

V9 Prep Curriculum Overview – NBEEC – Using Senses: Creature Features

Achievement Standards - Science			NOTES	
By the end of Foundation students group plants and animals based on external features . They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.				
Students pose questions and make predictions based on their experiences . They engage in investigations and make observations safely . With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others .				
Content Descriptions - Science				
Science Understanding	Biological Sciences	Observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 <i>observing fruits and vegetables and identifying them as parts of plants such as roots, flowers, fruits or leaves.</i> <i>using magnifying glasses or digital cameras to observe and identify external features of plants including seeds, flowers, fruits and roots, or of animals such as eyes, body covering, legs and wings.</i> <i>sorting collections of model animals and explaining different grouping strategies.</i> <i>recognising First Nations Australians’ use of observable features to group living things.</i>		
Science as a Human Endeavour	Use and influence of science	Explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 <i>using their senses to make observations and exploring how scientists use their senses as well as equipment to make observations.</i> <i>exploring how First Nations Australians gain knowledge about the land and its vital resources, such as water and food, through observation.</i>		
Science Inquiry	Questioning and predicting	Pose questions and make predictions based on experiences AC9SFI01 <i>making predictions before field work, such as which plants and animals they may observe in the school grounds.</i>		
	Planning and conducting	Engage in investigations safely and make observations using their senses AC9SFI02 <i>explaining safety considerations for using the senses of touch, smell, sight and hearing, and discussing why we do not use taste to make observations in science.</i> <i>using provided tools such as binoculars, magnifying glasses, digital photography or video to enhance their observations of plants and animals.</i> <i>discussing ways to conduct investigations safely, such as by being sun safe, not running with equipment, not tasting objects or materials, and following teacher instructions.</i>		
	Processing, modelling and analysing	Represent observations in provided templates and identify patterns with guidance AC9SFI03 <i>using provided tables or graphic organisers to sort images or models of plants and animals into groups based on external features.</i> <i>identifying common features of familiar groups of animals, such as fish, birds or reptiles.</i>		
	Evaluating	Compare observations with predictions with guidance AC9SFI04 <i>revisiting their predictions and with guidance identifying whether their predictions matched their observations.</i> <i>comparing, with guidance, observations of plants or animals made during field work with their predictions.</i>		
	Communicating	Share questions, predictions, observations and ideas with others AC9SFI05 <i>sharing questions, making predictions and describing observations to others through discussions and circle groups.</i> <i>representing external features of animals and plants using a range of materials such as blocks, modelling clay, craft materials or paper.</i> <i>communicating questions, predictions and observations using posters, collages, digital displays, drawings or storyboards.</i>		
General Capabilities			Cross-Curriculum Priorities	
Literacy	<i>Speaking and listening</i> Listening: <i>Follows a simple command.</i> <i>Repeats familiar words heard in a text or conversation.</i> <i>Recalls specific information from a spoken text.</i> <i>Writing</i> Creating texts: <i>Uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message with familiar people in familiar environment.</i> <i>Conveys messages through actions or talk.</i> <i>Expresses an idea drawing on familiar experiences and topics, using attempted words and pictures.</i>		Aboriginal and Torres Strait Islander Histories and Cultures	Country/Place <i>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. (A_TSICP1)</i> <i>The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place. (A_TSICP3)</i> Culture <i>First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing. (A_TSIC2)</i>
Numeracy	<i>Measurement and geometry</i> Understanding geometric properties: <i>Uses everyday language to describe and compare shapes and objects.</i>			

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	- Locates and describes similar shapes and objects in the environment. - Names familiar shapes in the environment. Statistics and probability Interpreting and representing data: - Poses and answers simple questions and collects responses. - Displays information using real objects, drawings or photographs. - Sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted.		
Digital Literacy	Managing and operating Select and operate tools: Use simple digital tools to explore tasks and consolidate learning.	Sustainability	Systems - All life forms, including human life, are connected through Earth’s systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. (SS1) - Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. (SS2) World views - World views that recognise the interdependence of Earth’s systems, and value diversity, equity and social justice, are essential for achieving sustainability. (SW1) - World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability. (SW2) Future - Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. (SF2)
Critical and Creative Thinking	Inquiring Develop questions: - Develop questions to explore a familiar idea or topic. - Questions developed reflect their curiosity about the world. Identify, process and evaluate information: - Identify and explore relevant points in information provided on a topic. - Prioritise the information that is most relevant to the topic of study Generating Create possibilities: - Use imagination to create possibilities by exploring and connecting ideas in ways that are new to them. Put ideas into action: - Put ideas into action through trial-and-error experiences. Analysing Interpret concepts and problems: - Identify the main parts of a concept or problem. Draw conclusions and provide reasons - Draw conclusions and make choices when completing tasks and identify the reasons for choices made. Evaluate actions and outcomes: - Evaluate whether they are satisfied with the outcome of tasks or actions. Reflecting Transfer knowledge: - Connect ideas and information between familiar learning experiences.		
Personal and Social Capability	Self-awareness Personal awareness - Identify their likes, dislikes, strengths, abilities and interests when showing a personal preference. Self-management Goal setting: - Co-create goals to assist learning when working independently or collaboratively. Social awareness Relational awareness - Share feelings, needs and interests with others through play and working within diverse groups. Community awareness - Describe the ways they are connected, and can contribute to their community groups.		

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	<i>Social management</i> Communication: • develop positive communication skills by initiating, joining or contributing to conversations Collaboration: • Engage with others and participate in group play, tasks and activities.		
Ethical Understanding	<i>Explore ethical concepts</i> Recognise ethical concepts: • <i>Identify examples of ethical concepts such as right and wrong.</i> Examine values, rights and responsibilities and ethical norms: • <i>Identify examples of values, rights and responsibilities.</i> <i>Responding to ethical issues</i> Explore ethical issues: • <i>Identify different ethical problems or issues from examples such as stories.</i> Making and reflecting on ethical decisions: • <i>Identify the links between people’s wants and needs and their choices and actions.</i>		
Intercultural Understanding	<i>Engaging with cultural and linguistic diversity</i> Communicate responsively: • <i>Notice the use of different languages they, their family or community members use to communicate.</i> Develop multiple perspectives: • <i>Listen to, and share opinions and reflections on, familiar topics and intercultural experiences.</i>		