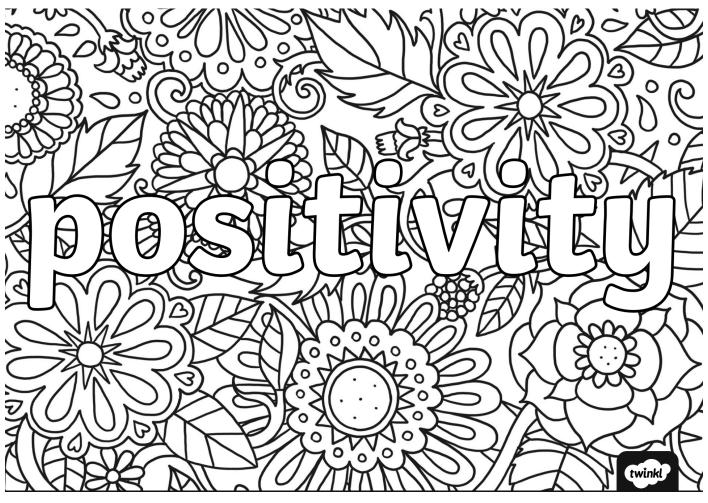
Year 5 Unit 6 - Part A





🜟 = Please post this item on Google Classroom



= There is a video related to this activity in Google Classroom



= make sure you watch the YouTube link

Name:	 	
Class:		

1





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

· The screen should be positioned directly in front of

 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

 The mouse should be placed directly next to the keyboard.

Are their most frequently used items within easy reach

shoulders should be relaxed.

education.nsw.gov.au



from a seated position?

when typing.

your child.

Is the computer adjusted correctly?



Unit 6	Tuesday 7/9/21	Wednesday 8/9/21	Thursday 9/9/21	Friday 10/9/21	Monday 13/9/21
Morning	English Spelling: cial Complete spelling worksheet provided. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Push-ups. 60 seconds to complete as many as you can! Reading: Login to the online reading program Reading Eggs Complete two Reading Eggspress activities. (35 minutes)	English Grammar: Describe Other Adverbs Complete the grammar activity provided. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Sit-ups. 60 seconds to complete as many as you can! Choose a Just Dance video on YouTube and complete the dance routine. Informative Writing: Complete the planning work provided. (30 minutes)	English Spelling: Revise the <cial> Complete at least two spelling activities provided in the spelling activity grid. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Just jump! You can jump like a kangaroo or frog. Informative: Use your planning from Thursday to write/create an information report on the family member you researched. (30 minutes)</cial>	English Spelling: Revise the <cial> Complete two spelling activities provided in the spelling activity grid. Write 10 words that contain the specific sound focuses. (30 minutes) Brain Break: Squats. 60 seconds to complete as many as you can! Informative: Finalise and edit your information report. Upload to Google Classroom. (30 minutes)</cial>	English Spelling: Look, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Review the sentences and mark your work. (15 minutes) Brain Break: Make a pattern. Make a pattern with your body by patting your head, patting your knees or touching your toes. Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities. (35 minutes)
Break					
Middle	<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u>	11.30am: Year 5 Zoom meeting. Bring

Thursday 9/9/21

Tuesday 7/9/21

Wednesday 8/9/21

Friday 10/9/21

Monday 13/9/21

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Make a Buck



(15 minutes)

Brain Break: Scissors, paper, rock. Challenge someone to a 'best of 3'

Decimals:



Complete the set activity on money.

(20 minutes)

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Make a Buck



(15 minutes)

Brain Break: Stretch it out. Stretch your body out, you can stretch your arms, neck, sides and legs.

Decimals:



Complete the set activity on money.

(20 minutes)

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Make a Buck



(15 minutes)

Brain Break: Wall ball. Throw/kick a ball against a wall for 1 minute. How many did you get?

Decimals:



Complete the set activity on money.

(20 minutes)



Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

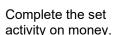
(5 minutes)

TENS: Make a Buck

(15 minutes)

Brain Break: Wall balance. Sit in a squat position with your back pressed against the wall for 60 seconds.

Decimals:



(20 minutes)

something that you are proud of achieving.***

https://nsweducation.zoom.us/j/64086355739?pwd=M0dXeUR TeTdVYkhYanZxRkFCYkgwQT

Meeting ID: 640 8635 5739 Passcode: 024826

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day https://mathsstarters.net/numof theday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Make a Buck



(15 minutes)



DEAR: Drop everything and Afternoon read for 10 minutes. Choose any book you would like, read for fun. **Creative Arts** Watch art video on



artwork. (45 minutes)

Google Classroom

and complete the

DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.

Sport

Create an obstacle course in your back yard.



(30 minutes)

2.30pm: Join Miss Fry for a yoga lesson



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Meeting ID: 614 2639 9274 **Passcode:** 596743

(30 minutes)

DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.

History:

Gold

Read the 'Gold Fever Hits Bathurst!' information sheet and complete the worksheet.

(40 minutes)

Watch this BTN news report https://www.abc.net.au/btn/class room/rookie-reporterleaders/10524468

and record at least 3 relevant points.

(15 minutes)

PDHPE: Internet Safety

DEAR: Drop everything and

read for 10 minutes. Choose

any book you would like, read

Complete the worksheet provided.

(40 minutes)

for fun.

Watch this BTN news report https://www.abc.net.au/btn/class room/concussioncampaign/10524500

and record at least 3 relevant points.

(15 minutes)

DEAR: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.

Science:



Light through Water

Watch the science video in Google Classroom and complete the activities.

(40 minutes)

Watch this BTN news report https://www.abc.net.au/btn/new sbreak/btn-newsbreak-20210817/13500062

and record at least 3 relevant points.

(15 minutes)

<u>Weekly Recording - Spelling words, Reading Eggspress, Brain Breaks, Mathletics, Times tables , Problem-A-Day, Number of the Day, TEN and BTN VIP's</u>

Write your spelling words out each day

Tuesday	Wednesday	Thursday	Friday	Monday

Recognition

Tuesday	Wednesday	Thursday	Friday	Monday
Push ups	Sit ups	Just jump	Squats	Make a pattern
Scissors, paper rock	Stretch it out	Wall ball	Wall sit	Plank

Activity	Teacher Recognition
Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed
Tuesday	
Monday	

Activity	1	Teacher Recognition
	Completes Reading and Comprehension Quizzes and Activities in Reading Eggs	

Spelling Grid Highlight 2 activities you have completed on Thursday.

Use this grid and a different coloured highlighter to record the 2 activities you completed on Friday.

	completed on Frid	auy.
Spelling practise and	Find-a-word Make a find-a-word using 10 of your	Picture Words Write 5 words and draw a picture or
patterns	words. List the words to find. Ask your teacher for a piece of grid paper.	diagram for each one.
	Rainbow Syllables	Mini Words
	Write or type 10 words using a different colour for each syllable.	Find 10 mini words (words in words) within your spelling list
	Synonyms	Word Building
	Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	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/	Your Activity	Quiz Me
Self-evaluation	Create a new spelling activity of your own. Write the instructions down.	Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

Activity	Teacher Recognition
 Completes at least 4 spelling activities 	

Revising 3 x Tables

Tuesday	Wednesday	Thursday	Friday	Monday
3 x 1 =				
Time:	Time:	Time:	Time:	Time:
Activity		Teacher Recognition		
Recalls 3 x tables o	orrectly each day			

Mathletics

Day	Activity 1	Activity 2
Tuesday		
Wednesday		
Thursday		
Friday		
Monday		
Activity Completes set Mathletics Tasks	Teacher Recognition	

TEN

Tuesday	Wednesday	Thursday	Friday	Monday

Α	ctiv	ity	Teacher Recognition
		Engages in daily TEN activity	

Number of the Day Answers

Tuesday	1.
-	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.
Wednesday	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.
Monday	1.
,	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

A	Activity	Teacher Recognition
	Completes the Number of The Day and marks their own answers.	

BTN VIP's

Day	VIP's
Wednesday	
Thursday	
Friday	
Monday	

Activ	ity	Teacher Recognition
	Summarise and records information from digital media	

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



This table shows a pattern. The top and bottom numbers are connected by a rule.

Top number	1	2	3	4	 ?
Bottom number	3	6	9	12	 27

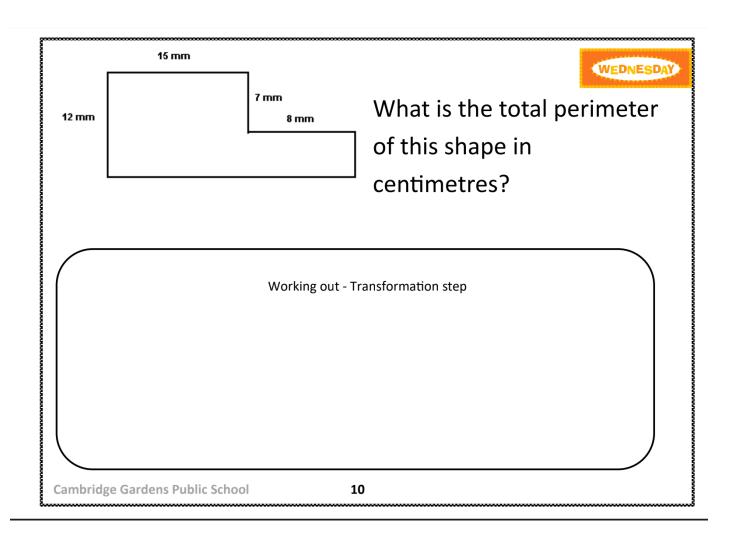
What is the top number when the bottom number is 27?

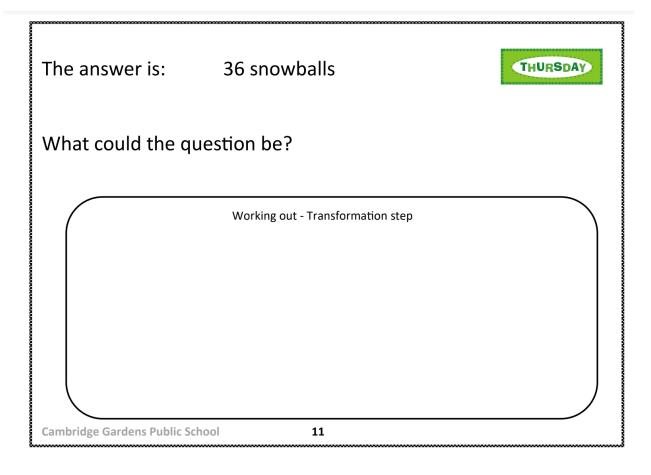
5 9 15 19

Working out - Transformation step

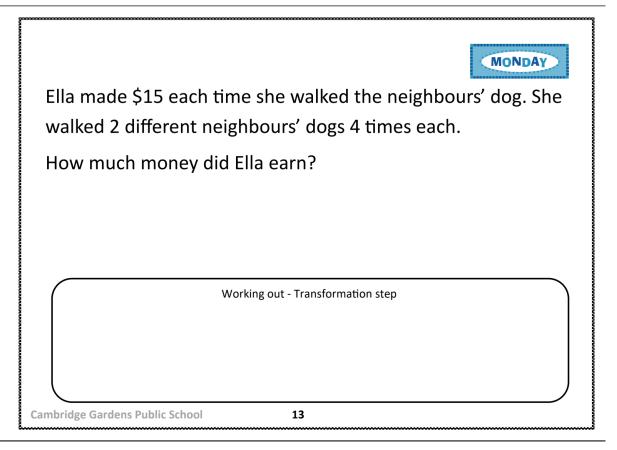
Cambridge Gardens Public School

9





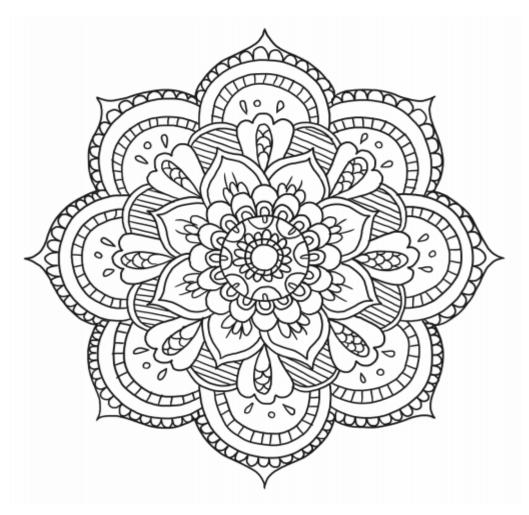
The answer is:	12 cows and 24 horses	FRIDAY
What could the que	estion be?	
	Working out - Transformation step	
Cambridge Gardens Public School	12	



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

Tuesday

7.9.21



Student

i	have	completed	my work to	the hest of	f my ahility
	Have	completed	THIS WOLK LO	riie best o	i iliv abilitv

Name:		
Name:		

Parent/Carer

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

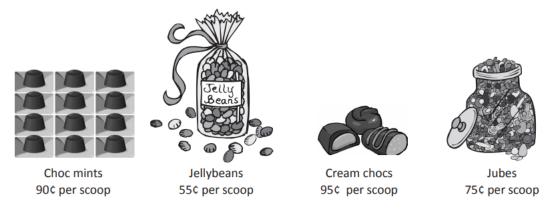
Name:_

Saulting Line 28	ccial
Spelling List 28	
1. special	Write twelve noun phrases using a different noun and Spelling List adjective each time.
2. social	1.
3. crucial	2
4. racial	3
5. facial	4.
6. glacial	5
	6
7. official	
8. artificial	7
9. beneficial	8
10. financial	q
11. antisocial	10.
12. commercial	11
13. unofficial	
14. superficial	Draw a picture to illustrate one of the noun phrases.
15. sacrificial	
16. judicial	
17. provincial	
18. controversial	
	Spelling Sheet 28a (GH5)

Activity		Teacher Recognition
Completes spelling task		

Addition mental strategies – jump strategy

A group of friends each bought a bag of mixed lollies at a lolly bar. Practise using the jump strategy to solve each problem. Write your answer and any working out in the space below each problem:



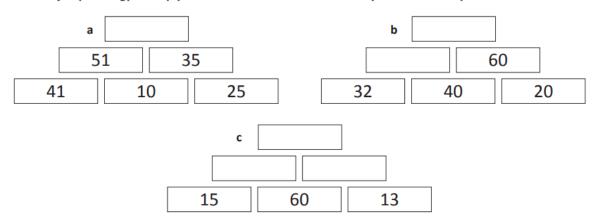
- a How much did Liam spend if he bought a scoop of jellybeans and a scoop of choc mints?
- **b** How much did Ruby spend if she bought a scoop of cream chocs and a scoop of jubes?
- c How much did Rea spend if she bought one scoop of each type?
- **d** Rachel spent \$1.85 on 2 scoops of lollies. Use guess, check and improve to work out which 2 scoops she could have bought.

Remember with addition, you can start with either number.



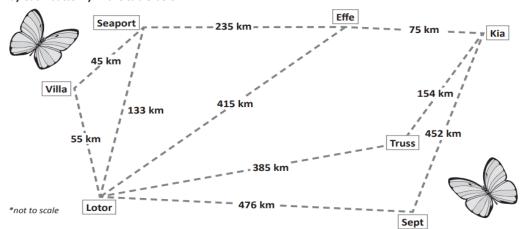
REMEMBER

4 Use the jump strategy to help you finish these addition walls. Can you see how they work?



Addition mental strategies – split strategy

Butterflies can fly great distances. Use the map and the split strategy to calculate the total distance flown by each butterfly in the table below:



Flight Path	Distances to add	Total distance
The Field Crescent flies from Lotor to Villa and then to Seaport	55 + 45	
The Painted Lady flies from Sept to Lotor and then to Villa		
The Fawn flies from Seaport to Effe and then to Kia		
The Monarch flies from Sept to Kia and then to Effe		

We often use the split strategy when adding money. We split the amounts into dollars and cents, work out each part and then add the two answers together:

Match the price tags with the bills:



(F) (1)	Addition and Subtraction		
	SERIES	TOPIC	Copyright © 3P Learning

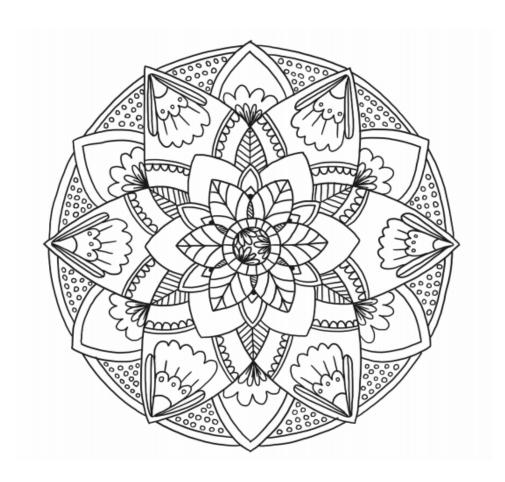
Activity	Teacher Recognition
Completes money activities	

Creative Arts: Art

Watch the art video on Google Classroom. Complete the artwork below.			
Activity Follows instructions to create artwork	Teacher Feedback		
, shows the deficient to discuss at two in			

Wednesday

8.9.21



Student

I have completed my work to the best of my ability

Name:

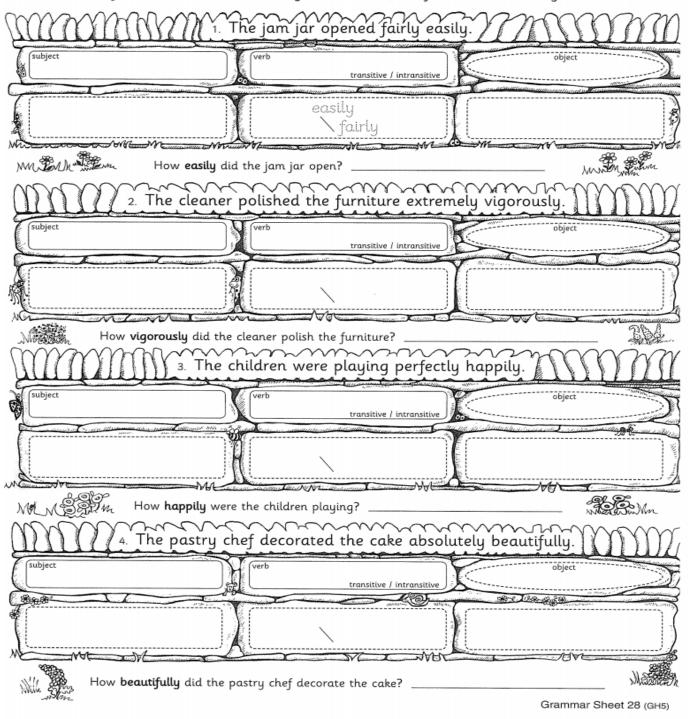
Parent/Carer

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

Name:__



Parse each sentence and write it on the wall. Put both adverbs in the box under the verb, but put the main adverb first and the adverb describing it underneath, and join them with a diagonal line.



Activity	Teacher Recognition	
Completes grammar worksheet		

Writing: Informative writing

Aim: To create an information report on a family member and present the report using multi-media

Today you will need to gather some information about a family member so you can work towards producing a report about that person by the end of this booklet.

Also, consider how you will present all the information... Will you create a poster, will there be images, will you present in PowerPoint, will you write a script and record yourself like a news report. The possibilities are endless... This will be part of your planning for writing phase.

Full Name	
Date of birth	
Place of birth	
Residence (where they live)	
Hobbies	
Favourite TV show/Movie	
Favourite food and drinks	
Greatest achievement	
Other information (Here you can	
record any information that is	
interesting or humorous!	
Remember you want to keep your	
audience engaged!)	
dudience engagea:)	

Activity	Teacher Recognition
Gathers information for producing an	
informative piece of text.	

Subtraction mental strategies – jump strategy



Work out the answers to these by using the jump strategy. See if you can do the working in your head:

An electronics store had a sale on the following video games. Use the jump strategy to work out the savings on each item:

Bionic Bozo

Revenge of the **Ponies**

Fitness Frenzy

Taekwondo Team



Was \$105

Now \$75

Was \$135

Now \$60

Save

Was \$102 Now \$91

Save

Was \$155





Save

Use the prices above and the jump strategy to solve these problems. Show your answer and any working out:

- a Tahlia saved her pocket money for weeks to buy Fitness Frenzy. She had \$120 saved and bought Fitness Frenzy in the sale. How much money did she have left after the purchase?
- b Martin saved up especially for the sale and bought 2 items for \$186. He bought Bionic Bozo and which other game?
- c Dana bought Taekwondo Team for her husband before the sale. What change did she receive if she paid with 2 \$100 notes?

10

Optional activity

Written methods – adding and subtracting decimals

You bought the following. Find the difference between the discount price and regular price for each item, then calculate your total savings. Show all your working out: Was \$9.99 Now \$8.50 Save \$ Was \$8.50 Now \$7.99 Was \$7.35 Save \$ Now \$6.85 Save \$ Was \$8.95 Now \$6.50 Was \$2.89 Save \$_ Now \$1.65 Save \$_ Was \$4.66 Now \$3.89 Save \$____

Total savings: _____

22





Addition and Subtraction

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Activity	Teacher Recognition
Completes money activity	

Obstacle Course Time! Find any equipment you have available and set up an obstacle course in your yard. Take a video or a picture and upload to Google Classroom so we can all see your creations!

Have a few attempts at completing your obstacle course. Did you improve?





**** 2.30pm: Join Miss Fry and the rest of the community for some Yoga!

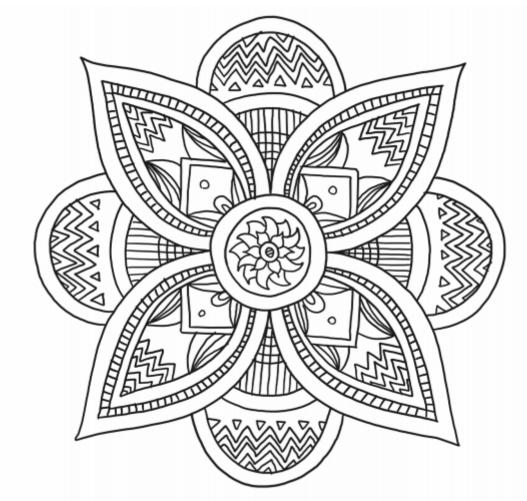
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Meeting ID: 614 2639 9274

Passcode: 596743

Activity	Teacher Recognition
Reads information and completes worksheet	
Accesses Zoom and participates in Yoga	

Thursday 9.9.21



I have completed my work to the best of my ability

A 1		
Name :		

Parent/Carer

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

Name:_

Information Reports

What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

What structure is needed in an information report?

An information report includes:

- An opening general statement or general classification, which classifies the topic and/or theme and includes further technical information about the subject of the report.
- Descriptive information about various aspects of the topic or theme, which is organised into paragraphs, with or without subheadings and sections.

What are the main language features?

- · Language of generalisation, for example: A dinosaur is....
- Language of description, for example: The Great Barrier Reef has beautiful, colourful coral formations.
- · Language of comparison/contrast, for example: Trams are similar to trains.

What other features need to be included?

Text Cohesion

For a text to 'flow' there needs to be links and relationships established within the text. This is done through linking back to something that has already been mentioned, like events or people. The cohesive features that are used are mainly pronouns and synonyms, for example: Dinosaurs are.... These animals are.... These large animals.... They....

Subject/Verb Agreement

For example: The dinosaur has a tail. Dinosaurs have a tail.

Technical Language

This language included words and vocabulary that is specific to the particular topic or theme that is being written. When writing about dinosaurs, the technical language would be subject to this particular topic, for example: ancient, Jurassic, carnivores.

Timeless Present Tense

For example: Fish **come up** to the surface of the water to breathe.

What skills are needed and developed when writing information reports? Researching, surveying, taking notes, summarising and interviewing.

INFORMATION REPORT

The purpose of an information report is to classify and describe people, animals, objects or phenomena using facts. Examples of information reports include:

- scientific texts
- geographical texts.

Information reports use: Present tense

Auxiliary verbs

Generic groups or categories

Technical terms

Cause and effect connectives

Turtles

Classification

Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.

Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Description

Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Many species of turtles are endangered, which means they are at risk of becoming extinct. Humans must work to protect these beautiful creatures for future generations.

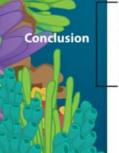
Technical terms

Present tense

Generic category

Cause and effect connectives

Auxiliary verb





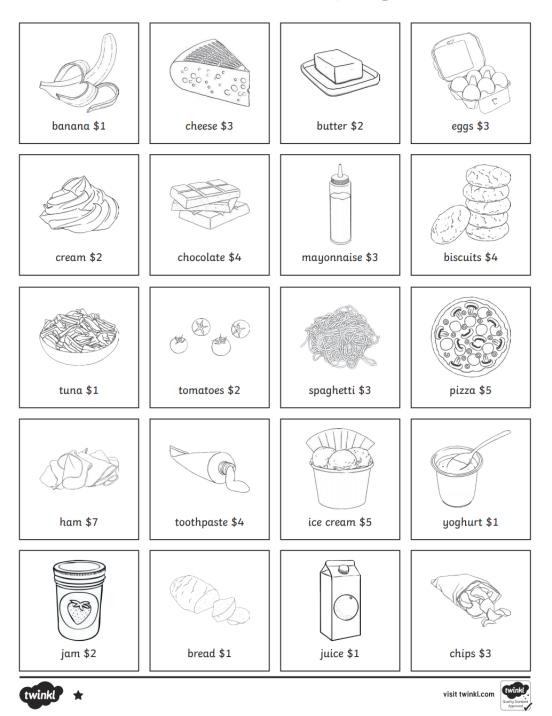
Transition words and phrases for providing initial details, reasons and research.	Transition words and phrases for connecting additional details, reasons and research.	Transition words and phrases for connecting the last details, reasons and research.	Transition words and phrases to give examples, evidence and explanations.	Transition words and phrases to start your conclusion.
• Firstly	Secondly	• Finally	• For example	• All in all
· To start	• Next	• Lastly	• In fact	Subsequently
· First and foremost	• Another reason	Most importantly	Additionally	• To sum up
· To begin with	Furthermore	• One last reason	Specifically	• As you can see
• In the first place	• Also	• Last but not least	• As an example of	· All things considered
· Initially	• In addition to this	• Ultimately	• Similarly	• In conclusion
· For one thing	Additionally	• Finally, yet	• Such as	• In summary
	• Equally important	importantly	Furthermore	• As a result
	· Another point		Particularly	• Finally
	worth noting		• In other words	• To wrap it up
	• Another fact to consider		• To clarify	• Essentially
	• Similarly		• For instance	• Overall
	• To continue		• To illustrate this point	• Needless to say
1 7) continue		• Evidence of this would be	• For these reasons
			• Proof of this can be seen	

Title/Subject:	
General Introduction	
Paragraph 1	Vocabulary
Paragraph 2	ll l
Paragraph 3	
Conclusion	

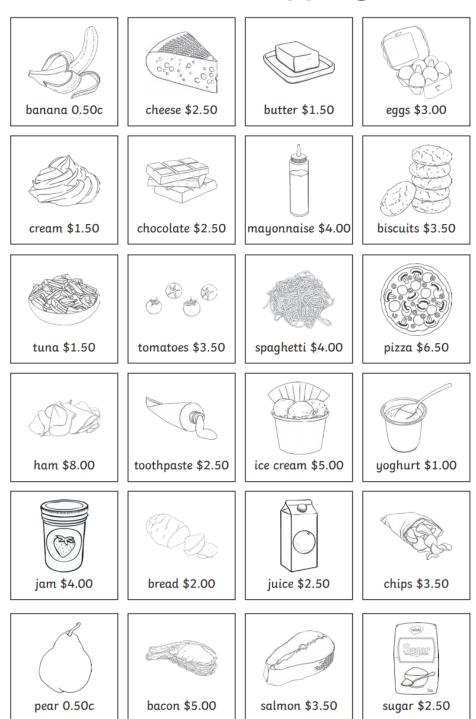
Decimals (money): Select ONE of the following shopping lists to complete the Let's Go Shopping tables activity. Hint: Option 2 and 3 are tricker. Challenge yourself!!

Option 1

Let's Go Shopping!



Let's Go Shopping!







Let's Go Shopping!







uld

Activity	Teacher Recognition
Completes money activity	

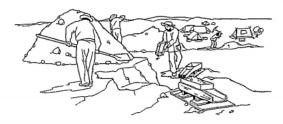
Gold Fever Hits Bathurst!



The first rumours about gold finds near Bathurst began circulating in the colony in 1823 when James O'Brien found tiny flecks of gold in the Fish River. Governor Thomas Brisbane kept this news from the general population because he feared that there would be a convict revolt. Gold rushes sent huge numbers of people flocking to an area to make their fortune. This gold frenzy often resulted in lawlessness that was difficult for authorities to control.

Edward Hargraves

Edward Hargraves had recently returned from the gold rushes in California and learned various methods of prospecting for gold such as panning, cradling and excavation. He made comparisons



between the Californian and Bathurst landforms and believed that gold could be found in the region's rivers. On February 12th 1851, Hargraves was prospecting around the Lewis Pond Creek area with John Lister and James Tom. He found a few nuggets of gold and named the site Ophir.

Within days, news of the gold find attracted people to the Ophir area. In June 1851 more than 2,000 diggers camped along creeks and the road over the Blue

Mountains was packed with cartloads of miners on their way to Ophir. People from all walks of life were willing to live in tents or sleep in the open to strike it rich.

Most people returned home empty-handed from Ophir. Some disappointed diggers insulted Edward Hargraves and tried to mob him. Hargraves did not find much gold either, but he had been given a handsome £10,000 reward for his discovery. Finding gold at Bathurst began the rush to find gold in other parts of Australia. Diggers with gold fever soon bundled up their tents to race southwards to the goldrush towns of Bendigo and Ballarat in Victoria.

How did Bathurst develop after the discovery of gold?

- Bathurst became the national headquarters of the Cobb & Co. coach transport company in 1862.
- The Main Western Railway from Sydney was extended to Bathurst in 1876.
- A coal-mining industry developed.
- People decided to stay in the Bathurst area and new towns were established with better roads. Private and public schools were built.



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Activity

Ready-Ed

Gold Fever Hits Bathurst!

Read this letter printed in the *Maitland News* in August 1851. Highlight the difficulties that Mr. Smith faced on the goldfields at Turon River.

Mr. Smith, of the Falls writes to his wife as follows: "Turon River, Bathurst August 17th. I take this opportunity to send a letter to you, and send you a little of the produce which gold digging yields. You say you would come here; what do you think I could do with you in such a place? I know you could not get up at two o'clock in the morning, and climb the rocks before day-light with me, which we are obliged to do in order to find more profitable places to dig in. You have no idea what this place is like, or you would not for a moment think of such a thing. I am very well contented with what I am doing. I am getting from £1 to £3 per week, and more, and I see others who are running about from place to place doing nothing, while some are making £2 per day. But as long as I can get what I do at present, neither cold, wet weather, or the hard

work, will drive me away. We expect to leave this place soon for a new digging, forty miles distant, which is just found out. If we do go I will write from there as soon as possible. Our reason for shifting is this; there are so many coming here from the upper diggings and from all parts that there is no room to move..."



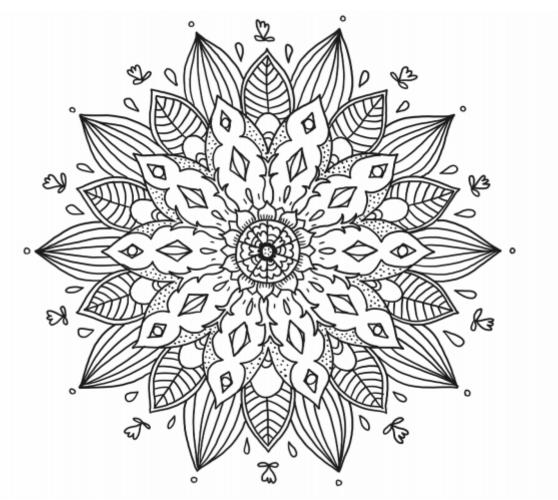
1.	Was Mr. Smith disappointed with the amount of gold that he had found? Quote from the letter to support your answer.
	Finish this sentence with your opinion. Smith had / did not have gold fever because
3.	Read the information on page 26. Why were earlier reports of gold finds in the Bathurst region kept a secret from the public?
4.	How did transport improve in Bathurst after the discovery of gold in the 1850s?

Activity	Teacher Recognition
Completes gold rush activity	

Section 2: Colonial Life and Patterns of Settlement

27

Friday 10.9.21



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Parent/Carer: I am happy with the quality and amount of work my child has done today
Name:

Name:





Each person going to the party will need all of the items in the box. Work out the cost of each item then multiply it by the number of children in your class to find out how much you will need to spend.



2 sandwiches	1 bag of chips	2 pies	1 plate
4 drinks	2 cakes	2 sausage rolls	1 cup

Number of children in the class: _

Food and Drink	Cost	Per Person	Total Quantity	Total Cost
A loaf of bread = 12 slices per loaf	\$1	2 slices		
1 bottle of orange juice = 10 cups	\$1.20	4 cups		
1 pack of cheese = 10 slices	\$1.20	2 slices		
1 pack of ham = 10 slices	\$1.60	6 slices		
1 pack of chips = 6 bags	85c	1 bag		
1 box = 12 cakes	\$1.15	2 cakes		
1 pack = 12 pies	\$ 1	2 pies		
1 pack = 20 sausage rolls	\$2	2 sausage rolls		
1 pack = 25 plates	80c	1 plate		
1 pack = 16 plastic cups	\$1.50	1 cup		





Activity	Teacher Recognition
Completes money activity	

PDHPE: Internet Safety

• Complete the activities below.

My Digital Day

1. Each time you access the internet today, on any device, record it in this table.

What? What device, console, app, task, game?	Where? Where was I? Was I alone?	How long? Time spent? Time of day?	Who did I communicate with? Highlight those who you've never met in person.	What did I share? What content, information or handles/identifiers?

	2.	At the	end:	of the	dav.	work	out:
--	----	--------	------	--------	------	------	------

- How long you spent online-
- How many people you communicated with-

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Risky Social Media Bingo Board

3. Think about any social media accounts you use or online games you play.

Highlight the boxes that contain something you know your accounts have:

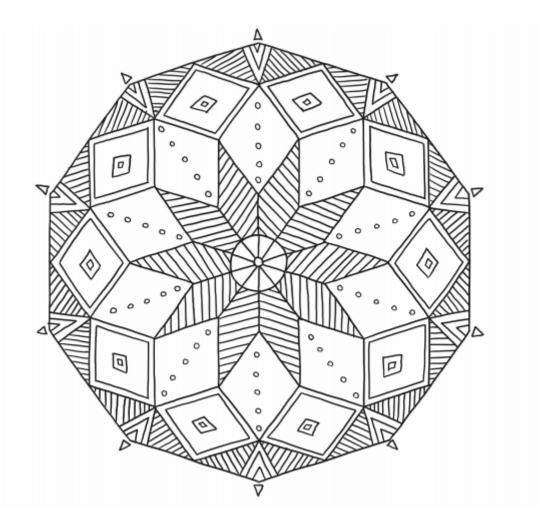
· •	Usernames that include your real name or age	Public interactions with people you don't know, e.g. comments or likes on posts
Photos that include identifiable features, e.g. school uniform, your house address	Location/event check-ins	Private interactions with people you don't know, e.g. direct messages (DMs), emails, Snapchats, chatting in-game
	Something someone posted that you wish you hadn't seen	Privacy settings turned off

4. When you're caught in the moment, it's easy to forget what your options are. Use the examples to help you fill in what you can do to stay cyber safe.

If this happens	l can
Someone I don't know connects with me	
Someone I don't know asks me for something	
Someone sends me something icky	1. (e.g.) Respond letting them know it's not cool 2. Block them if it keeps happening 3. Report them to the eSafety Commissioner
A friend tells me they're sending things to a new online friend	
A friend tells me they're going to meet a new friend they've been talking to	
Someone shares images or information about me without asking my permission	
Someone asks me to send them personal information or pictures	

Activity	Teacher Recognition
Completes tasks about cyber safety	41

Monday 13.9.21



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:

Science: Light Shows

******Answer these questions BEFORE you w	vatch the video in Google Classroom. *****
1. What do you know about transparent materials	?
2. Are you always able to see clearly through trans	sparent materials? Why/why not?
Now you can watch the video in Google Classroom. So	et up the experiment for yourself (if you can) and
Record and label your observations below.	
Observation of pencil and cup WITHOUT water	Observation of pencil and cup ¾ full of water
 What happened when you viewed the pencil dir 	rectly benind the container?
Can you list some other objects that magnify?	
3. What happened when you viewed the pencil the	rough the curved edge of the container?
4. Why do you think that happened? (Hint: Use yo answer this question.)	
Activity	Teacher Recognition
Conducts a simple experiment and makes logical	reacher Necognition
and value from the very like	

Student and Parent Reflection

<u>Student</u>

I am happy with the amount of wo	rk I completed	
I know I did my best	I am learning to work at home	I found it hard
What did I enjoy most in this unit of	work?	
What did I need help with?		
<u>Parent</u> I was happy with the amount of wor	rk completed by my child:	
Any comment or queries?		
Teachers Response		