



# Torquay College Remote and Flexible Learning Program

## Week 4 Year 4 Level- 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 bedrock 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 online.

### 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 your year level (starting in week 4 from Monday 5<sup>th</sup> May)

<u>Year Level</u>	<u>Days &amp; Time</u>	
<u>Yr 4</u>	<u>Tuesday 9:30am</u>	<u>Friday 10am</u>

### 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.

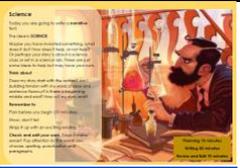
## Torquay College Remote and Flexible Learning Program

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 two literacy tasks from reading, writing or spelling activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Complete 'Number of the Day' as a Maths warm up each day and then complete the tasks.
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.

Week 4 Year Level 4		
Content Area	Suggested Learning Activities	Resources Required
Well Being	Lesson 1:	
<b>Reading</b>  Complete a minimum of 30 minutes Independent Reading per school day.  Record what you read	Lesson 1: I can say what the setting of a book is.  Students will work through this powerpoint and do the activities listed <ul style="list-style-type: none"> <li>● Draw an anchor chart in your Remote Learning Book about What is the Setting of a book?</li> <li>● After Independent Reading, write a paragraph describing what the setting of the story is, the time it is taking place, where it is taking place and what the environment is like. Make sure when describing the setting you write your answer in proper sentences.</li> <li>● Draw a picture of the setting of your book</li> </ul>	Powerpoint - Session 1   <a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1AP5CFpeZDFVTplwV-Yp-jMs36mKBgpl2/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1AP5CFpeZDFVTplwV-Yp-jMs36mKBgpl2/view?usp=sharing</a>
	Lesson 2: I can identify the setting of a text and say how the setting can affect the characters. Today you will be digging a bit deeper <ul style="list-style-type: none"> <li>● Exploring how the setting can shape, or change, parts of the story</li> <li>● You will be asked to think about how the setting helps you understand all parts of the story and the characters' actions</li> </ul>	Powerpoint - Session 2  

	<ul style="list-style-type: none"> <li>Work your way through Session 2 of the Powerpoint</li> </ul> <p>Lesson 3: I can identify the setting of a text and say how Wally might be affected by the setting.</p> <p>Where's Wally</p> <ul style="list-style-type: none"> <li>Draw the table in the Powerpoint in your Remote Learning Book</li> <li>Fill in your answers for each slide – Describe the setting in detail and write how you think Wally may be affected by the setting</li> <li>The first one is done for you (you can do this one yourself if you like) - there are 10 pictures</li> </ul> <p><b>Submit Work: Take a photo of your Where's Wally Table and upload it to Google Classroom</b></p> <p>Optional Extra: if you want to do more: to be done throughout Term 2 Year 4- Novel Study 'The Wild Robot'. This is an Audio book (you <u>do not</u> need a hard copy). So you can work through the book at your own pace throughout this term. There are Chapter summaries and vocabulary lists to support your understanding of the text. There are questions that you can choose to discuss and /or answer in your remote learning book. Happy Listening/Reading!</p>	<p><a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1AP5CFpeZDFVTplwV-Yp-jMs36mKBgpl2/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1AP5CFpeZDFVTplwV-Yp-jMs36mKBgpl2/view?usp=sharing</a></p> <p>Powerpoint - Session 3</p>  <p><a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1AP5CFpeZDFVTplwV-Yp-jMs36mKBgpl2/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1AP5CFpeZDFVTplwV-Yp-jMs36mKBgpl2/view?usp=sharing</a></p> <p><b>LINK</b> <a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/16xuRh0gHzqkmPhx_j9KGbgOVdZ3L8HLX/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/16xuRh0gHzqkmPhx_j9KGbgOVdZ3L8HLX/view?usp=sharing</a></p>
<p><b>Writing</b></p>	<p>Lesson 1: <b>Learning Intention:</b> I can write and publish a narrative text. <b>Your task:</b> You are going to show me what you know about a Narrative. Think about what we have learnt about Narratives. Using the narrative Prompt- click on picture. Write your narrative using your plan/draft from last week and and publish on google classroom. <a href="#">How to write a narrative.</a></p> <p><b>Complete and publish your narrative piece.</b></p> <ul style="list-style-type: none"> <li>Use a size 12 font-Arial.1 page minimum.</li> <li>Post on Google Classroom.</li> <li>Please include name and title.</li> </ul> <p><b>Submit Work: Post your completed Narrative writing on Google classroom in the writing folder</b></p>	 <p><a href="https://drive.google.com/open?id=1pFp-DpjK5XhM7xMHRoRdKHC1VnitVvW3">https://drive.google.com/open?id=1pFp-DpjK5XhM7xMHRoRdKHC1VnitVvW3</a></p> <p>Writing a Narrative- What is setting? <a href="https://www.youtube.com/watch?v=3BV0IyUnk6s">https://www.youtube.com/watch?v=3BV0IyUnk6s</a></p>
	<p>Lesson 2: <b>Grammar/Vocabulary Learning Intention:</b> I can use adjectives in my writing <b>Adjectives-</b> <i>The simplest definition of an adjective is that it is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, colour, origin or material.</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>It's a big table. (size)</li> <li>It's a round table. (shape)</li> <li>It's an old table. (age)</li> <li>It's a brown table. (colour)</li> </ul>	

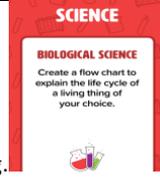
	<p><b>TASK-</b> Write these sentences in your book and circle the adjective in each sentence. Draw an arrow from each adjective to the word it describes.  <b>Example:</b></p>  <p><b>The blue balloon floated up in the air.</b></p> <ol style="list-style-type: none"> <li>Three turtles swam in the pond.</li> <li>Molly and Jenny tried to finish a difficult puzzle.</li> <li>Their mother made a delicious dinner.</li> <li>Did you see that green car race down the street?</li> <li>Clean up this huge mess!</li> <li>The barking dogs were outside.</li> <li>Have you seen my blue pencil?</li> </ol>													
	<p>Lesson 3: <u>Spelling</u> <b>Learning Intention:</b> I am learning to spell new words.  <b>Spelling Words- Homophones</b> Watch the 'Using Homophones Correctly' powerpoint. Complete the tasks in your book or use the work book provided here.  <a href="https://drive.google.com/open?id=1g47CE1UxsY9MkfDfmjJPZrL8_4u2LI4">https://drive.google.com/open?id=1g47CE1UxsY9MkfDfmjJPZrL8_4u2LI4</a></p> <table border="1" data-bbox="523 891 963 1122"> <tr> <td>there</td> <td>their</td> </tr> <tr> <td>pear</td> <td>pair</td> </tr> <tr> <td>meet</td> <td>meat</td> </tr> <tr> <td>right</td> <td>write</td> </tr> <tr> <td>tale</td> <td>tail</td> </tr> <tr> <td>blue</td> <td>blew</td> </tr> </table> <p><b>Spelling Words</b> Learn your weekly spelling words by writing the list of words in your book and do something creative with them - make them from playdough, turn them into a video etc. Use the sheet in your homework book for ideas. Have some fun with them. *Don't forget to do Nessy</p>	there	their	pear	pair	meet	meat	right	write	tale	tail	blue	blew	<p><a href="#">Year 4 Homophones 1</a>  <a href="https://docs.google.com/presentation/d/1TMZdgLS3vXST2v8iMqCiAjTHg2yl_Faeh7FCOBbis1U/edit#slide=id.p1">https://docs.google.com/presentation/d/1TMZdgLS3vXST2v8iMqCiAjTHg2yl_Faeh7FCOBbis1U/edit#slide=id.p1</a></p>
there	their													
pear	pair													
meet	meat													
right	write													
tale	tail													
blue	blew													
	<p><b>Writing:</b> Optional Extra- if you want to do more: <b>Mother's Day Activity: Watch Mother's Day Mix Up</b> <a href="https://www.youtube.com/watch?v=d4OuMbAdpzQ">https://www.youtube.com/watch?v=d4OuMbAdpzQ</a> Using Microsoft Word or by drawing on paper, you can create your own Mother's Day vouchers thinking about what mum or someone special would love best. OR use attached DIY Mother's Day printable coupon sets attached and make a pretty coupon book full of love just for Mum.</p>	<p><a href="#">mothers day couponbook 2-2.pdf</a> <a href="#">Mothers day coupon book 1.pdf</a></p>												
<p><b>Maths</b></p>	<p><b>DAILY - Do the 'Number of the Day' activity - choose a new number each day.</b>  <b>Lesson 1: Basics of a Clock and conversion between analogue and digital time.</b>  <b>Learning intention:</b> I can convert time between digital and analogue clocks. I can explain the difference between analogue and digital clocks.</p> <p>Watch the Youtube Video, <a href="#">Telling Time-Basics of the Clock</a> (click on link) and the <a href="#">Half Past, Quarter To</a> (click on link) video. To practice the information you have learnt in the two videos you have watched, have a go at using the <a href="#">Learn to Tell Time</a> game (click on link). Once you have practiced your skills, follow the instructions on the <a href="#">Clock Worksheet</a> (click this link) and complete answers on the worksheet or in your Maths Book.</p> <p><b>For a challenge:</b> Using the <a href="#">Interactive Clock</a> (click link), press the 'Off' button to hide the digital clock. Click on the dice to display a new time on the clock face. Once the clock hands stop moving, write down the digital time shown on the clock in your Maths Book. Check your answer by pressing the '12' button.</p>	<p>- 'Telling Time- Basics of the Clock' video link  - 'Half Past, Quarter To' video link  - Learn to Tell Time game link  - 'Clock Worksheet' link  - 'Interactive Clock' link</p>												

	<p><b>Lesson 2: Elapsed Time Learning Intention:</b> I can solve elapsed time problems. I can use 'am' and 'pm' successfully in time problems.</p> <p>Watch the Youtube Video, <a href="#">AM and PM</a> and <a href="#">Elapsed Time</a> video. Click on the links to view the videos. Using a number line is a really helpful strategy when working out elapsed time. Watch this clip for a demonstration. <a href="#">Using a number line</a>. To help you understand how to add and subtract time problems, practice your knowledge with <a href="#">Time Games</a>.</p> <p>Make sure you are using Analogue clocks to help you. Your settings at the beginning of the game should look like this: There should be a tick next to 'Untimed game' and the two 'Analogue Clock' buttons. Once you have practiced your skills, complete the <a href="#">Elapsed Time</a> (click on link) worksheet. Record answers on the worksheet or in your MATHS book.</p> <p><b>For a Challenge:</b> Choose some of your favourite word problems from the <a href="#">cards</a> (click link) and record your answers in your Maths Book. If it helps, use an <a href="#">Interactive Clock</a> where you can move the hands to assist you in finding the answer.</p> <p><b>Submit Work: Post your completed 'Elapsed Time' worksheet on Google classroom in the MATHS folder.</b></p> <p><b>Lesson 3: Recording Time Learning Intention:</b> I can record how long it takes to complete a task. I can use my 'Time' skills to assist me in my everyday activities.</p> <p>Time to put your skills to the test!</p> <ul style="list-style-type: none"> <li>- Complete the <a href="#">Time Daily Activities</a> worksheet. Record your answers on the worksheet or in your MATHS book.</li> </ul> <p><b>For a challenge:</b> Design a task for your family members to complete (E.G- creating a building with 20 blocks, making a tower with playing cards, completing a mini fitness circuit). Estimate how long you think each family member will take in seconds or minutes. Allow family members to complete the activity. Record the start and finish times of each family member. If possible, try and draw these start and finish times on analogue clocks.</p> <ul style="list-style-type: none"> <li>- Who was the fastest?</li> <li>- Did you have to use a stopwatch to get exact seconds or could you just use a normal clock? Did they complete the activity faster than you predicted or slower?</li> </ul> <p>Optional Extra: Mathematics Tasks on time, addition and subtraction</p>	 <p>- 'AM and PM' and 'Elapsed Time' video Links</p> <p>- Using a Number Line video</p> <p>- 'Time Games' link</p> <p>- Elapsed Time worksheet link</p> <p>- Worded Problem cards link</p> <p>- 'Interactive Clock' (if needed)</p> <p>- Time Daily Activities worksheet link</p>
<p><b>Inquiry</b></p>	<p><b>Lesson 1: 'Famous Scientist Project' – Publishing / Presentation</b></p> <p><b>Create a published project</b> to present the information you have researched.</p> <p><b>Use the information</b> that you recorded on your <b>planning page</b> last week.</p> <p><b>Ensure that your project answers as many of these questions as possible:</b></p> <ul style="list-style-type: none"> <li>• Who are they?</li> <li>• When and where did they live?</li> <li>• What area/s of science did they study?</li> </ul>	<p><b>How To Complete the Presentation of Your Famous Scientist Research Project (Checklist):</b></p> <p><a href="https://drive.google.com/open?id=1gAxmQ09r_jPRgMxQmdwtRMfvV7z-0c2">https://drive.google.com/open?id=1gAxmQ09r_jPRgMxQmdwtRMfvV7z-0c2</a></p>

## Torquay College Remote and Flexible Learning Program

	<ul style="list-style-type: none"> <li>• What did they discover?</li> <li>• How did their work contribute to the world?</li> <li>• Any other interesting facts to share?</li> </ul> <p><b>Presentation:</b> You may present in either a:</p> <ul style="list-style-type: none"> <li>• Powerpoint slide show,</li> <li>• a brochure</li> <li>• A Poster (if you have the paper / resources at home)</li> </ul> <p><b>Use the assessment rubric to help you</b> to ensure that you have completed a strong project</p> <p><b>Submit Work: Upload (or photograph and upload) your completed Famous Scientist Research project.</b></p> <p><i>We can't wait to see your work!</i></p> <p>2.Complete and paste your completed Self assessment rubric into your Remote Learning book.</p> <p>Highlight 1 box in each row to show the level you feel you have achieved in completing your project..</p> <p>You may ask a parent to assist you, or complete this independently, then have a parent / carer write a comment</p>	<p><b>Assessment Rubric:</b>  <a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1DJt2Zjr8sggmwh5EevZpPmvM-bUKioq5/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1DJt2Zjr8sggmwh5EevZpPmvM-bUKioq5/view?usp=sharing</a></p> <p><b>Example Project:</b>  <a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/13YrudMwbSLwTx7-MtXWxCkWBdN8C-4F6/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/13YrudMwbSLwTx7-MtXWxCkWBdN8C-4F6/view?usp=sharing</a></p> <p>Research Sites:  <a href="https://www.famouscientsists.org/popular/">https://www.famouscientsists.org/popular/</a>  <a href="https://www.coolkidfacts.com/famous-scientists/">https://www.coolkidfacts.com/famous-scientists/</a></p> <p>Kids A-Z and Get Epic! books also have information available on famous scientists.</p> <p>Note: Students may use other information resources available to them and can list these as a reference</p>								
	<p><b>Lesson 2:</b> This week we begin to look at what makes up a scientific experiment.</p> <p>What is an experiment?          What is the hypothesis?          What is the scientific method?          Have a look at our experiment sheet below that we will be using for all of our experiments throughout the term.</p> <p>Watch the below clip that explains the scientific method also:  <a href="https://www.youtube.com/watch?v=3wzx2C6Bt">https://www.youtube.com/watch?v=3wzx2C6Bt</a></p> <p>We are going to watch a BTN episode about a student who conducted his own science experiment. This episode explores how a boy had a hypothesis and tested it using chickens. Watch the episode below and we will be answering questions:</p> <p><a href="https://www.abc.net.au/btn/classroom/chook-science/10531624">https://www.abc.net.au/btn/classroom/chook-science/10531624</a></p> <p><b>Focus Questions</b></p> <ol style="list-style-type: none"> <li>1. What did Iggy discover that the chickens were eating that helped to produce larger eggs? a. Grass b. Worms c. Pizza</li> <li>2. What did Iggy want to find out in the Chook Science BtN story?</li> <li>3.Can you remember Iggy's hypothesis?</li> <li>4. Briefly describe what Iggy's scientific experiment involved.</li> <li>5. Who encouraged Iggy to do science?</li> </ol>	<p>Answer the 6 Focus questions in your Remote Learning book. Please write the full question and answer.</p> <p><a href="#">Experiment-Write-Up.pdf</a></p> <p><b>Experiment:</b></p> <table border="1" data-bbox="1251 1518 1474 1809"> <tr> <td>Purpose: I wonder...</td> <td>Materials:</td> </tr> <tr> <td>Hypothesis: I think...</td> <td></td> </tr> <tr> <td>Procedure:</td> <td>Results:</td> </tr> <tr> <td colspan="2">Conclusion: I found out...</td> </tr> </table>	Purpose: I wonder...	Materials:	Hypothesis: I think...		Procedure:	Results:	Conclusion: I found out...	
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	<p>6. Name three facts you learnt watching this story</p>	
<p><b>Physical Activity</b></p>	<p>Optional Extra: Create a flow chart of the life cycle of a living thing.</p> <p>G'day Year Four!</p> <p>I hope you have had a great week. This week we have even got a couple of demonstration videos from Mr. McLoughlan. I hope you enjoy the activities. Get your family involved as it is way more fun!</p> <p>We are starting off with some "Bear Breathing" for 2 minutes. This is a fun, educational and practical breathing exercise that we are encouraging students to keep with them throughout their day to help keep them centred, calm and provide further clarity to their learning.</p> <p>:video: <a href="https://app.gonoodle.com/activities/bear-breath?s=Discover&amp;t=Wo4/13/20-FP-4A-Featured%20on%20GoNoodle%20TUESDAY&amp;sid=1750&amp;x=2&amp;y=1&amp;mft=simple%20row">https://app.gonoodle.com/activities/bear-breath?s=Discover&amp;t=Wo4/13/20-FP-4A-Featured%20on%20GoNoodle%20TUESDAY&amp;sid=1750&amp;x=2&amp;y=1&amp;mft=simple%20row</a></p> <p>Now that we are feeling calm and breathing well, we are going to work on fundamental motor skills.</p> <p><b><u>Tennis ball skills catching and forehand strike (Great activity for students Year Three to Six)</u></b></p> <p>As per video in google classroom.</p> <p>Complete various challenges shown in the video to do with catching and ball handling.</p> <p>Come up with your own challenges and see if you can beat your personal best or better the score of your family members. You can also do some partner throwing and catching in the back yard. Start off close to each other and take a step back every time you catch it. If you drop it take a step forward. Play again but only use one hand. If you don't have a partner you can use a wall.</p> <p>Next, we have a 5 minute workout from "Fresh Start Fitness". Press play and follow along, be sure to drink lots of water when you are finished.</p> <p>:video:<a href="https://app.gonoodle.com/activities/geocentric?s=Channel&amp;t=Fresh%20Start%20Fitness&amp;sid=16&amp;cs=fresh-start-fitness">https://app.gonoodle.com/activities/geocentric?s=Channel&amp;t=Fresh%20Start%20Fitness&amp;sid=16&amp;cs=fresh-start-fitness</a></p> <p>The main activity today, is really fun for the whole family and you will have to get creative, I have used my imagination in the video clip. Have fun with it.</p> <p><b><u>The floor/ground/grass is lava (Great activity for students Year Three to Six)</u></b></p>	<p>You can explore the super science experiments or you can look at biological science and create a life cycle flow chart</p> <p>Tennis ball, tennis racquet or down ball bat.</p> <p>Furniture in the house or objects outside to make an obstacle course as per the video clip in google classroom</p>





## Torquay College Remote and Flexible Learning Program

	<p>As per video on google classroom.</p> <p>Students are to set up a course in the living room/backyard with things around the home like furniture that they can move from one object to another without touching the ground. You can move a tennis ball (treasure) from the start to the beginning and for the final part of the challenge drop the treasure at the end of the course in a box (treasure chest). Time how fast you can do the course. If you drop the treasure add three seconds to your time. If you hit the lava you have to start again. Try to race the clock or family members.</p> <p>This week, we finish off with some feel good dancing, from the classic "Uptown Funk" with a little help today from Spiderman.</p> <p><a href="https://www.youtube.com/watch?v=cntzSx-KdWw">https://www.youtube.com/watch?v=cntzSx-KdWw</a></p>	
<b>Indonesian</b>	Lesson 1:	

	<p>You have watched the video of the Kids try Durian Now watch <a href="https://www.youtube.com/watch?v=gyVwpFLFqgY">Kids trying different tropical fruits</a> <a href="https://www.youtube.com/watch?v=gyVwpFLFqgY">https://www.youtube.com/watch?v=gyVwpFLFqgY</a></p> <p>AND <a href="https://www.youtube.com/watch?v=kOLGRGY1ZA">Kids trying jackfruit</a> <a href="https://www.youtube.com/watch?v=kOLGRGY1ZA">https://www.youtube.com/watch?v= kOLGRGY1ZA</a></p> <p>If you were one of these kids do you think you would suka/tidak suka?</p> <p><b>Activity 2:</b> <b>Watch the video in the Indonesian Google Classroom for a demonstration of what you are going to do.</b></p> <p>Now you are going to make your own video. Imagine that your audience is an Indonesian audience.</p> <p><b>Fill in the script:</b> either download from Google Classroom or look in Learning Pack</p> <p><b>Film your video</b> either by yourself or with someone else from your family. You could try using Movie Maker if you want a technical challenge. See the demonstration video on Google Classroom for hints on using Movie Maker.</p> <p><b>Upload it</b> to the Indonesian Google Classroom. On the Week 4 Assignment section. <b>If you have not joined please do as all activities and resources will now be found here to be viewed each week. Go to Google Classroom, click on the plus sign, then join class and put in the code. Terima kasih!</b></p> <p><b>4A</b>Bahasa Indonesia Class code: <b>flqdozj</b></p> <p><b>4B</b> Bahasa Indonesia Class code: <b>mckaxjz</b></p> <p><b>4C</b> Bahasa Indonesia Class code: <b>wd2znct</b></p> <p><b>4D</b> Bahasa Indonesia Class code: <b>otwkpxs</b></p> <p><b>4E</b> Bahasa Indonesia Class code: <b>4tdw3hh</b></p> <p><b>4F</b> Bahasa Indonesia Class code: <b>kjuwlca</b></p>	
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<p><b>Art</b></p>	<p>Create an artwork celebrating our theme: HOME is where the ART is...</p> <p>For your chance to win \$250* of Art &amp; Craft Materials... PLUS \$450* of Art &amp; Craft Materials for your school</p> <p>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:</p> <p>Category 1: Primary Foundation to Level 3</p> <p>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).</p> <p>Email a photo of your artwork to <a href="mailto:zartart@zartart.com.au">zartart@zartart.com.au</a> with your:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Email Address</li> <li>● Phone Number</li> <li>● Year Level</li> <li>● Category section</li> <li>● School Name</li> <li>● <b><u>Competition closes close of business Thursday 7<sup>th</sup> May</u></b></li> </ul> <p>For privacy reasons, student's FIRST NAME &amp; SCHOOL NAME will be published only.</p> <p>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 website.</p>	<p>Use resources that you have at your house. Please do not buy new materials. This could be a piece of art you have been working at home during remote learning and what else can you add to it to make it 'swishy' for the competition? It could be indoor or outdoor art. If it is more than one medium, then it is a mixed media piece.</p> <p>Maybe add a little written blurb to explain what you have made, how you have made it. If you can, add art terms like colour, line, form, balance, texture, pattern, figure ground, tone, contrast</p>
<p><b>Optional websites that can be accessed to support learning</b></p>	<ul style="list-style-type: none"> <li>● Twinkl- Setting this up is really easy to do - go to <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> and enter the code AUSTRCODE (30 day free trial )</li> <li>● Reading <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Great website for students to listen to and read well known picture story books</li> <li>● Reading <a href="https://www.getepic.com/">https://www.getepic.com/</a> Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books they read. Teacher's need to set up their own account and add students in. Teachers can also set up collections, e.g. a collection of books purely about celebrations. Teacher's already have the App on their Ipad.</li> </ul>	



## Torquay College Remote and Flexible Learning Program

	<ul style="list-style-type: none"><li>● Spelling - Teach Your Monster to Read. Free app (need to download from App Store). There is no assessment so students begin at learning satpin. Could be suggested for parents of at risk students.</li><li>● Study Ladder <a href="https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account">https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account</a> Free 24 hr access for teachers, free <i>unlimited</i> student access from <i>school</i>, Free <i>limited</i> student access from <i>home</i>, Printable and online resources, individual task allocation. Teachers will need to set up classes.</li></ul>	
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