

Curriculum Organiser – Foundation, Biological Sciences

Vocabulary and Concepts	
Learning Intention – We are learning about the needs of living things	
Living things	Things which can grow, move, breathe and make copies of themselves
Basic needs	The things that an animal or plant needs to survive
Food	The material that people and animals eat
Warmth	A small amount of heat
Shelter	Place or structure that gives protection against weather or danger
Plants	Living things that can use sunlight to make their own food
Animals	A living thing that can choose to move itself
Oxygen	A gas in the air that we need to live
Habitat	Home of an animal or plant
Key Facts	
1	Living things have basic needs, including food and water
2	Plants and animals have some needs that are the same and some that are different
3	Human beings across the world have the same needs
Science as Human Endeavour	
Observation is an important part of exploring and investigating the things and places around us	
Sharing observations with others and communicating experiences is an important part of scientific endeavour	
Science Inquiry Skills	
Pose and respond to questions about familiar objects and events	
Participate in guided investigations and make observations using the senses	
Aboriginal Perspectives	
http://cbhsyearfivehistory.weebly.com/aboriginal-and-torres-strait-islander-peoples-prior-to-british-colonisation.html	

Australian Curriculum Achievement Standards

Transition

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Language Teaching to Support Teaching Science Inquiry Skills

Skill No 1 - Pose and respond to questions about familiar objects and events

Language Function 1	Asking questions
Sentence Structures	What do _____? What will happen if _____? Where do _____? Where does _____? Where will? When is _____? When does _____? When would _____? Where will _____? How does _____? How would _____? How will?
Language Function 2	Answering questions to share observations
Sentence Structures	_____ had grown _____ (noun) has _____ (noun) is _____ I observed that _____

Skill No 2 - Make observations using the senses

Language Function 3	Describe what is observed through the senses
Sentence Structures	I can see _____ I saw _____ I can hear _____ I heard _____ I can smell _____ I smelt _____ I can feel _____ The (noun) felt _____ I can taste _____ I tasted _____

Grammar to Teach

Use of general nouns
Use of present tense – e.g. Koalas eat eucalyptus leaves
Use of common adverbs to facilitate description – quickly, slowly
Use of technical terms related to the topic
Use of singular and collective pronouns – it, they

Transition Rubric

Reflection on and sharing of observations, and clear representation of ideas	Reflection on and sharing of observations, and representation of ideas	Reflection on and sharing of observations	Guided reflection and fragmented sharing of observations	Directed reflection of observations
Clear and informed suggestions of how the environment affects people and other living things	Informed suggestions of how the environment affects people and other living things	Suggestions of how the environment affects people and other living things	How the environment affects people and other living things	Statements about how the environment affects people and other living things

NB – the following terminology will be helpful in making grading choices.

- Knowledge/information refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time;
- Understanding - the concepts underpinning and connecting knowledge in a learning area, *related to a student's ability to appropriately select and apply knowledge* to solve problems in that learning area
- Fragmented - disjointed, incomplete or isolated
- Informed - Having relevant knowledge; being conversant with the topic; in the context of Science, informed means referring to scientific background knowledge and/or empirical observations
- Reasoned - logical and sound; presented with justification; in the context of Science, reasoned also means that the evidence is provided through reference to scientific background knowledge and/or empirical observations as part of the justification

Further information is available at https://www.gcaa.qld.edu.au/downloads/p_10/ac_sci_prep_se.pdf