Australian Curriculum: Science — Year 2
Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	**Save Planet Earth**	**Mix, make and use**	**Good to grow**	**Toy factory**
Unit description	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Save Planet Earth- AT1	Exploring growth- AT2	Combining materials for a purpose-AT3	Designing a toy- AT4
Range and balance of summative assessment conventions	Technique	Investigation	Experimental investigation	Test	Experimental investigation
	Type of text	Information Report & presentation	Procedure	Information Report	Causal investigation
	Mode	Written & Oral	Written	Written	Written
	Conditions	**Part A** Experiment to be conducted with whole class A range of measurement materials to be provided **Part B** Ask questions to elicit more information if necessary Provide support with reading and/or scribing where necessary	Open Template provided Individual/Group work 2 sessions to design 3 session for written assessment	Open Template provided Individual work	**Part A** Display materials students can choose from to make their toys. Direct students to make and test their toys. Direct students to answer questions 1–3. **Part B** Display materials students can choose Direct students to answer questions 4–7. Direct students to make the change to their toys and test them again.
Aspects of the achievement standard					
describe changes to objects, materials and living things			✓	✓	✓
identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives		✓	✓		
pose and respond to questions about their experiences and predict outcomes of investigations			✓		✓
use informal measurements to make and compare observations		✓		✓	
record and represent observations and communicate ideas in a variety of ways		✓	✓	✓	✓

Term 1 Term 2 Term 3 Term 4 ✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard