**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  |  | **Science Understanding Strand** | **Science Inquiry Skills Strand** |
|  | **Sub-strand** | **Science as a human endeavour** | **Biological sciences** | **Chemical sciences** | **Earth and space sciences** | **Physical sciences** | **Questioning and predicting** | **Planning and conducting** | **Recording and processing** | **Analysing and evaluating** | **Communicating** |
|  | **Content Descriptions** | Objects and the world around us can be explored[(VCSSU011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU011) | Living things can look and feel different[(VCSSU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU012) | Objects can be the same or different and can look and feel different [(VCSSU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU013) | The weather and time of day can change[(VCSSU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU014) | Objects can be changed and manipulated[(VCSSU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU015) | Engage in simple cause-and-effect exploration[(VCSIS016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS016) | Explore using their senses [(VCSIS017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS017) | Use ‘yes’ or ‘no’ response, pictures, photos and concrete objects to demonstrate their findings[(VCSIS018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS018) | Supported to make links between causes and effects[(VCSIS019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS019) | Respond to language used to label and describe properties and begin to identify familiar objects[(VCSIS020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS020) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Level A Achievement Standard** | **Level B Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level C Achievement Standard**  |
| By the end of Level A* Students react to the properties and behaviour of familiar objects.
* They react to environmental changes and respond to their effects through a positive or negative response.
* Students initiate and communicate a response to, or acceptance or rejection of, familiar objects and events.
 | By the end of Level B* Students can identify some familiar objects. (1)
* They actively explore the properties of familiar objects and deliberately initiate a cause to achieve the expected effect.(2)
* In structured situations, teachers assist the student to record observations of the weather, familiar objects and events using real objects and visual aids. (3)
* They communicate their choices and indicate ‘yes’ and ‘no’ responses to simple questions. (4)
 | By the end of Level C* Students participate in structured investigations that look at the names and properties of living things and objects.
* They label, sort and group objects based on one specific property or characteristic.
* Students share discoveries through alternative augmentative communication and the use of objects, images and pictures.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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