Achievement standard extracts Students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They use informal ways to communicate their observations and findings.Living things have life cycles (ACSSU072) Living things depend on each other and the environment to survive (ACSSU073)- describe the stages of life cycles of different living things such as poultry and - compare life cycles of farm animals - recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science lnquiry Skill - Communicate observations, ideas and findings using formal and informal representations (ACSIS071)- describe the stages of life cycles of different living things such as poultry and - compare life cycles of farm animals - recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science knowledge helps people to understand the effect of their actions - consider methods of the DEEC waste management procedures (compost reduces)	Australian Curriculum - Year 4	tralian Curriculum - Year 4		
Science Understanding – Biological sciences- make and record observations of farm animals and plants as they develop theAchievement standard extractsLiving things have life cycles (ACSSU072)- describe the stages of life cycles of different living things such as poultry andStudents describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal make and record observations of farm animals- compare life cycles of different living things such as poultry and compare life cycles of farm animalsThey use informal ways to communicate their observations and findings.Science Inquiry Skill – Communicating Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)- consider methods of the DEEC waste management procedures (compost and onsite use of food waste to feed farm animals and produce compost reduces			Daradgee specific elaborations	
Achievement standard extracts Students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.Living things have life cycles (ACSSU072) Living things depend on each other and the environment to survive (ACSSU073)- describe the stages of life cycles of different living things such as poultry and - compare life cycles of farm animals - recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive Science knowledge helps people to understand the effect of their actions (ACSHE062)- describe the stages of life cycles of different living things such as poultry and - compare life cycles of farm animals - recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science knowledge helps people to understand the effect of their actions - consider methods of the DEEC waste management procedures (compost and onsite use of food waste to feed farm animals and produce compost reduces		Content Descriptions	Living things have life cycles	
Students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.Living things depend on each other and the environment to survive (ACSSU073)- compare life cycles of farm animals - recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science Inquiry Skill - Communicate observations, ideas and findings using formal and informal representations (ACSIS071)- compare life cycles of farm animals - recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science knowledge helps people to understand the effect of their actions - consider methods of the DEEC waste management procedures (compost reduces)		Science Understanding – Biological sciences	- make and record observations of farm animals and plants as they develop throug	
assist the survival of living things and sequence key stages in the life cycle of a plant or animal.(ACSSU073)- recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science Inquiry Skill - Communicate observations, ideas and findings using formal and informal representations (ACSIS071)- recognise that environmental factors can affect life cycles eg. incubation Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science knowledge helps people to understand the effect of their actions - consider methods of the DEEC waste management procedures (compost and onsite use of food waste to feed farm animals and produce compost reduces	Achievement standard extracts	Living things have life cycles (ACSSU072)	- describe the stages of life cycles of different living things such as poultry and flow	
sequence key stages in the life cycle of a plant or animal.Science as a Human Endeavour – Use and influence of science Science knowledge helps people to understand the effect of their actions (ACSHE062)Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, ratsScience Inquiry Skill – Communicate observations, ideas and findings using formal and informal representations (ACSIS071)Living things depend on each other and the environment to survive - investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science knowledge helps people to understand the effect of their actions - consider methods of the DEEC waste management procedures (compost and onsite use of food waste to feed farm animals and produce compost reduces	Students describe relationships that	Living things depend on each other and the environment to survive	- compare life cycles of farm animals	
a plant or animal.Science knowledge helps people to understand the effect of their actions (ACSHE062)- investigate the importance of providing shelter for animals eg. plants/shade, - consider predator-prey relationships eg. snakes, hawks, dogs, cats, ratsThey use informal ways to communicate their observations and findings.Science Inquiry Skill – Communicating Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)- consider methods of the DEEC waste management procedures (compost reduces)	assist the survival of living things and	(ACSSU073)	- recognise that environmental factors can affect life cycles eg. incubation	
They use informal ways to communicate their observations and findings.actions (ACSHE062)- consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science Inquiry Skill – Communicating Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071)- consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats Science knowledge helps people to understand the effect of their actions - consider methods of the DEEC waste management procedures (compost and onsite use of food waste to feed farm animals and produce compost reduces	sequence key stages in the life cycle of	Science as a Human Endeavour – Use and influence of science	Living things depend on each other and the environment to survive	
communicate their observations and findings. Science Inquiry Skill – Communicating Science Inquiry Skill – Communicating Science knowledge helps people to understand the effect of their actions findings. Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071) Science knowledge helps people to understand the effect of their actions	a plant or animal.	Science knowledge helps people to understand the effect of their	- investigate the importance of providing shelter for animals eg. plants/shade, cag	
findings. Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS071) - consider methods of the DEEC waste management procedures (compost and onsite use of food waste to feed farm animals and produce compost reduces)	They use informal ways to	actions <u>(ACSHE062)</u>	- consider predator-prey relationships eg. snakes, hawks, dogs, cats, rats	
formal and informal representations (ACSIS071) onsite use of food waste to feed farm animals and produce compost reduces	communicate their observations and	Science Inquiry Skill – Communicating	Science knowledge helps people to understand the effect of their actions	
	findings.	Represent and communicate observations, ideas and findings using	- consider methods of the DEEC waste management procedures (compost and ani	
Represent and communicate observations, ideas and findings using formal and info		formal and informal representations (ACSIS071)	onsite use of food waste to feed farm animals and produce compost reduces fee	
			Represent and communicate observations, ideas and findings using formal and information	
- use digital cameras to record life cycles and communicate ideas to other stud			- use digital cameras to record life cycles and communicate ideas to other student	

ough their life cycles Nowering plants

cages/predation

animal scraps) and how they can affect the environment eg. feed cost and minimises waste disposal rmal representations ents