

## Remote Learning Tasks: Specialist Program

Dear students and Parents/Carers,

With the extension of remote learning we have added a few supports for this week, along with some new learning tasks. **Monday, Tuesday, Thursday and Friday** will be focused on 2 x Literacy and 1 x Numeracy tasks per day. **Wednesday** will be Specialist class day, tasks set for this day will cover Health and Wellbeing, PE, Art and Science. All learning tasks can be found on our school website <https://www.bfps.vic.edu.au/remote-learning-tasks>

On Monday, Tuesday, Thursday and Friday we will run 2 live WebEx sessions; 1 focused on Literacy and 1 focused on Numeracy. These WebEx sessions support the tasks listed in the grid, please see below for task explanation and WebEx times. If you need support during these days please email me your questions and I will get back to you as soon as possible. **If you need support on Wednesday please email [specialist@bfps.vic.edu.au](mailto:specialist@bfps.vic.edu.au) and one of the specialist teachers will get back to you.**

**Attendance:** To be marked as present during remote learning days students will need to join the class WebEx's or email the class teacher to let them know they are working for the day.

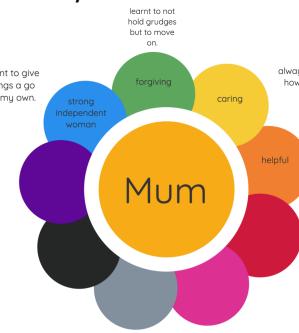
	<b>Art</b>	<b>Health and Wellbeing</b>	<b>P.E.</b>	<b>Science</b>
<b>Foundation</b>	<p><b>WALT:</b> draw people in our lives</p> <p><b>Activity:</b> Draw a picture of the people in your life who are important to you.</p>	<p><b>WALT:</b> identify and describe basic emotions people experience and what makes me feel this way</p> <p><b>Activity:</b> Make a puppet showing an emotion (feeling). Then write or record yourself telling me a time when you have felt this way on <b>Seesaw</b> if you can.</p>	<p><b>WALT: Learning and improving our striking skills</b></p> <p><b>Angry birds striking</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"><li>Find 5 things you can use to make a tower of 'angry birds' – use toys, pillows, plastic cups, plastic bottles – anything you are allowed to knock over.</li><li>Move about 5 steps away from your tower – drop the ball from your non-striking hand, and with your striking hand hit it towards your tower. See how many hits you need to knock all the items over.</li><li>Challenges – bring in more objects to make your tower bigger/taller, take an extra step back each time you hit the tower, try using your tee and bat to hit off</li></ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"><li>Take a photo of your best tower to</li></ul>	<p><b>WALT:</b> make a party hat with objects made out of materials that have those properties.</p> <p>Pick 3 different properties and then choose decorations for your hat that have those properties. (EG: if you choose 'smooth, fluffy and soft' then you will decorate your hat with decorations made from materials that have one or more of those properties.)</p> <p><b>Choose whether your hat will be a "rainy day" hat or a "sunny day" hat.</b></p>

			<p>show your classmates – can you make some of your friend's towers?</p> <ul style="list-style-type: none"> <li>• Can you make this a competition with someone in your family?</li> <li>• Which way should you face when you are trying to hit your tower with the ball?</li> <li>• How did you change your strike when you were having trouble knocking your tower over?</li> </ul>					
<b>Year 1</b>	<p><b>WALT:</b> find colours in my house</p> <p><b>Activity:</b> Have a look around your house looking for warm and cool coloured objects. Draw two warm coloured objects and two cool coloured objects.</p>	<p><b>WALT:</b> show an appreciation and encouragement of the behaviour of others by using; manners, positive language and praise</p> <p><b>Activity:</b> Think about how we help others rise up to be their best. What can you do or say to them to encourage this? Create a poster and then <b>upload to Seesaw if you can. OR complete the task I have set on Seesaw</b></p>	<p><b>WALT: Learning and improving our striking skills</b></p> <p><b>Angry birds striking</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>• Find 5 things you can use to make a tower of 'angry birds' – use toys, pillows, plastic cups, plastic bottles – anything you are allowed to knock over.</li> <li>• Move about 5 steps away from your tower – drop the ball from your non-striking hand, and with your striking hand hit it towards your tower. See how many hits you need to knock all the items over.</li> <li>• Challenges – bring in more objects to make your tower bigger/taller, take an extra step back each time you hit the tower, try using your tee and bat to hit off</li> </ul> <p><b>Questions:</b></p>	<p><b>WALT:</b> investigate what different black inks are made of.</p> <p><b>Materials required:</b></p> <ul style="list-style-type: none"> <li>- A few strips of paper towel</li> <li>- A few different brands of black markers with soluble ink. (use as many as you have - as long as you have at least 2 to compare the results)</li> <li>- Something to protect your table/bench top</li> </ul> <p><b>Activity:</b> What are different black inks made from? Complete the following template.</p> <table border="1"> <tr> <td>Question: What are different black inks made of?</td> </tr> <tr> <td>We will change</td> </tr> <tr> <td>We will observe</td> </tr> <tr> <td>We will keep the same</td> </tr> </table> <p>Discuss and record on the investigation planner things you will:</p>	Question: What are different black inks made of?	We will change	We will observe	We will keep the same
Question: What are different black inks made of?								
We will change								
We will observe								
We will keep the same								

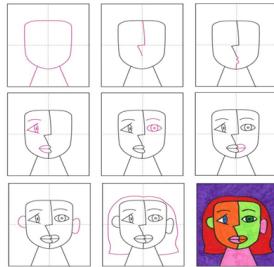
			<ul style="list-style-type: none"> <li>Take a photo of your best tower to show your classmates – can you make some of your friend's towers?</li> <li>Can you make this a competition with someone in your family?</li> <li>Which way should you face when you are trying to hit your tower with the ball?</li> <li>How did you change your strike when you were having trouble knocking your tower over?</li> </ul>	<ul style="list-style-type: none"> <li>change: the brand of texta</li> <li>observe: what happens to the ink</li> <li>keep the same: the type/brand of paper towel, the amount of water, where the ink is put on the paper, how the paper is held and how long the paper is dipped into the water.</li> </ul> <p>Discuss with an adult why it's important to only change one thing at a time. (So we can keep track of the changes).</p>
<b>Year 2</b>		<p><b>WALT:</b> recognise how strengths and achievements contribute to identities and how these change over time</p> <p><b>Activity:</b> <b>Seesaw task:</b> Listen to the story 'The Thing Lou Couldn't Do' and then answer the questions on the slides. You can either type or record yourself.</p>	<p><b>WALT: Learning and improving our striking skills</b></p> <p><b>Angry birds striking</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>Find 5 things you can use to make a tower of 'angry birds' – use toys, pillows, plastic cups, plastic bottles – anything you are allowed to knock over.</li> <li>Move about 5 steps away from your tower – drop the ball from your non-striking hand, and with your striking hand hit it towards your tower. See how many hits you need to knock all the items over.</li> <li>Challenges – bring in more objects to make your tower bigger/taller, take an extra step back each time you hit the tower, try using your tee and bat to hit off</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Take a photo of your best tower to show your classmates – can you</li> </ul>	<p>Follow the steps outlined in the instructions (see attachment below) to complete the experiment. Take photos of your results and upload to See-Saw.</p> <div style="border: 1px solid black; padding: 10px;"> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>1 cup</li> <li>2 strips of filter paper</li> <li>2 different pens with black ink</li> <li>water</li> <li>desk protection</li> </ul> <p><b>Activity steps for each pen</b></p> <ol style="list-style-type: none"> <li>Colour a line near the bottom of the filter paper.</li> <li>Write the name of the pen at the top.</li> <li>Put water up to two fingers high in the bottom of a cup.</li> <li>Hold the filter paper in the middle of the cup with just the bottom of the paper in the water. Don't let the water touch the ink!</li> <li>Leave the paper in the water until the filter paper is wet almost up to the top.</li> <li>Record what you find in your science journal.</li> </ol> </div>

			<p>make some of your friend's towers?</p> <ul style="list-style-type: none"> <li>• Can you make this a competition with someone in your family?</li> <li>• Which way should you face when you are trying to hit your tower with the ball?</li> <li>• How did you change your strike when you were having trouble knocking your tower over?</li> </ul>	
<b>Year 3</b>	<p><b>WALT:</b> explore different ways to express ideas</p> <p><b>Activity:</b> Look at an illustration (picture) in a picture story book and write about how it makes you feel. Show how you would draw this illustration differently (what would you change, add, leave out, colour)</p>	<p><b>WALT:</b> display behaviours that show empathy and respect for others</p> <p><b>Activity:</b> Empathy is when we can share or understand how others are feeling and why they may be feeling that way. Create a poster to share the meaning of empathy in your own words. Share a time you have had empathy for another person?</p> <p><b>OR</b> <b>Complete set task on Seesaw</b></p>	<p><b>WALT- improving our two handed strike</b></p> <p><b>Activity Gates (2 hand strike)</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>• Set up your bat, ball and tee in an open space.</li> <li>• About 5 big steps away from your tee, make a gate with two markers (start by making it wide!)</li> <li>• Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with bat behind you, and swing! Aim to hit the ball between your gates.</li> <li>• If you hit the ball through the gate 5 times in a row, move the markers a little bit closer to each other so your gate is smaller. Keep going until the markers are touching each other.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Where did your follow through finish? Did this change depending on where you hit the ball?</li> <li>• Which gates were easier/harder to hit through? Why?</li> </ul>	<p><b>WALT:</b> plan and conduct an investigation</p> <p><b>Activity: Planning Stage</b> What will you investigate? How will you investigate? What will you need?</p> <p>Make a copy of the <a href="#">Investigation Template</a> to plan your own Science investigation. You are to work on this doc as you complete your investigation.</p> <p><b>Complete up to “the chosen one” slide for this week.</b> You will complete the investigation in week 9.</p>

			<ul style="list-style-type: none"> <li>What did you do if your strike didn't go through the gates?</li> </ul>	
<b><u>Year 4</u></b>	<p><b>WALT:</b> explore different techniques to express ideas</p> <p><b>Activity:</b> Using objects you can find around your house, recreate your favourite illustration (picture) from a book. You could use your toys, blankets, playdoh, paper etc.</p>	<p><b>WALT:</b> display the use of persistence and resilience as tools to respond positively to challenges and failure, such as: * using self-talk * seeking help * thinking optimistically - growth mindset</p> <p><b>Activity:</b> Persistence is when you don't give up and keep trying. Share about a time you have used persistence and the skills you used (self-talk, growth mindset, seeking help etc). You can be creative in how you show this. <b>Upload your creation to Seesaw if possible.</b></p>	<p><b>WALT- improving our two handed strike</b></p> <p><b>Activity- Gates (2 hand strike)</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>Set up your bat, ball and tee in an open space.</li> <li>About 5 big steps away from your tee, make a gate with two markers (start by making it wide!)</li> <li>Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with bat behind you, and swing! Aim to hit the ball between your gates.</li> <li>If you hit the ball through the gate 5 times in a row, move the markers a little bit closer to each other so your gate is smaller. Keep going until the markers are touching each other.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Where did your follow through finish? Did this change depending on where you hit the ball?</li> <li>Which gates were easier/harder to hit through? Why?</li> <li>What did you do if your strike didn't go through the gates?</li> </ul>	
<b><u>Year 5</u></b>	<p><b>WALT:</b> experiment and create a piece of Cubism art.</p> <p><b>Activity:</b></p>	<p><b>WALT:</b> share how important people in my life have had an influence on the choices I make.</p>	<p><b>WALT- improving our two handed strike</b></p> <p><b>Activity– Distance Hits (2 hand strike)</b></p>	<p><b>WALT:</b> classify changes as physical or chemical changes.</p>

	<p>To create a piece of Cubism Art, you will need to draw any 2D animal on a piece of A4 paper.</p> <p>Using a ruler, draw lines through the pictures in all directions.</p> <p>Colour in the segmented areas. *Every segment that touches another must be of a different colour. No segment of the same colour can touch.</p>  <p><b>You can watch step by step guide in the below youtube video:</b></p> <p><a href="https://www.youtube.com/watch?v=IQOp1fYdu0c">https://www.youtube.com/watch?v=IQOp1fYdu0c</a></p>	<p><b>Activity:</b> Think about someone who has been an influence on you. Have a look at my example and see if you can create something similar on the person who has influenced you the most. It would be great if you could upload a photo to <b>Seesaw</b> so I can see it. I have also uploaded this task to Seesaw if you would like to use it.</p>  <ul style="list-style-type: none"> <li>learnt to give things a go on my own.</li> <li>strong independent woman</li> <li>forgiving</li> <li>caring</li> <li>always asks how I am</li> <li>helpful</li> <li>supports me when I need it</li> <li>learnt to not hold grudges but to move on</li> </ul>	<p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>• Set up your bat, ball and tee in an open space.</li> <li>• Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with bat behind you, and swing! Use your steps to measure how far you hit the ball.</li> <li>• Go back to the tee and try again, aiming to beat the distance of your last shot. Write down your distances on a piece of paper for 20 hits.</li> <li>• Try using a different object for your ball or bat and see if it makes a difference to your shot.</li> <li>• If you have someone at home to play with, make this a competition!</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Which shot was furthest? Why did it go the furthest?</li> </ul> <p>Can you explain what your best swing looked like? Where were you standing? How did your arms move?</p>	<p><b>Background reading:</b></p> <p>Physical change is a change in which no new substance is formed.</p> <p>Chemical change is a change that results in the conversion of the original substances to form new substances.</p> <p>eg: water melting and salt dissolving are physical changes, whereas burning and the sodium bicarbonate reaction are chemical changes. Burning candles results in both a physical (the wax melting) and a chemical change (the wick burning).</p> <p><b>Task:</b> Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is categorisation?</li> <li>2. Why do you think categorisation is important in science?</li> <li>3. Why do we classify things in Science?</li> <li>4. What do you think would happen if we didn't classify things in Science?</li> </ol>
<b>Year 6</b>	<p><b>WALT:</b> to experiment and create a piece of Picasso's Cubism Face Artwork.</p> <p><b>Activity:</b> To create Picasso's Cubism Portrait you will need to draw a face but from two different angles. One side of the face is facing forward and the other side is facing to the side. (In the below</p>	<p><b>WALT:</b> identify and analyse factors that contribute to respectful relationships</p> <p><b>Activity:</b> Create a brainstorm of all of the things that you believe contribute to an effective respectful relationship. I would really like it if you could upload a photo to <b>Seesaw</b> or create on Seesaw so I can see your creation.</p>	<p><b>Activity 6 – Distance Hits (2 hand strike)</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>• Set up your bat, ball and tee in an open space.</li> <li>• Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with bat behind you, and swing! Use</li> </ul>	<p>After answering the questions, group the changes you have investigated this term. (See attachment to remind yourself) You can choose how you would like to present your groupings. (eg: venn diagram, Y-chart, poster, video etc). <b>Upload your work to seesaw.</b></p>

picture, you can see that the orange side of the face is facing inwards.) Follow the steps below and colour in. You can add your own details and colours to make it special.



your steps to measure how far you hit the ball.

- Go back to the tee and try again, aiming to beat the distance of your last shot. Write down your distances on a piece of paper for 20 hits.
- Try using a different object for your ball or bat and see if it makes a difference to your shot.
- If you have someone at home to play with, make this a competition!

**Questions:**

- Which shot was furthest? Why did it go the furthest?

Can you explain what your best swing looked like? Where were you standing? How did your arms move?

Melting ice	Dissolving sodium bicarbonate
Burning chocolate	Freezing milk
Melting wax	Burning candle
Dissolving salt	Evaporating perfume
Fizzing sodium bicarbonate and tartaric acid in solution	Melting chocolate