

Week 6 - Year 1 Remote and Flexible Learning Program

Welcome to week 6.

Congratulations and well done to our whole school community for the wonderful work and support with our Remote and Flexible Learning program. Families and Torquay College staff have done an amazing job adapting to this new environment and providing the children with a new and innovative learning program. We have worked together to educate our children during an unprecedented lock down period.

This coming week we are planning for a return to school. To support all school staff to prepare for this transition, Monday 25 May will be a pupil-free day.

In the first stage, students in Foundation, Year 1 and Year 2, will return to school from Tuesday 26 May. During this time students in Years 3- 6 will continue to learn in the remote and flexible learning environment from home.

In the second stage of our return to on-site schooling, all other year levels, students in Years 3- 6 will return to school from Tuesday 9 June.

We look forward to catching up with all the children back at school and sharing some great stories of our time in a remote learning environment.




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 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.

The Year 1 Remote Learning Program consists of activities that can be completed with resources around the home or that have been uploaded onto Seesaw and the Torquay College website.

Year 1 - Week 6

Content Area	Suggested Learning Activities
Spelling	<p>Resources highlighted in purple were uploaded to Seesaw and the Torquay College website in Week 1.</p> <p>Resources highlighted in green will be uploaded to Seesaw and the Torquay College website this week.</p> <p>***** You will only need to upload the tasks highlighted in yellow to Seesaw*****</p> <hr/> <p>Sound - ph Rule - A digraph is a two letter blend that makes one sound. The digraph ph makes the sound ph (f) - phone</p> <p>Watch: Let's Learn About the Digraph ph Phonics Song for Kids with Jack Hartmann https://www.youtube.com/watch?v=U5WTmRQ9jrk</p> <hr/> <p>Help your child learn the spelling rule and practice this by learning the following words.</p> <p>Words to demonstrate the ph spelling rule - photo, phone, phew, graph, dolphin, nephew, alphabet, elephant, sphere, trophy</p> <p>They can use the strategy of finger spelling. For example: to finger spell the word cat, say c-a-t and hold up one finger for each sound. To finger spell the word cash, say c-a-sh and hold up one finger for each sound (3 fingers in total)</p> <p>Your child can read the words, write the words, and then read the words again. If your child would like more challenging or easier words please look in the levelled books on Epic, Reading Express or home books.</p> <hr/> <p>Your child can view the sound mats to go through the sounds and spelling rules.</p> <hr/> <p>Irregular words - Your child can learn from the High Frequency Words lists. These are levelled lists so select the list appropriate to your child's ability. Your child might like to select some of the words they need to practise from their chosen High Frequency word list and write each one in a sentence.</p>
Reading	<p>Each day, choose a book to read together or your child can read independently. If you choose to read with your child, encourage them to read out loud. Using the 'Guided Reading Challenge Cards', have your child <u>choose one task per day</u> from the list to complete.</p> <hr/> <p>If you would like decodable books to read with your child, you could choose a book from the below website. These books are matched to the sounds that are the focus of the lesson and can be printed or downloaded to a device. There are also support tasks that you could also complete with your child if they need that additional support. https://www.speld-sa.org.au/services/phonics-books.html</p> <hr/> <p>You can also choose to read levelled texts assigned to you by your class teacher on www.getepic.com</p> <hr/> <p>Your child can go on Reading Eggs www.readingeggs.com and follow their individual programs using their usernames and passwords.</p>

Writing	<p>Writing Prompt - Your task is to choose one writing prompt and write about it.</p> <p>1. Choose a picture to write about. The Magic Tree, Haunted House or Fishing Adventure.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>2. Once you have chosen your picture you need to decide what style of writing to choose.</p> <p>You may like to make a list of words that relate to the picture (at least 10 words), write a poem, create a song, write a story, retell an event (recount) of an event the pictures remind you of.</p> <p>3. Use your dotted thirds book to write neatly on the lines with correct letter formation.</p> <p>Record your Learning - Click 'add response' on the 'Writing prompt' activity in Seesaw, take a photo of your completed writing, record yourself reading it aloud and then upload it to your Journal.</p> <hr/> <p>Handwriting - practice formation of lowercase letters - encourage your child to say the sound of the letter as they write it. https://www.youtube.com/watch?v=olgfKjTTvtY</p> <p>There is also a copy of the Victorian Cursive Handwriting Sheet in your resource pack from Week 1.</p> <hr/> <p>Dictation linked to the spelling rule. Read the sentence out and your child can write the sentence, using knowledge of spelling and punctuation.</p> <p>The graph had a dog on it. Here is a photo on my phone. The boy won a trophy in the race. I saw the dolphin swim in the sea.</p> <hr/> <p>If you child would like some optional extra suggestions for writing, they might like to consider:</p> <ul style="list-style-type: none"> - 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 a short imaginative story that includes a beginning, middle and ending. - writing some simple instructions of how to make something such as building a Lego model, etc. - writing a letter to a family member or a friend or even their teacher!
Maths	<p>Warm Up Activities:</p> <p>YouTube: Jack Hartman, Let's Learn Our Addition Facts https://www.youtube.com/watch?v=Cn6hHFeNWe8</p> <p>YouTube: Numberock, Place Value Songs for Kids, https://www.youtube.com/watch?v=a4FXl4zb3E4&t=38s</p>

Addition: worded problems

1st Activity:

Revise the friends of ten and doubling strategies from the previous weeks to help solve addition worded problems.

Complete the worded problems in your **workbook** by following these steps.

- Read the problem, then read it again.
- Write the problem
- Underline the most important parts of the problem, the numbers and operation (addition)
- Draw a picture to show your thinking
- Write the number sentence e.g. $6+6=12$ and record your answer

1. I have 7 lollies and my friend gave me 3 more. How many lollies do I have all together?
2. Spencer has 6 rocks, Audrey gave him 6 more. How many rocks does Spencer have now?
3. I have two dogs. How many legs do they have all together?



Now create 3 or more worded problems of your own and follow the steps to answer them.

Data

2nd Activity:

Print out the **template** in the Week 6 resource folder or make one of your own.

Survey your family and friends (approx. 10 people) this could be done at home or over the phone.

Ask what is your favourite season, **summer** , **autumn** , **winter**  or **spring**  ?

























Record their answers using tally marks in the top graph.

Represent your data in pictures in the graph below by drawing a picture for each tally mark you recorded in each season. For example, suns for summer and raindrops for winter.






Then answer the following questions:

What season was the most popular?

What season was the least popular?

	<p style="text-align: center;">Data – Season survey and picture graph</p> <p style="text-align: center;">Survey 10 people: What is your favourite season? Record their answers using tally marks.</p> <table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Summer </td><td></td></tr> <tr> <td style="text-align: center;">Autumn </td><td></td></tr> <tr> <td style="text-align: center;">Winter </td><td></td></tr> <tr> <td style="text-align: center;">Spring </td><td></td></tr> </table> <p style="text-align: center;">Represent your data in pictures in the graph below by drawing a picture for each tally mark you recorded in each season. For example, suns for summer and raindrops for winter.]</p> <table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Summer </td><td></td></tr> <tr> <td style="text-align: center;">Autumn </td><td></td></tr> <tr> <td style="text-align: center;">Winter </td><td></td></tr> <tr> <td style="text-align: center;">Spring </td><td></td></tr> </table> <p>Answer the following questions:</p> <p>Which season was the most popular? _____</p> <p>Which season is the least popular? _____</p> <p style="background-color: yellow; text-align: center;">Record your Learning - Upload a photo of your completed seasons picture graph by clicking the 'add response' button in the 'Seasons picture graph' activity in Seesaw.</p> <hr/> <p>Mathletics and MathSeeds</p> <p>3rd activity:</p> <p>Your child's teacher will assign tasks related to addition (worded problems) and data on Mathletics. Your child can also complete any other activities related to addition (worded problems) and data on Mathletics and MathSeeds.</p> <p>To access easier or more challenging tasks in Mathletics and MathSeeds, use the search option to find activities that suit their level of ability.</p>	Summer 		Autumn 		Winter 		Spring 		Summer 		Autumn 		Winter 		Spring 	
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Inquiry	<p>Cloud Formations</p> <p>This week the children are going to investigate and make a display of various types of clouds.</p> <p>To discover more about clouds and how they are formed, watch:</p> <p>All about Clouds https://www.youtube.com/watch?v=QAqeFSa60TE and / or</p> <p>What are clouds made of? https://www.youtube.com/watch?v=DigBbR3FeP8&t=19s</p> <p>You might also like to read the Information booklet - 'Different types of clouds' and / or the following books on Epic:</p> <p>Weather Watch: Clouds https://www.getepic.com/app/read/33735</p> <p>Explore my World: Clouds https://www.getepic.com/app/read/43463</p> <p>When you have become familiar with the different types of clouds, create a display of five types of clouds.</p>																

Kinds of Clouds

	cirrus	White, feathery, highest
	stratus	Wide blankets of gray, "high fogs" low
	stratocumulus	Gray, low in the sky, lumpy
	cumulus	Puffy, flat bottoms, low in the sky
	cumulonimbus	Thunderstorm clouds, look like mountains of very tall cumulus clouds

Materials:

Information booklet - 'Different types of clouds', 'Kinds of Clouds' information sheet (above), cotton balls, large sheet of paper, glue stick or PVA glue, black texta.

Directions:

1. Divide a sheet of paper up into five sections and label with the words cirrus, stratus, stratocumulus, cumulus, cumulonimbus.
2. Use cotton wool balls to create the different types of clouds next to the label. Lightly add black texta to the cumulonimbus clouds to indicate rain.
3. Write a short description of each type of cloud. (see example below)



Now you might like to head outside and see which types of clouds you can find in the sky.

You might also like to record the different types of clouds you observe in the sky this week and the type of weather that occurred.

There are also a wide variety of Developmental Curriculum based tasks that can be completed by children of all ages, mostly independently.

A complete list of Developmental Curriculum tasks were sent out with our resources in Week 3. This list is also available on the school website under the DC tab in Remote Learning.

There have also been weekly Developmental Curriculum posts added to the Family Announcements in Seesaw related to Construction Play and Dramatic / Role Play.

Well
Being

Managing change

This will be your last week of remote and flexible learning. It can be hard sometimes when things change. Some students might be worried about returning to school whereas other students might be excited. It's ok to feel whatever you're feeling but be sure to speak to your parent or carer or another trusted adult if you are feeling worried about returning to school.

Watch the Sesame Street gang sing "[Believe in Yourself](https://www.youtube.com/watch?time_continue=7&v=5mw5E6gYpB8&feature=emb_logo)". Then write a story or draw a picture about how you are feeling about returning to onsite learning and share this with your teacher so they can best support your return to school.

Visit the Cosmic Kids website and complete the "[Be the Pond - Zen Den](https://www.youtube.com/watch?v=wF5K3pP2IUQ&feature=youtu.be)" mindfulness activity.

Extension Activity:

Spend some time revisiting your cheering up and calming down strategies. Ask your parent/carer to help you draw a table with two columns and write in one column "Things that cheer me up" and the other "Things that calm me down". Complete the table by either writing or drawing the activities under each heading that help you calm down or cheer up.

Physical Activity

Hi Grade 1 stars!

We performed some overhand throwing a couple of weeks ago and we are going to take the skill further this week with some exciting activities and challenges.

WARM UP ACTIVITY

GO NOODLE WORKOUT!

Wake up your body by following this workout video (Wake up):

<https://www.youtube.com/watch?v=etYhiq9hM8A>

For something harder try this video (Pump it up): <https://www.youtube.com/watch?v=etYhiq9hM8A>

SKILL DEVELOPMENT- OVERHAND THROW

The focus for grade 1 students in week 6 is the overhand throw.

SKILL COMPONENTS OF THE OVERHAND THROW

(Introductory components marked in bold)

1. **Eyes focused on the target area throughout the throw.**
2. **Stands side-on to the target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards the target area with the foot opposite the throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**



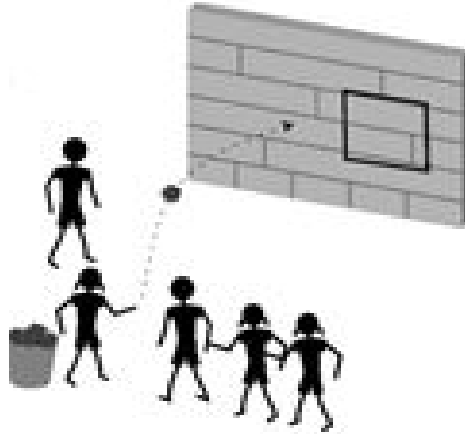
PERSONAL BEST THROW

1. Focus is on throwing for distance.
2. Set out the markers at distances such as 10, 20, 30 metres (this will depend on the size or the area available and throwing ability)
3. Students are encouraged to throw for distance and see how many markers they can throw past.
4. Emphasis is placed on students achieving their personal best distance.

TARGET THROWS

1. Students will need a target to throw at. This could be a target marked on a wall, a household object- bin, washing basket.
2. Students aim to hit the target.
3. They could try:
 - Counting their successful throws from 5 attempts.
 - Playing against another player and seeing who is first to 5.
 - Taking a step back each time they hit the target.
 - Making the target bigger or smaller to increase or decrease the challenge.

Students should be pointing at and have their eyes focused on the target. Don't forget to step with the front foot.



CLEAN UP YOUR YARD

1. Students will need another player/s to play against.
2. Set up marker cones apart to designate two areas. The opposing players face each other in their territory.
3. On the command, each group bombards the other player's territory trying to accumulate as many newspaper balls as possible in the other group's territory.
4. Set a distance which requires a full force overhand throw.
5. The team with the least amount of rubbish (paper balls) on the whistle wins.

This video shows how we play with teams that can be changed (as above) to play with small groups or partners.
https://www.youtube.com/watch?v=QUveuS_HBEA


LOB THE BOMB

Played with a partner or as a small group.

1. Players lie face down in a set area (e.g. backyard) but must be within throwing distance and not behind any objects.
2. Another player has a number of newspaper balls or soft items that they throw at the players lying down trying to hit them. How many hits can they achieve?

TEE OFF!

1. Students design their own golf style hole using household objects to create a tee off (starting point), golf hole and even hazards some e.g. water hazard etc.
2. They try to throw the ball into the golf hole in as few throws as possible
3. The tee-off must be a full force overhand throw and the 'putt' must be an underarm throw.
4. How many shots (throws) did it take to get the ball in the hole? Can you beat that score and/or play against someone else?
5. Can you change your hole and play again or even make other holes to play?

	
Indo	<p>Activity 1: Watch Video on Seesaw of the Year 1 Story of 'Anak Nakal'. Watch it a couple of times to really understand what is being said. This story will be featured in the next few lessons so it is important that you become familiar with it.</p> <p>Activity 2: Click on the link to play the Quizizz or copy and paste the address into your browser. Test your knowledge of the vocabulary from this term so far. https://quizizz.com/join/quiz/5eb9fc9f7a8cd5001b58d449/start?from=soloLinkShare&referrer=5eb29298cf9944001b56b726</p> <p>OPTIONAL Super Challenge: Play the Quizizz again and see if you can beat your score OR Watch the Bibistku video about actions https://www.youtube.com/watch?v=o_Ll6qvszcc</p>
Art	<p>Seasons, Weather and Plant Inquiry</p> <p>Materials: Paper, textas, black texta or fine tip</p> <p>Drawing is relaxing...it requires you to be still and calm...it lowers your blood pressure, it reduces stress.</p> <p>Choose a season and break your page up into three sections.</p> <ul style="list-style-type: none"> - What could go in the foreground? That's the bottom of the page and closest to you and because it is the closest part, it's the biggest object. - What could go in the mid ground? This is the middle of your page. - What could go in the background? This will be behind the work which is in the middle of your page. <p>Inside each section, break your spaces up and choose one particular line for each area. Look at the line and pattern sheets for examples. You do not have to copy the Seasons pictures, nor make them as detailed. Choose one tree for example.</p>

	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <h3>PATTERN EXAMPLES</h3>  </div> <div style="text-align: center;"> <h3>DOODLE PATTERNS</h3> <p><i>30 patterns for filling gaps</i></p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">     </div>
<p>Websites sites that can also support learning</p>	<ul style="list-style-type: none"> • ABC Education resources https://education.abc.net.au/home#!/resources/-/all/F-2-3-4-5-6 • Behind The News https://www.abc.net.au/btn/ • Nessy Literacy resources https://www.nessy.com/us/ • Twinkl go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial) • A maths dictionary http://amathsdictionaryforkids.com/ • Levelled Inquiry based units of work for all year levels https://www.coolaustralia.org/