

## Week 1 and 2 Year 1 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.

Welcome to our Remote and Flexible Learning Program for Year 1. 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 Year 1 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.

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

### Year 1 - Week 1 and 2

Content Area	Suggested Learning Activities
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 <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</p> 

	<p>this might provide a positive distraction and generates hope and plans for the future.</p>
<b>Spelling</b>	<p><b>Sound - ch</b> Rule - A digraph is a two letter blend that makes one sound.</p> <p>The digraph ch makes the sound ch- chop</p> <p>Your child can view the sound mats to go through the sounds and spelling rules.</p> <p>Help your child learn the spelling rule and practice this by learning the following words. They can use the strategy of finger spelling (they have been taught this). Your child can read the words, write the words, and then read the words again.</p> <p><b>Words to demonstrate the ch spelling rule</b> - chin, chat, chip, chug, chum, chain, chair, chess, check, cheese, such, rich, church, chop, bench</p> <p><b>If your child would like more challenging or easier words please look in the levelled books on Epic, Reading Express or home books.</b></p> <p><b>Watch:</b> Let's Learn About the Digraph ch Phonics Song for Kids with Jack Hartmann <a href="https://www.youtube.com/watch?v=FWg2uzAuSe4">https://www.youtube.com/watch?v=FWg2uzAuSe4</a></p> <p><b>Irregular words</b> - Your child can learn from the list of High Frequency Words in their reader diary.</p>
<b>Reading</b>	<p>Choose a book to read together or your child can read independently. If you choose to read with your child, encourage them to read out loud, use the attached sheet 'guided reading challenge' and 'guided reading questions'. Have your child choose one task per day from the list.</p> <p>If you would like decodable books to read with your child, you could choose a book from the below website. These books are matched to the sounds that are the focus of the lesson and can be printed or downloaded to a device. There are also support tasks that you could also complete with your child if they need that additional support.</p> <p><a href="https://www.speld-sa.org.au/services/phonic-books.html">https://www.speld-sa.org.au/services/phonic-books.html</a></p> <p><b>You can also choose a levelled text from Get Epic. You will need to subscribe to this and it is free. Use the link below –</b></p> <p><a href="http://www.getepic.com">www.getepic.com</a></p> <p style="text-align: center;"><b>Record Your Learning</b> <b>Complete one of the reading challenges and upload this to SeeSaw.</b></p>
<b>Writing</b>	<p><b>Genre – Recount</b> Your children can write about any personal experience they have had. This could include - Their weekend A trip to the park/beach Recount a play experience A recent holiday (Summer holidays) A recent family activity Playtime with a pet</p> <p>Try to include the 5 w's – Who, What, When, Where, Why</p>

	<p>Have your child identify where they have included the 5w's (who, what, when, where, why). Include punctuation such as full stops, capital letters, commas, question marks, exclamation marks.</p> <p>Your child can also follow the writing cycle of -          Prewriting/planning          Drafting          Revising          Editing          Publishing</p> <p><b>Handwriting - practice formation of lowercase letters - encourage your child to say the sound of the letter as they write it.</b> <a href="https://www.youtube.com/watch?v=olgfKjTTvtY">https://www.youtube.com/watch?v=olgfKjTTvtY</a></p> <p><b>Dictation linked to the spelling rule.</b>  <b>Read the sentence out and your child writes the sentence, using knowledge of spelling and punctuation.</b>          Chad can tap his chin on the way to chess.          The bird on the big branch is chirping.          I crunched a bunch of chips for lunch.          Chip did chat on the bus on the way to school.</p>
<p><b>Maths</b></p>	<p><b>Warm Up Activity:</b>          YouTube: Jack Hartmann. Count to 100 with Grandma and Grandpa  <a href="https://www.youtube.com/watch?v=cVwjmC-gpBU">https://www.youtube.com/watch?v=cVwjmC-gpBU</a></p> <p><b>Place value</b>  <b>1st Activity:</b>          Help your child practise skip counting by 2s, 5s and 10s using the interactive 100s chart:  <a href="https://www.abcya.com/games/interactive_100_number_chart">https://www.abcya.com/games/interactive_100_number_chart</a></p> <p>Help your child count large collections by grouping them into groups/bundles of tens and ones.</p> <p>Begin by placing a large group of objects on the floor (e.g. Lego pieces, pasta, beads, pegs, marbles, shells, stones, leaves, gumnuts etc.).          Ask your child to first estimate how many objects there are. Then have your child sort the objects into groups/bundles of tens and ones. Encourage careful counting.          Have your child record the answer and rename it in different ways, such as, 32 is 3 tens and 2 ones, or it could be 32 ones.          Repeat with different amounts and/or different objects.          They could then order the written numbers from smallest to largest.</p> <p><b>2nd Activity:</b>  <a href="https://www.topmarks.co.uk/learning-to-count/place-value-basketball">https://www.topmarks.co.uk/learning-to-count/place-value-basketball</a>          This activity can be done with die or playing cards (use only aces to nines).          Draw up a place value chart for each participant depending on your child's understanding of place value e.g. ones tens hundreds thousands.          If playing with dice, take it in turns rolling dice and then placing number on place value chart to make highest number. Children have to make judgements as to where to place their number depending on the value rolled E.g. If a 6 is rolled would they put in the ones, tens or hundreds? Hopefully hundreds!          If using cards, place deck face down, player takes top card and places number on chart E.g. if 2 is selected would you place it in ones or hundreds column? (Hopefully ones.). Winner for the round creates the highest number. Number of rounds at your discretion. Reverse this to see who can make the smallest number.</p>

	<p><b>Money</b></p> <p><b>3rd Activity:</b> The children have been working on identifying Australian coins and their value. Use coin rubbing (placing a coin under a piece of paper and using a crayon/pencil to rub over the top) place coins in order from least to highest value. Students identify different ways to make \$1 Use a catalogue to identify items that are \$1 or \$2.</p> <p><b>4th activity:</b> Mathletics and Math Seeds activities related to place value and money: use something easier or something harder option in Mathletics to suit your child's level of ability.</p> <p style="text-align: center;"><b>Record Your Learning</b></p> <p style="text-align: center;"><b>Take a photo of your money task and upload to SeeSaw.</b></p>
<p><b>Inquiry</b></p>	<p><b>Create a Seasons photo display/ poster</b></p> <p>This term the children will be learning about changes in the weather during each of the seasons. Collect or print a photo of them self in each of the four seasons.</p> <p>For example  <i>Summer – swimming at a beach, water park or river</i>  <i>Autumn – visit to Rip Curl pro, a photo with autumn leaves, a photo from the Easter school holidays</i>  <i>Winter – visits to the snow, winter sports, rugged up warm</i>  <i>Spring – visiting gardens, playing outdoors, flying kites</i></p> <p>Use these photos to create a poster / display of each of the four seasons. The children will need to think about how the changes in the seasons affect our choices about what we wear and the activities we do.</p> <p>Have your child write some words or short sentences that relate to each of the photos and the season they were taken in e.g.: Summer, surfing, beach, hot, sunny, blue sky, December, January, February</p> <p>Be as creative as you like by adding pictures to accompany the writing and photos.</p> <p style="text-align: center;"><b>Record Your Learning</b></p> <p style="text-align: center;"><b>Take a photo of your finished photo display / poster and upload to SeeSaw.</b></p>
<p><b>Physical Activity</b></p>	<p><b>BASKETBALL DRIBBLING</b></p> <ul style="list-style-type: none"> <li>• Bouncing continuously on your dominant hand for 2 minutes</li> <li>• Same for your non dominant hand</li> <li>• Can you bounce while alternating the hand you use</li> <li>• Try walking or jogging while bouncing</li> <li>• Challenges you could try:             <ul style="list-style-type: none"> <li>- Balancing on one leg while bouncing</li> <li>- Bouncing, turning around and continuing the bounce</li> <li>- Sitting/squatting down and standing up while still bouncing</li> <li>- Come up with your own challenge</li> </ul> </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>

1. Make a start point and work your way around the sidewalk (or wherever you are making the obstacle course) by drawing different activities.
2. Include many different tasks such as *running, dancing, jumping, hopping, twirling, clapping, going backwards*, etc.
3. You may even add in some specific actions and sounds. E.g. Roar like a lion, bark like a dog.

Here is a link you can use to help create a chalk obstacle course:

<https://www.facebook.com/PlayTivities/videos/1878755249006690/>

Examples:



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

Playing games vocab poster

(Download from Seesaw or look in learning pack)

Stick it your house somewhere where you can learn the words

### Activity1:

Think about all of the games you like to play (**MAIN- means play**) with the other kids in your neighbourhood. Write them down. Indonesian children love playing (**main**) games with their friends too. One of the games is called lompat tali (jump rope or skipping). See if you can find a skipping rope at home. Count in Indonesian and see how many skips you can get up to. If you don't have a skipping rope you could find something to jump over from side to side.

Can you make it to duapuluh?

11- sebelas

12- duabelas

	<p>13-tigabelas 14-empatbelas 15-limabelas 16-enambelas 17- tujuhbelas 18- delapanbelas 19-sembilanbelas 20- duapuluh</p> <p><b>Activity 2:</b> Print out or look at the vocab poster with action words for playing and stick it up in your house where you can see them. Watch the video through Seesaw for how to pronounce the new words. Practice saying them. Try using them during the day and tick them off on your poster when you do. Try and get 5 ticks for each box over the week. For example, “Ayo, play Uno”. Or if you are very clever, “Ayo, main Uno”</p> <p><b>Super Challenge:</b> Watch the video of the different ways <a href="#">Indonesian kids play jump rope</a>. See if you can do play one of these ways.</p>
<p><b>Art</b></p>	<p>Seasons- Inquiry Unit</p> <p>Find some beautiful autumn leaves of different shapes and sizes from your garden. They will most likely be all different colours. Lay down on a flat surface with a piece of paper on top and rub a zoom or crayon over to create a rubbing. Don't move the paper! Or if you have paint, make leaf prints. Paint the leaves with a brush and stamp onto the paper.</p> 
<p><b>Optional websites sites 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>• BTN <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></li> <li>• A maths dictionary <a href="http://amathsdictionaryforkids.com/">http://amathsdictionaryforkids.com/</a></li> <li>• Abcya <a href="http://www.nessy.com/">http://www.nessy.com/</a></li> <li>• Nessi <a href="https://www.nessy.com/us/">https://www.nessy.com/us/</a></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>