

Junior Primary	Middle Primary	Upper Primary
<p>The students will have the opportunity to explore and investigate how animals and plants rely on their environment to survive. The students will be introduced to the concept that all living things have basic requirements that need to be met.</p> <p>Through inquiry-based opportunities students will gain knowledge to find answers to questions such as; What do living things need to stay alive? Why do you think living things need basic requirements to survive? What do you think would happen if living things didn't have the basic requirements to survive? Why are the needs of living things different from each other?</p> <p>The below content descriptors and elaborators will be the emphasis in teaching Science:</p> <p>Living things have basic needs, including food and water (ACSSU002)</p> <p>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.</p> <p>Comparing the needs of plants and animals.</p> <p>Identifying the needs of humans, such as warmth, food and water, using students' own experiences.</p> <p>Recognising how Aboriginal and Torres Strait Islander people care for living things.</p>	<p>Students will have the opportunity to learn about lifecycles, the classification process and to recognise how living things depend on each other and their environment to survive.</p> <p>Students will gain knowledge through inquiry-based opportunities to quantify their investigations to questions such as; How can we find out if it is living? When we want to find something living, what should we look for? When we want to find something non-living, what should we look for? How do life cycles happen?</p> <p>The below content descriptors and elaborators will be the emphasis in teaching Science:</p> <p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Investigate Aboriginal and Torres Strait Islander peoples' system of classifying living things and how these systems differ from those used by cotemporary science.</p> <p>Recognising characteristics of living things such as growing, moving, sensitivity and reproducing.</p> <p>Recognising the range of different living things.</p> <p>Solving living and non-living things based on characteristics. Exploring differences between living, once living and products of living things.</p>	<p>The students will have the opportunity to investigate and discover the diversity of life on Earth and continue to develop an understanding of the role of classification. Students will develop a view of Earth as a dynamic system and see that the growth and survival of living things are dependent on matter and energy flowing within a larger system. Through inquiry-based opportunities students will determine information to questions such as; How do adaptations support living things? Can changes to environments suit or impact living things? How do environments impact the survival of living things?</p> <p>The below content descriptors and elaborators will be the emphasis in teaching Science:</p> <p>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Explaining how particular adaptations help survival of living things.</p> <p>The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>Investigating Aboriginal and Torres Strait Islander peoples' knowledge and understanding of the conditions necessary for the survival of living things.</p> <p>Exploring how living things can cause changes to their environment and impact other living things.</p>