

Remote and Flexible Learning Term 3 2020

Year: 2 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 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 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: The online platform for all year 2 students is SeeSaw. Your username and access codes are located in your Seesaw messages or remote learning pack. We will not be doing Webex meetings in week 5 but they will begin in Week 6.

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

Activities will be uploaded to Seesaw following this schedule each week and archived on Sunday night. The weekly overview will be added to Seesaw on a Friday afternoon. A daily attendance will be taken, submitted by 2pm.

	When lessons will be assigned on Seesaw		
MONDAY	Reading Lesson 1	Writing Lesson 1	Maths Lesson 1
TUESDAY	Reading Lesson 2	Maths Lesson 2	Inquiry Lesson 1
WEDNESDAY	SPECIALIST DAY		
THURSDAY	Reading Lesson 3	Writing Lesson 2	Inquiry Lesson 2
FRIDAY	Writing Lesson 3	Maths Lesson 3	Inquiry/ Science Lesson 3

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	Torquay College PE Lesson.
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 - 10.30am	Art Activity	Torquay College Art Lesson.
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	Torquay College Indonesian Lesson.

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	Torquay College Wellbeing Lesson.
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	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
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	Play outside, go for a walk, ride your bike.

Writing

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Lesson 1</u> Learning Intention: I can record an event that has happened in sequential order.	<p>Recount: Students can write a weekend recount in their remote learning book.</p> <ol style="list-style-type: none"> 1. Please rule a margin. 2. Remember 5 W's (Who, When, Where, Why, What) 3. Use capital letters correctly, punctuation and great word choice. 	Remote learning book.	
<u>Lesson 2</u> Learning Intention: I can make a poster/ anchor chart about an animal of my choice.	<p>Students will create their own anchor chart using a <u>different</u> animal.</p> <ol style="list-style-type: none"> 1. must include Title 2. must include labelled diagram 3. must include 3 facts. <p>Take a photo of the anchor chart and upload to Seesaw.</p>	Week 5 Writing 2: (Will be an example of an anchor chart)	Feedback will be given on this task.

<u>Lesson 3</u> Learning Intention: I can label an information report to match the features.	Students need to click and drag labels onto a non fiction information report on Seesaw. The labels need to match the features of the information report. (eg: Heading label will be moved to where the heading is on the page)	Week 5 Writing 3:	
Writing: Optional Extra- if you want to do more: Students can write their own narrative, information report, procedure or letter.			

Reading

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Lesson 1</u> Learning Intention: I can decode and encode the long vowel sounds of "o" oa and ow.	MSL: <ol style="list-style-type: none"> Students to watch sound pack video. Students then watch the new skill video to learn the long "i" sounds of igh (high night) Students can read the words and write them in their remote learning book. Students complete the dictation sentence. 	Seesaw will have this set as 2 activities as we cannot upload more than one video.	
<u>Lesson 2</u> Learning Intention: I can infer what the characters are thinking	<ol style="list-style-type: none"> Listen to the book The Hidden Forest. What do you think Ben and the whale thought of each other in the book? Complete the worksheet or draw into your book. 	Ben and the Whale: In the bubbles complete the picture. Inference Anchor chart available	Feedback will be provided on this task.
<u>Lesson 3</u> Learning Intention: I can read a book and discuss information from it	<u>Readinga-z.com</u> <ol style="list-style-type: none"> Students read an assigned book. Complete quiz assigned to book. 	readinga-z link for students	

Writing: Optional Extra- if you want to do more: Students to complete home reading diary and can find strong verbs and adjectives in books for "Word Choice."

Mathematics

Curriculum Area Focus: subtraction strategies	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Lesson 1</u> Learning Intention: I can see the connection between addition and subtraction.</p>	<p>Fact Families: Students can complete worksheets from their pack related to fact families or create some of their own and write into their remote learning book.</p> <p>Fact families example: $7+3 = 10.$ $3+7=10,$ $10 -7=3,$ $10-3=7$</p> <p>(youtube clip if needed: https://www.youtube.com/watch?v= 2ma8v1GFV0</p>	<p>Fact Families worksheets</p>	<p>Feedback will be provided on this task.</p>
<p><u>Lesson 2</u> Learning Intention: I can identify words and symbols that relate to subtraction. I can count backwards from numbers in the hundreds.</p>	<p>Students are to make a poster focusing on vocab and symbols used for subtraction. (take a photo and upload to Seesaw)</p> <p>Students can complete any worksheet sent home on subtraction when finished.</p>	<p>Worksheets are sent home</p>	

<p><u>Lesson 3</u> Learning Intention: I can use different strategies to solve subtraction problems.</p>	<p>Create 20 subtraction problems (eg: $20-4=16$) and write into your remote learning book. Students to explain how they solved at least 2 problems. Extension: $135-30=105$ Create harder problems</p>		
<p>Maths:: Optional Extra- if you want to do more: Mathletics tasks on subtraction</p>			

Inquiry

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Lesson 1</u> Learning Intention: I can describe the life cycle of a reptile</p>	<p>What are reptiles. What animals are reptiles Describe a reptile's characteristics https://www.youtube.com/watch?v=I9CsBSPR14c https://safeyoutube.net/w/hCwN</p> <p>Students to complete several pages in Seesaw - Record facts, Animal sort and complete sentences</p>		
<p><u>Lesson 2</u> Learning Intention: I can describe the life cycle of an amphibian</p>	<p>TURTLES OR CROCODILES Students to watch the following clip and create a poster of their chosen animal's lifecycle: Crocodiles Students to watch the following clip and create a poster of a crocodile's life cycle</p>		

	<p style="text-align: center;">Crocodiles</p> <p>https://www.sciencekids.co.nz/sciencefacts/animals/crocodile.html</p> <p style="text-align: center;">Turtles</p> <p>https://www.sciencekids.co.nz/sciencefacts/animals/turtle.html</p>		
<p><u>Lesson 3</u> Learning Intention: I can compare two different animals and their features</p>	<p>Crocodile - Fresh vs Salt Water Crocodile</p> <p>youtube.com/watch?v=0juLpdn7-Ms</p> <p>What's the same and difference?</p> <p>Compare Fresh vs Salt water Crocodile</p> <p>Make a Venn diagram -</p>	Venn Diagram	
<p>Inquiry: Optional Extra- if you want to do more:</p>			

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> Learning Intention:</p>	<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 on seesaw.</p>	<p>https://www.woodlandtrust.org.uk/blog/2020/03/kids-nature-activities-self-isolation/</p>	
<p><u>Art Activity</u> Learning Intention: I can use colours and patterns to create symmetry in my art work.</p>	<p>Symmetrical Butterflies.</p> <p>Materials - Paper, paint or textas or pencils</p> <p>Draw the shape of a large butterfly on your page. You can draw the whole thing or draw half on a folded sheet of paper and then cut it out. Be sure to include the head, the thorax (the chest) and the abdomen (the tail end), the wings, the antenna and the legs.</p> <p>When you have drawn and cut out your butterfly you can decorate it to make it symmetrical. This means the same on one side as the other.</p> <p>Use the same colour paints or textas to create shapes and patterns on your butterfly so that it looks the same on both sides.</p> <p>If you want to, you can add extra details like glitter or pom poms or stickers, whatever you have available.</p> <p>Have fun!</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can understand and say the words for body parts.</p>	<p>Watch the mini-lesson to help us remember our body parts in Indonesian.</p> <p>Then, either print out or draw your own 'word wall'. It should have the Indonesian words and a picture. Make sure you colour it in and put it</p>	<ol style="list-style-type: none"> 1. Mini-lesson video on Seesaw 2. 'Word wall' (either download + print from Seesaw, or pick up in the Learning Pack, or make your own!) 	<p>N/A</p>

	<p>somewhere in your house. The more you see it, the more you will remember!</p> <p>If you'd like, you can take a photo of your word wall in your house and upload to Seesaw.</p> <p>The example 'word wall' is available on Seesaw (or in the Learning Pack) for you to download and print (or pick up).</p>		
<p><u>Physical Education Activity</u> Learning Intention: I can perform movement sequences that incorporate the elements of movement</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- Balances</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/1q8flWEdxJBevbkGb2QjwW2SUdeyV0NSr/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 are to perform the balances below as directed: 	<p>Balance card located in resource folder</p> <p>Videos of activities on Seesaw</p>	



FRONT SUPPORT



TUCK SIT



REAR SUPPORT



ARABESQUE



KNEE SCALE

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. 1/2 turn jump- jump and turn to the side back other way
5. Backwards jump
5. Your own jump of choice- make sure you land in motorbike position

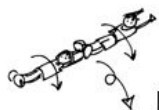
- Remember to land in a motorbike position- knees bent, head up and arms out in front. Hold for 3 seconds

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



Gymnastics obstacle course

This activity can be done on a concrete area outside (where you can draw the course with chalk) or it can be done indoors or outdoors where you can use objects to create your course.

Draw or create your own gymnastics course on the ground. Your course should aim to include the following skills: hopping, jumping, balancing, leaping and other moves of your choice. Once you have created your obstacle course try the following activities: Fastest lap

around your course, most laps in 2 minutes or even turn your obstacle course into 'the floor is lava'.

Here is a link you can use to help create your course:

<https://www.youtube.com/watch?v=b2JYPF3RpBo>

Examples:

