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

Biological Sciences
Life on Earth
In this unit, students will:
- explore the environmental conditions that affect the growth and survival of living things,
- use simulations to plan and conduct fair tests and analyse the results of these tests,
- pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things,
- gather, record and interpret observations relating to their investigations,
- consider human impact on the environment and how science knowledge can be used to inform personal and community decisions, and
- recommend actions to develop environments for native plants and animals.

Assessments: Students
- develop investigable questions,
- design investigations into simple cause-and-effect relationships
- describe and predict the effect of environmental changes on individual living things.

English
Comparing texts:
In this unit students
- 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,
- transform an informative text into a literary text for younger audiences.

Assessments:
Productive Assessment
Students will:
- argue a point of view about the effectiveness of literary and informative texts in conveying their message.

Mathematics
In this unit students will study:
- **Fractions and decimals** - add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options.
- **Patterns and algebra and Number and place value** - represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, and solve multiplication and division problems using a written algorithm.
- **Using units of measurement** - Interpret and use timetables
- **Location and transformation** - apply translations, reflections and rotations to create symmetrical shapes.
- **Geometric reasoning** - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.
- **Chance** - conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or per cent; compare observed and expected frequencies.
- **Data representation and interpretation** - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, represent data from a chance experiment, problem solve and reason by interpreting secondary data.

Assessments: Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages, use simple strategies to reason and solve a data inquiry question, use simple strategies to reason and solve a data and measurement inquiry question.

Humanities and Social Sciences
Australia's global connections
In this unit, students
- explore the following key inquiry questions: What are Australia's global connections between people and places? How do people's connections to places affect their perception of them?
- identify how Australia's connections with other countries change people and places,
- recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places,
- develop appropriate questions to frame an investigation, and
- locate and collect useful information from primary and secondary sources.

Assessment: Students conduct an inquiry to answer the question: How does tourism at the Great Barrier Reef affect people and places?

Unit 2: Making decisions to benefit the community
- investigate a familiar community issue, and
- 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.

French – What do my interests say about me?
In this unit, students will:
- discuss leisure activities and interests,
- analyse texts about interests in French-speaking countries,
- create bilingual texts about interests, and
- reflect on how interests relate to personal and group identity.

Assessment: Students use French to discuss their interests, identify details in a conversation.

Health and Physical Education – Junior Lifesaver
Movement and Physical Activity *Specialist Teacher*
In this unit, students will perform swimming strokes including survival backstroke. They will combine lifesaving skills and strategies to complete lifesaving scenarios.
Assessment: Students will perform water safety skills and scenarios.
Personal, Social and Community Health – Transitioning
In this unit, students will explore the feelings, challenges and issues associated with making the transition to secondary school.
Assessment: Students will recognize the influence of emotions and investigate changes and transitions.

The Arts - Music *Specialist Teacher*
In this unit, students will perform, compose and respond to music featuring rhythmic ostinatos. They will explore common rhythmic patterns used in traditional cultures.
Assessment: Students will describe how other people's music influences their own compositions.
The Arts – Drama (Not Assessed)
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.

Design and Technologies
In this unit, students will:
- investigate how electrical energy can control movement, sound or light in a designed product or system, and
- design a solution to an environment's need and make a prototype electrical device.

Assessment: Students will design a solution to an environment's security need and make an electrical device that is part of the solution.