



## Remote and Flexible Learning Term 3 2020

**Year: Foundation      Week:10**

Torquay College Families,

We are in our final week of term 3 and I cannot believe how quick this term has flown. This term has brought us many challenges and with that many opportunities. Families have taken on the Remote and Flexible Learning environment with more confidence and resilience and that is certainly showing through in the work being produced by our students.

I would like to take this opportunity to thank you for the support you have given both to your child and to the school. We began the term with a second lock down and the tenacity and resolve from our Torquay College families, students and staff has enabled the school to further develop the home school partnerships and a learning program that supports student learning.

I am delighted with the way our students have engaged with the new learning environment showing confidence and independence in their learning. I have had many positive comments from the community who feel that we are in this together and working hard to make the best of this situation.

Finally, I would like to remind parents and carers that this term ends on Friday 18th September. Term 4 resumes on Monday, 5<sup>th</sup> October.

I hope you have a wonderful spring holiday.

Assistant Principal  
Nadia Tkaczuk

Weekly Team Message:

The online platform for all year Foundation students is Seesaw. Your username and access codes are located in satchels sent home.

The activities listed below will not be released all at once but uploaded by your teachers each day in an order determined by your teachers. If you are unable to complete a task on the assigned day, it will remain there to be completed at a time that is more convenient. Teachers will archive tasks at the end of each week so that there is not a backfill.

Next week teachers will be holding individual WebEx times for each student. During this session, students will be completing a phonological assessment. This assessment needs to be completed individually by the students, without support. We will be using this assessment to guide our teaching and learning for Term 4. Classroom teachers will send out times for your child's assessment. Assessments will take around 20 minutes to complete. Please contact your child's teacher if you will not be able to get your child onto WebEx for their assessment.

As you know we are holding a Class Community Circles on Webex each week. Your classroom teacher will send home a notice about next week's session as there are some simple food resources required. Week 10s Class Meeting will be held on:

<b>CLASS</b>	<b>DAY/TIME</b>
<i>FA</i>	<i>Friday 12:00</i>
<i>FB</i>	<i>Friday 10:30</i>
<i>FC</i>	<i>Friday 12:30</i>
<i>FD</i>	<i>Friday 11:30</i>
<i>FE</i>	<i>Tuesday 12:00</i>
<i>FF</i>	<i>Friday 12:00</i>

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.

We have assigned 3 tasks for MSL/Reading, Writing, Maths and Inquiry. Optional extras have also been planned for students if they would like something extra to do in the week. Wednesday's are our Specialist day, the Specialist teachers are assigning tasks at the beginning of the week and classroom teachers are not assigning anything on Wednesdays to give you time to complete them.

Foundation Team

### 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
<p><u>Session 1</u> <b>Learning Intention:</b> I can identify the solution in a narrative story.</p>	<p><b>Assigned on Monday</b> Mentor Text - Snow White and The Seven Dwarfs Retell of Solution. Continued on from last week's lesson.</p> <ol style="list-style-type: none"> <li>1. Look at the problems you wrote down last week.</li> <li>2. What was the solution? How did the characters fix the problem?</li> <li>3. Write down what the solution was.</li> </ol>	<p>Mini Lesson on SeeSaw <b>“Writing Monday September 14th”- Solution in a narrative.</b></p> <p><b>Materials:</b> Writing book, grey-led, eraser and coloured pencils.</p>	<p>Not a feedback task</p>
<p><u>Session 2</u> <b>Learning Intention:</b> I can write an ending for a story</p>	<p><b>Assigned on Tuesday</b> Mentor Text - Raz and the Enchanted Forest Recap what has happened so far. Writing an ending can often be the hardest part of story writing! How do you think it should end? Write your own ending! Write three or four sentences (or more) with full stops and capital letters! Remember to add great descriptive words. Draw a picture to match your ending! Next week we will hear Mrs Baker’s ending. Stay tuned!</p>	<p>Recording of the ending of Raz and the Enchanted Forest Paper for writing and drawing Grey lead pencil and coloured pencils</p>	<p>Not a feedback task</p>
<p><u>Session 3</u> <b>Learning Intention:</b> I can write sentences about my ideas.</p>	<p><b>Assigned on Thursday - What happened next?</b> Watch the video and listen to the story ‘The Pencil’ By Allan Ahlberg and Bruce Ingman. Think about what might happen next? In your Special Writing Books, continue to write the story, writing down your own ideas. What did the pencil draw next? What happened to the Rubber? How does the story end? You’re the author, use your imagination and you decide! You may like to illustrate your writing. Watch the end of the story ‘The Pencil’ and find out how the original story ends. Which ending did you like better?!</p> <p><b>Hardcopy:</b> Select a picture story book from home and write a different ending to it in your Writing Books.</p>	<p>Mini Lesson on SeeSaw <b>‘Writing - Thursday the 17th of Sep - What happened next?’</b></p> <p><b>Materials:</b> Writing book, grey-led, eraser and coloured pencils.</p>	<p>Please upload your completed task onto Seesaw for feedback</p> <p>17/09/2020</p>
<p><b>Writing:</b> Optional Extra - if you want to do more: <b>Assigned on Friday</b> - Extra Writing &amp; Drawing Fun! In your Special Writing Books, open to the next available double page. Select one of the Art Hub characters to draw; How to draw a lion - <a href="https://www.youtube.com/watch?v=dWGsSch52q70">https://www.youtube.com/watch?v=dWGsSch52q70</a> OR How to draw a minion - <a href="https://www.youtube.com/watch?v=Td_BpE4DDXA">https://www.youtube.com/watch?v=Td_BpE4DDXA</a> In your Special Writing Books, on the writing side of your double page, write a sentence about the character you drew. Try and use some descriptive words to make your writing sound more interesting. <b>Materials:</b> Writing book, grey-led, eraser and coloured pencils. <b>Hardcopy:</b> In your Writing Books, open to the next available double page. Draw a picture of a Lion/a Minion/or any Fairy Tale character on the blank page and write a sentence about your character on the dotted-thirds page.</p>			

# Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> <b>Learning Intention:</b> To connect the text to self</p>	<p>MSL - Revision: Watch Mrs Kahle's video about open and closed syllables. Syllable division: TIGER words. <b>Reading</b> <b>Elmer the Elephant</b></p> <p>Seesaw- Listen to the story and complete the activity sheet. Thinking about a time when you have wanted to be someone else and why? Complete your own Elmer with cut outs of paper , felt or bits of material. <b>HardPack:</b> Activity sheets</p>	<p>Elmer Story Book <a href="https://www.youtube.com/watch?v=wdyo4ykh2WA">https://www.youtube.com/watch?v=wdyo4ykh2WA</a></p>	<p><b>Not a feedback task</b></p>
<p><u>Session 2</u> <b>Learning Intention:</b> I can comprehend what I read and answer questions about the text.</p>	<p>MSL - Revision: Watch Mrs Kahle's video about the silent e syllable. <b>Reading</b> A Monster Wrote Me a Letter <b>Seesaw:</b> Listen to Miss Smith Read the story and then complete the comprehension/comparing activity about the monster and the boy. <b>Hardpack:</b> Listen to A Monster Wrote Me a Letter and complete the activity sheets.</p>	<p>A Monster Wrote Me a Letter Story Book <a href="https://www.youtube.com/watch?v=OB8dX8nnNJA&amp;t=142s">https://www.youtube.com/watch?v=OB8dX8nnNJA&amp;t=142s</a></p>	<p>Reading- Please upload your completed task onto Seesaw for feedback</p> <p>15/09/2020</p>
<p><u>Session 3</u> <b>Learning Intention:</b> To identify and Read Red Flag Words.</p>	<p>MSL - Revision: Watch Mrs Kahle's video about digraphs/trigraphs <b>Reading</b> Red Flag Words <b>Seesaw:</b> listen to the Red Flag Words being read and have a go at writing them. Then on the next slide check your answers. Practise finding Red Flag words in your reader. Choose a levelled book to read and point out the Red Flag Words. You might like to create a tally mark set up and count your red flag words. <b>Hardpack:</b> Get a family member to read the Red Flag Words and then check your answers.</p>		<p><b>Not a feedback task</b></p>
<p><u>Session 4</u> <b>Learning Intention:</b></p>	<p>MSL - Revision: Watch Mrs Kahle's video about FLOSS rule and Gentle Cindy. <b>Reading</b> <b>Seesaw and Hardpack:</b> <i>Read or Share your favourite book!</i> What is it called? Why is it your favourite? Who are the characters? What is the problem in the story? What is it about?</p>		<p><b>Not a feedback task</b></p>

# Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<u>Session 1 - Monday</u> Learning Intention: I can use different strategies to solve addition problems with numbers to 20	Addition - Complete the two addition tasks. With the dominos task, add on from the largest number, counting the dots one at a time. Teen addition - Count on from 10 to find the answer to the sums. You may start to see a pattern to help you solve the answers.	Seesaw  Hard Pack - copy of domino and teen addition activities.	Not a feedback task
<u>Session 2 - Tuesday</u> Learning Intention: I can solve addition and subtraction problems with numbers to 20	Addition and subtraction practice - Colour in Elmer's patches using the addition and subtraction sums to help you work out which colours to use.	Seesaw or Hard Pack	Not a feedback task
<u>Session 3 - Thursday</u> Learning Intention: I can identify units of measurement for time. I can order the days of the week.	Revision: Understanding measurement of time through songs Units of time (60 seconds in one minute etc.) Days of the Week plus Months of the year Sing along to practice this knowledge. Get out any instruments you have and play along. You might like to upload a video of you performing one of these songs to your journal.	Seesaw video or Hard Pack song sheet	Not a feedback task
<p><b>Maths:</b> Optional Extra- Log in to Mathletics and Mathseeds (Reading Eggs) and remind yourself about how to use the sites. Complete any tasks that you may still have assigned to you, then explore as many tasks as you like. If you haven't tried Live Mathletics, this is a great way to work on your knowledge of addition and subtraction. You can use these sites to work on your Maths skills during the school holidays.</p> <p><a href="http://www.mathletics.com">www.mathletics.com</a>  <a href="http://www.mathseeds.com.au">www.mathseeds.com.au</a></p>			

# Inquiry

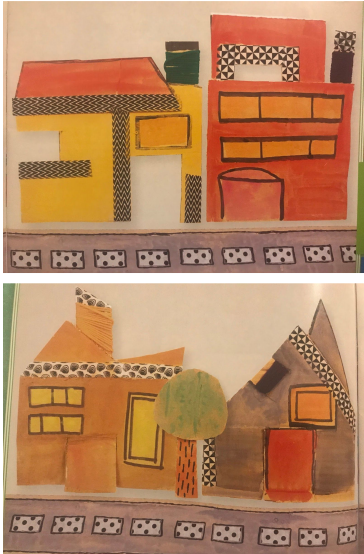
Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Session 1</u> <b>Learning Intention:</b> I can experiment with natural materials. I can use my creativity.</p>	<p><u>Nature/Sensory Play - Beautiful Ice Cubes</u></p> <p>Collect some flower petals and leaves in your backyard or around your neighbourhood. Arrange them in a cupcake baking tin (or an ice cube tray). Add water – fill them up as much as you would like. The flowers will mostly float to the top, but that's okay because they will still set with the water when it freezes. Put them in the freezer until they are solid. When they are frozen, have fun playing with them out in the sunshine as you watch them melt!</p>	<p>Things you will need:</p> <ul style="list-style-type: none"> <li>● Cupcake baking tin (or ice cube tray)</li> <li>● Flower petals, leaves, natural items</li> <li>● Water</li> </ul>	<p>N/A</p> <p>Optional: Don't forget to upload a photo/video to your Seesaw journal!</p>
<p><u>Session 2</u> <b>Learning Intention:</b> I can use my creativity. I can use creative thinking and problem solving skills.</p>	<p><u>STEM Play - DIY Paint Brushes</u></p> <p>Make your own paint brushes using things you can find around the house! First, gather your materials and cut larger materials down to size. We cut strips of the fabric and foam to fold into brushes. Next, use wooden pegs to clip in each material and make a brush. Last, find some paint and get painting to see what sorts of different marks and prints you can make. If you don't have any paint, you can just use water to paint on the footpath, a fence or an outdoor wall.</p> <p>Materials for brush ideas might include: Sponges, Twine, Burlap, Felt, Feathers, Pipe Cleaners, Pom Poms, Cosmetic wedges, Cotton Balls, Foam, Patty Pans, Netting, Crepe Paper, Material, Leaves, Ribbon, or anything else you can find around your house!</p>	<p>Things you will need:</p> <ul style="list-style-type: none"> <li>● Wooden pegs</li> <li>● Scissors</li> <li>● Paper</li> <li>● Paint or water</li> <li>● Fun items for brushes</li> </ul>	<p>N/A</p> <p>Optional: Don't forget to upload a photo/video to your Seesaw journal!</p>

<p><u>Session 3</u> <b>Learning Intention:</b> I can experiment with a range of materials.</p>	<p><u>Science/Sensory Play - Fizzy Citrus</u></p> <p>Cut an orange or a lemon in half. Poke your fruit with a stick a few times to create some juice. Put a squirt of dishwashing liquid and add colouring (optional). Add a few spoons of bicarb soda. Pour some vinegar on. Poke the fruit to encourage the chemical reaction. Experiment &amp; repeat!</p>	<p>Things you will need:</p> <ul style="list-style-type: none"> <li>● An orange or a lemon (any citrus)</li> <li>● Dishwashing liquid</li> <li>● Bicarb soda</li> <li>● Vinegar</li> <li>● Food colouring (optional)</li> <li>● A stick</li> </ul>	<p>N/A</p> <p>Optional: Don't forget to upload a photo/video to your Seesaw journal!</p>
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## Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention:</b> I can reflect on my work.</p>	<p>It's been a big term and the holidays are only a few days away! Take a few minutes to make a list or draw of all of the things that you have accomplished this term. What have you worked really hard on this term? What are some of your successes? What are you most proud of?</p>	<p>N/A</p>	<p>N/A</p>



<p><u>Art Activity</u> <b>Learning Intention:</b></p> <p>I can explore a range of materials</p> <p>I can talk about art works I make</p>	<p>BOOK WEEK ACTIVITY: 3-D Construction and Collage</p> <p>'GOODBYE HOUSE, HELLO HOUSE'</p> <p>Goodbye House, Hello House looks at all the emotions, expressions and body language moving houses. There is sadness, excitement and fear. There are many memories from the time you were a baby in your old house.</p> <p>Houses and buildings come in so many shapes and sizes. Use recycled materials to make your own street scene.</p> <ol style="list-style-type: none"> <li>1) Using coloured paper, newspaper, recycled boxes, cardboard draw some shapes for your buildings- squares, rectangles, triangles, circles, semi circles.</li> <li>2) If you wanted to, you could paint your houses.</li> <li>3) Use a black texta to make the detail in the doors and windows stand out.</li> <li>4) Cut out the shapes of your houses</li> <li>5) You could cut aluminum foil for the roof? Coloured tape for highlights? Draw in bricks or weatherboards?</li> <li>6) Add trees, roads, parks, landmarks</li> </ol>		<p><b>assessed</b></p>
<p><u>Indonesian Activity</u> <b>Learning Intention:</b></p> <p>I can act out my storybook using appropriate Indonesian words for animals, colours and numbers.</p>	<p>First, watch the mini-lesson on Seesaw.</p> <p>Then, record yourself acting out the storybook you made last week. (If you are shy recording video, you can just record your voice reading your story.)</p> <p>Once you are finished, you can have another go at our Indonesian games. :-)</p> <p><a href="https://wordwall.net/play/3933/962/686">https://wordwall.net/play/3933/962/686</a></p> <p><a href="https://wordwall.net/play/3934/110/877">https://wordwall.net/play/3934/110/877</a></p> <p><a href="https://wordwall.net/play/3934/146/322">https://wordwall.net/play/3934/146/322</a></p>	<ol style="list-style-type: none"> <li>1. Mini-lesson (found on Seesaw)</li> <li>2. Storybook writing activity from last week (You will need to use what you wrote last week because you will act it out this week.)</li> </ol>	

Physical Education  
Activity

**Learning Intention:**

I

This week we are working on the forehand strike. A forehand strike is like what we use in Tennis. For those that would like to challenge themselves further, you may like to also try activities 2-4 using the two handed strike which is what we use when hitting in baseball or softball

**A full description of the activities and games** is located in the Resource folder. I hope you enjoy them

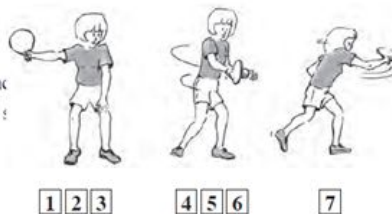
**EQUIPMENT NEEDED:**

- A bat or racquet that you can hit with. It may even be an empty plastic bottle or rolled up newspaper
- A tee (stand) to place the ball onto so it can be hit e.g. cardboard box with plastic cup sitting on top to place ball on
- Markers to use to create target zones e.g. empty bottles, clothing, toys etc.
- A ball (e.g. tennis ball or medium sized ball) you can hit. It can also be a pair of rolled socks, scrunched up newspaper or balloon

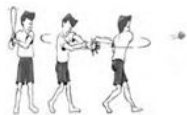
**Skill components- Forehand Strike**

**Performance Criteria**

1. Eyes are focused on the ball throughout the strike
2. Stand side-on to the target with bat held in one hand
3. Striking hand nearly straightened behind shoulder at end of back
4. Step towards target with foot opposite striking arm during the
5. Marked sequential hip to shoulder rotation during the strike
6. Ball contact made opposite front foot with straight arm
7. Follow through towards the target then around body



**Skill components- Two handed strike**



**Skill Components**

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

A full description of the activities and games is located in the Resource folder.

**EQUIPMENT NEEDED:**

- A bat or racquet that you can hit with. It may even be an empty plastic bottle or rolled up newspaper
- A tee (stand) to place the ball onto so it can be hit e.g. cardboard box with plastic cup sitting on top to place ball on
- Markers to use to create target zones e.g. empty bottles, clothing, toys etc.
- A ball (e.g. tennis ball or medium sized ball) you can hit. It can also be a pair of rolled socks, scrunched up newspaper or balloon

*Living and Learning by the Sea*