**Biological Sciences – Reception – Term 4 – What living things need to survive**

***Australian Curriculum Australian Standard - Students***[***suggest***](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Suggest)***how the environment affects them & other living things. They share observations, ask &***[***respond***](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond)***to questions about familiar objects & events.***

**Science Understanding**

* Students suggest how the environment affects them and other living things – Living things have basic needs including food and water

**Science Inquiry Skills**

* Consider questions relating to the home and school and objects used in everyday life.
* Participate in guided investigations and make observations using sight, hearing, touch, taste and smell to gather information about the world around them.
* Engage in discussions about observations and represent ideas.
* Use drawings to represent observations and ideas and discuss their observations with others.
* Share observations and ideas and work in groups to describe what students have done & what they have found out.
* Communicate ideas through role play and drawing.

**Science as a Human Endeavour**

* Recognise that observation is an important part of exploring and investigating the things and places around us.
* Share observations with others and communicate their experiences.
* Explore and observe using hearing, smell, touch, sight and taste.

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| **Learning Intentions** | **Exploring through Inquiry** | **Success Criteria** |
| WANTS AND NEEDSStudents are able to identify a living thing from a non-living thingStudents are able to identify the needs of humans such as warmth, food, water, and protection. | Students compare themselves to an object and determine differences between living and non- living things.Students use their own experiences to discuss what living things need to survive. They also distinguish between a want and a need. | Students are able to use a graphic organizer to paste pictures under appropriate headings of living and non-living.Students classify objects from a backpack into a sorting diagram distinguishing what they need to survive from what is non-essential. |
| * THE NEEDS OF PLANTS AND ANIMALS

What do our pets need to survive? Compare the similarities and differences in pet and human survival.What do plants need to survive? Students compare the needs of plants to the needs of animals including humans. | Students investigate the needs of pets and how their needs may differ from those of humans and other pets.Students make observations of the class pet frog in the OSHC room and determine any differences in needs from that of their own petsStudents investigate the growth of seedlings under different growing conditions to determine the needs of plants. | Students create booklets using drawings or photographs from home to represent their pet and observe the needs of their own pets in the home environment.Students use a graphic organizer (Venn Diagram) to represent similarities and differences of in the needs of the class pet frog and their own petsDifferences in the growth rate of plants under different growing conditions are represented in a simple column graph  |
| STEM INVESTIGATIONStudents design and construct a container or an object that caters to a described need of a pet animal. | Students use a simple design process to produce an object that meets the need of a chosen pet and use their knowledge of materials to support their design. | Students list the needs of a chosen animalProvide a design of the object or container to satisfy a need e.g. water bowl, bird seed container.Create a model of an object to satisfy this need. |