



# What's The Bush About?

## Year 2 Science

Department of Education

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

**The Big Idea:** The way living things survive, grow, change and have offspring similar to themselves.

**Students' Blanket Role:** They are invited to be *Bush Explorers*.

### Program Snapshot

During this program, students explore aspects of living things in the bush. They are encouraged to develop a connection to natural places. Aspects of the Science Curriculum and Cross Curriculum Priorities will be covered, focusing on plant and animal development.

### Curriculum – Year 2 Science

For schools using C2C, this program compliments **Unit 1– Living Things**.

Achievement Standard (extract)	Students describe changes to objects, materials and living things.
Content Description	<b>Living things grow, change and have offspring similar to themselves</b> ( <a href="#">ACSSU030</a> ).
Elaborations	<ul style="list-style-type: none"><li>recognising that living things have predictable characteristics at different stages of development</li><li>exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly</li><li>observing that all animals have offspring, usually with two parents</li></ul>

### Cross Curriculum Priorities



**Sustainability**– addresses the ongoing capacity of Earth to maintain life. Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living, which means meeting the needs of the present without compromising the ability of future generations to meet their needs.

Main sections covered: **Systems O1.2-** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. **Futures O1.7-** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.



**Aboriginal and Torres Strait Islander histories and cultures**– provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. It is designed for all students to engage in reconciliation, respect and recognition, through learning of People, Culture and Country/Place.

Main sections: **Culture O1.5-** Aboriginal and Torres Strait Islander people's way of life are uniquely expressed through ways of being, thinking, knowing and doing.

## Visit Day- Program

- **Creating a clay animal:** after discussion about features and needs of animals, students sculpt their own model of their chosen Australian native animal.
- **Meet a tree/Tree treasure hunt:** students learn about how trees grow and change and use images to describe and identify trees, while learning the stages of development.
- **Bush walk:** incidental findings are observed and discussed, as well as some strategically placed items, with a focus on the growth and development of living things. Indigenous plant use is discussed incidentally.
- **Viewing the butterfly life cycle:** this is illustrated using models and a short video, as an example of metamorphosis; the colouring of the different stages is noted and discussed.
- **Baby animals:** Adult and offspring forms of animals are explored, as well as animal artefacts.



### Conclusion:

Reflection on how our actions can affect the bush in good and bad ways.

### Call to Action:

Explore backyard/ neighbourhood bush in your area

## Post-visit consolidation ideas

- Students describe their clay creature's features
- Writing task: recount/ a day in the life of a silky oak tree/sapling, or What would some of our oldest trees have seen?
- Write a creative story, telling kids what a big old tree has seen in all its years.
- Illustrate and report on the life cycle of a butterfly or ant lion



## Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular Learning Beyond the Classroom.



This particular program uses the strategies of **Learning By Doing** and **Being in the Natural Environment**.

Also at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.

For more information please refer to Amaroo's [Pedagogical Framework](https://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)