

# A Marine Living Adventure - Year 1

Students make links between external features of living things and the environment in which they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. The key practical components from **Curriculum into the Classroom- Science Unit 1 (V2.0) – A Living Adventure, lessons 1, 3, 4, 5 & 6** are undertaken at the centre supporting a marine based response to the C2C unit’s assessment item.



## Day Visit program

YEAR 1 Science – Australian Curriculum and C2C Mapping					
ACARA	Science as a Human Endeavour	<b>Nature and developing science</b> Science involves asking questions about, and describing changes in, objects and events ( <a href="#">ACSH021</a> ) <b>Using and Influencing science</b> People use science in their daily lives, including when caring for their environment and living things ( <a href="#">ACSH022</a> )			
	Science Inquiry Skills	<b>Questioning and Predicting</b> Respond to and pose questions, and make predictions about familiar objects and events ( <a href="#">ACSI024</a> ) <b>Planning and Conducting</b> Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources ( <a href="#">ACSI025</a> ) Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate ( <a href="#">ACSI026</a> ) <b>Processing and Analysing data and Information</b> Use a range of methods to sort information, including drawings and provided tables ( <a href="#">ACSI027</a> ) Through discussion, compare observations with predictions ( <a href="#">ACSI212</a> ) <b>Evaluating</b> Compare observations with those of others ( <a href="#">ACSI213</a> ) <b>Communicating</b> Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play ( <a href="#">ACSI029</a> )			
	Science Understandings	<b>Biological Science</b> Living things have a variety of external features ( <a href="#">ACSSU017</a> ) Living things live in different places where their needs are met ( <a href="#">ACSSU211</a> )	<b>Chemical Science</b> Everyday materials can be physically changed in a variety of ways ( <a href="#">ACSSU018</a> )	<b>Earth and Space Science</b> Observable changes occur in the sky and landscape ( <a href="#">ACSSU019</a> )	<b>Physical Science</b> Light and sound are produced by a range of sources and can be sensed ( <a href="#">ACSSU020</a> )
	C2C	<b>A Living Adventure</b>	Toy Factory	Changes Around Me	Light and Sound
Nudgee Beach EEC programs		<b>A Marine Living Adventure</b>			
ACARA	General Capabilities	<b>Literacy</b> • Comprehending texts through listening, viewing and reading • Composing texts through speaking, writing and creating • Text knowledge • Grammar knowledge • Word knowledge • Visual knowledge <b>Numeracy</b> • Calculating and estimating • Recognising and using patterns and relationships • Interpreting and drawing conclusions from statistical information • Using spatial reasoning • Using measurement <b>Information and communication technology capability</b> Student ICT expectations • Inquiring with ICT • Creating with ICT • Operating with ICT Creating with ICT • Managing and operating ICT <b>Critical and creative thinking</b> • Inquiring - identifying, exploring and clarifying information • Generating innovative ideas and possibilities • Reflecting on thinking, actions and processes • Analysing, synthesising and evaluating information <b>Personal and social capability</b> • Self-awareness • Self-management • Social awareness • Social management <b>Ethical behaviour</b> • Understanding ethical concepts and issues • Reflecting on personal ethics and decision making • Exploring values, rights and ethical principles <b>Intercultural understanding</b> • Intercultural understanding • Recognising • Interacting • Reflecting • Respect • Responsibility			
	Cross Curriculum Priorities	<b>Aboriginal and Torres Strait Islander histories and cultures</b> Students will learn that external features of animals may be represented by Aboriginal and Torres Strait Islander Peoples in dance. They also learn that Dreaming stories are told to explain the external features of some Australian animals. <b>Sustainability</b> Students will: • consider the strong links between the health of a habitat and the survival of living things • suggest actions that can be taken to improve sustainable practices and support the provision of the basic needs of living things within a habitat.			