

# Two-way Science Integrated Planner

Term: Term 3, Weeks 5-9

Year level: 5,6

**Anangu learning intent.** What do Anangu want to focus the learning on this term? Use the bush planner to identify a topic.

*Shelter; building a shelter on Country like the old days, using shelter to stay safe*

## SCIENCE

**PLAN** using the Two-way Science book: Topic → Index → Units → Activities

What **topic(s)** and **unit(s)** from the book does this suggest?

**Plants** > Unit 7, Plants as tools and shelter



**LINK ACARA** What achievement standards will be the focus? Year 6

Learning intent

1. Students explain how scientific knowledge helps us to solve problems.
2. Students follow procedures to develop investigable questions and design investigations into cause –and-effect relationships

**TEACH** learning activities that teach the ACARA science curriculum and Anangu learning intent

**On Country 1.** Anangu teach students to identify plants that are best for making a windbreak or shelter according to the season and habitat and purpose. Anangu teach students how to build a windbreak and/or wiltja. Ask questions: what are the best plants to use for a windbreak? What are the best plants to make for a wiltja if it is raining? What direction should it be facing? Are they built in the same way in different seasons?

**On Country 2.** In different habitat Anangu teach students to identify plants that are best for making a windbreak or shelter according to the habitat. Anangu teach students how to build a windbreak and/or wiltja. Ask questions: What is the best way to take shelter if there is a lightning or a storm coming? How do you take shelter and stay safe if there is a wild fire?

**In the classroom:**

Investigation.. What are the best and worst directions for a wind break/wiltja to face in a strong wind? How can we investigate this? (E.g. Build models of windbreak/wiltja with grass and sticks facing different directions and investigate the strength/stability of each using a fan.) Write a conclusion at the end of the investigation.

**Evidence of learning for assessment:**

- Participation in on Country activities
- Two way Science journal entries after on Country learning
- Contributing to word walls
- Class quiz about how and why Anangu built shelters
- Participation in investigation (photographic record)
- Written conclusion of investigation

## INTEGRATION (Towards Year 5 and 6 Achievement standards)

**English/LEAP** Write an imaginative narrative that teaches using shelter to stay safe. This is written for a younger audience  
Write a procedural text on how to build a wiltja as it was in the old days.

**Language** Add words to Pitj. Word wall from learning on country (names of habitat, plants, parts of plants, different processes and materials used to make a wiltja or windbreak, directions )  
Listen to recordings made on Country.

**Mathematics** Rounding up to nearest 10, using correct unit of measurement distances travelled when on Country.  
Record times of departure and arrival and convert between 12. and 24 hour time.  
Calculate perimeter and areas of windbreak /wiltja models.

## Humanities and Social Sciences

Students describe, compare and explain the differences in shelter and housing now and in the "old days " Students construct an annotated timeline to represent this. Students learn about what is required today for public housing; how to request, rights and responsibilities. Students record on a class map key features and where they have been when on Country.

**The Arts** Students make a film using digital technology of the imaginative story (previously written,) including using shelter to stay safe. They choose and include appropriate music for the film and their audience.

**Technologies** Students investigate design and technology features of buildings in the community . They compare materials used, sustainability, functionality and cost.