

NUMINBAH VALLEY
ENVIRONMENTAL EDUCATION CENTRE



Inspiring Minds for a Sustainable Future

Junior Primary

(P-2)

Curriculum Links

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Introduction

Jingeri Jimbelungs! (Greetings friends) We acknowledge and pay respects to the Kombumerri people, the Traditional Owners of the djagun (land) in our area, which is part of the Yugambeh Language Region across South East Queensland. In Kombumerri language, Numinbah means 'place of holding tight'.

[Numinbah Valley Environmental Education Centre](#) is a Department of Education school and one of 25 Outdoor and Environmental Education Centres throughout Queensland. Our school vision is: Inspiring Minds for a Sustainable Future.

Our Programs

Our customised camp & day programs onsite, along with our field study and incursion programs offsite, are designed to assist partner schools in meeting goals linked to the Australian Curriculum (P-10), Queensland Curriculum and Assessment Authority (11-12) and other specialised learning areas; with a specific focus on authentically integrating the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures; and Sustainability; into centre operations and program delivery. We have a dynamic Reconciliation Action Plan (RAP), which is showcased in this short film - [ReconciliACTION – First Nations Connections](#).

Our Pedagogy

The strengths of all programs we facilitate, lie in our clarity of purpose and holistic learning framework; highlighting place-responsive, culturally-informed and interconnected ways of learning. Our whole-school approach to pedagogy framework, 'Learning at Numinbah Valley Environmental Education Centre', informs our teaching and learning practices. Learning is at the centre and our core learning foundations are Engaged, Active, Collaborative and Reflective learning. We hold the expectation that all students, staff, mentors, visitors & stakeholders connected with our centre, are on a learning journey – pedagogically, operationally and strategically. As such, this holistic framework informs our ways of learning, staff culture and community engagement.

Our Location

Through engaging with our programs, students have the opportunity to gain unique and specific benefits from outdoor learning. Our base location within Springbrook National Park and strong relationships with First Nations cultural mentors, Queensland Parks and Wildlife Services, Seqwater and other stakeholders, enables us to offer authentic educational experiences that utilise the hinterland and catchment areas of the Nerang River and Hinze Dam, the forests and geology of the Springbrook plateau and other exceptional locations.

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Further Information

Visit the website: <https://numinbahvalleyeec.eq.edu.au/> or contact our friendly staff at: 07 5548 0333 / admin@numinbahvalleyeec.eq.edu.au

Website Overview Statement

Our junior primary activities are designed with young learners in mind. Best suited to day programs, activities have been developed to provide students with introductory bush learning experiences and emphasise hands-on exploration through curiosity, discovery, sensory awareness, awe & wonder.

The content and presentation of activities are adjusted according to age level, learning needs of the group, and literacy and numeracy skills. Each activity runs for approximately 60 minutes, which allows for 3-4 activities to be built into a day program.

Some of these activities can be tailored for incursion programs delivered onsite at your school.

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Animal Artefacts

In this interactive experience, students will examine, compare, and discuss a variety of animal artefacts to determine their origins. They will explore animal habitats and adaptations, including predator-prey relationships. The program encourages students to classify, and share their observations and predictions with peers. Additionally, students will investigate the impact of introduced animals on Australia's natural environment and the effects of domestic animals on native wildlife. The program also highlights the deep connection First Nations Australians have to ecosystems, emphasising their holistic values and traditional knowledge in managing and sustaining these environments.

Key Concepts:

- **Living Things:** Understanding that living things have specific needs and characteristics.
- **Classification:** Grouping animal artefacts based on predictions, observable features and connections.
- **Physical Features:** Exploring body parts and structures of animals.
- **Basic Needs:** Identifying essential requirements for animal survival, including shelter, habitat, homes.
- **Habitat:** Investigating natural environments where animals live and how these habitats meet their needs.
- **Predator/Prey Relationships:** Examining interactions between introduced predators and their prey and impact on the ecosystem.
- **First Nations Connections:** Explore how traditional knowledge of predator and prey relationships has informed the sustainable practices of First Nations Australians.

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Animal Artefacts Curriculum Links - Prep

Biological Sciences

Observe external features of plants and animals and describe ways they can be grouped based on these features. ([AC9SFU01](#))

Chemical Sciences

Recognise that objects can be composed of different materials and describe the observable properties of those materials. ([AC9SFU03](#))

Science as Human Endeavour

Explore the ways people make and use observations and questions to learn about the natural world. ([AC9SFH01](#))

Science Inquiry

Engage in investigations safely and make observations using their senses. ([AC9SFI02](#))

Compare observations with predictions with guidance. ([AC9SFI04](#))

Elaboration: Comparing, with guidance, observations of plants or animals made during field work with their predictions.

Share questions, predictions, observations, and ideas with others. ([AC9SFI05](#))

Health and Physical Education

Experiment with different ways of moving their body safely and manipulating objects and space. ([AC9HPFM02](#))

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Animal Artefacts Curriculum Links – Year 1

Biological Sciences

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs. ([AC9S1U01](#))

Science as Human Endeavour

Describe how people use science in their daily lives, including using patterns to make scientific predictions. ([AC9S1H01](#))

Elaboration: Learning from local ecologists or wildlife carers about native animals' needs and how they observe animal behaviour to design supports for them to meet those needs, such as building frog and insect hotels and nesting boxes or recycling materials to provide habitat.

Science Inquiry

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. ([AC9S1I01](#))

Elaboration: Posing questions about how animals meet their needs in particular places, such as: 'Where does it shelter?'

Compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance. ([AC9S1I05](#))

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Animal Artefacts Curriculum Links – Year 2

Science as Human Endeavour

Describe how people use science in their daily lives, including using patterns to make scientific predictions. ([AC9S2H01](#))

Elaboration: Considering how First Nations Australians use scientific practices such as sorting, classification and estimation to make predictions.

Science Inquiry

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. ([AC9S2I01](#))

Compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance. ([AC9S2I05](#))

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Animal Artefacts Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A TSIC2](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. ([SS2](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

Intercultural Understanding - Reflect on the relationship between cultures and identities; Examine cultural perspectives and worldviews and explore the influence of cultures on interactions.

Ethical Understanding - Explore ethical concepts; Examine values, rights and responsibilities and ethical norms; Recognise influences on ethical behaviour and perspectives.

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Creature Feature

Students will interact with a variety of native Australian animals (primarily reptiles) to develop an appreciation for the unique wildlife in Australia. Through this engaging experience, they will identify the basic needs of various reptiles, recognising their similarities and differences. By observing each animal and noting their features, students will describe the habitats where these animals live and explore how they grow and change over time. Students will also explore the connections between these animals and First Nations cultures and knowledge systems, gaining insight into the cultural significance and traditional ecological knowledge held by First Nations Australians. Discussions on the care requirements of the reptiles will allow students to compare these with common pets they might have at home.

Key Concepts:

- **Living Things:** Understanding that living things have specific needs and characteristics.
- **Physical Features:** Identifying and describing the observable features of animals.
- **Basic Needs:** Recognising the essential requirements for the survival of living things.
- **Habitat:** Exploring the natural environments where animals live and how these habitats meet their needs.
- **Predator/Prey Relationships:** Understanding the interactions between predators/prey and their importance in maintaining ecosystem balance.
- **Life Cycles:** Learning about the stages of life from birth to maturity and understanding the concept of growth and change.
- **First Nations Connections:** Learn about the significance of totems & different stages of animal life cycles in First Nations Australian cultural protocols and sustainable practices.

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Creature Feature Curriculum Links – Prep

Biological Sciences

Observe external features of plants and animals and describe ways they can be grouped based on these features. ([AC9SFU01](#))

Elaboration: Recognising First Nations Australians' use of observable features to group living things.

Science as Human Endeavour

Explore the ways people make and use observations and questions to learn about the natural world. ([AC9SFH01](#))

Science Inquiry

Engage in investigations safely and make observations using their senses. ([AC9SFI02](#))

Share questions, predictions, observations, and ideas with others. ([AC9SFI05](#))

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Creature Feature Curriculum Links – Year 1

Biological Sciences

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs. ([AC9S1U01](#))

Science as Human Endeavour

Describe how people use science in their daily lives, including using patterns to make scientific predictions. ([AC9S1H01](#))

Elaboration: Identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals.

Science Inquiry

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. ([AC9S1I01](#))

Elaboration: Posing questions about how animals meet their needs in particular places, such as: 'Where does it shelter? Where does it get water from?'

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Creature Feature Curriculum Links – Year 2

Science Inquiry

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. ([AC9S2I01](#))

Geography

The interconnections of First Nations Australians to a local Country/Place. ([AC9HS2K04](#))

Elaboration: Listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place.

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Creature Feature Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A_TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A_TSIC2](#))

The First Peoples of Australia belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture and continue to celebrate and share the past, present and future manifestations of their cultures. ([A_TSIC3](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. ([SS2](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

Intercultural Understanding - Reflect on the relationship between cultures and identities; Examine cultural perspectives and worldviews and explore the influence of cultures on interactions.

Ethical Understanding - Explore ethical concepts; Examine values, rights and responsibilities and ethical norms; Recognise influences on ethical behaviour and perspectives.

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First Nations Games

Students will develop a greater understanding and appreciation of First Nations Australian cultures, encompassing both historical and contemporary perspectives. They will engage in, explore, and analyse games and activities from various First Nations cultures across Australia. These games provide insights into traditional lifestyles and living practices. Each game is introduced with cultural context & protocols about its traditional form, followed by gameplay using modern sporting equipment to ensure safety and inclusivity.

Key Concepts:

- **Cultural Heritage:** Understanding the historical and contemporary significance of First Nations Australians' games.
- **Physical Activity:** Engaging in physical activities that improve health and fitness.
- **Traditional Knowledge:** Learning traditional languages, cultural practices, and ways of living.
- **Place and Environment:** Appreciating connections to Country/Place and the natural environment.
- **Social Skills:** Enhancing teamwork, communication, and social interaction through play.

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First Nations Games Curriculum Links – Prep

History

Celebrations and commemorations of significant events shared with families and others.

[\(AC9HSFK02\)](#)

Elaboration: Cultural traditions and exchanges between generations in First Nations communities.

Geography

The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located. [\(AC9HSFK04\)](#)

Health and Physical Education

Practise fundamental movement skills in minor game and play situations. [\(AC9HPFM01\)](#)

Experiment with different ways of moving their body safely and manipulating objects and space. [\(AC9HPFM02\)](#)

Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active. [\(AC9HPFM03\)](#)

Practise personal and social skills to interact respectfully with others. [\(AC9HPFP02\)](#)

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First Nations Games Curriculum Links – Year 1

Geography

How places change and how they can be cared for by different groups including First Nations Australians. ([AC9HS1K04](#))

Health and Physical Education

Practise fundamental movement skills and apply them in a variety of movement skills.

([AC9HP2M01](#))

Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable. ([AC9HP2M03](#))

Identify and explore skills and strategies to develop respectful relationships. ([AC9HP2P02](#))

Elaboration: Discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language.

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First Nations Games Curriculum Links – Year 2

Geography

The interconnections of First Nations Australians to a local Country/Place. ([AC9HS2K04](#))

Elaboration: Listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place.

Health and Physical Education

Practise fundamental movement skills and apply them in a variety of movement skills.

([AC9HP2M01](#))

Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable. ([AC9HP2M03](#))

Identify and explore skills and strategies to develop respectful relationships. ([AC9HP2P02](#))

Elaboration: Discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language.

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First Nations Games Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A TSIC2](#))

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally. ([A TSIP3](#))

The First Peoples of Australia belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture and continue to celebrate and share the past, present and future manifestations of their cultures. ([A TSIC3](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. ([SS2](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

Intercultural Understanding - Reflect on the relationship between cultures and identities; Examine cultural perspectives and worldviews and explore the influence of cultures on interactions.

Ethical Understanding - Explore ethical concepts; Examine values, rights and responsibilities and ethical norms; Recognise influences on ethical behaviour and perspectives.

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Forest Ecology Walk

Forest ecology walks provide students with an immersive, hands-on experience to enhance their understanding of natural environments and ecosystems. This activity fosters a connection with nature, encourages curiosity, and develops observational skills. By engaging with forest ecosystems, students will explore the interrelationships between living organisms and their habitats while gaining insights into the traditional knowledge systems and cultural significance of Country to First Nations peoples.

Key Concepts:

- **Geography & Sustainability:** Explore & understand features of natural places and the importance of sustainable practices in caring for Country.
- **First Nations Connections:** Appreciate traditional knowledge systems, cultural connections & significance of Country for First Nations peoples.
- **Living Things & Habitats:** Recognise the basic needs of living organisms and how habitats support them.
- **Weather & Seasons:** Learn about the effects of weather and seasonal changes on living things.
- **Observation & Sensory Exploration:** Use senses and scientific tools to make observations of plants and animals.

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Forest Ecology Walk Curriculum Links – Prep

Biological Sciences

Observe external features of plants and animals and describe ways they can be grouped based on these features. ([AC9SFU01](#))

Elaboration: Recognising First Nations Australians' use of observable features to group living things.

Science as Human Endeavour

Explore the ways people make and use observations and questions to learn about the natural world. ([AC9SFH01](#))

Elaboration: Using their senses to make observations and exploring how scientists use their senses as well as equipment to make observations.

Science Inquiry

Engage in investigations safely and make observations using their senses. ([AC9SFI02](#))

Elaboration: Using provided tools such as binoculars, magnifying glasses & digital photography to enhance their observations of plants and animals.

Geography

The features of familiar places they belong to, why some places are special, and how places can be looked after. ([AC9HSFK03](#))

The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located. ([AC9HSFK04](#))

Health and Physical Education

Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active. ([AC9HPFM03](#))

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Forest Ecology Walk Curriculum Links – Year 1

Biological Sciences

Identify the basic needs of plants and animals, including air, water, food, or shelter, and describe how the places they live meet those needs. ([AC9S1U01](#))

Earth & Space Sciences

Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. ([AC9S1U02](#))

Geography

The natural, managed, and constructed features of local places and their location.

([AC9HS1K03](#))

How places change and how they can be cared for by different groups, including First Nations Australians. ([AC9HS1K04](#))

Health and Physical Education

Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable. ([AC9HP2M03](#))

Identify and explore skills and strategies to develop respectful relationships. ([AC9HP2P02](#))

Elaboration: Discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language.

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Forest Ecology Walk Curriculum Links – Year 2

History

A local individual, group, place, or building and the reasons for their importance, including social, cultural, or spiritual significance. ([AC9HS2K01](#))

How technological developments changed people's lives at home and in the ways, they worked, travelled, and communicated. ([AC9HS2K02](#))

Elaboration: Identifying the technologies used by local First Nations Australians for aspects of daily life such as providing food, shelter and transportation.

Geography

The interconnections of First Nations Australians to a local Country/Place. ([AC9HS2K04](#))

Elaboration: Listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place.

Health and Physical Education

Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable. ([AC9HP2M03](#))

Identify and explore skills and strategies to develop respectful relationships. ([AC9HP2P02](#))

Elaboration: Discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language.

Design Technologies

Explore how plants and animals are grown for food, clothing and shelter. ([AC9TDE2K03](#))

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Forest Ecology Walk Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A TSIC2](#))

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally. ([A TSIP3](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. ([SS2](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

Intercultural Understanding - Reflect on the relationship between cultures and identities; Examine cultural perspectives and worldviews and explore the influence of cultures on interactions.

Ethical Understanding - Explore ethical concepts; Examine values, rights and responsibilities and ethical norms; Recognise influences on ethical behaviour and perspectives.

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Insect Biodiversity

Students will explore the biodiversity in bush areas and native gardens, focusing on invertebrates. They will safely collect and identify various invertebrates in these environments, using dichotomous keys to observe and distinguish their unique characteristics. By examining the bushland and native gardens, students will identify the physical conditions of these environments and describe the requirements of the living organisms that inhabit them. Through the use of scientific equipment such as magnifying glasses, viewers, and microscopes, students will observe, describe, and identify the diverse range of organisms living in these natural settings. Additionally, students may use professionally collected specimens and age-appropriate dichotomous keys for further identification.

Key Concepts:

- **Biodiversity:** The variety of life forms in bush areas and native gardens, including the different types of invertebrates.
- **Invertebrates:** The role and characteristics of invertebrates in the ecosystem.
- **Growth and Survival:** How invertebrates grow, survive, and adapt to their environment.
- **Features:** Distinct characteristics of invertebrates and plants found in bushland and native gardens.
- **Life Cycles:** The development stages of invertebrates and their role in the ecosystem.
- **Conservation:** The importance of preserving bush areas and native gardens for maintaining biodiversity.

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Insect Biodiversity Curriculum Links – Prep

Biological Sciences

Observe external features of plants and animals and describe ways they can be grouped based on these features. ([AC9SFU01](#))

Elaboration: Using magnifying glasses to observe and identify external features of animals such as eyes, body covering, legs and wings.

Science as Human Endeavour

Explore the ways people make and use observations and questions to learn about the natural world. ([AC9SFH01](#))

Science Inquiry

Engage in investigations safely and make observations using their senses. ([AC9SFI02](#))

Elaboration: Using provided tools such as magnifying glasses & digital photography to enhance their observations of plants and animals.

Compare observations with predictions with guidance. ([AC9SFI04](#))

Elaboration: Comparing, with guidance, observations of plants or animals made during field work with their predictions.

Share questions, predictions, observations, and ideas with others. ([AC9SFI05](#))

Insect Biodiversity Curriculum Links – Year 1

Biological Sciences

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs. ([AC9S1U01](#))

Science as Human Endeavour

Describe how people use science in their daily lives, including using patterns to make scientific predictions. ([AC9S1H01](#))

Elaboration: Identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals.

Science Inquiry

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. ([AC9S1I01](#))

Elaboration: Posing questions about how animals meet their needs in particular places, such as: 'Where does it shelter? Where does it get water from?'

Suggest and follow safe procedures to investigate questions and test predictions. ([AC9S1I02](#))

Elaboration: Suggesting ways to conduct investigations safely, including being sun safe, using age-appropriate equipment.

Make and record observations, including informal measurements, using digital tools as appropriate. ([AC9S1I03](#))

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Insect Biodiversity Curriculum Links – Year 2

Science Inquiry

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. ([AC9S2I01](#))

Geography

The interconnections of First Nations Australians to a local Country/Place. ([AC9HS2K04](#))

Elaboration: Listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place.

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Insect Biodiversity Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A TSIC2](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. ([SS2](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

Intercultural Understanding - Reflect on the relationship between cultures and identities; Examine cultural perspectives and worldviews and explore the influence of cultures on interactions.

Ethical Understanding - Explore ethical concepts; Examine values, rights and responsibilities and ethical norms; Recognise influences on ethical behaviour and perspectives.

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First Nations Seasons

Through hands-on investigation, students will explore the significance of Country (land, sea, waterways) and seasonal interconnections for First Nations peoples. They will discover how seasonal indicators linked to weather, plant, animal, and environmental abundance support access to food and resources for survival. Students will examine how traditional knowledge and use of resources, tools & technologies contribute to sustainable practices. Additionally, they will compare First Nations seasonal calendars with European calendars to understand different cultural perspectives.

Key Concepts:

- **Country/Place:** Recognising the deep connection First Nations people have with their land, sea, and waterways.
- **Cultural Heritage:** Appreciating the rich cultural heritage and practices of First Nations Australians.
- **Environment:** Understanding the natural world and its processes.
- **Sustainability:** Learning about the sustainable use of resources and traditional ecological knowledge.
- **Traditional materials/resources:** Exploring the use of natural materials and resources by First Nations people.

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First Nations Seasons Curriculum Links – Prep

Biological Sciences

Observe external features of plants and animals and describe ways they can be grouped based on these features. ([AC9SFU01](#))

Elaboration: Recognising First Nations Australians' use of observable features to group living things.

Science as Human Endeavour

Explore the ways people make and use observations and questions to learn about the natural world. ([AC9SFH01](#))

Elaboration: Exploring how First Nations Australians gain knowledge about the land and its vital resources, such as water and food, through observation.

Science Inquiry

Engage in investigations safely and make observations using their senses. ([AC9SFI02](#))

Elaboration: Using provided tools such as digital photography to enhance their observations of plants and animals.

Geography

The features of familiar places they belong to, why some places are special, and how places can be looked after. ([AC9HSFK03](#))

Elaboration: Identifying reasons why people live in or visit places, such as the provision of basic needs (water, food, shelter) to maintain cultural connections to Country/Place.

The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located. ([AC9HSFK04](#))

Health and Physical Education

Practise personal and social skills to interact respectfully with others. ([AC9HPFP02](#))

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First Nations Seasons Curriculum Links – Year 1

Biological Sciences

Identify the basic needs of plants and animals, including air, water, food, or shelter, and describe how the places they live meet those needs. ([AC9S1U01](#))

Elaborations: Identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences.

Recognising how First Nations Australians care for living things.

Exploring why caring for plants and animals is important including as sources of food and fibre

Earth & Space Sciences

Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. ([AC9S1U02](#))

Elaborations: Recognising the extensive knowledges of daily and seasonal changes in weather patterns and landscape held by First Nations Australians.

Exploring how First Nations Australians' concepts of time and weather patterns explain how things happen in the world around them

Geography

The natural, managed, and constructed features of local places and their location.

([AC9HS1K03](#))

Elaboration: Listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place.

How places change and how they can be cared for by different groups, including First Nations Australians. ([AC9HS1K04](#))

Elaboration: Investigating examples of how First Nations Australians manage and care for places.

Health and Physical Education

Identify and explore skills and strategies to develop respectful relationships. ([AC9HP2P02](#))

Elaboration: Discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language.

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First Nations Seasons Curriculum Links – Year 2

Science as Human Endeavour

Describe how people use science in their daily lives, including using patterns to make scientific predictions. ([AC9S2H01](#))

Elaboration: Considering how First Nations Australians use scientific practices such as sorting, classification and estimation to make predictions.

History

A local individual, group, place, or building and the reasons for their importance, including social, cultural, or spiritual significance. ([AC9HS2K01](#))

Elaboration: Identifying and visiting, where appropriate, local sites, places and landscapes of significance to First Nations Australians.

How technological developments changed people's lives at home and in the ways they worked, travelled, and communicated. ([AC9HS2K02](#))

Elaboration: Identifying the technologies used by local First Nations Australians for aspects of daily life such as providing food, shelter and transportation.

Geography

The interconnections of First Nations Australians to a local Country/Place. ([AC9HS2K04](#))

Elaboration: Listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place.

Health and Physical Education

Identify and explore skills and strategies to develop respectful relationships. ([AC9HP2P02](#))

Elaboration: Discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language.

Design Technologies

Explore how plants and animals are grown for food, clothing and shelter. ([AC9TDE2K03](#))

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First Nations Seasons Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A TSIC2](#))

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally. ([A TSIP3](#))

The First Peoples of Australia belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture and continue to celebrate and share the past, present and future manifestations of their cultures. ([A TSIC3](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. ([SS2](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

Intercultural Understanding - Reflect on the relationship between cultures and identities; Examine cultural perspectives and worldviews and explore the influence of cultures on interactions.

Ethical Understanding - Explore ethical concepts; Examine values, rights and responsibilities and ethical norms; Recognise influences on ethical behaviour and perspectives.

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Sensory Trail

The Sensory Trail aims to enhance students' awareness of their five senses and their importance in everyday life. Through a guided exploration of a sensory trail featuring various natural materials, students will engage their senses by being blindfolded and encouraged to describe their sensory experiences. To deepen their engagement, students will also walk barefoot on the trail. This activity fosters observation skills, language development, and an appreciation for sensory experiences.

Key Concepts:

- Senses
- Observing
- Communicating
- Exploring

Sensory Trail Curriculum Links - Prep

Science as Human Endeavour

Explore the ways people make and use observations and questions to learn about the natural world. ([AC9SFH01](#))

Elaboration: Using their senses to make observations and exploring how scientists use their senses as well as equipment to make observations.

Science Inquiry

Engage in investigations safely and make observations using their senses. ([AC9SFI02](#))

Compare observations with predictions with guidance. ([AC9SFI04](#))

Elaboration: Revisiting their predictions and with guidance identifying whether their predictions matched their observations.

Health and Physical Education

Experiment with different ways of moving their body safely and manipulating objects and space. ([AC9HPFM02](#))

Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active. ([AC9HPFM03](#))

Practise personal and social skills to interact respectfully with others. ([AC9HPFP02](#))

Sensory Trail Cross Curriculum Priorities & General Capabilities

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. ([A TSIC2](#))

Sustainability

All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. ([SS1](#))

General Capabilities

Critical and Creative Thinking – Inquiring, Generating, Analysing, Reflecting.

Personal and Social Capabilities - Self-awareness, Self-management, Social awareness, Social management.

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