

Comparison of AC v8.4 to v9.0

Year 1: Science

Key	same/refined	removed	new	moved
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Note that v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>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 describe changes in their local environment and how different places meet the needs of living things.</p> <p>Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.</p>			<p>By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.</p> <p>Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Science understanding	Biological sciences	living things have a variety of external features ACSSU017 Moved to Prep living things live in different places where their needs are met ACSSU211	identify the basic needs of plants and animals, including air, water, food or shelter and how the places they live meet those needs AC9S1U01 Moved from Prep	Biological sciences	Science understanding
	Earth and space sciences	observable changes occur in the sky and landscape ACSSU019 Moved to Year 2	describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02 Moved from Prep	Earth and space sciences	
	Physical sciences	light and sound are produced by a range of sources and can be sensed ACSSU020 Moved to Year 2	describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03 Moved from Prep	Physical sciences	
	Chemical sciences	everyday materials can be physically changed in a variety of ways ACSSU018 Moved to Year 2		Chemical sciences	
Science as a human endeavour	science involves observing, asking questions about, and describing changes in objects and events ACSHE021				Science as a human endeavour
	people use science in their daily lives, including when caring for their environment and living things ACSHE022		describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S1H01 Moved from Years 3–4		
Science inquiry skills	pose and respond to questions, and make predictions about familiar objects and events ACSIS024		pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I01		Science inquiry
	participate in guided investigations to explore and answer questions ACSIS025 use informal measurements to collect and record observations, using digital technologies as appropriate ACSIS026		suggest and follow safe procedures to investigate questions and test predictions AC9S1I02 make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03		
	use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ACSIS027		sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04		
	compare observations with those of others ACSIS213 Moved to Years 3–4		compare observations with predictions Moved from Years 5–6 and others' observations, consider if investigations are fair and identify further questions with guidance AC9S1I05 Moved from Years 3–4		
	represent and communicate observations and ideas in a variety of ways ACSIS029		write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S1I06		

Considerations for planning for Year 1, in the first year of implementation

Key	assumed prior knowledge	duplicated content
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In the initial year of implementing the Australian Curriculum v9.0: Science, teachers need to consider the implications of content changes as they transition from v8.4.

The table below:

- identifies changes between v8.4 and v9.0 that may influence the sequence of students' learning
- outlines considerations for planning teaching and learning programs for the first year of implementation
- recognises that content in both SHE and SI are taught in two-year bands from Year 1.

	Prep content in v8.4	Year 1 content in v9.0	Considerations
Science understanding	Prep living things have basic needs, including food and water ACSSU002	Year 1 identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01	<ul style="list-style-type: none"> • Consider consolidation of duplicated content on the basic needs of plants and animals through comparison of organisms from a variety of ecosystems. • Consider a focus on the cognitive verbs, identify and describe. • During the first year of implementation, students in Year 1 will miss the following content that appears in Prep v9.0 <ul style="list-style-type: none"> – <u>observe external features of plants and animals and describe ways they can be grouped based on these features</u> AC9SFU01. Therefore, consider providing grouping activities based on external features.
	daily and seasonal changes in our environment affect everyday life ACSSU004	describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02	<ul style="list-style-type: none"> • Consider using relevant texts (e.g. informative), to consolidate understanding of duplicated content. • Consider a focus on the cognitive verb describe.
	the way objects move depends on a variety of factors, including their size and shape ACSSU005	describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 1 will miss the following content that appears in Prep v9.0 <ul style="list-style-type: none"> – describe how objects move and how factors including their size, shape or <u>material</u> influence their movement AC9SFU02. Therefore, consider playing with objects of the same size and shape but made of different materials. • Consider a focus on the cognitive verb describe.
Science inquiry	Prep pose and respond to questions about familiar objects and events ACSIS014	Years 1–2 pose simple questions to explore observed simple patterns and relationships and <u>make predictions based on experiences</u> AC9S1I01	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 1 will miss the following content that appears in Prep v9.0 <ul style="list-style-type: none"> – pose questions and <u>make predictions based on experiences</u> AC9SFI01. Therefore, opportunities to make predictions based on experiences need to be provided.
		make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 1 will miss the following content that appears in Prep v9.0 <ul style="list-style-type: none"> – <u>represent observations in provided templates and identify patterns with guidance</u> AC9SFI03. Therefore, opportunities to use provided templates and identify patterns with guidance need to be provided.
	engage in discussions about observations and represent ideas ACSIS233	sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 1 will miss the following content that appears in Prep v9.0 <ul style="list-style-type: none"> – <u>compare observations with predictions with guidance</u> AC9SFI04. Therefore, opportunities to compare observations with predictions need to be provided.
	share observations and ideas ACSIS012	compare observations with <u>predictions</u> and others' observations, consider if investigations are fair and identify further questions with guidance AC9S1I05	<ul style="list-style-type: none"> • During the first year of implementation, students in Year 1 will miss the following content that appears in Prep v9.0 <ul style="list-style-type: none"> – share <u>questions, predictions</u>, observations and ideas with others AC9SFI05. Therefore, opportunities to develop and use the language of questioning and predicting need to be provided.

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