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| Prep–Year 6 multi-age Science Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Science. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Prep | Level description — Year 1 | Level description — Year 2 | Level description — Year 3 | Level description — Year 4 | Level description — Year 5 | Level description — Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| In Foundation, learning in Science builds on the Early Years Learning Framework and each student’s prior learning and experiences. Science encourages students to explore their environment and be curious about their surroundings.  Students build wonder and their natural curiosity by observing everyday objects, materials and living things and by exploring changes in the world around them, including changes they can effect, such as making things move or change shape. They learn that observations can be organised to make patterns and that these patterns can be used to make predictions about phenomena. They seek answers to questions they pose using their senses to gather different types of information. They understand that making observations and predictions is a core part of science.  Inquiry questions can help excite students’ curiosity and challenge their thinking.  Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Why do we have different senses? How do we use them? * Why is sorting important? * How are a spider and a fly alike and different? * Are wheels the only way to get around? * Why do people describe things differently? | In Year 1 students extend their understanding of patterns by exploring patterns in daily and seasonal events, recognising that all living things share the same basic needs, and that objects can behave in predictable ways. They infer relationships from their observations and experiences and begin to link function with observable properties.  They observe that changes to objects and events can be large or small and happen quickly or slowly. Students pose questions and make predictions based on their observations and are introduced to ways of organising their observations to identify patterns. They appreciate that science involves observing, asking questions about and describing changes in objects and events.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Does a fish have a home? * How do we know what season it is? * What makes playgrounds fun? How do playground designers come up with ideas? * How can we tell if something has changed? * How does science help us care for ourselves and other living things? | In Year 2 students build on their experiences of the natural and physical world to identify the components of simple systems. They appreciate that Earth is a planet in space and identify other celestial objects. They explore the ways components in a system interact, such as by using their bodies or combining and manipulating objects to make sounds. They build on their understanding of properties of materials to recognise that those properties stay the same when the material is changed physically.  They continue to build their understanding of patterns by observing that some patterns, such as the changing positions of the sun, moon and stars, can only be observed over certain timescales. As they explore patterns and relationships, they use counting and informal measurements to make and compare observations and recognise that organising these observations in tables makes it easier to identify and represent patterns. They appreciate that science involves making and organising observations to identify patterns and relationships, and that these patterns and relationships are the basis of scientific predictions.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Who does science? * How do we know Earth is round? * How can we make and sense music? * What’s the best material? Why? * How does the sky change over time? | In Year 3 students explore the value of grouping and classifying objects and events based on similarities and differences. In classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. Students contrast patterns of growth and change in living things; compare characteristics of soils, rocks and minerals; and classify states of matter.  They learn that key processes such as heat transfer can cause predictable change in simple systems. They recognise that change is described and measured in terms of differences over time and begin to quantify their observations to enable comparison. They learn more-sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify patterns and relationships. They appreciate that science involves conducting fair tests to answer questions or test predictions, and that scientific explanations are based on data.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Do plants, birds and frogs grow up too? * Is soil alive? * Is jelly a liquid or a solid? * Why is a spoon hot in soup and cold in ice cream? * Can you do science without a fair test? | In Year 4 students extend their understanding of systems as interactions between related components and analyse patterns to identify that these interactions can occur in predictable ways. They classify system components and create simple models of system interactions, such as food chains and representations of the water cycle. They learn that these models can be used to predict the effect of missing or malfunctioning components.  They explore the relationship between form and function by investigating different materials and their properties and learn that classification can enable prediction. They investigate forces that operate from a distance and learn that some interactions result from phenomena that cannot be seen with the naked eye. Students use fair testing to explore relationships between system components. They appreciate the value of using standard units of measurement to measure and compare attributes of systems and the importance of fair methods for drawing conclusions.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * How can we keep food fresh and safe to eat without using plastic? * Why do we measure things? * What would happen if there were no ants in a local habitat? * How does friction help or hinder motion? * What’s the big deal about the water cycle? | In Year 5 students continue to explore the relationship between form and function by investigating how features of living things enable them to survive in their habitat. They identify stable and dynamic aspects of systems and appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes. They recognise that models are useful for investigating relationships between system components and can be used to predict the effects of changes.  They explore observable phenomena associated with light and analyse patterns to identify that these phenomena have sets of characteristic behaviours. They begin to explain how matter structures the world around them. They develop explanations for the patterns they observe and recognise the importance of reflecting on their methods to identify potential sources of error before drawing conclusions.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Why has the Australian coastline changed over time? * Is an empty glass really empty? * Why does my shadow change? * How has science shaped our community? * What if emus could fly? | In Year 6 students develop an understanding of interdependencies between systems as they explore the relationship between physical conditions of habitats and the growth and survival of living things and investigate the effect of the relative positions of Earth and the sun on phenomena such as day length. They identify and classify components in electrical circuits and learn to describe energy flows in terms of transfer and transformation. They are introduced to ways to classify changes to substances.  Students begin to appreciate the role of controlling variables in fair testing and the value of accuracy in measurements. They generalise about relationships between events, phenomena and systems and use identified patterns, trends and relationships to develop scientific explanations and draw reasoned conclusions.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * How would life be different if we couldn’t harness electrical energy? * What if Earth were not on a tilt? * Are you more likely to win a Nobel prize in science as a team or an individual? * Why is it important for a test to be ‘fair’? * How does the weather affect local habitats? |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year levels.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 1 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 2 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 3 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 4 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 5 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 6 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | | Content descriptions | Units | | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | | Science as a human endeavour | 1 | 2 | 3 | 4 | | Science inquiry | 1 | 2 | 3 | 4 |
| **Biological sciences**  observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 |  |  |  |  | | **Use and influence of science**  explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 |  |  |  |  | | **Questioning and predicting**  pose questions and make predictions based on experiences AC9SFI01 |  |  |  |  |
| **Physical sciences**  describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 |  |  |  |  | |  |  |  |  |  | **Planning and conducting**  engage in investigations safely and make observations using their senses AC9SFI02 | |  |  |  |  |
| **Chemical sciences**  recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 |  |  |  |  | |  |  |  |  |  | **Processing, modelling and analysing**  represent observations in provided templates and identify patterns with guidance AC9SFI03 | |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  | **Evaluating**  compare observations with predictions with guidance AC9SFI04 | |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  | **Communicating**  share questions, predictions, observations and ideas with others AC9SFI05 | |  |  |  |  |

# Year 1

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.  Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas. | | By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.  Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas. | | By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.  Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas. | | By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.  Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01 |  |  |  |  | **Use and influence of science**  describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S1H01 |  |  |  |  | **Questioning and predicting**  pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I01 |  |  |  |  | |
| **Earth and space sciences**  describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02 |  |  |  |  |  |  |  |  |  | **Planning and conducting**  suggest and follow safe procedures to investigate questions and test predictions AC9S1I02 |  |  |  |  | |
| **Physical sciences**  describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects’ motion and shape AC9S1U03 |  |  |  |  |  |  |  |  |  | make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance AC9S1I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S1I06 |  |  |  |  | |

## Year 2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.  Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | | By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.  Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | | By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.  Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | | By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.  Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Earth and space sciences**  recognise Earth is a planet in the solar system and identify patterns in the changing position of the sun, moon, planets and stars in the sky AC9S2U01 |  |  |  |  | **Use and influence of science**  describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S2H01 |  |  |  |  | **Questioning and predicting**  pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S2I01 |  |  |  |  | |
| **Physical sciences**  explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate AC9S2U02 |  |  |  |  |  |  |  |  |  | **Planning and conducting**  suggest and follow safe procedures to investigate questions and test predictions AC9S2I02 |  |  |  |  | |
| **Chemical sciences**  recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces AC9S2U03 |  |  |  |  |  |  |  |  |  | make and record observations, including informal measurements, using digital tools as appropriate AC9S2I03 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S2I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance AC9S2I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S2I06 |  |  |  |  | |

# Year 3

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.  Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate. | | By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.  Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate. | | By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.  Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate. | | By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.  Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01 |  |  |  |  | **Nature and development of science**  examine how people use data to develop scientific explanations AC9S3H01 |  |  |  |  | **Questioning and predicting**  pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I01 |  |  |  |  | |
| **Earth and space sciences**  compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources AC9S3U02 |  |  |  |  | **Use and influence of science**  consider how people use scientific explanations to meet a need or solve a problem AC9S3H02 |  |  |  |  | **Planning and conducting**  use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S3I02 |  |  |  |  | |
| **Physical sciences**  identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another AC9S3U03 |  |  |  |  |  |  |  |  |  | follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S3I03 |  |  |  |  | |
| **Chemical sciences**  investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state AC9S3U04 |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  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 AC9S3I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06 |  |  |  |  | |

# Year 4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment. They identify forces acting on objects and describe their effect. They relate the uses of materials to their properties. They explain the role of data in science inquiry. They identify solutions based on scientific explanations and describe the needs these meet.  Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | | By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment. They identify forces acting on objects and describe their effect. They relate the uses of materials to their properties. They explain the role of data in science inquiry. They identify solutions based on scientific explanations and describe the needs these meet.  Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | | By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment. They identify forces acting on objects and describe their effect. They relate the uses of materials to their properties. They explain the role of data in science inquiry. They identify solutions based on scientific explanations and describe the needs these meet.  Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | | By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment. They identify forces acting on objects and describe their effect. They relate the uses of materials to their properties. They explain the role of data in science inquiry. They identify solutions based on scientific explanations and describe the needs these meet.  Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships AC9S4U01 |  |  |  |  | **Nature and development of science**  examine how people use data to develop scientific explanations AC9S4H01 |  |  |  |  | **Questioning and predicting**  pose questions to explore observed patterns and relationships and make predictions based on observations AC9S4I01 |  |  |  |  | |
| **Earth and space sciences**  identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation AC9S4U02 |  |  |  |  | **Use and influence of science**  consider how people use scientific explanations to meet a need or solve a problem AC9S4H02 |  |  |  |  | **Planning and conducting**  use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S4I02 |  |  |  |  | |
| **Physical sciences**  identify how forces can be exerted by one object on another and investigate the effect of frictional, gravitational and magnetic forces on the motion of objects AC9S4U03 |  |  |  |  |  |  |  |  |  | follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S4I03 |  |  |  |  | |
| **Chemical sciences**  examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use AC9S4U04 |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  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 AC9S4I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S4I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S4I06 |  |  |  |  | |

# Year 5

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth’s surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.  Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings. | | By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth’s surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.  Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings. | | By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth’s surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.  Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings. | | By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth’s surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.  Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  examine how particular structural features and behaviours of living things enable their survival in specific habitats AC9S5U01 |  |  |  |  | **Nature and development of science**  examine why advances in science are often the result of collaboration or build on the work of others AC9S5H01 |  |  |  |  | **Questioning and predicting**  pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S5I01 |  |  |  |  | |
| **Earth and space sciences**  describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth’s surface AC9S5U02 |  |  |  |  | **Use and influence of science**  investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5H02 |  |  |  |  | **Planning and conducting**  plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S5I02 |  |  |  |  | |
| **Physical sciences**  identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted AC9S5U03 |  |  |  |  |  |  |  |  |  | use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S5I03 |  |  |  |  | |
| **Chemical sciences**  explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles AC9S5U04 |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  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 AC9S5I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  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 AC9S5I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S5I06 |  |  |  |  | |

# Year 6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals’ contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.  Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | | By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals’ contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.  Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 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They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | | By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals’ contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.  Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6U01 |  |  |  |  | **Nature and development of science**  examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01 |  |  |  |  | **Questioning and predicting**  pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I01 |  |  |  |  | |
| **Earth and space sciences**  describe the movement of Earth and other planets relative to the sun and model how Earth’s tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length AC9S6U02 |  |  |  |  | **Use and influence of science**  investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6H02 |  |  |  |  | **Planning and conducting**  plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S6I02 |  |  |  |  | |
| **Physical sciences**  investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03 |  |  |  |  |  |  |  |  |  | use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03 |  |  |  |  | |
| **Chemical sciences**  compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances AC9S6U04 |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  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 AC9S6I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  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 AC9S6I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06 |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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