

**Cross Curriculum Priorities**



**General Capabilities**


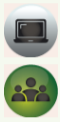









## FOUNDATION ACHIEVEMENT STANDARD

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

### Content Descriptors

SCIENCE UNDERSTANDING		SCIENCE AS A HUMAN ENDEAVOUR		SCIENCE INQUIRY SKILLS	
<p><b>Biological Sciences</b> Living things have basic needs, including food and water [ACSSU002]</p> <ul style="list-style-type: none"> <li>identifying the needs of humans such as warmth, food and water, using students' own experiences</li> <li>recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland</li> <li>comparing the needs of plants and animals</li> </ul>		<p><b>Nature and Development of Science</b> Science involves exploring and observing the world using the senses [ACSH013]</p> <ul style="list-style-type: none"> <li>recognising that observation is an important part of exploring and investigating the things and places around us</li> <li>sharing observations with others and communicating their experiences</li> <li>exploring and observing using hearing, smell, touch, seeing and taste</li> </ul>		<p><b>Questioning and Predicting</b> Respond to and pose questions about familiar objects and events [ACSI014]</p> <ul style="list-style-type: none"> <li>considering questions relating to the home and school and objects used in everyday life</li> </ul>	
<p><b>Objects are made of materials that have observable properties</b> [ACSSU003]</p> <ul style="list-style-type: none"> <li>sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility</li> <li>thinking about how the materials used in buildings and shelters are suited to the local environment</li> <li>investigating different forms of clothing used for different activities</li> <li>comparing the traditional materials used for clothing from around the world</li> </ul>				<p><b>Planning and Conducting</b> Explore and make observations by using the senses . [ACSI011]</p> <ul style="list-style-type: none"> <li>using sight, hearing, touch, taste and smell so that students can gather information about the world around them</li> </ul>	
<p><b>Earth and Space Sciences</b> Daily and seasonal changes in our environment, including the weather, affect everyday life [ACSSU004]</p> <ul style="list-style-type: none"> <li>linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures</li> <li>investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals</li> <li>learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them</li> </ul>				<p><b>Processing and Analysing Data and Information</b> Engage in discussions about observations and use methods such as drawing to represent ideas . [ACSI233]</p> <ul style="list-style-type: none"> <li>taking part in informal and guided discussions relating to students' observations</li> <li>using drawings to represent observations and ideas and discussing their representations with others</li> </ul>	
<p><b>Physical Sciences</b> The way objects move depends on a variety of factors, including their size and shape [ACSSU005]</p> <ul style="list-style-type: none"> <li>observing the way different shaped objects such as balls, blocks and tubes move</li> <li>comparing the way different sized, but similar shaped, objects such as tennis balls, golf balls, marbles and basketballs roll and bounce</li> <li>observing how the movement of different living things depends on their size and shape</li> </ul>				<p><b>Communicating</b> Share observations and ideas . [ACSI012]</p> <ul style="list-style-type: none"> <li>working in groups to describe what students have done and what they have found out</li> <li>communicating ideas through role play and drawing</li> </ul>	

### Relevant Primary Connections Unit

- Staying Alive - Biological Sciences
- What's it Made of? - Chemical Sciences
- Weather in My World - Earth and Space Sciences
- On the Move - Physical Sciences (re-published unit available September 2012)

### Supplementary Resources

- BBC Bitesize Interactive activities
- Stretch Science- Pearson Education
- A-Z Science (books and news articles)
- National Digital Resources
- ABC Science
- BBC Schools Science Clips
- Brain Pop