


**Stage 2, Term 3, Week 9**  
**Learning from Home- Suggested Daily Learning**

<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>- New spelling words</li> <li>- Reading- Fluency + Vocabulary</li> <li>- Writing L1</li> <li>- Maths L1</li> <li>- Health</li> </ul>	<p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>- Spelling activity</li> <li>- Grammar Task</li> <li>- Reading- Fluency</li> <li>- Reading- your choice</li> <li>- Maths L2</li> <li>- PBL</li> <li>- Gamarra Music Project</li> </ul>	<p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>- Spelling activity</li> <li>- Editing/Jumbled Sentences Task</li> <li>- Reading- Fluency</li> <li>- Reading - Your choice</li> <li>- Maths L3</li> <li>- Gamarra Music Project</li> </ul>
<p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>- Maths L4</li> <li>- Handwriting</li> <li>- Reading- Fluency + Comprehension</li> <li>- Spelling activity</li> <li>- Gamarra Music Project</li> <li>- Do something fun!</li> </ul>	<p><b>Friday</b></p> <ul style="list-style-type: none"> <li>- Gamarra Music Project.</li> <li>- Maths L5</li> <li>- Spelling Test</li> <li>- Reading- your choice</li> <li>- Physical Activity</li> </ul>	

**Additional Activities - Optional**

<p>Choose 5 countries that competed in the Tokyo games and make a graph (of your choice) to display the gold medals they won.</p>	<p>Create your own bingo game using some of your spelling words.</p>	<p>Draw and design a park you would love to visit and play at!</p>	<p>Create a word search about all the feelings and emotions you have had before.</p>
<p>Make a poster for R U OK Day and draw/write some ways you can check your friends and family are OK.</p>	<p>Create a sensory shaker bottle using an old bottle, glitter and water (and whatever else you'd like to put in there!)</p>	<p>Go for a walk around your neighbourhood. What pattern are the houses numbered by?</p>	<p>Create a space just for you. Add your favourite books, activities, colouring in or drawing materials to explore.</p>
<p>Write a recipe for how to make a the ultimate ice cream sundae.</p>	<p>Create a scavenger hunt for someone in your family to complete.</p>	<p>Cut out some pictures from magazines of healthy foods you like to eat and make a collage with them.</p>	<p>Using recycled materials from around your house create a musical mobile.</p>

# Week 9 Monday

## Monday

- New spelling words
- Reading- Fluency
- Reading- Vocabulary
- Writing L1
- Maths L1
- Gamarra Music Project



BACK

# Week 9 – Literacy: Spelling

## Lesson 155

Focus: Consonant suffix -ful.

Red	Orange	Green
joyful	fruitful	plentiful
armful	colourful	delightful
careful	thoughtful	doubtful
truthful	fateful	flavourful
helpful	peaceful	remorseful
unhelpful	cheerful	earful

Use this sound sheet and break up your words. Check on the following slide.

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.							Tricky part?
weekend	6	w	ee	k	e	n	d		ee



# Literacy: Spelling

RED	ORANGE	GREEN
#5 j_oy_.f_u_l.	#7 f_r_ui_t_.f_u_l.	#9 p_l_e_n.t_i.f_u_l.
#5 ar_m_.f_u_l.	#7 c_o_.l_our_.f_u_l.	#8 d_e_.l_igh_t_.f_u_l.
#5 c_are_.f_u_l.	#6 th_ough_t_.f_u_l.	#6 d_ou_bt_.f_u_l.
#7 t_r_u_th_.f_u_l.	#6 f_a-t-e_.f_u_l.	#8 f_l_a_.v_our_.f_u_l.
#7 h_e_l_p_.f_u_l.	#6 p_ea_ce_.f_u_l.	#8 r_e_.m_or_se_.f_u_l.
#9 u_n_.h_e_l_p_.f_u_l.	#5 ch_eer_.f_u_l.	#4 ear_.f_u_l.

# Reading – Fluency passage

## Growing food in the colony

Did you know that fruit trees were producing fruit in a short time of just a couple of years in the early colony? Information about food in the colony can be found in the diaries of the early colonists.

Colonists were hungry because they didn't work their gardens, or gather food like oysters, wild spinach, mussels and other shellfish. Oysters were a common food for even the poor in England, so all in the colony would have known they were good to eat, and abundant enough to feed everyone.

Those who did garden, or had good gardeners, like Governor Phillip, ate well. No one starved even during the time of worst hardship, except for one man who saved his rations to escape to China, and another whose rations were taken as 'rent' to use someone else's pannikin.

# Reading – Fluency passage

## Track your fluency score each day!

When you read aloud each day, use this table to keep track of how you're going.

<i>1st Read</i>	<i>2nd Read</i>	<i>3rd Read</i>	<i>4th Read</i>

### Fluency checklist:

- I only say the words on the page - I don't add, remove or change any.
- I read to learn and for enjoyment
- I don't sound like a robot
- I look for full stops, commas and other punctuation
- I am always checking for understanding

# Reading – Vocabulary

Choose a word from the fluency passage that you don't know and complete the vocabulary four square.

Write the definition.	Use it in a sentence using 7 words or more.
Write a synonym.	Draw a picture.

# Writing Week 9: L1

## Scavenger Hunt: Text Features

Learning Intention: I can find information text features

1. Choose ONE of the information texts on the next 2 slides.
2. Find as many text features as you can! For example, can you find:
  - a title? (highlight in green)\*
  - headings? (underline)
  - a photograph, illustration or diagram? (circle)
  - a caption (explains what an image is)? (highlight in blue)
  - a graph or table? (highlight in pink)
  - a map? (circle in yellow)
  - bold print or italics? (highlight in orange)
  - a fact box or sidebar? (colour in around the edges)
3. Not every text has all of these features - see what you can find!

\*You may use whatever colours you have.

## 4 January 1788

Van Diemen's Land is sighted from the *Friendship*. A freak storm damages some of the sails of the ships.

## 18 - 20 January 1788

After 252 days and more than 24 000 km, on the 18th January 1788 the *Supply*, with Phillip, reached Botany Bay. On the 19th and 20th the remainder of the fleet arrived. Although Phillip did not have enough time to prepare, it was a successful voyage with no ships lost and only 48 people died.

# Convict Children

A small number of the convicts sentenced to transportation to New South Wales were children, mainly boys, who had been convicted of minor crimes such as theft. Strict rules controlled the daily lives of convicts. This was no different for child convicts. They deserved different punishments for their behaviours and crimes compared to adult convicts. However, some child convicts were put to death by hanging if their crimes were equal to that of an adult committing the same crime. Other child convicts were sent on the long journey to Australia, leaving their families behind.

## Jobs

Orphaned and convict children as young as ten years old could be sent to work as a servant for a settler.


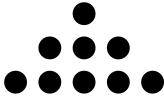





BACK

# Maths: Lesson 1

Label it!

In the tables below write/type the number or name for each item.

Number	1				
Item					

Name the 3D object.

\_\_\_\_\_



Is it a pyramid or a prism?



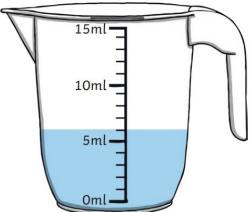
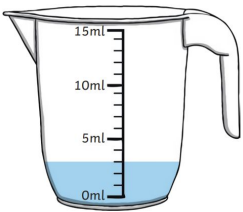
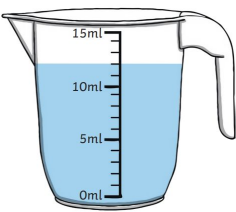
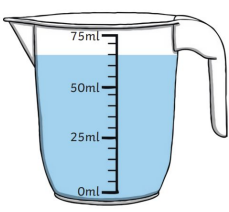
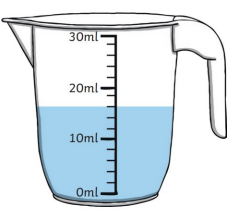
\_\_\_\_\_

BACK

# Maths: Lesson 1

Volume and Capacity

Record the volume of liquid in each jug below.

Volume (mL)		mL	mL	mL	mL	mL
Which jug has the highest capacity?						
	a.	b.	c.	d.	e.	

# PDHPE- Health

## Healthy Body, Healthy Mind

Choose some activities from the grid below and complete them throughout the week.

Time yourself running around the perimeter of your backyard. How long does it take? Can you improve on this time?	Go for a bike or scooter ride. Aim for at least 20 mins.	See how many times you can bounce a ball without stopping. Can you get to 100?	Create an obstacle course and then ask a family member to film you completing it.
Lay on the grass outside and close your eyes for around 5 mins. What can you hear?	Listen to some music and dance! Be silly! Have Fun!	Make a healthy meal or snack for your family.	Help a family member complete some household jobs.
Spend the afternoon outside- no screens!	Read a book in the sun.	Use the yoga poses on the next slide and create your own mini yoga session. Hold each pose for 15 seconds.	Play some gentle music and colour in or draw.

# PDHPE- Health

When doing these poses it is very important to take cues from your body- these poses SHOULD NOT hurt. If they do- **STOP!!!**





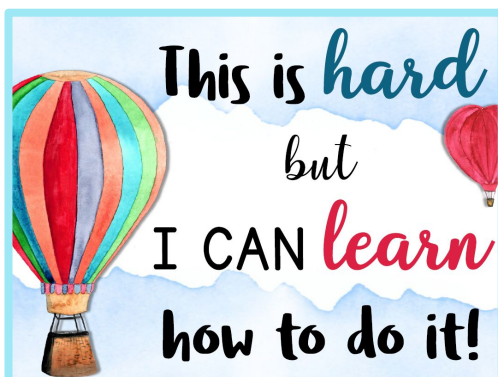


Put some relaxing music on, and spend some time quietly colouring.

# Week 9 Tuesday

## Tuesday

- Spelling activity
- Grammar task
- Reading- Fluency
- Reading- Choice
- Writing L2
- Maths L2
- PBL
- Gamarra Music Project



# Week 9 – Literacy: Spelling

Focus: Plural Rule 3. Words ending in f or fe

Each day:

1. Write out your words using look/cover/say/write/check
2. Complete an additional spelling activity of your choice. You know the kinds of tasks you do in class.
  - Things like: rainbow sounds / fancy writing / definitions / sentences / vowels & consonants / create a find a word / staircase letters
  - Because you are at home you could also : bounce a ball as you say each letter of a word, write your words in chalk (Check with a parent first), hold a family spelling bee, use playdough, bake cookies in the letters of your spelling words etc.

## Grammar: Week 9

Learning Intention: I can use conjunctions to write better sentences.

Instructions:

We can take a simple sentence and make it better by adding conjunctions. This week we will use 3 different conjunctions: because, but and so.

### Because

'because' helps us add details and reasons to our sentences. For example:

*The test was hard.*

We can add details using the conjunction 'because'. For example:

*The test was hard **because** I didn't get any sleep last night.*

*The test was hard **because** there were questions I hadn't studied.*

# Grammar: Week 9

## But

The conjunction 'but' helps us compare and contrast. For example:

*The test was hard.*

We can add details using the conjunction 'but'. For example:

*The test was hard **but** I still got 90%!*

*The test was hard **but** I did my best.*

## So

The conjunction 'so' helps us show cause and effect. For example:

*The test was hard.*

We can add details using the conjunction 'so'. For example:

*The test was hard **so** I don't have a good feeling about it.*

*The test was hard **so** next time, I will study more.*

# Grammar: Week 9

## Your turn!

Take this simple sentence and add detail using the conjunctions because, but and so.

The convicts came on the First Fleet.

The convicts came on the First Fleet **because** \_\_\_\_\_

The convicts came on the First Fleet **but** \_\_\_\_\_

The convicts came on the First Fleet **so** \_\_\_\_\_

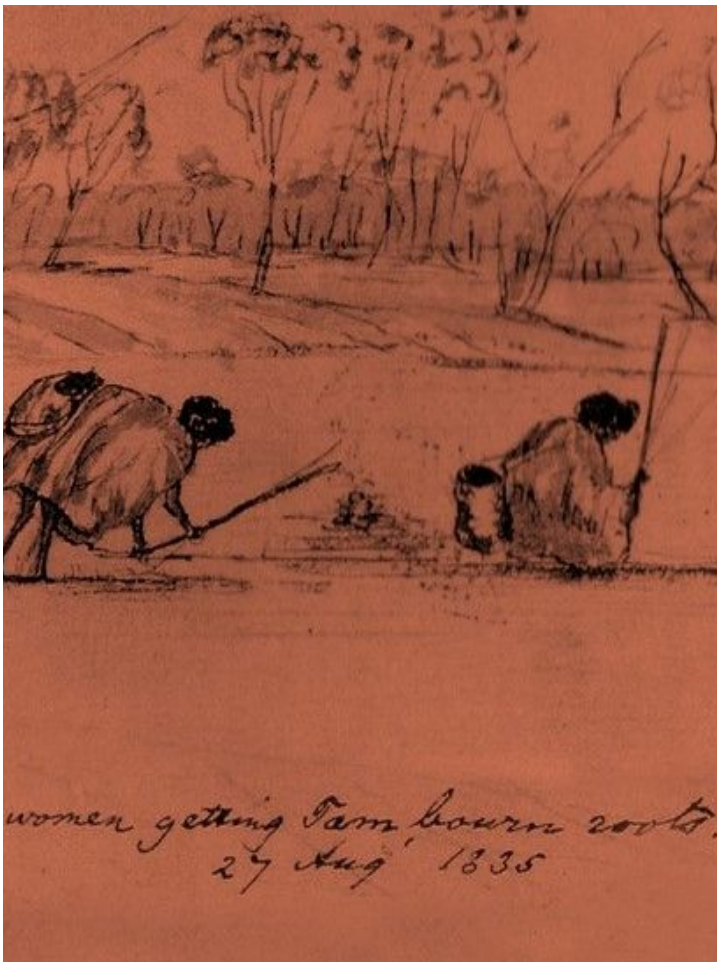
**Challenge:** Try this yourself - write a simple sentence and make it better using the conjunctions because, but and so.

# Writing Week 9: L2

## Scavenger Hunt: Text Features

Learning Intention: I can find information text features

1. Choose ONE of the information texts on the next 2 slides.
2. Find as many text features as you can! For example, can you find:
  - a title? (highlight in green)
  - headings? (underline)
  - a photograph, illustration or diagram? (circle)
  - a caption (explains what an image is)? (highlight in blue)
  - a graph or table? (highlight in pink)
  - a map? (circle in yellow)
  - bold print or italics? (highlight in orange)
  - a fact box or sidebar? (colour in around the edges)
3. Not every text has all of these features - see what you can find!



### VICTORIA

When John Batman's party first landed at Indented Head in Victoria, or Port Phillip District as it was known, in June 1835, he left Andrew Todd to guard the stores. Todd passed the long days by talking to the Wathaurong people and sketching.

One of his sketches shows a line of women digging for yam daisy tubers or murrnong (*Microseris lanceolata*), the sweet little potato that was a staple vegetable of Aboriginal peoples' diet. The area the women were working was clear of other plants because they had been harvesting and propagating the area for thousands of years.

Chief Aboriginal Protector of the Port Phillip District, George Augustus Robinson, recorded in 1841:

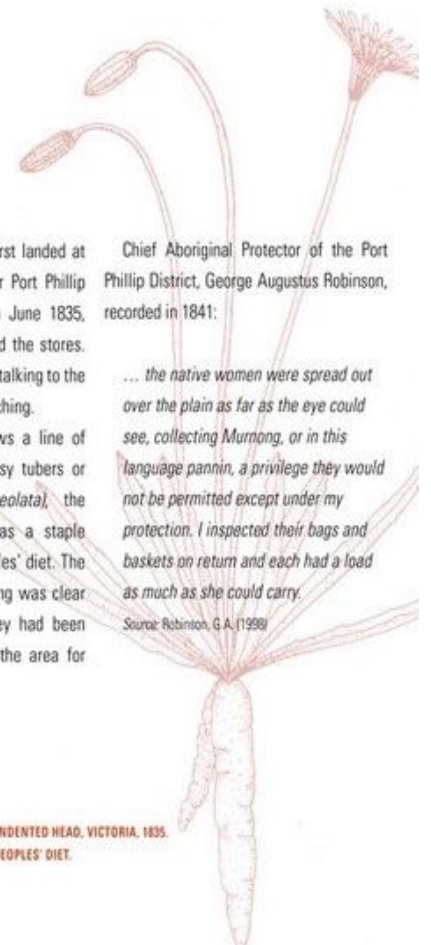
... the native women were spread out over the plain as far as the eye could see, collecting Murrnong, or in this language pannin, a privilege they would not be permitted except under my protection. I inspected their bags and baskets on return and each had a load as much as she could carry.

Source: Robinson, G.A. (1988)

OPPOSITE: DETAIL, YAM DIGGERS AT INDENTED HEAD, VICTORIA, 1835.

YAMS WERE A STAPLE OF THE FIRST PEOPLES' DIET.

RIGHT: YAM DAISY AND TUBER



# Convict Statistics



## General

1776 – 1795

Approximately 2000 out of 6000 convicts held on hulks, died.

1788 – 1868

163 021 convicts were transported from Britain to Australia.

1833

A peak year – 36 ships transported over 7000 convicts.

## First Fleet

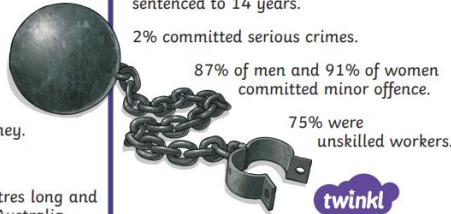
1788

775 convicts were sent to Australia on the following ships:

- Charlotte
- Alexander
- Friendship
- Lady Penrhyn
- Prince of Wales
- Scarborough

43 convicts died on the journey.

The trip was 24 000 kilometres long and took eight months to get to Australia.



87% of men and 91% of women committed minor offence.

75% were unskilled workers.



visit [twinkl.com.au](https://www.twinkl.com.au)

## All Together

85% male

15% female (24 960)

70% English

24% Irish

5% Scottish

2200 Welsh convicts

20% of Australians descended from convicts.

20% of transported convicts were younger than 20.

Average age of convicts was 26.

The oldest convict transported was about 60 years old.

The youngest convict transported was about nine years old.

550 convicts died in shipwrecks.

About half the convicts transported were serving seven-year sentences.

About a quarter of the convicts were sentenced to 14 years.

2% committed serious crimes.

## Around Australia

### New South Wales

1788 – 1842

More than 80 000 convicts were transported to NSW.

1819 – 1848

50 000 convicts went through the Hyde Park Barracks.

### Western Australia

1850 – 1868

9720 convicts were sent to WA on 43 ships.

269 convicts were transported on the Hougoumont (the last convict ship that took the voyage to Australia).

1833 – 1834

12 ships took 1358 passengers away from the Swan River colony.

### Victoria

1844 – 1849

1727 convicts were sent to Victoria.

1803

Sorrento held about 300 male convicts.

1840s

1697 ex-convicts left Van Diemen's Land (Tasmania) and sailed to Port Phillip.

### Tasmania

1803 – 1853

67 000 convicts were mainly held at Port Arthur and Sarah Island.

Over 75 000 convicts served time in Van Diemen's Land.

12 500 female convicts were transported to Tasmania.

10% never left the system.

### Queensland

1824 – 1842

Over 2500 convicts were held at Moreton Bay for secondary punishment.

2200 male convicts were transported to Moreton Bay and 144 women.

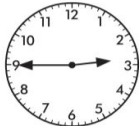


BACK

# Maths: Lesson 2

Match the analogue and digital times to the correct time label:

- a.
- b.
- c.
- d.
- e.



02:45

10:45

09:15

04:15

08:15

a quarter past 8

a quarter past 4

a quarter past 9

a quarter to 11

a quarter to 3

The first one has been done for you!

BACK

# Maths: Lesson 2

## My Timetable

Complete your own timetable of how you spend your day, learning from home.

Example:	
Time	Activity
7:30 am	Breakfast
8:30 am	Feed the chooks and morning video
9:30 am	Home Learning / Google Classroom
10:00 am	Education Live
11:00 am	Zoom
12:00 pm	Lunch
1:00 pm	Home Learning / Google Classroom
2:00 pm	Afternoon tea

My Timetable	
Time	Activity

BACK



## PBL Focus: Kind words, caring actions

*Learning Intention:* We will use kind words and caring actions

Draw a picture of yourself.

Look at the picture.

Think about how you would like others to make you feel.



You would like others to help you to feel good wouldn't you?

## PBL Focus: Kind words, caring actions

*Learning Intention:* We will use kind words and caring actions

One way that they can help you to feel good is through using kind words and caring actions towards you and others.

Some kind words others might use are them:

- telling you what you are doing well
- saying something that is nice
- telling you how they care for you



What are some other kind words?



## PBL Focus: Kind words, caring actions

*Learning Intention:* We will use kind words and caring actions

Some caring actions that others might do are:

- doing something nice for you
- spending time for you
- or helping you
- showing you that they care for you

What are some other caring actions?



## PBL Focus: Kind words, caring actions

*Learning Intention: We will use kind words and caring actions*

Choose at least 1 of these to do for yourself:

- Tell yourself 3 things that you like about you
- Go to bed at the right time to get enough sleep
- Spend some time away from screens each day

Choose at least 1 of these to do or with people that you see each day:

- Say kind words to them.
- Play a game that they want to play.
- Read them a story or listen to them reading.

BACK

# Gamarra: Final Project

**THIS TASK IS FOR THIS WEEK AND NEXT**

**This is your final project for this term.**

**You will need to hand this in to your teacher by the end of the term.**

You will need to research and think about all the things you have learnt in Gamarra and Literacy this term. There are lots of options for how you present your work- pick one that will show your understanding the best. Take your time and make sure your work is quality. Just like at school, you should do a rough draft then edit and make it better for your final presentation.



# Gamarra: Final Project

## THIS TASK IS FOR THIS WEEK AND NEXT

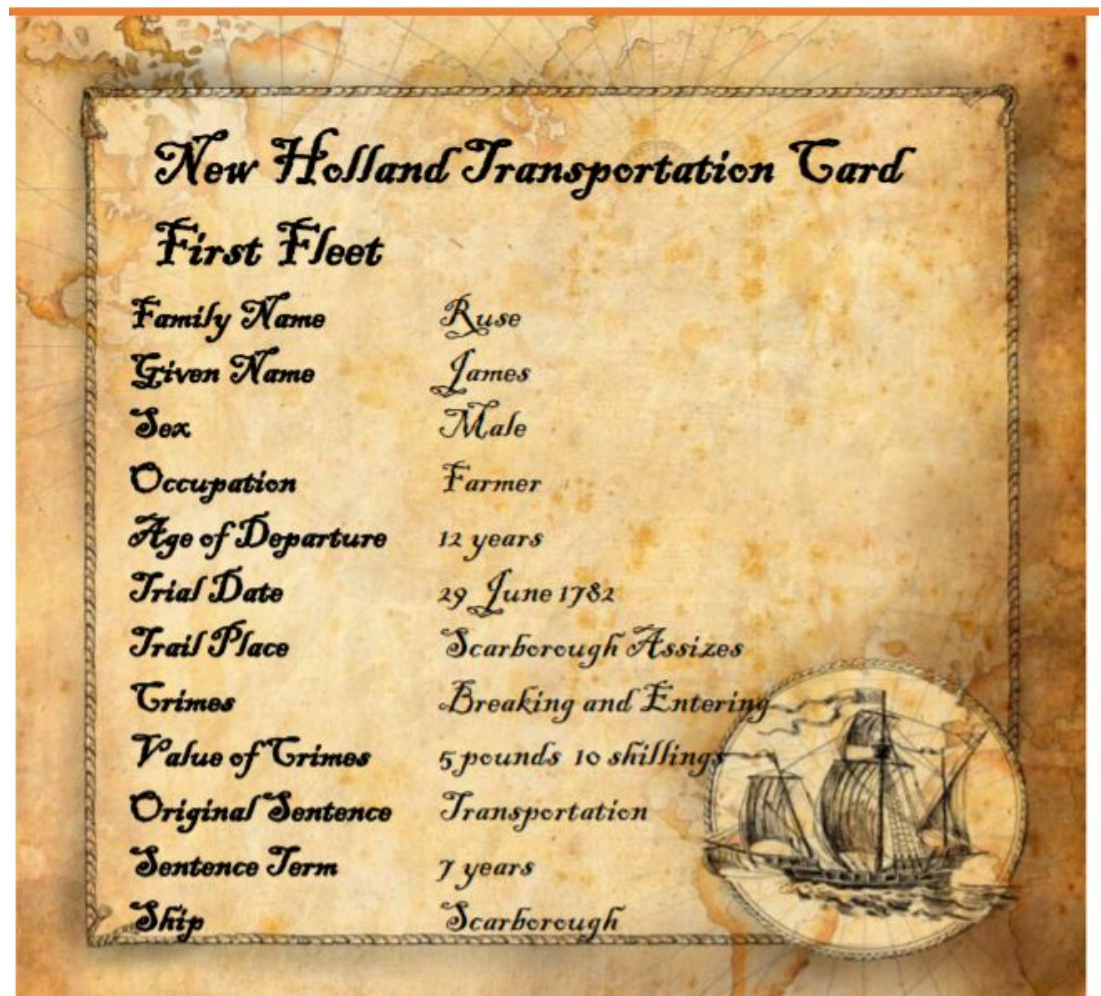
### FIRST FLEET PASSENGERS

Choose one of the people on the following slides and research their life experiences, including their ultimate journey to Australia. Find out about their achievements and what important contributions they made to the establishment of Australian society, through their life in Sydney Cove. You can present your findings in a variety of ways. Here are some suggestions to help you:

- ★ Create a mini information book or pamphlet
- ★ Create a poster
- ★ Make a Google Slides presentation
- ★ Present a newscast
- ★ Write some journal entries- one for each important part of their story. Include details about what was happening and how they may have felt.
- ★ Create a timeline of their life and achievements

## Gamarra: Final Project

James Ruse



# Gamarra: Final Project: James Ruse

Helpful websites:

<https://sydneylivingmuseums.com.au/stories/first-fleet-ships/james-ruse>

<https://www.campbelltown.nsw.gov.au/AboutCampbelltown/History/ProminentPeopleFromOurPast/RuseJames>

<https://adb.anu.edu.au/biography/ruse-james-2616>

If you are unable to access the websites please let your teacher know so information can be provided to you. Printed copies of the slides have the info attached at the end.

## Gamarra: Final Project

Mary Reibey

*New Holland Transportation Card  
Convict Transport Post First Fleet*

<i>Family Name</i>	<i>Reibey</i>
<i>Given Name</i>	<i>Mary</i>
<i>Sex</i>	<i>Female</i>
<i>Occupation</i>	<i>Student</i>
<i>Age of Departure</i>	<i>15 years</i>
<i>Trial Date</i>	<i>August 1791</i>
<i>Trial Place</i>	<i>Stafford Assizes</i>
<i>Crimes</i>	<i>Horse Stealing</i>
<i>Value of Crimes</i>	
<i>Original Sentence</i>	<i>Transportation</i>
<i>Sentence Term</i>	<i>7 years</i>
<i>Ship</i>	<i>Royal Admiral</i>



# Gamarra: Final Project: Mary Reibey

Helpful Websites:

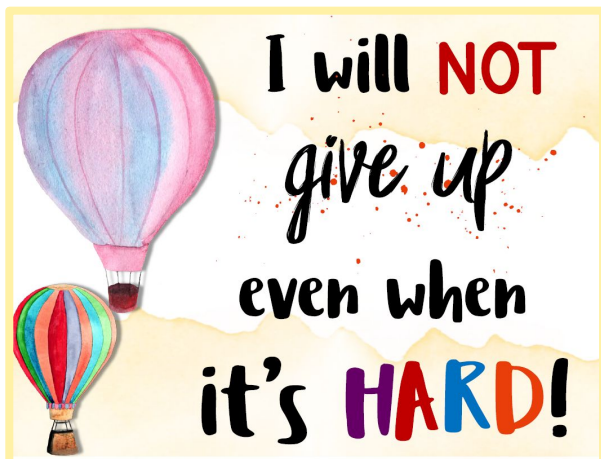
[https://dictionaryofsydney.org/entry/mary\\_reibey](https://dictionaryofsydney.org/entry/mary_reibey)

<https://banknotes.rba.gov.au/australias-banknotes/people-on-the-banknotes/mary-reibey/>

<https://www.kidsnews.com.au/money/she-is-on-our-20-banknote-but-few-know-the-story-of-mary-reibey/news-story/2bc4a8ad93fd233e72000abde3359f5e>

If you are unable to access the websites please let your teacher know so information can be provided to you. Printed copies of the slides have the info attached at the end.

## Week 9 Wednesday



### Wednesday

- Spelling activity
- Editing/Jumbled Sentences task
- Reading- Fluency
- Reading- Choice
- Maths L3
- Health

# Jumbled Sentences Week 9

Unscramble these sentences.

1. First, find the WHO or WHAT the sentence is mostly about.
2. Next, find what's happening to them.
3. Finally, fill in with details of WHEN, WHERE or WHY.  
Challenge: add some adjectives and adverbs to make the sentence interesting. You can also add a conjunction and a reason.

Example:

*The mat cat sat on the sun. the in*

*The cat sat on the mat in the sun.*

*The fat, ginger cat sat on the soft, fluffy mat in the warm sun because he was getting sleepy.*

Your turn:

1. because didn't Colonists hungry were they gardens. work their
2. failed. wanted crops settlers to but The the land their often farm
3. rations so got they Everyone starve. didn't

## Editing Week 9

Re-write this passage and highlight the corrections you have made.  
You can do this on your working doc or in a workbook.

Bennelong was born around 1764. He belonged to the Eora Aboriginal people. Today, the city of sydney sits upon the traditional lands of the Eora people. He was a yung man when the First Flet arrived in port Jackson in 1788. bennelong and his friend were out fishing one day wen Governor arthur Phillip's men kidnapped them



Find 3 spelling mistakes.  
Add 4 capital letters and 1 full stop.

# Maths: Lesson 3

## Mapping and Grid References

Today, we're going on an adventure! We're off to Taronga Zoo in Sydney!!



- The next slide has a map of the zoo.
- You need to record the location of each attraction listed at the zoo.
- Add 3 more attractions and locations of the things you want to see at the zoo!



Map of Taronga Zoo in Sydney



Attraction	Location
Elephants	13,E
Lions	
Ferry	
Top Plaza Shop	
Penguins	
Meerkats	
Wombat Burrow	
Komodo Dragon	
Reptiles	

Record the grid reference (e.g. 13,E) for the location of each item in the table. The first one has been done for you!  
 Add 3 more attractions and locations of things you want to see!  
 A larger map is available in your Google Docs or in your booklet.

# Gamarra: Final Project

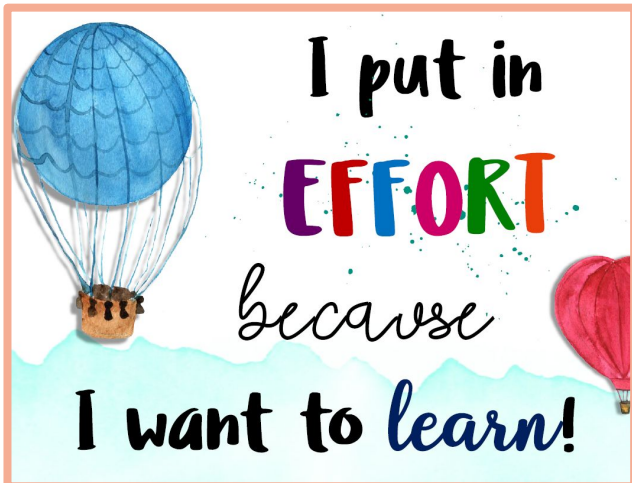
THIS TASK IS FOR THIS WEEK AND NEXT

This is your final project for this term.

You will need to hand this in to your teacher by the end of the term.

Research and write notes about the life of your chosen convict. Decide on the way you would like to present your information.

## Week 9 Thursday



### Thursday

- Spelling activity
- Handwriting
- Reading- Fluency
- Reading- Comprehension
- Maths L4
- Gamarra Music Project
- Do something fun!

# Handwriting Week 9

Learning Intention: To develop and improve my formal handwriting and move toward linking letters in cursive style.

1. Using the handwriting sheets provided (or on your paper in your best handwriting) trace and copy the highlighted text below. Take your time, form your letters correctly and either add entry and exit flicks to the letters that need them (Yr 3) or join your letters correctly (Yr 4).

*When we change the lyrics to a song, we want to keep the same syllable beats so the rhythm remains the same.*

## Reading – Fluency passage

### Growing food in the colony

Did you know that fruit trees were producing fruit in a short time of just a couple of years in the early colony? Information about food in the colony can be found in the diaries of the early colonists.

Colonists were hungry because they didn't work their gardens, or gather food like oysters, wild spinach, mussels and other shellfish. Oysters were a common food for even the poor in England, so all in the colony would have known they were good to eat, and abundant enough to feed everyone.

Those who did garden, or had good gardeners, like Governor Phillip, ate well. No one starved even during the time of worst hardship, except for one man who saved his rations to escape to China, and another whose rations were taken as 'rent' to use someone else's pannikin.

# Reading Week 9: Comprehension

## Understanding our fluency passage

Learning Intention: To read for understanding

Use this week's fluency passage to answer the following questions.

1. What source of information tells us about fruit trees in the early colony?
2. What types of food could colonists have gathered?
3. What was a common food in England that even poor people ate?
4. Why were colonists hungry?
5. Describe how you think colonists felt who didn't know how to garden.
6. Describe how you think Aboriginal people felt about the colonists starving.

BACK

## Maths: Lesson 4

### Let's Play the Numbers Game!!

Use the numbers on balloons to make the numbers in the box below:



- You may use: +, -, x and ÷
- You may only use each number once
- **You must use 2 or more numbers**

Check the example in the box to help you!

Show your working. Number 1. has been done for you.

	Show your working. Number 1. has been done for you.	Make the number:
1.	$15 + 5 = 20$ $20 + 10 = 30$ 15 5 10	30
2.		7
3.		20
4.		100
5.		0



BACK

# Maths: Lesson 4

Let's Play the Numbers Game ... Just like on T.V.!!

See if you can make the number:


**780**

Using the numbers:

**50 100 100 2 8 10**

You can use: +, -, x and ÷

You may only use each number once.

Check the example in the box  to help you!

The goal is to arrive at the number below (or as close as possible).

**780**

You can use the four basic arithmetic operations (+, -, x and ÷) applied to the six numbers. Each number may be used once.

**50 100 100 2 8 10**

Based on the TV show "Letters and Numbers", showing on SBS in Australia

$100 \times 8 = 800$	<b>50</b> <del><b>100</b></del> <b>100</b> <b>2</b> <del><b>8</b></del> <b>10</b>
$2 \times 10 = 20$	<b>50</b> <del><b>100</b></del> <b>100</b> <del><b>2</b></del> <del><b>8</b></del> <del><b>10</b></del>
$800 - 20 = 780$	<input checked="" type="checkbox"/>

BACK

# Maths: Lesson 4

Your Turn!

Numbers Game ... Just like on T.V.!!

Level 1:

The goal is to arrive at the number below (or as close as possible).

**110**

You can use the four basic arithmetic operations (+, -, x and ÷) applied to the six numbers. Each number may be used once.

**25 50 100 8 10 9**

Based on the TV show "Letters and Numbers", showing on SBS in Australia

BACK

# Maths: Lesson 4

## Numbers Game ... *Just like on T.V.!!*

Level 2: The goal is to arrive at the number below (or as close as possible).

160

You can use the four basic arithmetic operations (+, -, × and ÷) applied to the six numbers.  
Each number may be used once.

25

75

100

10

6

1

Based on the TV show "Letters and Numbers", showing on SBS in Australia.

BACK

# Maths: Lesson 4

## Numbers Game ... *Just like on T.V.!!*

Level 3: The goal is to arrive at the number below (or as close as possible).

550

You can use the four basic arithmetic operations (+, -, × and ÷) applied to the six numbers.  
Each number may be used once.

50

75

25

6

4

4

# Gamarra: Final Project

THIS TASK IS FOR THIS WEEK AND NEXT

This is your final project for this term.

You will need to hand this in to your teacher by the end of the term.

Research and write notes about the life of your chosen convict. Decide on the way you would like to present your information.

Week 9  
Friday

Friday

- Gamarra Final Project
- Spelling test
- Maths L5
- Reading - Your choice
- Physical activity



# Gamarra: Final Project

THIS TASK IS FOR THIS WEEK AND NEXT

This is your final project for this term.

You will need to hand this in to your teacher by the end of the term.

Continue working on your project. Your draft should be just about done today.

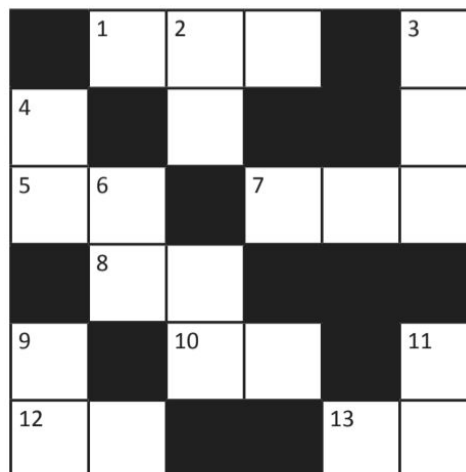
BACK

## Maths: Lesson 5

### Time Crossword

#### Across

- 1 Days in a leap year
- 5 Weeks in a year
- 7 Hours in 10 days
- 8 Hours in  $\frac{1}{2}$  day
- 10 Minutes in  $\frac{3}{4}$  hour
- 12 Hours in 2 days
- 13 Minutes in 1 hour



#### Down

- 2 Seconds in 1 minute
- 3 Minutes in 1 hour and 40 minutes
- 4 Minutes in  $\frac{1}{4}$  hour
- 6 Days in 3 weeks
- 9 Days in a fortnight
- 11 Minutes in  $\frac{1}{2}$  hour

# Problem Solving

## Add and Subtract Three- and Four-digit Numbers using Place Value.

In the concert hall there are 1186 chairs and the trucks will deliver another 1177 chairs.  
There 2500 people in the audience.

Are there enough chairs for every audience member to sit?

In the concert hall there are 5686 chairs and the trucks will deliver another 6477 chairs.  
There 1250 people in the audience.

Are there enough chairs for every audience member to sit?

In the concert hall there are 55686 chairs and the trucks will deliver another 6477 chairs.  
There 5496 adults and 6687 children people in the audience.  
How many more chairs will be needed so every audience member can sit?

**READ** the part of the problem that is asking you to find something out.

**UNDERSTAND** the information that you will need to find it out.

**CHOOSE A STRATEGY** that you could use to find it out.

**USE A STRATEGY** to find it out.

**CHECK** that you have found it out.

© 2020 A Learning Place A Teaching Place Relational Mathematics TPI4US Resourceful Teaching

# Week 9 – Literacy: Spelling

Focus: Plural Rule 3. Words ending in f or fe

1. On Friday- ask someone to test you on your words.

Learning Intention: To move our bodies and develop healthy habits.

- Try and do at least 15 minutes each day.
1. Move your body!  
Jump, skip, play a game, throw a ball, run a race, jump on the trampoline, go for a walk, dance, ride your bike / scooter.  
Be active and get your heart pumping. Enjoy the sunshine (hopefully)
- Take a photo and send it to your teacher.

Name \_\_\_\_\_

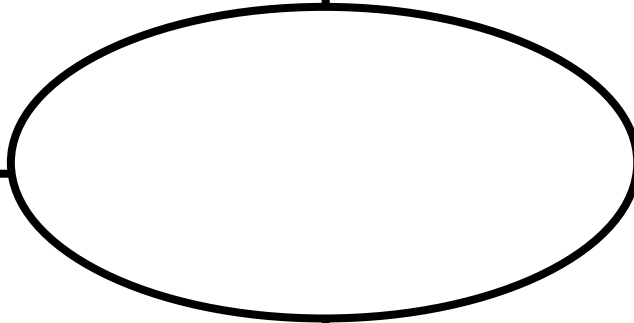
## Vocabulary Four Square

Write the definition.

Use it in a sentence using 7 words or more.

Write a synonym.

Draw a picture.



## **James Ruse info:**

### **From Sydney Living Museums**

Convict

Arrived on: *Scarborough*

Sentence and crime: Seven years transportation for breaking and entering

Remained in New South Wales until his death on 5 September 1837

- Ex-convict James Ruse became the first person in NSW to receive a land grant when Governor Phillip gave him 30 acres at Parramatta in April 1791.

The grant was provided in return for Ruse's efforts to successfully grow wheat and maize on a small allotment. Governor Phillip had been anxious to determine whether colonists could become self-sufficient in the new colony, living without the assistance of the dwindling government food stores.

- Ruse had been transported to Australia with the First Fleet after he was convicted of breaking and entering. According to Marine Officer Watkin Tench,

*"When his term of punishment expired, in August 1789, he claimed his freedom, and was permitted by the governor, on promising to settle in the country, to take in December following, an uncleaned piece of ground, with an assurance that if he would cultivate it, it should not be taken from him."*

- In August 1793, Ruse fruitfully sold 600 bushels of grain grown on his Experiment Farm back to the government stores. He later assisted in opening up the Hawkesbury River region to European settlement.

### **From Campbelltown City Council**

In July 1789 he claimed that his sentence had expired and soon afterwards he applied for a land grant. Governor Phillip did not at first give him a grant, but in November permitted him to occupy an allotment near Parramatta. The title to that grant was withheld until his capacity as a farmer and his right to freedom had been proved. The governor made this concession partly because he knew Ruse to be industrious and partly because he was anxious to discover how long it would take an emancipist to become self-sufficient. They were supplied with provisions, clothing, seed, implements,



livestock, a hut and assistance in clearing a small area of land.

James Ruse married Elizabeth Perry at Parramatta in 1790 and they successfully farmed their land. In February 1791, Ruse received 30 acres in Land Grant Number 1 and by the end of the year Ruse, his wife and child no longer needed food from the government store.

In October 1793 he sold his farm to Surgeon Harris for £40. In January 1794 he obtained the first land grant in the Hawkesbury area, which he sold in 1798 for £300. Another grant at Pitt Town Bottoms which he obtained in 1797 he sold in 1809.

In 1800 he purchased twenty acres facing the river near North Richmond but because of heavy losses due to floods in 1800 and 1801, he sold it to Richard Cheers. In 1809 he successfully obtained a land grant in Bankstown, and in 1819 he received a grant of 100 acres at Riverstone.

By 1825 he was recorded as owning a mere ten acres of land, and in 1824 was working as an overseer for Captain Brooks at Lower Minto. In 1834 he was living at Macquarie Fields. James Ruse died on 5th September 1837, his seventy-seventh birthday. During his last months he occupied himself with the melancholy task of carving his story on his own tombstone. It reads (spelling mistakes included)

TO THE MEMERAY OF JAMES RUSE WHO DEPARTED THIS LIFE sept 5th IN THE  
YEAR OF OUR LORD 1837 NATEF OF CORNWELL AND ARRIVED IN THIS  
COLENEY BY THE FORST FLEET AGED 77

MY MOTHER REREAD ME TENDERLEY WITH ME SHE TOCK MUCH PAINES AND  
WHEN I ARIVED IN THIS COELNEY IS OWD THE EORST GRAIN AND NOW WITH  
MY HEAVENLY FATHER I HOPE FOR EVER TO REMAIN

He is buried in the cemetery of St. John's Church, Campbelltown.

## From Australian Dictionary of Biography

Although not the first person to cultivate land in the colony on his own behalf, Ruse was the first ex-convict to seek a grant, for other emancipists displayed no inclination to take up agriculture. Undeterred by famine, drought and the depredations of convicts Ruse applied himself diligently to his task, helped by Phillip who provided him with provisions, clothing, seed, implements, livestock, a hut and assistance in clearing a small area of land. He proved not only a hard worker but also, by local standards, an enlightened farmer who made quite effective use of the limited means at his disposal. By February 1791 he was able to support both himself and his wife, Elizabeth Perry, a convict whom he had married on 5 September 1790. In April 1791 he received the title to his land, the first grant issued in New South Wales.

## **Mary Reibey info:**

### From the Dictionary of Sydney

- Mary Reibey was born Molly Haydock on 12 May 1777 in Bury, Lancashire, England. Her parents were respectable members of middling yeomanry status, however she was orphaned at an early age and was brought up by her maternal grandmother. Mary was well educated at Blackburn Grammar School and attended church regularly. On the death of her grandmother in 1790 she left Lancashire and in 1791, aged just 14 years, she was arrested for the serious crime of horse stealing.
- When arrested she was dressed as a boy and identified herself as James Burrows, after a boy she knew who had recently died. Mary managed to maintain her disguise as a boy but was unmasked at her trial at Stafford Assizes. Horse stealing was punishable by death in the late eighteenth century but Mary was spared the hangman's noose on account of her 'tender age' and was sentenced to seven years' transportation. She arrived in New South Wales on *Royal Admiral* in October 1792, aged 15.

- On 1 September 1794, 17-year-old Mary married [Thomas Reibey](#), a 25-year-old free settler and junior maritime officer on the East India Company store ship [Britannia](#). It would be a fortuitous marriage for both of them and together they made 'a very solid, loyal working partnership.'
- Thomas was granted land on the rich and fertile Hawkesbury River and the couple established a number of productive farms and developed a cargo business along the [Hawkesbury River](#) to Sydney, which also prospered. Eventually they moved to Sydney and built a substantial stone house and trading establishment near what is now [Macquarie Place](#) and Reiby Place. They named it [Entally House](#) after the Calcutta, India suburb of Entally. Later converted to the [Bank of New South Wales](#), this property was demolished in 1880.
- The Reibey family had seven children; [Thomas](#), [James](#), [George](#), [Celia](#), [Eliza](#), [Jane Penelope](#) and [Elizabeth](#). All of the children were baptised at the old [St Philip's Church](#), Sydney and well-educated.
- Thomas Reibey died in April 1811 after contracting a fatal illness on his final trading trip to Bengal. Mary, with seven young children, was left with the enormous responsibility of dealing with his extensive business interests. Mary did not marry again. Rather, she managed both her children and business interests with admirable acumen and extended and consolidated the Reibey family empire.
- In 1812 she opened a new warehouse in George Street, Sydney and the purchase of more trading vessels saw her extend her shipping and trading interests further. She secured land grants in Van Diemen's Land for her two eldest sons and began to trade extensively with interests there. By 1817, the year she turned forty, Mary Reibey was estimated to be worth £20,000, the equivalent of roughly three and a half million dollars today. Three years later she owned property and land totalling a thousand acres. [\[8\]](#)

## From The Reserve Bank of Australia

*Pioneer businesswoman with interests in shipping and property. In the emancipist society of New South Wales, Mary Reibey had gained respect for her charitable works and her interest in the church and education. An enterprising and determined person of strong personality, during her lifetime Reibey earned a reputation as an astute and most successful businesswoman in the colony of New South Wales.*

**1777:** Mary Reibey, baptised Molly Haydock, was born on 12 May 1777 in Bury, Lancashire, England.

**1779:** Following the death of both her parents by 1779, she was raised by her grandmother, before being sent into service.

**1791:** She ran away and was arrested for horse stealing in August 1791.

**1792:** Sentenced to seven years' transportation, she arrived in New South Wales on the *Royal Admiral* in October 1792.

**1794:** On 7 September 1794, 17-year-old Mary married Thomas Raby, a junior officer on the store ship *Britannia*. Raby also used the surnames Raiby, Reiby and Reibey interchangeably, but the family adopted the spelling Reibey in later years. Thomas Reibey was granted land on the Hawkesbury River, where the couple lived and farmed following their marriage. He commenced a cargo business along the Hawkesbury River to Sydney, and later moved to Sydney. He acquired several farms on the Hawkesbury River.

**1804:** Thomas Reibey's business undertakings prospered, enabling him to build a substantial stone residence on a further grant of land near Macquarie Place.

**1807:** The schooner *Mercury* was bought for trade with the Pacific Islands.

**1811:** When her husband died, Reibey assumed sole responsibility for the care of their seven children and control of his numerous business enterprises. She was no stranger to this task, having managed her husband's affairs during his frequent absences from Sydney. Now a woman of considerable wealth, Reibey continued to expand her businesses.

**1812:** She opened a new warehouse in George Street.

**1817:** She extended her shipping operations with the purchase of further vessels.

**1825:** She was appointed one of the Governors of the Free Grammar School.

**1828:** By 1828, when she gradually retired from active involvement in commerce, she had acquired extensive property holdings in the city. On her retirement, she built a house at Newtown, Sydney, where she lived until her death.

**1855:** Reibey died on 30 May 1855. Five of her seven children had predeceased her.

### From Kids News

Mary, who was just 15 when she arrived in Australia in 1792 after being deported from England for horse stealing, became one of the most successful entrepreneurs\* in the young colony of New South Wales.

Not only did she overcome her convict past to build a wealthy business empire, she also played a key role in the opening of Australia's first bank, The Bank of New South Wales, in Sydney in 1817.

What makes Mary's rags to riches story even more impressive is that she achieved all this at a time when women rarely stepped outside the family home and life in Sydney was extremely tough, especially for a convict\*.

Mary married trader Thomas Reibey in Sydney when she was just 17. They had seven children and ran several businesses, which Mary helped manage while her husband was on long trading voyages in his ships.

When Thomas died in 1811, Mary continued to run the businesses and expanded her business interests, buying and building many elegant buildings in the centre of Sydney.

She earned herself a reputation as a very capable and at times ruthless\* businesswoman. In May 1817 she was even found guilty of assaulting\* a man who owed her money.

Nevertheless, Mary became a respected and wealthy member of her community and was adored by many of the country's high society members, including Governor Lachlan Macquarie who was in charge of NSW from 1810-1821. She also became involved in education, charity and religious work.

Much of what we know about Mary's life is contained in Westpac's corporate archives\*, a room full of historic documents on shelves that would stretch almost 6km if you laid them end to end.

These private records include Mary's Bank of NSW passbooks, which show details of her business and trading activities, including who she did business with, how much it was worth and how much money she made from her investments — all providing insight into how she built her vast wealth.

One of the first customers and shareholders of the Bank of NSW, which later became Westpac, Mary even made money from the bank by renting out one of her many properties to it for £150 a year. That was quite a sum of money in 1817.

Details in the archives also show that by 1820 Mary's properties and businesses were worth about £20,000 and included seven farms, residential and commercial properties and shipping interests.

"Mary Reibey was one of Australia's original female business pioneers," said Westpac head of historical services Kim Eberhard.

"She was a true mover and shaker, who pushed through gender boundaries, forging a strong career in a time when women were usually at a disadvantage.

"She left a legacy of strength, resilience, grit and determination, that will long be remembered and discussed in Australian history."

Mary's face has been on Australia's \$20 note since 1994. Unlike today where everyone with a mobile phone has countless selfies, there is only one known portrait of Mary and it is this image that has been reproduced on the banknote.

Mary died in 1855, but Ms Eberhard said much could be learned from her life, even today.

"The story of Mary Reibey reminds us to never give up on our career dreams, no matter how challenging they may seem," she said.

"She succeeded in the face of incredible odds and is a true example of the fighting Australian spirit."



### GETTING AROUND

The best way to see the Zoo is to follow the green rings on this map. Explore the different trails to discover all that the Zoo has to experience.

Main Path Trails

### SHOWS, TALKS and ENCOUNTERS

**DOWNLOAD THE FREE TARONGA APP**  
 A must-have for any Zoo visit!  
 Take advantage of the interactive map, daily updates and up to date animal info.  
[taronga.org.au/app](http://taronga.org.au/app)

- |   |  |
|---|--|
| <b>Komodo Dragon Keeper Talk</b><br>11.00am ● 12K   | <b>Asian Elephant Keeper Talk</b><br>1.45pm ○ 13E              |
| <b>Seals for the Wild Powered by Red Energy</b><br>11.00am ○ 9F                                       | <b>Seals for the Wild Powered by Red Energy</b><br>2.00pm ○ 9F |
| <b>Koala Encounter</b><br>11.15am – 12.45pm ○ 10K<br>Purchase your tickets at Top Plaza Shop (Map 7L) | <b>Farm Feed</b><br>2.00pm ● 3C                                |
| <b>Free Flight Birds</b><br>12.00pm ● 16G   | <b>Gorilla Keeper Talk</b><br>2.30pm ○ 10G                     |
| <b>Chimpanzee Feed</b><br>12.00pm ○ 14K   | <b>Koala Keeper Talk</b><br>2.30pm ○ 10K                       |
| <b>Elephant Tower Open</b><br>12.45 – 1.15pm ○ 12F  | <b>Meerkat Keeper Talk</b><br>2.35pm ● 14I                     |
| <b>Seals for the Wild Powered by Red Energy</b><br>1.00pm ○ 9F  | <b>Penguin Keeper Talk</b><br>2.40pm ● 9E                      |
| <b>Free Flight Birds</b><br>3.00pm ● 16G  |  |

For changes and updates to the daily schedule check the info board in the Top Plaza, download the Taronga app or listen out for announcements.

Booking is essential for all animal encounters. Purchase tickets from the Top Plaza Shop (Map 7L). Arrive early to shows as spaces are limited. Holidays are NSW Public Holidays and School Holidays.

Tip: ○ On the main path ● On a trail SAT/SUN As indicated

### KEY

- |                         |                       |                                    |                |                |             |                                 |               |
|-------------------------|-----------------------|------------------------------------|----------------|----------------|-------------|---------------------------------|---------------|
| Accessible Toilets      | Bus Stop - 4M, 15B    | Defibrillator - Ask staff for help | Ferry          | Lifts          | Parking     | Stairs                          | Tranquil Area |
| Adult Change MLAK - 12H | Café/Eatery - 7L, 12G | First Aid - Ask staff for help     | Hand Sanitiser | Kids Play Area | Picnic Area | Toilets - 5D, 7L, 11E, 11H, 12G | Water Bubbler |
| Animal Encounter - 7L   | Escalators            |                                    | Change Table   | Return & Earn  | Zoo Shop    |                                 |               |

**PLEASE WASH YOUR HANDS!**

Ensuring the safety of our guests, employees and our animals is our highest priority.

Hand sanitiser is available at the following locations, just look for the blue icon: 3C, 4C, 11D, 5E, 10F, 12F, 14F, 12G, 16G, 15H, 8I, 12I, 9K, 11K, 14K, 5L, 6L, 8L, and 12L.

# Year 3 Handwriting: Rewrite using entry and exit flicks

When we change the lyrics to a song, we want to keep the same

syllable beats so the rhythm remains the same.



# Year 4 Handwriting: Trace then Write

When we change the lyrics to a song, we want to keep the same

syllable beats so the rhythm remains the same.

## Year 3 Handwriting: Rewrite using entry and exit flicks

When we change the lyrics to a song, we want to keep the same

syllable beats so the rhythm remains the same.

## Year 4 Handwriting: Trace then Write

When we change the lyrics to a song, we want to keep the same

syllable beats so the rhythm remains the same.