

# WATERWATCH



## Upper Murrumbidgee

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# EDUCATION

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Discovering Water Bugs

A blue banner with white wavy borders on the top and bottom, containing the text 'Discovering Water Bugs' in white.

## Primary Education: Years K - 6

## Content Codes Achievement Standards

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# Discovering Water Bugs

## Primary Education: Years K–6

### Australian National Curriculum Alignments

**YrK: Science:** ACSSU002, ACSHE013, ACSIS233, ACSIS011, ACSIS012, ACSIS233

**Humanities & Social Sciences:** ACHASSI002, ACHASSI007, ACHASSI010

**Yr1: Science:** ACSSU017, ACSSU211, ACSHE022, ACSIS024, ACSIS025, ACSIS213, ACSIS029

**Humanities & Social Sciences:** ACHASSI024, ACHASSK031

**Yr2: Science:** ACSHE035, ACSIS037, ACSIS038, ACSIS040, ACSIS042

**Humanities & Social Sciences:** ACHASSI038, ACHASSI040, ACHASSI042, ACHASSK048, ACHASSK049

ACHASSK069

**Yr3: Science:** ACSSU044, ACSHE050, ACSHE051, ACSIS054, ACSIS057 **Mathematics:** ACMSP069, ACM-

SP070 **Humanities & Social Sciences:** ACHASSI052, ACHASSI053, ACHASSK066

**Yr4: Science:** ACSSU072, ACSSU073, ACSHE061, ACSHE062, ACSIS065, ACSIS216, ACSIS071

**Mathematics:** ACMNA071, ACMNA074, ACMNA075, ACMNA079, ACMSP095

**Humanities & Social Sciences:** ACHASSI078, ACHASSI079, ACHASSI080, ACHASSI081, ACHASSI082,

ACHASSK088

**Yr5: Science:** ACSSU043, ACSHE083, ACSIS086

**Mathematics:** ACMSP118

**Humanities & Social Sciences:** ACHASSI094, ACHASSI100, ACHASSI101, ACHASSI102, ACHASSI104,

ACHASSI105, ACHASSK112, ACHASSK113

**Yr6: Science:** ACSSU094, ACSHE098, ACSHE100,

**Humanities & Social Sciences:** ACHASSI122, ACHASSI123, ACHASSI132

**YrK-6: Aboriginal and Torres Strait Islander Histories and Cultures:** O1.2, O1.3, O1.5

## Achievement Standards

**Foundation: Science:** Students suggest how the environment affects them and other living things. They share and reflect on observations and ask and respond to questions about familiar objects and events.

**Humanities & Social Sciences:** Students recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place.

**Year 1: Science:** Students 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.

**Humanities & Social Sciences:** Students identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

**Yr2: Science:** Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

**Humanities & Social Sciences: Geography:** Students interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

**Yr3: Science:** Students 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.

**Mathematics:** Students use metric units for length. Students make models of three-dimensional objects. They conduct simple data investigations for categorical variables.

**Humanities & Social Sciences:** Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

**Yr4: Science:** 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 understand the effect of their actions.

Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions.

**Mathematics:** Students interpret information contained in maps. Students create symmetrical shapes and patterns. They construct data displays from given or collected data.

**Humanities & Social Sciences:** Students recognise the significance of events in bringing about change and the importance of the environment. Students identify the interconnections between components of the environment and between people and the environment. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action.

**Yr5: Science:** Students analyse how the form of living things enables them to function in their environments. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations.

**Mathematics:** Students pose questions to gather data, and construct data displays appropriate for the data

**Humanities & Social Sciences:** Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action.

**Yr6: Science:** Students describe and predict the effect of environmental changes on individual living things.

**Humanities & Social Sciences:** Students locate and collect useful data and information from primary and secondary sources. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.