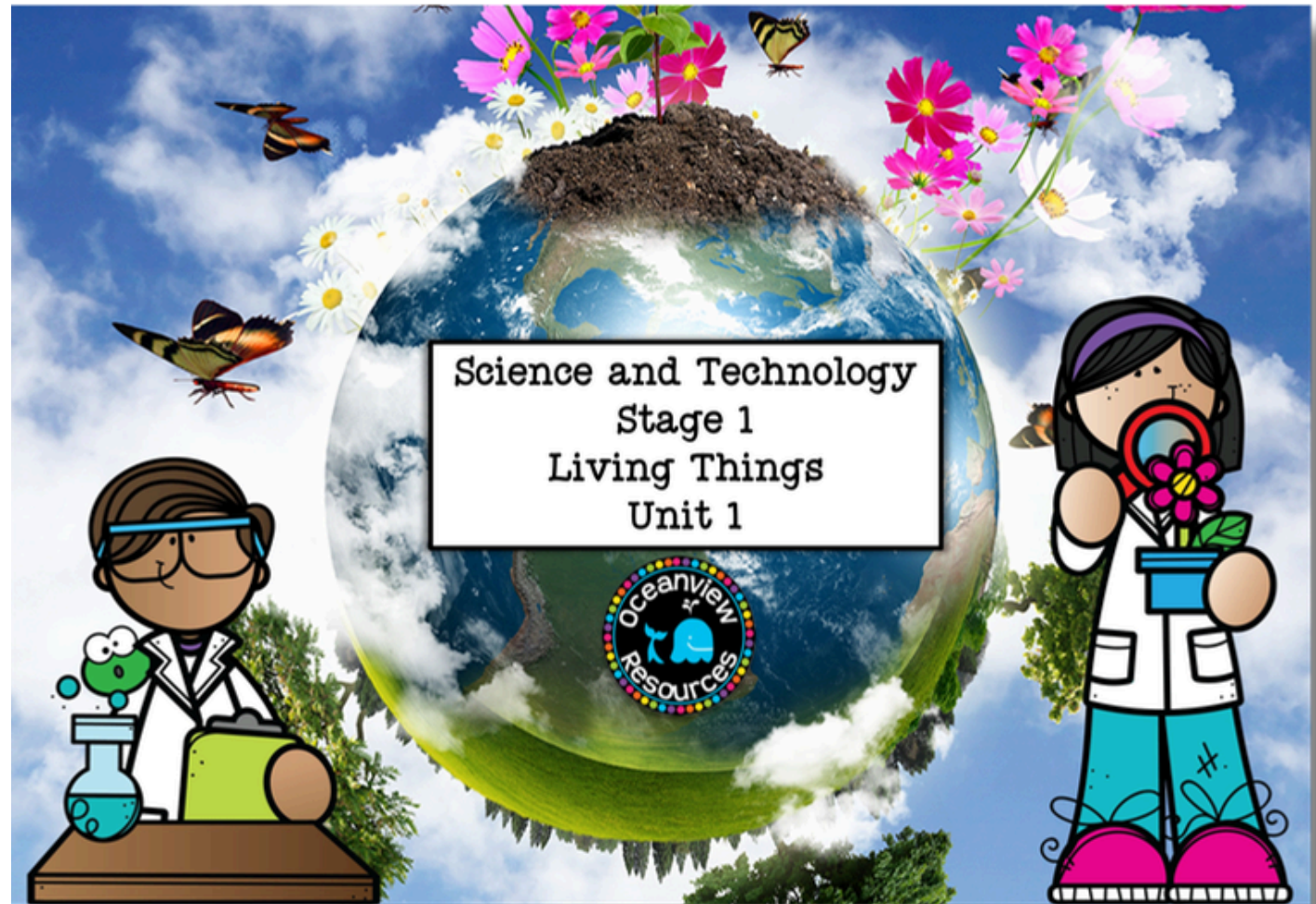


STAGE 1 UNIT 1 - LIVING THINGS

What is included?

- PowerPoint with over 440 slides
- Student workbook and assessment tasks
- PDF for easy printing
- Teaching notes under each slide



STAGE 1 UNIT 1 - LIVING THINGS

What is included?

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

Name: _____ Date: _____

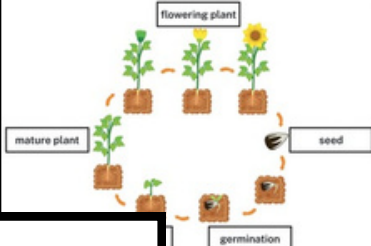
Self Assessment

I can recognise that data can be collected through observation and represented in different ways	☐ ☐ ☐
I can generate and share ideas for collecting and representing data about living things	☐ ☐ ☐




Lesson 6:1/6 Describing Changes

Plant growth is slow and continuous, and that plants can grow at different speeds.



☐ Identify where the class plants match the plant life cycle.

Plant Vocabulary (review)
seed, root, stem, leaf and flower.

The differences between the seed and germination.

1. A small root comes out of the seed.
2. The root grows downwards.
3. Small leaves start to grow upwards out of the seed.

scientific model

Lesson 6:21/24 Describing Changes

☐ Discuss and describe the observable changes between the remaining stages of the plant life cycle. Use noun groups in your descriptions.

☐ Provide feedback on the noun groups used in each description.

☐ Share a description of observable changes between a seedling and a mature plant, then between a mature and flowering plant.

seedling



→

mature plant



→

flowering plant



STAGE 1 UNIT 1 - LIVING THINGS

Name: _____ Date: _____

On this picture of a living thing from a local habitat, label or annotate the image with your observations.



Lesson 10:1/4 Collect Data In A Local Habitat

In this lesson you will be collecting data about living things in a local habitat.
Turn and talk to discuss how scientists can make safe observations of living things.

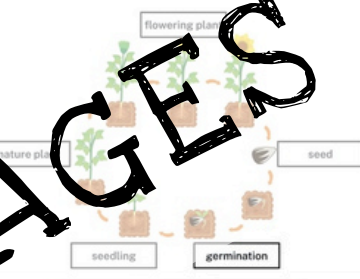
Observation

Observation means to see, watch, perceive or notice.
Observations can be made using all 5 senses as well as digital and non-digital tools that extend our senses.

Senses	Tools
  	  

Lesson 6:1/6 Describing Changes

Plant growth is slow and continuous, and that plants can grow at different speeds.



☐ Identify where the class plants match the plant life cycle.

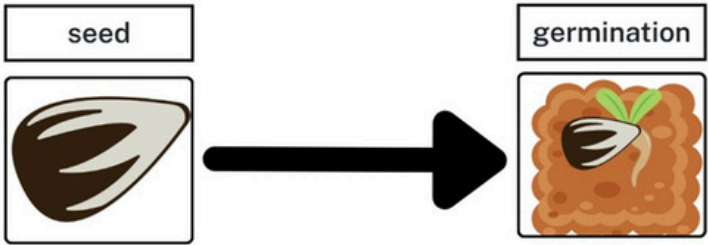
Plant Vocabulary (review)
seed, root, stem, leaf and flower.

The differences between the seed and germination.

1. A small root comes out of the seed.
2. The root grows downwards.
3. Small leaves start to grow upwards out of the seed.

This is a scientific model

Resource 16 - seed to germination



A tiny root comes out of the seed.
The root grows downwards.
Small leaves start to grow upwards out of the seed.

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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STAGE 1 UNIT 1 - LIVING THINGS

Lesson 1: 1-3 Establish Plant Growing Kits

You will plant a seed and observe the changes in the plant as it grows.

Read the definition of **Observation**

Observation
Observation means to see, watch, perceive or notice. Observations can be made using all 5 senses as well as digital and non-digital tools that extend our senses.

Senses	Tools
    	    

Note: it is a common misconception that observations are only things that can be seen. Observations can be made using all 5 senses, as well as digital and non-digital tools that extend the senses.

Lesson 1: 4/5 Establish Plant Growing Kits

Revise observations using sense organs from Early Stage 1, including:

Some parts of our body help us explore and learn about the world.
When we use these parts, we are using our senses.
Our senses help us hear, see, smell, taste and feel the world around us.



For safety reasons, you will not use taste in these lessons and will sometimes need to wear gloves when touching living things.

Resource 2 - science observations

Observation
Observation means to see, watch, perceive or notice. Observations can be made using all 5 senses as well as digital and non-digital tools that extend our senses.

Senses	Tools
    	    

Lesson 1: 6 Establish Plant Growing Kits

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

magnifying glass

binoculars

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.

Note: consider the needs of individual students and use inclusive teaching and learning strategies to support students with sensory needs. Decisions regarding curriculum options for students with significant intellectual disability should be made in the context of collaborative curriculum planning.

STAGE 1 UNIT 1 - LIVING THINGS

Lesson 2: 12

Agreed Digital Rules

Together we will construct and record 3 to 5 rules for using digital tools and devices, such as:



- ☐ use the tools for learning
- ☐ take turns
- ☐ ask for permission and listen to other's responses
- ☐ keep passwords and other personal information private
- ☐ help each other when needed.

Lesson 5: 1/4

Living Things

Note: it is a common misconception in young students that plants get their food from the soil, rather than producing food in the leaves.

Plant observations



1. Display the number of days since the seed growing activity started.

2. Observe your plant growing kits and capture and store an image using a digital device. Remember to name the image they store as 'Day x'.

3. Let's share and discuss any changes that you observe.

4. Display an image of one student's plant and, if visible, identify the seed, root, stem and leaf.



Lesson 5: 12/14

Living Things

Question Time

- ☐ Do all plants have the same life cycle?
- ☐ What is the shortest/longest plant life cycle?
- ☐ Is a seed alive before it grows? How could you tell?
- ☐ How do seeds move from one place to another?
- ☐ What happens if there is too much or not enough water or sunlight?



Carnivore

Carnivores eat other animals.

Carnivorous animals have sharp, serrated teeth, ideal for slicing through meat.



Herbivore

Herbivores eat plants.

Herbivorous animals have flatter, wider teeth used for grinding plant material.



Omnivore

Omnivores eat other animals and plants.

Omnivorous animals have both sharp teeth for cutting meat and blunt teeth for grinding plants.



Resource 37 - teeth adaptations

STAGE 1 UNIT 1 - 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 1: 9/12 Establish Plant Growing Kits

Examine the seed using your sense organs and magnifying glasses.

Examine the seed using your use sight, touch, smell and hearing.

After students have observed their seeds, share a definition of data.

Data is information we collect, represent and use to look for patterns.
We can represent data by counting, drawing, describing or taking photos.

Draw a table on the board and collect class data by recording student observations of the seed for sight, touch, smell and hearing (see Table 1).



Lesson 1: 13/14 Establish Plant Growing Kits

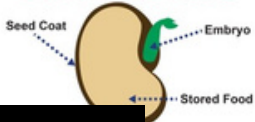
Model how to draw and label the seed using conventions for scientific diagrams.
Alternatively, display and label photographs of different parts of the seed.

Parts of a Seed

Seed Coat Embryo Stored Food

Guide students to draw their seed, one part at a time.
Demonstrate labelling the drawing by writing the word 'seed' and drawing a line from the word to the seed (see Figure 1).

Reminder: collect this work sample to complete the optional assessment.



Lesson 1: 2/3 Concluding Lesson - Teaching Notes

- ☐ Which word means to see, watch, perceive or notice?
- ☐ I have 5 of these to help me observe closely.
- ☐ What can you use to extend your senses?
- ☐ What can we call information that we collect?



Turn and talk to discuss:

- ☐ What are some changes to the seed that you think you might see? Why?
- ☐ What are some changes to the seed that you think you won't happen? Why not?

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
Investigations of changes provide knowledge and understanding																
Living things change over time																
ST1-SCI-01, ST1-PQU-01, ST1-DAT-01																
• Recognise that data can be collected through observation, testing and research, and that it can be represented as descriptions, diagrams, graphs, images and tables		X	X	X	X	X	X			X						
• Collect data about the variety of living things in a local habitat, group them and justify the groupings											X	X				
• Describe the changes in a plant as it grows using data and scientific models		X				X	X	X	X							
• Describe the changes in an animal as it goes through its life cycle using data and scientific models													X	X	X	
• Describe how Aboriginal and/or Torres Strait Islander Peoples use Knowledge of the cycles of living things								X					X	X		
• Examine the evidence for extinct animals															X	X
Investigations of changes provide knowledge and understanding																
Creating written texts supports understanding of Science																
ST1-SCI-01, ST1-PQU-01, ST1-DAT-01																
• Use nouns, noun groups and verbs to communicate annotations and labels to document observations							X	X	X			X		X		
Design and digital solutions are created through knowledge and understanding																
Digital systems use inputs and algorithms to produce an output																
ST1-DDT-01, ST1-PQU-01																
• Identify digital systems that can be used to collect personal data and how to protect personal information			X													
• Create a sequential algorithm that controls a digital device				X												
• Use the basic features of common digital tools to capture, save and retrieve data to communicate and collaborate following agreed rule		X	X							X						

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