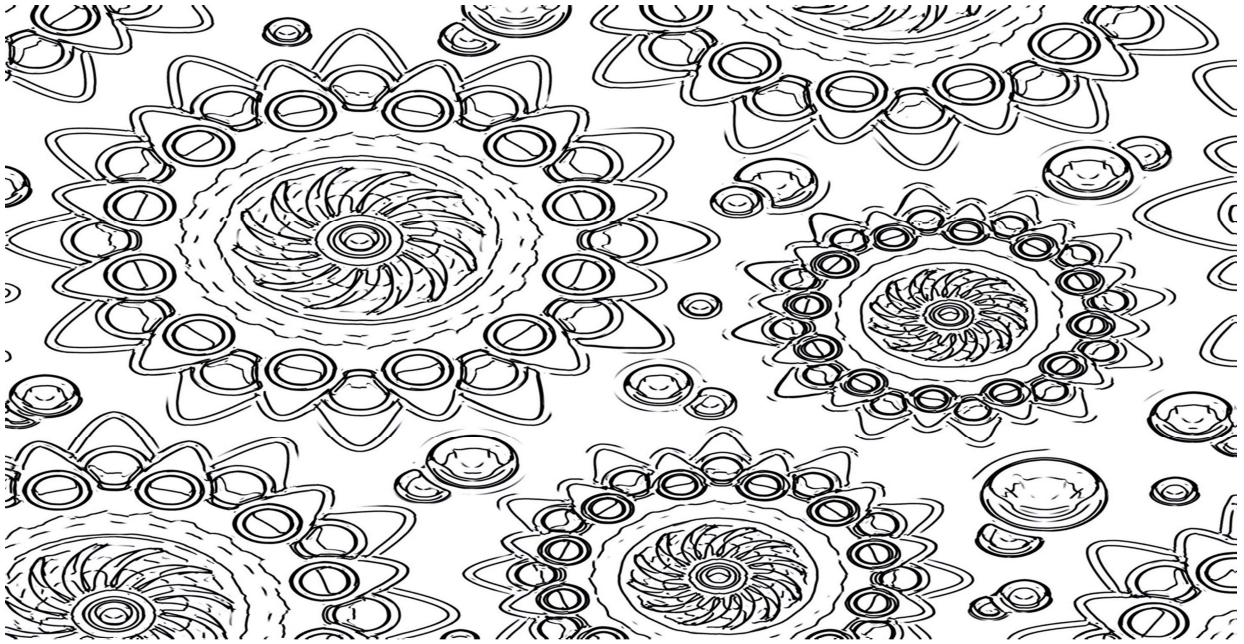


Weekly Learning Framework

Unit 2 (Part 1) - Year 5



Name: _____

Class: _____

Google Classroom username: _____@education.nsw.gov.au

Class code: zrdthqz

If you would like your child's username (which goes at the beginning of @education.nsw.gov.au and is usually your child's first and last name with a full stop in between and sometimes a number after the surname) and password please reply to the email sent regarding google classroom with your child's name and class and we will provide you your child's details.

Please return this booklet on Thursday to the Year 5 box out the front of the office with your child's class name on it. If you are returning the work via email, the subject line must be **Mr Hunter** only. Your child's name and class can be included in the body of the email.



Learning environment checklist

In setting up this space the following should be considered:

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Monday 19/7					
Tuesday 20/7					
Wednesday 21/7					
Thursday 22/7					
Friday 23/7					
Morning	English	English	English	English	English
	<p>Complete your spelling worksheet focusing on the sound focus <ible>.</p> <p>Write 10 spelling words that contain the specific sound focus of <ible>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do sit-ups for 60 seconds without stopping. Record how long you could do it for.</p> <p>Complete at least two activities on Reading Eggspress and record them on the table on page 11. If you are unsure about your login details, a parent can email the school and they will be emailed back to you.</p> <p>Alternatively, you may read a text that you have at home (book, magazine, newspaper) and record what you have read in the table instead.</p>	<p>Watch the “Year 6 Grammar Unit 6” video on Google Classroom.</p> <p>Revise the grammar focus for the week “prepositions”. Complete the grammar activity provided.</p> <p>Write 10 spelling words that contain the specific sound focus of <ible>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do bicycle crunches for 60 seconds without stopping. Record how long you could do it for. If you don’t know how to do this, check it out in the link below! https://www.youtube.com/watch?v=9FGilxCbdz8</p> <p>Revisit what you know about persuasive writing:</p>	<p>Revise the sound focus of <ible>. Complete at least two spelling activities provided in the spelling activity grid.</p> <p>Write 10 spelling words that contain the specific sound focus of <ible>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do step-ups (stepping up and down onto a step or stair) for 60 seconds without stopping. Record how long you could do it for.</p> <p>Complete at least two activities on Reading Eggspress and record them on the table on page 11. If you are unsure about your login details, a parent can email the school and they will be emailed back to you.</p> <p>Alternatively, you may read a text that you have at home (book, magazine,</p>	<p>Revisit the grammar focus for the week “prepositions”. Write a paragraph of your own, including some words from your spelling list and your grammar focus for the week.</p> <p>Write 10 spelling words that contain the specific sound focus of <ible>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do up-and-down squats for 60 seconds without stopping. Record how long you could do it for.</p> <p>Referring back to the persuasive writing plan that you completed on Thursday, create a persuasive writing piece on the stimulus topic. Remember to use the PEEL or OREO structure for your argument paragraphs. Use the planning matrix and the word bank to assist you with your writing.</p>	<p>Look, cover, write, check your spelling list for the week. Get a family member to test you on at least 5 of your words, in sentences. Rewrite the sentence, and mark your work.</p> <p>(15 minutes)</p> <p>Complete at least two activities on Reading Eggspress and record them on the table on page 11. If you are unsure about your login details, a parent can email the school and they will be emailed back to you.</p> <p>Alternatively, you may read a text that you have at home (book, magazine, newspaper) and record what you have read in the table instead.</p> <p>(30 minutes)</p>

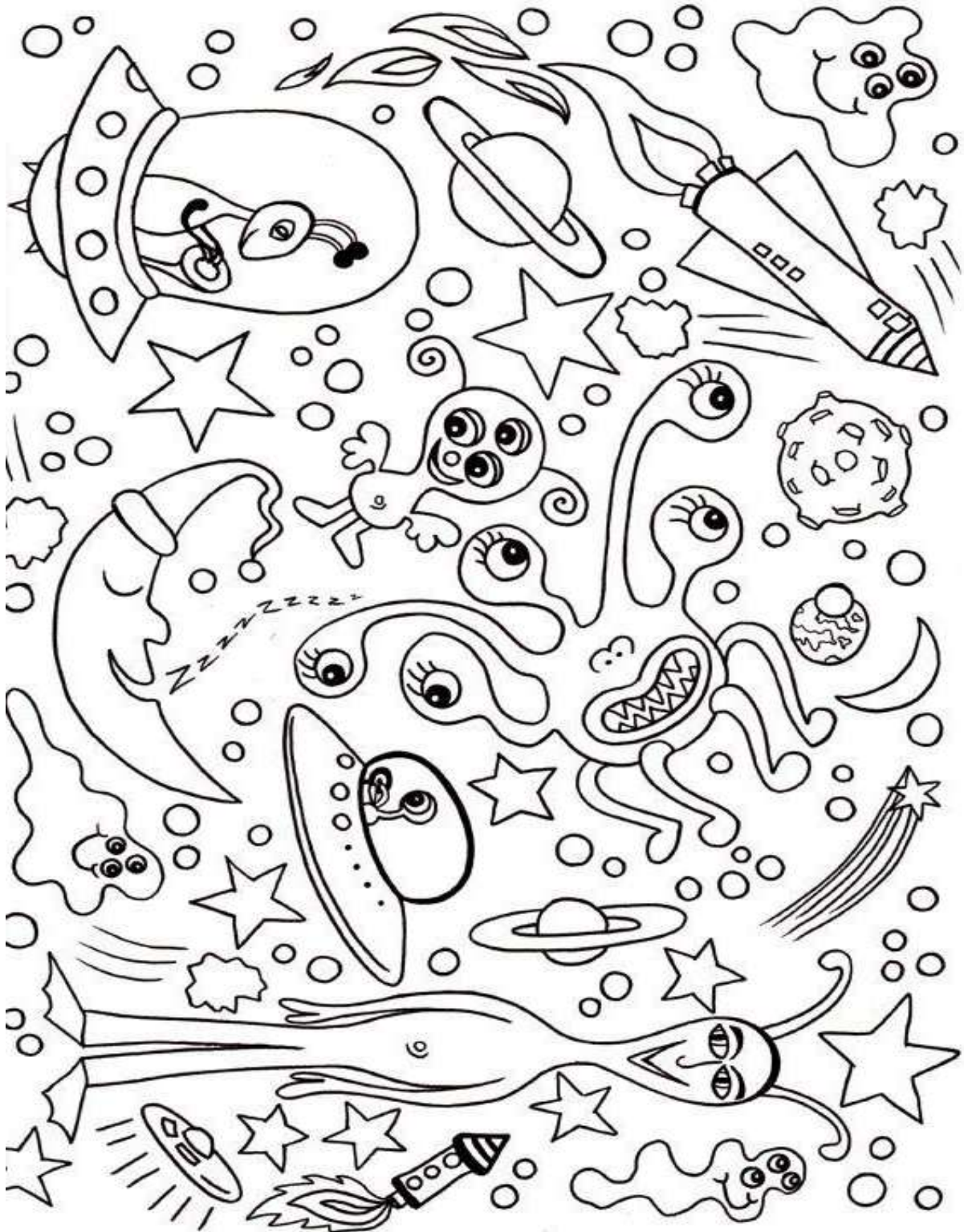
	(30 minutes)	<p><i>Writing to convince a reader to agree with your point of view.</i></p> <p>Look at the writing stimulus, and watch the YouTube video on 'Dwarf planets'. https://www.youtube.com/watch?v=YZfi89JiXKM.</p> <p>Watch the video on 'Why Pluto isn't a planet anymore' https://www.youtube.com/watch?v=KQyJOG9MMX8</p> <p>Following the instructions from the videos, use the planning templates in your booklet to plan 'agree' and 'disagree' arguments for the stimulus topic. Then choose which side of the topic you are going to take, rank your arguments from strongest to weakest (1 being the strongest).</p> <p>(30 minutes)</p>	<p>newspaper) and record what you have read in the table instead.</p> <p>(30 minutes)</p>	(40 minutes)	<p>Free writing, write about anything that you like, it can be an information piece, poetry, song, story, persuasive writing piece, speech etc. Use the sheet provided to give you some ideas!</p> <p>(25 minutes)</p> <p>Brain Break – Try to do as many star jumps as you can without stopping. Record how many you can do.</p> <p>Watch the storyline online reading of 'Catching the Moon'.</p> <p>https://storylineonline.net/books/catching-the-moon-the-story-of-a-young-girls-baseball-dream/</p> <p>Complete the comprehension questions in the booklet.</p> <p>(30 minutes)</p>
Break					

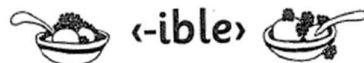
Middle	<p><u>Mathematics</u></p> <p>Revise 6 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p>	<p><u>Mathematics</u></p> <p>Revise 6 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 1 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p>
	<p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p>	<p>Revise 6 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p>	<p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p>	<p>Revise 6 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p>	<p>Revise 6 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p>
	<p>Brain Break – Try to do plank for as long as you can. <i>Remember to keep your back as straight as you can!</i> Record how long you could do it for.</p>	<p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p>	<p>Complete the open-ended maths task. Choose from level one, level two or level three and write your answers in the box provided.</p> <p>(10 minutes)</p>	<p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p>	<p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p>
	<p>Watch Mr Kristof's Comparing fractions and decimals video on Google Classroom. - Cut the fraction and decimal matching cards and sort accordingly.</p> <p>- Complete the activity for converting fractions, decimals and percentages.</p> <p>(30 minutes)</p>	<p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathsstarters.net/numberoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p>	<p>Brain Break – Try to do planking for 2 minutes without stopping. Record how long you could do it for.</p> <p>Complete the activity for converting fractions, decimals and percentages. Re-watch the video from Monday if you need to.</p> <p>(30 minutes)</p>	<p>Brain Break – Try to do push ups for 60 seconds without stopping. Record how many push ups you did.</p> <p>Log on to number of the day https://mathsstarters.net/numberoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p>	<p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how many you can complete.</p> <p>Log on to number of the day https://mathsstarters.net/numberoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p>

	Complete the open-ended maths task. Choose from level one, level two or level three and write your answers in the box provided. (10 minutes)	Complete the open-ended maths task. Choose from level one, level two or level three and write your answers in the box provided. (10 minutes)			Complete the open-ended maths task. Choose from level one, level two or level three and write your answers in the box provided. (10 minutes)
Break					
Afternoon	<p><u>PDHPE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Bounce Back: Courage and Fear</p> <p>Complete the worksheet and think about the questions on the following page. Share your opinions in the space provided. (30 minutes)</p> <p>Watch BTN classroom news for the week. Create a VIP summary for each section,</p>	<p><u>History</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Read the information about British Penal Colonies and highlight the key information.</p> <p>Use what you have learnt in order to complete the worksheet on the following page. (60 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which</p>	<p><u>History</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Use the information that you gathered about British Penal Colonies to complete the following tasks:</p> <ol style="list-style-type: none"> 1.Design some interview questions that you would ask a convict coming to Australia as part of a Penal Colony. This about what information you want to know about their life, living conditions, thoughts and feelings. 2. Imagine you are a convict yourself. Write a journal entry to describe a day in 	<p><u>Creative Arts</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Symmetry sketching:</p> <p>See if you can complete the right side of Edward Hargrave's portrait. Pay attention to the lines and shading. How can you add visual texture to the image? (60 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which</p>	<p><u>Sport</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Child Protection:</p> <p>Complete the table about different protective equipment.</p> <p>Think about other examples of protective equipment and draw or write about them on the following page.</p> <p>Answer the four questions about protection and caring for others. (30 minutes)</p> <p>Watch Mr Hunter's physical activity and fitness video</p>

	<p>with at least 3 dot points for each individual story.</p> <p>(30 minutes)</p> <p>Brain Break – watch the following YouTube clip, and see if you can master the skill of juggling!</p> <p>https://www.youtube.com/watch?v=1gfByqLutaQ</p>	<p>songs you chose in the brain breaks chart.</p>	<p>your life. You might like to do some extra research to help inform your journal.</p> <p>(60 minutes)</p> <p>Brain Break – Complete the Be Skilled, Be Fit workout in the link below.</p> <p>https://www.youtube.com/watch?v=Ym178QKgax8</p>	<p>songs you chose in the brain breaks chart.</p>	<p>on Google Classroom. Complete as many of the activities and as many rotations that were in Mr Hunter’s video as you can.</p> <p>(30 minutes)</p>
--	--	---	--	---	--

Monday





Spelling List 21

Write noun phrases using a different noun and Spelling List 21 each time.

1. terrible

2. sensible

3. edible

4. horrible

5. possible

6. flexible

7. illegible

8. audible

9. tangible

10. convertible

11. visible

12. incredible

13. feasible

14. reversible

15. intelligible

16. indestructible

17. irresponsible

18. comprehensible

Draw a picture to illustrate one of the noun phrases.

Activity	Teacher Recognition
Completes spelling task	

Write 10 words that contain the spelling focus <-ible> each day

Monday	Tuesday	Wednesday	Thursday	Friday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Monday	Tuesday	Wednesday	Thursday	Friday
Sit ups:	Bicycle crunches:	Step-ups:	Up-and-down Squats:	Star Jumps:
Plank:	Burpees:	Planking:	Push ups:	Burpees:
Juggling:	Just Dance:	Fitness Workout:	Just Dance:	Sit-Ups:

Monday	Tuesday	Wednesday
Sit ups:	Bicycle crunches:	Step-ups:
Plank:	Burpees:	Planking:
	Just Dance:	Fitness Workout:

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Reading Eggspress Record

Record your Reading Eggspress Tasks below.

Day	Reading Eggspress Activities Completed <u>OR</u> Text Read
Monday	
Wednesday	
Friday	
Monday	
Wednesday	

Activity		Teacher Recognition
	Completes Reading Eggspress Activities OR records texts read each day.	

Revising 6 x Tables

Monday	Tuesday	Wednesday	Thursday	Friday
6 x 1 =				
Time:	Time:	Time:	Time:	Time:

Activity		Teacher Recognition
	Recalls 6 x tables correctly each day	

Problem-A-Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Cambridge Gardens Public School

2



Swimming pool entry costs \$2.80 per child.

How many children can enter for \$10?

3

☐

4

☐

5

☐

28

☐

Working out - Transformation step

Cambridge Gardens Public School

3

TUESDAY

Grace poured half a litre of milk into a jug.
How many millilitres did she pour into the jug?

- ☐ 50
- ☐ 250
- ☐ 500
- ☐ 2000
- ☐ 5000

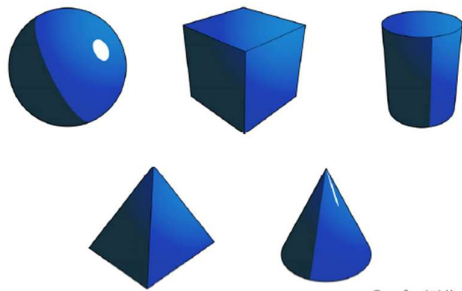
Working out - Transformation step

Cambridge Gardens Public School

4

WEDNESDAY

Take a look at these five 3D objects.
How many sides are there in total?



Working out - Transformation step

Cambridge Gardens Public School

5

Gloria borrowed money from her mother, father and sister. She borrowed \$55 in total.



How much money might she have borrowed from each family member?

Working out - Transformation step

Cambridge Gardens Public School

6

Ella borrowed money from her mother, father, brother and sister. She borrowed \$107 in total.



How much money might she have borrowed from each family member?

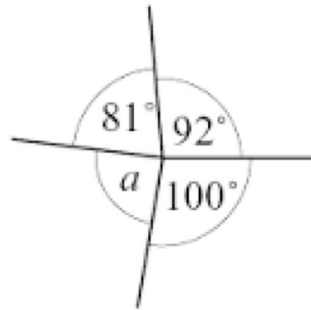
Working out - Transformation step

Cambridge Gardens Public School

7

What angle does 'a' represent?

MONDAY



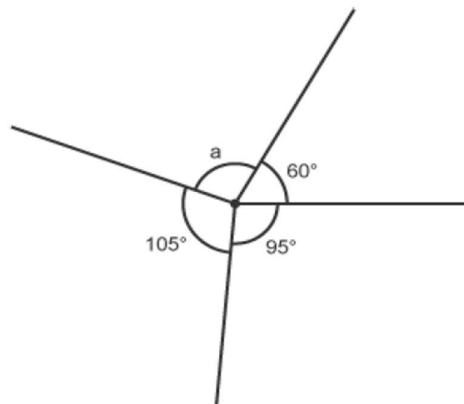
Working out - Transformation step

Cambridge Gardens Public School

8

What angle does 'a' represent?

TUESDAY

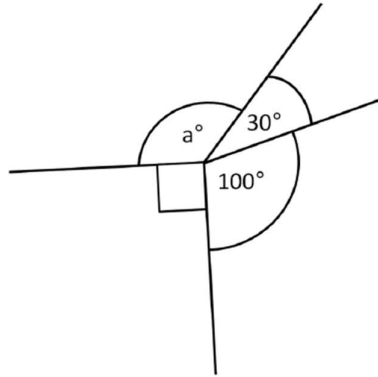


Working out - Transformation step

Cambridge Gardens Public School

9

What angle does 'a' represent?



Working out - Transformation step

Activity		Teacher Recognition
	Completes daily Problem-a-Day activities.	

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.22	
		83%
$\frac{48}{100}$		
	0.75	
		95%
$\frac{16}{100}$		
	0.92	
		80%
$\frac{26}{100}$		
	0.44	
		11%
$\frac{35}{100}$		
	0.56	
		25%
$\frac{99}{100}$		

Activity	Teacher Recognition
Completes converting fractions worksheet	

BLANK PAGE

Decimal and Fraction Matching Cards

$$\frac{1}{10}$$

$$\frac{3}{10}$$

$$\frac{5}{10}$$

$$\frac{4}{10}$$

$$\frac{7}{10}$$

$$\frac{10}{100}$$

$$\frac{30}{100}$$

$$\frac{50}{100}$$

$$\frac{40}{100}$$

$$\frac{70}{100}$$

0.1

0.3

0.5

0.4

0.7

BLANK PAGE

$$\frac{1}{4}$$

$$\frac{3}{4}$$

$$\frac{1}{2}$$

$$\frac{96}{100}$$

$$\frac{77}{100}$$

$$\frac{25}{100}$$

$$\frac{75}{100}$$

$$\frac{54}{100}$$

0.96

0.77

0.25

0.75

0.54

$$\frac{18}{100}$$

0.18

BLANK PAGE

Open- Ended Maths Task:

If the answer is 256, what could the equation be?

For example: $257-1= 256$.

What are the most complicated equations you can come up with?

Level One: Write at least three equations.

Level Two: Write at least six equations using a mix of operations (addition, subtraction, multiplication, division.

Level Three: Write more than ten equations using a mix of operations. Use decimals or multiple operations in one equation. Challenge yourself.

Activity		Teacher Recognition
	Completes open-ended maths task.	



BLM
3.1

Would You Rather ... ?

Name: _____

Tick the box to show which one you would find more scary:
Cut each answer along dotted line and post it.

.....
1. Would you rather be interviewed on TV ☐ or bungee jump ☐ ?
.....

2. Would you rather ski down a steep icy ski run ☐ or give a class talk ☐ ?
.....

3. Would you rather donate blood ☐ or stand up for a kid being mistreated
by your friends ☐ ?
.....

4. Would you rather stand for election for class captain against a popular
person ☐ or compete on a TV quiz show ☐ ?
.....

5. Would you rather sing a solo in a school concert ☐ or pick up a spider in
your bare hands ☐ ?
.....

6. Would you rather ride a horse ☐ or swim in a big surf ☐ ?
.....

7. Would you rather make a brief speech at school assembly ☐ or go to
a party where you didn't know anyone ☐ ?
.....

8. Would you rather abseil down a cliff ☐ or hang-glide ☐ ?
.....

Think about, and answer the following questions:

<p>Do some people naturally feel more fear or anxiety in situations than others? Why?</p>	
<p>Is the reverse also true? Do some people feel fear in very difficult situations, such as people regularly engage in extreme sports?</p>	
<p>Do you think that people who have high-risk professions, such as a high-rise window cleaner or something in the rescue services, feel the same level of fear as the majority of us would in their situation?</p>	
<p>What helps these people to do their job without much fear?</p>	

Activity	Teacher Recognition
<div></div> <p>Completes Bounce Back – Practising helpful and unhelpful thinking</p>	

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 or other markings on the paper.

SPARE PAGE

Student

I have completed my work to the best of my ability

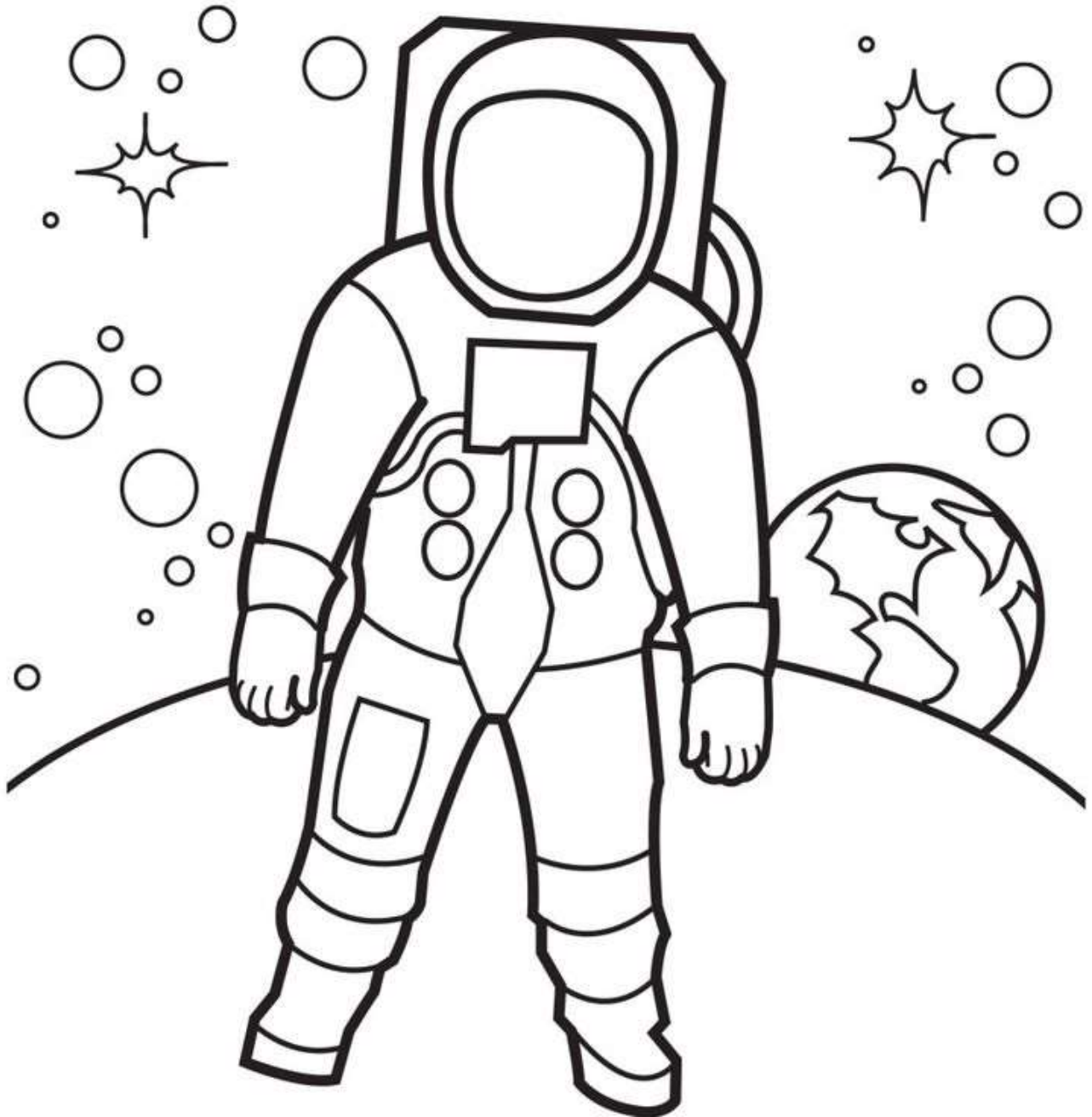
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

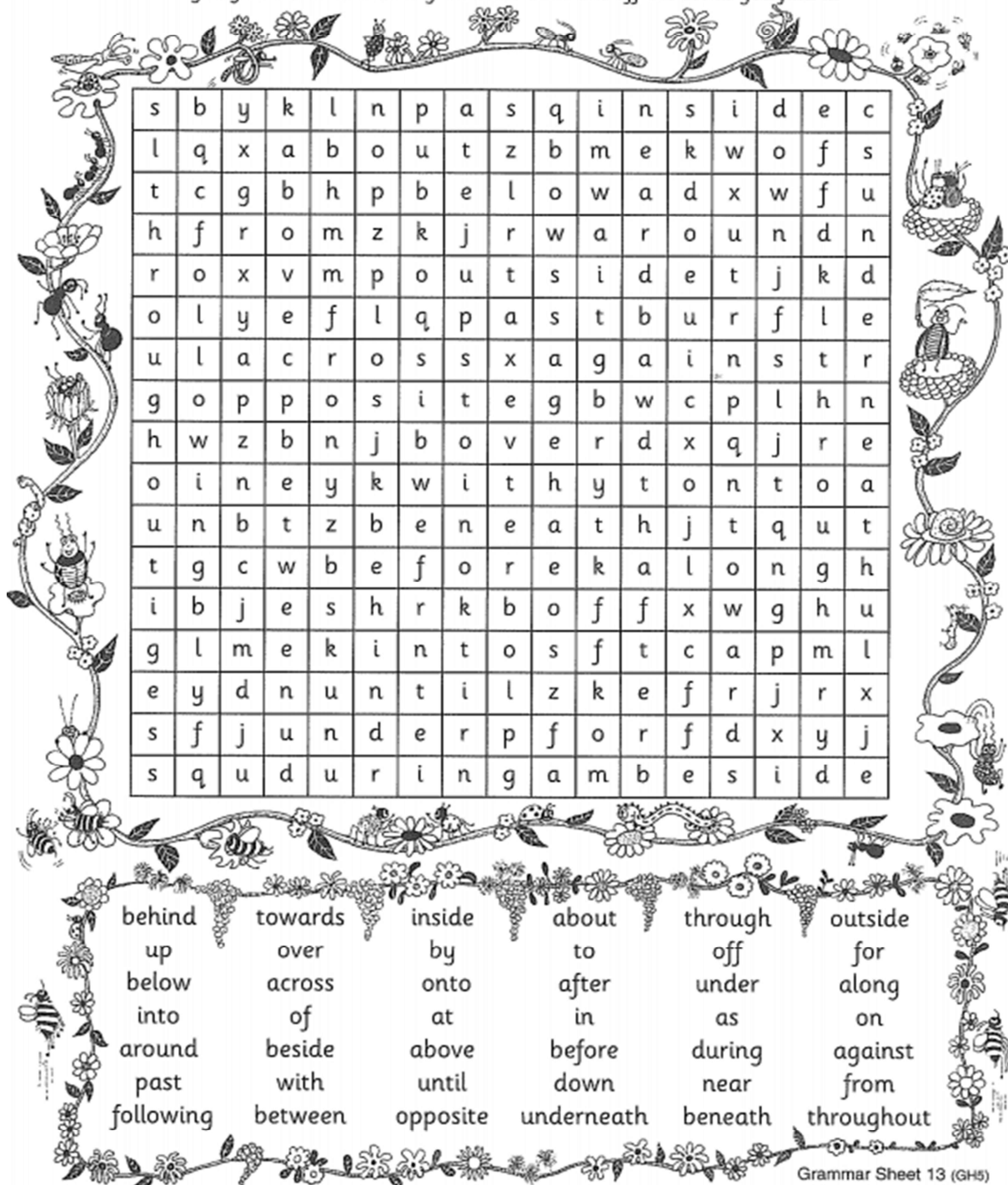
Name: _____

Tuesday



Green Prepositions

Can you find the prepositions in this word search? The words may be going across or down the grid. Cross each one off the list as you find it.



s	b	y	k	l	n	p	a	s	q	i	n	s	i	d	e	c
l	q	x	a	b	o	u	t	z	b	m	e	k	w	o	f	s
t	c	g	b	h	p	b	e	l	o	w	a	d	x	w	f	u
h	f	r	o	m	z	k	j	r	w	a	r	o	u	n	d	n
r	o	x	v	m	p	o	u	t	s	i	d	e	t	j	k	d
o	l	y	e	f	l	q	p	a	s	t	b	u	r	f	l	e
u	l	a	c	r	o	s	s	x	a	g	a	i	n	s	t	r
g	o	p	p	o	s	i	t	e	g	b	w	c	p	l	h	n
h	w	z	b	n	j	b	o	v	e	r	d	x	q	j	r	e
o	i	n	e	y	k	w	i	t	h	y	t	o	n	t	o	a
u	n	b	t	z	b	e	n	e	a	t	h	j	t	q	u	t
t	g	c	w	b	e	f	o	r	e	k	a	l	o	n	g	h
i	b	j	e	s	h	r	k	b	o	f	f	x	w	g	h	u
g	l	m	e	k	i	n	t	o	s	f	t	c	a	p	m	l
e	y	d	n	u	n	t	i	l	z	k	e	f	r	j	r	x
s	f	j	u	n	d	e	r	p	f	o	r	f	d	x	y	j
s	q	u	d	u	r	i	n	g	a	m	b	e	s	i	d	e

behind	towards	inside	about	through	outside
up	over	by	to	off	for
below	across	onto	after	under	along
into	of	at	in	as	on
around	beside	above	before	during	against
past	with	until	down	near	from
following	between	opposite	underneath	beneath	throughout

Grammar Sheet 13 (GH5)

Activity	Teacher Recognition
Completes grammar task	

Pluto should be a planet!

Do you agree?

Do you disagree?

Perhaps you can think of ideas for both sides.

Write to convince a read of your opinion

Start with an introduction.

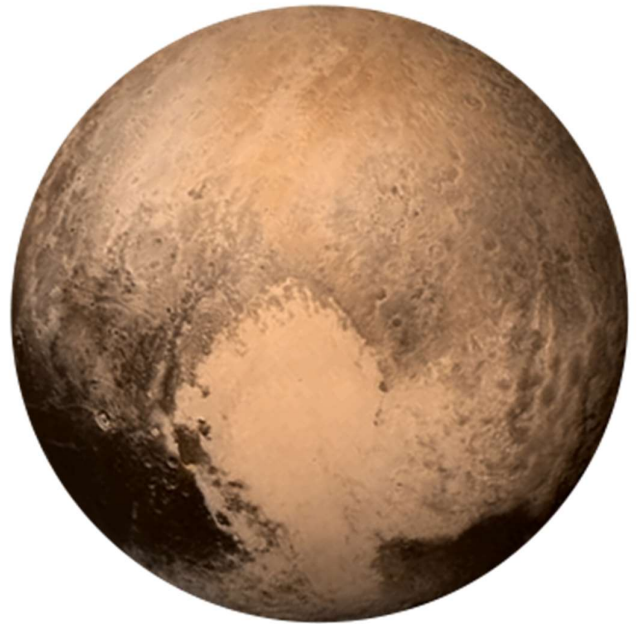
An introduction lets a reader know what you are going to talk about.

Write your opinion on the topic. Give reason for your opinion. Explain your reasons.




Finish with a conclusion. A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- Plan your writing
- Use paragraphs to organise your ideas
- Write in full sentences
- Choose your words carefully to convince the reader of your opinion
- Pay attention to your spelling and punctuation
- Check and edit your writing so that it is clear for the reader to understand



Modality

Low (Weakest)	Medium	High (Strongest)
<p>could</p> <p>couldn't</p> <p>doubtful</p> <p>I think</p> <p>may</p> <p>maybe</p> <p>might</p> <p>might not</p> <p>occasionally</p> <p>perhaps</p> <p>possibly</p> <p>potentially</p> <p>rarely</p> <p>sometimes</p> <p>unsure</p> 	<p>apparently</p> <p>frequently</p> <p>likely</p> <p>often</p> <p>ought to</p> <p>probably</p> <p>regularly</p> <p>scarcely</p> <p>should</p> <p>shouldn't</p> <p>usually</p> <p>would</p> <p>wouldn't</p>  <p>visit twinkl.com</p>	<p>absolutely</p> <p>always</p> <p>certainly</p> <p>clearly</p> <p>definitely</p> <p>has to</p> <p>have to</p> <p>impossibly</p> <p>invariably</p> <p>is</p> <p>must</p> <p>mustn't</p> <p>never</p> <p>obviously</p> <p>shall</p> <p>surely</p> <p>undoubtedly</p> <p>unquestionably</p> <p>will</p> <p>will not</p> 

Persuasive Writing Planning

Topic:	
<u>Agree</u>	<u>Disagree</u>
Side I have chosen:	

Success Criteria		Teacher Feedback
	Comes up with at least three argument dot points for each of the 'agree' and 'disagree' sides	
	Ranks arguments in order from strongest to weakest	
	Selects side (agree or disagree)	

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition

Number of the Day Answers

Tuesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Thursday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Friday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Tuesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
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Activity		Teacher Recognition
Answers Number of the Day questions and marks own responses		

Open- Ended Maths Task:

How could you raise \$100 or \$1000 from something you have made? Think about how much it would cost you to buy all the materials, how much you could see it for and how many you would need to make.

Level One: What would you make and how much could you sell them for?

Level Two: How much would it cost to make each item and how much could you make selling them? Sale price subtract the price of materials.

Level Three: How many items will you need to sell to make \$100 and \$1000.

Activity		Teacher Recognition
	Completes open-ended maths task.	

British Penal Colonies

In the 17th and 18th centuries, convicted criminals in Britain were transported to far-off penal colonies in different parts of Britain's Empire. The British government wanted to separate criminals from law-abiding citizens in society. It was hoped that the harsh punishment of being transported would make people think twice before committing crimes, even petty ones such as stealing food or clothes. During the 17th and 18th centuries, penal colonies had been set up in Georgia in North America, Bermuda, Ghana, the Andaman Islands and Singapore. New South Wales became a British penal colony in 1788.



Fleet of transports under convoy c. 1788
National Library of Australia

Transportation was also a way of dealing with the problem of overcrowding in prisons. This problem was so serious that old ships, called hulks, were converted into floating prisons. Once convicts had been transported, they were forbidden to step foot in the Old Country again, even after serving out their sentences. Petty criminals were not the only ones marked for transportation. Political opponents, Tolpuddle Martyrs, Irish rebel leaders, orphans, mutineers and pirates found themselves bound for Botany Bay.

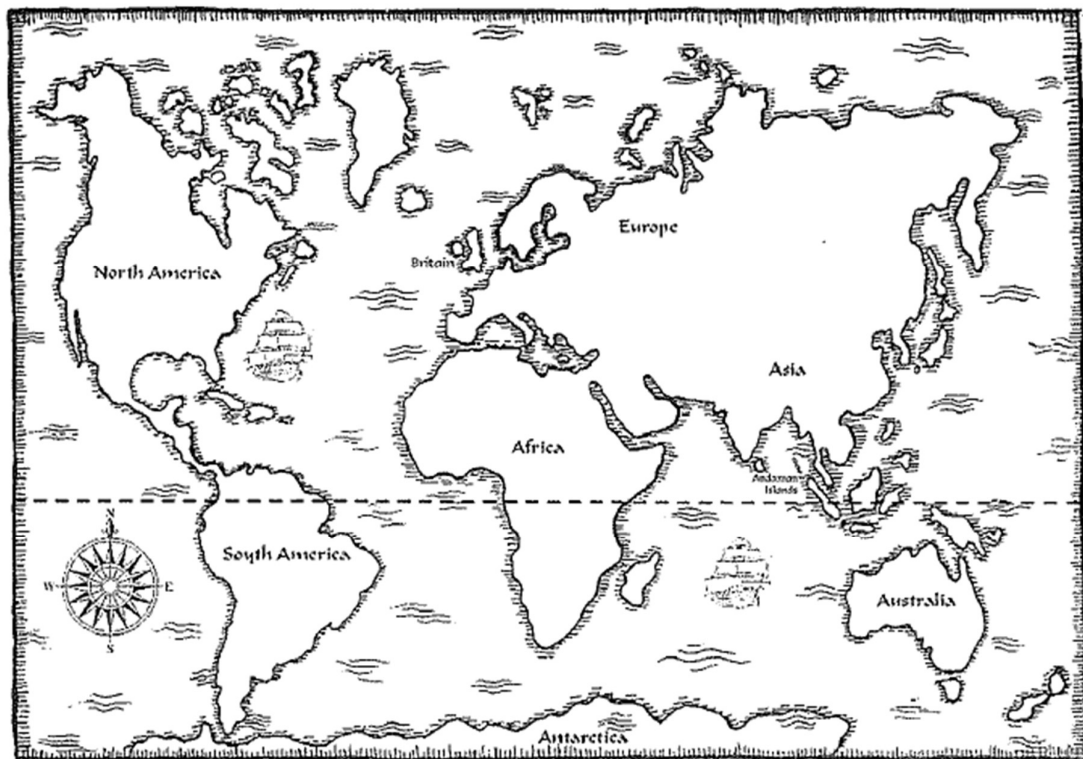
Other reasons for setting up penal colonies in Australia after 1800:

- *The North American colonies refused to accept British convicts after the Declaration of Independence in 1776. Britain needed a remote place to keep sending its convicts.*
- *To gain control over the huge Australian territory and prevent other European powers, in particular France, from establishing colonies on the continent.*
- *To use Australia's location to promote trade with Asian nations like China.*
- *Cheap convict labour could build infrastructures that the colony needed, such as: roads, bridges and public buildings. Convicts could be assigned to settlers to work on farms.*
- *Britain could benefit economically from the industries developed in the Australian colonies with convict labour. New South Wales was already producing fine wool from merino sheep and quality wine, and a thriving whaling and sealing industry was operating around Bass Strait.*

Between 1788 and 1868 more than 165,000 convicts were transported to the Australian colonies.

Locate

Colour the places where Britain set up penal colonies. Page 6 will help you. Draw lines to connect these colonies to Britain.



1. Which penal colony was the furthest away from Britain?

2. Why did Britain want to send its criminals to far-away places in the 19th century?

3. How did the transportation of convicts to the Australian colonies help Britain in the 1800s?

4. Why do you think orphans were transported along with convicts to New South Wales?

Activity	Teacher Recognition
<div data-bbox="159 233 228 342"></div> <div data-bbox="228 233 721 342">Completes British Penal Colonies activity.</div>	

Student

I have completed my work to the best of my ability

Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Wednesday



Spelling practise and patterns	Find-a-word Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	Picture Words Write 5 words and draw a picture or diagram for each one.
	Rainbow Syllables Write or type 10 words using a different colour for each syllable.	Mini Words Find 10 mini words (words in words) within your spelling list
	Synonyms Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	Word Building Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
Meanings	Dictionary Meanings Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	Acrostic Poem Create an acrostic poem for 3 of your spelling words.
	Etymology Use a dictionary to find out the language the 5 of your words come from.	Antonyms Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
Using your words	Sentences Use at least 5 of your words in interesting sentences.	Dictation Write a dictation passage using all of your words.
	Missing Words Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	Parts of Speech Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
Taking Charge/ Self-evaluation	Your Activity Create a new spelling activity of your own. Write the instructions down.	Quiz Me Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

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.

Open- Ended Maths Task:

*How long have you been at school? Answer as accurately as you can.
Try to use the exact number of days, hours, minutes or even
seconds.*

Level One: How many days have you been at school this year?

Level Two: How many days, hours, minutes have you been at school this year?

Level Three: How many days, hours, minutes, seconds have you been at school this year?
Since kindergarten?

Activity		Teacher Recognition
<input type="checkbox"/>	Completes open-ended maths task.	

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.08	
$\frac{83}{100}$		
		22%
	0.34	
$\frac{95}{100}$		
		78%
	0.85	
$\frac{65}{100}$		
		7%
	0.79	
$\frac{9}{10}$		
		56%
	0.43	
$\frac{15}{20}$		
		2%

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.33	
		183%
$\frac{4}{100}$		
	0.74	
		92%
$\frac{65}{100}$		
	1.10	
		176%
$\frac{2}{25}$		
	1.60	
		2%
$\frac{135}{100}$		
	0.05	
		27%
$\frac{35}{20}$		

Activity	Teacher Recognition
Completes converting fractions, decimals and percentages worksheet	

Task 1: An interview with a convict.

Design some interview questions that you might ask a convict coming to Australia. Remember, you must have AT LEAST 5 interesting questions.

[illegible]

Task 2: Journal Entry

Imagine you are convict. Write a journal about a day in your life. Think about what you can see, smell, hear, and feel.

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced horizontal black lines across the entire page, providing a guide for letter height and placement. The lines are uniform in thickness and extend from the left edge to the right edge of the page. There are no margins, text, or other markings present.

Activity	Teacher Recognition
<div></div> <p>Completes convict interviews questions and writes a journal entry from the perspective of a British convict.</p>	

Student

I have completed my work to the best of my ability

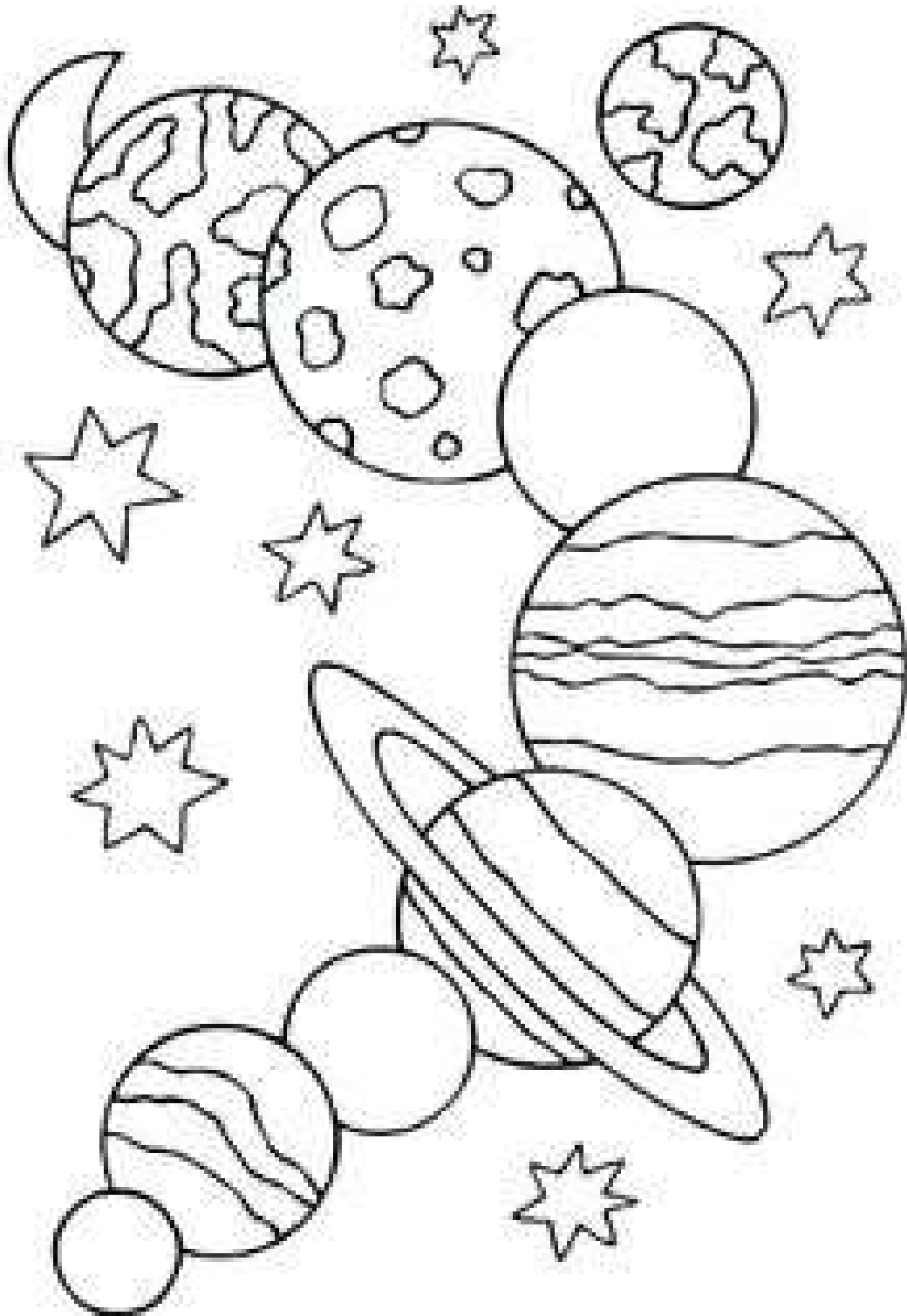
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Thursday



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.

Success Criteria		Teacher Recognition
	Writes a paragraph using some of this week's spelling words and weekly grammatical features	

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.

[illegible]

Success Criteria		Teacher Feedback
	Introduction – indicates side taken for the topic and lists 3 arguments	
	Arguments – one paragraph per argument. Paragraphs follow PEEL structure	
	Conclusion – summarises three arguments	
	Uses high modality, persuasive language	

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition

Edward Hargraves Sketching

We will be learning about Edward Hargraves and his role in the Gold Rush in the coming weeks. Have a go at completing this sketch of Edward Hargraves.



Activity	Teacher Recognition
Sketches Edward Hargraves focusing on line, shading and texture.	

SPARE PAGE

Student

I have completed my work to the best of my ability

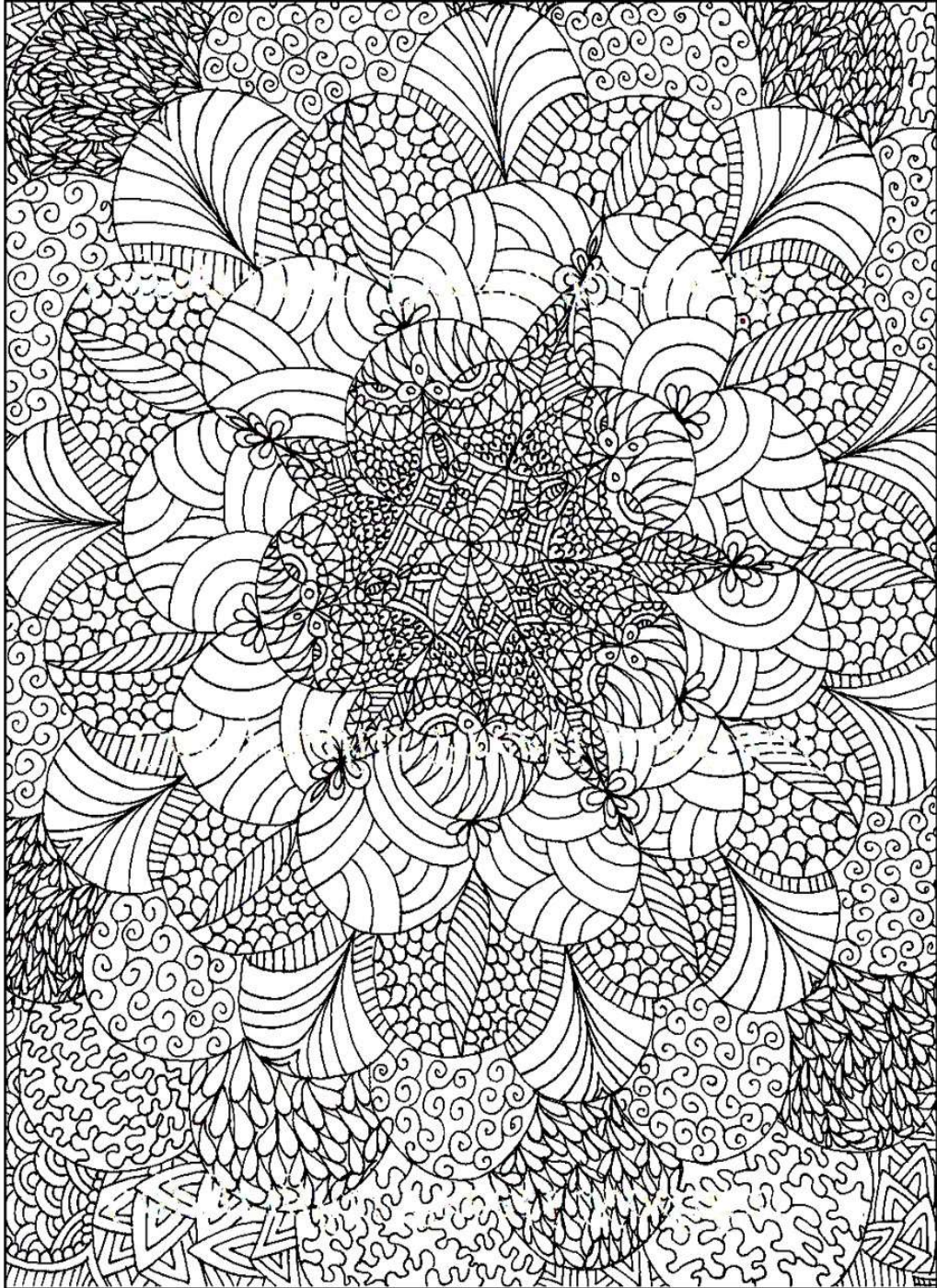
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Friday



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.

Activity		Teacher Recognition
	Writes at least five sentences using one different spelling word per sentence.	

Free writing stimulus ideas

- Write a fact file about a planet
- Create a poem about your favourite person
- Create a story about being a convict
- Discuss what your favourite place in Australia is
- Write a journal entry about this week
- Create an interview for a famous Australian

Free Writing

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 vertical margin lines or other markings present. The paper appears to be a standard piece of stationery used for writing or drawing.

Catching the Moon – Comprehension Questions

1. Why did Marcenia love baseball?

2. What was her dream? How did her passion for baseball affect the other things in her life?

3. How did Marcenia's parents feel about her interest in baseball? Why did they feel this way?

4. Why do you think her mother worried that Marcenia would be a maid?

5. How was Marcenia different from the other girls at school?

6. Who was Mr. Gabby Street? Why were the boys excited about his appearance in town?

7. Why did the boys come to Marcenia's defence when Mr. Street said he didn't have girls in his camp?

8. How did Marcenia show Mr. Street that she would be a good candidate for his camp? What chance did she take?

9. How did Marcenia behave after her father said he could not afford to buy her cleats?
What did her behaviour tell you about Marcenia?

10. Why did the artist show the moon as a baseball in one of the illustrations?

11. Why do you think Mr. Street gave baseball shoes to Marcenia?

12. Why did her father allow Marcenia to keep the shoes even though he didn't like to accept charity?

Success Criteria		Teacher Feedback
	Completes comprehension questions on Catching the Moon.	

Mathletics Task

Task 1: _____

Teacher Recognition

Open- Ended Maths Task:

If A= \$0.01c (1 cent), B= \$0.02c (2 cents), C= \$0.03 (3 cents) and so on, how much is your name worth?

Level One: How much is your first name worth?

Level Two: How much is your full name worth? Can you convert this to dollars and cents.

Level Three: How much is your full name worth? Can you convert this to dollars and cents?

Can you find a word that is worth exactly \$1.00. Have a go at finding the values of different names.

--

Activity		Teacher Recognition
	Completes open-ended maths task.	

Child Protection

What do these things all have in common?
Fill out the information under each item.

									
What is it?									
How does it offer protection?									
What might happen if these items aren't used when they should be?									

Can you think of any other protective items or equipment?
List or draw them below. Don't forget to provide examples of when they might be used.

Child Protection Continued....

Answer the following questions:

1. Protection is

2. What are some things people can do to protect each other (other than using objects such as helmets etc.)?

3. What are some things that people have done to protect and care for you this week?

4. What are some things you have done to show care for others this week?

Activity		Teacher Recognition
	Successfully completes protective equipment table, provides some of their own examples and answers the questions.	

Physical Activity and Fitness Record

Which activities did you do? Which activities did you like best? How many rotations did you do?

Activity		Teacher Recognition
	Completed physical activity and fitness task	

Student

I have completed my work to the best of my ability

Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

