

Week 1 & 2 - Year 2 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

Suggested Daily Schedule

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| 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. |

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.

Welcome to our Remote and Flexible Learning Program for Year 2. 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. 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.

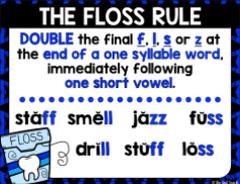
The Year 2 Remote Learning Program consists of activities that can be completed with resources around the home or have been uploaded onto SeeSaw and other learning sites. You will receive a request to login to SeeSaw which will give parents and student's remote access to the activities, students will need parent/carer assistance to get started.

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

| Week 1 & 2 Year Level 2 | |
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| Content Area | Suggested Learning Activities |
| Well Being | <p>Setting up your remote learning space</p> <p>Use the "Checklist for setting up my remote learning space" to create a practical and inspiring space</p> <p>Complete the "Seeking help" worksheet and display this in your remote learning space</p> <p>Personalise your space with your daily timetable and weekly planner, and a vision board, inspiring poster or a motivational quote</p> <p>Take a photo of yourself in your remote learning space and share on Seesaw along with two emotions (E.g. Sad, excited, angry, proud, scared, happy)</p> <p><i>Emotions list introduced in RRRR Level 1 / 2 Topic 1.</i></p> <p>Read a story to increase understanding of coronavirus and support your student's wellbeing</p> <p>E.g. "Dave the dog is worried about coronavirus" or "What is the coronavirus?"</p> <p>Family bucket list jar</p> <p>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.</p> |



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| <p>Reading</p> | <p>Choose a book to read together or the student can read independently. If you choose to read with the child and have them read out loud, use the attached sheet 'guided reading challenge' and 'guided reading questions'. Have students choose one task per day from the list.</p> <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. There are also support tasks that you could also complete with your child if they need that additional support. Decodable books are suited to students who need support with letters and sounds. https://www.speld-sa.org.au/services/phonics-books.html</p> <p>You can also choose a levelled text from Get Epic. You will need to subscribe to this and it is free. Use the link below - www.getepic.com</p> <p>Feedback - Complete one of the reading challenges and upload this to seesaw.</p> |
| <p>Writing</p> | <p>Genre – Recount Students can write about any personal experience they have had. This could include - Their weekend, A trip to the park, recount a play experience, A birthday party, A recent holiday, A recent family gathering</p> <p>Students to include the 5 w's - Who What When Where Why.</p> <p>Students can include and identify the nouns, verbs and adjectives they have included in their writing. Students include punctuation such as full stops, capital letters, commas, question marks, exclamation marks.</p> <p>Students can also follow the writing cycle of - Prewriting/planning Drafting Revising Editing Publishing</p> <p>Handwriting - practice formation of lowercase letters https://www.youtube.com/watch?v=olgfKjTTvtY</p> <p>Dictation linked to the spelling rule. Read one sentence out and the student repeats out loud then writes the sentence, using knowledge of spelling and punctuation. Father will give them a swell pink shell. She has one pink dress. Who has the grass and the moss? What is the bad smell in the room? Where is the dress shop? The lass will miss the class test. Will you grill fish on the oven? We will toss the ball in the street.</p> |
| <p>Spelling</p> | <p>Floss Rule</p> |

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| |  <p>Rule - Double the final f,l or s at the end of a one syllable word immediately following one short vowel - refer to larger poster for rule.</p> <p>https://www.youtube.com/watch?v=tRNKroL8ZFo</p> <p>Students can view the sound mats to go through the sounds and spelling rules. Students learn the spelling rule and practice this by learning the following words. They can use the strategy of finger spelling (they have been taught this). Students read the words, write the words, and then read the words again.</p> <p>Words to demonstrate the Floss spelling rule - Buff, cuff, gruff, sniff, puff, fluff, stuff Cliff, stiff, whiff, dull, mull, lull, fill, kiss, mass, miss, fuss, bass doll, hull, skull</p> <p>If your child would like more challenging or easier words please look in the levelled books on epic, reading express or home books.</p> <p>Irregular words - Students can learn from the list of High Frequency Words attached.</p> |
| <p>Maths</p> | <p>Addition: 1st activity Create a list of all friends of 10 and draw pictures to show sums. 1+9= * + ***** If students complete this they can write some counting patterns on their page. 2,4,6,_,_,_</p> <p>2nd activity: Students can complete an Addition thinkboard using a number of choice. Students need to add 2 numbers together to create this number. Draw a picture, write a worded story (2 dogs went to the park together to play, they met up with 2 more dogs. so there were 4 dogs altogether at the park) For concrete materials use lego, icy pole sticks etc</p> <p>3rd activity: Mathletics activities on addition: use something easier or something harder if students find work easy or hard.</p> <p>Optional open-ended problem: Five animals are standing behind a fence. How many legs can you see? (Draw some different answers.)</p> <p>Feedback: Take a photo of your friends of 10 work and upload to seesaw</p> |
| <p>Inquiry</p> | <p>https://www.youtube.com/user/ArtforKidsHub/video</p> <p>Other ideas include: gardening, cooking, playing games, mindfulness colouring or meditation (https://www.youtube.com/watch?v=Bk_qU7l-fcU), colouring</p> <p>Feedback: Take a photo of your artwork and upload to seesaw</p> |
| <p>Physical Activity</p> | <p>BASKETBALL DRIBBLING</p> <ul style="list-style-type: none"> • Bouncing continuously on your dominant hand for 2 minutes • Same for your non dominant hand • Can you bounce while alternating the hand you use |

- Try walking or jogging while bouncing
- Challenges you could try:
 - Balancing on one leg while bouncing
 - Bouncing, turning around and continuing the bounce
 - Sitting/squatting down and standing up while still bouncing
 - Come up with your own challenge

SIDEWALK OBSTACLE COURSE

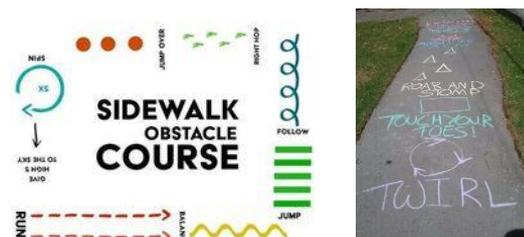
Good [chalk](#) and a sidewalk or concrete area are the only two things you will basically need for this obstacle course.

1. Make a start point and work your way around the sidewalk (or wherever you are making the obstacle course) by drawing different activities.
2. Include many different tasks such as *running, dancing, jumping, hopping, twirling, clapping, going backwards*, etc.
3. You may even add in some specific actions and sounds. E.g. Roar like a lion, bark like a dog.

Here is a link you can use to help create a chalk obstacle course:

<https://www.facebook.com/PlayTivities/videos/1878755249006690/>

Examples:



If you don't have chalk, you can still create an obstacle course inside or outside. Simply use objects (please check it is ok with your parents) to jump over, run around, crawl through etc.

HOP SCOTCH

1. Draw a **hopscotch** design on the ground
2. Throw a flat stone or similar object (small beanbag, shell, button, plastic toy) to land on square one
3. Hop through the squares, skipping the one you have your marker on
4. Pick up the marker on your way back
5. Pass the marker on to the next person.

<https://www.youtube.com/watch?v=9ikg9gnWrDU> – Basic explanation of how to play the game. Also illustrates how you can create the hopscotch area using chalk.



Indonesian

Transport vocab poster
(Download from Seesaw or look in learning pack)
Stick it your house somewhere where you can learn the words

Activity 1:

Watch video on Seesaw to learn to say the names of transport.

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| | <p>Activity 2: Make a list of the transport Australians use, from most common to least common. (Use all the words from your vocab poster. Remember to write them in Indonesian!) Then repeat to make another list of what you think the most common transport is in Indonesia.</p> <p>Super Challenge: Make a kereta api (train) out of scrap paper as shown in this Indonesian video.</p> |
| Art | <p>Lifecycles- Inquiry Unit Investigate a lifecycle you are interested in. You have the common ones like frogs, chickens, butterflies/moths, plants and trees but and research a more unusual one that you personally would like to know more about. Draw and or paint and label the sequence of the lifecycle.</p> |
| Optional websites sites that can be accessed to support learning | <ul style="list-style-type: none"> • 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) • Levelled Inquiry based units of work for all year levels- https://www.coolaustralia.org/ • Reading Eggs/ Reading Express/ Math Seeds (all same login) • Mathletics • https://www.speld-sa.org.au/services/phonic-books.html • https://www.zoo.org.au/animal-house/ |