



Remote and Flexible Learning Term 3 2020

Year: One

Week: 7

Torquay College Families,

We are now in our 4th full week of Remote and Flexible learning. Teachers and students of Torquay College are working hard to maintain learning connection, working creatively and collaborating in a virtual environment to meet the learning needs of all our students.

This week we would like all teachers and families to consider digital safety and screen time. We know that digital technology is a wonderful tool to use to learn and create but we also need to ensure we are safe and we are also spending time away from the screen.

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. The attached link provides families with wonderful information and helpful hints to support navigating digital technology use at home. <https://www.esafety.gov.au/parents>

The positive feedback received is encouraging and ensures we are meeting the needs of our students and school community. Torquay College is wanting to collect some feedback from families about the changes and improvements to the remote program and the impact to their child's engagement and learning. Your feedback through this survey will assist in our school planning.

<https://www.surveymonkey.com/r/2639975>

Thank you for your continued support.

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 **.

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

Finally, a reminder that families have the opportunity to participate in a fortnightly conference with your child's classroom teacher.

The aims of these conferences are:

- for the student, parent/carer and teacher to celebrate the successes of the students' learning.
- for the student and parent/carer to ask any questions regarding the Remote Learning program.
- for the student, parent/carer and teacher to discuss and resolve any challenges.

Each conference will be allocated a 15 minute timeslot.

To book an appointment for the conferences:

- Log in to the Sentral Parent Portal (<https://sentral.torquaycollege.vic.edu.au/portal/login>) using your username (email address) and password.
- Click on the 'Parent Teacher Interviews' tab on the left.
- Select your time slot.
- Save booking/s.

Conferences can be booked from 9.00am Thursday until 3.00pm Saturday for the following fortnight. These conferences are an opportunity for students, families and teachers to meet, celebrate, resolve challenges and maintain the learning connection for our students.

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
Session 1 Learning Intention: I can start each letter in the correct spot and	Handwriting As a warm up today, you are going to write the days of the week and the months of the year in your Remote Learning Workbook. Open up <i>Week 7 (Monday)</i> -	Week 7 (Monday) - Writing Session 1 Seesaw Activity	N/A

<p>follow the right direction.</p> <p>I can write neatly on the dotted thirds.</p>	<p><i>Writing Session 1 Seesaw Activity</i> or use the lists attached to see how to spell each word correctly. Remember to begin each word with an uppercase letter.</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 response to the Week 7 (Monday) - Writing Session 1 Seesaw Activity.</p>	<p>Days of the week / months of the year word list in Week 7 resources.</p> <p>Remote Learning Workbook</p> <p>Year One Handwriting book</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>Nouns, Verbs, Adjectives sort</p> <p>Open up <i>Week 7 (Tuesday) - Writing Session 2 Seesaw Activity</i>. Follow the instructions to complete the task on the template in Seesaw.</p> <p>** Remember** Nouns are naming words, Verbs are action/doing words, Adjectives are describing words.</p> <p>When you have completed the task on the screen, draw up three columns in your Remote Learning Workbook. Name these columns Nouns, Verbs and Adjectives the same as on the template. Write the words in the correct column in your book.</p> <p>CHALLENGE: Try adding some of your own words to each of the columns.</p> <p>Take a photo of the work you have done in your Remote Learning Workbook. Submit this photo with the task you have completed on Seesaw to the Week 7 (Tuesday) - Writing Session 2 Seesaw Activity.</p>	<p>Week 7 (Tuesday) - Writing Session 2 Seesaw Activity</p> <p>Remote Learning Workbook</p>	N/A
<p><u>Session 3</u> Learning Intention: I can use full stops correctly</p> <p>I can re-read my writing to improve punctuation.</p>	<p>Punctuation</p> <p>Watch the <i>Week 7 (Thursday) - Writing Session 3 Seesaw Activity</i>. Complete the missing punctuation on the template by moving the correct end mark (. ! ?) to the matching sentence.</p> <p>Then, write three sentences of your own, in your Remote Learning Book which can include nouns, adjectives or verbs. One sentence will end with a full stop. Another sentence will end with a question mark and the final sentence will end with an exclamation mark.</p>	<p>Week 7 (Thursday) - Writing Session 3 Seesaw Activity</p> <p>Remote Learning Workbook</p>	N/A

I can locate verbs, nouns, adjectives within sentences.	Take a photo of the three sentences and upload them with the punctuation template as your response to Week 7 (Thursday) - Writing Session 3 Seesaw Activity.		
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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 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 7 (Monday) - Reading Session 1</i> **Feedback Task** Seesaw Activity. 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 7 (Monday) - Reading Session 1</i> **Feedback Task** Seesaw Activity Ask an adult or sibling to show you the Week 7 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 Rob drove the van home. 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.</p>	<p>Week 7 (Monday) - Reading Session 1 Seesaw Activity **Feedback Task**</p> <p><u>Hard Copy Option</u> Remote Learning Workbook Week 7 Spelling pictures (in Resource Pack) Letter Tiles (in Resource Pack) Or Scrabble tiles may be used instead of letter tiles</p>	<p>Add response to the Week 7 (Monday) - Reading Session 1 **Feedback Task** Seesaw Activity.</p>

	<p>Take a photo of your work and upload it in the <i>Week 7 (Monday) - Reading Session 1</i> **Feedback Task** Seesaw Activity.</p> <p>**Parents/Carers - As this is a feedback task, please do not assist or correct your child's words. We want to get an accurate picture of where they are at with spelling independently**</p>		
<p><u>Session 2</u> Learning Intention: I can read aloud with developing fluency.</p>	<p><u>Wombat Stew</u> Access the <i>Week 7 (Tuesday) - Reading Session 2</i> Seesaw Activity. Watch the video of 'Wombat Stew' read by Mrs Kaiser. View the extra videos to support how words rhyme. Choose a book that has rhyming text/words in it. Read it to yourself. Are there any tricky words that you need to decode or maybe some help with? Record yourself reading your rhyming book and upload your recording to the <i>Week 7 (Tuesday) - Reading Session 2</i> Seesaw Activity.</p>	<p>Week 7 (Tuesday) - Reading Session 2 Seesaw Activity</p>	<p>N/A</p>
<p><u>Session 3</u> Learning Intention: I can respond to texts from a range of cultures and experiences.</p>	<p><u>Wombat Stew</u> Access the <i>Week 7 (Thursday) - Reading Session 3</i> Seesaw Activity. Click the 'add response' button. Watch the videos and follow the instructions to complete the three activities. (Activity 1 - Quiz, Activity 2 - Text Response, Activity 3 - Word Find).</p>	<p>Week 7 (Thursday) - Reading Session 2 Seesaw Activity. Remote Learning Workbook (optional)</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
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			Due Date
<p><u>Session 1</u> Learning Intention: I can split an object or shape into two equal parts to make halves.</p>	<p>Fractions - Halves Watch the <i>Week 7 (Monday) - Maths Session 1 Seesaw Activity</i> on Fractions. Have your workbook and pencil ready.</p> <p>Complete the fractions sort task - Is it half? Sort the shapes into the correct column and create 3 examples in each column of your own.</p> <p>Refer to Seesaw activity for Seesaw and workbook instructions.</p> <p>Submit your completed task to Week 7 (Monday) - Maths Session 1 Seesaw Activity.</p>	<p>Week 7 (Monday) - Maths Session 1 Fractions Seesaw Activity Activity worksheet - Is it half? Remote Learning Workbook Writing Pencil Scissors Glue</p>	N/A
<p><u>Session 2</u> Learning Intention: I can split an object or shape into two equal parts to make halves.</p>	<p>Fractions - Halves Access the <i>Week 7 (Tuesday) - Maths Session 2 Fraction Feedback Task Seesaw Activity</i>. Watch video link : Peg + Cat The Pizza Problem. https://www.youtube.com/watch?v=Pk-8MzGA5PE</p> <p>Listen to the voice instructions to complete the fractions half activity worksheet. Split each shape into 2 equal parts by drawing a line to represent halves, then colour half of the shape and write the word half underneath</p> <p>Refer to Seesaw activity for Seesaw and workbook instructions.</p> <p>Submit your completed task to Week 7 (Tuesday) - Maths Session 2 Fraction Feedback Task Seesaw Activity for teacher feedback.</p>	<p>Week 7 (Tuesday) - Maths Session 2 Fraction Feedback Task Seesaw Activity Activity worksheet - half Remote Learning Workbook Writing Pencil Coloured pencils</p>	<p>Add response to the Week 7 (Tuesday) - Maths Session 2 Fractions **Feedback Task** Seesaw Activity.</p>
<p><u>Session 3</u> Learning Intention: I can split an object or shape into two equal parts to make halves.</p> <p>I can split a small collection into two</p>	<p>Fractions - Halves - Mathletics and Mathseeds Your teacher has assigned tasks related to fractions on Mathletics.</p> <p>Listen to voice instructions and upload a voice recording or photo of something new they have learnt about fractions.</p> <p>You can also complete any other activities related to fractions on Mathletics and MathSeeds.</p>	<p>Week 7 (Thursday) Maths Session 3 Mathletics - Fractions Seesaw Activity</p> <p>https://www.mathletics.com/au/</p>	N/A

equal groups to make halves.	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
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<p><u>Session 1</u> Learning Intention: I can identify and predict changes to everyday materials.</p> <p>I can pose and respond to questions about familiar objects and events and predict the outcome.</p> <p>I can record, sort and represent my observations.</p>	<p>Science - Magic Milk / Swirling Colours Experiment Open the <i>Week 7 (Friday) - Inquiry Session 1 Seesaw Activity</i>. Watch this link to see how to conduct this experiment. https://www.youtube.com/watch?v=pW-bn9zssak</p> <p>Step 1: Add a small amount of milk to a bowl or plate and then place a few drops of food colouring into the milk. Step 2: Predict what will happen when dishwashing liquid is added. Write down your prediction on the student recording sheet. Step 3: Draw a 'before' picture on the student recording sheet. Step 4: Use a cotton bud to put a drop of dishwashing liquid in the centre of one of the drops of food colouring. Discuss what is happening. Now add dishwashing liquid to the other drops of food colouring to create patterns in the milk. Step 5: Draw a picture of the results. Step 6: Record a conclusion on the student recording sheet about what happened and why you think it happened.</p> <p>The key to how this experiment works - milk is a mixture of water and fat. When the dishwashing liquid is added to the milk, it separates the water and fat in the milk. As they separate, the food colouring swirls through the liquid in the bowl and creates magical swirling colours.</p> <p>Take a picture of your experiment and your responses written on the student recording sheet. Record yourself describing what happened during your experiment and then submit your response to the <i>Week 7 (Friday) - Inquiry Session 1 Seesaw Activity</i>.</p>	<p>Week 7 (Friday) - Inquiry Session 1 Seesaw Activity</p> <p>Materials</p> <ul style="list-style-type: none"> • Student recording sheet (in Week 7 Resource pack and on Seesaw) • bowl / plate • dishwashing liquid • food colouring • milk • cotton bud 	<p>N/A</p>
<p><u>Session 2</u> Learning Intention: I can explore my natural environment.</p> <p>I can use my creativity and imagination.</p>	<p>Sensory/Nature Play – Make a Pocket Press A pocket press is like a portable mini flower press. Cut a piece of cardboard into a pocket-sized rectangle, approximately 8cm x 6cm. Decorate the outside of your pocket press as you wish! Cut a piece of newspaper into two strips approximately 8cm x 18cm and fold it into thirds. Cut a paper towel into two pieces approximately 8cm x 12cm and fold in half. Layer the pocket press in the following order: cardboard, newspaper, paper towel, nature, paper towel, newspaper, cardboard. Go outside and collect some of nature items to put inside your press. Tightly wrap 2 rubber bands around the outside of the press.</p>	<p>Things you'll need:</p> <ul style="list-style-type: none"> • Cardboard • Newspaper • Paper towel • Rubber bands • Nature finds 	<p>N/A</p> <p>Optional: Upload a photo/video of your pocket press to your Seesaw Journal.</p>

	Once your pocket press is full, transfer the pressed nature items with the paper towel and newspaper inserts to inside a thick book until they are dry. Replace the newspaper and paper towel in your pocket press and you are ready to start again! Once your nature items are dry, see what sort of art you can make with them!		
Session 3 Learning Intention: I can use my creativity and imagination. I can use my problem solving, decision making and lateral thinking skills.	<u>Dramatic Play – Create your own Campsite</u> Create an indoor or an outdoor campsite! Find some blankets, chairs, pillows and sheets to create a shelter. Make a fireplace created from logs, stones, sticks, yellow/orange paper or other craft materials you can find around the house. Add some pots and pans for pretend cooking – see you if have some old utensils, plates, mugs, etc. Add a torch for light, and binoculars and a magnifying glass for discovering. Find some peaceful background nature sounds/music or add some musical instruments to sing songs around the campfire. Add some soft toy animals – can you find any Australian animals to add to your campsite? Make a list of all the things you would need to go camping.	Things you might use: <ul style="list-style-type: none"> ● Blankets/sheets/pillows ● Chairs/stools/furniture ● Sticks/logs/stones ● Torch/magnifying glass ● Pots/pans ● Utensils, plates, mugs ● Music/musical instruments ● Soft toy animals 	N/A Optional: Upload a photo/video of your campsite to your Seesaw journal.
Inquiry: Optional Extra - if you want to do more: <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
<u>Well Being Activity</u> Learning Intention: Explore how regular physical activity keeps	Stay active like a healthy hero! 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	The Wiggles “Do the Pretzel” video is available here: https://www.youtube.com/watch?v=JNwEIfMCZMk	

<p>individuals healthy and well.</p>	<p>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>We don't all need to do as much exercise as our Healthy Heroes Geelong Cats players Tom Hawkins, Bec Goring and Joel Selwood but we do need to make sure we are all physically active for at least an hour a day. This could be walking, playing basketball, going for a ride or anything else that gets you moving!</p> <p>Watch the Wiggles "Do the Pretzel" video for some staying active inspiration and then challenge yourself by completing the Geelong Cats Healthy Heroes "Exercise is FUN - Move it Tracker" to make sure that you're doing an hour a day of physical activity!</p>	<p>Geelong Cats Healthy Heros "Exercise is FUN - Move it tracker" is available here: https://www.geelongcats.com.au/news/582119/healthy-heroes-home-learning</p>	
<p><u>Art Activity</u> Learning Intention:</p> <p>I can create art work inspired by different cultures.</p> <p>I can make and explore artworks using different materials, techniques and processes.</p>	<p>Art Activity</p> <p>Week 7 Term 3 Home Learning</p> <p>Activity- Didgeridoo</p> <p>Materials - Cardboard tube from glad wrap or foil or make your own from a cereal box, paint or pens</p> <p>Directions - Look at examples provided for inspiration. Paint the tube all over for your background colour. Leave to dry. Use traditional or modern idigenous colours. Use paint or textas to create patterns, shapes or pictures to decorate your didgeridoo. To create dots you can use the end of a paint brush or cotton bud dipped in paint.</p> <p>Have fun!</p>	<p>Cardboard tube from glad wrap or foil or make your own from a cereal box, paint or pens</p>	
<p><u>Indonesian Activity</u> Learning Intention:</p> <p>I can use Indonesian to borrow something from somebody.</p>	<p>Indonesian Activity</p> <p>1. Watch the mini lesson on the Specialist Seesaw about borrowing something. The activity is explained in further detail at the end of the mini lesson.</p> <p>The Activity:</p> <p>2. Choose 2 toys/ puppets or anything that you have, this could even be a fork and a spoon.</p>	<p>Indonesian mini lesson Week 7</p> <p>Props for play</p> <p>Paper and pencil to write down the sentences.</p>	

	<p>Think of something that one of them might want from our list of words from this term.</p> <p>Act out one of the characters saying "Saya mau ... (pensil)". And then asks the other character if they can borrow it.</p> <p>"Boleh saya pinjam pensil ?" (Can I please borrow ____?)</p> <p>The other characters says</p> <p>"Ya boleh" (yes you may) or "Maaf, tidak boleh" (sorry you can't).</p> <p>3. Write down your sentences in Indonesian to help you and practice saying them a few times until it feels natural.</p> <p>4. You could put on a play for your family (at a time that works for everyone) or you could film it.</p> <p>You don't have to record and upload this but if you would like to you certainly can.</p>		
<p><u>Physical Education Activity</u> Learning Intention:</p>	<p>This week I will be suggesting a few games that you may enjoy trying at home. HAVE FUN!!</p> <p>The games are:</p> <ol style="list-style-type: none"> 1. Egg and Spoon Race 2. Egg Balance Challenges 3. Sack race 4. Paper plane throw 5. Keepy Uppy 6. Toe Tappers (optional) <p>A detailed description of the activities is located in the resource section.</p>	<p>A description of each game is located in the resource section.</p>	