

# Weekly Bulletin

## **Google Classroom**

If you are not already on Google classroom our code is:  
5/6 Ruby: 2gcyxh3

We will use this to post our Weekly Timetable and monitor student attendance. An attendance question will be made available from 9:00am each day and it needs to be submitted before 3:00pm of that day to ensure your child is marked as attending online learning for that day.

## **Submitting work on Google Classroom**

Each week you will be assigned one task. This will be a Google Doc that is blank called "Week 2 Completed Work". This document can be used to type any work you complete or insert pictures of completed work. Teachers will be able to access and support you with your work in this document throughout the week.

Please only "turn in" your work on Friday once you have completed everything otherwise you will not be able to access it again.

## **Printing**

There is no expectation that families print any of the resources from the timetable/Google Classroom. Students can complete tasks digitally on their assigned Google Doc for the week or via paper and upload photos to their Google Doc.

## **Zoom Meet Up**

Our Zoom meet up will be on Wednesday at 9:30am. Please make sure you have practiced joining Zoom before then to ensure you are able to get on.

5/6: <https://nsweducation.zoom.us/j/68303384679?pwd=YXkwNVlHYWJNSDJHVHFXUEkyUEhLdz09> Meeting ID: 683 0338 4679 Passcode: 097536

There will be a chance to join our "Zoom Test" on Monday at 11:30am. This will allow you to try accessing Zoom from your device before Wednesday. The link for our K-6 Zoom Test is:

<https://nsweducation.zoom.us/j/65584875548?pwd=WWExMGRjUU1DNmpGZnRyNUpxL2NxUT09> Meeting ID: 655 8487 5548 Passcode: RPS

## **Optional:**

Watch Education Live at 10:00am <https://education.nsw.gov.au/parents-learning-at-home>

# How students can access Zoom meetings in NSW public schools

## Sign into Zoom with a desktop browser



Chrome Edge Firefox Safari

1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>



3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.



5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

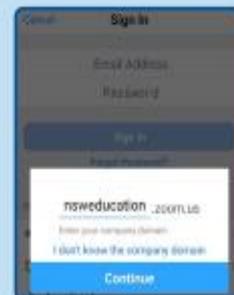
## Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.



IOS Download Android Download

2. Once installed, open **Zoom**, tap **Sign In** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.



4. The **DoE log on screen** will appear. Sign in with your normal department credentials.



5. Once signed in, **Zoom** will be ready for use!

5/6R T3 W2	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Morning</b></p>	<p><u>English</u></p> <p>Writing- This week we are writing imaginative narratives. Today, you are going to plan your story. Use the templates to help you organise your information. Remember the model of pebble, rock and boulder structure when planning your complication. Feel free to use the picture prompts to help get you started.</p> <p>Spelling- Choose 10 sight words from your sight word grid as your spelling words for the week. Write out your chosen words and choose one activity from the spelling grid to complete.</p> <p>Reading-Read your assigned book on Wushka aloud. If you are unsure of what any words mean write them down to check with an adult.</p>	<p><u>English</u></p> <p>Writing- Write a sizzling start paragraph for your story. Use dialogue, action, humour, intrigue and/or a sudden moment of change to hook your audience. In the following paragraph, write your orientation which introduces us to the characters and setting (i.e. place, time). Remember, throughout your story: <i>show, don't tell</i>.</p> <p>Grammar- Sentence a Day. See below for work.</p> <p>Reading- Read your assigned Wushka book aloud. Complete your activity sheet.</p> <p>Optional: Watch Education Live at 10:00am <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p><u>Zoom Meet Up</u></p> <p>Our Zoom class meet-up today is at <b>9:30am</b>.</p> <p><u>English</u></p> <p>Writing- Write your story's complication: one paragraph each for the pebble, rock and boulder. Remember to tighten the tension so it looks like your character(s) is about to fail.</p> <p>Grammar- Sentence a Day. See below for work.</p> <p>Reading- Read your assigned Wushka book aloud. Complete one of your task cards.</p> <p>Optional: Watch Education Live at 10:00am <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p><u>English</u></p> <p>Writing- Write the last paragraph of your story. This is the resolution where your character(s) solve(s) the problem. A story where a character has the problem solved for them is less satisfying.</p> <p>Spelling- Choose two activities from the spelling grid to complete.</p> <p>Reading- Read your assigned Wushka book aloud. Make sure you are using lots of expression when reading.</p> <p>Optional: Watch Education Live at 10:00am <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p><u>English</u></p> <p>Writing- Edit your story. Ask yourself:</p> <ul style="list-style-type: none"> <li>- Does it make sense?</li> <li>- Does it flow?</li> <li>- Could you use more interesting descriptive words?</li> </ul> <p>Share with a family member or friend and get their feedback on what they liked and what could be improved. If you agree with their suggestions, incorporate them in your story. Check your story for punctuation and spelling.</p> <p>Challenge- Design an eye-catching cover for your story.</p> <p>Handwriting- Write out your spelling words in neat handwriting.</p> <p>Reading- Read your assigned Wushka book aloud. Complete one of your task cards.</p>

	Optional: Watch Education Live at 10:00am <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a>				Optional: Watch Education Live at 10:00am <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a>
<b>Break</b>					
<b>Middle</b>	<p><u>Maths</u></p> <p>Number- Our number of the day is 26. Draw and write everything you know about 26 using addition, subtraction, multiplication and division.</p> <p>Challenge- 26 is an interesting number because it falls between a square number (25) and a cube number (27).</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 31. Draw and write everything you know about 31 using addition, subtraction, multiplication and division.</p> <p>Challenge- is 31 a prime or composite number? How do you know?</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 120. Draw and write everything you know about 120 using addition, subtraction, multiplication and division.</p> <p>Did you know?- the word 'a hundred' comes from the Old Norse (Viking) word 'hundrath' which actually means 120.</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 144. Draw and write everything you know about 144 using addition, subtraction, multiplication and division.</p> <p>Challenge- a square root of a number is the number that, when multiplied by itself, gives the original number.</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 64. Draw and write everything you know about 64 using addition, subtraction, multiplication and division.</p> <p>Challenge- what is the cube root of 64? How do you know? For example: <math>\sqrt[3]{125} = 5</math></p>

Use a number sentence and/or diagram to show how this is true.

Begin to work on Math in Action Task 1- Party Time! You will have today and tomorrow to complete this task. The maths task is located below.

Complete Math in Action Task 1- Party Time! from yesterday

Fractions- represent the following fractions, mixed numbers and number sentences using a diagram and number line.

$$\begin{array}{l} 1. \quad \frac{3}{10} + \frac{6}{10} \\ 2. \quad \frac{7}{5} = 1\frac{2}{5} \\ 3. \quad \frac{6}{5} + \frac{7}{5} = 2\frac{3}{5} \end{array}$$

Hint: use different colours for different fractions.

#### Health

The password for all of these videos is: safety

**Watch - Video 3:** Why we need seatbelts (4:52)

<https://vimeo.com/4323854>

[93](#)

**Answer these questions out loud:**

Q1. What is the number one safety strategy when you are inside the car? Q2. What happens to Eggbert when he forgets to put his seatbelt on?

Q3. Whose job is it to make sure you wear your seatbelt?

**Watch - Video 4:** Correctly fitting a seatbelt

$$\sqrt{16} = 4$$

because  $(4 \times 4 = 16)$

What is the square root of 144? Prove your answer.

Begin to work on Math in Action Task 2- Holiday Gifts below. You will have today and tomorrow to complete this task.

because  $(5 \times 5 \times 5 = 125)$

Complete Math in Action Task 2- Holiday Gifts from yesterday.

			<p>(7:01) <a href="https://vimeo.com/432386263">https://vimeo.com/432386263</a> <b>Answer these questions out loud:</b> <b>Do</b> - Find your collarbone and your hip bone. The seatbelt sits across these bones because they are the strongest bones in your body and would take all the force if you were in a crash. Q1. What is your safety strategy for where to sit in the car to stay safe? Why? If you have to sit in the front, what's the safest way to sit in the front seat? <b>Do Activity:</b> Place a mark 150cm high on the wall and check your height against this mark. Only those 150cm or taller can safely sit in the front seat of a car.</p> <p>Complete Page 7 in your Road Safety Booklet.</p>		
<b>Break</b>					

**Afternoon**

Science

1. Read the eBook 'The Power of the Sun'. If you want to read this on your device, [click here](#).
2. Think of the question, *what would happen if the Sun went out?* Or *what would Earth be like without the Sun?*
3. Use the websites below to research, then mind map your findings.  
List of websites:
  - [What would Earth be like without the Sun?](#) (wonderpolis.org)
  - [If the Sun went out, how long could life on Earth survive?](#) (popsci.com)
  - [What would happen if the Sun stopped shining?](#) (quizzclub.com)
4. Complete your mindmap on a

History

This term we are looking at Australian Federation. View the stimulus video: [Federation](https://www.inquisitive.com/video/308-federation) <https://www.inquisitive.com/video/308-federation>

The video contains key events and figures leading to Australia's federation.

Activity 1: Write out the definitions for: Colony, Constitution and Federation.

Read Activity 2 Task Sheet and using the speech bubble card, compose an argument for and against federation.

Complete Activity 3: *Instructions are located further down this document.*

Activity 4: Sporting Challenge: View the stimulus image [link here](#): depicting the Australian and English cricket teams. Give your opinion of the image and whether it is an effective form of

Sport/fitness

Complete the warm up session, lesson on the fundamental movement skill-The Vertical Jump and the cool down stretches.

Click the dance fever link and complete the Dance

Activity #1- Would you rather? In your weekly google doc, write if you chose side A or B.

<https://www.dancefevermultisport.com/remote-learning-1/>

*Instructions are located further down in this document.*

Creative Arts

Activity 1: Complete the Family Shoe Texture rubbing artwork.

Activity 2: Choose another item from home to create a texture rubbing artwork. Upload a photo of your artwork to your weekly google doc in your google classroom.

*Instructions on how to do this are located further down in this document.*

Wellbeing

Choose **one** activity to complete from the Wellbeing Activity Grid. In your weekly google doc, upload a photo of what you have completed or type which activity you have completed.

*Activity grid is located further down in this document.*

Don't forget to turn in your google doc for this week once all your work has been completed.

	<p>blank piece of A4 paper.</p> <p>5. Take a photo once you have completed this and upload it to the 'Week 2 Completed Work' Google Doc.</p>	<p>persuasion. Create your own sporting image celebrating a combined Australia.</p>			
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# Narrative Planning Template

Title \_\_\_\_\_

<b>Orientation</b>		
Setting	Characters	Mood
		



<b>Complication</b>

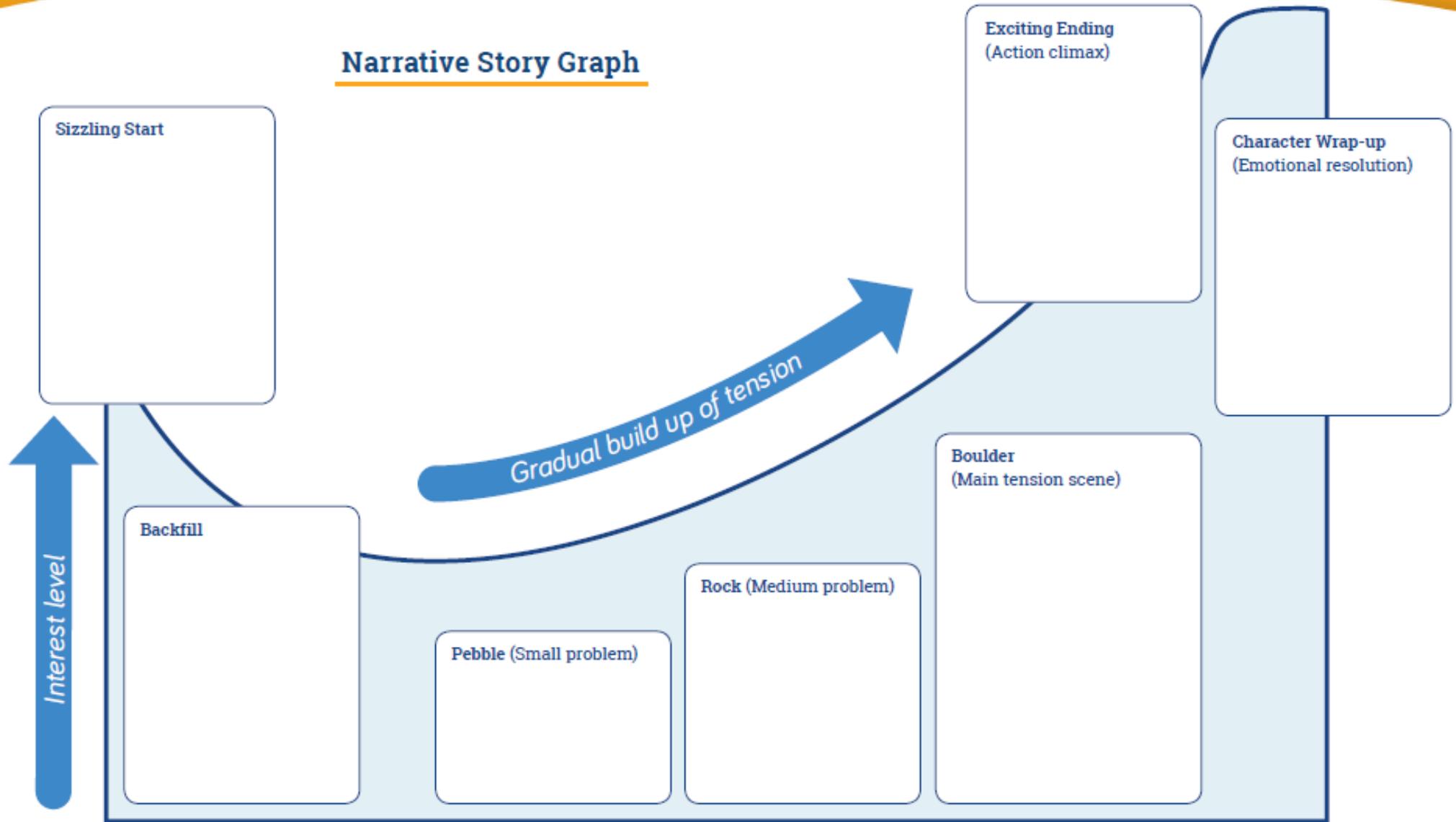


<b>Events and Climax</b>

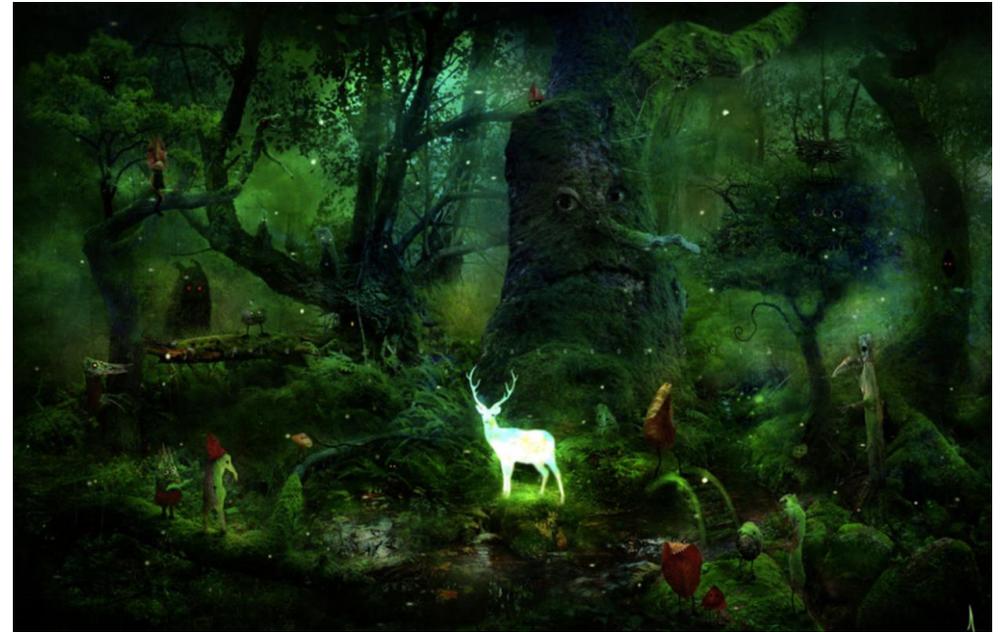


<b>Resolution</b>

## Narrative Story Graph



**STORY PROMPTS**  
Choose one or create your own



Each week, choose 10 sight words from the list provided (10 DIFFERENT words each week). These 10 words will be your spelling list for the week. Yes, you can choose 'easy' words, but you won't learn much. We challenge you to choose 10 words that will challenge you. Complete the activities below using these words you have chosen.

Blooms Taxonomy X Gardner's Multiple Intelligences	Verbal-Linguistic I enjoy reading, writing and speaking	Logical/Mathematical I enjoy working with numbers and science	Visual/Spatial I enjoy painting, drawing and visualising	Kinaesthetic I enjoy doing hands-on activities, sports and dance	Musical I enjoy making and listening to music	Intrapersonal I enjoy working by myself	Interpersonal I enjoy working with others
<b>Knowing</b>	Write out your list words in different fonts and sizes	Write out your list words from least amount of letters to most amount of letters.	Create a crossword using your list words.	Make up an action to go with each of your spelling words.	Sing your list words to a simple beat.	List the words that you find hard and easy.	Play Bananagrams with a family member using your list words.
<b>Understanding</b>	Choose 5 list words and use them in a short story.	Use scrabble tiles to figure out the sum of each of your words.	Choose 5 words a draw a picture of each.	Spell your words out loud like when you're in a spelling bee.	Clap and record the syllables in each of your list words.	Complete a look, say, cover, write, check for homework.	Get a parent to test you on your list words.
<b>Applying</b>	Create an acrostic poem for 1 of your list words.	Play spelling dollars to work out the value of your words. a=1, b=2 etc.	Write your words in a rainbow pattern.	Play a game of boggle. (if you don't know what this is google the rules)	Create a tongue twister using one of your list words.	Choose 5 words that you find difficult and write them 5 times.	Choose your favourite word from your list and explain to someone why it's your favourite.
<b>Analysing</b>	Complete a find a word with the list words.	Group your list words according to how many letters they have.	Choose 3 spelling words. Use those letters to make as many words as you can.	Go on a hunt around the house and find words from your list in other texts.	Create words that rhyme with your list words.	Create a word ladder, starting from your shortest words to the longest.	Jumble your words and solve them by writing/typing them un-jumbled.
<b>Creating</b>	Use a dictionary to find the meaning of at least 6 list words.	Place your list words into groups and explain your groupings.	Create a cartoon using a list word.	Write a conversation between 2 people using a list word.	Write a song using your list words.	Organise your words in reverse alphabetical order.	Create a new spelling activity to help someone learn their words.
<b>Evaluating</b>	Write 4 dictation sentences using your list words.	Put your words onto a scale from easiest to hardest.	Create an artwork using one of your list words.	Choose your favourite activity from the grid to complete.	Create a hand clapping chant with a list word - teach it to your family.	Write a story using all of your list words.	Write your list words incorrectly, and have a family member spell them correctly.

### CORE LIST - YEAR 5

eleventh	quite	though	information	accept
twelfth	favourite	worrying	usual	available
thirteenth	program(me)	accident	comfortable	accurate
fourteenth	usually	secret	decide	agreement
fifteenth	daughter	almost	especially	allowed
sixteenth	excitement	remember	invitation	appreciate
eighteenth	surprise	although	sandwich	capital
nineteenth	answered	probably	stomach	careful
twentieth	remembered	further	beginning	central
hundredth	appear	whether	difficult	character
thousand	instead	whose	certain	concern
machine	disappear	between	government	continue
scared	special	centre	breathe	community
believe	received	doesn't	discovery	comparison
except	interest	sincerely	drawer	competition
replied	knowledge	dangerous	extreme	convenient
enough	known	eventually	immediately	cooperate
quiet	picture	haven't	describe	decision

### CORE LIST - YEAR 6

alright	hurrying	sufficient	terrible	disappoint
aeroplane	happiest	suggest	instead	either
amazement	intend	they're	tomorrow	enormous
believe	increase	unfortunately	furniture	excellent
broken	imagine	value	fantastic	fault
choice	limit	valuable	mountain	discuss
cautious	listened	various	distance	height
collect	lonely	who's	science	herd
complete	meant	you've	discovered	judge
difference	nearly	thought	cupboard	language
easiest	neither	decided	telephone	measurement
easily	necessary	really	dessert	nation
except	noticeable	presents	however	opportunity
entire	pause	arrived	happiness	preparation
experience	position	followed	accommodation	popular
famous	possible	brought	deliver	regular
friendship	previous	holiday	enemy	serious
farther	properly	wrong	entrance	situation
frightened	separate	lounge	interest	rhythm
goodbye	tongue	treasure	succeed	section
strength	stationery	umbrella	recommend	recent
successful	truly	universe	responsible	recognise
stationary	temperature	struggle	service	permanent

## Sentence a Day

A **simple sentence** expresses **one thought**. It has one subject and one verb (or verb group) and can contain an object. It is the smallest possible grammatically correct sentence. Examples:

- **Subject** and **verb**: I sing in the car.
- **Subject** and **verb group**: I like to sing in the car.
- **Subject, verb** and **object**: I sing a song in the car.

### Tuesday-

Write a simple sentence:

1. With the **subject** 'the yellow daffodils near the fence'.
2. With the **verb** 'danced'.
3. With the **verb group** 'had to swim'.
4. With the **object** 'a cheese pizza'.

### Wednesday-

Write your own simple sentences:

1. Underline the **subject**.
2. Underline the **verb**.
3. Underline **verb group**.
4. Underline the **object**.



# Math in Action: Task 1



## Party Time!

Ann, Nikki, Ian, and Johnny were nominated to plan the class party. They had to present a plan to the class and teacher on wednesday. They needed to have a party theme, list of items they want to purchase for the party, the price of those items, and an amount of money to have each classmate donate. \*\*There are 24 students in the class.

### Task:

Plan the party for the class with activities, food, and drinks.  
Determine how much it will cost and create a proposal.

Form a plan.  
Take Action!  
Show all your work!

### Extension:

Present two different proposals to the class!

Create a party for your class.

Create a party for the entire grade level.



# Math in Action: Task 2



## Holiday Gifts!

You have saved up all year and have \$150 dollars to spend on holiday gifts for your family and friends. This is all the money you have, so you cannot go over your budget.

### Task:

Make a list of people you will get a gift for and what you will get them. Include YOUR estimate of the prices.

Then, research the REAL prices.

Create a chart to show the gifts and the actual prices.

Form a plan.  
Take Action!  
Show all your work!

### Extension:

How would you pay for each gift using coins and bills?

<b>NUMBERS BEFORE:</b>	<b>NUMBER:</b>	<b>NUMBERS AFTER:</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>THE NUMBER WORD IS:</b>	<b>- 10</b>	<b>+10</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>COUNT IT OUT IN BLOCKS:</b>	<b>CIRCLE IT:</b>	<b>TENS</b>
<input type="text"/>	<b>ODD</b>	<input type="text"/>
	<b>EVEN</b>	<b>ONES</b>
		<input type="text"/>

<b>NUMBERS BEFORE:</b>	<b>NUMBER:</b>	<b>NUMBERS AFTER:</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>H</b>	<b>T</b>	<b>O</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>- 10</b>	<b>+10</b>	
<input type="text"/>	<input type="text"/>	
<b>ODD</b>	<b>EVEN</b>	
		<b>SHOW IT WITH BLOCKS:</b>
		<input type="text"/>

**NUMBERS BEFORE:**

--	--	--

**NUMBER:**

--

**NUMBERS AFTER:**

--	--	--

**THE NUMBER WORD IS:**

--

**- 10**

**+10**

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--

**COUNT IT OUT IN BLOCKS:**

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**CIRCLE IT:**

**ODD**

**EVEN**

**TENS**

**ONES**

--

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# THE NUMBER:

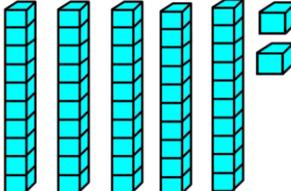
**HOW MANY SUMS CAN YOU MAKE WITH THE NUMBER OF THE DAY AS THE ANSWER?**

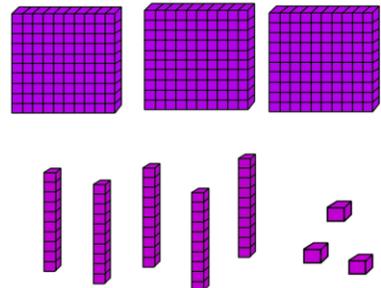
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EXAMPLE:

NUMBERS BEFORE:			NUMBER:	NUMBERS AFTER:		
49	50	51	52	53	54	55
THE NUMBER WORD IS:			-10	+10		
fifty-two			42	62		
COUNT IT OUT IN BLOCKS:			CIRCLE IT:	TENS	ONES	
			ODD	5	2	
			<b>EVEN</b>			

NUMBERS BEFORE:			NUMBER:	NUMBERS AFTER:		
350	351	352	353	354	355	356
H	T	O				
3	5	3				
-10			+10			
343			363			
<b>ODD</b>			EVEN			
SHOW IT WITH BLOCKS:						
						

MONDAY - Science  
eBook: 'The Power of the Sun'



The  
**Power**  
of the  
**Sun**

**inquisitive**

# Contents

What is the Sun? ..... Page 2

Where is the Sun? ..... Page 3

How hot is the Sun? ..... Page 4

What energy does the Sun produce? ..... Page 5

Why do we need the Sun on Earth? ..... Page 6

Conclusion ..... Page 7



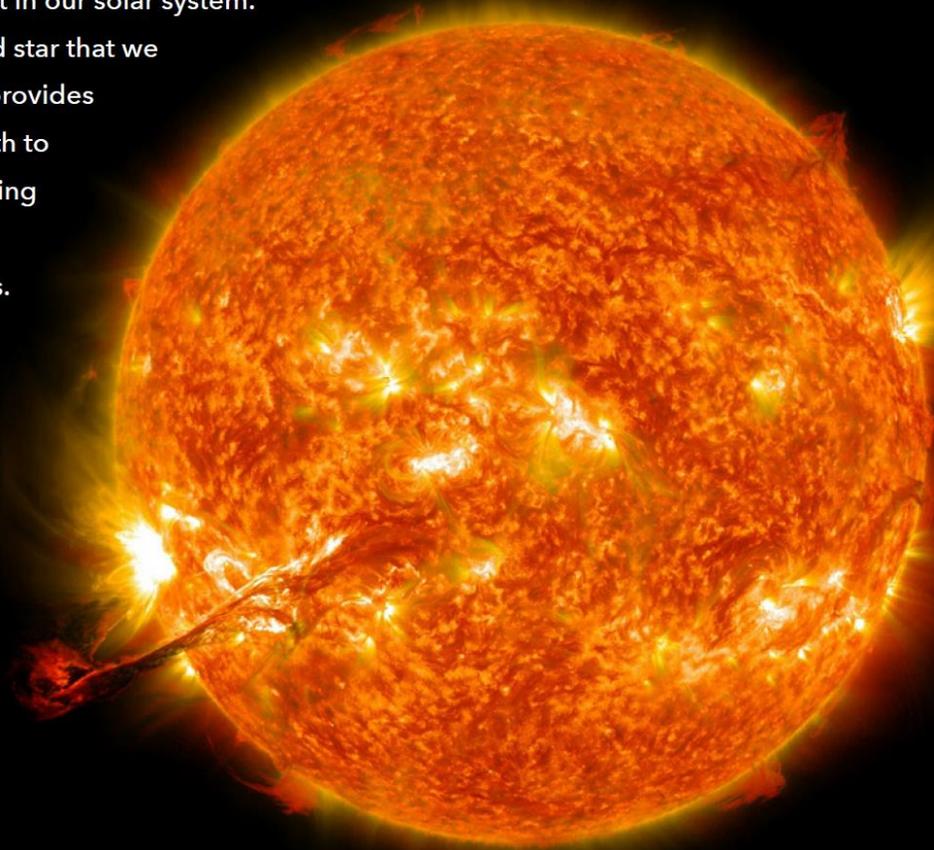
## WHAT IS THE SUN?



Show

Hide

The Sun is the largest object in our solar system. It is actually a medium-sized star that we depend on to survive as it provides the energy we need on Earth to live. Stars are made of burning gases, our Sun is made of hydrogen and helium gases.



## WHERE IS THE SUN?

The Sun is at the centre of the solar system. The Sun is so powerful that all of the other planets and asteroids are attracted to it, and rotate and revolve around it.

The Sun's gravity pulls on the planets, keeping them in place in their orbit, much like the Earth's gravity, which pulls down anything that is not held up by another force.

## HOW HOT IS THE SUN?



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If we were able to get close to the Sun, we could measure its surface temperature at more than 6000 degrees Celsius. At the centre it would be around 15 million degrees Celsius.

## WHAT ENERGY DOES THE SUN PRODUCE?



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Hide

The Sun emits heat and light through nuclear fusion. This is a scientific process where the Sun's gases are turned into energy. This energy then forms heat and light.

The energy from the Sun takes eight minutes to travel to Earth.

There is so much of the Sun's heat and light directed at Earth that our atmosphere absorbs and reflects most of it before it reaches us.

## WHY DO WE NEED THE SUN ON EARTH?



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Plants need sunlight to grow. Humans and animals need the plants for food and the oxygen that is produced from them. If there was no heat from the Sun, our Earth would freeze and there would be no food.

## CONCLUSION



Show

Hide

The Sun is a powerful phenomena  
for humans on planet Earth.  
We need it for our survival.  
Its potential is still being  
explored by scientists through  
space exploration today.



## Activity 2- Task Sheet For and Against

### Debates that shaped the nation: Federation fast facts

#### Background information

At the end of the 1800s, Australia was divided into six separate colonies instead of being one nation. But people had been talking for years about whether Australia should be one nation, and in the 1890s a series of meetings (called conventions or conferences) was held to discuss federation of the colonies.

The Premier of New South Wales, Sir Henry Parkes, had announced in 1889 that the time had come to form a national parliament and government. There were many who did not agree, but by 1891 there was a convention held in Sydney to write a federal constitution. This was then sent back to the colonial parliaments for approval. But at the same time, Parkes was losing the leadership of NSW and the issue of federation was no longer a top priority. Without the largest colony, the others could not proceed towards federation.

In 1893, a conference was held in Corowa on the Murray River and attended by politicians from NSW and Victoria, business representatives from Melbourne and people from Victorian branches of the Australian Natives Association, an organisation which wanted federation. John Quick, a lawyer from Bendigo, suggested that the whole process should start again, but with the people electing delegates to a new conference, which would then write a constitution and put it back to the people at referendums. His scheme was accepted enthusiastically by the conference.

There was then a meeting of colonial premiers in 1895 in Hobart and Quick's scheme was accepted by New South Wales, Victoria, South Australia and Tasmania. However, Western Australia's parliament agreed only that it would elect delegates to a convention (rather than having the people elect them) and Queensland could not agree and was eventually not represented at the convention at all.

In 1897, elections were held to choose delegates to attend a convention to draw up a constitution. The convention was held in three sessions in three places: Adelaide, Sydney and Melbourne. This draft constitution was then put to the people at referendums. People in NSW, Victoria, South Australia and Tasmania voted twice. The first time all four colonies voted 'yes' but the vote was not high enough in NSW to satisfy the level set by the parliament. As a result, some changes were made to the proposed constitution and the vote was taken again. This time, the NSW 'yes' vote was high enough and the referendum was put to voters in Queensland and Western Australia, who also voted 'yes'.

Some of the delegates then had to take the draft constitution to London, so that it could be passed by the British Parliament. After some debate and argument in London it was passed. As a result, the Australian Constitution is in the form of an Act of the British Parliament. As it happened, Western Australia was not mentioned in the preamble to this Act, because Western Australia voted later than the other colonies and was too late to be included.

The Commonwealth of Australia was proclaimed on 1 January 1901 at a ceremony at Centennial Park in Sydney.

#### Arguments in favour of Federation

- All the colonies were British and most white people spoke English.
- School systems (which had begun in the 1880s) were teaching patriotic songs, stories and verses.
- Many people moved between the colonies to find work.
- Customs duties hindered trade between the colonies.
- Laws could be enforced better if accused people could not escape to a neighbouring colony.
- Sporting teams had begun to represent Australia. Such a cricket team in 1877 had beaten England in a Test match.
- Popular writers such as Henry Lawson were writing about Australia as a land and nation made by the struggles of ordinary people.
- Germany and France had colonies in New Guinea and the Pacific Islands and could pose a threat. Each Australian colony only had a small armed force.
- Influential politicians were strongly in favour of Federation and travelled the country giving speeches about it.

#### Arguments against Federation

- New South Wales and Victoria were more powerful than the other colonies.
- Each colony had its own characteristics that might be lost after Federation.
- All the colonies already had parliaments of their own.
- Federation would be expensive to achieve and a federated country would be expensive to run.
- The colonies had different policies about immigration, trade and other matters.
- Customs duties protected factories in the smaller colonies from goods made in factories in the larger colonies.

#### The issue of trade

One of the big issues about Federation concerned trade. People found it annoying that they had to pay customs duties to take goods over the borders between colonies.

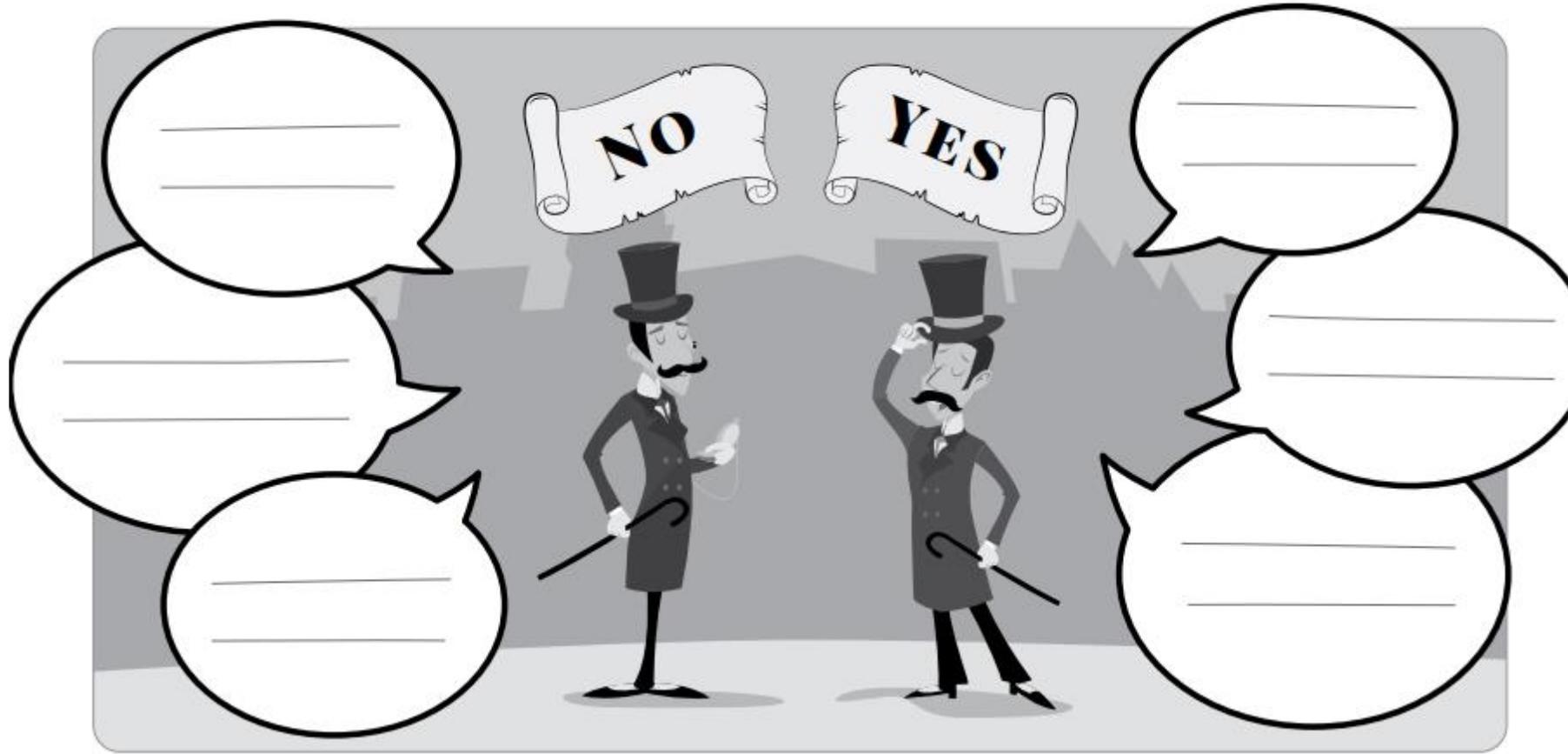
Victoria had a policy of high duties so that it could protect its industries from overseas competition. New South Wales had a policy of low duties so that the cost of goods could be kept as low as possible and to encourage trade.

New South Wales and Victoria, as the two largest colonies, were jealous of each other. Although they could agree that it would be better to have free trade within a new nation of Australia they could not agree about what to do about goods coming from overseas. Should they be taxed (in an effort to protect local industries) or should there be completely free trade?

The smaller colonies also had policies of protection but their customs duties were not as large as those of Victoria. This made New South Wales suspicious about joining a federation. As well, some people in New South Wales thought that since it was the oldest and largest colony, the other colonies should become part of New South Wales if they wanted to become one country.

Activity 2 - History - Persuasive Argument

Persuasive arguments need emotive words and convincing statements.

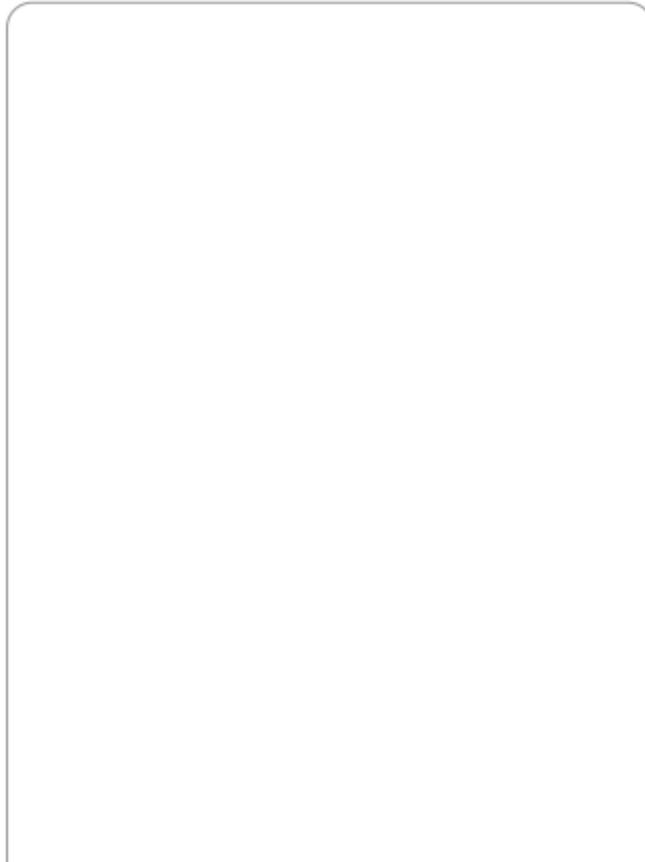


### Activity 3 - History

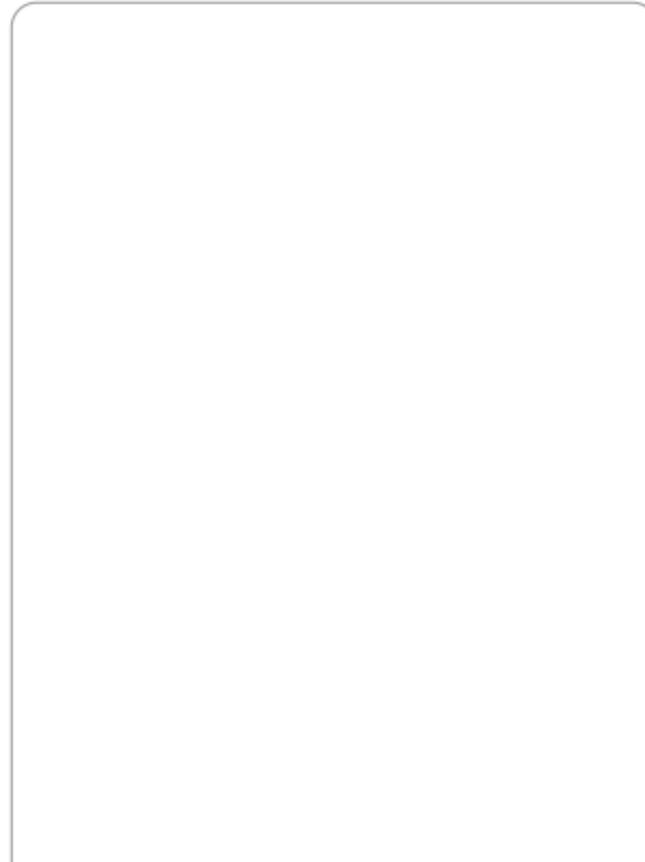
- a Without the aid of modern electronic media, how do you think political messages were delivered to the public in the 19th century? How do we receive political messages now?

Draw and label some of your ideas in the spaces below.

**19th century**



**21st century**



# Keep your seatbelt on at all times



Find your  
hip and  
collarbone

## How do seatbelts work?

Imagine you are in a car travelling 60km/h, then you and everything in your car is also travelling at 60km/h. Inertia is an object's tendency to keep moving until something else works to change that motion. If your car were to crash into a tree it would stop. However, you and every other object in the car will still be travelling forward at 60km/h. This is when seatbelts kick into action to stop you from flying through the windshield or slamming into the dashboard.

The seatbelt has a 'lock', which stops the belt unreeling in a crash. Most cars have 'pre-tensioner' seatbelts, which tighten the belt as soon as it detects a crash. The seatbelt has a lap part that should sit across the hip bones and a sash that should sit across the centre of your chest and rest on your collarbone. Never take off your seatbelt even if your car has stopped at traffic lights or has broken down. There are other cars around you travelling at speed that could crash into you and cause serious injury.

### Cars are rated on passenger safety.

Visit [mynrma.com.au/ANCAP](http://mynrma.com.au/ANCAP)  
to see how safe your family car is.



1. What is Inertia?

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2. Describe how to wear a seatbelt correctly.

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3. What are the dangers of taking your seatbelt off?

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4. What can you do to keep your pets safe in the car?

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5. Joel puts his school bag and cricket bat in the boot before he gets in the car. Why?

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#### Online evaluations

Teachers and students, ask your Contact Teacher for the survey links to tell us your thoughts about the program and what you have learned.

## WEDNESDAY-PE

### Warm Up (6 minutes)

Get your muscles warmed up by doing a warm up with Joe. Click the link below to watch the video or if you have no internet access, do the following for 5 minutes. <https://www.youtube.com/watch?v=d3LPrhI0v-w>

40 seconds: Marching on the spot

15 seconds: Have a break

40 seconds: Star jumps

15 seconds: Have a break

40 seconds: Fast jog on the spot as fast as you can

15 seconds: Have a break

40 seconds: Squats- up and down

15 seconds: Have a break

40 seconds: Climb the rope on the spot

### The Vertical Jump (10 minutes)

We are learning the fundamental movement skill called 'The Vertical Jump'. Click the link to watch how to perform this skill.

<https://drive.google.com/file/d/19XwU15cSmKk6wa9O12yXassTCW1rPkjY/view>

### Activity: Circle Jump (15 minutes)

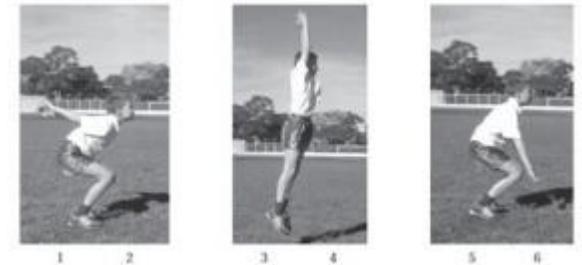
Use chalk to draw circles outdoors, use hula hoops, ropes or wool/string to create circles. *If you can not create circles just visualise one spot and then jump to the next spot.* Place 6 circles in a line around half a metre apart from each other. Jump from circle to circle using a double foot take-off and land. After jumping out of the last circle, run back to the beginning and repeat. If you have a family member playing with you, tag the next person and continue this until everyone has had a turn.

### Activity: High Leap (15 minutes)

Get a family member to stand in front of you with their hand in the air. Using a good run up try and leap up and give them a high five. Have ten goes and see if you can get a little higher each time.

*Remember to ensure the following:*

- Correct jump technique:
  - Eyes focused forward or upward.
  - Crouches down with knees bent and arms behind the body.
  - Forceful forward and upward swing of the arms.
  - Legs straighten in the air.
  - Lands on balls of the feet, and bends knees to absorb landing.
  - Controlled landing with no more than one step in any direction.



Cool Down (Approximately 10 minutes) Complete the Post-Workout stretches and hold each pose for 30 seconds.



Hamstring Stretch  
Do the right leg and left



Butterfly Stretch



Neck Stretch

Do the right side and left side



Overhead Triceps Stretch

Do the right arm and left arm



Cat Back Stretch



Cobra Abdominal Stretch /  
Old Horse Stretch



Shoulder Stretch

Do the right arm and left arm



Standing Quadriceps Stretch

Do the right leg and left leg

## THURSDAY- Creative Arts

### Family Shoe Texture Rubbing <https://www.k6art.com/>

Watch the video and create your own artwork or follow the directions below.

1. Get a shoe and place it face down so the bottom of the shoe is facing you.
2. Using a piece of paper, place it on top of the shoe.
3. Use one coloured crayon and hold it flat over the shoe and rub the crayon on the paper. The texture from the shoe will begin to show on the paper.
4. Choose another shoe with a different texture to do the same. Choose a different coloured crayon for each shoe.
5. Overlap the texture rubbings and use as many shoes as you like to create your artwork.
6. If you don't have crayons, coloured pencils work as well.



## FRIDAY-Wellbeing

### *Choose an activity to complete on Wellbeing Fridays*

Create a treasure hunt with a map and clues.	Make the alphabet from sticks or other natural items.	Build a fort using cushions and blankets.	Make dinner for your family.
Make your name or words out of recycled materials.	Write instructions to make a sandwich and let someone follow them.	Write your own book, including drawings and a cover.	Invent your own musical instrument.
Pick a word and see how many other words you can make from it.	Draw your own comic book.	Freeze a small toy or coin in water and make a time-lapse video of it melting.	Put different amounts of water in glass containers and tap them gently to make music.
Make paper aeroplanes.	Put some dirty coins in vinegar and see what happens.	Learn different bird calls.	Use playing cards to build a tower as high as you can.
Observe the moon each night and take pictures to make a time-lapse video.	Use a tape measure and measure items around your home. Draw and label these items.	Build a model city with items from your home.	Make a mini-golf course.
Paint rocks with motivational and encouraging words.	Invent a board game using small bottle lids or other small items as pieces.	Draw a detailed map of your home.	Look at the clouds and draw what you see.
Sit in your backyard, front yard or somewhere in your home and just listen. What can you hear? What is the closest sound you can hear? What is the furthest sound you can hear? Can you hear your own breathing?	Discuss with an adult why it is important that we keep our passwords safe. Can you think of 5 ways you can be a Safe Cyber Citizen? Discuss or list them.	Teach someone in your family how to do something on your device. It might be using an APP, playing a game or even taking a photo using a special filter.	List 10 ways you can be a responsible helper in your home. Think of a job/activity you would like to help with at home. Write down or discuss with an adult at home why you would be the best person for this job.
Talk to an adult at home about something you are proud of that you have achieved. Remember to listen, encourage and celebrate other people's success along with your own.	Choose a family member and write down or draw pictures of all the things you love about them. Using your list, write a letter or draw a picture telling them how much you love and why you respect them.	What are some kind words others have said to you? What are some kind words you have said to others? Write them down. Create a poster to display in your home for your family about being kind.	Search for an inspirational quote that will motivate you while you are learning from home. Get creative by making a poster of your quote and stick it somewhere you can see it while you complete your school work to help keep you motivated.
Role play and practise different ways of using your manners with a family member (eg when asking to use something, politely interrupting someone). You might like to video yourself so you can watch your role play together afterwards.	Draw or build a robot. You can build a robot out of blocks, lego or cardboard boxes. What would your robot be able to do?	Go outdoors and play a game and do some physical exercise either by yourself or with your family. Example: hopscotch, basketball, soccer, gymnastics, netball, skipping, ride your bike/scooter.	Visit <a href="https://www.youtube.com/user/cosmickidsyoga">https://www.youtube.com/user/cosmickidsyoga</a> and choose an episode of cosmic kids yoga.
Visit <a href="https://storylineonline.net/">https://storylineonline.net/</a> and listen to a story.	Visit Arts for Kids Hub online and choose a video to complete an instructional drawing.	With an adult, make playdough or slime.	Play a board game or card game with your family.