
















































Identify curriculum Achievement standard		<p>Science Understanding <i>Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian Science Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</i></p> <p>Broadly, by the end of the year, students will describe the movement of Earth and other planets relative to the sun and model how Earth’s tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length. They will use models, including food webs, to represent energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations. Demonstrate a model of cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides. Students will also investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Science for Foundation-10, https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/science</p>			
		<p>Science as Human Endeavour <i>Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian Science Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</i></p> <p>Broadly, by the end of the year, students will examine why advances in science are often the result of collaboration or build on the work of others, and; Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Science for Foundation-10, https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/science</p>			
		<p>Science Inquiry <i>Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian Science Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</i></p> <p>Broadly, by the end of the year, students will pose investigable questions to identify patterns and test relationships and make reasoned predictions, and; plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Science for Foundation-10, https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/science</p>			
Teaching and learning	Term overview	Term 1 1. Does Every Drop Count? <ul style="list-style-type: none">- Exploration of water conservation principles- Sustainability and application of real world water conservation- Significant beliefs and global practices- United Nations Sustainable Development Goal 6: Clean Water and Sanitation	Term 2 2. How do predators influence life cycles? <ul style="list-style-type: none">- The role of a predator within food chains- Human impact or predatory behaviour- The importance of natural life cycles in the human world	Term 3 3. Our solar system <ul style="list-style-type: none">- Key features of planets within our solar system- How different planets influence Earth- The earth-sun-moon cycle	Term 4 4. Our Plant <ul style="list-style-type: none">- Our planet is constantly changing- Explain Plate tectonics- How the properties of rocks relate to their formation
	Cross curriculum priorities	  	  	   	   

	General capabilities	    				    				   				     			
	Key to general capabilities and cross-curriculum priorities	<div> Literacy</div> <div> Numeracy</div> <div> ICT capability</div> <div> Critical and creative thinking</div> <div> Ethical behaviour</div> <div> Personal and social capability</div> <div> Intercultural understanding</div> <div>  Aboriginal and Torres Strait Islander histories and cultures</div> <div> Asia and Australia's engagement with Asia</div> <div> Sustainability</div>															
Develop assessment	Assessment	Term 1				Term 2				Term 3				Term 4			
		Week	Assessment instrument			Week	Assessment instrument			Week	Assessment instrument			Week	Assessment instrument		
		1-10	Learning tasks / Bookwork			1-10	Learning Tasks / Bookwork			1-10	Ongoing Bookwork			1-10	Learning Tasks / Bookwork		
		4	Clean Water and Sanitation Project			5	Self Directed Liveability Project			3	PEC / Information Report			5	Poster explaining continental drift		
		9	Clean Water Solutions Prototype			9	Liveability report			9	Ancient Greece Inquiry Project			8	Oral Presentation		
Make judgments and use feedback	Moderation	Teachers moderate learning tasks and bookwork to ensure consistency of judgments.				Teachers moderate learning tasks and bookwork to ensure consistency of judgments.				Teachers moderate learning tasks and bookwork to ensure consistency of judgments.				Teachers moderate learning tasks and bookwork to ensure consistency of judgments.			