



MANSFIELD STATE SCHOOL
CURRICULUM OVERVIEW
5/6H YEAR 5
Term 3 2022



Physical Sciences

Now you see it

In this unit, students will:

- investigate the properties of light and the formation of shadows
- investigate reflection angles and how refraction affects our perceptions of an object's location
- investigate how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height
- plan investigations including posing questions, making predictions, and following and developing methods
- analyse and represent data and communicate findings using a range of text types, including reports and labelled diagrams
- explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.

Assessment: Students will complete an experimental investigation about light.

English 1 –

Interpreting literary texts

In this unit students will:

- listen to, read and view extracts from literary texts set in earlier times
- demonstrate their understanding of how the events and characters are created within historical contexts
- create a literary text that establishes time and place for the reader and explores personal experiences.

Assessment:

Productive Assessment:

Students will write an historical recount to evoke a sense of time and place.

Receptive Assessment:

Students will read and comprehend a letter from a different historical context and analyse and explain language features.

Mathematics

In this unit, students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

- **Number and place value** - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one-digit and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, add and subtract using mental and written strategies including the right-to-left strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders.
- **Fractions and decimals** - make connections between fractions and decimals, and compare and order decimals.
- **Money and financial mathematics** - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.
- **Patterns and algebra** - create, continue and identify the rule for patterns involving the addition and subtraction of fractions, and use number sentences to find unknown quantities involving multiplication and division.
- **Using units of measurement** - choose appropriate units to measure length, area, capacity and mass, and problem-solve and reason when applying measurement to answer a question.
- **Location and transformation** - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.

Assessments: Students will continue patterns by adding and subtracting fractions and decimals, identify and explain strategies for finding unknown quantities in number sentences, apply a range of computation strategies to solve problems, plan and calculate simple budgets, choose appropriate units of measurement for length, area, volume, capacity and mass and calculate perimeter and area of rectangles.

Communities in colonial Australia (1800s)

In this unit, students will explore the following inquiry question:

How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?

Students will:

- examine key events related to the development of British colonies in Australia after 1800
- identify the economic, political and social reasons for colonial developments in Australia after 1800
- investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia
- present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community
- identify different viewpoints about the significance of individuals and groups in shaping the colonies
- sequence significant events and developments that occurred during the development of colonial Australia using timelines.

Assessment:

Students will pose questions, collect and locate information, analyse and interpret information related to the inquiry question.

Health and Physical Education *Specialist Teacher*
Personal, Social and Community Health
Transitioning

In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.

Assessment: Students recognise the influence of emotions and discuss factors that influence how people interact in new situations. Students investigate developmental changes and transitions.

The Arts - Music *Specialist Teacher*

In this unit, students will compose a piece of music that includes melody and a rhythmic ostinato accompaniment.

Assessment: Students will compose music in Rondo form (A-B-A-C), using a pentatonic scale (5 notes), known rhythms, expressions and tempo elements.

Dance

In this unit, students will respond to, choreograph and perform a dance that uses symmetry as a stimulus to communicate a meaning.

Assessment: Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme.

French *Specialist Teacher*

In this unit, students will:

- use the French language to describe something that has never been seen before
- use present tense, conjunctions and connectives, adverbs, possessive pronouns, adjectives and prepositions to mark time.

Assessment: Students will create a written description of an artist's representation of a creature.