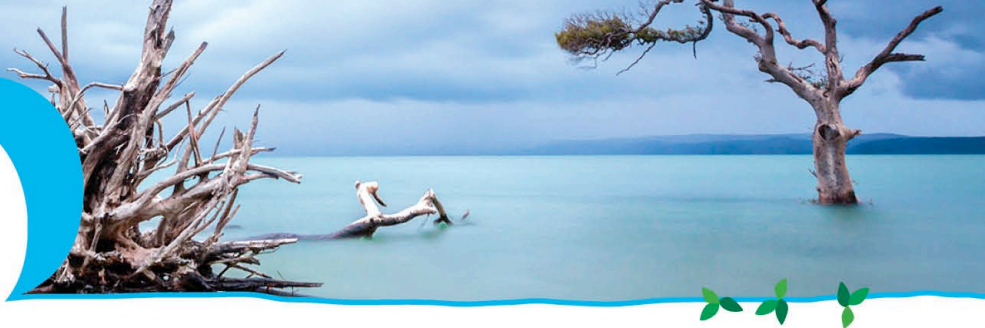


OVERVIEW



Go with the flow

Year 2 Program

Go with the Flow is a day program exploring the Wynnum Creek catchment. The program focuses on the sustainability of our water resources by viewing the catchment through Rodney Rainbow a fictional character based on the native Crimson Spotted Rainbowfish.



As 'Aquatic Scientists,' students determine the importance of water to all living things and the environment. Students investigate the creek observing and conducting experiments on water, plant and animal life. Students make predictions, take measurements and samples, catch and classify living things, and locate human impacts on the catchment.

As they investigate Wynnum Creek, students develop an understanding of how water flows through a catchment and what might impede this. By observing patterns and changes to the creek bed and its surrounding banks, students investigate ongoing impacts that put pressure on the creek and water within it. Returning to the Environmental Education Centre, students study samples under microscopes, conduct a filtration experiment, bust myths around waste and recycling and compare the Centre pond to Wynnum Creek.

Throughout the day, students are asked to be active learners in their catchment studies. They participate in hands-on experiential learning, allowing them to implement science to the world around them. Students are asked to continuously pose questions and share insights across the day leading to a final reflection on our role and potential actions they can take at school to protect our vital water sources.

Curriculum Intent

Science

Science Understanding

Earth and space sciences

- Earth's resources are used in a variety of ways ([ACSSU032](#))

Science as a Human Endeavour

Nature and development of science

- Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE034](#))

Use and influence of science

- People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))

Science Inquiry Skills

Questioning and predicting

- Pose and respond to questions, and make predictions about familiar objects and events ([AC SIS037](#))

Planning and conducting

- Participate in guided investigations to explore and answer questions ([AC SIS038](#))
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ([AC SIS040](#))



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OVERVIEW



General Capabilities

Critical and creative thinking

- Inquiring- identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions

Ethical understanding

- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Exploring values, rights and responsibilities

Personal and social capability

- Self-awareness
- Self-management
- Social awareness
- Social management

Cross-curriculum Priorities

Sustainability

- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

C2C: Science Unit 4 'Save Planet Earth'

*A Curriculum Activity Risk Assessment is available on request



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