**Program Overview**

**Inspirational Science**

**Year 3**
**Full day program**
9.15am – 2.30pm

"Inspirational Science] enriched their learning by extending learning from within the classroom to the real world"

**Year 3 Teacher**

**Big Idea**
Investigating the living and non-living world in a natural place and working scientifically.

**Curriculum Links**
Science, HASS (Geography), Mathematics

**Overview**
Are you excited by science? In this program, your students will be inspired as they conduct field studies to investigate the types and characteristics of plants and animals that live within the different habitats of Bunyaville Conservation Park. Students are immersed in the world of secret agents, being invited to the Bunyaville forest by the Director of the Earth Intelligence Agency (EIA), Special Agent X, via a video transmission to search for Agent Claw who has gone missing. Students are also asked to complete Agent Claw’s mission which focuses on working scientifically to identify the living, non-living and once-living things in the Bunyaville Conservation Park and to investigate increased human activity in the natural environment and the concept of sustainability.

During your visit, students participate in a 2 hour earthwalk and your choice of two of the three activities outlined below:

**Tracks, Scats and Traces**
Students explore a variety of habitats, finding small animals and evidence of animals at several locations within the picnic area of Bunyaville Conservation Park. Students investigate the characteristics of animals and the interactions that occur between living things and environments.
Program Overview

Plant Places

Students investigate features of different plant types (ie. vines, ferns, lichen, moss and other living things like fungi) found in three different habitats. Students explore the connection between the needs of plants (ie. sunlight, soil, slope and moisture) and the type of environment they live in.

Leaf Litter

Through close examination, students classify the living, once-living and non-living components of leaf litter. Students draw conclusions about the contents of the leaf litter and the role that it plays in maintaining the health of the forest.

Pacing in the Park (Spatial Numeracy)

Students navigate a circuit in the picnic area interacting with maps and organising information spatially. Students collaborate in small teams making observations and are challenged to solve problems mathematically within a real-life context.

Earthwalk

A forest walk led by a Centre teacher, immerses the students in the forest and connects their classroom learning to a local natural place. Earthwalk activities are tailored to the specific curriculum needs of the visiting teacher and provide students with opportunities to apply science inquiry skills and higher order thinking in a real world context.

Curriculum Links

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<th>Year level</th>
<th>Australian Curriculum</th>
<th>Corresponding C2C Units</th>
<th>General Capabilities</th>
<th>Cross-Curriculum Priorities</th>
<th>Health and Wellbeing</th>
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<td>Inspirational Science</td>
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<td>AC Mathematics (Pacing in the Park)</td>
<td>Units 2 &amp; 4 - Supports the location and transformation component</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
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<td>AC Science - Biological Sciences (Plant Places; Tracts, Scats &amp; Traces; Leaf Litter)</td>
<td>Unit 1 - Is it living?</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
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<td>AC HASS (Geography) - Diverse communities and places and the contribution people make</td>
<td>Unit 2 - Exploring places near and far</td>
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<td>✔ ✔ ✔ ✔ ✔ ✔</td>
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