
































































Supporting Students at home K6S (Term 2 - Week 4)






Monday 18/5/2020		Tuesday 19/5/2020		Wednesday 20/5/2020		Thursday 21/5/2020		Friday 22/5/2020																																					
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Break																																													

Monday 18/5/2020		Tuesday 19/5/2020	Wednesday 20/5/2020	Thursday 21/5/2020	Friday 22/5/2020
Middle	<p>Mathematics</p> <p>Warm Up:</p> <ul style="list-style-type: none"> Play one of the Maths games and/or activities in the <i>Maths Plus BLMs</i> sent home in your pack. <p>Number:</p> <ul style="list-style-type: none"> Log in to <i>StudyLadder</i> and watch this week's Tutorial Lessons. Then complete 3 set tasks. <p>Maths Plus Tasks:</p> <p>Group 1: Pages 26-29</p> <ul style="list-style-type: none"> Use the bridging strategy to add two numbers. <p>Group 2: Pages 26-29</p> <ul style="list-style-type: none"> Introduce and use the division symbol. <p>Group 3: Pages 26-29</p> <ul style="list-style-type: none"> Use arrays and multiplication facts to solve division facts. <p>Group 4: Pages 26-29</p> <ul style="list-style-type: none"> Use the shortened form to multiply two-digit numbers by a single digit. 	<p>Mathematics</p> <p>Warm Up:</p> <ul style="list-style-type: none"> Complete 1 – 2 pages in your <i>Number Drill</i> work books. <p>Number:</p> <ul style="list-style-type: none"> Log in to <i>StudyLadder</i> and complete 3 set tasks. <p>Maths Plus Tasks:</p> <p>Group 1: Pages 26-29</p> <ul style="list-style-type: none"> Read, write and order three-digit number. <p>Group 2: Pages 26-29</p> <ul style="list-style-type: none"> Write and solve division number sentences. Use the 'jump' strategy to solve addition of two-digit numbers. <p>Group 3: Pages 26-29</p> <ul style="list-style-type: none"> Use jump strategies to solve addition and subtraction of two- and three- digit numbers. <p>Group 4: Pages 26-29</p> <ul style="list-style-type: none"> Recognise and make equivalent fractions. 	<p>Mathematics</p> <p>Warm Up:</p> <ul style="list-style-type: none"> Log into <i>Hit the Button</i> and complete <i>Halves</i> tasks. <p>Number:</p> <ul style="list-style-type: none"> Play one of the Maths games and/or activities in the <i>Maths Plus BLMs</i> sent home in your pack. <p>Maths Plus Tasks:</p> <p>Group 1: Pages 26-29</p> <ul style="list-style-type: none"> Identify and describe the properties of 3D objects. <p>Group 2: Pages 26-29</p> <ul style="list-style-type: none"> Identify parallel lines from a group of lines. List sets of parallel lines in the environment. <p>Group 3: Pages 26-29</p> <ul style="list-style-type: none"> Identify and draw parallelograms and trapeziums. <p>Group 4: Pages 26-29</p> <ul style="list-style-type: none"> Measure and name various angles using a protractor. 	<p>Mathematics</p> <p>Warm Up:</p> <ul style="list-style-type: none"> Complete 1 – 2 pages in your <i>Number Drill</i> work books. <p>Number:</p> <ul style="list-style-type: none"> Log in to <i>StudyLadder</i> and 3 complete set tasks. <p>Maths Plus Tasks:</p> <p>Group 1: Pages 26-29</p> <ul style="list-style-type: none"> Read and write digital times for half past and o'clock. <p>Group 2: Pages 26-29</p> <ul style="list-style-type: none"> Measure capacity using informal units. <p>Group 3: Pages 26-29</p> <ul style="list-style-type: none"> Estimate and measure the capacity of containers in litres. <p>Group 4: Pages 26-29</p> <ul style="list-style-type: none"> Convert metres to kilometres using a decimal point. 	<p>Mathematics</p> <p>Warm Up:</p> <ul style="list-style-type: none"> Using the times tables laminated sheets from your pack, use your whiteboard marker to write out as many times tables facts as you can (you can check on the back to see if they are correct) <p>Number:</p> <ul style="list-style-type: none"> Play one of the Maths games and/or activities in the <i>Maths Plus BLMs</i> sent home in your pack. <p>Maths Plus Tasks:</p> <p>Group 1: Pages 26-29</p> <ul style="list-style-type: none"> Revise half past and o'clock <p>Group 2: Pages 26-29</p> <ul style="list-style-type: none"> Choose appropriate measuring units. <p>Group 3: Pages 26-29</p> <ul style="list-style-type: none"> Revise jump strategies to solve addition and subtraction of two- and three- digit numbers. <p>Group 4: Pages 26-29</p> <ul style="list-style-type: none"> Calculate distances in kilometres.
	Break				

Monday 18/5/2020		Tuesday 19/5/2020	Wednesday 20/5/2020	Thursday 21/5/2020	Friday 22/5/2020
Afternoon	<p>Creative Arts</p> <p>Log in to Studyladder and watch the tutorial on</p> <ul style="list-style-type: none"> See Me In The Sea Grass  <p>After you have watched the tutorial have a go creating your own Sea Grass Art using and pencils in your pack.</p>	<p>HSIE</p> <p><i>The Six Colonies of Australia</i></p> <p>In this inquiry task, students will explore the establishment of the six colonies of Australia.</p> <p>Tuning in: Students watch and listen to the A Continent For a Nation video on YouTube. At the end of the video, ask the students:</p> <ul style="list-style-type: none"> <i>How many colonies made up Australia?</i> <i>Why were there so many colonies?</i> <i>Do you think there was a need to federate the six colonies? Why?</i> <p>Brainstorm and record what students already know about the lead up to Australia's Federation, including key figures, events and ideas. You can use the attached resources to help guide your thinking.</p> <p>Please send Mrs Scott your brainstorm ideas.</p>	<p>PDHPE</p> <p>Today the focus is movement in response to stimuli</p> <p>Warm Up: On YouTube search "HealthWorks! Youth Fitness 101 - Warm Up Cincinnati Children's".</p> <p>Follow along with the instructor complete the warm-up exercises.</p> <p>Let's have a think: Watch "Commotion In The Ocean by Giles Andreae" on YouTube. Have a think about all the different sea animals shown in the book, how might they move?</p> <p>Animal moves: Replay the story acting out each animal. You might want to pause on each one to discuss how we can use our bodies to be each animal.</p> <p>Dance it out: On YouTube search "I Can Move My Body Like Anything Movement Song for Kids Jack Hartmann"</p>	<p>Creative Arts</p> <p>Play the <i>Talkin' Texture Game</i> with members of your family (see attached resource)</p> <p>Aim: For an individual to guess the descriptive texture word that has been placed in their headband.</p> 	<p>PDHPE</p> <p>Today the focus is on movement in response to stimuli. Specifically focusing on movement, emotions, us happy, sad, relaxed, scared, classical, rock, meditation, pop, and expression.</p> <p>Warm Up: On YouTube search "HealthWorks! Youth Fitness 101 - Warm Up Cincinnati Children's".</p> <p>Follow along with the instructor and complete the warm-up exercises.</p> <p>Let's have a think: How can music change the way we feel? Can some music make us happy, sad, relaxed or scared? Can you think of any examples?</p> <p>Listen and Move: Play a small section of range of music eg. Classical, rock, meditation, pop etc. Discuss how each one makes you feel. Now play them again but this time move around to each one. How do our movements change? Do they reflect our emotions?</p> <p>Dance it out: On YouTube search "Hokey Pokey - Kids Dance Song - Children's Songs by The Learning Station"</p>

During a Literacy Session @ Home



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Writing Task:

- Using the Digital Image provided, use the sensory template to complete the “I See” and “I hear” sections. You might want to come up with a story to match the image. Use your imagination!





 I Smell...

 I Taste...

 I See...

 I Hear...

 I Feel...

This is an example:



 I Smell...

The subtle stench of bait going off in the sun is like a bunch of roses in comparison to the putrid odour released from the inner workings of this vile beast..

 I Taste...

The salt on my lips as water sprays towards me.

Shortly there after taste a mix of sweat and sunscreen as my adrenaline spikes.

 I See...

Cans, hooks, cables, nets... Anything that can and will stop me from reaching the rip cord I so desperately seek to kick the engine over.

 I Hear...

The sharp hiss and roar of a completely foreign beast interrupting an otherwise serene afternoon of fishing. I hear my heart beating overtime as I struggle to work out what to do next...

 I Feel...

The boat roll uncontrollably beneath my feet. The Sharp objects scattered throughout seem insignificant as I anxiously fumble for anything large, sharp, hard or all of the above...

Lesson 1: The Six Colonies of Australia

History > Australian History

Disclaimer: This Starter Sheet should be regarded as a guide only. Teachers should make adjustments in accordance with the individual learning needs of their students.



REQUIRED RESOURCES

CURRICULUM CODES

Australian Curriculum

ACHASSI128 Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships.

ACHASSI125 Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

ACHASSI100 Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships.

ACHASSI097 Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

ACHASSK134 Key figures, events and ideas that led to Australia's Federation and Constitution.

ACHASSK106 Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.

NSW Curriculum

HT3-1 Describes and explains the significance of people, groups, places and events to the development of Australia.

HT3-5 Applies a variety of skills of historical inquiry and communication.

INTRODUCTION

A 60 minute lesson in which students will explore the establishment of the six colonies of Australia.

LESSON PLAN

Tuning In

- Students watch and listen to the [A Continent For a Nation](#) video on YouTube. At the end of the video, ask the students:
 - How many colonies made up Australia?
 - Why were there so many colonies?
 - Do you think there was a need to federate the six colonies? Why?
- As a class, brainstorm and record what the students already know about the lead up to Australia's Federation, including key figures, events and ideas.

Teacher Instruction

- Students watch and listen to the [Territorial History of Australia](#) video on YouTube. At the end of the video, ask the students:
 - How has the territorial map of Australia changed since 1788?
 - Why did the map of Australia change?
 - When was the map of Australia, as we know it today, finalised? How long did this process take?
- Display and read the [Colonisation to Federation - Australian History Timeline](#) to the students. As the timeline is read, record on the board the year that each colony was established. Discuss the reasons why the colonies were formed in this particular order.

Guided/Independent Learning

- Using the dates from the board, ask the students to create their own timeline of the establishment of Australia's colonies on a blank piece of paper. After the students have completed their timelines, encourage them to write a paragraph explaining how the territorial map of Australia changed with the establishment of each new colony.
- Once the students have finished their paragraphs, encourage confident students to share their work with the rest of the class.

Wrapping Up

- As a class, brainstorm why it might have been important for the Australian colonies to federate.

DIFFERENTIATION

Supporting Students

Victorian Curriculum

- VCHHK088** The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800.
- VCHHK088** The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800.
- VCHHC083** Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation.
- VCHHC083** Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation.

- ☑ Allow students with lower literacy levels to write their timeline paragraph in a small group with the support of a teacher or teacher aide.

Extending Students

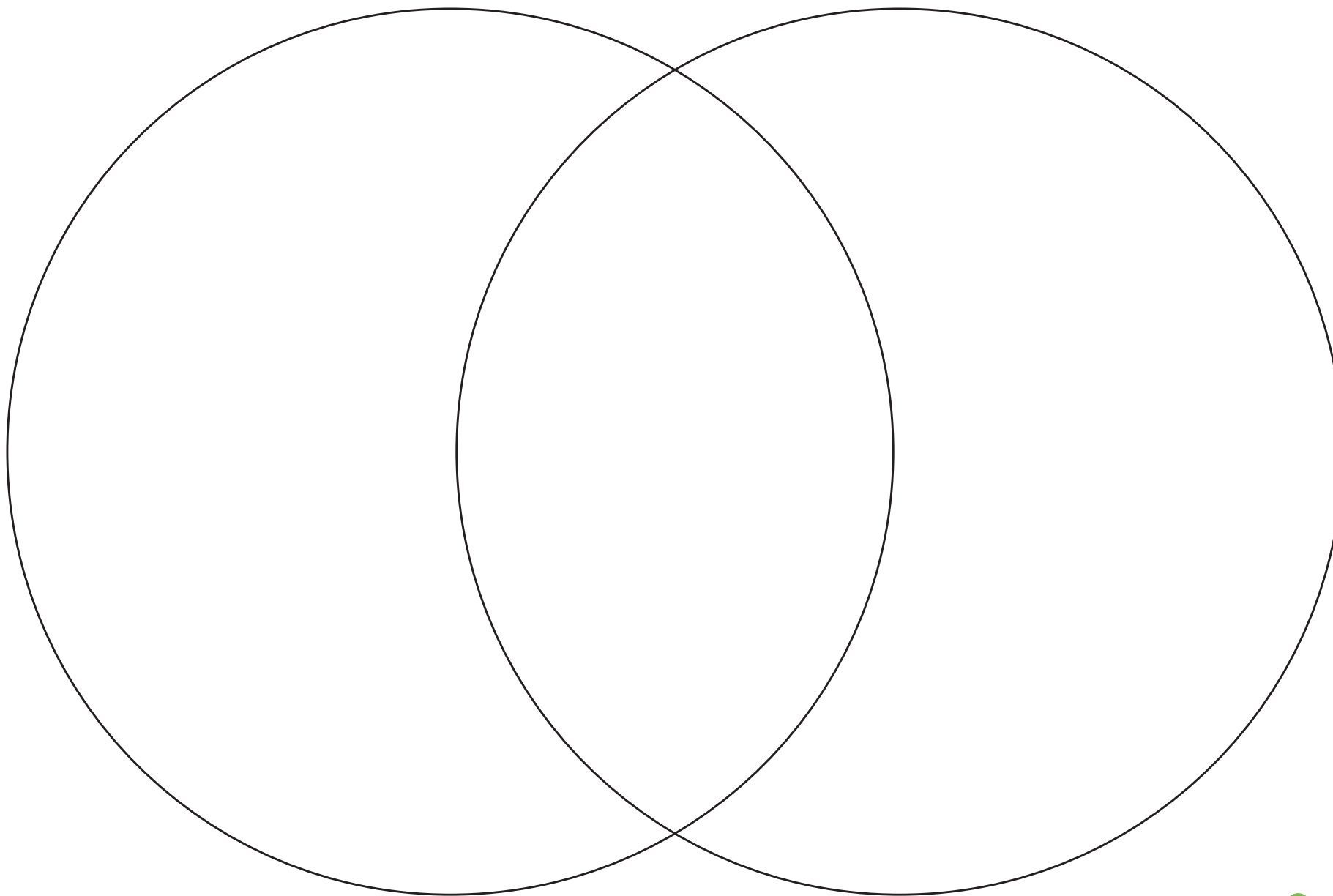
MONITORING STUDENT UNDERSTANDING

- ☐ Used strategic whole class or individual questioning
- ☐ Observed student participation during learning activities
- ☐ Recorded student progress on a checklist
- ☐ Annotated student work samples
- ☐ Collected and reviewed student work samples
- ☐ Facilitated whole class or peer feedback sessions
- ☐ Encouraged student self-reflection
- ☐ Administered formal assessment tasks

Name: _____

Date: _____

Compare and Contrast Venn Diagram



Colonisation to Federation

ederation – Australian

n History Timeline

1788

The colony of New South Wales is established and is governed by Arthur Phillip. Large groups of British troops help guard Australia against external attacks and try to maintain civil order to prevent convict uprisings.

1804

Hobart Town is established in Van Diemen's Land (Tasmania).

A convict rebellion breaks out near Castle Hill known as the Battle of Vinegar Hill.

1824

The colony of Moreton Bay (Brisbane) is established.

New Holland' is now called 'Australia'.

1825

The colony of Van Diemen's Land is established.

1808

The Governor of New South Wales, William Bligh, is removed from office by the New South Wales Corps during the Rum Rebellion.



1829

The colony of the Swan River (Perth) is established by Captain James Stirling.

The 'Ribbon Gang' outbreak begins near Bathurst.

1832

The colony of the Swan River has its name changed to Western Australia.

1836

The colony of South Australia is established with Adelaide as its capital.

1840

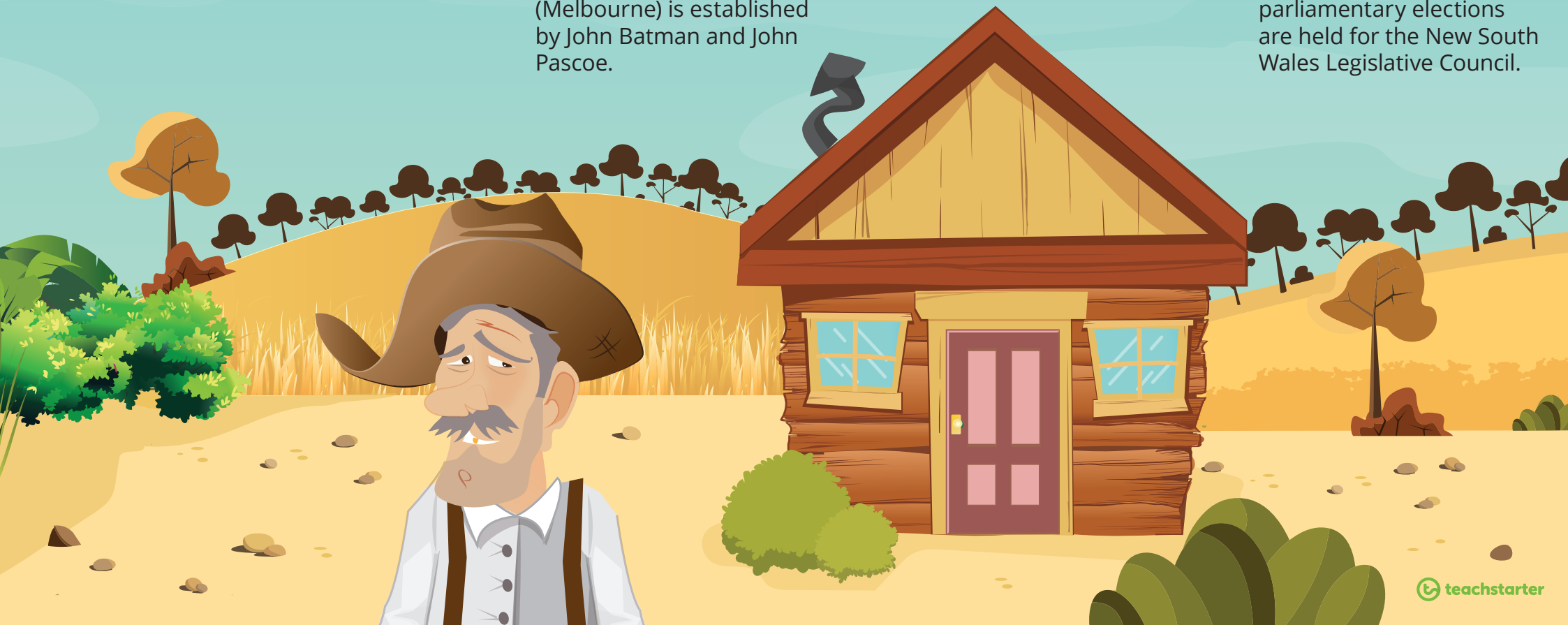
Convict transportation to New South Wales ends and the need for British troops diminishes.

1835

The colony of Port Phillip (Melbourne) is established by John Batman and John Pascoe.

1843

Australia's first parliamentary elections are held for the New South Wales Legislative Council.



1850

The 'Australian Colonies Government Act' grants representative constitutions to New South Wales, Victoria, South Australia and Tasmania. These colonies set about writing constitutions, producing democratically progressive parliaments.

1851

The colony of Victoria is established, separating from New South Wales.

The Victorian gold rush starts with gold being found in Ballarat.

1856

The colony of Van Diemen's Land has its name changed to Tasmania.

1869

Children of Australian Aboriginal and Torres Strait Islander descent are removed from their families by Australian and State government agencies. This practice lasts 100 years and is known as the Stolen Generation.

1854

The Eureka Stockade Battle breaks out on the Ballarat goldfield on December 4.

1859

The colony of Queensland is established, separating from New South Wales.

1870

The colonies of Australia are obliged to take responsibility for their own defence.



1893

The Corowa Conference (the 'people's convention') calls on the colonial parliaments to pass enabling acts, allowing the election of delegates to a new constitutional convention aimed at drafting a proposal and putting it to a referendum in each colony.

1901

Australia becomes a federation. Edmund Barton becomes the 1st Prime Minister of Australia and the 7th Earl of Hopetoun becomes Governor-General.

1931

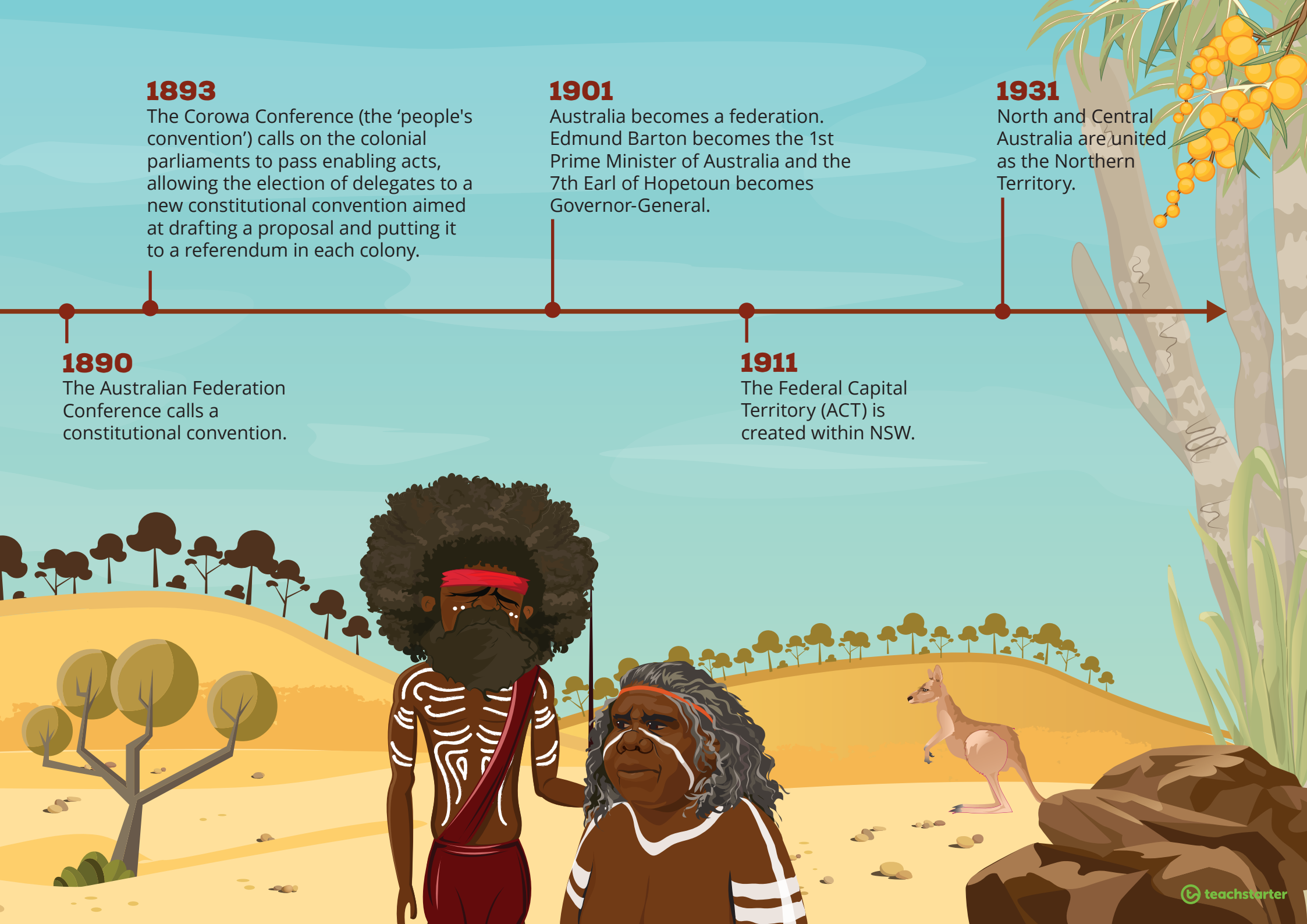
North and Central Australia are united as the Northern Territory.

1890

The Australian Federation Conference calls a constitutional convention.

1911

The Federal Capital Territory (ACT) is created within NSW.



Colonisation to Federation

Australian History Timeline

1788

The colony of New South Wales is established and is governed by Arthur Phillip. Large groups of British troops help guard Australia against external attacks and try to maintain civil order to prevent convict uprisings.

1804

Hobart Town is established in Van Diemen's Land (Tasmania).

A convict rebellion breaks out near Castle Hill known as the Battle of Vinegar Hill.

1808

The Governor of New South Wales, William Bligh, is removed from office by the New South Wales Corps during the Rum Rebellion.

1824

The colony of Moreton Bay (Brisbane) is established.

New Holland' is now called 'Australia'.

1825

The colony of Van Diemen's Land is established.

1829

The colony of the Swan River (Perth) is established by Captain James Stirling.

The 'Ribbon Gang' outbreak begins near Bathurst.

1832

The colony of the Swan River has its name changed to Western Australia.

1835

The colony of Port Phillip (Melbourne) is established by John Batman and John Pascoe.

1836

The colony of South Australia is established with Adelaide as its capital

1840

Convict transportation to New South Wales ends and the need for British troops diminishes.

1843

Australia's first parliamentary elections are held for the New South Wales Legislative Council.



1850

The 'Australian Colonies Government Act' grants representative constitutions to New South Wales, Victoria, South Australia and Tasmania. These colonies set about writing constitutions, producing democratically progressive parliaments.

1851

The colony of Victoria is established, separating from New South Wales.

The Victorian gold rush starts with gold being found in Ballarat.

1854

The Eureka Stockade Battle breaks out on the Ballarat goldfield on December 4.

1856

The colony of Van Diemen's Land has its name changed to Tasmania.

1859

The colony of Queensland is established, separating from New South Wales.

1869

Children of Australian Aboriginal and Torres Strait Islander descent are removed from their families by Australian and State government agencies. This practice lasts 100 years and is known as the Stolen Generation.

1870

The colonies of Australia are obliged to take responsibility for their own defence.

1890

The Australian Federation Conference calls a constitutional convention.

1893

The Corowa Conference (the 'people's convention') calls on the colonial parliaments to pass enabling acts, allowing the election of delegates to a new constitutional convention aimed at drafting a proposal and putting it to a referendum in each colony.

1901

Australia becomes a federation. Edmund Barton becomes the 1st Prime Minister of Australia and the 7th Earl of Hopetoun becomes Governor-General.

1911

The Federal Capital Territory (ACT) is created within NSW.

1931

North and Central Australia are united as the Northern Territory.





Talkin' Texture Game

Aim

For an individual to guess the descriptive texture word that has been placed in their headband.

Players

Whole class or small group

Equipment

Headband – this can be a simple strip of card with a rectangle glued to the front. The descriptive texture word cards are then attached with sticky tack.

Set of descriptive texture word cards

Sticky tack

How to Play

1. One student is selected to be the 'guesser'. Place the guessing headband on the student's head.
2. Attach a texture word card to the headband, making sure the guesser does not see the word.
3. Other students provide clues to help the guesser work out the word. Every clue must begin with: "Something that feels like this is..." The sentence is then completed with the name of an object or surface.
4. Limit the number of clues the guesser is allowed (10-20).
5. Move on to a new guesser and a new word once the student has figured out the word or run out of guesses.

rough



soft



smooth



woven



sharp



bendy



stiff



grooved



bumpy



spiky



scratchy



bristly



furry



shaggy



fuzzy



squishy



stretchy

delicate

crinkly

pointy

