








## Stage 2 - Big idea: First Contacts

This term we will be investigating European settlement in Australia and the interactions between the first colonisers and the Aboriginal people, who were already here. Students will learn about the First Fleet, examine the reasons for transportation, think about how settlement changed Australia and inquire about Aboriginal culture before the Europeans arrived. This week we are investigating: **Who were the passengers on the First Fleet?**



We are here to support you! Our weekly videos, phone calls and Zoom sessions will continue this term. It is expected that all students will post evidence of their work on Class Dojo **daily**. If you need help with this, please let us know.

### Learning from home timetable:

9:00-10:00	 Word Work Reading activity
10:00-11:00	Writing Activity 
11:00-11:30	 Recess
12:00-1:00	Numeracy Activity 
1:00-2:00	 Lunch
2:00-3:00	Mind, Body and soul activity 

### Early finishers!



Read a book!



Cook a recipe!

Get out and get active!



**Goal Setting** – It is important to set goals in our learning. It helps us to focus on the little steps we can take to improve ourselves as learners. This week when your teachers call you, you will be setting one or two goals with them. Take a picture of these goals and post them on your class dojo portfolio!

Name \_\_\_\_\_

Term \_\_\_\_\_ Week \_\_\_\_\_




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Literacy			
TUESDAY	WEDNESDAY	THURSDAY	Friday
<b>Read for 20 minutes every day – if you need suggestions for things to read check out the Reading Resource Sheet in the pack!</b>			
<b>Word Work</b> – Sort your words 2 times	<b>Word Work</b> –Sort your words. Write them down on your worksheet or on Dojo.	<b>Word Work</b> – Sort your words. Write sentences or a story with 6-8 or them.	<b>Word Work</b> – Blind sort. Have a family member test you and write them down without looking!
<b>Reading</b> WALT understand the effects of poverty on families.  Watch the video before you watch the rest of the information. <a href="https://www.youtube.com/watch?v=FDZe512gPeE">https://www.youtube.com/watch?v=FDZe512gPeE</a>  <b>Watch the PowerPoint</b> <b>Life in Poverty in 18<sup>th</sup> Century England</b>  <a href="https://youtu.be/CtOdZvkYiMY">https://youtu.be/CtOdZvkYiMY</a> or read the powerpoint in your pack  Answer the questions in your book. <ol style="list-style-type: none"> <li>1. Why were families in Poorhouses?</li> <li>2. Describe the living conditions there.</li> </ol> <b>Find the Word meanings</b> <ol style="list-style-type: none"> <li>1. hovel</li> <li>2. inedible</li> <li>3. unsanitary</li> <li>4. deportation</li> </ol>	<b>Reading</b> WALT: understand the hardships on voyage of the convicts.  The First Fleet - Alan Boardman and Roland Harvey  <a href="https://www.youtube.com/watch?v=4I3Lk2i3d1Y">https://www.youtube.com/watch?v=4I3Lk2i3d1Y</a>  Listen to the reading of the voyage to Sydney Cove. It's an incredibly long and dangerous journey. Make notes about the points that you found interesting.  <b><u>Answer the Questions on the attached sheet</u></b>	<b>Reading</b> WALT: understand the reasons children were convicted and sent to Sydney.  Watch this clip about <b><i>Child Convicts of Australia.</i></b>  <a href="https://www.youtube.com/watch?v=M7O-6PDQp0A">https://www.youtube.com/watch?v=M7O-6PDQp0A</a>  Investigate the enclosed archive records in your pack.  <b>Look up the meanings of:</b> <ul style="list-style-type: none"> <li>• larceny</li> <li>• sentence</li> <li>• Ditto</li> </ul> Now, referring to the enclosed archival records and video, answer the questions on the enclosed sheet in your pack.	<b>Reading</b> WALT: Deepen my understanding of problems for child convicts.  Read and listen to the story <a href="https://www.youtube.com/watch?v=tRINF6qdrsQ">https://www.youtube.com/watch?v=tRINF6qdrsQ</a>  You will notice there are examples in the book of the style of writing that was used at that time.  There were examples in the previous archives you examined on Thursday.  Answer the questions on the sheet in your pack and upload on dojo.

Writing - Tuesday	Writing - Wednesday	Writing - Thursday	Writing - Friday
<p><b>WALT: improve my understanding of the problems encountered by the families</b></p> <p>Writing</p> <p><b>Personal Recount</b></p> <p>From the information in today's reading, write a personal recount of your life in 18<sup>th</sup> Century England</p>  <p><b><u>Think about these ideas:</u></b></p> <p>Why were you and your family living in poverty? Where were you living? Did you have to work? Did you have enough to eat? Your future?</p> <p><b>Use the attached sheet for your writing.</b></p>	<p><b>Walt: discover the hardships and dangers of the voyage.</b></p> <p>Watch video of <b>A Tour of the Endeavour</b> <a href="https://www.youtube.com/watch?v=pJnzPODp3t8">https://www.youtube.com/watch?v=pJnzPODp3t8</a></p>  <p>It's very exciting to walk around this sailing ship.</p> <p><b>In your books</b>, write down the main points as you are watching the video.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• Describe life aboard ship</li> <li>• What was their diet (food), on board?</li> <li>• Explain how they slept.</li> <li>• Describe the difference between the captain's quarters and those of the sailors.</li> <li>• Any other points of interest you can find.</li> </ul>	<p><b>WALT: plan a personal narrative</b></p> <p>Watch this short clip to set the scene. <a href="https://www.abc.net.au/btn/classroom/first-fleet/10529128">https://www.abc.net.au/btn/classroom/first-fleet/10529128</a></p>  <p>Now <b>THINK</b></p> <p>Look at this image.</p> <p>Imagine this is you, arrested and convicted with your number attached.</p> <p>Plan a personal narrative about:</p> <ul style="list-style-type: none"> <li>• the crime you committed,</li> <li>• explain your reasons</li> <li>• how long were you free?</li> <li>• How did the authorities catch you?</li> </ul> <p><b><u>Consider:</u></b></p> <ul style="list-style-type: none"> <li>• This is a true story</li> <li>• Use special descriptive words to help the reader imagine your story.</li> <li>• Transition words may link your ideas. e.g. First; Next; Then; After; Last; Finally.</li> </ul> <p><b>Do your planning on the sheet in your pack.</b></p>	<p><b>WALT: Write a personal narrative using our planning from Thursday.</b></p>  <p><b>Remember:</b></p> <p>This is a personal story about you as the convict.</p> <p>You need to explain your crime and why you committed it. Put your facts in time order. How were you caught?</p> <p>Have a good opening paragraph and use language to entice me to read your story.</p> <p><b>Write your story in the first person on the attached sheet.</b></p>

**Maths**

TUESDAY

WEDNESDAY

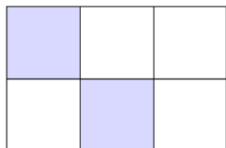
THURSDAY

FRIDAY

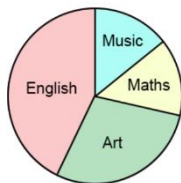
**Problem of the day:** Complete one problem in your pack each day. Be ready to review and discuss the problems at the class zooms on Tuesday and Thursday.

Tuesday – Shaded Area

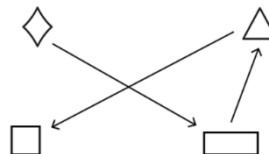
What fraction of the rectangle is shaded?



Wednesday – Study Time



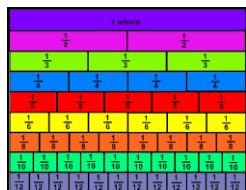
Thursday – Arrow Halves



Friday – Count the Beats



**WALT investigate fractions of a whole.**



Today you are going to create a fraction kit to **investigate** the different ways we can use fractions to make a whole.

Find your worksheet in your learning pack

You will then play a game “Cover Up” (instructions in your Learning pack).

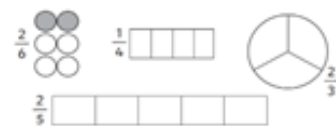
💡 Thinking Time 💡

What do you know about fractions?

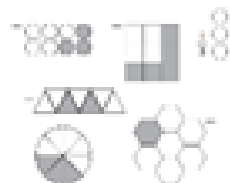
How many ways can you make a whole?

**WALT read and represent fractions.**

**Represent fractions**



**Read fractions**



Colour in the part of the whole to represent the fraction

Look at the picture and write the fraction shown

Practice a few of your own writing and representing fractions

**WALT divide one whole into parts.**  
**Fraction Tree**



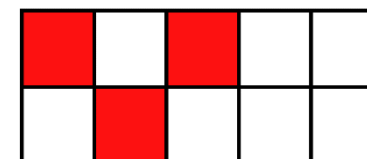
Divide the given strips into parts and design your fraction tree

Write the fraction on each part

Add leaves to show spring

**WALT read and represent fractions.**

**Shaded Rectangle Problem**



Use what you have learnt about fractions this week to answer the questions about the shaded rectangle in your learning pack.



**Mind, Body and Soul Activities –Complete 4 Activities to do during the week**

**History**



**Life in 1700s England**

Life in 1700s England was very difficult. People lived in very cramped conditions and work was hard to find.

This resulted in many criminals being transported to Australia in the First Fleet.

Look at the picture and put yourself in the child's position in the room

How are you feeling?

What do you see?

What are you thinking?

**Find the worksheet in your pack and complete it or complete the activity on Dojo.**

**Science**



Today you will be making paint!

**You'll need:**

- ¼ cup salt
- ½ cup flour
- ½ cup water
- Food colouring

**Instructions:**

1. Mix the flour and salt in bowl in a bowl
2. Add a few drops of food colouring to the water. Pour into the flour and salt mixture
3. Whip well into and the clumps dissolve

\*You can add more or less water depending on the consistency you desire. Store in refrigerator.

**Health**



Today you will be learning about **inclusion**.

Your task is to watch the video about inclusion then answer the following questions.

[https://youtu.be/cYpd1\\_XR5pg](https://youtu.be/cYpd1_XR5pg)

Questions...

What does inclusion mean to you?  
What is the impact of when you do not include others?

You may like to write your answers on paper or record yourself and upload it onto class dojo similar to the video you just watched.

You then have a task where you are to create a post card about inclusion. You must provide detail on how you can make people feel more included in your post card.

You can also decorate your post card with drawings.

**Post card template is in your learning pack.**

Upload onto class dojo

### Mindfulness



Today you will be creating a Glitter Jar

- ★ Find a jar or plastic bottle
- ★ Fill the bottle up  $\frac{3}{4}$  of the way with water
- ★ Add clear glue, food colouring, and glitter then shake
- ★ Seal the lid and you are ready to go

You can use this glitter jar when you are feeling stressed and overwhelmed. It helps you to relax and stay calm.

Upload an image to your portfolio.

### Visual Arts



Today you will be painting an image reflecting your **school holiday experience**. You can use the paint you created in the Science activity.

You will then upload your image to your portfolio.

### Fitness



### Heartbeat Exercise

Today you will be engaging in a tense and release muscle relaxation activity.

What to do...

1. Starting at the feet, gently squeeze the muscles in the feet by tightening them, slowly releasing.
2. Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.
3. Continue moving up the body for more relaxation.

# reading at home



Daily independent reading is one of the most important factors in supporting student growth in their learning. Students build stamina, self-regulation and focus by reading articles and books that they are interested in.

Don't have books at home? There are many places online that you can find quality texts. Take a look at what's available!



**GEPS School Library**– log in with your username and password to access eBooks you can read on your tablet or computer.

<https://oliver13.library.det.nsw.edu.au/>



**Cumberland Library**– Sign up for a free account to access lots of free magazines, kids books and other activities!

[https://library.cumberland.nsw.gov.au/client/en\\_AU/default](https://library.cumberland.nsw.gov.au/client/en_AU/default)

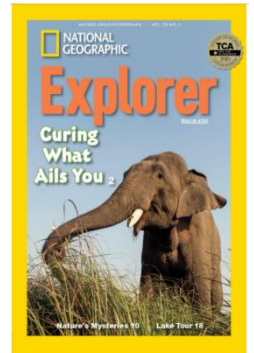
**The School Magazine**– Go to  
<https://theschoolmagazine.com.au/>

Click **Students** and enter the classroom code:  
**95PGCM**



**National Geographic Explorer** – Learn about the wild with this interactive magazine!

[https://explorer-mag.nationalgeographic.org/trailblazer\\_april\\_2021/cover](https://explorer-mag.nationalgeographic.org/trailblazer_april_2021/cover)



# epic!

**Get Epic Books**– Go to  
<https://www.getepic.com/students>

Enter your class code or the code:  
**skg1861**



**Bug Club**– Go to

<https://www.activelearnprimary.com.au/>

Enter your username and password and the school code: **gran**

If you need your information, ask your teacher!

STORY REVIEW	
NAME:	DATE:
Summary Of The Book/Story:	What was your favourite thing about it?
Would you recommend it to a friend? Why? (Use 1-5 Stars)	

Page 7

# Year 3 Word Work - TL WI

Day 1 - Cut and sort your words. Write them down in the table:

row	owl	out

Day 2 - Choose 6–8 words to write sentences for or write a story using 6–8 words

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Day 3 - Blind sort - have a family member read your words to you. Write them in the correct category.  
Cover up your words from above!

row	owl	out

Year 3 Word Work - T4 W1

<i>row</i>	<i>owl</i>	<i>out</i>
<i>growl</i>	<i>found</i>	<i>snow</i>
<i>blown</i>	<i>drown</i>	<i>shout</i>
<i>cloud</i>	<i>flown</i>	<i>crown</i>
<i>plow</i>	<i>south</i>	<i>grown</i>
<i>thrown</i>	<i>foul</i>	<i>fowl</i>
<i>prowl</i>	<i>doubt</i>	





Year 4 Word Work - T4 W1

<i>slipped</i>	<i>picked</i>	<i>traded</i>
<i>called</i>	<i>baked</i>	<i>grabbed</i>
<i>stopped</i>	<i>wasted</i>	<i>tracked</i>
<i>whizzed</i>	<i>peeled</i>	<i>wagged</i>
<i>tripped</i>	<i>watched</i>	<i>stared</i>
<i>knotted</i>	<i>waved</i>	<i>cheered</i>
<i>tasted</i>	<i>dreamed</i>	<i>skated</i>



# Year 4 Word Work - T4 W1

Day 1 - Cut and sort your words. Write them down in the table:

double	nothing

Day 2 - Choose 6–8 words to write sentences for or write a story using 6–8 words

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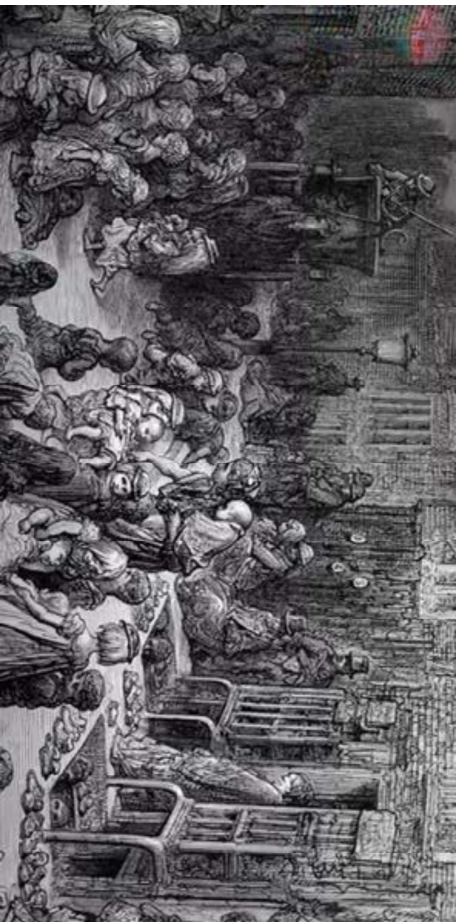
Day 3 - Blind sort - have a family member read your words to you. Write them in the correct category.  
Cover up your words from above!

double	nothing

# Poverty in England



Scan or click the QR code to watch the video before you watch the rest of the information.



Children of the poor did not attend school.

They worked from an early age to help the parents to **survive**.

They worked in terrible conditions that often led to severe **illness and death**.

Their homes were **hovels** with no bathrooms or toilets.

This led to the families and especially the children becoming ill from **disease**.

## Poverty in England





## Poorhouses

Because of the living conditions, **no work** or **income**, there was only one way to **survive** the poverty.

Families who were **desperate**, had to go to live in the poorhouses (workhouse).



## Living Conditions in Poorhouses

In these buildings:

- poor people ate terrible, **inedible** food.
- slept in crowded, **unsanitary** conditions.
- made to **work** breaking stones, crushing bones, spinning cloth or doing domestic labour, among other jobs.
- and could be **imprisoned** if they refused.



## Criminals

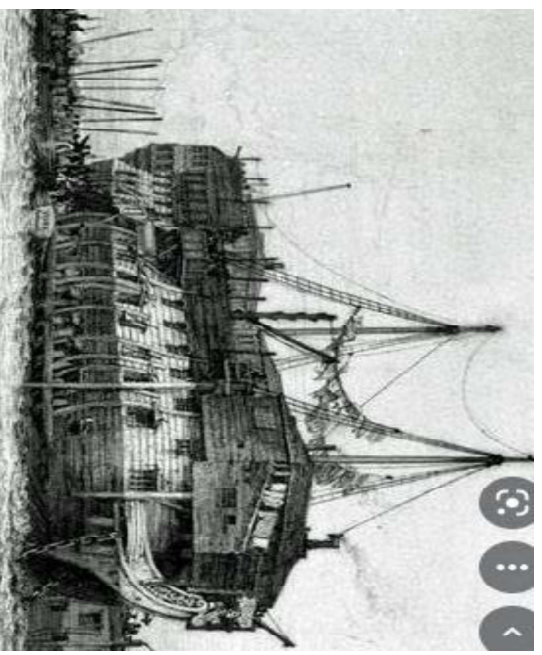
- Because the people were so poor, sometimes they could only survive by **stealing**; food or small items to sell.
- brought before a judge to be sentenced.
- Some were put into prisons while others were sentenced for **deportation**.

## Poverty in England



## Transportation

- Convicts sentenced to **transportation** were first kept in **filthy hulks**, old or unseaworthy ships in dock.
- The hulks were moored in rivers and harbours close enough to land for the **inmates** to be taken ashore to work.
- Eventually, they suffered a very long and dangerous journey to **Sydney Harbour**.



## Example of a Hulk



## Tuesday Writing

### Personal Recount

From the information in today's reading, write a personal recount of your life in 18<sup>th</sup> Century England.

### Ideas

Why were you and your family living in poverty?

Where were you living?

Did you have to work?

Did you have enough to eat?

Your future?



### Homeless

### Family Begging

Use the images to help you with your writing.

### Writing a personal narrative

1. Write your recount in the **first person** because it happened to you! Eg "I felt excited."
2. Use the **past tense** because it has already happened.
3. Write your story using **paragraphs**, an introduction, main events and conclusion.
4. Write your story in the **order** in which they happened. Eg First,
5. Using **descriptive words** will make it seem like your reader is there with you.
6. Remember to use an interesting introduction

**Personal Recount**

From the information in today's reading, write a personal recount of your life in 18<sup>th</sup> Century England.

**My life in 18<sup>th</sup> Century England**

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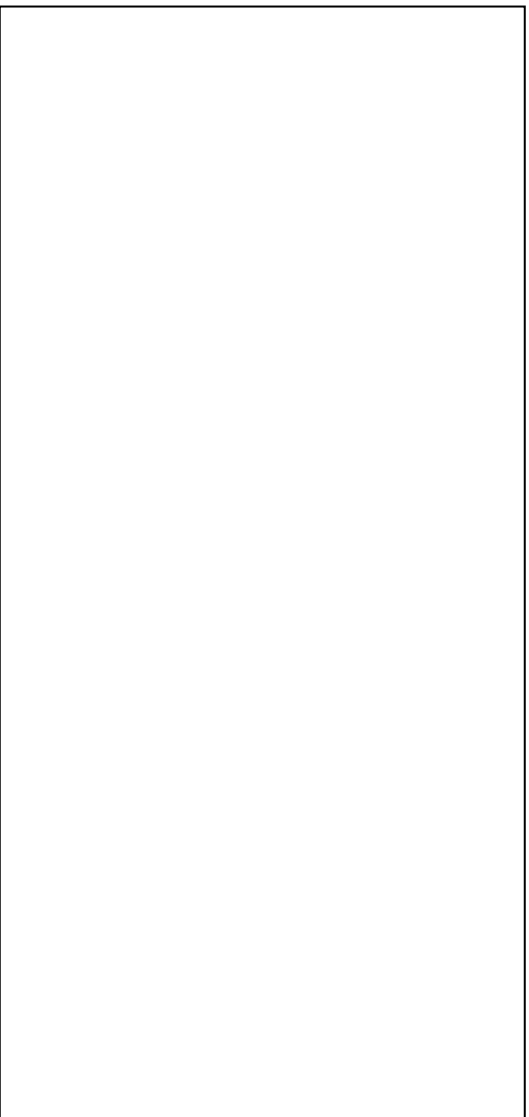
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Draw a picture from your daily life.



Explain the events in your drawing.

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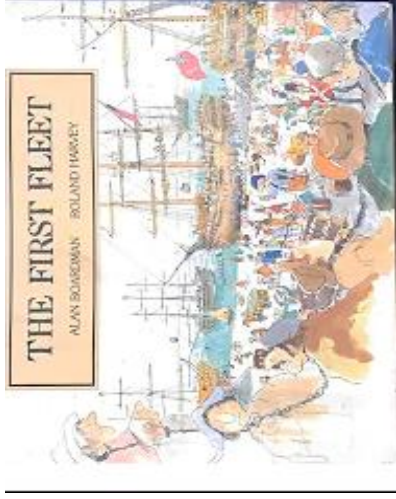
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## Wednesday Reading

### The First Fleet - Alan Boardman and Roland Harvey



<https://www.youtube.com/watch?v=4l3Lk2i3d1Y>

Listen to the reading of the voyage to Sydney Cove.  
It's an incredibly long and dangerous journey.  
Make notes about the points that you found interesting.

#### Questions

Describe events you heard about the journey that you found interesting.

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What problems did the people face on landing at the Cove?

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## CHILD CONVICTS



Watch this clip about *Child Convicts of Australia*.

<https://www.youtube.com/watch?v=M7O-6PDQp0A>

Investigate the enclosed archival records in your pack

Look up the meanings of:

- Larceny
- Sentence
- Ditto

Now, referring to the enclosed archival records and video, answer the questions on the enclosed sheet in your pack.

### . Questions.

1. What sorts of crimes did the children commit and why?
2. Were children punished as harshly as adult convicts?
3. What was John Greening accused of?
4. What was the average age of these children?
5. How long was the average sentence?
6. Do you think they would be going home at the completion of their sentence?
7. What would happen to them today if they committed the same crimes?

SAMPLE ARCHIVAL RECORD OF A CHILD CONVICT

Victorian Children in trouble with the law

Did the punishment fit the crime?

Source Two - John Greening, prisoner no 5997 (PCOM 2/291)


328  
4

Name No. John Greening 5997

and Aliases

Description

Age (on discharge) 11  
Height 4ft 4 1/4  
Hair Lt Brown  
Eyes D Grey  
Complexion Fresh  
Where Born Mortlake  
Married or Single Single  
Trade or occupation None  
Distinguishing marks Scar on forehead



Address at time of apprehension - 1 Senior Place, Mortlake  
Place and date of conviction - Richmond 10 June 73  
Offence for which convicted - St[ealin]g a Q[uar]t[er] of Goosberries (growing)  
Sentence - 1 Cal[endar] M[on]th H[ar]d L[abour] & 5 years Ref[orm]ator[y]  
Date to be liberated - 17 July 73  
Intended residence after liberation - Boleyn Castle, East Ham, Essex

Previous Convictions

Summary  
11 March 71 - St[ealin]g coal J.O.A. 10 Days H[ar]d L[abour] or 10/- Richmond  
15 Feb 73 St[ealin]g coal  
2 Cal[endar] M[on]th H[ar]d L[abour] & whipped Richmond  
By Jury

Rectangular Snip

Remarks, antecedents &c.  
Rab. sent 5-April 73

Victorian Children in trouble with the law

Did the punishment fit the crime?

Source Two - Transcript


5 July 73

Name No - John Greening 5997

and Aliases

Description

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By Jury

Rectangular Snip

Remarks, antecedents &c  
Rab. sent 5-April 73

## SAMPLE OF VICTORIAN CHILDREN IN TROUBLE WITH THE LAW

No.	NAME	Age	Crime	Where	When	Sentence	ried or Single	or Write	Trade	Gaoler's Report	on board the Hulk
3997	Henry Bolam	15	Steal a piece of velvet	Worcester	30 Dec 1839	7 yrs	-	R	-	Convicted & twice Whipp[e]d a common thief	Good
4020	James Campbell	14	Theft	Glasgow	9 Sept 1840	7 "	-	R	-	Often Convicted. Bad character	In
4124	Henry Johnston	15	Larceny & prev conv	Cen[tra]l Cr[imina]l C[ourt]	1 Feb 1841	10 "	-	N	-	Before Convicted	Ditto
4127	Frederick Schweder	15	Larceny	Cen[tra]l Cr[imina]l C[ourt]	1 Feb 1841	7 "	-	B	-	2 Mo[nth]s & 2 weeks H[ard] L[abour]	Good
4128	Richard Taylor	15	Larceny by a Serv[an]t	Cen[tra]l Cr[imina]l C[ourt]	1 Feb 1841	7 "	-	B	-	Not known	Ditto
4166	Tho[ma]s Garrell	14	Larceny by a Serv[an]t	Cen[tra]l Cr[imina]l C[ourt]	1 Mar 1841	7 "	-	B	-	Ditto	Ditto
4167	George Hambley	16	Larceny	Cen[tra]l Cr[imina]l C[ourt]	1 Mar 1841	7 "	-	B	-	Ditto	Indiff[erent]



**DICTIONARY MEANINGS.**

larceny \_\_\_\_\_

settlement \_\_\_\_\_

ditto \_\_\_\_\_

**QUESTIONS.**

1. What sorts of crimes did the children commit and why?  
\_\_\_\_\_  
\_\_\_\_\_
2. Were children punished as harshly as adult convicts?  
\_\_\_\_\_  
\_\_\_\_\_
3. What was John Greening accused of?  
\_\_\_\_\_  
\_\_\_\_\_
4. What was the average age of these children?  
\_\_\_\_\_  
\_\_\_\_\_
5. How long was the average sentence?  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you think they will be going home after the completion of their sentence? Explain  
\_\_\_\_\_  
\_\_\_\_\_
7. What would happen to them today if they committed the same crimes?  
\_\_\_\_\_  
\_\_\_\_\_

## Writing Thursday

Watch this short clip to set the scene.

<https://www.abc.net.au/btn/classroom/first-fleet/10529128>



### Now **THINK**

Look at this image.

Imagine this is you, arrested and convicted with your number attached.

- Plan a personal narrative about:
- the crime you committed,
- explain your reasons
- how long were you free?
- How did the authorities catch you?

### Consider:

- This is a true story about something that you did.
- Include only important facts.
- Put these events in order.
- Use special descriptive words to help the reader imagine your story.
- Use special transition words to link your ideas; e.g. First; Next; Then; After; Last; Finally.
- You are writing about yourself, so in the first person, use 'I'
- You may give yourself a name.

Do your planning on the sheet in your pack.





## My Story

**Planning** - write your information using bullet points.

**Introduction:** Remember this is your true story.  
Describe who you are.

- 
- 
- 

## Events in my life

What crime did you commit to be before the court? Put these events in order. Include only important events.

- 
- 
- 
- 

## Conclusion

How were you captured and sent to trial?

- 
- 
- 
-

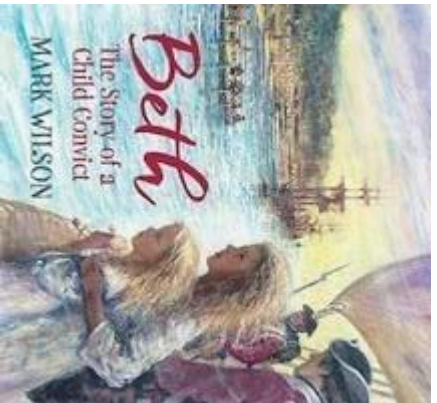
## FRIDAY LITERACY.

### Reading

WALT: Deepen my understanding of problems for child convicts.

Read and listen to the story

<https://www.youtube.com/watch?v=tRINF6qdrsQ>



You will notice there are examples in the book of the style of writing that was used at that time. There were examples in the previous archives you examined on Thursday.

Answer these questions on the sheet in your pack and upload on dojo.

### QUESTIONS.

1. What did Beth steal?
2. Who was Molly?
3. How did they feel when they disembarked from the ship?
4. What sorts of jobs were assigned to the girl convicts?
5. Where did many of the child convicts sleep?
6. What type of food were they given?
7. Was it a fair amount?
8. What happened with the colony's food supply and how did they try to fix it?



## Friday Reading

1. What did Beth steal?  
\_\_\_\_\_
2. Who was Molly?  
\_\_\_\_\_
3. How did they feel when they disembarked from their ship?  
\_\_\_\_\_  
\_\_\_\_\_
4. What sorts of jobs were assigned to the girl convicts?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Where did many of the child convicts sleep?  
\_\_\_\_\_  
\_\_\_\_\_
6. What type of food were they given?  
\_\_\_\_\_  
\_\_\_\_\_
7. Was it a fair amount?  
\_\_\_\_\_  
\_\_\_\_\_
8. What happened to the colony's food supply and how did they try to fix it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## FRIDAY WRITING

## MY STORY

**WALT**

**Write a personal narrative using our planning from Thursday.**

### Remember:

This is a personal story about you as the convict.

You need to explain your crime and why you committed it.

Put your facts in time order.

How were you caught?

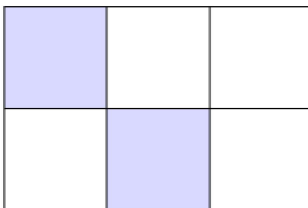
Have a good opening paragraph and use language to entice the me to read your story.

Write your story in the first person.....I.....

[illegible]

## Problem

What fraction of the rectangle is shaded?



## Multiple Choice

A.  $\frac{1}{2}$

B.  $\frac{1}{3}$

C.  $\frac{1}{4}$

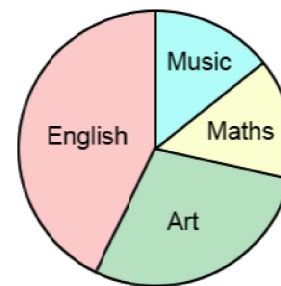
D.  $\frac{1}{5}$

E.  $\frac{1}{6}$

Show your working out below:

## Problem

Last Tuesday, a class studied Maths, Music, English and Art in the proportions indicated in the pie chart.



Which of the following statements is true?

## Multiple Choice

## Multiple Choice

A. The class spent more time in Music than Art.

B. The class spent more time in Music than English.

C. The class spent more than half their time in Music and English combined.

D. The class spent more than half their time in Maths and Art combined.

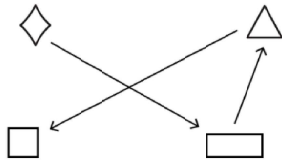
E. The class spent the same time in Maths as Art.

How do you know?

## Thursday Problem Solving

### Problem

In the diagram, the arrow means 'is half of'. For example, ' $\triangle \longrightarrow \square$ ' means ' $\triangle$  is half of  $\square$ '.



If  $\diamond$  is 8, what is  $\square$ ?

Show your thinking below:

## Problemo

POWERED BY  
AUSTRALIAN MATHS TRUST

Friday Week 1 Problem Solving

Count the beats

Problem Card

### Problem

In a piece of music, a note like  is worth one beat,  is worth half a beat,  is worth 2 beats and  is worth 4 beats.

How many beats are in the following piece of music?



### Multiple Choice

A. 4

B. 5

C. 6

D. 7

E. 8

Show your thinking below:

## Week 1 Tuesday Maths

### Cover Up

Aim of the game is to cover the whole.

You will need;

- Fraction Kit
- Fraction Cards (cut out and folded)

How to play

1. Gather your materials.
2. Place the whole in front of you.
3. From a bag/pile choose a random fraction card.
4. The fraction card that comes out tells you what size piece to place on the whole strip.
5. Place the card back into the pile/bag.
6. Keep playing until you cover your whole strip exactly.
7. Record how you made the whole.
8. Play again and record your fractions to make the whole.

To make the whole I used;

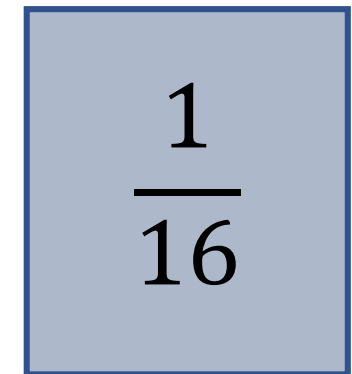
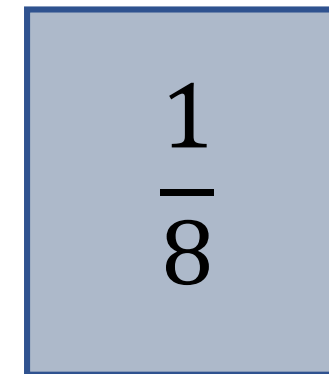
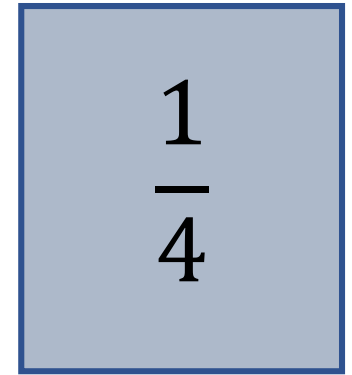
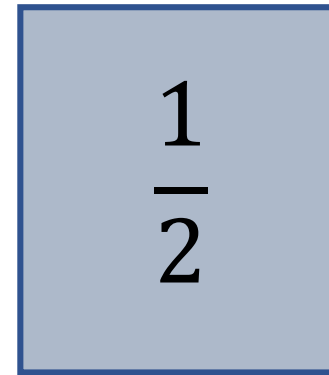
First time;

Second time;

Reflection;

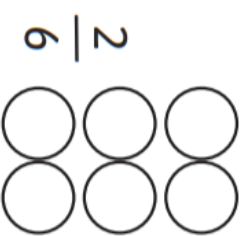
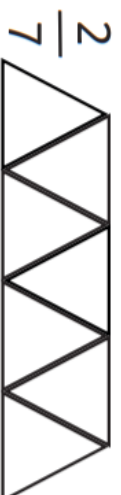
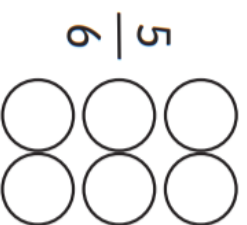
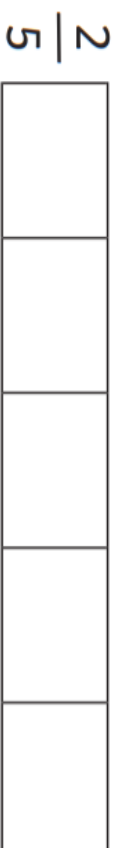
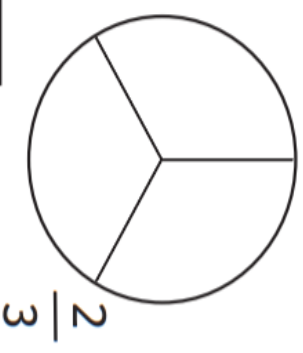
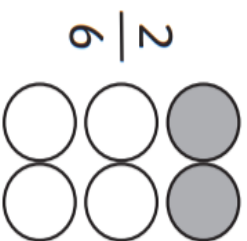
1. Explain the 2 different ways you made a whole.

### Fraction Cards



# Maths: Wednesday 6<sup>th</sup> October

Represent the fraction. Colour in to show each fraction. First one has been done for you.







**Maths: Wednesday 6<sup>th</sup> October**

**Label and represent a few fractions of your choice:**


Maths: Thursday 7<sup>th</sup> October

**WALT divide one whole into parts**

**Fraction Tree**



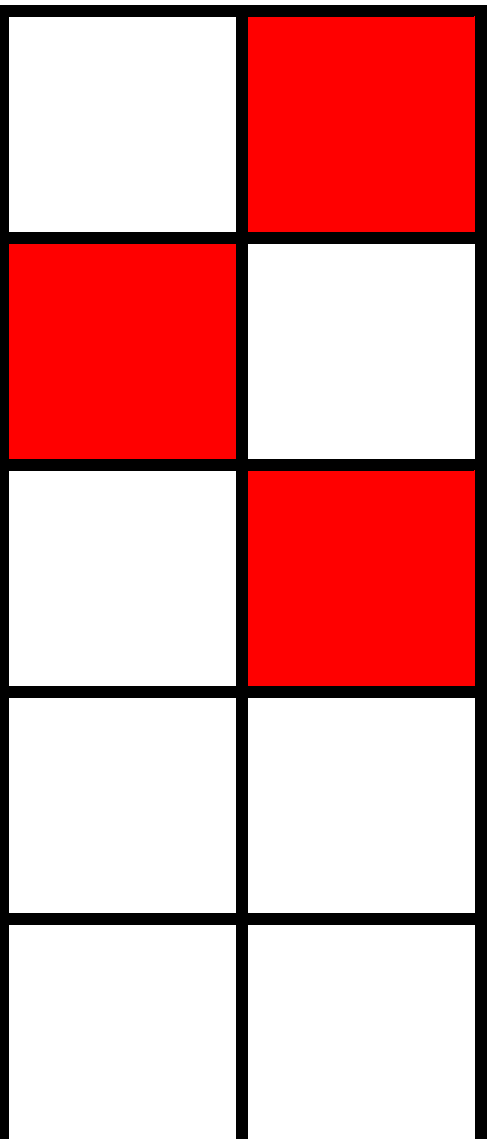
Divide the given strips into parts and design your fraction tree  
(brown coloured on next page)

Write the fraction on each part (as shown above)

Add leaves to show spring (Use green coloured paper provided)

Shaded Rectangle Problem

Use what you have learnt about fractions this week to answer the questions below.



1. What fraction of the whole rectangle is shaded? How many small squares are there altogether?

---

---

---

2. What fraction of the rectangle is not shaded?

---

---

---

3. How many squares need to be added to or removed from the large rectangle so that exactly  $\frac{1}{4}$  of the shape is shaded? Please show your working out.

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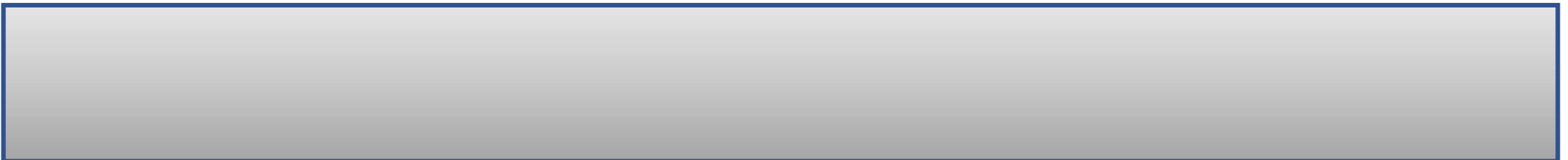
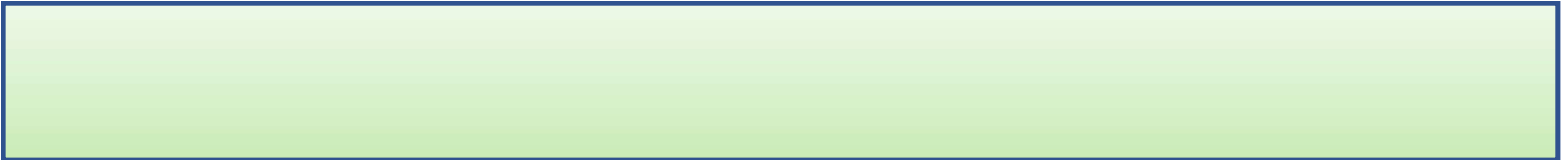
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**Week 1 – Tuesday Maths**

**Fraction Kit**

Watch the video and listen as the teacher explains the task.



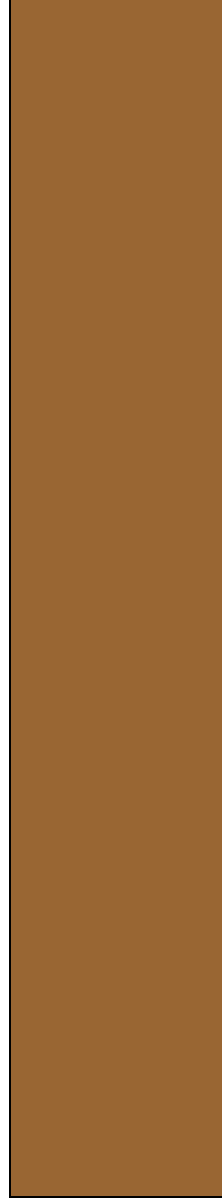


Maths: Thursday 7<sup>th</sup> October

Keep this strip as whole



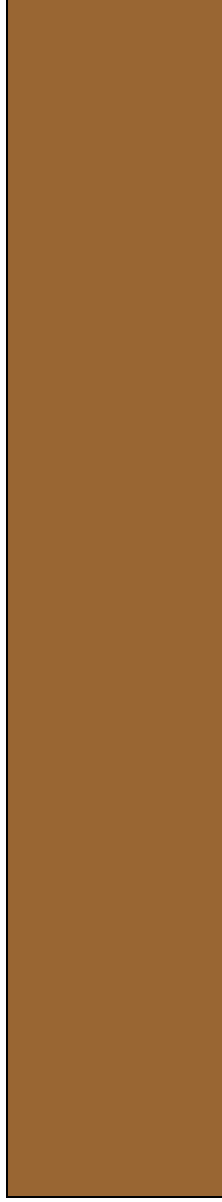
Divide this strip into halves



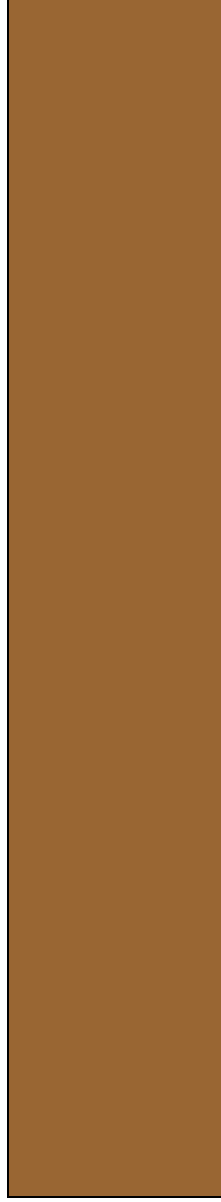
Divide this strip into quarters



Divide this strip into eighths



Divide this strip into sixteenths







**Maths: Thursday 7<sup>th</sup> October**

**Draw and cut leaves for the tree:**





**Maths: Thursday 7<sup>th</sup> October**

**Glue your tree here:**

The sketch is a **primary source**.

It was drawn in the late 1700s by someone who actually saw the way many families were living in the big cities.

The word **Metropolis** is another name for big cities and towns.



Step Inside the picture. Imagine if you were the child standing in the image.
What do you see?
What do you hear?
How do you feel?

# Activity sheet

## Me! postcard



**I can help people feel even  
more included by...**

PLACE  
POSTCARD  
POSTAGE  
HERE

**Write your name on the line below:**

---

---

---

---

# END OF THE WEEK TICKET

HOW WELL DID I FOCUS ON MY LEARNING THIS WEEK: (circle one face)



2 THINGS I HAVE LEARNT THIS WEEK:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

SOMETHING I NEED TO FOCUS ON FOR NEXT WEEK IS:

1. \_\_\_\_\_

\_\_\_\_\_

DRAW A PICTURE THAT SHOWS SOMETHING YOU HAVE LEARNT THIS WEEK