

FIRST 10-WEEK SCIENCE-LITERACY PROGRAM - YEAR 1 – 3: EARTH & SPACE

SCIENCE OUTCOMES 1.1/2.1 & 1.2/2.2

INTEGRATED WITH ALL LITERACY OUTCOMES OVER THE COURSE OF 10 WEEKS

YEAR 1	YEAR 2	YEAR 3
WEEK 1	WEEK 1	WEEK 1
<p>INTRODUCE OURSELVES</p> <p>EXPLAIN & DISCUSS;</p> <ul style="list-style-type: none"> - EXPECTATIONS - HOW TO USE OUR BOOKLETS - TOPICS FOR TERM – EARTH & SPACE (1.1, 1.2) <p>ADD DETAIL TO;</p> <ul style="list-style-type: none"> - OUR BOOKLETS - CLASS INFORMATION <p>INTRODUCE TOPICS</p> <ul style="list-style-type: none"> - WEATHER – seasons, activities, food, body parts, clothing, fabric, nature, safety & importance of sun - NATURAL VERSUS MAN-MADE THINGS – senses, differences, examples, how we change the environment, how to care for the environment, how a shadow is formed - RECORD THE WEATHER 	<p>INTRODUCE OURSELVES</p> <p>EXPLAIN & DISCUSS;</p> <ul style="list-style-type: none"> - EXPECTATIONS - HOW TO USE OUR BOOKLETS - TOPICS FOR TERM – EARTH & SPACE (1.1, 1.2) <p>ADD DETAIL TO;</p> <ul style="list-style-type: none"> - OUR BOOKLETS - CLASS INFORMATION <p>INTRODUCE TOPICS</p> <ul style="list-style-type: none"> - WEATHER - weather forecast, weather instruments, meteorologist, thermometer - NATURAL VERSUS MAN-MADE THINGS – sink/float, sun and earth – day and night – sleeping & eating patterns of nocturnal animals compared to humans - RECORD THE WEATHER 	<p>INTRODUCE OURSELVES</p> <p>EXPLAIN & DISCUSS;</p> <p>EXPECTATIONS</p> <ul style="list-style-type: none"> - HOW TO USE OUR BOOKLETS - TOPICS FOR TERM – EARTH & SPACE (2.1, 2.2) <p>ADD DETAIL TO;</p> <ul style="list-style-type: none"> - OUR BOOKLETS - CLASS INFORMATION <p>INTRODUCE TOPICS</p> <ul style="list-style-type: none"> - WEATHERING & EROSION – mechanical & chemical causes & effects of weathering, soil types, water cycle - RELATION OF SUN & EARTH – position of sun different times of day - day/night, seasons, size, shape & direction of shadows - READ INFORMATION ON WEATHER BUREAU
WEEK 2	WEEK 2	WEEK 2
<p>WEATHER (class & individual) – record weather, calendar, symbols, picture graph (1.1)</p> <p>CALENDAR & PICTURE GRAPH ACTIVITY - answer questions (1.1)</p> <p>THINGS RELATED TO WEATHER - activities, clothes, body parts, fabric, food, weather conditions, sun safety, importance of sun – sort, categories, words, pictures, phrases, sentences (1.1)</p>	<p>WEATHER – (class & individual) record weather, calendar, graph/table meteorologist, weather forecast, symbols, instruments (1.1)</p> <p>WEATHER INSTRUMENTS – different types, purpose, unit measured</p> <p>WEATHER REPORT – adjectives, subject specific words, phrases, sentences, punctuation (1.1)</p> <p>FUN ACTIVITY: Science related ADVERTS between breaks (1.1)</p>	<p>WEATHERING & EROSION – differences, cause & effect, examples (2.1)</p> <p>EXPERIMENT for later: environmental influences - nail in 3 different substances to observe changes in week 8</p> <p>INFORMATIONAL TEXT –find answers & specific grammar concepts</p>

<p>FUN ACTIVITY: group activity – body parts, seasonal clothing, seasonal information</p>		<p>FUN ACTIVITY: Experiment – Investigate effect of running water with different rates of flow on different material (erosion) (2.1)</p>
<p>WEEK 3</p> <p>FEATURES OF SEASONS – DIFFERENCES BETWEEN SEASONS - activities, clothes, food, nature (1.2) – headings, subheadings, words, labels, pictures, comparisons, similarities, differences</p> <p>HOW ENVIRONMENT CHANGES OVER SEASONS (1.2) – nature, land, rivers, animals</p> <p>FUN ACTIVITY: (group & individual) 4 seasons garden, pictures & information</p>	<p>WEEK 3</p> <p>WEATHER FORECAST – presentation with adverts between breaks (1.1)</p> <p>THERMOMETER – purpose, measure, temperature, indoors, outdoors, calibrated thermometer, shade, sun (1.1)</p> <p>FUN ACTIVITY: measure temperature indoors & outdoors, record data</p>	<p>WEEK 3</p> <p>SOIL – DIFFERENT TYPES: compare differences, characteristics, purpose – senses, adjectives (2.1)</p> <p>FUN ACTIVITY: experiment - observe and record, different types of soil, when dry, wet, nutrient value, plant seed</p>
<p>WEEK 4</p> <p>NATURAL AND MAN-MADE THINGS – man-made things made from natural things, outdoor observation, collect natural things, sort, use senses (1.1)</p> <p>HOW & WHY PEOPLE CHANGE THE ENVIRONMENT - examples, reasons, effect (1.1)</p> <p>FUN ACTIVITY: BUILD own object from natural things</p>	<p>WEEK 4</p> <p>NATURAL & MAN-MADE THINGS - experiment SINK & FLOAT and reasons, properties of objects, hypothesis, conclusion, answer questions (1.1)</p> <p>FUN ACTIVITY: Group investigations (sink & float) comparing different objects & reporting back as a group</p>	<p>WEEK 4</p> <p>WATER CYCLE – subject specific words, diagram, class project, sentences, headings, labels, info, arrows, etc. (2.1)</p> <p>FUN ACTIVITY: experiment - making a mini-water cycle</p>
<p>WEEK 5</p> <p>HOW TO CARE FOR ENVIRONMENT – land, air, sea, conservation (1.1)</p> <p>STORY ABOUT ENVIRONMENT – identifying issues and solving them. (1.1)</p> <p>FUN ACTIVITY: Poster - How to care for the environment! (1.1)</p>	<p>WEEK 5</p> <p>POSITION OF THE SUN AT DIFFERENT TIMES OF DAY - diagram, direction, position, general human & animal activities, (1.2)</p> <p>WALK OUTDOORS: observing, recording detail</p> <p>FUN ACTIVITY: POEM – rhyming words, position of sun & activities</p>	<p>WEEK 5</p> <p>RELATION OF SUN & EARTH – night and day, seasons, directions, poles, equator (2.2)</p> <p>FUN ACTIVITY: Make a model of the earth and investigate earth's tilt, rotation, night & day, seasons</p>
<p>WEEK 6</p> <p>INVESTIGATE SHADOW – how it is formed – indoors/ outdoors, natural & artificial light (1.2)</p> <p>FUN ACTIVITY: SHADOW PUPPET SHOW (1.2)</p>	<p>WEEK 6</p> <p>DIFFERENT RESPONSES TO DAY & NIGHT - eating & sleeping patterns of nocturnal animals versus humans/own (1.2)</p> <p>FUN ACTIVITY: group & individual research & POSTER</p>	<p>WEEK 6</p> <p>SHADOWS – position of sun, shape, size, direction of shadow different time of the day (2.2)</p> <p>WALK OUTSIDE: to investigate shadow and record detail</p> <p>FUN ACTIVITY: Plant different object in a sunny area to investigate and record position of sun related to the shape, size and direction of shadows of different figures/ objects</p>

<p align="center">WEEK 7</p> <p>CATCH UP – poster, worksheets, etc.</p> <p>REVISION OF TERM'S WORK (1.1 & 1.2)</p> <ul style="list-style-type: none"> - COMPETING SKILLS – QUIZZES, etc. - Differentiated fun activities – oral & written - Whole class, groups, individual activities 	<p align="center">WEEK 7</p> <p>CATCH UP – poster, worksheets, etc.</p> <p>REVISION OF TERM'S WORK (1.2 & 1.2)</p> <ul style="list-style-type: none"> - COMPETING SKILLS – QUIZZES, etc. - Differentiated fun activities – oral & written - Whole class, groups, individual activities 	<p align="center">WEEK 7</p> <p>CATCH UP – poster, worksheets, etc.</p> <p>REVISION OF TERM'S WORK (2.1 & 2.2)</p> <ul style="list-style-type: none"> - COMPETING SKILLS – QUIZZES, etc. - Differentiated fun activities – oral & written - Whole class, groups, individual activities
<p align="center">WEEK 8</p> <p>ASSESSMENT (1.1) (WEATHER)</p> <p>COMPLETE PICTURE GRAPH ABOUT WEATHER</p> <p>Find information on calendar, record onto graph, answer questions</p>	<p align="center">WEEK 8</p> <p>ASSESSMENT (1.1) (SINK & FLOAT)</p> <p>RECORD DATA ON TABLE – NATURAL & MAN-MADE OBJECTS THAT SINK & FLOAT</p> <p>Observe/ experiment, hypothesis, describe, classify, answer questions, conclusion, record data on table</p>	<p align="center">WEEK 8</p> <p>ASSESSMENT (2.1) (WEATHERING (EROSION))</p> <p>EXPLAIN & REPORT BACK ON EROSION AND WEATHERING OF NAIL EXPERIMENT</p> <p>Labelled diagram & short text to report & explain</p>
<p align="center">WEEK 9</p> <p>ASSESSMENT (1.2) (SEASONS)</p> <p>MAKE A POSTER TO SHOW THE DIFFERENCES BETWEEN 2 SEASONS</p> <p>List correct information under groups, follow specific criteria</p>	<p align="center">WEEK 9</p> <p>ASSESSMENT (1.2) (NOCTURNAL ANIMALS)</p> <p>PRESENTS A REPORT ON NOCTURNAL ANIMALS</p> <p>Include specific information, follow specific criteria</p>	<p align="center">WEEK 9</p> <p>ASSESSMENT (2.2) (SHADOWS)</p> <p>PRESENT SIMPLE DRAWINGS TO EXPLAIN SIZE & DIRECTION OF SHADOWS AT DIFFERENT TIMES OF THE DAY</p> <p>Diagram/ drawings, headings, subheadings, labels, sentences</p>
<p align="center">WEEK 10</p> <p>INTRODUCE NEW TOPIC & END TERM LIFE SYSTEMS (PLANTS & ANIMALS)</p> <p>1.5</p> <ul style="list-style-type: none"> - SORT & NAME LIVING THINGS - USE 5 SENSES - LEARN HOW TO HANDLE & CARE FOR LIVING THINGS <p>1.6</p> <ul style="list-style-type: none"> - GROWING STAGES OF LIVING THINGS <p>FUN ACTIVITY TO END THE TERM!</p>	<p align="center">WEEK 10</p> <p>INTRODUCE NEW TOPIC & END TERM LIFE SYSTEMS (PLANTS & ANIMALS)</p> <p>1.5</p> <ul style="list-style-type: none"> - FEATURES OF LIVING THINGS and their uses - HOW TO CARE FOR LIVING THINGS <p>1.6</p> <ul style="list-style-type: none"> - RECORD HOW A LIVING THING GROWS - LIFE CYCLES <p>FUN ACTIVITY TO END THE TERM!</p>	<p align="center">WEEK 10</p> <p>INTRODUCE NEW TOPIC & END TERM LIFE SYSTEMS (PLANTS & ANIMALS)</p> <p>2.5</p> <ul style="list-style-type: none"> - FEATURES, HABITAT, BEHAVIOUR OF A PLANT OR ANIMAL - CLASSIFICATION OF PLANTS & ANIMALS - FEATURES OF PLANTS & ANIMALS TO HELP THEM SURVIVE - RELATIONSHIPS BETWEEN LIVING THINGS <p>2.6</p> <ul style="list-style-type: none"> - LIFE CYCLES OF PLANTS & ANIMALS - LIFE SPAN OF PLANTS & ANIMALS - IMPACT OF ENVIRONMENTAL CHANGES ON DIVERSITY OF PLANTS & ANIMALS <p>FUN ACTIVITY TO END THE TERM!</p>

An investment in knowledge pays the best interest.

- Benjamin Franklin