

**What is it that we want our students to know, understand, do and communicate KUDCO?**

<b>Year Level:</b> Prep	<b>Semester:</b> TWO	<b>Subject:</b> Enviro Science	<b>Team Members:</b> Amy		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> ( Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessments will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<p><b>Prep Essential Learning</b></p> <p><b>Term Three:</b></p> <p>I can identify that plants are living things that have a variety of external features and have basic needs.</p> <p><b>Term Four:</b></p> <p>I can recognise that objects are made of materials that have observable properties</p>	<p><b>Term Three:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>Recognise that plants are living things</li> <li>Identify different types of plants</li> <li>Recognise that plants have different parts</li> <li>Describe the needs of plants</li> <li>Describe the life cycle of a plant from seed.</li> <li>Plant a seed and observe weekly changes.</li> </ul> <p><b>Term Four:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>Experiment with waste sorting for recycling items</li> </ul>	<p><b>Vocabulary</b></p> <p><b>Term Three:</b></p> <p>Plant Leaf Stem Seed Growth Life-Cycle</p> <p><b>Term Four:</b></p> <p>Recycling Waste Landfill Compost Upcycle</p>	<p><b>Term Three:</b></p> <p>Reflection on - needs of a plant</p> <p><b>Term Four:</b></p> <p>Sort which items go into recycling, compost and general waste.</p>	<p>Semester Two</p>	<p><b>Term Three:</b></p> <p>Recognise different plants have different needs, depending on their environment.</p> <p><b>Term Four:</b></p> <p>Describe what happens to waste after collection</p>

	<ul style="list-style-type: none"><li>● Experiment with waste sorting for landfill items</li><li>● Experiment with waste sorting for organic items</li><li>● Describe items worms can decompose</li><li>● Experiment with the process of recycling</li><li>● Discuss the process of disposing landfill items</li></ul> Explores ways to reduce landfill waste by upcycling				
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**What is it that we want our students to know, understand, do and communicate KUDCO?**

<p><b>Year Level:</b> Years 1 &amp; 2</p>	<p><b>Semester:</b> TWO</p>	<p><b>Subject:</b> Enviro Science</p>	<p><b>Team Members:</b> Amy</p>		
<p><b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.</p>	<p><b>Example-Rigor (Knowledge/Skill - Content Description)</b> What does proficient student work look like? Provide an example and/or description.</p>	<p><b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</p>	<p><b>Common Assessments</b> What assessment/s will be used to measure student mastery?</p>	<p><b>When taught?</b> When will this essential learning be taught?</p>	<p><b>Extension Skills</b> What will we do when students have already learned this essential learning?</p>
<p><b>Year 1&amp; 2 Essential Learning</b></p> <p><b><u>Term Three:</u></b></p> <p>I can identify the external features of living things and recognise they have different basic needs.</p> <p><b><u>Term Four:</u></b></p> <p>I can recognise that objects are made of materials that have observable properties</p>	<p><b><u>Term Three:</u></b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>● Recognises that dinosaurs are animals that lived in the past</li> <li>● Explain what the term extinct means</li> <li>● Understand that fossils are evidence of life from the past</li> <li>● Identify various external features of dinosaurs</li> <li>● Explain the difference between a herbivore, carnivore and omnivore</li> <li>● Recognise various adaptations of dinosaurs</li> <li>● Look in depths at particular species of dinosaurs</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <p><b><u>Term Three:</u></b></p> <p>Dinosaur Extinct Fossil Herbivore Carnivore Omnivore</p> <p><b><u>Term Four:</u></b></p> <p>Recyclable Landfill Compost Waste RedCycle</p>	<p><b><u>Term Three:</u></b> Completion of dinosaur workbook.</p> <p><b><u>Term Four:</u></b> Write a letter about the issue of food waste and how this can be solved.</p>	<p>Semester Two</p>	<p><b><u>Term Three:</u></b></p> <p>Recognise different plants have different needs, depending on their environment.</p> <p><b><u>Term Four:</u></b></p> <p>Describe the implications of not properly sorting waste</p>

**Term Four:**

I can...

- Display knowledge of recyclable waste items
- Display knowledge of landfill waste items
- Display knowledge of organic waste items
- Explore the process of composting food items
- Research the benefit of using a worm farm to dispose of food waste
- Explore the process of recycling items by creating paper
- Identify items suitable for Redcycle

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**What is it that we want our students to know, understand, do and communicate KUDCO?**

<b>What is it that we want our students to know, understand, do and communicate KUDCO?</b>					
<b>Year Level:</b> Years 3 & 4	<b>Semester:</b> TWO	<b>Subject:</b> Enviro Science	<b>Team Members:</b> Amy		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> (Environmental Science - Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<p><b>Year 3 &amp; 4 Essential Learning</b></p> <p><b><u>Term Three:</u></b></p> <p>I can explore needs or opportunities for designing, and the technologies needed to realise designed solutions</p> <p><b><u>Term Four:</u></b></p> <p>I can investigate food chains and food webs including the roles of producers, consumers and decomposers, giving examples</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b><u>Term Three:</u></b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>● Understand that activities can be good or bad for the environment</li> <li>● Recognise activities that use energy in a home</li> <li>● Draw a home to scale</li> <li>● Explain sustainability, energy-efficient and energy-conservation</li> <li>● Explore products that are eco-friendly</li> <li>● Explore design solutions to make a home more eco-friendly</li> <li>● Design an eco-friendly room in a house</li> </ul> <p><b><u>Term Four:</u></b></p>	<p><b><u>Vocabulary</u></b></p> <p><b><u>Term Three:</u></b></p> <p>Sustainability Energy-Efficient Energy-Conservation Eco-Friendly Design Solutions</p> <p><b><u>Term Four:</u></b></p> <p>Recyclable Landfill Compost Waste RedCycle</p>	<p><b><u>Term Three:</u></b> Design and reflection of ‘eco-home’</p> <p><b><u>Term Four:</u></b> Create a reduce, reuse, recycle campaign</p>	Semester Two	<p><b><u>Term Three:</u></b> Make suggestions on eco-friendly household items, such as detergent, soaps etc.</p> <p><b><u>Term Four:</u></b> Make predictions about what a world with zero food waste would look like.</p>

	<p>I can...</p> <ul style="list-style-type: none"><li>● Identify waste items to determine how long they take to decompose in landfill</li><li>● Describe the benefits of reducing, reusing and recycling for waste management</li><li>● Discuss the benefits of upcycling to repurpose waste items</li><li>● Research the amount of food waste in Australia and ways to reduce our impact</li></ul>				
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**What is it that we want our students to know, understand, do and communicate KUDCO?**

<b>Year Level:</b> Years 5 & 6	<b>Semester:</b> TWO	<b>Subject:</b> Enviro Science	<b>Team Members:</b> Amy		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary. (Derived from Victorian Curriculum Achievement Standards.)	<b>Example-Rigor (Environmental Science - Knowledge/Skill - Content Description)</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessments will be used to measure student mastery?	<b>When taught?</b> This Essential Learning will be taught all year round.	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<p><b><u>Year 5 &amp; 6 Essential Learning</u></b></p> <p><b><u>Term Three</u></b></p> <p>I can use scientific understandings to inform personal and community decisions that directly affect people’s lives</p> <p><b><u>Term Four</u></b></p> <p>I can explore how reversible changes can be used to recycle materials</p>	<p><b><u>Term Three</u></b></p> <ul style="list-style-type: none"> <li>● Explain what ‘carbon-footprint’ means</li> <li>● Investigate the carbon-footprint of agricultural activities</li> <li>● Investigate the carbon-footprint of transport options</li> <li>● Make design decisions based on the needs of a community</li> <li>● Make choices to design an eco-island</li> <li>● Create a map of island to scale</li> <li>● Work collaboratively as part of a team.</li> </ul> <p><b><u>Term Four</u></b></p> <ul style="list-style-type: none"> <li>● Research the benefits of reducing, reusing and recycling waste items</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b><u>Term Three:</u></b></p> <p>Carbon-Footprint Agriculture Acre Carbon Dioxide Tonnes</p> <p><b><u>Term Four:</u></b></p> <p>Landfill Waste Recycle RedCycle Transmutation Great Pacific Garbage Patch</p>	<p><b><u>Term Three</u></b></p> <p>Design and completion of ‘eco-friendly island’</p> <p><b><u>Term Four</u></b></p> <p>Neighbourhood waste problem.</p>	<p>Semester Two</p>	<p><b><u>Term Three</u></b></p> <p>Explain how companies on the eco-island can be regulated / monitored</p> <p><b><u>Term Four</u></b></p> <p>Make predictions about the future of waste management</p>

	<ul style="list-style-type: none"><li>● Identify ways to limit landfill contribution by reducing, reusing and recycling waste items</li><li>● Identify ways to reuse plastic waste items through transmutation</li><li>● Research the impact of food waste on Australian fruit and vegetable producers</li><li>● Investigate the Great Pacific Garbage Patch</li></ul>				
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