

# Junior Primary Curriculum Links

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## Introduction

To promote inclusion and the concepts of sustainability, Numinbah Valley Environmental Education Centre (NVEEC) has made the following list of programs available as incursions to schools otherwise unable to visit the centre, on location, in Numinbah Valley. They provide a snapshot of some of the activities run at the centre, with modifications to enable their delivery at schools. The incursions are not an exhaustive list of our programs and it is highly recommended that, where possible, schools visit the environmental education centre to maximise student learning opportunities.

## About the Centre

NVEEC is located on the south-western edge of Hinze Dam, situated in Springbrook National Park, part of the Gold Coast hinterland. It caters for Pre-Prep to Year 12 students, from state and private schools across South-East Qld. Students come to the centre for day visits as well as 1-4 day camps. We focus on an array of Australian Curriculum areas to meet the visiting school's educational needs and to help support classroom learning goals. Our programs have specific environmental and sustainability themes embedded, which are then tailored for each visiting group. When visiting, students are guided through the 'Numinbah Way,' which showcases sustainability in action across the site and is interactively woven into centre activities.

## Curriculum Links

All activities are linked to one or more key learning areas of the Australian Curriculum. The focus learning intent/outcome is specified for each activity and links to the General Capabilities and Cross Curriculum Priorities are identified. We recognise that the programs have links to other curriculum areas and encourage teachers to use the activities as a platform from which to address these. However, we have chosen to only specify the learning intent which we feel have strong links and can explicitly address.

## Further Information




Visit the website or contact our friendly staff at:

Numinbah Valley Environmental Education Centre  
[www.numinbahvalleyeec.eq.edu.au](http://www.numinbahvalleyeec.eq.edu.au)  
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**NUMINBAH VALLEY**  
ENVIRONMENTAL EDUCATION CENTRE






*Inspiring Minds for a Sustainable Future*

<b>Forest Walk</b>		
<p><b>Purpose:</b> Students will step outside the classroom to learn about the living things around them and gain an understanding of why places can be special to them, their community and Indigenous peoples. Through exploration, they will recognise the importance of school gardens and local bushland as places for plants and animals to live and describe how these places can be looked after. By taking time to observe and interact with the natural areas around their school, students describe the needs of plants and animals they encounter and make connections between people and places.</p> <p><b>Key Concepts:</b> <i>Living, special place, plants, animals, needs, growth, habitat, caring for place, connection, Indigenous peoples</i></p>		
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<p><b>Science</b> Living things have basic needs, including food and water. (ACSSU002)</p> <p><b>HASS</b> The reasons why some places are special to people, and how they can be looked after. (ACHASSK017)</p> <p>The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples. (ACHASSK016)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>Science</b> Living things live in different places where their needs are met. (ACSSU211)</p> <p><b>HASS</b> The natural, managed and constructed features of places, their location, how they change and how they can be cared for. (ACHASSK031)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>Science</b> Living things grow, change and have offspring similar to themselves. (ACSSU030)</p> <p><b>HASS</b> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place. (ACHASSK049)</p> <p>The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past. (ACHASSK044)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 






Traditional Indigenous Games		
<p><b>Purpose:</b> Students will develop a greater understanding and appreciation of Indigenous culture — the way it was many thousands of years ago and still is today. They will participate in, examine and investigate games and activities from different Indigenous cultures across Australia, with many of these games offering insight into traditional ways of life and living. As each game is introduced, the cultural information about the traditional version of the game is shared. Play then begins using modern sporting equipment in place of traditional equipment for safety and inclusion purposes.</p> <p><b>Key Concepts:</b> <i>Indigenous, games, activity, physical, traditional language/culture, way of living, place</i></p>		
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<p><b>Health and Physical Education</b> Participate in games with and without equipment. (ACPMP009)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. (OI.5)</p> 	<p><b>Health and Physical Education</b> Create and participate in games with and without equipment. (ACPMP027)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. (OI.5)</p> 	<p><b>Health and Physical Education</b> Create and participate in games with and without equipment. (ACPMP027)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. (OI.5)</p> 



<b>Creature Feature</b>		
<p><b>Purpose:</b> Students will hold and touch a variety of native animals to gain an understanding about the special wildlife we have in Australia. Through this interactive experience, they will identify the basic needs of several reptiles and recognise their similarities and differences. By taking time to observe each animal and their features, students begin to describe the places where these animals make their home in Australia and explore how they might grow and change over time. The care requirements of the reptiles are discussed and students compare this with common pets they might have at home.</p> <p><b>Key Concepts:</b> <i>Living things, physical features, basic needs, habitat, predator/prey, life cycles</i></p>		
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<p><b>Science</b> Living things have basic needs, including food and water. (ACSSU002)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>Science</b> Living things have a variety of external features. (ACSSU017)</p> <p>Living things live in different places where their needs are met. (ACSSU211)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>Science</b> Living things grow, change and have offspring similar to themselves. (ACSSU030)</p> <p>People use science in their daily lives, including when caring for their environment and living things. (ACSHE035)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 



<b>Animal Artefacts</b>		
<p><b>Purpose:</b> Throughout this interactive experience, students will analyse, compare, contrast and discuss a range of animal bones and artefacts to identify their origin, as well as investigate animal homes and adaptations. Students are encouraged to hold, touch, classify and discuss their observations and predictions with peers. They will look at the effect of introduced animals to Australia, what they are doing to the natural environment and the impact domestic animals have on native animals.</p> <p><b>Key Concepts:</b> <i>Living things, classifying, physical features, basic needs, habitat, predator/prey, life cycles</i></p>		
P	1	2
<p><b>Science</b> Living things have basic needs, including food and water. (ACSSU002)</p> <p>Science involves observing, asking questions about, and describing changes in, objects and events. (ACSHE013)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>Science</b> Living things have a variety of external features. (ACSSU017)</p> <p>Living things live in different places where their needs are met. (ACSSU211)</p> <p>People use science in their daily lives, including when caring for their environment and living things. (ACSHE022)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>Science</b> Living things grow, change and have offspring similar to themselves. (ACSSU030)</p> <p>People use science in their daily lives, including when caring for their environment and living things. (ACSHE035)</p> <p>Participate in guided investigations to explore and answer questions. (AC SIS038)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 





## Sensory Trail

**Purpose:** Students revise the 5 senses and why these are important for use in everyday life. To increase the awareness of their senses, students are blindfolded and taken on a guided exploration of a short trail made up of different materials. Through questioning, students are encouraged to make observations about the different materials and use their language skills to describe what they are sensing (feeling). To increase the excitement and sensory input of this activity students are also asked to remove their shoes and experience the trail barefoot.



This activity is specifically designed for prep and year 1 students. For older students please see **Blindfold Challenge**.

**Key Concepts:** *Senses, Communicating, Observing, Exploring*

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<p><b>Science</b>                      Science involves observing, asking questions about, and describing changes in, objects and events. (ACSHE013)</p> <p>Participate in guided investigations and make observations using the senses. (AC SIS011)</p> <p>Engage in discussions about observations and represent ideas. (AC SIS233)</p> <p>Objects are made of materials that have observable properties. (AC SSU003)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b>                      Identify situations that feel safe or unsafe, approaching new situations with confidence. (Self-Management)</p> 	<p><b>Science</b>                      Science involves observing, asking questions about, and describing changes in, objects and events. (ACSHE021)</p> <p>Participate in guided investigations to explore and answer questions. (AC SIS025)</p> <p>Compare observations with those of others. (AC SIS213)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b>                      Identify situations that feel safe or unsafe, approaching new situations with confidence. (Self-Management)</p> 





<b>Connecting to Country</b>		
<p><b>Purpose:</b> Through hands-on investigation, students will describe the importance of Country to First Nations peoples, linking to the traditional custodians of our centre's land. They will examine the ways traditional knowledge and the use of materials/resources link to sustainability concepts and practices. Students will identify the connection between First Nations peoples and Country/Place (land, sea, waterways), and the changing conditions and environment that is a characteristic of this relationship.</p> <p><b>Key Concepts:</b> <i>Seasons, Place, Environment, Plants, Animals, Changes, Traditional materials/resources, First Nations histories &amp; cultures</i></p>		
P	1	2
<p><b>HASS</b> The Aboriginal or Torres Strait Islander Country/ Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples. (ACHASSK016)</p> <p><b>Science</b> Daily and seasonal changes in our environment affect everyday life. (ACSSU004)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. (OI.2)</p> <p>All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>HASS</b> The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples describe them. (ACHASSK032)</p> <p><b>Science</b> Everyday materials can be physically changed in a variety of ways. (ACSSU018)</p> <p>Observable changes occur in the sky and landscape. (ACSSU019)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. (OI.2)</p> <p>All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 	<p><b>HASS</b> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place. (ACHASSK049)</p> <p><b>Science</b> Different materials can be combined for a particular purpose. (ACSSU031)</p> <p>Earth's resources are used in a variety of ways. (ACSSU032)</p> <p><b>General Capabilities &amp; Cross Curriculum Priorities</b> Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. (OI.2)</p> <p>All life forms are connected through ecosystems which they depend on for their survival. (OI.2)</p> 