

Year 4 Learning from Home Schedule Week 3

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|--|
| <p style="text-align: center;">Morning Routine</p> <p>Watch the Morning Routine recorded lesson OR read the printed slides located in the learning from home packs.</p> <p>Focus: Arrival of the First Fleet</p> | <p style="text-align: center;">Morning Routine</p> <p>Watch the Morning Routine recorded lesson OR read the printed slides located in the learning from home packs.</p> <p>Focus: Arrival of the First Fleet</p> | <p style="text-align: center;">Morning Routine</p> <p style="text-align: center;">Student Knowledge</p> <p>Organiser: Fact sheet on</p> <p style="text-align: center;">Arrival of the First Fleet</p> | <p style="text-align: center;">Morning Routine</p> <p>Morning Routine -Retrieval using the Morning Routine assessment slips.</p> | <p style="text-align: center;">Morning Routine</p> <p>Morning Routine- Assessment using the Morning Routine assessment slips.</p> <p>Extension: Write all the things you have learned this week about the Arrival of the First Fleet</p> |
| <p style="text-align: center;">SOTD-Rhetorical Question</p> <p>Watch Monday's SOTD video to learn how to write a Rhetorical Question OR read the printed slides located in the learning from home packs.</p> <p>Sentence Type : Simple Sentence</p> <p>Grammar Focus: Rhetorical questions</p> <p>We are learning to write a rhetorical question. In order to be successful , we must have a :</p> <ul style="list-style-type: none"> • an interrogative word at the beginning (e.g. who, what, where, why) • a capital letter • a subject • a predicate • a question mark <p>This is a modelled example :</p> | <p style="text-align: center;">SOTD-Rhetorical Question</p> <p>Watch Tuesday's SOTD video to learn how to write a Rhetorical Question. OR read the printed slides located in the learning from home packs.</p> <p>This is a modelled example: Wouldn't you have loved to have sailed with Captain Cook on the almighty HMS Endeavour?</p> | <p style="text-align: center;">SOTD-Rhetorical Question</p> <p>This is a modelled example: How would you feel if someone was taking over your land?</p> <p>Guided- Finish the sentence below :</p> <p>How do we transport...</p> | <p style="text-align: center;">SOTD-Rhetorical Question</p> <p>Have a go at independently writing your own rhetorical question.</p> | <p style="text-align: center;">SOTD-Rhetorical Question</p> <p>Assessment: Write a rhetorical question.</p> <p>Extension: Write a variety of rhetorical questions about the arrival of the First Fleet.</p> |

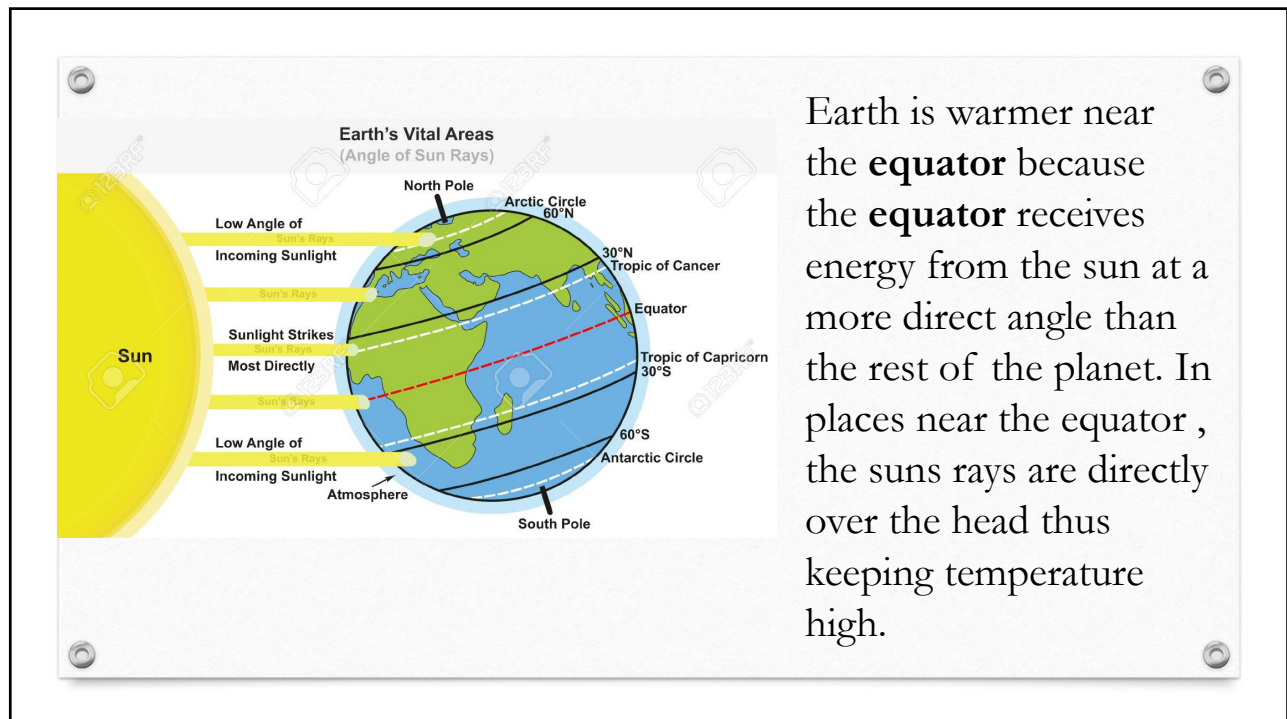
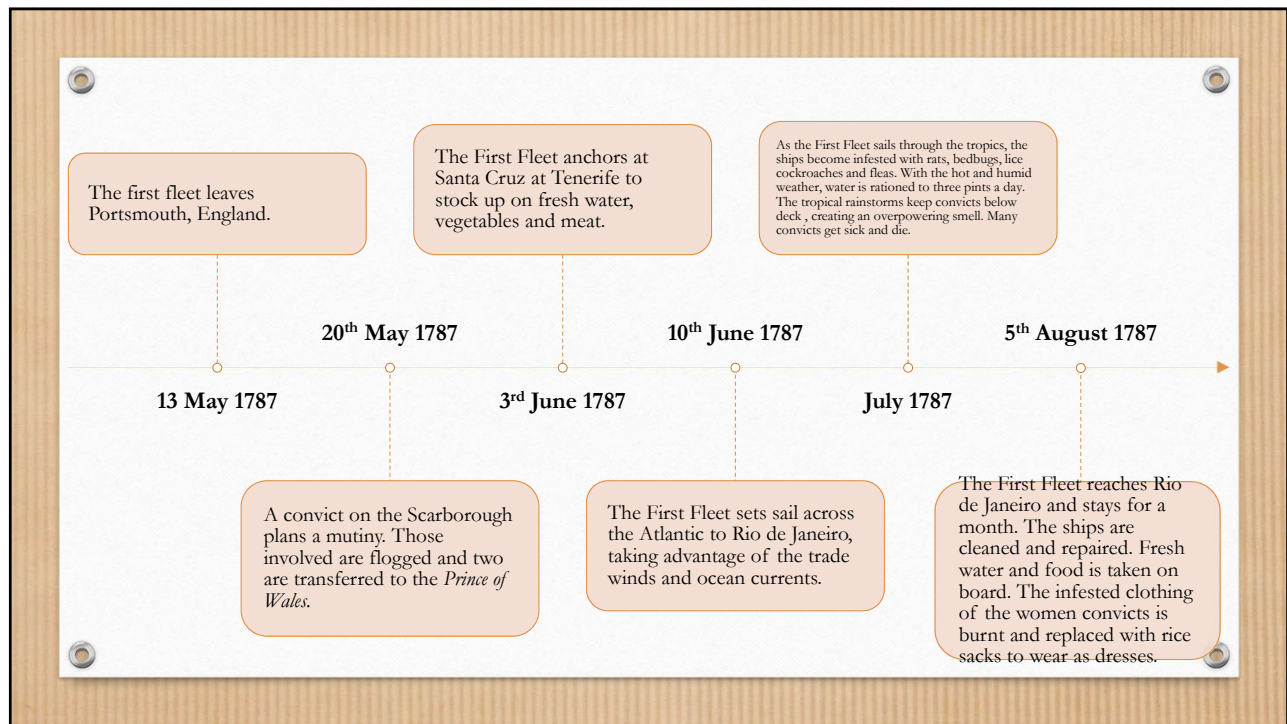
| | | | | |
|---|---|---|---|---|
| Could we be the first people to walk on this land? | | | | |
| <p>Writing</p> <p>Opening -Title, hooks and setting the scene</p> <p>Watch the Writing recorded lesson on 'titles, hooks and setting the scene' OR read the printed slides located in the learning from home packs.</p> | <p>Writing</p> <p>Opening -Title, hooks and setting the scene</p> <p>Watch the Writing recorded lesson on 'titles, hooks and setting the scene' OR read the printed slides located in the learning from home packs.</p> | <p>Writing</p> <p>Opening -Title, hooks and setting the scene</p> <p>Students write their own titles for a Historical Recount.</p> | <p>Writing</p> <p>Opening -Title, hooks and setting the scene</p> <p>Students to write their own hooks and setting the scene paragraph.</p> | <p>Writing</p> <p>Opening -Title, hooks and setting the scene</p> <p>Students write publish their own titles, hook and setting the scene paragraph based on teacher feedback.</p> |
| <p>Reading of Core Novel</p> <p>Listen to the reading of Chapter 4, 5 and 6 for the text '<i>The Goat that sailed the World</i>' Jackie French'</p> | | | | |
| <p>Guided Reading</p> <p>View the online lesson for Introduction to modelled reading week 3 and 'My Turn' look at the activities in the learning pack for week 3.</p> <p>Complete the 'Prepare' task using the text 'Arrival of the First Fleet.'</p> | <p>Guided Reading</p> <p>View the online lesson for Introduction to modelled reading week 3 , 'Our Turn 'and 'overview of activities' OR look at the activities in the learning pack for week 3.</p> <p>Complete the 'Vocabulary' task.</p> | <p>Guided Reading</p> <p>View the online lesson for 'Our Turn 'and 'overview of activities' OR look at the activities in the learning pack for week 3. Complete the 'Post Guided' task.</p> | <p>Guided Reading</p> <p>View the online lesson for 'Your Turn' and 'overview of activities' OR look at the activities in the learning pack for week 3.</p> <p>Complete the 'LiteracyPro' task.</p> | <p>Guided Reading</p> <p>Write a summary about the novel that you have read this week and predict what you think with happen in the next chapter.</p> |

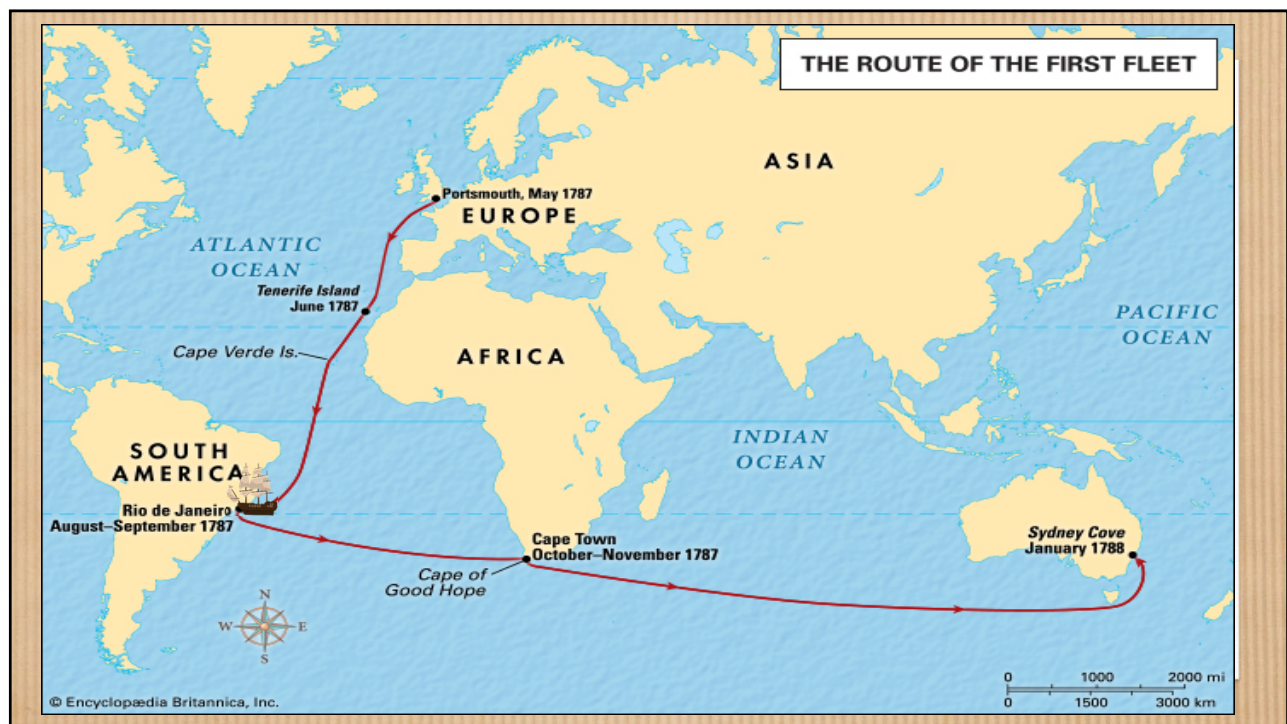
| | | | | |
|---|--|---|---|---|
| <p align="center">Maths</p> <p>Revision- Multiplying by 9</p> <p>Watch the online lesson on Multiply by 6 using distributive property or complete the worksheets that are located in the learning from home pack.</p> | <p align="center">Maths</p> <p>Revision- Dividing by 9</p> <p>Watch the online lesson on Dividing by 6 using the distributive property or complete the worksheets that are located in the learning from home pack.</p> | <p align="center">Maths</p> <p>Revision- Equivalent Fraction</p> <p>Watch the online lesson on Multiply by 6 using distributive property or complete the worksheets that are located in the learning from home pack.</p> | <p align="center">Maths</p> <p>Revision- Equivalent Fractions</p> <p>Watch the online lesson on Dividing by 6 using the distributive property or complete the worksheets that are located in the learning from home pack.</p> | <p align="center">Maths</p> <p>Watch the online lesson on Multiplying by 6 using distributive property or complete the worksheets that are located in the learning from home pack.</p> <p>Watch the online lesson on Dividing by 6 using distributive property or complete the worksheets that are located in the learning from home pack.</p> |
| <p align="center">PDHPE</p> <p>Follow 15 Minutes of dance video</p> <p>http://www.viewpure.com/sHd2s_s_aYsQ?start=0&end=0</p> | <p align="center">PDHPE</p> <p>Get in flow- do an activity that engages you so much you forget everything else. Time seems to fly when you do these things and you might even forget you're hungry. NO SCREEN</p> | <p align="center">PDHPE</p> <p>Schedule a 5 minute conversation with somebody today. It's okay if you talk for longer. Ask the person you would like to talk to when they have 5 minutes to talk. Set an alarm at the time and meet up! You can talk to a family member face to face or video call a friend.</p> | <p align="center">PDHPE</p> <p>Hop-</p> <ol style="list-style-type: none"> 1. Mark two spots that are 10 steps apart. 2. Get a device or watch to time yourself. 3. Start at the first marker and hop around the second marker, returning to the start. 4. Record your time. | <p align="center">PDHPE</p> <p>Eat at least 4 serving of vegetables today.</p> <p>(1 serving is half a cup.)</p> |

| | | | | |
|---|--|---|--|--|
| | | | 5. IF BOTH OF YOUR FEET TOUCH THE GROUND START AGAIN. | |
| Other Key Learning Areas | | | | |
| Handwriting Complete the week 3 handwriting activities. | HSIE Complete the activities for Week 3. | Science Look at the example slides and the activities for Week 3. | CAPA Complete the emoji story activity located in the learning from home pack. | |



First Fleet Journey Timeline





6th August, Rio De Janeiro, Brazil

- The fleet stopped in Rio de Janeiro and stayed there for about four weeks, during which time the ships were cleaned, restocked, and repaired if necessary.
- Seeds and plants were obtained for the new settlement.
- Attention was given to the health of the convicts, who were supplied with daily rations of rice, fresh beef and vegetables served along with oranges.
- David Collins wrote, 'great numbers oranges' to 'put them in a state of health and condition to resist the attacks of scurvy'.



Arrival of the First Fleet



THE FIRST SHIP (SUPPLY)
ARRIVED IN BOTANY BAY
ON THE 18TH JANUARY
1788.



CAPTAIN ARTHUR PHILLIP
DECIDED THAT THE SITE
WAS NOT SUITABLE
BECAUSE OF THE POOR
SOIL, UNSAFE LOCATIONS
TO LEAVE THE SHIPS AND
NO DRINKING WATER.



CAPTAIN ARTHUR PHILLIP
DECIDED TO GO NORTH
TO PORT JACKSON.



THEY ARRIVED ON 26TH
JANUARY 1788 WHICH IS
THE DATE WE
CELEBRATE AUSTRALIA
DAY.



PORT JACKSON IS KNOWN
AS SYDNEY.

Many first encounters with Aboriginal people were recorded in various journals kept by members of the First Fleet.

The first ship, Supply, reached Botany Bay on 18 January 1788. Aboriginal people from the Cadigal tribe saw the First Fleet ships arrive.[9] Phillip soon decided that this site, picked by Sir Joseph Banks, was not suitable. It had poor soil, no safe place to leave the ships, and no drinking water. Phillip decided to go north to Port Jackson.

Phillip named the settlement Sydney after Lord Sydney, the British government's Home Secretary.



The first image is when the first fleet arrived in Botany Bay. Botany Bay. 'Sirius & convoy going in: Supply & agents division in the bay. 21 January 1788

Second image is when the first fleet arrived in Port Jackson (Sydney). The Founding of Australia, 26 January 1788, by Captain Arthur Phillip R.N., Sydney Cove. A group of men, most in British military uniforms, are watching as the British Union Flag is raised up a pole. Some are holding their arms in the air, as though saying a toast. A tree-lined section of Sydney Harbour can be seen behind them. Stumps show where trees have been cut down, and some tents can be seen among the trees. A ship is on the water, its sails lowered, and a long boat is on its way to the shore.

The third image (middle image) focuses on Australia day and the fourth image is a monument at Brighton-Le-Sands, Botany Bay in New South Wales commemorating the landing of the First Fleet. The monument has the names of most of those who arrived on the First Fleet.



Arrival of the First Fleet *Student Knowledge Organiser*



Vocabulary

| Word | Definition |
|------------|------------|
| Settlement | |
| Ration | |
| Journals | |
| Compass | |
| Angle | |
| Sun Rays | |
| Infested | |

When did the First Fleet arrive to Rio De Janeiro, Brazil ? How long did they stay and what was the reason for them staying ?

Provide 3 facts that your have learnt about the arrival of the First Fleet.

Where did the First Fleet arrive?

When did they arrive to Australia?

Why did Captain Arthur Phillip not remain in Botany Bay?

Which indigenous tribe saw the First Feet arrive on the 18th January 1788 ?

Explain why the Earth is warmer near the equator?

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Timeline : Record the events learnt from both Week 1. 2 and 3 Morning Routines about the First Fleet Journey. | Date : Event: | Date : Event: | Date : Event: | Date : Event: | Date : Event: |
|---|------------------|------------------|------------------|------------------|------------------|

| | | |
|---|--|----|
| Date: ____. _____. ____ | Week 3 -Thursday | |
| Facts about the Arrival of the First Fleet | 1. | 3. |
| | 2. | 4. |
| Vocabulary – Identify content specific words that relate to this week's Talk for Learning | | |
| | | |
| | | |
| Sentence Of the Day – Rhetorical Questions | SUCCESS CRITERIA Rhetorical Questions- I have included: <ul style="list-style-type: none">• an interrogative word at the beginning• a capital letter• a subject• a predicate• question mark | |
| | | |

| | | |
|---|--|----|
| Date: ____. _____. ____ | Week 2 - Friday | |
| Facts about the Arrival of the First Fleet | 1. | 3. |
| | 2. | 4. |
| Vocabulary – Identify content specific words that relate to this week's Talk for Learning | | |
| | | |
| | | |
| Sentence Of the Day – Rhetorical Questions | SUCCESS CRITERIA Rhetorical Questions- I have included: <ul style="list-style-type: none">• an interrogative word at the beginning• a capital letter• a subject• a predicate• question mark | |
| | | |

The background of the slide is a dark, textured surface. In the top left corner, a portion of a tray containing various colored pencils is visible. On the right side, a hand is shown holding a single wooden pencil horizontally. The text 'Week 3' is centered in a large, white, sans-serif font.

Week 3

Rhetorical questions

We are
learning to
write a
rhetorical
question.

I have

an interrogative word at the beginning

a capital letter

a subject

a predicate

question mark

Simple Sentence



subject

predicate
(contains the verb + extra information)

Revise main clause.

This is a main clause. It contains a subject and a predicate.

A main clause expresses a complete thought.

Give examples. (ie. Tom liked ice-cream). Tom is the subject. 'liked ice cream' is the predicate.

All predicates contain a verb.

A predicate is information about the subject – what the subject is or does.

Give multiple examples and students identify the subject and predicate.

A main clause can also be a simple sentence.

What is a main clause?

A main clause is a group of words made up of a subject and a predicate. A main clause can stand alone, making sense. For example, Diane rolled the ball to her friend.

Subject



Predicate

Noun

or

Pronoun

person
place
thing
idea

I
he
she
they
we
him
her

verb

**extra
information**

run
skip
type
are
is
will

Explain to students that a subject + a predicate = a simple sentence.

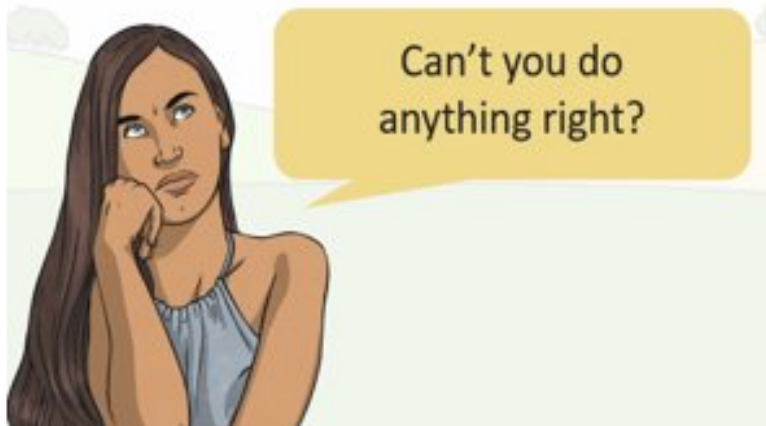


Rhetorical Questions

A rhetorical question is one that does not require an answer.

It has 3 purposes:

1) It is used to make a point, rather than to find out information.



2) Used to start a discussion, when the question is too difficult to answer simply.



3) Used to create a certain tone to a piece of writing e.g. sarcasm.



Interrogative Words

How would
you.....

Would
you?

Who What When
Where How Why

Isn't it....

What if.....

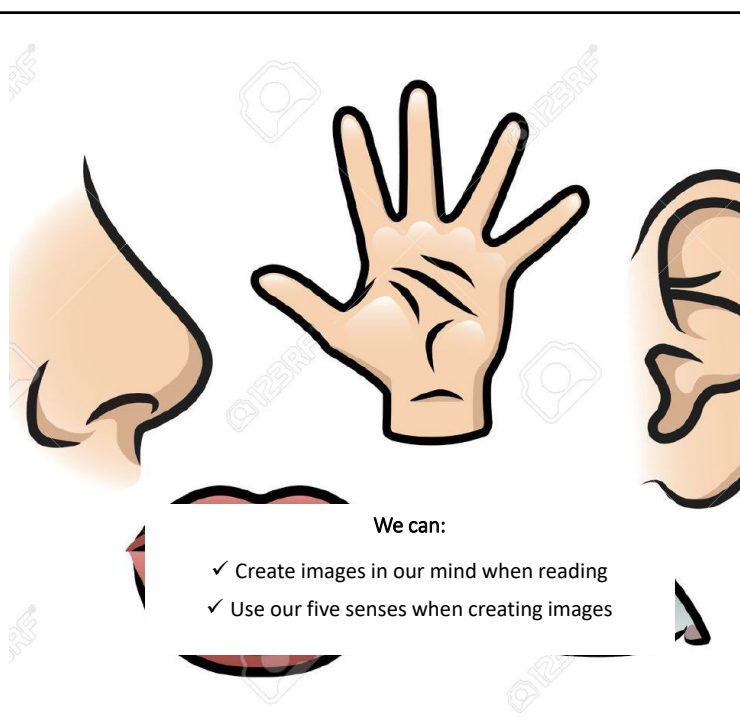
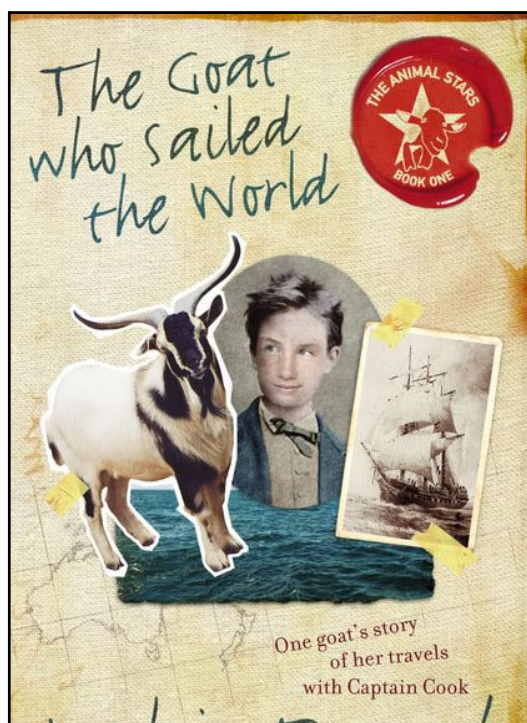
Don't you....

Interrogative words are also known as question words.
These are some obvious sentence starters for rhetorical questions.



Guided Reading

Week 3



Creating Sensory Images

What is involved in creating sensory images?



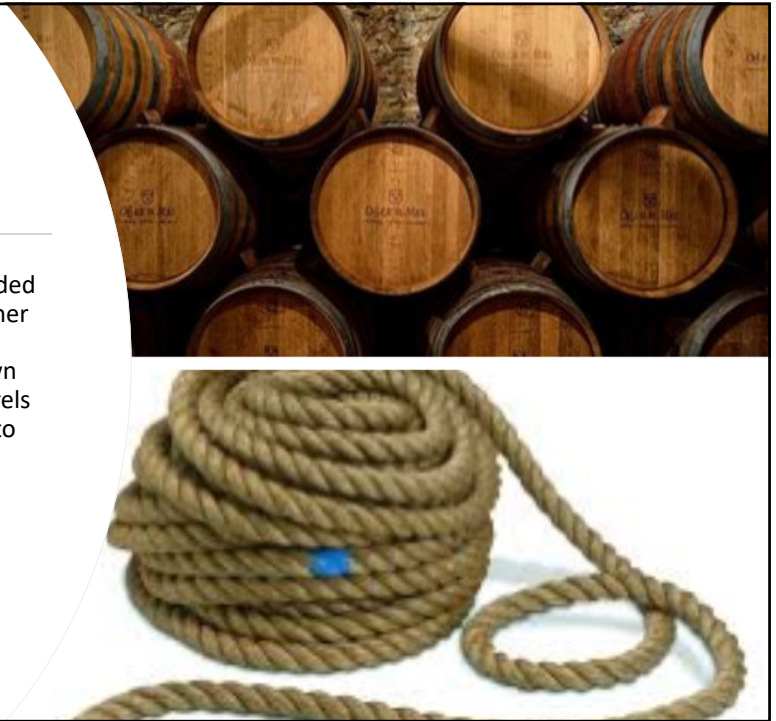
My Turn

- "By the 30th of July the *Endeavour* was refitted for her voyage. She'd started life as a *Whitby* collier called *Earl of Pembroke*. Now she had an extra deck built into her beamy structure to provide more cabin 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 uncharted waters."



My Turn

"Isaac watched as the **Endeavour** was loaded with the last of the stores she'd need for her many years away, too- tons of coal for heating and cooking in the tiny galley down below, spar timber to repair the ship, barrels of tar and pitch for waterproofing, hemp to make new ropes and rigging, a forge to repair tools or make new ones if old ones were lost or washed overboard."



Our Turn

"Iron nails, fishhooks, fishing lines, hatchets, scissors...Isaac had known there'd be no ships' chandler or supply stores where they were going, but he'd never really thought how everything they might need had to be stored on ship. The **Endeavour** even carried red and blue beads, and dolls and mirrors; the sorts of things that isolated islanders who had never seen European ship might like to trade."



Our Turn

"Nine thousand pounds of flour, tons of ship's biscuit, four thousand pieces of beef, six thousand pieces of pork, twenty bushels of salt, one hundred and seventy bushels of dried peas, stored in big wooden barrels, one thousand five hundred pounds of sugar and nearly eight thousand pounds of the smelly fermented cabbage that the Germans called sauerkraut. Malt, salted cabbage, 'portable broth'- a mixture of tough leaves of scurvy grass, marmalade, carrots, syrup of lemons and other vegetables, all boiled down into a dark solid and inspissated juice, all of which Lieutenant Cook hoped would prevent scurvy."



Your Turn

"Scurvy killed more sailors than shipwreck or enemy cannons. Men's teeth fell out, their legs and arms swelled. They grew too weak to stand. They went mad, dreaming that the sea was green fields. And finally they died. No one knew for sure what caused scurvy. But some men- like the captain- thought it came from not eating enough fresh food. Often a third of a ship's crew died of scurvy, their bodies thrown overboard to float down in the deep water, till their flesh rotted or they were eaten by fish. Isaac had heard that Cook was determined no man under his command was going to die of scurvy. But the older sailors seemed sure that scurvy came from the stink of a hundred men on a small ship- sailors had always died of scurvy, and they always would."





Pre-Guided Reading

We are learning to use sensory imagery.

- ✓ Read the 'Arrival of the First Fleet' 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.



Guided Reading

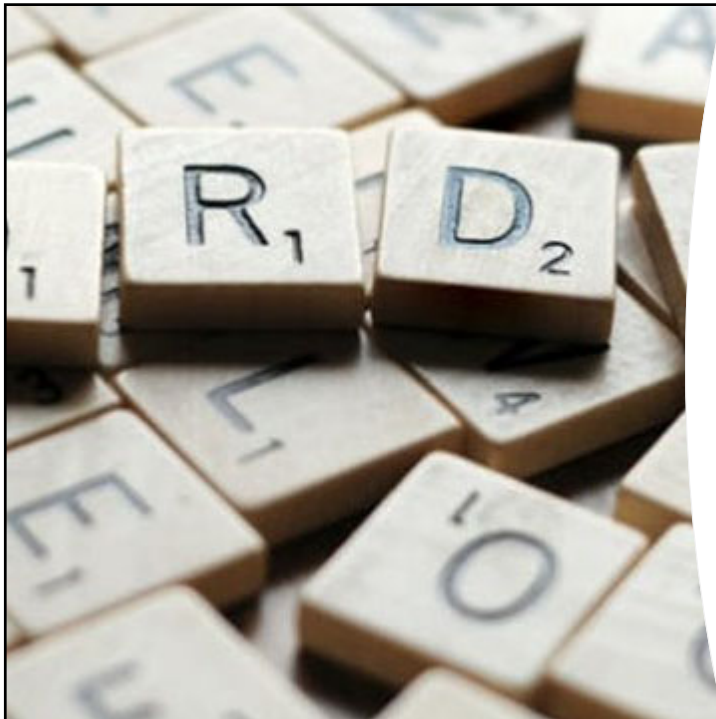
We are learning to use sensory imagery to help us comprehend what we read.

- ✓ Come to guided reading prepared to **discuss** your Sensory Images tracking sheet
- ✓ Be ready to discuss the central text and justify your opinions

Post Guided

We are learning to comprehend what we read.

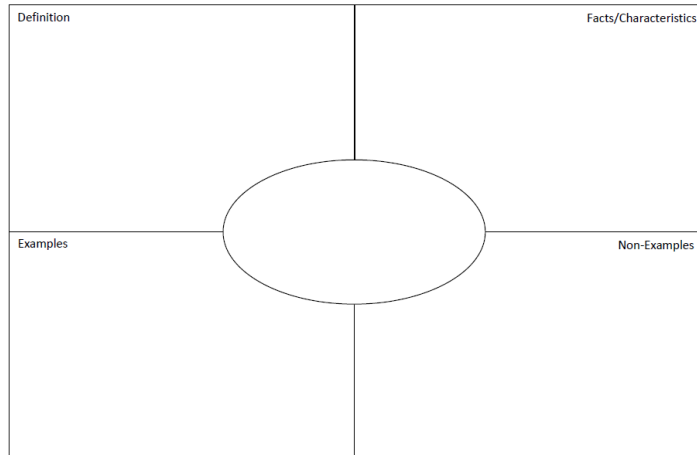
- ü Read Chapter 1 and 2 of your group novel.
- ü Complete the Week 2 activity for your book.



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



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

WEEK 2

quarterdeck

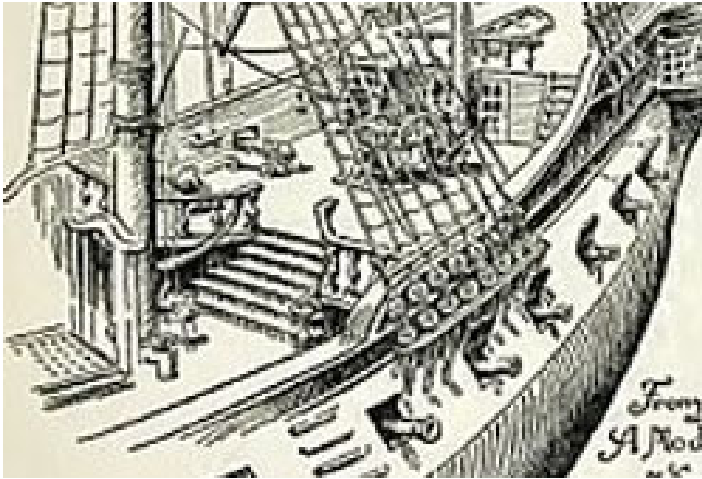
dock

labourer

bleating

tether

quarterdeck



- the part of a ship's upper deck near the stern, traditionally reserved for officers

dock

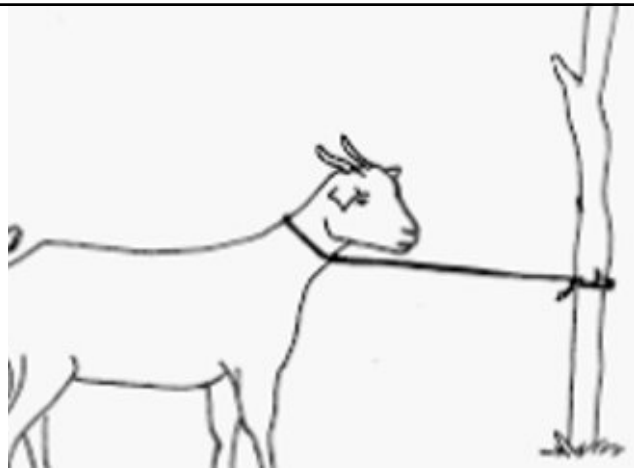


- an enclosed area of water in a port for the loading, unloading, and repair of ships.

labourer



a person doing unskilled manual work for wages.



bleating

The weak, wavering crying of a sheep, goat, or calf.



coil

A length of something wound in a joined sequence of concentric rings.

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.



The First Fleet Voyage

The Fleet

The First Fleet was led by Captain Arthur Phillip. The Fleet had 11 ships. There were two escort ships, six convict transport ships and three store ships. Captain Arthur Phillip was on board HMS Sirius. The 11 ships carried 756 convicts and 550 crew members, marines and their families. The First Fleet left the harbour of Portsmouth in England on 13th May 1787.



Convicts

In the 1770s, steam power was discovered which created many new industries in cities around England. Many people left their homes in the country to find work in the new factories which used steam power to earn more money. Cities soon became overcrowded and dirty. There was an increase in crime and unsafe living. Harsh punishments were given to criminals for their crimes.

In 1787, the British needed a new place to send their prisoners. The First Fleet was the first fleet of ships to transport convicts to the new British colony in Australia. The convicts were taken to Australia to perform hard labour.

The Journey

The First Fleet travelled south from England and stopped at Tenerife in the Canary Islands on 3rd June 1787. When the ships stopped here, they collected lots of fresh water and fresh vegetables. This helped them to stay healthy and to feed them for the next part of their journey. From here they sailed to Rio de Janeiro. The ships were cleaned and old clothes were burned to get rid of lice and fleas. They remained here for about a month before sailing to Table Bay at Cape Town and landing on 13th October 1787.



Arrival to Australia

On the 12th November 1787, the First Fleet set sail for their final destination, Botany Bay. They landed at Botany Bay on 20th January 1788. Captain Arthur Phillip found this area unsuitable for the settlement and he decided to move the entire Fleet north. The First Fleet arrived at Port Jackson, Sydney Cove on the 26th January 1788. The journey took approximately 252 days.

Cultural Differences

When the Europeans landed at Port Jackson, they did not expect to meet anyone else. They were surprised when they saw the Indigenous Australians. They did not understand the way of life of the Indigenous people. Many of the settlers treated the Indigenous People with great disrespect and cruelty.

A short time after arriving, the European settlers had cut down many trees, set up camp to house 1000 people and tied up many animals. They had declared the land as English land and this led them to believe they could take anything they wanted. According to the British Government, the Indigenous People had no rights to this land as it was seen as British land. The Indigenous People would not regain their natural rights for many, many years to come.



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: |

Extension Vocabulary Task

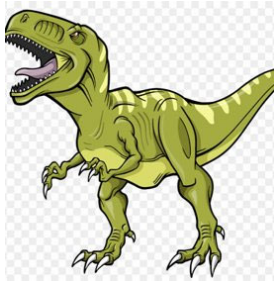
Week 3

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 |
|-------------|---|--|
| quarterdeck |  | The weak, wavering crying of a sheep, goat, or calf. |
| dock |  | An enclosed area of water in a port for the loading, unloading, and repair of ships. |
| labourer |  | A length of something wound in a joined sequence of concentric rings. |
| bleating |  | The part of a ship's upper deck near the stern, traditionally reserved for officers |
| coil |  | A person doing unskilled manual work for wages. |

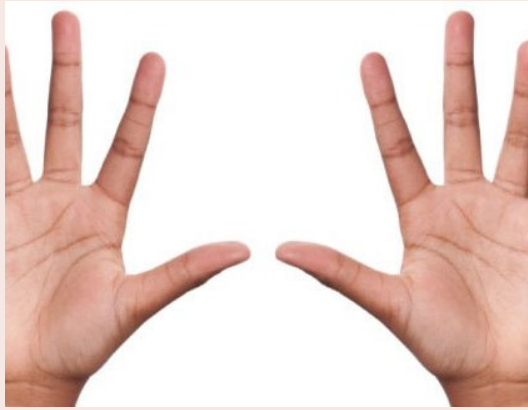
| | | | |
|------------|-----------------|------------|-----------------|
| Definition | Characteristics | Definition | Characteristics |
| | | | |
| | | | |
| Examples | Non-examples | Examples | Non-examples |
| Definition | Characteristics | Definition | Characteristics |
| | | | |
| | | | |
| Examples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

Informative Writing



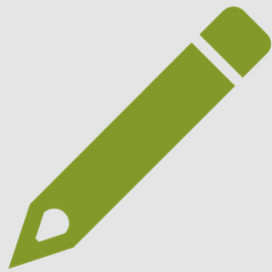
3 Types of Writing

10 Elements of Writing



- Audience - voice
- Text Structure
- Ideas
- Facts
- Vocabulary
- Cohesion
- Paragraphing
- Sentence Structure
- Punctuation
- Spelling

Draw the Block
Planner



We are learning to write a title, a hook and an opening



We can



Write a title



Write a 'hook' to engage the audience



Identify parts of the opening

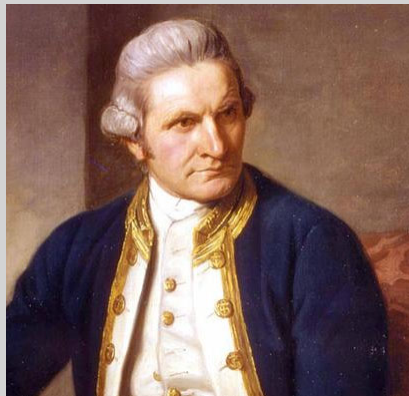


Write the 1st paragraph that 'sets the scene'

Titles

The title of our Historical Recount needs to include:

- The event, or main person involved
- Alliteration



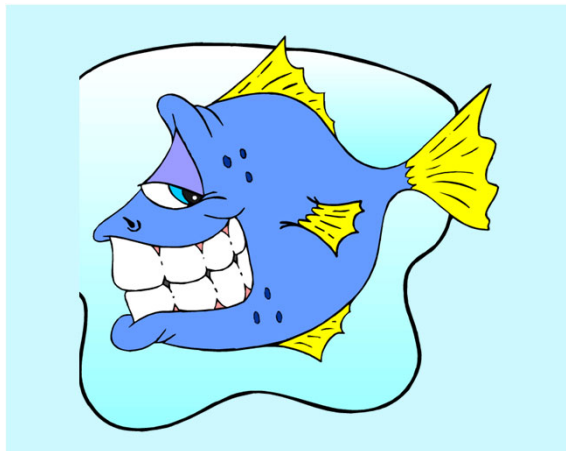


Alliteration is the repetition of a consonant phoneme in a phrase or sentence.

- Courageous Captain Cook
- Captain Cook's Cruise
- Curious Captain Cook
- The First Fleet

Alliteration

Hooking the reader



- Rhetorical Question
- Strong fact
- Speech
- Anecdote

*Wouldn't you have loved to sail
with Captain James Cook?*

Rhetorical question



A strong fact

**In March 1787, in Portsmouth
England, eleven wooden sailing
ships were being prepared for the
long sea journey to Botany Bay.**





Speech

“

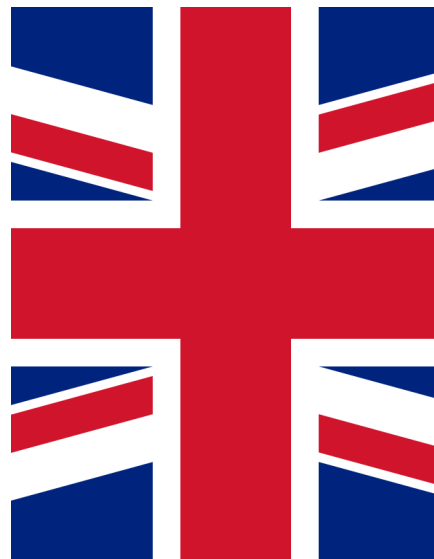
“Your sentence is seven years transportation!” said the guard.

”



Anecdote

My great-great grandfather was only eleven when he was caught pinching Mrs. Hampshire's fine silk scarf from her wash line. Little did he know, that small crime had a massive punishment waiting for him - transportation aboard the First Fleet. Though, it must be better than staying in diseased Britain.



What is the event?
When and where did it happen?



Set the scene and **hook**
your reader.

Set the scene

When we 'set the scene' we are transporting our reader back in time to the event (think time and place). As the writers, we help create a movie in their minds.

You need to tell the reader **who, what, when** and **where**.

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

Examine the Exemplar

Set the Scene

Wouldn't you have loved to sail with Captain James Cook? James Cook was born in England on 27th October 1728. He grew up on a farm with his father. He decided to join the navy and become a sailor at the age of 18 and that's where his successful career began.

Set the Scene

"Your sentence is 7 years transportation!" Imagine at the age of 9 hearing those words all because you stole some measly bread. You would have been forced to leave your home to live on the other side of the world as a convict. But first, you would have to get there aboard the First Fleet. The First Fleet was a long and arduous journey. Would you have survived?

Set the Scene

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.

Learning Intention:

We are learning how to make our letters the same size and evenly space letters and words.

(Date:)

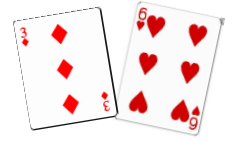
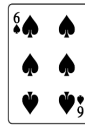
L.I: We are learning how to make our letters the same size and evenly space letters and words.

Indigenous people deeply understood the land that they lived on. Australia was a very harsh environment, yet they managed to survive whilst maintaining well-balanced diets. Indigenous people knew how to track their environment and read the different signs that signalled the season.



Divide by Single-digit Numbers - $\div 6$, 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.

$$\begin{array}{r} 36 \div 6 = \\ \swarrow \quad \searrow \\ 24 + 12 \end{array}$$

$$\begin{array}{r} \frac{1}{6} \text{ of } 36 = \\ \swarrow \quad \searrow \\ 24 + 12 \end{array}$$

Divide the parts.

$$24 \div 6 = 4$$

$$\frac{1}{6} \text{ of } 24 = 4$$

Find a fraction of the parts.

$$12 \div 6 = 2$$

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

Add the quotients.

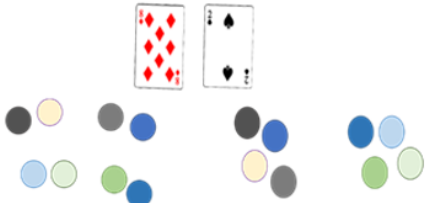
$$4 + 2 = 6$$

$$36 \div 6 = 6$$

$$\frac{1}{6} \text{ of } 36 = 6$$

Below are examples of differentiate levels. Choose your level:-

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

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

$$10 + 5$$

$$4 + 1$$

$$10 \div 2 = 5$$

$$4 \div 2 = 2$$

$$5 + 2 = 7$$

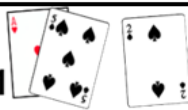
$$\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$$

$$10 + 5$$

$$4 + 1$$

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

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



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

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

$$20 + 17$$

$$15 + 2$$

$$20 \div 5 = 4$$

$$15 \div 5 = 3$$

$$4 + 3 = 7$$

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

$$20 + 17$$

$$15 + 2$$

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

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

$$\frac{1}{5}$$

MD 14 Divide by 9
Related to ninthing

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

$$27 + 44$$

$$36 + 8$$

$$27 \div 9 = 3$$

$$36 \div 9 = 4$$

$$3 + 4 = 7$$

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

$$27 + 44$$

$$36 + 8$$

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

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

MD 15 Divide by 6
Related to sixthing

$$23 \div 6 = 3 \text{ r}5$$

$$12 + 11$$

$$6 + 5$$

$$12 \div 6 = 2$$

$$6 \div 6 = 1$$

$$2 + 1 = 3$$

$$\frac{1}{6} \text{ of } 23 = 3 \text{ r}5$$

$$12 + 11$$

$$6 + 5$$

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

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

Problem solving:-

Problem Solving Multiplication and Division by 6

42 children are divided into 6 teams.
How many in each team?

72 children are divided into 6 teams.
How many in each team?

79 children are divided into 6 teams.
Every child had to be in a team.
How many children in each team?

Problem Solving Multiplication and Division by 6

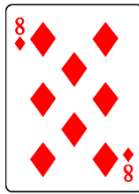
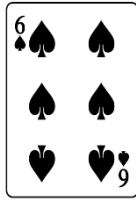
A group of children paid \$6 each to see a show.
Altogether the group paid \$72
How many children were in the group?

A group of children paid \$6 each to see a show.
Altogether the group paid \$108
How many children were in the group?

A group of children paid \$6 each to see a show
and 1 child paid \$5.
Altogether the group paid \$101.
How many children were in the group?

Multiply by Single-digit Numbers – x 6

Select cards to make 2 numbers to multiply.



Partition the number into numbers you know how to multiply.

$$\begin{array}{r} 6 \times 8 = \\ \swarrow \searrow \\ 5 + 3 \end{array}$$

Multiply the parts.

$$6 \times 5 = 30$$

$$6 \times 3 = 18$$

Add the products.

$$30 + 18 = 48$$


Learn the 'table' by remembering how you partitioned the number.

$$6 \times 8 = 48$$


Multiply by Single-digit Numbers-

Below are examples of differentiate levels. Choose your level:-


MD 10 Multiply by 2
Distributive property

$$\begin{array}{l} 2 \times 7 = 14 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 2 \times 5 = 10 \\ 2 \times 2 = 4 \\ 10 + 4 = 14 \end{array}$$


MD 11 Multiply by 4
Distributive property

$$\begin{array}{l} 4 \times 7 = 28 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 4 \times 5 = 20 \\ 4 \times 2 = 8 \\ 20 + 8 = 28 \end{array}$$


MD 12 Multiply by 3
Distributive property

$$\begin{array}{l} 3 \times 7 = 21 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array}$$


MD 13 Multiply by 5
Distributive property

$$\begin{array}{l} 5 \times 7 = 35 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 5 \times 5 = 25 \\ 5 \times 2 = 10 \\ 25 + 10 = 35 \end{array}$$

MD 14 Multiply by 9
Distributive property

$$\begin{array}{l} 9 \times 7 = 63 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 9 \times 5 = 45 \\ 9 \times 2 = 18 \\ 45 + 18 = 63 \end{array}$$

MD 15 Multiply by 6
Distributive property

$$\begin{array}{l} 6 \times 7 = 42 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 6 \times 5 = 30 \\ 6 \times 2 = 12 \\ 30 + 12 = 42 \end{array}$$

Problem solving:-

Problem Solving Multiplication and Division by 6

The teacher made 6 teams of 8 children.
How many children altogether?

The teacher made 6 teams of 11 children.
How many children altogether?

The teacher made 6 teams of 8 children and 1
team of 7 children.
How many children altogether?

Problem Solving Multiplication and Division by 6

The school had 6 classes of 33 children.
How many children altogether?

The school had 6 classes of 28 children.
How many children altogether?

The school had 6 classes of 27 children.
1 child left the school.
How many children altogether?

What is friction?

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

- Do you think the gloves without detergent had more or less friction than the gloves with detergent?



What is force?



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

L.I: What the First Fleet journey was like.



S.C: We will be successful when we:



Explain what life was like on the First Fleet.



Create and design a love token.

The First Fleet

Today, we have ships records, journals, pictures and letters to tell us about who was on the First Fleet and about their journey. Let's start with finding about the convicts.

We know there were around 780 convicts. Rather than trying to find out about everyone, we can use research questions to find parts of the First Fleet story. What do you wonder about the convicts on the First Fleet?

Brainstorm some questions in your book, for example:
Why were they being transported?

What were their crimes?

Would they ever see their families again?

Who was the youngest convict?

Who was the oldest convict?

How many people died on the journey?



Convict Love Tokens

Convict Love Tokens

- ▶ One way we know about the convicts is through the love tokens they left behind.

What are they?

- ▶ They were round metal tokens with engravings on them. They were made by the convicts when they were sentenced and given to friends and loved ones to remember them by.





Create your own convict love token

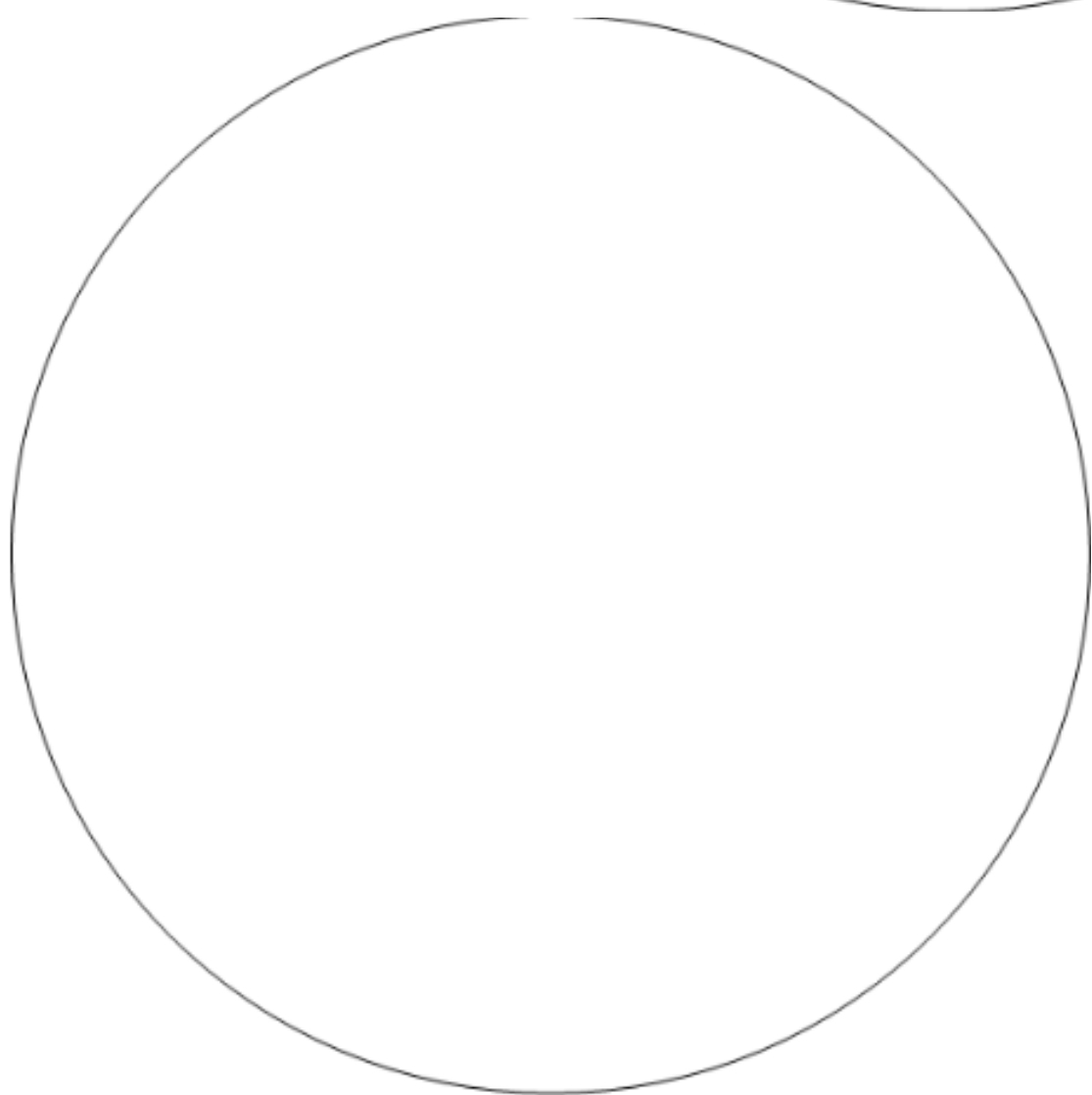
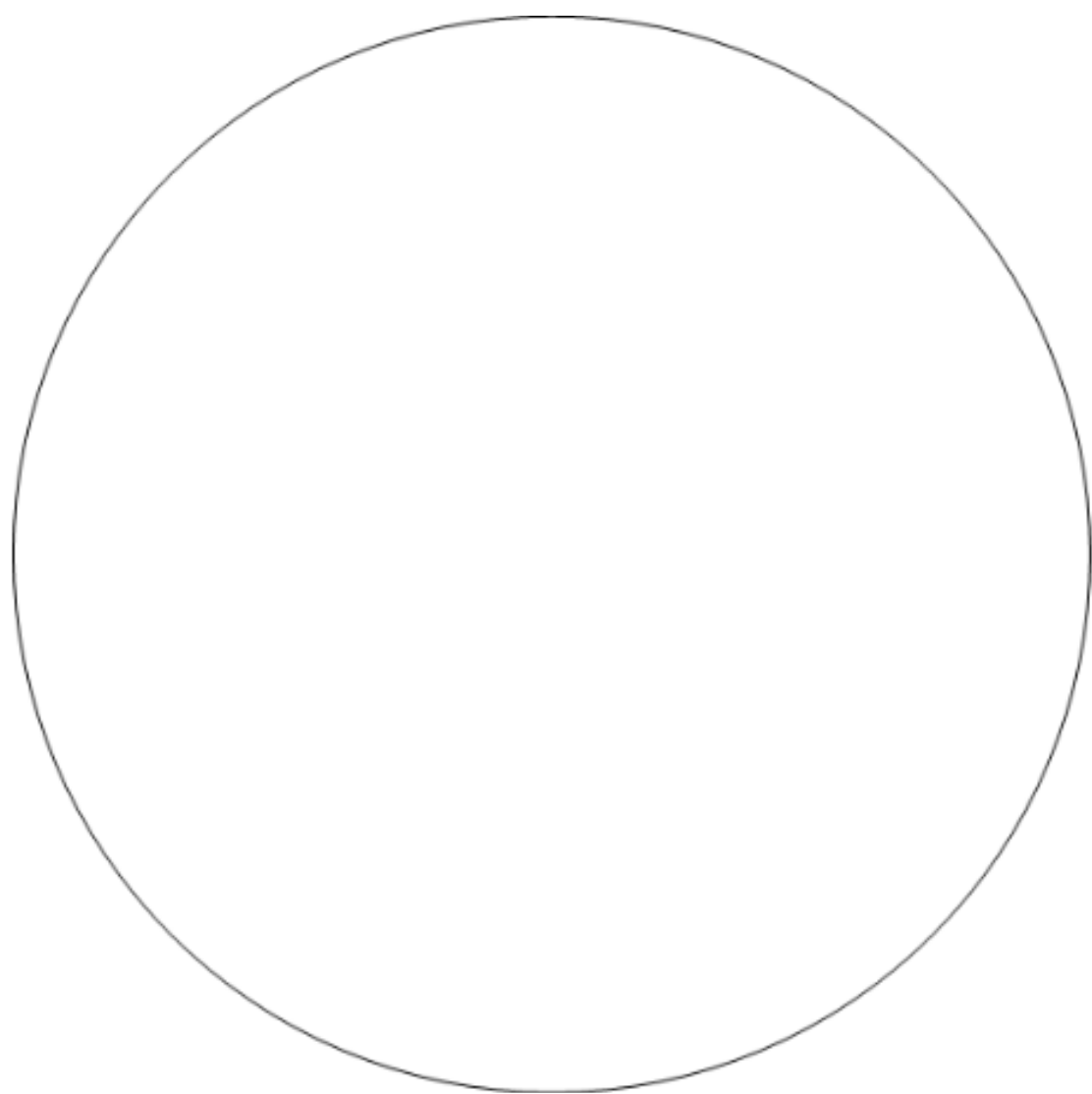
These are examples that other students have completed.

What could be written on them.

What is your crime?

Who are you are you giving the token to?





Emoji Story

Create a story using all of the pieces to the right. Cut each out separately and glue them in place of a word. You must use each emoji once.



Name: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.