

Outline of ACARA Science Unit Year 2 / Unit 3 GOOD TO GROW

Key Message

Living things grow, change and have offspring similar to themselves.

In **Good to Grow**, students examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives, especially when caring for living things in the environment.

“Good to Grow” supported by *All Around You*- suggested Lesson Sequence for 10 week unit

1. Familiar living things – local learning focus using *All Around You* /Living Smart QLD web resources

- Exploring familiar living things, how does it grow?
- Identifying the life stages of humans



2. Life stages of animals – focus on local native species and their habitats

- Linking life stages in a family group to own life stages
- Understanding individual life stages of animals; patterns, observing and predicting changes and developments about the phenomena of growth
- Linking life stages of offspring who resemble their parents to our own life stages
- Understanding that not all offspring resemble their parents at birth

3. Life stages of plants – local native plants and their communities (school grounds, backyards, local parks and reserves)

- Understanding that plants have life stages too
- collecting and interpreting data
- tracking patterns – observing and predicting changes and developments about the phenomena of growth

4. Use knowledge of life stages in everyday life – learning from observations of life around you

- Reflecting on how knowledge of life stages is used in everyday life
- Reflecting on how things grow

5. Assessing student learning and achievement standard – extend learning to outside of school

- Reviewing and consolidating learning
- Working towards the end of Year 2 where students pose questions about their experiences, record and represent their observations and communicate their ideas to others. Students describe changes to living things. They identify that resources from the Earth are required by living things, and describe examples of where science is used in people’s daily lives.