

## Biological Sciences – Year 1 – Term 4 2018 – Animal Habitats and Features

*Australian Curriculum Achievement Standard - Students identify a range of habitats, make predictions, and follow instructions to record and sort their observations and share their observations with others.*

### Science Understanding

- Students describe how different places meet the needs of living things and investigate the variety of their external features.

### Science Inquiry Skills

- Pose and respond to questions, make predictions about familiar objects and events.
- Participate in guided investigations to explore and answer questions, compare observations with predictions.
- Manipulate objects and make observations of what happens using our senses.
- Explore different ways of solving science questions through guided discussion.
- Sort information and classify objects based on easily observable characteristics with guidance.
- Use informal measurements to collect and record observations, using digital technologies as appropriate.
- Use a range of methods to sort, record and share information - drawings and provided tables.
- Jointly construct simple column graphs and picture graphs to represent class investigations.

### Science as a Human Endeavour

- Science involves observing, asking questions about, and describing changes in, objects and events.
- Jointly constructing questions about the events and features of the local environment with teacher guidance.
- Recognising that descriptions of what we observe are used by people to help identify change.

<u>Learning Intentions</u>	<u>Exploring through Inquiry</u>	<u>Success Criteria</u>
<p><b>HABITATS AND ANIMAL FEATURES</b> What animals live in our native garden?</p> <p>Exploring the habitats of animals in our native garden and at home.</p> <p>Examining why different animals need different environments to meet their needs.</p> <p>What external features do animals need to live in their native habitats?</p>	<p>Students make predictions about what animal life may live in the school's native garden and then compare this to their observations.</p> <p>Students investigate why particular animals live in different habitats in the native garden and compare this to what they might find in their own gardens.</p> <p>Students compare the environment of their backyards to the bush &amp; the beach and investigate the differences in animal life.</p> <p>Students contrast and compare the features of different types of animals and explore how these features are adapted to allow the animal to live in a specific environment.</p>	<p>Make predictions on a chart of the animals they think they are likely to find in the native garden then use this chart to record the animals they actually observed.</p> <p>Students make a map of where types of animals were found in the native garden and suggest reasons for their habitats. They take home a booklet to record investigations in their own backyard.</p> <p>Students use pictures of animals to classify them into their preferred environments, using a Venn Diagram.</p> <p>Students choose a habitat Beach, Backyard or Desert and make up an animal with features so that it is able to live in that habitat.</p>
<p><b>STEM INQUIRY</b> Students design and construct a model of a bee using materials that reflect the function of its body parts.</p>	<p>Students make observations of bees gathering nectar and pollen from flowers. They sketch the structure of the bee, commenting on the relative size of the body parts and their placement.</p> <p>They discuss the structural features so that they can label their diagrams to use as a design plan to create a model bee.</p> <p>Students discuss the different textures of the body parts and choose materials to construct their model bee and explain how the materials they have chosen reflect the function of that body part.</p>	<p>Students construct a model of the bee from their sketches showing:</p> <ul style="list-style-type: none"> <li>• Its structural features</li> <li>• The relative size of the body parts and their placement.</li> <li>• Explanation of why particular materials were chosen to illustrate the function of body parts.</li> </ul>

