



**MANSFIELD STATE SCHOOL
CURRICULUM OVERVIEW
YEAR 5
Term 4 2021**



Chemical Sciences

In this unit students will:

- broaden their classification of matter to include gases and begin to see how matter structures the world around them,
- understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways,
- pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases,
- represent data and observations in tables and graphs,
- identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations, and
- suggest ways to improve fairness and accuracy of their investigation.

Assessment:

Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings.

English

Exploring narrative through novels and film

In this unit students will:

- listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time,
- demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation,
- listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film, and
- express and justify opinions about aspects of the novels and films during group discussions.

Assessment:

Students write a comparison of a novel and its film adaptation and state a preference for either the novel or film adaptation.

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.

Using units of measurement - read and represent 24-hour time, convert between 12-hour and 24-hour time.

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:

Describing chance and probability

Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.

Calculating time and identifying factors and multiples

Students convert between 12-hour and 24-hour time. Students identify and describe factors and multiples of whole numbers.

Humanities and Social Sciences

Communities in colonial Australia (1800s)

In this unit, 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, and
- present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community.

Assessments:

Students conduct an inquiry to answer 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?

French Specialist Teacher

In this unit, students will

- explore the concept of play and its universality across cultures, and
 - 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.

Health and Physical Education – Junior Lifesaver Specialist Teacher

In this context, students will:

- perform freestyle, backstroke, breaststroke and survival backstroke, and
- 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 associated with growing up.

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 that use more than the human body in role and dramatic action 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.

Design and Technologies

Harvesting Good Health

In this unit, students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product.

Assessment: Students will design a service and packaging that delivers an edible plant that can be used to create a healthy food product.