


Dear Year 4,

Here's What We Want Our Students to Know When We're Not Together...

We miss you, we miss you, we miss you.

#1 You matter, and we miss you

"That I am thinking of them and missing them daily. The memories of their smiles, stories, and antics bring me joy in rough times. That I will do my best to continue to support them and their families as we wade through uncharted territory. That I love them 

#2 Stay safe

"School is important but so is your health. Take care of yourself and each other (from a safe distance of course). And, no matter what happens this year, be proud of yourself, your resilience, and your ability to adapt to extreme circumstances. I am proud of each and every one of you."

#3 Be kind to your family

"I miss the opportunity to be with you and learn together. While we are apart, learn with your family—learn some family history with a photo album, go on a nature hike and appreciate the world outside together, read with a family member."

#4 Investigate your own interests

"I hope they are still having fun and being silly despite the craziness going on in our outside world. I hope they are learning new things even if it's not me teaching it to them."

#5 Get creative

"Make some art. Any art. Even if it's just a pen and lined paper. Glue/tape recycled things together to make a sculpture. Bake cookies and decorate them. Build a snow sculpture. Work through the stress by creating."

#6 Go outside everyday

"I want every one of my kids to get outside and look at how beautiful our world is. Walk slowly through your neighbourhood or in your backyard and discover what Winter looks like."

#7 Find ways to make a difference

"I hope you lift people up. Please call or text someone (a friend, your grandparent, or a cousin) to say hi. Knowing people are out there thinking of them can make all the difference in the world."

#8 We'll be here when you get back

"I'm here for them. This too shall pass. And we will pick up right where we left off!!!

Year 4 Learning from Home Schedule Term 3, Week 1

Tuesday	Wednesday	Thursday	Friday
<p><u>Morning Routine</u></p> <p>Focus: The First Fleet Read the printed slides located in the learning from home pack.</p> <p>Complete Tuesday's Morning Routine Slip.</p> <p align="center">Handwriting</p> <p>Complete the Week 1 handwriting activity.</p>	<p><u>Morning Routine</u></p> <p>Focus: The First Fleet Read the printed slides located in the learning from home pack.</p> <p>Complete Wednesday's Morning Routine Slip.</p>	<p><u>Morning Routine</u></p> <p>Focus: The First Fleet Read the printed slides located in the learning from home pack.</p> <p>Complete Thursday's Morning Routine Slip.</p>	<p><u>Morning Routine</u></p> <p>Focus: The First Fleet Read the printed slides located in the learning from home pack.</p> <p>Complete Friday's Morning Routine Slip.</p> <p>Extension: Write all the things you have learned this week about The First Fleet.</p>
<p><u>Sentence of the Day</u></p> <p>Complex Sentence</p> <p>Adverbial Phrase of Time</p> <p>Concrete Nouns</p> <p>Read the printed slides located in the learning from home pack.</p> <p>This is a modelled example: <i>The First Fleet crossed the equator in the evening.</i></p> <p>Extension: Create one sentence using the expanded noun group sheet.</p>	<p><u>Sentence of the Day</u></p> <p>Complex Sentence</p> <p>Adverbial Phrase of Time</p> <p>Concrete Nouns</p> <p>This is a modelled example: <i>Convicts were forced to leave England therefore they came to Australia.</i></p> <p>Guided - Finish the sentence below: <i>In the early days...</i></p> <p>Extension: Create one sentence using the expanded noun group sheet.</p>	<p><u>Sentence of the Day</u></p> <p>Complex Sentence</p> <p>Adverbial Phrase of Time</p> <p>Concrete Nouns</p> <p>Have a go at independently writing your sentence using an adverbial phrase of time.</p> <p>Extension: Create one sentence using the expanded noun group sheet.</p>	<p><u>Sentence of the Day</u></p> <p>Complex Sentence</p> <p>Adverbial Phrase of Time</p> <p>Concrete Nouns</p> <p>Assessment: Independently write your own sentence using an adverbial phrase of time.</p> <p>Extension: Create one sentence using the expanded noun group sheet.</p>
Writing	Writing	Writing	Writing

<u>Cause and Effect</u>	<u>Ships of The First Fleet</u>	<u>Life as a Convict- Journal Writing Task</u>	<u>First Fleet Inquiry Task</u>
<p>Task: Complete the 'Why were convicts sent to Australia?' cause and effect sheet. Complete the 'First Fleet: Life in England' sheet by drawing a picture representing each event.</p>	<p>Task: Research one of the eleven ships from the First Fleet. Present your information on the ship template.</p>	<p>Task: Imagine you are poor person living in England during the late 1700s. You have been sentenced seven years transportation for committing one of the following crimes:</p> <ul style="list-style-type: none"> • stealing a loaf of bread • stealing someone's clothes off the line • stealing someone's horse • sneaking on-board a ship in hope of a better life in another country. <p>Write a journal entry as a newly convicted convict explaining your reasons for your crime.</p>	<p>Task: Research:</p> <ul style="list-style-type: none"> • a convict or a British officer who arrived in Australia on the First Fleet, or • an Aboriginal person directly impacted by the arrival of the First Fleet. <p>2. Include:</p> <ul style="list-style-type: none"> • Date and place of birth and death • Family information • Lifetime struggles and/or accomplishments • Major events in life • Effects/impact on society, historical significance. <p>3. Use the information from your research to write a biography of your chosen person.</p> <p>Complete the First Fleet Word Search.</p>

<p><u>Guided Reading</u></p> <p>Read the 'First Fleet Voyage' fact sheet and complete the comprehension questions.</p> <p>Choose two vocabulary words from the glossary and create two sentences using the words.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>	<p><u>Guided Reading</u></p> <p>Complete the cloze passage on 'First Fleet.'</p> <p>Choose two vocabulary words from the glossary and create two sentences using the words.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>	<p><u>Guided Reading</u></p> <p>Complete the cloze passage on 'Life in England.'</p> <p>Choose two vocabulary words from the glossary and create two sentences using the words.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>	<p><u>Guided Reading</u></p> <p>Complete the cloze passage on 'First Fleet Journey'.</p> <p>Choose two vocabulary words from the glossary and create two sentences using the words.</p> <p>Read an e-book on 'LiteracyPro' and complete a quiz.</p>
<p><u>Maths</u></p> <p>Multiplying and dividing by 6 and 9.</p> <p>Complete one of the maths worksheets located in the learning from home pack.</p>	<p><u>Maths</u></p> <p>Multiplying and dividing by 6 and 9.</p> <p>Complete one of the maths worksheets located in the learning from home pack.</p>	<p><u>Maths</u></p> <p>Multiplying and dividing by 6 and 9.</p> <p>Complete one of the maths worksheets located in the learning from home pack.</p>	<p><u>Maths</u></p> <p>Multiplying and dividing by 6 and 9.</p> <p>Complete one of the maths worksheets located in the learning from home pack.</p>
<p><u>PDHPE</u></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><u>PDHPE</u></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><u>PDHPE</u></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><u>PDHPE</u></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			
<u>HSIE</u>	<u>Science</u>	<u>CAPA- Social, emotional and family activities</u>	
Complete the activities for Week 1.	Look at the example slides and the activities for Week 1.	<div><div>✓</div>Draw a picture of you doing something kind.</div> <div><div>✓</div>Cook a yummy treat with an older family member.</div> <div><div>✓</div>List down the things that you are grateful for today.</div> <div><div>✓</div>Write a letter to your teacher. Share with them how learning from home is going and what you have been doing</div> <div><div>✓</div>Surprise your Mum or Dad and do a job or a chore for them that they normally would do. Do this without them knowing</div>	
Complete Captain's Log Art activities			

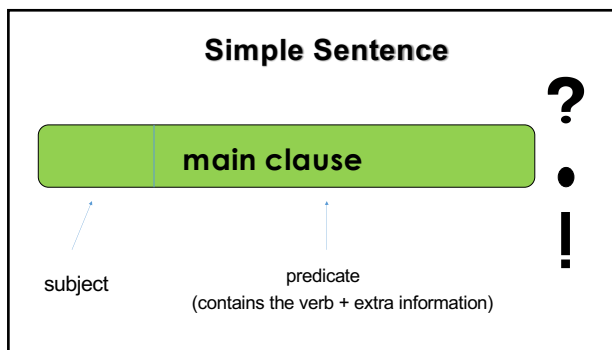


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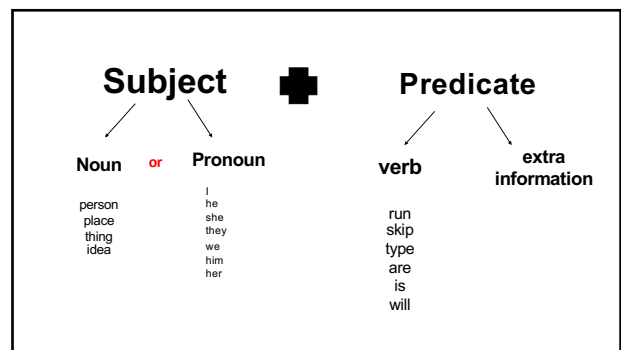
We are learning to write a range of sentences with an adverbial phrase of time.

- I have
- at least one main clause
- a conjunction (coordinating or subordinate)
- a subordinate clause (complex sentences)
- a comma (if needed)
- correct beginning and end punctuation
- an adverbial phrase of time

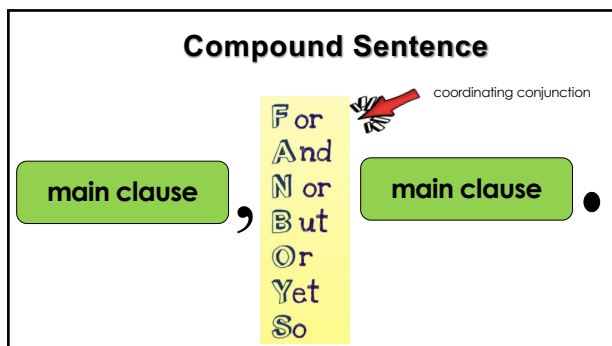
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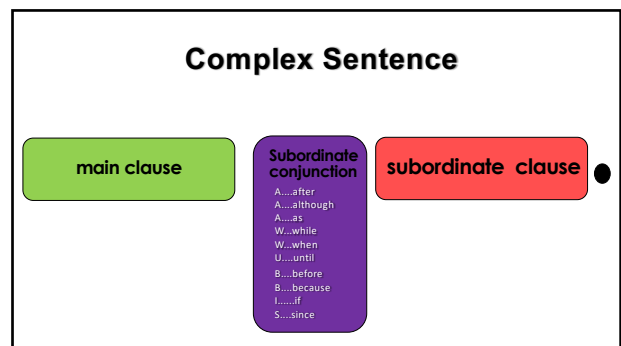
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4



5



6

Complex Sentence

subordinate clause

Subordinate
conjunction

A...after
A...although
A...as
W...while
W...when
U...until
B...before
B...because
I...if
S...since

main clause

7



Adverbial Phrase of Time

An adverbial phrase of time gives us information about the verb such as when, how long, and how often something occurs.

An adverbial phrase of time is one or more words that modify the verb in a sentence.

today	the day before yesterday
tomorrow	the day after tomorrow
the other day	during the winter
this week / this month / this year	over the summer
next week / next month / next year	in the springtime
last week / last month / last year	very late

8



WHEN

HOW
LONG

HOW
OFTEN

9

Examples of when:



WHEN

On 14th of July 1787, the First Fleet crossed the equator in the evening.

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

In the early days discipline was brutal, with regular use of the lash.

10

Examples of how long:



HOW
LONG

After months of preparation, the First Fleet finally left England.

They then travelled for eight weeks, and dropped their anchor at Rio de Janeiro on the South American Coast.

11

Examples of how often:



HOW
OFTEN

Convicts usually behaved well in fear of being flogged.

The Superintendents kept a journal of their voyage on a daily basis.

12



Adverbial Phrase of Time

An adverbial phrase of time gives us information about the verb.

It describes **WHEN** something happened.

It can be placed both at the beginning and at the end of a sentence.

Some examples include:

later today eventually
 tonight soon next week
 this year last month at the moment

13

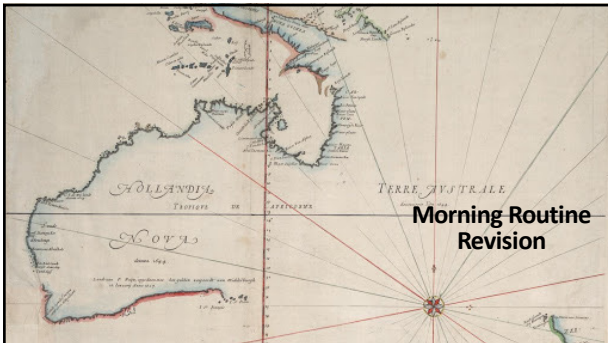


Fill in the sentence using the correct adverb of time.

- 1) I will see you _____ at noon to discuss your assignment.
- 2) I was late _____ for my meeting at work. I was caught in traffic.
- 3) Today, Abdul is going to ask his brother if he wants to go to the cinemas _____.
- 4) Reema made an appointment to see the doctor _____.

tomorrow tonight yesterday
 today

14



1



2

Life in Britain During the 1700s

In the 1700s, Britain was the wealthiest country in the world. Rich people could provide their children with food, nice clothes, a warm house and an education.

While some people were rich, others were poor. Poor people had no money and no food. They had to work as servants for the rich. Poor children did not attend school. When machines were invented, many people lost their jobs because workers were no longer needed.

Health conditions during the 1700s were very poor. There was no clean water due to the pollution from factories. Manure from horses attracted flies, which spread diseases. A lack of medical care meant many people died from these diseases.

3


Life in Britain During the 1700s

- The overcrowded city streets were not a nice place to be during the 1700s. High levels of poverty resulted in a lot of crime.
- Harsh punishments were put in place to try to stop the crime. People were convicted for crimes as small as stealing bread. Soon, the prisons became overcrowded with convicts.
- One of the most common punishments was transportation to another country. Until 1782, Britain sent their convicts to America. After the War of Independence in 1783, America refused to take Britain's convicts. Britain began using old rotting ships, called hulks, to house their prisoners.

4

Life in Britain During the 1700s

- Conditions on the hulks were terrible. Each hulk was cramped and overcrowded, with more than 300 convicts on board.
- Convicts on the hulks were treated poorly and fed only a small amount of food. Each day, they were sent off to work for more than ten hours at a time.
- The hulks also carried diseases. Many convicts died from typhoid and cholera while they were on board.




5

Life as a British Convict

As a class, discuss what life must have been like for a convict living on a hulk.

Use the five senses to brainstorm.

- What would you smell?
- What would you hear?
- What would you taste?
- What would you see?
- How would you feel?



6

Life as a Convict – Independent Activity

Many British people were given harsh punishments for petty crimes. Imagine you are a convict. You have been sentenced to seven years transportation for committing one of the following crimes:

- stealing a loaf of bread
- stealing someone's clothes off the line
- stealing someone's horse
- sneaking on board a ship to another country.



Use the [Life as a Convict – Journal Writing Task](#) to write a journal entry that explains your reasons for committing the crime.



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7

Why Were Convicts Transported to Australia?

- Gaols and hulks in Britain were becoming overcrowded with convicts. America was no longer an option for transportation.
- On James Cook's return from Australia in 1771, Lord Sydney agreed that it would be a suitable place to create a penal colony. It was isolated from the rest of the world, and Cook incorrectly labelled it as 'terra nullius' (nobody's land).
- On 13 May 1787, eleven convict ships journeyed from Portsmouth, England, to Australia. This fleet of convict ships became known as the First Fleet and arrived at Botany Bay from 18 January 1788.



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8

The Ships of The First Fleet

Two Royal Navy vessels

- HMS Sirius and HMS Supply

Three store ships

- Golden Grove, Fishburn and Borrowdale

Six convict transport vessels

- Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales and Scarborough



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9

People and Equipment – The First Fleet

1500 people

Convicts, marines, sailors, civil officers and free people

Animals

7 horses, 29 sheep, 74 swine, 6 rabbits and 7 cattle

Food and supplies

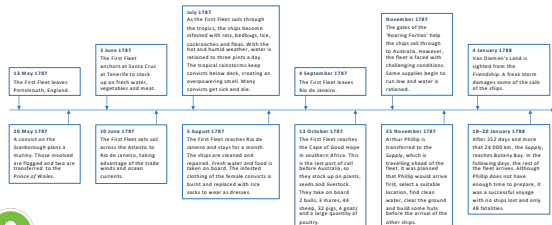
Ropes, crockery, agricultural equipment, tools, seeds, spirits, medical supplies, surgical instruments, handcuffs, leg irons and other miscellaneous items



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10

The First Fleet Timeline

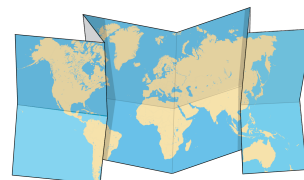


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11

Plotting the Route of the First Fleet

Use a world map and a timeline to plot the route of the First Fleet.






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12

Ships of the First Fleet – Independent Activity

In small groups, research one of the eleven ships from the First Fleet.
Present your information on one of the [Ships of the First Fleet – Writing Templates](#).
Use the ships to create an informative class display of the First Fleet.



Date: _____ _____. _____. _____	Week 1 - Tuesday	
Facts about Life in Britain in the early 1770)	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
Sentence Of the Day – Simple, compound and complex -Focus (Adverbial Phrase of Time)	SUCCESS CRITERIA Simple, compound and complex -Focus (Adverbial Phrase of Time) <ul style="list-style-type: none"> - at least one main clause - a conjunction (coordinating or subordinate) - a subordinate clause (complex sentences) - a comma (if needed) - correct beginning and end punctuation - an adverbial phrase of time 	
Date: _____ _____. _____. _____	Week 1 - Wednesday	
Facts about Life in Britain in the early 1770)	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
Sentence Of the Day – Simple, compound and complex -Focus (Adverbial Phrase of Time)	SUCCESS CRITERIA Simple, compound and complex -Focus (Adverbial Phrase of Time) <ul style="list-style-type: none"> - at least one main clause - a conjunction (coordinating or subordinate) - a subordinate clause (complex sentences) - a comma (if needed) - correct beginning and end punctuation - an adverbial phrase of time 	

Date: _____ _____. _____. _____	Week 1 - Thursday	
<i>Facts about Life in Britain in the early 1770)</i>	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
<i>Sentence Of the Day – Simple, compound and complex -Focus (Adverbial Phrase of Time)</i>	SUCCESS CRITERIA Simple, compound and complex -Focus (Adverbial Phrase of Time) <ul style="list-style-type: none"> - at least one main clause - a conjunction (coordinating or subordinate) - a subordinate clause (complex sentences) - a comma (if needed) - correct beginning and end punctuation - an adverbial phrase of time 	

Date: _____ _____. _____. _____	Week 1 - Friday	
<i>Facts about Life in Britain in the early 1770)</i>	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
<i>Sentence Of the Day – Simple, compound and complex -Focus (Adverbial Phrase of Time)</i>	SUCCESS CRITERIA Simple, compound and complex -Focus (Adverbial Phrase of Time) <ul style="list-style-type: none"> - at least one main clause - a conjunction (coordinating or subordinate) - a subordinate clause (complex sentences) - a comma (if needed) - correct beginning and end punctuation - an adverbial phrase of time 	

Expanded Noun Groups

Pointer (which?) eg: the, a, this, these, your, his, its, some, those, my that, her	Counter (how many?) eg: one, a couple, a few, some, many, six, lots of, all, both	Intensifier (to what degree?) How? eg: very, incredibly, quite, sort of, least, most	Descriptor (what like?) eg: beautiful, yellow, shy, soft, tiny, dangerous, huge	Classifier (what type?) eg: nocturnal, dalmatian, gold, Year 4, Italian, Greek, Vietnamese, plastic	Thing (who or what?) <u>NOUN</u> eg: boy, baby, dog, kitten, moon, apple, sky, girl, alien, fight	Qualifier (more information about the 'thing') eg: who, with hazel eyes, that lives near the sea, which I love, whom I met last week, by, near, while
<i>The</i>	<i>11,</i>	<i>quite</i>	<i>majestic,</i>	<i>First Fleet</i>	<i>ships</i>	<i>entered the harbour in Port Jackson on the 26th January 1788, while a mob of peaceful, confused, Aboriginal people looked on in fear.</i>

Imagine you are poor person living in England during the late 1700s. You have been sentenced seven years transportation for committing one of the following crimes:

-

Write a journal entry as a newly convicted convict explaining your reasons for your crime.

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

Name _____

Date _____

First Fleet - Inquiry Task

A large number of convicts and British officers travelled to Australia on the First Fleet with untold stories and experiences. When the First Fleet arrived in Australia, contact was made with the Aboriginal people. During the establishment of the new colony, some of these convicts, officers and Aboriginal people made a significant impact.

Task

1. Research:

- a convict or a British officer who arrived in Australia on the First Fleet, or
- an Aboriginal person directly impacted by the arrival of the First Fleet.

2. Include:

- Date and place of birth and death
- Family information
- Lifetime struggles and/or accomplishments
- Major events in life
- Effects/impact on society, historical significance.

3. Use the information from your research to write a biography on your chosen person.

Researching and Presenting

1. To complete the first part of the task (researching), you will need to apply an inquiry approach of gathering information. This involves:

- developing questions to research about the convict, officer or Aboriginal person
- collecting information from a range of primary and secondary sources
- recording the information in dot-point form, using the graphic organiser provided
- evaluating the usefulness of the information you have collected, and selecting which information will be included in your presentation
- communicating your findings.

2. To complete the second part of the task (writing a biography), you will need to have an understanding of how a biography is structured. This includes:

- **Orientation** - who, what, where, when and background information
- **Record of events** - in chronological order, use of evaluative remarks
- **Re-orientation** - summary of information.

A planning sheet has been provided to help you draft your biography.



Name _____

Date _____

Research Graphic Organiser

1. Date and place of birth and death:

2. Family Information:

3. Lifetime struggles and/or accomplishments:

4. Major events in life:

5. Effects/impact on society, historical significance:



Name _____

Date _____

Biography Planning Sheet

1. Orientation:

(Who, what, where, when and background information.)

2. Record of Events:

(Chronological order of life events using evaluative remarks.)

3. Re-orientation:

(Summary of information.)

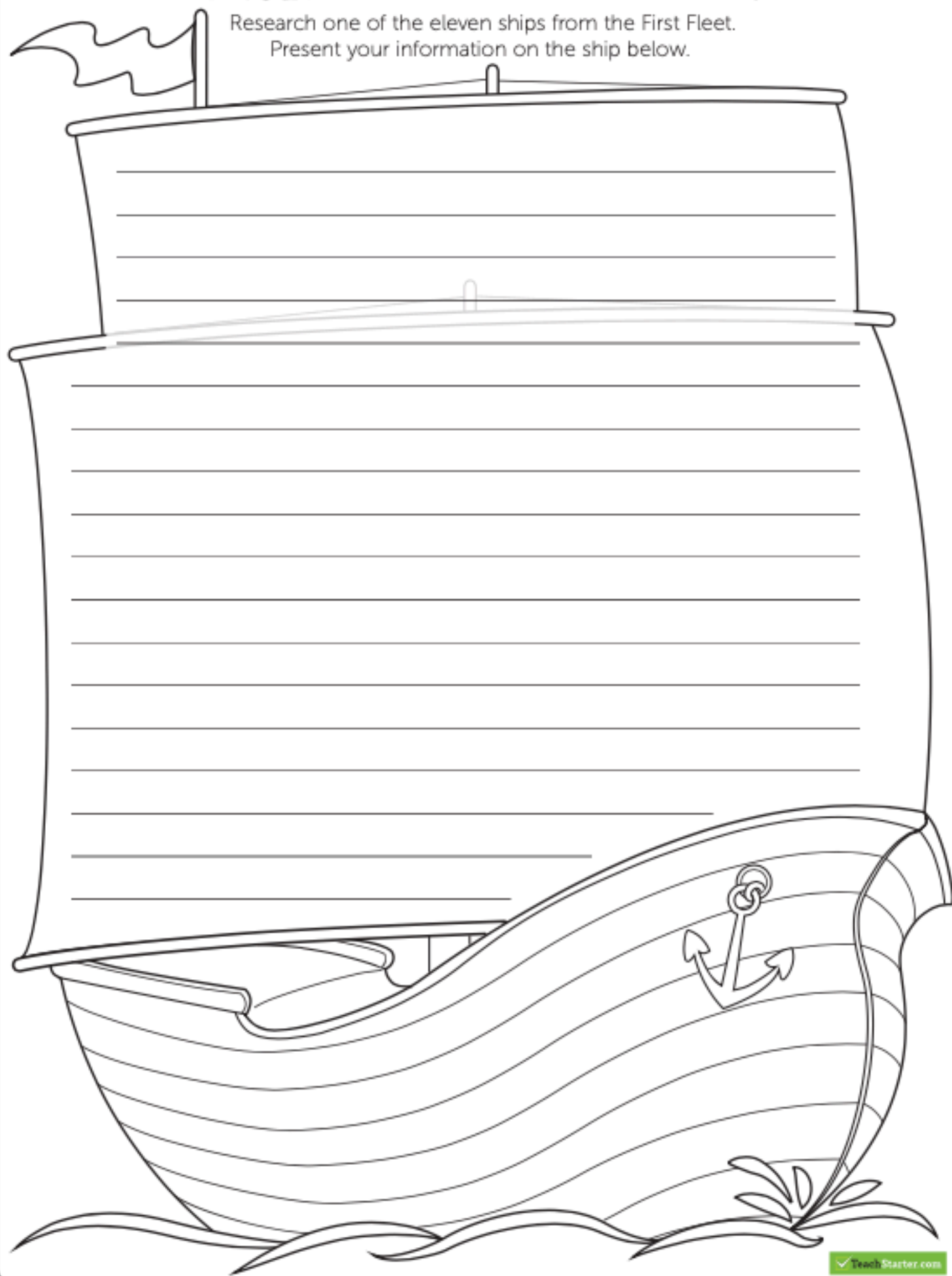


Name: _____

Date: _____

SHIPS OF THE FIRST FLEET

Research one of the eleven ships from the First Fleet.
Present your information on the ship below.



Why Were Convicts Sent to Australia?

Cause & Effect

Life in England during the Industrial Revolution was very hard. Newly invented machines had taken farming jobs away from workers. As a result, people had moved to cities to look for work. The cities soon became overcrowded and there were not enough jobs for all the new arrivals. This meant that many people were very poor. People stole food and other items simply to survive. In order to reduce crime, the government introduced harsh penalties. Consequently, it wasn't long before prisons were full.

To help ease prison overcrowding, the government used old ships that were no longer able to sail. These floating gaols were called hulks. Hulks were miserable places to be locked up. They were dirty and cramped which meant that diseases spread quickly. These ships were moored in rivers and harbours.

Britain had been sending many convicts to the United States, but due to America's fight for independence, Britain was forced to look for a new place to send their convicts. Britain chose the land we now know as Australia as the site of its new penal colony. In 1787, the First Fleet, consisting of eleven ships, set sail for the new land.

Find five cause and effect relationships from the text and show them below.

cause (why?)	→	effect (what happened?)
cause	→	effect
cause	→	effect
cause	→	effect
cause	→	effect
cause	→	effect

First Fleet Word Search

I O N F O F F I C E R S A S
S E T T L E M E N T E R O A
T R A N S P O R T A T I O N
N E E P E N A L C O L O N Y
E E R R L C O N V I C T S A
J A B O R I G I N A L A A I
A R T H U R P H I L L I P A
N L T E E I E L S E R A A A
U L L R S C A E P E E O R A
A E F P R R N L A N D E D A
R E I E T I E B R I T I S H
Y H W S R I H E S E E A A R
S B U A S E T T L E R S N R
N A M E B O T A N Y B A Y R

CREW
BRITISH
EORA
SETTLEMENT
ABORIGINAL
ARTHUR PHILLIP

SETTLERS
AUSTRALIA
OFFICERS
LANDED
MARINES
JANUARY

CONVICTS
PENAL COLONY
TRANSPORTATION
BOTANY BAY
SHIPS

The First Fleet

Use the words below to complete the passage about the First Fleet.

1788	fleas	England	penal	soil	overcrowded
ships	convicts	rationed	supplies	farming	Eora

The Industrial Revolution brought about many changes in _____ in the late 1700s. The population of cities and towns increased quickly as people moved from farmlands to find work. A shortage of jobs meant that many people were poor and had to steal to survive. Prisons soon became _____. So crowded in fact, that older ships were moored along the river and used as prisons. These were called 'hulks'. As a solution to this overcrowding of the prisons, the British government decided to create a _____ colony in Australia.

The First Fleet departed Portsmouth, England, on 13 May 1787 with more than 1000 _____ on board. The Fleet sailed southwest and reached Rio de Janeiro on 5 August where they stayed for a month. They then sailed east and arrived in Cape Town on 13 October. During these stops they made repairs to the _____ and stocked up on _____. The journey was long and dangerous, with many convicts dying before reaching the new colony. Rats, lice and _____ tormented those on board. In January _____, the First Fleet arrived in Botany Bay.

The new arrivals made contact with the local Indigenous people, the _____. It was decided that Botany Bay was not a suitable place for the settlement due to the poor _____ for crop growing, lack of fresh water and the limited protection the bay would provide.

The Fleet travelled north to Port Jackson and arrived on 26 January. Life in the new colony was tough. Convicts lacked _____ skills and the poor soil made growing crops difficult. Consequently, food was _____. Building materials were limited and were of poor quality. This meant that shelter was a problem for those in the new colony. There was also a shortage of clothing.

Over the course of the following years, more convicts, settlers and supplies were sent from Britain and the new colony grew.

U	S	E	I	L	P	P	U	S	E	T	L	C
S	U	O	N	E	G	I	D	N	I	Z	Y	R
A	T	E	E	L	F	T	Q	S	E	Q	E	K
L	N	R	R	Y	L	S	Q	E	J	Z	N	G
T	C	L	K	T	N	G	C	A	I	C	R	N
E	C	O	N	V	I	C	T	S	D	L	U	I
G	N	I	D	W	O	R	C	R	E	V	O	N
P	G	A	H	U	L	K	S	L	G	V	J	O
M	G	U	O	K	T	C	S	S	O	W	P	I
A	S	E	T	T	L	E	M	E	N	T	T	T
X	S	B	R	I	T	I	S	H	H	U	H	A
N	X	U	X	N	B	M	Z	R	S	C	Q	R
D	Q	J	A	C	K	K	Q	M	R	R	M	L

settlement	fleet	convicts
rationing	Indigenous	British
supplies	hulks	journey
	overcrowding	

The Journey of the First Fleet

Use the words below to complete the passage about the journey of the First Fleet.

June	Botany Bay	east	May
1788	north	Cape Town	southwest

The First Fleet departed Portsmouth, England, on 13 _____ 1787 with more than one thousand convicts on board. The first stop was at Santa Cruz, Tenerife on 3 _____. Fresh food and water were brought aboard. They set sail a week later.

The Fleet sailed _____ and reached Rio de Janeiro on 5 August where they stayed for a month. They then sailed _____ and arrived in _____ on 13 October. During these stops they made repairs to the ships and stocked up on supplies. Plants, seeds and livestock were also taken aboard in Cape Town. The Fleet left Cape Town on the 12 November.

The journey was long and dangerous, with many convicts dying before reaching the new colony. Rats, lice and fleas tormented those on board.

On 18 January _____, the First Fleet arrived in _____. It was soon decided that Botany Bay was not a suitable place for the settlement due to the poor soil for crop growing, lack of fresh water and the limited protection the bay would provide. The Fleet travelled _____ to _____ and arrived on 26 January.



The First Fleet

Use the words below to complete the passage about why convicts were sent to Australia.

diseases	colony	revolution	hulks	overcrowded
machines	eleven	harsh	gaols	independence

Life in England during the Industrial _____ was very hard. Newly invented _____ had taken farming jobs away from workers. As a result, people had moved to cities to look for work. The cities soon became _____ and there were not enough jobs for all the new arrivals. This meant that many people were very poor. People stole food and other items simply to survive. In order to reduce crime, the government introduced _____ penalties. Consequently, it wasn't long before prisons were full.

To help ease prison overcrowding, the government used old ships that were no longer able to sail. These floating _____ were called hulks. _____ were miserable places to be locked up. They were dirty and cramped which meant that _____ spread quickly. These ships were moored in rivers and harbours.

Britain had been sending many convicts to the United States, but due to America's fight for _____, Britain was forced to look for a new place to send their convicts. Britain chose the land we now know as Australia as the site of its new penal _____.

In 1787, the First Fleet, consisting of _____ ships, set sail for the new land.



G	V	X	T	N	E	M	N	R	E	V	O	G
A	U	L	B	M	P	Y	S	G	M	W	F	N
O	R	H	W	N	N	E	U	Y	J	T	R	I
L	E	D	I	O	S	N	D	E	K	C	Z	D
S	B	N	L	A	I	U	M	N	F	O	U	W
L	R	O	E	A	C	O	W	R	H	Z	P	O
T	C	S	T	Y	O	R	C	U	O	J	E	R
F	I	I	J	H	N	E	S	O	O	I	N	C
D	R	I	N	M	V	D	X	J	Q	Y	A	R
B	M	M	U	Y	I	X	U	X	R	C	L	E
M	X	C	U	I	C	U	I	M	O	J	E	V
N	T	D	S	X	T	U	C	E	I	H	A	O
V	H	U	L	K	S	D	B	H	C	F	W	K

convicts	government	hulks
diseases	journey	Britain
penal	colony	gaols
	overcrowding	

The First Fleet Voyage

The Fleet

The First Fleet was led by Captain Arthur Phillip. The Fleet consisted of 11 ships. There were two escort ships (HMS Sirius and HMS Supply), six convict transport ships (Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales and Scarborough) and three store ships (Borrowdale, Fishburn and Golden Grove). 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. Because of this, cities became overcrowded and dirty. More people meant an increase in crime and unsafe living. Harsh punishments were given to criminals for their crimes. One of these was being sent to one of England's colonies to work for the rest of their lives.

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 such as digging the land and constructing buildings.

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. The weather was hot and humid as the fleet sailed through the tropics. Below the decks, pests, such as rats, parasites, bedbugs, lice, cockroaches and fleas, made life very uncomfortable.



The First Fleet Voyage

After eight weeks, the First Fleet landed at Rio de Janeiro on the South American coast on 7th August 1787. The ships were cleaned and old clothes were burned to get rid of lice and fleas. They remained here for about a month before departing for Table Bay at Cape Town and landing on 13th October 1787. It took them about five weeks at sea to reach this destination. While they were here, they took on supplies of cattle and fresh vegetables.

Arrival to Australia

On the 12th November 1787, the First Fleet set sail for their final destination, Botany Bay. They arrived at Botany Bay on 20th January 1788. However, Captain Arthur Phillip found this area unsuitable for the settlement 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 and sailed for 24,000 kilometres.

Cultural Differences

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

The settlers did not understand many aspects of the Indigenous culture, such as the cultural laws, many different languages and systems of lore. An example of Indigenous law is to seek permission from the owners before entering their land, which the Europeans obviously did not do. When the Indigenous people saw the First Fleet arrive, they ran to the shore and shook their spears at them. They were outnumbered by the settlers and overpowered with their sophisticated weapons.

Within a short time of 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 royal crown land and this led them to believe they could take anything they wanted from the land. 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.



Questions

1. Who led the First Fleet?

2. How many ships were in the First Fleet?

3. On which date did the First Fleet depart England?

4. What significant event happened in the 1770s?

5. What was one of the harsh punishments given to criminals?

6. Why did they decided to set up a colony in Australia?

7. Describe the weather and living conditions as the First Fleet sailed through the tropics.

8. Why did the First Fleet not settle at Botany Bay?

9. What aspects of the Aboriginal People did the settlers not understand?

10. How do you think the Settlers felt when they arrived in Australia?

Colonisation

To claim a land and settle on it. To create a life there. Australian was colonised as a penal colony.

Penal Colony

A penal colony was a settlement where prisoners were exiled to (banished to). Quite often penal colonies were on islands so escape would be difficult.

Port Jackson

Now known as Sydney Harbour, Port Jackson was first discovered by Captain Cook in 1770. In 1788, settlement of a penal colony was commenced.

Explorers

An explorer is a person that travels to unknown regions with the purpose of discovering them and mapping them. Captain Cook was an explorer who discovered Australia.

Glossary

The First Fleet

A group of 11 ships who first came to Australia to make a penal colony in 1787. There were 2 military ships, 6 convict ships and 3 supply ships.

Captain Arthur Phillip

Captain Arthur Phillip was the first governor of the penal colony in New South Wales, Sydney Cove.

Captain Cook

Captain Cook was an English explorer who sailed much of the world in search of new lands for England and to map the world. He discovered the east coast of Australia. Many places in our world have been named by him.

Botany Bay

Botany Bay is in Australia. The First Fleet landed there on 20th Jan 1788. Botany Bay became synonymous with Australia as a convict colony.

New South Wales

When Australia was first colonised, the eastern side of the country was known as New South Wales. It was later divided into states.

Van Dieman's Land

The penal colony of Tasmania. This colony was reserved for the worst criminals and life there was extremely hard.

Voyage

The trip spent on a boat as it crosses the oceans. The First Fleet's voyage took many months.

Transportation

Transportation was the term used when a prisoner was sentenced to be sent to the penal colony in Australia as a punishment for their crime.

Fetters

The iron chains placed around the convict's ankles and tethered to the walls. Convicts had to sleep chained to the fetters.

Gallows/Gibbets

The gallows and gibbets were places where people were sentenced to death by hanging as punishment for their crimes. This often occurred in public places to prevent more crimes.

Rations

Food was given to the convicts in rations. Each person was allocated a small portion of food and drinkable water to last them a few days, or the week. Officers were given more food and water rations than the convicts. Convicts would fight over rations.

Glossary

Cholera

An infection of the intestines caused by drinking water or eating food contaminated by a particular bacteria. Symptoms include diarrhoea, vomiting and dehydration.

Scurvy

A disease caused when you don't have enough Vitamin C. Symptoms of Scurvy may be exhaustion, bleeding, swelling and pain in the legs or arms. People on the First Fleet suffered from Scurvy.

Typhoid Disease

An illness caused by food or water coming into contact with faecal matter. Symptoms include high fevers, weakness, stomach pains, headaches and constipation.

Illiterate

A person who cannot read or write. In times of poverty and hardship, education was not an option for children and many people were illiterate.

Counterfeit

A fake item which is made to look like the real thing. Money, coins, jewels, paintings and passports are all valuable things that people copy (make fake versions) so they can make more money without working for it.

Dysentery

Dysentery was a sickness some convicts had. It is a condition that affects the intestines and causes diarrhoea, pain and blood in their faecal matter. It can occur in unhygienic environments, such as the hulks of the convict ships.

Glossary

Convict

A convict is a person who has been found guilty of a crime and is serving a sentence in a prison.

Prisoner

A prisoner is someone who has done something bad and been caught by the police and sent to gaol. They are held in goal until their sentence has been completed.

Chain Gang

A group of prisoners who are chained together to do work outside of their prisons. Prisoners could not escape. Chain gangs existed in penal colonies.

Road Gang

A group of prisoners who in a chain gang who are tasked with creating roads. They had to clear trees and create the roads while chained together. It was extremely hard.

Flogging

Until the nineteenth century, flogging was the most common form of punishment. The prisoner was strapped to a public post and flogged while people looked on. It was often done in the town centre to deter people from committing crimes.

Sentence

The term of punishment decided by the Old Bailey following a crime. 7 years transportation was a common sentence, as was life.

Emancipate

To free a person from another person's control. When convicts had served their sentence, they were emancipated and became free settlers.

Cat-o-nine Tails

A leather nine tailed whip used in British penal colonies. On each whip the "cat", there were knots which tore the skin of the prisoner. Too many lashes could result in death of the prisoner.

Solitary Confinement

When a prisoner or convict broke the rules, he may have been sent to solitary confinement. This was a small prison cell, often without a window and with no interaction with anyone. They may have been sentenced for many days or even weeks.




Free Settlers

Free Settlers were people who had either come to Australia to make a fresh start or convicts who had served their sentence and began a life in Australia as a free person. They had to build house, create farms and build communities.

Multiples Maze

Find the multiples of 9 and find your way through the maze to the finish line.
Colour the multiples in yellow.

In **math**, the meaning of a **multiple** is the result of one number multiplied by another number. For example, $9 \times 3 = 27$ **27** is the multiple.

54	63	90	18	17	9	27	45	43	
27	75	56	36	81	54	74	36	9	FINISH
99	28	51	29	87	33	41	97	21	75
108	41	72	45	36	108	54	27	18	95
36	24	45	<div style="text-align: center;"> MULTIPLES OF  </div>				91	36	27
9	81	27					56	83	9
29	26	98					45	63	81
27	9	99	18	36	28	27	54	31	75
108	16	56	91	27	19	9	39	42	28
63	45	36	43	72	35	36	45	27	37
	9	89	54	59	23	112	9	110	
	99	38	9	63	90	27	54	43	
	START	109	25	37	91	32	64	71	

Multiplication and Division

If.....

2	X	6	=	
3	X	6	=	
10	X	6	=	
12	X	6	=	

Then.....

	÷		=	
	÷		=	
	÷		=	
	÷		=	

If.....

1	X	6	=	
5	X	6	=	
9	X	6	=	
11	X	6	=	

Then.....

	÷		=	
	÷		=	
	÷		=	
	÷		=	

If.....

6	X	6	=	
8	X	6	=	
3	X	6	=	
7	X	6	=	

Then.....

	÷		=	
	÷		=	
	÷		=	
	÷		=	

Multiplication and Division by 9

If.....

1	x	9	=	
5	x	9	=	
9	x	9	=	
11	x	9	=	

Then.....

	÷		=	
	÷		=	
	÷		=	
	÷		=	

If.....

2	x	9	=	
3	x	9	=	
10	x	9	=	
12	x	9	=	

Then.....

	÷		=	
	÷		=	
	÷		=	
	÷		=	

If.....

6	x	9	=	
8	x	9	=	
3	x	9	=	
7	x	9	=	

Then.....

	÷		=	
	÷		=	
	÷		=	
	÷		=	

Red level

Multiplying by 9	Multiplying by 6
$9 \times 5 =$	$6 \times 5 =$
$9 \times 7 =$	$6 \times 6 =$
$9 \times 9 =$	$6 \times 2 =$
$9 \times 11 =$	$6 \times 11 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Blue level

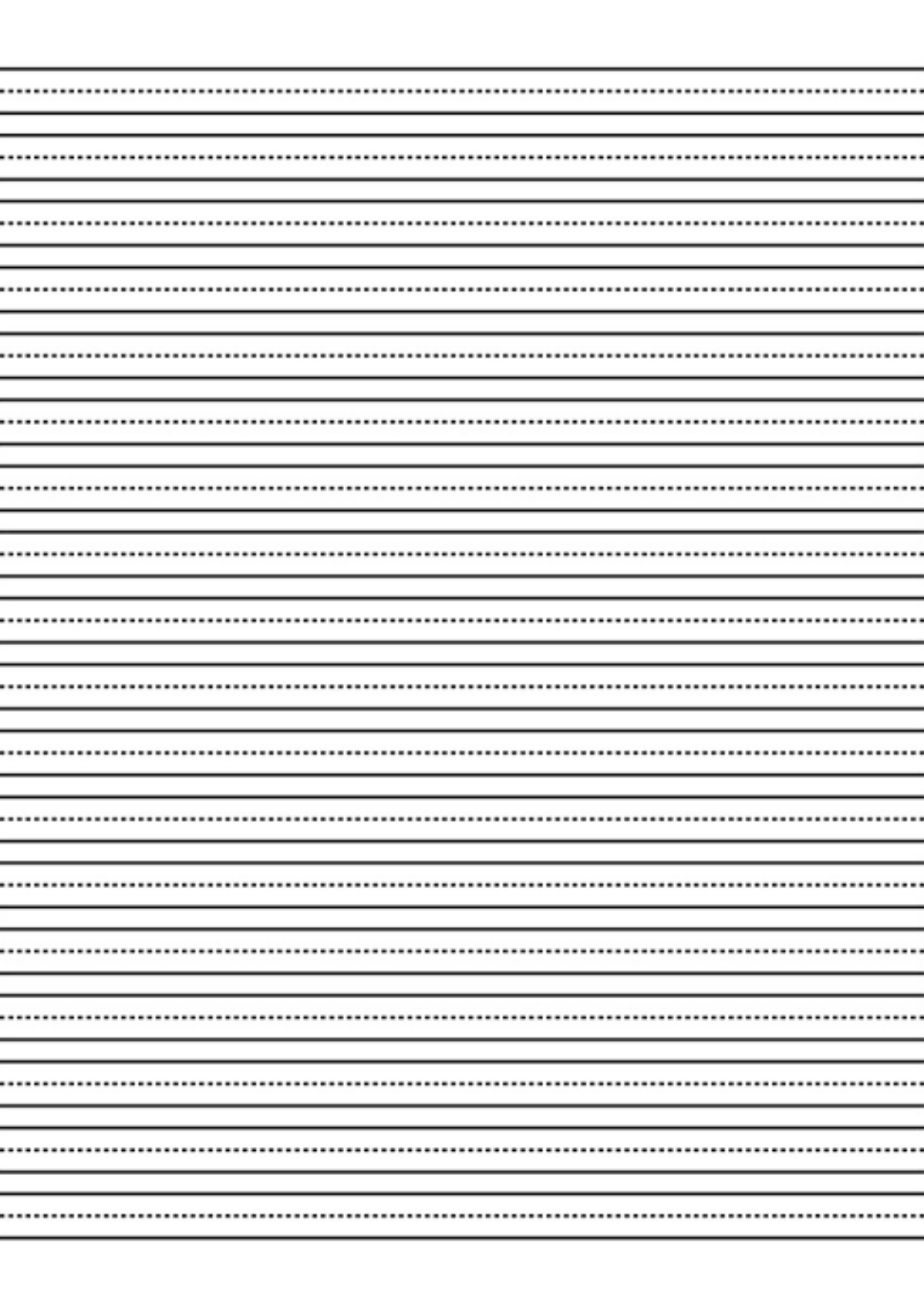
Multiplying by 9	Multiplying by 6
$9 \times 12 =$	$6 \times 13 =$
$9 \times 16 =$	$6 \times 17 =$
$9 \times 28 =$	$6 \times 49 =$
$9 \times 54 =$	$6 \times 62 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Black level

Multiplying by 9	Multiplying by 6
$9 \times 64 =$	$6 \times 93 =$
$9 \times 88 =$	$6 \times 314 =$
$9 \times 327 =$	$6 \times 564 =$
$9 \times 713 =$	$6 \times 845 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions

Green level

Multiplying by 9	Multiplying by 6
$9 \times 924 =$	$6 \times 962 =$
$9 \times 845 =$	$6 \times 1423 =$
$9 \times 1474 =$	$6 \times 4326 =$
$9 \times 5331 =$	$6 \times 7452 =$
Create and complete 4 of your own questions	Create and complete 4 of your own questions



Learning Intention:

We are revising our joins to the letter 'e'.

(Date:)

LI: We are revising our joins to the letter 'e'
Indigenous groups around the country developed different shelters based upon their specific needs. Some Shelters were simple, whilst others were more complex. Trees were a useful natural resource and act as both a simple place to shelter and as a useful building material.

Science Smooth Moves

We are learning about understanding the nature of forces, motion, and matter and energy.

1

Activity 1

- You will be creating a real life scenario and using your understanding of forces and motions to explain the forces acting in the scenario.
- Your scenario could be pushing a trolley or pulling a box.

2

- You are now going to create a force arrow diagram of your role play scenario

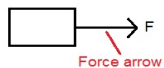
What does a force arrow diagram include?

A force arrow diagram uses arrows to show the direction of forces. A pull is shown by an arrow pointing away from the object. A push is shown by an arrow pointing towards the object.



Why do we use a force arrow diagram?

We use a force arrow diagram to show push and pull forces.



3

Trade with the Makasar

About 1700 Beginning of trade links between Aboriginal people of northern Australia and Makasar from Sulawesi

Black and white sketch showing two groups of people trading goods. Grass huts and a harbour form a backdrop.

Macassans at Victoria, Port Essington by Melville

Contact between Australia and Asia pre-dates European settlement.

From at least 1700 until 1907, hundreds of fishermen sailed each year from Makassar on the island of Sulawesi (now Indonesia) to the Arnhem Land coast, an area they called Marege.

Makasar traded with Aboriginal people for trepang (sea cucumber), which they boiled down, dried on their boats and traded with China where it is still used for food and medicine.

The Makasar did not settle in Arnhem Land but they did have an influence on the Yolngu people's society and ritual.

Trade and transformation

From at least 1700 until 1907, hundreds of fishermen sailed each year from Makassar on the island of Sulawesi (now Indonesia) to the northern Australian coast, an area they called 'Marege'.

The fishermen arrived each December and camped along the Arnhem Land coast, catching, boiling and drying trepang. They met, traded and worked with local Aboriginal people.

The months that the Makasar spent harvesting in the coastal waters of northern Australia were busy ones. Fishermen speared the trepang from their praus (boats) or dived down to spike them with weighted harpoons.

On shore, trepang were gutted and boiled in sea water in iron cauldrons, then buried in hot sand to cool slowly. After some time, they were dug up and their chalky skin washed away with salt water.

Finally, the trepang were dried in the sun or smoked over a slow fire in temporary huts made of bamboo and mats.

Then, each April, as the monsoon winds began to blow, the fishermen departed, returning to Makassar with the holds of their boats holding carrying trepang to be traded north to China.

Influence on Yolngu society and ritual

Influence on Yolŋu society and ritual

The Makasar did not settle in Arnhem Land but they did have an influence on Yolŋu society and ritual. They introduced calico, tobacco and smoking pipes, and words that are still in use today, such as rrupia (money).

Most importantly they introduced an item of technology that transformed Yolŋu life — metal. Metal blades, knives and axes made everyday practices easier for Yolŋu, from cutting food to making large dugout canoes and complex wooden sculptures.

Trade with China

In China, trepang was considered a culinary delight and an aphrodisiac.

By the mid-19th century the fleet from Makassar that visited Arnhem Land each year was supplying about 900 tons of trepang — about one-third of the Chinese demand.

By the end of the 19th century visits from Makasar to northern Australia to gather trepang were declining.

After 1901 the newly formed Australian Government banned trepangers from Makassar in order to protect Australia's 'territorial integrity' and to encourage a local trepang industry. In 1907 the last prau from Makassar visited Arnhem Land.

After reading information above, answer the following questions.

Draw the route you think the Makasar people (Macassans) might have taken.



Why did the Makasar come to Australia?

What was traded?

Do we know when they started coming? When did they stop?

Did the Makasar and Yolngu people influence each other? If so, how?

Can you think of a culture or country that has had an influence on you and or your community today? Perhaps they have brought new words, foods or activities. You might like to interview an older person about this.

How has the influence happened?	What has it changed?	What has stayed the same?
e.g.TV		

Reflection

During this lesson, did anything you learn surprise you? If so, what?

Do you think the convicts enjoyed living in their new colony? Why/why not?