



## MANSFIELD STATE SCHOOL CURRICULUM OVERVIEW YEAR 5 (5/6A) Term 4, 2021

### Science

#### Biological Sciences – Survival in the Environment

In this unit, students will:

- analyse the structural features and behavioural adaptations that assist living things to survive in their environment,
- understand that science involves using evidence and comparing data to develop explanations,
- investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and
- use knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

#### Assessment:

Students will:

- analyse how the form of living things enables them to function in their environments,
- use environmental data when suggesting explanations for difference in structural features of creatures, and
- communicate ideas using multimodal texts.

### English

#### Comparing texts:

In this unit, students will:

- listen to, read, view and analyse literary and informative texts on the same topic,
- explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts,
- identify the author's purpose and analyse similarities and differences in texts,
- compare and analyse the effectiveness of each text in its ability to deliver a message.
- write arguments persuading others to a particular point of view using specific structural and language features studied during the unit, and
- transform an informative text into a literary text for younger audiences

#### Assessment:

Students will:

- argue a point of view about the effectiveness of a text in conveying a message.

### Design and Technologies 5

This subject was taught and assessed in Term 3.

### Mathematics

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

- **Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems.
- **Location and transformation** - explore maps and grids, use a grid to locate and describe locations, describe positions using landmarks and directional language.
- **Chance** - list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.

#### Assessments:

Students will:

- mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes, identify factors and multiples, and identify and describe factors and multiples of whole numbers.

### Humanities and Social Sciences

#### Unit 1: Communities in Colonial Australia (1800s) Week 1 - 4

In this unit, students:

- 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, and
- sequence significant events and developments that occurred during the development of colonial Australia using timelines.

#### Assessment: Students will

- explore the 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?
- develop questions for an investigation,
- collect and locate information from a range of sources to determine their purpose and to identify different viewpoints,
- analyse and interpret information to describe the significance of people in bringing about change, and
- present their findings.

#### Unit 2: Making decisions to benefit the community

- investigate a familiar community issue that may affect the individual or the local community,
- examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs,
- recognise the reasons businesses exist and the different ways they provide goods and services.

**Assessment:** Students explain ways that resources can be used to benefit individuals, the community and the environment.

### Health and Physical Education – Junior Lifesaver *Specialist Teacher*

In this context, students will:

- perform freestyle, backstroke, breaststroke and survival backstroke,
- combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.

**Assessment:** Students will combine movement concepts to perform water safety skills and scenarios.

#### Health – Growing up *Classroom Teacher*

In this unit, students will:

- explore developmental changes and transitions that occur as they grow older,
- investigate strategies available to assist them with the transition.

**Assessment:** Students investigate developmental changes and transitions.

### French *Specialist Teacher*

In this unit, students will

- explore the concept of play and its universality across cultures,
- play games from French speaking countries.

**Assessment:** Students will use French to discuss and participate in games and will translate an Australian game into French for French children to learn to play.

### The Arts - Music *Specialist Teacher*

In this unit, students respond to how the elements of music are used to communicate meaning in music for film.

#### Assessment:

Students explain, using metalanguage, how the elements of music create meaning in music written for film.

#### The Arts –Drama: Dramatic transformations

In this unit, students will make and respond to drama by investigating dramatic forms including fantasy, mask, movement, media, props and alternative performance spaces.

**Assessment:** Students will devise, perform and respond to drama from a period in Australian history.