

## UNIT 1

# Living in a micro-bat world

## Rationale

This **YEAR 4 UNIT** looks at the reproduction, feeding relationships and habitat of micro-bats in Australia. It introduces the importance of looking after entire ecosystems as a micro-bat's life is embedded in a complex web of predator-prey and habitat relationships.

This unit is divided into three core lessons, some with multiple activities. The aim is that this unit will take approximately three hours of class time.

### Lesson 1.1 Micro-bat life cycle

Students will investigate the similarities and differences between life-cycle of different species and learn about the eastern bent-wing bat's life-cycle.

### Lesson 1.2 Hungry, hungry bats

Students will learn the importance of food chains and how ecosystems are a complex web of feeding relationships. Students are introduced to the terms Food Chain, Producer, Consumer, Decomposer, Herbivore, Carnivore, Omnivore, Predator and Prey. Students use mathematics to calculate populations, consumption of insects and ecosystem interactions.

### Lesson 1.3 Hollows, caves and houses

Students will learn about the habitat requirements of micro-bats and the importance of looking after entire ecosystems.

## Curriculum outcomes

| Activity  | 1.1 | 1.2 | 1.3 |
|---|-----|-----|-----|
| <b>Science Understanding</b>  |     |     |     |
| Living things have life cycles<br><b>ACSSU072</b>   | ✓   |     |     |
| Living things depend on each other and the environment to survive<br><b>ACSSU073</b>  | ✓   | ✓   |     |
| <b>Science as a Human Endeavour</b>   |     |     |     |
| Science knowledge helps people to understand the effect of their actions<br><b>ACSHE062</b>   |     |     | ✓   |
| <b>Geography</b>  |     |     |     |
| The importance of environments, including natural vegetation, to animals and people<br><b>ACHASSK088</b>  |     | ✓   | ✓   |
| <b>Mathematics</b>  |     |     |     |
| Recognise, represent and order numbers to at least tens of thousands<br><b>ACMNA072</b>   |     | ✓   |     |
| Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder<br><b>ACMNA076</b> |     | ✓   |     |
| Investigate equivalent fractions used in contexts<br><b>ACMNA077</b>  |     | ✓   |     |
| Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line<br><b>ACMNA078</b>                                |     | ✓   |     |
| Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation<br><b>ACMNA079</b>                  |     | ✓   |     |
| <b>Cross-curriculum priority - Sustainability</b>   |     |     |     |
| <b>OI.2</b> All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.                                   |     | ✓   | ✓   |