

LS6 - Rewild Your World - Know Your Habitat - Primary school ACARA

ACARA v9

Week 6

SCIENCE

Foundation

AC9SFH01

explore the ways people make and use observations and questions to learn about the natural world

AC9SFI01

pose questions and make predictions based on experiences

AC9SFI03

represent observations in provided templates and identify patterns with guidance

AC9SFI05

share questions, predictions, observations and ideas with others

Year 1

AC9S1U01

Intro – A Week of Planning That Changes Everything

This week marks an exciting new stage in your Rewild Your World journey. You have already explored your school grounds, learned about your Champion Animal and discovered what it needs to survive. Now you will use all of that knowledge to begin planning a real habitat that could one day be built at your school.

Throughout this week, you will learn new keywords that help you think like a designer, read a real rewilding story that shows how damaged places can recover, and share your Champion Animal presentation so everyone understands its needs. You will then create your own Wild List and work with your classmates to build a complete class list that shows what every animal needs to thrive.

Next, you will work in a small group to design the perfect school habitat. You will use your maps, symbols and science skills to create a space that is balanced, realistic and helpful for all Champion Animals. At the end of the week, you will take part in a fair vote to choose the design your class will follow.

Finally, you will select a team to join. Each team has an important role in gathering plants, materials, tools and support so your habitat can become a real project.

This week matters because you are no longer just learning about habitats. You are helping to design one.

Teacher Notes - Begin the week by revisiting what students learned about habitats, biodiversity and their Champion Animals. This week moves from observing habitats to planning one, so help students understand that they will now use their Week 5 findings to make real design decisions for their school.

As lessons progress, explicitly guide students to connect new learning with their earlier surveys. Point out when their vocabulary, mapping skills or research knowledge strengthens their choices. Reinforce that strong habitat planning blends creativity with scientific thinking and practical judgement.

Support students through presentations, Wild List discussions and group design tasks. Model active listening, comparing ideas fairly and explaining decisions using evidence. Encourage collaboration and calm decision-making as they vote on a final class design and choose the team they will join.

Throughout the week, celebrate thoughtful reflection, teamwork and students who consider the needs of all Champion Animals. Your guidance will help them grow as young planners who can problem solve, justify their ideas and design habitats that truly support wildlife.

Teacher Focus

Use this introduction to clearly signal the shift from observing habitats to planning one. Support students to recognise that their earlier learning about habitats, biodiversity and Champion Animals will now be used to make real design decisions.

Make the learning intention visible at the start of the week and explain how each activity (keywords, story,

identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1I01 pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I04 sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I05 compare observations with predictions and others' observations, consider if investigations were fair and identify further questions with guidance		quote, design) contributes to achieving it. Support students to understand the shift from learning → planning → action. Use questioning to check readiness: What information from last week will help us plan? Why do designers need evidence before making decisions? Encourage students to refer back to their maps, surveys and research as evidence for ideas shared during discussions. Provide feedback aligned to lesson focus and model respectful listening, fair comparison of ideas and collaborative decision-making as students begin working toward a shared class design. Notice students' ability to explain how animal needs influence habitat planning and address misconceptions early, such as designing for a single animal rather than considering the needs of all living things.
AC9S1I06 write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary Year 2 AC9S2I01	Your Weekly Keywords This week, your new set of keywords will help you understand how to plan and design a habitat that supports many different animals. Each word links to the features that make a habitat strong and the tools we use to create spaces where wildlife can live safely. Some of the words might feel unfamiliar at first, but each one will help you build a stronger scientific vocabulary and think more carefully about what animals need to survive. Your task is to match each keyword to its correct definition. First read all the words. Then, read all the definitions. You may need to do a little research to find out what each word means, so take your time and work with focus. Use books, digital tools, or class resources to support your learning.	Teacher Notes - Support students as they explore this week's vocabulary by modelling how to link new terms to the practical work they will complete as habitat designers. Encourage students to connect their earlier survey findings with words that describe structure, planning, improvement, and the features that help a space support wildlife. Guide students to work together as they sort through the vocabulary, discussing ideas and explaining their choices. Model how to use context clues, word parts (prefixes/suffixes), and examples from the school grounds to work out meaning. Notice how confidently they apply scientific language and how well they use evidence from their week five survey to make sense of each definition. Invite students to share real examples from their school

pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S2I04 sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S2I05 compare observations with predictions and others' observations, consider if investigations were fair and identify further questions with guidance 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 consider how people use scientific explanations to meet a need or solve a problem	As you work, talk with a partner about what you notice. Which words describe the things animals need? Which ones help you understand how to design a healthy habitat? Which ones connect to what you already learned in your survey last week? By the end of this task, you will have a clearer idea of how to plan a wild space that can support many champion animals in your school environment.	environment to help the meanings feel concrete and useful. Provide feedback that values imaginative thinking, clear reasoning, and growing independence. This will strengthen their readiness to begin planning and shaping a habitat that can support the Champion Animals chosen by the class. Teacher focus ● Observe how students match keywords to definitions and how they justify their choices through discussion. Listen for students using evidence from their Week 5 survey, prior habitat learning and real examples from the school environment to explain meaning. ● Use this task to assess how well students can apply new vocabulary meaningfully, not just match words correctly. Focus on: how students justify matches, whether they link words to habitat features or survey findings and how confidently they use language in discussion ● As students work, listen and observe for: explanations that reference prior learning (e.g. "This word connects to how water moved in our survey")- correct use of vocabulary in context- collaborative reasoning rather than guessing. Use prompts such as: ● Why does this definition fit this word? ● Which survey evidence helped you decide? ● How might this word matter when we design a habitat? ● Support students to refine their thinking by prompting them to explain why a definition fits a word, rather than simply checking for correct answers. Use questioning to clarify misunderstandings and to strengthen connections between vocabulary and future habitat planning decisions.
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AC9S3I01 pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I04 construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S3I05 compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions 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 explain the roles and interactions of consumers, producers and decomposers	Quote of the Week - Sylvia Earle “Knowing is the key to caring, and with caring there is hope that people will be motivated to take positive actions.” Sylvia Earle This week’s quote reminds us that when we learn something new about nature, we begin to care about it more deeply. Every plant, animal, and habitat becomes more precious when we understand how it works and why it matters. As a class, take time to talk about what Sylvia Earle meant when she shared this idea. Think about who she is, the work she has done, and why she believes knowledge leads to action. After your discussion, use the template to write your own powerful quote about protecting habitats. Think about what you believe, what you want others to notice, and how your words could inspire people to care for wild places. Make your message clear, thoughtful, and full of hope for the future.	Teacher Notes - Invite students to unpack the meaning behind Sylvia Earle’s words and why they are so important for today’s world. Discuss how learning about nature helps us care for it, and how this understanding shapes the choices we make when planning habitats and protecting wildlife. Ensure Success Criteria is Explicitly Addressed. For example: Explicitly model how the quote demonstrates knowledge, to caring, to action. Revisit Lesson Sequence 1 language around action and power. Support students to see their own quotes as evidence of learning, not just creative writing. Reconnect students to earlier discussions about action and power from the start of the unit. Support them to recognise that knowledge gives people the power to make informed decisions and take meaningful action. Optional Task: Action power blocks (Blocks in stacks to represent layers of thinking) - Look back at some of the changemakers and quotes you have explored during Rewild Your World (for example, Jane Goodall, Steve Irwin, Sylvia Earle or David Attenborough). - As a small group, choose one or two people and discuss: - What did this person learn or understand about nature? - What actions did they take using that
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within a habitat and how food chains represent feeding relationships AC9S4H01 examine how people use data to develop scientific explanations AC9S4H02 consider how people use scientific explanations to meet a need or solve a problem AC9S4I01 pose questions to explore observed patterns and relationships and make predictions based on observations AC9S4I04 construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S4I05 compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions		knowledge? • How did their actions show power? • What kind of power did they use (voice, knowledge, leadership, care, influence, action)? Use this task to explicitly revisit the concepts of action and power introduced in Lesson Sequence 1. Support students to recognise that power does not always mean authority or strength, but can come from knowledge, voice, care, persistence and choice. Notice how students describe different forms of power and whether they can explain the link between learning, action and impact. Encourage students to make connections between these examples and their own role in planning a habitat for their school. Model how a short message can carry a strong idea by focusing on clarity, feeling, and purpose. Encourage students to think about what they have learned about habitat needs and the species being studied by themselves and the class.. Guide them to write their own quotes that show awareness, empathy, and a commitment to taking positive action for the environment. Provide feedback that values thoughtful wording, personal insight, and the ability to turn knowledge into inspiration for others. Teacher focus Use this task to support students to explore the relationship between knowledge, caring, action and power, revisiting ideas introduced at the beginning of the unit. Guide students to recognise that learning about nature can give people the power to make informed choices and take positive action. Model how to unpack a quote by identifying key ideas, values and intended impact. Support students to explain
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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 Students apply previously researched adaptations and behaviours when deciding which habitat features each Champion Animal requires. AC9S5H02 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5I04		the quote's meaning in their own words and to connect it to their learning about habitats, biodiversity and their Champion Animals. Observe how students justify their interpretations and whether they can describe how knowledge leads to action. Encourage students to make links between changemakers studied across the unit and to recognise different forms of power, such as voice, care, leadership, persistence and choice. When students create their own quotes, focus on how clearly they communicate a value or belief and whether their message reflects an understanding of responsibility and action. Provide feedback that values thoughtful language choices, empathy and the ability to inspire others. Use discussion and optional comparison tasks to notice misconceptions, such as viewing power only as authority, and support students to see themselves as capable of taking meaningful action through informed decision-making.
construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships	Rewilding the World – Story of the Week – Wetlands for Wildlife This week, read the story on the task card opposite about how a plain concrete drain in Brisbane was turned back into a real wetland. You will learn how the waterway used to be hard, empty, and lifeless, and how the community worked	Teacher Notes - Begin by revisiting the idea of rewilding and how people can help heal damaged places by bringing natural habitats back to life. Introduce the Hanlon Park story, highlighting how removing the concrete drain, reshaping the land, and planting native plants allowed the wetland to return and support many different species again.

AC9S5I05 compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions 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 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 AC9S6I04 construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and	together to remove the concrete, plant new grasses, and shape the land so animals could return. As you read, look for the many ways the wetland changed once nature was given space again. Notice which animals came back first, how the water slowed down, and how frogs, turtles, insects, birds, and even people began to enjoy the area again. Think about what actions people took and how those actions helped restore balance. Then think about what this story can teach you about helping your own Champion Animal. Use this example to guide your choices as you start planning your own class habitat. This story shows that knowledge, care and teamwork can lead to powerful change. Even small actions can help wildlife return when people care, try their best, and work together.	Encourage students to discuss how the new wetland created shelter, food, and safe spaces for frogs, insects, birds, turtles, and other animals. Guide them to notice the importance of community teamwork, shared responsibility, including how volunteers, council members, and scientists worked together to solve problems and design a healthier space for wildlife. Prompt reflection with questions such as: How did the wetland change once the concrete was removed? Why did so many animals return after the habitat improved? What actions taken by people made the biggest difference? How did the community and workers overcome challenges during the project? How does this make you feel? What lessons can we use when planning our own class habitat? Provide feedback that values empathy, curiosity, teamwork, and critical thinking. Emphasise that rewilding often begins with people noticing a problem and taking small but powerful action -thoughtful steps to help nature recover and thrive once more. Teacher focus Use this story to deepen students' understanding of how knowledge, action and teamwork can restore damaged habitats. Support students to identify the specific changes made to the environment and to explain how these actions helped animals return and ecosystems recover.
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process data and information and describe patterns, trends and relationships AC9S6I05 compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions 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		• Guide students to recognise different forms of power shown in the story, including community collaboration, informed decision-making and persistence. Encourage students to connect these ideas to earlier discussions about action and power and to see how people can make a meaningful difference even through small, thoughtful changes. • Observe how students link the story to their own habitat planning, particularly whether they can transfer ideas about shelter, water flow, native plants and shared responsibility into their design thinking. Use questioning and discussion to surface misconceptions, such as believing habitats recover on their own without human care. • Provide feedback that aligns to lesson focus and that values empathy, evidence-based reasoning and the ability to apply real-world examples to new design challenges.
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 pose questions about familiar objects, people, places and events	Comprehension – Creating Habitats This week, you will read an information text about how different habitat features help living things survive. You will explore plants, water, shelter, soil micro habitats and the many structures that make a place safe and healthy for wildlife. Each feature gives animals food, protection, space and support in its own way. As you read, look closely at how these features work together. Notice how flowers, grasses, bark, leaves, water and shade all create different conditions for different species. Think about how animals use these spaces for nesting,	Teacher Notes - This comprehension task helps students grow as readers through literal, inferential, and applied questions. Remind them that literal questions ask for facts from the text, inferential questions help them read between the lines, and applied questions ask them to link ideas to real habitat design and local environments. Guide students to use evidence from the text when sharing their thinking. Encourage them to notice how different habitat features work together and why plants, water, shelter, soil, and micro habitats all matter for keeping an ecosystem healthy. Help them spot simple patterns such as how flowers attract pollinators, how

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 — Geography AC9HS1K03 the natural, managed and constructed features of local places, and their location AC9HS1K04 - Optional how places change and how they can be cared for by different groups including First Nations Australians Year 1 — HASS Skills AC9HS1S01 develop questions about objects, people, places and events in the past and present	hiding, feeding, climbing or raising young, and how a mix of features helps more animals live together in one area. This text will help you plan your own class habitat this week. It will show how living things rely on plant diversity, messy areas, water sources and safe shelters, and how a habitat must meet many needs to stay balanced. Read each question carefully as the comprehension will move from simple recall to deeper thinking. Read each question carefully, as the comprehension will move from literal (finding facts) to inferential (reading between the lines) and applied thinking (using ideas to design habitats).. As you work, take notes on important examples that show what each habitat feature provides and why it matters. Think about how these ideas link to your Champion Animal and how your own habitat design will need to include similar structures. If you would like to create your own examples, use the template to build a list and explore how each feature helps a whole ecosystem stay alive.	messy areas support insects, or how water sources help many species survive. Prompt students to connect the information to their Champion Animal and to the class habitat they are planning this week. Support them as they explore cause and effect, such as how more plant variety brings more wildlife. Give feedback that values curiosity, clear reasoning, and meaningful links to real environmental challenges. Given the amount of information in this document, teachers may prefer to divide the learning into smaller segments over the course of the week. Alternatively, the Canva template can be adapted as needed to suit the specific requirements of the classroom. You may wish to briefly revisit what cause and effect means in a scientific context. Explain that a cause is an action or change, and an effect is what happens as a result. Use real-world examples to support understanding, such as: When more native plants are added (cause), more insects and birds are attracted (effect). When water flow is slowed (cause), plants and animals have more time to survive (effect). When shelter is removed (cause), animals are less protected (effect). Support students to identify cause-and-effect relationships in the text and to apply this thinking when planning their own class habitat. Teacher focus Revisit the learning intention and success criteria, highlighting that students are learning how different habitat features support living things and how this information will inform their habitat planning. Model how to identify key information in an informational
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AC9HS1S03 interpret information and data from observations and provided sources AC9HS1S04 discuss perspectives related to objects, people, places and events AC9HS1S05 draw conclusions and make proposals 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		text, including habitat features such as plants, water, shelter, soil and microhabitats, and how these features meet animal needs. Observe how students respond to literal, inferential and applied comprehension questions, noting their ability to use evidence from the text to justify their thinking. Prompt students to explain cause-and-effect relationships using real examples from the text (e.g. When plant variety increases, more animals can survive). Provide opportunities for students to connect ideas from the text to their Champion Animal and to the class habitat they are planning. Model and provide feedback that helps students strengthen connections, explain their reasoning, and apply vocabulary accurately. Check for understanding by listening for accurate use of scientific vocabulary and clear explanations of how habitat features work together to support ecosystems. Address misconceptions as they arise, such as the belief that habitats rely on a single feature or that animals survive without shelter, water or plant diversity. Provide feedback that values curiosity, clear reasoning, and the ability to apply information from the text to real-world environmental challenges.
AC9HS2S04 discuss perspectives related to objects, people, places and events AC9HS2S05 draw conclusions and make proposals	Record Your Answers – How Far Can You Go After reading the information about forest layers and the different parts that make up a healthy habitat, you will answer twelve comprehension questions that become more challenging as you move through the levels. You will begin with Level 1 questions that recall key facts and then move toward Level 4 questions that invite you to think deeply, make connections, and apply your understanding to real environments.	Teacher Notes - Explain to students that this week's comprehension task steps them through four levels of thinking that become gradually more demanding. The goal is for them to move from recalling information toward explaining ideas and applying understanding what they know to real habitats. Encourage them to take their time with each level and to answer in full sentences that clearly link back to the information about forest layers and habitat components. Revisit the success criteria so students understand what quality responses look like at each level. Revisit the success criteria and the vocabulary explored prior so students understand what quality responses look like at each level.

AC9HS2S06 develop narratives and share observations using sources, and subject-specific terms Year 3 — Civics and Citizenship AC9HS3K07 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 AC9HS3S05 draw conclusions based on analysis of information	Write your answers in full sentences and use evidence from the text to support your ideas. Take your time and read each question carefully before responding. If you find a question challenging, pause and think. That moment shows your understanding is growing and that you are ready to explore new ideas about how forest layers work together, how habitats support living things, and how these systems shape the world around us.	Show students how good readers pause to check a paragraph, look for clues, or reread a sentence when something feels tricky. This helps them see that deep thinking is a normal part of learning. Give them quiet space to focus so they can concentrate on the structure and meaning of the text. Invite students to highlight new scientific words, jot notes beside the text, and underline ideas that connect to their own habitat designs. When everyone has finished, ask them to record the level they reached and choose one skill they want to strengthen next time. As you move around the room, listen for clear explanations, thoughtful use of evidence, and the way students link the forest layers to animal needs. Notice how they organise their ideas, how they solve problems when unsure, and how their confidence grows as they explore more complex ecological concepts. Teacher focus • Revisit the learning intention and success criteria, clarifying that students are progressing from recalling information to explaining and applying ideas about forest layers and habitats. • Explain the purpose of the four levels and how each level represents deeper thinking, not speed or ability. • Model how to respond to a question using full sentences and evidence from the text. • Observe how students move through the levels, noting their ability to: - locate key information, explain cause-and-effect relationships, apply ideas to real or local habitats • Provide prompts or reassurance for students who pause or reread, reinforcing that persistence is part of effective learning. • Check for understanding by listening for accurate scientific vocabulary and clear links between forest layers, habitat features and
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AC9HS3S06 propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S07 present descriptions and explanations, using ideas in sources and relevant subject-specific terms		animal needs. - Assess student responses formatively by reviewing: accuracy at Level 1, reasoning at Levels 2–3 and transfer and application at Level 4 - Use students' identified next-step skills to inform future instruction and support. - Provide feedback aligned to the lesson focus and values effort, clarity of explanation and growth in confidence when tackling increasingly complex questions.
Year 4 — Geography AC9HS4K05 the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent 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	Sharing Your Champion Animal Presentation This week, you will present the resource you created last week to the rest of your class. Your presentation should last between two and five minutes and should be interactive so your audience stays interested and involved. Your goal is to teach your classmates what you have learned about your Champion Animal and help them understand why needs are connected to a healthy habitat to survive. During your presentation, make sure you clearly explain your animal's needs. The task card opposite will guide you on the topics you should cover, such as the food it eats, where it finds water, the type of shelter it relies on, how it breeds, and the safe pathways it uses to move around its environment. These details will help your classmates see how every species depends on its habitat in different ways. Try to include exciting facts or discoveries from your research. You might share something unusual about your animal's behaviour, a clever adaptation, or a problem it faces in the wild. These details help inspire others and make your presentation memorable. Your success criteria are simple and shared with you before	Teacher Notes - Revisit the learning intention and success criteria so students understand the purpose of the task and what success looks like and let students know that their presentation is a chance to share their unique voice and teach their classmates something new about their Champion Animal. To support them, you will provide a simple rubric and set of guidelines outlining the key ideas they should include in their speech, such as food needs, water sources, shelter, breeding requirements, and safe ways their animal moves through its habitat. Make it clear that this rubric is not for marks or scores. It is simply a guide to help students stay focused and feel confident as they speak. Encourage students to see the guidelines as a helpful starting point, not a limit. Remind them that creativity is celebrated here. They can use drawings, questions, stories, actions, or props to help their audience understand and stay engaged. Every presentation should look and feel different because every child has researched different facts and built their own understanding. As students present, observe how well they explain the connection between animal needs and habitat features, and how they use evidence from their research to teach

analyse information and data, and identify perspectives AC9HS4S05 draw conclusions based on analysis of information AC9HS4S06 propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S07 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 — Geography AC9HS5K04 - Optional the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place	you present. By the end of your presentation, your classmates should have learned something new about your animal that they did not know before. Speak clearly, show confidence, and enjoy the chance to teach others about the species you have become an expert in. During other people's presentations, make sure that you are actively listening and recording, making a note of all the champion animals that have been presented, as you will need this information later. You must be familiar with all the animals supported by your class. You can use the space at the bottom of the task card to draw each Champion Animal and make a note of its name.	others. Celebrate moments where they use the knowledge they gathered over the last few weeks to include others, spark curiosity, and explain ideas clearly. Encourage their classmates to listen deeply, ask thoughtful questions, and learn from every speaker. Provide feedback that focuses on personal growth, confidence, and connection. Highlight how each student used the rubric well while still expressing their unique style. Reinforce that the goal is not perfection, but sharing knowledge proudly, inspiring others, and strengthening the sense of community learning in the classroom. Teacher focus Revisit the learning intention and success criteria, clarifying that learning happens both when students present and when they listen and learn from others. Model active listening behaviours for the audience, such as facing the speaker, listening without interrupting, recording key information, and asking thoughtful questions. Observe presenting students for their ability to: - explain their Champion Animal's needs clearly - link animal needs to habitat features - use accurate scientific vocabulary - engage their audience Observe audience members for their ability to: - listen attentively and respectfully - record accurate information about each Champion Animal - ask relevant, curious questions make connections between different animals and shared habitat needs Check that audience notes show understanding of
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Year 5 — HASS Skills AC9HS5S01 develop questions to investigate people, events, developments, places and systems AC9HS5S02 locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S03 evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships		multiple Champion Animals, not just the student's own. Model and provide feedback to guide students in including accurate information about a range of animals and making connections across examples. Prompt students during and after presentations to reflect on what they learned from others (e.g. What was one new need you learned about today?). Assess understanding formatively by listening to student questions, reviewing recorded notes, and noting how students reference other animals during later planning tasks. Provide feedback that aligns to the lesson focus and values respectful listening, curiosity and the ability to learn from peers, reinforcing that being a strong audience member is part of being a strong learner. Address misconceptions or gaps noticed in audience understanding before moving into the Wild List and habitat design tasks.
AC9HS5S05 develop evidence-based conclusions AC9HS5S06 propose actions or responses to issues or challenges and use criteria to assess the possible effects This is exceptionally strong. Students create competing habitat proposals and explicitly evaluate them against criteria including animal needs, feasibility, safety, maintenance, space and cost before voting.	Completing Your Wild List Using the task card opposite, you will now create a Wild List for your Champion Animal. You can work on your own or with classmates who chose the same animal. Talk together about all the different features your animal needs to survive in the wild. Think about things like shade trees, fruiting plants, flowering plants, nest boxes, leaf litter, insect hotels, water spots, and safe hiding and breeding places. Your job is to look closely at the Wild List and tick off every item your Champion Animal needs to thrive in your local environment. Use what you learned from your habitat survey and research to guide your choices. If you are unsure about any items, such as insect hotels, frog hotels, or other features, you can look them up in the Wild Projects Booklet. It will help you understand what these things are and how they	Teacher Notes - Guide students as they complete their Wild Lists by reminding them that this task is all about careful planning for the future. Encourage them to draw on everything they already know about their Champion Animal, including the results of last week's habitat survey. Their choices should be thoughtful and based on real needs, not guesses. Invite students to collaborate with classmates who selected the same animal. Working together will help them check facts, compare ideas, and build a clearer understanding of what their species must have in order to survive. Prompt students to justify why each feature is needed, strengthening reasoning and explanation. This also strengthens their ability to justify decisions and explain why certain features are essential. If students come across items on the Wild List they do not recognise, model how to use the Wild Projects

AC9HS5S07 present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions Year 6 — HASS Skills AC9HS6S01 develop questions to investigate people, events, developments, places and systems AC9HS6S02 locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S03 evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S05 develop evidence-based conclusions AC9HS6S06 propose actions or responses to issues or challenges and use criteria to assess the possible effects	support wildlife. This list is only for your animal right now. Later on, we will bring everyone's lists together to see what the whole class needs. This will help us spot any crossover and start designing a habitat that supports all Champion Animals in our school.	Booklet to find reliable information. This helps them become confident, independent learners who know how to seek out answers. As students tick off each requirement, encourage them to think ahead. Ask questions such as: • What might be tricky to include in our school habitat? • Which items could work for many different animals? • What would your animal struggle with the most in our current playground? This forward looking thinking will support them when the class later combines all lists to design a shared habitat. Celebrate thoughtful choices, teamwork, and the careful use of prior knowledge as students begin planning how to create a space that truly supports wildlife. Teacher focus Revisit the learning intention and success criteria, clarifying that students are learning to identify and justify the habitat features their Champion Animal needs. Model how to use prior learning (survey data, research, vocabulary) to make informed choices on the Wild List. Observe how students: - select habitat features based on evidence - explain why specific items are needed - collaborate to check facts and refine thinking Prompt students to justify decisions using questions such as Why does your animal need this feature? or What problem would occur if this was missing? Check for understanding by listening for accurate scientific vocabulary and clear links between animal needs and habitat features. Assess learning formatively through: completed Wild Lists
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AC9HS6S07 present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions Year 6 — Civics and Citizenship		oral explanations during collaboration references to survey findings or research Identify misconceptions (e.g. choosing features because they “look good” rather than meet a need) and address these before combining class lists. Provide beneficial feedback that values careful planning, evidence-based reasoning and teamwork.
3. ENGLISH Foundation AC9EFLY02 interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY06 create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly	The Class Wild List – Pulling it All Together In this activity, your teacher will stand at the front of the room to read out each of the items from the Wild List now presented on the Class Wild List. As she reads each item, raise your hand straight away so your teacher can tally the numbers which will be added to the Class Wild List. If your Animal is being championed by multiple people, you need only count it once. This will serve to record how many Champion Animals need each item. This process helps us see which habitat features many animals share and which features are needed by only one or two species. By collecting this information, we can work out what must be included in our final class habitat design. Some items might only be needed by one animal, while others might be important for almost all species. By collecting this information, we can work out what must be included in our final class habitat design. Later in the week, you will use the completed class Wild List to help create a shopping list of all the plants, materials, and resources needed to build a habitat where every Champion Animal can thrive. Make sure you are listening carefully, have your own Wild List ready, and raise your hand whenever you hear something your animal needs. Your information helps our whole class	Teacher notes - Display the master Class Wild List at the front of the classroom so every student can see it clearly. Provide each child with their own copy, too. As you call out each item, invite students to raise their hands if their Champion Animal needs it, and encourage them to tick it off on their personal list at the same time. You can select a separate coloured tick to separate the needs of their own Champion Animal from the added needs of the other species. This keeps everyone actively involved and builds a shared sense of purpose. This process helps students recognise which habitat features are commonly needed across many animals, and which ones are more specialised. As hands go up, the class will naturally begin to see the crossovers between species, noticing patterns such as how many animals rely on fruiting trees, flowering plants, shade, leaf litter, water access, or safe nesting sites. Make the learning intention and success criteria visible. Highlight that almost every item on the Wild List will need to be sourced in order to build a strong, healthy, and inclusive habitat. Emphasise that this is real planning; their choices now will shape the habitat design they create later in the week. Encourage calm discussion as students notice similarities between species, ask questions, or compare needs. Celebrate moments when students make thoughtful connections, such as realising that one feature can support several animals at once. This activity sets

AC9EFLY07 create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume 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, sentence boundary punctuation and correct spelling of some one- and two-syllable words	plan a habitat that supports every creature.	the foundation for collaborative problem-solving as the class begins to plan the ultimate habitat together. Optional Task: Students choose one high-priority item from the Class Wild List (e.g. water, leaf litter, flowering plants) and create a small visual tile or poster that shows: what the feature is which animals need it why it supports many species These tiles can later be: displayed or combined into a wall to be used during design planning Teacher focus Revisit the learning intention and success criteria, clarifying that students are learning to combine individual Wild Lists to identify shared habitat needs. Explain the purpose of tallying, highlighting that this information will guide real design decisions and prioritisation. Model expected listening behaviours, including tracking items, raising hands promptly and recording information accurately. Observe students for their ability to: listen attentively and respond at the correct time, accurately identify their Champion Animal's needs, recognise shared needs across species Assess learning formatively by noting: accuracy of student responses during tallying, quality of comments identifying patterns or crossovers, references to prior
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AC9E1LY07 create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace 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 AC9E2LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning		research or survey findings Prompt students to explain why certain features appear frequently and how these might influence design choices. Model and provide feedback that helps students explain patterns, justify design decisions, and apply vocabulary accurately. Check for misconceptions, such as assuming rare needs are less important, and address equity between species. Provide feedback that values careful listening, collaboration and systems thinking. Use observations to inform the next phase of learning, particularly the transition to the shopping list and habitat design tasks. Differentiation task: Students pick one frequently needed feature and complete this prompt If this feature was missing from our habitat, then... (Students can show this through: a short comic strip, labelled drawings, before/after diagrams or a short written explanation).
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	Design Your School Habitat Using a fresh copy of your bird's eye view map, it is now time to design and plan what you think would be the perfect habitat for your school. Work in a small group of two to four students. You can choose your friends or join others who have the same Champion Animal as you. Use the habitat symbols on the task card opposite to indicate	Teacher Notes - Encourage students to see this task as both a creative design challenge and a real planning exercise. Remind them that the habitat they create may actually be built, so their decisions must be thoughtful, realistic, and based on what their Champion Animals genuinely need. Guide groups to collaborate respectfully, sharing ideas, listening to one another, and making decisions together.

groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY07 create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace Year 3 AC9E3LY02 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	different sorts of plants and other habitat essentials. You can draw these onto your bird's eye map or take a photo of your map and add it to our template, then copy and paste the icons as needed. Place them onto your map to show where different features should go. Think carefully about the needs of every Champion Animal in your class. Remember to check the Class Wild List your teacher has displayed on the board. This list shows which features are most important and which parts of the school might need improving. As you design, think like real planners. Ask yourself: • Is this realistic or am I adding too much • Will people still be able to walk safely through the school Could I include an outdoor classroom within the garden? • Is this financially possible for our class to build • Does every animal have what it needs in this space Try not to overcrowd the environment. A habitat should help animals, but it must also work for the school community. This activity is not only about creativity. It is also about: planning, testing ideas, adjusting designs, and making informed choices. When your map is finished, your design will be displayed in the classroom. Later this week, the whole class will take a democratic vote to choose one habitat design that the school will create. Remember, this is not a competition. Your goal is to design a realistic, achievable, and animal friendly habitat that improves your school for both humans and wildlife. You can look at the example on the task card opposite for inspiration.	Highlight that good designers work as a team and explain their choices clearly and are willing to revise ideas when problems arise. Support students as they organise their maps, symbols, and Wild Lists. Model the design process step by step, for example: • identifying the problem or need • planning a solution • testing placement of features • adjusting designs to improve balance or safety <u>Engineering design process – Jiggler challenge</u> Prompt <i>critical thinking</i> by asking helpful questions such as • <i>Will this feature truly help the animal?</i> • <i>Do we have too many plants here, or not enough?</i> • <i>Is this design realistic for our school grounds?</i> • <i>Can people still move safely through the area?</i> <i>How can we create a space to benefit both students and wildlife?</i> • <i>Could we plant and maintain this in real life?</i> • <i>Is this something we could actually build with the materials we have?</i> <i>How is the design helping with connectivity at both ground level and canopy level?</i> Encourage students to use the Class Wild List as a guide. Prompt them to think about balance and constraints, such as space, sunlight, safety and maintenance. This helps students understand that effective habitats require variety, not just quantity. If they notice many groups placing far too many trees or too many of one type of plant, prompt them to think about
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spelling of most high-frequency and phonetically regular words AC9E3LY07 plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume 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 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		balance. Remind them that planting too many large plants can crowd pathways or block sunlight. Planting too few might not support their Champion Animals. This helps them learn that good habitats need variety, not just quantity. As you circulate, listen for students justifying their ideas with evidence from their research. Model and provide feedback aligned to the lesson focus, supporting students to use evidence, refine their plans, and explain their design decisions. Acknowledge and reinforce groups who adjust their plans after identifying issues (e.g. overcrowding or insufficient shelter), as these demonstrate effective design thinking. Finally, prepare students for the democratic vote by modelling actively what this looks like - define terms, model actions and how decisions are made in a democratic situation. Compare and contrast to non-democratic too. Encourage them to think about which habitat design works best for <i>all</i> Champion Animals, uses plants wisely, fits the school space, and feels achievable for the planting teams next week. Reinforce that practicality and teamwork matter more than decoration or winning. Teacher focus Revisit the learning intention and success criteria, clarifying that students are learning to design a habitat solution that meets multiple needs within real constraints. Explicitly connect the task to the design process, naming stages such as identifying needs, planning, testing ideas and improving designs. Model how to use the Class Wild List, maps and symbols as evidence when making design decisions. Observe students for their ability to: collaborate and share ideas respectfully, justify design choices using evidence, consider constraints such as space, safety and
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persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY07 plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume 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		cost, revise designs when issues are identified Prompt groups to explain how their design supports all Champion Animals and how features work together as a system. Assess learning formatively by reviewing: annotated maps and placement of features, group discussions and decision-making language, evidence of iteration or adjustment Check for misconceptions, such as overcrowding, single-species focus or unrealistic features, and address these through questioning. Provide beneficial feedback that values problem-solving, flexibility, systems thinking and teamwork. Prepare students for the vote by reinforcing that strong designs balance creativity with evidence, feasibility and shared responsibility.
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	Hold Your Vote – Which Habitat Works Best Now that every group has designed their ideal school habitat, it is time to choose the one that will become our real blueprint. All of the designs will be displayed around the room so you can walk around, look closely, and think carefully about each one. Your job is to vote for the design that you believe will support all of the Champion Animals, can actually be built at school, and is sensible in terms of the work and the money needed. Think about things like space, safety, plant choices, and whether the design feels realistic and achievable. Remember, you cannot vote for your own design. This helps keep the vote fair and democratic. When your teacher calls each design, simply raise your hand for the one you choose.	Teacher Notes - Guide students through the voting process by explicitly modelling how to evaluate designs using evidence rather than personal preference. Revisit the learning intention and success criteria, reminding students that they are choosing a design that best meets shared needs, not the design made by friends or the most visually appealing one. Encourage them to look for clear features such as food sources, water access, safe shelter, breeding spaces and strong connectivity. Support students to think realistically about what can actually be built in their school grounds. Prompt them to consider space, safety, supervision, plant care, long term maintenance, and whether the design can be achieved with the time, tools, and budget the class is likely to have.

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 AC9E5LY07 plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features 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 Week 6 requires students to evaluate competing habitat proposals, justify their decisions, listen to others and separate evidence-based reasoning from personal preference.	The design with the most votes will become our class habitat plan, and we will use it as the guide when we begin building and planting. This is not about winning or losing. Every idea matters, and every group has shown brilliant thinking and creativity. This vote is simply about choosing the plan that will help nature the most and bring our whole class together in the rewilding project.	Ask reflective questions such as Which design seems practical? and Why might this layout work better than another? Model and provide feedback that supports students to justify their thinking, compare options, and use evidence in their responses. These prompts help students practise logical thinking and real-world planning. Reinforce that democratic voting is about fairness and collaboration. Celebrate the way students respect each other's ideas and listen carefully before choosing. Encourage calm discussion and remind students that all designs have strengths, even if only one can be selected. Support students in seeing that this is the start of a larger project. Emphasise that choosing a realistic and achievable design now will help the class work efficiently later when planting, building, and gathering resources. Praise thoughtful decision making, mature reasoning, and the ability to stay focused on the shared goal of creating a healthy, functioning habitat for all Champion Animals. Teacher focus Revisit the learning intention and success criteria, clarifying that students are learning to evaluate design solutions using evidence, constraints and shared needs. Model how to compare designs against agreed criteria (animal needs, feasibility, safety, maintenance), rather than personal preference. Explain how democratic voting supports fair decision-making and shared responsibility. Observe students for their ability to: listen respectfully to others, evaluate designs using evidence, consider constraints such as space, safety and cost, separate personal ownership from collective decision-making Prompt students to justify their vote using reasoning (e.g.
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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		This design works best because...). Assess learning formatively by noting: comments made during walk-throughs, questions asked about feasibility, accuracy of references to the Class Wild List Check for misconceptions, such as voting based on appearance or friendship, and address these through questioning and discussion. Provide feedback that aligns to the lesson focus and values fairness, reasoning, maturity and the ability to prioritise collective needs. Prepare students for the next phase by reinforcing that the chosen design will guide real action and responsibility.
AC9E6LY07 plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features 4. MATHEMATICS Foundation AC9MFSP02	Choose Your Mission – Teamwork is Dreamwork This week, you will choose one of our six special teams to join. Each team has an important job that will help us build the perfect school habitat. First you'll need to walk around the room, read the task cards, and think carefully about which team matches your strengths. The teams are: • Plant Team • Community Support Team • Wood and Habitat Team • Tools and Equipment Team • Green Light Team • Financial Support Team Take your time exploring each one. Ask yourself what you	Teacher Notes - Support students as they make their team choices by reminding them that each group plays a vital role in bringing the habitat project to life. Encourage them to think carefully about their strengths, interests, and the skills they have developed throughout the course. This is an opportunity for students to make a meaningful contribution, so guide them away from choosing teams based only on friendship groups. Invite students to walk around the room and read each task card before deciding. Highlight that the teams are interconnected and will all need to work together throughout the week. Emphasise that no single team is more important than another and that the success of the final habitat depends on everyone doing their part. Model how to reflect on personal strengths. For example, students who enjoy organising might be suited to the Tools and Equipment Team, while those who feel

describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFST01 collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations Year 1 AC9M1ST01 acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST02 represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1SP02 give and follow directions to move people and objects to different locations within a space Year 2	enjoy, what you are good at, and where you think you could be most helpful. Try not to choose a team just because your friends are there. Choose the team where you can make the biggest impact by contributing your skills and making the biggest impact.. Once you have chosen your team, sit together and start planning. Talk about what needs to be done, what items you might need, and how you will share the jobs over the next week. Each team will play a vital part in gathering resources, organising people, and helping us get ready to build our habitat. Your choice matters. Your teamwork matters. Together, you can help create something amazing for your school and your Champion Animals.	confident speaking with adults may be a great fit for the Community Help Team. Children who are creative or love gardening might naturally gravitate towards the Planting Team or Wood and Habitat Resources Team. Strength in problem solving could make the Green Light Team or Financial Support Team a good match. Once students have chosen their teams, encourage them to begin with simple planning and role sharing. Guide them to think about what needs to be achieved, what resources they already have, and which tasks should be completed first. Help them recognise that collaboration, communication, and steady organisation will be key to their success. Celebrate students who make thoughtful choices and those who step out of their comfort zone. Reinforce that this process mirrors real community projects, where people with different skills come together to create something meaningful and lasting. Teacher focus Revisit the learning intention and success criteria, clarifying that students are learning to contribute their strengths as part of a team working toward a shared goal. Explain the purpose of the teams and how each role supports turning the habitat design into real action. Model how to reflect on personal strengths, interests and skills when choosing a role. Observe and provide timely feedback for students as they choose teams for their ability to: make thoughtful, independent decisions articulate why a team suits their strengths consider contribution over friendship Support students to form teams respectfully and inclusively.
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AC9M2SP02 locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways AC9M2ST01 acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables Year 3		Guide teams to begin planning by identifying tasks, resources and shared responsibilities. Assess learning formatively by listening for: evidence of role understanding collaborative language (we, us, our plan) realistic planning and task prioritisation. Check for imbalances (e.g. too many students choosing one team) and support equitable redistribution if needed. Provide feedback aligned to the lesson focus and that values teamwork, initiative, responsibility and willingness to step outside comfort zones. Reinforce that success depends on collaboration across all teams, not individual effort alone.
AC9M3SP02 interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other AC9M3ST01 acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets AC9M3ST03 conduct guided statistical investigations involving the collection, representation and	Weekly Mindfulness – Plant Features This week, you will spend quiet time outdoors paying close attention to the tiny details of the plants around your school. Plants might look simple at first, but when you slow down and really look, you will find patterns, colours, shapes and textures that you may have never noticed before. Walk slowly through your school grounds or garden and look carefully at leaves, stems, bark, roots and flowers. Some details are so small that you may like to crouch down or look twice to really see them. A magnifying glass can help if you have one. Bring your sketchbook or task card and choose one or two plant features to observe closely. Use your pencil to draw exactly what you see and focus on the tiny details that make each plant unique. Look at the veins on leaves, the lines in the bark, the textures on stems, the patterns on petals, or the shapes of seeds and seed pods. After drawing, try writing a short rhyme or simple poetic line about your discovery. You might create something like <i>Lines on a leaf, so tidy and neat,</i>	Teacher Notes - This mindfulness activity invites students to slow down and notice the tiny details that help plants grow, survive, and thrive. Encourage them to step outside quietly, breathe calmly, and let their senses guide their observations. Remind them that plant features are often small and easy to miss, so patience and careful looking are essential. Guide students to focus on subtle details such as leaf veins, patterns in bark, textures on stems, tiny hairs on leaves, seed shapes, and the colours found in flowers or new growth. Prompt gentle questions such as <i>What might this pattern help the plant do?</i> or <i>Why is this texture useful?</i> These simple prompts help students build awareness of how plants are adapted to their environment. Model this calm and attentive behaviour by joining the activity yourself. Sketch alongside the students and write a short rhyme or reflective line to show that mindfulness and creativity are for everyone. This helps create a

interpretation of data for categorical and discrete numerical variables with respect to questions of interest AC9M3ST02 create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context Year 4 AC9M4SP02 create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways AC9M4ST03 conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results 5. DESIGN AND TECHNOLOGIES Foundation AC9TDEFK01 explore how familiar products, services and environments are designed by people	<i>Helping the plant stay strong in the heat.</i> Let your rhyme show the beauty and uniqueness you noticed in your plant. Take this time to slow down, breathe calmly, and enjoy seeing nature with fresh eyes. This is your chance to pause, observe, and appreciate the hidden details that help every plant grow and survive.	peaceful, focused atmosphere outdoors. When giving feedback, value stillness, curiosity, and observation over perfect drawings. Celebrate students who notice tiny details that others may miss, and those who express their ideas through simple rhymes or descriptive sentences. This activity helps children appreciate the beauty, structure, and importance of plants, deepens their connection to nature, and encourages them to observe with patience, respect, and wonder. Teacher focus: Revisit the learning intention, explaining that students are learning to observe plant features closely and notice how these features help plants survive. Set expectations for calm behaviour, slow movement and respectful interaction with the environment. Model careful observation by sketching alongside students and verbalising what you notice (e.g. <i>I can see tiny lines that carry water through the leaf</i>). Observe students for their ability to: focus quietly and attentively notice fine details in plant structures represent observations through drawing or simple language Prompt gentle scientific thinking by asking how a feature might help the plant grow, stay strong or survive. Assess learning formatively through: student sketches brief rhymes or descriptive lines
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AC9TDEFP01 generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose Year 1 AC9TDE2K01		oral explanations of what they noticed Use observations from this task to inform future learning about plant adaptations, habitat features and design choices in the habitat project.
identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2P01 generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P03 evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P04 sequence steps for making designed solutions cooperatively Year 2 AC9TDE2K01	Your Digital Résumé – Experience 6 This week, you will add your sixth experience to your digital résumé by reflecting on how you planned a better habitat for all the Champion Animals in your class. Think about what it felt like to study your map again, notice what was missing, and work with your group to design a habitat that could help every animal survive and thrive. You might reflect on choosing symbols, discussing ideas, or solving problems together as you created your design. You could write about how it felt to compare your Wild Lists with your classmates, or how your thinking changed when you realised how many improvements your school habitat needs. You might also reflect on presenting your ideas, listening to others, or voting for the design that you believed was the most realistic and helpful for the whole class.. Each reflection shows how much you are growing as a planner, a thinker, and a protector of the natural world. By adding your ideas to your digital résumé, you are showing how your creativity, teamwork, and problem solving continue to develop as you move further into your Rewild Your World journey.	Teacher Notes - Encourage students to treat their digital résumé as a place to capture real insights from this week's planning work. Invite them to think about what it was like to compare Wild Lists, examine everyone's habitat needs, and design a shared space that could support many species at once. Help them notice how this process strengthened their decision making, collaboration, creativity, and ability to work with others. Guide students as they use digital tools to shape their reflection page. Model how to choose a layout, organise ideas clearly, and personalise their work so it feels true to their experience. Remind them that their writing should explain what they discovered about habitat design, why certain choices were important, and how working with classmates changed their thinking. When giving feedback, focus on thoughtful reflection, clear communication, and growing digital confidence. Help students see their résumé as a record of their journey as young environmental designers, showing how their understanding, teamwork, and problem solving continue to develop each week. Teacher focus Revisit the learning intention and success criteria, clarifying that students are learning to reflect on their planning process and explain how their thinking has

identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2P01 generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P03 evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P04 sequence steps for making designed solutions cooperatively Year 3 AC9TDE4K01 examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs AC9TDE4P01 explore needs or opportunities for designing, and test materials, components, tools,		developed. Model what a reflective entry looks like by sharing an example that explains learning, decision-making and teamwork (not just what was done). Guide students to make connections between: Wild Lists and class synthesis, habitat design decisions, teamwork, discussion and voting, Observe students for their ability to: describe how their thinking changed, explain why certain design choices mattered, reflect on collaboration and shared decision-making Assess learning formatively through: written or digital reflections, use of planning language and evidence, clarity of explanation and personal insight Provide feedback aligned to lesson focus and check that reflections focus on learning and growth rather than task completion alone.
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equipment and processes needed to create designed solutions AC9TDE4P02 generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P04 use given or co-developed design criteria including sustainability to evaluate design ideas and solutions AC9TDE4P05 sequence steps to individually and collaboratively make designed solutions Year 4 AC9TDE4K01 examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs AC9TDE4P01 explore needs or opportunities for designing, and test materials, components, tools,		
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equipment and processes needed to create designed solutions AC9TDE4P02 generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P04 use given or co-developed design criteria including sustainability to evaluate design ideas and solutions AC9TDE4P05 sequence steps to individually and collaboratively make designed solutions Year 5 AC9TDE6K01 explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments AC9TDE6P01 investigate needs or opportunities for designing, and the materials, components,		
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tools, equipment and processes needed to create designed solutions

AC9TDE6P02

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

AC9TDE6P04

negotiate design criteria including sustainability to evaluate design ideas, processes and solutions

AC9TDE6P05

develop project plans that include consideration of resources to individually and collaboratively make designed solutions

Year 6

AC9TDE6K01

explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments

AC9TDE6P01

investigate needs or opportunities for designing, and the materials, components,

tools, equipment and processes needed to create designed solutions

AC9TDE6P02

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

AC9TDE6P04

negotiate design criteria including sustainability to evaluate design ideas, processes and solutions

AC9TDE6P05

develop project plans that include consideration of resources to individually and collaboratively make designed solutions

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 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		
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AC9TDI6P08 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours 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		
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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 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		
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AC9AVA6P01 select and present documentation of visual arts practice, and display artworks in informal and/or formal settings CROSS-CURRICULUM PRIORITIES ● Sustainability ● Aboriginal and Torres Strait Islander Histories and Cultures GENERAL CAPABILITIES ● Literacy ● Numeracy ● Digital Literacy ● Critical and Creative Thinking ● Personal and Social capability ● Ethical Understanding ● Intercultural Understanding		
	Share Your Thoughts on Dear World This week, you will write a Dear World story based on your habitat planning. Think about what it felt like to compare Wild Lists, study everyone's needs, and design a habitat that could support all the Champion Animals in your class. You might write about a clever idea your group created, something you had never noticed before, or a moment when you felt like a	Teacher Notes - Encourage students to see this Dear World story as a chance to communicate with real readers, not just complete a task. Help them understand that their words can teach, guide, and inspire others who care about wildlife and habitats. Remind them that writing for a purpose means thinking carefully about the message they want to share and the action they hope to inspire. Model how to turn observations and decisions from their habitat design into meaningful reflections. Show students

	real habitat designer. Reflect on the values you used, such as creativity, problem solving, and teamwork, and how they helped you make strong decisions for your habitat design. When you are ready, log in to the Dear World Library and upload your story. You can add photos of your map or design to bring your ideas to life. Use your writing to inspire others to care for nature and create habitats where wildlife can thrive.	how to describe their thinking clearly, explain the choices they made, and highlight the values they used, such as teamwork, problem solving, and care for the environment. Support students as they select photos or sketches to include with their stories so that their published work feels authentic and engaging. Celebrate writing that shows personal insight, curiosity, and a desire to make a difference. Above all, encourage students to use their voice with confidence. Their Dear World entry is more than a story. It is a message of hope, responsibility and action that invites others to understand local habitats and take positive action for the creatures that depend on them. Teacher focus Explain the purpose of using the Dear World platform and remind students that they are sharing their work with a real audience beyond the classroom. Revisit expectations for respectful and responsible online behaviour, including: using appropriate language, sharing ideas kindly and thoughtfully, representing themselves, their classmates and their school positively Model how to review writing before posting, checking that content is respectful, safe and suitable for a public platform. Support students to select images carefully, ensuring photos are appropriate, relevant to the task and do not include identifying information without permission. Check that students understand they should only upload their own work and images they are allowed to share. Observe how students demonstrate responsibility when logging in, uploading content and interacting with the platform.
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		Provide feedback that reinforces digital citizenship, highlighting examples where students show care, respect and maturity in how they communicate their ideas online. Reinforce that using platforms like Dear World is a privilege, and responsible use helps keep online spaces safe, positive and meaningful for everyone.
	Week 6 Quiz and Certificate At the end of this week, you will complete a short quiz to reflect on how you have used your problem solving skills throughout your learning journey. This week has been all about thinking carefully, making decisions, and finding solutions. From creating your Wild List to designing a habitat that supports many different animals, you have been faced with real challenges. You have had to ask questions, test ideas, and work out how to meet the needs of living things that all share the same space. The quiz is your chance to pause and think about the problems you encountered and how you solved them. What worked well? What would you do differently next time? How did your ideas change as you learned more? Once you have finished the quiz, you will receive your certificate for this week. This certificate celebrates your ability to think deeply, adapt your ideas, and solve problems in ways that help wildlife thrive. There are ten certificates to collect across the whole Rewild Your World journey. By the end of the course, your collection will tell the story of your growth as a creative thinker, a problem solver, and someone who is learning to care for the world in a meaningful way.	Teacher Notes - Use this short quiz as a moment for students to slow down and reflect on how their problem solving has developed throughout the week. Their learning has moved from simply observing habitats to actively designing them, so this is a valuable opportunity to think about the challenges they faced, the decisions they made, and the solutions they created. Remind students that the quiz is not a test, but a tool to help them recognise their thinking. It allows them to revisit how they approached problems, how they used their Wild List to make decisions, and how they balanced the needs of different animals within one shared habitat. Emphasise that strong answers come from thoughtful reflection and careful reasoning, not from rushing. Before beginning, revisit the learning intention and success criteria. Model how to read each question slowly and thoughtfully. Encourage students to draw on their earlier work, think through the problem being asked, and explain their thinking clearly. This is a chance for them to notice how their confidence in planning, problem solving, and environmental understanding has grown. After the quiz, present the Week 6 certificate as a celebration of their journey. Help students see that this certificate represents more than completion, it reflects their ability to think critically, adapt their ideas, and solve real world problems. Invite them to look at the certificates they have collected so far and recognise the creativity,

		persistence, and care that has shaped their learning. Teacher focus Revisit the learning intention and success criteria, clarifying that students are demonstrating their understanding of habitat planning, design decisions and teamwork. Explain the purpose of the quiz as a reflection and learning check, not a test. Model how to approach questions thoughtfully by rereading prompts, recalling earlier activities and using specific examples from the week. Observe students for their ability to: - explain why habitats need multiple features - List supported planning - connect animal needs to design choices - reflect on teamwork and decision-making Assess learning formatively through: - student quiz responses - use of planning and design language - evidence of systems thinking and reflection Check for misconceptions (e.g. habitats supporting only one animal, or design without constraints) and address these before moving into the next sequence.
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