



Remote and Flexible Learning Term 3 2020

Year: 3

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 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 Google 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 two live virtual classes 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:

Welcome to the second week of remote and flexible learning for Term 3. Thank you for the hard work you have done and in ensuring the transition back to remote and flexible learning has been as smooth as possible for your child.

Your virtual class meetings this week will be on **Monday and Friday at 11:00am**, through Webex. You will be connecting the same way as we did using your teacher's unique meeting room number, during remote learning in Term 2. If you need help, your teacher will post instructions in your Google Classroom stream or you can also contact the office.

Fortnightly three-way conferences (or as required) via Webex will be resuming again in Week 6. Bookings for these will be open to parents via Sentral on Thursday of Week 5 (this week).

The online platform for all Year 3 students will be Google Classroom, which you will remember from remote learning in Term 2. You might also remember that you can use Google Classroom on Windows or Mac computers, or on mobile devices like iPads. If you need instructions on how to access Google Classroom, click on or use this link:

<https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1frFk116mUoFXTPT4eu9V19HxFt2daHpt/view?usp=sharing>

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

The activities listed will be uploaded on Google Classroom each week by Friday afternoon for the following week.

You will have two feedback tasks each week that need to be submitted onto Google Classroom for your teachers to give you feedback on.

However, you are still expected to be completing all activities in the planner as you would be expected to at school. Optimal learning follows a sequence of development of skills, therefore, skipping or missing lessons may lead to gaps in understanding.

Every Wednesday will be a 'Specialist Day'. This means that on a Wednesday students will be working from their specialist (P.E., Art, Indonesian, Wellbeing) classes on Google Classroom. If students have not previously joined these classrooms, the codes are below.

Specialist Google Classroom Codes:

<u>P.E.</u> 4cs5ffc	<u>Indo</u>	3A - pq3jigo 3B - etawpmi 3C - egrusov 3D - ryecyw2 3E - 2qp7jvr 3F - jkos5bq 3G - tr6pdko	<u>Art</u>	3A - g3nr6wd 3B - wygfhof 3C - lcdtqyg 3D - 3v73ilk 3E - uhx2k2e 3F - dsgzczq 3G - e6ihvs4	<u>Library/ Enviro/ SAKG</u> gbfbwhu
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Suggested Daily Schedule

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

Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1</u> <u>Grammar</u> Learning Intention: We are learning to use commas correctly in our writing.	<p>There are different places to use a comma, such as:</p> <ul style="list-style-type: none"> to separate a list of words: Jim, Karen, Tom and Mary are invited to the party. to make something clear: Ben, my brother, is a great soccer player. to pause in a sentence: Many years ago, before I was born, my parents lived in England. <p>Task: Write the sentences below into your Remote Learning book and put commas into the correct place. Use your best handwriting!</p> <ol style="list-style-type: none"> 1. Grandma went to the supermarket and bought carrots peas broccoli and lettuce. 2. Jenny my sister loves to talk all the time. 3. There were many televisions to choose from I chose the largest one. 4. It was a cold dark gloomy night when we drove past the castle in England. 5. There were times when I was happy on holidays there were times when I was a bit bored. 		
<u>Session 2</u> Learning Intention: We are learning to write Limerick poems.	<p>Today you are going to begin a unit on poetry. Please follow the Google Slides presentation labelled 'Poetry Lesson 1 - Limericks' in Google Classroom.</p>	Google Slides presentation found in Google Classroom labelled ' Poetry Lesson 1 - Limericks '.	

<p><u>Session 3</u></p> <p>Learning Intention: We are learning to write Limerick poems.</p>	<p>Yesterday you had a go at writing your own Limerick poems. Today you are going to select your favourite Limerick that you drafted yesterday and turn it into a published piece of writing. Follow the Google Slides presentation in Google Classroom labelled '<u>Poetry Lesson 2- Limericks</u>' to help you.</p>	<p>Google slides presentation found in Google Classroom labelled '<u>Poetry Lesson 2 - Limericks</u>'.</p>	<p>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom.</p>
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Writing: Optional Extra- if you want to do more:

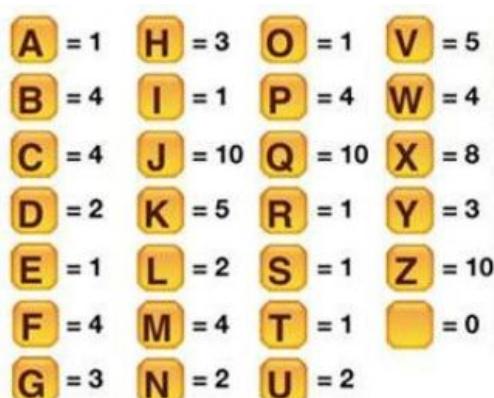
-Complete a page, from wherever you are up to, out of your handwriting book that was sent home from school in your remote and flexible learning pack.

-Complete a 'rocket writing/ quick write' in your remote learning book using the daily prompt or picture on <https://www.pobble365.com>

Remember, the 'question time' section under the picture will help get you thinking deeply about the prompt and give you ideas for your writing.

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date		
<u>Session 1</u> Learning Intention: We are learning to compare and contrast texts.	<p>Compare and Contrast Reading Strategy</p> <p>Compare is identifying the similarities and differences between two things. Contrast refers to identifying only the differences between two things.</p> <p>TASK:</p> <ol style="list-style-type: none"> 1. Watch What is compare and contrast? 2. Read The Three Little Pigs (This is a digital book for you to read, not a video) 3. Watch The True Story of the Three Little Pigs 4. Click the Venn Diagram link to print out a hard copy, if you can, or to use as an example to copy into your Remote Learning Book 5. Write the following statements into the correct part of the venn diagram. <table border="1" data-bbox="361 823 1193 1014"> <tr> <td data-bbox="361 823 811 1014"> <ul style="list-style-type: none"> • wolf goes to jail • houses fell down • wolf needed sugar • houses made of sticks, straw and bricks </td><td data-bbox="811 823 1193 1014"> <ul style="list-style-type: none"> • big bad wolf • nice, kind wolf • wolf fell into hot water • wolf wanted to eat pig. </td></tr> </table>	<ul style="list-style-type: none"> • wolf goes to jail • houses fell down • wolf needed sugar • houses made of sticks, straw and bricks 	<ul style="list-style-type: none"> • big bad wolf • nice, kind wolf • wolf fell into hot water • wolf wanted to eat pig. 	<p>What is compare and contrast?</p> <p>https://safeyoutube.net/w/mUNP</p> <p>The Three Little Pigs</p> <p>https://drive.google.com/file/d/1ivSG9cHkM9UK1c24Fk6bozV-kKybon1F/view?usp=sharing</p> <p>The True Story of the Three Little Pigs</p> <p>https://safeYouTube.net/w/y3YP</p> <p>Venn Diagram</p> <p>https://drive.google.com/file/d/10PN5abCKRXfj9D2vb084swTVboPSm0E4/view?usp=sharing</p>	
<ul style="list-style-type: none"> • wolf goes to jail • houses fell down • wolf needed sugar • houses made of sticks, straw and bricks 	<ul style="list-style-type: none"> • big bad wolf • nice, kind wolf • wolf fell into hot water • wolf wanted to eat pig. 				
<u>Session 2</u> Learning Intention: We are learning to compare and contrast texts.	<p>TASK:</p> <ol style="list-style-type: none"> 1. Watch Mrs M's Video (or draw a Venn Diagram in your Remote Learning book) 2. Watch and listen to the Dreamtime texts How the kangaroos got their tail and How the birds got their colours 3. Compare the two texts recording the similarities and differences you noticed into your Venn Diagram. 	<p>Mrs M's video</p> <p>https://drive.google.com/file/d/16QIMT5tGmbZx6Gtjk4j35tzv4u26yJkM/view?usp=sharing</p> <p>How the kangaroos got their tail</p> <p>https://drive.google.com/file/d/1o065KuBYFCJmDq0E27v7jh3H5luhfDa2/view?usp=sharing</p> <p>How the birds got their colours</p>			

		https://drive.google.com/file/d/1AsmiKB6lXcUzPmXvQjN9xodnKOIUIU/view?usp=sharing	
<u>Session 3</u> <u>Write To Read</u> <u>Spelling</u> Learning Intention: We are learning to spell words with the code 'oa' of boat.	<p>We are focusing on the code 'oa' as in boat. This is called a digraph as it is two letters making the one sound.</p> <p>Watch the clip below:</p> <p>https://www.youtube-nocookie.com/embed/M8nGaspuWAQ</p> <p>Task: In your Remote Learning book, write 10 'oa' words and use the scrabble scoreboard in the next column to add up the score of each word. Try to write high scoring words!</p> <p>eg. floating = 4+2+1+1+1+1+2+3=15</p>		

Reading: Optional Extra- if you want to do more:

Reading eggs

Independent reading

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1</u> Learning Intention: We are learning to use the strategy of drawing equal-sized groups to solve worded division problems.	<ol style="list-style-type: none"> Watch the demonstration video (click on the link in the right column). <i>If you are using a paper activity sheet, you will be able to write straight onto it.</i> In your Maths book (or other paper) make a new heading 'Dividing into groups' and write the date next to it. Open the activity sheet so you can see the questions on your screen (click on the link in the next column). For each question, write the question number, draw the groups and write the division problem to match the worded problem like in the video. <u>Do not</u> write sentences from the worded problems. 	Files and links for this lesson Demonstration video Maths Term 3, Week 5, Lesson 1 comp.mp4 Activity sheet used in video Maths Term 3 Week 5 - Lesson 1.pdf Optional challenge sheet	

	<p><i>Optional challenge:</i> if you get all the answers correct or are feeling super-confident, try the problems on the 'Challenge' activity sheet (use link in right column).</p>	<u>Maths Term 3 Week 5 - Lesson 1 challenge.pdf</u>	
<u>Session 2</u> Learning Intention: We are learning to use the strategy of skip-counting to solve division problems.	<ol style="list-style-type: none"> Watch the demonstration video (click on the link in the right column). <i>If you are using a paper activity sheet, you will be able to write straight onto it but will still need to show your working out using the skip-counting strategy and write the answer.</i> In your Maths book (or other paper) make a new heading 'Division by skip-counting' and write the date next to it. Open the activity sheet so you can see the questions on your screen (click on the link in the next column). For each question, write the question number and the question. Remember to show your working out by using the skip-counting strategy underneath each question like in the video. <i>Optional challenge:</i> if you get all the answers correct or are feeling super-confident, try these problems: 1) $42 \div 6 =$ 2) $36 \div 4 =$ 3) $49 \div 7 =$ 4) $48 \div 8 =$ 5) $45 \div 9 =$ 6) $64 \div 8 =$ 7) $81 \div 9 =$ 8) $54 \div 6 =$ 	Files and links for this lesson Demonstration video <u>Maths Term 3, Week 5, Lesson 2 comp.mp4</u> Activity sheet used in video <u>Maths Term 3 Week 5 - Lesson 2.pdf</u>	
<u>Session 3</u> Learning Intention: We are learning to use the strategy of repeated subtraction to solve division problems.	<ol style="list-style-type: none"> Watch the demonstration video (click on the link in the right column). <i>If you are using a paper activity sheet, you will be able to write straight onto it but will still need to show your working out using the repeated subtraction strategy.</i> In your Maths book (or other paper) make a new heading 'Repeated subtraction' and write the date next to it. Open the activity sheet so you can see the questions on your screen (click on the link in the next column). For each question, write the question number and the question. Remember to show your working out using the repeated subtraction strategy like in the video. <i>Optional challenge:</i> if you get all the answers correct or are feeling super-confident, try these problems: 1) $42 \div 7 =$ 2) $32 \div 8 =$ 3) $28 \div 7 =$ 4) $48 \div 12 =$ 5) $54 \div 9 =$ 6) $63 \div 7 =$ 7) $56 \div 8 =$ 8) $96 \div 12 =$ 	Files and links for this lesson Demonstration video <u>Maths Term 3, Week 5, Lesson 3 comp.mp4</u> Activity sheet used in video <u>Maths Term 3 Week 5 - Lesson 3.pdf</u>	Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom.

Optional Extras:

Continue Mathletics

Play Multiverse to practise your times tables (it's in the 'Play' section of Mathletics)

Optional 'Mental Maths' activities

Optional 'Mental Maths' activities

These activities are optional and there is no requirement for students to complete them. They are for students who have completed ALL previous Maths lessons from the Year 3 remote learning program and would benefit from an extra challenge in Maths. The questions can be viewed on-screen or printed out and answers can be written on the printout or in a Maths book or on other paper. The sheets have headings on them ('Monday' and 'Tuesday') but these just help the teachers to remember which one we're up to and the activities can be done on any day, not just those days.

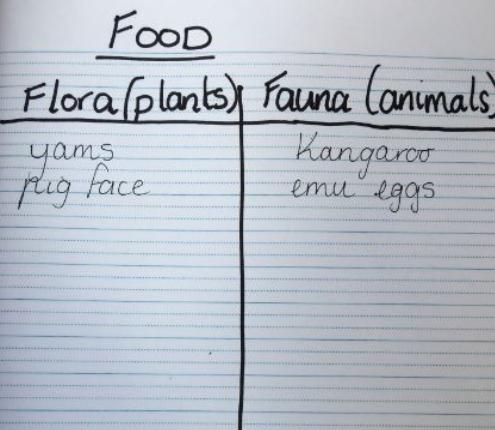
Mental Maths questions: [Maths term 3 week 5 option - Mon + Tue.pdf](#)

Mental Maths answers - Monday: [Maths term 3 week 5 option - Monday answers.pdf](#)

Mental Maths answers - Tuesday: [Maths term 3 week 5 option - Tuesday answers.pdf](#)

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1</u> Learning Intention: We are learning about the DAILY LIFE of our First Australians.	<p>Today we are going to begin to investigate/explore how the First Australians lived. We are going to look at the Daily Life of the Wathaurung People.</p> <p>For the survival of Human life we need to have certain things:</p> <ol style="list-style-type: none"> 1. Food 2. Shelter 3. Clothing 4. Medicine 5. Dream Time (traditions) 6. Tools/Weapons <p>Over the next 2 weeks we will be looking at these different aspects/parts of Aboriginal Daily Life. At the end of the 2 weeks, you will be required to submit your work as a presentation. This could be a book called Daily Life, a poster, a powerpoint etc. Your choice.</p> <p>BUT, we need to research and collect our information to report on.</p>	<p>Website that has great information about Wathaurung food</p> <p>https://www.torquayhistory.com/our-collections/first-australians/wathaurong-and-land/</p> <p>If you don't have access to this website then I have attached a FOOD word document with the same information copied onto it for you to use instead.</p> <p>https://drive.google.com/file/d/1L_hj8Ey_JcKYievxV9rO8VAkE7ai92mK/view?usp=sharing</p>	

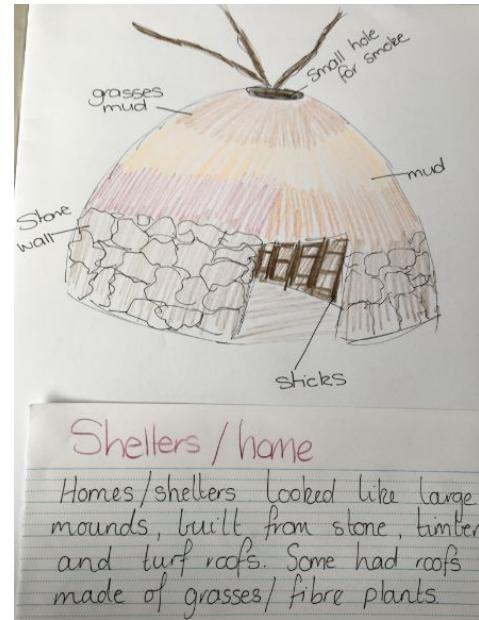
	<p>TASK let's begin with the topic Food, we are going to collect some information on FOOD.</p> <p>First Australians called it bushtucker. This means that the bush supplied the food/tucker. First Australians ate both flora (flowers) and fauna (animals).</p> <p>In the resources pack on the school website, you'll find a variety of cards demonstrating examples of different food types.</p> <p>Task: read the cards and begin to make a LIST. You could collect the information in your remote book. Create 2 headings called FLORA(plants) and FAUNA (animals) Like this:</p> 	<p>Remember the Resources pack also has the FOOD cards for you to refer to as well.</p>
<p><u>Session 2</u></p> <p>Learning Intention: We are learning about the DAILY LIFE of our First Australians.</p>	<p>Shelters were made from different materials depending on the materials available around them. So, down in the Wathaurung area there were lots of large stones, large strong trees for timber and grasses from the open flat grasslands.</p> <p>This session, let's investigate the topic Shelter, we are going to collect some information on Shelter/homes.</p> <p>Wathaurung had homes called KARRUNG. This means housing/home/dwelling.. First Australians used fibres from plants and rocks. Today , many of these homes aren't around anymore because as white man came, they broke up/dismantled the</p>	<p>Remember the Resources pack also has the shelter/home/housing cards for you to refer to as well.</p> <p>Website that has great information about Wathaurung food https://www.torquayhistory.com/our-collections/first-australians/wathaurung-and-land/</p>

Wathaurung homes and took all the rocks to build their own homes.
As the Wathaurung did move around the land due to the seasons, such as when it became too cold, they built smaller versions of the homes called Mia Mia's, They didn't use rocks and so these homes broke up quickly due to windy bad weather.

In the resources pack on the school website, you'll find a variety of cards demonstrating examples of different shelter/home types. Also, there is a word doc with additional information specific to the Wathaurung tribe shelters which I **RECOMMEND** you look at.

Task: read the cards and begin to **summarise** the **important information** and **DRAW A LABELLED DIAGRAM/PICTURE** of examples of what the shelter/home looks like. Use color pencils to show the different materials used to build them. You could collect the information in your remote book or blank white paper too because you are drawing to match your summary sentences.

Like this:



If you don't have access to this website then I have attached a Housing word document with the same information copied onto it for you to use instead.
https://drive.google.com/file/d/1L_hj8Ey_JcKYievxV9rO8VAkE7ai92mK/view?usp=sharing

<u>Sessions 3</u> <u>STEM</u> Learning Intention: We are learning to complete STEM in the home.	<p>Welcome back to STEM Term 3.</p> <p>We know you all enjoy our Stem program at school, so we have adapted it. This way you can continue at home.</p> <p>In the resource pack and in your Inquiry/Science topic there is a rubric named 'Year Three STEM Rubric'</p> <p>This rubric, has a collection of 12 different STEM activities. We would like you to choose one activity a week to complete throughout our time in remote learning.</p> <p>All these activities can be done with resources in your home.</p>	
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Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Well Being Activity</u> Learning Intention:	<p>During remote and flexible learning, it's important to keep doing the stuff you love.</p> <p>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>Choose one of these nature activities and share a photo with your teacher.</p>	https://www.woodlandtrust.org.uk /blog/2020/03/kids-nature-activities-self-isolation/	
<u>Art Activity</u> Learning Intention: I can identify and use different art, craft and design skills inspired by different cultures.	<u>Sally Clark- Artist study</u> <p>Sally Clark is a famous Contemporary Aboriginal Artist. Sally likes to use colours and shapes to express her cultural background as an Aboriginal woman.</p>		

	<p>Materials- A4 size paper for background. Colour paper or pages from magazines or newspaper, textas or markers.</p> <p>Activity- Look at examples of Sally's work. Decide on a shape that you would like to use, squares, circles, rectangles, ovals etc.</p> <p>Use coloured paper or pages from magazines or newspapers to cut out your chosen shape.</p> <p>Stick your shapes all over your A4 piece of paper to cover the page. Turn your shapes around to leave as little space as possible between each shape. When finished use textas or markers to put dots around each shape. Make sure your dots are close together and surround each shape.</p> <p>Post your work.</p> <p>Have fun!</p>		
Indonesian Activity Learning Intention: I can say what the weather is today in Indonesian	1. Watch the mini lesson on saying what the weather is today. 2. What is the weather doing outside your window today (HARI INI)? What is your favourite (CUACA FAVORIT) type of weather? 3. Find a piece of paper and draw a line down the middle. On one side draw the reality of the weather and write a sentence in Indonesian about it. Hari ini cuaca _____. (Today the weather is...). On the other side draw you in your favorite kind of weather and write a sentence about it in Indonesian. Cuaca favorit saya _____. (My favourite weather is ...). 4. Upload it to the Indonesian Google Classroom.	Mini lesson Vocab poster Paper and drawing materials	

<p><u>Physical Education</u></p> <p><u>Activity</u></p> <p>Learning Intention:</p> <p>I can explore and practise different techniques to propel an object towards a target (bocce)</p>	<p>Good morning/afternoon to all our Year 3 and 4 champions out there and welcome to Term 3 Week 5 of our remote and flexible learning. This week, we will be mixing things up to keep our P.E. lessons fresh and varied for you.</p> <p>To warm up we are going to do some skipping. Turn on your favourite song and skip to the beat of the song. The main skipping activity is pyramid skipping. The aim is to make it to the end of the pyramid without making an error. (eg: 10 – 20 – 30 – 40 – 50 – 40 – 30 – 20 – 10 – after you complete the first 10 skips, then have 20 seconds break, then complete 20 skips etc). When you get to the end of your pyramid without stopping, add 5 skips to each level until you get to BOSS level (50 – 100 – 150 – 200 – 150 – 100 – 50) Video clip in the PE google classroom Term Three Week Five attachment.</p> <p>Questions:</p> <ul style="list-style-type: none"> · Which muscles do you feel working when you skip as long as you can? · What are some stretches for the muscles you worked whilst skipping? 	<ul style="list-style-type: none"> - Two tin cans - A stool or step - Skipping rope - Bocce set or can use soup cans or tennis balls - favourite song 	
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How does your body feel when you skip after practicing for a week compared with your first skipping practice?

Now for some Backyard Bocce

Video clip in the PE google classroom Term Three Week Five attachment.

To finish up, we have a high intensity workout led by non-other than Mr. McLoughlan. A nice 7 minute session. Make sure you drink plenty of water. There will be 30 seconds of exercise then 10 seconds to rest before the next exercise starts. The exercises are:

Sprint. Star Jumps. Sit ups. Frog Jumps. Plank knee tucks. Soup can lunges. Step ups. Soup can sprint.

Video clip in the PE google classroom Term Three Week Five attachment.

See you next week!