




EDUCATION ADVENTURES SYLLABUS



NSW SYLLABUS OUTCOMES

EARLY STAGE 1

STe-3LW-ST

STe-1WS-S

STe-2DP-T

STAGE 1

ST1-1WS-S

ST1-2DP-T

ST1-4LW-S

EARLY STAGE 1 NSW SYLLABUS LINKS



ES1 FOCUS AND INQUIRY QUESTIONS

Characteristics and basic needs of living things

Inquiry question: *What do we notice about living things?*

Students:	<ul style="list-style-type: none"> Recognise that living things have basic needs including air, food and water (ACSSU002). Compare the basic needs of some plants and animals. Participate in guided investigations to identify living things and the external features of plants and animals in the local environment. Communicate findings of observations of living things in their environment*.
Outcomes:	<p>Living World</p> <p>STe-3LW-ST: Explores the characteristics, needs and uses of living things.</p>
Skills:	<p>Working scientifically, design and production.</p> <p>STe-1WS-S: Observes, questions and collects data to communicate ideas.</p> <p>STe-2DP-T: Develops solutions to an identified need.</p>

*Cross-curriculum links can also be made to Literacy, Numeracy, Critical and Creative Thinking, Systems Thinking, Scientific Thinking, Intercultural Understanding, Civics and Citizenship, Design Thinking, Sustainability, Ethical Understanding.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/learning-across-the-curriculum>

Additional KLA outcomes and skills may be achieved dependent upon which pre- and post-excursion activities are conducted.

PRE-VISIT LESSON IDEAS



Discuss different external characteristics of animals and brainstorm the purpose behind some of them (e.g. thick fur to keep warm).



List some of the animals the students will see and brainstorm facts that they already know, as well as aspects they hope to find out.



Discuss different habitats and the need for shelter (protection, warmth, etc).

EARLYSTAGE 1 POST-VISIT LESSON IDEAS



Animal study (English/ SciTech)

Choose an animal from the Wildlife Park to draw and write about. This can be a brief one-off lesson, or a more in-depth unit with scaffolding to help name/label the external features of the animal. It can be a brief observation description or be developed into an information report. This activity can be done individually, in pairs/groups or as a whole class. Students can also create a poster with a labelled diagram/short description of that animal's physical characteristics and present it to the class for a public speaking assignment. Students can also write a narrative about the animal.



Compare and Contrast (English/ SciTech)

Choose two animals from the Wildlife Park to compare and contrast (e.g. physical appearance, habitat, predators, food, offspring, etc).



Graphing Favourite Animals (Mathematics)

Conduct a class survey to establish the favourite animals from the excursion. Graph the results as a column graph.



Book study (English/Literacy)

Students read short stories based on animals seen at the Wildlife Park and tie this in with the school's literacy program. Books can also be used to integrate learning about the cultural importance of animals to the First Nations peoples (e.g. Dreamtime stories).



Artworks (Creative Arts)

Create an artwork of an animal using collage, paint, clay, etc in a realistic, cartoon-like or abstract way. This can be tied into studies of First Nations' art styles.



Learn songs or dances (Creative Arts)

Students can learn or listen to songs about different animals and perform animal-related dance actions. Students can also use body percussion or simple instruments to mimic animal sounds.



Drama (Creative Arts)

Students can do improvisation activities, mimicking different animals. This can be extended to role plays demonstrating interactions the animals might have with humans or other animals.

STAGE 1 NSW SYLLABUS LINKS



STAGE 1 FOCUS AND INQUIRY QUESTIONS

External features of living things

Inquiry question: *What are the external features of living things?*

Students:

- Describe the external features of a variety of living things (ACSSU017)*
- Identify and group plants and animals using their external features, for example: native and introduced plants and animals, worms, insects, fish, reptiles, birds and mammals.

Living things live in different places

Inquiry question: *How can we improve a local environment to encourage living things to thrive?*

Students:

- Identify that living things live in different places that suit their needs (ACSSU211).
- Design and produce an environment to cater for the needs of a living thing, for example: encourage the return of a living thing to a local habitat.

Living things change

Inquiry question: *How do living things change as they grow?*

Students:

- Explore how living things grow, change and have offspring similar to themselves (ACSSU030).

Outcomes:

ST1-1WS-S: Observes, questions and collects data to communicate and compare ideas.

ST1-2DP-T: Uses materials, tools and equipment to develop solutions for a need or opportunity.

SST1-4LW-S: Describes observable features of living things and their environments.

Working Scientifically

Planning and conducting investigations

Skills:

- Collect data from observations, record observations accurately and honestly using observational drawings, labelling, informal measurements and digital technologies (AC SIS026, AC SIS039).
- Compare observations with those of others (AC SIS041, AC SIS213).
- Develop collaboration skills to effectively conduct investigations.

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STAGE 1 POST-VISIT LESSON IDEAS



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Choose an animal from the Wildlife Park to draw and write about. This can be a brief one-off lesson, or a more in-depth unit with scaffolding to help name/label the physical features of the animal. It can be a brief observation description or be fully developed into an information report. This activity can be done individually, in pairs/groups or as a whole class. Students can also create a poster with a labelled diagram/short description of that animal's physical characteristics and present it to the class for a public speaking assignment. Students can also write a poem or a narrative about the animal.



Human Impact on Habitat study (Geography/ English)

Brainstorm the human impacts on an animal's habitat (e.g. land clearing, rubbish, water pollution, etc). Work in pairs or groups to come up with ideas that could help protect the animal's habitat. Students can demonstrate these ideas by making a poster reminding people not to litter or writing/videoing a message to the local council urging them to protect natural areas. This can also tie in with a unit on persuasive writing.



Measurement Activity (Mathematics)

Conduct a class survey to establish the favourite animals from the excursion. Graph the results as a column graph.



Compare and Contrast (English/ SciTech)

Choose two animals from the Wildlife Park to compare and contrast (e.g. physical appearance, habitat, predators, food, offspring, etc).



Graphing Favourite Animals (Mathematics)

Students compare their height, weight, leg length, etc to various animals using formal and informal measurement tools.



Book study (English/Literacy)

Students read short stories based on animals seen at the Wildlife Park and tie this in with the school's literacy program. Books can also be used to integrate learning about the cultural importance of animals to the First Nations peoples (e.g. Dreamtime stories).



Country Study (Geography/History/HSIE)

Students can learn about the geography and culture of a country where an animal comes from. This can tie into the learnings about habitats and endangered animals.



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