



## Early Stage One

### SCIENCE

STe 1WS- 1 observes, questions and collects data to communicate ideas

- responding to questions about water in the environment
- organising water cycle puzzle
- using role play to share observations and idea on how to conserve water

STe-3LW-ST explores the characteristics, needs and uses of living things

- describe what plants and animals, including humans, need to stay alive and healthy, e.g. water

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

- identify daily and seasonal changes that occur in our environment, e.g. rain, snow or frost
- explore how living things respond to regular changes in their environment e.g. changes in human behaviour due to water
- observe, ask questions about and describe changes in objects and events e.g. water cycle

### HSIE

GEe-1 - identifies places and develops an understanding of the importance of places to people

- demonstrates ways in which they can care for water at their home, classroom, school and local community

### CREATIVE ARTS

DRAES1.1 uses imagination and the elements of drama in imaginative play and dramatic situations.

- use dramatic play to demonstrate ways in which people waste water

DRAES1.3 Dramatises personal experiences using movement, space and objects

- communicates the depiction of real-life situations involving water using props

DRAES1.4 responds to dramatic experiences

- responds in personal ways to their dramas, e.g. discussing the actions that should have been taken in regard to water usage

## Stage One

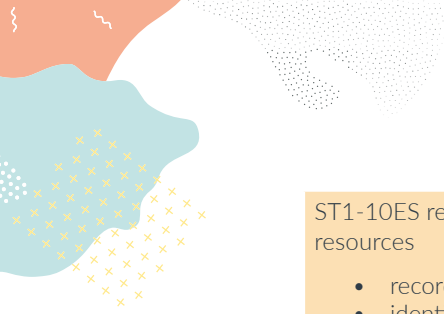
### SCIENCE

ST1 2D-T uses materials, tools and equipment to develop solutions for a need or opportunity

- explore ways that products may be designed and made to conserve water as a resource. e.g. rainwater tanks

Students produce solutions to conserve water by:

- suggesting simple steps for saving water
- using a range of everyday tools, equipment, materials and techniques
- working cooperatively and safely



ST1-10ES recognises observable changes occurring in the sky and on the land and identifies Earth's resources

- record the observable changes that occur in the sky and on the land
- identify and explore the use of a variety of Earth's resources including water
- share their observations and ideas about the ways that water is used by people in their daily lives
- plan and implement strategies considering conservation of resources to address sustainability and to meet personal and/or community needs

### ENGLISH

EN1 1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

- use role-play and drama to represent familiar events e.g. washing the dog, washing the car, having a shower etc.

EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

- use creative and imaginative features in role-play and drama

### HSIE

GE1-1 describes features of places and the connections people have with places

GE1-2 identifies ways in which people interact with and care for places

- identifies ways in which people's interactions with the environment can change that environment, e.g. water loss
- identify wise and unwise uses for water
- suggests ways of caring our environments to which they can contribute

### CREATIVE ARTS

DRAS1.1 takes on roles in drama to explore familiar and imagined situations.

- create roles and situations adapted from their everyday experience

DRAS1.3 interacts collaboratively to communicate the action of the drama with others.

- incorporate props and costumes to communicate role, situation and place.
- shares their drama making with others

DRAS1.4 appreciates dramatic work during the making of their own drama and the drama of others

- reflect on and respond in personal ways to their dramas, e.g. discussing the actions that should have been taken in regard to water usage

## Stage Two


### SCIENCE

ST2 2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity

- exploring design situations and/or existing solutions relevant to the needs and wants of themselves and others
- using creative thinking techniques students use props to construct actions they can undertake to conserve water

ST2-4LW-S compares features and characteristics of living and non-living things

- identify and investigate life cycles eg. Water cycle
- identify water as a factor in the local environment that is needed by plants and animals for survival



ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter

- design, plan and produce a product, system or environment to support the growth of a plant and/or animals e.g. watering

ST2 10ES-S investigates regular changes caused by interactions between the Earth and the Sun, and changes to the Earth's surface

- identify that scientific knowledge helps people understand the effect of their actions and their role in water conservation
- investigate why the Earth's surface and water changes over time as a result of natural processes and human activity
- predict the effect of natural changes in the environment on some relationships between plants and animals e.g. drought
- describe some changes in the landscape that have occurred over time as a result of water

## MATHEMATICS

MA2 1WM - uses appropriate terminology to describe amounts of water used, and symbols to represent

- use the litre as a unit to measure volumes and capacities to the nearest litre

## HSIE

GE2-2 describes the ways people, places and environments interact

GE2-3 examines differing perceptions about the management of places and environments

- discussion of how weather contributes to amount of water we have access to
- investigate how the protection of our water is influenced by people's perception
- evaluate the necessity of caring for and conserving water
- present alternatives to, and consequences of, using water in particular ways
- investigate sustainable practices that protect environments and water
- examination of how water can be used sustainably

## CREATIVE ARTS

DRAS2.1 takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

- Interpreted a wide range of situation involving water wastage and conservation through the use of drama

DRAS2.3 sequences the action of the drama to create meaning for an audience.

- selects props to help define role, place and situation to add to the meaning to the drama

DRAS2.4 Responds to, and interprets, drama experiences and performances.

- forms and exchanges opinions with others about their dramas e.g. discussing the actions that should have been taken in regard to water usage

# Stage Three

## SCIENCE

ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things

- describe how changing water conditions in the environment affect the growth and survival of living things
- make predictions about how changing the physical conditions of the environment impacts on the growth and survival of living things



## MATHEMATICS

MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity

Students:

- select and use appropriate units to estimate the volumes of water used during household activities

MA3-7NA compares, orders and calculates with fractions, decimals and percentages

- Make connections between the percentages of water we have access to

## HSIE

GE3-2 explains interactions and connections between people, places and environments

GE3-2 compares and contrasts influences on the management of places and environments

- investigate how the natural environment influences people and places
- explain the effects of human changes on water usage, evaluating the positive and negative aspects of these changes
- identification of ways people influence places and contribute to sustainable water use

## CREATIVE ARTS

DRAS3.1 develops a range of in-depth and sustained roles

- collaborates to convey dramatic meaning by responding to situations that involve water wastage

DRAS3.3 Devises, acts and rehearses drama for performance to an audience.

- devises drama in collaboration with others using scripted and unscripted material as resources for drama performances
- selects props to help define role, place and situation to add to the meaning to the drama

DRAS3.4 Responds critically to a range of drama works and performance styles

- forms and exchanges opinions with others about their dramas e.g. discussing the actions that should have been taken in regard to water usage

## PDHPE

PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

- identify situations where personal choices can influence their own and others' health, e.g. water conservation and wastage