Preparing to teach this sequence • Year 4 • Sustain the chain

**Year 4**

# Science journals

Create a class science journal, either in hard-copy or digitally. You might:

* use/create a large scrap book or flip chart.
* use poster/butchers’ paper so learning can be displayed in sequence on the wall.
* create a digital journal using your platform/ technology of choice.
* any combination of the above.

Plan for students’ creation of an individual science journal, either in hard-copy or digitally. They might:

* use an exercise book, scrap book or flip chart to record their thinking and gather resource sheets together.
* use a folder to store and collate resource sheets, diagrams, photographs etc.
* use a digital folder to store work samples, images and videos.
* any combination of the above.

See [Using a science journal throughout inquiry](https://primaryconnections.org.au/pedagogical-tools/learning-through-inquiry-tools/using-science-journal) for more detailed information on the importance of science journals.

# Adapting to your context

This teaching sequence was designed to be modified to suit the context of individual classes. Four possible options are provided:

* Local bushland or parkland: writing a field guide for future students or locals
* School vegetable garden: deciding what to plant in the next season
* School garden: identifying how to encourage diversity of local birds and insects
  + See the ABC article [Designing a habitat garden](https://www.abc.net.au/gardening/designing-a-habitat-garden/14004110) for an example of this.
* School compost bin or worm farm

Determine which of these options is most suitable for your students' and school context.

Each of the lessons provided cover the content and skills outlined in the Australian Curriculum V9 for each of these contexts. This allows modifications of the Launch phase and Act phase across different classes or in successive years.

# Additional preparation

* Read through the teaching sequence.
* The equipment list contains the maximum number of each piece of equipment that will be required across the teaching sequence. Some lessons may not need the full number that is listed.

# Gather the resources for the sequence

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | Lesson in which this resource is required | | | | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** |
| Class science journal (digital or hard-copy) | X | X | X | X | X | X | X | X |
| Optional: Individual science journal (digital or hard-copy) *per student* | X | X | X | X | X | X | X | X |
| Materials to create a word wall | X | X | X | X | X | X | X | X |
| Equipment to enable the viewing of online resources including images, videos and websites |  |  | X |  |  | X | X |  |
| Optional: digital camera or iPad (may be shared between students) | X | X | X |  |  | X |  |  |
| Pencils *per student* | X |  |  |  |  |  |  |  |
| A variety of cut fruits *per group* |  |  | X |  |  | X |  |  |
| Optional: Time-lapse camera |  |  |  |  |  | X |  |  |
| 1 x small shovel or trowel *per group* |  |  |  |  |  | X |  |  |
| Gardening gloves *per student* |  |  |  |  |  | X |  |  |
| 1 x small, sealable plastic container (can only be used once) *per group* |  |  |  |  |  | X |  |  |
| 1 x magnifying glass *per group* |  |  |  |  |  | X |  |  |
| Sticky notes |  |  |  |  |  |  | X |  |
| Various materials to support implementing the Act context that has been selected *per student* |  |  |  |  |  |  |  | X |
| Student resource sheets Both **demonstration copies** for whole class reference, and **individual copies for each student/group** are required.  Whilst students often work collaboratively in teams to plan and carry out investigations, you might prefer for each student to create their own record to assist in the assessment of their Science understanding and Science inquiry. Teachers are best placed to make this decision based on the needs of their students. | | | | | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** |
| Observing living things Resource sheet |  | X |  |  |  |  |  |  |
| Scientific field notes Resource sheet |  | X |  |  |  |  |  |  |
| Code for caring and hygiene Resource sheet |  | X |  |  |  |  |  |  |
| Ant dispersal investigation planner Resource sheet |  |  | X |  |  |  |  |  |
| What eats what? Resource sheet |  |  |  | X |  |  |  |  |
| Graphing roo survival Resource sheet |  |  |  |  | X |  |  |  |
| Decaying fruit Resource sheet |  |  |  |  |  | X |  |  |
| Changing habitats Resource sheet, with spinner and cards cut out and laminated to support reuse |  |  |  |  |  |  | X |  |