



Torquay College Year 4 Remote and Flexible Learning Program

Week 1 - Year 4 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

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 two literacy tasks from reading, writing or spelling 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

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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 4. 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. Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. 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.

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

Week 1 Year Level 4	
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 Google Classroom along with two emotions that describe how you are currently feeling (E.g. Excited, Frustrated, Proud, Relieved, Happy, Surprised, Interested, Sad, Bored, Lonely, Nervous, Embarrassed).</p> <p><i>Emotions list from RRRR Level 3/4 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" , "What is the coronavirus?" or "Don't walk your cat and other advice for a worried kid"</p>

Family bucket list jar

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.



Reading

Every Reading Session include Independent reading
I can improve my reading stamina

Independent Reading - Comprehension Strategy Questions
Reading Think Mat

Independent Reading		
1. Make Connections I can connect what I am reading to... 1. Myself 2. My world 3. Other texts	2. Ask Questions I can ask questions about what I am reading. 1. Before I read 2. While I read 3. After I read	3. Monitor Comprehension I can check to see if I understand what I am reading. 1. Stop and think 2. Reread 3. Ask for help
4. Visualize I can picture what I am reading. 1. Draw a picture 2. Write a description 3. Act it out	5. Summarize I can tell what the text is about. 1. Write a summary 2. Draw a picture 3. Tell a friend	6. Compare and Contrast I can compare and contrast what I am reading. 1. Two different parts of the text 2. Two different texts 3. A text and a picture

Complete a minimum of 30 minutes Reading per school day.

You might choose to read independently or with a family member. Please document what you read in your Remote Learning book.

- After you read fill in -
- Today I read for (time spent reading)
- Today I read..... (name of book)
- The purpose of this text is to
- (Persuade Inform or entertainment)

Do the following only 2 times

A. Making Connections:

- This reminds me of...
- An experience I have had like that...
- This reminds me of the book _____ because...
- How can I live differently because this book has been a part of my life?

Select a box on the Independent Reading - *Comprehension Strategy Questions* sheet (only choose 1 section to do - **not all**, such as the making connections section or copy the *Reading think Mat* into your book and record your answers

I think I know ...

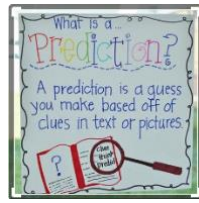
<p>Predict I think we will learn... Word Pairs</p>	<p>Question I wonder... Wonders</p>
<p>Clarity I didn't get... (About with partner and write an entry note)</p>	<p>Summarize This is about... (Frayer summarizes that includes important details)</p>

As a group, identify all items that we didn't get very fresh each in a glossary, compare notes, etc.

Discuss: Which strategy helped you the most?


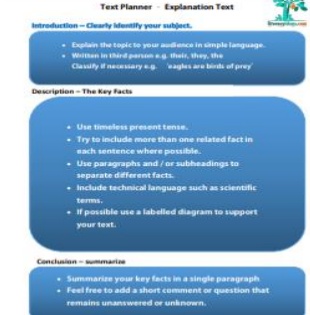
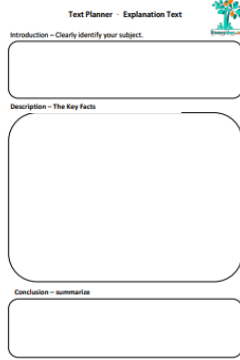
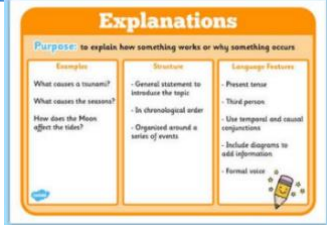
Over the last 2 weeks add up how much time you spent reading

I understand what making a prediction is.
Refer to Google Classroom



Introduction

Students will watch the PowerPoint on Google classroom and record their answers in their Remote Learning book.
Share your predictions with a parent/caregiver.

	<p>I can make predictions. Refer to google classroom</p> <p><i>What is a Prediction?</i> PowerPoint Students will watch the PowerPoint and respond to the questions in their Remote Learning book.</p> <p>Take 1 photo of your best response and upload it to google classroom for your teacher to see.</p>  <p>What is predicting?</p>
<p>Writing</p>	<p>Introduction to a new Text Type: Google classroom Explanation Learning Intention: I can write an explanation text.</p> <p>Watch the youtube clip Understanding text types by RIC Publications</p> <p>FREE CHOICE TOPIC. Use the blank Planning Sheet to plan an explanation Piece of writing. Draft an Explanation piece of writing.</p> <div data-bbox="252 1003 715 1236" style="background-color: #e0f2f1; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">Explanation</p> <ul style="list-style-type: none"> • explains how something works. OR • why something happens. </div> <p style="text-align: center; background-color: yellow; padding: 5px;">Completed Text Planning Sheet</p>    <p>Explanation Text Learning Intention: I can write an explanation text.</p> <p>Re-visit the purpose and structure of the <u>Explanation text type</u>. Go through the language features of the text type using the chart below.</p> <p>Using your draft from lesson 1, Type your Explanation Piece of writing up. Use a size 12 font-Arial.1 page minimum. Post on Google Classroom. Please include name and title.</p> <p>Completed Text Planning Sheet.</p>
<p>Maths</p>	<p>Mathletics: This task can be completed daily. You need to complete the set tasks for Addition and Subtraction, our current learning unit. Please complete 30 minutes of Mathletics daily. You can do as</p>

much live Mathematics as you want. Your teacher will be able to see your progress from the teacher portal on Mathematics.

The following is a template (think board) that can be used to solve addition/subtraction problems, which aims to get students to use a variety of strategies for each sum.

Think using one strategy (Show or working out)	Think using another strategy
Equation (e.g. $35 + 8 = 43$)	Turn the answer into a word(s)
Think using a different strategy	

Don't forget to do Nesy Numbers



Addition/Subtraction posters

Learning Intention:

I can improve my addition and subtraction knowledge using a variety of strategies.
Attached to Google Classroom - Maths These are the addition/subtraction strategies we are looking at for this unit. Some are more efficient than others, but all are valuable.



Add



Subtract

**Can you teach these to your parents or brother/sister?
Record how you went as a teacher in Maths Books**

Maths Experiences Week 1

Create a timetable

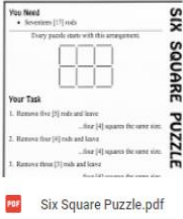
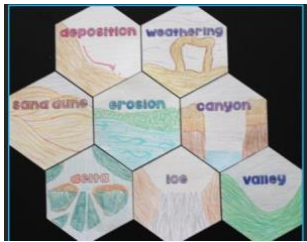
Learning Intention:

I can use my maths skills in a real life situation.
I can record the duration of time in my daily timetable.

You need to create a timetable for what **one day** of remote learning would look like for you. You need to include a session for Reading, Writing, Maths and Inquiry, as well as some break times for lunch and some outdoor physical activity time. You must include the time you will start and finish each activity and the duration each lesson will go for.

You need to justify to your parents why you think this is a suitable timetable for your learning.

**Problem Solving
Week 1**

	<p>Learning Intention: I can use various strategies to solve problems</p> <p>Material needed: Puzzle Template, matchsticks or icy pole sticks or real sticks. Six Square Puzzle. Set up the puzzle - take a you solve photo as each part of the problem.</p> <p>Take a photo of your solutions using your netbook or draw your answers in your Maths Book.</p> 
<p>Inquiry</p>	<p>What do I KNOW about Science? What do I want to LEARN in Science?</p> <p>Links and resources: http://www.sciencekids.co.nz/ https://kids.usa.gov/science/index.shtml http://www.csiro.au/en/Education/DIY-science</p> <p>Allow students some time to explore the following websites. Write a paragraph summarising what you know about Science.</p> <p>Write a paragraph telling us what you would like to learn about most in Science this term.</p> <p>I can show my thinking about Science</p> <p>Hexagons template (see Hexagon assignment on Google classroom) https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1Fe-vUWNdD7fuu5LosRnXjusRdNmI99Ja/view?usp=sharing</p> <p>What do you know about science? Write 1 word that you think relates to Science in each hexagon on the template. Paste into your Remote Learning book</p> <p>Take a photo of your completed page and upload to google classroom.</p> 
<p>Physical Activity</p>	<p><u>Cross Country</u> Students 8, 9 and 10 yrs run 2 kilometres. Start by jogging around the block with a family member and increase the distance a bit more each day.</p> <p><u>AFL skills</u> Practise by kicking 20 drop punts. Handballing to a target on a wall. Running and bouncing in the backyard</p> <p><u>Basketball skills</u> Practise dribbling the ball in the driveway. Do 20 chest passes and 20 bounce passes.</p> <p><u>Week 2 Cross Country</u> Continue to increase the distance from previous week.</p> <p><u>AFL skills</u> <u>Handball Tag</u> - One or more players with footballs attempt to tag others by handballing. The last remaining player is the winner.</p>

	<p><u>Two VS One Handball</u> - Groups of three. Two players run and handpass the ball to each other, the third player attempts to intercept or block the ball. No tackling is permitted. A goal is scored after three handballs have been received without the ball touching the ground.</p> <p><u>Set Shot Goal Kicking</u> – from various distances and angles</p> <p>Basketball skills Attacking and Defending – piggy in the middle</p>
Indonesian	<p><u>Ordering at a Restaurant vocab poster</u> (Download from Google Classroom or look in learning pack) <u>Stick it your house somewhere where you can learn the words</u></p> <p>Activity 1: Watch Fung Bros Indonesian Food</p> <p>Have you ever eaten any of these foods?</p> <p>Activity 2: Begin making an Indonesian menu (daftar makanan) of your own. Look on the Google Classroom or in your Learning Pack for instructions and an example of this task. Spend ½ and hour on this.</p> <p>Activity 3: Watch the video on serving food and drinks and serve your family their meal. Don't forget to be very polite.</p> <p>Super Challenge: Complete some of the interactive tasks for Topic 34. Open with Explorer not Chrome. Languages Online Indonesian topics</p>
Art	<p>Science- Inquiry Unit Research optical illusions- there are many websites with examples that will keep you fascinated. Pick one you like. What does the illusion do and what makes it work? Draw and colour your chosen illusion. Give it a name. Suggested site: https://www.optics4kids.org/illusions</p>
Optional websites sites that can be accessed	<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) • Reading https://www.storylineonline.net/ Great website for students to listen to and read well known picture story books • Reading https://www.getepic.com/ Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books they read. Teacher's need



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to support learning	<p>to set up their own account and add students in. Teachers can also set up collections, e.g. a collection of books purely about celebrations. Teacher's already have the App on their Ipads.</p> <ul style="list-style-type: none">● Spelling - Teach Your Monster to Read. Free app (need to download from App Store). There is no assessment so students begin at learning satpin. Could be suggested for parents of at risk students.● Study Ladder https://www.studyladder.com.au/account/teacher?t=teacher&r=#create-account Free 24 hr access for teachers, free <i>unlimited</i> student access from <i>school</i>, Free <i>limited</i> student access from <i>home</i>, Printable and online resources, individual task allocation. Teachers will need to set up classes.
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