



# Stage 1 – Science Living World

Katandra Reserve, Holgate

## Program Overview

A scientific investigation of environments at Katandra Reserve that allows students to discover local animals, plants and life cycles. The programs aim is to provide students with

an experience that will encourage ongoing appreciation of wildlife and a desire to act for its conservation.

## Learning Experiences & Content

### Dip netting at Seymour Pond

Students use dip nets to sample water bugs from Seymour Pond. Some water bugs are sensitive to pollution and others are more tolerant. The different types of water bugs can be an indicator of pond health.

### Invertebrate Sweep Netting

Most of the animals on earth are small and inconspicuous, and yet they are an important part of food webs. Students conduct a science investigation to discover what types of minibeasts live in the grasses and how they can be classified based on their observable features. Specialised equipment include butterfly nets and classification board.

### Water Quality Testing – Seymour Pond

Students become scientists; practicing observation, measurement and testing of water. Students carry out water quality tests – the turbidity and pH test, that help them to see if the water is healthy for the plants and animals. They learn how these techniques can be used to care for water near their home or school.



### Rainforest Discovery Walk

The bushwalk provides students with an opportunity to explore Katandra Reserve. They will be able to use their senses in fun activities

that will allow them to observe the features of a dry eucalypt forest and make comparisons with the rainforest. Students will have fun making an artwork out of natural materials.



# Stage 1 – Science Living World

Katandra Reserve, Holgate

## Outcomes

### Science K-6

#### Working Scientifically

Students:

- ✿ Investigate questions and predictions by collecting and recording data, sharing and reflecting in their experiences and comparing what they and others know. **(ST1-4WS)**

#### Living World

Students:

- ✿ Describe external features, changes in and growth of living things. **(ST1-10LW)**
- ✿ Describe ways that different places in the environment provide for the needs of living things. **(ST1-11LW)**

### Science Content

#### Living things have a variety of external features. **(ACSSU017)**

Students:

- ✿ describe some external features of a variety of living things, including plants and animals.
- ✿ use a range of methods, including fieldwork, to identify plants or animals in their local area.
- ✿ devise simple classification systems based on the observable external features of plants or animals identified in the local area.


#### Living things grow, change and have offspring similar to themselves. **(ACSSU030)**

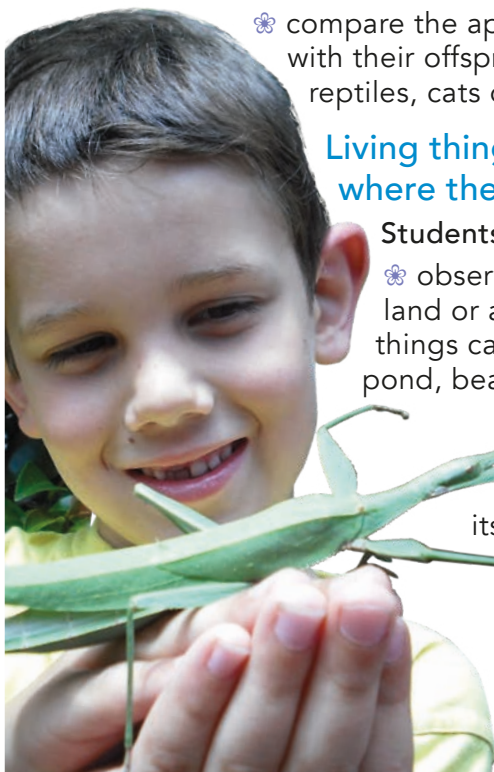
Students:

- ✿ compare the appearance of adult living things with their offspring, eg trees, insects, birds, reptiles, cats or humans.

#### Living things live in different places where their needs are met. **(ACSSU211)**

Students:

- ✿ observe the different places in a local land or aquatic environment where living things can be found, e.g. a schoolyard, pond, beach or bush.
- ✿ explore the needs of a plant or an animal in its environment.
- ✿ describe how some different places in a local land or aquatic environment provide for the needs of the animals or plants that live there. 



This program also supports:

#### **Geography Stage 1**

- **GE2-1** examines features and characteristics of places and environments.
- **GE2-2** describes the ways people, places and environments interact.
- **GE2-3** examines differing perceptions about the management of places and environments.
- **GE2-4** acquires and communicates geographical information using geographical tools for inquiry.