# Year 1

# The Secret Life of HRPS

## Key Learning Areas & Outcomes

### Science and Technology
ST1-4LW-S describes observable features of living things and their environments

### Creative Arts
VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.
VAS1.2 Uses the forms to make artworks according to varying requirements

### English
EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers
EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter
EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter
EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences
EN1-12E identifies and discusses aspects of their own and others' learning

## Community & Real-World Connections:
Rangers on the Run
The School GA

## Driving question
How can we educate our community about the diversity of living things within our school?

## Project Description
Students developed their understanding of living things including identification and classification of living things, life cycles, ecosystems, needs of living things and threats to living things. They explored how organisms interact with each other and their environment. Students split into groups to investigate a particular living thing within the school environment. They gained a better understanding of the eco-system that exists within our school by studying the diversity of living things found within it. Students used research skills and various tools and technologies to gather information about living things in order to contribute to the creation of a living museum.

## Final Product/s
Students created a living mussem, where plarques were mounted within the school which displayed a scientific diagram and QR code. The QR code was linked to a website with videos and information about their chosen living thing. The living mussem was had a grand opening where parents and experts involved in the program attended and interacted with the plarques.

## Need to knows…
What constitutes as a living thing?
What living things are in our school?
What is diversity?
What is an ecosystem?
What is the different between a drawing and a scientific drawing?
How do these living things survive in this eco system?
What would happen if these living things were taken out this ecosystem?
How can we care for the living things in the environment?
Where can I find information about the living things I find in the school?

# Bringing the Project to Life

**Consider the context:**
- What living things are available in the school environment?
- Where will their online content be stored?
- Where will the plaques be placed with the QR codes?
- Who might serve as experts for this project? How might you leverage their expertise?
- Where are there other examples of a living museum?
- What living things are specific to the area
- Is the website content going to be private and only accessible via the QR code?

**Consider the students:**
- Do students understand safety when investigating living things?
- What living things are students already familiar with?
- How can students express their individual creativity and problems solving during their learning?
- How will groups be formed and structured?
- What will be the students role during the launch of the museum?

**Consider the content and skills:**
- What living things will students explore?
- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their website content?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their information reports and drawings?