



Torquay College Year 1 Remote and Flexible Learning Program

Week 4 - Year 1 Remote and Flexible Learning Program

Welcome to week 4

This week we would like to say Thank you to all our parents and carers for the wonderful home schooling you are doing with your children. The home school partnership is the bed rock for student's wellbeing and learning especially during these uncertain times.

Torquay College staff appreciate all the positive feedback from families and we extend our gratitude and good wishes.

This week we are excited to start our Virtual Class Meetings via the WebEx program. This is an exciting opportunity for students and teachers to interact on line.

Virtual Class Meetings

Each class will be holding two Virtual Class Meetings with all students. This offers students an opportunity to connect with their class and class teacher. Teachers may be engaging in a community circle, a social activity, a new learning activity or explain a task. This is a wonderful opportunity for our students to connect with each other, ask questions and clarify understandings about learning that has been planned.

These class meetings will be held via WebEx. Families have access to instructions for WebEx via their platform SeeSaw (years F-2) or Google classroom (years 3-6). While these virtual class meetings are over the internet, any family not connected will continue to book one on one conferences with their teachers once a week via Sentral.

The times for each year level (starting in week 4 from Monday 5th May)

<u>Year Level</u>	<u>Days & Time</u>	
Yr 1	Monday 10:30am	Friday 11am

Online safety

Please remember that it's important to continue to have discussions with your children about acceptable use of devices, and online safety especially at this time with both the number of people online and the potentially extended time students are using the internet. It could also be a great opportunity to revise or create a Family Technology Agreement - the link below will give you some ideas about how to do this.

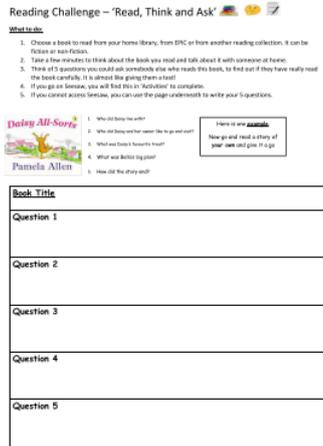
The eSafety Commissioner has released the Australian Edition [Aus edition - Global online safety advice for parents and carers \(PDF, 1.1MB\)](#) resource. At this challenging time, we encourage all parents to have a read in order to support children with the safe use of technology.

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 literacy task; reading, writing or spelling task from activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child's favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.

Year 1 - Week 4

Content Area	Suggested Learning Activities
	<p>Resources highlighted in purple were uploaded to Seesaw and the Torquay College website in Week 1.</p> <p>Resources highlighted in green will be uploaded to Seesaw and the Torquay College website this week.</p> <p>***** You will only need to upload the 3 tasks highlighted in yellow to Seesaw*****</p>
Spelling	<p>Sound - sh Rule - A digraph is a two letter blend that makes one sound. The digraph sh makes the sound sh - ship</p> <p>Watch: Let's Learn About the Digraph sh Phonics Song for Kids with Jack Hartmann https://www.youtube.com/watch?v=HfMtsRVZWfE</p> <hr/> <p>Help your child learn the spelling rule and practice this by learning the following words.</p> <p>Words to demonstrate the sh spelling rule - ship, shot, shut, cash, fish, mash, hush, rash, wish, cash, dash, shed</p> <p>They can use the strategy of finger spelling. For example: to finger spell the word cat, say c-a-t and hold up one finger for each sound. To finger spell the word cash, say c-a-sh and hold up one finger for each sound (3 fingers in total)</p> <p>Your child can read the words, write the words, and then read the words again. If your child would like more challenging or easier words please look in the levelled books on Epic, Reading Express or home books.</p> <hr/> <p>Your child can view the sound mats to go through the sounds and spelling rules.</p> <hr/> <p>Irregular words - Your child can learn from the High Frequency Words lists. These are levelled lists so select the list appropriate to your child's ability.</p>

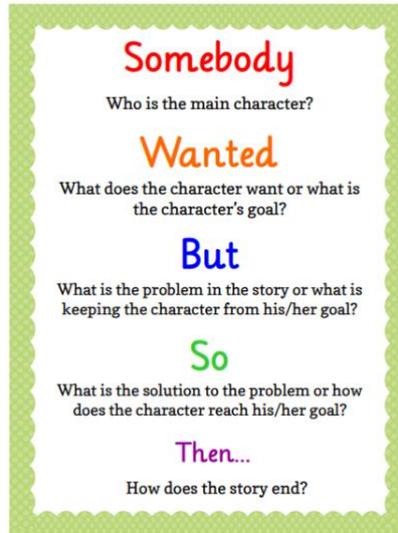
	<p>Your child might like to select some of the words they need to practise from their chosen High Frequency word list and write each one in a sentence.</p>
<p>Reading</p>	<p>Complete the Reading Challenge- 'Read, Think and Ask' that has been assigned on Seesaw.</p> <p>1. Choose a book to read from your home library, from EPIC or from another reading collection. It can be a fiction or non- fiction book.</p> <p>2. Take a few minutes to think about the book you read and talk about it with someone at home.</p> <p>3. Think of 5 questions you could ask somebody else who reads this book, to find out if they have really read the book carefully. It is almost like giving them a test!</p> <p>4. Use the microphone icon to record the title of the book and your 5 questions.</p> <p>** If you prefer, you can choose to use the template in the resource pack.**</p> <div data-bbox="715 837 1038 1283" data-label="Image">  </div> <p>Record Your Learning - When you have completed the assigned Reading Challenge, 'Read, Think, Ask', upload it to your Student Journal in the Class Folder on Seesaw.</p> <hr/> <p>Each day, choose a book to read together or your child can read independently. If you choose to read with your child, encourage them to read out loud. Using the 'Guided Reading Challenge Cards', have your child <u>choose one task per day</u> from the list to complete.</p> <hr/> <p>If you would like decodable books to read with your child, you could choose a book from the below website. These books are matched to the sounds that are the focus of the lesson and can be printed or downloaded to a device. There are also support tasks that you could also complete with your child if they need that additional support. https://www.speld-sa.org.au/services/phonics-books.html</p> <hr/> <p>You can also choose to read levelled texts assigned to you by your class teacher on www.getepic.com</p> <hr/> <p>Your child can go on Reading Eggs www.readingeggs.com and follow their individual programs using their usernames and passwords.</p>

Writing

Genre – Narrative

Your child will begin to write a short story. Refer to the **Narrative Writing Seesaw Activity**

Equipment- Get out the prompt and dotted thirds paper/writing book



1. Use the prompt to help discuss a plan for your narrative. Ask your child the following.
2. **Somebody** - Ask your child to tell you who the character will be?
3. **Wanted to** - What did the character want to do?
4. **But** - What problem happened to the character?
5. **So** - How did the character try and solve the problem?
6. **Then** - How does the story finish for the character?
7. Once you have finished discussing the story have a go at writing it.
8. Ask your child to re-read their writing and check for correct use of capital letters and full stops.
9. Draw a picture to match the story.

Make sure you come up with a catchy title and put today's date at the top of the page.

Record your Learning - Take a photo of your story and upload it to your Student Journal in the Class Folder on Seesaw.

Handwriting - practice formation of lowercase letters - encourage your child to say the sound of the letter as they write it. <https://www.youtube.com/watch?v=olgfKjTTvtY>

There is also a copy of the **Victorian Cursive Handwriting Sheet** in your resource pack from Week 1.

Dictation linked to the spelling rule.

Read the sentence out and your child can write the sentence, using knowledge of spelling and punctuation.

Shut the shop at ten and go to bed.
The fish is on the red shed.
I wish I had a lot of cash to splash.
The ship has got to rush to beat the shark.

If your child would like some **optional extra** suggestions for writing, they might like to consider:

- 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 their teacher!

Maths

Warm Up Activity:

They're Friends of Ten - Music Video <https://www.youtube.com/watch?v=o0bKleYdvCc>

Addition

1st Activity: Friends of Ten Revision

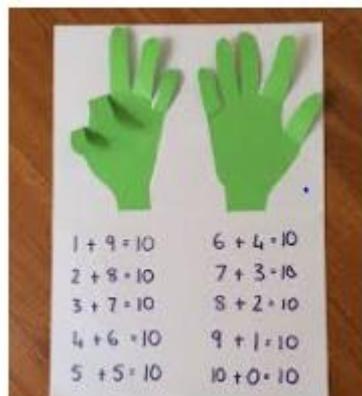
Continuing on with the friends of ten concept. Revise pairs of numbers that total ten. You could do this by using materials such as Lego, buttons or stones. Make each combination total 10 e.g. 3 red lego and 7 blue lego. Discuss 'number turnarounds' with your child (e.g. $3+7 = 10$ as does $7+3 = 10$). Continue with each combination.

Create a hand poster (see example). You will need: coloured paper or white paper and colour it in, a pencil, scissors and a glue stick.

Trace around your hands and cut them out. Paste the palms only onto another piece of paper making sure you leave the fingers free.

Write the 10 combinations below the hands, using the fingers to model (e.g. 2 fingers down and 8 up $2+8=10$)

If your child requires a challenge, increase to a total of 20 by adding another pair of hands.



Length

2nd Activity:

For this activity you will be investigating length. Refer to the **Length Activity in Seesaw**.

You will need: a foot, paper, pencil, scissors, objects the same size and objects around your home.

Have your child trace around their foot onto a piece of paper.

Using objects that are the same size, such as Lego blocks, dried beans or buttons, place the objects from heel to toe measuring the length of your foot.

Count your objects.

Next to your foot record your investigation: My foot is 16 beans long.

You may like to investigate with a range of objects e.g. My foot is 8 Lego blocks long.

Take a photo of your work to upload in response to the Length activity in Seesaw.

On a separate piece of paper trace around your foot again and cut it out.

Using your foot template, measure the length of a variety of objects around your house finding objects that are longer and shorter than your foot.

	<p>Draw a picture or take a photo to record your investigation: My foot is longer than a toy truck and shorter than a toy tram. Take a photo of your work to upload in response to the Length activity in Seesaw.</p> <p>Can you find anything that is the same length as your foot?</p> <p>Record your Learning - Take a photo of your completed Length activities and post a response to the Length Activity in Seesaw.</p> <hr/> <p>Mathletics and MathSeeds 3rd activity: Your child's teacher will assign tasks related to addition and length on Mathletics. Your child can also complete any other activities related to addition and length on Mathletics and MathSeeds. To access easier or more challenging tasks in Mathletics and MathSeeds, use the search option to find activities that suit their level of ability.</p>
Inquiry	<p>Weather journal</p> <p>The children are to make predictions for the weather each day this week and record what they see. Print a copy of the template from Seesaw or rule up a sheet of paper similar to the example below:</p> <div data-bbox="635 927 1126 1245" data-label="Image">  <p>The image shows a '5 DAY FORECAST' template. It has a sun icon on the left and a cloud icon on the right. Below the title, there is a line for 'Name:'. Underneath, it says 'My daily predictions:' followed by a table with five columns labeled 'Monday', 'Tuesday', 'Wednesday', 'Thursday', and 'Friday'. Below this table, it says 'My daily observations:' followed by another table with five empty boxes corresponding to the days above.</p> </div> <p>The children need to make a prediction of what they think the weather will be for each day of the week. Then each day have them make observations of the weather and record this on their sheet describing the weather as well as any activities they participated in that day.</p> <p>They may also like to include any information from observations they have made of their weather station such as wind direction, wind speed or rain collection.</p> <hr/> <p>There are also a wide variety of Developmental Curriculum based tasks that can be completed by children of all ages, mostly independently, these were sent out with our resources in Week 3. This list is also available on the school website under the DC tab in Remote Learning.</p>
Well Being	<p>Watch Teacher Taylor's Tips for Remote Learning. A few tips from one of Geelong's favourite teachers to help get you through this period of remote and flexible learning. Check out "Harry's Remote Learning Tips" video https://www.geelongcats.com.au/video/586391/harry-s-remote-learning-tips?videoid=586391&modal=true&type=video&publishFrom=1587596400001</p> <p>Complete the Bully Stoppers "Being Cool Online" quiz. https://www.education.vic.gov.au/about/programs/bullystoppers/Documents/quiz_primary_standalone/story_ht</p>

	<p>ml5.html Would you know how to help ten primary school students with their issues around cyberbullying and netiquette? This quiz will give you feedback as you go to help you understand how to be careful with what you share and what's shared with you online.</p> <p>After you have completed the quiz read through the eSafety commissioner resource "Staying Safe Online" https://www.esafety.gov.au/educators/classroom-resources/being-safe-online-easy-english</p> <p>Spend some time with your parent/carer to check the settings on your device and talk through any issues or questions you may have about staying safe online. If you need further information or support check out the eSafety Commissioner website. https://www.esafety.gov.au/</p>
Physical Activity	<p>JUST DANCE!</p> <p>Let's get ourselves warmed up!</p> <p>Follow the exercise moves in the video links below. If you don't have the internet, put on your favourite song and break out your best dance moves.</p> <p>Eye of the tiger! https://www.youtube.com/watch?v=qfN-3kBiUA8</p> <p>You may even like to also try this music video - Can't Stop the Feeling (a bit more challenging) or pick one of your own. https://www.youtube.com/watch?v=KhfkYzUwYFk</p> <p>Let's keep moving!</p> <p>Let's practice some more movement.</p> <p>Stand facing a marker 10m away</p> <p>Let's practice moving around that marker in different ways. Try a different way each time. For example, start with running around the marker and back. Now try – jumping, hopping, skipping.</p> <p>Place some evenly spaced obstacles between you and the marker.</p> <p>Practice: jumping (jumping off and landing on two feet) over the obstacles, run around the marker and back to the start. Now try leaping (leaping off one foot and landing on the other foot) over the obstacles.</p> <p>Finally dodge in and out of the obstacles and around the marker as quick as you can.</p> <p>TOSS, CATCH, BOUNCE AND DRIBBLE!</p> <p>Remember:</p> <ul style="list-style-type: none"> ○ Keep your eyes on the ball all the way into your hands ○ Keep your hands nice and soft with your fingers spread in the shape of the ball <p>Try to find a medium size ball that will bounce.</p> <p>You may find some of these activities tricky. Just try your best and remember we are all here to practice and learn</p> <p>Let's try some rolling like this:</p> <ul style="list-style-type: none"> ● Make the ball travel/roll around your body (e.g. waist) touching you all the way around. ● Place the ball on the ground and roll/tap the ball around both feet at once in a circle. One foot and then the other. ● Can you roll the ball around your body while sitting down? ● Hold the ball in front of you in both hands. Drop the ball and count how many times you can run around the ball before it stops bouncing! <p>Now, let's try:</p> <ul style="list-style-type: none"> ● Tossing (use a two handed underarm toss) the ball in the air and catching it with two hands. How many can you do in a row? ● Toss the ball up, let it bounce and then catch it. ● Balancing on one leg, trying to toss and catch the ball and then bouncing and catching the ball. ● Tossing, turning around and trying to catch the ball after 1, 2 or 3 bounces. ● Tossing the ball up and clapping once before catching the ball. Try this with and without a bounce/s. If you can do one clap, you may even try 2, 3, 4,..... claps and a catch. <p>You may also like to try these challenges:</p>

- Toss the ball up, touch a shoulder with your hands before catching it after one bounce. Try touching other parts of your body before catching- hips, knees, head etc. You can allow extra bounces to make things a bit easier if you like.
- Toss and catch while moving.
- Bounce and catch while moving.
- Invent your own tossing and catching trick!

DRIBBLE / BOUNCE

Why don't we work on dribbling the ball? You can choose to either use two hands (typically a bit easier) or one hand (a bit harder) or mix it up depending on the activity we are doing.

Why don't we work on dribbling the ball? You can choose to either use two hands (typically a bit easier) or one hand (a bit harder) or mix it up depending on the activity we are doing.

Try to keep the ball out in front and a little to the side to avoid bouncing on your feet.

1. Dribble the ball in front of you. How many dribbles can you do in a row? Try dribbling it to one side of your body, now try the other side.
2. Try dribbling with one hand and then the other.
3. Try walking in a circle around the ball while dribbling.
4. Dribble the ball high. Now try to dribble the ball low. Can you dribble from high to low or low to high?
5. Balance on one foot and try dribbling.
6. Can you bounce the ball while kneeling on one knee, two knees, while sitting? Super tricky, but can you move from standing to kneeling; then back to standing while bouncing your ball?
7. Try dribbling while walking around your space keeping your eyes looking where you are going.
8. Come up with your own dribbling activity. For example dribbling around or in and out of obstacles before throwing or shooting at a target.

STEP BACK!

We will finish with Step Back.

This can be done with a partner or by yourself against a wall

Take two big steps back from your partner or the wall

Toss the ball to your partner or against the wall and count how many you can do in a row. What is your record?

Let's do step back!

This time: Each time you catch three in a row against the wall or with your partner, take a small step backwards (only one partner step back). If you (or your partner) drop the ball, take a small step forward.

Indo

Activity 1:

Watch the counting videos to revise numbers to 20

[Counting to 10 song](https://www.youtube.com/watch?v=q7wNsR7hm2A) on Specialist Seesaw Week 4 <https://www.youtube.com/watch?v=q7wNsR7hm2A>

[Counting to 20 song](https://www.youtube.com/watch?v=petqan3q8do) on Specialist Seesaw Week 4 <https://www.youtube.com/watch?v=petqan3q8do>

Try and do the following while counting in Indonesian.

Refer to the vocab sheets on actions and numbers. Look in pack or in Year 1 Specialist Folder on Seesaw.

Lompat x lima belas

Lari (on the spot) while counting to dua puluh

Turn kiri and kanan x dua belas

Jalan pelan-pelan while counting to delapan

Find a ball or something you can lempar. Lempar to yourself and catch it x lima

Activity 2:

	<p>Watch the video of the actions again located on Specialist Seesaw and the Demonstration Video on Specialist See Saw.</p> <p>Choose at least 5 actions.</p> <p>Make a video of you doing and saying the actions you choose while counting.</p> <p>You could add the writing if you wanted either on your video or by holding a sign.</p> <p style="text-align: center;">Upload your video to your Student Journal in the Specialist Folder on Seesaw.</p>
Art	<p>Create an artwork celebrating our theme: HOME is where the ART is...</p> <p>For your chance to win \$250* of Art & Craft Materials...PLUS \$450* of Art & Craft Materials for your school Embracing creativity strengthens us as individuals and as a community. Now, more than ever, it is vital to our resilience and wellbeing. Create, contribute and connect.</p> <p>Competition categories: Category 1: Primary Foundation to Level 3 Category 2: Primary Level 4 to Level 6</p> <p>Artwork can be 2D (e.g. drawing, painting, sidewalk chalk drawing etc.) or 3D (e.g. sculpture, construction). Email a photo of your artwork to zartart@zartart.com.au with your:</p> <ul style="list-style-type: none"> ● Name ● Email Address ● Phone Number ● Year Level ● Category section ● School Name <p>Competition closes close of business Thursday 7th May - ONE ENTRY PER STUDENT</p> <p>For privacy reasons, student's FIRST NAME & SCHOOL NAME will be published only. By submitting your work, you are giving permission for Zart to showcase your artwork along with your name (first name only) and school name on the website.</p>
Optional websites sites that can be accessed to support learning	<ul style="list-style-type: none"> ● ABC Education resources https://education.abc.net.au/home#!/resources/-/all/F-2-3-4-5-6 ● Behind The News https://www.abc.net.au/btn/ ● Nessy Literacy resources https://www.nessy.com/us/ ● Twinkl go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial) ● A maths dictionary http://amathsdictionaryforkids.com/ ● Levelled Inquiry based units of work for all year levels https://www.coolaustralia.org/