

Cross Curriculum Priorities



General Capabilities



YEAR 1 ACHIEVEMENT STANDARD

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.

Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

Content Descriptors				
SCIENCE UNDERSTANDING		SCIENCE AS A HUMAN ENDEAVOUR		SCIENCE INQUIRY SKILLS
<p>Biological Sciences Living things have a variety of external features [ACSSU017]</p> <ul style="list-style-type: none"> recognising common features of animals such as head, legs and wings describing the use of animal body parts for particular purposes such as moving and feeding identifying common features of plants such as leaves and roots describing the use of plant parts for particular purposes such as making food and obtaining water 		<p>Nature and Development of Science Science involves asking questions about, and describing changes in, objects and events [ACSHE021]</p> <ul style="list-style-type: none"> jointly constructing questions about the events and features of the local environment with teacher guidance recognising that descriptions of what we observe are used by people to help identify change 		<p>Questioning and Predicting Respond to and pose questions, and make predictions about familiar objects and events [ACSI024]</p> <ul style="list-style-type: none"> thinking about "What will happen if.....?" type questions about everyday objects and events using the senses to explore the local environment to pose interesting questions and making predictions about what will happen
<p>Living things live in different places where their needs are met [ACSSU211]</p> <ul style="list-style-type: none"> exploring different habitats in the local environment such as the beach, bush and backyard recognising that different living things live in different places such as land and water exploring what happens when habitats change and some living things can no longer have their needs met 		<p>Use and the Influence of Science People use science in their daily lives, including when caring for their environment and living things [ACSHE022]</p> <ul style="list-style-type: none"> considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks exploring how musical instruments can be used to produce different sounds comparing how different light sources are used in daily life identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals 		<p>Planning and Conducting Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources . [ACSI025]</p> <ul style="list-style-type: none"> manipulating objects and making observations of what happens researching ideas collaboratively using big books, web pages and ICT within the classroom exploring different ways of solving science questions through guided discussion sorting information and classifying objects based on easily observable characteristics with teacher guidance
<p>Chemical Sciences Everyday materials can be physically changed in a variety of ways [ACSSU018]</p> <ul style="list-style-type: none"> predicting and comparing how the shapes of objects made from different materials can be physically changed through actions such as bending, stretching and twisting exploring how materials such as water, chocolate or play dough change when warmed or cooled 				<p>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate [ACSI026]</p> <ul style="list-style-type: none"> using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) to make and record observations with teacher guidance
<p>Earth and Space Sciences Observable changes occur in the sky and landscape [ACSSU019]</p> <ul style="list-style-type: none"> exploring the local environment to identify and describe natural, managed and constructed features recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons 				<p>Processing and Analysing Data and Information Use a range of methods to sort information, including drawings and provided tables . [ACSI027]</p> <ul style="list-style-type: none"> using matching activities, including identifying similar things, odd-one-out and opposites exploring ways of recording and sharing information through class discussion jointly constructing simple column graphs and picture graphs to represent class investigations
<p>Physical Sciences Light and sound are produced by a range of sources and can be sensed [ACSSU020]</p> <ul style="list-style-type: none"> recognising senses are used to learn about the world around us: our eyes to detect light, our ears to detect sound, and touch to feel vibrations identifying the sun as a source of light recognising that objects can be seen when light from sources is available to illuminate them exploring different ways to produce sound using familiar objects and actions such as striking, blowing, scraping and shaking comparing sounds made by musical instruments using characteristics such as loudness, pitch and actions used to make the sound 				<p>Through discussion, compare observations with predictions . [ACSI028]</p> <ul style="list-style-type: none"> discussing original predictions and, with guidance, comparing these to their observations
				<p>Evaluating Compare observations with those of others . [ACSI029]</p> <ul style="list-style-type: none"> discussing observations as a whole class to identify similarities and differences in their observations
				<p>Communicating Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play . [ACSI029]</p> <ul style="list-style-type: none"> discussing or representing what was discovered in an investigation engaging in whole class or guided small group discussions to share observations and ideas
		<p>Relevant Primary Connections Unit</p> <ul style="list-style-type: none"> School yard Safari - Biological Sciences Spot the Difference – Chemical Sciences Up, Down and All Around – Earth and Space Sciences (available end of January 2012) Sounds Sensational – Physical Sciences (re-published unit available September 2012) 		
		<p>Supplementary Resources</p> <ul style="list-style-type: none"> 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 		