

Year: One

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

Dear Year One Families,

This week we will have two **Class Community Circles on Webex**. This gives 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 **.

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	8.30 – 9.30am	Physical Education	Torquay College PE Lesson.
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 - 10.30am	Art Activity	Torquay College Art 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	Indonesian Activity	Torquay College Indonesian 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 write neatly on the dotted thirds.</p>	<p><u>Handwriting</u> As a warm up today, you will need to watch <i>Week 6 (Monday) - Writing Session 1 Seesaw Activity</i>. As you watch the two tutorials, write the lowercase and uppercase alphabet on dotted thirds in your Remote Learning Workbook. Remember to leave spaces between each letter and sit the letters correctly 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 work and submit your response to the <i>Week 6 (Monday)- Writing Session 1 Seesaw Activity</i>.</p>	<p>Week 6 (Monday) - Writing Session 1 Seesaw Activity</p> <p>Handwriting - Lowercase letters https://www.youtube.com/watch?v=olafKiTTvtY</p> <p>Handwriting - Uppercase letters https://www.youtube.com/watch?v=RrWbiZi8G_A</p> <p>Year One Handwriting book</p>	<p>N/A</p>
<p><u>Session 2</u> Learning Intention: I can use new topic words in my writing.</p> <p>I can locate verbs, nouns, adjectives within sentences.</p>	<p><u>Poetry</u> Watch the <i>Week 6 (Tuesday) - Writing Session 2 Seesaw Activity</i>. You will decide on your own characters and verbs to use in the poem to make it your own. Once you have typed in your responses to complete the poem, you will use the pencils to illustrate what the poem is saying. You will use the microphone to read the poem aloud.</p> <p>When you are finished, submit your response to the <i>Week 6 (Tuesday)- Writing Session 2 Seesaw Activity</i>.</p>	<p>Week 6 (Tuesday) - Writing Session 2 Seesaw Activity</p>	<p>N/A</p>
<p><u>Session 3</u> Learning Intention: I can use new topic words in my writing.</p>	<p><u>Poetry</u> Watch the <i>Week 6 (Thursday) - Writing Session 3 Seesaw Activity</i>. You are going to write your own poem about birds in your Remote Learning Workbook. Refer to the template attached to help you with the structure of the poem. You will need to think of some creative adjectives (describing words) to add to your poem.</p>	<p>Week 6 (Thursday) - Writing Session 3 Seesaw Activity</p> <p>Bird poem template</p> <p>Remote Learning Workbook</p>	<p>Add response to the <i>Week 6 (Thursday)- Writing Session 3 Seesaw Activity</i></p>

I can locate verbs, nouns, adjectives within sentences.	When you have finished writing, you may like to illustrate your poem. Take a photo of your completed work and then use the microphone to record yourself reading it aloud. When you are happy with your recording, submit your response to the Week 6 (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
<p><u>Session 1</u> Learning Intention: I can use letter patterns to help me read and write words.</p>	<p><u>Spelling</u> Watch the Week 6 (Monday) - Reading Session 1 Seesaw Activity. Go to the template and follow the instructions to complete the activity. OR <u>Hard Copy Option</u> Watch the Week 6 (Monday) - Reading Session 1 Seesaw Activity. Ask an adult or sibling to show you the Digraph & Silent E pictures (without words) one at a time. For each word use letter tiles/scrabble tiles to make the Digraph and Silent E words and write them in your book Use the Red Flag Words - the, and, was - and some of the Silent E words to write a sentence</p>	<p>Week 6 (Monday) - Reading Session 1 Seesaw Activity</p> <p><u>Hard Copy Option</u> Remote Learning Workbook Letter Tiles and Digraph & Silent E Pics (in Resource Pack) Or Scrabble tiles may be used instead of letter tiles</p>	N/A

	Take a photo of your work and upload it in the Week 6 (Monday) - Reading Session 1 Seesaw Activity.		
<p><u>Session 2</u> Learning Intention: I can retell the most important parts of a story.</p>	<p><u>Reading Comprehension - Retell</u> Watch the Week 6 (Tuesday) - Reading Session 2 Seesaw Activity. Listen to the story of 'Cunning Crow' and think about the characters, setting and important events that happen. **If you are unsure of the most important parts of the story, you might like to watch the video again. After listening to 'Cunning Crow', retell the story using pictures or words. You can choose how you would like to complete your retell;</p> <ol style="list-style-type: none"> 1) Use the template on Seesaw to retell the story 2) Print the template and retell the story 3) Complete your retell in your Remote Learning workbook using the template as a guide. <p>Include the most important parts, such as, characters, setting and main events from the beginning, middle and end of the story. When you have finished retelling 'Cunning Crow' using pictures or words, <u>use the microphone to record yourself reading your retell aloud to your teacher.</u> Make sure you use a clear voice and when you are happy with your recording, submit your response to the Week 6 (Tuesday)- Reading Session 2 Seesaw Activity. Challenge: retell the story in order using words such as, 'In the beginning, next, then, after that'.</p>	<p>Week 6 (Tuesday) - Reading Session 2 Seesaw Activity</p> <p><u>Hard Copy Option</u> Retell template or Remote Learning Workbook</p>	<p>Add response to the Week 6 (Tuesday) - Reading Session 2 Seesaw Activity.</p>
<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 Comprehension</u> Watch the video tutorial in Week 6 (Thursday) - Reading Session 3 Seesaw Activity. 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 Week 6 (Thursday) - Reading Session 3 Seesaw Activity.</p>	<p>Week 6 (Thursday) - Reading Session 3 Seesaw Activity RAZ Kids https://www.raz-kids.com/ RAZ Kids usernames and passwords</p>	<p>N/A</p>

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

- 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/phonics-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
<p><u>Session 1</u> Learning Intention: I can describe, recognise and classify familiar two and three dimensional shapes.</p>	<p>Seesaw - 2D and 3D Shapes Watch the <i>Week 6 (Monday) - Maths Session 1 Seesaw Activity</i> on 2D and 3D Shapes. You will then colour in the shapes on the worksheet. If it is a 2D shape colour in blue and if it is a 3D shape colour in orange. Take a photo of the worksheet and post on Seesaw. <u>Extension</u> Classify shapes around the house. Walk around and collect objects that are 2D and 3D shapes and classify into 2 groups. One group is for 2D objects and the other group is for 3D objects. Take a photo and submit your response to <i>Week 6 (Monday) - Maths Session 1 Seesaw Activity</i>.</p>	<p>Week 6 (Monday) - Maths Session 1 Seesaw Activity Worksheet</p>	N/A
<p><u>Session 2</u> Learning Intention: I can describe, recognise and classify familiar three dimensional shapes using obvious features.</p>	<p>Seesaw - 3D Shapes Watch the <i>Week 6 (Tuesday) - Maths Session 2 Seesaw Activity</i> on 3D shapes. Seesaw - Move the objects to the matching 3D shape column. Post to your teacher once completed. or <u>Hard Copy Option</u></p>	<p>Week 6 (Tuesday) - Maths Session 2 Seesaw Activity or <u>Hard Copy Option</u> Worksheet</p>	N/A

	Worksheet- Cut and paste the objects, then paste the object into the correct column. Take a photo and submit your response to Week 6 (Tuesday) - Maths Session 2 Seesaw Activity.		
<p><u>Session 3</u> Learning Intention: I can describe, recognise and classify familiar two and three dimensional shapes.</p> <p>I can describe, recognise and classify familiar three dimensional shapes using obvious features.</p>	<p>Seesaw - Mathletics - Shape Your teacher has assigned tasks related to shape on Mathletics. You can also complete any other activities related to shape on Mathletics and MathSeeds.</p> <p>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>	<p>Week 6 (Thursday) - Maths Session 3 Seesaw Activity</p> <p>https://www.mathletics.com/au/</p>	N/A
<p>Maths: Optional Extra - if you want to do more:</p> <ul style="list-style-type: none"> • 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
-----------------------	-------------------------------	------------------------------	--

Session 1

Learning Intention:

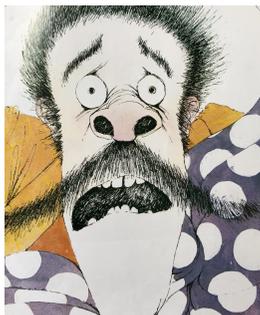
I can experiment with different materials, techniques and processes to make artworks.

[Mulga Bill's Bicycle By Banjo Paterson](#)

Open the *Week 6 (Friday) - Inquiry Session 1 Seesaw Activity*. Listen to the story *Mulga Bill's Bicycle* By Banjo Paterson

<https://www.youtube.com/watch?v=t5W2pFIAQho>

Look closely at the page featuring the illustration of Mulga Bill's face as he is coming off the bike.



You are going to recreate this illustration using a large sheet of white paper, a grey lead pencil, coloured pencils, crayons/zooms or oil pastels if you have them.

Think about how you will use the sheet of paper to make sure you have enough space to include his larger facial features.

Take a look at some examples below:



Week 6 (Friday) - Inquiry Session 1
Seesaw Activity

- large sheet of white paper
- grey lead pencil
- coloured pencils, crayons / zooms or oil pastels if you have them.

N/A



When you have completed your portrait of Mulga Bill, take a photo of your artwork and submit your response to the Week 6 (Friday) - Inquiry Session 1 Seesaw Activity.

Session 2
Learning Intention:

I can explore a range of senses.
I can use my creativity and imagination.

I can identify native plant and flower species.

[Sensory Play - Make A Magic Potion](#)

Go on a hunt for ingredients around your neighbourhood or your backyard. Can you find any native plants or flowers? Gather fallen petals or flowers, different types of leaves, grass, dirt, bark, etc and add water in a glass jar. Search, collect, combine, mash, stir, shake and repeat! Make observations as it transforms in colour, form and scent. Add a special ingredient or two from the pantry, like turmeric or paprika spices. Enjoy the fun mess!

Week 6 Inquiry/Investigations -
Sensory Play Seesaw Activity

- Glass jar/bowl
- Water
- Petals, flowers, leaves, grass, dirt, bark and other bit of nature
- Optional: Pantry items such as spices

Optional:
Take a photo of your magic potion and upload it to Seesaw!
Write a list of your ingredients. Research any native plants that you found.

Session 3
Learning Intention:

I can develop my fine motor and observation skills when drawing.

I can use my creativity and imagination.

[Dramatic Play – Art Studio Portrait Drawing](#)

Set up an Art Studio so everyone in the family can have their portrait drawn! Find the perfect corner as a backdrop, find a chair/stool for your subject to sit still, and grab some paper, pencils/textas or paint. Add some props and dress ups – hats, wigs, costumes, glasses, scarves, etc make for a funny portrait!

Week 6 Inquiry/Investigations -
Dramatic Play Seesaw Activity

- Chair/stool
- Pencils/Textas/Paint
- Paper
- Props and Dress-Ups such as hats, wigs, glasses, costumes

Optional:
Take a photo of your portraits and upload them to Seesaw!
Write a list of your favourite props.

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

- **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 examine health messages and how they relate to health decisions and behaviours.</p>	<p>Eat like a healthy hero!</p> <p>The Geelong Cats Healthy Heroes program is all about encouraging kids to do an hour of physical activity a day, to drink water and to eat well. Not only will this help us stay physically healthy but it will help us feel good too. During remote and flexible learning we might find ourselves spending more time online, so it is even more important that we are taking good care of ourselves!</p> <p>Geelong Cats players like Tom Hawkins, Bec Goring and Joel Selwood encourage us to have 5 serves of fresh fruit and vegetables a day. Watch the Teeny Tiny Stevies "I ate a rainbow" video for some colourful food inspiration and then challenge yourself to eat like a healthy hero by trying one of the Geelong Cats players recipes in the "Eat like a healthy hero cookbook"!</p>	<p>Teeny Tiny Stevies "I ate a rainbow" video: https://www.youtube.com/watch?v=JXzyizJuMu8</p> <p>Geelong Cats Healthy Heros "Eat like a healthy hero cookbook" is available here: https://www.geelongcats.com.au/experience/community/resources/healthy-heroes</p>	

<p><u>Art Activity</u> Learning Intention: I can identify and use different art, craft and design skills inspired by different cultures.</p>	<p><u>Year 1 Inquiry: Australian Stories</u></p> <p>There are many animals in Dreamtime stories. From an Indigenous view, these stories help to explain how they came to be or how mountains, trees and lakes were formed.</p> <p>Choose any animal you would like, the easiest being a snake.</p> <p>Roll, crush, fold or rip, mould the newspaper into the shape of your animal.</p> <p>Hold together with masking tape or sticky tape so that the shape remains in form.</p> <p>Wrap wool, string, jute around your shape- can be an organized wrap or a messy one.</p> <p>Add eyes, tongue with whatever you have at home.</p> <p>Please take a photo and post on the Specialists Seesaw page so I can see.</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can respond to questions about classroom items and borrowing things.</p>	<ol style="list-style-type: none"> 1. Watch the mini lesson on Specialist Seesaw introducing the Year One story of Hulk Wants a Pencil (Hulk Mau Pensil). 2. Click on the link to play the Kahoot to answer questions about your understanding of our new vocabulary and the story. Please enter your actual name where it says Nickname so we can see who you are. Terima kasih! 3. Take a photo of your score and post it to the activity in Seesaw. 	<p>Mini lesson on Seesaw Kahoot https://kahoot.it/challenge/08460851?challenge-id=b449084f-88a5-47b5-a902-d32c3c0170f8_1597276881624</p> <p>or</p> <p>https://kahoot.it/challenge/01566433?challenge-id=b449084f-88a5-47b5-a902-d32c3c0170f8_1597277113029</p>	

<p><u>Physical Education Activity</u></p> <p>Learning Intention: I can perform movement sequences that incorporate the themes of movement.</p>	<p><u>Year 1 Gymnastics</u></p> <p>This is our second of two weeks practicing our gymnastics skills. We will start with two warm up activities</p> <ol style="list-style-type: none"> 1. Alphabet Letters & Partner Balances 2. Sports themed Dance <p>After our warm up we will complete these skill based activities</p> <ol style="list-style-type: none"> 1. Shape, Position and Action Challenges 2. Balancing- Balance Beam walks 3. Hanging / Swinging (from Bar)- optional 4. Creating a Balance and Locomotion Routine 	<p>Detailed lesson plan (with pictured) attached in resource section</p> <p>Seesaw video examples (to be loaded Sunday)</p>	
---	--	---	--