

## Biological Sciences – Year 2 – Term 4 2018 – Life Cycles

*Australian Curriculum Achievement Standard - Students describe changes to living things.*

### Science Understanding

- Living things grow, change and have offspring similar to themselves

### 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.
- 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 – discuss, compare observations with predictions.
- Compare observations with those of others.
- Represent and communicate observations and ideas in a wide variety of ways.

### Science as a Human Endeavour

- recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources
- Describe everyday events and experiences and changes in our environment using knowledge of science.
- Science involves observing, asking questions about, and describing changes in, objects and events.

<u>Learning Intentions</u>	<u>Exploring through Inquiry</u>	<u>Success Criteria</u>
<p><b>LIVING THINGS GROW, CHANGE &amp; HAVE OFFSPRING SIMILAR TO THEMSELVES</b></p> <p>To find out what students know about the way living things grow, change and have offspring similar to themselves</p> <p>Students observe how some animals change a lot as they grow old &amp; others don't.</p> <p>Students investigate the differences between the life cycle of a frog and the life cycle of a platypus</p>	<p>Predict how living things will grow and change</p> <p>Students compare life cycles of different animals making observations of similarities &amp; differences in their changes</p> <p>Students compare life cycle of a platypus and a frog, making observations of similarities and differences in cycles.</p>	<p>Create drawings of living things when they were younger and older</p> <p>Students create a visual representation of the life stages of silkworms and humans and arrange the life stages of different animals.</p> <p>Students use a Fishbone diagram to make observations of similarities and differences of the life cycle a platypus and a frog.</p>
<p><b>THE LIFE CYCLE OF A SILKWORM - UP CLOSE AND PERSONAL</b></p> <p>Students investigate the life stages of an invertebrate animal, observing the growth and changes of their own silkworm.</p> <p>Students conduct an investigation into the growth of the silkworms comparing 2 silkworms of different sizes.</p>	<p>As a class, students discuss how they are going to physically record the progress of the silkworm.</p> <p>In pairs, students make predictions and discuss a range of methods comparing the progress of two different sized silk worms, recording and sharing information on their progress.</p>	<p>Physical recordings of the changes and growth in the life cycle of a Silk Moth as they care for their own silk worm. They measure, make observations and suggestions for improvements in procedure.</p> <p>Students represent their investigation of the growth of different sized silkworms on a graph, present patterns of silkworm growth and change and interpret their observations.</p>
<p><b>STEM PROJECT</b></p> <p>Design a container suitable for holding a silk worm during its life cycle changes</p>	<p>Students plan and construct a container to house their silk worm.</p>	<p>Create a design for a container and construct it to have enough room for the silk worm to grow, ensure that it does not escape, provide ventilation and be able to clean it of castings. Describe improvements made to the design of the original container during the process and explaining reasons for changes.</p>

