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| --- |
| Year 1 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 a year level 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 Year 1 students extend their understanding of patterns by exploring patterns in daily and seasonal events, recognising that all living things share the same basic needs, and that objects can behave in predictable ways. They infer relationships from their observations and experiences and begin to link function with observable properties.  They observe that changes to objects and events can be large or small and happen quickly or slowly. Students pose questions and make predictions based on their observations and are introduced to ways of organising their observations to identify patterns. They appreciate that science involves observing, asking questions about and describing changes in objects and events.  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:   * Does a fish have a home? * How do we know what season it is? * What makes playgrounds fun? How do playground designers come up with ideas? * How can we tell if something has changed? * How does science help us care for ourselves and other living things? | 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 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.  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. | | 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.  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. | | 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.  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. | | 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.  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. | |
| 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**  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 |  |  |  |  | **Use and influence of science**  describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S1H01 |  |  |  |  | **Questioning and predicting**  pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I01 |  |  |  |  | |
| **Earth and space sciences**  describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02 |  |  |  |  |  |  |  |  |  | **Planning and conducting**  suggest and follow safe procedures to investigate questions and test predictions AC9S1I02 |  |  |  |  | |
| **Physical sciences**  describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects’ motion and shape AC9S1U03 |  |  |  |  |  |  |  |  |  | make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance AC9S1I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S1I06 |  |  |  |  | |

**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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