



## Remote and Flexible Learning Term 3 2020

**Year: 2**

**Week: 8**

Torquay College Families,

We are now in our 5<sup>th</sup> week of Remote and Flexible Learning. The learning programs are in full swing and we are seeing wonderful work from our students on the digital platforms Seesaw and Google Classroom.

Teachers and students are working cooperatively through the virtual environment to maintain learning and build links with class friends. The class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

Thank you to all our families that completed the 'Remote and Flexible Learning at Torquay College' survey. We are encouraged by the positive responses and feedback from our school community. We have taken on board your feedback and are working with teachers and support staff to make improvements and ensure the learning tasks are accessible and supportive of all students.

We acknowledge that we have students and families that are finding the remote learning program challenging and we urge all families to make contact with the School and class teachers for additional support.

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each week by Thursday for the following week.

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. Please also use the same respect when on the Specialist meetings.

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		
<b>Monday</b>	<b>Reading</b> :Lesson 1 Feedback will be provided on this task	<b>Writing</b> : Lesson 1	<b>Maths</b> : Lesson 1
<b>Tuesday</b>	<b>Reading</b> :Lesson 2	<b>Maths</b> : Lesson 2	<b>Inquiry</b> : Lesson 1
<b>Wednesday</b>	SPECIALIST DAY: Focus on <b>PE, ART</b> and <b>INDONESIAN</b>		
<b>Thursday</b>	<b>Reading</b> :Lesson 3	<b>Writing</b> : Lesson 2 Feedback will be provided on this task	<b>Inquiry</b> : Lesson 2
<b>Friday</b>	<b>Writing</b> : Lesson 3	<b>Maths</b> : Lesson 3 Feedback will be provided on this task	<b>Inquiry</b> : Lesson 3

### 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> <b>Learning Intention:</b></p>	<p>You are going to write a recount today about something that you did on the weekend. To complete this activity you can watch the example video and then write your recount directly onto the template provided. You can do this by typing it using the text tool and uploading it onto Seesaw, or write in your remote learning book and upload a photo. Remember a recount is a piece writing about a true event that has happened in the past. It is written in chronological order and must include who, what, when and where. It is also great to think about word choice, sentence fluency, and presentation.</p>	<p><b>Recount template on Seesaw. Write into your remote learning book if not on Seesaw.</b></p>	
<p><u>Lessons 2</u> <b>Learning Intention:</b></p>	<p>Info report - Draft Presentation via video</p>	<p><b>Video yourself presenting your poster or presentation</b></p>	<p><b>Feedback will be given on this task</b></p>
<p><u>Lessons 3</u> <b>Learning Intention:</b> Learning Intention: I can write short and long sentences</p>	<p>Writers Workshop Writing Trait : Sentence Fluency <b>Learning Intention: I can write short and long sentences</b> 1. Listen to the new story : The Worst Princess , focus on how the author uses both short and long sentences. 2. Read the 1st Anchor chart about Sentence Fluency.: Today we are focusing on the 3rd point : I can write short and long sentences. 3.:T: on the Pobble link and look at the image. 4. Using the Pobble picture and the sentence starter (optional) write a narrative (story). Write for a minimum of 15 minutes or longer if you like. 5. Focus on Sentence Fluency 'I can write short and long sentences' 6. Complete your writing task, take a :photo: and :upload: it</p>	<p><b>Seesaw Slide Listen to story on seesaw View templates/anchor chart Remote Learning Book for Pobble writing</b></p>	
<p><b>Writing:</b> Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> <li>• Write a story working through the Writing Cycle</li> <li>• Writing the recipe for a meal or snack you have prepared together.</li> <li>• Writing down some facts they have discovered whilst reading an information book.</li> </ul>			

- 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> <b>Learning Intention:</b></p>	<p>Focus on ew/ue <b>MSL:</b></p> <ol style="list-style-type: none"> <li>1. Students watch sound pack video.</li> <li>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.</li> <li>3. Students complete the dictation sentence.</li> </ol>	<p>Seesaw will have this set as 2 activities as we cannot upload more than one video. One video is a demonstration video and the other is the MSL lesson with an attached task on ew/ue.</p>	<p><b>Feedback will be given on this task.</b></p>
<p><u>Lessons 2</u> <b>Learning Intention: I can ask questions during reading</b></p>	<p style="text-align: center;">Questions and Questioning</p> <p>Questions during questioning We are asking questions while we read the non fiction poster on weather. Watch the mini lesson on seesaw. Then write your questions on the template. You can look at the examples if you need.</p>	<p><b>Mini lesson on seesaw</b> <b>Questions during reading template</b> <b>Weather poster (on seesaw)</b></p>	
<p><u>Lessons 3</u> <b>Learning Intention: I can read a book and comprehend what information is included.</b></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><b>Reading:</b> Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> <li>● Reading eggs and Reading Eggspress</li> <li>● Reading A-Z</li> </ul>			

# Mathematics

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u>  <b>Learning Intention: I can compare and order the length of objects using informal measurements.</b></p>	<p>Length: In maths we are looking at an introduction to the measurement of Length, informal and formal units.            First we need to understand what are some informal and formal units of measuring length.            Informal: Informal Units are measurements taken using non-standard units such as hand spans, paperclips, cubes, counters or dominoes.            Formal: Formal units are when measurements are taken using standard units such as centimetres, metres and kilometres.</p>	<p>Informal units worksheet</p>	
<p><u>Lessons 2</u>  <b>Learning Intention: I can learn how to use a ruler.</b></p>	<p>Today we are going to learn how to use a ruler correctly. What is a ruler? A ruler is an instrument of measurement. Rulers measure length. Length is how long or short something is. Most rulers work by having numbers and little lines. The ruler we will be using today is 30 cm long. Rulers can come in other sizes too.</p> <p>First I want you to think of as many things as you can that you could measure using a 30cm ruler.            - page, your foot, your little finger            How to use your ruler correctly:</p> <p>Place the flat end of the ruler against whatever it is you're measuring, and line the zero mark on the ruler up with one end of the object to be measured. Next, starting from the zero end of the ruler, count the marks along the ruler until you get the end of your object.</p> <p>Activity Instruction:</p>	<p><b>Measure the room in centimetres worksheet</b></p>	

	<p>Complete the worksheet in the template sections,</p> <ol style="list-style-type: none"> <li>1. You will need a rule to complete this activity.</li> <li>2. You need to find 4 items that match the measurements give.</li> <li>3. Record them on the sheet.</li> </ol>		
<p><u>Lessons 3</u>  <b>Learning Intention: I can compare and order the length of objects using informal and formal measurements.</b></p>	<p>Learning Intention : To compare informal measurement and formal measurement .</p> <ol style="list-style-type: none"> <li>1. Watch the mini lesson of Ms Hill explaining the activity.</li> <li>2. Get your resources together, Greylead, Ruler, Maths Book and assorted household items. Like in the video. For example a pencil, texta, rubber, maybe a banana or a cup. Whatever you can find.</li> <li>3. Draw a picture of your item and label it. Measure it with your finger or your hand and record how many fingers or hands it is.</li> <li>4. Next use your ruler to measure the same item. Remember to always start at the 0 (zero) and move along the numbers.</li> <li>5. Round off at the nearest number. For example if you measure a pencil and its 7 cm and a little bit more. Just make it 7 cm. BUT if it was 7cm and alot more, so the measurement was closer to the 8, make it 8cm.</li> <li>6. Record your five measured items in your book.</li> </ol> <p>Look at the slideshow in templates to see examples of how to do it and present your work.</p>	<p>SeeSaw : Mini Lesson and slide show demonstration          Maths Book          RULER          Pencil Case          A collection of 5 everyday small objects, for example Pencil, Rubber, Banana, Tissue box, Calculator.          Whatever is available.</p>	<p><b>Feedback will be given on this task.</b></p>
<p><b>Mathletics:</b> Optional Extra- if you want to do more:</p> <ul style="list-style-type: none"> <li>• Mathletics,</li> <li>• Maths Seeds,</li> <li>• Written counting patterns starting from any number other than 0 or 1</li> <li>• Write some addition and subtraction problems to solve.</li> <li>• Cook something with an adult</li> </ul>			

# Inquiry

Curriculum Area Focus	Learning Activities	Material links / Online Resources	Feedback by Teacher
<p><u>Lessons 1</u>  <b>Learning Intention: I can identify how Transport has changed from the past to the present.</b></p>	<p>Watch video about the history of transport</p> <p>On the template students move the labels to identify the car from the past and now.            Then students record their observations about the cars - what is the same and different.</p>		
<p><u>Lessons 2</u>  <b>Learning Intention: : I can identify how Transport has changed from the past to the present</b></p>	<p>Students use the train template to refer to as an example</p> <p>Students are to decide what mode of transport they would like to investigate and create a mini report that includes photos and facts about each.</p>	<p>Then and now Template            Train information notes</p>	
<p><u>Lessons 3</u>  <b>Learning Intention:</b></p>	<p>You are going to design a toy using objects/materials from home. The materials could include cardboard boxes, lego wheels, buttons, bottle top, balloons, lids of various sizes, foil, wool, sticky tape etc. When planning your toy, you need to think about how it will move.</p> <ul style="list-style-type: none"> <li>- Will it be pushed along?</li> <li>- Will it be pulled by a string?</li> <li>- Will it roll on wheels?</li> <li>- Will it rock?</li> <li>- Will it need a ramp?</li> <li>- Will it spin?</li> </ul> <p>Make sure you plan your ideas by sketching your design on scrap paper.</p>	<p>Push and Pull design template.</p>	

**Inquiry:** Optional Extra- if you want to do more:

- **Cosmic Yoga** - <https://www.youtube.com/user/CosmicKidsYoga>
- **Smiling Mind App** - <https://www.smilingmind.com.au/>
- **Mindfulness Colouring Sheets** - (in resources Week 6)
- **FATHERS DAY:** Cards and activities available

## 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 practise being mindful.</p>	<p><b>Mindfulness</b>            Mindfulness is noticing what is happening right now in the present moment. When we notice what is happening around us, it can help us to calm down, especially if we are feeling sad, angry or frustrated. Mindfulness can help us deal with difficult emotions, and can help us feel happy and feel good.</p> <p><u>Activity:</u> Make a Calming Glitter Jar (*Parent assistance required)            This activity can teach us about how strong emotions can sometimes be overwhelming, and how to find calm when these strong emotions take over.</p> <p><u>Instructions:</u> 1. In the jar or bottle, mix the clear glue and hot water. 2. Add a very small amount of food colouring to the water and glue mixture. 3. Choose a glitter or object to add to the mixture. Imagine</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Jar or bottle that will not leak</li> <li>• Glitter and/or other small objects to add such as beads, sequins</li> <li>• Food colouring</li> <li>• Clear glue</li> <li>• Hot (not boiling) water</li> <li>• Spoon/stick to mix</li> </ul> <p>Calming Glitter Jar DIY Video:  <a href="https://www.youtube.com/watch?v=kjg--zNReRI">https://www.youtube.com/watch?v=kjg--zNReRI</a></p>	<p>N/A</p>

the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel. 4. Add that glitter or object to the mixture. 5. Keep adding glitter or objects and assigning feelings to them. 6. Fill the jar or bottle all the way to the top with the hot water. 7. Mix the contents together with the spoon or stick. 8. Make sure the lid is on tight! (Glue the lid on.) 9. Shake the jar or bottle and watch all the objects interact.

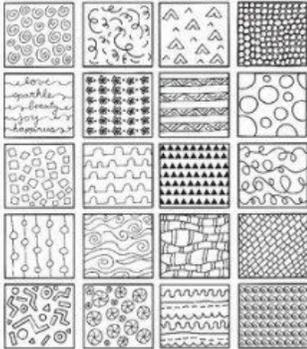
Questions to Think About:

What sorts of things or events make the glitter and objects (emotions) in the jar swirl? Say them out loud as you shake the jar.  
Distressing events might include: Losing a game, missing friends, getting frustrated with a parent or sibling, scary stories on the news, sick family members.  
Positive events might include: Spending time with family, making a new friend, learning a new skill, winning a game.  
Notice how it is hard to see through the jar with all these events going on. Now, watch what happens when you keep the jar still. Does the water begin to clear? The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.

Art Activity  
**Learning Intention:**

I can explore a range of materials  
I can talk about art works I make

**PATTERN EXAMPLES**



Before you start today, if you haven't done this already, could you please use textas to put a different line and pattern in each section of your hand art from week 6, thank you. Could you please send another



**assessed**

	<p>photo to Seesaw. We would love to put some of these in the Art Show.</p> <p>-----</p> <p>Construction:</p> <p>Take a walk around the Torquay park or your backyard (or the school ground if onsite) and collect some sticks you can use to make your family or a family member using 3-D and textiles. You will need a longer vertical one and shorter horizontal one.</p> <p>Tie both together in the middle of the sticks to make a cross. This could be tied with bread ties, wool, cable ties. Your parents may have to help you do this. This will be the arms,</p> <p>Using wool, jute, curling ribbon, wire, wrap carefully and tightly around your sticks to create clothing.</p> <p>Decorate your family or family member using materials you have.</p> <p>Take a photo and load to the Seesaw Specialist Art page.</p> <p>Remember, although Specialist Day is Wednesday, you do not need to rush and have the activity finished by the end of the day.</p> <p>Have fun!</p>		
<p><u>Indonesian Activity</u>  <b>Learning Intention:</b>  I can listen to and understand an Indonesian story, and know the words for body parts.</p>	<p>Watch the mini-lesson on Seesaw and enjoy the story: "Aduh! Iron Man Sakit!" (Oh no! Iron Man is hurt!)</p> <p>Then, have a go at our Indonesian game. (Link to game on Seesaw)</p>	<ol style="list-style-type: none"> <li>1. Mini-lesson (found on Seesaw)</li> <li>2. Activity - vocabulary game on Seesaw</li> </ol>	

<p><u>Physical Education Activity</u>  <b>Learning Intention:</b></p> <p>I can demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges</p>	<p>This week we are going to perform an activities circuit. This means we will move from one activity to the next with each covering a different skill- e.g. catching, bouncing, throwing... I have included 8 activities in our circuit and it is best to have them all set up before starting.</p> <p>There are a couple of ways that you can complete the circuit:</p> <ol style="list-style-type: none"> <li>1. Set a time limit you will spend at each activity (e.g. 1-2 minutes) before moving to the next activity. Repeat circuit as many times as you like.</li> </ol> <p style="text-align: center;"><b>OR</b></p> <ol style="list-style-type: none"> <li>2. Moving to the next activity when you have reached the activity goal (e.g. complete 10 bounces). You may even like to time how long it takes to complete the entire circuit (i.e. all 8 activities) and then try to beat your fastest time. I have included examples of targets you may like to achieve before moving on.</li> </ol> <p><b><u>Descriptions of the circuit activities is located in the resource folder</u></b></p>	<p>A description of each of the circuit activities is located in the Resource Folder</p> <p>EQUIPMENT NEEDED</p> <ul style="list-style-type: none"> <li>● Ball that you can roll</li> <li>● Medium or large ball that you can bounce</li> <li>● Medium or large ball that you can kick</li> <li>● Paper target to stick to a wall or chalk to draw target on wall</li> <li>● Objects that you can leap over safely</li> <li>● Bucket/basket to throw a ball into</li> <li>● Objects/markers you can skip and zig zag run around</li> <li>● Objects/markers to create a soccer goal</li> </ul>	
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