

## Curriculum Organiser – Year 1, Biological Sciences

Vocabulary and Concepts	
Learning Intention – We are learning how living things have their needs met and how we can categories them according to their external features.	
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
Habitat	Home of an animal or plant
External	On the outside
Internal	On the inside
Features	Parts of a living thing such as head, legs, tail, stem, roots, leaves
Key Facts	
1	Living things that be classified by their external features
2	Living things live in habitats that meet their needs
3	Habitats may change and no longer be suitable for living things
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 Enquiry Skills	
Pose and respond to questions about familiar objects and events	
Participate in guided investigations to explore and answer questions	
Use informal measurements to collect and record observations	
Aboriginal Perspectives	

### **Australian Curriculum Achievement Standards**

#### **Year 1**

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

*Language Teaching to Support Teaching Science Inquiry Skills*

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

<b>Language Function 1</b>	<b>Asking questions</b>
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?

<b>Language Function 2</b>	<b>Answering questions to share observations</b>
Sentence Structures	_____ had grown _____ (noun) has _____ (noun) is _____ I observed that _____

*Skill No 2 - Make observations using the senses*

<b>Language Function 3</b>	<b>Describe what is observed</b>
Sentence Structures	The _____ has (number) (body part).  (nouns) live in the (place)  (nouns) are (adjective). They have _____

*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

## Year 1 Rubric

A	B	C	D	E
Sharing of observations with others using clear representations and relevant scientific terminology	Sharing of observations with others using representations and scientific terminology	Sharing of observations with others	Fragmented sharing of observations	Directed sharing of observations
Clear and informed description of how different places meet the needs of living things	Informed description of how different places meet the needs of living things	Description of how different places meet the needs of living things	Guided description of how different places meet the needs of living things	Statements of how different places meet the needs of living things
Clear and informed description of changes in local environments	Informed description of changes in local environments	Description of changes in local environments	Guided description of changes in local environments	Statements about changes in local environments

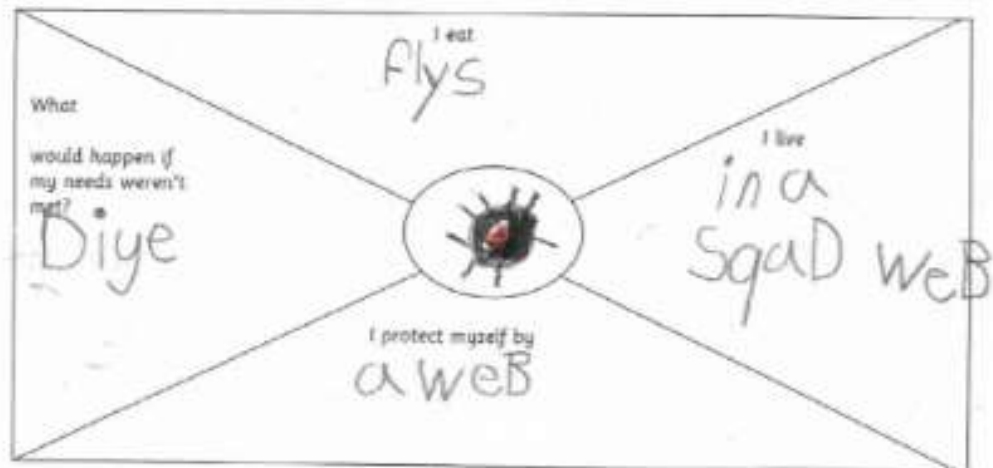
NB – the following terminology will be helpful in making grading choices.

- 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.qcaa.qld.edu.au/downloads/p\\_10/ac\\_sci\\_yr1\\_se.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_sci_yr1_se.pdf)











## Worksheet: Minibeast habitats

Draw your mini beasts and label where you would find them.



My Squad lives here because there is a lot of  
flies. he is safe

# Report: Changes in our environment

Changes in the Land and Sky		
TERM 3	TERM 4	What kinds of changes have happened?
		<ul style="list-style-type: none"> <li>• no leaves in term three.</li> <li>• leaves in term four.</li> <li>because the one with the leaves was in spring the one in term four was in winter.</li> </ul>
		<ul style="list-style-type: none"> <li>• the clouds are different in term three</li> <li>• the clouds are darker than term three</li> <li>• because it might be a different time of day</li> </ul>
		<ul style="list-style-type: none"> <li>• the buckets in term three are smaller than term four</li> <li>• the buckets are longer than term 3 because they changed it</li> </ul>
		<ul style="list-style-type: none"> <li>• the sun is shining in one picture.</li> <li>• the other picture is dark</li> <li>• one picture has birds in it the other one doesn't because they were a different time of day</li> </ul>
		<ul style="list-style-type: none"> <li>• one picture is sunny</li> <li>• the other one is dark because it might be a different day</li> </ul>