






## Year 5, Week 11 Learning Grid

### Reading

Read for at least 20 minutes each day. Once completed, colour in the square.

Monday	Tuesday	Wednesday	Thursday	Friday
				

- Log in to Literacy Pro and choose some books to read based on your Lexile level.
- Search Literacy Pro and choose the site Scholastic Learning Zone.
- Choose Australia as the country.
- Org ID: 5CCG (all capitals)
- Go to the library tab.
- Read the book at least 3 times before you try the quiz. If you don't get over 70% then resit the quiz.

### Writing

Choose an animal that you would like to have as a pet. Write by persuading your parents or carer convincing them.

Use the stimulus below to entertain your audience by finishing of the warning tale.

Remember to plan using the block planner and edit your work.

### Grammar (SOTD)

Using your writing from persuasive and entertain highlight in green the complex sentences, highlight in yellow the compound sentences and highlight in pink the simple sentences.

### Vocabulary

Dual code the following words:

Glowered, callus, insolence, trough, planks, privy,

### Mathematics

- ♦ Practise multiplication and division by working on your level
- ♦ Practise addition and subtraction by working on your level.

NB; You should have the levels from week 10's pack.

Complete the following problem solving on the vinculum (means divide).

**1a)** Bella shared 1 pizza shared between 3 children. If they each had an equal share, what fraction of a pizza would each child get?

**1b)** Anne shared 1 pizza shared between 5 children. If they each had an equal share, what fraction of a pizza would each child get?

**1c)** Sam shared 2 pizzas between 10 children. If they each had an equal share, what fraction of a pizza would each child get?

### HSIE

Log in to Inquisitive and do the bookmarked lessons. The instructions are below:

Log in to : <http://inq.co/class/h4g>

Enter the code : 7241

Look through the lessons that are available.

### Science

Log in to Inquisitive and do the bookmarked lessons. The instructions are below:

Log in to: <http://inq.co/class/h4g>

Enter the code: 7241






Look through the lessons that are available.

### Creative Arts / Physical Education

Design your own giant robot. It could be friendly, helpful or even evil and wicked.

Do 30 minutes of physical activity each day. Include 20 jumping jacks, 10 sit ups, 20 mountain climbers.

Every day this week, record an action you have taken that has shown empathy for someone else's feelings.

Monday	Tuesday	Wednesday	Thursday	Friday
				

## We are writing to entertain.



Many years ago, when I was just a small boy, we had found a mysterious object washed up on the beach. It was a sort of silver-grey colour, and looked like a finger, only much, much larger.

My friends and I had huddled together on the beach around the thing, holding our hands up to our faces to shield our eyes from the dazzling sun, talking excitedly about what it could be. Some hours later, after we had all made up wild stories about the origin of our new toy, we dragged the colossal item that was the size of our dining table up to the village.

As we made our way slowly over the sand dunes, and the long, wispy grass that marked the end of the beach and the start of the fields, a crowd seemed to be gathering. Women and young children were leaving their houses, young lads were leaving tools and ploughs unattended in the fields, and rosy-cheeked men were stumbling out of the smoke-filled tavern, all hurrying with increasing urgency towards us ...

**Read the Second Fleet text.**

**Highlight the key vocabulary within the text.**

**Determine the important information and synthesize it into your own notes.**

## **We are reading to learn.**

By 1790, no supply ships had reached the penal colony of Port Jackson for two years. Food harvests had failed, and the colony was reduced to living off the remaining stores they had brought from England. An individual's rations were reduced to about a third of the original allocation. The weekly allowance per person amounted to 2 pounds (1 kilogram) of pork, 2.5 pounds (1.2 kilograms) of flour and 2 pounds (1 kilogram) of rice. On the orders of Governor Arthur Phillip (1738–1814), this ration was distributed equally, regardless of status. After the loss of the supply ship *HMS Sirius* in March 1790, relief came in October with the arrival of *HMS Supply* laden with provisions from Batavia.

In June 1790 the Second Fleet, known as the 'Death Fleet', arrived with enough supplies to end the famine. The first ship that docked in two and a half years was the convict ship *Lady Julian* with 226 female convicts. It brought letters and news from home. Later in the month the store ship *Justinian* arrived with much-needed supplies. It was followed a week later by the *Surprise*, *Neptune* and *Scarborough*, each having convicts in very poor condition. The nine-month sea journey was fraught with dangers and many deaths from dysentery, scurvy and fever. During the voyage, the convicts were chained below deck with only a few rations and had to breathe the foul air. When the ship docked, some were unable even to walk off the ship. The Second Fleet was the first transport organised by private contractors, which had reduced convict rations and medicines in order to increase their profits.

These regulations stated that prisoners should be fed and given access to the deck daily for fresh air and exercise and that they should also be cleaned and fumigated regularly. But these precautions were frequently neglected either through ignorance or inefficiency of the officers on board the ships. These regulations did not appoint responsibility to any Officer/rank to ensure that these tasks were undertaken and, as a result, conflicts of interest between the various officers on board arose. This left the convicts entirely at the mercy of the officers and contractors agents once they were at sea.

In December 1792, Governor Arthur Phillip left for England, leaving behind a viable penal colony. He had served a term of five years that had been pitted by famine, food shortages, loss of ships, disgruntled officers and conflict with Aboriginal groups and individuals.



# Why and how did an Australian colony develop in the 1800s?




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## 1 A colonial case study

The site of Port Macquarie was first visited by Europeans in 1818 when John Oxley (Surveyor General of the NSW colony) reached the Pacific Ocean from the interior, after his journey to explore inland New South Wales. He named the location after the Governor of New South Wales, Lachlan Macquarie.



John Oxley's notebook entry is an example of a primary source of information.

- a**  Listen to the Word Professor's definition of primary and secondary sources.
- b** Read the extract from John Oxley's notebook. Underline or highlight significant pieces of information.

*'the port abounds with fish, the sharks were larger and more numerous than I have ever before observed. The forest hills and rising grounds abounded with large kangaroos and the marshes afford shelter and support to innumerable wild fowl. Independent of the Hastings River, the area is generally well watered, there is a fine spring at the very entrance to the Port'.*

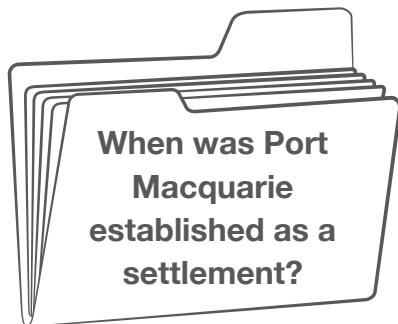
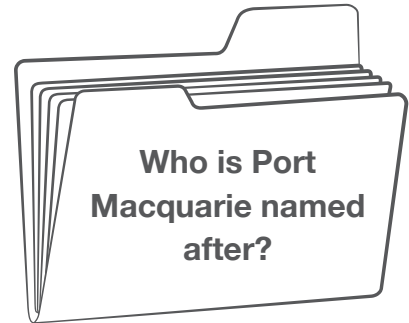
- c** Why did John Oxley recommend this area as an appropriate site for settlement? List your reasons in order of significance (importance).


## d Port Macquarie Fast facts



 Go to the websites about the history of Port Macquarie.

You may also use other sources of information to answer the fast facts.



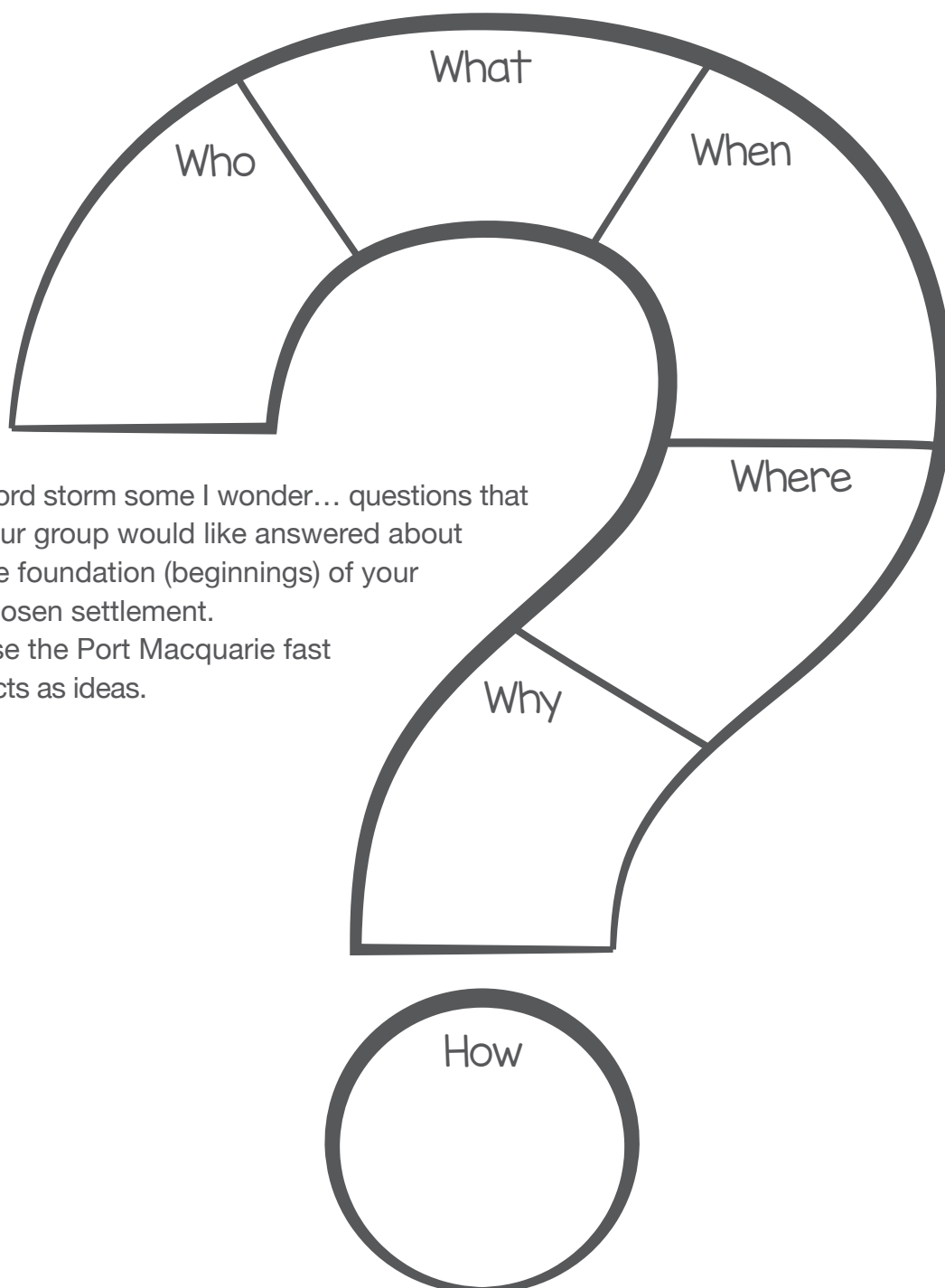
Write your answers here:

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. A single vertical line runs down the left side, creating a margin. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

**2** Colonial Settlement Investigation task

- a** With your group (four or five students), choose an early colonial settlement to investigate. Each group must choose a different settlement.

- |                       |                     |
|-----------------------|---------------------|
| • Van Diemen's Land   | • Port Phillip      |
| • Moreton Bay         | • Swan River Colony |
| • Adelaide            | • Norfolk Island    |
| • Palmerston (Darwin) | • Port Darwin       |



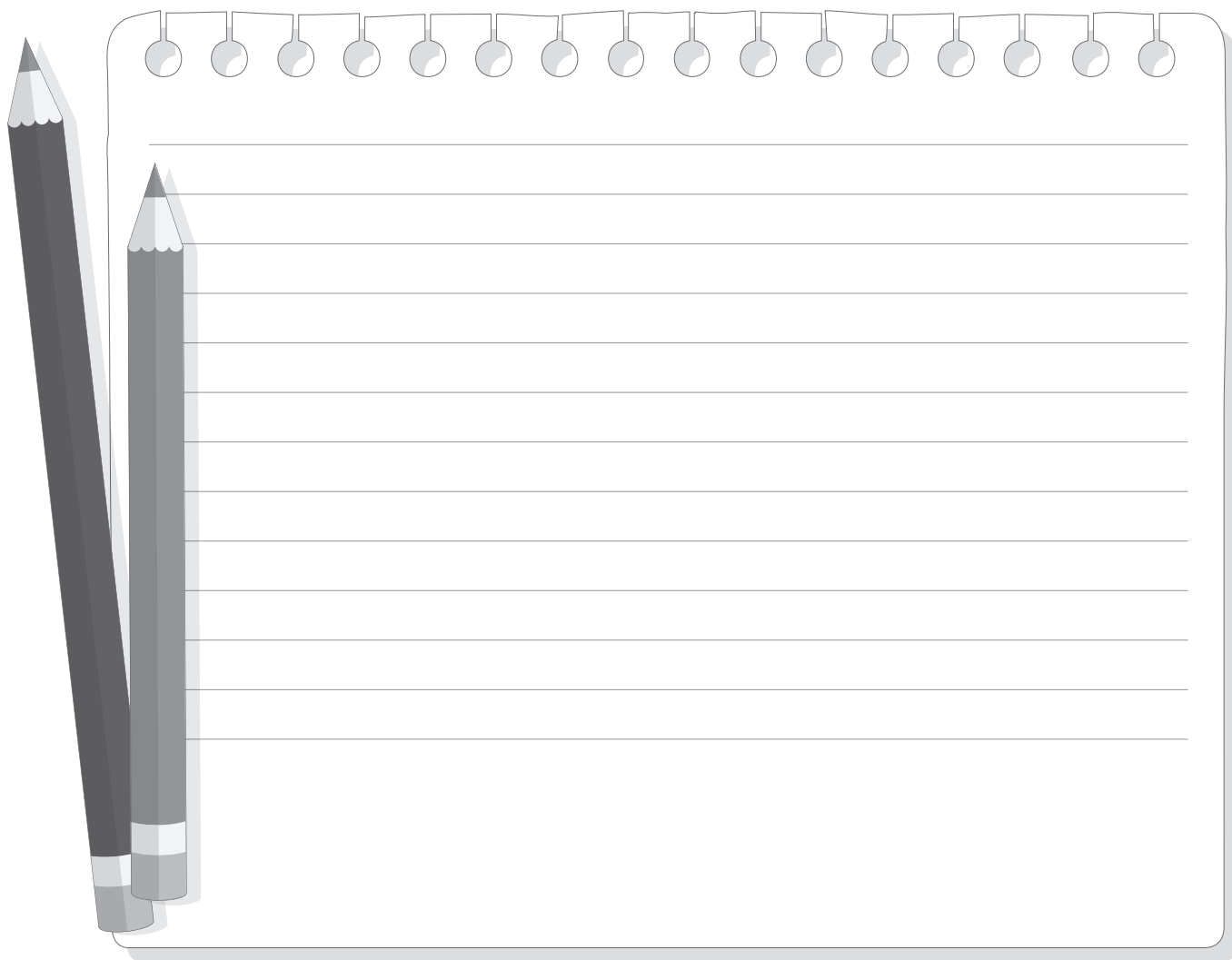
- b** Word storm some I wonder... questions that your group would like answered about the foundation (beginnings) of your chosen settlement. Use the Port Macquarie fast facts as ideas.

- c** Each member of your group must choose a different I wonder... question to research and report back to your group. Use library resources and the internet to complete your research.

- d** My I wonder Question:

I wonder... \_\_\_\_\_

Keep your case notes here:



List some of the sources and references you used under:

Primary Sources


Secondary Sources




**4** Take a road trip around your class presentations.

ot the early settlements  
n the map of Australia:



The map shows the outline of Australia with several red dots indicating early settlements. The dots are located in the following areas:

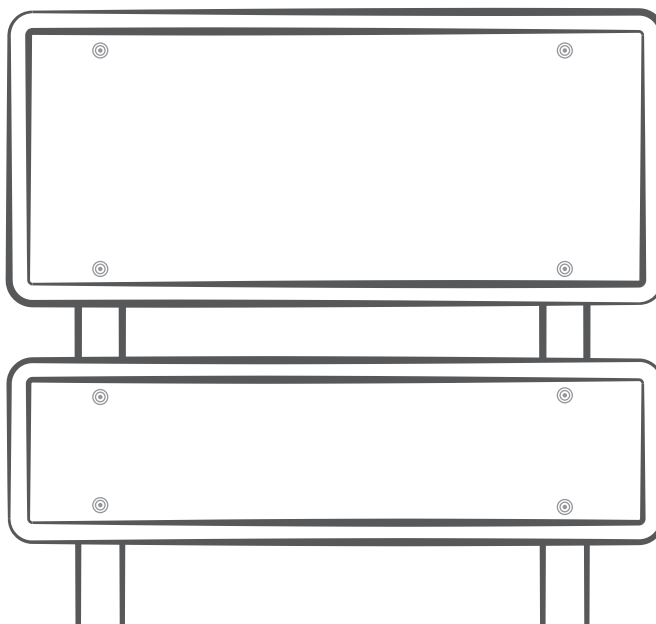
- Port Phillip (southeastern Australia)
- Swan River Colony (southwestern Australia)
- Norfolk Island (off the east coast)
- Port Darwin (northern Australia)

an Diemen's Land  
oreton Bay  
delaide  
almerston (Darwin)

- Year 5 / 6 History The Australian Colonies

**5****Back to the Future!**

What does your assigned settlement look like now? Create an interactive fact file on your modern town or city e.g. a wiki or google slides project. Write the name of your settlement and its population. Record your ideas in the spaces below.

A large empty rectangular box with rounded corners, intended for students to record their ideas.A large empty rectangular box with rounded corners, intended for students to record their ideas.A large empty rectangular box with rounded corners, intended for students to record their ideas.A large empty rectangular box with rounded corners, intended for students to record their ideas.

### Monday (Week 11)

LI: We are learning to produce fluent and legible cursive handwriting.

#### TEXT CARD 6

##### Colonisation Impact on the Environment

Rabbits were introduced to Australia by the First Fleet and the first feral populations were established in Tasmania by 1827. Grazing and burrowing by rabbits can cause serious erosion problems, reduce the survival of native plants and modify entire landscapes. Rabbits also threaten the survival of a number of native animal species by altering habitat, reducing native food sources, displacing small animals from burrows, and attracting introduced predators such as foxes.

### Tuesday (Week 11)

LI: We are learning to produce fluent and legible handwriting.

#### TEXT CARD 7

##### Convicts and Settlers

The first wave of convicts were sent to Australia in 1788, while the first wave of free settlers didn't arrive until 1793. From 1810, convicts were seen as a source of labour to advance and develop the British colony. Convict labour was used to develop the public facilities of the colonies which included roads, causeways, bridges, courthouses and hospitals. Convicts also worked for free settlers and small land holders.

### Wednesday (Week 11)

LI: We are learning to produce fluent and legible cursive handwriting.

#### TEXT CARD 8

##### Bennelong

Woollarawarre Bennelong came from the Wangal people and was captured by British settlers on the 25<sup>th</sup> of November 1789. He was captured to establish friendlier relationships with the Indigenous population and help the Europeans better understand Indigenous culture. Bennelong's life changed forever and history has told that from the moment of his capture, he was caught between two cultures, moving back and forth from the Aboriginal community and the British settlement.

LI: We are learning to produce fluent and legible handwriting.

TEXT CARD 9

Federation of Australia

Australia became an independent nation on the 1<sup>st</sup> of January 1901 when the British Parliament passed legislation allowing the six Australian colonies to govern their own right as part of the Commonwealth of Australia. The Commonwealth of Australia was established as a constitutional monarchy. 'Constitutional' because the Commonwealth of Australia was established with a written constitution, and 'monarchy' because Australia's head of state was Queen Victoria.

Example of how letters should be formed on the lines below:

aqua handle

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains 15 sets of these three-line guides.



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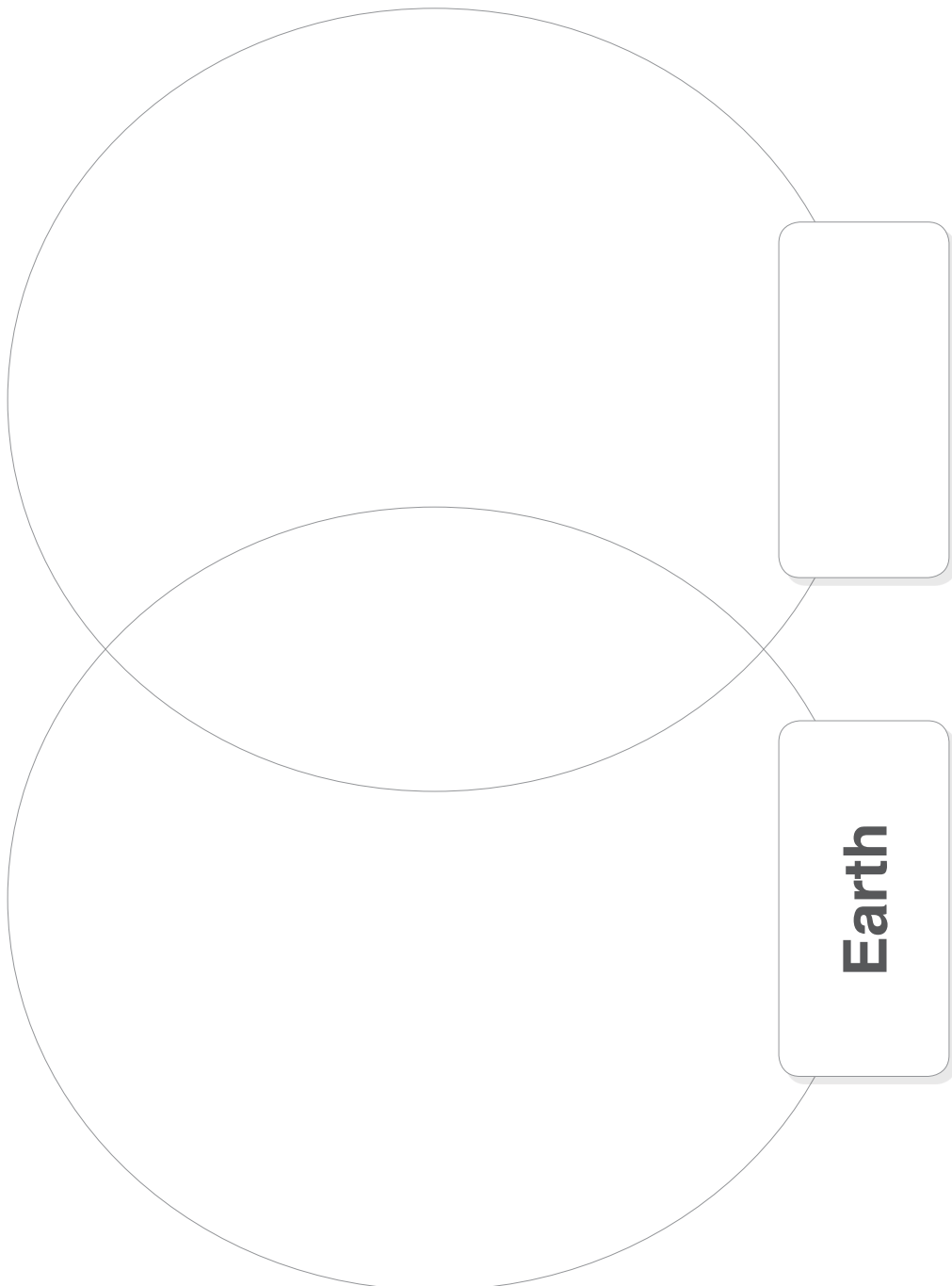
Date: \_\_\_\_\_

Unit 1 Earth's Place in the Solar System

# The Big Picture – looking at levels of understanding

**ACHIEVING**

Use the Venn diagram to compare what you know about the Earth with what you know about another planet in our solar system.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit 1 Earth's Place in the Solar System

# The Big Picture – looking at levels of understanding

## TAKING IT FURTHER

Question the answer. Think of **challenging** questions to match each answer.

Question:

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Answer: The Sun's core

Question:

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Answer: Gravity

Question:

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Answer: The Asteroid Belt

Question:

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Answer: Oort Cloud

Question:

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Answer: NASA

Question:

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Answer: Orbit



## Unit 1 Earth's Place in the Solar System

# The Big Picture – looking at levels of understanding

### ◆ HIGHER ORDER THINKING

Read the quote.

Predict what the solar system may look like in another 225 million years on its next orbit around the Milky Way.

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. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.