

## Year 2 Science

### Achievement Standard

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas in a variety of ways.

### Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Science Understanding**  
Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences
- **Science as a Human Endeavour**  
Nature and development of science, Use and influence of science
- **Science Inquiry Skills**  
Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating, Communicating

### Delivery (mode, time requirements, lessons)

Students have access to a 45 minute scheduled lesson each week. Lessons are delivered via Collaborate and teleconferencing. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed in QLearn.

### Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p><b>Unit 1</b>  <b>Physical Sciences: Push and Pull</b>  <i>How are forces used for a purpose?</i>                      The unit provides the opportunity for students to explore pushes and pulls. They investigate how the different strengths of pushes and pulls affect the movement of objects. The students are introduced to the concept of gravity and consider the effects of objects being pulled towards the Earth. They explore the way objects move on land, through water and in the air.</p>
		<p><b>Summative Assessment, Criteria Assessed:</b>                      Assignment/Project - Students plan and conduct an investigation of the factors that affect a paper helicopter's fall through the air. They identify things (variables) to change and keep the same in an investigation.</p>
	Term 2	<p><b>Unit 2</b>  <b>Chemical Sciences: All Mixed Up</b>  <i>How do the properties of materials determine their use?</i>                      In this unit, students learn about materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses.</p>
		<p><b>Summative Assessment, Criteria Assessed:</b>                      Experimental Investigation: Students will plan and conduct an investigation of how to separate a mixture of solids.</p>
Semester 2	Term 3	<p><b>Unit 3</b>  <b>Biological Sciences: Living Things Change</b>  <i>How do living things change as they grow?</i>                      Students will learn how living things change and reproduce. They will look at how animals change as they grow and be introduced to life cycles of several varied common animals., including humans. They will observe patterns of growth and change in living things and describe patterns and make reproductions.</p>
		<p><b>Summative Assessment, Criteria Assessed:</b>                      Written Response – students use scientific knowledge to explain how livings things grow and change.</p>
	Term 4	<p><b>Unit 4</b>  <b>Earth and Space Sciences: Earth's Resources</b>  <i>What are Earth's resources and how do we use and care for them?</i>                      In this unit, students will identify Earth's resources, including water, soil and minerals and describe how they are used in a variety of ways. They will recognise why and how we should care for the environment and our natural resources.</p>
		<p><b>Summative Assessment, Criteria Assessed:</b>                      Presentation – Using measurements to make observations and identifying uses of one of Earth's resources and describing ways of conserving it.</p>

**Disclaimer** All of the above information is accurate at the time of development.