

## **Week 1 Foundation - Remote and Flexible Learning Program**

Torquay College is acting to support the learning of students in a remote and flexible learning environment. We are committed to the wellbeing of our school community and ensuring everyone feels safe and supported.

We recognise that it might seem overwhelming but we will do all we can as a school to support you and your family. This of course will look differently and mean different things to different people but the fundamental message is that we are in this together.

Learning tasks have been designed by each Year level teaching team and will continue to develop as the term progresses. All remote and flexible learning tasks will be housed centrally on the Torquay College Website – under the ‘Remote and Flexible Learning’ tab. This will provide families with the week by week learning program.

The Foundation, Year 1 and Year 2 teams will use ‘SeeSaw’ as the software platform. The Year 3, Year 4, Year 5, and Year 6 teams will use ‘Google Classroom’ as the software platform.

If you need to gain access to digital technology the school will provide devices for loan. If your preference is to have hard copies we can make work packs available.

We want you to find what works best for you and your family and we will be seeking constant feedback so we can refine our work to make it easily accessible and understood.

We have a suggested daily routine that families can adapt to suit their circumstances. The learning tasks developed are for all students, and if you feel there is too much work please make the adjustments that work for your family with pace and quantity.

Principal Team

### **Suggested Daily Schedule**

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select a 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.

### **Suggestions to ensure a successful home learning environment:**

- establishing and following a daily routine
- defining a space for your child to work in
- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions

### **Setting up a learning environment:**

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times.

Above all, ensure you or another adult is present and monitoring your children's learning.

### **Wellbeing:**

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

### **Digital Safety:**

We recommend that you take the time to explore issues of online safety and discuss these with your child. It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues.

**Foundation**

Welcome to our Remote and Flexible Learning Program for Foundation. This is a new program for all of us and we are seeking your support and patience as we all adjust to this challenge. Whilst children will not be attending school, we will be providing an ongoing learning program. As we embark on this system of learning we will be open to you and your child’s feedback so we can improve and refine the delivery of the program. You have always been your child's prime educator but we appreciate the challenge of becoming their ‘teacher’. With this in mind we are trying to keep the process as clear and simple as possible. It is important the learning environment is calm, stress free and conducive to learning. If you feel there is too much work please make the adjustments that work for your family with quantity and pace. Students work best when we support them at their point of need in complexity, pace and quantity.

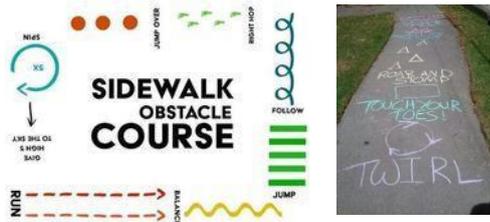
The Foundation Remote Learning Program consists of activities that can be completed with resources around the home or have been uploaded onto SeeSaw and other learning sites. You will receive a ‘student log in’ for SeeSaw which will give them remote access to the SeeSaw activities, students who are not familiar with using this platform so will need parent/carer assistance to get started. These activities will be released at 9.00am on the morning it is scheduled.

If you do not have online access please contact the school and related hard copy learning packs will be made available.

<b>Week 1 Foundation</b>	
<b>Content Area</b>	<b>Suggested Learning Activities</b>
Well Being	<p><b>Setting up your remote learning space</b></p> <p>Use the <a href="#">"Checklist for setting up my remote learning space"</a> to create a practical and inspiring space</p> <p>Complete the <a href="#">"Seeking help" worksheet</a> and display this in your remote learning space</p> <p>Personalise your space with your daily timetable and weekly planner, and a vision board, inspiring poster or a motivational quote</p> <p>Take a photo of yourself in your remote learning space and share on Seesaw along with two emotions (E.g. Sad, excited, angry, proud, scared, happy)</p> <p><i>Emotions list introduced in RRRR Level 1 / 2 Topic 1.</i></p> <p><b>Read a story to increase understanding of coronavirus and support your student’s wellbeing</b></p> <p>E.g. <a href="#">"Dave the dog is worried about coronavirus"</a> or</p>

	<p><a href="#">"What is the coronavirus?"</a></p> <p><b>Family bucket list jar</b></p> <p>Find a large jar to use either post it notes or icy pole sticks to write down every time you or your child/ren wished they could do an activity, visit someone or go somewhere that they can't currently do. Some students may wish to decorate the jar. Eventually you will be able to work through your bucket list activities, in the meantime this might provide a positive distraction and generates hope and plans for the future.</p> 
Reading	<p><b>Tuesday 14<sup>th</sup> - READING</b> - Suggested book: A Pan <a href="https://www.speld-sa.org.au/service/163-speld-sa-phonics-books-set-1.html">https://www.speld-sa.org.au/service/163-speld-sa-phonics-books-set-1.html</a></p> <p>Please download the book from Speld SA. This can be done on a computer, iPad or other device. You do not need to print the book. The first recommended book is A Pan, however if your child needs a more challenging book, please work your way through the different texts, starting with Set 1, and moving into Set 2 if you need. Get your child to use their sound/letter knowledge to attempt to read the words. Give them time and support them if needed.</p> <p><b>Wednesday 15<sup>th</sup></b> - Start activities relating to A Pan <a href="https://www.speld-sa.org.au/images/PhonicBookWorksheets/Set_1_Worksheet_A_Pan.pdf">https://www.speld-sa.org.au/images/PhonicBookWorksheets/Set_1_Worksheet_A_Pan.pdf</a> (or the book you have chosen to start with). These activities have been provided in the take home pack.</p> <p><b>Thursday 16<sup>th</sup></b> - Continue working on the activities from Wednesday.</p> <p><b>Friday 17<sup>th</sup></b> - Read a book from home. After you have finished reading it, talk about the characters. Use words to describe them. Can you make any connections to the text, does it remind you of something that you have done before?</p>
Spelling	<p><b>Tuesday 14<sup>th</sup> - SPELLING</b> - Watch MSL Video on SeeSaw</p> <p>Learn about the letter 'b'. If no access to technology, write the alphabet out for students, one letter on each piece of paper. What sound does each letter make?</p> <p>This video will be uploaded to the SeeSaw activities at 9am on the Tuesday. Students will be learning about the letter 'b'.</p> <p><b>Wednesday 15<sup>th</sup></b> - SeeSaw: Letter practise b – complete the tracing activity for the letter b. If using pack, use the letter b tracing sheet, make sure that students are using the correct formation and starting position.</p> <p><b>Thursday 16<sup>th</sup></b> - Find things around the house that start with the letter b. How many different things can you find? I can think of one – bed 😊 Draw these items and have a go at spelling them</p> <p><b>Friday 17<sup>th</sup></b> - SeeSaw: Type the middle sound. Students are to look at the picture and work out what the middle sound is. If using the pack sent home, find the related activity for spelling.</p>
Writing	<p><b>Tuesday 14<sup>th</sup></b> - Collect 'seeds' for your writing (photos, pictures from magazines) - this can be photos, items that are special to you, things that you have collected. These 'seeds' will then be used in the following weeks to support your writing.</p> <p><b>Wednesday 15<sup>th</sup></b> - Using words from the sounds we have learnt (see word list in attached document) draw a picture and write a sentence about it. The word list is on SeeSaw, and if no technology, it has been provided in the remote learning pack.</p>

	<p><b>Thursday 16<sup>th</sup></b> - Labelling - Draw a picture or take a photo of a pet or animal and label the body parts of it, e.g. legs, eyes, ears, nose, head, etc. You can do this on SeeSaw or paper - but teachers can see your final picture on SeeSaw.</p> <p><b>Friday 17<sup>th</sup></b> - SeeSaw: I have five senses. Watch the video and complete the activity with support. This has also been printed out in the home pack to complete.</p>
<p>Maths</p>	<p><b>MATHS</b> - SeeSaw: Number Tracing – a refresher to get the students memories in action. Students will have access to this activity at 9am on Tuesday. If no technology – get students to write the numbers 0-10, reminding them of direction and starting point. SeeSaw: ‘What is addition’ video. This will be uploaded to SeeSaw at 9am on Tuesday. This is an introduction for students on addition and will support them in their learning over the next two weeks. If no technology, use materials around the house. Talk about the different words/symbol for addition (adding, plus, +, and).</p> <p><b>Wednesday 15<sup>th</sup></b> - SeeSaw: Addition Using 10 Frames. Get students to complete the activity on SeeSaw. If no technology, please see related activities for Week 1 Maths.</p> <p><b>Thursday 16<sup>th</sup></b> - Mathletics: Add and Subtract Using Graphs. Students log into their Mathletics account. This will be an assigned activity for them to complete. A related task has been printed out for the take home pack.</p> <p><b>Friday 17<sup>th</sup></b> - SeeSaw: Addition &amp; Addition Dice. If using the at home pack, get students to role a dice two times, what do the two numbers add up to? <math>1 + 3 = 4</math> Complete 10 questions. Students need to learn to carefully count all dots. Once they have mastered this, encourage them to count on from the largest dice/card.</p>
<p>Physical Activity</p>	<p><b>THROWING AND CATCHING SKILLS</b></p> <ul style="list-style-type: none"> <li>● Throwing and catching a ball (e.g. tennis ball) with yourself or a partner</li> <li>● Challenge yourself by counting how many you can do in a row</li> <li>● Try clapping your hands in between each throw before you catch the ball. If necessary allow a bounce before catching</li> <li>● How many claps can you do and still catch the ball</li> <li>● Can you throw and catch against a wall</li> </ul> <p><b>SIDEWALK OBSTACLE COURSE</b></p> <p>Good <a href="#">chalk</a> and a sidewalk or concrete area are the only two things you will basically need for this obstacle course.</p> <ol style="list-style-type: none"> <li>1. Make a start point and work your way around the sidewalk (or wherever you are making the obstacle course) by drawing different activities.</li> <li>2. Include many different tasks such as <i>running, dancing, jumping, hopping, twirling, clapping, going backwards</i>, etc.</li> <li>3. You may even add in some specific actions and sounds. E.g. Roar like a lion, bark like a dog.</li> </ol> <p>Here is a link you can use to help create a chalk obstacle course:  <a href="https://www.facebook.com/PlayTivities/videos/1878755249006690/">https://www.facebook.com/PlayTivities/videos/1878755249006690/</a></p> <p>Examples:</p>



If you don't have chalk, you can still create an obstacle course inside or outside. Simply use objects (please check it is ok with your parents) to jump over, run around, crawl through etc.

**HOP SCOTCH**

1. Draw a **hopscotch** design on the ground
2. Throw a flat stone or similar object (small beanbag, shell, button, plastic toy) to land on square one
3. Hop through the squares, skipping the one you have your marker on
4. Pick up the marker on your way back
5. Pass the marker on to the next person.

<https://www.youtube.com/watch?v=9ikg9qnWrDU> – Basic explanation of how to play the game. Also illustrates how you can create the hopscotch area using chalk.



Indonesian

Animal vocab poster  
(Download from Seesaw or look in learning pack)  
Stick it your house somewhere where you can learn the words

**Activity 1:**

Listen and sing along with [Bibitsku animal and counting song](#).

**Activity 2:**

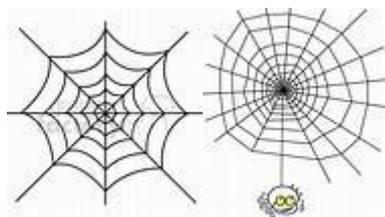
Watch video on Seesaw to learn to say the animal names.

**Super Challenge:**

Sing [Bibitsku animal and counting song](#) to the people at your house!

Art

It's alive- Inquiry Unit  
**Copy how to draw a spider's web, using zooms or crayons.**  
**There is a vertical line, horizontal line and diagonal lines.**



**Children to follow the steps.**

**Draw in some spiders with 8 legs.**

**Paint over your web using food colouring dye from the kitchen with water added to dilute.**

<p>Optional websites sites that can be accessed to support learning</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>● Levelled Inquiry based units of work for all year levels- <a href="https://www.coolaustralia.org/">https://www.coolaustralia.org/</a></li></ul>
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