Year Six
Week Six
Online Learning Materials

Timetable and worksheets available from:

https://westbyfordprimaryschool.wa.edu.au/flexible-online-learning

Student Login Details:

Australian History Mysteries

Username: WestByfordPS

Password: Quenda

Soundwaves (Spelling)

www.fireflystudents.com.au

Login code: card325

Name:_____ Date:_____

Decimal Place Value

What are some numbers that round to 5.8?

Give as many answers as you can. Show your answers on a number line.

Decimal Place Value Chart

Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
				.			

Working Out

Extension: Write your response in a way that convinces me that you have described all of the possible answers.

Reflection

Weekly Spelling Test

Name:
Date:
Soundwaves words:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Words from writing:
1.
2.
3.
4.
5.
Subject words:
1.
2.
3.
4.
5.

Score:

TEST 1 | NAME | DATE

INDIGENOUS LANGUAGES

There are more than 150 Aboriginal and two Torres Strait Islander languages spoken in Australia today. Different geographical areas have different languages because of the great distances between them.

That may sound like a large number of languages, but when the First Fleet arrived there were around 250. The widespread use of English caused many of the original languages to die out.

Many Indigenous people alive today remember being forbidden to use their language when they were children. Some even suffered beatings if they spoke their language at school or in public. Many Indigenous people now speak a combination of their original language and English.

When a language dies out completely it is said to be extinct. There are no more speakers of that language left alive. Some Indigenous languages are classified as critically endangered. This means there are fewer than 10 elderly speakers of the language, and very few or no middle-aged or young speakers. Critically endangered languages are expected to become extinct within the next 20 years.

Various programs exist throughout Australia to help preserve Indigenous languages. For example, the Pilbara region of Western Australia has 31 Aboriginal languages. Many of these are either endangered or critically endangered. The Wangka Maya Language Centre records and collects words, histories and songs, then develops resources such as dictionaries, story and song books, and music CD-ROMs. They aim to educate the region's children and help the language to continue to exist into the future.

Read the text and shade a bubble or write an answer to each question.

1 **What type of text is this?** MONITORING

- ○ narrative
- ○ report
- ○ discussion
- ○ recount

2 **Approximately how many Indigenous languages are spoken today?** QUESTIONING

- ○ 100
- ○ 150
- ○ 250
- ○ 31

3 **Why did so many different Indigenous languages develop in Australia?** QUESTIONING

4 Approximately how many Indigenous languages were spoken in 1788? MONITORING

☐ 100 ☐ 150 ☐ 250 ☐ 31

5 Many Indigenous languages died out because: QUESTIONING

☐ of the great distances between them ☐ there are only a few elders left

☐ of the widespread use of English ☐ they became extinct

6 Why were Indigenous children once forbidden to use their language? MAKING CONNECTIONS

_____

_____

7 How do you think Aboriginals who were forbidden to use their language now feel? PREDICTING

☐ indifferent ☐ grateful ☐ saddened ☐ embarrassed

8 Which word means 'no longer existing'? MONITORING

☐ classified ☐ critical ☐ endangered ☐ extinct

9 Critically endangered languages: SUMMARISING

☐ have fewer than 10 elderly speakers

☐ have very few or no middle-aged or young speakers

☐ are expected to die out completely within 20 years

☐ all of the above

10 The Pilbara region is likely to be: VISUALISING

☐ a large area with a small population

☐ a small area with a large, densely packed population

☐ a thriving city

☐ completely empty

11 Which of the following would the Wangka Maya Language Centre NOT focus on preserving? MAKING CONNECTIONS

☐ dreamtime stories ☐ traditional songs

☐ traditional costumes ☐ family histories

12 How can endangered languages be preserved? SUMMARISING

☐ by writing books about them ☐ by educating the young

☐ by recording native speakers ☐ all of the above

NUMBER OF CORRECT ANSWERS ___/12

KWL

Year Six Term One History

Federation

This term, we will be learning how and why Australia became a Federation. We will learn when the colonies (which later became states and territories) were formed, and how this (and other factors) affected why some people wanted to federate, and others didn't.

What I **know**	What I **want** to know	What I have **learned**

Key Terminology and Vocab

- Campaigning:

noun

- a systematic course of aggressive activities for some specific purpose:*a sales campaign.*
- the competition by rival political candidates and organizations for public office.

5

Colony

plural noun: **colonies**

- a country or area under the full or partial political control of another country and occupied by settlers from that country.
- a group of people of one nationality or race living in a foreign place.

6

Constitution

noun

- a body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed.

7

Federation

noun

- a group of states with a central government but independence in internal affairs.

8

Referendum

noun

- a general vote by the electorate on a single political question which has been referred to them for a direct decision.

9

Majority

noun

- the greater number.

10

BECOMING A NATION

Australia became a nation after the **majority** of Australians voted yes in a **referendum**. A referendum is held when the government wants to find out what people think about a major issue. In a referendum, people vote *yes* or *no* in response to a question posed by the government.

The first referendum

Before **Federation**, the six states were each governed as separate **colonies**. In 1898 a referendum was held in New South Wales, Victoria, Tasmania and South Australia. The referendum asked whether people approved of a set of rules stating how the country should be run, known as a **constitution**.

The referendum was passed in three states, but in New South Wales it was decided that 80 000 'yes' votes were required for it to be successful. This was not achieved, even though the majority of citizens voted in favour of the proposed constitution.

FACT!

Queensland and Western Australia did not participate in the first referendum because they were concerned that it might give too much power to New South Wales and Victoria.

11

Before the first referendum there had been fierce **campaigning**, both by people who supported Federation and by those who opposed it. The 'Billites' were in favour because they believed it would open up trade between the states, and make it easier to defend Australia. The 'Anti-Billites' were worried that Federation would lead to higher taxes.

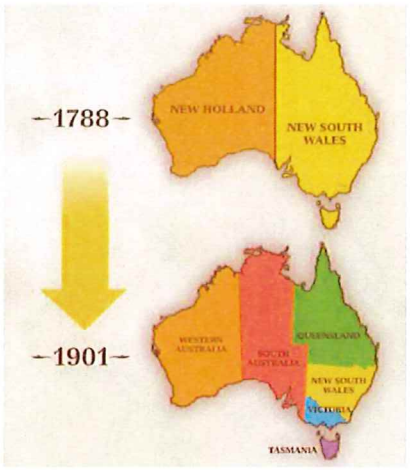
The second referendum

Before the second referendum, leaders from all the states except Western Australia got together to work out how to make Federation happen. They agreed that the capital of the new nation would be within New South Wales, but at least 100 kilometres from Sydney.

The second referendum was held in 1899. All states except Western Australia voted in favour of Federation. It wasn't until 1900 that Western Australians finally got their chance to vote. With all the states now on board, the path was clear for Federation to take place in 1901.

12

Becoming a Nation



Key Terminology

Draw a symbol to represent each term:

campaigning		Federation	
colony		referendum	
Constitution		majority	

1. Where was the capital of the new nation to be located?

   _____

2. Have you ever participated in a vote similar to the referendum? Explain the topic of the vote, how people voted, and the result.

   _____

   _____

   _____

   _____

   _____

3. What was a 'Billite'?

   _____

   _____

How are new substances made?

1 The top photo shows six food items you might have in the kitchen at home. The bottom photo shows the same food items after 20 minutes in the oven at 200°C.

Work with a partner to name each one and describe how it has been changed by the heat of the oven.

Vocabulary

irreversible	matter	react	change of state
reversible	substance	chemical reaction	

Materials needed

INVESTIGATION QUESTION 5

Teacher led investigation: A disappearing tablet!

You will need:

- A small pop-top bottle (lid off)
- A balloon
- An Alka Seltzer or Aspro Clear tablet (Alka Seltzer is preferable)
- Water

ACTIVITY QUESTION 6

Making slime

Per pair of students:

- ¼ cup (60 mL) PVA glue white craft glue. (Clear glue from Kmart also works)
- ¼ cup (60 mL) water
- ¼ teaspoon Bicarb soda
- 2 drops food colouring
- 2 tablespoons contact lens solution (note: must contain boric acid and sodium borate)
- Small bowl or cup

INVESTIGATION QUESTION 9

A rubber egg!

You will need:

- 1 egg
- A clear glass or plastic cup
- 200 mL white vinegar

2 Explore the interactive Changing Matter: Kitchen Detectives.

3

a Choose one reversible change you observed happening in the kitchen.
Explain why it is reversible.

_____ is a reversible change because _____

_____

_____

_____ .

b Choose one irreversible change you observed happening in the kitchen.
Explain why it is irreversible.

_____ is an irreversible change because _____

_____

_____

_____ .

Matter is the word we give to all the different substances in the world. One way we can change matter is by heating it up or cooling it down.

Some changes are **reversible**. We can get the original matter back again.

Out of the freezer, ice cream can melt and become liquid. We can make it solid again by putting it back in the freezer.

Sometimes heating matter causes an **irreversible** change. We can't get the original matter back again, because a new substance has been formed.

Heating eggs in a fry pan turns the runny egg white into a solid mass. We can't get the original runny egg white back again.

4 What irreversible changes can you see happening in this photo?

Which reversible change do you think might happen?

We don't always need heat to make an irreversible change. Often, just mixing two substances together produces an irreversible change as a **new substance** is formed. This kind of change is called a **chemical reaction**.

5 **Teacher led investigation 1: The disappearing tablet!**

Step 1: Collect the materials listed on page 2.

Step 2: Fill the bottle about one quarter full of water (marked on the photo).

Step 3: Break the tablet into five or six small pieces and place them inside the balloon.

Step 5: Stretch the balloon opening over the neck of the bottle.

Predict: What will happen when the tablet pieces are tipped into the bottle?

Tip the tablet pieces into the bottle by holding up the end of the balloon.

Observe: Draw and label a diagram showing what happened.

Explain: Was a new substance made and if so what was it? Was the change reversible or irreversible.

6 **Activity: Making slime**

Step 1: Collect the materials listed on page 2.

Step 2: Measure out the glue into the bowl or cup. Add the water.

Step 3: Add the bicarb soda and food colouring. Stir thoroughly.

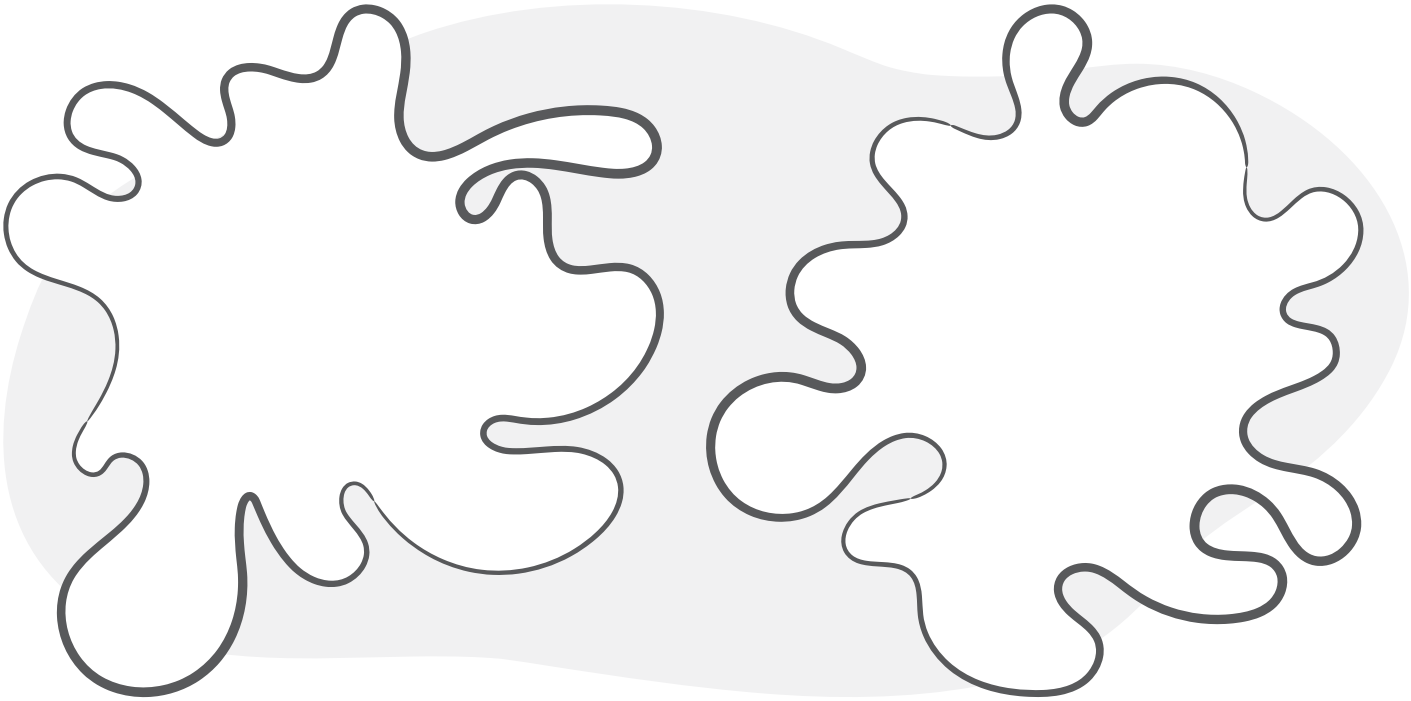
Step 4: One partner should slowly add one tablespoon of contact lens solution while the other partner stirs the mixture.

Step 5: The glue should start to lose its runny, liquid feel and become stringy or clump together. Keep stirring while slowly adding the second tablespoon of contact lens solution until you have one big gooey lump. (You might not need all of the second tablespoon).

Step 6: Play with your slime! It might be sticky on your fingers at first, but with some kneading, it will become less sticky. Stretch it, bounce it, snap it and observe how it behaves.

7 Write some words to describe your original substance (the glue).

Write some words to describe your final substance (the slime).



Is the change to the glue reversible or irreversible? _____

8 Use the question/answer starters to write three quiz questions about reversible and irreversible changes to substances. Find a partner and quiz each other to see how much you both know.

Q: What _____ ?

A: _____

Q: When _____ ?

A: _____

Q: _____ ?

A: Irreversible change

9 **Investigation: A rubber egg!**

Step 1: Collect the materials listed on page 2.

Step 2: Place the egg in the cup and cover it with vinegar.

Predict: What do you think will happen to the egg?

Observe: Complete the diagrams that show what has happened to the egg:

a after a few minutes

b after one day

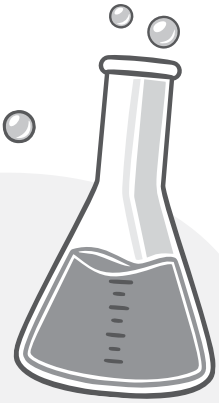
Explain: What type of change has happened to the egg? Has a new substance been formed? _____

How can you tell?

Extend: Compare this investigation to the one in Question 6. What is similar? What is different?

10 Think about the statement and complete a Venn diagram comparing science and magic.

Science, it's like magic, but real



Science

Magic