



Remote and Flexible Learning Term 3 2020

Year: Foundation

Week: 6

Torquay College community is working creatively to meet the learning needs of all our students. The short mini lessons that teachers are posting are proving to be a welcomed addition to our learning program. The positive feedback received is encouraging and motivates us all to keep working to innovate and improve the teaching and learning program for all students.

Setting up a supportive home and school learning environment is key to ensuring a successful learning partnership and experience in the 'Remote and Flexible Learning' program.

The following is a guide to support and remind families to:

Setting up a learning environment:

Creating a quiet and comfortable learning space is crucial. Your child may have a regular place for completing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times. Above all, we encourage families to closely monitor and support your child/ren's learning.

Family Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last forever.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Establishing home learning environment:

- establishing and following a daily routine
- defining a space for your child to work in

- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online (screen time)
- keep your children social, but set rules around their social media interactions.

If you have any questions or concerns about your child's learning please contact your class teacher or the school.

Regards,

Nadia Tkaczuk
Assistant Principal

Weekly Team Message:

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

We have created online videos to introduce most of our lessons, this allows the lessons to be more open ended and students can work at their own level and on their individual goals. The hard pack activities are worksheets that relate to the tasks. You do not need to complete both tasks.

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.

Last week we held small group sessions with a focus on Reading. It was great to see so many smiling students interacting and joining in! New times for this week will be sent out by individual teachers 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:

Wednesday	12:00 - FB, FE	12:30 - FA, FC, FD, FF
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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>Session 1 - Monday</u> Learning Intention: I can use describing words in my writing.</p>	<p>Assigned on Monday <i>Mentor Text - Cinderella</i> Listen to the story 'Cinderella'. Brainstorm the characters from the book. Choose one character and draw a picture in your special writing books. Write some describing words about your character. Write a sentence using one or two of your describing words. Can you write more than one sentence about this character.</p>	<p>Mini lesson on Seesaw - modelled writing demonstration. Titled 'Writing- Monday 17th August'</p>	<p>Please upload your completed task onto Seesaw for feedback 17/08/2020</p>
<p><u>Session 2 - Tuesday</u> Learning Intention: I can use describing words in my writing</p>	<p>Assigned on Tuesday - Writing - Raz and the Enchanted Forest Work with Mrs Baker on characters in Narratives. Read the story so far, "Raz and the Enchanted Forest". (You may need help to do this if you have the hard copy) Draw a dragon or a goblin and give him/her a name. Write a description of your creature using great describing words. Write some things that your character likes to do.</p>	<p>Mini lesson on Seesaw "Raz and the Enchanted Forest" Tuesday 18th August</p>	<p>Not a feedback task</p>
<p><u>Session 3 - Thursday</u> Learning Intention: I can write sentences about my ideas.</p>	<p>Assigned on Thursday - Room on the Broom Writing - Thursday 20th Week Listen to the story 'The Room on the Broom', then write your own sentences about where you would go on your own broom. Hardcopy - In your Special Writing Books, Write about where you would go if you had a magic flying broom and who you would take.</p>	<p>Mini Lesson on Seesaw - modelled writing demonstration. Titled 'Foundation Writing - Room on the Broom. Thursday the 20th.'</p>	<p>Not a feedback task</p>

Writing: Optional Extra - if you want to do more:
 Extra Writing & Drawing Fun! **Mentor Text - Oi Frog (Felicity)**
 Seesaw Activity titled - 'Foundation Writing - Friday Optional Extra - Oi Frog'
 Listen and watch the story 'Oi Frog' and then have a go at drawing Oi Frog with the Illustrator of the book, Jim Field.
 Challenge - Write a rhyming sentence underneath your Oi Frog drawing. It can be a sentence you remember from the story.
 Be sure to take a photo of your amazing Oi Frog Drawing and upload it to your journal on Seesaw. Happy Drawing!
Hardcopy - In your Special Writing Books, Use the directed drawing instructions to draw a frog. Write a sentence about your frog. Challenge: Try to use rhyming words in your sentence.

OR - Write what you think could happen next in "Raz and the Enchanted Forest"

OR - **Red Flag Word Activity: Friday Optional** - this is optional, students can practise some of their red flag words in some activities on Seesaw.

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session1 - Monday</u> Learning Intention: To develop an understanding of the FLOSS rule.</p> <p>To understand the different types of punctuation.</p>	<p>Seesaw - MSL - Video with Mrs Kahle. Introducing the FLOSS rule. Watch along with the video - complete the related activity - adding the correct ending to words. Hard Pack - FLOSS rule poster for reference. Add the correct ending to words to match the picture. Reading Session 1 Monday 17th Week 6 Focus- Punctuation Seesaw: Watch the video - https://youtu.be/ddjnEfJf5lc (Reading Session 1 Monday the 17th Week 6) with Miss Smith. Complete the punctuation work into your dinosaur workbook. Hard Pack: Fix the sentence activity sheet. Rewrite the sentences into your dinosaur workbook, making sure they have a capital letter and a full stop at the end.</p>	<p>Whiteboard, marker and board cleaner.</p> <p>FLOSS Rule Poster - match the picture activity.</p> <p>Reading Seesaw Watch the video - https://youtu.be/ddjnEfJf5lc</p>	<p>Not a feedback task</p>
<p><u>Session 2 - Tuesday</u> Learning Intention: To develop an understanding of the FLOSS rule.</p> <p>To understand the purpose of question before, during and after reading.</p>	<p>Seesaw - MSL - Video with Mrs Kahle. More about the FLOSS rule. Watch along with the video - complete the related activity - Word Search. Hard pack - FLOSS Rule Word Search and boardgame. Reading Session 2 Tuesday 18th Week 6 Listen to the Big Book with Miss Smith. The focus is on questioning. Activity: Celebrity heads. Choose an animal, draw or write the name. Don't let your parent see and then they will make one for you. Now you have to ask questions to find the answer. How many questions did it take you? Seesaw: look at the picture and ask yourself questions. Who What, When, Where and Why. When you are recording yourself reading your levelled book today. Ask yourself questions before, during and after. Record these questions.</p>	<p>Whiteboard, marker and board cleaner.</p> <p>FLOSS Rule Poster - match the picture activity.</p> <p>FLOSS Rule - dice game.</p>	<p>Not a feedback task</p>

<p><u>Session 3 - Thursday</u> Learning Intention: To develop an understanding of the FLOSS rule and recap the digraphs ch, ph, th, sh, wh.</p>	<p>Seesaw - MSL - Video with Mrs Kahle. More about the FLOSS rule. Watch along with the video - complete the related activity - sorting the FLOSS words. FLOSS Rule Cut and Paste - stick the words in the correct column. Reading Session 3 Thursday 20th Week 6 Seesaw: watch the floss rule and recap the digraphs https://youtu.be/hPcl5i30IGI https://youtu.be/NK8_Tvu6bJk Choose a reading book at your house and find as many digraphs as you can (sh, th, ch, ph, wh). Write them into your workbook and upload a photo. For extra you can find: ll, ss, ff and zz words. Hard Pack: Choose a book and find as many digraphs as you can (sh, th, ch, ph, wh) write them into your workbook and upload a photo to Seesaw. For extra you can find: ll, ss, ff and zz words.</p>	<p>Whiteboard, marker and board cleaner. FLOSS Rule cut and paste activity. Reading Seesaw: watch all the floss rule and recap the digraphs https://youtu.be/hPcl5i30IGI https://youtu.be/NK8_Tvu6bJk</p>	<p>Please upload your completed task onto Seesaw for feedback 20/08/2020</p>
<p>MSL: Optional Extra- if you want to do more: MSL - Video with Mrs Kahle. Recapping the FLOSS rule. Watch along with the video - complete the related activity - Upload a photo of you or your family doing the floss! Resource pack - floss dance instructions.</p>			


Mathematics


Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1 - Monday</u> Learning Intention: I can name and order the days of the week</p>	<p>Seesaw - Watch the 'Days of the Week' video then complete the activity.</p> <p>Hard pack - complete the cut and paste activity in your dinosaur scrapbook - 'Days of the week'.</p>	<p>Complete on Seesaw. If you prefer, this can be printed and pasted into your book.</p> <p>Hard Pack - 'Days of the week'</p>	<p>Not a feedback task</p>
<p><u>Session 2 - Tuesday</u> Learning Intention: I can match days of the week to familiar events.</p>	<p>Seesaw - Watch the 'Weekly schedule' video then complete the activity in your dinosaur scrapbook.</p> <p>Hard pack - complete the activity in your dinosaur scrapbook. Write down and draw a different activity next to each day. Use the table you completed yesterday, or re-write the days of the week on another page, in order. For example - Monday - school Tuesday - Indonesian . . . Saturday - bike ride. As all of our schedules are disrupted at the moment, these can be made up or ideal activities for each day - a different one for each day. Students may need help from an adult with this if there is no access to the teaching video.</p>	<p>Seesaw Dinosaur Scrapbook</p> <p>Hard pack - use yesterday's cut and paste activity or write out the days of the week on a new page.</p>	<p>Please upload your completed task onto Seesaw for feedback</p> <p>18/08/2020</p>
<p><u>Session 3 - Thursday</u> Learning Intention: I can order events based on the time they take.</p>	<p>Seesaw - Watch the 'One Minute' video on Seesaw. Complete the '1 minute challenge' and write your scores in the blue blocks. Then - Seesaw - 'Ordering events according to time'. Which events would be quick to complete compared to the others.</p> <p>Hard pack - complete the '1 minute challenge' activity. Then order events according to time and paste into your book.</p>	<p>Complete on Seesaw. If you prefer, this can be printed and pasted into books, or write each challenge into your book and record your answers. Timer on iPad.</p> <p>Hard pack - Pencil, scissors and glue sticks. Clock or timer to time one minute.</p>	<p>Not a feedback task</p>
<p>Maths: Optional Extra- if you want to do more: Clock Patience game. Watch the video on Seesaw to see how to play. The goal is to get all of the numbers out before turning over all of the kings. You will need a deck on cards for this with the jokers removed.</p>			

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: I can use a range of senses.</p>	<p><u>Sensory Play - Make A Magic Potion</u></p> <p>Go on a hunt for ingredients around your neighbourhood or your backyard. Gather fallen petals or flowers, different types of leaves, grass, dirt, bark, etc and add water in a glass jar. Search, collect, combine, mash, stir, shake and repeat! Make observations as it transforms in colour, form and scent. Add a special ingredient or two from the pantry, like turmeric or paprika spices. Enjoy the fun mess!</p>	<ul style="list-style-type: none"> - Glass jar/bowl - Water - Petals, flowers, leaves, grass, dirt, bark and other bit of nature - Optional: Pantry items such as spices 	<p>Not a feedback task.</p> <p>OPTIONAL: Upload a photo of your magic potion to Seesaw! Write/draw a list of ingredients you used.</p>
<p><u>Session 2</u> Learning Intention: I can use my creativity and imagination. I can practice fine motor skills.</p>	<p><u>Dramatic Play – Art Studio Portrait Drawing</u></p> <p>Set up an Art Studio so everyone in the family can have their portrait drawn! Find the perfect corner as a backdrop, find a chair/stool for your subject to sit still, and grab some paper, pencils/textas or paint. Add some props and dress ups – hats, wigs, costumes, glasses, scarves, etc make for a funny portrait!</p>	<ul style="list-style-type: none"> - Chair/stool - Pencils/Textas/Paint - Paper - Props and Dress-Ups such as hats, wigs, glasses, costumes 	<p>Not a feedback task.</p> <p>OPTIONAL: Upload a photo of your portrait drawings to Seesaw! Draw/write some of the best props that you used!</p>
<p><u>Session 3</u> Learning Intention: I can use problem solving and critical thinking skills. I can use my creativity and imagination.</p>	<p><u>Construction Play – Recycled Materials</u></p> <p>Make a castle for a fairytale using any recycled materials you can find around the house such as paper, boxes, newspaper, plastic containers/bottles, corks, lids, icypole sticks, etc. Add lots of sticky/masking tape or glue and decorate! Use your castle to create your own fairytale using small toys/teddy bears/soft animals.</p>	<ul style="list-style-type: none"> - Sticky/masking tape/glue - Paper, newspaper, boxes, plastic containers/bottles, corks, lids, icypole sticks etc. - Optional: Textas, stickers, paint, glitter, craft items to decorate - Small toys/teddy bears/soft animals 	<p>Not a feedback task.</p> <p>OPTIONAL: Upload a photo of your castle construction to Seesaw! Write your own fairytale story.</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>Identify actions that promote health, safety and wellbeing</p>	<p>Eat like a healthy hero!</p> <p>The Geelong Cats Healthy Heroes program is all about encouraging kids to do an hour of physical activity a day, to drink water and to eat well. Not only will this help us stay physically healthy but it will help us feel good too. During remote and flexible learning we might find ourselves spending more time online, so it is even more important that we are taking good care of ourselves!</p> <p>Geelong Cats players like Tom Hawkins, Bec Goring and Joel Selwood encourage us to have 5 serves of fresh fruit and vegetables a day. Watch the Teeny Tiny Stevies “I ate a rainbow” video for some colourful food inspiration and then challenge yourself to eat like a healthy hero by trying one of the Geelong Cats players recipes in the “Eat like a healthy hero cookbook”!</p>	<p>Teeny Tiny Stevies “I ate a rainbow” video: https://www.youtube.com/watch?v=JXzyizJuMu8</p> <p>Geelong Cats Healthy Heros “Eat like a healthy hero cookbook” is available here: https://www.geelongcats.com.au/experience/community/resources/healthy-heroes</p>	
<p><u>Art Activity</u> Learning Intention: I can make artworks using different materials and techniques</p> <p>I can express my ideas, observations and imagination through my art work</p>	<p>Foundation Inquiry: Storytelling Watch and listen to a youtube story, ‘The Gingerbread Man’. There are many versions, but I chose the one with the most views. Copy and paste this link.</p> <p>Link: https://www.bing.com/videos/search?q=the+gingerbread+man+youtu&docid=607992778726639179&mid=7ECD9D5D52B198B723527ECD9D5D52B198B72352&view=detail&FORM=VIRE</p> <p>Draw the Gingerbread Man on an A4 paper. He needs features such as eyebrows, eyes and mouth. Add stripes on arms and legs.</p>		

	<p>Add some zig zagged lines. You can add a bowtie, scarf, hat or clothes. Decorate with beads, buttons, lollies. Please take a picture and post to the Seesaw Specialist page. Now do not discard your Gingerbread Man, as you will need to use him for another lesson in the next few weeks.</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 remember how to say 'hello' in Indonesian. There are 4 different ways to say hello depending on the time of day.</p> <p>Watch the mini-lesson and sing along with the songs!</p> <p>Then, you can log on to Seesaw and respond to the activity with a drawing of what you do in the 'pagi' (morning), 'siang' (daytime), 'sore' (afternoon) and 'malam' (nighttime).</p>	<ol style="list-style-type: none"> 1. Mini-lesson (found on Seesaw) 2. Activity (found on Seesaw, or make your own - draw 4 pictures with the words: pagi, siang, sore and malam, and what you do at that time of day.) 	
<p><u>Physical Education Activity</u> Learning Intention: I can perform movement sequences that incorporate the themes of movement</p>	<p>Foundation Gymnastics This is our second of two weeks practicing our gymnastics skills. We will start with two warm up activities</p> <ol style="list-style-type: none"> 1. Alphabet Letters & Partner Balances 2. Cosmic Kids- Yoga <p>After our warm up we will complete these skill based activities</p> <ol style="list-style-type: none"> 1. Shape, Position and Action Challenges 2. Balancing- Balance Beam walks 3. Hanging / Swinging (from Bar)- optional 4. Gymnastic Obstacle Course 	<p>Detailed lesson plan (with pictured) attached in resource section</p> <p>Seesaw video examples (to be loaded Sunday)</p>	