# Year 1 Science

## 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.

## 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, Earth and Space Sciences, Physical Sciences

- **Science as a Human Endeavour**
  Use and influence of science

- **Science Inquiry Skills**
  Questioning and predicting, Planning and Conducting, Processing, Modelling and Analysing, Evaluating, Communicating

## Delivery (mode, time requirements, lessons)

Students have access to scheduled lessons each week. Lessons are delivered via the Learning Management System. 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, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

# Year 1 Science

| Units, Learning Experiences and Summative Assessment | | |
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| Semester 1 | Unit 1 | **Unit 1**<br>**Biological Sciences: What Do Living Things Need?**<br>In this unit, students develop an understanding of the basic needs of living things and how these needs are met in different environments. Students also investigate the specific needs of common pets and compare and contrast their requirements. Through hands-on activities and outdoor exploration, students develop an appreciation for the importance of caring for living things and providing appropriate environments for them to thrive. Additionally, students recognise and appreciate how First Nations Peoples of Australia have traditionally cared for living things and the land, and how this knowledge can inform our own care for the environment |
| | | **Summative Assessment:**<br>• Students will identify how living things meet their needs in the places they live. They will make and record observations and use everyday language to communicate observations. |
| | Unit 2 | **Unit 2**<br>**Earth and Space Sciences: When Weather and Seasons Change**<br>In this unit, students will identify daily and seasonal changes in the weather and describe ways these changes affect their everyday life.<br><br>Students will pose questions to explore observations and make predictions based on experiences. They use tables and organisers to record observations of phenomena, such as changes to weather, and investigate patterns of seasonal change in plant and animal behaviour. |
| | | **Summative Assessment:**<br>• Identify daily and seasonal changes and describe ways these changes affect their everyday life.<br>• Describe situations where they use science in their daily lives and identify examples of people making scientific predictions<br>• With guidance, represent patterns and compare observations with predictions |
| | Unit 3 | **Unit 3**<br>**Physical Sciences: Pushes and Pulls**<br>In this unit, students will explore the concept of forces, with a focus on describing pushes and pulls in terms of their strength and direction and predicting how these forces impact the motion and shape of objects. Students will engage in hands-on activities by observing and manipulating everyday objects and identifying the forces responsible for their movement. They will recognise that applying a force can change an object's motion. Students will design and represent push and pull forces in various contexts and explore these concepts through the lens of traditional toys from different cultures, including those of First Nations Australians and traditional Asian toys and games. |
| | | **Summative Assessment:**<br>• describe how different pushes and pulls change the motion and shape of objects<br>• identify examples of people making scientific predictions<br>• pose questions to explore observations and make predictions based on experiences<br>• follow safe procedures to make and record observations |

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