



## Torquay College Year 4 Remote and Flexible Learning Program

### Week 2 - Year 4 Remote and Flexible Learning Program

The Torquay College Learning community has responded to our 'Remote and Flexible Learning Program' with positivity, enthusiasm and commitment. We are encouraged by our families resolve and resilience. We thank you for your hard work and goodwill.

Torquay College is continuing 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 understand that at times it might seem complex and overwhelming, but we will do all we can as a school to support you and your family. Your teachers are best placed to provide you and your child with learning support. Please continue to use 'SeeSaw' program for Foundation Year 1 and Year 2 or Google Classroom Year 3, Year 4, Year 5 and Year 6 as the learning and communication platform. If you have any concerns or issues please call the School.

If you need to gain access to digital technology the school will provide devices for loan. If you are having issues with the technology please log a ticket with the IT help desk via the school website in the Remote Learning page. A technician will contact you to provide support.

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 works for your family.

Principal Team

#### Suggested Schedule

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select a literacy task; reading, writing or spelling task from activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child's favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.

Year 4

Welcome to Week Two of our Remote and Flexible Learning Program for year 4. This is a new learning environment for all of us and we are continuing to seek your support and patience as we all adjust to this challenge.

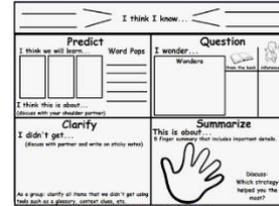
Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. It is important the learning environment for students 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.

<b>Week 2 Year Level 4</b>	
<b>Content Area</b>	<b>Suggested Learning Activities</b>
<b>Well Being</b>	<p><b>Understanding what I can do to calm myself down or keep going when things get tough</b></p> <p>Everyone has different ways to help us feel better, or to keep going when things get tough. Ask those around you to give you examples of some of the ways they cope with stress or calm themselves down when needed.</p> <p>Using the <a href="#">"My self-calming strategies" worksheet</a> and ideas for self-calming strategies list name at least two different calming strategies that you can use when you feel sad, angry, lonely, frightened or worried.</p> <p><i>Adapted from RRRR Level 3 / 4 Topic 5 Stress Management Activity 3</i></p> <p><b>Create a poster</b> Create a poster for your remote learning space showing all the things you can do if you feel worried or upset. Share your poster with your teacher.</p>
<b>Reading</b>	<p><b>Every Reading Session include Independent reading</b> I can improve my reading stamina</p> <p>Independent Reading - Comprehension Strategy Questions Reading Think Mat</p>  <p><b>Complete a minimum of 30 minutes Reading per school day.</b> You might choose to read independently or with a family member. Please document what you read in your Remote Learning book. After you read fill in - Today I read for .... (time spent reading)</p>

Today I read..... (name of book)  
 The purpose of this text is to .....  
 (Persuade Inform or entertainment)  
 Do the following only 2 times

- A. Making Connections:**
1. This reminds me of...
  2. An experience I have had like that...
  3. This reminds me of the book \_\_\_\_\_ because...
  4. How can I live differently because this book has been a part of my life?

Select a box on the Independent Reading - *Comprehension Strategy Questions* sheet (only choose 1 section to do - **not all**, such as the making connections section or copy the *Reading think Mat* into your book and record your answers



Over the last 2 weeks add up how much time you spent reading

I can make a prediction.

Work through this PowerPoint.

Students will watch the PowerPoint and respond to the questions in their Remote Learning book.



Take a photo of your prediction for the ending of the story *Lion's Lunch?* By Fiona Tierney

Upload it to google classroom for your teacher to see.

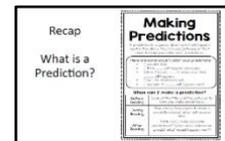
Do over 2 days/Sessions

I can make a wide range of predictions based on my personal experiences give evidence for my prediction.

Work through this Powerpoint

Students will watch the Powerpoint and respond to the questions in their Remote Learning book

Complete this assignment - it is posted on Google classroom  
 The ice cube picture is the text



and

Make a Prediction!

I see \_\_\_\_\_

I already know \_\_\_\_\_

I predict that \_\_\_\_\_

because \_\_\_\_\_

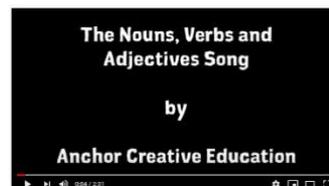
**Writing**

**Grammar**

**Learning Intention:** I can define a noun and a verb.

[The Nouns, Verbs and Adjectives Song](#)

Watch the clip - [The Nouns, Verbs and Adjectives Song](#) - YouTube



Complete the attached activity sheet. Colour the Nouns Blue and the Verbs red.

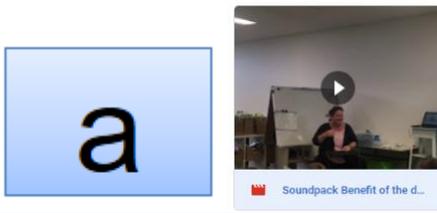
[W1T2nouns and verbs for smartboard.pdf](#)

Completed Activity sheet- please stick in your Remote Learning Book or save on your netbook.

**Spelling**

**Learning Intention:** I am learning to spell new words.

[Sound pack PowerPoint](#)



**Spelling Words** Learn your weekly spelling words by completing the list 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.

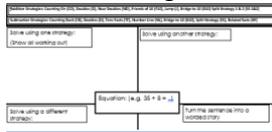
Use The Sound pack Cards PowerPoint to practice and teach someone else. Use the video of Mrs. Long demonstrating to help you.

Don't forget to do Nessy typing, Ness Writing

**Maths**

**Mathletics: This task can be completed daily.** You need to complete the set tasks for Addition and Subtraction, our current learning unit. Please complete 30 minutes of Mathletics daily. You can do as much live Mathletics as you want. Your teacher will be able to see your progress from the teacher portal on Mathletics.

The following is a template (think board) that can be used to solve addition/subtraction problems, which aims to get students to use a variety of strategies for each sum.



**Don't forget to do Nessy Numbers**



**Maths Experience Week 2**

**Dinner Time!**

**Learning Intention:**

I can use my maths skills in a real life situation.

I can measure quantities and use time to create a meal for my family.

In your Remote Learning Book.

	<p>Help your parents create a meal for your family. Include some real life maths eg How long will your meal take? What time do you need to start if dinner is at 6pm? Cut the carrots into eighths. If every person needs 2 potatoes and you have 6 people in your family, how many potatoes do you need? How many ml of water do you need to boil the rice? Measure using a measuring cup.</p> <p>Get your family to give you a 5 star rating on your meal, along with some celebrations and constructive feedback.</p> <p>You can video them or have them write some feedback and stick it in your Maths Book.</p>
	<p><b>Problem Solving Week 2</b> <b>Learning Intention:</b> I can use various strategies to solve problems.</p> <p>In your Problem, Remote Learning Book. <b>Step 1, Step 2</b> Solve the problem using whatever strategy works for you. You may want to draw it out, act it out, create a table or any other strategy.</p> <p>Record answers in your Maths Book.</p> 
<p><b>Inquiry</b></p>	<p>What is a scientist? What types of scientists are there? What do they do?</p> <p>Watch BTN <a href="http://www.abc.net.au/btn/story/s2994515.htm">http://www.abc.net.au/btn/story/s2994515.htm</a></p> <p>Students draw with a black fine liner on plain white paper what they think a scientist looks like. Can be backed on black paper and displayed in the room.</p> <p>Upload your answers to these questions:</p> <ul style="list-style-type: none"> <li>● What is a scientist?</li> <li>● What types of scientists are there?</li> <li>● What do they do?</li> </ul> <p>Upload a photo of your scientist drawing</p>
<p><b>Physical Activity</b></p>	<p><b><u>Cross Country</u></b> Students 8, 9 and 10 yrs run 2 kilometres. Start by jogging around the block with a family member and increase the distance a bit more each day.</p> <p><b><u>AFL skills</u></b> Practise by kicking 20 drop punts. Handballing to a target on a wall. Running and bouncing in the backyard</p> <p><b><u>Basketball skills</u></b> Practise dribbling the ball in the driveway. Do 20 chest passes and 20 bounce passes.</p> <p><b><u>Week 2 Cross Country</u></b> Continue to increase the distance from previous week.</p> <p><b><u>AFL skills</u></b></p>

	<p><u>Handball Tag</u> - One or more players with footballs attempt to tag others by handballing. The last remaining player is the winner.</p> <p><u>Two VS One Handball</u> - Groups of three. Two players run and handpass the ball to each other, the third player attempts to intercept or block the ball. No tackling is permitted. A goal is scored after three handballs have been received without the ball touching the ground.</p> <p><u>Set Shot Goal Kicking</u> – from various distances and angles</p> <p><b>Basketball skills</b> Attacking and Defending – piggy in the middle</p>
<b>Indonesian</b>	<p><u>Ordering at a Restaurant vocab poster</u> (Download from Google Classroom or look in learning pack) <u>Stick it your house somewhere where you can learn the words</u></p> <p><b>Activity 1:</b> <a href="#">Watch Fung Bros Indonesian Food</a></p> <p>Have you ever eaten any of these foods?</p> <p><b>Activity 2:</b> Begin making an Indonesian menu (daftar makanan) of your own. Look on the Google Classroom or in your Learning Pack for instructions and an example of this task. Spend ½ and hour on this.</p> <p><b>Activity 3:</b> <a href="#">Watch the video on serving food and drinks</a> and serve your family their meal. Don't forget to be very polite.</p> <p><b>Super Challenge:</b> Complete some of the interactive tasks for Topic 34. Open with Explorer not Chrome. <a href="#">Languages Online Indonesian topics</a></p>
<b>Art</b>	<p>Science- Inquiry Unit Research optical illusions- there are many websites with examples that will keep you fascinated. Pick one you like. What does the illusion do and what makes it work? Draw and colour your chosen illusion. Give it a name. Suggested site: <a href="https://www.optics4kids.org/illusions">https://www.optics4kids.org/illusions</a></p>
<b>Optional websites sites that can be</b>	<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> </ul>

<p><b>accessed to support learning</b></p>	<ul style="list-style-type: none"><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 Ipads.</li><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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