



Remote and Flexible Learning Term 3 2020

Year: 2

Week: 7

Torquay College Families,

We are now in our 4th full week of Remote and Flexible learning. Teachers and students of Torquay College are working hard to maintain learning connection, working creatively and collaborating in a virtual environment to meet the learning needs of all our students.

This week we would like all teachers and families to consider digital safety and screen time. We know that digital technology is a wonderful tool to use to learn and create but we also need to ensure we are safe and we are also spending time away from the screen.

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. The attached link provides families with wonderful information and helpful hints to support navigating digital technology use at home. <https://www.esafety.gov.au/parents>

The positive feedback received is encouraging and ensures we are meeting the needs of our students and school community. Torquay College is wanting to collect some feedback from families about the changes and improvements to the remote program and the impact to their child's engagement and learning. Your feedback through this survey will assist in our school planning. <https://www.surveymonkey.com/r/2639975>

Thank you for your continued support.

Assistant Principal
Nadia Tkaczuk

Weekly Team Message:

Congratulations on all of the work you have submitted so far with Remote Learning 2.0. Virtual class meetings will be on **Monday** and **Thursday** at **10am**. Please remember to sign in using **your name** (as we will not let in people we don't know), stay mute on entry, and show respect to each other.

If you have organised a Parent, Student, Teacher meeting through **Sentral** please note that these are completed through **Webex** meetings using the same numbers as the student community circles. If you would prefer this to be a phone call please let your teacher know through a message on **Seesaw**.

The school website curriculum program is designed for families who opt for hard copy pack and who do not have access to the internet.

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.

The activities listed below will not be released all at once but uploaded by your teachers each day as listed. If you complete your activity before the released date just upload a photo to the activity when it shows up on Seesaw, as this will go into your Journal.

	When Lessons will be assigned on Seesaw		
Monday	Reading :Lesson 1	Writing : Lesson 1	Maths : Lesson 1
Tuesday	Reading :Lesson 2 Feedback Lesson	Maths : Lesson 2	Inquiry : Lesson 1
Wednesday	SPECIALIST DAY: Focus on PE, ART and INDONESIAN		
Thursday	Reading :Lesson 3	Writing : Lesson 2 Feedback Lesson	Inquiry : Lesson 2
Friday	Writing : Lesson 3	Maths : Lesson 3	Inquiry : Lesson 3 Feedback Lesson

Thank you for your efforts,

The Year 2 team.

Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30 am	Physical Activity	Play outside, go for a walk, ride your bike	8.30 – 9.30am	Physical Education	Torquay College PE Lesson.
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 - 10.30am	Art Activity	Torquay College Art Lesson.
10.30-11.00am	Break		10.30-11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed. Refer below	11-.00 12.00pm	Indonesian Activity	Torquay College Indonesian Lesson.
12.00-1.00pm	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00-1.00pm	Well Being Activity	Torquay College Wellbeing Lesson.
1.00-1.30pm	Lunch		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	1.30 -2.30pm	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30-3.30pm	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30-3.30pm	Physical Activity	Play outside, go for a walk, ride your bike.

Writing

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u> Learning Intention:</p>	<p>Information Report: Edit (word Choice) and Revise (Conventions) Students are now in the Revising and Editing part of the writing cycle. Watch Mrs Leydens mini lesson on how to revise and edit your information report draft. The traits we will be focusing on are word choice, sentence fluency and conventions. Students then revise and edit their draft they completed in week 6.</p>	<p>Mini lesson youtube Writing cycle reference Focus traits anchor charts - Word Choice - Sentence Fluency - Conventions</p>	
<p><u>Lessons 2</u> Learning Intention: I can publish my writing so that it is organised and clear.</p>	<p>Information Report Publish your finished Information Report and upload it onto Seesaw. Using the writing trait of presentation create a poster from the information you have written in your draft focusing on clear presentation, neat writing and ensuring you have a title, subheadings, labelled diagrams and interesting facts about an animal, person, place or thing</p>	<p>Polar Bear example poster Writing cycle reference - publish Focus Trait - publishing anchor chart Seesaw lesson with explanations</p>	<p>Feedback will be given on this task</p>
<p><u>Lessons 3</u> Learning Intention: I start each sentence differently.</p>	<p style="text-align: center;">Writers Workshop Writing Trait : Sentence FluencyWr Learning Intention: I start each sentence differently.</p> <ol style="list-style-type: none"> 1. Listen again to the story : Go Go and the Silver Shoes, focus on how the authors starts her sentences differently. 2. Read the 1st Anchor chart about Sentence Fluency. we are this week looking at the 2nd focus : I start each sentence differently. 3.:T: on the Pobble link and look at the image. 4. Using the Pobble picture and the sentence starter (optional) choose a writing genre (narrative, recount, information or procedure) to write about the Pobble picture 5. Focus on Sentence Fluency 'I start each sentence differently' 6. Complete your writing task, take a GOOD :photo: and :upload: it 	<p>SeeSaw will have all relevant resources attached Listen to Go Go and the Silver shoes text on SeeSaw Look at Pobble Write in Remote Learning 2 book</p>	

Writing: Optional Extra- if you want to do more:

- Write a story working through the Writing Cycle
- Writing the recipe for a meal or snack you have prepared together.

- Writing down some facts they have discovered whilst reading an information book.
- Writing some simple instructions of how to make something such as building a Lego model, etc.

Reading

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u> Learning Intention:</p>	<p>Focus on ew/ue MSL:</p> <ol style="list-style-type: none"> 1. Students watch sound pack video. 2. Students then watch the new skill video to learn sounds of ew and ue (a few to rescue) Students can read the words and write them in their remote learning book. 3. Students complete the dictation sentence. 	<p>Seesaw will have this set as 2 activities as we cannot upload more than one video.</p>	
<p><u>Lessons 2</u> Learning Intention:: <i>I can ask questions about the text (book) before I read</i></p>	<p>READING STRATEGY :Questions and Questioning Learning Intention:I can ask questions about the text (book) before I read</p> <ol style="list-style-type: none"> 1 Listen to Ms Hill explain what is 'Questions and Questioning' and why we use it in reading. 2. Read the the Questions and Questioning Anchor Chart (poster) in templates. 3. Next move to slide 4 and look closely at the Weather Page BUT DON'T READ IT just investigate it. 3. Then Move back to the 2nd slide and record your questions (if you need some extra help to get you going click on slide 3 for an example)What are your questions about this page? what are you wondering (We will read this next week) 4.upload your work. 	<p>SeeSaw will have all relevant resources attached Question / Questioning sheet Anchor Chart Weather Page</p>	<p>Feedback will be given on this task.</p>
<p><u>Lessons 3</u> Learning Intention:I can read a book and comprehend what information is included.</p>	<p>Reading a-z books will be assigned to students through Seesaw or on the website. We would like students to read at least one page and record it on Seesaw. The second part of this activity requires students to answer comprehension questions related to their book.</p>	<p>Seesaw activities are set. If you require the book name from Reading A-Z please contact your teacher as they are differentiated for each student. If you cannot access Seesaw students can write a retell of their own book.</p>	
<p>Reading: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Reading eggs and Reading Eggspress • Reading A-Z 			

Mathematics

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<u>Lessons 1</u> Learning Intention: I can recognise all units of money in coins and notes.	<p style="text-align: center;">Focus: Money</p> Students are to draw lines on a worksheet from the coins and notes to the label with their value. Once they have completed this sheet they can move to the next page and add up the coins in each bag, then write the value using \$ and c beside the bag. If needed students could use real coins and the hundreds chart to add these numbers together.	Maths sheet showing values, coins and notes. Money bags.	
<u>Lessons 2</u> Learning Intention: I can add simple collections of coins and notes.	<p style="text-align: center;">Focus: Adding collections</p> We would like students to create a picture using coins they can find at home. Then once they have created their picture they need to take a photo to upload to Seesaw. They also need to add up the coin's value. This can be done by grouping the coins by value and adding each collection then all of them as a whole. The second activity requires students to show two different ways to make specific values. For example 35c can be a 20c, 10c, and 5c or can be 7x5c.	Worksheet will be uploaded to Seesaw. Activity 1: shows a money picture Activity 2: is a table with 4 amounts of money.	
<u>Lessons 3</u> Learning Intention: I can add and subtract amounts of money.	<p style="text-align: center;">Focus: Money in real life situations</p> Using a catalogue(provided), go shopping and see what you could buy if you had \$100. You will cut out the items in the catalogue and add up the total cost. It can not be more than \$100. You then need to work out how much change you will have left by taking the total amount you spent away from the \$100 you had to spend.	Worksheet in resources and will be uploaded onto Seesaw <ol style="list-style-type: none"> 1. students cut and paste items they wish to buy. 2. students add the total of the cost of the items 3. students work out how much change they will receive 	
<p>Mathletics: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> ● Mathletics, ● Maths Seeds, ● Written counting patterns starting from any number other than 0 or 1 ● Write some addition and subtraction problems to solve. ● Cook something with an adult 			

Inquiry

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u> Learning Intention: I can identify how many toys have changed from the past to the present.</p>	<p>Toys have changed throughout the years. In this activity students are to decide and sort tiles into which part of the past or present column a toy belongs.</p>	<p>Toys Worksheet</p>	
<p><u>Lessons 2</u> Learning Intention: I can identify how toys have changed from the past to the present.</p>	<p>Students need to watch the video of Toys over the last 100 years. Students to compare their own favourite toy with that of their parents or grandparents.</p> <ol style="list-style-type: none"> 1. take a photo of favourite toys - student, parents and /or grandparents 2. Add photos and responses to the question sheet to show what is the same, if things have changed and the differences. 		
<p><u>Lessons 3</u> Learning Intention: I can test a variety of objects to see which will roll or slide down a ramp.</p>	<p>Science Students need to watch the video on forces and motion using a ramp.</p> <ol style="list-style-type: none"> 1. You will need to design and make a ramp using strong cardboard or strong board, wooden blocks or books to prop ramp. 2. Test each object to see if it will roll or slide down the ramp (if you don't have the object choose others). 3. Make a guess before you start. 4. Fill in the worksheet and answer questions from your experiment findings. 	<p>Worksheet in resources and will be assigned on Seesaw</p>	<p>Feedback will be given on this task.</p>
<p>Inquiry: Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> • Cosmic Yoga - https://www.youtube.com/user/CosmicKidsYoga • Smiling Mind App - https://www.smilingmind.com.au/ • Mindfulness Colouring Sheets - (in resources Week 6) • Art hub for kids (Draw Mrs Potato Head) assigned on Seesaw https://www.youtube.com/watch?v=vbikZpjrV_c 			

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> Learning Intention:</p> <p>Explore how regular physical activity keeps individuals healthy and well</p>	<p>Stay active like a healthy hero!</p> <p>The Geelong Cats Healthy Heroes program is all about encouraging kids to do an hour of physical activity a day, to drink water and to eat well. Not only will this help us stay physically healthy but it will help us feel good too. During remote and flexible learning we might find ourselves spending more time online, so it is even more important that we are taking good care of ourselves!</p> <p>We don't all need to do as much exercise as our Healthy Heroes Geelong Cats players Tom Hawkins, Bec Goring and Joel Selwood but we do need to make sure we are all physically active for at least an hour a day. This could be walking, playing basketball, going for a ride or anything else that gets you moving!</p> <p>Watch the Wiggles "Do the Pretzel" video for some staying active inspiration and then challenge yourself by completing the Geelong Cats Healthy Heroes "Exercise is FUN - Move it Tracker" to make sure that you're doing an hour a day of physical activity!</p>	<p>The Wiggles "Do the Pretzel" video is available here: https://www.youtube.com/watch?v=NwElfMCZMk</p> <p>Geelong Cats Healthy Heros "Exercise is FUN - Move it tracker" is available here: https://www.geelongcats.com.au/news/582119/healthy-heroes-home-learning</p>	
<p><u>Art Activity</u></p> <p>Learning Intention:</p> <p>I can make art works using materials, techniques and processes to</p>	<p>Art Activity</p> <p>Week 7 Term 3 Home Learning</p> <p>Activity- Cotton Bud Skeletons</p> <p>Materials- Cotton buds, glue, paper, black pen, scissors, black or coloured paper for background</p>		

<p>express ideas, observations and imagination.</p>	<p>Activity. Look at examples provided for inspiration. Draw a skull using a black pen on white paper. Be sure to include the eye sockets, the mouth and teeth and nose. Cut out the skull and stick on to the black or coloured cardboard that you are going to use for the background, make sure you put the head up the top so you have enough room for the body below Use cotton buds to create the skeleton. start with the spine (back bone) attach arms and legs. Think about the joints that we have in our bodies, cut the cotton buds when you need to. Don't forget the fingers and feet.</p> <p>Be creative, think of what your skeleton is doing, is it dancing, waving, standing on its head?</p> <p>Have fun</p> <p><i>When you get time</i> If you did not add line and pattern to the inside of your hands from last week, can you please go back and finish this activity.</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can build sentences about body parts.</p>	<p>Watch the mini-lesson on Seesaw.</p> <p>Then, follow the link to play our sentence-building quiz.</p>	<p>1. Mini-lesson video on Seesaw</p> <p>2. Sentence-building quiz (link on Seesaw)</p>	
<p><u>Physical Education Activity</u> Learning Intention:</p>	<p>This week I will be suggesting a few games that you may enjoy trying at home. HAVE FUN!!</p> <p>The games are:</p> <ol style="list-style-type: none"> 1. Egg and Spoon Race 2. Egg Balance Challenges 3. Sack race 4. Paper plane throw 5. Keepy Uppy 6. Toe Tappers (optional) <p>A detailed description of the activities is located in the resource section.</p>	<p>Activity descriptions are located in the resource section.</p>	

Living and Learning by the Sea