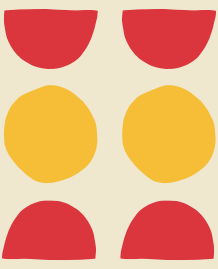


SCIENCE BIOLOGY

During Term 1 we have an incursion from Bunnings where we will be growing plants. We will also have tadpoles in our classroom.

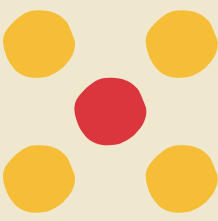
PRE-PRIMARY



Living things have basic needs, including food and water. Students will:

- Identifying the needs of humans such as warmth, food and water, using students' own experiences.
- Recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland.
- Compare the needs of plants and animals.
- Recognising how Aboriginal and Torres Strait Islander Peoples care for living things.

YEAR 1

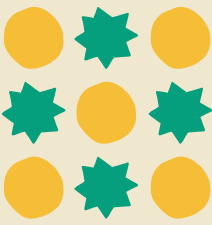


Living things have a variety of external features.

Living things live in different places where their needs are met. Students will:

- Recognise common features of animals such as head, legs and wings.
- Describe the use of animal body parts for particular purposes such as moving and feeding.
- Identify common features of plants such as leaves and roots.
- Describe the use of plant parts for particular purposes such as making food and obtaining water.
- Explore how Aboriginal and Torres Strait Islander Peoples' observations of external features of living things are mimicked and replicated in traditional dance.

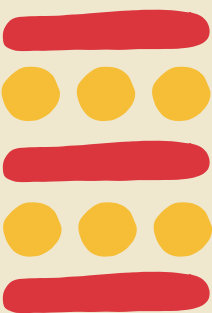
YEAR 2



Living things grow and change and have offspring similar to themselves. Students will:

- Represent personal growth and changes from birth.
- Recognise that living things have predictable characteristics at different stages of development.
- Explore different characteristics of life stages in animals such as egg, caterpillar and butterfly.
- Observe that all animals have offspring, usually with two parents.

YEAR 3



Living things can be grouped on the basis of observable features and can be distinguished from non-living things. Students will:

- Recognise characteristics of living things such as growing, moving, sensitivity and reproducing.
- Recognise the range of different living things.
- Sort living and non-living things based on characteristics.
- Explore differences between living, once living and products of living things.
- Investigate Aboriginal and Torres Strait Islander Peoples' systems of classifying living things and how these systems differ from those used by contemporary science.
- Recognise Aboriginal and Torres Strait Islander Peoples' use of observable features to group living things.

YEAR 4

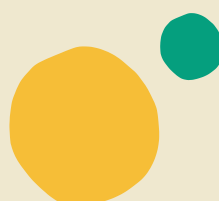


Living things have life cycles.

Living things depend on each other and the environment to survive. Students will:

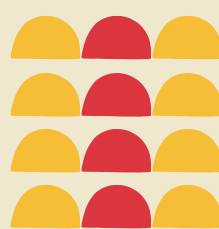
- Make and record observations of living things as they develop through their life cycles.
- Describe the stages of life cycles of different living things such as insects, birds, frogs and flowering plants.
- Compare life cycles of animals and plants.
- Recognise that environmental factors can affect life cycles such as fire and seed germination.
- Investigate how Aboriginal and Torres Strait Islander Peoples understand and utilise the life cycles of certain species.

YEAR 5



Living things have structural features and adaptations that help them to survive in their environment. Students will:

- Explain how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants.
- Describe and listing adaptations of living things suited for particular Australian environments.
- Explore general adaptations for particular environments such as adaptations that aid water conservation in deserts.
- Investigate Aboriginal and Torres Strait Islander Peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited.



Year 6

The growth and survival of living things are affected by physical conditions of their environment. Students will:

- Observe the growth of fungi such as yeast and bread mould in different conditions.
- Researching organisms that live in extreme environments such as Antarctica or a desert.
- Considering the effects of physical conditions causing migration and hibernation.
- Investigate how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilisers and soil types.
- Investigate Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment.