



SAMPLE TEACHING AND LEARNING OUTLINE

SCIENCE
BIOLOGICAL SCIENCES
YEAR 2

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus

Science understanding

Living things grow, change and have offspring similar to themselves

Week	Syllabus content	Lesson content	Suggested resources
1	<p>QUESTIONING AND PREDICTING</p> <p>Pose and respond to questions, and make predictions about familiar objects and events</p>	<p>Living and non-living</p> <ul style="list-style-type: none">• Sort living and non-living things within our environment into groups• Respond to questions about what makes things living/non-living• Develop text to support classification of living and non-living	<p>Needs of Living Things Animation https://www.youtube.com/watch?v=7oYTNFNvqO0</p> <p>Living and Non-living Things for Kids https://www.youtube.com/watch?v=p51FiPO2_kQ</p> <p>Primary Resources Life Processes (Living or Not) http://www.primaryresources.co.uk/science/science2a.htm</p> <p>Living or Non-living Things https://www.youtube.com/watch?v=PZ2FI50oecs&feature=related</p> <p>ScienceWeb Australia http://scienceweb.asta.edu.au/years-3-4/unit2/lesson-one/yr34-unit-2-lesson-one.html</p>

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2	<p>PROCESSING AND ANALYSING DATA AND INFORMATION</p> <p>Use a range of methods to sort information, including drawings and provided tables and, through discussion, compare observations with predictions</p> <p>COMMUNICATING</p> <p>Represent and communicate observations and ideas in a variety of ways</p>	<p>How have I grown?</p> <ul style="list-style-type: none">• Sequence pictures of humans, newborn to geriatric. May use personal pictures or magazine pictures to illustrate changes• Detail the physical changes identified as humans age and change physically• Identify and communicate physical features children may have that are similar/different to family members• What about animals? Make predictions about the similarities and differences that may be evident• Use picture stimulus, identify features that change as living things develop and grow• Identify and communicate the similarities and differences between parent and offspring	<p>ScienceWeb Australia http://scienceweb.asta.edu.au/years-f-2/unit1/lesson-one/yrf2-unit1-lesson-one.html</p> <p>Primary Resources Life Processes (Growing Up [Sequencing]) http://www.primaryresources.co.uk/science/science2a.htm</p> <p>ScienceWeb Australia http://scienceweb.asta.edu.au/years-f-2/unit1/lesson-three/yrf2-unit-1-lesson-three.html</p> <p>Primary Connections Resource Watch it Grow KS1 Baby Animals https://www.marwell.org.uk/downloads/babyanimalsresource.pdf</p>
3	<p>QUESTIONING AND PREDICTING</p> <p>Pose and respond to questions, and make predictions about familiar objects and events</p> <p>SCIENCE AS A HUMAN ENDEAVOUR</p> <p>USE AND INFLUENCE OF SCIENCE</p> <p>People use science in their daily lives, including when caring for their environment and living things</p>	<p>Whose baby is that?</p> <ul style="list-style-type: none">• Matching animal babies with the parents• Responding to questions about what is similar and different• Caring for animals in our environment. How can we make a difference?	<p>Baby Animals Preschool Pack (picture resources) http://www.1plus1plus1equals1.com/PreschoolPackBabyAnimals.html</p> <p>Primary Resources Life Processes (Animal Babies) http://www.primaryresources.co.uk/science/science2a.htm</p>

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4	<p>QUESTIONING AND PREDICTING</p> <p>Pose and respond to questions, and make predictions about familiar objects and events</p>	<p>Egg or not</p> <ul style="list-style-type: none"> • Making predictions about how animals (familiar to students) have their young, born alive or in an egg • Identify animals that give birth to live young and those which lay eggs, and respond to questions • Respond to questions about different egg shape, size, colours and locations of where eggs are laid • Make predictions about where eggs are laid 	<p>Primary Connections Resource</p> <p>Watch it Grow</p> <p>Primary Resources Life Processes (Hatched or Born?) http://www.primaryresources.co.uk/science/science2a.htm</p>
5–6	<p>COMMUNICATING</p> <p>Represent and communicate observations and ideas in a variety of ways</p>	<p>Life cycles</p> <ul style="list-style-type: none"> • Represent the life cycles of insects and/or mini beasts (as appropriate to the classroom setting). May include butterfly, meal worm, dragon fly, ladybird • Communicate details and observations about the various stages throughout the life cycle, identifying changes that occur • Sequence the life cycle stages and communicate information in a variety of ways 	<p>Animal Lifecycles https://www.education.com/slideshow/color-the-animal-life-cycles/</p> <p>Primary Resources Life Processes http://www.primaryresources.co.uk/science/science2a.htm</p> <p>ScienceWeb Australia (see list of Student activities) http://scienceweb.asta.edu.au/years-3-4/unit2/lesson-three/yr34-unit-2-lesson-3.htm</p>

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Week	Syllabus content	Lesson content	Suggested resources
7–10	<p>QUESTIONING AND PREDICTING</p> <p>Pose and respond to questions, and make predictions about familiar objects and events</p> <p>PLANNING AND CONDUCTING</p> <p>Participate in guided investigations to explore and answer questions</p> <p>Use informal measurements to collect and record observations, using digital technologies as appropriate</p> <p>PROCESSING AND ANALYSING DATA AND INFORMATION</p> <p>Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions</p> <p>EVALUATING</p> <p>Compare observations with those of others</p> <p>SCIENCE AS A HUMAN ENDEAVOUR</p> <p>NATURE AND DEVELOPMENT OF SCIENCE</p> <p>Science involves observing, asking questions about, and describing changes in, objects and events</p>	<p>Weeds in our school</p> <ul style="list-style-type: none"> • What is a weed? Discuss a definition • Make a prediction about the number of weeds versus the number of plants in the school setting. Are there more weeds or plants? • Guide an investigation that allows students to collect accurate information. Are we counting varieties or just the number of weeds or plants? Guide investigation to help answer questions • How many varieties of weeds are there in the school setting? • Collate and graph information, drawing conclusions about the information collected • Pose questions to help develop a criterion about what makes it a weed or a plant? • How do weeds reproduce? • How do seeds move? • How does science help manage the weeds in our community? 	<p>Future farming Weed Warriors Teacher Resource</p> <p>http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/science/weedwarriortch.pdf</p> <p>ScienceWeb Australia http://scienceweb.asta.edu.au/years-3-4/unit2/lesson-five/yr34-unit-2-lesson-5.html</p> <p>Australian Government Biodiversity Weeds in Australia http://environment.gov.au/biodiversity/invasive/weeds/index.html</p> <p>Australian Government Biodiversity</p> <p>Weed identification tool http://environment.gov.au/cgi-bin/biodiversity/invasive/weeds/weedidtool.pl</p> <p>Australian Government Biodiversity</p> <p>Why are weeds a problem? http://environment.gov.au/biodiversity/invasive/weeds/weeds/why/index.html</p>

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7–10		<p><u>INVESTIGATION IDEA</u></p> <ul style="list-style-type: none">• Can we grow weeds indoors?• Will weeds survive if we transplant them and change the environment? Which variable will be changed and which will be kept the same?• Develop investigation and make predictions about the survival of weeds in different environments. Record information using graphs, photographs, detailed drawings and compare observations with predictions. Draw conclusions about findings	