





Year 5 Learning from Home Schedule Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Staff Development Day	Morning Routine SOTD Writing Vocabulary Maths HSIE	Morning Routine SOTD Writing Vocabulary Maths Science	Morning Routine SOTD Writing Vocabulary Maths CAPA	Morning Routine SOTD Writing Vocabulary Maths PDHPE

Year 5 Learning from Home Schedule Week 1

Tuesday	Wednesday	Thursday	Friday
<p>Morning Routine</p> <p>Watch MR1-2 video <u>or</u> look through the slides on life on the goldfields facts.</p>	<p>Morning Routine</p> <p>Watch MR1-2 <u>or</u> look through the slides on life on the goldfields facts.</p>	<p>Morning Routine</p> <p>Watch MR1-2 <u>or</u> look through the slides on life on the goldfields facts.</p>	<p>Morning Routine</p> <p>Watch MR1-2 <u>or</u> look through the slides on life on the goldfields facts.</p>
<p>SOTD</p> <p>Watch SOTD 1 video or look through SOTD notes and complete task.</p>	<p>SOTD</p> <p>Watch SOTD 1 video or look through SOTD notes and complete task.</p>	<p>SOTD</p> <p>Watch SOTD 1 video or look through SOTD notes and complete task.</p>	<p>SOTD</p> <p>Complete and submit SOTD 1 assessment online through Google Classroom <u>or</u> upload a photo on Edmodo <u>or</u> write your sentence in your book.</p>
<p>Writing</p> <p>Complete pre-assessment.</p>	<p>Writing</p> <p>Watch the video of the block planner or go through the block planner notes. (Make sure you memorise the block planner).</p>	<p>Writing</p> <p>Watch the video of the block planner or go through the block planner notes. (Make sure you memorise the block planner).</p>	<p>Writing</p> <p>Complete and submit block planner independently online through Google Classroom <u>or</u> upload a photo on Edmodo <u>or</u> write your block planner in your book.</p>
<p>Reading of Core Novel</p> <p>Watch 1854 Intro and Chapter 1 or read the novel.</p>			
<p>Guided Reading</p> <p>Watch GR1 video or read through vocabulary slides.</p> <p><u>Challenge:</u> print or cut out the vocabulary words and match them.</p> <p>Read through your novel for at least 20 minutes a day.</p>	<p>Guided Reading</p> <p>Watch GR1 video or read through vocabulary slides.</p> <p><u>Challenge:</u> print or cut out the vocabulary words and match them.</p> <p>Read through your novel for at least 20 minutes a day.</p>	<p>Guided Reading</p> <p>Watch GR1 video or read through vocabulary slides.</p> <p><u>Challenge:</u> print or cut out the vocabulary words and match them.</p> <p>Read through your novel for at least 20 minutes a day.</p>	<p>Guided Reading</p> <p>Watch GR1 video or read through vocabulary slides.</p> <p><u>Challenge:</u> print or cut out the vocabulary words and match them.</p> <p>Submit your work through Google Classroom <u>or</u> upload a photo to Edmodo <u>or</u> write it in your book. Read through your novel for at least 20 minutes a day.</p>

Tuesday	Wednesday	Thursday	Friday
			

Tuesday	Wednesday	Thursday	Friday
<p align="center">Maths</p> <p>Watch A&S 1 or choose your addition and subtraction level. Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p> <p align="center">OR</p> <p>Look through the annotated maths document. Look at the example and then choose a level that you're comfortable with. You need to provide evidence in the form of a picture to move up the levels.</p>	<p align="center">Maths</p> <p>Watch PV 1 or choose your place value level. Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p>	<p align="center">Maths</p> <p>Watch M&D 1 or read through and investigate Multiplication and Division (Divide by single-digit numbers, dividing the remainder to create a fraction) Complete task and submit on Google Classroom, upload a photo or write your work in your book.</p>	<p align="center">Maths</p> <p>Watch M&D 1 or read through and investigate Multiplication and Division (Divide by single-digit numbers, dividing the remainder to create a fraction) Complete task and submit on Google Classroom, upload a photo or write your work in your book.</p>
<p align="center">HSIE</p> <p>Go through Lesson 1 PowerPoint or read through HSIE Lesson 1 notes and complete activities. Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book. Inquisitive Link: http://inq.co/class/hcw Access Code: 2848</p>	<p align="center">Science</p> <p>Go to Lesson 1 PowerPoint or read through Science Lesson 1 notes and complete activities. Investigate solids, liquids and gases and complete voting matters worksheet. Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p>	<p align="center">CAPA</p> <p>Define the term 'Mime'. Find some videos and watch some examples. Write your understanding of what 'Mime' is. Upload it onto Google Classroom, upload a photo on Edmodo or write your work in your book.</p>	<p align="center">PDHPE</p> <p>Create a word cloud using the words you know of the word 'emotions.' Complete task and submit on Google Classroom, upload a photo on Edmodo or write your work in your book.</p>

Pre- Assessment Writing to Entertain 2020

Imagine if a character found themselves in a difficult situation. **You are going to write a narrative (story) about this.** You can use the characters and ideas on this page OR you can make up your own.

Planning time: 10 mins.

Writing time: 40 mins.

Editing time: 5 mins.



Think about:

- ✓ The characters and where they are
- ✓ The complication or problem to be solved
- ✓ How the story will end

Remember to:

- Plan your writing before you begin
- Choose your words carefully
- Write in sentences
- Pay attention to the words you choose, your spelling and punctuation and paragraphs
- Check and edit your writing when you are finished

Block Planner Notes - Writing to Entertain

Warning Tale Block Planner

Every good piece of writing starts with a **title**. You might like to use the character's name **learns a lesson**.

Opening paragraph- Have an opening line that **hooks the reader**. If you are really clever, you could open with **dialogue and onomatopoeia**. You also need to have your **setting**. **Time, place and weather to create atmosphere**. In the opening paragraph you **introduce the character**. We know we should introduce the character on the **inside**, character on the **outside**, especially their **clothes**.

Next paragraph- Character is **warned**. Don't you **dare!**

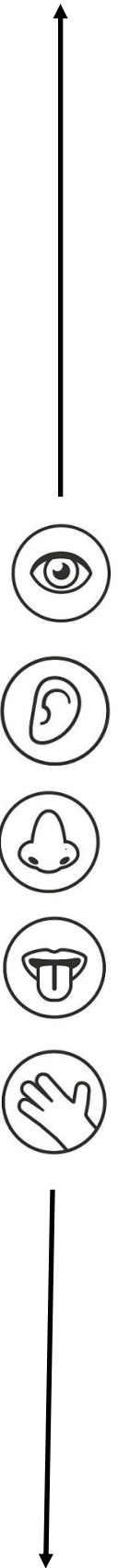
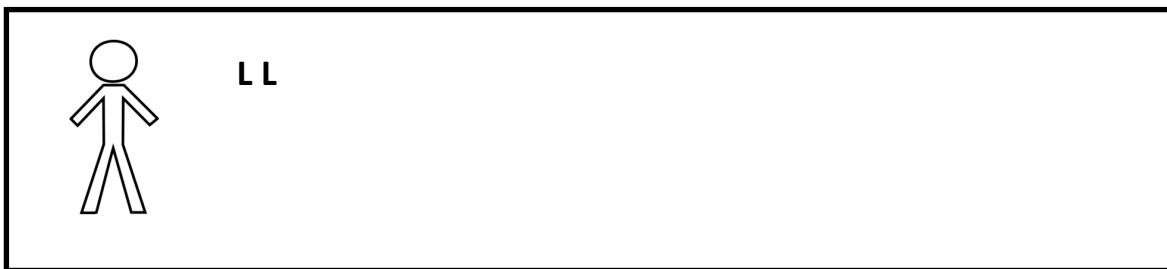
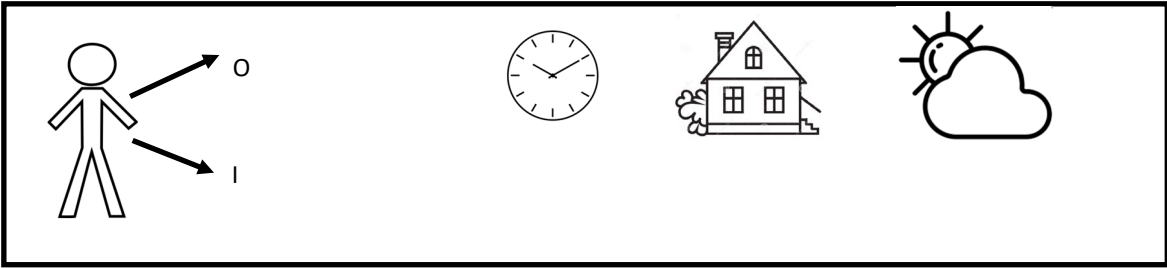
Next paragraph- The character doesn't **listen**.

Next paragraph- **UH OH!!** The bad thing **happens**.

Next paragraph- The character is **rescued**.

Conclusion- The character **learns a lesson**. You could finish by having **dialogue** and go back to the start and tie it with a **nice bow**.

Don't forget to include the 5 senses within each paragraph of your writing.



Tenacious Thomas Learns a Lesson

Crush...thump...crush. The sound of his footsteps became more apparent as he approached the destination. "Ouch", mumbled the boy as the friction between his feet and shoes became unbearable. He was wearing the only pair of leather shoes he owned with no socks. The heat of the sun became unnoticeable as the cool, gentle breeze brushed against his face, briefly making his ripped cotton shirt flicker.

The silence made him recall the memories of his childhood. Botany Bay was unusual and he felt lonely. Although, he was used to the loneliness. As a young boy, he used to love to play in the trees with his friend Jack whom he met at the orphanage. The two boys would spend hours sitting on the highest tree branch, talking until sunset. Jack would always warn Thomas about roaming alone at night and the charcoal branches.

While thinking of these memories, he continued walking through the dry and dense land. In the distance was a tall oak tree. Thomas slowly strolled over to it. He looked up and stared at the wide branches. One foot at a time he started climbing. Being the tenacious boy he was, he placed his foot on a charcoal branch. Suddenly... Thomas fell, grabbing the branch below him. He was now dangling in the air, holding on by one arm.

Thomas froze. He didn't know what to do. Trying to swing his leg up to the branch didn't work. The boy attempted to cry out for help, but no sound came out of his mouth. He could feel his hand slipping off the branch. In the distance he could see a cartman with his horse.

Using the one arm that was free, Thomas waved vigorously. His face lit up when he saw the cartman walking his way. Broad shouldered and with a toothy grin, the cartman helped Thomas down from the tree. Thomas was so happy to be rescued from the branch, that he wrapped his arms around the cartman's torso in a thankful embrace.

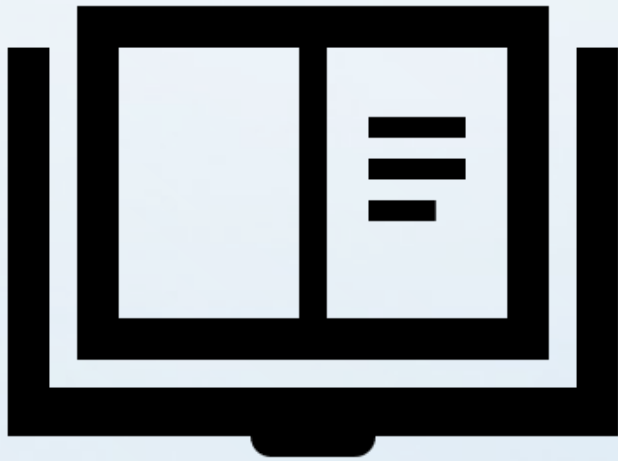
Even though the cartman's horse had a heavy load, he let Thomas jump on the back of it. The boy was excited to be heading home safely. He thanked the man for all his help. "I will never climb on charcoal branches again", sighed Thomas in relief.



We are writing
warning tales.

Week 1

Learning Intention: We are learning to write to entertain.



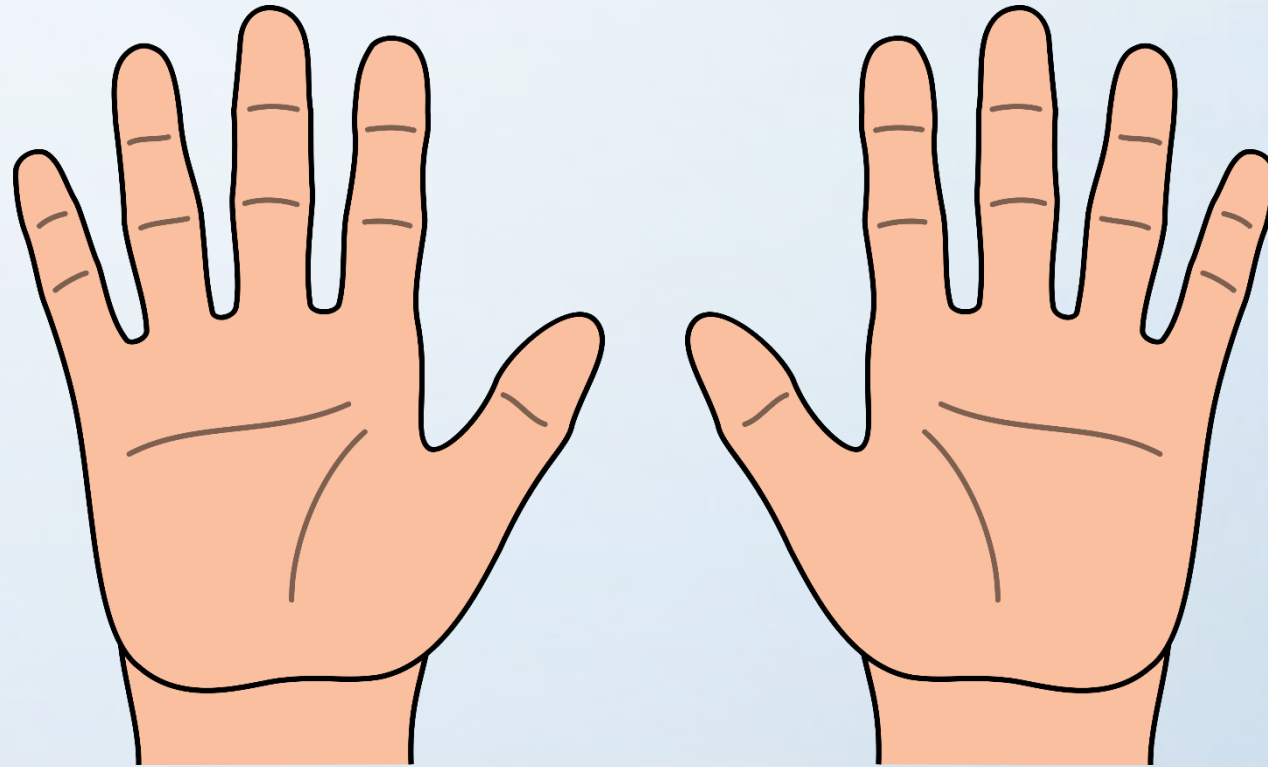
We will be successful if we can:

- Draw a block planner for a warning tale
- Explain the elements of the block planner

3 Types of Writing

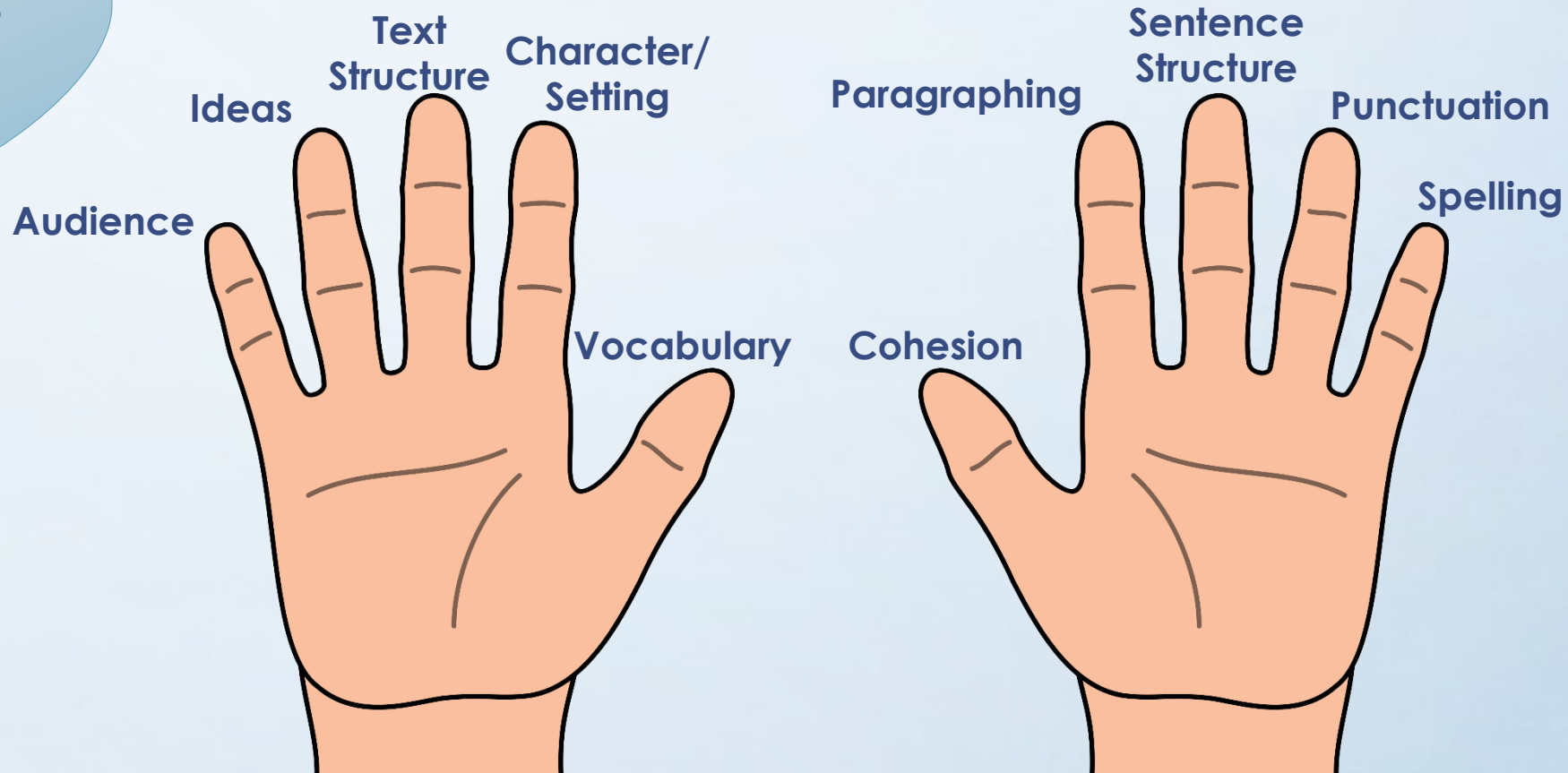


10 Elements of Writing



10 Elements of Writing

10 Elements
of Writing



Title

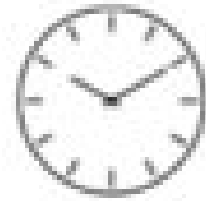
**Character's
name**



**Learns a
Lesson**



Opening Paragraph



Time



Place



Atmosphere

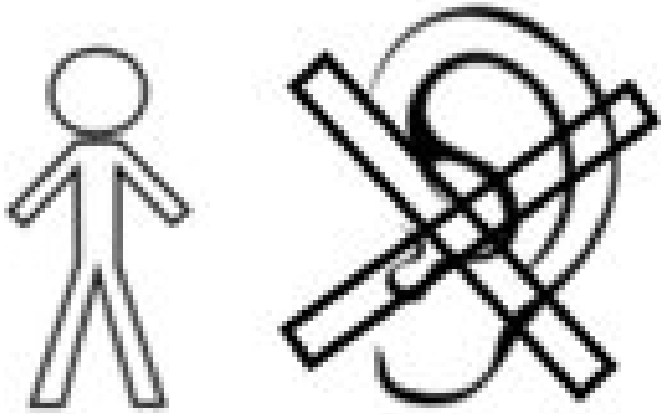
Introduce the character

Warning Paragraph



Character is warned not to do something.

Without Warning Paragraph



Character doesn't listen to warning.

Danger Paragraph



Uh Oh! Something bad happens
to the main character.

Rescue Paragraph



The main character is rescued.

Concluding Paragraph

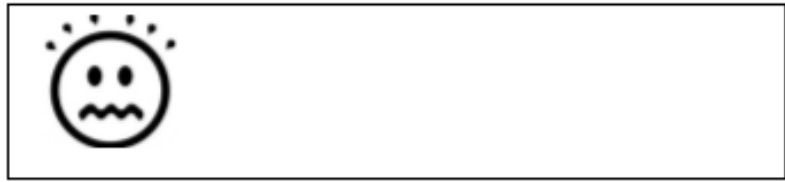


The main character learns a lesson.

Don't Forget!

Include the 5
senses within
each paragraph
of your writing.



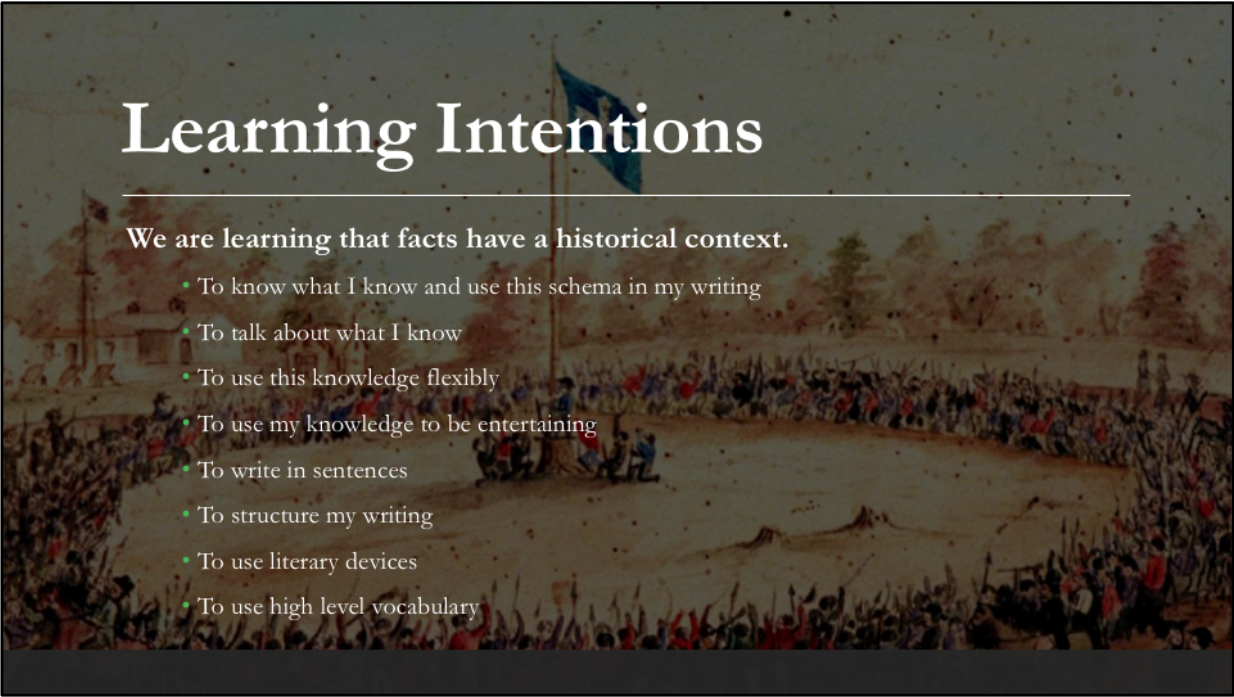




Living Conditions of the Goldfields

TERM 2 MORNING ROUTINE
(WEEKS 1-2: SETTING)

Year 5, for Weeks 1 and 2 we are looking at the living conditions of the goldfields. This information will help you with building the setting for your warning tale.



Learning Intentions

We are learning that facts have a historical context.

- To know what I know and use this schema in my writing
- To talk about what I know
- To use this knowledge flexibly
- To use my knowledge to be entertaining
- To write in sentences
- To structure my writing
- To use literary devices
- To use high level vocabulary

These are our learning intentions. Please read through each of them.

A historical painting depicting a battle scene. In the center, a large crowd of soldiers and civilians is gathered. A prominent blue flag with a white cross is flying on a tall pole. The background shows a landscape with trees and a building. The overall tone is somber and historical.

Success Criteria

- We can place historical facts on a timeline.
- We can compose a variety of sentences that create images for our audience.

This is our success criteria. Make sure to read through them.

Day and Date



Short date



Long date



Digital time



Analogue time

For each day of the week, write down the short date, long date, digital time and analogue time. Write this in your workbook, on a piece of paper or on a whiteboard.

How well do you know your time facts?

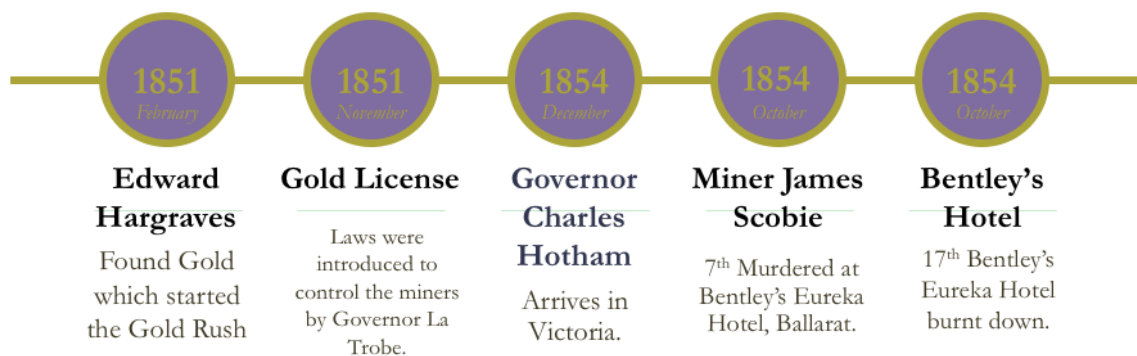


1. Hours in a day?
2. Minutes in an hour?
3. Minutes in a half hour?
4. Minutes in a quarter of an hour?
5. Seconds in a minute?
6. Days in a week?
7. Days in a fortnight?
8. Days in two fortnights?
9. Days in a year?
10. Days in four years?
11. Years in a millennium?
12. Years in a century?
13. Years in a decade?
14. Minutes in 21 hours?
15. Days in April, May and June altogether?
16. My teacher got to school at 8:30am and left at 3:15pm. How long was she at school?

Work through the above time facts everyday. There are sixteen questions. Time yourself for two minutes and see how many you can answer. Your job is to beat your time score each day. You should be able to answer all the time facts within two minutes by the end of the week.

Eureka Stockade

A key event in the development of Australian democracy and Australian identity.



Read through and study the above timeline and facts on the Eureka Stockade. Each day of the week, focus on remembering one fact and date as follows.

Monday – 1851 February (Edward Hargraves found gold which started the Gold Rush)

Tuesday – 1851 November (Gold License – laws were introduced to control the miners by Governor La Trobe)

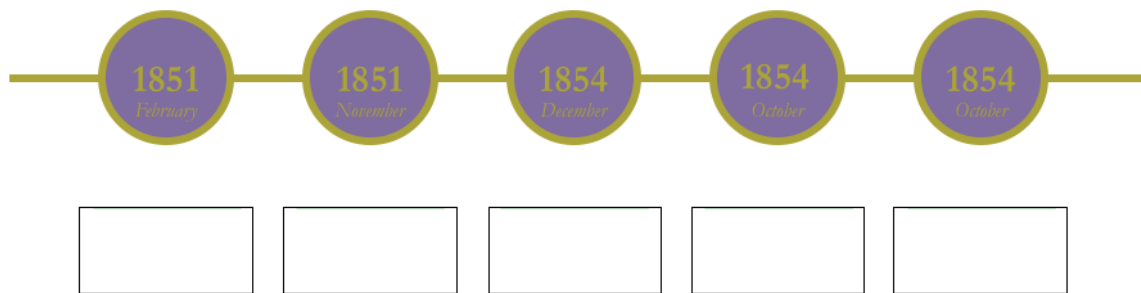
Wednesday – 1854 December (Governor Charles Hotham arrives in Victoria)

Thursday – 1854 October (Miner James Scobie is murdered at the Eureka Hotel in Ballarat)

Friday – 1854 October (Bentley's Eureka Hotel burnt down)

Eureka Stockade

A key event in the development of Australian democracy and Australian identity.



By the end of the week, draw the timeline and recall all the dates and facts. Draw this on a whiteboard, piece of paper or in your workbook.



ORANGE,
NSW



MELBOURNE,
VIC



CLUNES,
VIC



BALLARAT,
VIC











BENDIGO,
VIC

Weather

Click on one of the places above to explore the weather for your setting.


We are going to be exploring the weather in different goldfields areas around NSW and VIC. Each day of the week you will explore a different area.

 cloudy	 sunny	 rainy	 partly cloudy	<p>Use a range of adjectives and noun groups to describe the weather in the chosen place.</p> <hr/> <h2>Weather</h2>
 windy	 stormy	 snowing	 temperature	

Use your knowledge of chance to predict the weather in these different areas and compare them to the weather in Sydney or Granville. Use a range of adjectives and noun groups to describe the weather in the chosen place. These could be; partly cloudy, windy, sunny etc.

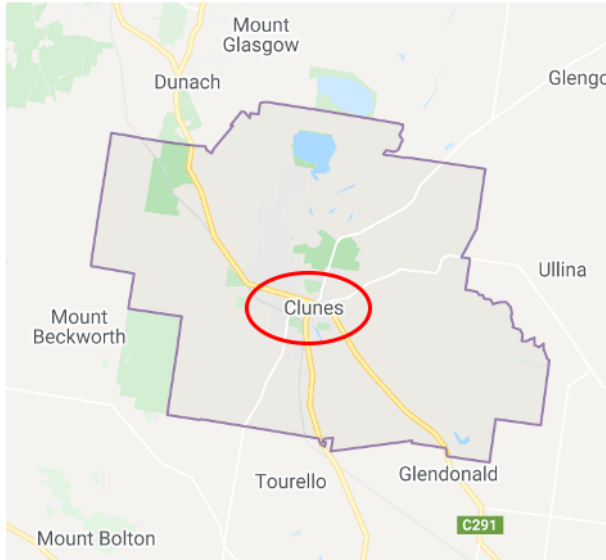
Orange, NSW

Monday – if possible, do a web search of the weather in Orange and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today’s weather in your area to your prediction of the weather in Orange using the map above.



**Melbourne,
VIC**


Tuesday – if possible, do a web search of the weather in Melbourne and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today’s weather in your area to your prediction of the weather in Melbourne using the map above.



Four empty green rounded rectangular boxes for writing weather adjectives.

Clunes, VIC

Wednesday – if possible, do a web search of the weather in Clunes and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today’s weather in your area to your prediction of the weather in Clunes using the map above.



Ballarat, VIC

Thursday – if possible, do a web search of the weather in Ballarat and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today’s weather in your area to your prediction of the weather in Ballarat using the map above.

TO CANBERRA AND SYDNEY

SHEPPARTON

BENDIGO

BALLARAT

MELBOURNE

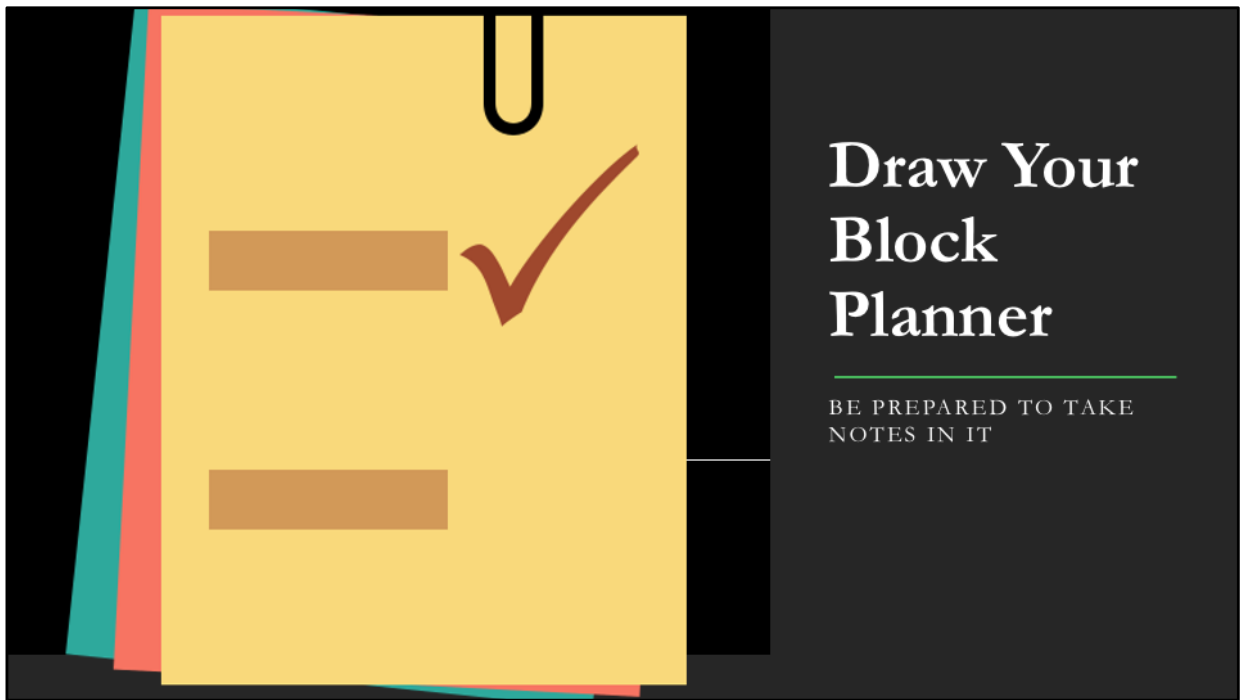
GEELONG

YARRAGON

ROSEBUD

Bendigo, VIC

Friday – if possible, do a web search of the weather in Bendigo and fill in the boxes above with adjectives you would use to describe it. If you do not have access to the internet, compare today’s weather in your area to your prediction of the weather in Bendigo using the map above.



Draw your block planner on a whiteboard or on a piece of paper. Be prepared to take notes in your block planner as you build your information on living conditions of the goldfields to develop a setting for your warning tale.

100 Days of Learning: Living Conditions of the Goldfields

Facts have a historical context.



CANVAS TOWNS



MELBOURNE
STREETS



GOLDFIELDS



ILLNESS



STOREKEEPERS

For weeks 1 and 2 we will be learning about living conditions of the goldfields. Read through the appropriate information and take notes in your block planner. You may add information you have learnt into your student knowledge organiser. Please see the schedule as follows;

Monday & Tuesday (Week 1) – Canvas Towns

Wednesday & Thursday (Week 1) – Melbourne Streets

Friday (Week 1) & Monday (Week 2) – Goldfields

Tuesday & Wednesday (Week 2) – Illness

Thursday & Friday (Week 2) – Storekeepers

- The **Victorian gold rushes** led to an **explosion in Melbourne's population**.
- In 1852 alone, almost 100,000 people made the journey to the colony.
- New arrivals had first to endure a Melbourne that was significantly unprepared for their arrival.
- One of the **key hardships** facing the population, and one of the most pressing challenges for Lieutenant-Governor Charles La Trobe's government, was **housing**.
- Housing prices actually fell during the immediate onset of the gold rush, as the population dashed towards the goldfields. However, the **sheer demand for property** meant prices in Melbourne soon made a rapid recovery.
- By 1852, **housing** in Melbourne was **unaffordable** and there were not enough roofs to put over people's heads.
- Under the guidance of **Governor La Trobe**, what was colloquially referred to as '**Canvas Town**' came to be accepted as the best **short-term solution**.
- Canvas Town consisted of a **settlement of tents** along the **south bank of the Yarra River**, near the **Princess Bridge**. Residents could **rent a tent** for the measly **fee of a few shillings per week**.
- While making home in **Canvas Town** was better than sleeping in the rain, it was not without its **problems**. **Crime was rife** and **policing inadequate**. **Sanitation was not wholly recognised** during this period and **large numbers** became ill from the **poor conditions** and **tight confines** of the **living quarters**, and from their **proximity** to the increasingly **polluted Yarra River**.
- **Canvas Town** was **short-lived**, **La Trobe electing** to **shut it down**, partly due to its **infamous reputation**. Despite the closure, many **Victorian residents** continued to **live in tents** throughout the remainder of the **1850s and 60s**.

Canvas Towns

Video: Life on the goldfields

<https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields>



Monday & Tuesday (Week 1) – Canvas Towns

Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Canvas Towns and take notes in your student knowledge organiser and block planner.

- Melbourne in the early 1850s was chaotic. Roads were full of holes, disease was rife, robbery was common and the cost of living had skyrocketed. At the same time, successful diggers were able to afford whatever they wanted. They came to Melbourne with vast amounts of money - rolls of banknotes and bags of gold.
- In less than a decade, the gold rushes transformed Melbourne from a rambling colonial service town to a metropolis with the confidence of a modern city. But in the early years of the gold rushes, Melbourne had trouble keeping up with its newfound wealth.
- Until 1854, there was no drainage system in Melbourne. The streets were open sewers and, sometimes, raging torrents.
- Clement Hodgkinson noted in an official report on the Sewerage of and Supply of Water to Melbourne: "... in the block bounded by Great and Little Bourke Streets, Elizabeth Street and Swanston Street, there is a space of upwards of one hundred square yards hitherto occupied by a green putrid and semi-liquid mass, partly formed by the outpourings of surrounding privies".
- The huge and rapid influx of people stretched facilities to breaking point. Many people could not find accommodation, and resorted to living in a crowded tent city. Squalor, poverty and disease spread quickly. To make matters worse, there were few tradesmen to build new facilities - everyone had left for the diggings.
- The pressure eased within a few years as major public works and building developments caught up with new demands.
- Commissioners were appointed to improve Melbourne's drainage and work began on a permanent water supply at Yan Yean.

Melbourne Streets

Video: Life on the goldfields

<https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields>



Wednesday & Thursday (Week 1) – Melbourne Streets

Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Melbourne Streets and take notes in your student knowledge organiser and block planner.

- For those who went to the diggings, the harsh realities of life were apparent even from a distance. Antoine Fauchery described the **Ballarat fields** '...with as many holes as a sieve, seeming to have been turned upside down by cyclopean ants.'
- The **repetitive manual tasks** of mining required **strength** and **energy**. On some fields it was estimated that **1,000 sheep were slaughtered each day**. Butchers were some of the **most successful men** on the fields and the **heads, hides and offal were often piled high or thrown into worked-out pits**. No sooner were the sheep slaughtered but the **flies would descend on the fresh carcasses**.
- It is likely that **many instances of violence** would have gone **unobserved or unreported**, especially on **newly-rushed fields**.
- **Gold Commissioners** were in charge of **issuing licences** and **keeping order**, but **diggers often needed to act without the delay of involving authorities**.
- **Miners warned thieves** they were **armed by 'shooting off'; firing the day's round** from a pistol **before bedtime**. The process was described by many as **annoying, foolish and dangerous**.
- The amount of **liquor** on the **gold fields** meant that **brawls were a common occurrence**. A **policy of prohibition** on the fields was **put in place** but with **little effect**. **Police had the right to burn down the tents of liquor sellers and issue heavy fines**. Liquor was seen by many as **medicinal**, particularly good for those working in wet conditions underground.
- **After the day's labour** there was still **time to relax by the fire with a story or a song**. Storekeepers ensured that **whisky, tobacco and even luxuries like tinned lobster** were available for those who had been lucky enough to find the yellow metal.

Goldfields

Video: Life on the goldfields

<https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields>



Friday (Week 1) & Monday (Week 2) – Goldfields

Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Goldfields and take notes in your student knowledge organiser and block planner.

- The smell of a busy goldfield would have been dominated by rotting carcasses and the waste of thousands of people and livestock. Waterborne diseases like **dysentery** and **cholera** could sweep through a mining community because of **poor hygiene**. **Influenza** and even **common colds** could develop into **secondary infections** like **pneumonia**. As a result, **doctors** were in **high demand** on the **goldfields**. 'Doctor' was a title that many claimed without any training.
- The **leading causes of death** in **Victoria** at this time were **zymotic diseases**—that is, **contagious diseases**. The **highest mortality rates** in the colony were reported as being from **dysentery** and **typhus** (later diagnosed as typhoid or 'colonial fever'—a diarrhoeal disease that was the **scourge of the goldfields**), followed by **phthisis (tuberculosis)** in areas outside of **Melbourne**.
- **By 1861**, the **leading cause of disease** continued to be **contagious diseases**; however, the **number of children's illnesses** and **deaths** became **more prominent** with the demographic changes. **Childhood diseases** and **birth-related conditions** joined **gastroenteritis** and **diarrhoea** as the **leading causes of death** in the district for **1863**, followed by **diphtheria**.
- Other **large contributors** to the **mortality rate** were **marasmus** (the undernourishment of children), **scarlatina**, **premature birth**, **protracted birth**, **malformation** and **dentition** (diarrhoea attributed to teething).
- Despite it being a hard life, **many miners** had **suffered worse conditions** as **convicts**, **farm labourers** or **factory workers**. Life 'under canvas' was better than being cooped up in an English workhouse.
- As long as one **could stay healthy**, there was **freedom and independence** on the **goldfields** that many would never have experienced.

Illness

Video: Life on the goldfields

<https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields>



Tuesday & Wednesday (Week 2) – Illness

Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Illness and take notes in your student knowledge organiser and block planner.

- In the beginning, business was rudimentary on the goldfields. **Stores were typically tents**, sometimes with the **addition of rough slab walls** and a **mud chimney**. **Carcasses awash with flies** hung from crude butcher's set-ups.
- Other **traders**, including many **butchers**, **dispensed** with the idea of a **store and hawked their goods around the diggings**. Often **one tradesman would fulfil a number of roles** – for instance, at Ballarat **John Sharkey** was a **storekeeper, blacksmith, and butcher**. Like the diggers, in the **early days most merchants were itinerant** – **following their customers to the next rush**.
- **Despite their primitive set-up, general stores could stock an amazing array of goods**. **Ellen Clacy**, in **1852**, described shops on the **diggings** as places where **'everything required by a digger can be obtained for money**, from sugar-candy to potted anchovies; from East India pickles to Bass's pale ale.'
- **Business on the goldfields was a transitory, speculative venture**. A **well-stocked store** could bring its **proprietor a fortune** if a **rush in an area lasted** or grew. Equally, those **stuck with piles of expensive stock** just as there was a rush away from a field would be **ruined**. Still, contemporaries like Clacy observed that it was less speculative than gold and that merchants and tradesmen **'usually in the long run make a fortune quicker than diggers** and certainly with less hard work.'
- Historian Weston Bate has pointed out that **stores on the diggings** not only **delivered fortunes** to some lucky tenders, and **goods to the diggers**, but also **served as postal depots and landmarks**.
- In places where there was **sustained mining activity**, such landmarks could quickly become **establishments**, and **substantial towns** often **formed around a hub of successful tent-stores**.

Storekeepers

Video: Life on the goldfields

<https://online.clickview.com.au/libraries/videos/19102379/the-gold-rush-life-on-the-goldfields>



Thursday & Friday (Week 2) – Storekeepers

Draw your block planner and have your student knowledge organiser in front of you. Read through the above information on Storekeepers and take notes in your student knowledge organiser and block planner.



Talk for Learning

WE ARE LEARNING TO CREATE A WARNING TALE

Talk to someone at home about your facts and information that you have gained today. What have you added to your block planner for your warning tale setting?

Who are we entertaining?



Audience

Voice

The audience ensures that you have someone to write to. Your audience is the librarians as they need some new books about the goldfields to add to their collection.

The voice is your tone of writing. Remember that you are the expert and you are writing to inform the novice.

Entertain Me

USING THE NOTES IN
YOUR BLOCK PLANNER,
ENTERTAIN YOUR
PARTNER WITH YOUR
CHARACTER AND
SETTING.





Shillings Pennies Half-a crown

Sixpence was the usual tip for minding a horse, but maybe this fellow would be good for a shilling-even half a crown



shicer

‘They work their guts out on a shicer and still have to cough up for that crippling licence every month.’





panning

...she had the easier job of panning for gold, washing sand around and around in a shallow tin dish.



specks

Yesterday, she'd found some glittering specks.





earl

...some said he was a toff:
an earl or duke or
something.



fossicked

...most of them just
fossicked in the mullock
heaps, looking for gold
others had missed.





Mullock heap

...most of them just fossicked in the mullock heaps, looking for gold others had missed.



dismount

One man threw his licence on the ground so the trap had to dismount to pick it up.





custody

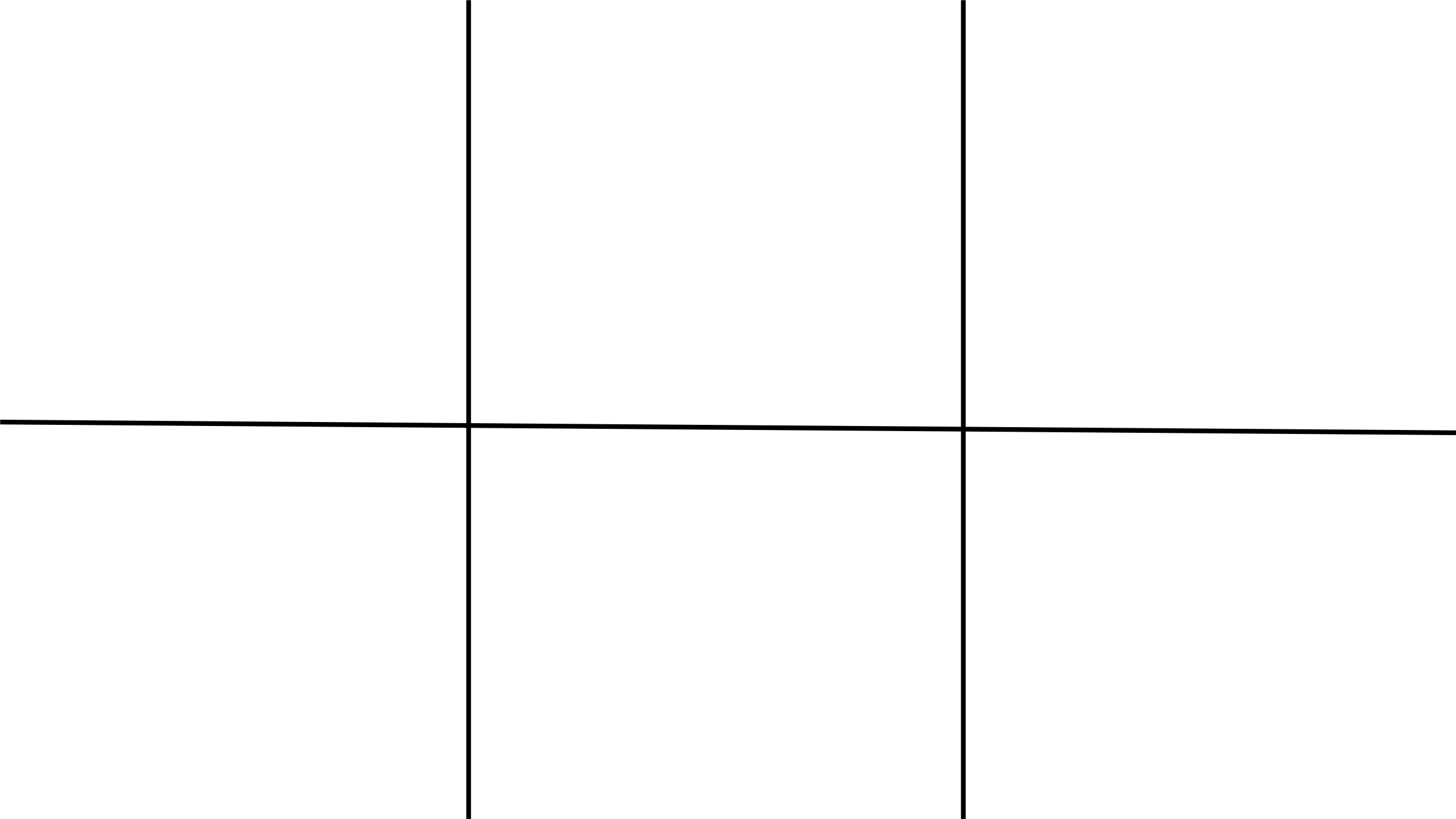
'I think we should take you into custody until your father Mr Robin Hood shows us his licence.'



manacled

I can't get away – they've manacled me.





Living Conditions on the Goldfields *Student* Knowledge Organiser



Vocabulary	
Word	Definition
unaffordable	too expensive to be afforded by the average person.
settlement	a place, typically one which has previously been uninhabited, where people establish a community.
inadequate	lacking the quality or quantity required; insufficient for a purpose.
polluted	contaminated with harmful or poisonous substances.
chaotic	in a state of complete confusion and disorder.
rife	of common occurrence, widespread.
commissioner	a representative of the supreme authority in an area.
drainage	a system of drains.
carcasses	the dead bodies of animals.
brawls	a rough or noisy fight or quarrel.
prohibition	the action of forbidding something, especially by law.
contagious	can be spread from one person to another.

What was it?
The goldfields were a place in Victoria that had surged in population due to the elusive gold finds in many areas. The conditions of the goldfields were not best as many lived in tents with little nutritional food and poor hygiene.

Who was involved?
Scottish miner James Scobie — murdered
Gold miners
Governors of Victoria, Charles La Trobe, Charles Hotham
John Sharkey - butcher, blacksmith & storekeeper
British Army

Canvas Towns
Victorian goldrushes led to explosion in Melbourne's **population**. Key hardship and challenge for Governor Charles La Trobe was housing. By **1852**, **housing** was **unaffordable**, and **La Trobe** introduced a **short-term solution**; '**Canvas Towns**'. This was a **settlement of tents** along the **Yarra River**. **Crime** was **rife** and **policing inadequate**. Many became **ill** from the **poor living conditions** and **tight confines**. The Yarra River became increasingly polluted due to this settlement of tents.

Melbourne Streets
In the **early 1850s**, **Melbourne** was **chaotic**. **Roads** were full of **holes**, **disease** was **rife**, **robbery** was **common**, and the **cost of living** was **expensive**. **Until 1854** there was **no drainage system** in Melbourne, the streets were open sewers. **Green semi-liquid mass** was formed in the streets, mostly from the **outpourings of surrounding privies**. The city was **crowded** and there were **not enough tents** to accommodate everyone. Pressure later eased as commissioners lead **public works** to improve **drainage** and **develop a water supply** at Yan Yean.

Goldfields
The **goldfields** were full of **holes** from digging. The **repetitive manual tasks** required lots of **energy** and **strength**. Butchers were quite successful, and it is estimated that around 1000 sheep were slaughtered daily. The heads and hides were often thrown into a pile and **flies would descend on the carcasses**. Many instances of **violence** went unobserved. **Gold commissioners** were appointed to **check licenses** and **keep order**. The amount of **liquor** on the goldfields meant that there were many **brawls** between miners. A **policy of prohibition** was put in place but had little effect. **Police burnt down tents** of liquor sellers and **issued heavy fines**.

Illness
The goldfields were dominated by a **smell of rotting carcasses** and the waste of thousands of people and livestock. Waterborne diseases like **dysentery** and **cholera** were prominent due to **poor hygiene**. Leading cause of **death** in Victoria was **contagious diseases**. By **1861** **child illnesses** became more prominent as the demographic of the population changed. These included **diarrhoea**, **diphtheria**, **scarlatina**, **premature birth** and **dentition** (diarrhoea attributed to teething).

Storekeepers
Stores were **typically tents**, sometimes with the addition of **slab walls** and a **mud chimney**. **Carcasses engrossed** in **flies** hung from **butcher stores**. Many **tradesmen** on the **diggings fulfilled a number of roles**. For example, **John Sharkey**, was a **storekeeper**, **blacksmith** and **butcher**. Despite their primitive set-up, **stores stocked everything** that the miners needed. A store could be **successful during a gold rush** in their area, however, when there was a **rush away** from this area the stores **successfulness was ruined**. Many **butchers** and **store owners** made **more fortune** than the miners.

February 1851

Edward Hargraves found gold which started the Gold Rush.

November 1851

Gold License - laws were introduced to control miners by Governor Charles La Trobe.

October 1854

Miner James Scobie was murdered at the Eureka Hotel in Ballarat.

October 1854

Bentley's Eureka Hotel burnt down.

December 1854

Governor Charles Hotham arrives in Victoria.

Sentence of the day Term 2- Learning from home

Week 1 Topic: Onomatopoeia

We are learning to write a phrase that contains onomatopoeia.

Success criteria

I have:

- onomatopoeia
- an ellipsis
- correct beginning and end punctuation

What is Onomatopoeia?

Onomatopoeia is when a word describes a sound and mimics the sound of the object or action it refers to when it is spoken. Onomatopoeia appeals to the sense of hearing and writers use it to bring a story or poem to life in the reader's head. It can also help to add a touch of fun or emotion to a piece.



An **ellipsis** is a type of punctuation mark. In writing, it is a row of three points (...).

Depending on the type of sentence and where the ellipsis is in a sentence, it can:

- indicate an **unfinished thought**
- a **leading statement**
- a **slight pause**
- a **mysterious or echoing voice**
- a **nervous or awkward silence.**
-

An ellipsis can be used to trail off into silence—for example: *But I thought he was...*

Tuesday: Modelled Sentence

Learning intention

We are learning to write a phrase that contains onomatopoeia.

Success criteria

I have:

- onomatopoeia
- an ellipses
- correct beginning and end punctuation

Sentence: Crush...thump...crush.

- As you can see, I have used the colors above to identify each part of the sentence from the success criteria.
- The onomatopoeia is highlighted in yellow, the words: crush, thump and crush.
- The ellipses in green.
- The correct punctuation with pink: Capital letter to start and a full stop to end.

Wednesday: Joint Sentence

Learning intention

We are learning to write a phrase that contains onomatopoeia.

Success criteria

I have:

- onomatopoeia
- an ellipses
- correct beginning and end punctuation

Sentence: Suddenly... he heard a big

- **Task:** Try and finish the sentence off with onomatopoeia and correct end punctuation.
- Example: *Suddenly... he heard a big roar coming from outside the door.*
- Use the colours above to identify each part of your sentence. Highlight the onomatopoeia in yellow, the ellipses in green and identify the correct punctuation used in pink.

- The correct beginning punctuation and ellipses has already been highlighted for you.

Thursday: Joint Sentence

Learning intention

We are learning to write a phrase that contains onomatopoeia.

Success criteria

I have:

- onomatopoeia
- an ellipses
- correct beginning and end punctuation

Sentence: Tim hid behind his tent...

Task: Try and finish the sentence of with onomatopoeia and correct end punctuation.

Example: Tim his behind his tent... boom went something across the creek.

- Use the colours above to identify each part of your sentence. Highlight the onomatopoeia in yellow, the ellipses in green and identify the correct punctuation used in pink.

Friday: Assessment

Learning intention

We are learning to write a phrase that contains onomatopoeia.

Success criteria

I have:

- onomatopoeia
- an ellipses
- correct beginning and end punctuation

Task: Today you will create a phrase that contains onomatopoeia, an ellipse and correct beginning and end punctuation. Use the correct colours to identify each component of your sentence.

Subtraction

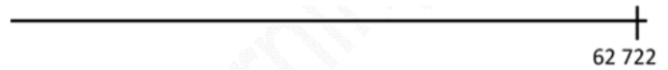
Select 20 cards to make 2 five digit numbers.



Make sure that the number you are subtracting from is larger than the number you are subtracting.

Record your number sentence. $62\,722 - 15\,897 =$

Place the larger number on the right side of a number line.



Subtract the ten thousands first 15 897.

$62\,722 - 10,000$



Next, subtract the thousands 15 897, subtracting to get to 50,000.

Remembering that we still have 7 hundreds, 2 tens and 2 ones.



To get to 50,000, subtract 2000.



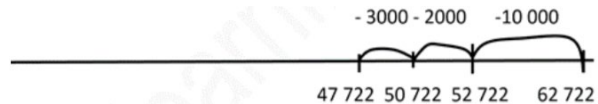
Show how you partitioned that number you are subtracting.

We already subtracted 2000.

$$62\,722 - 15\,897 =$$

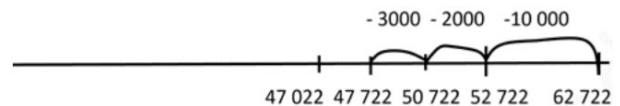
2000 + 3000

Now we need to subtract the remaining part, 3000.

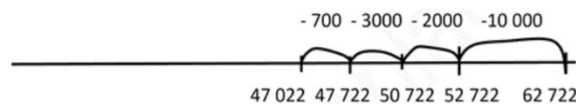


Next, subtract the hundreds 15 897, subtracting to get to 47,000.

Remembering that we still have 2 tens and 2 ones.



To get to 47,000, subtract 700.



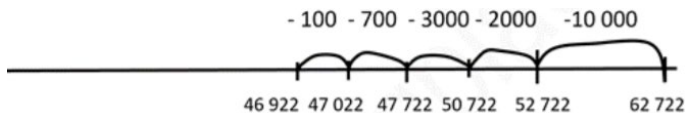
Show how you partitioned that number you are subtracting.

We already subtracted 700.

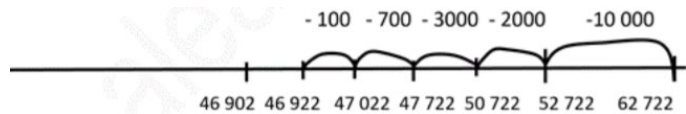
$$62\,722 - 15\,897 =$$

2000 + 3000 + 700 + 100

Now we need to subtract the remaining part, 100.

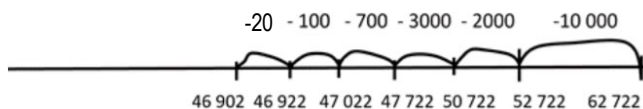


Next, subtract the tens 15 897, subtracting to get to 46,900.



Remembering that we still have 2 ones.

To get to 46,902, subtract 20.



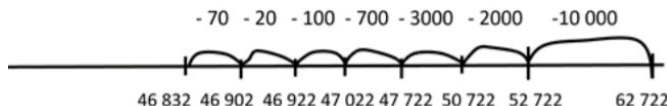
Show how you partitioned that number you are subtracting.

We already subtracted 20.

$$62\,722 - 15\,897 =$$

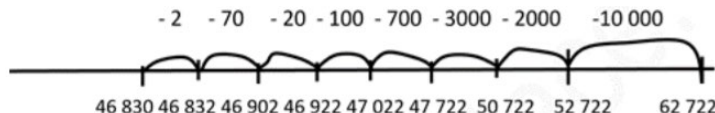
$2000 + 3000$ $700 + 100$ $20 + 70$

Now we need to subtract the remaining part, 70.



Next, subtract the ones 15 897, subtracting to get to 46,830.

To get to 46,830, subtract 2.



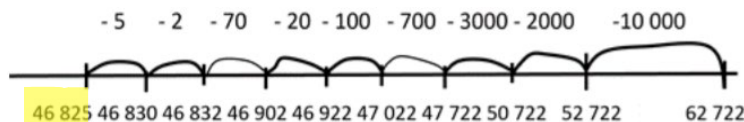
Show how you partitioned that number you are subtracting.

We already subtracted 2.

$$62\,722 - 15\,897 =$$

$2000 + 3000$ $700 + 100$ $20 + 70$ $2 + 5$

Now we need to subtract the remaining part, 5.



Write your number sentence and your answer.

$$62\,722 - 15\,897 = 46\,825$$

DIFFERENTIATION

Place Value - Numbers to Tenth

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in these lessons. The anchor charts for this concept may look like these on a 'Wall that Teaches' over a few lessons.

PV 7 Standard Place Value of teen

PV 11 Standard and non-standard Place Value of teen

tens	ones
1	4

14 is 1 ten and 4 ones
14 is 14 ones

PV 11 Standard and non-standard Place Value of two-digit

tens	ones
2	4

24 is 2 tens and 4 ones
24 is 1 ten and 14 ones
24 is 24 ones

PV 11 Standard and non-standard Place Value of 20s

tens	ones
6	3

63 is 3 tens and 3 ones
63 is 4 tens and 23 ones
63 is 2 tens and 43 ones
63 is 63 ones

PV 15 Standard and non-standard Place Value of three-digit

hundreds	tens	ones
1	2	4

124 = 1 hundred + 2 tens + 4 ones
124 = 12 tens + 4 ones
124 = 11 tens + 14 ones
124 = 10 tens + 24 ones
124 = 9 tens + 34 ones
124 = 4 tens + 84 ones

PV 17 Standard and non-standard Place Value of four-digit numbers

thousands	hundreds	tens	ones
5	8	9	7

5897 = 5 thousands + 8 hundreds + 9 tens + 7 ones
5897 = 58 hundreds + 97 ones
5897 = 4 thousands + 18 hundreds + 6 tens + 37 ones
5897 = 36 hundreds + 229 tens + 7 ones

PV 18 Multiplicative Place Value of whole

hundreds	tens	ones
5	10	5

$5 \times 10 = 50$
 $50 \div 10 = 5$

PV 19 PA 20 Standard and non-standard Place Value of five-digit

10 thousands	thousands	hundreds	tens	ones
5	1	2	4	8

51248 = 5 ten-thousands + 1 thousand + 2 hundreds + 4 tens + 8 ones
51248 = 51 thousands + 2 hundreds + 4 tens + 8 ones
51248 = 512 hundreds + 4 tens + 8 ones
51248 = 5124 tens + 8 ones
51248 = 51248 ones
51248 = 50 thousands and 124 tens and 8 ones
51248 = 50 thousands and 12 hundreds and 4 tens and 8 ones
51248 = 40 thousands and 22 hundreds and 48 ones

PV 20 FD 11 Multiplicative, standard and non-standard Place Value of numbers to tenths

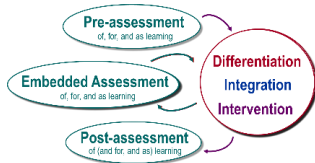
eds	tens	ones	tenths
8	5	0	5

$8.5 \times 10 = 85$
 $85 \div 10 = 8.5$

thousands	hundreds	tens	ones	tenths
1	2	4	0	4

12.4 = 1 ten + 2 ones + 4 tenths
12.4 = 1 ten + 2 ones + $\frac{4}{10}$
12.4 = 12 ones + 4 tenths
12.4 = $12 \frac{4}{10}$
12.4 = 5 ones + 77 tenths
12.4 = 5 ones + $\frac{77}{10}$
12.4 = $\frac{124}{10}$

Embedded assessment data may tell us we need to re-explicitly teach these



PV 21 FD 12 Multiplicative, standard and non-standard Place Value of numbers to

hundreds	tens	ones	tenths	hundredths
1	2	4	0	4

1.24 = 1 one + 2 tenths + 4 hundredths
1.24 = 1 one + $\frac{2}{10} + \frac{4}{100}$
1.24 = 12 tenths + 4 hundredths
1.24 = $12 \frac{4}{100}$
1.24 = 5 tenths + 74 hundredths
1.24 = 5 tenths + $\frac{74}{100}$
1.24 = $\frac{124}{100}$

PV 24 FD 18 and PV 25 FD 19 and PV 28 FD 25 Multiplicative, standard and non-standard Place Value of numbers to thousandths and numbers of any size

ten-thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths
0	5	0	0	0	0	0	0

$0.5 \times 100 = 50$
 $50 \div 100 = 0.5$

thousands	hundreds	tens	ones	tenths	hundredths	thousandths
1	1	1	0	0	0	0

$1.111 = 1 \frac{111}{1000}$

hundreds	tens	ones	tenths	hundredths	thousandths
1	2	4	7	0	0

1.247 = 1 one + 2 tenths + 4 hundredths + 7 thousandths
1.247 = 1 one + $\frac{2}{10} + \frac{4}{100} + \frac{7}{1000}$
1.247 = 12 tenths + 47 thousandths
1.247 = $\frac{12}{10} + \frac{47}{1000}$
1.247 = 5 tenths + 73 hundredths + 17 thousandths
1.247 = 5 tenths + $\frac{73}{100} + \frac{17}{1000}$
1.247 = $\frac{1247}{1000}$

Place Value of numbers to thousandths.

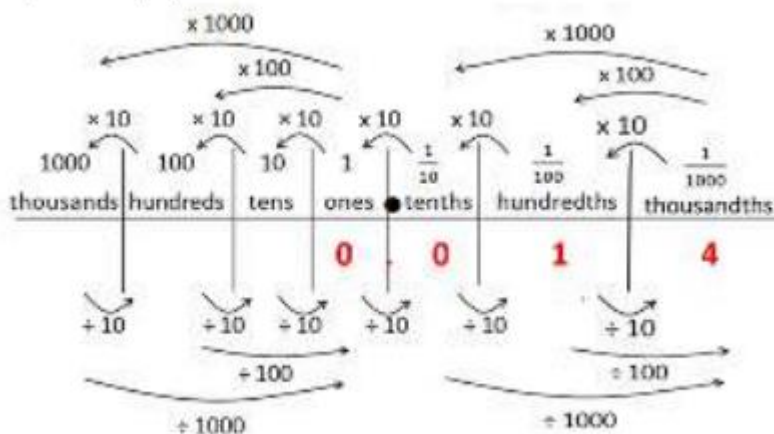
Today brings an investigation about place value.

- ▶ What do you know about place value?
- ▶ Talk about place value with a friend.
- ▶ Is anyone ready to share what they are thinking about place value?
- ▶ We've investigated additive and multiplicative place value to hundredths.

TODAY WE'RE GOING TO INVESTIGATE ANOTHER VALUE IN OUR MULTIPLICATIVE PLACE VALUE CHART!

- ▶ Let's start by recording a place value chart to hundredths.

Record 1 hundredth and 4 thousandths, and zero tenths and zero ones in a place value chart, for example,

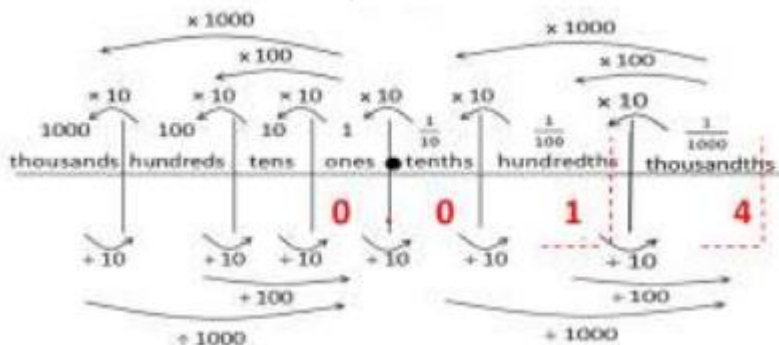


Record, for example, 0.014

Record, for example, $0.014 = 1 \text{ hundredth} + 4 \text{ thousandths}$

Record, for example, $0.014 = \frac{1}{100} + \frac{4}{1000}$

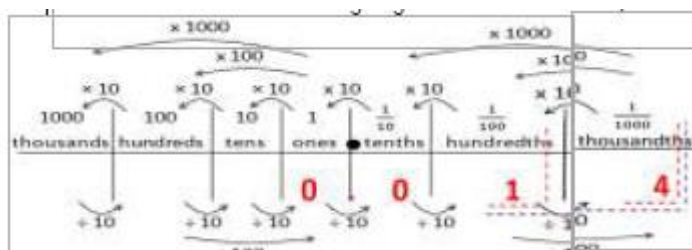
Children record a dotted line going from the 1 to the hundredths label, and from the 4 to the thousandths label, for example,



Record $0.014 = 14$ thousandths

Record, for example, $0.014 = \frac{14}{1000}$

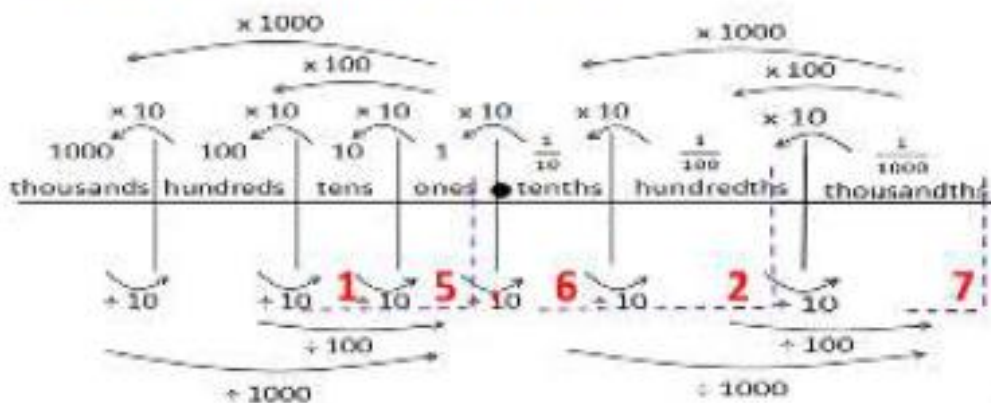
Record a dotted line going from the 1 to 4 and up to the thousandths label, for example,



Record, for example, $15.627 = 15$ ones + 62 hundredths + 7 thousandths

Record, for example, $15.627 = 15$ ones + $\frac{62}{100} + \frac{7}{1000}$

Record a dotted line going from the 7 to 6 and up to the tenths label, and under the 3 and up to the thousandths label, for example,

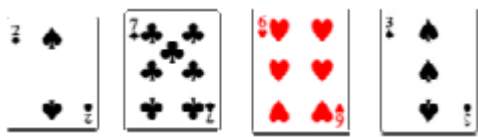


Record, for example, $15.627 = 14$ ones + 16 tenths + 1 hundredth + 17 thousandths

Record, for example, $15.627 = 14$ ones + $\frac{16}{10} + \frac{1}{100} + \frac{17}{1000}$

- ▶ How could we describe 15.627 using non
- ▶ Could we describe 15.627 as 14 ones + 16 tenths + 1 hundredth + 17thousandths?
- ▶ Could we record our decimals as fractions?
- ▶ Let's look at the place value chart.
- ▶ Can we see the 14 ones + 16 tenths + 1 hundredth + 17 thousandths in the place value chart, or do we have to mentally see the place values flexibly to see 14 ones + 16 tenths + 1 hundredth + 17 thousandths?

Let's investigate how we can record numbers to thousandths using standard and non-standard place value without drawing a place value chart.



Select 4 cards a number with ones, tenths, hundredths and thousandths.

Record, for example, 2.763

Record, for example, 2.763 = 2 ones + 7 tenths + 6 hundredths + 3 thousandths

$$\text{Record, for example, } 2.763 = 2 + \frac{7}{10} + \frac{6}{100} + \frac{3}{1000}$$

Record, for example, 2.763 = 27 tenths + 4 hundredths + 23 thousandths

$$\text{Record, for example, } 2.763 = \frac{27}{10} + \frac{4}{100} + \frac{23}{1000}$$

Record, for example, 2.763 = 1 one + 126 hundredths + 503 thousandths

$$\text{Record, for example, } 2.763 = 1 \text{ one} + \frac{126}{100} + \frac{503}{1000}$$

MULTIPLICATION AND DIVISION DIFFERENTIATION LEVELS

MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'

Groups of 2 2 equal groups

MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences

$12 \div 6 = 2$
 $12 \div 2 = 6$
 $2 \times 6 = 12$
 $6 \times 2 = 12$

MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'

Groups of 2 2 equal groups

$8 \div 2 = 4$
 $8 \div 2 = 4$

MD 10 Multiply by 2
Distributive property

$2 \times 7 = 14$
 $5 + 2$
 $2 \times 5 = 10$
 $2 \times 2 = 4$
 $10 + 4 = 14$

MD 10 PA 17 Divide by 2
Related to halving

$15 \div 2 = 7 \text{ r}1$ $\frac{1}{2}$ of 15 = 7 r1
 $10 + 5$ $10 + 5$
 $4 + 1$ $4 + 1$
 $10 \div 2 = 5$ $\frac{1}{2}$ of 10 = 5
 $4 \div 2 = 2$ $\frac{1}{2}$ of 4 = 2
 $5 + 2 = 7$

MD 11 Multiply by 4
Distributive property

$4 \times 7 = 28$
 $5 + 2$
 $4 \times 5 = 20$
 $4 \times 2 = 8$
 $20 + 8 = 28$

MD 10 Divide by 4
Related to quartering

$37 \div 4 = 9 \text{ r}1$ $\frac{1}{4}$ of 37 = 9 r1
 $20 + 17$ $20 + 17$
 $16 + 1$ $16 + 1$
 $20 \div 4 = 5$ $\frac{1}{4}$ of 20 = 5
 $16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $5 + 4 = 9$

MD 12 Multiply by 3
Distributive property

$3 \times 7 = 21$
 $5 + 2$
 $3 \times 5 = 15$
 $3 \times 2 = 6$
 $15 + 6 = 21$

MD 12 Divide by 3
Related to thirding

$16 \div 3 = 5 \text{ r}1$ $\frac{1}{3}$ of 16 = 5 r1
 $9 + 7$ $9 + 7$
 $6 + 1$ $6 + 1$
 $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3
 $6 \div 3 = 2$ $\frac{1}{3}$ of 6 = 2
 $3 + 2 = 5$

MD 13 Multiply by 5
Distributive property

$$5 \times 7 = 35$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 2 \end{array}$$

$$5 \times 5 = 25$$

$$5 \times 2 = 10$$

$$25 + 10 = 35$$

MD 13 Divide by 5
Related to fifthing

$$37 \div 5 = 7r2$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 20 + 17 \\ \diagup \quad \diagdown \\ 15 + 2 \end{array}$$

$$20 \div 5 = 4$$

$$15 \div 5 = 3$$

$$4 + 3 = 7$$

$$\frac{1}{5} \text{ of } 37 = 7r2$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 20 + 17 \\ \diagup \quad \diagdown \\ 15 + 2 \end{array}$$

$$\frac{1}{5} \text{ of } 20 = 4$$

$$\frac{1}{5} \text{ of } 15 = 3$$

MD 14 Multiply by 9
Distributive property

$$9 \times 7 = 63$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 2 \end{array}$$

$$9 \times 5 = 45$$

$$9 \times 2 = 18$$

$$45 + 18 = 63$$

MD 14 Divide by 9
Related to ninthing

$$71 \div 9 = 7r8$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 27 + 44 \\ \diagup \quad \diagdown \\ 36 + 8 \end{array}$$

$$27 \div 9 = 3$$

$$36 \div 9 = 4$$

$$3 + 4 = 7$$

$$\frac{1}{9} \text{ of } 71 = 7r8$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 27 + 45 \\ \diagup \quad \diagdown \\ 36 + 8 \end{array}$$

$$\frac{1}{9} \text{ of } 27 = 3$$

$$\frac{1}{9} \text{ of } 36 = 4$$

MD 15 Multiply by 6
Distributive property

$$6 \times 7 = 42$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 2 \end{array}$$

$$6 \times 5 = 30$$

$$6 \times 2 = 12$$

$$30 + 12 = 42$$

MD 15 Divide by 6
Related to sixthing

$$23 \div 6 = 3r5$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 12 + 11 \\ \diagup \quad \diagdown \\ 6 + 5 \end{array}$$

$$12 \div 6 = 2$$

$$6 \div 6 = 1$$

$$2 + 1 = 3$$

$$\frac{1}{6} \text{ of } 23 = 3r5$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 12 + 11 \\ \diagup \quad \diagdown \\ 6 + 5 \end{array}$$

$$\frac{1}{6} \text{ of } 12 = 2$$

$$\frac{1}{6} \text{ of } 6 = 1$$

MD 16 Multiply by 8
Distributive property

$$8 \times 7 = 56$$

$$\begin{array}{r} 8 \times 5 = 40 \\ 8 \times 2 = 16 \\ 40 + 16 = 56 \end{array}$$

MD 16 Divide by 8
Related to eighthing

$$55 \div 8 = 6r7$$

$$\frac{1}{8} \text{ of } 55 = 6r7$$

$$40 + 15$$

$$8 + 7$$

$$40 \div 8 = 5$$

$$8 \div 8 = 1$$

$$\frac{1}{8} \text{ of } 40 = 5$$

$$\frac{1}{8} \text{ of } 8 = 1$$

$$5 + 1 = 6$$

MD 17 Multiply by 7
Distributive property

$$7 \times 6 = 42$$

$$\begin{array}{r} 7 \times 5 = 35 \\ 7 \times 1 = 7 \\ 35 + 7 = 42 \end{array}$$

MD 17 Divide by 7
Related to seventhing

$$37 \div 7 = 5r2$$

$$\frac{1}{7} \text{ of } 37 = 5r2$$

$$21 + 16$$

$$14 + 2$$

$$21 \div 7 = 3$$

$$14 \div 7 = 2$$

$$\frac{1}{7} \text{ of } 21 = 3$$

$$\frac{1}{7} \text{ of } 14 = 2$$

$$3 + 2 = 5$$

MD 23 FD 21 Divide by single-digit numbers,
dividing remainders to create fractions

$$77 \div 6 = 12\frac{5}{6}$$

$$\frac{1}{6} \text{ of } 77 = 12\frac{5}{6}$$

$$60 + 17$$

$$12 + 5$$

$$60 \div 6 = 10$$

$$12 \div 6 = 2$$

$$5 \div 6 = \frac{5}{6}$$

$$\frac{1}{6} \text{ of } 60 = 10$$

$$\frac{1}{6} \text{ of } 12 = 2$$

$$\frac{1}{6} \text{ of } 5 = \frac{5}{6}$$

$$10 + 2 + \frac{5}{6} = 12\frac{5}{6}$$

MD 24 Multiply two-digit numbers
Distributive property

$$93 \times 74 = 6882$$

	70	+ 4	
90	6300	360	
+ 3	210	12	

$$90 \times 70 = 9 \times 10 \times 7 \times 10 = 63 \times 100 = 6300$$

$$90 \times 4 = 9 \times 10 \times 4 = 36 \times 10 = 360$$

$$3 \times 70 = 7 \times 10 \times 3 = 70 \times 3 = 210$$

$$3 \times 4 = 12$$

$$6300 + 360 + 210 + 12 = 6882$$

MD 26 FD 27 Division is Multiplication by a Fraction

$56 \div 4 =$ $\begin{array}{r} 40 + 16 \\ 40 \div 4 = 10 \\ 16 \div 4 = 4 \\ 10 + 4 = 14 \end{array}$	$\frac{1}{4} \times 56 =$ $\begin{array}{r} 40 + 16 \\ \frac{1}{4} \times 40 = 10 \\ \frac{1}{4} \times 16 = 4 \\ 10 + 4 = 14 \end{array}$
--	--

MD 25 Multiply decimals by whole numbers and powers of 10

9.3 x 74 = 688.2

	70 + 4	
9	630	36
+		
0.3	21	1.2

9 x 70 = 9 x 7 x 10 = 63 x 10 = 630

0.3 x 70 = 0.3 x 10 x 7 = 3 x 7 = 21

0.3 x 4 = $\frac{3}{10} \times 4 = \frac{12}{10} = 1.2$

630 + 36 + 21 + 1.2 = 688.2

MD 25 Divide decimals by whole numbers and powers of 10

35.7 ÷ 4 = 8.925

32 + 3.7

3.6 + 0.1

Change the decimal to a fraction, divide.

32 ÷ 4 = 8

3.6 ÷ 4 = 0.9

Multiply the decimal by 10, divide, then divide the product by 10.

$0.1 \div 4 =$ $\frac{1}{10} \div 4 =$ $\frac{10}{100} \div 4 =$ $\frac{100}{1000} \div 4 = \frac{25}{1000}$ <p style="text-align: center;">= 0.025</p>	$\frac{1}{4} \times 0.1 =$ $\frac{1}{4} \times \frac{1}{10} =$ $\frac{1}{4} \times \frac{10}{100} =$ $\frac{1}{4} \times \frac{100}{1000} = \frac{25}{1000}$ <p style="text-align: center;">= 0.025</p>
--	--

$0.1 \div 4 =$ $1 \div 4 \div 10 =$ $0.25 \div 10 =$ $0.25 \div 10 = 0.025$	$\frac{1}{4} \times 0.1 =$ $\frac{1}{4} \times 1 \div 10 =$ $0.25 \div 10 =$ $0.25 \div 10 = 0.025$
--	--

8 + 0.9 + 0.025 = 8.925

$$\frac{1}{2} \text{ of } 12 = 6$$



$$\frac{1}{2} \times 12 = 6$$

**When we divide by 2, we are making the number a half times as big.
When we divide by 2, we are multiplying by a half.**

Addition of 5 digit numbers

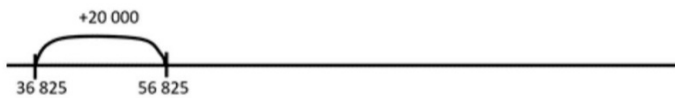
Select 10 cards to make 2 five digit numbers that add to more than 10.



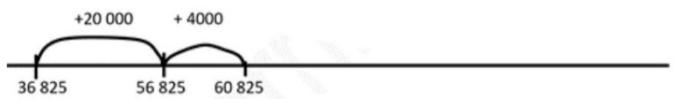
Record your number sentence. $36\ 825 + 25\ 897 =$

Place one of the numbers on a number line. $36\ 895$

Add the ten thousands first $25\ 897$
 $36\ 895 + 20\ 000$



Add the thousands next $25\ 897$, adding to get to $60\ 825$.
 We need to add 4000 .



Show how you partitioned the number you are adding.
 We already added 4000 .

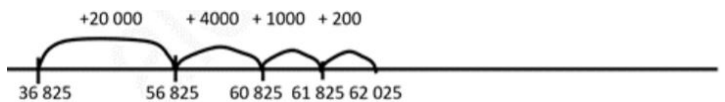
$$36\ 825 + 2\ 5\ 8\ 9\ 7 =$$

$4000 + 1000$

Now we need to add the remaining part, 1000 .



Add the hundreds next $25\ 897$, adding to get to $62\ 025$.
 We need to add 200 .

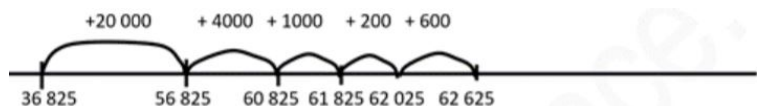


Show how you partitioned the number you are adding.
 We already added 200 .

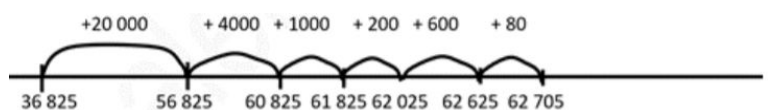
$$36\ 825 + 2\ 5\ 8\ 9\ 7 =$$

$4000 + 1000 + 200 + 600$

Now we need to add the remaining part, 600 .



Add the tens next $25\ 897$, adding to get to $62\ 705$.
 We need to add 80 .

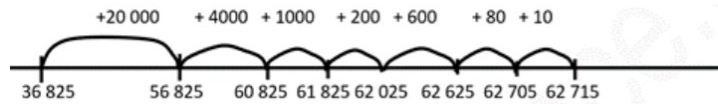


Show how you partitioned the number you are adding.
 We already added 80 .

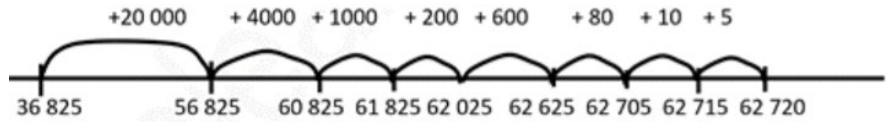
$$36\ 825 + 2\ 5\ 8\ 9\ 7 =$$

$4000 + 1000 + 200 + 600 + 80 + 10$

Now we need to add the remaining part, 10.



Add the ones next 25897, adding to get to 62 720.
We need to add 5.

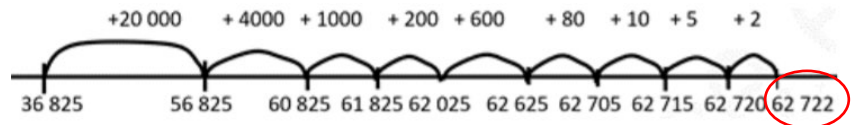


Show how you partitioned the number you are adding.
We already added 5.

$$36\,825 + 2\,5897 =$$

$$4000 + 1000 \quad 200 + 600 \quad 80 + 10 \quad 5 + 2$$

Now we need to add the remaining part, 2.



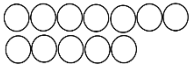
Write your number sentence and your answer.

$$36\,825 + 25\,897 = 62\,722$$

ADDITION AND SUBTRACTION DIFFERENTIATION LEVELS

ECG 13 Join groups (to add) informal

7 and 5 is 12



ECG 14 Take a group away (to subtract) informal

7 take away 5 is 2



AS 3 Add single-digit numbers using counters

$7 + 5 = 12$



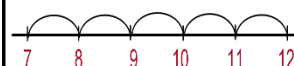
AS 3 Subtract single-digit numbers using counters

$7 - 5 =$



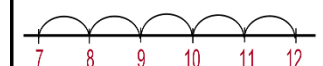
AS 4 Add single-digit numbers counting by 1s

$7 + 5 =$



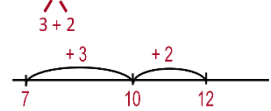
AS 4 Subtract single-digit numbers counting by 1s

$12 - 5 =$



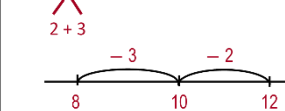
AS 6 Add single-digit numbers bridging 10

$7 + 5 =$



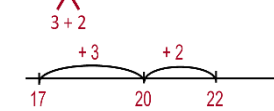
AS 7 Subtract single-digit numbers bridging 10

$12 - 5 =$



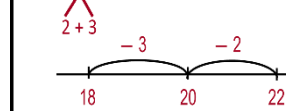
AS 8 Add single-digit numbers bridging 20

$17 + 5 =$



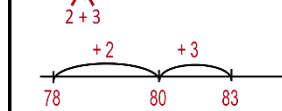
AS 8 Subtract single-digit numbers bridging 20

$22 - 5 =$



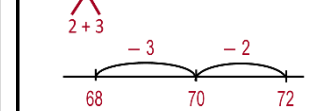
AS 9 Add single-digit numbers bridging any decade

$78 + 5 =$



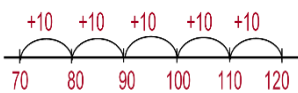
AS 9 Subtract single-digit numbers bridging any decade

$72 - 5 =$



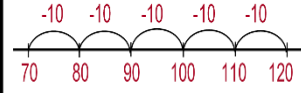
AS 13 Add tens numbers counting by 10s

$70 + 50 =$



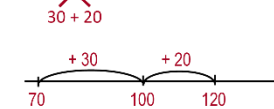
AS 13 Subtract tens numbers counting by 10s

$120 - 50 =$



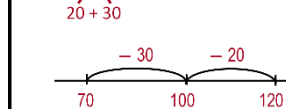
AS 14 Add tens numbers bridging 100

$70 + 50 =$



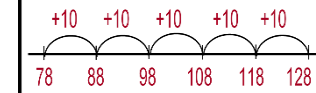
AS 14 Subtract tens numbers bridging 100

$120 - 50 =$



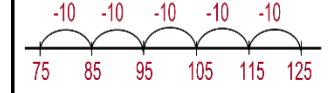
AS 15 Add 10s and 2-digit numbers counting by 10s

$78 + 50 =$



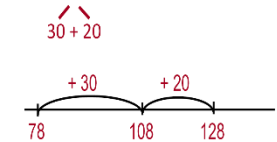
AS 15 Subtract 10 and 2-digit numbers counting by 10s

$125 - 50 =$



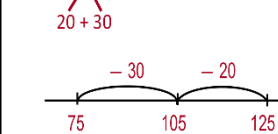
AS 16 Add 10 and 2-digit numbers bridging 100

$78 + 50 =$



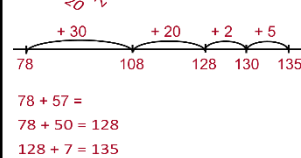
AS 16 Subtract 10 and 2-digit numbers bridging 100

$125 - 50 =$



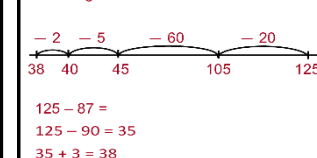
AS 17 Add 2-digit numbers bridging 100 and 10s

$78 + 57 =$



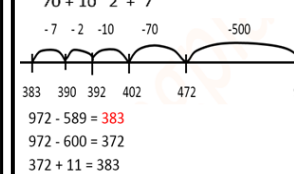
AS 17 Subtract 2-digit numbers bridging 100 and 10s

$125 - 87 =$



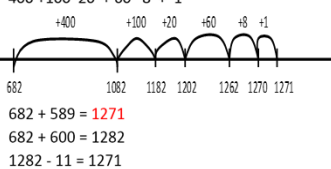
AS 21 Add three-digit numbers

$972 - 589 = 383$

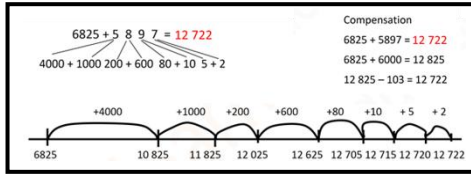


AS 21 Subtract three-digit numbers

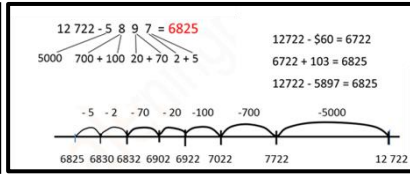
$682 + 589 = 1271$



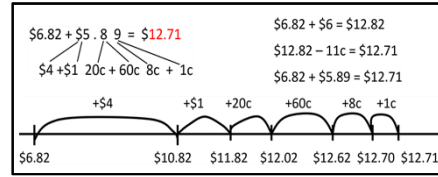
AS 21 Add four-digit numbers



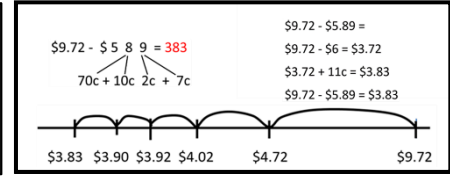
AS 21 Subtract four-digit numbers



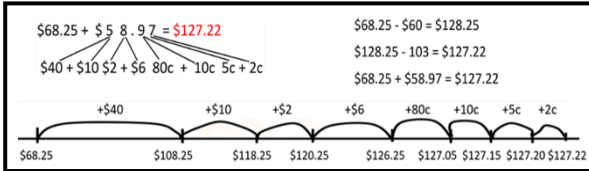
AS 23 MF 9 Add three-digit numbers as money



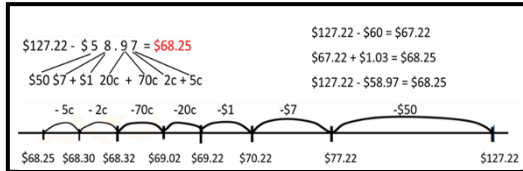
AS 23 MF 9 Subtract three-digit numbers as money



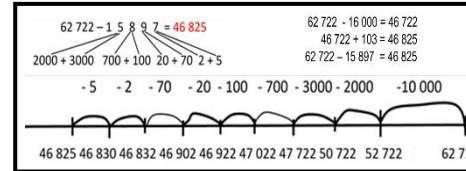
AS 23 MF 9 Add four-digit numbers as money



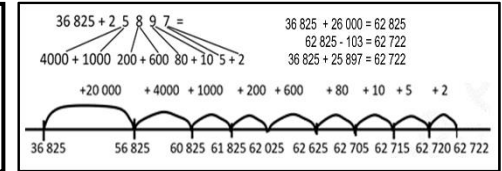
AS 23 MF 9 Subtract four-digit numbers as money



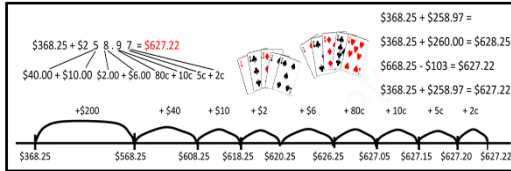
AS 24 MF 10 Add five-digit numbers



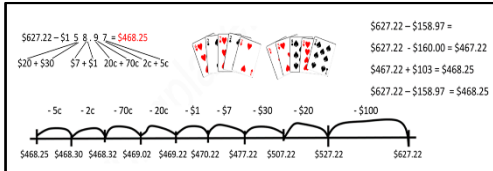
AS 24 MF 10 Subtract five-digit numbers



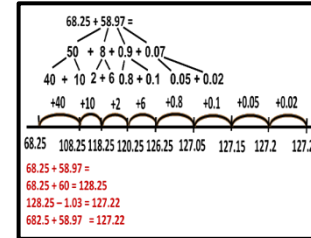
AS 24 Add five-digit numbers, as money



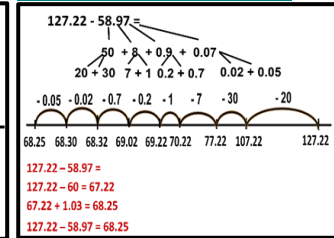
AS 24 Subtract five-digit numbers, as money



AS 29 Add numbers with decimals



AS 29 Subtract numbers with decimals





Lesson 1 – To the Other Side of the World (Week 1)

- **Focus Question:** Who were the British and Irish migrants and why did they leave their homeland?
- **Learning Intention:** *We are learning to investigate reasons for British and Irish migration to Australia.*
- **Access Stimulus Resources -**
<https://www.inquisitive.com/lesson/89-to-the-other-side-of-the-world#stimulus>
- **Teaching and Learning Sequence –**
<https://www.inquisitive.com/lesson/89-to-the-other-side-of-the-world>

This is our lesson for Week 1. Please read the focus question and learning intention above to think about what we are learning this week.

Who were the British and Irish migrants and why did they leave their homeland?

European migration to the Australian colonies began in 1788 when the First Fleet arrived. From that first group of around 1350 people (convicts, sailors, soldiers and their families), the population of the colonies grew. By 1850, over 400 000 new settlers, mostly of British or Irish background, called Australia home. By 1901, the year the colonies united as a federation, the population had grown to nearly four million. The census (population count) did not include the Aboriginal and Torres Strait Islander Peoples.

Read through the above information on why the British and Irish migrants left their homelands.

FORCED MIGRANTS
Forced by the British government to leave, usually against their will.

PAYING PASSENGERS
Free settlers who paid their own way.

BOUNTY PASSENGERS
Migrants wanted by the colonial governments and encouraged to move with the offer of paid fares.

ASSISTED PASSENGERS
Fares paid by the British government and encouraged to leave because of poverty and unemployment in Britain.

IMMIGRATION
ARRIVED
AUSTRALIA

- **Watch the video:** To the other side of the world!
<https://online.clickview.com.au/share?sharecode=90c86a6b>

The new arrivals to Australia were both **emigrants** and **immigrants**. Research these words and write a definition for both.

Emigrant

Immigrant


If possible, click the link above to watch the video 'To the other side of the world'. Fill in the information about forced migrants, paying passengers, assisted passengers and bounty passengers. Then research the words emigrant and immigrant and define them. You can also look them up in a dictionary if you can't research them. You can do this in your workbook or on the Lesson 1 worksheets. Think about the differences and similarities between the words emigrant and immigrant.

Historians study cause and effect; an event or action that causes something else to happen.



During the 19th century over fifteen million people left the shores of Britain and Ireland. Some people were forced to leave, others chose to leave. We can group the reasons people migrate into two categories; push and pull factors.

Push factors force or make people leave a country.

Pull factors are those that attract people to a country.



🔍 Use these websites and other reliable sources to investigate how one of the events below pushed people to leave Britain and Ireland.

Read the above information to understand your research task about the cause and effect of people leaving their homelands. Select one of the following events to research;

- **Highland Clearances**
- **History of Immigration from England**
- **Cornish Migration**
- **Poor Victorians**
- **The Irish Potato Famine**
- **Why leave England?**
- **Industrial Revolution**

Guided Research Links


Event	Description	Link
Highland Clearances	Information on the Highland Clearances in Scotland.	https://www.britannica.com/event/Highland-Clearances https://www.youtube.com/watch?v=m01PvjO1gLc
History of Immigration from England	Background information on history of immigration from England in the 1800s.	https://origins.museumsvictoria.com.au/countries/england
Cornish Migration	Why the Cornish miners migrated to Australia.	https://en.wikipedia.org/wiki/Cornish_diaspora
Poor Victorians	Life for the poor in Victorian Britain.	http://www.primaryhomeworkhelp.co.uk/victorians/poor.html https://www.dkfindout.com/us/history/victorian-britain/
The Irish Potato Famine	Information on the Irish potato famine of the 1800s.	https://www.history.com/topics/immigration/irish-potato-famine
Why leave England?	Reasons for migration from England.	https://www.fairhall.id.au/resources/journey/journey.htm
Industrial Revolution	Information on the industrial revolution.	https://wiki.kidzsearch.com/wiki/Industrial_Revolution


What effects did your event cause?

Select one of the following events to research. Please see the link on the power point and description of the event. Write the information you gather in your book or on the Lesson 1 worksheets.

- **Highland Clearances**
- **History of Immigration from England**
- **Cornish Migration**
- **Poor Victorians**
- **The Irish Potato Famine**
- **Why leave England?**
- **Industrial Revolution**


Up until the 1850s, 170 000 forced migrants, convicts and orphaned children, came to Australia from Britain and Ireland. For most of these forced migrants the Australian Colonies became their permanent home.

 Browse through the website about the daily lives of the convicts in the colonies. Focus on one or two chapters to read, then write down four interesting sentences about the information you have read. Underline one key (important) word in each sentence.



Life of a Convict

- <https://sydneylivingmuseums.com.au/convict-sydney/day-life-convict>



Read the power point and visit the Sydney Living Museums website to explore the life of a convict. Write down four interesting facts that you have learnt about the daily lives of the convicts. You can do this in your workbook or on the Lesson 1 worksheets.

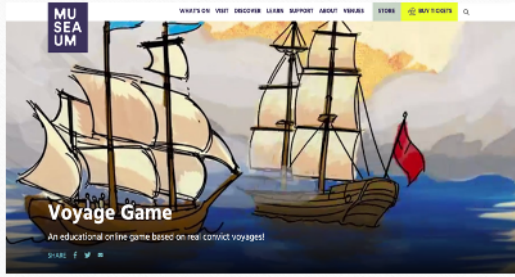
🔗 Play the interactive game about the long voyage from Britain to the Australian Colonies.

What would the journey to the Australian Colonies have been like? Would the experience have been the same for all passengers?

Compose a poem or a letter back home which recounts the experience of a passenger on their journey to the other side of the world.

Interactive Voyage Game

<https://www.sea.museum/discover/apps-and-games/voyage-game>



If possible, play the Interactive Voyage Game about the journey from Britain to the Australian Colonies. Think about what the journey would have been like? What were the experiences of the passengers? Write a poem or letter that recounts the experience of a passenger on their journey to the other side of the world.

Vocabulary Definitions

forced migrants – movement of refugees and displaced people.

stereotyping - a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing.

colonies - a country or area under the full or partial political control of another country and occupied by settlers from that country.

chinese miners - worked gold but also other metals such as tin, copper and wolfram.

emigrant - a person who leaves their own country in order to settle permanently in another.

afghan cameleers – people who worked as camel drivers.

immigrant - a person who comes to live permanently in a foreign country.

bounty settlers - selected by colonists who then paid for their passage. When the immigrant arrived, a colonist would employ the immigrant and the employer would then be reimbursed by the government for all or part of the cost of passage.

indentured labourers - an employee within a system of unfree labour who is bound by a signed or forced contract to work without pay.

penal colony – a settlement used to exile prisoners and separate them from the general population by placement in a remote location.

racism - prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

free settlers - an early settler who was not a convict.

migration - the movement of either people or animals from one area to another.

convicts - a person found guilty of a criminal offence and serving a sentence of imprisonment.

push and pull factors - refer to why people migrate from one area to another.

Use these words and definitions to help you understand any vocabulary that you may be unsure of.

Vocabulary Definitions

eureka - an interjection used to celebrate a discovery or invention.

political - relating to the government or public affairs of a country.

leaders - the person who leads or commands a group, organisation, or country.

events - a thing that happens or takes place, especially one of importance.

bush rangers - an outlaw living in the bush.

exploration - the action of exploring an unfamiliar area.

game changers - an event, idea, or procedure that effects a significant shift in the current way of doing or thinking about something.

gold rush - a rapid movement of people to a newly discovered goldfield.

significance - the quality of being worthy of attention; importance.

defining - mark out the boundary or limits of.

sources - a place, person, or thing from which something originates or can be obtained.

influence - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

perspective - a particular attitude towards or way of regarding something; a point of view.

rail - a steel bar or continuous line of bars laid on the ground as one of a pair forming a railway track.

developments - a new and advanced product or idea.

telegraph - a system for transmitting messages from a distance along a wire

Use these words and definitions to help you understand any vocabulary that you may be unsure of.



What's the matter?

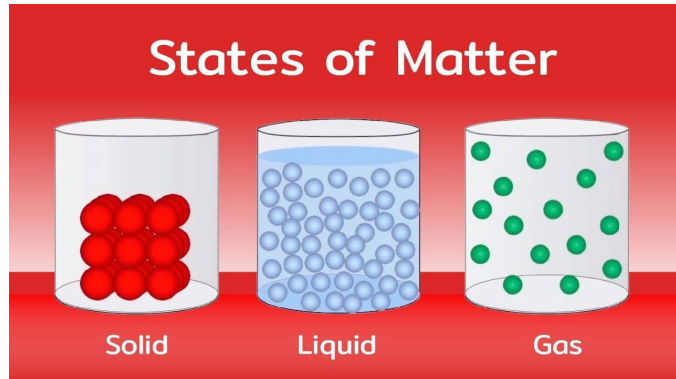
SOLID, LIQUID, GAS

YEAR 5, TERM 2

Lesson 1

We are learning about:

- How solids, liquids and gases have different observable properties and behave in different ways.



We will be successful if:

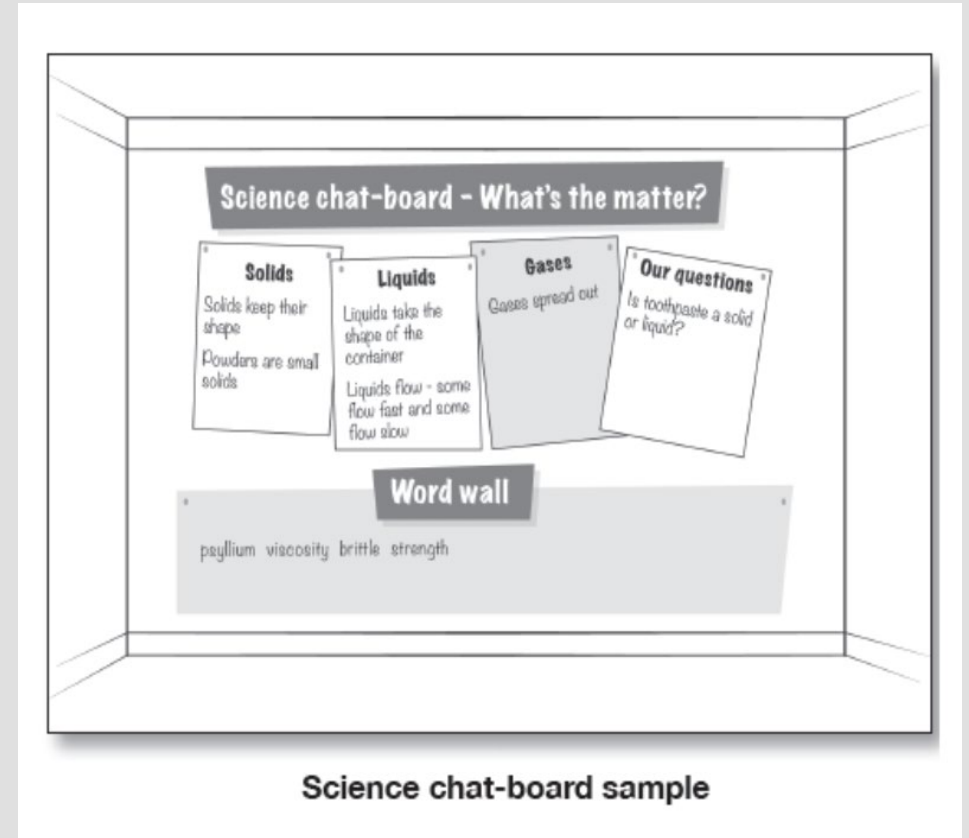
- we can explore different materials
- we vote and explain our ideas on whether materials are solids, liquids or gases
- contribute to the start of a class science chat-board.



Introduction to What's the Matter

<http://www.planet-science.com/categories/under-11s/chemistry-chaos/2012/10/is-water-a-liquid,-solid-gas.aspx>

During this unit we will have a chat-board which is a display area to share challenging questions, ideas, thoughts and finding.



Investigate the contents in each container and vote on whether you think each one is a solid, liquid, or gas.



Container 1: Stones



Container 2: Icing sugar



Container 3: Play-doh



Container 4: Elastic bands



Container 5: Cooking oil



Container 6: Honey



Container 7: Air



Container 8: Psyllium gel

Voting matters

Name: _____ Date: _____

Container	Solid?	Liquid?	Gas?
1: stones			
2: icing sugar			
3: play-doh			
4: elastic bands			
5: cooking oil			
6: honey			
7: air			
8: mystery material			

How would you describe solids, liquids and gases? Write and/or draw your thoughts.

Solids are:

Liquids are:

Gases are:

I had trouble describing _____ because _____



Class tally

Solid

Liquid

Gas



Class discussion

Why do we use a science chat-board?

A **science chat-board** is a display area where we share our changing questions, ideas, thoughts and findings about a science topic.

What does a science chat-board include?

A **science chat-board** might include dates and times, written text, drawings, measurements, labelled diagrams, photographs, tables and graphs.

Our questions

Write descriptive words on a paper to add to your work wall.

Why do we use a word wall?

We use a **word wall** to record words we know or learn about a topic. We display the word wall in the classroom so that we can look up words we are learning about and see how they are spelled.

What does a word wall include?

A **word wall** includes a topic title or picture and words that we have seen or heard about the topic.



Lesson 2

We are learning about the properties of liquids

- **I will be successful if I can:**
 - observe the properties of liquids
 - identify that liquid materials flow and take the shape of their container
 - identify the features and explore the viscosity of liquid materials



*Looking at
liquids*

What is a solid, liquid and
gas?



Talk to a friend and explain
what you know about
each of these.

***Brainstorm as
many liquids
as possible***



1. Can you think of any words to describe liquids?

2. Are there any liquids that don't have water in them? What are they?

3. What are some liquids that are thick, and some that are thin?



Team Investigation

Today you will be working in collaborative learning teams to explore all of the substances to decide which are liquids.

As a team, think of three or more things which are not liquids.

HINT: To help you make your decision, you may turn the container upside down, shake the container, use a magnifying glass to look at each material, tipping the container and seeing how long the substance takes to flow to the other end, pouring the substance into a new cup and observing what happens as they flow into the cup.

TEAM ROLES

Manager

Collects and returns all materials the team needs

Speaker

Asks the teacher and other team speakers for help

Director

Make sure that the team understands the team investigation and completes each step

TEAM SKILLS

- 1 Move into your teams quickly and quietly
- 2 Speak softly
- 3 Stay with your team
- 4 Take turns
- 5 Perform your role

Sharing our findings (speaker)

Our claim is that _____ is/ is not a liquid.

Our evidence is:...

Lemonade

Milk

Water

Fruit juice

Cooking oil

Vinegar

Washing up liquid.

Powdered detergent



Conclusion

As a team, answer the following questions in your Science journal.

The common properties of liquids that we found are:_____.

Some of the things that are different between liquids are:_____.

We had difficulty describing_____because_____.



Questions

Science
chat-board

Update
word wall