

Program Name

Middle Primary Phase Learning (Year 3 to 6)

<p>ROCKY RAMBLE Yr: All</p> <p>Key Science Priority Learning Goal supports AC:</p> <p>Year 3: Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Year 4: Living things depend on each other and the environment to survive (ACSSU073)</p> <p>Year 5: Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Year 6: The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>Students explore the intertidal zone where the land meets the sea. Students are involved in varied activities during their visit to the rocky platform, which can include profile drawing, collecting and viewing animal adaptations and identifying human impacts.</p> <p>Suggested sites: Shelly Beach, Point Perry, Alexandra Headland.</p>
<p>MANGROVE MADNESS Yr: All</p> <p>Key Science Priority Learning Goal supports AC:</p> <p>Year 3: Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Year 4: Living things depend on each other and the environment to survive (ACSSU073)</p> <p>Year 5: Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Year 6: The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>Students investigate the mangroves through ‘hands on’ activities to discover the local inhabitants, niches and conditions. Field-testing for older students can also be incorporated into the program – quadrats, transects and abiotic parameters.</p> <p>Suggested sites: Maroochy Wetlands Sanctuary, Mudjimba North Shore, Golden Beach, Eudlo Creek.</p>
<p>UNDER THE CANOPY Yr: All</p> <p>Key Science Priority Learning Goal supports AC:</p> <p>Year 3: Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Year 4: Living things depend on each other and the environment to survive (ACSSU073)</p> <p>Year 5: Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Year 6: The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>Students walk through a rainforest ecosystem to discover the special features of this habitat through the collection of abiotic/biotic data. Students learn about the "layers" of the rainforest, plant adaptations etc. and issues affecting these areas.</p> <p>Suggested sites: Buderim Forest Park, Mapleton Falls National Park, Maroochy Bushland Botanical Gardens, Kondalilla National Park or negotiated site</p>
<p>NEGOTIATED GEOGRAPHY BASED PROGRAMS Yr 3-6</p> <p>Excursions may be designed to explore a number of local areas, places and environments. Activities focus on Geographical Inquiry and Skills strand incorporating skills as questioning, researching, analysing, evaluating and reflecting, and communicating.</p>
<p>NEGOTIATED CANOE PROGRAM Yr: 4-6</p> <p><i>(can support a number of learning areas)</i></p>