, look outs or a moat. Leave your castle and wait for the glue to dry. When the glue is dry, use markers or textas to add extra details to your castle.</p>		

<p><u>Indonesian Activity</u> Learning Intention: I can listen to and understand an Indonesian story, including colours, feelings and numbers to 10.</p>	<p>Let's listen to our story in Indonesian. Our story is uploaded on Seesaw.</p> <p>Watch the story of "Kancil dan Buaya" (The Mousedeer and the Crocodile) and listen for the words for colours, feelings and numbers. Try saying some of the words in the story.</p> <p>You can even try acting it out using toys or dressups!</p>	<p>1. "Kancil dan Buaya" story video (can be found on Seesaw)</p>	<p>N/A</p>
<p><u>Physical Education Activity</u> Learning Intention: I can perform fundamental movement skills and solve movement challenges</p>	<p>GYMNASTICS We have been focusing on gymnastics this term and will therefore spend the next couple of weeks completing some gymnastics related activities. As many of us won't have access to a range of gymnastics equipment (e.g. landing mats, foam wedges etc.), activities will be kept relatively simple and involve some revision of activities we have already completed at school.</p> <p><u>Warm Up Activities</u> Freeze and Go- Body Supports</p> <ul style="list-style-type: none"> • For this activity you will need to play some music – it is best if you can have someone pause and play the music randomly for you and call out different movements and balances. • However, if you are doing the activity by yourself you could use this clip (note it will have different movements and balances): https://drive.google.com/file/d/1q8flWEdxJBvbkGb2QjwW2SUdeyV0NSr/view • Make sure you have plenty of room to move, a large indoor space or your backyard would be the best location for this activity as we will be moving around a bit. • When the music is playing you need to move in different ways. This may include the following: skipping, hopping, bear walk, army march, crab walk, jumping, sliding, rolling or any other movement that allows you to move around in the space you are using. When the music stops you need to balance with a different number of body parts (supports) touching the ground as directed by your helper. Try 1, 2, 3 and 4 body supports • For example: <p>Balancing on FOUR body parts (supports)</p>  <p>One body part (support)</p>  <p>Try and think of a couple of different ways to do each body support challenge</p>	<p>Balance card located in resource section</p> <p>Videos of activities on Seesaw</p>	

Skill Development

Springing and Landing

- Find something to jump off. For example a low wall, bench, sturdy chair etc. ideally you will land on a soft surface such as grass.



- Remember to land in a motorbike position- knees bent, head up and arms out in front. Hold for 3 seconds



Perform the following jumps-

1. Straight jump- normal jump to the ground
2. Rocket jump- arms raised above head
3. Star jump- arms and legs out to the side
4. ¼ turn jump- jump and turn to the side to land
5. Your own jump of choice- make sure you land in motorbike position

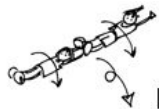
- Remember to land in a motorbike position- knees bent, head up and arms out in front. Hold for 3 seconds

Rolling

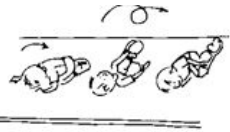
- Find a space in your house that you can use for rolling. You could also use the grass outside. If you have some yoga mats or large couch cushions that you can use, then place them on the floor in the space you are using.
- Have a go at rolling like a log: lay on your back, place your hands above your head and point your toes so that your body is nice and straight. Use your tummy muscles to roll you onto your front. See if you can roll around until you are on your back again.



- You could even try it with another person by lying down and holding their feet or hands- partner roll



- Now have a go at rolling with arms by your side- egg roll



Balancing- Beam walk

Try and find something or somewhere you can practice walking along while balancing. For example- a straight line on the ground, a piece of timber, low retaining wall
We will use it like our balance beam at school.

Remember we use our 'heel toe walk' when going across our pretend beam. This means:

1. Both arms out to the side
2. Head and eyes looking forwards
3. Heel of one foot touching the toes of the other foot each time we step along the "beam"

On your "beam" try going:

1. Forwards
2. Backwards
3. Forwards to the middle, turning and going backwards
4. Bending down and picking up objects placed on your beam as you walk along
5. Come up with you own way of going along the beam