

THE HATCHERY: Turtle Streaming

Curriculum Links

Wednesday 20 March – Sunday 24 March 2019

The Hatchery: Turtle Streaming at the World Science Festival Brisbane can provide students across several year levels with valuable and unique curriculum links and classroom learning experiences. It would be worthwhile for teachers to incorporate The Hatchery: Turtle Streaming as part of the Curriculum into the Classroom unit or as an additional activity that can be used to enhance classroom engagement with STEM.

Links with Cross-curriculum Priorities

Sustainability

- Consider the strong links between the environment and the survival of living things
- Discuss how human actions can play a vital part in meeting the needs of living things in some environments

Links with General Capabilities

Numeracy

- Estimating and calculating with whole numbers
- Spatial reasoning

Critical and creative thinking

- Inquiring generating ideas, possibilities and actions

Personal and social capability

- Social management

The Queensland Museum acknowledges the expertise and support of the Department of Education in developing these curriculum links.

The possible curriculum links between The Hatchery: Turtle Streaming and the Australian Curriculum are described in the table below. The applicable Achievement Standard (relevant section bolded), content descriptions and C2C units have been outline for each year level.

Australian Curriculum:

Year	Achievement Standard	Content descriptions	C2C
Prep	<p>Australian Curriculum: Science</p> <p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.</p> <p>Students share and reflect on observations, and ask and respond to questions about familiar objects and events.</p>	<p>Australian Curriculum: Science</p> <p>Science Understanding Living things have basic needs, including food and water (ACSSU002)</p> <p>Science as a Human Endeavour Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)</p> <p>Science Inquiry Skills Participate in guided investigations and make observations using the senses (AC SIS011)</p>	<p>Science</p> <p>Unit 1 Our living world</p> <p>Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>
1	<p>Australian Curriculum: Science</p> <p>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 identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.</p> <p>Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.</p>	<p>Australian Curriculum: Science</p> <p>Science Understanding Living things have a variety of external features (ACSSU017)</p> <p>Living things live in different places where their needs are met (ACSSU211)</p> <p>Science as a Human Endeavour Science involves asking questions about, and describing changes in, objects and events (ACSHE021)</p> <p>People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</p> <p>Science Inquiry Skills Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (AC SIS029)</p> <p>Respond to and pose questions, and make predictions about familiar objects and events (AC SIS024)</p>	<p>Unit 1 Living adventure</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met.</p>

Australian Curriculum:

Year	Achievement Standard	Content descriptions	C2C
4	<p>Australian Curriculum: Science</p> <p>By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions.</p> <p>Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.</p>	<p>Australian Curriculum: Science</p> <p>Science Understanding Living things have life cycles (ACSSU072)</p> <p>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</p> <p>Science as a Human Endeavour Science knowledge helps people to understand the effect of their actions (ACSHE062)</p> <p>Science Inquiry Skills Suggest ways to plan and conduct investigations to find answers to questions (AC SIS065)</p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (AC SIS064)</p>	<p>Unit 2 Ready, set, grow!</p> <p>Students will investigate life cycles. They will examine relationships between living things and their dependence on the environment.</p>
5	<p>Australian Curriculum: Science</p> <p>By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.</p> <p>Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.</p>	<p>Australian Curriculum: Science</p> <p>Science Understanding Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Science as a Human Endeavour Scientific knowledge is used to inform personal and community decisions (ACSHE217)</p> <p>Science Inquiry Skills Suggest improvements to the methods used to investigate a question or solve a problem (AC SIS091)</p>	<p>Unit 1 Survival in the environment</p> <p>Students will examine the structural features and behavioural adaptations that assist living things to survive in their environment.</p>

Australian Curriculum:

Year	Achievement Standard	Content descriptions	C2C
6	<p>Australian Curriculum: Science</p> <p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.</p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.</p>	<p>Australian Curriculum: Science</p> <p>Science Understanding The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</p> <p>Science as a Human Endeavour Scientific knowledge is used to inform personal and community decisions (ACSHE220)</p>	<p>Unit 4 Life on Earth</p> <p>Students will explore the environmental conditions that affect the growth and survival of living things.</p>

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