



# Creature Features

## Year 5 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:** Exploration of animal adaptations to their habitat

**Students' Blanket Role:** They are invited to be **Wildlife Biologists**

### Program Snapshot

During this program, students explore a variety of animal species, discussing their adaptations. Using games, animal artefacts, museum specimens and live animals, students are able to investigate the features that assist animals to survive in their environment.

### Curriculum– Year 5 Science

Achievement Standard (extract)	Students analyse how the form of living things enables them to function in their environments.
Content Description	<b>Living things have structural features and adaptations that help them to survive in their environment</b> ( <a href="#">ACSSU043</a> ).
Elaborations	<ul style="list-style-type: none"><li>• Describing and listing adaptations of living things suited for particular Australian environments</li><li>• Exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts</li></ul>

For schools using C2C, this program compliments **Unit 1 - Survival in the Environment**.



### 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.



## Pre-visit:

- Your class will be given a set of “Crazy Creatures” (hand- crafted pet rocks with features such as googly eyes, shiny skin). Students can use their imagination and hypothesise about their structural features. For example, “My critter has big eyes because it is nocturnal and this helps it see at night” or “The critter has leaf-shaped scaly skin to help it camouflage”. They can then make predictions about behavioural adaptations for their critter. These Crazy Creatures must be returned to Amaroo staff on your visit day.



## Visit Day- Program

- Examine bird beaks and the variety of ways they assist birds to feed, followed by a simulation game
- Investigate live animals and animal specimens from the Queensland Museum, noting adaptations
- Classify vertebrate animals into main categories (mammals, birds, reptiles, amphibians)
- View live animals in Amaroo nesting boxes

### Conclusion:

- Meet the Amaroo lizards (Bluey and/or Beardtrice)

### Call to Action:

- Leave with an appreciation of animals and their unique adaptations

## Post-visit

- Research a local native animal or plant and do a report/poster/video or sound recording on its features, habitat and adaptations.
- Draw a proper scientific diagram showing 4-5 adaptations on a particular local plant or animal.

## 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](http://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)

