



Remote and Flexible Learning Term 3 2020

Year: 5 Week: 9

Torquay College Families,

We are now entering our 6th week of Remote and Flexible Learning and there is only two weeks left of term three. I am fortunate in my position to see all the teaching and learning across the college and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The virtual learning environment is a great way to maintain learning and build friendships with class friends. A reminder to families that the class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each fortnight for the following weeks.

Thank you for your continued support.

Assistant Principal
Nadia Tkaczuk

Hello Year 5 Community,

Welcome to Week 9 of Term 3. This week will see the Year 5 students working towards finalising some of the key pieces of work from throughout the term. This includes: History Fair, selection of each pod's fictitious country's flag and the submission of the students', 'True Stories', which we are all very much looking forward to hearing and viewing. These tasks will be completed next week and shared with staff and peers over Week 9 and 10.

As we head towards the end of Term 3, a timely reminder is given to all students to maintain their focus on the 3 school values of: Respect, Friendship and Doing Your Best. The values apply to all areas of our being at Torquay College including submitting all work, attending class Webex meetings and use of both Skype and Webex. We hope that students can finish the term well with a sense of pride and worthiness.

Our Webex Class Meetings will continue each Monday at 9:00am and Thursday at 9:00am. Students are also asked to complete the daily Community Circle as early in the day as possible, as this assists staff in completing the daily roll.

The live specialist sessions via Webex will continue this week. The timetable for these sessions has been included for your reference on each homeroom's google classroom. Large number of students have been attending the workshops for Art, Indonesian and PE, however students are asked to assist the teachers by keeping their microphone on mute unless directed otherwise.

A tip for the students: 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)

Class	WebEx Room No	Google Classroom Code
5A	Beth Knucky (Tuesday): 576 981 508 Ross Cuthbertson (Mon, Wed - Fri): 572 250 947	d4gyngc
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

Specialist	Google Classroom Codes
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 - lyquvrj 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
<u>Session 1</u> Learning Intention: Create imaginative, informative and persuasive texts for different purposes and audiences	Writing Challenge This week Mrs Dendle reads us the 'True Story of the Three Little Pigs' In this tale, the wolf tells us his story - he only wanted to borrow a cup of sugar! If you can, watch Mrs Dendle video on Google	Video: The True Story of the Three Little Pigs (on Google Classroom - English Week 9)	

<p>Success Criteria: I can use fiction elements in my narrative writing</p>	<p>Classroom (English Week 9) then recreate your favourite story from another character's point of view.</p> <p>Ideas:</p> <ul style="list-style-type: none"> - Red Riding Hood from the wolf's point of view - Jack and the Beanstalk from the Giant's point of view - Goldilocks from Little Bear's point of view <p>Note: it doesn't have to be a fairy tale but they are always a good starting point. You are welcome to complete this as a collaborative task with a friend using Google Docs</p>		
<p><u>Sessions 2</u> Learning Intention: Understand how to use a range of spelling rules and codes to spell new words. .</p> <p>Success Criteria: I can recognise the codes and their different sounds: ie, ei, ou, ti, si, ci, or, aw, au, a, ay, ai, eigh, ey, ui, ew. I can recognise that different codes make the same sound. I can use different spelling rules to spell new words.</p>	<p>Spelling Review the different codes and rules we have looked at during Term 3. After you have reviewed the slides, complete the dictation exercise.</p>	<p>Slideshow pdf</p>	
<p><u>Session 3</u> Learning Intention: Create a variety of sequenced texts for different purposes and audiences</p>	<p>Storytelling This week it is time to submit your True Story. Complete your final</p>		<p>Task Assessed by Teacher</p> <p>Due Date: Friday</p>

<p>Success Criteria: I can adjust my content, tone and formality of language to reflect my purpose and audience</p>	<p>recording and submit your video and the written story.</p>		<p>Video and Written piece</p>
<p>Writing: Optional Extra- if you want to do more:</p> <p>LI: Create imaginative, informative and persuasive texts for different purposes and audiences</p> <p>SC: I can select an appropriate text structure for the writing purpose I can plan, draft and publish a variety of texts</p> <p>Continue working on your choice writing following our Writing Process.</p> <p>Do not begin a new piece until you have published your last piece. https://docs.google.com/presentation/d/1SFW30yH8KKa65_VOE_i05AExGihdz90ZyEOBMB4GMw/edit#slide=id.g71c70e26aa_0_0</p>			

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria: I can... - evaluate the information - is it true? - skim & scan - check you understand what you've read - clarify unknown words</p>	<p>Find websites or books that fit your topic for your inquiry project</p> <p>Cross check facts (use more than one source of information - avoid using Wikipedia as your only source of information)</p> <ul style="list-style-type: none"> ▫ Ask lots of questions to answer ▫ Skim and scan ▫ Take notes ▫ Find important facts (dates, names, places...) ▫ Look for .gov or .au websites 		
<p><u>Session 2</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria: I can... - evaluate the information - is it true? - skim & scan - check you understand what you've read - clarify unknown words</p>	<p>Review your facts and start to put things together.</p> <p>Share your findings with a friend or family member.</p> <p>What's missing?</p> <p>Find out more information - be as detailed with your research as you can!</p>		
<p><u>Session 3</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria:</p>	<p>BTN - Online option 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</p>	<p>Please note: BTN Specials are on ABC Me daily (running for 15 mins, generally between 10am and 12 noon)</p>	

<p>I can find and use information found in texts I can evaluate the information I find in texts</p>	<p>post onto Google Classroom. Respond to others' questions and reply to comments on your own questions.</p> <p>BTN - Offline option 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>		
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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_vg

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
<p><u>Session 1</u> Learning Intention:</p> <p>To work individually on a goal specific task I can use my skills to work through my goals</p>	<p>Fractions, Decimals and Percentages Goals:</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"> - Complete the evidence tasks in your maths book. 	<p>Link to Goals Folder for all the FDP goals.</p> <p>https://drive.google.com/drive/folders/1NPAIFBQe_ZTp_3iQr9EG406CYW-ph8i</p>	
<p><u>Session 2</u> Learning Intention:</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>Rich Task: Money</p> <p>Explore the three Rich Tasks focused on FD 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>Mini Lesson Video Attached.</p>	<p>Rich Task pdf - Money</p>	<p>Task Assessed by Teacher</p> <p>Due Date: Friday</p> <p>Please upload your completed Rich Task (Doc provided or a photo from your workbook).</p>
<p><u>Session 3</u> Learning Intention:</p> <p>To consolidate my mathematical thinking to solve a variety of problems.</p>	<p>Mental Maths: Complete Week 14.</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>Book B Book C Book D Book E Book F Book G</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.

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
<p><u>Session 1</u> Learning Intention: Learning Intention: To explain the significance of an event or individual or group that influenced a period in history</p>	<p>History Fair Project</p> <p>You will continue to investigate, using your completed planning document, an area of history that interests and excites YOU. Create a filmed presentation explaining the Who What Where When and Why the historical event, person or invention is interesting and important. Be sure to include WOW factors such as models, dioramas, posters, dress ups and interesting presentation modes.</p>	<p>Student planning document (completed in week 8)</p> <p>History Fair instructions (week 8)</p>	

<p><u>Session 2</u> Learning Intention: To investigate significant events, people and challenges in Australia's history from 1788-1901</p>	<p style="text-align: center;">History Fair Project</p> <p>You will continue to investigate, using your completed planning document, an area of history that interests and excites YOU. Create a filmed presentation explaining the Who What Where When and Why the historical event, person or invention is interesting and important. Be sure to include WOW factors such as models, dioramas, posters, dress ups and interesting presentation modes.</p>	<p>Student planning document (completed in week 8)</p> <p>History Fair instructions (week 8)</p>	
<p><u>Session 3</u> Learning Intention: We are learning to Write a persuasive letter.</p> <p>Success Criteria: I can use persuasive devices to write a letter as an application for a job position.</p>	<p>Earn \$ Learn</p> <p>Your Task...</p> <p>Is to pay yourself \$500 for Weeks 8 & 9 - use your electronic wallet, and...</p> <ul style="list-style-type: none"> - Complete your payslip - Fill out your bank account , then <p>Read through the google slide presentation titled: Earn \$ Learn Persuasive Letter</p> <ul style="list-style-type: none"> - The slide show will take you through paying yourself, putting your money into your bank account and the key elements of writing a persuasive letter. - Your job is to write a persuasive letter to your teacher about why you would be an AMAZING Prime Minister for your country. <p>Think about your character strengths. Are you kind, honest, trustworthy, fair, optimistic, inspiring? One leader from each country will be elected as PRIME MINISTER in Term 4. Think about...</p> <ul style="list-style-type: none"> ● The structure of a letter ● Using formal language ● Including persuasive devices 	<p>Earn & Learn Google Slide titled: Earn \$ Learn Persuasive Letter Earn \$ Learn Persuasive Devices recap</p>	
<p>: 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
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Well Being Activity

Learning Intention:

I can practise mindfulness.

Mindful Moment One Minute Meditation

This mindful technique involves only three steps, it can be practised at any point during the day when you just need a bit of time to yourself. In just one minute, you can practise feeling calm and focused and ready to continue on with your day.

One of the main benefits of taking part in some mindfulness is improved mentality and wellbeing. By allowing yourself to practice mindfulness for a small amount of time each day, you will feel both calm and focused and know in yourself that you will be much more ready to face the day and all that you need to do. On top of this, practicing mindfulness will also provide a host of health benefits, including: improved sleep, lowered stress levels, heightened attention, memory and concentration skills, greater prevention in negative feelings and thought patterns.

Using the "NOW" technique to practice mindfulness:

This simple 3-step mindfulness technique follows the three letters within the acronym, 'NOW':

- N - Notice. Spend time thinking about where your attention is. This first step means that you can practice mindfulness at any point during the day. You may be going on a walk with your dog, sitting in your backyard, listening to music, relaxing on the couch, etc.
- O - Observe. Think about what you are doing and notice the sensations in your body that are occurring at the current moment. Make sure you are in the moment and thinking about what you can see, hear, smell, touch and feel. If you need to, acknowledge any other thoughts and sensations that come to mind and then re-focus.
- W - Wise Mind. This part looks to the future. How are you going to continue with your day? Are you going to focus on doing or being?

During this whole process, remember to be patient and compassionate with yourself - you are doing a great job!

<p><u>Art Activity</u></p> <p>Learning Intention:</p> <p>I can demonstrate different techniques and processes when creating my artwork. (One- Point Perspective)</p> <p>Understand the principles of one point perspective drawings Develop skills in tonal drawing.</p>	<p>Art</p> <p>Week 9 Term 3</p> <p>Activity- One point perspective</p> <p>Materials- White paper for background, coloured pencils, ruler, grey lead, eraser, fine liner or black texta.</p> <p>A drawing has a one-point perspective when it contains only one vanishing point on the horizon line.</p> <p>Directions- Use the image provided for inspiration.</p> <p>In this lesson you will create a one point perspective using swirled shapes.</p> <p>Start by drawing a vanishing point in the middle of your page and then swirled shapes around it.</p> <p>Each swirl will then be joined to the vanishing point.</p> <p>Once the drawing is complete use pencils to create tone in your work.</p> <p>From there students join both outside edges of the swirl to the vanishing point and then draw a line from the starting point and the ending point of each swirl to the point.</p> <p>Be careful not to draw a line through a shape that has been made solid.</p> <p>Once you have drawn all of your swirls,I use coloured pencils to colour in your shapes.</p> <p>To create tone, shade in the areas closest to the vanishing point darker and then blend in lighter shades as the shapes move further out.</p> <p>Have fun!</p>		
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<p><u>Indonesian Activity</u> Learning Intention:</p> <p>I can identify Indonesia's main islands.</p>	<p>1. Watch the mini lesson on the different Islands of Indonesia and things to do and see there.</p> <p>2. Complete the Word Wall activity on the geography of Indonesia, you will have had to watch the mini lesson in order to complete this activity.</p> <p>5 points to all people who complete this activity and bonus to those who get the answers correct. Please write your full name and your class where it says name.</p>	<p>Mini lesson on Indonesia's geography</p> <p>Word Wall activity:</p> <p>https://wordwall.net/play/3970/344/827</p>	
<p><u>Physical Education Activity</u> Learning Intention: I can apply striking and throwing skills to propel an object and keep it in motion</p>	<p>The Olden Days (Watch Mr. McLoughlan's video in Google Classroom Week 9)</p> <p>This week we are going to show you some activities that were really fun back in the olden days.</p> <p>Activity 1 – Skittles</p> <p>Set up some skittles (eg: plastic bottles) in a triangle shape. Take 5 big steps back (or more if you want a challenge!), underarm the ball to see how many you can knock over. Like ten pin bowling, you get two turns to knock them all over. Add them up as your total score.</p> <p>Challenges – change your ball or skittles, move further away from your skittles, can you play against a family member.</p> <p>Activity 2 – Quoits</p> <p>Players take turns to throw the quoits from the throwing position to try and hook them over the scoring peg. If you don't have a quoits set, improvise and use toys as the quoits and a pot plant as the scoring peg.</p> <p>Activity 3 – Potato sack race</p>	<ul style="list-style-type: none"> - Plastic bottles or set of skittles - Wooden ball, tennis ball or any sized ball - quoits and wooden peg or pot plant and some toys - Potato sack, sleeping bag or pillow case Hard-boiled egg/plastic egg and stirring spoon or any spoon -short length of rope or hose 10cm long 	

On an area of flat, grassy ground, get the students to line up with their feet inside their sacks. On the command "On your marks!" they should reach down and hold the top of the sack around their waist/stomach. Then shout "get set...GO!" to begin the fun-filled race! The first to jump, hop, bounce and wobble to the finish line is the winner. To make the race more challenging and exciting, you could introduce obstacles for the children to jump around or over.

Activity 4 – Egg and spoon race

Each player gets a spoon and an egg (hard-boiled or plastic). Each team must carry their egg on their spoon from the starting line to a turnaround point and back again. Then, the egg is passed off to a teammate who takes their turn. If the egg is dropped, the player must stop and retrieve it. The winner is the team that gets past the finish line first with their egg and spoon

Activity 5 – Hose tag/chain tag

This is a movement activity which requires students to move whilst linked to other students. Played like a normal game of tag except that each time a player is tagged they join hands with the tagger (or you could use a bit of rope or hose). The play continues until the last person is tagged and they are the winner.

See you next week!