

LS2 - Rewild Your World - WHY BIODIVERSITY MATTERS (Primary Years) ACARA

ACARA v9	Introduction – What is Biodiversity?	
Week 2 SCIENCE Foundation AC9SFH01 explore the ways people make and use observations and questions to learn about the natural world AC9SFI05 share questions, predictions, observations and ideas with others Year 1 AC9S1U01 identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1H01	Welcome to Week 2 of <i>Rewild Your World</i>! This week, we'll dive into the fascinating world of biodiversity – the incredible variety of life that makes our planet so rich and alive. From the smallest insect to the tallest tree, every living thing plays an important role in keeping nature in balance. Bio – means <i>life</i>. It's about all living things like animals, plants, and people. Diversity – means <i>difference</i> or <i>variety</i>. It's when there are lots of different kinds of things. You'll explore how all parts of nature are connected and depend on each other to survive. We'll be learning about something called ecosystem services – the special jobs nature does to keep Earth healthy, such as cleaning our air, providing food, and supporting life in every habitat. Through reading, discussion and hands-on activities, you'll begin to see how biodiversity supports every living system on our planet. This understanding will prepare us to take real action in the coming weeks as we plan projects to protect and restore the environment around us. This is another exciting step on your journey as a changemaker – learning to see the world through curious eyes and to care deeply for the life that surrounds us.	Teacher Notes - Begin the lesson by checking students' prior knowledge about nature and biodiversity. Ask a few simple prompts to activate thinking and help you see what they already understand. Example questions may include: What does the word nature mean to you? Can you name some living things that share our environment? What do plants/animals/people need to survive? How do living things help each other? Why might it be important to look after living things? What do you think the word biodiversity might mean? (Break it apart: "bio" + "diversity") Then, watch the video with Gavin and Abbie, by watching the video with Gavin and Abbie, where they explain the importance of biodiversity and how all living things are connected. After the video, invite students to share any questions or thoughts that arise. Record these questions or ask students to write them on post-it notes and add them to a class 'wonder-wall' as the program continues. , as they may link to future lessons throughout the week. Encourage curiosity, active listening, and reflection, helping students recognise how their growing understanding of biodiversity will guide their learning and actions ahead.

describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S1I06 write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary		Teacher focus Notice what prior knowledge students bring • Listen for curiosity and misconceptions • Encourage all questions
Year 2 AC9S2I01 pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S2I06 write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary Year 3 AC9S3H01 examine how people use data to develop scientific explanations AC9S3H02	Your Weekly Keywords Each week, you'll receive a set of keywords connected to the journey we're about to begin. These words are like tools in a scientist's or explorer's kit – they'll help you talk about your discoveries, describe what you see in nature, and use the language of a true changemaker. Start by looking carefully at the task card. With a partner, try to explain each word in your own words, without using a dictionary or just using your own knowledge. Take your time – learning to build definitions together helps you think deeply and communicate clearly. When you're finished, share your ideas with another pair. Compare your explanations and see how your thinking connects. You might find that your meanings are similar, or that someone has discovered a creative new way to describe one of the words.	Teacher Notes -Each week, students will explore ten key words that link directly to the biodiversity and STEM learning journey ahead. These words act as thinking tools, helping students communicate their ideas, describe natural processes, and build a shared scientific vocabulary. The teacher may prompt students to connect the new vocabulary to examples from the video, the natural environment, or prior learning. Encourage them to sketch or act out words to deepen understanding and check for misconceptions. You might also invite students to check whether any of the new vocabulary appears in the questions recorded on the class "Wonder Wall." This helps build connections between their curiosity, scientific language, and future learning. You might like to introduce the idea of a <i>scientist's or explorer's toolkit</i>, where each new word is like a tool that helps students observe, question, explain and make sense of the world around them – just as scientists use instruments to explore and understand nature. Encourage discussion, collaboration and reflection as students construct their own definitions. This process supports deeper understanding, critical thinking, and confidence in using precise, purposeful language.

consider how people use scientific explanations to meet a need or solve a problem AC9S3I01 pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I06 write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate Year 4 AC9S4U01		Teacher focus: Observe how students use prior knowledge to construct meaning and make early connections between the key words and the biodiversity theme. Listen for students' ability to explain ideas using their own words and negotiate shared meanings with peers. Provide feedback that encourages curiosity, collaboration, and precise scientific language. Notice whether students begin to incorporate key vocabulary into questions or comments added to the class "Wonder Wall." Identify misconceptions or partial understandings to inform future explicit teaching. Encourage students to make links between the new vocabulary, real-world contexts, and their own observations.
explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships AC9S4H01 examine how people use data to develop scientific explanations AC9S4H02	Quote of the Week – Greta Thunberg This week's quote comes from Greta Thunberg, a young climate activist who has inspired millions of people to stand up for the planet and take real action for change. Her words remind us that hope isn't about waiting for someone else to fix things – it's about honesty, courage, and action. <i>"Hope is not passive. Hope is telling the truth. Hope is taking action."</i> Take a moment to think about what Greta's message means to you. Why does hope require truth and action? How can speaking honestly about the problems our planet faces help	Teacher Notes - Read a quote from Greta Thunberg aloud and give students a moment to reflect on its meaning. Encourage them to think about Greta's message of courage, action, and hope, and how one person's voice can inspire millions to care for the planet. Invite students to discuss the quote with a partner and share one small action they could take this week to help protect nature. This could be something they do at school, at home, or in their local community. Support them in connecting Greta's words to their own lives and understanding of responsibility and care for the Earth. Model how to write an action statement for the quote or another chosen quote: For example, Under the

consider how people use scientific explanations to meet a need or solve a problem AC9S4I06 write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate Year 5 AC9S5U01 examine how particular structural features and behaviours of living things enable their survival in specific habitats AC9S5H02 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5I06 write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate Year 6	us move forward together? Talk with a partner about one hopeful action you could take this week – perhaps sharing what you’ve learnt about climate change, writing to a local leader, planting a tree, or encouraging others to care for nature. Remember: real hope grows stronger when it’s shared. Then, use the quote card template link to create your own message of hope and action. You might choose another quote from Greta Thunberg or an environmental leader whose words inspire courage, honesty, and change.	connected quote write : I will turn off lights when I leave a room to save energy. I will talk to my family about recycling at home. I will learn about an endangered animal and share what I discover. Maybe ask the children to discuss openly - what is the difference between power and action? How can small actions influence larger actions? Students discuss an example of an action they have taken, the influence it had and the results. Encourage students to reflect on: What does this message make me think, feel, and want to do? Encourage creativity, colour, and personal expression. Observe how they show empathy, awareness, and reflective thinking. Highlight how their ideas can grow into real actions that make a positive difference for people and the planet. Teacher focus Observe how students make meaning from the quote — can they explain the message in their own words? Listen for students’ understanding of the link between hope, truth and action. Note whether students can identify a small, realistic action they could take in their school, home, or community. Encourage students to connect Greta’s message to their personal values and lived experience. Look for evidence of: empathy, awareness of environmental responsibility, willingness to act or influence others Support students to recognise that anyone can be a changemaker, regardless of age or location.
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AC9S6U01 investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6H02 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6I06 write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate 2. HASS Foundation — Geography AC9HSFK03 the features of familiar places they belong to, why some places are special and how places can be looked after Foundation — HASS Skills AC9HSFS01	Rewilding Your World – Story of the Week Ella and the Yellow-Tailed Black-Cockatoos This week, you'll read a wonderful story about Ella and how she helped yellow-tailed black-cockatoos by rewilding her own backyard. On your task card, you'll find the story and some interesting facts about these beautiful birds and the native plants they depend on. Read the story with a friend and discuss what happened. Talk about why the cockatoos needed help, what Ella did, and how her actions made a difference. Then, think about your own environment – are there animals near your home or school that could use a helping hand? After you have furnished the text, have a think about the following questions? • Have you ever seen yellow-tailed black-cockatoos in your local area? • If not, what other birds have you seen at home, in your street, or at school? • Are there lots of birds around... or only a few? What might that tell us about the environment? Together, you'll start to explore how you can make small changes to support local wildlife, just like Ella did.	Provide beneficial feedback and celebrate students who show courage in sharing, even if their action idea is small — focus on effort rather than scale. Teacher Notes - Encourage students to read the story with a partner to build fluency, confidence, and shared understanding. Support them to take turns reading aloud and to use expression to bring the story to life. Discuss key vocabulary such as <i>rewilding</i>, <i>habitat</i>, and <i>native species</i>, linking these ideas to local examples where possible. Allow students time to share their own thoughts about why Ella's story matters and how it connects to their own environment. Observe students' ability to connect narrative ideas to real-world examples from their own environment. Listen for understanding that all animals have basic survival needs and that habitats must meet those needs. Use this discussion to identify emerging misconceptions (e.g., all birds eat the same food or there are no carnivorous birds they are all herbivores). Make a connection to learnt words from the previous lesson: For example, diversity - What would happen if just one of these needs (food, water, shelter, space, safety) was missing? How might this affect birds over time? Focus on reflective talk rather than providing direct answers. This activity strengthens literacy, listening and comprehension skills while encouraging empathy, curiosity, and environmental awareness. It also helps students recognise that caring for the natural world
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pose questions about familiar objects, people, places and events		begins with small, meaningful actions close to home.
AC9HSFS03 share a perspective on information, such as stories about significant events and special places AC9HSFS04 draw conclusions in response to questions AC9HSFS05 share narratives and observations, using sources and terms about the past and places Year 1 — HASS Skills AC9HS1S01 develop questions about objects, people, places and events in the past and present AC9HS1S03 interpret information and data from observations and provided sources AC9HS1S04 discuss perspectives related to objects, people, places and events	Comprehension – Why Biodiversity Matters This week, you will read an information text about <i>Why Biodiversity Matters</i>. As you read, look for the key ideas that explain how animals find food, water, shelter, and safe places to breed, and how these needs connect to create healthy ecosystems. Think about how every part of nature – from pollinators to scavengers – plays a role in keeping life in balance. Notice what happens when one part of that balance is lost, and how people can take action to protect habitats so species can thrive. After reading, reflect on the four main needs of animals: food, water, shelter, and breeding. Consider how these needs work together to support biodiversity and what we can learn from nature about caring for the environment. Use your reflections to share one key message that encourages others to think like the animal when protecting our planet.	Teacher Notes - Guide students through the reading, pausing to highlight key ideas about how animals meet their basic needs for food, water, shelter, and breeding, and how these connect to form a balanced ecosystem. Encourage them to notice the relationships between species and discuss how small changes in one part of an ecosystem can affect the whole system. After reading, invite students to reflect on what they've learnt by summarising the main ideas in their own words. Model how to identify the most important information and explain it clearly, focusing on accuracy and understanding rather than repetition. Observe students' ability to connect concepts, think critically, and show awareness of how biodiversity, sustainability, and human choices are linked. Look for evidence of curiosity, thoughtful reflection, and creative expression in how they share their understanding. Teacher focus Observe how students explain biodiversity concepts in their own words, especially how animals meet their needs for food, water, shelter and breeding. · Listen for students making connections between species, habitats and ecosystem balance. · Provide feedback on summarising skills — accuracy, clarity and ability to identify key ideas rather than copy text. · Note whether students can describe cause-and-effect relationships (e.g., what happens when a species or resource is lost). · Encourage students to link new learning to familiar environments such as their school or local community. · Look for curiosity and evidence of students asking

AC9HS1S05 draw conclusions and make proposals		questions that deepen understanding (e.g., Why does this matter? What could happen next?). · Use student reflections to plan follow-up conversations about sustainability, human impact and how positive actions can support biodiversity.
AC9HS1S06 develop narratives and share observations using sources, and subject-specific terms Year 2 — HASS Skills AC9HS2S01 develop questions about objects, people, places and events in the past and present AC9HS2S04 discuss perspectives related to objects, people, places and events AC9HS2S05 draw conclusions and make proposals AC9HS2S06 develop narratives and share observations using sources, and subject-specific terms Year 3 — Civics and Citizenship AC9HS3K07	Record Your Answers – How Far Can You Go? After reading the text and information sheet about biodiversity and why it matters, you'll respond to 12 comprehension questions that become more challenging as you go – starting with Level 1 (simple recall) and building up to Level 4 (deep thinking). Write your answers in full sentences, using facts and examples from the text to explain your ideas clearly. Move through the questions step by step and see how far you can go. If a question feels difficult, pause and think carefully. That moment shows your learning in action and helps you discover what you're ready to understand next.	Teacher Notes - Explain that there are 12 questions arranged across four levels, from simple recall to deeper critical thinking. Students should work through them in order, answering in full sentences and using evidence from the text to support their ideas. Model one <i>think-aloud</i> example to show how to find clues and form a clear response, then give time for students to complete the task independently, allowing them to re-read the text as needed. Encourage students to underline key words, make notes in the margins, and use sentence starters to build thoughtful answers. When finished, ask them to record the highest level they reached and identify one area to develop next. Observe comprehension, retrieval, reasoning, written accuracy, perseverance, and students' ability to self-assess and seek clarification when needed. Teacher focus Observe how students use evidence from the text to justify their responses (e.g., quotations, paraphrasing). Look for students' ability to move beyond recall toward explanation, connection, and reasoning. Notice how students identify key words and annotate or organise information to support understanding. Provide feedback on clarity, sentence structure, and vocabulary use, reinforcing the use of newly learned

why people participate within communities and how students can actively participate and contribute to communities Year 3 — HASS Skills AC9HS3S01 develop questions to guide investigations about people, events, places and issues AC9HS3S03 interpret information and data in different formats AC9HS3S04 analyse information and data, and identify perspectives		STEM and biodiversity terminology. Monitor students' perseverance when responding to higher-level questions and note where additional scaffolds may be needed. Encourage students to reflect on how they arrived at their answer (metacognition: What strategy helped you?). Use student responses to identify misconceptions, guide future instruction, or form small groups for targeted support. Note students' willingness to plan next steps based on self-assessment (e.g., "I need help explaining cause and effect"). Look for students who can link their understanding to broader ideas, such as ecosystems, sustainability, or rewilding themes.
AC9HS3S05 draw conclusions based on analysis of information AC9HS3S06 propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S07	Habitat Match - Who Lives Where? Play the video opposite and think carefully about each question. You'll have 20 seconds to write down which answer you think is correct. You must decide before the 20 seconds are up! Once the time is finished, the answer will be revealed. Remember, this isn't about how many you get right, but about realising that every animal, insect, and plant is part of the big jigsaw of life — and that we are part of that puzzle too. You might like to play this game with a friend and see if you can both decide which answer you think is correct before the timer runs out. Then check your answers once the correct habitat is revealed.	Teacher Notes - In this session, guide children to watch each question and discuss in pairs which answer (A, B or C) they think is correct before the 20-second timer ends. The goal isn't accuracy, but confidence, communication and reasoning. Encourage them to explain <i>why</i> they chose their answer, listen to their partner's ideas, and celebrate thoughtful discussion. After each reveal, discuss the animal's habitat and reinforce that learning grows through curiosity, not perfection. Ask the students to suggest other species that may use these environments. Do students notice any adaptations that these animals have that would make them suited to their particular environments?

present descriptions and explanations, using ideas in sources and relevant subject-specific terms Year 4 — HASS Skills AC9HS4S01 develop questions to guide investigations about people, events, places and issues AC9HS4S03 interpret information and data in different formats AC9HS4S04 analyse information and data, and identify perspectives AC9HS4S05	Have fun!	Teacher focus Listen for students' reasoning — how they justify their habitat choice using prior knowledge or clues in the question. Observe collaboration and communication, especially how students share, compare, and refine ideas with a partner. Notice students' confidence and willingness to take risks rather than focusing on correctness. Highlight scientific thinking — identifying adaptations (e.g., body covering, diet, behaviour) that help organisms survive in specific environments. Encourage vocabulary use (e.g., habitat, ecosystem, adaptation, food source) and provide feedback aligned to lesson focus. Prompt connections to real examples students have seen locally (e.g., magpies near home, insects in the garden). Use insights to plan next steps — note misconceptions about habitats, species needs, or adaptation to guide future explicit teaching.
draw conclusions based on analysis of information AC9HS4S06 propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S07	What are Ecosystem Services? This week, we're learning all about ecosystem services – nature's way of keeping our planet working perfectly, just like the parts of a car engine working together in harmony. Ecosystem services give us food, clean our water, and support everything that helps life to flourish on Earth. Take a look at our Wheel of Ecosystem Services and read the definitions below. Talk about how each one is unique yet just as important as the others.	Teacher notes - This lesson focuses on developing students' literacy and comprehension through scientific vocabulary linked to ecosystem services. Encourage students to read the definitions carefully, identify unfamiliar words, and discuss their meanings in context. Support understanding by connecting each service to real-world examples they can relate to, such as trees cleaning the air or bees pollinating flowers. The teacher may invite different students to read each ecosystem service aloud and then lead a class discussion about what it means in simple, everyday

present descriptions and explanations, using ideas in sources and relevant subject-specific terms Year 5 — Civics and Citizenship AC9HS5K07 how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal Year 5 — HASS Skills AC9HS5S01 develop questions to investigate people, events, developments, places and systems AC9HS5S05 develop evidence-based conclusions AC9HS5S06 propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S07 present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions	This information will help you in the upcoming activities, so keep your notes handy and jot down any new words you come across. Spin the Wheel – Make the Connection This time, you'll spin the Ecosystem Services Wheel twice! The wheel shows 20 different ecosystem services that help our planet function — things like pollination, fresh water, climate control, education, and stewardship. Spin once to land on your first service, then spin again for your second. Use your task card to help you explore how these two services are connected and why they're both essential for life on Earth. For example: • How might soil and nutrients link with food? • How could mental health and recreation connect? Once you've made your two spins, think deeply about how your pair of services support each other — and how humans can protect them both. Then share your creation to inspire others to care for nature, just like Dr Jane Goodall has inspired millions around the	language. Encourage children to rephrase definitions in their own words and share examples from their lives, such as how trees give shade or worms help the soil. Teacher Notes - Introduce the idea that ecosystem services are the benefits people receive from nature, and that services are interconnected (provisioning, regulating, supporting, cultural). Model one quick example of a two-service connection (cause → effect → feedback). Encourage students to name the link clearly (e.g., "Because __, this supports __"). Prompt them to think about human actions that protect or harm these services, and to propose one practical action to safeguard both. Introduce the wheel with excitement. Model a spin yourself and discuss how the outcome could help spread a message of positive change. Activate prior knowledge: Ask, "What ecosystem services did we meet in the last tasks? OR -What did we learn about how animals meet their needs (food, water, shelter, breeding)? How did Ella help biodiversity in her backyard? What connections did you notice between animals, plants, and their environment? Where do we see them in our school/community?" For example: Last task idea that every species has needs (food, water, shelter, breeding) - OR - Stories showing how local actions help biodiversity (Ella + cockatoos) - OR - Emerging idea that all systems are
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Year 6 — HASS Skills AC9HS6S01 develop questions to investigate people, events, developments, places and systems AC9HS6S05 develop evidence-based conclusions AC9HS6S06 propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS6S07 present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions ENGLISH Foundation AC9EFLY02 interact in informal and structured situations by listening while others speak and using features of voice including volume levels		interconnected Teacher focus Listen for reasoning by ensuring that students are explaining how and why the two services are linked (cause–effect, feedback)? Encourage students to accurately use terms (e.g., pollination, infiltration, carbon storage, stewardship) and provide feedback aligned to lesson focus.. Ensure students consider the impacts of, if one service is degraded, what are the flow-on effects to people/places? Observe that proposed human actions are practical, specific, and linked to both services. Provide timely feedback and model clear communication regarding: the product clarity, audience-awareness, and visually supports, such as labels, diagrams and captions Note if there are any misconceptions (e.g., confusing supporting vs provisioning services) to reteach next lesson. Optional to provide connection stems, for example: Connection stems: <i>Because ____, this supports ____.</i> <i>If ____ decreases, then ____.</i> <i>To protect both, we can ____.</i> <i>As a class discuss and add to the word wall or wonderings wall - : provisioning / regulating / supporting / cultural; pollination, filtration, soil formation, carbon storage, erosion control, recreation, heritage, stewardship.</i>
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AC9EFLY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently Year 1 AC9E1LY02 use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY06 create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary,	How Ecosystem Services Work Together Spin the Ecosystem Services Wheel twice to choose two different services. Then, draw or write four ways they help biodiversity thrive. Finally, write a short paragraph about how they work together. Ecosystem services are nature’s way of keeping our planet healthy. They help to feed us, clean the air and water, and support important jobs like pollination, oxygen production, and climate control — all for free! But there’s one important rule: these systems only work well when biodiversity is strong and ecosystems are balanced. It’s up to all of us to care for nature so that it can keep caring for us. Use the template opposite to record your two ecosystem services. Write down four ways they support biodiversity in the environment, then explain how they work together when connected.	Teacher notes - This activity helps students explore how different ecosystem services support biodiversity and connect within nature. By spinning the wheel, students engage with chance and choice, encouraging curiosity and ownership. Drawing four examples develops understanding of each service’s role, while the short paragraph promotes synthesis and systems thinking. Observe students’ ability to explain interdependence between services, recognise cause and effect in ecosystems, and express how protecting biodiversity keeps natural systems balanced and healthy for all life. Observe creativity, ownership, and motivation. Look for how students connect knowledge with action, demonstrate pride in their work, and show initiative in choosing a meaningful medium. Teacher focus Observe whether students can explain how each ecosystem service supports biodiversity, using clear examples. Listen for students’ ability to recognise interdependence — how services rely on or influence one another (e.g. pollination + food production). Prompt students to identify cause and effect relationships (e.g. “If pollinators decline, how does this affect food availability?”). Look for accurate use of scientific vocabulary and connections to prior learning (e.g. habitats, food webs, ecosystem balance). Provide feedback on students’ ability to justify their ideas with evidence or real-world examples. Note students’ creativity and independence when
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sentence boundary punctuation and correct spelling of some one- and two-syllable words Year 2 AC9E2LY02 use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions		selecting how to represent their thinking (poster, comic, video, etc.). Encourage students to reflect on human responsibility — how people can protect ecosystem services to support sustainable futures. Use student responses to guide future teaching about systems thinking, sustainability, and human impact.
AC9E2LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY06 create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words Year 3 AC9E3LY02	Weekly Mindfulness – The Art of Nature: Time to Reflect This week, you'll be doing the same activity — spending time observing nature closely, but this time the focus is a tree or large plant.. Try to go outside if you can, even if it's just the school playground, your garden, or a nearby park. If you can't go out, look through a window and take notice of the world beyond the glass. Bring your sketchbook or the resource opposite and let your mind be calm and your eyes focused. Look carefully at the small details — the shapes of leaves, the way branches twist, or how light filters through the canopy. Before you begin, take a look at our example of a tree observation for inspiration. Then, let your mind wander and be as creative as possible as you draw and describe what you see. Perhaps you may like to reflect on the ecosystem services it is providing for you. You can use words to express your feelings or observations. This is your moment to pause, notice, and connect with nature through art.	Teacher Notes - This activity encourages students to slow down, observe carefully, and connect with nature through creativity. Guide them to spend quiet time outside if possible, or to observe nature from a window. Model mindful observation using the example of a tree study, highlighting detail, texture, and pattern. Encourage curiosity and imaginative thinking rather than perfection in drawing. Observe students' ability to focus, notice fine details, and express their reflections creatively through both art and words. Teacher focus Observe students' ability to engage mindfully and quietly with their surroundings, noticing detail, patterns, colours, movement, and texture. Look for evidence of focused observation (e.g. closely studying leaves, bark, light, shape) rather than drawing from memory. Encourage students to annotate their drawing with descriptive words, feelings, or questions, noting how they connect personally with nature. Prompt students to use vocabulary from the word wall /wonderings wall or weekly keywords to strengthen language use

use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY05 use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY06 plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words Year 4 AC9E4LY02 listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY05		Listen for reflections that show empathy, curiosity, or care for living things, reinforcing emotional and ethical awareness. Provide feedback that highlights growth in awareness, not artistic skill — reinforce that the purpose is noticing, thinking, and reflecting. Look for signs that students are making connections between self, nature, and responsibility (e.g. “What does this tree need to survive?” “How might humans impact this space?”). Use observations to guide future learning about ecosystems, sustainability, and wellbeing — reinforcing that reflection supports ongoing growth.
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use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

Year 5

AC9E5LY02

use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea

AC9E5LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas

AC9E5LY06

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

Year 6**AC9E6LY02**

use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

AC9E6LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

AC9E6LY06

plan, create, edit and publish written and multimodal texts whose purposes may be

imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

**5. DESIGN AND TECHNOLOGIES –
Depending on the resource created**

Foundation

AC9TDEFP01

generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose

Year 1

AC9TDE2P01

generate and communicate design ideas through describing, drawing or modelling, including using digital tools

Year 2

AC9TDE2P01

generate and communicate design ideas through describing, drawing or modelling, including using digital tools

Year 3

AC9TDE4P02

generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools

Year 4

AC9TDE4P02

generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools

Year 5

AC9TDE6P02

generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools

Year 6

AC9TDE6P02

generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools

6. DIGITAL TECHNOLOGIES

Year 1

AC9TDI2P04

use the basic features of common digital tools to create, locate and communicate content

AC9TDI2P05

use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults

Year 2

AC9TDI2P04

use the basic features of common digital tools to create, locate and communicate content

AC9TDI2P05

use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults

Year 3

AC9TDI4P06

use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P07 use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults Year 4 AC9TDI4P06 use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P07 use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults Year 5 AC9TDI6P07 select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions		
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Students select photographs/media and use appropriate digital tools to present and communicate their Week 2 learning. AC9TDI6P08 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours Year 6 AC9TDI6P07 select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P08 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours 7. MEDIA ARTS _ Depending on the resource created Foundation AC9AMAF01 create arts works that communicate ideas		
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AC9AMAFP01 share their arts works with audiences Year 1 AC9AMA2C01 use media languages and media technologies to construct representations AC9AMA2P01 share media arts works with audiences in informal settings Year 2 AC9AMA2C01 use media languages and media technologies to construct representations AC9AMA2P01 share media arts works with audiences in informal settings Year 3 AC9AMA4C01 use media languages, media technologies and production processes to construct		
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representations that communicate ideas,
perspectives and/or meaning

AC9AMA4P01

share media arts works in informal settings
considering responsible media practice

Year 4

AC9AMA4C01

use media languages, media technologies
and production processes to construct
representations that communicate ideas,
perspectives and/or meaning

AC9AMA4P01

share media arts works in informal settings
considering responsible media practice

Year 5

AC9AMA6C01

use media languages, media technologies
and production processes to construct media
arts works that communicate ideas,
perspectives and/or meaning for specific
audiences

AC9AMA6P01

present media arts works in informal and/or formal settings using responsible media practice

Year 6

AC9AMA6C01

use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences

AC9AMA6P01

present media arts works in informal and/or formal settings using responsible media practice

8. VISUAL ARTS

Foundation

AC9AVAFD01

use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas

AC9AV AFC01

create arts works that communicate ideas

AC9AVAFP01

share their arts works with audiences

Year 1

AC9AVA2D01

experiment and play with visual conventions,
visual arts processes and materials

AC9AVA2C01

use visual conventions, visual arts processes
and materials to create artworks

AC9AVA2P01

share artworks and/or visual arts practice in
informal settings

Year 2

AC9AVA2D01

experiment and play with visual conventions,
visual arts processes and materials

AC9AVA2C01

use visual conventions, visual arts processes
and materials to create artworks

AC9AVA2P01

share artworks and/or visual arts practice in informal settings

Year 3

AC9AVA4D01

experiment with a range of ways to use visual conventions, visual arts processes and materials

AC9AVA4C01

use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning

AC9AVA4P01

share and/or display artworks and/or visual arts practice in informal settings

Year 4

AC9AVA4D01

experiment with a range of ways to use visual conventions, visual arts processes and materials

AC9AVA4C01

use visual conventions, visual arts processes and materials to create artworks that

communicate ideas, perspectives and/or meaning AC9AVA4P01 share and/or display artworks and/or visual arts practice in informal settings Year 5 AC9AVA6D01 experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials AC9AVA6C01 use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning AC9AVA6P01 select and present documentation of visual arts practice, and display artworks in informal and/or formal settings Year 6 AC9AVA6D01		
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experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials

AC9AVA6C01

use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning

AC9AVA6P01

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

CROSS-CURRICULUM PRIORITIES

Sustainability

GENERAL CAPABILITIES

Literacy

Digital Literacy

Critical and Creative Thinking

Personal and Social capability

Ethical Understanding

	Your Digital Résumé – Experience 2 Throughout this course, you will build your own digital résumé. It will be a personal portfolio that captures your learning journey and allows you to collect your work, celebrate your achievements, and reflect on what you have discovered about yourself. This week, you will be adding your second experience, a reflection on what you have achieved so far. As the weeks continue, your résumé will grow into a beautiful record of your learning. By the end of the course, it will not only show what you have achieved but also reveal who you are becoming as a learner, a creator, and someone who wants to make a positive difference in the world.	Teacher Notes - This week, students will create Experience 2 for their digital résumé. Ask them to spend time outdoors observing trees or other elements of nature, taking three photographs in natural light that capture what they notice and feel. Guide them to select one photograph that best represents their learning and write a deep reflection about the experience. Their reflection should explore what they observed, how it made them feel, and what impact this work could have on themselves, their peers, and their wider community. Encourage students to recognise how their small acts of noticing and sharing can inspire others to care for nature too. Teacher focus Observe how students select and upload work to their digital résumé, noting their ability to make thoughtful choices. Look for students' capacity to reflect meaningfully on their learning. What they did, what they noticed, how it made them feel, and why it matters. Encourage students to connect their experience to positive action. Notice whether students are developing digital literacy skills, such as navigating the platform, structuring information clearly and presenting content professionally. Highlight examples of students showing empathy and agency recognising the impact of small individual actions. Look for evidence that students are beginning to see their digital résumé as a record of growth, not just a task to complete. Provide beneficial feedback aligned to the
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		lesson focus.
	Share Your Thoughts on Dear World This week, your focus is to create your own Dear World story. Think about how your learning can inspire people across the world to see nature and community in a new light. Your community is not just your classroom or school, it is the entire planet. Your story could describe something you noticed in nature, an experience that made you think differently, or an action you took that could encourage others to care more deeply for the Earth. The goal is to share your learning in a way that helps others reflect, feel inspired, and take action in their own lives. When you are ready, log in to the Dear World Library and upload your story. Include your reflections, thoughts, and any photos or videos that bring your message to life. Share how your experience has shaped your understanding and what impact it could have on the world around you. This is your opportunity to use your voice to make a difference. Every story you share has the power to help others see the world with more kindness, hope, and courage. Together, we can build a global community that cares for nature and for each other.	Teacher Notes - This week, students will create and share their Dear World story. Guide them to reflect deeply on their learning and how it can inspire others to think differently about nature and community. Remind them that their community is not just their school or town, but the whole world. Encourage students to choose one meaningful moment or insight from their recent experiences. This could be a photograph, a discovery, or an action that helped them feel more connected to nature. Support them in turning this moment into a story that communicates reflection, purpose, and inspiration. Once their stories are ready, students will upload them to the Dear World Library with a short reflection and any accompanying media such as photos or videos. Look for evidence of deep thinking, emotional awareness, and global perspective. Celebrate stories that show understanding, compassion, and a belief that small actions can create big change when shared with others. Teacher focus: · Observe students' confidence, creativity, and reflection as they share their learning journey. · Provide feedback on communication skills — clarity, honesty, and purpose in expressing ideas and emotions.

		· Look for evidence of resilience and growth mindset, particularly how students describe overcoming challenges or setbacks. · Encourage digital responsibility and kindness when engaging with peers' posts, reinforcing safe and positive online participation. · Note students' ability to connect personal growth with collective action, showing how their ideas contribute to a broader impact. · Use reflections from the platform to identify emerging themes or areas for further exploration in future lessons.
	Your Week 2 Quiz and Certificate At the end of each week, you will complete a short quiz to show what you have learned. When you finish, you will receive a certificate of achievement for your hard work. This certificate celebrates that you have completed Week 2 of your Rewild Your World journey. There are ten certificates to collect in total, one for each week. By the end of the course, your full set of certificates will show the amazing progress you have made and how much you have learned about caring for our planet.	Teacher Notes - Explain that the weekly quiz is completed by clicking the online link provided. Students can complete it in class or at home. Encourage them to discuss ideas with a partner before submitting their answers to deepen their understanding. Remind students that certificates are given to each child individually, so everyone needs to complete their own quiz. Emphasise that this activity is not a test but a chance to review what they have learned and celebrate their progress. Observe independence, digital confidence, and collaboration. Look for signs of perseverance, reflection, and growing accuracy as students demonstrate their understanding weekly week. Remind students that certificates are awarded

		individually, so each person must complete their own quiz submission. Teacher focus Observe how students approach the quiz, noting their independence, digital confidence, and willingness to persevere when faced with challenging questions. Notice whether they revisit learning materials, discuss ideas with peers, or apply vocabulary and concepts accurately. Listen for students using correct language related to connectivity, biodiversity and threats to habitats. Encourage students to reflect on how their answers show what they have learned rather than aiming for perfection. Provide feedback that acknowledges effort, growth and curiosity. Reinforce that the quiz is a low-stakes opportunity to consolidate understanding and recognise progress.
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