



Remote and Flexible Learning Term 3 2020

Year: 5

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

Hello Year 5 Community,

Welcome to Week 7 of Term 3. This term is certainly skipping along at a frantic rate. Thanks to all our families for engaging in the Flexible and Remote Learning program. It was awesome to see our students during our Webex Class Meetings, Monday at 9:00am and Thursday at 9:00am. The Year 5 teachers were excited to start their 3 Way Conferences with students and their families and we look forward to catching up with more students this week as well.

An exciting addition to the program last week was the live specialist sessions via Webex. The timetable for these sessions has been included for your reference. We'd love to have as many students as possible attend the 15 minute workshops for Art, Indonesian and PE.

Specialist Day - Wednesday WebEx Classes			
Subject Area & Start Times	ART Room Number: 575-803-757	INDO Room Number: 874-426-885	PE Room Number: 575-729-143
9.00 (15 mins)	F, Yr 1-2	Yr 5-6	Yr 3-4
9.20 (15 mins)	Yr 3-4	F, Yr 1-2	Yr 5-6
9.40 (15 mins)	Yr 5-6	Yr 3-4	F, Yr 1-2

A tip for the students: Try to complete the assessed tasks early in the week to ensure you have submitted them and then can receive timely feedback from your teachers.

The student's work is available each Friday afternoon at 2:30pm via the school website <https://www.torquaycollege.vic.edu.au> as well as on each Year 5 homeroom's Google Classroom (codes listed below). This will enable families to spend time together, prior to the start of the week, to plan and schedule the work for each student. To assist this, a suggested Year 5 timetable is included to guide your planning as is a weekly checklist which enables students to identify the days in which they will complete allocated tasks. An outline of the planned curriculum for the week is also available (see below). On the school website, this will be located in the Year 5 section and on Google Classroom, it will be located in the Weekly Org folder. Any questions can be posted directly under a subject area or communicated with your homeroom teacher via Skype.

The Year 5 teachers will continue to post a daily Community Circle question where we can all check in with one another in our homerooms. We ask that you respond to this each day and make it the first task you complete when beginning your daily school work. The teachers will mark their rolls according to who has responded. Please be thoughtful when responding to one another. All responses made via online platforms must be respectful and inclusive of others.

At all times when participating in or completing schoolwork, the three values of Torquay College: Respect, Doing Your Best and Friendship must be considered. Three way conferences with teachers will begin in Week 6 of term. We are really looking forward to connecting with you all and are excited for the term ahead.

All students have connected to their Google Classroom and can log into their Google account, using their CASES code and name. Here's an EXAMPLE:

Mr Cuthbertson's Login could be:

Username: Student ID e.g. CUT0002@torquaycollege.vic.edu.au

Password: Ross00 (this requires a minimum of 6 digits)

Class	WebEx Room No	Google Classroom Code
5A	Beth Knucky (Tuesday): 576 981 508 Ross Cuthbertson (Mon, Wed - Fri): 572 250 947	d4gyngc
5B	Cory Connor: 574 748 133	x33sx37
5C	Kate Harris: 577 932 195	r32f7az
5D	Emily Burgess: 578 722 892	dyl3dgv

5E	Emma Dukker 575 2322	scfy2h2
5F	Dianne Dendle: (Mon - Wed) 578 244 240 Ben Reid: (Thur - Fri) 571 285 324	sbbnbft
5G	Beth Knucky (Monday): 576 981 508 Darcy Hanson (Tues - Fri): 573 141 931	f4bexcg

Specialist	Google Classroom Codes
Art	5A - ifubt3i 5B - wt47p6u 5C - lpjhexp 5D - 4gpt322 5E - cdeniy6 5F - otmgohp 5G - 2hzp3as
PE	Year 5 - zsyad5
Indo	5A - pin5bu3 5B - z353xmt 5C - tc7htbk 5D - dog4ngb 5E - lyquvrj 5F - kyorgan 5G - qdwtpxm
Enviro/SAKG/Library	Yr 3-6 - gbfbwhu

If you require IT support please use this link to submit a job ticket: <https://www.torquaycollege.vic.edu.au/remote-learning>

Year 5 Staff

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>Session 1</u> Learning Intention: Select specific vocabulary	Get your ideas flowing with some Quick Writes . - 30 secs / 1 min thinking and deciding	Slideshow x 3 Writing Prompts pdf	

<p>Success Criteria: I can use figurative language in my writing eg similes, metaphors and personification</p>	<ul style="list-style-type: none"> - 5 minutes writing/typing - 2 minutes editing (MAKE IT BETTER. DOES IT MAKE SENSE?) - Use just the picture OR - Use the picture and sentence idea (it doesn't have to be the opening line! Or the exact wording) - **Challenge** try different text types for each write - **Stuck for ideas?* describe in detail what you see in the picture 		
<p><u>Sessions 2</u> Learning Intention: Understand how to use spelling patterns to spell new words.</p> <p>Success Criteria: I can use different rules to spell new words using a 'silent final e'. I can recognise that there are 5 different rules to help me know when to use a final silent e.</p>	<p>Spelling Investigate the five different reasons we use Silent Final e (SFE). Read through the slides, watch the video unjumble the words and then make a table or a poster to describe which words use which FSE job. There is also a challenge: can you find any double agents?</p>		
<p><u>Session 3</u> Learning Intention: Create a variety of sequenced texts for different purposes and audiences</p> <p>Success Criteria: I can use fiction elements in my narrative writing I can experiment with new, creative ways of communicating ideas, experiences and stories in literary texts</p>	<p>Storytelling This lesson for Storytelling we will be looking at our Storytelling Checklist that identifies all the great features storytellers use when preparing, writing and presenting stories. Students are asked to use the checklist to identify which features are or are not present in their True Story. They need to edit and revise their written story then share it with friends or family members so they can review their work against the checklist. The written story should be completed by the end of this lesson.</p>	<p>Checklist</p>	

Next week, we will begin rehearsing our presentation.

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

LI: Create imaginative, informative and persuasive texts for different purposes and audiences

SC: I can select an appropriate text structure for the writing purpose
I can plan, draft and publish a variety of texts

Continue working on your choice writing following our Writing Process.

Do not begin a new piece until you have published your last piece.

https://docs.google.com/presentation/d/1SFW30yH8KKq65_VOE_j05AExGihdz90ZyEOBMB4GMw/edit#slide=id.g71c70e26aa_0_0

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria: I can use comprehension strategies to analyse information by integrating and linking ideas</p>	<p>Novel Choice Board</p> <p>Select a task from the Novel Choice Board (try to choose a different task each week). The 'Modified Roles' are simplified versions.</p> <p>A mini lesson unpacking the Travel Tracer role is available via Google Classroom.</p> <p>Read for 20-30 minutes and take notes as you read relating to the role you have chosen.</p> <p>Begin your role during this session - you will complete this in the next session.</p>	<p>Novel Choice Board</p> <p>(Families working offline: to avoid mass photocopying, please refer to Week 5 - Resources for templates to match the Novel Choice Board)</p>	

<p><u>Session 2</u> Learning Intention: Describe how events, characters and settings in texts are depicted and explain their own responses to them</p> <p>Success Criteria: I can give considered opinions about a text (orally, written or digitally)</p>	<p>Novel Choice Board</p> <p>Complete your role during this session.</p> <p>Remember to re-read as you go and refer back to your novel and the notes you made whilst reading.</p> <p>Once you have finished your role, film/audio record yourself sharing your work as though you were sharing in a small group.</p> <p>Attach your role and recording/video to the English Assignment for this week.</p>	<p>Novel Choice Board</p> <p>(Families working offline: to avoid mass photocopying, please refer to Week 5 - Resources for templates to match the Novel Choice Board)</p>	<p>Task Assessed by Teacher</p> <p>Due Date: Friday 28th August</p> <p>Please upload your completed role and recording/video</p>
<p><u>Session 3</u> Learning Intention: Analyse and explain literal and implied information from a variety of texts</p> <p>Success Criteria: I can find and use information found in texts I can evaluate the information I find in texts</p>	<p>BTN - Online option Details regarding the BTN online session will be available Thursday via Google Classroom.</p> <p>Select three of the topics on this week's BTN to be a focus of your viewing. As you watch, take notes and prepare quiz questions to post onto Google Classroom. Respond to others' questions and reply to comments on your own questions.</p> <p>BTN - Offline option ABC Me shows BTN Specials on TV each day. Find these in your TV Guide and take notes as you watch. Develop quiz questions and share your new learnings with a friend or family member.</p>	<p>Please note: BTN Specials are on ABC Me daily (running for 15 mins, generally between 10am and 12 noon)</p>	

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

Online game based learning

Gold Rush - Step back in time to 1865 and journey to the Victorian goldfields and join thousands of others trying to strike it rich.

<http://www.scootle.edu.au/ec/viewing/L702/L702/index.html>

ZORK - In it you will explore some of the most amazing territory ever seen by mortal man. Hardened adventurers have run screaming from the terrors contained within! A text based computer game that requires players to read lines of text on their computer screen which describe a virtual world and prompts players to interact within and navigate that world by typing textual commands on a keyboard.

https://textadventures.co.uk/games/play/5zyoarsugeopel3ffhz_vq

Quandry - Shape the future of a new society with ethical decision making.

<https://www.quandarygame.org/play>

Where on Earth is Carmen Sandiego - Explore the world using Google Earth as you follow clues to solve a crime.

<https://www.carmensandiego.com/game/>

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<u>Session 1</u> Learning Intention: To work individually on a goal specific task I can use my skills to work through my goals	Fractions, Decimals and Percentages Goals: You will be working on goals based on the results from your FDP pre test completed at the start of term. Using google classroom, access the FDP Goals folder or click on the linked picture and... Watch the instructional video provided - Complete the evidence tasks in your maths book. -	Link to Goals Folder for all the FDP goals. https://drive.google.com/drive/folders/1NPAIFBQe_ZTp_3iQr9EG406CYW-ph8i !	
<u>Session 2</u> Learning Intention: To solve the starter, challenger and extender problems and provide multiple answers. To use my fractions, decimals and percentage skills to solve the following problems, providing multiple answers.	Rich Task: Decimals Complete this task in your maths book beginning with the 'STARTER', moving on to 'CHALLENGER' and then having a go at the 'EXTENDER'. These activities are designed to become more challenging as you work your way through them. Please complete these tasks in your maths book. Mini Lesson Video Attached.	Rich Task pdf - Decimals https://drive.google.com/drive/folders/17JB0eTaU9UNfRw8aupNQ-OhQFtpRB286	

<p><u>Session 3</u> Learning Intention:</p> <p>To consolidate my mathematical thinking to solve a variety of problems.</p>	<p style="text-align: center;">Mental Maths:</p> <p style="text-align: center;">Complete Week 12.</p> <p>Choose a Mental Maths book that is suitable for your maths skills. Start with the book you were working through last term, if it is not suitable move up or down one letter.</p> <p>You can complete these Mental Maths tasks all in one session or spread them out over the week and complete them on the allocated days.</p>	<p>Book B Book C Book D Book E Book F Book G</p>	
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<p>Mathematics: Optional Extra-</p> <p><u>Hit the Button:</u> https://www.topmarks.co.uk/maths-games/hit-the-button Students will be able to practise their skills and play an interactive game, focusing on your times tables</p> <p><u>Mathletics:</u> Go onto Mathletics and complete any assigned tasks or search for Fractions, Decimals and Percentages. Once completed, explore and play 'Live Mathletics.</p>
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Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention:</p> <p>To investigate significant events, people and challenges in Australia's history from 1788-1901</p>	<p style="text-align: center;">Learning Rotations</p> <p>You will be assigned a lesson to complete on either: The Eureka Rebellion, The Gold Rush, History of AFL, William Buckley, Impacts on the Environment or The Myall Creek Massacre.</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Read the information in the Google slides 3. Complete the task outlined in the slides. 4. Complete your 'Reflection' slide in Google Classroom, answering the question - "If I Could Go Back in Time" 	<p>Google Classroom Inquiry-Shaping our Nation Weekly rotation</p>	

<p><u>Session 2</u> Learning Intention: To investigate significant events, people and challenges in Australia's history from 1788-1901</p>	<p style="text-align: center;">Rubric</p> <p>Student voice and agency.</p> <p>Complete 1 task of your choice each week from the Learning Rush Rubric.</p>	<p>Google Classroom Inquiry-Shaping our Nation The Learning Rush Rubric Choice Board.</p>	<p style="text-align: center;">Task Assessed by Teacher</p> <p style="text-align: center;">Due Date:By Friday 28th August</p>
<p><u>Session 3</u> Learning Intention: We are learning pay slips and bank accounts</p> <p>Success Criteria: I can calculate 10% of an amount I can deposit money into a bank account</p>	<p>Earn \$ Learn</p> <p>Your Task...</p> <p>Is to pay yourself \$500 for both Weeks 5 and 6 - into your electronic wallet, and...</p> <p>Decide if you need insurance</p> <p>Read through the google slide presentation to be guided through:</p> <ul style="list-style-type: none"> - Paying yourself \$500 for weeks 5 & 6 and paying 10% tax. Use you electronic wallet in the Earn \$ Learn section of your google classroom. - Students can also opt to pay insurance. This will also be calculated at 10% of the \$500. This insurance covers students if they are absent on a pay day or trading day in Term 4. Students will be guaranteed the equivalent to their previous pay. If students choose to take out insurance, it will begin this week (Week 7). This will need to be shown in their electronic wallet in the payslip section. 	<p>Google Slide presentation titled:</p> <p>Earn \$ Learn: Insurance</p>	
<p>Writing: Optional Extra- if you want to do more:</p>			

Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
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<p><u>Well Being Activity</u> Learning Intention:</p>	<p>This week you are encouraged to participate in an activity that you believe assists you with your wellbeing. This activity could be as simple as completing a drawing, building Lego, singing songs, dancing or listening to music. You may like to do something a little more adventurous which might need your parent's/career's permission, for example a bike ride, going for a run, shooting goals, kicking goals, a surf or a walk along the beach. You decide, seek permission, however we'd love to see what you get up to. So, if possible, please take a photo or have someone take a photo of you participating in your chosen activity. The teachers would love it if you could post it to the stream on Friday to share with your class.</p>	<p>Your choice of activity</p> <p>Camera (phone)</p>	
<p><u>Art Activity</u> Learning Intention:</p> <p>I can create artwork using different materials, techniques and processes to express ideas, observations and imagination.</p>	<p>Art Activity</p> <p>Week 7 Term 3 Home Learning</p> <p><u>Activity- Drawing - Emu</u> Materials- Paper or canvas , Grey lead, erasers, round shape to trace around. Your choice of media - pencils, chalks, pens, fineliners paints</p> <p>Activity- Look at the images provided for inspiration.</p> <p>Draw a picture of one or more Emu. Start by drawing the beak, add in the eyes (use something round to trace around) Add in the neck and then draw in the feathers- focus on texture and lines.</p> <p>The colours you use are totally up to you. This does not have to be a realistic drawing.</p> <p>Add in your background with colour or design and pattern or both.</p> <p>Have fun!</p>		
<p><u>Indonesian Activity</u> Learning Intention:</p> <p>I can translate words from English to Indonesian.</p>	<p>Activity</p> <ol style="list-style-type: none"> 1. Watch the mini lesson on giving direction details from your house to school. You will need to watch this in order to complete the activity. 2. Copy a map from Google Maps of your house to school, make sure that you zoom right in so you can see all the features. 	<p>Mini lesson on Google Classroom</p> <p>Template for places</p>	

	<p>3. Write down all the places, landmarks and streets that you pass or go through to get to school onto the template and translate these words into Indonesian if they can be translated. Watch the mini lesson for more detail on how to do this.</p> <p>4. Upload your list onto the Google Classroom. The more translated places you have the more points you get for your Amazing Race Team.</p>		
<p><u>Physical Education Activity</u> Learning Intention:</p> <p>I can create or apply movement sequences that demonstrate variations in flow</p>	<p>Activity 1 – HITS Work out with Mr. McLoughlan</p> <p>To warm up, we have a 10 minute workout with Mr. McLoughlan – 40 seconds of activity and a 20 second rest. The exercises are: push ups, star jumps, mountain climbers, frog leaps, standing long jumps, stool step ups, soup can boxing, running on the spot, side lunges, and plank. Have a big drink of water.</p> <p>Watch the video clip in google classroom to see how it works.</p> <p>Activity 2 – Pyramid skipping challenge</p> <p>Turn on your favourite song and skip to the beat of the song. The main skipping activity is pyramid skipping. The aim is to make it to the end of the pyramid without making an error. (eg: 10 – 20 – 30 – 40 – 50 – 40 – 30 – 20 – 10 – after you complete the first 10 skips, then have 20 seconds break, then complete 20 skis etc). When you get to the end of your pyramid without stopping, add 5 skips to each level until you get to BOSS level (50 – 100 – 150 – 200 – 150 – 100 – 50)</p> <p>Video clip in the PE google classroom Term Three Week Seven attachment.</p> <p>Questions:</p> <ul style="list-style-type: none"> · Which muscles do you feel working when you skip as long as you can? · What are some stretches for the muscles you worked whilst skipping? 	<ul style="list-style-type: none"> - two tin cans - skipping rope - stool - internet - ball of any size, chalk 	

How does your body feel when you skip after practicing for a week compared with your first skipping practice?

Activity 3 – Dance time

This week's song is a 4:39 minute dance session "Ghost busters" A great way to feel the rhythm.

<https://www.youtube.com/watch?v=RYgIVc5Jvjg&t=79s>

Activity 4 – Down Ball

Steps:

- Students often make lots of variations of down ball or four-square to play in the yard. When playing down ball, you need to strike the ball with the palm of your hand. If you need some ideas of what down ball could look like, watch the following videos <https://www.youtube.com/watch?v=4cuYDHU1Ho4> or <https://www.youtube.com/watch?v=vouETUcTv6o>
- Can students create a version of down ball you could play at home by yourself or against someone in your family? You will need a ball which can bounce to play this game.
 - Playing area – find an open space to play in. Do you need lines on the floor for a boundary? Will you allow the ball to be played off walls (hitting the ball against a wall is a good start if you are playing by yourself – this means it can rebound back to you)? Can you make the "court" larger or smaller?
 - How will you start play? How will you score points?
 - How many bounces can the ball have before you hit it next?
- Once you have come up with your version of down ball at home, share it with your class and try someone else's version of down ball

Questions:

- How is striking the ball with your hand the same as striking with a bat? How is it different?

- How should your hand make contact with the ball to hit a strong shot?
- Once you have hit the ball, where on your court will you move to?

How did different types (using wall), sizes of courts affect your striking?

See you next week!

