



Remote and Flexible Learning Term 3 2020

Year: 3

Week: 4

Torquay College Community,

Torquay College is committed to supporting all students as we embark on a Remote and Flexible Learning Environment as a result of the coronavirus. We want to ensure that we attend to the wellbeing of our school community and ensuring everyone is safe, feels supported and is continuing to learn and grow during this second lock down period. We know it might seem overwhelming but the most important thing to remember is that by families providing a calm, positive and organised day, our children will learn that in times of uncertainty, they will be safe and ok.

We are working towards planning programs that continue to develop students academically and ensures they are happy and healthy and their wellbeing is also supported.

Torquay College will launch the remote learning program on Tuesday, 4th August, 2020 from the Torquay College website, which can be accessed through the 'Remote and Flexible Learning' tab. This tab will provide families with a week by week learning program that has learning activities and resources to interactive platforms being used to engage students in interactive learning with their teachers. The software program Seesaw will be used in Foundation, Year 1 and Year 2. The software program - Google Classroom - will be used by Year 3, Year 4, Year 5, and Year 6 as the main forms of learning communication. These platforms will have learning activities, students will be able to post samples of their work, teachers providing feedback on student work between students, teachers and families. The WebEx communication software will be used by teachers to communicate with students and families during this lockdown.

Families who do not have digital technology access will be able to collect teaching and learning resources from school. Hard copy packs of the Teaching and Learning program for each year level will be available from 2pm on a Friday. To ensure a hard copy pack is available, families will be required to order a hardcopy by calling the school prior to Friday and request a copy for their child.

We acknowledge this may present some great opportunities for some families whilst challenging other families. Torquay College will be working with families and taking feedback, making necessary changes and adjustments as necessary to ensure we are meeting the needs of our students.

Regards,

Principal Team

Weekly Team Message: *Welcome back to remote and flexible learning for Term 3. We are looking forward to working with you and supporting your learning. We've done this together before so we know that we can do it again! This is a short week, so we are easing into it with fewer lessons compared to the full weeks ahead.*

Your *virtual class meeting this week* will be on Friday at 9:30am, 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 class Google Classroom stream or you (or grown-ups at home) can also contact the office.

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.

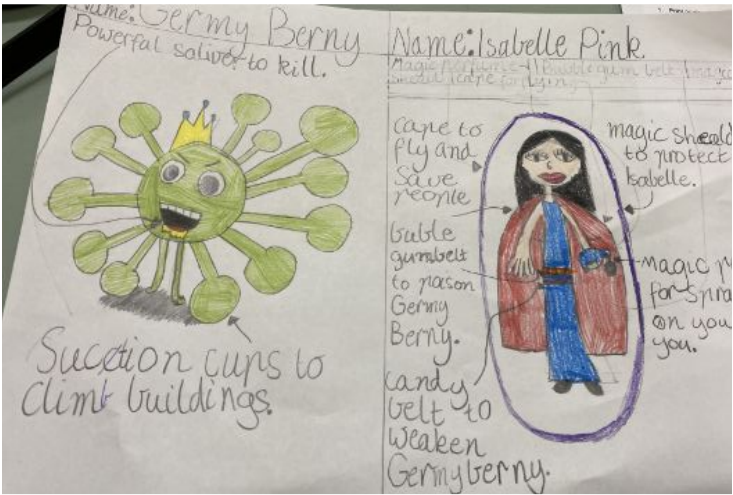
Suggested Daily Schedule

| | | |
|----------------|--------------------------------|--|
| 8.30 – 9.30am | Physical Activity | Play outside, go for a walk, play with your pet, ride your bike |
| 9.30 - 10.30am | Academic time | Select a reading or writing task from activities listed in the appropriate year level learning tasks. Refer below |
| 10.30- 11.00am | Break | |
| 11-.00 12.00pm | Academic time | Select a Mathematics task from activities listed in the appropriate year level learning tasks. Refer below |
| 12.00- 1.00pm | Creative time | Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument |
| 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 |
| 2.30- 3.30pm | Physical or Wellbeing Activity | Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping |

Wednesday Morning:

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|--|---|---|--|
| <u>Setting up Learning Intention:</u> <i>We are learning to organise our personal belongings.</i> | Set up your remote learning space so you are comfortable, relaxed and happy! You will need to have all your remote learning supplies on your desk (pencil case, remote learning book, water bottle, fruit and positive attitude). | | Comment on your Google Classroom's stream three things you love about your Remote Learning Space. There will be a dedicated post added to the stream for you to do this. Keep your eyes peeled for it. |
| <u>Wellbeing Learning Intention:</u> <i>We are learning to be mindful of our bodies.</i> | Find yourself a calm, quiet space where you can stretch out. You might like to do this outside if the weather is nice. Have a go at the Arnold the Ant Cosmic Kids Yoga. | https://safeYouTube.net/w/ZbOP | |

Reading

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|--|--|---|--|
| <p><u>Session 1:</u> Literacy Learning Intention: We are learning to visualise, record and label our character.</p> | <p>Pandemic Superhero! Create your own superhero to save the world against Covid 19!</p> <p>Complete:</p> <ul style="list-style-type: none"> - A drawing of your superhero - The name of your hero e.g. "Mask Man" - 3 super powers your hero has and label your drawing with captions. e.g. Sanitiser Shield, Covid Repellant Lip Balm. - A nemesis/enemy of your superhero (Carona or Covid-19) |  <p>The image shows two hand-drawn superhero characters on a piece of paper. On the left is a green, spiky character named 'Germy Berny' with a crown. Its powers are 'Powerful saliva to kill' and 'Suction cups to climb buildings'. On the right is a girl named 'Isabelle Pink' with long black hair, wearing a red cape and a blue dress. Her powers are 'came to fly and save people', 'magic shield to protect Isabelle', 'magic p for spr on you', and 'candy belt to weaken Germy Berny'. There is also a note 'subtle gumbelt to nason Germy Berny'.</p> | |
| <p><u>Session 2:</u> Learning Intention: We are learning about different authors and their writing craft.</p> | <p>This reading lesson is the Pre Lesson for the Little Scribes Mini Writing Festival which you will log on to once this lesson is completed. Today's Little Scribes author is Thomas Mayor, a Torres Strait Islander man born on Larrakia country in Darwin. As an Islander growing up on the mainland, he learned to hunt traditional foods with his father and to island dance.</p> <ol style="list-style-type: none"> 1. Using an online dictionary look up the meaning of the words unity, history and symbolism. 2. Draw an image that symbolises things that are important to you. | <p>https://kids.britannica.com/kids/browse/dictionary</p> <p>or</p> <p>https://kids.wordsmyth.net/we/</p> | |

Writing

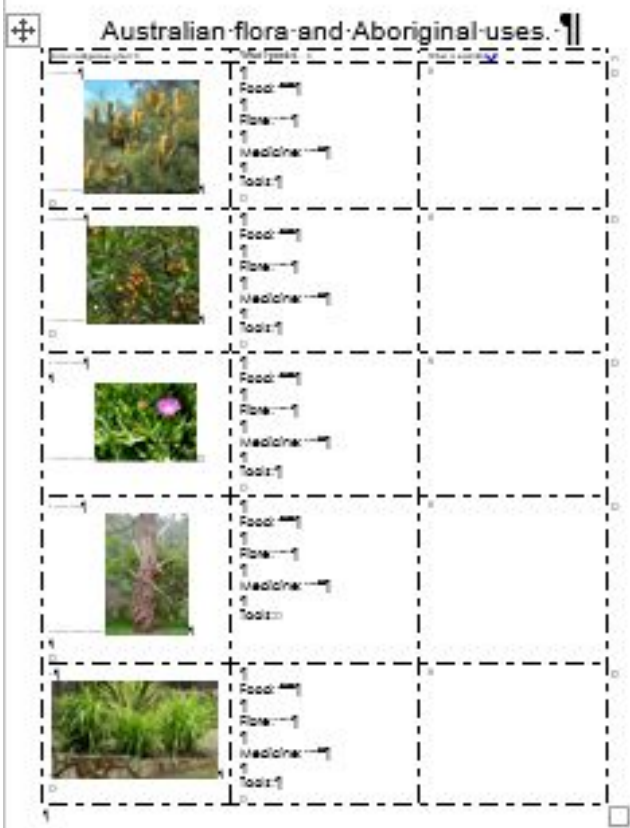
| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|---|---|--|--|
| <p><u>Session 1:</u> Learning Intention: <i>We are learning about different Authors and their writing craft.</i></p> | <p>Today we are going to take part in a session from the Little Scribe Mini Writing Festival with author Thomas Mayor. You will need your remote learning book and a pencil. Today's Little Scribes author is Thomas Mayor, a Torres Strait Islander man born on Larrakia country in Darwin. As an Islander growing up on the mainland, he learned to hunt traditional foods with his father and to island dance. Follow the instruction sheet that will be placed on Google Classroom to find the Thomas Mayor session in the Middle Primary School workshops.</p> | <p>Instruction sheet for accessing Little Scribe Writing Festival-posted on Google Classroom</p> <p>Little Scribe Login Card- handed out on Monday at school</p> <p>www.littlescribe.com</p> | |
| <p><u>Session 2:</u> Learning Intention: <i>We are learning about different Authors and their writing craft.</i></p> | <p>Today we are going to take part in a session from the Little Scribe Mini Writing Festival with author Thomas Mayor. You will need your remote learning book and a pencil. Today's Little Scribes author is Kirli Saunders, a proud Gunai Woman and award-winning international writer of poetry, plays and picture books. She is a teacher, cultural consultant and artist. Follow the instruction sheet that will be placed on Google Classroom to find the Kirli Saunders session in the Middle Primary School workshops.</p> | <p>Instruction sheet for accessing Little Scribe Writing Festival-posted on Google Classroom</p> <p>Little Scribe Login Card- handed out on Monday at school</p> <p>www.littlescribe.com</p> | |

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|---|--|-----------------|-------------------|-------|---------|--------|--------|--|--|
| <p><u>Session 3:</u> Spelling Learning Intention: We are learning about the 2 codes 'oy of boy' and 'oi of point'.</p> | <p>In your remote learning book, rule up your page and split the page into two columns with oy - boy and oi - point. Brainstorm as many words as you can that have those codes and write them in each column like below. You could use chapter books to find them also.</p> <table border="0"> <tr> <td>oy (boy)</td> <td>oi (point)</td> </tr> <tr> <td>royal</td> <td>boiling</td> </tr> <tr> <td>oyster</td> <td>choice</td> </tr> </table> | oy (boy) | oi (point) | royal | boiling | oyster | choice | <p>Watch the 2 clips: https://www.youtube-nocookie.com/embed/EJV7XsmxW4s https://www.youtube-nocookie.com/embed/F9EGglPmpXA</p> | |
| oy (boy) | oi (point) | | | | | | | | |
| royal | boiling | | | | | | | | |
| oyster | choice | | | | | | | | |

Mathematics

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|--|--|---|--|
| <p><u>Session 1:</u> Learning Intention: <i>We are learning to build and develop rapid recall of multiplication facts</i></p> | <p>Online game: 'Hit the button' - Times Tables 1. Open the online game at https://www.topmarks.co.uk/maths-games/hit-the-button 2. Choose the 'Times Tables' button to practise multiplication. 3. Choose 'Tables up to 10' and start in the 'Hit The Answer' section. 4. Complete the times tables activities for 2, 5, 10 and 3. 5. If you find those easy and are feeling confident, try some tables in the 'Hit The Question' section. <i>Optional challenge: if you are feeling super-confident have a try at 4, 6, and 9 times tables.</i></p> | <p>https://www.topmarks.co.uk/maths-games/hit-the-button This website works on computers and iPads.</p> | |
| <p><u>Session 2:</u> Learning Intention: <i>We are learning to maintain and extend our knowledge of multiplication</i></p> | <p>Mathletics - Multiplication 1. Start your Maths lesson by playing 10 minutes of Live Mathletics to warm up. 2. Click on the 'Learn' section. 3. Click on the 'NA Multiplying & Dividing'. 4. Choose and complete at least 5 multiplication activities.</p> | <p>www.mathletics.com.au If you can't remember your username or password, look in your remote learning pack provided by your teacher. If you still need help, ask your teacher. There is also a Mathletics app for Apple and Android phones and tablets.</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 am learning to explain what native Australian plants looked like and their uses.</p> | <p>Watch the quick video about the local plants found in our area that Wathaurung Peoples would have used. Now, reading/following the Powerpoint, fill in and complete the Australian flora and Aboriginal Uses activity sheet. It looks like this:</p>  <p>If you can't print it off, draw it up in your Remote Learning Books.</p> | <p>Australian Flora and Aboriginal Uses Activity Sheet link: https://drive.google.com/file/d/1KJyx4cGajMceN_T2Yn-q1Wp39dPdX-eM/view?usp=sharing</p> <p>Video link: https://drive.google.com/file/d/1xdS8lqZMC-OZMW6SneXNdRCsOPDTocfW/view?usp=sharing</p> <p>Powerpoint link: https://docs.google.com/presentation/d/1x6Pu2MUiW5gt_mBLHIsVehYRPIWxrFcITGB418OVZLI/edit?usp=sharing</p> | |

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|---|--|--|--|
| | | | |
| <p><u>Session 2:</u> Learning Intention: I am learning to connect with my local environment, a long time ago!</p> | <p>This session involves your family.... Get outdoors and go for a Koori Aboriginal Walk with your family. Use the suggestions listed in material links. Have fun, imagine walking around through the eyes of a young First Australian and see if you can actually find any of the plants (flora) you learnt about in Session 1.</p> | <p>Suggested Koori Aboriginal Local Walks link: https://drive.google.com/file/d/1WECiZSGyBOTbcIMPYJB-Kf1ye-OpUf-v/view?usp=sharing</p> | |

Specialist Program

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|---|--|-----------------------------------|--|
| <p><u>Art Activity</u> Learning Intention: I can use the art materials in a creative way to draw a creature or plant.</p> | <p>Hello Grade Four Children,</p> <p>This week is a short one so the activity needs to be a short one. Please remember to post your work onto the SeeSaw Specialist Stream so that we can give feedback.</p> <p>Skill- Drawing Activity- Draw an example of Australian Aboriginal Bush Tucker (food). This can be a plant or animal. This can be one or more examples.</p> <p>Research- What is Australian Aboriginal Bush Tucker?</p> <p>Materials- Paper, any drawing materials you would like to use.</p> | | |
| <p><u>Indonesian Activity</u> Learning Intention:</p> <p>I can say four different types of weather.</p> | <p><u>Indonesian Activity</u></p> <ul style="list-style-type: none"> ● Print out and colour the weather vocab poster. ● Stick it up in your house and learn the weather words. ● Say what the weather is each day for the rest of the week. | <p>Weather Poster</p> | |

Physical Education
Activity

Learning Intention:

I can participate in various physical movement activities

Hello,

Welcome to your Torquay College Physical Education remote learning for Term 3. Every week you will have the opportunity to complete a Physical Education lesson that will be posted on Google Classroom or in a paper copy version. We hope you enjoy the lessons and keep active and healthy throughout this period of restrictions. To get you up and moving this week, there is a check list of fun daily exercises/activities for you to have a go at. I have left two spaces at the bottom for you to choose some activities of your own. Have fun :)

| Activity | Wednesday | Thursday | Friday |
|---|-----------|----------|--------|
| 20 star jumps | | | |
| 10 push ups | | | |
| 5 laps around the backyard or 3 minutes running on the spot | | | |
| 20 big arm circles | | | |
| Dance for the whole length of a song | | | |

| Google Classroom Year 3 - Codes | |
|--|--|
| PE | Year 3 - 4cs5ffc |
| Art | 3A - g3nr6wd 3B - wygfhof 3C - lcdtqyg 3D - 3v73ilk 3E - uhx2k2e 3F - dsgzczq 3G - e6ihvs4 |
| Indo | 3A - pq3jigo 3B - etawpmi 3C - eqrusov 3D - ryecyw2 3E - 2qp7jvr 3F - jkos5bq 3G - tr6pdko |

| | |
|----------------|--------------------------------------|
| Library | Yr 3-6 Library, Enviro, SAKG– gfbwbu |
| Enviro | |
| SAKG | |