

Physical Sciences – Year 2 – Term 2 – Earth’s Resources - Water

Australian Curriculum Achievement Standard - Students identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives.

As we investigate our Units of Science we are focused primarily on the Inquiry process to allow students to discover for themselves, answer questions through hands on learning and relate science to their everyday lives.

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 - discuss, compare observations with predictions
- constructing column and picture graphs with teacher guidance to record gathered information
- sorting information in provided tables or graphic organisers
- Compare observations with those of others
- Represent and communicate observations and ideas in a wide variety of ways

Science as a Human Endeavour

- Identifying and describing sources of water
- 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>USE OF EARTH’S RESOURCES Students discuss what a resource is and why water and soil are valuable resources.</p> <p>Students make comparisons of their own perspectives of the uses of natural resources such as water with that of Aboriginals living on the land.</p> <p>What happens to water when it falls on different surfaces & where does it go?</p>	<p>Students create ‘I wonder ..’ questions about water and create a number of questions to be answered.</p> <p>Discussion of the film and how our perspective is the same / different with regard to water.</p> <p>Students make predictions, take bottles of water outside to investigate what happens to water when it falls on different surfaces</p>	<p>Students record their views on where water comes from, what water is used for, what they wonder about water & how can they can use water responsibly.</p> <p>Through drawings and comments children illustrate these comparisons.</p> <p>Students observe water falling on different surfaces, record the results next to their predictions and discuss where water goes when it sinks into the ground.</p>
<p>TRANSFER, USE AND CONSERVATION OF WATER How water is used in our everyday lives at school and at home and how can we use this resource more responsibly.</p> <p>How does water get to our homes and what happens along the way?</p> <p>Consider what might happen to humans if there were a change in a familiar available resource.</p>	<p>Where and how is water used at school? Students investigate water sources at school and at home and make comparisons</p> <p>Through film and research students investigate how water gets to their homes</p> <p>What would happen if water use was restricted due to a drought?</p>	<p>Students explore the school to find evidence of water use, record their observations, discuss and record on a simple map of the school. A survey of water use at home is recorded discussed and recorded in a Venn Diagram comparing water use at home and school.</p> <p>Through film and research students draw a diagram of how water gets to their homes.</p> <p>Identify actions of water conservation in their everyday lives and in the context of their investigation ‘Which Water?’</p>
<p>INQUIRY INVESTIGATION Investigating what type of water may affect the rate at which a seed grows.</p>	<p>Students conduct an investigation into ‘What happens to the growth of a seed when we change the type of water used?’</p>	<p>Students work in teams in a guided investigation to make predictions, identify variables, record and discuss observations and use a graphic organizer to display their results. They make conclusions based on these results and consider implications at home and school of water conservation.</p>

