

Remote and Flexible Learning Term 3 2020

Year: 5 Week: 5

Torquay College Community,

Torquay College is well prepared and ready to support our school community in the Remote and Flexible Learning Program. Our staff are available to support families with teaching learning and the wellbeing of students.

The feedback from our School Community after the first lockdown was for a flexible approach to the Remote Learning Program as all families have differing needs and times for teaching and learning throughout the week. With the feedback in mind we have planned accordingly and hope to continue to communicate with our families and ensure we are all working together to support the learning needs of all students.

The Torquay College Remote and flexible Learning program will ensure:

- Learning Programs will be developed by teachers and made available on a Friday by 2.30pm.
- Hard copy packs will be available on Friday from 2.30pm
- The year level learning plan overview and resources documents will be made available on the school Website, and also uploaded onto Seesaw F-2 and Goggle classroom 3-6 on Friday 2.30pm.
- A recommended daily learning plan will be posted Foundation – Year 2 on Seesaw.
- Tasks and activities will have a suggested day for completing and uploading into Seesaw F-2 and Google Classroom 3-6.
- Specialist Program of Art, PE, Indonesian and Wellbeing will be allocated to a Wednesday each week. This will ensure our Specialist teachers will be responding to families on Wednesday.
- Teachers will arrange a live virtual class timetabled each week for students to log into and engage with other students from their class.
- Teachers will be posting recorded mini lessons to support the teaching and learning of skills for each year levels.
- Parents will have the option to request a 3 way conference each fortnight or as required. This conference is to ensure students, teachers and parents collaborate to maximise the learning during remote and flexible learning.
- Teachers will view all 16 weekly tasks submitted however only respond and provide feedback on two tasks each week.

Thank you for your continued support.

Principal Team

Jess Kelly, Nadia Tkaczuk, Christian Smith

Weekly Team Message:

Hello Year 5 Community,

Welcome to our first full week of Remote and Flexible Learning 2.0!

Hopefully last week you were all able to re-establish your learning areas and begin a routine for Remote and Flexible Learning. The delivery of the student's work will now be 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 first when beginning your daily school work as 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 am	Physical Activity	Play outside, go for a walk, ride your bike	8.30 – 9.30am	Physical Education	Torquay College PE Lesson.
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 - 10.30am	Art Activity	Torquay College Art Lesson.
10.30- 11.00am	Break		10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed. Refer below	11-.00 12.00pm	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00pm	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00- 1.00pm	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30pm	Lunch		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	1.30 -2.30pm	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30pm	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30- 3.30pm	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
<p><u>Session 1</u> Learning Intention: Create imaginative, informative and persuasive texts for different purposes and audiences</p> <p>Success Criteria: I can select an appropriate text structure for the writing purpose</p>	<p>Get your ideas flowing with some Quick Writes.</p> <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?) - 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>Slides Show x 3 Writing Prompts pdf</p> <p>Newspaper Report Text sample</p>	
<p><u>Session 2</u> Learning Intention: Understand how to use spelling patterns to spell new words.</p> <p>Success Criteria: I can use different codes to spell new words</p>	<p>Spelling</p> <p>Investigate the 'a' sound. There are lots of different codes that make the 'a' sound: a, a-e, ay, ai, eigh, ey</p> <p>Read through the slide, unjumble the words and then have a go at the 'Poor Jane' worksheet.</p>	<p>Slide Show pdf</p> <p>Poor Jane</p>	

<p>containing the 'a' sound. I can recognise that different codes make the same sound. I can use spelling rules to help me spell new words.</p>			
<p>Session 3 Learning Intention: Understand how language features, images and vocabulary influence interpretations of characters, settings and events</p> <p>Success Criteria: I can analyse the text structures and language features used in texts and consider how these meet the purpose of the text</p>	<p>This lesson for Storytelling we have a special guest. Donny joins us to tell us his 'True Story'.</p> <p>Read over Donny's story and annotate the things he has done that make his a great story. Look for, figurative language, exaggeration, repetition, humour, alliteration.</p> <p>Begin to put your story into written words using Donny's as a sample of where you will get to in the end. We will continue to work on this and have more examples in the coming weeks.</p>	<p>Writing - Storytelling - Donny</p>	
<p>Writing: Optional Extra- if you want to do more:</p> <p>LI: Create imaginative, informative and persuasive texts for different purposes and audiences</p> <p>SC: I can select an appropriate text structure for the writing purpose I can plan, draft and publish a variety of texts</p> <p>Continue working on your choice writing following our Writing Process.</p> <p>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</p>			

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria: I can use comprehension strategies to analyse information by integrating and linking ideas</p>	<p>Novel Choice Board</p> <p>Select a task from the Novel Choice Board (try to choose a different task each week). The 'Modified Roles' are simplified versions.</p> <p>Read for 20-30 minutes and take notes as you read relating to the role you have chosen.</p> <p>Begin your role during this session - you will complete this in the next session.</p>	<p>Novel Choice Board</p>	
<p><u>Session 2</u> Learning Intention: Describe how events, characters and settings in texts are depicted and explain their own responses to them</p> <p>Success Criteria: I can give considered opinions about a text (orally, written or digitally)</p>	<p>Novel Choice Board</p> <p>Complete your role during this session.</p> <p>Remember to re-read as you go and refer back to your novel and the notes you made whilst reading.</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>Novel Choice Board</p>	<p>Task Assessed by Teacher</p> <p>Due Date: Friday 14th August</p> <p>Please upload your completed role and recording/video</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</p>	<p>BTN - Online option</p> <p>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</p>	<p>Please note: BTN Specials are on ABC Me daily (running for 15 mins, generally between 10am and 12 noon)</p>	

<p>information found in texts I can evaluate the information I find in texts</p>	<p>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>		
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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
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<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... Watch the instructional video provided</p> <ul style="list-style-type: none"> - Complete the evidence tasks in your maths book. 	<p>Link to Goals Folder for all the FDP goals.</p> <p>https://drive.google.com/drive/folders/1NPAIFBQe_ZTp_3iQr9EG406CYW-ph8i !</p>	
<p><u>Session 2</u> Learning Intention:</p> <p>To solve the starter, challenger and extender problems and provide multiple answers. To use my fractions, decimals and percentage skills to solve the following problems, providing multiple answers.</p>	<p>Rich Task: Fractions</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 work your way through them. Please complete these tasks in your maths book.</p> <p>Mini Lesson Video Attached.</p>	<p>Rich Task pdf - Fractions</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 10.</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>	

Mathematics: Optional Extra-

Hit the Button: <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

Mathletics: Go onto Mathletics and complete any assigned tasks or search for Fractions, Decimals and Percentages.

Once completed, explore and play 'Live Mathletics'.

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 investigate significant events, people and challenges in Australia's history from 1788-1901</p>	<p style="text-align: center;">Learning Rotations</p> <p>You will be assigned a lesson to complete on either: The Eureka Rebellion, The Gold Rush, History of AFL, William Buckley, Impacts on the Environment or The Myall Creek Massacre.</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Read the information in the Google slides 3. Complete the task outlined in the slides. 4. Complete your 'Reflection' slide in Google Classroom, answering the question - "If I Could Go Back in Time" 	<p>Google Classroom Inquiry-Shaping our Nation Weekly rotation</p>	
<p><u>Session 2</u> Learning Intention: To investigate significant events, people and challenges in Australia's history from 1788-1901</p>	<p style="text-align: center;">Rubric</p> <p>Student voice and agency.</p> <p>Complete 1 task of your choice each week from the Learning Rush Rubric.</p>	<p>Google Classroom Inquiry-Shaping our Nation The Learning Rush Rubric Choice Board.</p>	<p style="text-align: center;">Task Assessed by Teacher</p> <p style="text-align: center;">Due Date: Friday 14th August</p>

<p><u>Session 3</u> Learning Intention: We are learning about financial budgets</p> <p>Success Criteria: I can track my withdrawals I can track my deposits</p>	<p>Earn \$ Learn</p> <p>Your Task... Is to spend as close to \$1000 without going over.</p> <p>Your Options...</p> <ul style="list-style-type: none"> - Design and furnish a new bedroom - Buy a new pet - Organise a party, or... - Convince your teacher/parent of an amazing idea <p>You will need to track your transactions in a statement format like we have practised. You will find it in your class's Google Classroom (or hard copy provided).</p>	<p>\$1000 Spending Bank Statement</p> <p>\$1000 Spending Bank Statement - Miss B Sample</p>	
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Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
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<p><u>Well Being Activity</u> Learning Intention:</p>	<p>Watch Neale Daniher's Message to the Melbourne Demons as part of Fight MND 2019.</p> <p>In his speech, Neale says "Your attitude in any circumstance, to choose your way—that's something not only to wish for, but aspire to." Neale, who suffers from MND, knows too well that there will be good times, hard times and mundane times. In his speech, he talks about a sense of inner power and positivity to overcome whatever life throws at us, and to take these challenges and give meaning to it.</p> <p>During remote and flexible learning, it's important you keep doing the things you love to do and the things that are important to you, even though there might be times when it feels tough. Make a commitment to get outside at least once a day to go for a walk, a skate, a surf or a bike ride and keep doing the things that make you feel good, help you feel connected and help you find your own way.</p> <p>To complete this task, share what you're going to do each day by answering the following question using the google form.</p>	<p>https://www.youtube.com/watch?v=8H_aAmL-1NI</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSdlAXLGa40GUu_JDR9vBsH5HNezA3MAI8M6aVM7iwupQMuaJA/viewform?usp=sf_link</p>	
<p><u>Art Activity</u> Learning Intention: I can demonstrate different drawing techniques when making my artwork.</p>	<p>Hi Grade 5</p> <p>Activity- Drawing Playing Cards</p> <p>Skill- Drawing, enlarging</p> <p>Materials - A4 paper, playing card, grey lead, ruler, markers or textas</p> <p>Directions- Choose a picture playing card. Eg King, Queen, Jack or Joker. If you don't have any in your house look online or at the examples I have provided.</p> <p>Fold your A4 paper in half and use your grey lead to rule lines around the edge and copy the top part of the card you have chosen. Turn the paper upside down and draw the other half of the card. Outline all greylead with a black texta or fineliner. When you have added all the details use colours to decorate your enlarged card.</p> <p>Have fun</p>		

<p><u>Indonesian Activity</u> Learning Intention:</p>	<p>Halo! Hope you are getting off to a good start in your Remote Learning. We are continuing our work for the Amazing Race and will be building up points for your team. We will be awarding points to teams that show us participation and quality work. Your challenges for this week are:</p> <ol style="list-style-type: none"> 1. Watch the mini lesson on giving directions on the Google Classroom. 2. To get Amazing Race Points for your team. Look at the Map in the mini lesson and see if you can write down the place that you are directed to. Upload your answer in the Assignment section, not in the stream, otherwise other teams might be able to copy your answer. Submit your answer on a Word or Google doc. 5 points for each member who gets the answer correct. 3. Do the Kahoot on Directions. Please put in your name so that we can see your results and credit your Amazing Race Team with points. Terima kasih! 	<p>Mini lesson on Google Classroom</p> <p>Kahoot https://kahoot.it/challenge/06949820?challenge-id=b449084f-88a5-47b5-a902-d32c3c0170f8_1596597866078</p> <p>Vocab poster</p>	
<p><u>Physical Education Activity</u> Learning Intention:</p> <p>I can devise strategies and formulate plans to assist in successfully performing new movement skills</p>	<p>Hello Year Five!</p> <p>We hope you have had a great start to home-schooling this term. I hope you have been managing to go for some bike rides, kick the footy at the park and get some fresh air.</p> <p>The first two activities this week are called SPORTS and AROUND THE WORLD – To see how it works watch Mr. McLoughlan and Mr. Ross's video in Google Classroom Term Three Week Five attachments. These games can be played if you have a basketball ring at home or at a local basketball spot.</p> <p>With SPORTS you do a trick layup and your friend/family member copies the trick. If you get it in and they don't they get a letter S, then it is their turn to do a trick lay-up. The person who avoids getting all the letters of SPORTS wins.</p> <p>With AROUND THE WORLD – set up some markers in a semi-circle round the basketball rim. Shoot from the first marker until you get it in, then move to the next marker. The first person to complete all the markers (get around the world) wins.</p>	<ul style="list-style-type: none"> - Markers, cones or objects from around the house. - Basketball or a round ball Two tin cans - A stool or step - Youtube/internet - Sibling, friend or adult 	

Middle Distance Running Challenge

Steps:

- You will need to find a suitable space e.g. park, oval, footpath that meets the distance you are required to run for your age group. You will need to measure out your relevant distance using a smart watch, google earth or a bike computer. To find out more information about the set up for this activity click here for the SSV Virtual Cross Country Challenge.
- Record your score on the event website above and try and beat your time.

Questions:

- What is meant by the term 'pacing'?
- Why is pacing important in middle distance and longer distance running events?

What are the middle and long-distance events in Track and Field Athletics?

The final activity today is – A 7 minute workout

Mr. McLoughlan has created a high intensity workout led for you. A nice 7 minute session. Make sure you drink plenty of water. There will be 30 seconds of exercise then 10 seconds to rest before the next exercise starts. The exercises are:

Sprint. Star Jumps. Sit ups. Frog Jumps. Plank knee tucks. Soup can lunges. Step ups. Soup can sprint.

Video clip in the PE google classroom Term Three Week Five attachment.

See you next week!

Living and Learning by the Sea