

Plants in Action

Field of Mars Reserve - Stage 2



School name:

School phone:

Organising teacher - first name:

Organising teacher - last name:

Email:

Mobile:

Excursion program list:

Plants in Action

Start time:

Finish time:

1st date:

Approx student numbers:

Number of classes:

Grades:

2nd date:

Approx student numbers:

Number of classes:

Grades:

Participating staff and email addresses.:

Teacher checklist

Location – Field of Mars Reserve, western side of Pittwater Road, East Ryde.

Bus access - give supplied access information to driver. No bus entry into Field of Mars Reserve.

Cost - DOE \$16.00 per student, no GST. Non Gov School Cost: \$26 per student (GST free, minimum charge \$550)

Bring - essential items only: medications, food, water, sunblock, hat and raincoat in a small backpack.

Clothing - sports uniform recommended. Hats and sturdy closed shoes essential for all visitors.

Staffing - classroom teachers will be involved in all activities including rugged bushwalking.

Parent helpers - welcome, no preschoolers. Closed shoes essential.

Name tags - reusable and pinned on.

Extreme or wet weather - may result in the excursion being modified, postponed or cancelled. This includes days predicted to be above 35°C, high winds, extreme bush fire danger and dust storms.

Ph: 98161298

Cancellations - less than two weeks notice \$100. This does not apply to cancellations due to weather.

Medical or special needs - please notify EEC staff.

Limited bin access - all student waste will be taken home by students so 'nude food' containers are encouraged.

Student welfare - students will be outdoors most of the day walking along rugged terrain. It may not be suitable for students who have been recently unwell.

Inquiry questions

What stages of native plant life cycles can be found in the Field of Mars Reserve?

What are some factors in the bushland environment that affect plant life cycles?

Learning activities

Plant study walk

Students will be introduced to a range of native Australian plants on a bushwalk that traverses a variety of environments.

Students will observe examples of stages in their lifecycles and will use scratch art to record a plant in a life cycle stage. Students will practise using observable features to classify plants.

They will discover some of the factors in the bushland environment that affect plant life cycles and that are needed by plants for their survival. This will include the need for fire management of bushland areas.

Students will explore the interactions between plants and animals and consider Aboriginal classification and uses of plants.

Digital plant observation record

Students will choose an appropriate plant, sketch it, describe it and record important facts including different stages in its life cycle, eg a plant's flowers, fruit and seeds. They will also use an iPad to record observations by photographing.

These observations will then be integrated into a digital 'fact sheet'. Students will sketch features using a stylus, type informative notes and import photographs.

Each page will be printed at the end of the session and can be made into a class plant identification book.

Syllabus outcomes and content

Science and technology K-6

Living World ST2-10LW

Living things have life cycles. (ACSSU072)

Students:

- identify ways that the environment can affect the life cycle of plants and animals

Living things can be grouped on the basis of observable features and can be distinguished from non-living things. (ACSSU044)

- identify and use patterns in the observable features of living things to group them, by using tables, diagrams or flowcharts

Information ST2-15I

There are processes and considerations involved in designing and producing information solutions.

Students:

- use common digital technologies and applications to organise and communicate information for a specific task, eg word processing and digital presentation software ICT

This program supports the following:

Living World ST2-11LW

Living things, including plants and animals, depend on each other and the environment to survive. (ACSSU073)

Students:

- identify some factors in the local environment that are needed by plants and animals for survival
- outline the relationship between plants and animals, including that plants are able to use light to make food, while animals must eat plants or other animals to obtain food