



Remote and Flexible Learning Term 3 2020

Year: 2 Week: 4

Torquay College Community,

Torquay College is committed to supporting all students as we embark on a Remote and Flexible Learning Environment as a result of the coronavirus. We want to ensure that we attend to the wellbeing of our school community and ensuring everyone is safe, feels supported and is continuing to learn and grow during this second lock down period. We know it might seem overwhelming but the most important thing to remember is that by families providing a calm, positive and organised day, our children will learn that in times of uncertainty, they will be safe and ok.

We are working towards planning programs that continue to develop students academically and ensures they are happy and healthy and their wellbeing is also supported.

Torquay College will launch the remote learning program on Tuesday, 4th August, 2020 from the Torquay College website, which can be accessed through the 'Remote and Flexible Learning' tab. This tab will provide families with a week by week learning program that has learning activities and resources to interactive platforms being used to engage students in interactive learning with their teachers. The software program Seesaw will be used in Foundation, Year 1 and Year 2. The software program - Google Classroom - will be used by Year 3, Year 4, Year 5, and Year 6 as the main forms of learning communication. These platforms will have learning activities, students will be able to post samples of their work, teachers providing feedback on student work between students, teachers and families. The WebEx communication software will be used by teachers to communicate with students and families during this lockdown.

Families who do not have digital technology access will be able to collect teaching and learning resources from school. Hard copy packs of the Teaching and Learning program for each year level will be available from 2pm on a Friday. To ensure a hard copy pack is available, families will be required to order a hardcopy by calling the school prior to Friday and request a copy for their child.

We acknowledge this may present some great opportunities for some families whilst challenging other families. Torquay College will be working with families and taking feedback, making necessary changes and adjustments as necessary to ensure we are meeting the needs of our students.

Regards,
Principal Team

Weekly Team Message: This is a short week so the planner is below to help with the next few days. All lessons will be uploaded on Mondays and archived on Sunday night.

The online platform for all year 2 students is Seesaw Your username and access codes are in packs sent home or via seesaw parent login. Please message the teacher if you cannot login.

All resources have been sent home with students who were present on Monday. If your child was not here, books and resources can be collected from the staff room at any time this week.

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 reading or writing task from activities listed in the appropriate year level learning tasks. Refer below
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed in the appropriate year level learning tasks. Refer below
12.00- 1.00pm	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument
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
2.30- 3.30pm	Physical or Wellbeing Activity	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping

Writing

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Sessions 1</u> Learning Intention:	Students are to write a letter to the teacher explaining how they feel about returning to remote learning. The letter should include: I feel ...about going back to remote learning. I am excited about because I am worried about..... because My will be helping me with my work. In remote learning I would like to	Please write this in your remote learning book and take a clear photo of your letter to upload to seesaw for your teacher to read.	by end of week
<u>Sessions 2</u> Learning Intention:			
<u>Sessions 3</u> Learning Intention:			
Writing: Optional Extra- if you want to do more:			

Reading

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Sessions 1</u> Learning Intention:	Students can access reading A-Z and read a book or use take home readers.	readinga-z.com.au Students can record themselves reading a page.	
<u>Sessions 2</u> Learning Intention:			
<u>Sessions 3</u> Learning Intention:			
<p>Writing: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Inference poster: Students can make a poster explaining what inference means (What I know and clues in the book). • Students can use reading eggs or reading express to continue their learning. 			

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Sessions 1</u> Learning Intention:	Subtraction Number lines: Students have been sent home a pack of different worksheets. Students can select which one they would like to complete	Numberlines worksheet 100's chart or 1000's chart	
<u>Sessions 2</u> Learning Intention:			
<u>Sessions 3</u> Learning Intention:			
Writing: Optional Extra- if you want to do more: <ul style="list-style-type: none"> • Students can complete a colour by number sum • Students can go onto Mathletics or Maths Seeds with a focus on addition and subtraction 			

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Sessions 1</u> Learning Intention:	Students can take a photo of their new workspace.	Photo can be uploaded to seesaw. Alternative is students can draw their workspace in their remote learning book.	
<u>Sessions 2</u> Learning Intention:			
<u>Sessions 3</u> Learning Intention:			
Writing: Optional Extra- if you want to do more:			

Wednesday Specialist Program

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Well Being Activity</u> Learning Intention: I can set up a remote and flexible learning space at home.</p>	<p>During remote learning it is important to maintain a regular morning routine, including: keeping a regular bedtime, waking up at the same time every morning, showering, getting out of your PJ's, eating breakfast etc.</p> <p>You may remember from last time, that remote learning is a big change from onsite learning where you are often up and about and moving between learning spaces and environments. We encourage you to make sure you take regular breaks, spend time outside and offline doing a variety of activities and games. There are so many things you can do to break up your day including; make a treasure hunt, put on a play or puppet show, create an obstacle course, build with Lego, bake or cook something, make a kite, learn how to lay a musical instrument, teach yourself a magic trick, write a song or learn how to do origami.</p> <p>To get you started for this next journey, use this checklist to support you to set up a remote learning space. Please discuss any statements you aren't able to complete with your teacher – we may be able to provide loan equipment or help you out in some other way.</p>	<p>Setting up my remote and flexible learning environment document.</p>	
<p><u>Art Activity</u> Learning Intention: I can use the art materials in a creative way to draw a place that is real or imaginary.</p>	<p>Hello Grade Two Children,,</p> <p>This week is a short one so the activity needs to be a short one. Please remember to post your work onto the SeeSaw Specialist Stream so that we can give feedback.</p> <p>Skill- Observational Drawing</p> <p>Activity- Draw the outside of your house.</p>		

	<p>You can decide if you draw the front view, the back view or the side view.</p> <p>Include any windows or doors. Try to add the details of the bricks or the wood. Can you see any pipes or gutters?</p> <p>Materials- Paper, any drawing materials you would like to use, a ruler.</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can understand the word 'sakit' and the words for body parts.</p>	<p>Choose one of the following sentences. Write the sentence and draw a picture to match the meaning.</p> <ol style="list-style-type: none"> 1. Aduh! Iron Man sakit lengan! 2. Aduh! Rainbow Dash sakit kaki! 3. Aduh! Pak Zander sakit kepala! 4. Aduh! Bu Kylie sakit perut! <p>Words: Aduh! = Oh no! sakit = sick, hurt lengan = arm kaki = leg/foot kepala = head perut = stomach</p>	<p>Paper, pencils and colours</p>	
<p><u>Physical Education Activity</u> Learning Intention: I can demonstrate fundamental movement skills in different movement situations</p>	<p><u>Physical Activity @ Home Challenges</u></p> <p>Welcome back to remote learning for Physical Education. Each week I will be publishing a lesson on See Saw and in paper for Grade 2 students to complete. To kick things off, how many of these physical activities can you complete this week from the list below? You may have some of your own physical activities you would like to add to the list!</p> <ul style="list-style-type: none"> ● Go for a walk, bike ride, skateboard or scooter with an adult/s ● Throw a ball at a wall and catch it 30 times (use a ball, scrunched up newspaper with tape or pair of rolled socks) ● Keep a balloon a balloon in the air for as long as possible using different parts of your body (hand, foot etc.) ● Perform 25 star jumps 	<p>Worksheet attached where students can tick off physical activity challenges as they are completed.</p>	

	<ul style="list-style-type: none">● Run on the spot for one minute● Set up some toys or bottles as targets and roll a ball to knock them over. If you knock a target over, step back to make it more challenging● Read a story book with an often repeated word – if the word is mentioned in the story, you need to do an activity (eg: 5 star jumps)● Perform a balance with 1 part of your body touching the ground. Now try a balance with 2, 3 and then 4 parts of your body touching the ground● Pick an animal (e.g. kangaroo) and move around the house like that animal● Using your body to make one letter at a time, try and spell your name● Make up some of your own challenges to complete.....		
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