

GOOD TO GROW	ALL AROUND YOU
<p>1. Familiar living things</p> <ul style="list-style-type: none"> • Exploring familiar living things: <ul style="list-style-type: none"> - What are the external features? - Do the features change over its life cycle? - Where does it live, what is its habitat? - Is it nocturnal or diurnal? How does it see? - How does it move? What does it need for it to move about? - What does it eat or drink? - What are the life stages, what is the life cycle – <i>explore changes</i> - What does it need in order for it to survive? - What are the threats to survival? 	<p>Observe, research, record and discuss biodiversity in your school grounds, local natural reserves, parks, gardens, backyards, beaches and coastline. Get to know familiar habitats and species of plants and animals all around you.</p> <p>Local species study: <i>Exploration of living things around us</i> Sheet B</p> <p>Activity: <i>About Observation</i> Sheet 7</p> <p>Display: <i>The Nature Table classroom collections</i> Sheet 8</p> <p>Local Biodiversity : <i>YouTube videos and resources</i> Sheet 11</p> <p>Integrate Cross-Curriculum Priority: Sustainability Sheet 4 & <i>Aboriginal and Torres Strait Islander Histories and Cultures</i> Sheet 5</p> <p>Utilize: Appendix of activities to integrate local biodiversity learning with other key learning areas – Art, Literacy, History / SOSE, Numeracy</p>
<ul style="list-style-type: none"> • Identifying the life stages of humans 	<p>Compare differences between humans and a local species.</p>
<p>2. Life stages of animals</p> <ul style="list-style-type: none"> • 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 	<p>Explore a local native animal and / or invertebrate species:</p> <p>Refer to: <i>Exploration of living things around us - animals</i> Sheet B</p> <p>View brief video: <i>various animals</i> – Sheet 11</p> <p>Activities: <i>various</i> Sheet 11</p> <p>See Appendix of activities: games and activities, local species stories</p> <p>Indigenous Custodianship contacts: Sheet 5</p>
<p>3. Life stages of plants – local native plants and their communities (school grounds, backyards, local parks and reserves)</p> <ul style="list-style-type: none"> • Understanding that plants have life stages too • collecting and interpreting data • tracking patterns – observing and predicting changes and developments about the phenomena of growth 	<p>Refer to - <i>Exploration of living things around us – plants</i> Sheet B</p> <p>Get to know a local plant activity – <i>contact native nursery</i> Sheet 9</p> <p>Acquire and nurture - <i>Native Plant suitable for a pot</i> Sheet B</p> <p>Living Classroom – <i>school grounds to canopy</i> Sheet 10</p> <p>Discuss -<i>collect life stages of plants for Nature Table</i> Sheet 8</p> <p>Read/write: <i>stories about local species, by local authors</i> Sheet 10</p>
<p>4. Use knowledge of life stages in everyday life</p> <ul style="list-style-type: none"> • Reflecting on how knowledge of life stages is used in everyday life • Reflecting on how things grow 	<p>Habitat knowledge enables people to understand and restore wildlife food plants and native habitats – local custodians Sheet 11 & 5</p> <p>See: <i>Natural Garden Habitats, Year round food</i> Sheet 10</p>
<p>5. Assessing student learning and achievement standard</p> <ul style="list-style-type: none"> • 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. 	<p>Assessment: journaling of local animal, plant and habitat research; creative literacy of still sitting / observation practice; contributions to group discussion and interviews with elders, photo story, data sheets, photograph/ drawing of plant, animal stages , plant monitoring, participation in extended learning from nature table collection / discussions, success in growing native plant, excursion questionnaire, School grounds tree planting recall understanding importance.</p>