

As a warm up activity students will move around as they imagine their created animals would (biological sciences design brief). This covers the following link from SCSA:

Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047).

Physical Education

English

Students will create an Information Report in English. Their report will focus on their created animals (see design brief). This covers the following links from SCSA:

Plan, draft and publish informative texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682).

Understand that paragraphs are a key organisational feature of written texts (ACELA1479).

In Visual Arts the teacher will give opportunities for the students to paint a picture of their created animal (design brief). They will then use water-coloured paints to depict the rainforest environment that their animal will theoretically live in. This covers the following link from SCSA:

Development of artistic processes and techniques to explore visual conventions through: shape, colour, line, space and texture to create artwork (ACAVAM111).

Visual Arts

Concept Map:

Living and Non-living

Mathematics

Students will collect data on the number of "living things" in each classroom in the school i.e. students, plants, any class pets. They will record tallies and create graphs with the results. This covers the following link from SCSA:

Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069).

HASS

In Geography, students will learn about the climate and animals that live in the Amazon Rainforest, located in South America. They will use this information to help create their animals (design brief). This covers the following link from SCSA:

The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places (ACHASSK068).

Technology and Enterprise

All students will work together with the teacher in order to create a particular criteria for their design brief mission. The criteria will set in place everything they need to do for the design brief. This covers the following link from SCSA:

Use criteria to evaluate design processes and solutions developed (WATPPS19).

Year Three Biological Sciences