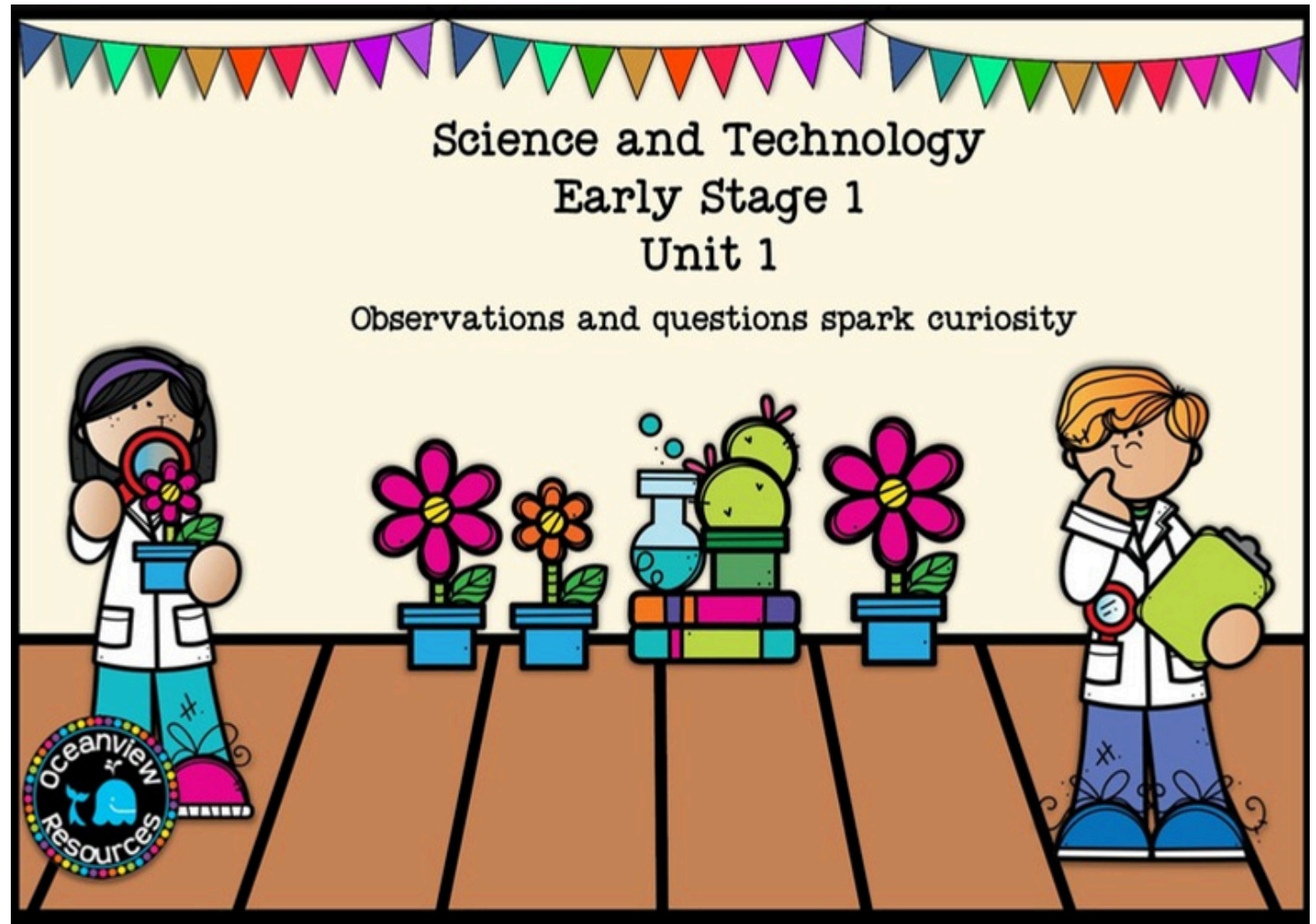


KINDY UNIT - LIVING THINGS

What is included?

- PowerPoint with over 370 slides
- Student workbook and assessment tasks
- PDF for easy printing
- Teaching notes under each slide



KINDY UNIT - LIVING THINGS

What is included?

- Quick links to units.
- Sections for each lesson included in the PowerPoint presentation.
- Self Assessment tasks.

QUICK LINKS TO LESSONS

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Lesson 11

Lesson 12

Lesson 13

Lesson 14

Lesson 15

Lesson 16

Optional 1

Optional 2

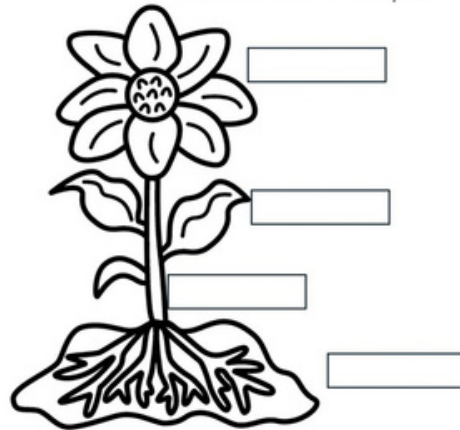
Optional 3

Optional 4

Name: _____

Date: _____

Use the word box to label the plant



flower
stem
roots
leaves

Name: _____

Date: _____

Self Assessment

I can ask questions that help compare the characteristics of living and non-living things.



I can explain ask questions to help sort things into living or non-living categories.



KINDY UNIT - LIVING THINGS

Lesson 1: 1-4

Animal Sounds Quiz



1. Display the slide show version of the [Animal Sounds Quiz \(LearnHip\)](#).
2. Play each of the 10 sounds and provide time for students to guess each sound.
3. After students have guessed each sound, reveal the answer.
4. Ask: What body part did you use to hear the sounds?

Lesson 16: 14/15

Native Animals

Work with a partner to re-create the tracks on your cards in sand or on a playground.

(If needed, provide sand in tote trays or other containers.)

- ☐ Can you explain which parts of the animal's track represent which parts of the animal's foot?
- ☐ Your tracks are close together - how fast might your animal be moving?
- ☐ The tracks are quite wide and deep, does this tell us something about how big the animal is?



Lesson 15: 3/5

Native Plants

Long before modern stores existed, people used the natural environment for everything they needed.



- ☐ How do green plums taste?
- ☐ When is the best time to harvest the plums?

Lesson 16: 7/9

Native Animals

Students turn and talk to discuss the evidence they observed and suggest the animal that provided the evidence. They may use the modelled questions as guidance.

Circulate through the group, listening to student questions and reinforce the modelled questions. Provide feedback or correction, where necessary.

Draw the evidence while you are observing it. This is how a scientist works, and it is also how Aboriginal Peoples use observations to find animals for survival.



How you can use it:

All lessons are planned to be 60 minutes long.

There are 16 weeks of units plus 4 additional extension units.

20 hours of teaching time



This unit aligns with the new NSW syllabus documents.
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KINDY UNIT - LIVING THINGS

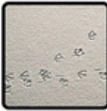
Name: _____ Date: _____

Draw a line to match the animals to their tracks.












Name: _____ Date: _____



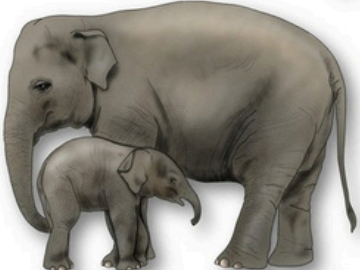


- ☐ Choose a plant from native plants and draw it.
- ☐ Beside the drawing, also draw an image that shows one way the plant is used.
- ☐ What is the name of the plant?
- ☐ What is it used for?

Lesson 13: 3/4 Observable Characteristics: Teaching Notes

I am going to read a statement, put up a thumbs up if a statement is correct:

- ☐ Dogs have ears. ✓
- ☐ Cats have whiskers. ✓
- ☐ Birds have feathers but snakes do not. ✓



Lesson 10: 12/13 The Needs of Animals



Thumbs up-Thumbs Down



An echidna needs to find its own food



A koala can make its own food.



A snake needs to find its own food.



KINDY UNIT - LIVING THINGS

What is included?

- Video links
- Created for use with the IWB.
- Suggested teaching prep for each lesson.
- Outcomes and indicators included for each lesson.

Lesson 2: 1-2 Making Observations

'Observing' helps us learn and understand different things - it is more than just looking and often involves more than one sense.



Let me describe this pencil to you... This pencil is green, it is long, and the tip of the pencil is pointy, it makes a scratching sound when I draw.

Lesson 2: 7-8 Making Observations

Who would like to share their thinking with the class?

When you describe your item use full sentences so that we can use all of our senses to imagine it.

For example: 'This toy feels soft on my fingers, and I can see that it is brown with white patches. It doesn't make a sound when I squash it.'



Sensory Stations

In small groups visit each sensory station to observe and describe the objects at the table.



Lesson 3: 4-6 Sensory Tools

These tools help us with our observations. Do you recognise any of them? What do they do?



binoculars magnifying glass hearing aids camera

- ☐ binoculars help us see distant objects,
- ☐ a magnifying glass can help us see details on very small objects and
- ☐ if we had difficulty hearing, a hearing aid would help us to hear more clearly.

What other sensory tools could we add to our human body?

We will link those tools to the sense organ they help.

Note: certain sensory tools, for example, eyeglasses and hearing aids, enhance an individual's senses but they are not useful for everyone.

Teaching Notes

Syllabus Outcomes and Content

The table below outlines the syllabus outcomes and range of relevant syllabus content covered in this unit.

Outcomes and content	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Observations and questions spark curiosity																
Living things have characteristics that help them survive in their environment																
STE-SCI-01, STE-PQU-01																
• Identify the sense organs and describe their functions	x	x														
• Identify and use tools to aid and extend sensory observations			x	x												
• Describe how living things get air, water and energy to survive in their environment					x			x		x						
• Recognise that plants produce their own food and animals need to find their food								x	x	x		x				
• Examine flowers, fruit, leaves, roots and stems of plants and describe their purpose							x		x							
• Examine animal bodies, their coverings, and how and what they eat											x	x				
• Observe and group animals based on their characteristics and justify the grouping													x	x		
• Describe ways Aboriginal and/or Torres Strait Islander Peoples use Knowledge of the characteristics of plants and animals to survive															x	x
• Pose questions to compare the characteristics of living things and non-living things					x	x										

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