**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** |
|  | **Sub-strand** | **Science as a human endeavour** | **Biological sciences** | **Chemical sciences** | **Earth and space sciences** | **Physical sciences** |
|  | **Content Descriptions** | People use science in their daily lives [(VCSSU041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU041) | Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met[(VCSSU042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU042) | Living things grow, change and have offspring similar to themselves [(VCSSU043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU043) | Objects are made of materials that have observable properties [(VCSSU044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU044) | Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes [(VCSSU045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU045) | Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life[(VCSSU046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU046) | Earth’s resources are used in a variety of ways[(VCSSU047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU047) | The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape[(VCSSU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU048) | Light and sound are produced by a range of sources and can be sensed [(VCSSU049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU049) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Science Inquiry Skills Strand** |
|  | **Sub-strand** | **Questioning and predicting** | **Planning and conducting** | **Recording and processing** | **Analysing and evaluating** | **Communicating** |
|  | **Content Descriptions** | Respond to and pose questions, and make predictions about familiar objects and events[(VCSIS050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS050) | Participate in guided investigations, including making observations using the senses, to explore and answer questions [(VCSIS051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS051) | Use informal measurements in the collection and recording of observations [(VCSIS052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS052) | Use a range of methods, including drawings and provided tables, to sort information [(VCSIS053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS053) | Compare observations and predictions with those of others [(VCSIS054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS054) | Represent and communicate observations and ideas about changes in objects and events in a variety of ways [(VCSIS055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS055) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # |
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*See following page for Achievement Standards and Assessments Section*

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| **Foundation to Level 2 Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2* Students describe examples of how people use science in their daily lives. (1)
* They identify and describe examples of the external features and basic needs of living things. (2)
* They describe how different places meet the needs of living things. (3)
* They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. (40
* They discuss how light and sound can be produced and sensed. (5)
* They identify and describe the changes to objects, materials, resources, living things and things in their local environment. (6)
* They suggest how the environment affects them and other living things. (7)
* Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. (8)
* They use their senses to explore the world around them and record informal measurements to make and compare observations. (9)
* They record, sort and represent their observations and communicate their ideas to others. (10)
 | By the end of Level 4* Students describe situations where science understanding can influence their own and others’ actions.
* They explain the effects of Earth’s rotation on its axis.
* They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred.
* They explain how heat is involved in changes of state between solid and liquid.
* They link the physical properties of materials to their use.
* They discuss how natural and human processes cause changes to Earth’s surface.
* They use contact and non-contact forces to describe interactions between objects.
* They group living things based on observable features and distinguish them from non-living things.
* They describe relationships that assist the survival of living things.
* They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival.
* Students describe how they use science investigations to identify patterns and relationships and to respond to questions.
* They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge.
* They discuss ways to conduct investigations and suggest why a test was fair or not.
* They safely use equipment to make and record formal measurements and observations.
* They use provided tables and column graphs to organise and identify patterns and trends in data.
* Students suggest explanations for observations and compare their findings with their predictions.
* They use formal and informal scientific language to communicate their observations, methods and findings.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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