

## National Profile Level 1-4 Science and SOSE Outcomes for Eaten Alive

### Level 1 Science

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Life and Living	Living together	1.7 Identifies personal needs and the needs of other familiar living things.	List the sources of food and shelter of animals such as snails, magpies and works.	All exhibits
	Structure and function	1.8 Identifies observable personal features and those of other familiar living things.	Draw the external parts of pets or farm animals (paws, tail, claws, fur scales, horns).	All exhibits
	Biodiversity, change and continuity	1.9 Identifies personal features and those of plants and animals that change over time.	Make a chart of changes in class members' height and weight.  Prepare a collage to show the diversity of plants and animals.	Child height chart to compare against predators.  All exhibits

### Level 1 Studies of society and environment

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Natural and Social Systems	Natural systems	1.13 Identifies examples of elements of natural systems (including people).	Identify elements of natural systems (people, animals, plants, rocks, soil, water)  Talk about how several elements of a system live together, based on observations of a small ecosystem (a tree and the life it supports).	Exhibition set work  What's for Dinner? Predator Picnic
Place and Space	Features of places	1.4 Identifies natural and built features of places using direct observation.	Identify and describe natural features of places.	Exhibition set work

## National Profile Level 1-4 Science and SOSE Outcomes for Eaten Alive

### Level 2 Science

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Life and Living	Living together	2.7 Describes the types of relationships between living things.	<p>Talk about ways that animals (including humans) respond to other animals, as in courting, fight or flight, caring for the young.</p> <p>Find out about social groupings such as colonies, herds and packs in animals.</p>	<p>All exhibits</p> <p>Pack Hunting Sniff a Snack</p>
	Structure and function	2.8 Links observable features to their functions in familiar living things.	<p>Identify external parts of animals such as noses, ears, feet, gills, spines and tails and describe their uses.</p> <p>Note features of animals and plants that assist them to survive in their environment.</p>	All exhibits
	Biodiversity, change and continuity	2.9 Compare and contrast similarities and differences within and between groups of familiar living things.	<p>Name the distinguishing features of major animal groupings such as vertebrates and invertebrates.</p> <p>Prepare a collage to illustrate the diversity of animal and plant forms.</p>	All exhibits

### Level 2 Studies of society and environment

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Natural and Social Systems	Natural systems	2.13 Describes ways in which elements of natural systems form communities.	<p>Describe how a tree supports the lives of numbers of different animals (birds, insects and larger animals use the tree for their home or food source).</p> <p>Talk about observations of interactions between plants and animals in a small ecosystem (fish pond or aquarium).</p>	<p>Acting on Impulse Dice with Death What's for Dinner?</p>

## National Profile Level 1-4 Science and SOSE Outcomes for Eaten Alive

### Level 3 Science

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Life and Living	Living together	3.7 Maps relationships between living things in a habitat.	<p>Draw a food chain showing hierarchies of consumers.</p> <p>Write a story about survival from the point of view of an animal in the middle of a food chain.</p>	<p>What's for Dinner?</p> <p>Death at a Distance</p>

### Level 3 Studies of society and environment

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Place and Space	Features of places	3.4 Describes places according to their location and natural and built features.	Describes places according to natural features (tropical, temperate, polar, alpine, desert for climate).	Exhibition set work
Natural and Social Systems	Natural Systems	3.13 Describes an example of a cycle within natural systems and the place of people in it.	<p>Draw a diagram to show examples of plants and animals linked by a food chain.</p> <p>Describe how some groups organise ways of life to fit in with natural cycles.</p>	What's for Dinner?

## National Profile Level 1-4 Science and SOSE Outcomes for Eaten Alive

### Level 4 Science

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Life and Living	Living together	4.7 Identifies events that affect balance in an ecosystem.	Describe how populations are naturally controlled within an ecosystem.	What's for Dinner?
	Structure and function	4.8 Explains the functioning of systems within living things.	Compare the major systems of animals including humans, such as the digestive, skeletal, respiratory and reproductive organs.	Feeding Frenzy Jaws and Claws Shark Encounter Super Senses Vicious Venoms

### Level 4 Studies of society and environment

STRAND	ORGANISER	OUTCOME	Evident when students, for example:	EATEN ALIVE EXHIBITS
Natural and Social Systems	Natural systems	4.13 Describes responses of different elements (including people) to changes in natural systems.	Identify the purpose of adaptations of animals and plants to different environments.  Describe responses of plants, animals and people to changes in a natural system (seasonal, gradual, catastrophic).	All exhibits