

BDHS Year 4 Home Learning Plan

Week 1 Term 2

Monday	Tuesday	Wednesday	Thursday	Friday
ANZAC DAY PUBLIC HOLIDAY	Morning fitness: 8 minute workout Morning greeting	Morning fitness: Self-esteem yoga Morning greeting	Morning fitness: 8 minute workout Morning greeting	Morning fitness: Self-esteem yoga Morning greeting
ANZAC DAY PUBLIC HOLIDAY	Literacy Reading: Main idea activities Brain Break: Help around the house Reading 2: The BFG comprehension	Literacy Reading: Main idea activities Brain Break: Go outside and walk around your backyard 5 times. Reading 2: The BFG vocabulary	Literacy Reading: Main idea and key details Brain Break: Make your bed if you haven't already Reading 2: The BFG chapter 2 and 3	Literacy Reading: Main idea and key details Brain Break: Find 10 things in your house that need to be put away. Reading 2: The BFG activity
Crunch and Sip				
	Literacy continued Spelling: Look, say, cover, write, check and worksheet Writing: Journal writing	Literacy continued Spelling: Look, say, cover, write, check and worksheet Writing: Persuasive sentences and handwriting	Literacy continued Spelling: Alphabetical order and spelling words in running writing Writing: Persuasive paragraph	Literacy continued Spelling: Spelling test Writing: Persuasive paragraphs and handwriting
Lunch or Snack Break				
	Post break activity Silent reading – The BFG	Post break activity Silent reading – Your choice	Post break activity Silent reading – The BFG	Post break activity Silent reading – Your choice
	Numeracy Mental Maths: Doubles Maths activity: Doubling strategy – 4 times tables	Numeracy Mental Maths: Recite/sing the 4 times tables (use songs on Connect if you can) Maths activity: Reinforcing the fours multiplication facts	Numeracy Mental Maths: 4 x facts Maths activity: Creating a survey	Numeracy Maths activity: Practice, practice your tables. Make sure you know your 2,3,5,10 and 4 x tables. Sing them, write them, get somebody to test you.
Yay, I'm nearly finished break				
	HASS (History and Social Sciences) Australia's First People worksheet	Science Decomposing experiment	Health We all need support activities	Art Easter egg mindfulness colouring

BDHS Year 4

Date: 28th April, 2020

Day: Tuesday

Morning Fitness

Complete the 'Joe Wicks' 8 minute fitness activity. Each activity is performed for 35 seconds with a 25 second rest in between. Watch online at <https://safesha.re/bvk>

Morning Greeting

Check your email for your daily update from your teacher

Literacy

Reading Activity 1: Main idea worksheets. Follow the instructions on the worksheet. There are some parts to read aloud. Repeat this to get the concepts into your long term memory. Answer the questions using full sentence answers in your activity book.

Brain Break: Go and ask an adult in your home if they have a 5 minute job for you to do (then do it!)

Reading Activity 2: Ask an adult to read the first chapter of 'The BFG' to you, or listen to an audiobook. Make sure that you are following along with your copy of the chapter. Discuss what is happening in the story. Read and discuss the vocabulary list. Answer the comprehension questions using full sentence answers.

Crunch and Sip

Literacy continued

Spelling: Read the Daily Review slides (or the worksheets). Repeat, repeat. Get these spelling rules you're your working memory to your long-term memory. Complete the Look, Say, Cover, Write, Check activity and the a_e worksheet.

Writing: Journal activity. See the work package for the details.

Lunch or Snack Break

Post break activity

Silent reading – read or listen to 'The BFG'

Numeracy

Mental Maths: Addition 'doubles' worksheet. Time how quickly you can complete the worksheet. Write it down. Check your answers with a calculator. Mark neatly with a red pen. Do not change your answer if you got it wrong. Write the correct answer neatly in red.

Maths Activity: Watch the following video clip about the doubling strategy - [Doubling Strategy Video Clip](#)
If you don't have access to the online video, I have printed out some slides to show the doubling strategy. Complete the maths worksheet in your pack.

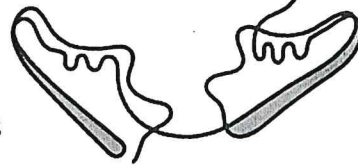
Afternoon Break

HASS: Read and complete the activities about Australia's First People. An adult may have to read with you. You could read it together, you could take turns reading sentences or you could read with an adult listening.

Joe Wicks: Active 8-Minute Workout 3



These cards have been created to illustrate the exercises demonstrated by Joe in the workout video. Each exercise is performed for 35 seconds, with a 25-second rest in-between. However, this can be changed to suit your class. The cards can be used with or without the video to support children who need help performing each movement; to create workouts of different lengths or to complete their exercises outdoors.

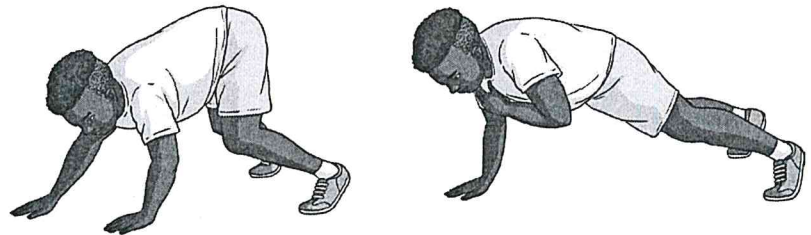


Joe Wicks: Active 8-Minute Workout 3

Walkouts

1. Start standing tall.
2. Place both hands on the floor and walk them out into a press-up position.
3. Tap each shoulder with the opposite hand one at a time.
4. Walk your hands back and stand up tall.

You can take out the shoulder-taps to make this less challenging.

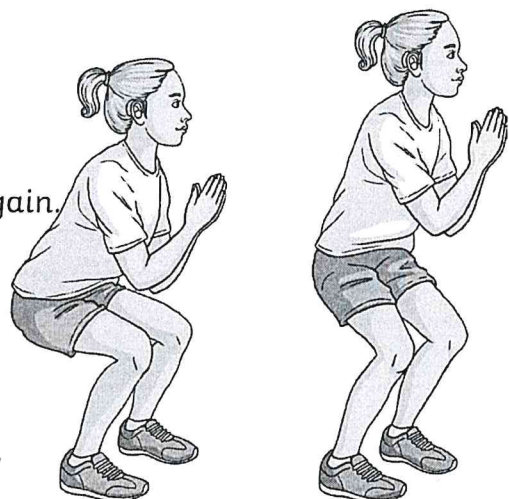


Joe Wicks: Active 8-Minute Workout 3

Lateral Squats

1. Start with your feet a bit wider than shoulder-width apart.
2. Squat.
3. Take a step to the right, staying low and squat again.
4. If there's space, repeat this - going the same way a few times.
5. Then squat and step to the left a few times.

**Remember to keep low and to have a straight back.
This exercise will strengthen your quadriceps.**




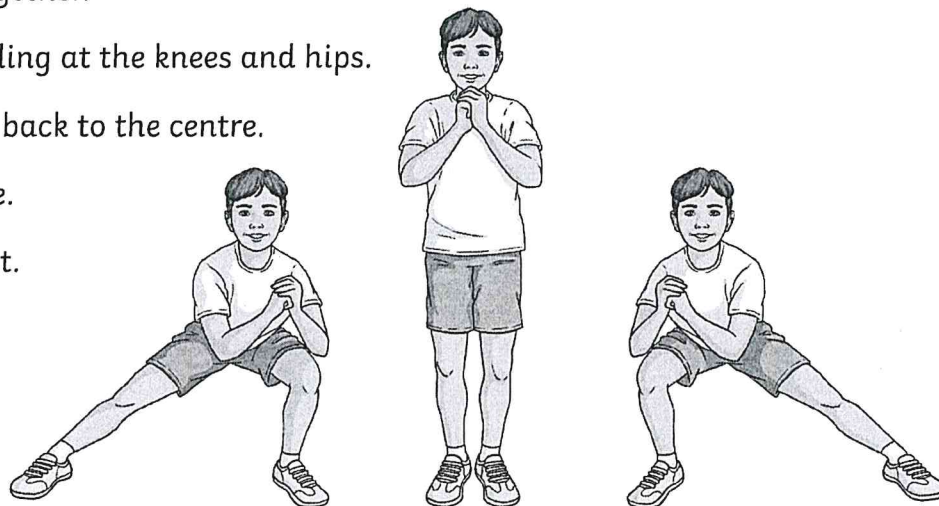
Running on the Spot

1. Run as fast as you can on the spot.
 2. Remember to pump your arms as you are running.
- Try pressing the turbo button for the last 10 seconds.**



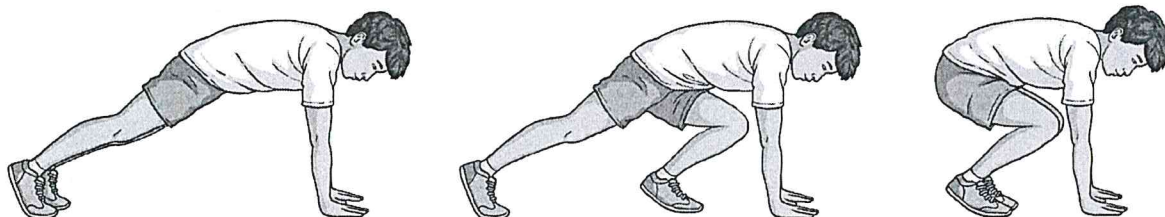
Side Lunges

1. Start with your feet together.
 2. Lunge to one side, bending at the knees and hips.
 3. Step your lunging foot back to the centre.
 4. Lunge to the other side.
 5. Keep your back straight.
- 



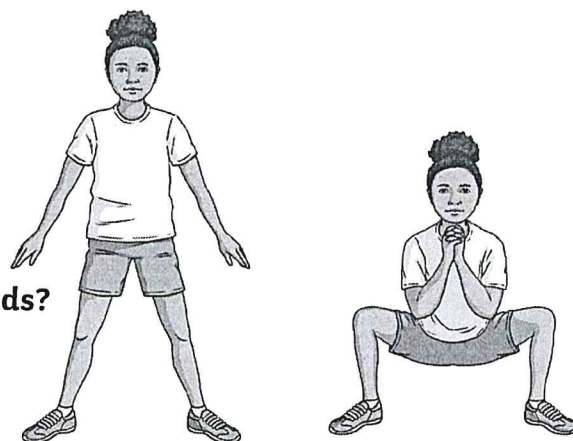
In and Outs

- If your upper body starts to get tired, stop and shake out your arms for a few seconds.**




Sumo Squats

- ### Can you hold the sumo position for the last 5 seconds?



Box Push-Ups

-
- A line drawing of a person with curly hair, wearing a t-shirt and shorts, in a crawling position. Their hands are on the ground, and their knees are tucked under their body, illustrating a low center of gravity.



Official Education Partner

Running and Punching

-
- A black and white line drawing of a young girl in a boxing stance. She is wearing a short-sleeved t-shirt, shorts, and sneakers. Her hair is pulled back into a high ponytail with a braid. She is in a crouched position with her knees bent and her right arm extended forward in a boxing pose.

twinkl



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Finding the Main Idea of a Text

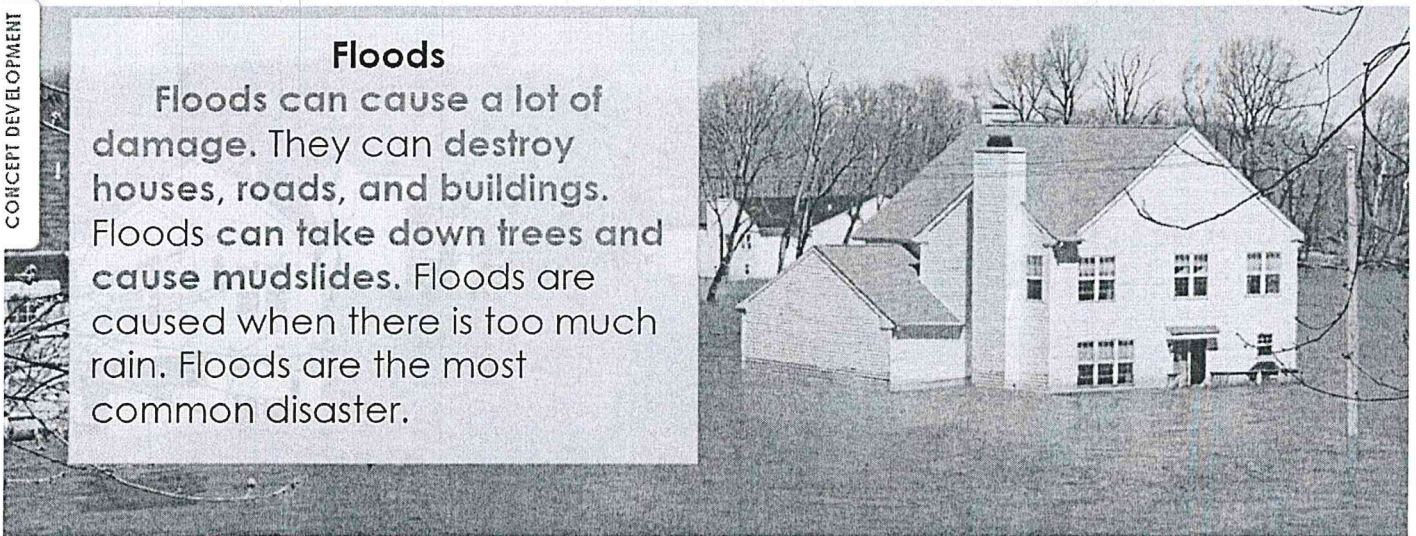
(Read this out loud)

The main idea is the most important idea of a text.

The main idea is usually found in one sentence at the beginning of a paragraph.

Key details are sentences that provide more information to support the main idea.

(support means help out)



The main idea is:

Floods can cause a lot of damage.

Re-read:

The main idea is the most important idea of a text.

The main idea is usually found in one sentence at the beginning of a paragraph.

Key details are sentences that provide more information to support the main idea.

We will determine the main idea.

- 1 Read the text.
- 2 Determine the main idea. (answer) Hint: What is the paragraph mostly about?
- 3 Determine the key details that support the main idea. (underline)
- 4 Determine details that do **not** support the main idea. (write)

CONCEPT CLOSURE

Toys

Pomo Indian children of long ago had many toys. They played with sticks, twigs, rocks, and shells. They turned anything that they found around them into a toy. Pomo children had just as much fun with their toys from nature as the children of today have with toys from stores.

- 5 Which sentence is the main idea of the text?
 - A Toys can be made of rocks.
 - B Pomo is an Indian tribe.
 - C Pomo Indian children had many toys.

Write the sentence that contains the main idea in your activity book.

We will determine the main idea.



- 1 Read the text.
- 2 Answer the question. (Write the sentence #).

Ice Cream

Ice cream is a dessert that can be eaten in many ways. ²Ice cream can be eaten in a cone. ³Ice cream can also be eaten in a cup or bowl. ⁴One favorite way to eat ice cream is to lick it when it's frozen in an ice cream bar. ⁵One other fun way is to get an ice cream cake. ⁶It's really your choice. 65 words

Independent Practice

- 1 Which sentence is the main idea?

The main idea is sentence because

.

- 2 Which sentence is a supporting detail?

A supporting detail is sentence because

.

educeri

Write full sentence answers in your activity book.

- What is the main idea?
- Where do you usually find the main idea?

Reading:

Week One Vocabulary A

(Read these like our daily reviews – brilliant means Then repeat. Move them from your working memory to your long-term memory)

brilliant – bright and sparkling

slanting – something that is sloping, it's not horizontal

dormitory – a room with lots of beds, like in an orphanage or boarding school

doze – a light sleep

moonbeam – a ray of moonlight

lavatory – another name for a toilet

rims – the edges of something round, like glasses

lenses – the part of glasses that you see through

hesitated – to stop because you're not sure about something

ghostly – shadowy and blurry like a ghost

:gnibbeЯ

The BFG Comprehension Questions

Write in full sentence answers. If you need more space, write in your activity book.

1. Which word told you that it was quiet in the dormitory? (Here is an example of a full sentence answer)

The word that told me that it was quiet in the dormitory is

2. Describe the room where the children are sleeping.

3. Why did Sophie get out of bed? _____

4. What ideas are we given about the village street?

5. Why has Roald Dahl not told us what was coming up the street?

6. Remember that authors choose every word carefully. No words in a story ended up there by accident.

**** Why did Roald Dahl choose to describe the light as a *silver blade slicing through the room onto her face*?**

The Witching Hour

Sophie couldn't sleep.

A brilliant moonbeam was slanting through a gap in the curtains. It was shining right on to her pillow.

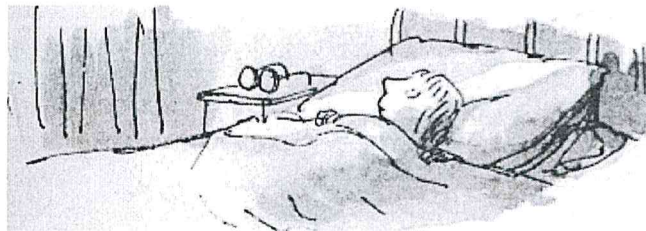
The other children in the dormitory had been asleep for hours.

Sophie closed her eyes and lay quite still. She tried very hard to doze off.

It was no good. The moonbeam was like a silver blade slicing through the room on to her face.

The house was absolutely silent. No voices came up from downstairs. There were no footsteps on the floor above either.

The window behind the curtain was wide open, but nobody was walking on the pavement outside. No cars went by on the street. Not the tiniest sound could be heard anywhere. Sophie had never known such a silence.



Perhaps, she told herself, this was what they called the witching hour.

The witching hour, somebody had once whispered to her, was a special moment in the middle of the night when every child and every grown-up was in a deep deep sleep, and all the dark things came out from hiding and had the world to themselves.

The moonbeam was brighter than ever on Sophie's pillow. She decided to get out of bed and close the gap in the curtains.

You got punished if you were caught out of bed after lights-out. Even if you said you had to go to the lavatory, that was not accepted as an excuse and they punished you just the same. But there was no one about now, Sophie was sure of that.

She reached out for her glasses that lay on the chair beside her bed. They had steel rims and very thick lenses, and she could hardly see a thing without them. She put them on, then she slipped out of bed and tip-toed over to the window.

When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand.

She listened again. Everywhere it was deathly still.

The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the curtains and leaned out of the window.

In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale and ghostly and milky-white.

Across the road, she could see Mrs Rance's shop, where you bought buttons and wool and bits of elastic. It didn't look real. There was something dim and misty about that too.

Sophie allowed her eye to travel further and further down the street.

Suddenly she froze. *There was something coming up the street on the opposite side.*

It was something black ...

Something tall and black ...

Something very tall and very black and very thin.

Spelling Daily Review

Long ā in the middle is spelled ai.

nail

remain

chain

maintain

train

railway

afraid



Most words ending in ape
are spelled ape

grape

drape

escape

gape

cape

shape

scrape



Spelling

Long Vowels

a

pain fame slay sleigh

Long a at the end is spelled ay.

- play
- relay
- runway
- railway
- yesterday
- today
- birthday
- Tuesday



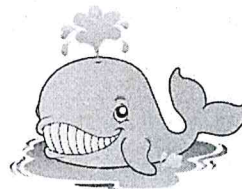
e at the end makes the
vowel sound long.



shade
brave
space
whale



taste
indicate
illuminate



Unusual long a sounds.

ea

break
great
steak
greatest
greatness



ey

they
grey
prey
obey
survey



ei

vein
veil
reins
reindeer



eigh

eight
eighteen
neigh
weigh
weight



Look Cover Say Write Check



LOOK

...at the sounds, or parts of the words as you read the word.

three... **th...r...ee**
phonemic spelling strategy

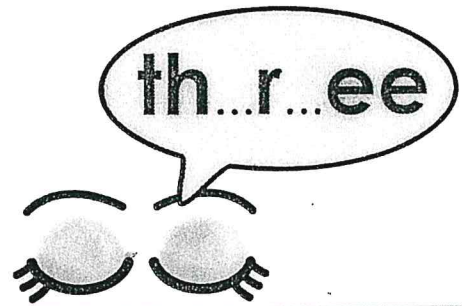
twice... **tw...ice**
onset-rime spelling strategy

enormous... **en...or...mous**
syllabic spelling strategy



COVER

...the word. Try to see the word and all it's sounds in your head.



SAY

...each sound or part of the word while revealing a finger.

three... **th r ee**
twice... **tw ice**
enormous... **en or mous**



WRITE

...the word in alternating colours.

th r ee
phonemic spelling strategy
tw ice
onset-rime spelling strategy
en or mous
syllabic spelling strategy



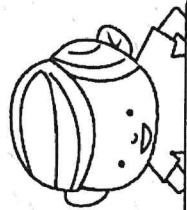
CHECK










...your work.



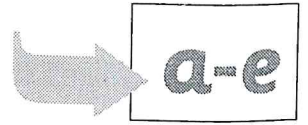


Look, Say, Cover, Write, Check



  	 	 	 
Look, Say, Cover	Write and Check	Write and Check	Write and Check
drape			
escape			
gape			
grape			
scrape			
shape			
tape			
Challenge Words			
relate			
illuminate			
indicate			
translate			

Print "a-e" in the spaces to make words.



c _ _ k _ _

m _ _ k _ _

sn _ _ k _ _

r _ _ k _ _

sh _ _ k _ _

t _ _ k _ _

b _ _ k _ _

l _ _ k _ _

wh _ _ l _ _

g _ _ t _ _

cr _ _ t _ _

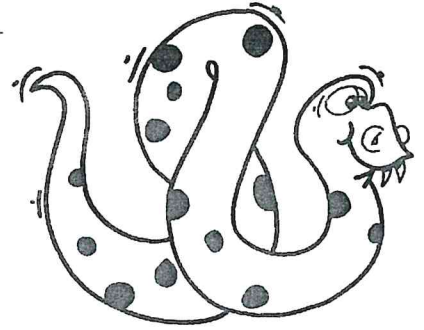
pl _ _ t _ _

g _ _ m _ _

m _ _ d _ _

sh _ _ d _ _

Print the missing words in the spaces.



1. I helped dad to _____ a kite today.
2. I saw a lot of swans swimming in the _____.
3. Last night, mum baked me a _____ for my birthday.
4. I went to the shop and I bought myself a milk _____.
5. I was so hot that I sat under the tree in the _____.
6. Last night, I helped mum to _____ a Christmas cake.
7. I saw a large _____ in the sea blowing water high up into the sky.
8. I was walking in the bushes. A _____ nearly bit me on the leg.
9. I played a _____ with my friend called snakes and ladders.
10. Dad and I got the dinner table ready. We put out all the _____s.
11. I closed the _____ behind me so that our dog wouldn't run away.
12. After the party I had to _____ all the rubbish out of the house.
13. In science today, we _____ a paper aeroplane.



Writing activity:

In your workbook, explain to me what your daily routine is. Do you complete chores, eat breakfast or laze around on the couch?

- Describe each step and give me lots of detail.
- Your journal entry should be one page.
- Remember, paragraphs start with a topic sentence that tells the reader what the paragraph is about.
- Each activity should have its own paragraph.
- Write your journal entry in your activity book.

Concept review: (read and repeat)

Paragraphs start with a topic sentence that tells the reader what the paragraph is about.

Time:

Score:

Double: 6 [A]

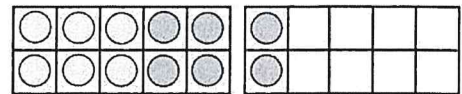


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+ 1 2 3 Rnbw 0&10 Dble Dble+1 9 8 All

"Double" Strategy with Ten Frames

Have the students put out counters for the first number. Then, using a second color, put out that number again. Different arrangements for the counters can be used. Do not let students count from one. Rather, they should be able to subitize the number shown.



Double

- | | |
|-----------------------|-----------------------|
| 1) $7 + 7 =$ _____ | 21) $6 + 6 =$ _____ |
| 2) $4 + 4 =$ _____ | 22) $10 + 10 =$ _____ |
| 3) $6 + 6 =$ _____ | 23) $3 + 3 =$ _____ |
| 4) $8 + 8 =$ _____ | 24) $6 + 6 =$ _____ |
| 5) $10 + 10 =$ _____ | 25) $2 + 2 =$ _____ |
| 6) $0 + 0 =$ _____ | 26) $8 + 8 =$ _____ |
| 7) $9 + 9 =$ _____ | 27) $3 + 3 =$ _____ |
| 8) $2 + 2 =$ _____ | 28) $8 + 8 =$ _____ |
| 9) $7 + 7 =$ _____ | 29) $5 + 5 =$ _____ |
| 10) $9 + 9 =$ _____ | 30) $10 + 10 =$ _____ |
| 11) $4 + 4 =$ _____ | 31) $2 + 2 =$ _____ |
| 12) $6 + 6 =$ _____ | 32) $6 + 6 =$ _____ |
| 13) $5 + 5 =$ _____ | 33) $1 + 1 =$ _____ |
| 14) $4 + 4 =$ _____ | 34) $2 + 2 =$ _____ |
| 15) $1 + 1 =$ _____ | 35) $9 + 9 =$ _____ |
| 16) $0 + 0 =$ _____ | 36) $4 + 4 =$ _____ |
| 17) $6 + 6 =$ _____ | 37) $8 + 8 =$ _____ |
| 18) $5 + 5 =$ _____ | 38) $7 + 7 =$ _____ |
| 19) $10 + 10 =$ _____ | 39) $0 + 0 =$ _____ |
| 20) $3 + 3 =$ _____ | 40) $6 + 6 =$ _____ |

- | | |
|------------------------|------------------------|
| 41) $2 + 2 =$ _____ | 51) _____ + $0 = 0$ |
| 42) $9 + 9 =$ _____ | 52) $8 + 8 =$ _____ |
| 43) _____ + $1 = 2$ | 53) $5 +$ _____ = 10 |
| 44) _____ + $7 = 14$ | 54) $6 + 6 =$ _____ |
| 45) $10 + 10 =$ _____ | 55) _____ + $4 = 8$ |
| 46) _____ + $3 = 6$ | 56) _____ + $7 = 14$ |
| 47) _____ + $6 = 12$ | 57) $8 +$ _____ = 16 |
| 48) $7 +$ _____ = 14 | 58) $9 + 9 =$ _____ |
| 49) $1 +$ _____ = 2 | 59) _____ + $3 = 6$ |
| 50) _____ + $3 = 6$ | 60) $5 +$ _____ = 10 |

- | | |
|---------------------|-----------------------|
| 61) $8 + 8 =$ _____ | 71) $5 + 5 =$ _____ |
| 62) $6 + 6 =$ _____ | 72) $4 + 4 =$ _____ |
| 63) $1 + 1 =$ _____ | 73) $6 + 6 =$ _____ |
| 64) $9 + 9 =$ _____ | 74) $7 + 7 =$ _____ |
| 65) $5 + 5 =$ _____ | 75) $10 + 10 =$ _____ |
| 66) $7 + 7 =$ _____ | 76) $7 + 7 =$ _____ |
| 67) $9 + 9 =$ _____ | 77) $0 + 0 =$ _____ |
| 68) $5 + 5 =$ _____ | 78) $3 + 3 =$ _____ |
| 69) $9 + 9 =$ _____ | 79) $1 + 1 =$ _____ |
| 70) $6 + 6 =$ _____ | 80) $2 + 2 =$ _____ |

Missing numbers revision

- | | |
|-----------------------|------------------------|
| 81) $1 +$ _____ = 9 | 84) $2 +$ _____ = 10 |
| 82) $3 +$ _____ = 4 | 85) $3 +$ _____ = 6 |
| 83) $2 +$ _____ = 7 | 86) $1 +$ _____ = 10 |

Revision

- | | |
|---------------------|----------------------|
| 87) $2 + 1 =$ _____ | 90) $2 + 9 =$ _____ |
| 88) $3 + 6 =$ _____ | 91) $3 + 1 =$ _____ |
| 89) $2 + 6 =$ _____ | 92) $2 + 10 =$ _____ |

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Addition Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Mental multiplication strategies – doubling strategy

Doubling is a useful strategy to use when multiplying.

To multiply a number by four, double it twice.

$$15 \times 4 \text{ double once} = 30$$

$$\text{double twice} = 60$$

To multiply a number by eight, double it three times.

$$13 \times 8 \text{ double once} = 26$$

$$\text{double twice} = 52$$

$$\text{double three times} = 104$$

Professor Pete's Think Bubble Mathematics

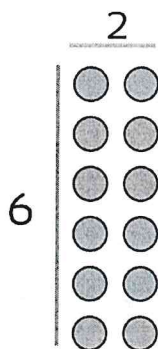
Level 4
Mod: 2

INDEX

x 4, Double Double

$$6 \times 4 = \boxed{}$$

- Double the number (x2)
- Then double again (x4)



If you double a number twice, you get 4 x the original number

- To multiply by 4 we multiply by 2, then multiply by 2 again

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Professor Pete's Think Bubble Mathematics

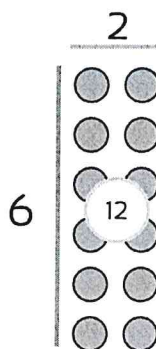
Level 4
Mod: 2

INDEX

x 4, Double Double

$$6 \times 4 = \boxed{}$$

- Double the number (x2)
- Then double again (x4)



$$6 \times 2 = 12$$

- To multiply by 4 we multiply by 2, then multiply by 2 again

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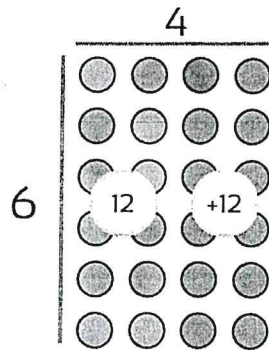
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Level 4
Mod: 2
INDEX

x 4, Double Double

$$6 \times 4 = \boxed{}$$

- Double the number (x2)
- Then double again (x4)



- To multiply by 4 we multiply by 2, then multiply by 2 again

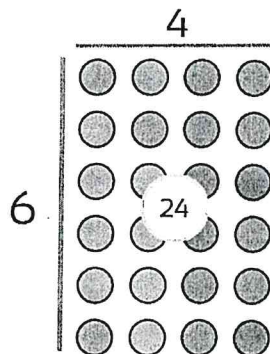
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Level 4
Mod: 2
INDEX

x 4, Double Double

$$6 \times 4 = \boxed{24}$$

- Double the number (x2)
- Then double again (x4)

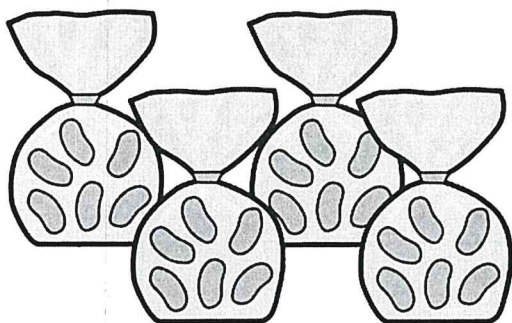


- To multiply by 4 we multiply by 2, then multiply by 2 again

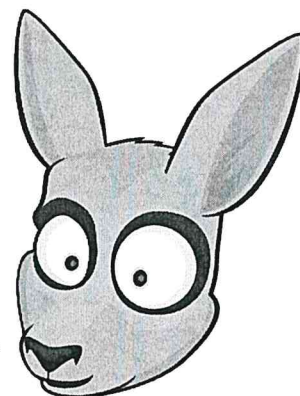
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Step In → Introducing the Fours Multiplication Facts

How can you work out the total number of jelly beans without counting each one?



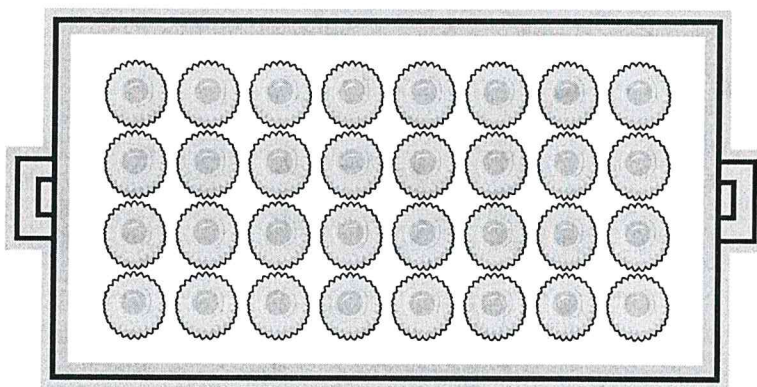
Two bags of 6 is double 6, so 4 bags of 6 is double, double 6.



What number sentence could you write to describe your thinking?

Use the same thinking to work out how many biscuits are on this tray.

Write a number sentence to match.

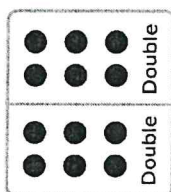


What other numbers could you multiply by 4 using this strategy?

The result of multiplication is called the **product**.

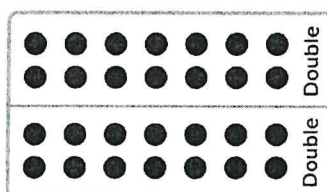
Step Up → I. Write the missing products.

a.



$$4 \times 3 = \underline{\quad\quad} = 3 \times 4$$

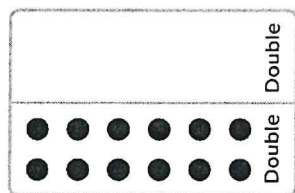
b.



$$4 \times 7 = \underline{\quad\quad} = 7 \times 4$$

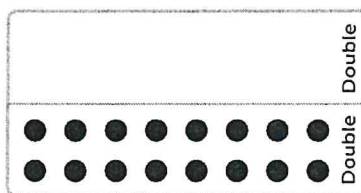
2. Draw more dots to show a **double double**. Then complete the number sentence.

a.



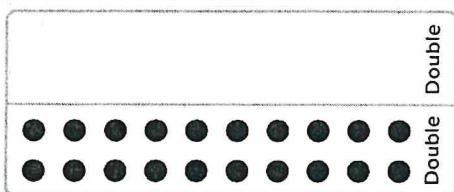
$$4 \times 6 = \underline{\hspace{2cm}} = 6 \times 4$$

b.



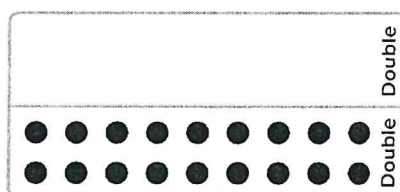
$$\underline{\hspace{2cm}} \times 8 = \underline{\hspace{2cm}} = 8 \times \underline{\hspace{2cm}}$$

c.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

d.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

3. Draw a line to match each fact with its turnaround below.
Then complete the facts.

$$4 \times 5 = \underline{\hspace{2cm}}$$

$$4 \times 10 = \underline{\hspace{2cm}}$$

$$9 \times 4 = \underline{\hspace{2cm}}$$

$$7 \times 4 = \underline{\hspace{2cm}}$$

$$10 \times 4 = \underline{\hspace{2cm}}$$

$$4 \times 7 = \underline{\hspace{2cm}}$$

$$5 \times 4 = \underline{\hspace{2cm}}$$

$$4 \times 9 = \underline{\hspace{2cm}}$$

Step Ahead

Colour the ☐ beside the thinking you could use to work out the product. Then complete the fact.

a.

$$4 \times 5 = \underline{\hspace{2cm}}$$

is the same as

- ☐ double double 5
- ☐ double double 4
- ☐ double 4 then double 5

b.

$$9 \times 4 = \underline{\hspace{2cm}}$$

is the same as

- ☐ double double 4
- ☐ double 9 then double 4
- ☐ double double 9

What do we know about Australia's first people?

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)



Time line

50 000 years ago (approx.)

the first people migrate from Asia to Australia

40 000 years ago (approx.)

land bridge to Tasmania disappears as a result of rising sea levels

8000 years ago (approx.)

land bridge to New Guinea disappears and Torres Strait Islands are formed, also as a result of rising sea levels



Resources

- *Going bush* by Nadia Wheatly
- <<http://www.aboriginalartonline.com/culture/symbols.php>>
- <<http://www.environment.gov.au/parks/uluru/>>
- <<http://www.kimberleycoastalcamp.com.au/>> Click on 'rock art' to see a gallery of pictures

Parent Information

Teacher information

Elaboration

Examining early archaeological sites that show the longevity of the Aboriginal people.

Key inquiry questions

What was life like for Aboriginal and/or Torres Strait Islander people before the arrival of the Europeans?

Historical skills

Sequence historical people and events (ACHHS081)

Use historical terms (ACHHS082)

Pose a range of questions about the past (ACHHS083)

Locate relevant information from sources provided (ACHHS084)

Identify different points of view (ACHHS085)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS087)

Historical concepts

- Continuity and change
- Perspectives
- Significance
- Sources



Background information

- Aboriginal Australians are thought to have migrated on foot from New Guinea before the land bridge joining the two land masses disappeared.
- Archaeology is the study of human activity in the past through recovery and study of materials and artefacts.
- Remains found at the archaeological site of Lake Mungo in NSW are thought to be around 40 000 years old and artefacts discovered at the Devil's Lair site are estimated to be around 48 000 years old.
- Some of Australia's oldest sites tell us about the behaviour and beliefs of the Aboriginal people who lived here many thousands of years ago. Investigating these sites demonstrates the diversity and longevity of Australia's first people through comparing the different beliefs and practices and through discovering that some of the ancient sites are still culturally relevant and significant today.



Teaching notes

- Review the text for new vocabulary—for example, 'initiation' and 'petroglyph'—and discuss the meanings.
- Create a word wall for new vocabulary and significant historical terms that arise throughout the units of work.
- When using page 4, the students might place the Baiame Cave site first in the sequence as it tells of a Creation story.
- The activity on page 5 should give students some insight into perspectives and interpretations when they discuss their art with others. Brainstorm ideas for the rock art and try to focus on people and activities rather than possessions.



Additional activities

- Use a map to show where the archaeological sites are located. Discuss the preservation of the sites and environmental and other threats to their survival. Talk about the importance of preservation for future generations
- Use the internet to research a site independently or in groups; for example: Malakunanja (NT), Devil's Lair (WA), Lake Mungo (NSW), or a site nearer to you.

What do we know about Australia's first people? - 1

Read about some of the oldest archaeological sites in Australia. Find out about the people who created them.

Site: Baiame Cave Painting

Estimated age: Unknown

Present day location: NSW

Local Aboriginal group: Wonnarua

Description: This cave near Singleton has a large painting of Baiame. A Dreaming story tells how Baiame came down from the sky to the land, and created rivers, mountains, and forests. He then gave the people their laws of life, traditions, songs and culture. When he had finished, he returned to the sky, and people called him the Sky Hero or Sky Father. The site is believed to be a place where special ceremonies such as initiations for young men were carried out. Women were forbidden from going near these sites.

Site: Uluru Rock Art

Estimated age: Over 10 000 years old

Present day location: NT

Local Aboriginal group: Anangu

Description: Uluru is a very large sandstone rock which is a sacred site for the Anangu people. It's around 330 km to the south-west of Alice Springs. There are many ancient cave paintings in the area and countless carvings (called petroglyphs) in the rock and surrounding caves. Symbols are used to represent different things, depending on the Dreaming story. For example, circles could represent a waterhole, or a camping place.



Site: Murujuga Rock Art

Estimated age: 30 000 years old

Present day location: WA

Local Aboriginal group: Ngarda-ngarli

Description: Located near Dampier in the north, this area contains one of the world's oldest and largest concentrations of rock carvings. The people of the area believe that the engravings were made by the Creation spirit beings known as Marrga. The belief is the engravings were made and left to show the people how the Aboriginal law should be followed. There are also standing stones in this area. Standing stones can be found throughout the world. Little is known about why people put them up but they are believed to have religious or spiritual significance.



Site: Quinkan Country Rock Art

Estimated age: 37 000 years old

Present day location: QLD

Local Aboriginal group: Ang-Gnarra

Description: Quinkan country describes an area in Far North Queensland containing a large amount of Aboriginal rock art. It is located around 140 km inland from Cooktown. The word Quinkan refers to a cultural spirit being which can be good or bad (a helpful protector or a mischief maker). The people believed the Quinkans would lurk in caves and other dark places and come out at night. They were thought to watch over the tribes. The paintings were created mainly using red ochre but white, yellow, black and a rare blue colour were also used.

Charcoal was used to make black paint.



What do we know about Australia's first people? - 2

1. Use the information on page 3 to sequence the archaeological sites from oldest to newest. For the Baiame Cave site, whose date is unknown, decide where you think it should go.
2. Write two short facts about each site in the information column.

Site	Age	Information
	10 000 years old	
	Present day	

3. Explain where you put the Baiame Cave site and why.

4. Write two questions you would like to ask the people who made the rock art.

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**FACT
FILE**

Archaeologists explore ancient sites and artefacts to find out about how people lived many years ago.