Week 1 Year 6 Remote and Flexible Learning Program

Torquay College is acting 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 recognise that it might seem overwhelming but we will do all we can as a school to support you and your family. This of course will look differently and mean different things to different people but the fundamental message is that we are in this together.

Learning tasks have been designed by each Year level teaching team and will continue to develop as the term progresses. All remote and flexible learning tasks will be housed centrally on the Torquay College Website – under the 'Remote and Flexible Learning' tab. This will provide families with the week by week learning program.

The Foundation, Year 1 and Year 2 teams will use 'SeeSaw' as the software platform.
The Year 3, Year 4, Year 5, and Year 6 teams will use 'Google Classroom' as the software platform.

If you need to gain access to digital technology the school will provide devices for loan. If your preference is to have hard copies we can make work packs available.

We want you to find what works best for you and your family and we will be seeking constant feedback so we can refine our work to make it easily accessible and understood.

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 work for your family with pace and quantity.

Principal Team

Torquay College Year 6 Remote and Flexible Learning Plan

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 two literacy tasks from reading, writing or spelling 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.

Suggestions to ensure a successful home learning environment
- establishing and following a daily routine
- defining a space for your child to work in
- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- Keeping your children social, but set rules around their social media interactions.
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Setting up a learning environment:
Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times.
Above all, ensure you or another adult is present and monitoring your children's learning.

Wellbeing:
Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:
- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Digital Safety:

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.

Year 6

Welcome to our Remote and Flexible Learning Program for Year 6. This is a new program for all of us and we are seeking your support and patience as we all adjust to this challenge. Whilst children will not be attending school, we will be providing an ongoing learning program. As we embark on this system of learning we will be open to you and your child's feedback so we can improve and refine the delivery of the program. You have always been your child's prime educator but we appreciate the challenge of becoming their 'teacher'. With this in mind we are trying to keep the process as clear and simple as possible. It is important the learning environment is calm, stress free and conducive to learning. 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. If you feel there is too much work please make the adjustments that work for your family with quantity and pace. Students work best when we support them at their point of need in complexity, pace and quantity.

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

Feedback tasks- These are tasks that need to be completed and submitted in Google Classroom. They will be set up as an assignment that you will be able submit.

Google Classroom codes
6A: https://classroom.google.com/c/NTA5MzQxNzIxOTBa   Access Code: 3plbmxe
6B: https://classroom.google.com/c/NTEwNzkxMjM1NzJa   Code: quibtoa
6C: https://classroom.google.com/c/NTEwNzUzNzMyMjda   Code: i7kkihn
6D: https://classroom.google.com/c/NTA5Mjk0MTEwMDFa   Code: mr4ng2b
6E: https://classroom.google.com/c/NTA5NDU2NDk0ODNa   Code: gknlglc

Week 1 Year Level 6	
Content Area	**Suggested Learning Activities**
Well Being	**Setting up your remote learning space** Use the "Checklist for setting up my remote learning space" to create a practical and inspiring space Complete the "Seeking help" worksheet and display this in your remote learning space. Personalise your space with your daily timetable and weekly planner, and a vision board, inspiring poster or a motivational quote Take a photo of yourself in your remote learning space and share on Google Classroom along with two positive emotions and two mixed or negative emotions about how you are currently feeling (E.g. Hurt, loved, angry, happy, scared, excited, sad, surprised, jealous, joyful, ashamed, unloved, amazed, hopeful, miserable, embarrassed, proud, tense, bored,

	thankful, stupid, thrilled, worried, upset, safe, lonely, afraid, confused, shy, strong, anxious, calm, frustrated, furious, warm, guilty, ignored, uncomfortable, inspired, serene, betrayed, disappointed, determined, rejected, nervous, curious, suspicious, relieved). *Adapted from "Understanding positive, mixed and negative emotions" RRRR Level 5 / 6 Topic 1.* **Read a story to increase understanding of coronavirus and support your student's wellbeing** E.g. "Dave the dog is worried about coronavirus" , "What is the coronavirus?" or "Don't walk your cat and other advice for a worried kid" Or visit the headspace website for a factsheet with advice and tips on how to cope with stress related to covid-19 **Family bucket list jar** Find a large jar to use either post it notes or icy pole sticks to write down every time you or your child/ren wished they could do an activity, visit someone or go somewhere that they can't currently do. Some students may wish to decorate the jar. Eventually you will be able to work through your bucket list activities, in the meantime this might provide a positive distraction and generates hope and plans for the future.
Reading	● Continue working on Making Tracks using your Learning Goal Rubric and Reading Task Table (access through your Google Classroom). ● Minimum 30 minutes of independent reading each day. ● Feedback task: Week one - Asking Questions 'Before, During and After' whilst completing your daily independent reading. Week three - RAZ kids

Writing	● Create a journal of activities you are completing each day. You may like to include three things you are grateful for and pictures to help describe your day.
	● Writer's Workshop: Find and grow seed to complete at least one piece of writing per week. You'll need to plan, draft, revise, edit & publish each piece of writing.
	Be creative and try to explore different text types and audiences.
	Writing response ideas:
	   - Day in the life/holiday recount
	   - BTN summary - Feedback task: Watch episode 8 of BTN you'll need to summarise your thinking and answer questions.
	Your teacher will be posting weekly writing tasks to your Google Classroom Homeroom with writing samples, templates and ideas to help you with your writing.

Maths	● Complete allocated Mathletics tasks assigned by your class teacher ● Problem solving tasks card (1 a week)

	● Complete activities from the Measurement Menu on your Google Classroom ● Times tables practice
Inquiry	Term 2 Focus: Sustainability – Australia's Energy Future Follow Google Slides that will be posted weekly in your Homeroom's Google Classroom. You will get one post a week containing two lessons. They will be titled 'Week One: lesson 1 & 2'. ● Feedback task: Week 2 - lesson 3 slide 5 - complete the google document table and send it to your homeroom teacher. You will need to record your thinking and understanding while viewing the slides by answering questions, ruling up tables and writing responses to different prompts in your Netbook, workbook or piece of paper.
Physical Activity	**Cross Country** Students 11, 12 and 13 yrs run 3 kilometres. Start by jogging for 3-4 minutes and increase a bit more each day. **Soccer skills** Soccer juggling – how many can you keep up with a partner https://www.youtube.com/watch?v=Txr2YQzsLDU **Tennis skills** Frame and Play videos with Stefan Bojic Level 1 and 2 https://www.youtube.com/watch?v=JEhogUBSPFQ Show the C shape hitting technique Give an allotment of time such as 3 minutes and ask students to accumulate points Bounce ball and hit to partner – partner to catch = 1 point Partner to throw Ball to partner and partner to catch = 2 points Rally = 1 Point per hit
Indonesian	House vocab poster (Download from the Google classroom or look in learning pack) Stick it your house somewhere where you can learn the words **Activity 1:** Use Quizizz quiz to practice names of rooms and furniture. **Activity 2:** Look at the PowerPoint on Google Classroom about differences between Indonesian and Australian houses. What's different between the photos and your house? Write at least 5 sentences in English. **Activity 3:** Use Quizizz quiz to practice names of rooms and furniture again. Try and beat your personal best! **Super Challenge:**

	Visit Mamikos.com and take a look at some apartments in Jakarta. Which ones do you like best? What do you imagine life might be like living in one? If you'd like, take a screenshot and upload with your thoughts to Google Classroom.
Art Education	Lions Club Peace Poster Competition Begin the lengthy process of researching, designing and drafting a rough copy for the competition. Research ideas- images of Peace. Try and tell a story about Peace through images. Look at the gallery from the Lions Club websites to gain ideas. Try to be original and relate your poster to the 2020 theme of 'Peace through Service' https://lionsclubs.org.au/activities/youth/peace-poster/ https://www.lionsclubs.org/en/start-our-approach/youth/peace-poster https://lionsclubs.org.au/activities/youth/peace-poster/peace-poster-gallery-2018-2019/
Optional websites sites that can be accessed to support learning	● BTN https://www.abc.net.au/btn/ ● 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) ● Reading https://www.storylineonline.net/ Great website for students to listen to and read well known picture story books ● Reading https://www.getepic.com/ Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books they read. Teacher's need to set up their own account and add students in. Teachers can also set up collections, e.g. a collection of books purely about celebrations. Teacher's already have the App on their IPads. ● Study Ladder https://www.studyladder.com.au/account/teacher?t=teacher&r=#create-account Free 24 hr access for teachers, free *unlimited* student access from *school,* Free *limited* student access from *home,* Printable and online resources, individual task allocation. Teachers will need to set up classes.