

Science Term 3, 2025

Prep: INSIDE OUT

This term in Science, students are learning to observe and describe the external features of plants and animals. In our **"Inside Out"** unit, students explore how living things can be grouped based on what they look like, and how their environment affects them.

Students will:

- Observe and describe the external features of a variety of plants and animals
- Sort and group living things based on similarities and differences in appearance
- Suggest how changes in the environment (like weather or habitat) affect plants and animals
- Share their observations, ask questions, and respond to what they notice about the living world around them

Through hands-on experiences and guided discussions, students are building important skills in observation, questioning, and understanding how living things survive in different environments.

1/2: Bees: Bee Friendly.

This term in Science, students are learning about the basic needs of living things and how their habitats support their survival. Through our "Bee Friendly" unit, students will explore how plants and animals—especially bees—grow, change, and rely on their environment. Students will:

- Identify the basic needs of living things, such as air, water, food, and shelter
- Explore how different environments meet these needs
- Draw and describe the life stages of plants and animals
- Compare the life cycles of two living things, such as a bee and a flower
- Understand how living things are connected and why bees play an important role in helping plants grow

This hands-on unit encourages curiosity, observation, and care for the natural world, helping students develop an early understanding of how living things survive and grow.

3/4: Ready, Set, Grow! Mapping Life Cycles and Relationships

This term in Science, students are exploring how living things grow, change, and depend on relationships to survive. They will investigate the life cycle of a plant or animal of their choice and learn how living and non-living things support its survival. Students will:

- Draw and label the life cycle of their chosen plant or animal
- Explain important relationships that help the species survive (e.g. pollinators, habitats, other animals)
- Identify both living and non-living factors that support survival
- Describe how scientists use their knowledge to protect and help species survive

Students will organise and communicate their findings through diagrams, written explanations, and presentations. This unit also encourages students to think about how science is used in the real world to care for living things and their environments.

45/56: Marvellous Micro-organisms: Investigating Yeast .

In Science this term, students are learning to ask testable questions and plan fair experiments to explore how yeast reacts under different conditions, such as changes in temperature. They are developing skills in predicting, observing, collecting data, and using evidence to explain their findings. These investigations are helping students think like real scientists—curious, methodical, and evidence-based! You can support this learning at home by encouraging questions about how everyday things work, especially in the kitchen!