

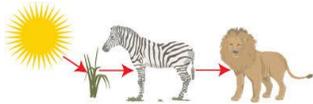
Inquiry matrix

Science: we are learning to investigate the impact that science has on living things and our environment.

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--|--|--|--|---|
| Activity | <p style="text-align: center;"><u>Topic specific Vocabulary</u></p> <p>Research a definition for the following words and write your findings in your exercise book;</p> <p style="text-align: center;"><i>science</i> <i>environment</i> <i>living things</i> <i>non-living things</i></p> <p>Can you explain the difference between <i>living</i> and <i>non-living</i> things?</p> <p>Watch the following video and write down all the main ideas.</p> <p style="text-align: center;">What is science? - https://www.youtube.com/watch?v=UVLkJwIZl4g</p> | <p style="text-align: center;"><u>Living & Non-living Things</u></p> <p>In your exercise book, draw a line to divide your page into two columns. Write the heading LIVING THINGS in one column and NON-LIVING THINGS in the other.</p> <p>Make a list of things under each heading. If you get stuck, you can research some examples or perhaps look at your definition again and have a think about examples of living and non-living things in your community.</p> <p>Brainstorm 10 or more for each and draw a picture.</p> | <p style="text-align: center;"><u>Video Research</u></p> <p>Watch all of the following videos.</p> <p>In your exercise books, as you watch the video you must record/write the</p> <ul style="list-style-type: none"> - title of the video - key words that you hear - important facts about the topic of the video <p>At the end of each video, write one sentence that summarises what the entire video is mainly about.</p> <p>What are habitats- https://www.youtube.com/watch?v=ZrSWYE37MJs Biomes of the world- https://www.youtube.com/watch?v=0fb8143ndo8 Life Cycles cartoon- https://www.youtube.com/watch?v=ivx6w56Zad4 Ecosystems- https://www.youtube.com/watch?v=qr_U1P7XwhI Food Chains- https://www.youtube.com/watch?v=YuO4WB4SwCg</p> | <p style="text-align: center;"><u>Life Cycles</u></p> <p>Think of an animal - a living thing - that you would like to learn more about.</p> <p>Can you research this animal and then draw and label the life cycle of your chosen living thing in your exercise book.</p> <p>Some examples may include; bees, koalas, fish, bats, frogs.</p> <p>Write about the environmental factors that could affect the life cycle of your chosen living thing and HOW it would be affected.</p> | <p style="text-align: center;"><u>Design a Habitat</u></p> <p>On a piece of paper, design or draw a habitat for a living thing of your choice.</p> <p>Think of the environment that they are in, for example wetlands, rainforest, coral reef, mountains etc.</p> <p>Consider the things (factors) that are present in that environment that help the animal survive. Add these to your design/drawing.</p> <p>In your book, write a list of the key features you have included in your habitat and explain why these are important for survival.</p> <p><i>(If you have materials available at home and you would like to be more creative, you could create a diorama of your habitat.)</i></p> |

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| Week 2 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--|---|--|---|--|
| Activity | <p><u>Topic specific Vocabulary</u> Research a definition and an example for the following words. Record and draw a picture for each in your exercise book (information sheet in your care pack).</p> <p><i>food chain</i> <i>producers</i> <i>consumers</i> <i>decomposers</i></p> <p><u>Food Chains</u></p>  <p>In your book, draw and label a simple food chain to show the relationship between the following: <i>python, grasshopper, sun, frog, grass</i></p> | <p><u>Producers & Consumers</u> In your exercise book, draw a line down the middle of a page to make two columns with the following headings;</p> <p style="text-align: center;">PRODUCERS CONSUMERS</p> <p>Write the following under the appropriate heading</p> <ul style="list-style-type: none"> - eagle - sunflower - boy eating chips - tree - lady buying fruit - carrot - shark - grasshopper - grass - cow <p>Explain your reasons for sorting the above list.</p> | <p><u>Producers & Consumers</u> Step 1: Draw yourself in the middle of a page. Around you, list all the items of food that you and your family consume in a day.</p> <p>Step 2: Where do all these products come from? Around each item, write where it comes from. This might include places such as supermarkets, factories, farms, markets etc.</p> | <p><u>Why We Need Bees</u> Look up the lifecycle of a bee and then watch this video on why we need bees: https://www.youtube.com/watch?v=6CxCTyxRFhO</p> <p>In your exercise book, list the various factors that are making it harder for bees to survive.</p> <p>Using all the information you have gathered and heard, write a few sentences about what you think would happen if we have less bees in our environment.</p> | <p>Watch Bushfires and Wildlife BTN: https://www.abc.net.au/btn/classroom/bushfires-and-wildlife/11910468</p> <p>In your exercise book, answer the following questions:</p> <ol style="list-style-type: none"> 1. What causes fires? 2. Who has been affected by the bushfires? 3. How has the natural environment been affected by bushfires? 4. How would bushfires impact food chains? |