



Remote and Flexible Learning Term 3 2020

Year: Foundation

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:

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

We have created online videos to introduce most of our lessons, this allows the lessons to be more open ended and students can work at their own level and on their individual goals. The hard pack activities are worksheets that relate to the tasks. You do not need to complete both tasks.

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.

Last week we held small group sessions with a focus on Reading. It was great to see so many smiling students interacting and joining in! We are going to hold two small group sessions this week, one will focus on Reading, the other will be on a learning area of the teachers choice. Times for this week will be sent out by individual teachers on Seesaw.

We will be holding a Class Community Circles on Webex each week. This will give your child the opportunity to interact with their peers. Teachers will send out their personal webex times on Seesaw. The times are as follows:

Wednesday	12:00 - FB, FE	12:30 - FA, FC, FD, FF
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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 Due Date
<u>Sessions 1 - Monday</u> Learning Intention: I can use great describing words in my writing.	Assigned on Monday (Susan) Mentor Text - Beauty and the Beast Setting of the Story- Where and When the story takes place. 1. Many fairytales begin with 'Once upon a time'. Describe how the story begins. 2. Where is the story set? Describe what it looks like. 3. Write about something magical that happened in the story. 4. Draw a picture about your writing.	Mini Lesson on SeeSaw "Writing Monday August 26th" Book: Beauty and the Beast Materials: Writing book, grey-led, eraser and coloured pencils.	Not a feedback task

<u>Sessions 2 - Tuesday</u> Learning Intention: I can use great describing words in my writing.	Assigned on Tuesday - Writing - Raz and the Enchanted Forest (Jenny) Work with Mrs Baker on settings in Narratives. Listen to a paragraph from Raz and the Enchanted Forest and imagine what the setting looks like from the description. How clearly can you see it in your mind? Draw it if you would like to. Decide on a setting for your character from last week (dragon or goblin) and draw it in detail. Describe it using words to create an image in the mind of the person who is reading your writing. Keep your work for next week!	Mini Lesson on SeeSaw "Writing Tuesday August 25th" Paragraph from "Raz and the Enchanted Forest" Materials: Writing book, grey-led, eraser and coloured pencils.	Not a feedback task
<u>Sessions 3 - Thursday</u> Learning Intention: I can write sentences about my ideas.	Assigned on Thursday - The Magic Hat <u>(Handwriting & letter formation focus)</u> Listen to the story 'The Magic Hat'. Create your own Magic Hat/or find a Magic Hat at home and then wear it while you write sentences about your own Magic Hat. Hardcopy - In your Special Writing Books, draw a magic hat and write about what would happen if a magic hat landed on your head. Describe your magic hat.	Mini Lesson on Seesaw - modelled writing demonstration. Titled 'Writing - Thursday 27th - The Magic Hat.' Materials: Writing book, grey-led, eraser and coloured pencils.	Please upload your completed task onto Seesaw for feedback 27/08/2020
Writing: Optional Extra - if you want to do more: <u>Potions (Inquiry Activity Follow Up)</u> In your Special Writing Books, draw the potion you created for inquiry last week. You might like to look back at your Seesaw Journal and look at the photos/videos you uploaded. Write about your potion you created last week, or make a new one and write about it. Describe your potion. What colour is your potion? How did you create it? What is your potion used for? Did it make you disappear or turn into something else?			

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1 - Monday</u> Learning Intention: To learn about the digraph ck and when to use it at the end of a word. LI: To stretch the sounds in words and then put them back together and say the whole word.	<p>MSL - Recapping the FLOSS rule from last week. Introducing the digraph ck. Watch Mrs Kahle's video and complete the activity.</p> <p>Hard Pack - ck words cut and paste activity.</p> <p>We use ck at the end of a word when there is a short vowel sound immediately before.</p> <p>Reading-Segmenting and Blending</p> <p>Reading Session 1, Monday 24th</p> <p>Seesaw: click on the link and watch the video on ABC Education.</p> <p>Go to add response, listen to the instructions and complete the segmenting activity. This can be completed in the dinosaur workbooks.</p> <p>Hard Pack: Lesson 1 Reading Monday 24th, week 7</p> <p>Segmenting and Blending activity sheet. Fill in the missing letters and record yourself reading the words.</p>	<p>Seesaw Lesson - MSL Monday 24th August</p> <p>Whiteboard, marker and board cleaner.</p> <p>Reading ABC Education</p> <p>https://education.abc.net.au/home#!/media/3562610/english-year-f-with-ms-mcalister-decoding-words-by-segmenting-individual-words</p>	Not a feedback task
<u>Session 2 - Tuesday</u> Learning Intention: To learn about the digraph ck and when to use it at the end of a word. LI:To make a connection between the text and your own life experiences.	<p>MSL - Recapping the FLOSS rule from last week. Introducing the digraph ck. Watch Mrs Kahle's video and complete the activity.</p> <p>Hard Pack - Spelling ck worksheet.</p> <p>Reading Session 2, Tuesday 25th</p> <p>LI:To make a connection between the text and your own life experiences</p> <p>Seesaw: Watch video's Part 1 and then click the link on slide 2. Go to slide 3 and to watch Part 2.</p> <p>Hard pack: Listen to the story and Think about when you had a terrible, bad, horrible day....</p> <p>Draw a picture and write about it or you can record your story in Seesaw.</p>	<p>Seesaw Lesson - MSL Tuesday 25th August</p> <p>Whiteboard, marker and board cleaner</p> <p>Reading Story</p> <p>https://www.youtube.com/watch?v=yqjzcSECrPA</p>	Please upload your completed task onto Seesaw for feedback 25/08/2020

<p>Session 3 - Thursday</p> <p>Learning Intention: To learn about the digraph ck and when to use it at the end of a word.</p>	<p>MSL - Recapping the FLOSS rule from last week. Introducing the digraph ck. Watch Mrs Kahle's video and complete the activity. Hard pack - ck word search.</p> <p>Reading Session 3 Thursday 27th Red Flag Words Seesaw: watch the video. Come up with a short rap song with your family using 3-4 'Red Flag Words' that you don't know very well. Complete the Red Flag Work tree on the last slide. Hard pack: watch the video and come up with a short rap song with your family. Record this and send it to your teacher. complete the Red Flag Word Tree.</p>	<p>Seesaw Lesson - MSL Thursday 26th August Whiteboard, marker and board cleaner</p> <p>Reading Video https://www.youtube.com/watch?v=e2IWkrFFbwg</p>	<p>Not a feedback task</p>
<p>Writing: Optional Extra- if you want to do more: MSL - All about the digraph ck. Watch Mrs Kahle's video and complete the activity. Hard Pack - sound sort - ck.</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 tell time to the hour on an analogue clock.	<p>Time - The clock face. Watch the video of Jack Hartman singing about clocks. Then make the clock on the attachment by putting the numbers in the correct position and then the hands to make 3 o'clock.</p> <p>Hard pack - Clock face template. Cut out the clock face and numbers. Paste the numbers into the correct circles on the clock face. Use a split pin or a toothpick to put the hands on so that they can spin.</p>	Seesaw video and attachment. Hard pack - Clock face template. Scissors, glue stick.	Please upload your completed task onto Seesaw for feedback 24/08/2020
<u>Session 2 - Tuesday</u> Learning Intention: I can compare objects by measuring their lengths.	<p>Measurement - length Using a consistent tool to measure and compare lengths Watch the video on Seesaw about how to measure the length of items in my house. Using a measuring tool of your choice (hand spans, pencils, playing cards)</p> <p>Hard pack - Choose an item that you can use to measure with (icypole sticks, toy cars, playing cards, textas, hand spans). Measuring tool needs to be the same length (can't have different sized pencils). Write down items in your house that you want to measure, estimate how many of your measuring tool you think it is long, then measure and complete the activity sheet.</p>	Seesaw - Watch the Seesaw video on how to use a chosen item to measure length. Hard Pack. Estimating and Measuring sheet.	Not a feedback task
<u>Session 3 - Thursday</u> Learning Intention: I can compare the capacity of familiar objects.	<p>Measurement - capacity Watch the See-Saw mini-lesson on capacity, then have fun experimenting with measuring the capacity of different sized containers. Complete the See-Saw activity.</p> <p>Hard pack - Find items in the kitchen that you can use to experiment with how much water they hold. Find small objects like marbles or lego blocks for measuring the capacity of glasses or bowls. Complete the 2 worksheets and glue them into your dinosaur scrapbook.</p>	SeeSaw - watch the video, and complete activities Materials: Different sized containers for measuring water. Small objects like marbles or lego blocks. Hard Pack: More or Less Than - capacity worksheet plus Comparing Capacity worksheet	Not a feedback task
Maths: Measurement. Optional Extra, released on Friday- if you want to do more: SeeSaw video or Hard pack - Choose one of the activities.1: Cornflour gloop - Measure the cornflour and water using a measuring jug or cups. Choose a bowl with large enough capacity to make the recipe! Have fun! 2: Daffodil Biscuits (to tie in with Daffodil Day - especially if you are fund-raising - a fun family activity) While measuring the ingredients to make this recipe, discuss the capacity of the containers that you use. Upload photos of what you make.			

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1</u> Learning Intention: I can explore my natural environment. I can use my creativity and imagination.	<u>Sensory/Nature Play – Make a Pocket Press</u> A pocket press is like a portable mini flower press. Cut a piece of cardboard into a pocket-sized rectangle, approximately 8cm x 6cm. Decorate the outside of your pocket press as you wish! Cut a piece of newspaper into two strips approximately 8cm x 18cm and fold it into thirds. Cut a paper towel into two pieces approximately 8cm x 12cm and fold in half. Layer the pocket press in the following order: cardboard, newspaper, paper towel, nature, paper towel, newspaper, cardboard. Go outside and collect some of nature items to put inside your press. Tightly wrap 2 rubber bands around the outside of the press.	Things you'll need: Cardboard, newspaper, paper towel, rubber bands, nature finds. Once your pocket press is full, transfer the pressed nature items with the paper towel and newspaper inserts to inside a thick book until they are dry. Replace the newspaper and paper towel in your pocket press and you are ready to start again! Once your nature items are dry, see what you can make with them!	Not a feedback task. Optional: Upload a photo/video of your pocket press to your Seesaw journal.
<u>Session 2</u> Learning Intention: I can use my creativity and imagination. I can use my problem solving, decision making and lateral thinking skills.	<u>Dramatic Play – Create your own Campsite</u> Create an indoor or an outdoor campsite! Find some blankets, chairs, pillows and sheets to create a shelter. Make a fireplace created from logs, stones, sticks, yellow/orange paper or other craft materials you can find around the house. Add some pots and pans for pretend cooking – see you if have some old utensils, plates, mugs, etc. Add a torch for light, and binoculars and a magnifying glass for discovering. Find some peaceful background nature sounds/music or add some musical instruments to sing songs around the campfire. Add some soft toy animals – can you find any Australian animals to add to your campsite? Make a list of all the things you would need to go camping.	Things you might use: Blankets, chairs, pillows, sheets, sticks, logs, stones, a torch, pots/pans, utensils, plates, mugs, music/musical instruments, soft toy animals.	Not a feedback task. Optional: Upload a photo/video of your campsite to your Seesaw journal.

<p><u>Session 3</u></p> <p>Learning Intention: I can use my cognitive skills to design, plan and construct using a range of materials.</p>	<p><u>STEM – Design a Raft for the Billy Goats</u></p> <p>Read/watch the story of the Three Billy Goats Gruff https://www.youtube.com/watch?v=xNJBzcqjIYw</p> <p>Instead of crossing over the bridge, design a raft for the billy goats to cross the stream. What materials can you find around the house? What do you think will float? Create your own raft for the billy goats and test it out in a tub of water or the bath. Use a straw to blow your boat across the water.</p> <p>Optional: Create a design brief for your raft. Label each part. Write about which items worked well/did not work well.</p>	<p>Things you might use:</p> <p>Cardboard, corks, icy pole sticks, sticks, leaves, paper, kitchen sponge, aluminium foil, plastic bottles, lids, other recyclable materials, sticky tape/masking tape, glue, string.</p>	<p>Not a feedback task.</p> <p>Optional: Upload a photo/video of your raft 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
<u>Well Being Activity</u> Learning Intention: Explore how regular physical activity keeps individuals healthy and well	<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.</p> <p>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=JNwElfMCZMK</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>	
<u>Art Activity</u> Learning Intention: I can make artworks using different materials and techniques I can express my ideas, observations	<p>Art Activity</p> <p>Week 7 Term 3 Home Learning</p> <p>Activity - Crowns</p> <p>Materials- cardboard, glue, sticky tape, paint or pens, any materials to decorate your crown e.g. stickers, leaves, flowers, pictures from magazines.</p>		

<p>and imagination through my art work</p>	<p>Directions- Look at examples provided for inspiration. Use cardboard from inside a cereal box or any other cardboard you have available. Cut a long rectangle shape about ten centimetres wide. Fit rectangle shape to head to size. Use a stapler or sticky tape to join together. Cut triangles or rectangles from leftover cardboard and attach to the top of the crown. Decorate the crown using paint or textas, glitter, stickers, flowers or leaves. Be creative with materials you have available.</p> <p>If you don't have cardboard you can also use a paper plate (see example)</p> <p>Have fun.</p>		
<p><u>Indonesian Activity</u> Learning Intention: I can understand a conversation in Indonesian using limited appropriate greetings, colours and animal names.</p>	<p>Let's watch the mini-lesson to practice listening to people speak in Indonesian. You will hear some animals talking to each other!</p> <p>At the end, you will hear Pak Zander ask you to draw a picture of what's going on. You will draw the animals you hear speaking, colour them in the right colour, and then draw either a sun or a moon to show what time it is.</p>	<p>1. Mini-lesson (found on Seesaw)</p> <p>2. Activity - draw a picture of animals, their colours, and time of day as instructed in Mini-lesson</p>	
<p><u>Physical Education Activity</u> Learning Intention:</p>			