



MIRACULOUS TREES

Y2

SCIENCE
SUSTAINABILITY

Discover what makes our native flora miraculous!

Students will discover how unique and amazing our native plants really are! From marri trees to native wisteria, each species has developed unique and special ways to live – and thrive – in our harsh and dry climate. Students will have an opportunity to get hands-on with a variety of native seeds and seed pods, identifying these plants while exploring the Children’s Forest.

In this program, your Year 2 students will:

- ✓ Understand that plants have a life cycle and stages.
- ✓ Understand that plants are living and growing.
- ✓ Learn that native plant life cycles have evolved to live in a harsh, dry environment.
- ✓ See that plants have offspring which look like the adult plant.
- ✓ Identify a range of native plants.

WHAT TO EXPECT



Before your session starts, make your way to the Children’s Forest’s Stage 1 meeting point.



The session begins in the Children’s Forest, with our education officer introducing your students to Whiteman Park and the history of the Children’s Forest. We will discuss what is living in the Children’s Forest (the flora and fauna) and explore the life cycle of one of our popular native trees – the marri tree.



We will discuss Australia’s unique native plants and how they have adapted for survival within a dry, hot climate. Together, we investigate seed dispersal and look at how native plants have developed unique ways to continue their life cycle.



In small groups of 5-6, your class will explore the Children’s Forest in a ‘Seed Pod Hunt’, searching for particular native trees and their seeds or seed pods in the Forest. Along with locating and identifying these native plants students will also learn more about our unique flora and why they are only found here in Australia.



Each group will test their memory by sorting out their seeds and pods, matching them to the correct native plant in our ‘Seed Pod Sort’ activity.



As a class, your students will share some of the interesting facts that they have learnt about their native plants and discuss the main topics that they have learnt.



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| Cost | \$6.00 per child |
| Availability | Tuesday to Friday |
| Duration | 60 mins |
| WA Curriculum Links | <ul style="list-style-type: none"> ■ Mathematics: ACMMG061 ■ Science: ACSSU044 ■ Sustainability: O1.2 – O1.9 <i>See over for details.</i> |

Important information:

- Parent helper assistance is required for individual groups.
- This is an outdoor activity. Weather appropriate clothing and enclosed shoes are required by all participants.



WA CURRICULUM LINKS

SCIENCE

Science Understanding

Biology Science

Living things grow, change and have offspring similar to themselves. (ACSSU030)

Elaborations:

- recognising that living things have predictable characteristics at different stages of development.
- exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly.
- observing that all animals have offspring, usually with two parents.

Science as a Human Endeavour

Use and Influence of Science

People use science in their daily lives, including when caring for their environment and living things. (ACSHE035)

Elaborations:

- recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources.

SCIENCE INQUIRY SKILLS

Questioning and Predicting

Pose and respond to questions, and make predictions about familiar objects and events. (AC SIS024)

Elaborations:

- using the senses to explore the local environment to pose interesting questions and making predictions about what will happen.

Communicating

Represent and communicate observations and ideas in a variety of ways (AC SIS029)

Elaborations:

- engaging in whole class or guided small group discussions to share observations and ideas.

SUSTAINABILITY

Organising Ideas

Systems

01.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

01.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

World Views

01.4 World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

01.5 World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Futures

01.6 The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

01.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

01.8 Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.

01.9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.