



Australian Curriculum: Science — Year Prep

Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Our living world	Weather watch	Our material world	Move it, move it
Unit description	<p>In this unit, students will use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</p>	<p>In this unit students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>	<p>In this unit students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose scientific questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>In this unit students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Exploring our living world- AT1	Examining the weather- AT2	Making a wind ornament- AT3	Investigating movement- AT4
Range and balance of summative assessment conventions	Technique	Portfolio	Investigation	Investigation	Portfolio
	Text types	Short answer response	Short answer responses	Short answer responses & product	Short oral responses & demonstration
	Mode	Written/Oral/Drawing/ Demonstration	Written & Recorded	Oral/Multimodal	Oral & Practical
	Conditions	<ul style="list-style-type: none"> Can be completed individually or in small groups Teacher or Teacher Aide can scribe Can be completed over a number of lessons 	Individual Interview	Individual In-class sessions	Observations conducted and recorded as an interview Teacher records written responses Conducted throughout the term
Aspects of the achievement standard					
describe the properties and behaviour of familiar objects		✓		✓	✓
suggest how the environment affects them and other living things		✓	✓		
share and reflect on observations, and ask and respond to questions about familiar objects and events		✓	✓	✓	✓

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