

SCIENCE			
By the end of Year 3	By the end of Year 5	By the end of Year 7	By the end of Year 9
<p>Students use their curiosity about the natural and physical world and their senses, intuition and imagination as a basis for exploring and testing their thinking about the world. They are able to tell others what they see, what they think and what they wonder about. They develop an understanding that science is a way of constructing new knowledge and is based on observations of the natural world. They see the place of science in people's work and community lives.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to work scientifically by generating scientific questions, by participating in scientific activities, and by individually and collaboratively planning and conducting simple investigations. They reflect on their learning and their understanding of science in everyday situations.</p> <p>Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within scientific contexts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • investigating • communicating • reflecting. 	<p>Students use their curiosity, senses and intuition as a basis for exploring, investigating and testing their scientific thinking about the world. They understand that science is a way of constructing new knowledge and that it is based on observations of, and inferences from, the natural world. They understand that science can contribute to the understanding of many different kinds of activities, including work and leisure. They are aware that people of all ages and backgrounds choose to work in science or science-related careers.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to work scientifically by formulating scientific questions, by conducting scientific activities, and by individually and collaboratively planning and conducting investigations. They reflect on their learning and their own and others' points of view and values relating to science.</p> <p>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within scientific contexts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • investigating • communicating • reflecting. 	<p>Students use their scientific knowledge, curiosity, senses and intuition as a basis for investigating and testing their scientific thinking about the world. They understand that science is a body of knowledge developed over a long period of time through observations of, and inferences from, the natural world. They understand that science is a way of thinking and working, and they consider and respond to decisions about science and its impact on people, their environment and their communities. They recognise the many different fields of science, and the people who work as scientists and in other occupations that use scientific knowledge.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to work scientifically by formulating scientific questions, and by individually and collaboratively designing and conducting scientific investigations. They reflect on their learning and investigations to clarify values and the impacts of science.</p> <p>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within scientific contexts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • investigating • communicating • reflecting. 	<p>Students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.</p> <p>Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of science.</p> <p>Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • investigating • communicating • reflecting.