

Year 4 Learning from Home Schedule Week 2

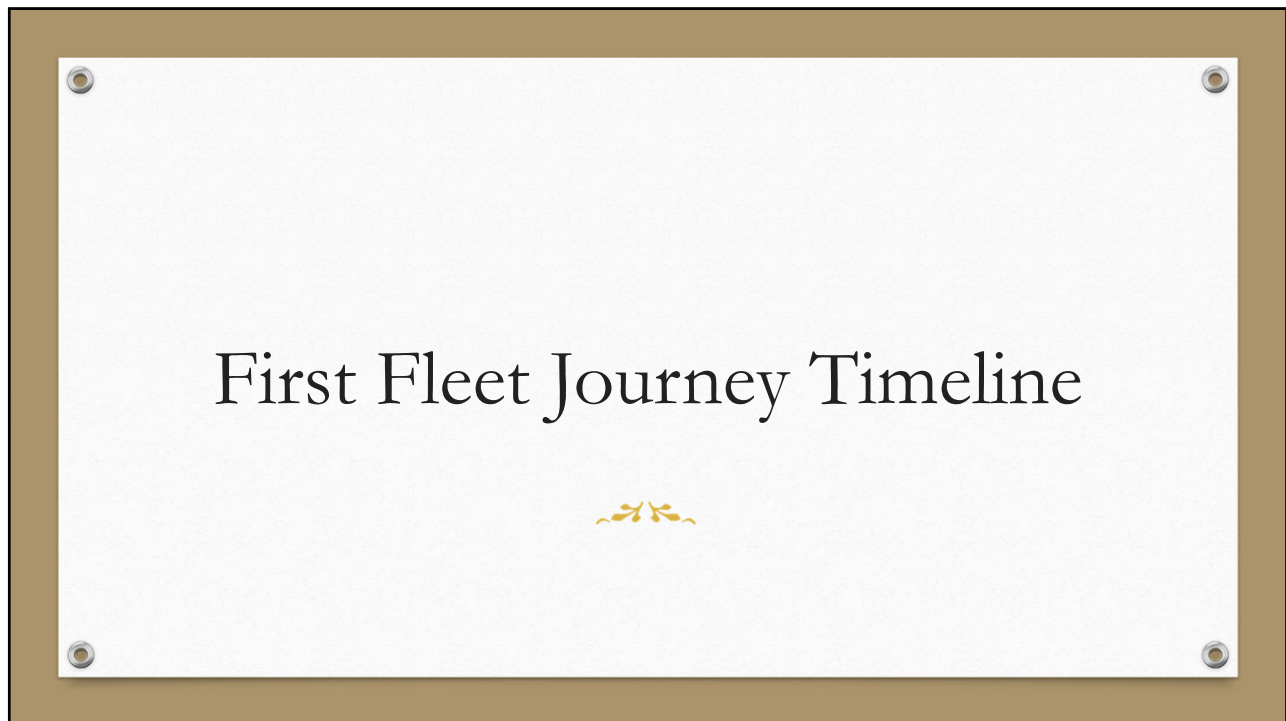
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Explicit Teaching Focus: Voyage (Living Conditions on First Fleet)	Morning Routine Explicit Teaching Focus: Voyage (Living Conditions on First Fleet)	Morning Routine Student Knowledge Organiser: Fact sheet on Living Conditions on First Fleet	Morning Routine Morning Routine - Retrieval using the Morning Routine assessment slips.	Morning Routine Morning Routine- Assessment using the Morning Routine assessment slips. Extension: Write all the things you have learned this week about Living Conditions on the First Fleet.
Grammar Complex Sentences Focus: Precise adjectives + Punctuation Capital letters to start sentences. Correct end punctuation (full	SOTD-Complex Sentences Modelled- Convict's old, ragged clothing had to be burned because they were infested with fleas.	SOTD-Complex Sentences Modelled- Due to the cramped, unhygienic conditions on the ships, many convicts did not survive the journey.	SOTD-Complex Sentences Have a go at independently writing your own complex sentence.	SOTD Assessment Write a complex sentence based on living conditions on the First Fleet. Extension: Write a variety of complex sentences on the living conditions on the First Fleet.

<p>stops, question marks or exclamation marks) Commas Modelled:</p> <p>Since there were dreadful conditions on the ships, many convicts died from typhoid and cholera.</p>		<p>Guided- Finish the sentence below by adding a subordinate clause.</p> <p>Living conditions were unbearable for convicts.....</p>		
<p>Writing</p> <p>What is a Historical Recount?</p> <p>View the 'What is a historical recount lesson online or refer to</p>	<p>Writing</p> <p>Structure of the Block Planner</p> <p>View the video on the structure of a block planner or refer to the information in the learning packs.</p>	<p>Writing</p> <p>What is a Historical Recount?</p> <p>View the 'What is a historical recount lesson online or refer to the information in</p>	<p>Writing</p> <p>Structure of the Block Planner</p> <p>View the video on the structure of a block planner or refer to the information</p>	<p>Writing</p> <p>Write your own definition of a historical recount.</p> <p>Draw the block planner and annotate it with what each symbol means.</p>

the informatio n in the learning pack.		the learning pack.	in the learning packs.	
	<p align="center">Reading of Core Novel</p> <p align="center">Listen to the reading of Chapter 2 and 3 for the text <i>'The Goat that sailed the World' Jackie French</i></p>			
Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
View the online lesson for Introduction to reading week 2, 'Our Turn' and modelled reading week 2 and 'My Turn' or look at the activities in the learning pack for week 2.	View the online lesson for 'Our Turn' and 'overview of activities' or look at the activities in the learning pack for week 2. Complete the 'Vocabulary' task.	View the online lesson for 'Our Turn' and 'overview of activities' or look at the activities in the learning pack for week 2. Complete the 'Post Guided' task.	View the online lesson for 'Your Turn' and 'overview of activities' or look at the activities in the learning pack for week 2. Complete the 'LiteracyPro' task.	Write a summary about the novel that you have read this week and predict what you think with happen in the next chapter.

Complete the 'Pre-Guided' task.				
Maths Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Multiplying by 6 using distributive property	Maths Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Simplifying Fractions	Maths Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Multiply by 6 using less efficient strategies	Maths Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Simplifying Fractions	Maths Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Multiplying by 6 using distributive property Multiplying by 6 using distributive property Simplifying Fractions
Handwriting	HSIE	Science	CAPA	PDHPE Follow 15 Minutes of exercise video

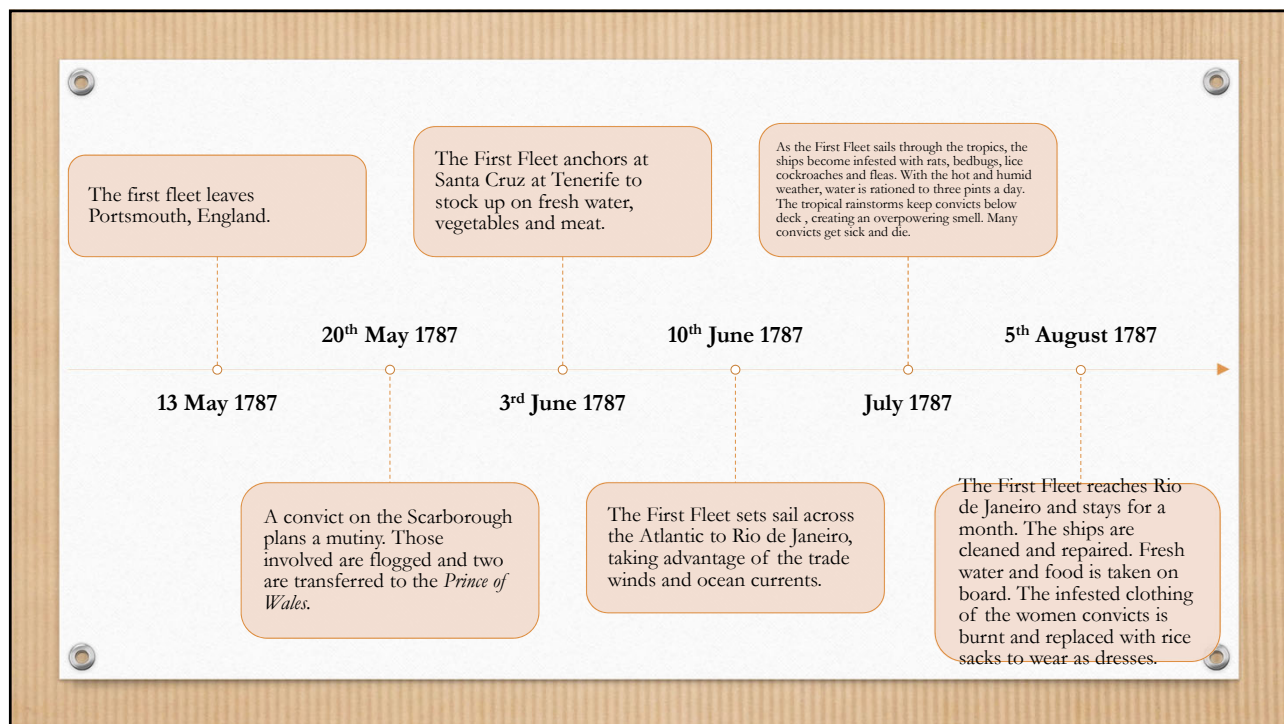
Complete the week 2 handwriting activities.	Complete the activities for Week 2.	Look at the example slides and the activities for Week 2.	Play some Drama games by using the drama cards. Write about which game was your favourite and why.	http://www.viewpure.com/mhHY8mOQ5eo?start=0&end=0
				Relive the moment you completed your schoolwork or chores for the day. Notice a smile of satisfaction come to your face!
				We all make mistakes- Say sorry to somebody today, it mends relationships. Be genuine, people can tell when you don't mean it.
				Side Gallop- Practice technique. Go left and right. Do it slowly and correctly. https://www.youtube.com/watch?v=D812EVCdy0w&list=PLrOa7LNP0maWa6EPInkvHlk3VsBqhuMZq&index=6
				Eat two servings of fruit today. (A medium apple is 1 serving)



Tuesday and Wednesday Slide – Use this slide as a prompt for students to retrieve the information for the dates on their timeline.

Go back to the previous slide to teach them new date and review the information for the previous dates (Tuesday and Wednesday)

The following day, students recall the dates on a timeline they draw on their whiteboards.



This timeline will be used for the first 3 weeks. There are 6 dates. Each week students will aim to learn at 2 dates. On Monday and Tuesday students will learn the dates. Use this slide.

Why is it so Hot Near the Equator?

- Countries, towns and cities located around the equator experience hot weather throughout the year. It is because the sun remains almost directly overhead everyday.
- Countries that are further North or South of the equator experience a change in seasons, when hot weather follows cold weather.
- Living near the Equator – In places near the equator the sun's rays are almost directly overhead thus keeping temperatures high.
- Living in places with seasons – Countries like United Kingdom and Korea, which are further North and South from the equator experience a change of four seasons.
- Living far from the Equator – In the Antarctic, the sun's rays strike the Earth at a very low angle and this is why the climate here is so icy cold. The ice makes this region even colder by reflecting the sun's light and heat back into space.

3rd June, Santa Cruz, Tenerife Island

- Three weeks after leaving Portsmouth, England, the First Fleet arrived at their first stopover, Santa Cruz.
- They remained on the island from the 3rd June 1787 till the 10th June 1787.
- They collected freshwater and vegetables.
- The crew members allowed to go onshore.
- The Convicts, who had been below deck since leaving England, were allowed on deck.
- This helped them to stay healthy and as a result helped to sustain them for the next part of their journey



This image was from William Bradley's journal Location - Santa Cruz on the SE side of Tenerife; Sirius & convoy in the roads. June 1787.

Discuss the ocean surrounding England. Have students write down the names of continents and the oceans. Students can also sketch the map.

Equator integration – Where is Santa Cruz located? On the northern or the southern hemisphere? What do you think the weather was like?

First Fleet Voyage

- As well as over 1,000 convicts who had been sentenced to transportation, the ships also carried officers, crew, marines and their families. It took 252 days for the six convict ships, three store ships, and two Royal Navy escort ships to complete the journey.
- The route involved the ships sailing first from Portsmouth to Tenerife, and then to Rio de Janeiro where they restocked their provisions and took livestock on board to establish the new settlement.
- They then sailed via Cape Town to Australia. Despite the lengthy voyage and numerous dangers en route, the entire fleet of eleven ships arrived safely in Botany Bay.
- Captain Phillip quickly chose to instead find a different location because the soil was poor quality and there was limited access to fresh water. After further exploration, 6 days later he moved the fleet a few kilometres north to Sydney Cove, and the British flag was raised.
- 48 people had died on route, but over 1,400 people survived to establish the first European outpost in Australia on the 26th January 1788, the date which still marks Australia Day.

Living Conditions of the First Fleet



Ships – Small and Overcrowded



Convicts : No natural light , narrow bunk beds (45cm), cannot stand upright. Only allowed on deck to wash and to exercise (only in good weather). Often got soaked by seawater and sewage.



Officers and Marines – Better conditions , larger rations and better living quarters. Their hatches were heavily padlocked and barred to prevent seawater to enter.



Both stops : Rio de Janeiro and Cape Town : convicts remained locked below deck yet passengers were ashore.



Captain Arthur Phillip provided them fresh meat and vegetables for convicts to build strength.

First Fleet Ships

- Between 1788 and 1850 the English sent over 162,000 convicts to Australia in 806 ships.
- The first eleven of these ships are today known as the First Fleet and contained the convicts and marines that are now acknowledged as the Founders of Australia.
- The First Fleet carried between 750 -780 convicts plus 550 crew, soldiers and family members, and landed at Sydney Cove after an eight-month voyage. Over the next 80 years, British courts sentenced more than 160,000 convicts to transportation to Australia.

First Fleet Ships (Naval Escort Ships)

HMS Sirius was built in 1780 and was badly burnt in a fire. It was bought and rebuilt by the Admiralty in 1781 and renamed *Sirius*. She was 612 tons and commanded by Captain John Hunter. After her arrival in Port Jackson, she remained as a supply ship and sailed to the Cape of Good Hope in October 1788 to obtain food supplies for the starving colony.

HMS Supply, was the smallest of the fleet, being only 168 tons and 70 feet long. Carrying 50 people and commanded by Captain Henry Ball, she led the fleet most of the way primarily because of her speed.

First Fleet Ships (Convict Ships)

The Alexander - The *Alexander* was commanded by Master Duncan Sinclair. She carried 192 male convicts and was the largest ship in the fleet.

The Charlotte - Built in 1784 and was commanded by Master Thomas Gilbert.

The Lady Penrhyn - was commanded by Master William Copton Sever and carried 101 female convicts. The *Friendship* – was commanded by Master Francis Walton. Built in Scarborough in 1784, she carried 76 male and 21 female convicts.

The Prince of Wales-Carried only one male convict and 49 female convicts. She was of 350 tons and commanded by Master John Mason.

The Scarborough- Scarborough, a convict transport vessel of 430 tons, carried 208 male convicts under the command of Master John Marshall. After a safe passage back to England, the ship and her Master returned to Port Jackson in the Second Fleet.

First Fleet Ships (Store Ships)

Fishburn, - was built in Whitby in 1780 and was commanded by Master Robert Brown and possibly carried a crew of up to 30.

Golden Grove- a store-ship of 331 tons, was under the command of Master William Sharp.

Borrowdale -was built in Sunderland England in 1785, three years before her trip to Botany Bay. Commanded by Master Hobson Reed and weighed 375 tons.

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First Fleet Ships



The Alexander



The Borrowdale



The Charlotte



The Fishburn



The Friendship



The Golden Grove



The Lady Penrhyn



The Prince of Wales



The Scarborough



H.M.S. Sirius



H.M.S. Supply

Talk for Learning

Use this stimulus for slides 15-17

Have students discuss what they know about the first fleet ships.

How many ships ?

What were the names of the convict ships ? How many were convict ships?

Names of the store ships ? How many were store ships?

Date: ____. ____.	Week 2 -Thursday	
Facts about First Fleet Voyage (Living Conditions of First Fleet)	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
Sentence of the Day - Complex Sentences (precise adjectives)	SUCCESS CRITERIA Complex Sentence - I have included: <ul style="list-style-type: none">- a capital letter- a comma (if needed)- one main clause- one subordinate clause- subordinate conjunction- precise adjectives- end punctuation	

Date: ____ . ____ . ____	Week 2 - Friday	
<i>Facts about First Fleet Voyage (Living Conditions of First Fleet)</i>	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
<i>Sentence of the Day - Complex Sentences (precise adjectives)</i>	SUCCESS CRITERIA – Complex Sentence - I have included: <ul style="list-style-type: none"> - a capital letter - a comma (if needed) - one main clause - one subordinate clause - subordinate conjunction - precise adjectives - end punctuation 	



First Fleet Voyage (Living Conditions of the First Fleet)
Student Knowledge Organiser

Vocabulary	
Word	Definition
Journey	
Onshore	
Convoy	
Deck	
Transportation	
Voyage	
Ration	

Sketch the world map and label the continents and Oceans. Draw the equator as well.

What where the living conditions of the First Fleet ? Was everyone treated the same?

What was the first stop for the First fleet after leaving Portsmouth? When did they arrive? How long did they remain at this location?

How many ships sailed the First Fleet?	
What where the names of the that convict ships sailed the First Fleet ?	
What where the names of the that store ships sailed the First Fleet ?	
What where the names of the Naval Escort Ships that sailed the First Fleet ?	

Timeline : Record the events learnt from both Week 1 and Week 2 Morning Routines about the First Fleet Journey.	Date : Event:	Date : Event:	Date : Event:	Date : Event:
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Writing to Inform Historical Recount Script

- ✓ script for teachers to use every day
- ✓ draw the block planner each day
- ✓ highlighted parts are what students are expected to respond with

Title

Every good piece of writing starts with a **title**. It's a good idea for the title to include **alliteration**. Alliteration is the repetition of a **consonant** phoneme.

Introductory Paragraph

Draw a box for your introductory paragraph. In this introduction, you should **hook your reader** by using a **rhetorical question** that links to time and place. Leave your reader with something to **think about** " I wonder or would you..."

Sequencing Paragraph-Set the scene using time and place (Main Events)

Draw a box for your second paragraph. This paragraph will start with a **date going back in time** and a **topic sentence**. The paragraph will be about **one idea** and will include at least **three facts that will elaborate and expand on the 1st main event**. All the sentences must be **factual**. The second paragraph could be about **'voyage.'**

Draw a box for your third paragraph. This paragraph will start with a **date going back in time** and a **topic sentence**. The paragraph will be about **one idea** and will include at least **three facts that will elaborate and expand on the 2nd main event**. All the sentences must be **factual**. The third paragraph could be about **'arrival.'**

Draw a box for your fourth paragraph. This paragraph will start with a **date going back in time** and a **topic sentence**. The paragraph will be about **one idea** and will include at least **three facts that will elaborate and expand on the 3rd main event**. All the sentences must be **factual**. The fourth paragraph could be about **'first contact.'**

Conclusion

Draw a box for your final paragraph. This is your **conclusion**. Your conclusion will answer the **'would you'** or the **'I wonder'** question. Don't forget to state your **impact** and include the **'if, if then'** sentence.

Title (alliteration)

Ask a question or give your audience something to think about

(ex. imagine you sailed with Captain Cook, or "Wouldn't you have loved to sail with Cook?")

I



(the hook is the question)

time connective



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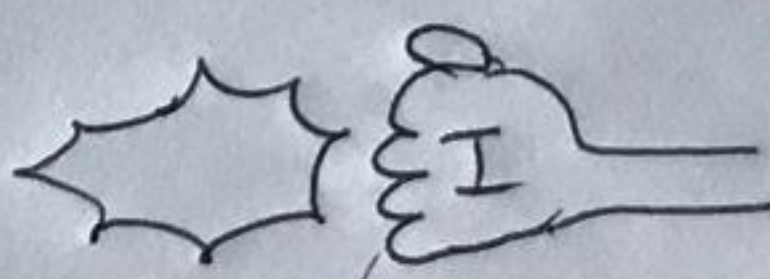


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go back to the hook and answer the "I wonder" and finish with your impact.

ME
(main events)

Courageous Captain Cook

Wouldn't you have loved to have sailed with Captain Cook on the almighty HMS Endeavour? Think back. Way back! It was 1770. A time in which Britain was facing social and economic hardships. Diseases were spreading quickly. Poverty was at an all-time high and this caused many people to be homeless. Many people had to steal goods just to survive! As a result, Britain was dealing with a lot of criminals and the prisons were getting over-crowded. This was a big problem that needed to be fixed. Britain needed to come up with a plan, and fast! To solve this problem, they needed to find a suitable place for the 'transportation' of the convicts.

In 1768, Captain James Cook was chosen to lead an expedition to scientifically observe the transit of Venus and secretly search for the unknown Great Southern Continent: Terra Australis Incognita. On the 26th August 1768, Captain James Cook and botanist Joseph Banks set sail from England on their secret mission. Cook and his crew of nearly 100 men left Plymouth, England to start their long voyage on the HMS Endeavour.

On October 1769, Cook reached New Zealand. While there, James Cook circumnavigated New Zealand. As he sailed, he accurately charted the entire coastline, and he discovered that New Zealand is made up of two main islands. Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

On the 29th of April, Cook landed in Stingray Harbour. Cook and his men came into contact with the first inhabitants of Australia- the Aborigines. This was the first time that Europeans met the Aborigines and there was great fear and confrontation. Today, that meeting point is now known as Kamay, Botany Bay (named after an Indigenous word meaning 'meeting of two cultures').

Cook and his crew boarded the HMS Endeavour and headed back to England. This trip was more treacherous as many crew members became sick with typhoid fever. Finally, Cook and his ship arrived back to England after a successful voyage. They shared their collection of unique records of the people, and the flora and fauna of the places they visited.

Having been on the voyage with Captain Cook, would have led to many daring and courageous experiences- including a treacherous journey on the seas, meeting the inhabitants of New Zealand and Australia and discovering new plants, animals and fauna. Captain Cook was able to report to Britain, explaining that this new found land may help them solve their problem. Now to solve another problem... How do we transport the thousands of convicts over there?





L.I: We are learning to use sensory imagery.

We can:


- ✓ Create images of what life was like on the ship
- ✓ Use our five senses when creating images

Creating Sensory Images

What is involved in creating sensory images?


sight:

What can I see?
What does it look like?
What does the character see?




taste:

What does it taste like?



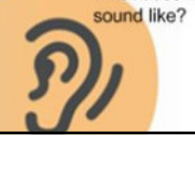
smell:

What can I smell?
What does it smell like?



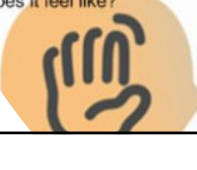
hear:

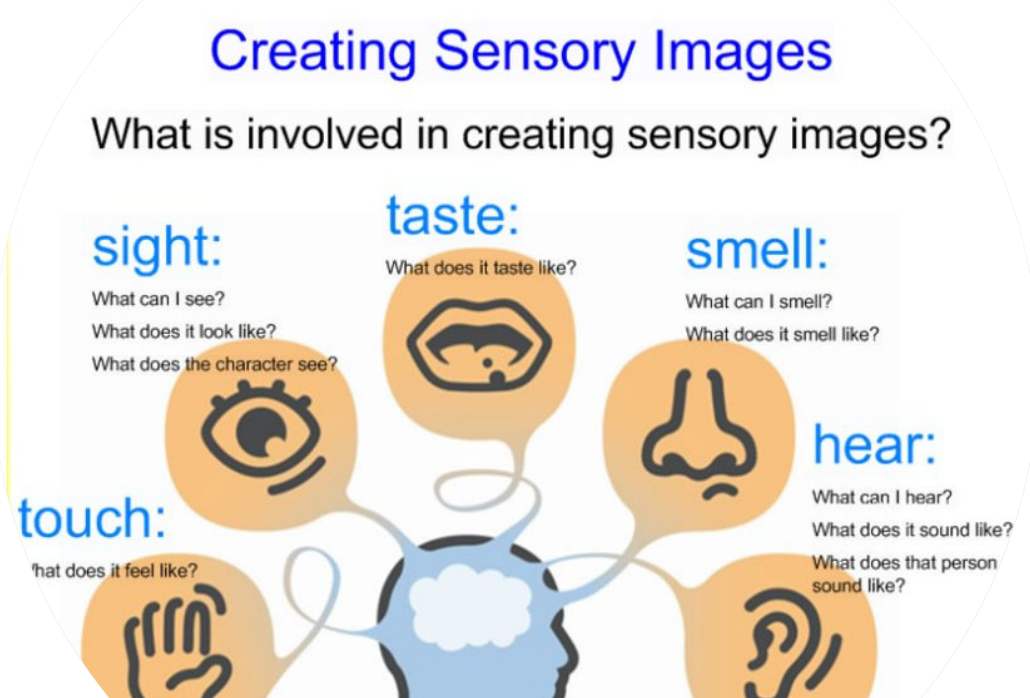
What can I hear?
What does it sound like?
What does that person sound like?

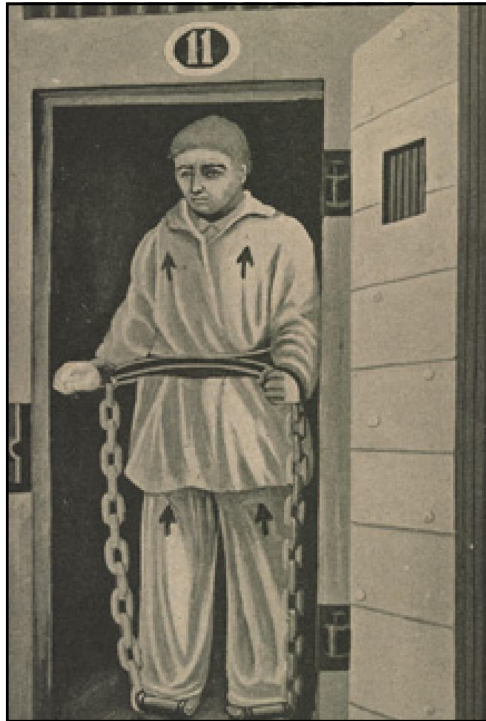


touch:

What does it feel like?







My Turn

Up at five in the morning, convicts rolled up and stored their hammocks. The wards were then unlocked, and the men washed themselves in water troughs and dressed. Uniforms were important as they distinguished convicts from common labourers in the dockyards. Breakfast consisted of 12 ounces of bread and one pint of cocoa. Eating was a silent affair: in 1862, Henry Mayhew visited the Defense hulk. He remarked, "The men were all ranged at their tables with a tin can full of cocoa before them, and a piece of dry bread beside them, the messmen having just poured out the cocoa from the huge tin vessel in which he received it from the cooks; and the men then proceed to eat their breakfast in silence, the munching of the dry bread by the hundreds of jaws being the only sound heard." After breakfast, the men were employed in a thorough cleaning of all decks of the ship until 7.30am.

Monday: Modelled

Read the text aloud. Conduct a think aloud of using the 'image tracking' sheet. Identify the key words that help you to visualise what life was like on the ship e.g words like morning, unlocked, breakfast consisted of bread and coca, dry bed beside them, eating breakfast in silence, thorough cleaning of the decks of the ship.

My Turn



The Hulks

- These Hulks were infested with rats, which helped to cause further ill health. They were cold and damp, men were sleeping close to each other, and in the main they were shackled and unable to move; rats would run over them during the nights which would wake them up. There were shouts of profanity uttered loudly from the convict's mouths.
- All this was happening before they faced a sea journey lasting between 6 and 8 months in almost equally bad conditions. They often were treated to bad behaviour by the soldiers who were guarding them. Sometimes the ankle shackles were far too tight, cutting into their flesh, firstly making it bleed and later would get infected. Sometimes they were adjusted and made a little more comfortable and at other times they weren't, thus causing the convict to suffer much pain.
- The so called 'Hulks' were anchored along the banks of the rivers and in ports such as London, Portsmouth and Plymouth being the main ones, but other places were used too.

Tuesday- Modelled

Explain the importance of creating sensory imagery before you read.

Revise the concept of 'image tracking.'

Model to students how to create 'image tracking' by activating their senses.

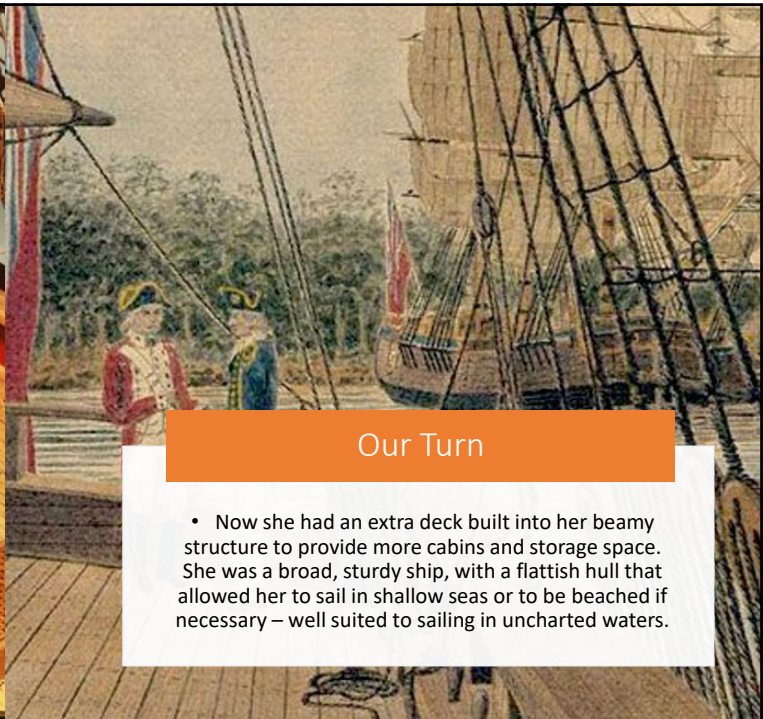
Conduct a think aloud as you do this.

Identify key words that allow you to create sensory imagery such as infested with rats, cold, damp, rats would run over them at night, shout profanity, cutting flesh, bleed, infected.



Our Turn

- The quarterdeck was even smaller than usual, as six tiny cabins had been built on it, for Cook, Mr Banks, Charles Green the astronomer and three of Bank's men.
- The ducks and chickens lived on the main deck, in small hutches lashed to the mast. The other animals were crammed into small pens on deck as well. Their droppings mixed with the sea spray and the frothy mixture washed across the decks, black and stinking.



Our Turn

- Now she had an extra deck built into her beamy structure to provide more cabins and storage space. She was a broad, sturdy ship, with a flattish hull that allowed her to sail in shallow seas or to be beached if necessary – well suited to sailing in uncharted waters.

Revise the importance of creating sensory imagery.

Revise the concept of 'image tracking.'

As a class, create 'image tracking' by activating their senses.

Create the 'image tracking sheet'

Conduct a think aloud as you do this.

Identify key words that allow you to create sensory imagery such as tiny cabins, chicks on main deck, small hutches, animals crammed, black and stinking.



Your Turn

The convicts were housed below deck and often further confined behind bars. **Conditions** were extremely cramped. In many cases the prisoners were restrained in chains and were only allowed on deck for fresh air and exercise. On deck, thick wooden walls were built to separate the convicts from the rest of the ship.

Friday: Independent

Revise the importance of creating sensory imagery before you read.

Revise the concept of 'image tracking.'

Students to identify key words that allow them to create sensory imagery. Verbally explain to a partner the words and what 'movie' has been created in your head by hearing those words. Explain what this would look like, feel like and sound like.



Pre-Guided Reading

We are learning to use sensory imagery.

- ✓ Read the 'First Fleet to Australia- conditions' text.
- ✓ Draw an image of what you are picturing in your mind.
- ✓ Write the evidence or words from the text that helped you create that image in your mind.
- ✓ Try and include as much information as you can.
- ✓ Share the 'Sensory Images tracking sheet' with your group.
- ✓ Begin reading your text silently to yourself.

Students to read assigned chapters of books.

SENSORY IMAGES PAGE TRACKING - PREPARE

Li: We are learning to create mental images while reading

Draw an image of what you are picturing in your mind. Write the evidence or words from the text that helped you create that image in your mind.

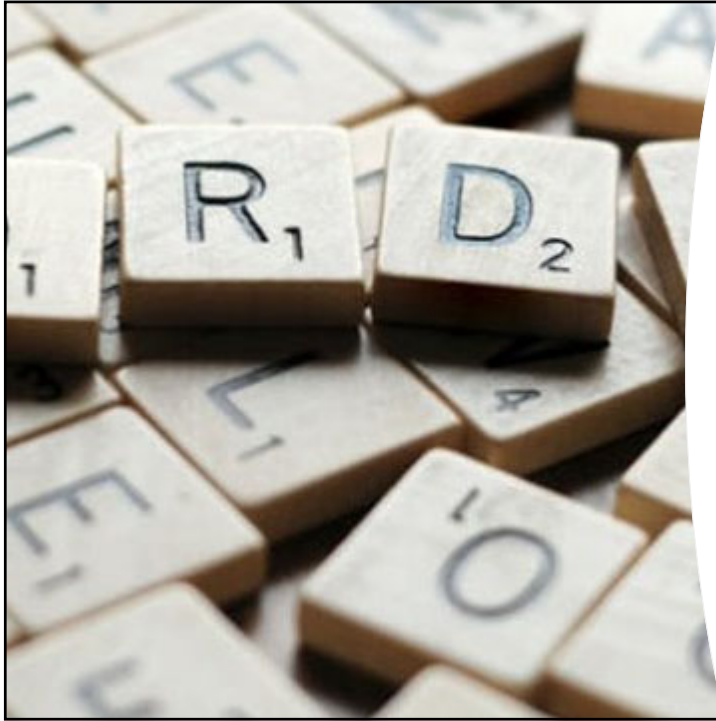
1	2	3
Words:	Words:	Words:
4	5	6
Words:	Words:	Words:

Post Guided

We are learning to comprehend what we read.

- ü Read Chapter 1 and 2 of your group novel.
- ü Complete the Week 2 activity for your book.





Vocabulary

- ✓ Match the vocabulary words to their corresponding picture for your group text and core novel.
- ✓ Complete the 'Frayer Model' using two vocabulary words.
- ✓ Once finished, identify 5 key vocabulary words from your novel.

Vocabulary			
Definition	Facts/Characteristics		
Examples		Non-Examples	

Students to rank their understand of the vocabulary words at the beginning of the week. Students to complete the Frayer word card for two vocabulary words from the week- one word from the core novel and one word from their novel.

Vocabulary

As we read there may be some challenging or unknown words that we come across. These may become powerful or interesting words we can use in our writing.



Week 1

hulk

sanitation

vessels

cellars

ramshackle

Use retrieval practice to draw on students understanding of previous vocabulary words. Introduce 5 new words for the week. Explicitly teach each word every day before reading the core novel.

Vocabulary to be taught as a whole class after guided reading has finished and just before the core novel is read.



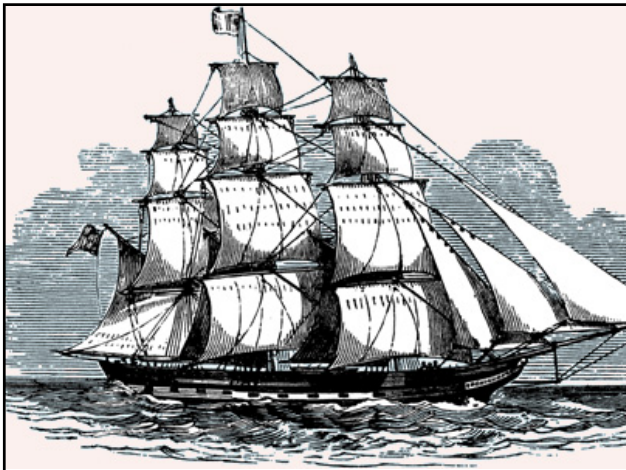
hulk

- An old ship stripped of fittings and permanently moored, especially for use as storage or (formerly) as a prison.



Conditions relating to public health e.g. drinking water and sewage disposal

sanitation



vessel

a ship or large boat.



cellars

Structure underground to store food



(especially of a house or vehicle) in a state of severe disrepair.

ramshackle

Independent Reading with Literacy Pro

- ✓ Read an e-Book in your lexile range.
- ✓ When you have finished reading, take the quiz.
- ✓ Your aim is to get at least 70% in your quiz!
- ✓ Once finished, continue to read your group novel silently.



Prepare Text Week 2

First Fleet to Australia Conditions

These prisoners were in a pretty awful physical condition. Diseased and malnourished, they would be at sea for months and when they arrived in Australia, there was much to do to make a settlement.

On-board ship conditions were harsh. Convicts were housed below decks on the prison deck and often further confined behind bars. In many cases, they were restrained in chains and were only allowed on deck for fresh air and exercise. Conditions were cramped and they slept on hammocks.

The convicts spent much of their time below deck, with a bucket for water and a bucket for waste, which was carried away to be disposed of. Despite this, the cramped conditions meant disease could spread very quickly and dysentery and cholera were common. Vermin also carried disease. The convicts were given small rations of flour and salted meat. Exercise was limited to an occasional walk around the deck.

The officers and marines had better conditions, being given decent rations and living quarters. Captain Phillip was not a wantonly cruel nor a stupid man. He wanted his convicts to arrive well enough to undertake the work needed to secure the new settlement. A sick group of convicts was no use to him.






Eleven ships finally sailed from Portsmouth on 13th May 1787.

Definition	Characteristics	Definition	Characteristics
Examples	Non-examples	Examples	Non-examples
Definition	Characteristics	Definition	Characteristics
Examples	Non-examples	Examples	Non-examples

Extension Vocabulary Task

Week 2

Some of the pictures and definitions below are not in the correct order. Match the correct word, with the correct picture and definition.

Word	Picture	Definition
hulk		Conditions relating to public health e.g. drinking water and sewage disposal.
sanitation		Structure underground to store food.
ramshackle		(especially of a house or vehicle) in a state of severe disrepair.
vessel		An old ship stripped of fittings and permanently moored, especially for use as storage or (formerly) as a prison.
cellars		a ship or large boat.

Historical Recounts

Historical recounts



L.I We are learning what a historical recount is



S.C We can:



State what a historical recount is



Recognise features of a historical recount

HISTORICAL RECOUNT

Historical recounts are the retelling of factual events that have happened in the past.

They focus on significant events that involve a larger spectrum of people rather than just one person.

The social purpose is to document and explain a series of events or period in history and to evaluate the significance of the events.

What will our
historical
recount need?



Past tense



Proper nouns

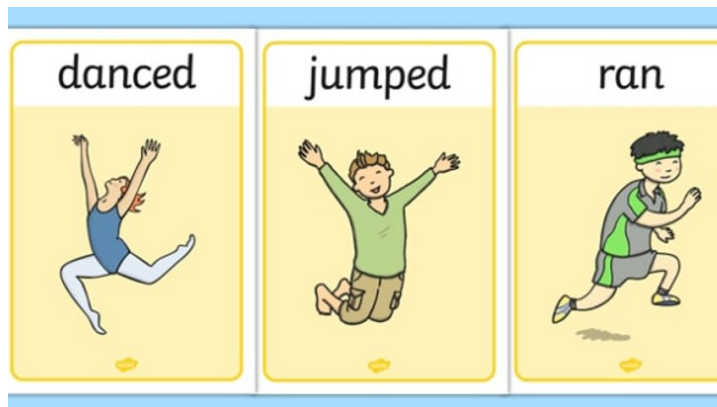


Action verbs



connectives

Past Tense



The past tense expressed action that happened in the past. It's a grammatical function that indicates an event has already happened or display a state of being.

Examples of Past Tense in a Sentence

Last night I played**ed** my guitar loudly and the neighbours complained**ed**.

James Cook sailed**ed** in rough oceans.

The young girl danced**ed** all night and was tired when she returned**ed** home.

In your writing book, write 4 sentences using past tense words.

Time Connectives

meanwhile first last
next then finally
eventually this evening
last week after a
while soon afterwards
meanwhile

Time connectives are words or phrases which are used to tell a reader WHEN something is happening. They are sometimes called temporal **connectives**. For example: This morning, I ate fried bananas for breakfast. **Connectives** can be conjunctions, prepositions or adverbs.

Examples of Time Connectives in a Sentence

After one month, the war came to an end and the soldiers returned to their homes.

Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

Eventually, Captain Cook found himself back in England.

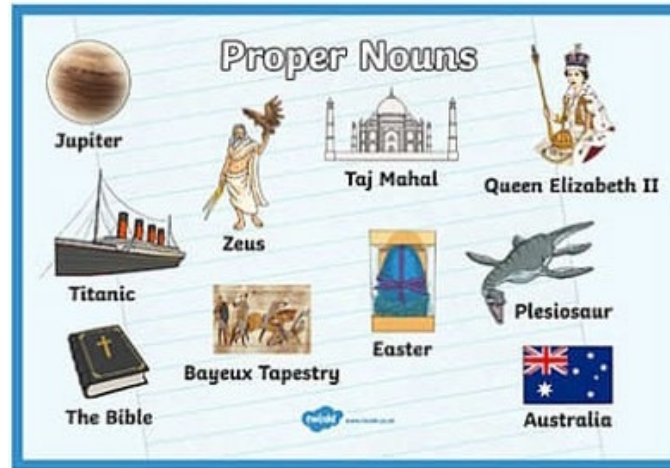
Finally, Cook and his ship arrived back to England.

In your writing book, write 4 sentences using time connectives.

Proper nouns

A proper noun is used for a specific person, place or thing. Proper nouns are written with capital letters regardless of where they appear in a sentence.

Proper nouns are different to common nouns in any place, person or thing.



Examples of Proper Nouns

First Fleet
Botony Bay
Captain Arthur Phillip
Britain
Aboriginal

Examples of Proper Nouns in a Sentence

Thousands of **British** settlers also migrated to **Australia**.

The process of colonisation began in 1788 when the **First Fleet** arrived in **Australia**.

James Cook sailed thousands of miles across areas of the globe.

In your writing book, write 4 sentences using proper nouns.

Action Verbs

An action verb explains what the subject of the sentence is doing or has done. Looking at action verb examples helps make it clear the function of action verbs in sentences and what purpose they serve.



This image has multiple examples of action verbs.

Examples of Action Verbs in a Sentence

Anthony is **throwing** the football.

James cook successfully **navigated** the ship.

Captain Cook **discovered** New Zealand is made up of two main islands.

We **ate** dinner then **walked** around the park.

At home brainstorm other action verbs, and act them out at home, try to get your parents or sibling to guess your action.

Using the exemplar text below, try to identify some of these features and highlight/colour them in a different colour.

Courageous Captain Cook

Wouldn't you have loved to have sailed with Captain Cook on the almighty HMS Endeavour? Think back. Way back! It was 1770. A time in which Britain was facing social and economic hardships. Diseases were spreading quickly. Poverty was at an all-time high and this caused many people to be homeless. Many people had to steal goods just to survive! As a result, Britain was dealing with a lot of criminals and the prisons were getting over-crowded. This was a big problem that needed to be fixed. Britain needed to come up with a plan, and fast! To solve this problem, they needed to find a suitable place for the 'transportation' of the convicts.

In 1768, Captain James Cook was chosen to lead an expedition to scientifically observe the transit of Venus and secretly search for the unknown Great Southern Continent: Terra Australis Incognita. On the 26th August 1768, Captain James Cook and botanist Joseph Banks set sail from England on their secret mission. Cook and his crew of nearly 100 men left Plymouth, England to start their long voyage on the HMS Endeavour.

On October 1769, Cook reached New Zealand. While there, James Cook circumnavigated New Zealand. As he sailed, he accurately charted the entire coastline, and he discovered that New Zealand is made up of two main islands. Seven months later, James Cook and the Endeavour left New Zealand and set sail for the east coast of New Holland (Australia).

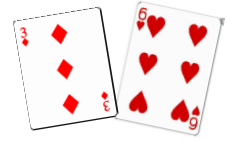
On the 29th of April, Cook landed in Stingray Harbour. Cook and his men came into contact with the first inhabitants of Australia- the Aborigines. This was the first time that Europeans met the Aborigines and there was great fear and confrontation. Today, that meeting point is now known as Kamay, Botany Bay (named after an Indigenous word meaning 'meeting of two cultures').

Cook and his crew boarded the HMS Endeavour and headed back to England. This trip was more treacherous as many crew members became sick with typhoid fever. Finally, Cook and his ship arrived back to England after a successful voyage. They shared their collection of unique records of the people, and the flora and fauna of the places they visited.

Having been on the voyage with Captain Cook, would have led to many daring and courageous experiences- including a treacherous journey on the seas, meeting the inhabitants of New Zealand and Australia and discovering new plants, animals and fauna. Captain Cook was able to report to Britain, explaining that this newfound land may help them solve their problem. Now to solve another problem... How do we transport the thousands of convicts over there?

Divide by Single-digit Numbers - $\div 9$, no remainder

Select cards to make numbers to divide.



Record a division and a fraction number sentence.

Partition the number into numbers that you know are multiples.

$$\begin{array}{r} 36 \div 9 = \\ \swarrow \quad \searrow \\ 27 + 9 \end{array}$$

$$\begin{array}{r} \frac{1}{9} \text{ of } 36 = \\ \swarrow \quad \searrow \\ 27 + 9 \end{array}$$

Divide the parts.

$$27 \div 9 = 3$$

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

Find a fraction of the parts.

$$9 \div 9 = 1$$

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

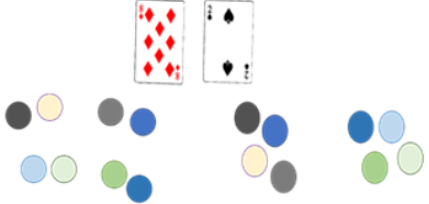
Add the quotients.

$$3 + 1 = 4$$

$$36 \div 9 = 4$$

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

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 PA 17 Divide by 2
Related to halving

$$15 \div 2 = 7 \text{ r}1$$

$$10 + 5$$

$$4 + 1$$

$$10 \div 2 = 5$$

$$4 \div 2 = 2$$

$$5 + 2 = 7$$

$$\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$$

$$10 + 5$$

$$4 + 1$$

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 4 = 2$$



MD 10 Divide by 4
Related to quartering

$$37 \div 4 = 9 \text{ r}1$$

$$20 + 17$$

$$16 + 1$$

$$20 \div 4 = 5$$

$$16 \div 4 = 4$$

$$5 + 4 = 9$$

$$\frac{1}{4} \text{ of } 37 = 9 \text{ r}1$$

$$20 + 17$$

$$16 + 1$$

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

$$\frac{1}{4} \text{ of } 16 = 4$$



MD 12 Divide by 3
Related to thirding

$$16 \div 3 = 5 \text{ r}1$$

$$9 + 7$$

$$6 + 1$$

$$9 \div 3 = 3$$

$$6 \div 3 = 2$$

$$3 + 2 = 5$$

$$\frac{1}{3} \text{ of } 16 = 5 \text{ r}1$$

$$9 + 7$$

$$6 + 1$$

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

$$\frac{1}{3} \text{ of } 6 = 2$$



MD 13 Divide by 5
Related to fifthing

$$37 \div 5 = 7 \text{ r}2$$

$$20 + 17$$

$$15 + 2$$

$$20 \div 5 = 4$$

$$15 \div 5 = 3$$

$$4 + 3 = 7$$

$$\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$$

$$20 + 17$$

$$15 + 2$$

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

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

MD 14 Divide by 9
Related to ninthing

$$71 \div 9 = 7 \text{ r}8$$

$$27 + 44$$

$$36 + 8$$

$$27 \div 9 = 3$$

$$36 \div 9 = 4$$

$$3 + 4 = 7$$

$$\frac{1}{9} \text{ of } 71 = 7 \text{ r}8$$

$$27 + 44$$

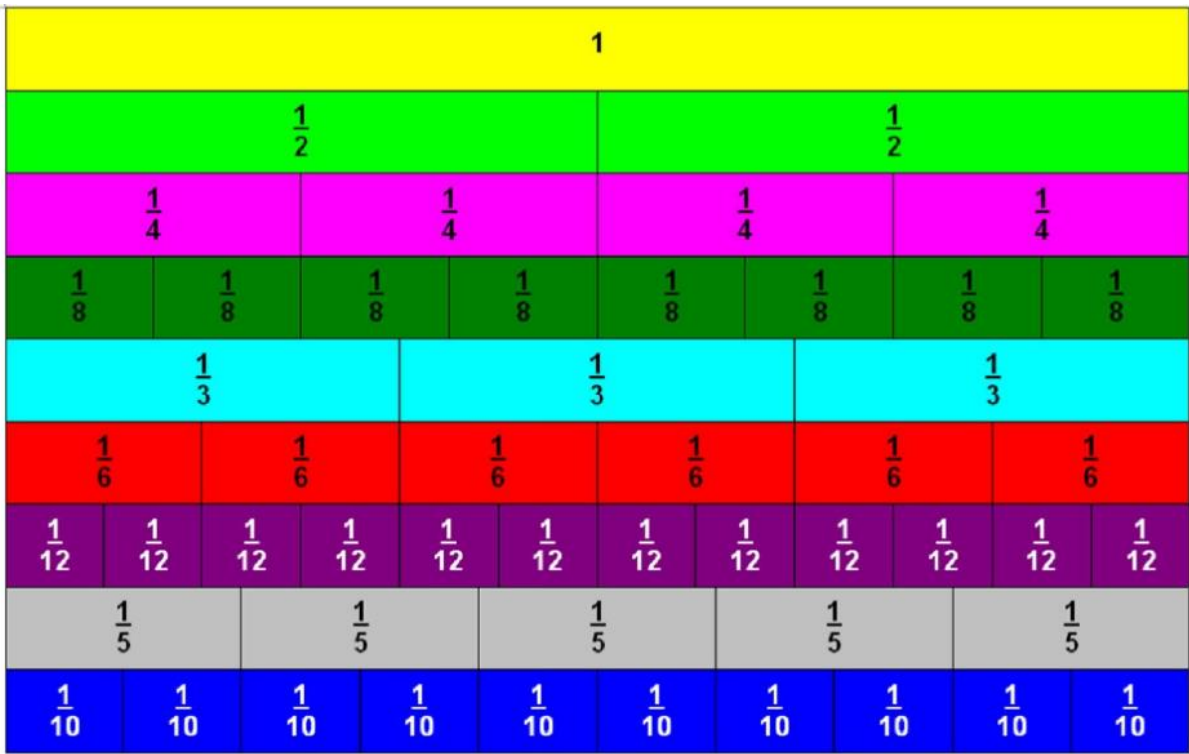
$$36 + 8$$

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

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

Simplifying Fractions

Simplifying a fraction is the same as expressing a fraction in its simplest form, the fraction you are being given is expressed with smaller numbers. The process of simplifying is finding the largest number that divides into the numerator (top number) and the denominator (bottom number) and dividing them both by it.



Simplify the fractions.

1. $\frac{2}{10} =$ _____

2. $\frac{15}{50} =$ _____

3. $\frac{5}{30} =$ _____

4. $\frac{14}{16} =$ _____

5. $\frac{3}{9} =$ _____

6. $\frac{12}{20} =$ _____

7. $\frac{2}{4} =$ _____

8. $\frac{3}{18} =$ _____

9. $\frac{4}{8} =$ _____

10. $\frac{2}{6} =$ _____

11. $\frac{36}{40} =$ _____

12. $\frac{4}{20} =$ _____

Simplify the fractions.

1. $\frac{3}{9} =$ _____

2. $\frac{28}{40} =$ _____

3. $\frac{2}{4} =$ _____

4. $\frac{20}{24} =$ _____

5. $\frac{10}{16} =$ _____

6. $\frac{4}{16} =$ _____

7. $\frac{5}{15} =$ _____

8. $\frac{4}{8} =$ _____

9. $\frac{6}{15} =$ _____

10. $\frac{20}{50} =$ _____

11. $\frac{16}{24} =$ _____

12. $\frac{12}{24} =$ _____

PROBLEM SOLVING

Equivalent Fractions

FD 13 (1a) Mary recorded some fractions equivalent to $\frac{1}{2}$.

Which of these fractions could she have recorded?

- a. $\frac{1}{4}$ b. $\frac{1}{3}$ c. $\frac{2}{4}$ d. $\frac{2}{3}$

Equivalent Fractions

FD 13 (1b) Mary recorded some fractions equivalent to $\frac{1}{3}$.

Which of these fractions could she have recorded?

- a. $\frac{1}{4}$ b. $\frac{1}{2}$ c. $\frac{2}{4}$ d. $\frac{2}{6}$

Equivalent Fractions

PROBLEM SOLVING

Equivalent Fractions

FD 13 (2a) What are the missing numbers?

$$\frac{1}{2} = \frac{\quad}{6} = \frac{\quad}{12} = \frac{7}{\quad}$$

Equivalent Fractions

FD 13 (2b) What are the missing numbers?

$$\frac{1}{4} = \frac{\quad}{8} = \frac{\quad}{12} = \frac{\quad}{16}$$

Equivalent Fractions

Equivalent Fractions

FD 13 (3a) A lolly is made with equal layers.



The layers are white or red.

What fraction of the lolly is made of white layers?

- a. $\frac{2}{3}$ b. $\frac{3}{5}$ c. $\frac{2}{5}$ d. $\frac{1}{3}$

Equivalent Fractions

FD 13 (3b) A lolly is made with equal layers.



The layers are white or red.

What fraction of the lolly is made of white layers?

- a. $\frac{2}{3}$ b. $\frac{3}{5}$ c. $\frac{2}{5}$ d. $\frac{1}{3}$

Equivalent Fractions

Have a pack of playing cards.

Select cards to make a unit fraction.

Identify the relationship between the numerator and denominator.

Use the relationship between the numerator and denominator to create equivalent fractions.

Reflection: How do we know if fractions are equivalent?

$\frac{4}{6} =$ <input type="text"/>	$\frac{2}{4} =$ <input type="text"/>
$\frac{12}{15} =$ <input type="text"/>	$\frac{6}{8} =$ <input type="text"/>
$\frac{6}{10} =$ <input type="text"/>	$\frac{9}{15} =$ <input type="text"/>
$\frac{3}{9} =$ <input type="text"/>	$\frac{9}{12} =$ <input type="text"/>
$\frac{4}{12} =$ <input type="text"/>	$\frac{4}{10} =$ <input type="text"/>
$\frac{3}{12} =$ <input type="text"/>	$\frac{6}{15} =$ <input type="text"/>
$\frac{2}{16} =$ <input type="text"/>	$\frac{10}{12} =$ <input type="text"/>
$\frac{6}{14} =$ <input type="text"/>	$\frac{5}{10} =$ <input type="text"/>

Equivalent Fractions Worksheet

<p>1 a.</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> = </div>	<p>1 b.</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> = </div>
<p>2 a.</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> = </div>	<p>2 b.</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> = </div>
<p>3 a.</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> = </div>	<p>3 b.</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> = </div>

Exercise 1

Where possible simplify the following fractions.

1)

(2)

(3)

4)

(5)

(6)

7)

(8)

(9)

10)

(11)

(12)

13)

(14)

(15)

Copy the following paragraph on the handwriting sheet.

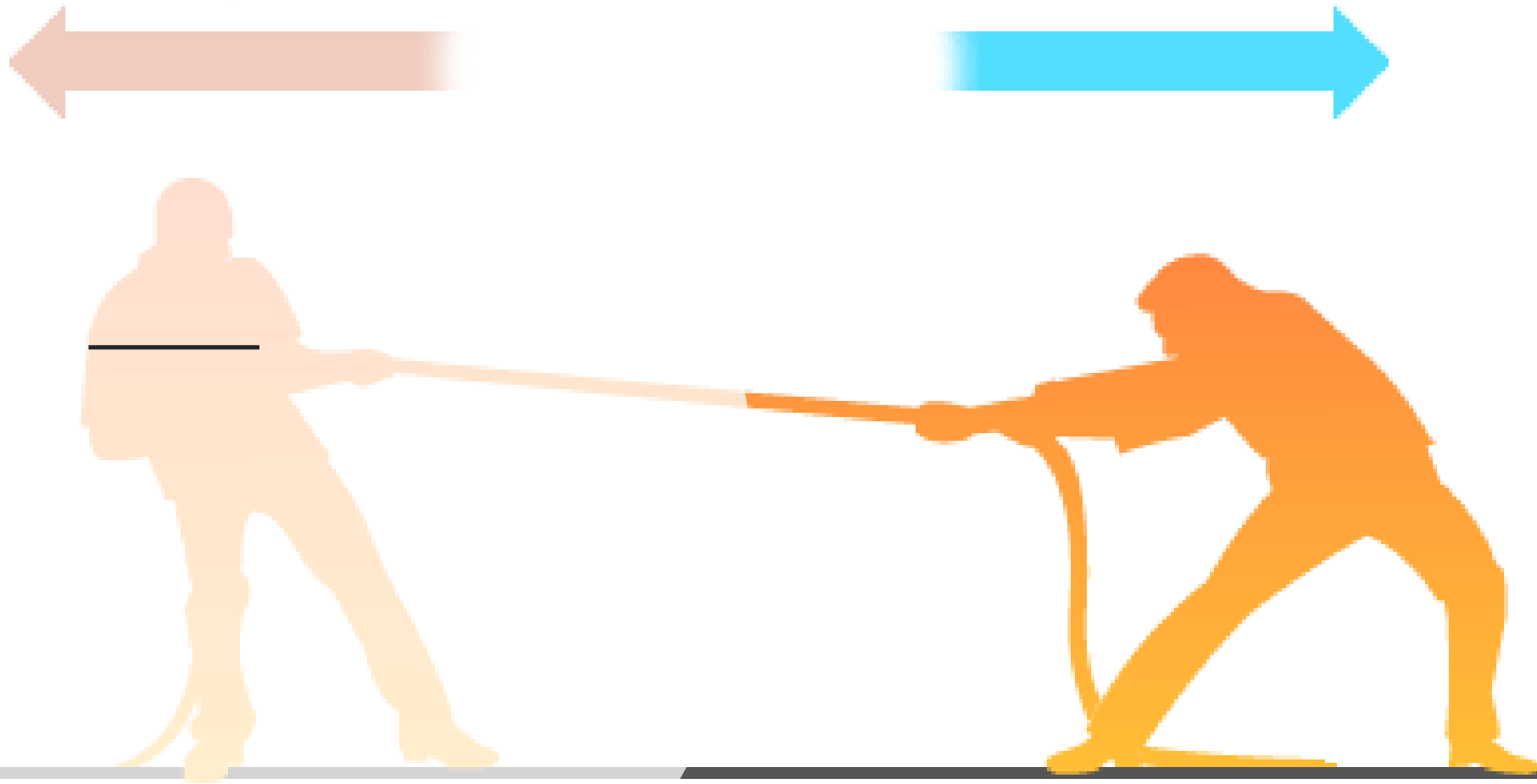
LI: We are learning to have even spaces between words.

(Date:)

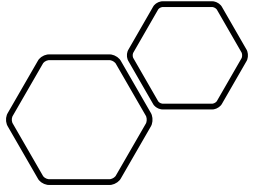
LI: We are learning to have even spaces between words
Most of Australia's traditional indigenous people lived nomadic lifestyles. This means that they rarely settled in one place and would move from location in search of seasonal food, water and shelter. As they were constantly on the move, most Indigenous people did not concern themselves with possessions.



What is force?



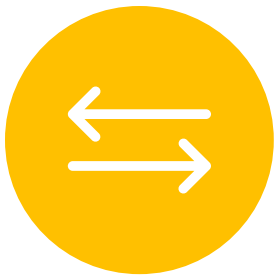
Is a push or a pull; an interaction that changes the motion of an object, causing speeding up, slowing down, change in direction.



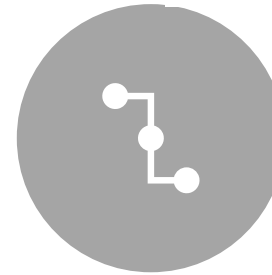
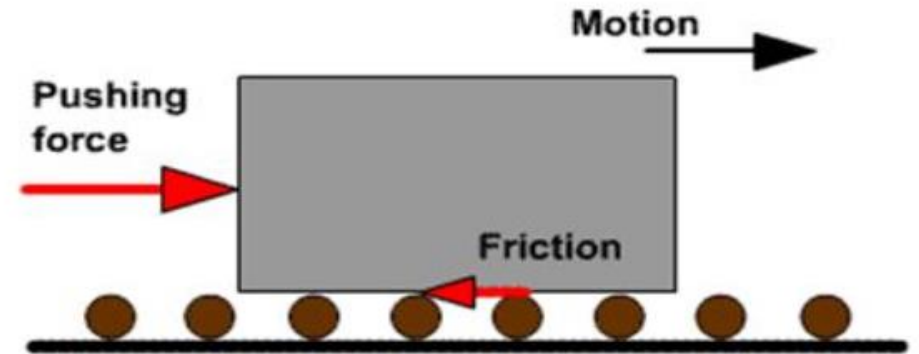
What is friction?



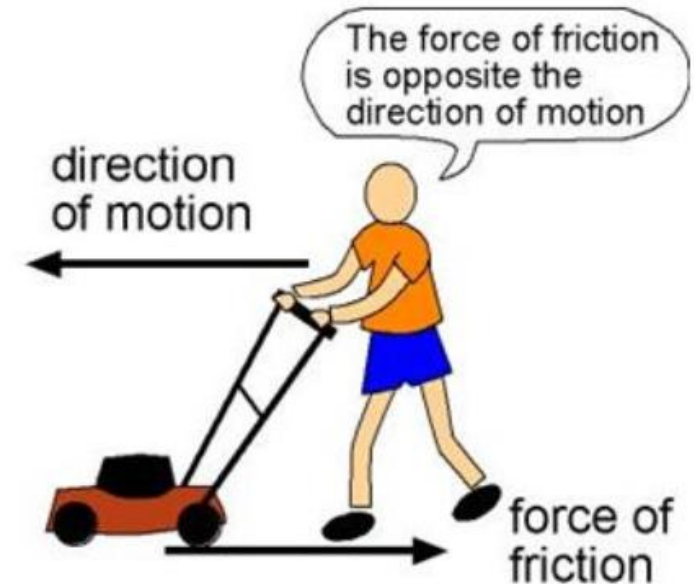
Friction is a **force** resisting the relative motion of solid surfaces, fluid layers, and material elements sliding against each other.



The force acts in the **opposite** direction to the way an object wants to slide.



You will find friction everywhere that objects come into contact with each other.



Activity 1

- You are going to investigate what happens when we slide a cube of ice across different surfaces.
- You will need an ice cube and different surfaces.
- Investigate the motion of the ice cube with different forces and different surfaces. Look out for the friction when investigation
- You will then draw an annotated drawing comparing the ice cube on two different surfaces.



Time to discuss your findings!

(Answer the questions)



How were the surfaces different?



What did it feel like when you pulled the ice cube across each surface?



Why do you think that?



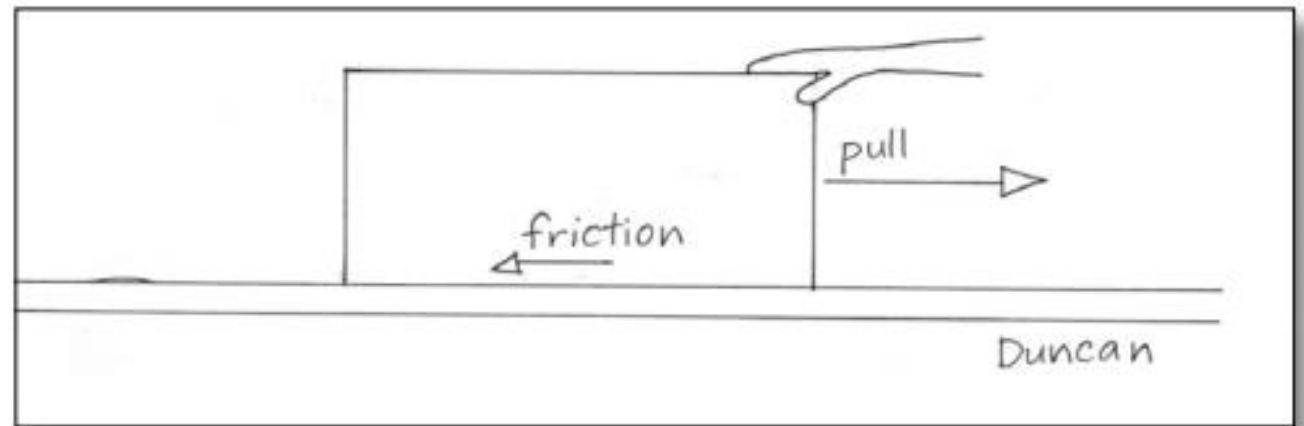
How did friction affect the movement of ice cube?



Did your team findings match the predictions you made?

Annotated Drawing

Draw an annotated drawing describing your ice cube activity. Your drawing may look similar to the one below.



Friction drawing student work sample

What is friction?

Friction is something that acts between two surfaces in contact producing grip.


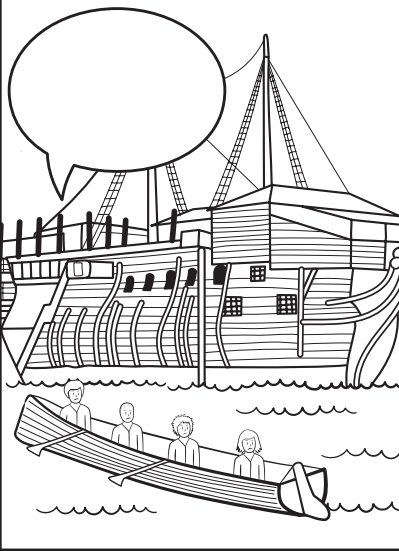



What is force?

Forces can affect objects in different ways, including the way they move. Forces are usually seen as a push or pulls but also includes forms like friction, gravity and magnetism.

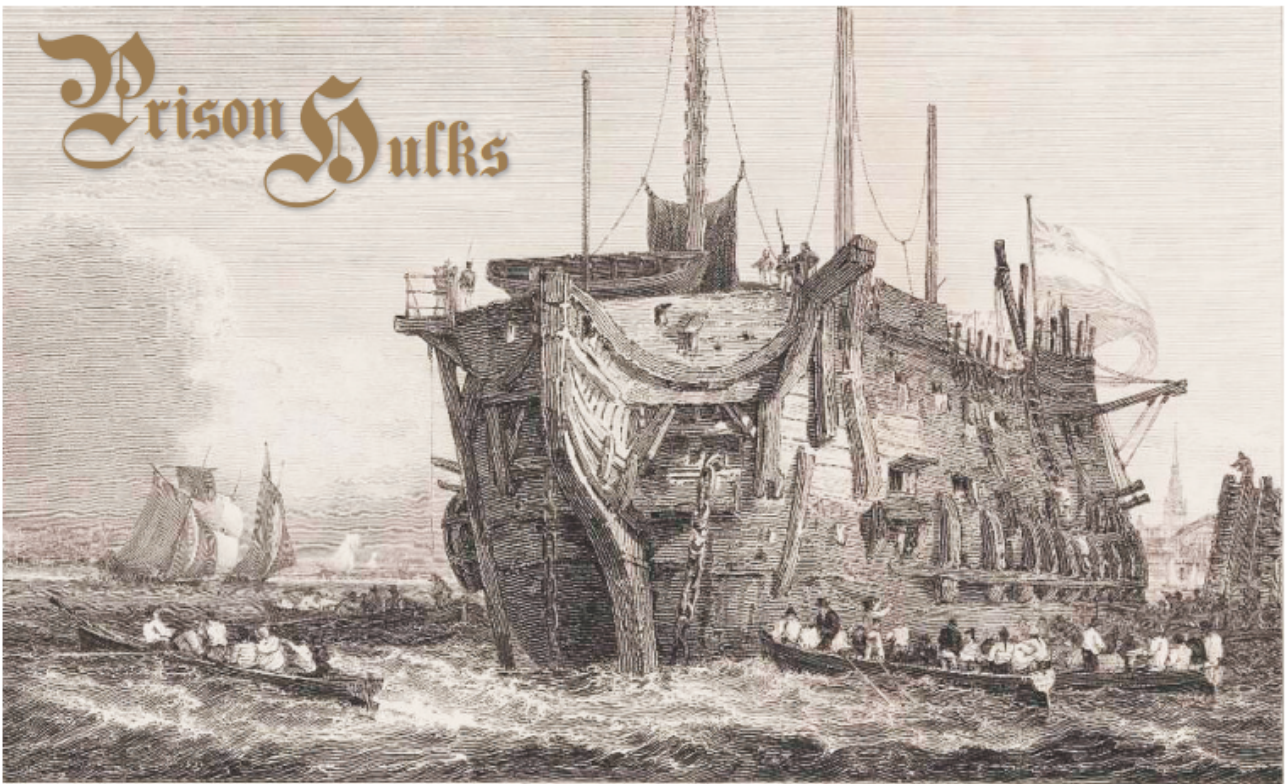
What is to be done with all these criminals?

1 Ready to go on with the story?

Continue reading the comic and fill in the speech bubbles.

<h2>Stories of the First Fleet</h2> <h3>Chapter 2</h3>		
<p>When we left the story, crime was on the rise...and punishments were getting tougher...</p>	<p>The prisons filled. Soon they started to overflow.</p>	<p>Other places had to be found to keep all the prisoners. Some were kept in old ships, called hulks.</p>
		
<p>Others were sent to work off their sentence in the American colonies, which at that time, were ruled by the British.</p>	<p>But in 1783, America declared independence and would not take any more British prisoners. Britain had to find another place for them.</p>	<p>Eyes turned to Australia, or New South Wales as it was then known. There was plenty of room there. Plus, it would help with building and guarding the British Empire. It was decided to set up a penal colony there.</p> <p>To be continued...</p>

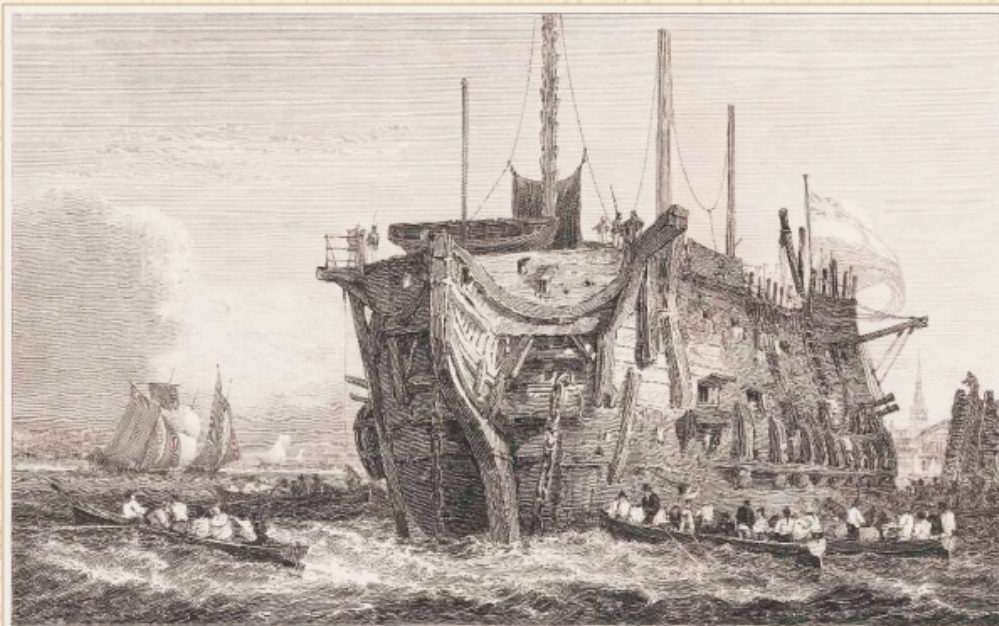
Prison Hulks



inquisitive

PRISON HULK

Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135933929>



PRISON HULK

Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135933929>

In 1776, to help with gaol overcrowding, ex-Navy ships started being used as prisons. These were known as hulks.



Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-153536385>

They were moored (tied up) in rivers and off coasts.

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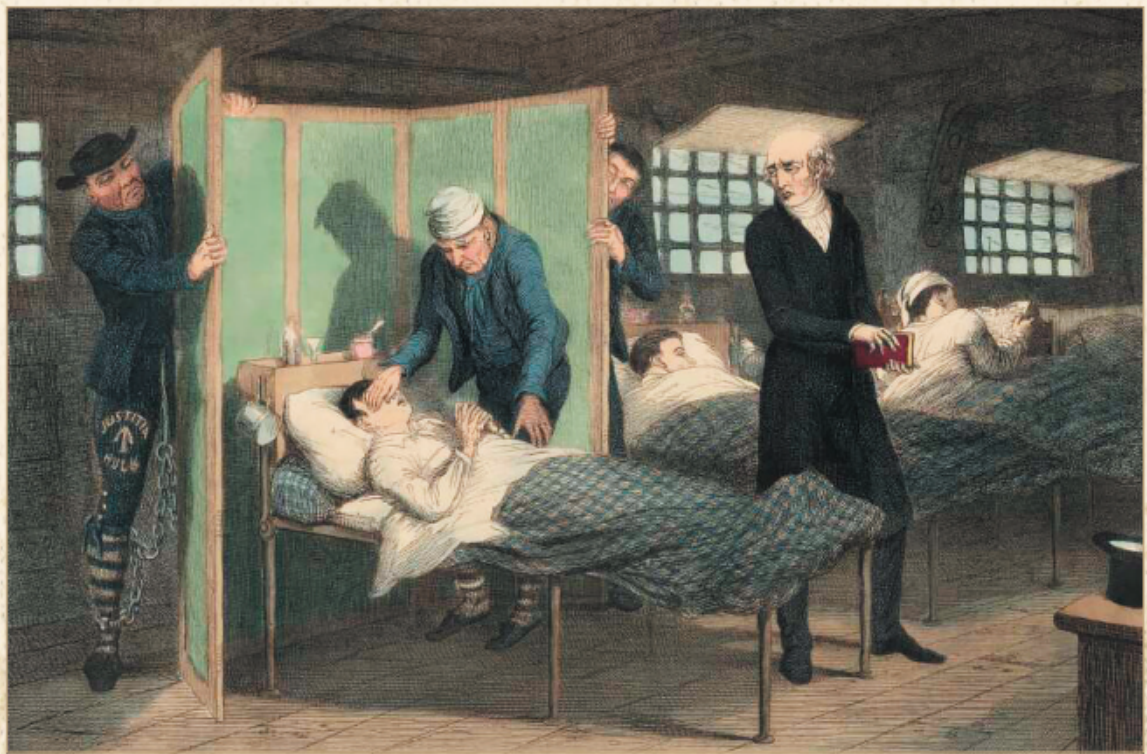


Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135886659>

Prisoners lived in terrible conditions on board these ships. Disease spread quickly.
In the first twenty years, nearly one out of three convicts died.

© Inquisitive Pty Ltd.

Even though the government tried to spend as little money as they could on the convicts, they were still expensive to clothe and feed.

To cover costs, the convicts were often sent to shore to work.

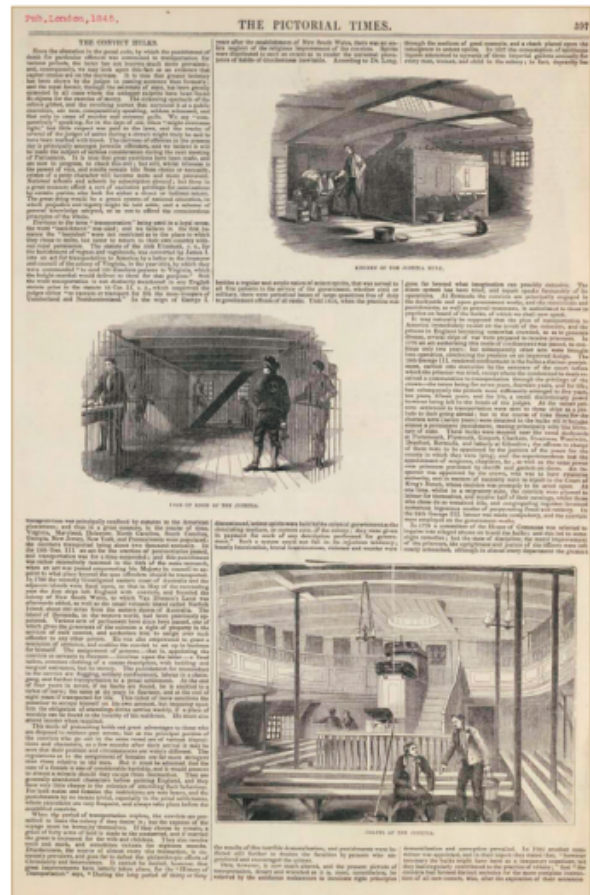


Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-136048474>
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Some prisoners served their whole sentences on these hulks.

Others lived there until they were sent to Australia.



Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135221131>



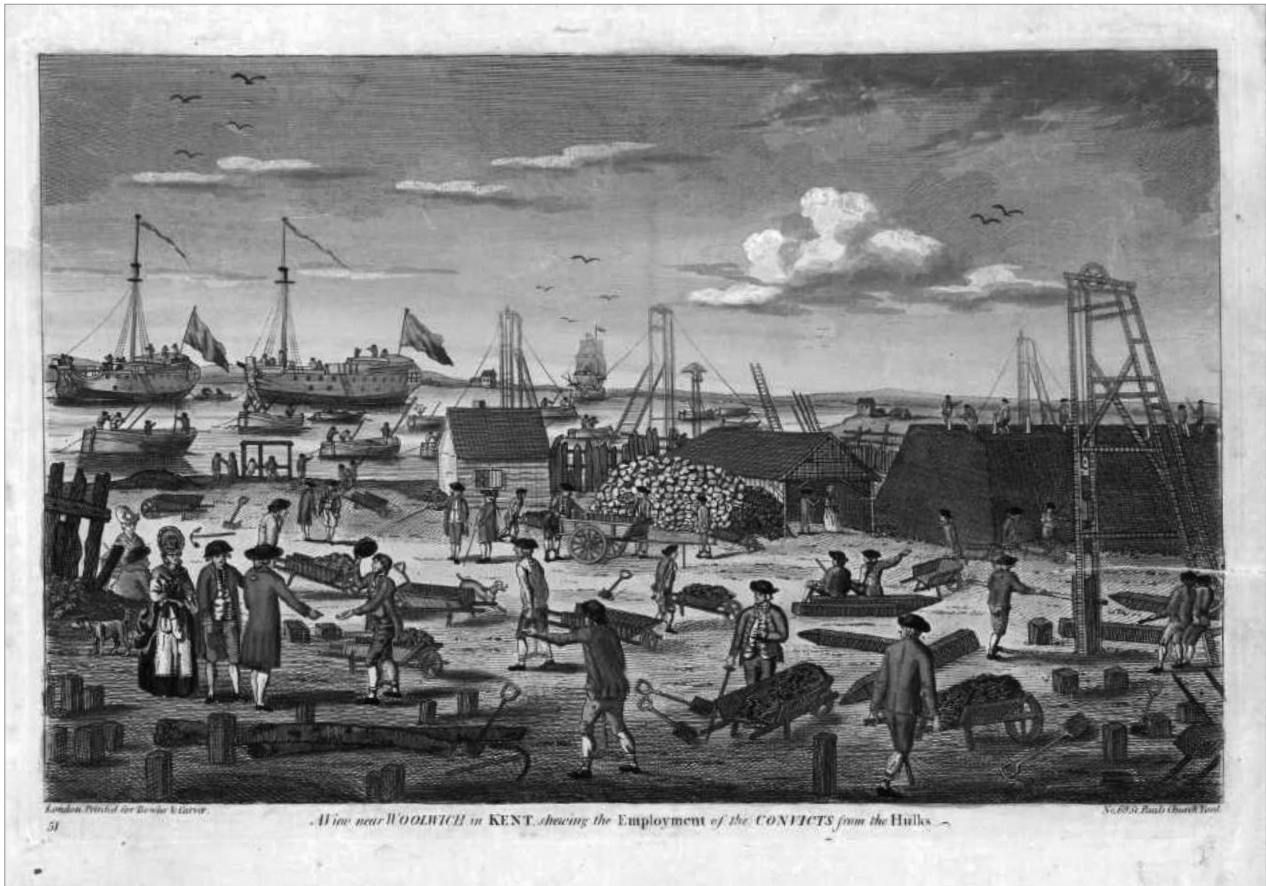
CONCEPTS DERIVED BY "THE TONG" HULL, BY TUBCULAGE, IN PORTSMOUTH HARBOR. — (SEE NEXT PAGE.)
Image courtesy of National Library of Australia - <http://nla.gov.au/nla.obj-135886817>

Hulks were only supposed to be used for a short time, but they ended up being used for nearly eighty years.

In 1857, after pressure from people who thought this prison system was wrong, the hulk system ended.

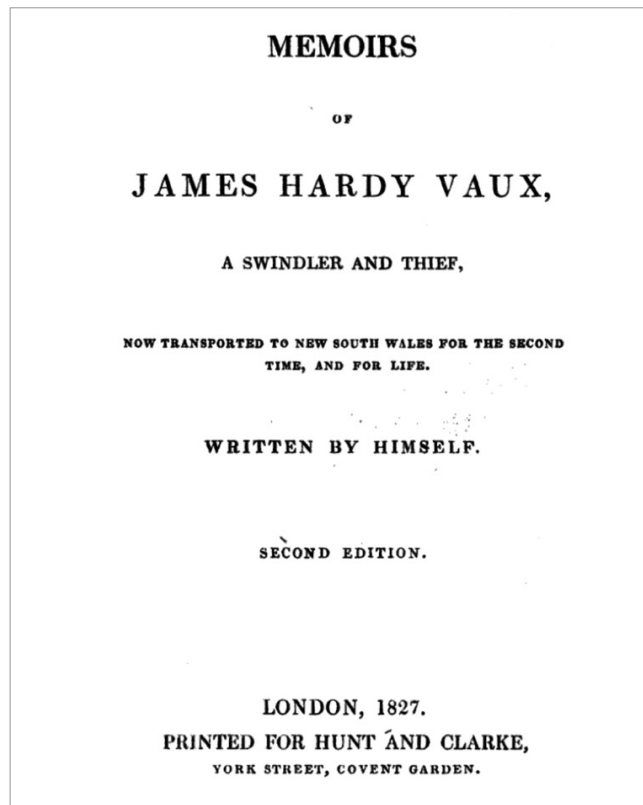


Question 3 – stimulus materials



A view near Woolwich in Kent, showing the employment of the convicts from the hulks

National Library of Australia
<http://nla.gov.au/nla.obj-136748833>



James Hardy Vaux was a prisoner on a hulk during the early 1800s. He writes in his memoirs:

Every morning, at seven o'clock, all the convicts capable of work, or, in fact, all who are capable of getting into the boats, are taken ashore to the Warren, in which the Royal Arsenal and other public buildings are situated, and there employed at various kinds of labour; some of them very fatiguing; and while so employed, each gang of sixteen or twenty men is watched and directed by a fellow called a guard.

These guards are commonly of the lowest class of human beings; wretches devoid of feeling; ignorant in the extreme, brutal by nature, and rendered tyrannical and cruel by the consciousness of the power they possess....

They invariably carry a large and ponderous stick, with which, without the smallest provocation, they fell an unfortunate convict to the ground, and frequently repeat their blows long after the poor fellow is insensible.

Translated into modern day words...

Every morning, at seven o'clock, all the convicts who can work, even if really they can just get into the boats, are taken to land and there they work at different jobs; some of them very tiring; and while working, each gang of sixteen or twenty men is watched by a man called a guard.

These guards are the worst type of humans; horrible men with no feelings; who don't know anything, are always mean, and love their power....

They always carry a big stick, with which, for hardly any reason, they bash a poor convict to the ground, and often keep hitting long after the poor man is knocked out.


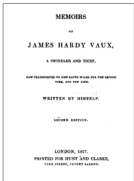
Do you remember what a primary source is? You're right... it's something that was written or made at the time of an event, often by someone who was there.



- 3** Do you think we can accept everything a primary source tells us? They were there or around at the time, so they should know. Right?

--

- 4**  Go to the two primary sources that tell about convicts at work.

		
What does the source tell you about convict work life?		
How do you think they felt or thought about the work life of convicts?		
Can you find any information about the creator? If you can, how might that affect their point of view?		

- 5** Think about and then discuss:

- a** Do these sources tell the same story about convict work life?
- b** If not, why do you think they differ?
- c** Do you think you could make a claim (say what convict work life was like) based on these two sources? If not, what might help you?



Reflection

Do these sources tell the same story about convict work life?

If not, why do you think they differ?

What do think helped people survive through the harsh conditions?



DRAMA GAMES

For warm ups, brain breaks or when learning about the Elements of Drama.



DRAMA GAMES

YES, LET'S!

1. Stand with the students in a circle. Decide which direction the game will travel.
2. Begin the game by inviting the students to complete an action, using a phrase that begins with "Let's". For example: "Let's wobble like a sea jelly!"
3. The rest of the circle energetically reply, "Yes, let's!" and all begin to wobble like a sea jelly (while staying in their place).
4. Everyone continues the movement until the next person in the circle changes the action by saying, "Let's..." with the new action that they want the class to mimic.
5. The group replies, "Yes, let's!" and everyone changes their movement to match the new action.
6. Continue around the circle until everyone has had a turn of changing the action.



Elements of Drama explored:
role, movement

DRAMA GAMES

IF YOU'RE 'SOMETHING' AND YOU KNOW IT

1. Stand with the students in a circle. Decide which direction the game will travel.
2. Begin by asking the students to use voice, movement and facial expressions to show a specific emotion.

For example:

- If you're happy and you know it, smile wide.
 - If you're excited and you know it, jump up high.
 - If you're tired and you know it, time to yawn.
 - If you're angry and you know it, stamp your feet.
3. Increase the level of challenge by inviting the students to take turns changing the action by saying, "If you're 'something' and you know it...", giving instructions for a new action and emotion that they want the class to express.



Elements of Drama explored:
movement

DRAMA GAMES

CAPTURE THE TREASURE

1. One student, 'The Guard', stands at the far end of the room or outdoor space, with their back to the rest of the class. The Guard holds an object deemed to be the 'treasure'.
2. The rest of the class lines up in a horizontal line facing the Guard.
3. When the Guard has his or her back to the line, classmates can take sneaky steps towards the Guard. The Guard can turn around without warning, at any time.
4. If the Guard turns around, all of the students must freeze in an action pose. For example: washing hair, climbing a mountain or playing tennis.
5. The Guard can ask three students to unfreeze, bringing their action to life. If the students are unable to show that their chosen pose represents a 'real' action, they must return to the starting line.
6. When someone in the class touches the back of the Guard, they have 'captured the treasure' and become the new Guard for the next round of the game.



Elements of Drama explored:
role, character, movement,
tension, focus

DRAMA GAMES

FOLLOW THE LEADER

1. Students stand in a single line with a designated leader (you may like to have two shorter lines if you are comfortable to set boundaries for and manage both groups).
2. The leader decides where the line will go and how everyone in the line will move.
3. All of the students in the line follow the leader, copying their actions.



Elements of Drama explored:
movement, focus

DRAMA GAMES

FOLLOW THE STORY

1. Ask the students to create a situation that will become the imaginary world that their *Follow the Story* line is exploring or travelling through.

Establish the situation by:

- choosing a place
- describing what it looks like
- specifying key features such as water, mountains, trees, sand, a building with small or large rooms.

The more detail you come up with before the game, the better!

2. Allow the students to select a character or role that the leader (and subsequently the entire line) will take on when moving through this imaginary place.
3. Movements and actions should reflect the character and the situation throughout the game.

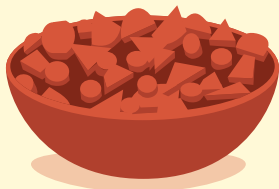


Elements of Drama explored:
situation, role, character, focus,
tension, voice, movement, space

DRAMA GAMES

MAKE YOUR OWN FRUIT SALAD

1. Make a circle of chairs with one less chair than the number of students playing the game.
2. Select three or four characters or roles from a topic or narrative that your students are familiar with. For example: If you are studying fairy tales, you could choose a wolf, a wizard and a queen.
3. Allocate each student a role by going around the circle, naming each a wolf, a wizard or a queen.
4. One student stands in the middle and begins the game by shouting out a certain role name or a characteristic of one of the roles. For example, they may say: "Everyone who is a queen!" or "Everyone who has brown fur!".
5. All of the students who are playing that role, or have that characteristic, stand up and move to a different chair.
6. Whoever doesn't make it to an empty chair remains in the centre and calls the next character name or characteristic.
7. Students can choose to shout, "Fruit Salad!" and everyone must stand up and find a new chair.



Elements of Drama explored:
role, character, movement

DRAMA GAMES

TRAFFIC LIGHTS

1. Teach the students a set of actions associated with a particular colour.
For example:
 - Red – students freeze.
 - Orange – students stand on one leg.
 - Green – students walk around the space.
2. Call out one of the colours. The students then complete the action associated with that colour.

VARIATION

Create your own actions that connect with key terms from a topic your students are learning about.

For example, when teaching students about time you could use key terms and actions such as:

- Clockwise – students walk in a clockwise direction.
- Anti-clockwise – students walk in an anti-clockwise direction.
- AM – students stretch up to the sky.
- PM – students lay on the floor.



Elements of Drama explored:
movement, focus

DRAMA GAMES

SNAKE SHEDS ITS SKIN

1. Divide the students into two even groups, standing shoulder to shoulder in two parallel lines (A and B).
2. Each line faces the centre of the space. Students hold hands with the people standing beside them. The students on the ends of each line will have one hand free. These lines form each team's 'snake'.
3. Starting at the same end of each line, give each student a number, counting up from one. For example: The first person in each line will be 1, the next student in each line will be 2 (and so on).
4. To begin the game, call out two consecutive numbers, such as five and six. The students who are those numbers lift the arms that connect them to create a tunnel.
5. At this point, the students on each end of the lines have to lead the snake through the raised arms without anyone letting go of their hands.
6. With hands held, the body of the 'snake' twists through itself. The first group to straighten back out into their original line is the winner!



Elements of Drama explored:
movement, focus

DRAMA GAMES

ONE WORD STORY

1. Students sit or stand in a circle. Establish who will begin the story and which direction the story will travel (clockwise or anti-clockwise).
2. The first person begins by saying a single word. For example: "There".
3. Whoever is next in the circle says another single word that makes sense following the previous word. For example: "was".
4. Continue around the circle with each person saying a single word with the collective aim of telling a coherent story.

VARIATION

Connect this drama activity to content from a unit, text or topic your students are currently exploring. With the class, establish a few broad key features that the whole class story must have.

For example: If you are exploring food and nutrition in a Health unit, you could agree upon the following key features:

- a specific character or characters (a boy named Sam and a cookie that comes to life)
- a specific place (at Sam's house)
- a keyword or phrase ("Eat me!")

Try not to get too specific when establishing key features, so students can shape and guide the story in an imaginative way.

Elements of Drama explored:
situation, role, relationship, focus,
tension, mood, language

DRAMA GAMES

WHAT ARE YOU DOING?

1. Students stand in a circle. Establish who will begin the game and which direction the game will travel (clockwise or anti-clockwise).
2. The first student begins by acting out a simple, familiar, repetitive action (such as brushing their teeth).
3. The second student asks, "What are you doing?". The first student answers by saying something completely different to the action they are doing. For example: While brushing their teeth, the student may say, "I'm swimming!".
4. The second student then begins to mime the new action (which, in this example, is swimming).
5. Continue the game until every student has had a turn to change the action.



Elements of Drama explored:
situation, role, voice, movement

DRAMA GAMES

SHAZZAM!

This game works with a concept similar to *Scissors, Paper, Rock*. In *Shazzam!* the three characters and parameters of play are:

- Wizards beat Knights with a powerful magic spell.
- Giants beat Wizards by stomping on them.
- Knights slay Giants with their magic swords.

Students enact each of the three characters in the following way:

- Wizards step forward with one leg, push both hands forward as if shooting a magic spell through their hands and shout, "Shazzam!".
- Giants stamp their feet and say, "Fee! Fi! Fo! Fum!".
- Knights pull an imaginary sword out of their belt and shout, "En garde!".

PLAYING THE GAME

1. Divide the students into two even teams, standing in two parallel lines. Students stand facing the centre of the space.
2. Count down from ten to zero. During the countdown, each team quickly huddles in a group and decides which of the three characters they will be during this round. Before the countdown finishes, teams must return to their straight line, facing their opponents.
3. When zero is reached, each line enacts their chosen character, shouting the appropriate phrase. The winning group is decided by the parameters given above.
4. The first team to win ten rounds are the overall winners!

Elements of Drama explored:
role, voice, movement,
tension, focus

DRAMA GAMES

HUMAN KNOT

1. Divide the class into groups of four to six students. Students form a circle in their group.
2. Walking to the centre of their circle, with hands outstretched, students each grab two hands across the circle. Students cannot hold hands with either of the people standing next to them, nor can they grab two hands belonging to the same person.
3. Students then 'untie' their human knot, without letting go of any hands.
4. When each group has finished untying their knot, their whole group sits down.

Note: Encourage the students to work slowly and carefully, with an awareness of how their own movements affect others in their knot. Some human knots are easy to untie while others take a lot of communication and negotiation.

VARIATION

Increase the complexity of this ensemble building game by asking the students to complete it in silence, by making the number of students in each group larger, or by trying to untie a whole class knot.

Drama skills explored:
focus, ensemble

DRAMA GAMES

TWENTY-ONE

1. Students sit in a circle, silently and with strong focus.
2. Without allocating a 'leader', one person begins the game by saying, "One", then another person says, "Two".
3. Students continue the group count until they have reached twenty-one.
4. If more than one person says a number at the same time, the count begins again.

Note: Students cannot communicate to one another in any way. Verbal cues or signals, such as pointing or winking, are not allowed and will reset the count to zero.

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Elements of Drama explored:
focus, tension

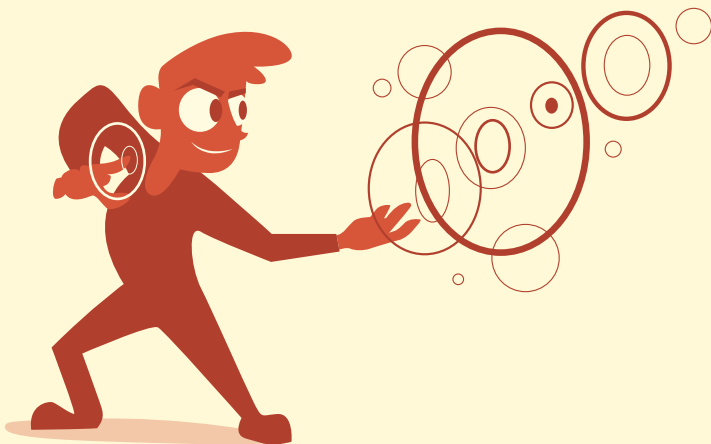
DRAMA GAMES

ZIP ZAP ZOOM!

1. Students stand in a circle. Establish who will begin the game and which direction the game will travel (clockwise or anti-clockwise).
2. The first student begins by passing the 'energy' to another person in the circle in one of the following ways:
 - Zip - sends the energy in a clockwise direction.
 - Zap - sends the energy in an anti-clockwise direction.
 - Zoom - sends the energy to someone across the circle.

Note: Students cannot do more than one 'Zap' or 'Zoom' in a row. They must be broken up by a 'Zip'.

Every command is done with an action – the easiest being to clap and point to the person the energy is being sent to.

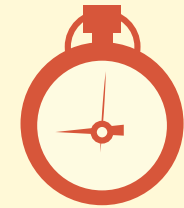


Elements of Drama explored:
focus, tension

DRAMA GAMES

THE EXPERT

Equipment: stopwatch or timer



1. Have the students sit on the floor in groups of three or four.
2. Allocate a letter to each student within the group (every group will have a person A, person B, person C and so on).
3. Call out the letter of the person who will be the 'Expert' first. Ask them to stand up.
4. Announce the topic that the Expert specialises in. This could be something general, like 'television shows', or a topic that the students are currently learning about in class.
5. The Expert must speak with authority on the topic for an agreed amount of time. Select a duration appropriate for your class, between 15 seconds and 2 minutes.
6. Count down from three to begin the time. When the time is up, call, "Stop!" and ask the Expert to sit back down.
7. Announce which letter/person will go next and the new topic of expertise.

Note: The Expert can never stop talking, even if they run out of 'facts' before their time is up. They must make up anything at all about the topic, no matter how absurd or far-fetched.

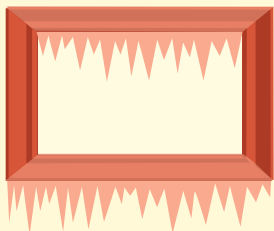
Elements of Drama explored:
role, relationship, situation,
voice, movement

DRAMA GAMES

THE TEAM FREEZEFRAME GAME

1. Divide the students into small groups.
2. Call out a familiar object or scenario (such as the North Pole, a peacock, at the beach or a washing machine).
3. Count down from ten to zero. During the countdown, the students create the object, character or situation using their bodies. After reaching zero, shout, "Freeze!"
4. Give each group a thumbs up or thumbs down, depending on whether they have represented the stimulus in a way that makes sense.
5. Continue calling out new prompts and countdowns, keeping up the pace to ensure that the students are engaged and thinking on their feet.

Note: Decide on a 'scoring' method that is right for your class, such as giving every group a score out of ten or choosing one winner per round. You may prefer not to keep score at all, using the activity as a confidence and group awareness building exercise.



Elements of Drama explored:
movement, focus, space

DRAMA GAMES

MIRROR, MIRROR

1. Divide the students into pairs. Ask each pair to decide who will be 'Student A' and who will be 'Student B'.
2. Give a signal for Student A to begin moving very slowly. Student B must copy the movement exactly, as if they are the reflection Student A sees in a mirror.
3. Continue for some time, then swap so that Student B is leading Student A.
4. Encourage the students to move slowly, with the aim being that anyone watching would not be able to tell who is leading the movement and who is following.

VARIATION

Add complexity to this activity by layering in one or more elements of context. These contextual prompts will change the actions and movements that the students enact.

- Role – Ask Student A to take on a specific role or character. This may be from a familiar text or can be a role from any relevant context, such as a scientist or a construction worker.
- Situation – Specify the situation that Student A is in, such as setting up an experiment, or building a new road.
- Time or Place – Provide students with details about the specific time or place their character is in.
- Atmosphere – Provide students with a mood or emotion as a prompt for their movements.

Elements of Drama explored:
role, character, situation,
movement, time, place, atmosphere