

NGINTAKA

KENMORE PARK ANANGU SCHOOL INTEGRATED UNIT

SCIENCE | PITJANTJATJARA | ENGLISH | MATHS | HASS | ART | TECHNOLOGY

TERM 4 2021

NAME: _____



LEARNING INTENTIONS

During this unit students will learn from Anangu teachers the process of finding, hunting and cooking ngintaka as well as learn about the behaviours of the ngintaka. They will learn from Anangu teachers how to find, catch, prepare and eat a ngintaka and write a procedure demonstrating their learning. Students will learn from Anangu teachers about the different parts of the ngintaka and draw and label internal and external body parts. Further learning about reptiles and food webs will be investigated through western science, and a focus on mapping will integrate HASS and maths into this unit.

ACHIEVEMENT STANDARD

By the end of year 3 and 4 students describe how they can use science investigations to respond to questions. Students will use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions and follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge.

By the end of year 5 and 6 students will analyse how the form of living things enables them to function in their environments, describe and predict the effect of environmental changes on individual living things. Students discuss how scientific developments have affected people's lives and help us solve problems. They will use equipment in ways that are safe and improve the accuracy of their observations.

CURRICULUM CONTENT DESCRIPTORS COVERED DURING EXPLICIT TEACHING

Inquiry skills

Talking about how maps can help with managing the land and country

- Y3/4 Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060, AC SIS071).
- Y5/6 Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093, AC SIS110).

Science as a human endeavour

Using maps to identify features e.g. lizards, Hunting goanna—learning about the seasonal availability, location, behaviour of the goanna.

- Y3/4 Science knowledge helps people to understand the effect of their actions (AC SHE051, AC SHE062).
- Y3/4 Science involves making predictions and describing patterns and relationships (AC SHE050, AC SHE061).
- Y5/6 Scientific knowledge is used to solve problems and inform personal and community decisions (AC SHE083, AC SHE 100).

Science understanding

Making a map showing the plants and animals that grow in different areas. Hunting goanna—learning about the seasonal availability, location and behaviour of the goanna

- Y3 Living things can be grouped on the basis of observable features and can be distinguished from non-living things (AC SSU044).
- Y4 Living things depend on each other and the environment to survive (AC SSU073).
- Y5 Living things have structural features and adaptations that help them to survive in their environment (AC SSU043).
- Y6 The growth and survival of living things are affected by physical conditions of their environment (AC SSU094).

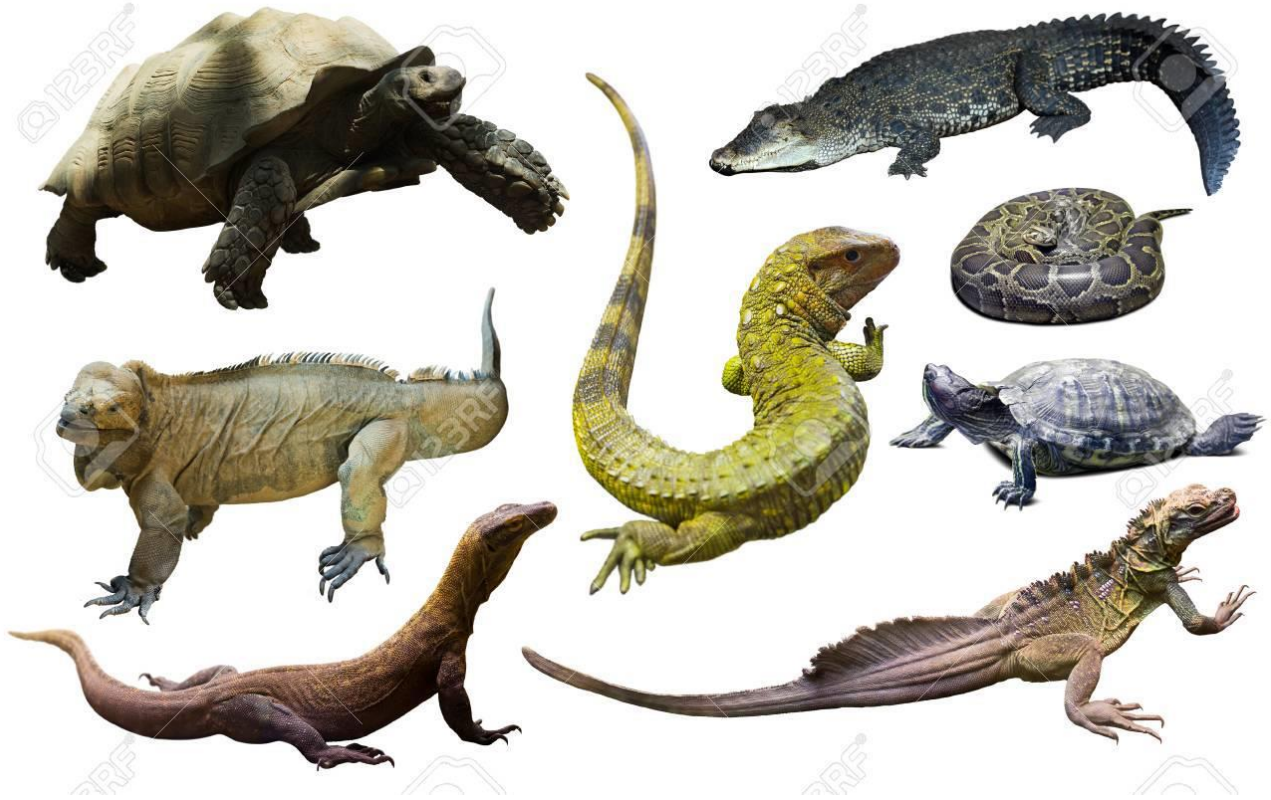
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DRAW YOUR OWN COMPASS AND LABEL IT USING BOTH
PITJANTJATJARA AND ENGLISH WORDS.

DATE:

WHAT IS A REPTILE?

Activity 1:



Think about:

What do you know about reptiles? Name some!

What are some of their features?

Where do they live?

Write a list of some reptiles that live on Kenmore country

DATE:

WHAT DO I ALREADY KNOW ABOUT

NGINTAKA?

Activity 2:

Think about:

What do you know about hunting for ngintaka?

Tell us about a time you went hunting goanna with your family?

How would you find the ngintaka?

How would you catch it?

How would you cook it?

How does hunting ngintaka make you feel?

Where will we find ngintaka

Will they be in their burrows or walking around?

Do you have any questions before we go ngintaka hunting?

TEACHER COMMENT:

PHOTO OF CLASS BRAINSTORM:

NOTES AND DRAWINGS

DATE:

DATE:

LEARNING ON COUNTRY

Learn about the ngintaka and tinka on country

- *Record stories.*
- *Write down Language names.*
- *Take photos.*



TEACHER COMMENT:

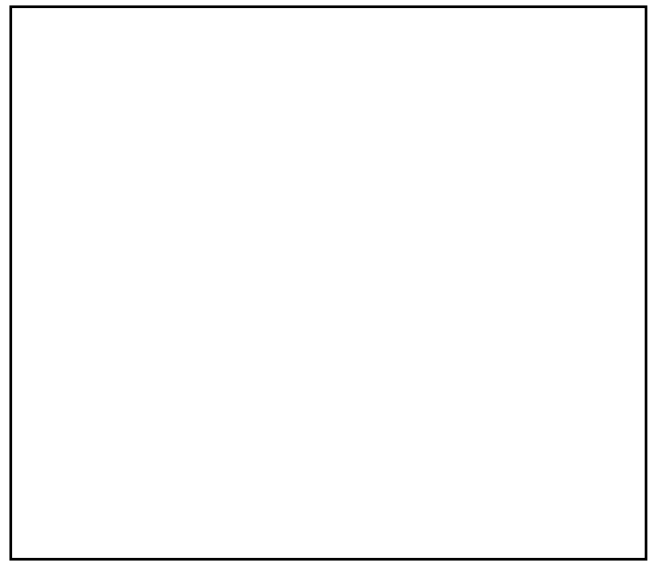
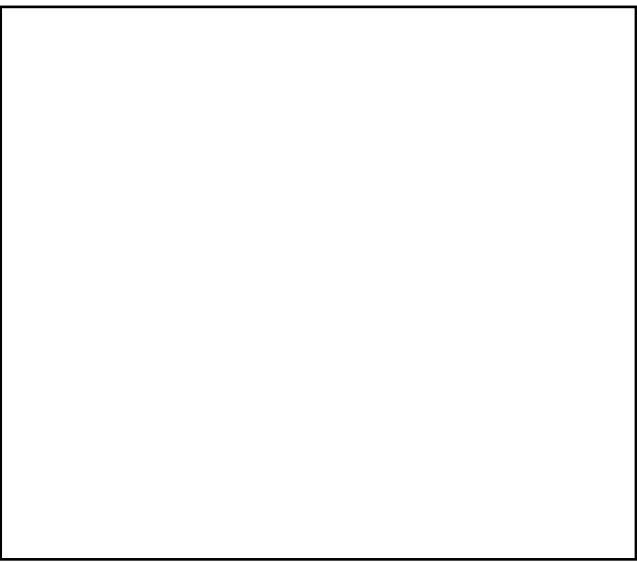
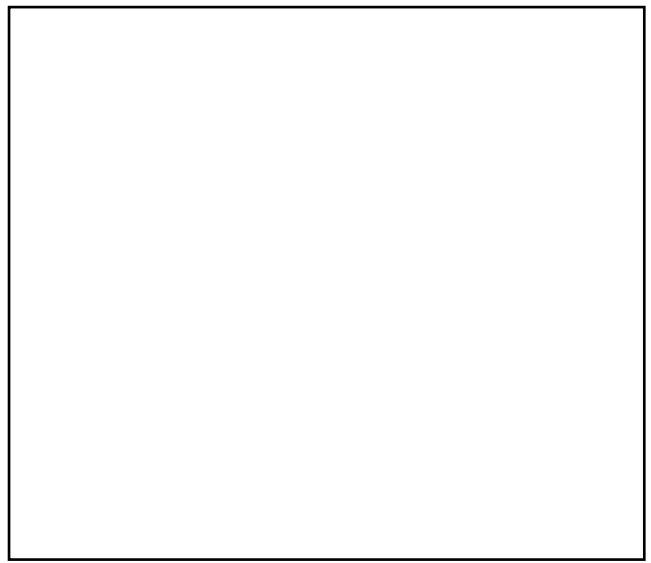
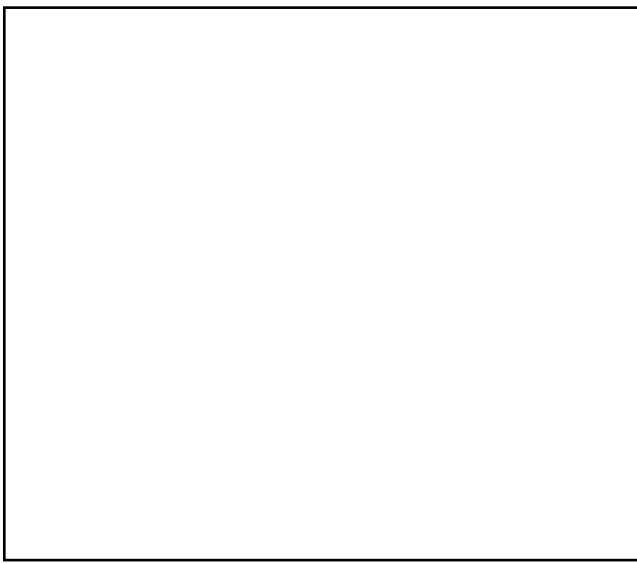
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RECOUNT LEARNING ON COUNTRY

Activity 4: reflect, recount and write

View photos from learning on country as a class and discuss.

Choose 4 photos to glue in below then identify what is happening



DATE:

LEARNING ON COUNTRY PROCEDURE

Write the process of finding, hunting, and cooking ngintaka. Don't forget to number the steps!

DATE:

MEASURING NGINTAKA

How many ngintaka did we hunt?

Weigh and record the weight of the ngintaka

Measure the ngintaka- how long are they in cm?

How long are their claws in cm?

Lets cook the ngintaka! Get a stopwatch and measure the amount of time it takes to cook.

DATE:

MAPPING NGINTAKA

DATE:

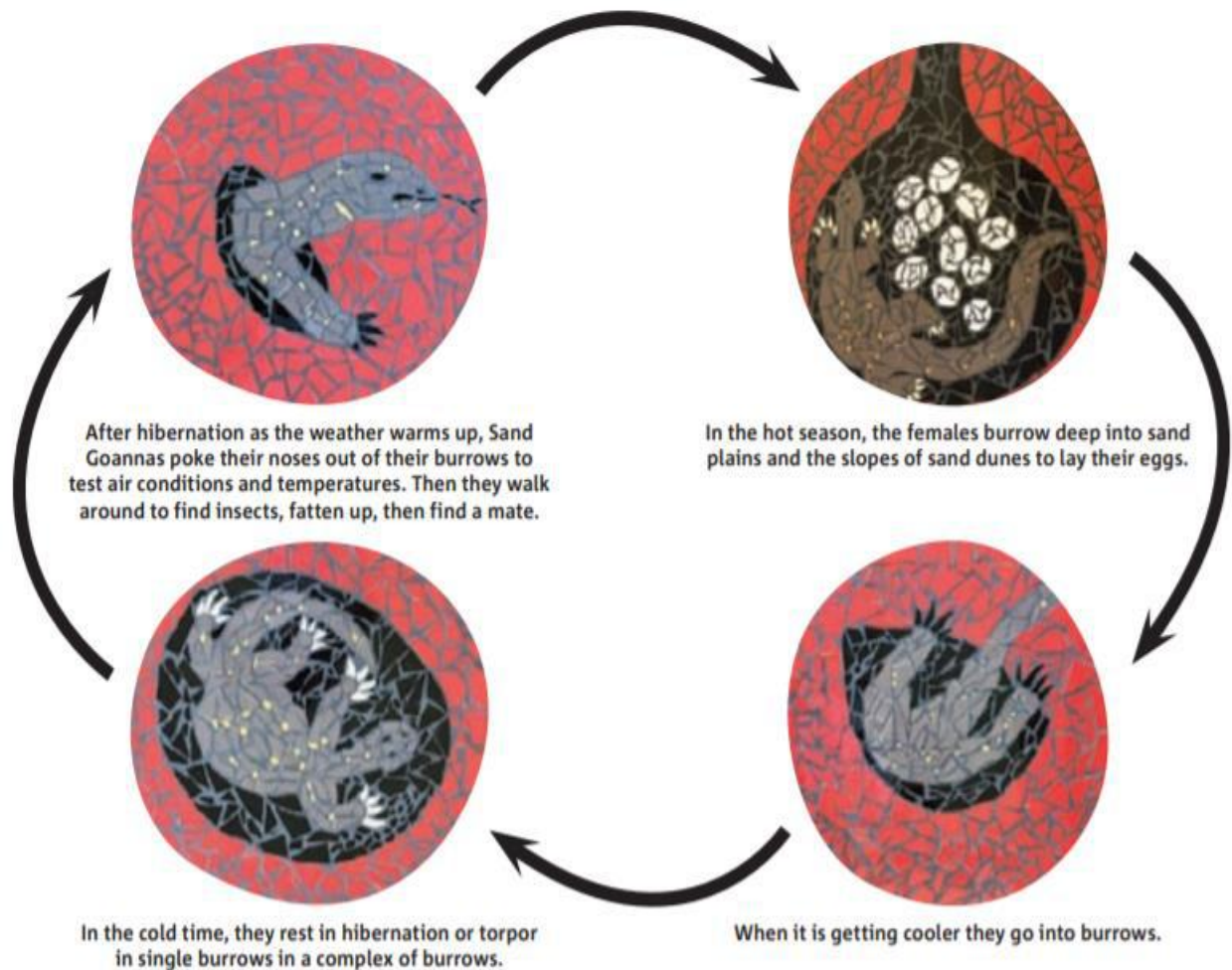
MAKE A POSTER

LIFE CYCLE OF A NGINTAKA

Activity 6: Life cycle and behaviour

Paint or draw the life cycle of the ngintaka that we learnt about.

Write a sentence to describe each stage



NOTES AND DRAWINGS

DATE:

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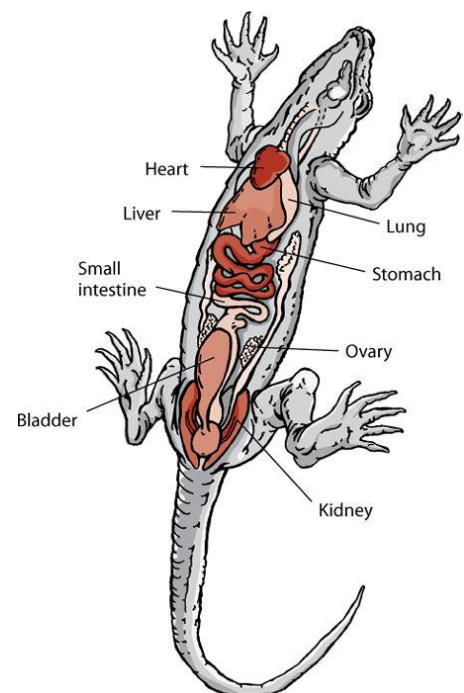
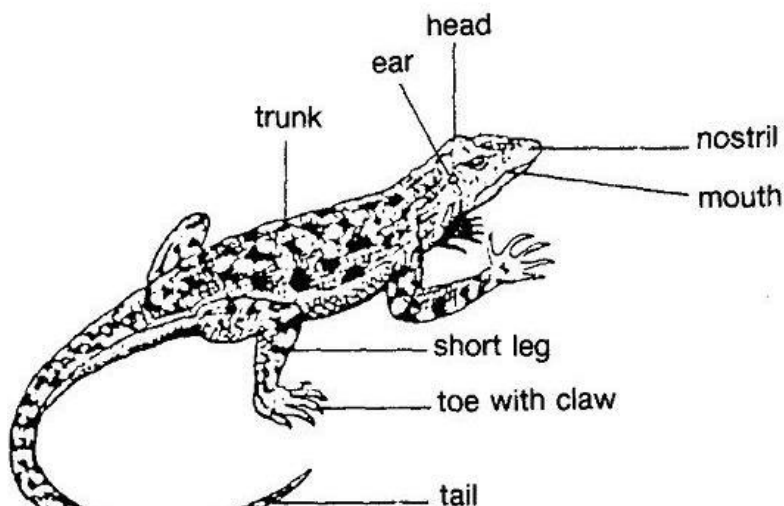
NGINTAKA ANATOMY

Activity 7: Goanna anatomy

Students record their knowledge of ngintaka anatomy learnt on country.

1. Draw an outline of the ngintaka from a photo.
2. Add detail and label the external features in Pitjantjatjara then English.
3. Draw another outline of the ngintaka.
4. Draw the internal anatomy in the outline like an X-ray.
5. Label it in Pitjantjatjara and English.

Examples:



DATE:

FOOD CHAINS

A food chain is the order of which living things depend on each other for food

List the animals that prey on ngintaka



List the animals that ngintaka eat



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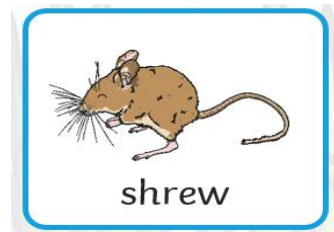
EXAMPLE FOOD CHAIN

The owl is at the top of this food chain



The owl eats the shrew (mouse)

The shrew is second on the food chain



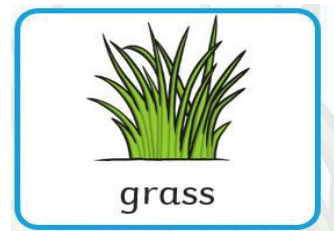
The shrew eats the grasshopper

The shrew is third on the food chain



The grasshopper eats grass

The grass is on the bottom of the food chain




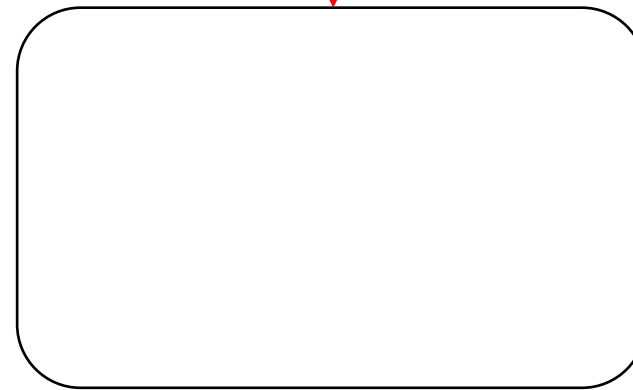
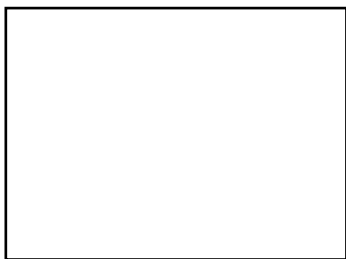
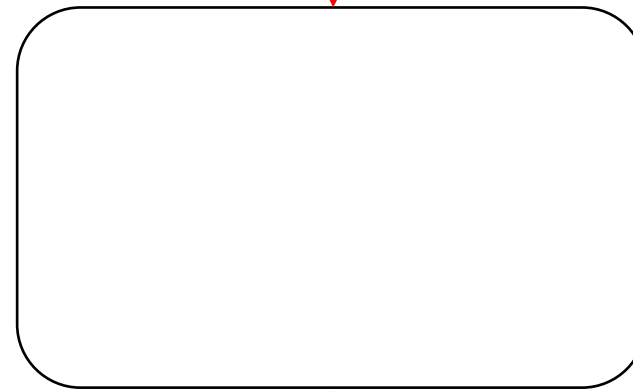
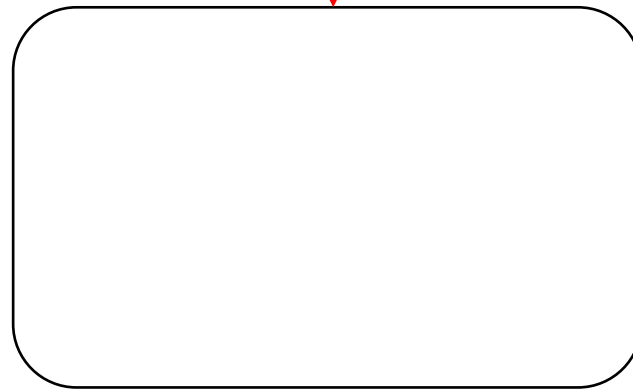
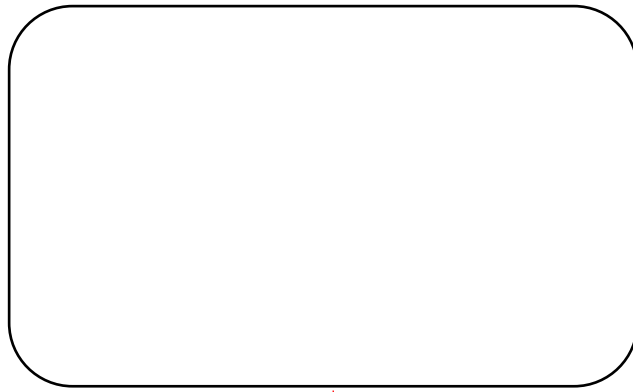
ON THE NEXT PAGE

Make your own food chain which includes *ngintaka*.

You must include: the *ngintaka*, 1 predator, and 2 prey, and label the stages of your food chain.

DATE:

NGINTAKA FOOD CHAIN



DRAWING!

DRAWING!

DRAWING!

DRAWING!