

Year 1 Science

Achievement Standard

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

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 also be accessed via QLearn.

Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p>Unit 1 Biology: Dinosaurs and more Students use their senses to observe and describe the features of modern and prehistoric living things. They make comparisons and claims about where animals might live, what they might eat and how they might move. Students' questions and ideas about animals are explored and tested.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Describe external features of an animal and relate to their use Describe where they might live.
Semester 1	Term 2	<p>Unit 2 Chemistry: Bend it! Stretch it! Students use their senses to explore physical changes in their everyday lives, including ones they are responsible for through the actions of bending, stretching and scrunching. They discuss how their actions physically change everyday objects and materials. They explore the effect that drying out has on the ability of objects made of playdough to change their shape.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Describe different ways to physically change the shape of a piece of a material Identify the physical changes that can affect the materials that objects are made of.
Semester 2	Term 3	<p>Unit 3 Earth and space science: Up, down and all around Students use direct observations and make comparisons to describe features of their local environment and to gather information about whether the features change.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Compare your observations, identify natural and made features and how they have changed Identify and describe features of the landscape and sky and have they changed over different timescales.
Semester 2	Term 4	<p>Unit 4 Physical science: Look! Listen! Students use their senses to make direct observations of the environment, to gather information, describe and make comparisons of the sources of light and sound and how they are sensed.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Identify sources of light and sound and explain how they travel Understand that light helps our eyes to see.

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