

Week 2 - Year 5 Remote and Flexible Learning Program

The Torquay College Learning community has responded to our 'Remote and Flexible Learning Program' with positivity, enthusiasm and commitment. We are encouraged by our families resolve and resilience. We thank you for your hard work and goodwill.

Torquay College is continuing 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 understand that at times it might seem complex and overwhelming, but we will do all we can as a school to support you and your family. Your teachers are best placed to provide you and your child with learning support. Please continue to use 'SeeSaw' program for Foundation Year 1 and Year 2 or Google Classroom Year 3, Year 4, Year 5 and Year 6 as the learning and communication platform. If you have any concerns or issues please call the School.

If you need to gain access to digital technology the school will provide devices for loan. If you are having issues with the technology please log a ticket with the IT help desk via the school website in the Remote Learning page. A technician will contact you to provide support.

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 works for your family.

Principal Team

Suggested 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.

Year 5

Welcome to Week Two of our Remote and Flexible Learning Program for year 5. This is a new learning environment for all of us and we are continuing to seek your support and patience as we all adjust to this challenge.

Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. It is important the learning environment for students 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. Students work best when we support them at their point of need with quantity and pace.

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

Week 2 Year Level 5	
Content Area	Suggested Learning Activities
Reading	<p>Choice Reading - Characters</p> <p>Over two sessions students will be reading their choice novel. Our focus this week will be on characters. Students will have a choice between;</p> <ul style="list-style-type: none"> - focussing on <u>one character</u> or, - Selecting a few characters and making links between them. <p>Figurative Language - Similes</p> <p>This week we will explore similes. There will be one learning activity to explain the concept then a follow up to apply their understanding.</p> <p>Epic!</p> <p>Students can get onto Epic! Reading website to search for non-fiction texts. With our science focus this term there are a lot of resources to navigate.</p>
Writing	<p>What am I writing questionnaire</p> <p>Students will be asked to complete a short questionnaire to identify what they are currently writing and where they are up to in their writing process. What are you writing (text type and topic)? Where are you up to in the writing process? What is your purpose? Who is your audience? What are you doing well? What are you working on (goals to improve)?</p> <p>Writer's Workshop - This task is to be submitted to your teacher for feedback</p> <p>Students will work through the writing process to craft pieces of writing from different text types and genres. Students have access to the Writing Process (from Week 1) to refer to for directions. These sessions are progressive and they can work on a piece over a few sessions however, they need to be using Google Docs and share their writing with their teacher so we can easily check in and support them as they go.</p> <p>Similes</p>

	<p>After completing this week's similes work in Reading, students will complete a simile poem based on samples provided.</p>
Maths	<p>Mental Maths & Mathletics x 4 Students will complete Week 2 Mental Maths questions from Mon-Thur, completing one of the four challenges each day e.g. on Monday - complete Mondays questions....</p> <p>Mathletics: Students will be assigned tasks relating to addition and subtraction that they will need to complete. Once all set tasks have been completed, students can engage in live mathletics (choose appropriate level)</p> <p>Rich Task - Multiplication & Division Students will complete a rich maths task focusing on multiplication and division. Students will complete this task in their Maths book beginning with the 'STARTER' activity, moving on to 'CHALLENGER' and then 'EXTENDER' if able. These activities are designed to be progressively more challenging.</p>
Inquiry	<p>Science Rubric - This task is to be submitted to your teacher for feedback Students will be introduced to the Science Investigation Rubric. Students will choose from a variety of research topics to complete 1 task each week. Instructions for this task are listed on the activity page.</p> <p>Respectful Relationships Students to work through - Week 2 Respectful Relationships Google Slide Show and complete the activity. All instructions are in the Google Slide Show and printed in hard copy.</p> <p>Wellbeing Hub Students to choose an activity from the Wellbeing Hub, reflecting on this task in their Online Wellbeing Diary or in their Inquiry book (or template provided) for students working with a hard copy.</p>
Well Being	<p>Understanding positive and negative self-talk</p> <p>Self-talk refers to the conversations we have in our heads when we are experiencing ups and downs. 'Self-talk' makes a big difference to how we cope with the challenges that come our way. It can help or hinder the way we deal with situations. If we tell ourselves negative things, it can make it hard to keep going when things go wrong. Using positive self-talk can help us get through challenging times and to maintain our determination and effort.</p> <p>For example:</p> <ul style="list-style-type: none"> • I might miss a catch and tell myself, 'nice try', or I might tell myself, 'clumsy idiot, you are letting the team down'. In the second version I am going to feel a lot more upset. • I might get a low result on a test and tell myself, 'that's disappointing, but I am going to work at doing better next time', or I could tell myself, 'I am no good at this, I might as well give up'. The second one is much more negative and is going to lead to me feeling more upset. <p>Using the "Positive Self-Talk Scripts" worksheet write a positive self-talk script for each scenario</p>

	<p>Share one of your examples on google classroom. Identify a student that has a similar script to yourself and another student that was different to your own.</p> <p><i>Adapted from RRRR Level 5/6 Topic 3 Positive Coping, Activity 2</i></p> <p>Develop a personal coping profile</p> <p>We all have many different coping strategies to help us deal with the stress and challenges in our lives. A coping strategy is something we do to help us feel better, or to keep going (persist) when things get tough. Ask those around you to give you examples of their preferred coping strategies.</p> <p>Coping strategies can be grouped into different types or categories.</p> <ul style="list-style-type: none"> • Energetic activity: includes things like exercise, sport, dance, active play which can help lift your mood. • Self-calming activity: includes things that calm you down, like drawing, mediation, praying, being in a quiet space, listening to soothing music, taking a shower, snuggling in bed. • Social activity: includes things to connect you with others like talking things over, help-seeking or playing with others. • Shift attention: includes things that take your mind to a different place like reading, watching TV, playing games, doing a favourite hobby. • Getting organised: includes activities that help you plan and get organised, like making lists, tidying up, making a plan, organising an activity, making a game plan. <p>Use the personal coping profile template to create your own personal coping profile. Share your personal coping profile with your teacher.</p> <p><i>Adapted from RRRR Level 5 / 6 Topic 3 Positive Coping Activity 2 and 3.</i></p>
<p>Physical Activity</p>	<p><u>Cross Country</u> Continue to increase the distance from previous week.</p> <p><u>Soccer skills</u> Skittles Soccer Set up some wooden blocks and from 10 metres away try to strike them over with a sweep kick. Similar to ten pin bowling.</p> <p><u>Tennis skills</u> Frame and Play videos with Stefan Bojic Level 3 and 4 https://www.youtube.com/watch?v=JEhogUBSPFQ</p> <p>Discuss side on stance and c shape swing focus for hitting ball. Throw ball to a partner using an underarm throw from side on (resembling a rugby pass c shape focus) Rotations</p> <ol style="list-style-type: none"> 1. Explore individual skills such as balancing ball on strings, keep the ball up (how many hits can you do) bouncing it etc. 2. Serve – hit the ball to a partner who attempts to catch after one bounce 3. Partner throws ball and individual attempts to hit ball back to partner 4. Hit the ball at a target or against the wall 5. Try having a rally, how may hits can you do with a partner?

<p>Indonesian</p>	<p>Activity 1: Continue working on your menu. Remember the dishes must be Indonesian dishes. At least 8 foods and 5 drinks. The description can be in English but in your own words. Be descriptive about your food items.</p> <p>Activity 2: Watch the video on Rupiah</p> <p>Make prices for all of your food and drink items on your menu in Rupiah. Remember to write Rp10.000 do not use \$ as that is for dollars not Rupiah.</p> <p>Activity 3: Put the final touches on your menu. Add pictures of the foods and drinks and a logo for your restaurant. Upload it to the Google Classroom.</p>
<p>Art</p>	<p>Continue on with your Indigenous Artist Study from last week. Research an Indigenous Artist. Who have you chosen and what style of work do they represent? Contemporary or Traditional? Look at shapes, colours and images. Find out about their life and try to reproduce the features of their work using a variety of materials you have at home- water colour paints, textas, poscas, pencils. Make sure you layer your work.</p>
<p>Optional websites sites that can be accessed to support learning</p>	<ul style="list-style-type: none"> ● Twinkl- Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial) ● Levelled Inquiry based units of work for all year levels- https://www.coolaustralia.org/ ● EPIC - Digital fiction and nonfiction texts (link)