keeping waterways clean

Early Stage One

SCIENCE

STe 4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas

- responding to questions about familiar features such as gutters, drain and outlets that they are curious about in the environment

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

- identify how plants and animals respond to changes in the environment, eg trees losing their leaves and aquatic life have limited oxygen or vision

STe 2DP-T develops solutions to an identified need

- identifying the purpose and use of sewage and stormwater systems
- share observations and ideas to keep our waterways clean

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

- describe what plants and animals to stay alive and healthy such as clean water and proper food

ENGLISH

ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

- listen to and respond orally to the catchment story in informal and structured classroom situations
- engage with and respond to a catchment story text for enjoyment and pleasure

ENe 10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

Students
- share feelings and thoughts about the events and characters in a sustainability text

ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

- engage with shared stories and join in shared book activities about the catchment story

HSIE

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

- matches features in photographs, pictures, and models to those seen in their environment
- names and talks about places and features in their home, school and immediate environment

Stage One

SCIENCE

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

Students produce solutions to eliminate water pollution by:
- suggesting simple steps for production
- using a range of everyday tools, equipment, materials and techniques
- working cooperatively and safely

Students evaluate stormwater pollution traps by:
- explaining the strengths and limitations of what they did and what could have been done differently to improve the solution
- identifying how their solution meets the needs and wants of users/audiences

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

ST1-4LW-S describes observable features of living things and their environments

ST1-5LW-S identifies how plants and animals are used for food and fibre products

- describe how some different places in a local land or aquatic environment provide for the needs of the animals or plants that live there

ENGLISH

EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter

- make inferences about character motives, actions, qualities and characteristics when responding to the catchment story

EN1- 11D responds to and composes a range of texts about familiar aspects of the world and their own experiences

- respond to a range of texts, e.g. catchment story, that include issues about their world

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

- identify ways in which people's interactions with the environment can change that environment, e.g. sediment, detergent, grass clippings, litter
- suggest ways of caring for sites, features, places and environments to which they can contribute

PDHPE

PD1-7 explores actions that help make home and school healthy, safe and physically active spaces

PD1-9 demonstrates self-management skills in taking responsibility for their own actions

- describe choices and factors that have an impact on their own and others' health and safety, e.g. water pollution

Stage Two

SCIENCE

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

- using creative thinking techniques students use props to construct actions they can undertake to stop water pollution

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 keeping waterways clean
- investigate why the Earth's surface and water changes over time as a result of natural processes and human activity

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

- identify clean water as a factor in the local environment that is needed by plants and animals for survival

ENGLISH

EN2 10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Students
- respond to text by identifying and discussing aspects of text that relate to their own experience
- share response to catchment story by expressing thoughtful conclusions of how the characters could change their action

EN2 11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Students:
- make connections between students' own experiences and those of characters and events represented in the catchment story

HSIE

GE2-1 examines features and characteristics of places and environments

- describe natural features of a catchment

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 keeping water clean
- investigate how the protection of our water is influenced by people's perception of places
- investigate sustainable practices that protect environments and our water
- examination of how water can be cared for sustainably

Stage Three

SCIENCE

ST3 1WS-S plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions

- applying experience from similar situations in the past to predict what might happen in a new situation

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

ENGLISH

EN3 8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

- make connections between students' own experiences and those of characters and events represented in the catchment story

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 the ways people change the natural environment
- investigate how the natural environment influences people and places
- explain the effects of human changes on waterways, evaluating the positive and negative aspects of these changes
- identification of ways people influence places and contribute to sustainability

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 pollution