

Name: _____

Date: _____

Pizza Fractions

My friend and I each had our own large pizza. We each ate the same amount of pizza, but not all of it. My pizza was cut into 16 slices, and my friend's was cut into 8 slices. How many slices might we have each eaten?

Working out



Reflection

What strategy did you use? Explain how you could have used a different strategy.

Reflection:

Name: _____

Date: _____

/30



LOCAL GOVERNMENT

1. What is the name of your local government?

_____ 11

2. List four services provided by your local government.

- _____
- _____
- _____
- _____ 14

3. Why is the local government important in your life?

_____ 12

RULES AND LAWS

4. Identify if you would be breaking a rule or a law if you did not follow the statements below.

Write in the column provided if it is a rule or a law. The first one has been done as an example.

Wear a hat in the playground	rule	No running on the concrete	
Wear a helmet when riding a bike		Keep to the 60km speed limit	
Put your seat belt on in the car		Stay in line at the canteen	
Do not park in a no parking zone		Do not steal lollies from the shop	
Eat lunch before playing		Register your dog with the council	
Do not talk at assembly		No running near the pool	

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5. Explain in your own words, what is the difference between a rule and a law?

_____ 13



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WHY ARE LAWS IMPORTANT



6. Look at the following law and in your answer refer to the following

Law: It is unlawful to drive a car while using a mobile phone in Australia

Why was this law made?

What happens if you break this law?

What would happen if we did not have this law?

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DIFFERENT GROUPS

7. What are the three different types of groups that we can belong to and give an example in each, one has been completed for you.

Group	Example
Cultural	Chinese culture
_____	_____
_____	_____

14

8. What are some benefits of being involved in different groups?

_____ 12

HASS - YEAR 4

CIVICS AND CITIZENSHIP

WEEK 8

Revision:

Rule: Rules tell you what you are and are not allowed to do in a particular place or situation. Sometimes these rules are known but are not always written down. There may be consequences for not following rules that are enforced by the people at that place or in that situation. E.g. You can't run on the veranda. You can't use your hands in soccer. Don't make too much noise in a doctor's waiting room.

Law: Rules made by the government that are compulsory for everyone to follow. If you break a law you may be fined, arrested or go to jail. They are enforced by the police, court and government. E.g. You must obey the speed limit. If you are of school age you must be enrolled in school. Adults with a job must pay taxes.

The three levels of government:

FEDERAL: The Prime Minister is the leader of the federal government. It consists of the House of Representatives (150 members representing the divisions or electorates) and the Senate (12 senators representing a whole state or territory). They make laws for the whole of Australia and manage foreign affairs, social security, industrial relations, trade, immigration, currency and defence.

STATE/ TERRITORY: Each state government is led by a Premier and each Territory is led by a Chief Minister. They are made up by either one or two houses known as the Legislative Assembly/Council or House of Assembly. They are responsible for justice, consumer affairs, health, education, forestry, public transport, main roads and making laws.

LOCAL: Mayors or Shire Presidents are the leaders of local government which is usually called the city council or shire council. They are responsible for local road maintenance, garbage collection, building regulations, land subdivisions, public health and recreation facilities. They make by-laws for their region or district.

Cultural, Religious, Social and Language Groups:

Cultural groups: Share different traditions. For example, in Chinese culture they celebrate the Chinese New Year on the first day of the lunar calendar.

Religious groups: People in Australia belong to different religious groups. This is that they follow certain beliefs and have different faiths. For example; if you are Christian, you believe in God.

Social groups: are those in which others join for certain activities that you all participate in, mainly for enjoyment. Some examples are choir, football teams and scouts.

Indigenous language groups: Before settlement, there were over 250 indigenous languages spoken and people belonged to a particular language group, who all spoke the same language. Families joined together to form bands and bands formed to join clans/language groups. Each group would care for its territory and see itself as the traditional owners of the land.

Complete Week 8 Assessment

Physical Education

Term 1 Week 8 – Year 4 Cricket Skills *Catching/Fielding*

Skill Explanation

Watch the link below for this week's tasks of catching and fielding. Do as much as you can!

[Link](#)

Skill Practice



CHANCE TO SHINE WEEKLY CHALLENGE:
WEEK 1 - COOL CATCHER
INDIVIDUAL ACTIVITY

LEARNING OUTCOMES:
Explore different throwing and catching techniques with a variety of objects. Tack an object in flight.

EQUIPMENT:
- tennis ball (or if you don't have one, try a balled-up pair of socks or something else, be creative!)

HEADS, SHOULDERS, KNEES CATCH! CHALLENGE
- Throw the ball in the air
- Touch your head, shoulders, tummy and toes then take the catch!
- Start with just your head & catch, then head, shoulders & catch etc.

COACHING POINTS
- Watch the ball all the way into your hands
- Keep a big surface area to catch (think about having your hands like an open book)

LET US KNOW HOW YOU GET ON! SHARE A VIDEO OF YOU COMPLETING THE CHALLENGE ON OUR SOCIAL MEDIA CHANNELS!

CHANCE TO SHINE
@chance2shine @chance_to_shine /chancetoshinecricket

How to show us!

Please create a video of yourself doing this skill and upload it to your class dojo portfolio.

Remember – ask your parents/guardians for some safety rules if you're doing this inside. We suggest going out into the backyard for this activity, if you can.

Send Mrs Bastick or Miss Stumpf (whoever teaches you for PE) a dojo message to let us know that you have completed it.

Extension

Let us know something you found interesting about this task.
What challenges did you face? How did you overcome them?
Did you modify it?
How did your body feel before and after the task?