



## Remote and Flexible Learning Term 3 2020

Year: 5

Week: 6

Torquay College community is working creatively to meet the learning needs of all our students. The short mini lessons that teachers are posting are proving to be a welcomed addition to our learning program. The positive feedback received is encouraging and motivates us all to keep working to innovate and improve the teaching and learning program for all students.

Setting up a supportive home and school learning environment is key to ensuring a successful learning partnership and experience in the 'Remote and Flexible Learning' program.

The following is a guide to support and remind families to:

### Setting up a learning environment:

Creating a quiet and comfortable learning space is crucial. Your child may have a regular place for completing 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, we encourage families to closely monitor and support your child/ren's learning.

### Family 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 forever.
- 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).

### Establishing 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 (screen time)
- keep your children social, but set rules around their social media interactions.

If you have any questions or concerns about your child's learning please contact your class teacher or the school.

Regards,

Nadia Tkaczuk  
Assistant Principal

Weekly Team Message:

Hello Year 5 Community,

Thank you to all the Year 5 students and families who reached out to the Year 5 teachers for clarification and guidance in relation to the students' work. It was also pleasing to reconnect with our families - everything seemed very familiar! The teachers greatly appreciate the efforts families and students are putting into their education. Families are now able to book a 3-Way conference with their child's teacher using the Sentral Parent Portal to book a time over the fortnight period or as required.

Well done to the students who were able to submit their two assessment tasks last week.

**A tip:** Try to complete the assessed tasks early in the week to ensure you have submitted them and then can receive timely feedback from your teachers.

The student's work is 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 each day and make it the first task you complete when beginning your daily school work. The 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)

<b>Class</b>	<b>WebEx Room No</b>	<b>Google Classroom Code</b>
5A	Beth Knucky (Tuesday): 576 981 508 Ross Cuthbertson (Mon, Wed - Fri): 572 250 947	d4gyng
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

<b>Specialist</b>	<b>Google Classroom Codes</b>
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 - lyquvrij 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	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	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> <b>Learning Intention:</b> Create imaginative, informative and persuasive texts for different purposes and audiences</p> <p><b>Success Criteria:</b> I can select an appropriate text structure for the writing purpose</p>	<p>Get your ideas flowing with some <b>Quick Writes</b>.</p> <ul style="list-style-type: none"> <li>- 30 secs / 1 min thinking and deciding</li> <li>- 5 minutes writing/typing</li> <li>- 2 minutes editing (MAKE IT BETTER. DOES IT MAKE SENSE?)</li> <li>- Use just the picture OR</li> <li>- Use the picture and sentence idea (it doesn't have to be the opening line! Or the exact wording)</li> <li>- <b>**Challenge**</b> try different text types for each write</li> <li>- <b>**Stuck for ideas?*</b> describe in detail what you see in the picture</li> </ul>	<p>Slideshow x 3 Writing Prompts pdf</p>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> Understand how to use spelling patterns to spell new words.</p> <p><b>Success Criteria:</b> I can use different codes to spell new words containing the 'oo' and 'u' sound. I can recognise that different codes make the same sound. I can use spelling rules to</p>	<p><b>Spelling</b></p> <p>Investigate the twins (not identical). The codes ui and ew make two sounds (oo and u).</p> <p>Read through the slide, watch the video unjumble the words and then listen to the dictation to complete some sentences in your work book.</p>	<p>Slideshow pdf</p>	

help me spell new words.			
<p><b>Session 3</b> <b>Learning Intention:</b> Create a variety of sequenced texts for different purposes and audiences</p> <p><b>Success Criteria:</b> I can adjust my content, tone and formality of language to reflect my purpose and audience</p>	<p><b>Storytelling</b></p> <p>This lesson for Storytelling we will be reviewing the written version of Kiara's story; Gumboots. As you read through - identify the great features of storytelling she has used (exaggeration, figurative language, building tension, repetition, description, drama)</p> <p>Continue to draft your story (the one you interviewed a family member about). Use Kiara's and Donny's from last week as a guide to help you along.</p> <p>Practise telling your story to someone and add details as you go.</p>	Gumboots	

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

LI: Create imaginative, informative and persuasive texts for different purposes and audiences

SC: I can select an appropriate text structure for the writing purpose  
I can plan, draft and publish a variety of texts

Continue working on your choice writing following our Writing Process.

**Do not begin a new piece until you have published your last piece.**

[https://docs.google.com/presentation/d/1SFw30yH8KKg65\\_VOE\\_j05AExGihdz90ZyEOBMB4GMw/edit#slide=id.g71c70e26aa\\_0\\_0](https://docs.google.com/presentation/d/1SFw30yH8KKg65_VOE_j05AExGihdz90ZyEOBMB4GMw/edit#slide=id.g71c70e26aa_0_0)

## Reading

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> <b>Learning Intention:</b> Analyse and explain literal and implied information from a variety of texts</p> <p><b>Success Criteria:</b> I can use comprehension strategies to analyse information by integrating and linking ideas</p>	<p><b>Novel Choice Board</b></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>(Families working offline: to avoid mass photocopying, please refer to Week 5 - Resources for templates to match the Novel Choice Board)</p>	
<p><u>Session 2</u> <b>Learning Intention:</b> Describe how events, characters and settings in texts are depicted and explain their own responses to them</p> <p><b>Success Criteria:</b> I can give considered opinions about a text (orally, written or digitally)</p>	<p><b>Novel Choice Board</b></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>(Families working offline: to avoid mass photocopying, please refer to Week 5 - Resources for templates to match the Novel Choice Board)</p>	<p><b>Task Assessed by Teacher</b></p> <p><b>Due Date: Friday 21st August</b></p> <p><b>Please upload your completed role and recording/video</b></p>
<p><u>Session 3</u> <b>Learning Intention:</b> Analyse and explain literal and implied information from a variety of texts</p> <p><b>Success Criteria:</b> I can find and use information found in texts I can evaluate the information I find in texts</p>	<p><b>BTN - Online option</b> 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 post onto Google Classroom. Respond to others' questions and reply to comments on your own questions.</p> <p><b>BTN - Offline option</b> 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>	<p>Please note: BTN Specials are on ABC Me daily (running for 15 mins, generally between 10am and 12 noon)</p>	

**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\\_vq](https://textadventures.co.uk/games/play/5zyoarsugeopel3ffhz_vq)

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> <b>Learning Intention:</b></p> <p>To work individually on a goal specific task I can use my skills to work through my goals</p>	<p><b>Fractions, Decimals and Percentages Goals:</b></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"> <li>- Complete the evidence tasks in your maths book.</li> </ul>	<p>Link to Goals Folder for all the FDP goals.</p> <p><a href="https://drive.google.com/drive/folders/1NPAIFBQe_ZTp_3iQr9EG406CYW-ph8i">https://drive.google.com/drive/folders/1NPAIFBQe_ZTp_3iQr9EG406CYW-ph8i</a></p> <p><b>Mini Lesson Video Attached.</b> <a href="https://drive.google.com/file/d/1eet2QVi1Noi3YgHovOiPg9QJa9axpvPN/view">https://drive.google.com/file/d/1eet2QVi1Noi3YgHovOiPg9QJa9axpvPN/view</a></p>	
<p><u>Session 2</u> <b>Learning Intention:</b></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><b>Rich Task: Decimals</b></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><b>Rich Task pdf - Decimals</b></p> <p><a href="https://docs.google.com/document/d/1GPBgPpGVjNjmfIKnEkYpMQ8ijenevD68Llg_1KjpxcQ/edit">https://docs.google.com/document/d/1GPBgPpGVjNjmfIKnEkYpMQ8ijenevD68Llg_1KjpxcQ/edit</a></p>	
<p><u>Session 3</u> <b>Learning Intention:</b></p> <p>To consolidate my mathematical thinking to solve a variety of problems.</p>	<p><b>Mental Maths:</b></p> <p>Complete Week 11.</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
<u>Session 1</u> <b>Learning Intention:</b> To investigate significant events, people and challenges in Australia's history from 1788-1901	<b>Learning Rotations</b> 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. <ol style="list-style-type: none"><li>1. Watch the video.</li><li>2. Read the information in the Google slides</li><li>3. Complete the task outlined in the slides.</li><li>4. Complete your 'Reflection' slide in Google Classroom, answering the question - "If I Could Go Back in Time"</li></ol>	Google Classroom Inquiry-Shaping our Nation Weekly rotation	

<p><u>Session 2</u>  <b>Learning Intention:</b>          To investigate significant events, people and challenges in Australia's history from 1788-1901</p>	<p style="text-align: center;"><b>Rubric</b></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><u>Session 3</u>  <b>Learning Intention:</b>          We are learning about financial budgets</p> <p><b>Success Criteria:</b>          I can track my withdrawals          I can track my deposits</p>	<p><b>Earn \$ Learn</b></p> <p>Your Task...  <b>Is to spend as close to \$1000 without going over.</b></p> <p>Your Options...</p> <ul style="list-style-type: none"> <li>- Design and furnish a new bedroom</li> <li>- Buy a new pet</li> <li>- Organise a party, or...</li> <li>- Convince your teacher/parent of an amazing idea</li> </ul> <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>	<p style="text-align: center;"><b>Task Assessed by Teacher</b></p> <p style="text-align: center;"><b>Due Date: Friday 21st August</b></p>
<p><b>Inquiry:</b> Optional Extra- if you want to do more:</p>			

## Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention:</b></p> <p>I can plan and practise strategies to promote health, safety and wellbeing</p>	<p><b>Move your way to a healthy headspace!</b></p> <p>Staying active can help you sleep better, manage stress and boost your mind and energy too. We're probably all spending more time online and less time being active during flexible and remote learning. Sometimes when we are stressed or feeling low, you probably feel more like watching TV than being active. Check out the "Moving your way to a healthy headspace" page at the headspace website, there's a cool video with some tips and even a 30 second online quiz to help check in with yourself and how you're traveling.</p> <p>Find a way to keep active and incorporate an hour of physical activity into your daily routine. It doesn't have to be running on the treadmill or going to the gym. It's really anything that gets your body moving and increases your heart rate. Activities like walking, skating, dancing or surfing will all help you release stress and stay on top of things. Below there's a few links to quick home workouts and even a goal kicking lesson from Gary Ablett Jr if you need some help deciding what to do.</p>	<p>headspace "Moving your way to a healthy headspace" page: <a href="https://headspace.org.au/young-people/moving-your-way-to-a-healthy-headspace/">https://headspace.org.au/young-people/moving-your-way-to-a-healthy-headspace/</a></p> <p>Mental health tip #4 - Make your play - stay active" video from headspace: <a href="https://www.youtube.com/watch?v=7dgYKqI2IaQ">https://www.youtube.com/watch?v=7dgYKqI2IaQ</a></p> <p>Workout with Richelle "Rocky" Cranson and her dogs: <a href="https://www.youtube.com/watch?v=megZAi1BBUE">https://www.youtube.com/watch?v=megZAi1BBUE</a></p> <p>Learn to kick an AFL goal with Gary Ablett: <a href="https://www.youtube.com/watch?time_continue=36&amp;v=0ExTwX5zoHA&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=36&amp;v=0ExTwX5zoHA&amp;feature=emb_logo</a></p> <p>Workout with Joel Selwood: <a href="https://www.youtube.com/watch?v=xDbvni5s1nM&amp;t=1s">https://www.youtube.com/watch?v=xDbvni5s1nM&amp;t=1s</a></p>	

<p><u>Art Activity</u>  <b>Learning Intention:</b>  I can describe how I feel and think when viewing art work by others</p>	<p><b>Year 5 Inquiry:</b> Curious Colonies- Where would we be without Federation?</p> <p><b>Research and examine the paintings of Australian artist- Sidney Nolan. Which one do you like the best? Why? What are your thoughts and feelings? Think about the landscape, colours, images, solitary figures or groups, content, brushstrokes, type of paint and by thinking and researching, put together a short 3 minute video. Sidney did more paintings than the iconic Ned Kelly series he gifted to the Reeds. He also did crayon work when in Melbourne and Ocean Grove. So examine the span of his works before you make your choice.</b></p> <p><b>Please post your video to your stream so that we can watch.</b></p>	 <p><b>Sidney NOLAN</b>  born Australia 1917; arrived United Kingdom 1953; died 1992</p> <p><b>Ocean Grove 1938</b>  oil on paper  Private collection, Melbourne</p> <p>'My initial idea as a boy was that abstract painting was the way I wanted to express myself: the first exhibition I had, in 1940, was as abstract as I could make it', said Sidney Nolan in 1988.</p> <p>This early work—and the adjacent <i>Stars and pier</i> which dates to Nolan's time living in St Kilda—reflects the artist's interest in abstraction through line, form and colour, as well as the locations he resided and aspects of the world around him.</p> <p>1938 was a significant year for Nolan: he first met John Reed, who was to become his patron at Heide where the first <i>Ned Kelly series</i> was painted; he became a foundation member of the Contemporary Art Society in Melbourne; and he married Elizabeth Paterson. The couple lived in Ocean Grove throughout 1938.</p>	
<p><u>Indonesian Activity</u>  <b>Learning Intention:</b>  I can match Indonesian words with English words to translate meaning.</p>	<ol style="list-style-type: none"> <li>1. Watch the mini lesson on the names of places.</li> <li>2. Download the Word document onto your computer- <ul style="list-style-type: none"> <li>• Click the 3 dots in the right hand corner. Download as a Word Doc and enable editing. Alternatively print out.</li> <li>• Cut and paste the words into the correct box.</li> </ul> </li> <li>3. For each member who puts a completed document into the Assignment section (not in the stream), 5 points. More points will be awarded for members who complete and are correct.</li> </ol>	<ul style="list-style-type: none"> <li>• Mini lesson on the names of places on Google Classroom.</li> <li>• Matching sheet.</li> </ul>	

Physical Education

Activity

**Learning Intention:**

**I can participate in a range of physical activities and explore their health skill and fitness benefits**

Hello Year 5!

Welcome to Term Three Week 6 of our remote and flexible learning.

**Activity 1 – Dice roll exercises**

To warm up, we have a 10 minute workout with Mr. McLoughlan – it is a dice challenge – the number you roll on the dice is the amount of the exercise you do. The exercises are: push ups, star jumps, mountain climbers, frog leaps, standing long jumps, stool step ups.

Watch the video clip in google classroom to see how it works.

**Activity 2 – Backyard Bocce**

See Mr. McLoughlan's video in google classroom for instructions on how to play.

**Steps:**

- Roll the pallino (golf ball) out about 6-10 metres from the starting point. Take in turns to throw the bocce ball (with back spin) to land closest to the pallino. Each player has two turns.
- If you are closest to the pallino you get one point. If both your balls are closest you get two points.
- Play first to 10 or first to 15.

**Activity 3 – Dance time**

- Any type of ball

- bocce set or tennis balls or tin cans and a golf ball

- Dice

- Stool

- internet

- Mower

Now to get you up and moving again, this one is a 3:36 minute dance session with "So what" by Pink. A great way to feel the rhythm.  
<https://www.youtube.com/watch?v=ywFM3MCRKJ8>

**Activity 4 – Optional challenge with parents' permission - Mow the lawns.**

**Steps:**

- Watch Mr. McLoughlan's demonstration video in google classroom.
- Mowing the lawns is a fantastic whole body work out, plus it gets a job done.

See you next week!