

AT THE BEACH

WATU CLASS INTEGRATED UNIT

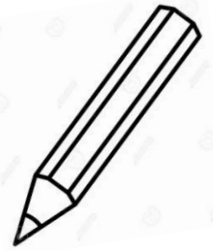
T1 2020

SCIENCE | HASS | VISUAL ARTS | HEALTH

NAME: _____

WHAT DO I DO AT THE BEACH?

Draw a picture of some of the things you do when you go to the beach.



WHERE ARE BEACHES IN AUSTRALIA?

Colour in the sand and water where beaches might be.



Seesaw QR
Code to
watch the
video!



Explicit teaching: Use logical thinking and knowledge of water to understand where the ocean is located.

ACARA: The representation of the location of places and their features on simple maps and models (HaSS).



Why shouldn't we let oil in the Great Australian Bight?

Explicit teaching: Why drilling in the Great Australian Bight could be a bad thing.

ACARA: Students reflect on their learning to suggest ways they can care for a familiar place (HaSS). Students respond to questions about places they belong to (HaSS). 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 (HaSS).

WHAT DO I BRING TO THE BEACH?

Let's make a list of things we might bring to the beach that keep us happy and safe.

WHAT SHOULD WE BRING?

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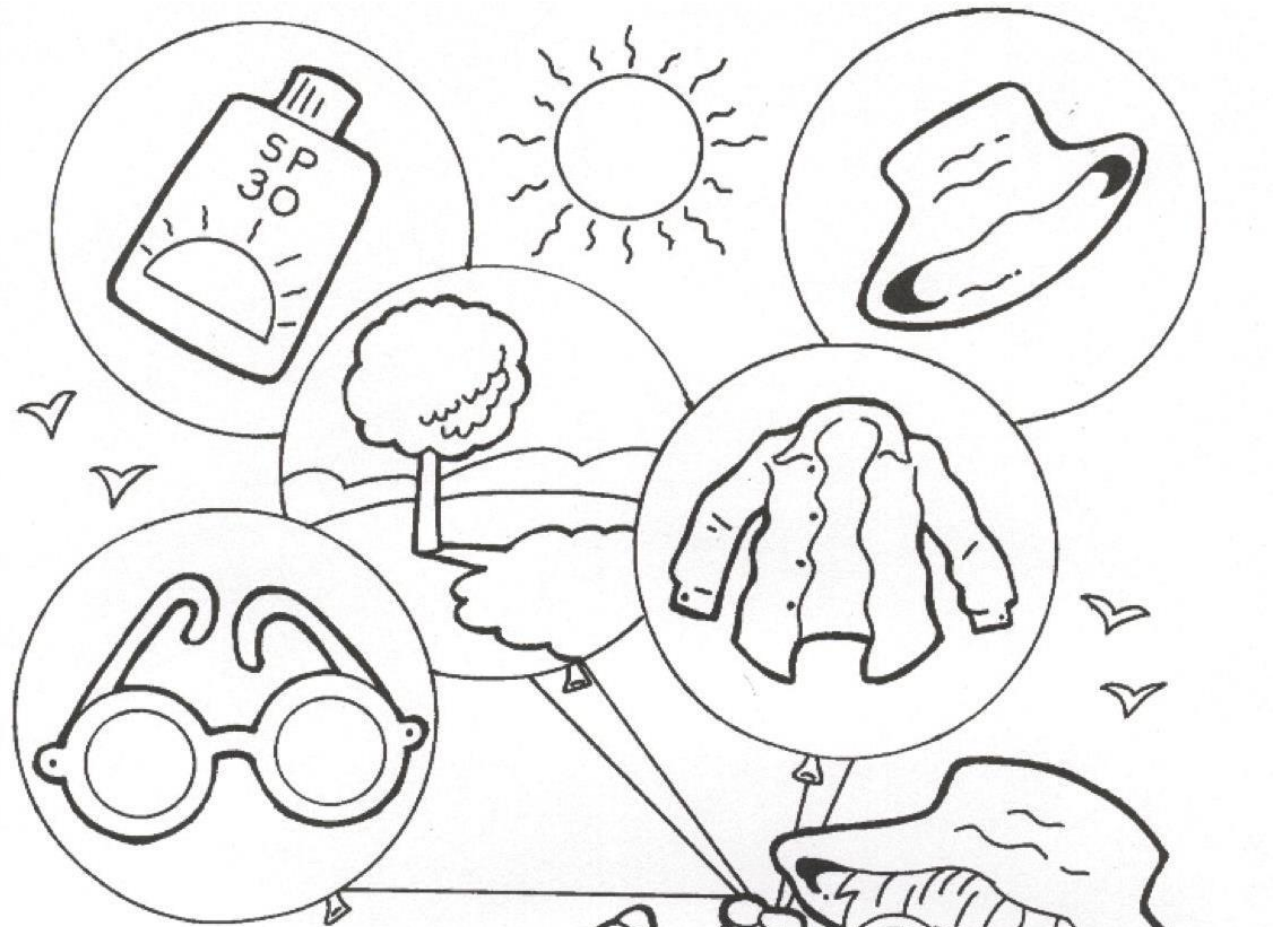
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Explicit teaching: Things we should always take to the beach to keep us safe and in case of emergency.

ACARA: Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (Health). Recognise situations and opportunities to promote health, safety and wellbeing (Health).

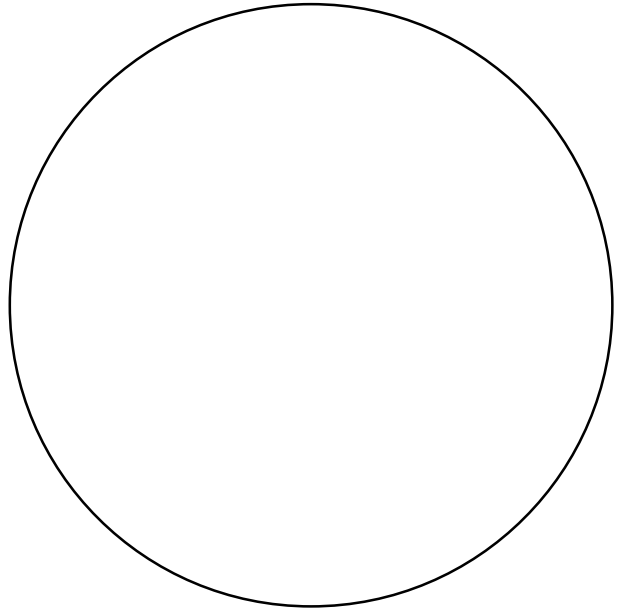
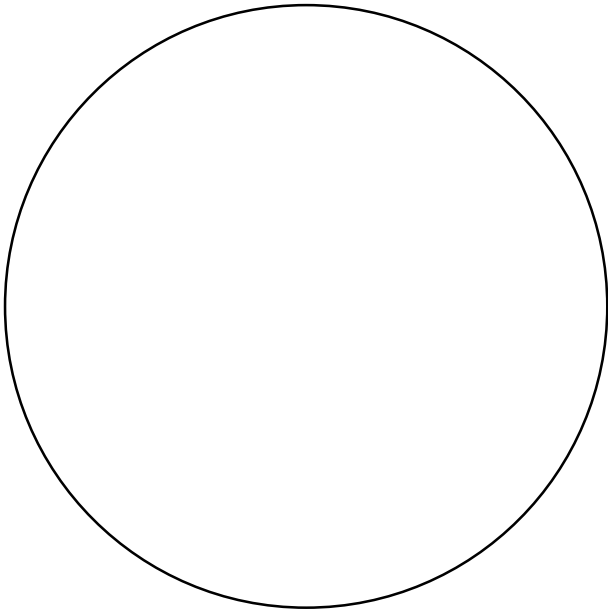
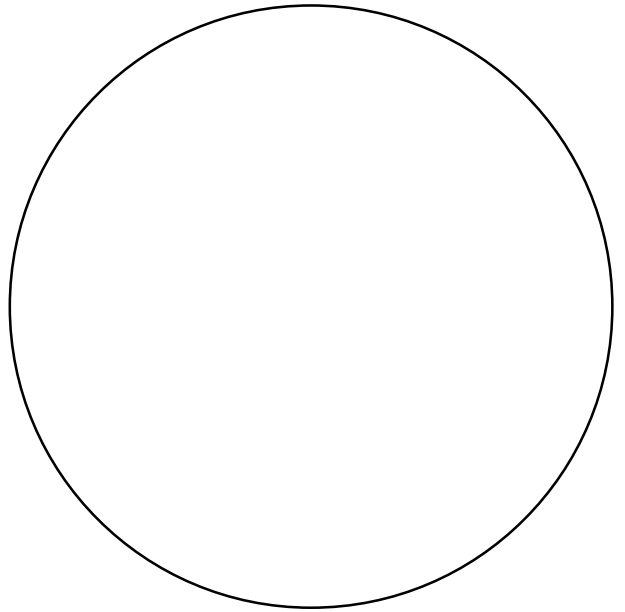
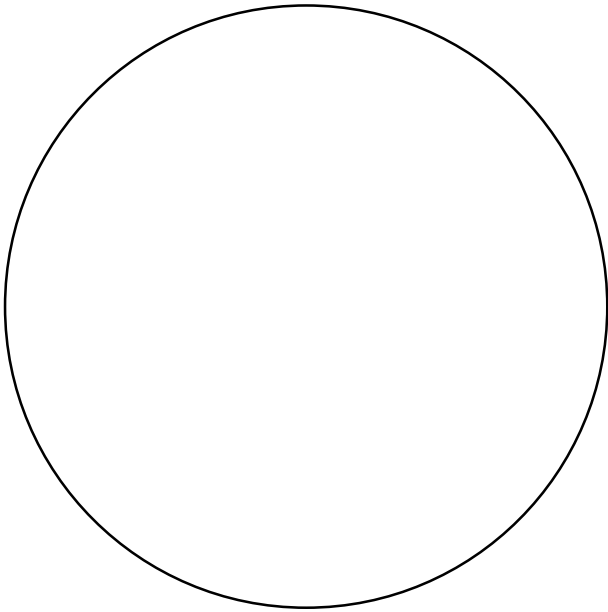


Be
Sun
Safe



WHAT ANIMALS MIGHT WE FIND AT THE BEACH?

Can you draw a picture of 4 different animals we might find at the beach?



Explicit teaching: Animals we find on our beaches.



ACARA: Living things live in different places where their needs are met (Science). Living things have basic needs, including food and water (Science). People use science in their daily lives, including when caring for their environment and living things (Science). Living things have a variety of external features (Science).

MAI AT THE BEACH

What foods do you like that we find at the beach? What don't you like?

Let's find out in this survey!

DATE: _____

	Fish	Crab	Seaweed	Oysters
 Mai Wiru				
 Mai Kanpa				

Explicit teaching: How to use a tally in a table to represent data collected. Practising writing the date on our work.

ACARA: They collect, sort and display familiar data from a range of sources and recognise patterns in data (Maths). Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (Science).



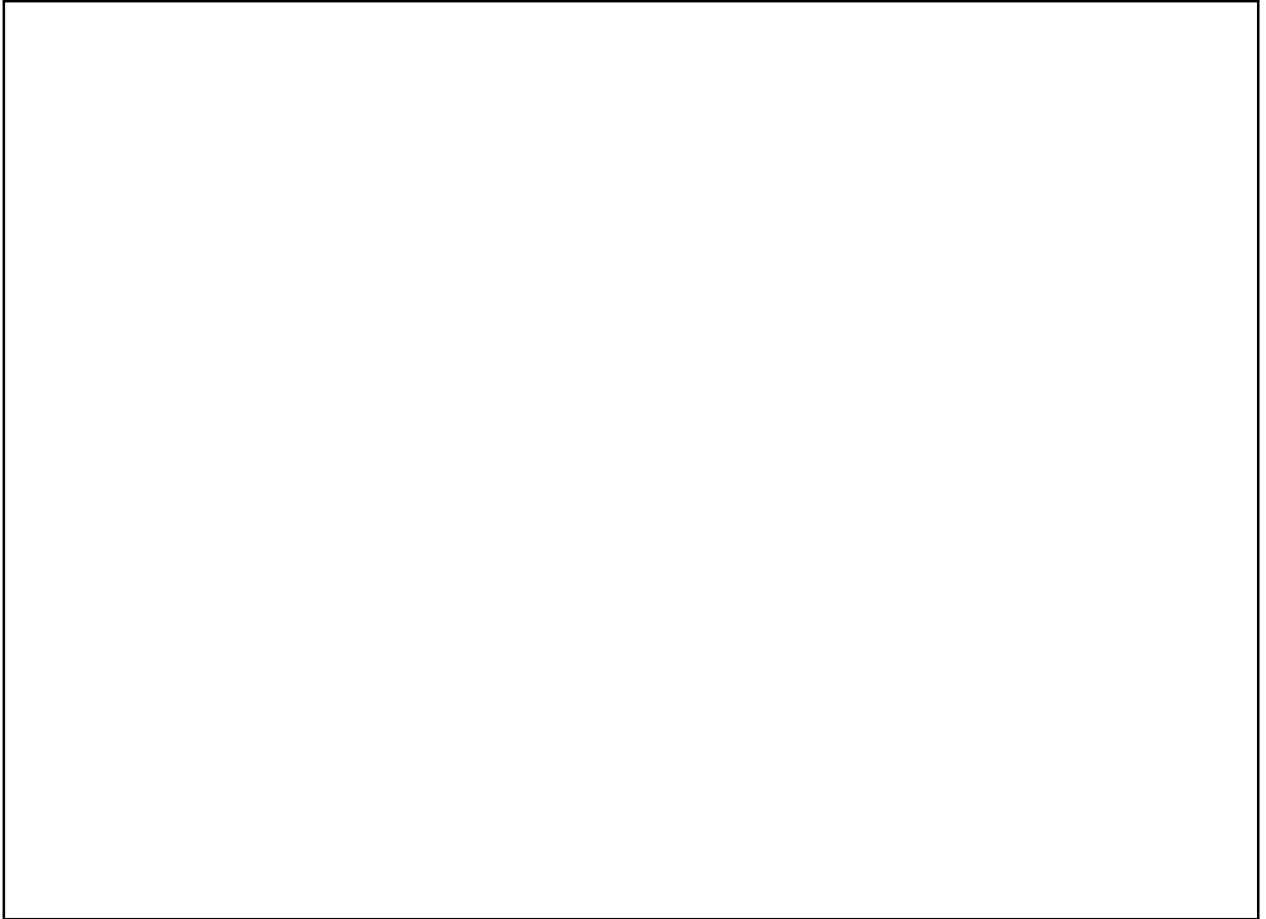
Why is it important to keep the beach clean?

Explicit teaching: Why we shouldn't leave rubbish on the beach. Writing is a way to give people information about a topic.

ACARA: The reasons why some places are special to people, and how they can be looked after (HaSS).

PAINTING OUR DAY AT THE BEACH

This painting is of my day at the beach as a class. We went to the art room and looked at some photos from the day to help us.



ACARA: By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes (Visual Arts).