



Remote and Flexible Learning Term 3 2020

Year: One

Week: 10

Torquay College Families,

We are in our final week of Term 3 and I cannot believe how quick this term has flown. This term has brought us many challenges and with that many opportunities. Families have taken on the Remote and Flexible Learning environment with more confidence and resilience and that is certainly showing through in the work being produced by our students.

I would like to take this opportunity to thank you for the support you have given both to your child and to the school. We began the term with a second lock down and the tenacity and resolve from our Torquay College families, students and staff has enabled the school to further develop the home school partnerships and a learning program that supports student learning.

I am delighted with the way our students have engaged with the new learning environment showing confidence and independence in their learning. I have had many positive comments from the community who feel that we are in this together and working hard to make the best of this situation.

Finally, I would like to remind parents and carers that this term ends on Friday 18th September. Term 4 resumes on Monday, 5th October.

I hope you have a wonderful spring holiday.

Assistant Principal
Nadia Tkaczuk

Dear Year One Families,

Below are the times for the Year 1 **Class Meetings / Community Circles on Webex**. These meetings give your child the opportunity to interact with their peers and ask any questions they may have about the weekly planner or the use of Seesaw. The times are as follows:

| | | |
|-----------------|---------------------------------|-----------|
| Monday | 11.30am - 1A, 1B, 1C, 1D and 1F | 12pm - 1E |
| Thursday | 11.30am - 1B and 1F | |
| Friday | 11.30am - 1A, 1C and 1D | 12pm - 1E |

Teachers will send through their personal room number details on Seesaw.

Each morning, teachers will schedule a **daily check-in task** on Seesaw. It is a Department of Education requirement that teachers complete attendance each day. Your child will need to **respond** to this message each day **before 3pm** so we can complete attendance. If they have not responded, they will be marked as absent for that day.

This week's planner includes Suggested Learning Activity tasks for Writing, Reading, Maths, Inquiry and the Wednesday Specialist Program. There are also Mini-Lessons for some of the sessions. These are for your child to watch before they complete the Suggested Learning Activity task.

The children will be assigned **three tasks** from the planner each day on Seesaw. They can be found under the 'Activities' tab. The timetable below shows the day each task will be scheduled. Teachers will provide feedback on the tasks marked with **.

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|------------------|-------------------------|-------------------|-------------------|
| MONDAY | Writing Session 1 | Reading Session 1 | Maths Session 1 |
| TUESDAY | Writing Session 2 | Reading Session 2 | Maths Session 2 |
| WEDNESDAY | SPECIALIST DAY | | |
| THURSDAY | ** Writing Session 3 ** | Reading Session 3 | Maths Session 3 |
| FRIDAY | Inquiry Session 1 | Inquiry Session 2 | Inquiry Session 3 |

If you have any questions related to the planner, please contact your child's class teacher via the inbox on the 'Family app' on Seesaw.

Kind Regards,

The Year One Team.

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 | 9.00 – 10.00am | Art Activity | Torquay College Art Lesson. |
| 9.30 - 10.30am | Academic time | Select a reading or writing task from activities listed. Refer below | 10.00 – 10.30am | Indonesian Activity | Torquay College Indonesian 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 | Physical Education | Torquay College P.E. 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 | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
|---|--|---|--|
| <p><u>Session 1</u> Learning Intention: I can start each letter in the correct spot and follow the right direction.</p> <p>I can start each number in the correct spot and follow the right direction.</p> <p>I can write neatly on the dotted thirds.</p> | <p>Handwriting As a warm up today, you are going to write the numbers 1-20 (numeral and name) in your Remote Learning Workbook. Open up <i>Week 10 (Monday) - Writing Session 1 Seesaw Activity</i> or use the list attached to see how to spell each number name correctly. Remember to sit your letters on the baseline.</p> <p>After this, you can choose the activity for one letter in your Year One Handwriting book to complete. You are encouraged to check that your letters sit on the baseline and that you are using the dotted thirds to ensure your letters are the correct size.</p> <p>When you have finished, take a photo of your completed words in your Remote Learning Workbook and the pages you completed in your Year One Handwriting book. Submit your photos to the <i>Week 10 (Monday) - Writing Session 1 Seesaw Activity</i>.</p> | <p>Week 10 (Monday) - Writing Session 1 Seesaw Activity</p> <p>Numbers 1-20 list</p> <p>Remote Learning Workbook</p> <p>Year One Handwriting book</p> | <p>N/A</p> |

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| <p><u>Session 2</u> Learning Intention: I can write a narrative text.</p> <p>I can plan my writing to follow a sequence.</p> <p>I can use new topic words in my writing.</p> | <p>Narrative Writing - Roll a story (part 1 - drafting) Open <i>Week 10 (Tuesday) - Writing Session 2 Seesaw Activity</i> and watch the mini lesson.</p> <p>Think back to Term 2 when we used the 'Somebody, Wanted, But, So, Then' structure to write a narrative story. Today we are going to follow that same structure. To help give you some ideas, we are also going to use the 'Roll a story' template.</p> <p>First you will need to roll a dice three times so you can choose the character, setting and problem of your story. If you like, you can just choose the ones you like.</p> <p>When you have your character, setting and problem you can begin to write a draft of your narrative story.</p> <p>Use the 'Somebody, Wanted, But, So, Then' template to help you when you are writing your draft in your Remote Learning Workbook.</p> <p>When you have finished writing your draft, take a photo of your writing, record yourself reading your writing to your teacher. Submit your photo and recording <i>Week 10 (Tuesday) - Writing Session 2 Seesaw Activity</i>.</p> | <p>Week 10 (Tuesday) - Writing Session 2 Seesaw Activity</p> <p>Roll a story template.</p> <p>Somebody, Wanted, But, So, Then template.</p> <p>Remote Learning Workbook</p> | <p>N/A</p> |
| <p><u>Session 3</u> Learning Intention: I can write a narrative text.</p> <p>I can plan my writing to follow a sequence.</p> <p>I can use new topic words in my writing.</p> <p>I can re-read my writing to improve punctuation and word choice.</p> | <p>Narrative Writing - Roll a Story (part 2 - editing and publishing) Open the <i>Week 10 (Thursday) - Writing Session 3 Seesaw Activity</i> and watch the mini lesson.</p> <p>In this session you are going to make changes to the draft of your narrative story and then publish your writing.</p> <p>Find your draft in your Remote Learning Workbook.</p> <ul style="list-style-type: none"> • First, you need to check that you included details about the 'Somebody, Wanted, But, So, Then' in your narrative story. • Then, you need to look for any areas in your writing where you can correct spelling, capital letters or punctuation. • Finally, you need to look carefully for any areas where you can include some adjectives (describing words) to add interest for your audience. <p>When you have finished editing your draft, take your time to rewrite the narrative story as your final published piece. When publishing your work,</p> | <p>Week 10 (Thursday) - Writing Session 3 Seesaw Activity</p> <p>Roll a Story template.</p> <p>Somebody, Wanted, But, So, Then template.</p> <p>draft of your narrative story Remote Learning Workbook</p> | <p>Add response to the <i>Week 10 (Thursday) - Writing Session 3 **Feedback Task** Seesaw Activity</i>.</p> |

remember to focus on neat presentation of your finished piece! This is also your chance to add illustrations for your audience to enjoy.

The Year One teachers are very keen to see your writing and hear you read your final published piece and will be giving you feedback on your work.

When you have finished, take a photo of your final published piece and record yourself reading your narrative story to your teacher. Submit your photo and recording to the Week 10 (Thursday) - Writing Session 3 Seesaw Activity.

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

- 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 your teacher!
- writing a recount of an activity or event.

Reading

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
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| <p><u>Session 1</u> Learning Intention: I can use my developing knowledge of high frequency words (or topic words) when reading.</p> <p>I can identify one and two syllable words.</p> | <p><u>Spelling</u> Watch the mini-lessons in the <i>Week 10 (Monday) - Reading Session 1 Seesaw Activity</i>. Go to the template and follow the instructions to complete the activity. *note - for the dictation sentence on the last page, you will need to write it in your Remote Learning Workbook, take a photo and upload it. OR <u>Hard Copy Option</u> Watch the mini-lessons in the <i>Week 10 (Monday) - Reading Session 1 Seesaw Activity</i></p> | <p>Week 10 (Monday) - Reading Session 1 Seesaw Activity</p> <p><u>Hard Copy Option</u> Remote Learning Workbook Week 10 Spelling pictures (in Resource Pack) Letter Tiles (in Resource Pack) Or Scrabble tiles may be used instead of letter tiles</p> | <p>N/A</p> |

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| | <p>Ask an adult or sibling to show you the Week 10 Spelling Pictures (without words) one at a time. For each word use letter tiles/scrabble tiles/magnetic letters to make the words and write them in your book Listen to or ask an adult to read you the sentence The fly will spy on the happy pony. They may repeat the sentence a few times for you. Remember to include a capital letter at the beginning of the sentence and a full stop at the end. Take a photo of your work and upload it in the Week 10 (Monday) - Reading Session 1 Seesaw Activity.</p> <p>**Simple Sentence Option**</p> <p>The baby will cry.</p> <p>**Challenge Sentence Option**</p> <p>A ladybug had to fly by the shy baby in a windy sky.</p> | | |
| <p><u>Session 2</u> Learning Intention: I can respond to texts from a range of cultures and experiences.</p> | <p><u>My Book Report</u></p> <ol style="list-style-type: none"> 1. Watch the Week 10 (Tuesday) - Reading Session 2 Seesaw mini-lesson. 2. Select a favourite fiction book from your home library or Epic. 3. Look through the book you have chosen and locate the title, the name of the author and illustrator, the setting for the story, your favourite character and your favourite part of the story. 4. Complete the report about your book by either; <ul style="list-style-type: none"> - writing your responses on the printed template <u>OR</u> - writing your book report in your workbook using the template as a guide. <p>** Make sure you write neatly and colour carefully so your finished book report is fun and easy to read.</p> <ol style="list-style-type: none"> 5. When you have completed your Book Report, take a photo of your work and submit it to the Week 10 (Tuesday) - Reading Session 2 Seesaw Activity. | <p>Week 10 (Tuesday) - Reading Session 2 Seesaw Activity</p> <p>My Book Report template or Remote Learning Workbook</p> <p>Writing pencil Coloured pencils</p> | <p>N/A</p> |

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| <p><u>Session 3</u> Learning Intention: I can back up and reread when I don't understand what I have read.</p> | <p><u>Reading</u> Watch the video tutorial in <i>Week 10 (Thursday) - Reading Session 3 Seesaw Activity</i>. Go to the RAZ Kids website or access the Kids A-Z app. Log in and go to the Reading Room. Choose a book to read (not listen to) and when you have finished reading, click on the question mark to complete the quiz. Take a screenshot of your quiz score and submit your response to <i>Week 10 (Thursday) - Reading Session 3 Seesaw Activity</i>.</p> | <p><i>Week 10 (Thursday) - Reading Session 3 Seesaw Activity</i> RAZ Kids https://www.raz-kids.com/ RAZ Kids usernames and passwords</p> | <p>N/A</p> |
| <p>Reading: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Reading Eggs https://readingeggs.com.au/ • RAZ Kids https://www.raz-kids.com/ • Epic https://www.getepic.com/ • SPELD (for decodable readers) https://www.speld-sa.org.au/services/phonic-books.html • Decodable Readers Australia https://www.decodablereadersaustralia.com.au/online-book-list/ (usernames and passwords in 'Remote Learning Workbooks') | | | |


Mathematics

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
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| <p><u>Session 1</u> Learning Intention: I can follow directions to position objects.</p> | <p><u>Location</u> Watch the <i>Week 10 (Monday) - Maths Session 1 Seesaw Activity</i> on Location- Mini Lesson</p> <p>To complete this task you need to move the objects to the correct position. Listen to the instructions as many times as you like to ensure you have the objects in the correct position.</p> <p>You will be instructed to:</p> <ul style="list-style-type: none"> - Move the sun above the hay, high in the sky. - Move the owl beside the scarecrow. - Move the pumpkin next to the scarecrow. | <p><i>Week 10 (Monday) - Maths Session 1 Location Seesaw Activity</i> <i>Activity worksheet - Mr Scarecrow</i> <i>Remote Learning Workbook</i> Writing Pencil Scissors Glue</p> | <p>N/A</p> |

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| | <ul style="list-style-type: none"> - Move the leaf under the fence. - Move the cloud above the fence, high in the sky. - Move the corn on top of the hay. - Type your name and put it below the scarecrow. <p>- Then click on page 2 and make a list of as many directional or location words as you can, such as, up, down, inside, outside etc.</p> <p>Access the Seesaw task and follow the Seesaw or workbook instructions to submit your completed work.</p> | | |
| <p><u>Session 2</u> Learning Intention: I can give and follow directions to familiar locations.</p> | <p><u>Direction</u> Access the <i>Week 10 (Tuesday) - Maths Session 2- Direction</i></p> <p>Task 1- Help Penny Get Home.</p> <ol style="list-style-type: none"> 1. Listen to the instructions. 2. Use the arrows to show the direction Penny is moving and place it in position. 3. Record yourself using direction words to explain how Penny moved around the city eg left, right and forwards. <p>Task 2- Workbook</p> <ol style="list-style-type: none"> 1. Write instructions on how to get from your front door to your bedroom. 2. Explain how many steps you need to walk before you need to turn left or right, up or down. 3. Write each step on a new line so the instructions are clear. 4. Once finished give written instructions to a family member to follow to see if they arrive at your destination. 5. Press Add Response and Post to your teacher. | <p>Week 10 (Tuesday) - Maths Session 2 Direction Seesaw Activity</p> <p>Remote Learning Workbook Writing Pencil Coloured pencils</p> | N/A |
| <p><u>Session 3</u> Learning Intention: I can give and follow directions to familiar locations.</p> | <p><u>Location and Direction - Mathletics and Mathseeds</u> Your teacher has assigned tasks related to location and direction on Mathletics.</p> <p>Listen to voice instructions then send a tick, message or voice message of something new you have learnt.</p> <p>You can also complete any other activities related to location and direction on Mathletics and MathSeeds.</p> | <p>Week 10 (Thursday) Maths Session 3 Mathletics - Location and Direction Seesaw Activity</p> <p>https://www.mathletics.com/au/</p> | N/A |

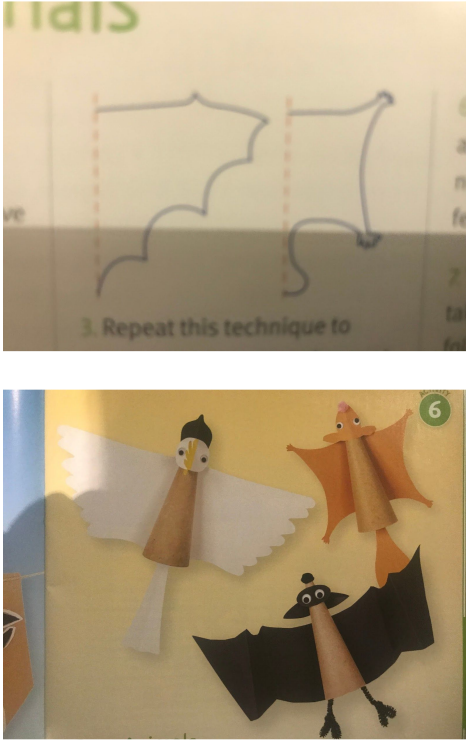
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| | To access easier or more challenging tasks in Mathletics and MathSeeds, use the search option to find activities that suit your level of ability. | | |
| <p>Maths: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> • half or not online game http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=ba6968b6-c0fa-4877-ba6b-e2d5b8c90367 • additional Mathletics activities • explore subtraction in Mathseeds (access through Reading Eggs) • abcya maths games https://www.abcya.com/grades/1/numbers | | | |

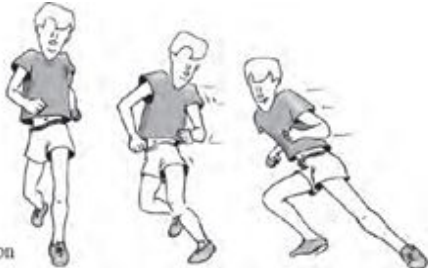
Inquiry/Investigations

| Curriculum Area Focus | Suggested Learning Activities | Materials / Online Resources | Task to be submitted for feedback by Teacher Due Date |
|---|---|---|--|
| <p><u>Session 1</u> Learning Intention: I can use my creativity and imagination.</p> | <p>The Magic Hat by Mem Fox Open the Open the Week 10 (Friday) - Inquiry Session 1 Seesaw Activity - Possum Magic by Mem Fox task assigned to you on Seesaw.</p> <p>Watch this link to listen to the story The Magic Hat by Mem Fox https://www.youtube.com/watch?v=fnhfHJkuwzQ</p> <p>After listening to the story you are going to create a magic hat of your own!</p> <p>There is a cone-shaped Magic Hat template in this week's resource pack that you may like to use. Using paper, recyclable materials and other art/craft items you have at home, create your own magic hat.</p> <p>When you have finished, take a picture of your magic hat. Record yourself describing what happens when you are wearing it - what is it's magical power?</p> <p>Submit your response to the Week 10 (Friday) - Inquiry Session 1 Seesaw Activity.</p> | <p>Week 10 (Friday) - Inquiry Session 1 Seesaw Activity</p> <p>Cone-shaped Magic Hat template.</p> <p>Paper, recyclable materials and other art/craft items you have at home.</p>  | <p>N/A</p> |

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| <p><u>Session 2</u> Learning Intention: I can experiment with natural materials.</p> <p>I can use my creativity.</p> | <p><u>Nature/Sensory Play - Beautiful Ice Cubes</u> Collect some flower petals and leaves in your backyard or around your neighbourhood. Arrange them in a cupcake baking tin (or an ice cube tray). Add water – fill them up as much as you would like. The flowers will mostly float to the top, but that's okay because they will still set with the water when it freezes. Put them in the freezer until they are solid. When they are frozen, have fun playing with them out in the sunshine as you watch them melt!</p> | <p>Things you will need:</p> <ul style="list-style-type: none"> ● Cupcake baking tin (or ice cube tray) ● Flower petals, leaves, natural items ● Water | <p>N/A</p> <p>Optional: Upload a photo/video to your Seesaw journal!</p> |
| <p><u>Session 3</u> Learning Intention: I can use my creativity.</p> <p>I can use creative thinking and problem solving skills.</p> | <p><u>STEM Play - DIY Paint Brushes</u> Make your own paint brushes using things you can find around the house! First, gather your materials and cut larger materials down to size. We cut strips of the fabric and foam to fold into brushes. Next, use wooden pegs to clip in each material and make a brush. Last, find some paint and get painting to see what sorts of different marks and prints you can make. If you don't have any paint, you can just use water to paint on the footpath, a fence or an outdoor wall. Materials for brush ideas might include: Sponges, Twine, Burlap, Felt, Feathers, Pipe Cleaners, Pom Poms, Cosmetic wedges, Cotton Balls, Foam, Patty Pans, Netting, Crepe Paper, Material, Leaves, Ribbon, or anything else you can find around your house!</p> | <p>Things you will need:</p> <ul style="list-style-type: none"> ● Wooden pegs ● Scissors ● Paper ● Paint or water ● Fun items for brushes | <p>N/A</p> <p>Optional: Upload a photo/video to your Seesaw journal!</p> |
| <p>Inquiry: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> ● Wellbeing Wednesday (Wellbeing check in sheet-in resources) ● Cosmic Yoga - https://www.youtube.com/user/CosmicKidsYoga ● Smiling Mind App - https://www.smilingmind.com.au/ ● Mindfulness Colouring Sheets - (in resources) ● ABC Little Yarns podcasts https://www.abc.net.au/kidslisten/little-yarns/#:~:text=Little%20Yarns%20is%20a%20co.and%20countries%20of%20Indigenous%20Australia | | | |

Wednesday Specialist Program

| Curriculum Area Focus | Suggested Learning Activities | Materials/ Online Resources | Task to be submitted for feedback by Teacher Due Date |
|--|--|--|--|
| <p><u>Well Being Activity</u> Learning Intention: I can reflect on my work.</p> | <p>It's been a big term and the holidays are only a few days away! Take a few minutes to make a list or draw of all of the things that you have accomplished this term. What have you worked really hard on this term? What are some of your successes? What are you most proud of?</p> | <p>N/A</p> | <p>N/A</p> |
| <p><u>Art Activity</u> Learning Intention: I can follow instructions. I can express my ideas, observations and imagination through my art work. I can describe art works I have made and why I made them.</p> | <p>BOOK WEEK ACTIVITY - 3D CONSTRUCTION and cutting on the fold for symmetry.</p> <p>Book- 'BAT VS POSS' Amongst the branches of a paperbark tree live three possum sisters along with their furry, fluffy native friends. Everyone was happy until Squabbles the bat noisily arrived and drove all the animals out of their home. They make a plan to drive him out but Poss presents another option.</p> <p>Activity: Make a cone animal from a cardboard roll, paper towel roll, clean toilet roll. All animals have unique features. The bat has an amazing set of wings and Brushtail possums have bushy tails.</p> <p>What animal will you choose and what is their special feature?</p> <ol style="list-style-type: none"> 1. Fold a sheet of coloured A4 paper in half. 2. Draw half your animal feature starting from the fold line. ie. One bat wing or half a possum or sugar glider tail. 3. Cut on the fold and open paper. This will give you a symmetrical shape of tail or wings. 4. Repeat this technique of cutting on the fold to create ears, face. 5. Glue your pieces on. 6. Pipe cleaners, joggle eyes, pom poms and feathers could be used to decorate features. |  | <p>Assessed</p> |

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| <p><u>Indonesian Activity</u> Learning Intention: I can express that I want something and ask where it is in Indonesian.</p> | <p>Where is it?</p> <ol style="list-style-type: none"> 1. Watch the mini lesson on how to make a step by step film asking where something is. 2. Film your "Di mana" (where) script and upload it to Seesaw. | <p>Mini lesson Script proforma</p> | |
| <p><u>Physical Education Activity</u> Learning Intention: I can demonstrate Fundamental Motor Skills in different movement situations and test alternatives to solve movement challenges.</p> | <p>This week we are working on the movement skill - Dodging. A full description of the activities and games is located in the Resource folder. I hope you really enjoy them!</p> <p>Below are some tips that students should attempt to follow in performing the dodging skill.</p> <p>DODGING</p> <p>Performance Criteria</p> <ol style="list-style-type: none"> 1. Eyes focused in direction of travel throughout the dodge 2. Change direction by pushing off outside foot 3. Body lowered during change of direction 4. Change of direction occurs in one step 5. Dodge repeated from right to left, left to right, and so on  | <p>Full description of activities and games is located in the Resource Folder.</p> <p>EQUIPMENT NEEDED</p> <ul style="list-style-type: none"> • Markers that students can dodge around (e.g. empty bottles, jumpers, toys etc.) • Material (e.g. t-shirt, tee towel) to tuck into the waistband of pants to form a "tail". • Objects to use as treasure (e.g. balls, toys, clothing etc.) for collection. | |