



Life cycles of a clownfish Lesson tasks



Year level	Australian Curriculum Links	Task to complete
Prep	Living things have basic needs, including food and water (ACSSU002)	'Venn diagram' – Students utilise the Venn Diagram worksheet to populate the spaces. Students need to <i>compare and contrast</i> 2 different animals seen in the lesson video and identify any <u>external features</u> , <u>basic needs like food and places where they live</u> that are different (outside segment) and any features that are the same (overlapped segment).
Yr 1	Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211)	
Yr 2	Living things grow, change and have offspring similar to themselves (ACSSU030)	
Yr 3	Living things can be grouped on the basis of features and can be distinguished from nonliving things (ACSSU044)	
Yr 4	Living things have life cycles (ACSSU072) Living things depend on each other and the to survive (ACSSU073)	'Nature life cycles' – Students go outside and gather as many natural materials as they can (rocks, sticks, leaves, nuts, berries, twigs etc.). Using these materials, recreate the life cycle of the clownfish. Show the cycle in a circle style format. At each stage use your natural materials to represent that stage for example, rocks for eggs, leaves for fish etc. What could represent an anemone? Get creative!
Yr 5	Living things have structural features and adaptations that help them to survive in their (ACSSU043)	'Animal X' – Students use the worksheet to write down some <u>structural and behavioural adaptations</u> that make an animal unique. Share your observations to see if a peer can guess your animal based on their adaptations. Be clear and concise. Use the lesson video to assist in looking for adaptations.
Yr 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	'Cause and effect' – Students utilise the <i>cause and effect</i> graphic organiser to understand <u>the growth and survival of living things are affected by physical conditions of their environment</u> . Students place the phrase "Poor water quality" in the centre and determine what might cause poor water quality (especially in a tank environment – hint: use the lesson video) and then outline what the effects would be to the animals that live in that environment if poor water quality was to occur.