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| --- |
| Year 5 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 5 students continue to explore the relationship between form and function by investigating how features of living things enable them to survive in their habitat. They identify stable and dynamic aspects of systems and appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes. They recognise that models are useful for investigating relationships between system components and can be used to predict the effects of changes.  They explore observable phenomena associated with light and analyse patterns to identify that these phenomena have sets of characteristic behaviours. They begin to explain how matter structures the world around them. They develop explanations for the patterns they observe and recognise the importance of reflecting on their methods to identify potential sources of error before drawing conclusions.  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 has the Australian coastline changed over time? * Is an empty glass really empty? * Why does my shadow change? * How has science shaped our community? * What if emus could fly? | 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 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth’s surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.  Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings. | | By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth’s surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.  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| 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**  examine how particular structural features and behaviours of living things enable their survival in specific habitats AC9S5U01 |  |  |  |  | **Nature and development of science**  examine why advances in science are often the result of collaboration or build on the work of others AC9S5H01 |  |  |  |  | **Questioning and predicting**  pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S5I01 |  |  |  |  | |
| **Earth and space sciences**  describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth’s surface AC9S5U02 |  |  |  |  | **Use and influence of science**  investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5H02 |  |  |  |  | **Planning and conducting**  plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S5I02 |  |  |  |  | |
| **Physical sciences**  identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted AC9S5U03 |  |  |  |  |  |  |  |  |  | use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S5I03 |  |  |  |  | |
| **Chemical sciences**  explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles AC9S5U04 |  |  |  |  |  |  |  |  |  | **Processing, modelling and analysing**  construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S5I04 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S5I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S5I06 |  |  |  |  | |

**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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