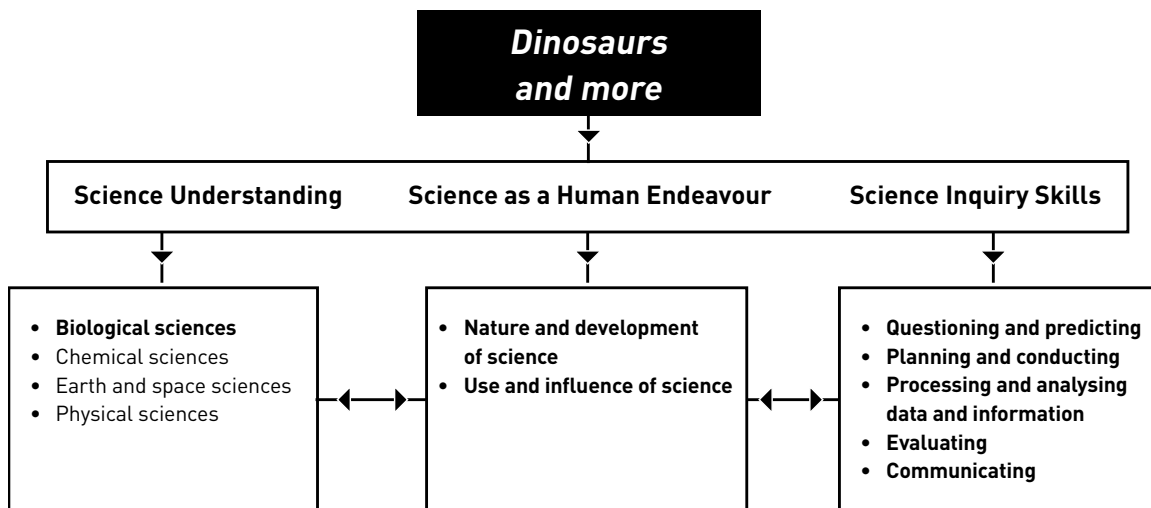


# Dinosaurs and more—Alignment with the Australian Curriculum

*Dinosaurs and more* is written to align to the Year 1 level of the Australian Curriculum Science. The interrelationship between the three strands—Science Understanding, Science as a Human Endeavour and Science Inquiry Skills—and their sub-strands at this year level is shown below. Sub-strands covered in this unit are in bold.



**AC** All the terms in this diagram are sourced from the Australian Curriculum (aside from the title).

## Curriculum focus

The Australian Curriculum: Science is described by year level, but provides advice across four year groupings on the nature of learners. Each year grouping has a relevant curriculum focus.

Curriculum focus Years F–2	Incorporation in <i>Dinosaurs and more</i>
<b>Awareness of self and the local world</b>	Students use their senses to observe and describe the features of modern and prehistoric living things. They make comparisons and claims about where animals might live, what they might eat and how they might move. Students’ questions and ideas about prehistoric animals are explored and tested.

## Year 1 Achievement Standard

The Australian Curriculum: Science Year 1 achievement standard indicates the quality of learning that students should demonstrate by the end of Year 1.

**By the end of Year 1, students describe objects** and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

**Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.**

The sections relevant to *Dinosaurs and more* are bolded above. By the end of the unit, teachers will be able to make evidence-based judgments on whether the students are achieving below, at or above the achievement standard for the sections bolded above.

## Overarching ideas

In the Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. In *Dinosaurs and more* these overarching ideas are represented by:

Overarching idea	Incorporation in <i>Dinosaurs and more</i>
<b>Patterns, order and organisation</b>	Students recognise some similarities of features between animals that live in similar habits and/or eat similar things and use this to make claims about prehistoric animals.
<b>Form and function</b>	Students explore how different types of teeth are better suited for different functions, for example, flat molars for grinding and sharp canines for tearing.
<b>Stability and change</b>	Students identify that many prehistoric animals had very different features and are no longer alive today. They also identify that some species have remained relatively stable in appearance to the modern era, for example, ferns.
<b>Scale and measurement</b>	Students are introduced to a simple scale to help them identify the size of prehistoric animals: the silhouette of an adult human provides a point of comparison that is related to their everyday lives.
<b>Matter and energy</b>	Students discuss different modes of feeding, or acquiring energy, of animals. This builds the basis of understanding food pyramids in later years.
<b>Systems</b>	Students make links between the external features of living things and their habitats.

## Dinosaurs and more—Australian Curriculum: Science

*Dinosaurs and more* embeds all three strands of the Australian Curriculum: Science. For ease of reference, the table below outlines the sub-strands covered in *Dinosaurs and more*, the content descriptions for Year 1 and the aligned lessons.

Strand	Sub-strand	Code	Year 1 content descriptions	Lessons
<b>Science Understanding</b>	<b>Biological sciences</b>	ACSSU017	Living things have a variety of external features	1–7
		ACSSU211	Living things live in different places where their needs are met	1–7
<b>Science as a Human Endeavour</b>	<b>Nature and development of science</b>	ACSHE021	Science involves observing, asking questions about, and describing changes in, objects and events	1–5
	<b>Use and influence of science</b>	ACSHE022	People use science in their daily lives, including when caring for their environment and living things	2–4
<b>Science Inquiry Skills</b>	<b>Questioning and predicting</b>	ACSIS024	Pose and respond to questions, and make predictions about familiar objects and events	1–7
	<b>Planning and conducting</b>	ACSIS025	Participate in guided investigations to explore and answer questions	2–4, 6
		ACSIS026	Use informal measurements to collect and record observations, using digital technologies as appropriate	1–7
	<b>Processing and analysing data and information</b>	ACSIS027	Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions	1–7
	<b>Evaluating</b>	ACSIS213	Compare observations with those of others	1–7
	<b>Communicating</b>	ACSIS029	Represent and communicate observations and ideas in a variety of ways	1–7

 All the material in the first four columns of this table is sourced from the Australian Curriculum.

### General capabilities





The skills, behaviours and attributes that students need to succeed in life and work in the 21st century have been identified in the Australian Curriculum as general capabilities.


There are seven general capabilities and they are embedded throughout the curriculum.

For further information see: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

For examples of our unit-specific general capabilities information see the next page.

## Dinosaurs and more—Australian Curriculum general capabilities

General capabilities	Australian Curriculum description	<i>Dinosaurs and more</i> examples
<b>Literacy</b>	Literacy knowledge specific to the study of science develops along with scientific understanding and skills.  PrimaryConnections learning activities explicitly introduce literacy focuses and provide students with the opportunity to use them as they think about, reason and represent their understanding of science.	In <i>Dinosaurs and more</i> the literacy focuses are: <ul style="list-style-type: none"> <li>• science journals</li> <li>• annotated drawings</li> <li>• word walls</li> <li>• T-charts</li> <li>• tables</li> <li>• labelled diagrams.</li> </ul>
 <b>Numeracy</b>	Elements of numeracy are particularly evident in Science Inquiry Skills. These include practical measurement and the collection, representation and interpretation of data.	Students: <ul style="list-style-type: none"> <li>• interpret relative sizes of dinosaurs using a simple scale.</li> </ul>
<b>Information and communication technology (ICT) competence</b>	ICT competence is particularly evident in Science Inquiry Skills. Students use digital technologies to investigate, create, communicate and share ideas and results.	Students are given optional opportunities to: <ul style="list-style-type: none"> <li>• view and discuss relevant videos</li> <li>• create 'Blabberize' animation.</li> </ul>
 <b>Critical and creative thinking</b>	Students develop critical and creative thinking as they speculate and solve problems through investigations, make evidence-based decisions, and analyse and evaluate information sources to draw conclusions. They develop creative questions and suggest novel solutions.	Students: <ul style="list-style-type: none"> <li>• ask and answer questions, describe and explain their ideas, make suggestions and join in discussions</li> <li>• make predictions</li> <li>• make comparisons between the external features of modern and prehistoric animals</li> <li>• plan and follow a design process</li> <li>• reflect on learning.</li> </ul>
<b>Ethical behaviour</b>	Students develop ethical behaviour as they explore principles and guidelines in gathering evidence, and consider the implications of their investigations on others and the environment.	Students: <ul style="list-style-type: none"> <li>• ask questions of others, respecting each other's point of view.</li> </ul>
 <b>Personal and social competence</b>	Students develop personal and social competence as they work effectively in teams, develop collaborative methods of inquiry, work safely, and use their scientific knowledge to make informed choices.	Students: <ul style="list-style-type: none"> <li>• participate in discussions</li> <li>• work collaboratively in teams</li> <li>• listen to and follow instructions to safely complete investigations.</li> </ul>
 <b>Intercultural understanding</b>	Intercultural understanding is particularly evident in Science as a Human Endeavour. Students learn about the influence of people from a variety of cultures on the development of scientific understanding.	<ul style="list-style-type: none"> <li>• 'Cultural perspectives' opportunities are highlighted.</li> <li>• Important contributions made to science by people from a range of cultures are highlighted.</li> </ul>

 All the material in the first two columns of this table is sourced from the Australian Curriculum.


**Dinosaurs and more—Australian Curriculum: English**

Strand	Sub-strand	Code	Year 1 content descriptions	Lessons
<b>Language</b>	<b>Text structure and organisation</b>	ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	2–7
<b>Literature</b>	<b>Responding to literature</b>	ACELA1583	Express preferences for specific texts and authors and listen to the opinions of others	1–7
	<b>Creating literature</b>	ACELA1586	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	7
<b>Literacy</b>	<b>Interacting with others</b>	ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	1–7
		ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	1–7
	<b>Creating texts</b>	ACELY1661	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	1–7
		ACELY1662	Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation	5–7

 All the material in the first four columns of this table is sourced from the Australian Curriculum.


## ***Dinosaurs and more—Australian Curriculum: Mathematics***

Strand	Sub-strand	Code	Year 1 content descriptions	Lessons
<b>Measurement and Geometry</b>	<b>Shape</b>	ACMMG022	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	2–4

 All the material in the first four columns of this table is sourced from the Australian Curriculum.

## ***Dinosaurs and more—Australian Curriculum: Design and Technologies***

Strand	Code	Foundation–Year 2 content descriptions	Lessons
<b>Knowledge and Understanding</b>	ACTDEK001	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs	6
	ACTDEK004	Explore the characteristics and properties of materials and components that are used to produce designed solutions	6
<b>Processes and Production Skills</b>	ACTDEP005	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions	6
	ACTDEP006	Generate, develop and record design ideas through describing, drawing and modelling	1, 2, 4–7
	ACTDEP007	Use materials, components, tools, equipment and techniques to safely make designed solutions	6
	ACTDEP008	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment	6

 All the material in the first four columns of this table is sourced from the Australian Curriculum.