



Remote and Flexible Learning Term 3 2020

Year: Foundation Week: 9

Torquay College Families,

We are now entering our 6th week of Remote and Flexible Learning and there is only two weeks left of term three. I am fortunate in my position to see all the teaching and learning across the college and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The virtual learning environment is a great way to maintain learning and build friendships with class friends. A reminder to families that 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>

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 fortnight for the following weeks.

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.

Due to onsite support, Term 4 planning day and 2021 Transition webinars, students may have one longer WebEx meeting this week instead of two.

We will be holding a Class Community Circles on Webex each week. Due to Term Planning Day on Wednesday, class teachers will assign a different time and day for this in Week 9.

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
<u>Session 1</u> Learning Intention: I can identify a problem in a narrative story.	Assigned on Monday Mentor Text - Snow White and The Seven Dwarfs Retell of Problem <ol style="list-style-type: none"> 1. Listen to the story. 2. What was the problem? What goes wrong? 3. Draw a picture of one or more problems in the story. 4. Write down what the problem was. 5. Try and use a describing word in your sentence. 	Mini Lesson on SeeSaw " Writing Monday September 7th " - Problem in a narrative. Book: Snow White and The Seven Dwarfs Materials: Writing book, grey-led, eraser and coloured pencils.	Not a feedback task
<u>Session 2</u> Learning Intention: I can identify a problem and solution in a narrative story.	Assigned on Tuesday - Writing - Raz and the Enchanted Forest (Jenny) Work with Mrs Baker on problems and solutions in Narratives. <ol style="list-style-type: none"> 1. Listen to the story 2. Draw and write the problem and solution from the excerpt of the story 	Mini Lesson on Seesaw " Writing Tuesday September 8th " Excerpt from Raz and the Enchanted Forest Worksheet- Problem and Solution	Not a feedback task

I can write sentences about my ideas.	3. Write an alternative problem and solution- remember to use some great describing words!	Print or draw up the two columns in the workbook Coloured pencils and grey lead pencil	
<u>Session 3</u> Learning Intention: I can write sentences about my ideas.	Assigned on Thursday - Who Am I? (Handwriting focus) Watch the Mini Lesson on Seesaw. Follow the instructions and copy Miss Jones' Who Am I? in your Writing Books, focussing on your handwriting and letter formation. Then have a go at writing your own 'Who Am I?' Think of your own fairytale character. Then write down 4 sentences which give clues about your chosen character. Use descriptive words to make your writing sound more interesting. You might like to draw a picture of your mystery character on the next page of your writing book. Read your 'Who Am I?' writing to someone else and see if they can guess who your character is! Hardcopy: Write your own Who Am I? by thinking of 4 clues and completing the provided writing template.	Mini Lesson on SeeSaw 'Writing - Thursday the 10th of Sep - Who Am I?' Materials: Writing book, grey-led, eraser and coloured pencils.	Please upload your completed task onto Seesaw for feedback 10/09/2020

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

Assigned on Friday - Mini Lesson on SeeSaw 'Writing - Friday the 11th of Sep - Onset and Rime Writing'

Watch the attached video about decoding unfamiliar words using onset and rime. Learn how to decode unfamiliar words by breaking them up into onset and rime.

In your Writing Books, Make some different words using the 'og' rime. Eg; Start by using the 'd' at the start and the 'og' at the end. The word is D-og, dog. Try and think of as many words as you can? C-og, cog.

Challenge! Make a second list using the 'op' rime. Eg; Start by using the 't' at the start and the 'op' at the end. The word is t-op, top. Try and think of as many words as you can? M-op, mop.

Don't forget to always change the first sound. Keep the rime/chunk at the end and then read the whole word so you will know what the word is. You might like to illustrate some of your words

Materials: Writing book, grey-led, eraser and coloured pencils.

Hardcopy: Think of new 'og' and 'op' words by changing the onset. Complete the provided Onset and Rime template and write your own word lists.

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1</u> Learning Intention: To identify and read Red Flag Words.	MSL - Watch Mrs Kahle's video. This week we are recapping the trigraph tch and introducing a new rule - The Gentle Cindy Rule :) After watching the video, complete the assigned on Seesaw. Hard Pack: Gentle Cindy poster to explain. Activity - Cut & Paste - initial hard c & Soft c. Reading Monday 7th Red Flag Word practise	Please come ready with your whiteboard and marker ready to learn.	Not a feedback task

	<p>Seesaw and Hardpack: Listening to Miss Smith reading and focussing on the Red Flag Words. Get whiteboards ready and go through your reader book. How many Red Flag words can you find? Choose 4 words to write onto your whiteboard into 4 columns. Example: said, there, the, was. Tally mark everytime you spot one of the words.</p>		
<p><u>Session 2</u> Learning Intention: LI: To understand and answer questions about out the text</p>	<p>MSL - Watch Mrs Kahle's video. This week we are recapping the trigraph tch and introducintrigraphg a new rule - The Gentle Cindy Rule :) After watching the video, complete the related activity. Hard Pack: Cut and Paste - initial hard g and soft g.</p> <p>Reading Tuesday 8th Seesaw: 'The Very Cranky Bear' Comprehension Today you are going to listen to the very cranky bear and then comprehend the story. If you have this book at your house you might like to get a family member to read it instead. Hardpack: Listen to 'The Very Cranky Bear' or if you have the story at your home a family member can read it. Look at the comprehension questions and answer these into your dinosaur workbook.</p>	<p>Please come ready with your whiteboard and marker ready to learn.</p> <p>https://www.youtube.com/watch?v=8kqNMRdjWEY</p>	<p>Please upload your completed task onto Seesaw for feedback</p> <p>08/09/2020</p>
<p><u>Session 3</u> Learning Intention:</p>	<p>MSL - Watch Mrs Kahle's video. This week we are recapping the trigraph tch and introducintrigraphg a new rule - The Gentle Cindy Rule :) After watching the video, complete the related activity. Hard Pack: Sort & Write It - Hard c and soft c</p> <p>Reading Thursday 10th LI: To use keywords to help understand and comprehend the text. Seesaw: Listen to the story 'The Runaway Hug'. Go through the activity and move the words into the correct place in the sentence. Record yourself reading the sentences. Next illustrate parts of the story. Hardcopy: complete activity sheet after listening to the story.</p>	<p>Please come ready with your whiteboard and marker ready to learn.</p> <p>https://www.youtube.com/watch?v=J8t09l8jpw4</p>	<p>Not a feedback task</p>
<p><u>Session 4</u> Learning Intention: To practice rereading good fit books or passages smoothly, with no mistakes, and with expression.</p>	<p>MSL - Watch Mrs Kahle's video. This week we are recapping the trigraph tch and introducintrigraphg a new rule - The Gentle Cindy Rule :) After watching the video, complete the related activity. Hard Pack: Sort & Write It - Hard g and soft g.</p> <p>Reading Friday 11th Seesaw: Record yourself reading this passage fluently and illustrate parts of the story. Hardpack: Record yourself reading this passage fluently and illustrate parts of the story.</p>	<p>Please come ready with your whiteboard and marker ready to learn.</p>	<p>Not a feedback task</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 use counting strategies to solve problems</p>	<p>Addition - This lesson is about using known facts and counting strategies to add numbers together. Watch the video explaining strategies, look at the examples and then have a go at solving the 'addition' problems where you have to add 3 single digit numbers together. Circle the two numbers that you add together first. Hard pack - Complete the 3 number addition problems using different strategies. Add 2 numbers first using a known strategy and then add on the third number.</p>	<p>Seesaw - video, slides and activity. Hardpack - 3 number, single digit addition problems.</p>	<p>Please upload your completed task onto Seesaw for feedback 07/09/2020</p>
<p><u>Session 2 - Tuesday</u> Learning Intention: I can use counting strategies to solve problems</p>	<p>Addition - Adding on from the largest number. Play some of the warm up games on the Seesaw task. Then on the second slide, add the numbers together by counting on from the largest number. Hard pack - Complete the addition problems by counting on from the largest number.</p>	<p>Seesaw - links to addition games and addition problems to solve. Hardpack - addition problems to solve by counting on.</p>	<p>Not a feedback task</p>
<p><u>Session 3 - Thursday</u> Learning Intention: I can solve subtraction problems by using a number line</p>	<p>Subtraction - watch the video to revise simple subtraction problems with numbers up to 20, using a number line. Complete the subtraction problems on seesaw using number lines, or print out from the resources folder, glue into your workbook and upload a photo of your work.</p>	<p>Seesaw</p>	<p>Not a feedback task</p>
<p>Maths: Optional Extra- if you want to do more, Friday: Subtraction games - choose one of the games on Seesaw or print out the Subtraction School Bus Ride Game</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 practise my creativity. I can practise fine motor skills.</p>	<p><u>Nature/Sensory Play - Transient Art with Loose Parts</u></p> <p>Transient art is non-permanent, constantly evolving and process orientated creativity in action. When children work on transient art projects they manipulate, explore and experiment as they work individually or collaboratively. Transient art can be a fantastic mindful activity. Choose your own materials and how to arrange them. Move them around, or start again. There are no mistakes with transient art – it's all about the process not the end product!</p>	<p>Things you might need:</p> <ul style="list-style-type: none"> ● A flat surface, such as a table, a tray or a mirror ● Loose parts, this could include stones, rocks, leaves, flowers, stick 	<p>N/A</p> <p>Optional: Don't forget to upload a photo/video to your Seesaw journal!</p>
<p><u>Session 2</u> Learning Intention: I can match colours. I can find natural seasonal materials. I can observe seasonal changes.</p>	<p><u>Nature/Sensory Play - Colour Wheel</u></p> <p>Nature has the best colours – especially Spring! Make your own colour wheel out of a piece of cardboard. Cut your cardboard into a circle, choose your colours and add some wooden pegs - then you are ready to get outside and find some beautiful things in nature to match your colour wheel! Enjoy the sunshine and fresh Spring air!</p>	<p>Things you might need:</p> <ul style="list-style-type: none"> ● A piece of cardboard ● Scissors ● Textas/pencils ● Wooden pegs 	<p>N/A</p> <p>Optional: Don't forget to upload a photo/video to your Seesaw journal!</p>
<p><u>Session 3</u> Learning Intention: I can practise my red flag words.</p>	<p><u>Literacy/Sensory Play - Word Digging Tray</u></p> <p>Create a sensory tray to practise your red flag words! Fill your tray with sand, small rocks, seeds or even old cereal. Write red flag words on small pieces of paper or cardboard to hide in the tray. Find some small rocks to write letters on using a permanent texta. Find a word and then practise spelling it with the rocks! Repeat and add more words each time.</p>	<p>Things you might need:</p> <ul style="list-style-type: none"> ● Tray ● Paper/Cardboard ● Rocks ● Permanent texta ● Sand/seeds/old cereal/pasta 	<p>N/A</p> <p>Optional: Don't forget to upload a photo/video to your Seesaw journal!</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: I can use breathing strategies to help me feel calm. I can begin to regulate my emotions.</p>	<p><u>Meditation Spiral & Breathing Board</u></p> <p>A breathing board and/or meditation spiral are a great tool that you can make at home using cardboard and stones, or you can even just draw a spiral shape for your child to trace with their finger. As your child traces their finger, encourage them to take long breaths in and out. This is a lifelong tool that can assist in managing stress, regulating emotions and promoting calm.</p>		
<p><u>Art Activity</u> Learning Intention: I can make artworks using different materials and techniques. I can express my ideas, observations and imagination through my art work.</p>	<p>Activity - Paper Bag Puppets - Friendly Monsters</p> <p>Materials - Textas, glue, one paper bag, coloured cardboard , materials to decorate eg Patty pans, silver foil, feathers, paint</p> <p>Instructions - Create a friendly monster. Look at examples provided for inspiration. Use paper or patty pans for eyes, create a mouth. You might like to add teeth, hair, arms and legs. Be creative.</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can create a storybook using the words for animals, colours, and numbers in Indonesian.</p>	<p>First, watch the mini-lesson on Seesaw. We will listen to the story one more time and learn how to write our own story.</p> <p>Then, on Seesaw, click "Add Response" and write your own story in Indonesian using the words for animals, numbers and colours. You will need to decide which animal is going to be in your story, and what colour they are. Don't forget to write in Indonesian (use your Word Wall to help you) and don't forget to draw pictures!</p>	<p>1. Mini-lesson (found on Seesaw)</p> <p>2. Storybook writing activity (on Seesaw, press "Add Response")</p>	

Physical Education

Activity

Learning Intention:

I can perform Fundamental Motor Skills and solve movement challenges

This week we are working on the movement skill- Dodging.

A full description of the activities and games is located in the Resource folder. I hope you really enjoy them!

EQUIPMENT NEEDED

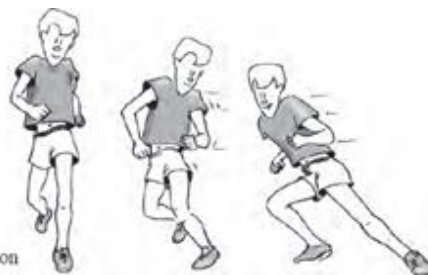
- Markers that students can dodge around (e.g. empty bottles, jumpers, toys etc.)
- Material (e.g. t-shirt, tee towel) to tuck into waistband of pants to form a "tail"
- Objects to use as treasure (e.g. balls, toys, clothing etc.) for collection

Below are some tips that students should attempt to follow in performing the dodging skill

DODGING

Performance Criteria

1. Eyes focused in direction of travel throughout the dodge
2. Change direction by pushing off outside foot
3. Body lowered during change of direction
4. Change of direction occurs in one step
5. Dodge repeated from right to left, left to right, and so on



Full description of activities and games is located in the Resource Folder

EQUIPMENT NEEDED

- Markers that students can dodge around (e.g. empty bottles, jumpers, toys etc.)
- Material (e.g. t-shirt, tee towel) to tuck into waistband of pants to form a "tail"
- Objects to use as treasure (e.g. balls, toys, clothing etc.) for collection