

Mini Beasts!

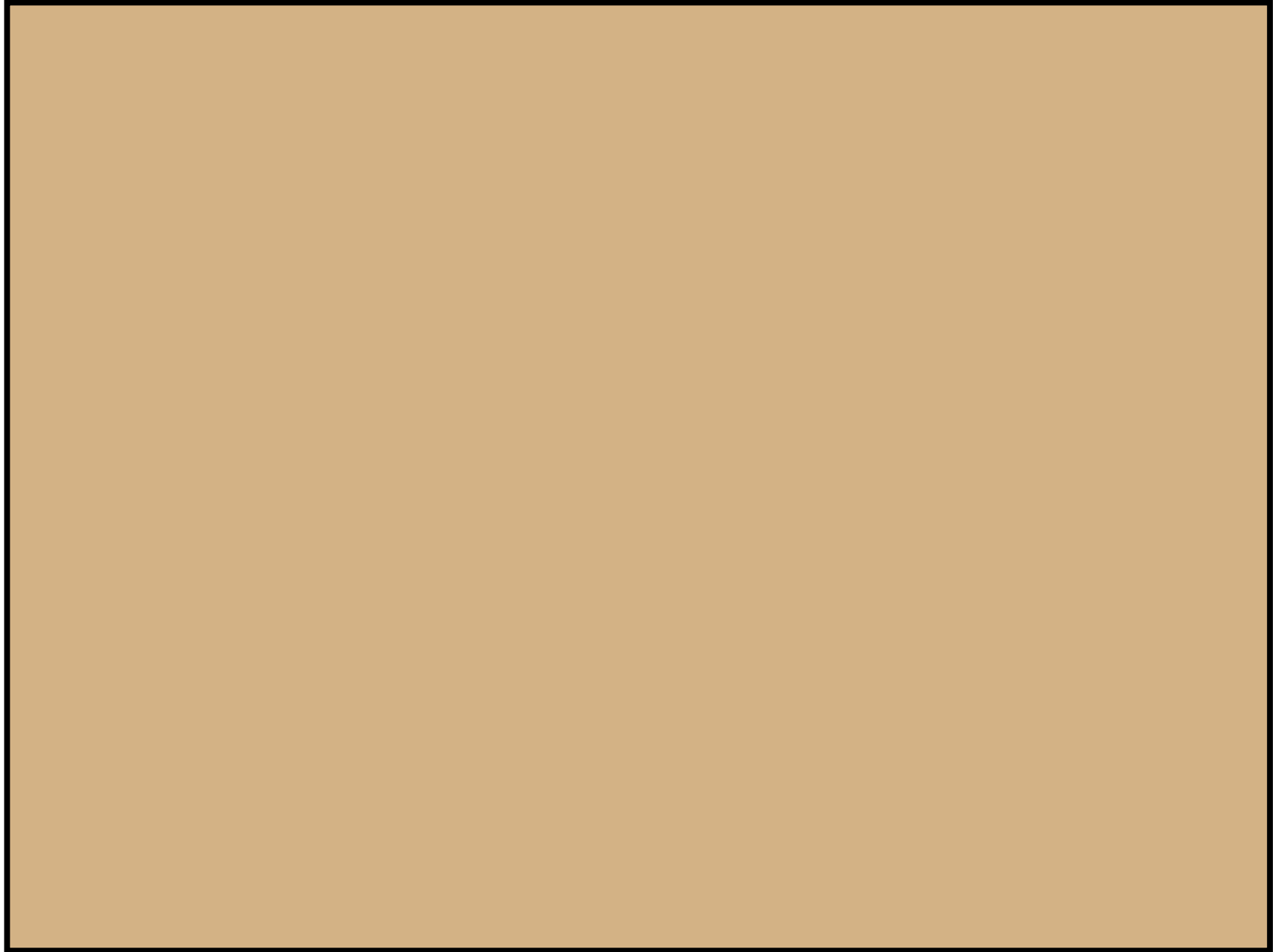
2WS Integrated Unit Planner

Ngiyari

F-4

Term 2, 2022

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Zachariah



I. Context Statement

Ngiyari class is a Foundation to year 4 class with between 4 and 8 regularly attending students. Most of the students are girls and all students have abilities much lower than the expected standards. All students are Anangu and all but one have English as a second language. I have two engaged and regularly attending AEs.

At Oak Valley, we have 2WS three afternoons per week for 60 minutes. We are expected to use this time to deliver science and integrate two other curriculum areas and either measurement or data from the maths curriculum. Where appropriate we can integrate First Language and Literacy.

Term 2 in Oak Valley is cooler and much more suitable for working on country. At this stage, we do not have many interruptions scheduled and we are hopeful we will be able to start on time in week one. We will have some other schools visiting in week 5 and our rangers have scheduled this week with us. We also have an entomologist from Bugs n Slugs keen to visit during the 2WS camp.

2. Science Achievement Standards

By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Students use their understanding of materials and the behaviour of heat to suggest explanations for everyday observations.</p> <p>They group living things based on observable features.</p>	<p>Which SHE standards have you chosen?</p>	<p>They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data.</p> <p>They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>

3. Tasks and Resources	4. Assessment	5. Integrated Learning
What tasks would work well with the topic and what resources do you need?	How will you measure student achievement and reflect upon your impact?	What other areas of the curriculum can you include?
Invertebrate classification chart p140 in the 2WS book.	<p>Diagnostic</p> <ul style="list-style-type: none"> • Tuning in and brainstorming activities - what do students already know? • Flash cards - vocabulary... FL? • Community walk and on country drives. • Videos and audio recordings. <p>Formative</p> <ul style="list-style-type: none"> • Labelling and classifying activities • Kahoot • Monitor students playing card game • Vocab tests <p>Summative</p> <ul style="list-style-type: none"> • Labelling activity • Super hero - create and talk (at assembly?) • Play card game with me • Data recording and interpretation task • Contribution to our eco-pesticides range 	<p>Literacy</p>
Create an invertebrate super hero		<p>Numeracy</p> <ul style="list-style-type: none"> • They interpret and compare data displays. • Students use metric units for length, mass and capacity.
Invertebrate features card game		<p>First Language</p> <p>They use phonics and word knowledge to fluently read more complex words.</p>
Labelling invertebrates		<p>ART</p> <ul style="list-style-type: none"> • Students collaborate to plan and make artworks that communicate ideas. • Students describe and discuss similarities and differences between artworks they make and those to which they respond.
What happens to invertebrates?		<p>Digital Technologies</p> <ul style="list-style-type: none"> • Students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. • They explain how the same data sets can be represented in different ways.
Invertebrate Kryptonite		

High Impact Teaching Strategies

6. Unit Sequence (WILF)	7. Learning Intentions	8. Success Criteria
Invertebrate classification chart p140 in the 2WS book.	Students will be able to label the main features of an insect.	Write, stick on or say the main parts of your insect's body.
Labelling invertebrates	Students will understand how invertebrates are grouped by their features.	Find, photograph and place 3 invertebrates onto the class display.
Invertebrate features card game	Students will know the features of a range of invertebrates.	Find a partner and play the card game. Whoever has the most cards wins!
Create an invertebrate super hero	Students will understand what makes a superhero and make links to an invertebrate.	Create a superhero with strengths and weaknesses.
Invertebrate Kryptonite	Students will understand that some features are weaknesses and can be used to control them. Students will create pesticides based on specific ratios.	Contribute to the design, testing and creation of an eco-friendly range of pesticides and bug sprays.
What happens to invertebrates?	Students will understand that invertebrates decay and that heat changes the rate.	Use technology safely to record experiments. Use tools to measure capacity. Design labels with safety info for our products.
Who can you work with? Who are you talking to about 2WS? Find someone who pushes your practice!!!	Who can you work with? Who are you talking to about 2WS? Find someone who pushes your practice!!!	Who can you work with? Who are you talking to about 2WS? Find someone who pushes your practice!!!

9. 2WS Checklist - Am I doing 2-Way Science?

Week	How did I involve Anangu in leading the learning?	What learning did we do on Country?	What Science did we teach?	How will I include Anangu next week?
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

10. Tracking and Assessment

Science Achievement Standards Foundation to Year 6

Year	Name	Scientific Inquiry Skills															Science Understanding										SHE																		
		Questioning & Predicting				Planning & Conducting				Processing & Analysing Data & Information				Evaluating			Communicating			Chemical Sciences			Physical Sciences			Earth Sciences			Biological Sciences			Science as a Human Endeavour													
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

N/A	Below Satisfactory	Satisfactory	Above Satisfactory
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II. Impact

Comments

This term, 6 of 8 students were able to provide one work sample at standard.
All students improved their ability to name invertebrates in FL.
5 out of 8 students created a superhero and presented them at assembly.

Positives

Using the planner. I can't believe what an effective tool Kev has created.
Providing WILF examples helped the students know **exactly** what I was looking for.
Working with Mia was awesome. I found talking about my LIs and SC really helped me have clarity around the tasks.

Challenges

Collecting and organising evidence.
Inconsistent support.

What's Missing?

Appropriate data/evidence tool and maybe some knowledge in this area.

Commitments

1. Talk to MM about ways to collect and organise the qualitative and quantitative data.
2. Ask my site leader about subscribing to a folio/data collection tool.

Insert evidence of your impact here.

These may be photos of qualitative evidence or screen shots of quantitative evidence.

Remember, this isn't about personal judgments, it's about reflecting (preferably with a colleague(s)) about your impact and working on some effective next steps (growth).