

Prep Science

Achievement

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

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)

Under the guidance of the Home Tutor, students complete the sequence of lessons within each of the Science Units. Work returns, including Assessment tasks, are submitted via QLearn in accordance with the Work Rate Calendar. Course materials can be accessed via the Learning Management System.

Student Requirements

Computer, access to internet, email, printer, scanner, stationery, whiteboard and whiteboard markers.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 3 Weather Watch</p> <p>Observing and recording the weather; considering different types of weather; discovering weather types such as sunny, windy, cloudy and rainy; examining how weather affects our everyday lives; matching weather to clothes and activities; representing how a home can protect people from the weather; examining the effects of weather on animals; understand that plants are affected by the weather; representing and sharing ideas about effects of the weather.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> To make decisions about how the weather affects themselves and other living things; They observe and share observations about the weather.
Semester 1	Term 2	<p>Unit 1 Our Living World</p> <p>Exploring science and our senses; identifying living things in the backyard; exploring the living world using our senses; reflecting on familiar living things; considering the needs of animals; identifying the needs of plants; analysing needs in managed environments; considering actions that harm environments; reflecting on actions in the local environment.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> To represent, share and reflect on observations about the needs of living things and how an environment can affect them; To ask and respond to science questions.
Semester 2	Term 3	<p>Unit 2 Our Material World</p> <p>Discovering materials; exploring an outdoor area; exploring hats; exploring houses; investigating effects of water; make and play games with bubbles, investigate floating and sinking.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> To describe the observable properties of materials from which an object is made; To ask and respond to questions and share and reflect on observations.
Semester 2	Term 4	<p>Unit 4 Move it, Move it</p> <p>Engaging in play, real life situations, investigations, routines and transitions and focused learning and teaching; observing and asking questions about how things move; gathering different types of information about factors influencing movement and apply and explain knowledge of movement in a familiar situation.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Students describe the properties and behaviour of familiar objects; Students share and reflect on observations and ask questions about familiar objects.

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