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| --- |
| Prep Science Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for Prep in the Australian Curriculum: Science. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| In Foundation, learning in Science builds on the Early Years Learning Framework and each student’s prior learning and experiences. Science encourages students to explore their environment and be curious about their surroundings.  Students build wonder and their natural curiosity by observing everyday objects, materials and living things and by exploring changes in the world around them, including changes they can effect, such as making things move or change shape. They learn that observations can be organised to make patterns and that these patterns can be used to make predictions about phenomena. They seek answers to questions they pose using their senses to gather different types of information. They understand that making observations and predictions is a core part of science.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Why do we have different senses? How do we use them? * Why is sorting important? * How are a spider and a fly alike and different? * Are wheels the only way to get around? * Why do people describe things differently? | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | | By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world.  Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | | Content descriptions | Units | | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | | Science as a human endeavour | 1 | 2 | 3 | 4 | | Science inquiry | 1 | 2 | 3 | 4 |
| **Biological sciences**  observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 |  |  |  |  | | **Use and influence of science**  explore the ways people make and use observations and questions to learn about the natural world AC9SFH01 |  |  |  |  | | **Questioning and predicting**  pose questions and make predictions based on experiences AC9SFI01 |  |  |  |  |
| **Physical sciences**  describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02 |  |  |  |  | |  |  |  |  |  | **Planning and conducting**  engage in investigations safely and make observations using their senses AC9SFI02 | |  |  |  |  |
| **Chemical sciences**  recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 |  |  |  |  | |  |  |  |  |  | **Processing, modelling and analysing**  represent observations in provided templates and identify patterns with guidance AC9SFI03 | |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  | **Evaluating**  compare observations with predictions with guidance AC9SFI04 | |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  | **Communicating**  share questions, predictions, observations and ideas with others AC9SFI05 | |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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