



Remote and Flexible Learning Term 3 2020

Year: One

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

Dear Year One Families,

On Monday, your child brought home resources for our Remote and Flexible Learning Program. Your child's username and access codes for all online programs are located on the inside cover of their Remote Learning Workbook.

This week's planner includes Learning Activity tasks for Writing, Reading, Maths and Inquiry. The children do not need to submit any Learning Activity tasks to Seesaw this week. Teachers will commence giving feedback next week.

Teachers will be posting a **daily check-in message** each morning on Seesaw, beginning **Wednesday 5th August**. 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.

Each week the planner will be available via the Torquay College website Friday at 3pm. We will also post it on Seesaw. A hard copy pack can be provided to families who do not have access to the internet.

Kind Regards,

The Year One Team.

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
--------------	--------------------------------	--

Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task to be submitted for feedback by Teacher Due Date
<u>Session 1</u> Learning Intention: I can start each letter in the correct spot and follow the right direction. I can write neatly on the dotted thirds.	<u>Handwriting</u> Have a go at writing the lowercase alphabet on dotted thirds (in your Remote Learning Workbook), leaving spaces, sitting correctly, forming letters as best they can. After this, you can practise your handwriting by writing a letter to a friend, family member or teacher. You are encouraged to check that your letters sit on the baseline and that you are using the dotted thirds to ensure your letters are the correct size.	Handwriting - Lowercase letters https://www.youtube.com/watch?reload=9&v=olafKiTTvtY	N/A
<u>Session 2</u> Learning Intention: I can locate verbs, nouns, adjectives within sentences.	<u>Workspace - Search for nouns and verbs</u> Take some time to set up your workspace in an area of the house you feel comfortable in and where you will be happy working. Once you are all set up, take a photo of your workspace - we would love to see it! Next, in your Remote Learning Workbook make a T-Chart (two columns) with the headings 'Nouns and Verbs. Have a look at your workspace. Investigate 5 nouns (naming words) found on your workspace and write them in the nouns column. Think about 5 verbs (doing words) you could do at your workspace and write them in your verbs column. Watch the online clips for a refresher on nouns and verbs.	(What is a noun?) https://www.youtube.com/watch?v=PDMk0XrQvV4 (What is a verb?) https://www.youtube.com/watch?v=i3EYciNco58	N/A
Writing: Optional Extra - if you want to do more: <ul style="list-style-type: none"> • writing the recipe for a meal or snack you have prepared together. • writing down some facts they have discovered whilst reading an information book. • writing a short imaginative story that includes a beginning, middle and ending. • writing some simple instructions of how to make something such as building a Lego model, etc. • writing a letter to a family member or a friend or even your teacher! • writing a recount of an activity or event. 			

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task to be submitted for feedback by Teacher Due Date
<u>Session 1</u> Learning Intention: I can read aloud with some phrasing	Choose a book from your bookshelf, RAZ Kids or Epic. Read the text to yourself to make sure you know all the words. Then read to a family member. Remember to 'scoop' the words into phrases instead of reading word by word (like a robot).	(OPTIONAL) Youtube Clip - 'Don't Read Like a Robot' https://www.youtube.com/watch?v=xjtPMiumixA	N/A
<u>Session 2</u> Learning Intention: I can extend my reading skills.	Reading Eggs Log in to Reading Eggs to re-familiarise yourselves with the program.	Reading Eggs Passwords are located on the inside cover of your Remote Learning Workbook sent home.	N/A
Reading: Optional Extra - if you want to do more: <ul style="list-style-type: none"> • Reading Eggs https://readingeggs.com.au/ • RAZ Kids https://www.raz-kids.com/ • Epic https://www.getepic.com/ • SPELD (for decodable readers) https://www.speld-sa.org.au/services/phonics-books.html • Decodable Readers Australia https://www.decodablereadersaustralia.com.au/online-book-list/ (usernames and passwords in 'Remote Learning Workbooks') 			

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task to be submitted for feedback by Teacher.
<u>Session 1</u> Learning Intention: I can solve simple subtraction problems using a range of strategies	Mathletics Log in to Mathletics to re-familiarise yourselves with the program. (Subtraction tasks will be set at your child's ability for them to complete).	https://www.mathletics.com.au/ (login codes are located in the cover of your child's remote learning workbook)	N/A

<p><u>Session 2</u> Learning Intention: I can use fact families to help with my subtraction.</p>	<p><u>Subtraction- Fact Families</u> Subtraction Game- Basketball Shootout Fact Families House - Choose a subtraction equation eg $6-2=4$ then, flip it into another subtraction $6-4=2$ equation and then create 2 addition equations. $4+2=6$, $2+4=6$. Use the example of the house below to create your own fact families house. Draw in Remote Learning Workbook or on a sheet of paper. You may like to draw 3 or 4 of these houses/ use the worksheet provided or both. Note: Fact Families are a group of math facts or equations created using the same set of numbers. The Fact Family shows the relationships between the three numbers involved.</p> <div data-bbox="757 502 936 742" data-label="Diagram"> </div>	<p>Subtraction Game- Basketball Shootout! https://www.abcya.com/games/math_facts_game</p> <p>Worksheet</p> <p>Extend with harder equations when drawing houses.</p>	<p>N/A</p>
---	---	---	------------

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

- additional Mathletics activities <https://www.mathletics.com/au/>
- explore subtraction in Mathseeds (access through Reading Eggs) <https://readingeggs.com.au/>
- abcya maths games <https://www.abcya.com/grades/1/numbers>

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task to be submitted for feedback by Teacher Due Date
<p><u>Session 1</u> Learning Intention: I can recognise my strengths to build my</p>	<p>Read and complete the worksheet from the resource folder, 'I am an amazing person'.</p>	<p>I Am An Amazing Person worksheet.</p>	<p>N/A</p>

confidence and maintain a positive outlook to tackle new challenges.			
--	--	--	--

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

- **Wellbeing Wednesday** (Wellbeing check in sheet-in resources)
- **Cosmic Yoga** - <https://www.youtube.com/user/CosmicKidsYoga>
- **Smiling Mind App** - <https://www.smilingmind.com.au/>
- **Mindfulness Colouring Sheets** - (in resources)
- **ABC Little Yarns podcasts**
<https://www.abc.net.au/kidslisten/little-yarns/#:~:text=Little%20Yarns%20is%20a%20co,and%20countries%20of%20Indigenous%20Australia>

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 set up my remote and flexible learning environment at home.</p>	<p>During remote learning it is important to maintain a regular morning routine, including: keeping a regular bedtime, waking up at the same time every morning, showering, getting out of your PJ's, eating breakfast etc.</p> <p>You may remember from last time, that remote learning is a big change from onsite learning where you are often up and about and moving between learning spaces and environments. We encourage you to make sure you take regular breaks, spend time outside and offline doing a variety of activities and games. There are so many things you can do to break up your day including; make a treasure hunt, put on a play or puppet show, create an obstacle course, build with Lego, bake or cook something, make a kite, learn how to lay a musical instrument, teach yourself a magic trick, write a song or learn how to do origami.</p> <p>To get you started for this next journey, use this checklist to support you to set up a remote learning space. Please discuss any statements you aren't able to complete with your teacher – we may be able to provide loan equipment or help you out in some other way.</p>	<p>Setting up my remote and flexible learning environment document.</p>	
<p><u>Art Activity</u> Learning Intention: I can use various art materials in a creative way to draw a creature real or imaginary.</p>	<p>Hello Grade One 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</p> <p>Activity- Draw your own Aboriginal Dreamtime Story or creature. Dreamtime stories usually explain how or why something has come to be the way it is. An example would be, " Why does the echidna have spikes?"</p> <p>Materials- Paper and any drawing materials you would like to use.</p>		

<p><u>Indonesian Activity</u> Learning Intention: I can say 3 different classroom items in Indonesian.</p>	<p><u>Indonesian Activity</u></p> <ul style="list-style-type: none"> ● Print out the vocab sheet or copy out. ● Turn it over and try to say as many as you can. ● Stick it up at home somewhere where you can see it. ● Try and use your secret language to ask someone in your house “Boleh saya pinjam ...” Can I please borrow? 	<p>Vocab Poster Blue tack</p>	
<p><u>Physical Education Activity</u> Learning Intention: I can demonstrate fundamental movement skills in different situations</p>	<p><u>Physical Activity @ Home Challenges</u></p> <p>Welcome back to remote learning for Physical Education. Each week I will be publishing a lesson on See Saw and in paper format for Grade 1 students to complete. To kick things off, how many of these physical activities can you complete this week from the list below? You may have some of your own physical activities you would like to add to the list!</p> <ul style="list-style-type: none"> ● Go for a walk, bike ride, skateboard or scooter with an adult/s ● Throw a ball at a wall and catch it 30 times (use a ball, scrunched up newspaper with tape or pair of rolled socks) ● Keep a balloon a balloon in the air for as long as possible using different parts of your body (hand, foot etc.) ● Perform 25 star jumps ● Run on the spot for one minute ● Set up some toys or bottles as targets and roll a ball to knock them over. If you knock a target over, step back to make it more challenging ● Read a story book with an often repeated word – if the word is mentioned in the story, you need to do an activity (eg: 5 star jumps) ● Perform a balance with 1 part of your body touching the ground. Now try a balance with 2, 3 and then 4 parts of your body touching the ground ● Pick an animal (e.g. kangaroo) and move around the house like that animal ● Using your body to make one letter at a time, try and spell your name ● Make up some of your own challenges to complete..... 	<p>Worksheet attached where students can tick off physical activity challenges as they are completed.</p>	