



Remote and Flexible Learning Term 3 2020

Year: 5

Week: 8

Torquay College Families,

We are now in our 5th week of Remote and Flexible Learning. The learning programs are in full swing and we are seeing wonderful work from our students on the digital platforms Seesaw and Google Classroom.

Teachers and students are working cooperatively through the virtual environment to maintain learning and build links with class friends. 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>

Thank you to all our families that completed the 'Remote and Flexible Learning at Torquay College' survey. We are encouraged by the positive responses and feedback from our school community. We have taken on board your feedback and are working with teachers and support staff to make improvements and ensure the learning tasks are accessible and supportive of all students.

We acknowledge that we have students and families that are finding the remote learning program challenging and we urge all families to make contact with the School and class teachers for additional support.

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 week by Thursday for the following week.

Thank you for your continued support.

Assistant Principal
Nadia Tkaczuk

Hello Year 5 Community,

Welcome to Week 8 of Term 3. Last week provided a level of excitement during our Community Circle questions where each student submitted a name for each pod's fictitious country for Earn and Learn. Earn and Learn is designed for us to explore what a democratic society is as well as investigating how an economy works. The two pods have their own name and students are asked to help with the identity of their newly named country by designing a flag. The teachers are very interested in the designs that the students will present.

Week 8 will see the inclusion of the History Fair, where students will be able to utilise their inquiry skills to investigate and report on a significant person, event or invention throughout history that interests them! Students will be asked to present their work during Week 10 of Term 3. This week will look at the initial planning stage of the project which is to be shared with the students family as well as their teacher prior to starting the project.

Our Webex Class Meetings will continue each Monday at 9:00am and Thursday at 9:00am. Students are also asked to complete the daily Community Circle as early in the day as possible, as this assists staff in completing the daily roll.

The live specialist sessions via Webex will continue this week. The timetable for these sessions has been included for your reference on each homeroom's google classroom. Large number of students have been attending the workshops for Art, Indonesian and PE, however students are asked to assist the teachers by keeping their microphone on mute unless directed otherwise.

A tip for the students: Try to complete the assessed tasks early in the week to ensure you have submitted them and then can receive timely feedback from your teachers.

The student's work is available each Friday afternoon at 2:30pm via the school website <https://www.torquaycollege.vic.edu.au> as well as on each Year 5 homeroom's Google Classroom (codes listed below). This will enable families to spend time together, prior to the start of the week, to plan and schedule the work for each student. To assist this, a suggested Year 5 timetable is included to guide your planning as is a weekly checklist which enables students to identify the days in which they will complete allocated tasks. An outline of the planned curriculum for the week is also available (see below). On the school website, this will be located in the Year 5 section and on Google Classroom, it will be located in the Weekly Org folder. Any questions can be posted directly under a subject area or communicated with your homeroom teacher via Skype.

The Year 5 teachers will continue to post a daily Community Circle question where we can all check in with one another in our homerooms. We ask that you respond to this each day and make it the first task you complete when beginning your daily school work. The teachers will mark their rolls according to who has responded. Please be thoughtful when responding to one another. All responses made via online platforms must be respectful and inclusive of others.

At all times when participating in or completing schoolwork, the three values of Torquay College: Respect, Doing Your Best and Friendship must be considered. Three way conferences with teachers will begin in Week 6 of term. We are really looking forward to connecting with you all and are excited for the term ahead.

All students have connected to their Google Classroom and can log into their Google account, using their CASES code and name. Here's an EXAMPLE:

Mr Cuthbertson's Login could be:

Username: Student ID e.g. CUT0002@torquaycollege.vic.edu.au

Password: Ross00 (this requires a minimum of 6 digits)

| Class | WebEx Room No | Google Classroom Code |
|--------------|--|------------------------------|
| 5A | Beth Knucky (Tuesday): 576 981 508 Ross Cuthbertson (Mon, Wed - Fri): 572 250 947 | d4gyngc |
| 5B | Cory Connor: 574 748 133 | x33sx37 |
| 5C | Kate Harris: 577 932 195 | r32f7az |
| 5D | Emily Burgess: 578 722 892 | dyl3dgv |

| | | |
|----|--|---------|
| 5E | Emma Dukker 575 2322 | scfy2h2 |
| 5F | Dianne Dendle: (Mon - Wed) 578 244 240 Ben Reid: (Thur - Fri) 571 285 324 | sbbnbft |
| 5G | Beth Knucky (Monday): 576 981 508 Darcy Hanson (Tues - Fri): 573 141 931 | f4bexcg |

| Specialist | Google Classroom Codes |
|---------------------|--|
| Art | 5A - ifubt3i 5B - wt47p6u 5C - lpjhexp 5D - 4gpt322 5E - cdeniy6 5F - otmgohp 5G - 2hzp3as |
| PE | Year 5 - zsyad5 |
| Indo | 5A - pin5bu3 5B - z353xmt 5C - tc7htbk 5D - dog4ngb 5E - lyquvrj 5F - kyorgan 5G - qdwtpxm |
| Enviro/SAKG/Library | Yr 3-6 - gbfbwhu |

If you require IT support please use this link to submit a job ticket: <https://www.torquaycollege.vic.edu.au/remote-learning>

Year 5 Staff

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 |
|---|---|-----------------------------------|--|
| <u>Session 1</u> Learning Intention: Create imaginative, informative and persuasive texts for different purposes and audiences | Get your ideas flowing with some Quick Writes . <ul style="list-style-type: none"> - 30 secs / 1 min thinking and deciding - 5 minutes writing/typing - 2 minutes editing (MAKE IT BETTER. DOES IT MAKE SENSE?) | Slideshow x 3 Writing Prompts pdf | |

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|--|---|--|--|
| <p>Success Criteria: I can use fiction elements in my narrative writing</p> | <ul style="list-style-type: none"> - Use just the picture OR - Use the picture and sentence idea (it doesn't have to be the opening line! Or the exact wording) - **Challenge** try different text types for each write - **Stuck for ideas?** describe in detail what you see in the picture | | |
| <p><u>Sessions 2</u> Learning Intention: Understand how to use a spelling rule to add a suffix/spell a new word.</p> <p>Success Criteria: I can recognise words with a silent final e (SFE). I can use a spelling rule when adding a suffix.</p> | <p>Spelling Investigate how to add a suffix to a word ending in one of the SFEs. Read through the slide, have a look at some practice words using the rule (Words ending in SFE are written without the e when adding a suffix that begins with a vowel). Have a go at filling in the table and then listen to the dictation to complete some sentences in your work book.</p> | <p>Adding suffix with SFE slideshow PDF.</p> | |
| <p><u>Session 3</u> Learning Intention: Create a variety of sequenced texts for different purposes and audiences</p> <p>Success Criteria: I can adjust my content, tone and formality of language to reflect my purpose and audience</p> | <p>Storytelling This lesson for Storytelling we ask students to start practising telling their story to an audience. They can film themselves and self assess using the Checklist then present to a friend or family member - receiving feedback on their efforts.</p> <p>The final written story and video recording will be due in Week 9.</p> | <p>Storytelling Checklist</p> | |
| <p>Writing: Optional Extra- if you want to do more:</p> | | | |

LI: Create imaginative, informative and persuasive texts for different purposes and audiences

SC: I can select an appropriate text structure for the writing purpose
I can plan, draft and publish a variety of texts

Continue working on your choice writing following our Writing Process.

Do not begin a new piece until you have published your last piece.

https://docs.google.com/presentation/d/1SFW30yH8KKg65_VOE_i05AExGihdz90ZyEOBMB4GMw/edit#slide=id.g71c70e26aa_0_0

Reading

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|---|---|--|--|
| <u>Session 1</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts Success Criteria: I can use comprehension strategies to analyse information by integrating and linking ideas | Novel Choice Board Select a task from the Novel Choice Board (try to choose a different task each week). The 'Modified Roles' are simplified versions. A mini lesson unpacking the Character Links role is available via Google Classroom. Read for 20-30 minutes and take notes as you read relating to the role you have chosen. Begin your role during this session - you will complete this in the next session. | Novel Choice Board (Families working offline: to avoid mass photocopying, please refer to Week 5 - Resources for templates to match the Novel Choice Board) | |
| <u>Session 2</u> Learning Intention: Describe how events, characters and settings in texts are depicted and explain their own responses to them | Novel Choice Board Complete your role during this session. Remember to re-read as you go and refer back to your novel and the notes you made whilst reading. | Novel Choice Board (Families working offline: to avoid mass photocopying, please refer to Week 5 - Resources for templates to match the Novel Choice Board) | |

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|---|--|--|--|
| <p>Success Criteria: I can give considered opinions about a text (orally, written or digitally)</p> | <p>Once you have finished your role, film/audio record yourself sharing your work as though you were sharing in a small group.</p> <p>Attach your role and recording/video to the English Assignment for this week.</p> | | |
| <p><u>Session 3</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria: I can find and use information found in texts I can evaluate the information I find in texts</p> | <p>BTN - Online option Details regarding the BTN online session will be available Thursday via Google Classroom.</p> <p>Select three of the topics on this week's BTN to be a focus of your viewing. As you watch, take notes and prepare quiz questions to post onto Google Classroom. Respond to others' questions and reply to comments on your own questions.</p> <p>BTN - Offline option ABC Me shows BTN Specials on TV each day. Find these in your TV Guide and take notes as you watch. Develop quiz questions and share your new learnings with a friend or family member.</p> | <p>Please note: BTN Specials are on ABC Me daily (running for 15 mins, generally between 10am and 12 noon)</p> | |

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

Online game based learning

Gold Rush - Step back in time to 1865 and journey to the Victorian goldfields and join thousands of others trying to strike it rich.

<http://www.scootle.edu.au/ec/viewing/L702/L702/index.html>

ZORK - In it you will explore some of the most amazing territory ever seen by mortal man. Hardened adventurers have run screaming from the terrors contained within! A text based computer game that requires players to read lines of text on their computer screen which describe a virtual world and prompts players to interact within and navigate that world by typing textual commands on a keyboard.

https://textadventures.co.uk/games/play/5zyoarsugeopel3ffhz_vg

Quandry - Shape the future of a new society with ethical decision making.

<https://www.quandarygame.org/play>

Where on Earth is Carmen Sandiego - Explore the world using Google Earth as you follow clues to solve a crime.

<https://www.carmensandiego.com/game/>

Mathematics

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|---|---|---|---|
| <p><u>Session 1</u> Learning Intention:</p> <p>To work individually on a goal specific task I can use my skills to work through my goals</p> | <p>Fractions, Decimals and Percentages Goals:</p> <p>You will be working on goals based on the results from your FDP pre test completed at the start of term. Using google classroom, access the FDP Goals folder or click on the linked picture and...</p> <p>Watch the instructional video provided</p> <ul style="list-style-type: none"> - Complete the evidence tasks in your maths book. - <p>Mini Lesson Video Attached.</p> | <p>Link to Goals Folder for all the FDP goals.</p> <p>https://drive.google.com/drive/folders/1NPAIFBQe_ZTp_3iQr9EG406CYW-ph8i</p> <p>!</p> <p>https://drive.google.com/drive/folders/14eR1Di37TXb-LuNOig3u5NWUpAFoQ8iI</p> | |
| <p><u>Session 2</u> Learning Intention:</p> <p>To solve the starter, challenger and extender problems and provide multiple answers.</p> | <p>Rich Task: Money</p> <p>Complete this task in your maths book beginning with the 'STARTER', moving on to 'CHALLENGER' and then having a go at the 'EXTENDER'.</p> <p>These activities are designed to become more challenging as you</p> | <p>Rich Task pdf - Decimals</p> <p>https://docs.google.com/document/d/1D4gul5pQPvHgRVT3QnefG8fi1fDgfSc6Q0_7SUQKKE4/edit</p> | <p>Task Assessed by Teacher</p> <p>Due Date: Friday</p> |

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|--|--|--|--|
| <p>To use my fractions, decimals and percentage skills to solve the following problems, providing multiple answers.</p> | <p>work your way through them. Please complete these tasks in your maths book.</p> | | <p>Please upload your completed Rich Task (Doc provided or a photo from your workbook).</p> |
| <p><u>Session 3</u> Learning Intention:</p> <p>To consolidate my mathematical thinking to solve a variety of problems.</p> | <p>Mental Maths:</p> <p>Complete Week 13.</p> <p>Choose a Mental Maths book that is suitable for your maths skills. Start with the book you were working through last term, if it is not suitable move up or down one letter.</p> <p>You can complete these Mental Maths tasks all in one session or spread them out over the week and complete them on the allocated days.</p> | <p>Book B Book C Book D Book E Book F Book G</p> | |
| <p>Mathematics: Optional Extra-</p> <p><u>Hit the Button:</u> https://www.topmarks.co.uk/maths-games/hit-the-button Students will be able to practise their skills and play an interactive game, focusing on your times tables</p> <p><u>Mathletics:</u> Go onto Mathletics and complete any assigned tasks or search for Fractions, Decimals and Percentages. Once completed, explore and play 'Live Mathletics.</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: To explain the significance of an event or individual or group that influenced a period in history</p> | <p>You will investigate and plan, using the planning document, an area of history that interests and excites YOU. Complete the planning document, discussing your ideas with parents/carers and submit to your teacher for feedback.</p> | <p>Google slide show and mini lesson https://docs.google.com/presentation/d/19yoAroqOC98o1KgMGFWysDFTxsOCHjGcrQC29Ao-Ro/edit#slide=id.g86a4f3142a_0_124</p> <p>Planning document https://drive.google.com/drive/folders/1jFbmREnc3kcIVbPA3wsd5jACSuiw_2od?ths=true</p> | |
| <p><u>Session 2</u> Learning Intention: To explain the significance of an event or individual or group that influenced a period in history</p> | <p>You will investigate and plan, using the planning document, an area of history that interests and excites YOU. Complete the planning document, discussing your ideas with parents/carers and submit to your teacher for feedback.</p> | <p>Google slide show and mini lesson https://docs.google.com/presentation/d/19yoAroqOC98o1KgMGFWysDFTxsOCHjGcrQC29Ao-Ro/edit#slide=id.g86a4f3142a_0_124</p> <p>Planning document https://drive.google.com/drive/folders/1jFbmREnc3kcIVbPA3wsd5jACSuiw_2od?ths=true</p> | |
| <p><u>Session 3</u> Learning Intention: We are designing a country's flag</p> <p>Success Criteria: I can design and explain the symbols on a flag</p> | <p>Earn \$ Learn</p> <p>Your Task...</p> <p>Is to pay yourself \$500 for Week 7 - use your electronic wallet, and...</p> <ul style="list-style-type: none"> - Complete your payslip - Fill out your bank account , then | <p>Google Slide Show</p> <p>Work example</p> <p>BTN Flag Debate - https://www.abc.net.au/btn/classroom/flag-debate/10531290</p> | |

Read through the google slide presentation titled: Earn \$ Learn Flag Design.

- The slide show will take you through paying yourself, putting your money into your bank account and the meaning of 3 significant Australian flags.
- Your job is to design a flag for your pod's country.

A number of resources have been provided in the slide show to assist with the task including websites that will assist in flag designs. When designing your flag, make sure it has meaning and relevance to the Earn and Learn program. When you submit your flag design, ensure you have a brief description of what the flag means, an example of how to present your work has been provided for you. You will submit this task, however the teachers will not provide feedback on it. You will then have an opportunity to vote on the shortlisted designs to be the flag for your pod's country.

BTN Aboriginal Flag History - <https://www.abc.net.au/btn/classroom/aboriginal-flag-history/10489214>

Flag design websites

<https://flag-designer.appspot.com/#d=0&c1=1&c2=0&c3=2&o=6&c4=7&s=0&c5=5>

<https://www.scholastic.com/parents/games/flag-maker.html>



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

Wednesday Specialist Program

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|-----------------------|-------------------------------|-----------------------------------|--|
|-----------------------|-------------------------------|-----------------------------------|--|

Well Being Activity

Learning Intention:

I can practise gratitude.

Gratitude

It is always important, especially in difficult times, to appreciate the things that we may take for granted – like having a place to live, food, clean water, friends, family, even access to technology. Gratitude is pausing to notice and appreciate these things, it's taking a moment to reflect on how fortunate we are when something good happens — whether it's a small thing or a big thing. Did you know that practising gratitude for 21 days in a row can re-train the brain to look for positives in the world instead of negatives? By simply being grateful, we can experience a greater sense of optimism, happiness and calm.

Start writing your own gratitude journal. Before writing in a gratitude journal, choose a ritual to repeat every time beforehand. This might include playing your favourite song or sitting in a special spot. To get started you might like to brainstorm items you are grateful for; this could include drawing images or creating a collage of pictures, writing a poem to capture and motivate your gratitude. If the moment of gratitude is about someone else, organise to call, message the person or send them a letter to tell them why you are grateful for them. This will make you feel good and also make the other person feel valued and improve their wellbeing.

Some ideas to get you started:

- Something someone did for you today
- A person who you love
- Something you like to do
- A talent you have
- Something that made you laugh today
- A song you like
- A game you like to play
- A new skill you have learned
- A food you like to eat
- A pet that you love
- Something you have that you know other people don't have
- A memory of something you have done in the past.

Art Activity

Learning Intention:

I can demonstrate different techniques and processes in planning and making my art work

Father's Day activity.

What do you have around your house or can collect from nature in the park or backyard to make your dad a gift?

sticks, stones, branches, acorns/nuts, grasses, leaves, pinecones

flowers

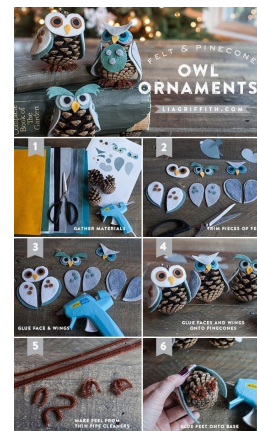
If you are near an area where there are pinecones, pinecone art is really popular. Or a wood branch cut into pieces and sanded down with sand paper, varnished with gloss makes a great paperweight.

Cold glue like pva could be used but a hot glue gun is often the best for immediate drying. Please be careful when using your glue gun and make sure you have an old towel or tea towel to protect the surface of your workspace. Wool to tie items together or wire to loop are also attachment methods.




Wool, make a pompom, felt, material, pipe cleaners, sequins, beads-bits and bobs you have around the house can be added for decoration.

Remember, although Specialist Day is Wednesday, you do not need to rush and have the activity finished by the end of the day. But Father's day is Sunday, 6th of September.

Have fun!



Please post a photo to the stream of your creativity for assessment.

| | | | |
|---|--|---|--|
| | |   <p data-bbox="1308 624 1601 708">PINE CONE SNOWY OWL CRAFT</p>  <p data-bbox="1308 946 1473 963">FrugalFun4Boys.com</p> | |
| <p data-bbox="53 1038 304 1098"><u>Indonesian Activity</u> Learning Intention:</p> <p data-bbox="53 1134 304 1193">I can ask someone where something is.</p> | <ol data-bbox="353 1038 1263 1385" style="list-style-type: none"> 1. Watch the mini lesson introducing the question word Dimana-where? 2. Complete the Word Wall activity to show your understanding of Dimana. Pop the balloon to release a block that falls into a train carriage with the correct meaning. You have to have watched the mini lesson to complete this challenge. Write your name and class into the section where it says name. Each person who completes receives 5 points for their Amazing Race teams and bonus for correct answers. You will not receive points if we cannot clearly identify your name and class. | <p data-bbox="1294 1038 1585 1066">Mini lesson on Dimana</p> <p data-bbox="1294 1102 1541 1129">Word Wall activity:</p> <p data-bbox="1294 1166 1756 1225">https://wordwall.net/play/3852/852/636</p> | |

Physical Education

Activity

**Learning Intention:
Learning Intention:
I can apply striking
and throwing skills to
propel an object
and keep it in
motion**

Activity 1 – HITS Work out with Joe the Body Coach

To warm up, we have an active eight minute work-out with our friend Joe the body coach. Click the link below and follow along with Joe.

<https://www.youtube.com/watch?v=YIB2SJnBHBQ>

Activity 2 – Down Ball

For a demonstration and better understanding of how this game works Watch Mr. McLoughlan's demonstration video in Week Eight PE - Google Classroom.

If you can't access google classroom follow these instructions.

<https://www.youtube.com/watch?v=4cuYDHU1Ho4> or
<https://www.youtube.com/watch?v=vouETUcTv6o>

Activity 3 – Dance time

This week's song is a 4:36 minute dance session "Hey Ya" A great way to feel the rhythm.

https://www.youtube.com/watch?v=CXM37ljOb_w

Activity 4 – Skipping tricks bank

Steps:

- Practice some beginner intermediate or more challenging skipping tricks
<https://www.youtube.com/watch?v=wK8XUaAfmSs&t=699s>
- Can you create any tricks of your own?
- Work on improving your top 5 tricks to share with your classmates
 - could you teach your class or family member your tricks.

- internet

- ball of any size, bouncy ball or tennis ball is the best

- chalk

-skipping rope

See you next week!