

Australian Curriculum: Science — Year 4

Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4	
Unit name	Material use	Fast Forces	Ready, Set, Grow!	Here today gone tomorrow	
Unit description	<p>In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students will identify investigable questions and predict likely outcomes.</p> <p>Students will use appropriate materials, tools and equipment safely to make and record observations when conducting investigations. Students will represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students will complete simple reports to communicate their findings.</p>	<p>In this unit students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. They will complete games safely in order to collect data. Students will use tables and column graphs to organise data and identify patterns so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.</p>	<p>In this unit students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students will identify when science is used to understand the effect of their own and others' actions. Students will identify investigable questions and make predictions based on prior knowledge. They will discuss ways to conduct investigations safely and make and record observations with accuracy. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions.</p>	<p>In this unit students will explore natural processes and human activity that cause weathering and erosion of the Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p>	
ASSESSMENT	SEMESTER 1		SEMESTER 2		
	Investigating properties affecting the use of ochre-AT1	Investigating contact and non-contact forces-AT2	Mapping life cycles and relationships-AT3	Investigating soil erosion-AT4	
Range and balance of summative assessment conventions	Technique	Experimental investigation	Experimental Investigation	investigation	Experimental investigation
	Text types	Scientific report	Short answer responses	Short answer responses	Short answer responses & Scientific report

	Mode	Written	Written & Practical	Multimodal	Written & Practical
	Conditions	<ul style="list-style-type: none"> Completed in class Completed in a series of lessons Use materials provided by your teacher Record your method and findings in the booklet 	Part A Work with a partner to play the games and collect data Answer questions individually To be completed in class time To be completed in one session Part B and Part C Complete Parts B and C individually Own paper to design your game Part B: Game Design Your game design must be approved by your teacher before you make it To be completed in class time To be completed in three sessions	Supervised Individual Over 4 sessions	Individually & in groups Supervised Over a number of sessions
Aspects of the achievement standard					
apply the observable properties of materials to explain how objects and materials can be used		✓			
describe how contact and non-contact forces affect interactions between objects			✓		
discuss how natural processes and human activity cause changes to Earth's surface					✓
describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal				✓	
identify when science is used to understand the effect of their actions			✓	✓	✓
follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge		✓	✓		✓
describe ways to conduct investigations and safely use equipment to make and record observations with accuracy		✓			✓
use provided tables and column graphs to organise data and identify patterns		✓	✓		
suggest explanations for observations and compare their findings with their predictions		✓			✓
suggest reasons why a test was fair or not		✓			
use formal and informal ways to communicate their observations and findings			✓	✓	✓

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