**Katerina Poropat:** Good afternoon and welcome to today’s webinar, Introducing The Victorian Curriculum: Science F–6. My name is Katerina Poropat, and I am the project manager in the Victorian Curriculum F–10 Unit here at the VCAA. It’s my great pleasure to introduce you to the curriculum manager for STEM, Erin Wilson, who’ll be giving our presentation today. I would also like to thank Alicia Farrell, also from the Victorian Curriculum F–10 Unit, who has done a lot of the work behind the scenes to make this webinar possible today.

So, before we begin, we will start with an acknowledgement of country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples’ spiritual and cultural connection to country, and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.

So, before we get into our presentation, I’ll briefly go over some housekeeping. Please note, the chat function is only being used to share relevant information and links from the VCAA. You will notice that a Q&A box has been set up, so please use this to put your questions and comments in, as this will help ensure all queries are attended to and that we don’t miss anything. When you use the Q&A box, please make sure you select all presenters, so that all panellists can see your questions as they come in. We will answer these in a couple of ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view, or we will have a dedicated Q&A session at the end of the presentation, where Erin will address these queries. A number of questions also came through during the registration process, which will be addressed during the session.

The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint, plus a transcript, will be loaded onto the VCAA’s F–10 Resources web pages, under the Professional Learning section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days.

So, without further ado, Erin, I will throw over to you for the presentation today.

**Erin Wilson:** Thank you very much, Katerina. And welcome, everybody, to our presentation today. We’ve got sort of two main objectives that we’re hoping to support you with today, which is an overview of the Victorian curriculum F–6 science, and then also to help understand...enhance your understanding of the structure of the sub-strand, the content descriptions and the achievement standards within science, discuss some planning opportunities, also some aspects of assessment for you to consider, and then finish with some resources that will be available as well – that are also available at the moment.

So, for those who are not familiar with the Victorian curriculum... And I understand that there are some people who are working with the Victorian curriculum already joining us today, and then there are some people beginning their experiences and their teaching career, and so they’re not quite so familiar with the Victorian curriculum yet. So, within the science curriculum, we have the rationale and aims. We have the overall structure of the science curriculum. We have learning in the specific area. We also have a scope and sequence available. So, that’s from F–6 and then 7–10. And then we also talk about achievement standards, content descriptions, collaborations, strands and sub-strands. And within the Victorian curriculum, so if you go to the Victorian curriculum science page, you’ll see down the side each of these aspects that are available for you. I don’t intend on doing a chalk and talk, where I’m going to explain everything that’s available on the website for you. So I would hope that you do spend some time really considering the rationale and aims, and how that might relate to you and also your experiences. Then the other thing I think is useful for you to think about is the learning in science, the scope and sequence, and then also the underpinning structure too. OK?

But if you do think about the rationale, we really do, starting in foundation, think about science being an empirical way of answering interesting and important questions. So, the focus at foundation is for students to be questioning, to be observing and to be practising as well. We do want them to be able to provide or be provided with opportunities for them to develop an understanding of important scientific experiences that they experience on a day-to-day basis, and then also think of the applications that science provides, both in terms of their immediate lives and then also in terms of the pursuit of scientific discoveries, to be able to apply to knowledge and to think about evidence-based conclusions and evidence-based arguments.

So as I said before, we talk about strands and sub-strands within the curriculum, and so Science Understanding within the Victorian curriculum has five sub-strands. So, we have science as a human endeavour within the Science Understanding sub-strand, then we have a focus on biological sciences, chemical sciences, earth and space sciences, and physical sciences. Alongside the Science Understanding we have the Science Inquiry Skills strand, which is intended to be integrated and complement the Science Understanding strand. So they’re really delivered concurrently at all points in time. I think that one of the important things to consider with the Science Inquiry Skills is that it’s not a linear...they’re not necessarily linear skills that are done in order. So, at some point in time, students may be engaging with the questioning and predicting sub-strand. At other points in time they may be engaging with the planning and conducting sub-strand. Sometimes they might be engaging with all five sub-strands. So, that would be one of the main points that I would be asking you to consider and think about to begin with, is really the way in which you may engage in Science Inquiry Skills as a cyclic planning and assessment process, but then also occasionally and sometimes when you might deliver or explicitly teach particular aspects of the Science Inquiry Skills alongside Science Understanding as well.

When you get into the science...the Victorian Curriculum Science web page, what you’ll see is that – and I hope you can see my arrows – there’s two tabs. So, there’s the introduction tab, and that was the tab that I showed you earlier on the earlier slide, where you had the rationale and aims and you had the scope and sequence and you had all of those other tabs and pieces of information. And then you’ll notice that there is the curriculum tab. And for me, I like to work with the interactive nature of the curriculum tab. So, if I was to just scroll back, under Scope and Sequence, you can access Word and PDF documents that demonstrate the scope and sequence across F–6 for all of the sub-strands and content descriptions and achievement standards. But for myself, this is the one I typically work with. So I work with the interactive curriculum tab. And then what you can do is you can scroll across. You can choose whether just to see the level descriptions, the content descriptions or the achievement standards. And then you can also choose to see those for F–2, 3–4, 5–6 and 7–8. And what it does is that usually it will show you three different strands or three different levels on the screen at any one point in time. For this particular slide I’ve chosen F–6, so I’ve chosen to look at Foundation to 2, Level 3 and 4, and then Level 5 and 6. And the reason that I find it useful to view it in this viewing platform or in this way is because I can see the progression of knowledge, concepts and skills across the levels. So under Science Understanding, I can see that it changes from people using science in their daily lives to scientific knowledge, helping people to understand... I can’t quite see it, because I don’t know it off by heart, unfortunately. And then it progresses in complexity of knowledge. It also progresses in complexity of concepts and skills. So that’s why we talk about, not year levels, but we talk about levels of understanding. So, we have a progression along the continuum of learning.

And we have five different points in the science curriculum, five different achievement standards. So, we have an achievement standard at the end of Level 2, we have an achievement standard at the end of Level 4, an achievement standard at the end of Level 6, one at Level 8 and one at Level 10. Within each level, so Level 3 and 4, or Level 5 and 6... And I’ve got an example here from Level 5 and 6. You can see that we’re talking about at the end of Level 6. Now, this is typically at the end of Year 6, but students will progress at their own pace, and so they may be achieving Level 6 before the end of Year 6, or they may need some more time to achieve this level, to achieve the achievement standard at the end of Level 6.

So we have the content descriptions. And then we have, if you click on the code... And each content description has its own code. So, sometimes within the VCAA I’m also supported in terms of F–6 curriculum with my colleague Maria James, who is the curriculum manager for science. So, I typically look after biological sciences, and Maria looks after chemical sciences, physical sciences, and earth and space sciences. And we often talk about the codes, so the code’s related to the content descriptions as well. But if you click on those codes, you’ll get elaboration. And those elaborations, really, are sample learning activities or ideas for you to be able to engage students with the content descriptions. They’re not mandated and they’re not mandatory. So that’s one of the things that I would support you to understand, and consider which ones are appropriate for your cohort of students, which ones are appropriate for your school, which meet the needs of your students the best. And the content descriptions relate to the achievement standards. So the achievement standards are what you are assessing, and the content descriptions should be read in conjunction with the achievement standards to provide you with further information.

So that’s what we are saying, that students are typically able to understand, do, and are the basis for reporting student achievements. I know I had a question leading into the webinar about what do we report on. And so our advice is that you assess students against the achievement standards, then you report on the relevant achievement standard that the student has either achieved or is working towards achieving. OK, so it’s an indicative progress measure. And so, within the science curriculum, we are talking about the application of knowledge. So, you’re assessing them in terms of their ability to be able to apply the knowledge within Science Understanding, or be able to demonstrate the skills within Science Inquiry Skills.

I think, from an F–6 perspective, you’re probably all very familiar and aware of the need to have assessment as being part of teaching and learning, to use a range of methods, and then really to make sure that it’s authentic for the students, and then also make sure that they align to the curriculum outcomes as well as the school’s teaching and learning program. So, we’re thinking about students being able to say, “I can do this. I understand this science understanding. I understand the science inquiry skills from a primary-school perspective,” “I’m getting there,” or, “I need some help.” OK? “I’m not quite there yet and I am still working towards achieving the relevant achievement standard.”

So, in terms of student learning, we have assessment. We would really encourage you to think about assessment as part of the teaching and learning program, and really about you collecting evidence of the students being able to demonstrate the achievements and the content descriptions. And particularly for this webinar, it’s talking about in relation to science. So, what is it in F–2 if I’m thinking about my Prep 1 class or my Straight Prep class or my 1-2 class? What is it that my students will learn in relation to seasons and daily changes? What is it that my students will learn in relation to the needs and requirements of animals and other living things? What is it that my students will learn in relation to physical sciences and how objects move? Then, once I’ve identified the what, I need to think about the activities or the instruction and the pedagogy. And my focus today really is on curriculum and assessment, because that’s what the VCAA stands for – Victorian Curriculum and Assessment Authority – but we do certainly give some suggestions and ideas for activities, and the ways in which you might consider how to support the curriculum or how to support the assessment. But instruction and pedagogy is really a school-based decision, and specific for your cohort, specific for your students, so that when we do undertake the assessment, you can decide where they are on the continuum of learning at a specified time.

Another way of thinking about how assessment, curriculum and pedagogy relate in terms of the primary science curriculum, or F–6 curriculum, is really in terms of thinking about well, first of all, I’m starting with the achievement standard. So what is it that I’m going to assist students in relation to? Or what am I going to be reporting on in relation to the achievement standard? And I’ve chosen this one that is at Level 3 and 4. And my focus is, “Describe relationships that assist the survival of living things.” And so that’s what’s in the achievement standards at Level 3 and 4, that I’m going to be able to assess whether my students can describe the relationship. So I’m certainly not asking them to analyse and compare relationships, or how they support the...or compare the different relationships that might assist the survival of all things. I’m focusing at Level 3 and 4 on describing the relationships. If I look further on, I want to understand, well, what kind of things, what kind of curriculum activities might I deliver, or what kinds of aspects of the curriculum will I target while I’m thinking about how I’m going to assess this achievement standard? I’m going to look at the content descriptions.

And so, specifically when I’m talking about the survival of living things at Level 3 and 4, I can see that I’ve got to focus on different living things. So probably plants and animals would be a good start for Level 3 and 4 in terms of living things. And then I’m going to look at different life cycles, so this is the survival of living things. I’ve got an understanding that living things have different life cycles, or different ways they grow and develop. And then I’m also looking at the second aspect, which is how they interact with the environment to survive. How am I going to then... What activity am I going to give to my students for them to be able to either make, say, do or write their evidence of learning? And so what I’m thinking about now is, well, how am I going to collect the evidence of learning? How am I going to support my students to develop their understanding? And for this particular content description, I’ve chosen this aspect, or this activity. So one of the activities that I want to provide my students, particularly in relation to this achievement standard, is I want them to think about the roles of different things in the schoolyard. So I want them to be able to go outside, and maybe they’re doing an experiment, an exploration around the different living things that exist in my schoolyard. So we’re going to go outside and we’re going to have a look for some insects and some bugs. And I’m going to talk about the science inquiry skills, and I’m going to relate the science inquiry skills in terms of producers, so I’m going to be thinking about plants, consumers, animals. And then I’m also going to be, hopefully, looking for some examples of decomposers as well. So they’re the relationships that assist the survival of living things.

So, when you’re thinking about your planning, particularly within a unit, I would encourage you to start with the achievement standard, have a look at the content descriptions that relate, and then think of the activities that are going to best suit your students, your resources, perhaps the number of classes that you have at your school. It’s probably not useful if you’ve got ten Year 3 and 4 classes to be going out and lifting up every rock to be looking for examples of insects and bugs! And so it really is managing what’s most appropriate in your school circumstances as well.

And certainly, when we’re thinking about demonstrating achievement, we’re thinking about doing, saying, making and writing. And so, I would be encouraging you, particularly in a primary circumstance or within primary sciences, that there’s many examples across texts or across learning experiences that students may actually be providing you with evidence of demonstrating their achievement, where they talk to you about things, where you read things, where they write things. And it might be in a different learning area, or it might be during a different activity, but it still does provide you with evidence of what the student can do in relation to F–6 science or the level that you’re at. And so sometimes this is where it’s useful for you to try and work out whether the student is perhaps working towards or extending beyond the year level that they’re designated in. So, students who are this year in Year 4 may begin to show you evidence of achievement that is beyond the Level 4 achievement standard, or they may still be showing you that they’re still working towards the achievement standard. So when we’re talking about assessment, we’re certainly talking about many different modes in which the students can share their understanding and knowledge with you.

One of the things that I think’s useful when we think about achievement standards is to think about indicative progress. And because the science achievement standards are in two-level bands, or Level 3 and 4, and Level 5 and 6, we often will have many students that are showing progress between the achievement standards. So they’re only partially through the teaching of the level, OK, and the student’s still working towards the level achievement standard. So if you’ve got students who have just finished Year 2 last year, and so they’re in Year 3, they may have achieved, or hopefully have achieved Level 2, and they will still be working towards Level 4 in terms of science. So think about indicative progress and what that might mean.

There is the indicative progress template that’s available on the VCAA website. And this is an example of an indicative progress template that you can use. And there’s a more in-depth template as well. And so, when you’re starting to plan science, so you’re thinking about what the science area will be, so if we’re looking at... Thank you, Alicia, for putting that in the post! So if you’re thinking about... If we go back to... Let’s go back to, “Describe relationships that assist the survival of living things.” That’s the achievement standard at Level 4. And so I will put the achievement standard of Level 4 here. By the end of Level 4, students will be able to do this. The benefit of using the curriculum page that I showed you at the start, which is interactive, where you can have F–2, 3–4, and 5–6 on the one screen or in the one pane, is that then you can look at the Level 2 achievement standard too. So I would cut and paste out the Level 2 achievement standard that says, “By the end of Level 2, students can talk about the needs and requirements of living things.” And then here I’ve got, “The survival of living things,” and I’m going to think about – what might the students be doing as they’re working towards Level 4?

And I’ve got an example here for you. And this is one that I’ve prepared earlier, and we will be providing some further resources at the end of term two into term three that relate specifically to each of the science...so, the Science Understanding sub-strand. So we’ve got new resources coming in relation to biological sciences, earth and space sciences, chemical sciences, and physical sciences. And this is an example. I’m not sure if this is exactly how the format’s going to be when the resource is published, but this is the format that I’ve put it into today for today’s webinar. And so the learning activity. And so if we think back to... I’m just going to click back here to the achievement standards. So, my achievement standard is, “Describing relationships that assist the survival of living things.” My content description, my relevant content description, is, “Different living things have different life cycles and depend on each other and the environment to survive.” And I’ve given you one example of an activity, but I’m actually looking at a second, a different learning activity in this one.

And so the learning activity or the context in which students are going to be introduced to the learning area or the content descriptions, the way they’re going to be supported to understand their learning, the content description, and also be able to be provided with the opportunity to demonstrate their understanding, is that we’re using the story. So the class together reads the story and uses the illustrations in the book Wilam: A Birrarung Story to examine the features and life cycles of Australian animals and understand how the environment helps the effect...and how understanding our environment helps us understand the effects of our actions. And, in particular, they then...once they’ve done the whole-class exploration of the story, they then look at specific aspects that were introduced and covered within the story. So one of the things that I would certainly encourage you to do where possible is to think about what literacy experiences or opportunities you have through text, and to find texts, particularly from...and even up to Level 5 and 6.

So at the start of last year, or maybe it was the year before, I delivered a webinar about using picture stories in F–6 to look at science fact and fiction. And it really is a good opportunity as well to consider the underpinning science knowledge too. And so what we find through exploration of the text in consideration of the Imperial Blue butterfly, and then also threats to the Imperial Blue butterfly, is that I can actually map these to the achievement standard. So I’ve selected the aspects of the achievement standard at Levels 3 and 4, or at the end of Level 4. So we’ve got...at the end of Level 4, you can group living things on the basis of observable features and distinguish them from non-living things. They talk about the relationships that assist the survival, and they compare the key stages in the life cycle of a plant and animal. So, we’re looking at the plant in this particular aspect. And what I’ve done is I’ve said, well, OK, in the context of doing the series of learning activities that I’ve developed and delivered for my students, if they’re at the level, this is what their responses will look like. So I’m expecting them, through our learning experiences that relate to the chosen text, that they will be able to classify things as living and/or non-living, that they’ll be able to compare two similar species. And I’ve chosen the wedge-tailed eagle and the raven because they look at Bunjil and Waa in the context of the story. They also have a look at specific examples from the book and the relationship between living things that help them survive in the book – say, there’s a specific spread in the book that depicts the Imperial Blue butterfly. And so I’ve chosen that as the specific animal to focus on.

So when we’re talking about the key stages in the life cycle of an animal, as a result of the text that I’ve chosen, I’ve chosen the Imperial Blue butterfly as the...as the animal to focus. So, then they’ve looked at the labelling and identifying the life cycle of the Imperial Blue butterfly. And if I think about also linking it to science as a human endeavour, and I’m thinking about the effects of our actions, so the effects of humans on other living things, then the really nice thing about the Imperial Blue... Well, it’s not nice, necessarily, but there’s a really nice link, is that we understand that the life cycle of the Imperial Blue butterfly is influenced by the presence of the acacia trees, and ants that live in the acacia tree. And so, therefore, if we remove the acacia trees, and so therefore the acacia trees died out, or through logging or any of those other human actions, then the life cycle, or the Imperial Blue butterfly, is impacted on.

Within this whole learning activity, or within this exploration of the text and the book, I may have students that are only working towards the level. I also may have students that are extending beyond the level, so they can do things and talk about the structure, behaviour and adaptations of the Imperial Blue butterfly that help it survive. And then they can also talk about physical changes in the environment. And so that’s working towards Level 6.

So this is where considering your learning activity and then mapping it to your achievement standard and thinking about evidence of learning, in terms of at level, extending, and working towards, is useful from that experience as well, because then, as the students are working and completing, and they might make, they might say, they might do or they might write these responses, and so it’s certainly not saying that they have to respond or demonstrate their evidence of learning in a particular way, but I’ve got ideas leading into the task and into the series of activities that I would expect students to be able to do.

I think I’ve already touched some of these questions, about how can you link the curriculum to your school planning and planning your classes, but I will point out that we do have the Victorian Curriculum Planning Resource web page. And so it looks at whole-school curriculum planning. And I know that one of the questions that I got prior to the webinar is about how we can plan for unit areas...units or inquiry units when we’ve got a two-year band. And so one of the things I would get you to consider is, if you are delivering, so there is choice to deliver, to have a two-year cycle in terms of inquiry units that you deliver. So you may deliver one inquiry unit in Year A, particularly if you’ve got a composite class of Year 3 or 5–6 or 1–2. So you’ll deliver an inquiry unit in Year A, and then you’ll deliver another inquiry unit in Year B, so there’s no overlap for the students. And this is where it becomes important within those inquiry units to think about, well, what is at level, what is extending and what is working towards? And how will I place that evidence and accumulate the evidence of learning within that two-year band? And how will I share it with the teacher from the year before, particularly if I’m teaching Year 3 this year and that student will be in Year 4 next year? Well, some of the evidence that they have demonstrated in Year 3 will be applicable to Year 4 when I’m thinking about reporting against the achievement standards.

So the curriculum planning resource is a very useful aspect. Kat did say in the introduction that my title is curriculum manager for STEM, so while I do have responsibility for F–10 science, I also do provide guidance and support in relation to STEM in the Victorian curriculum, not so much in terms of the specific content knowledge. So, we do have a F–10 mathematics curriculum manager and an F–10 design and technologies curriculum manager, and an F–10 digital technologies curriculum manager. But I certainly can provide support in terms of how you may integrate the other curriculum areas. And we have a section under the Cross-Curriculum Resources on the website that relates specifically to STEM. So that’s really looking at considering that, from the VCAA perspective, we don’t see that STEM should add to the existing curriculum, but it’s really an alternative way of delivering the curriculum. So the achievement standards and the content descriptions for each of science, mathematics, design and technologies, and digital technologies still underpin your curriculum planning. The achievement standards for each of these learning areas are still the achievement standards that you report against, but particularly from an F–6 perspective you might think about how you deliver the curriculum in terms of an integrated way.

Another resource or another consideration that I do want to highlight or make you aware, particularly if you teach in the F–2 space, is the Early Years Planning Cycle Resource. So, it really demonstrates how the VEYLDF cycle can be used to observe, assess and respond to evidence of children’s learning. So, what it does is it provides sample markers that illustrate a continuum of learning from the VEYLDF, so we’re talking about birth to eight, and it links it to the first three years of the Victorian curriculum. And you can access the full PDF version of the resource from the link that I’ve shared in the PowerPoint. Alicia might also post it in the chat as well. And if you are interested in obtaining a hard copy, then you can certainly also contact the Early Years unit at the VCAA to obtain a hard copy as well.

And one of the useful things, I think, about the Early Years Planning Resource, particularly from an F–2 perspective, is it provides examples in terms of the VEYLDF evidence learning markers and then also the Victorian curriculum F–10. So, there are examples of student learning or discussions. So, here’s a student. The first one is making yoghurt. And Grace is a Year 1 learner, says, “Yoghurt is good for you because it’s made out of milk.” And the teacher says, “That’s true. Do you know how yoghurt is made?” And he addressed the question to the group. They all shook their heads, and then they go on to extend their understanding in terms of how yoghurt is made, and they’ll link to the Victorian curriculum. So we’ve got, “Everyday materials can be physically changed or combined with other materials in a variety of ways for a particular purpose.” And again, here is a student, in terms of saying and understanding...demonstrating their understanding. So it’s a good explanation of how you can use students’ experiences, students’ comments, students’ interests, to then be able to plan your science understanding and science lessons or science focuses in units of work. The other one, again, is an extension of the making yoghurt example. And then it looks at the insulation. There’s an example of an insulation experiment. So that, again, they’re using students’ interests and questions from that focus as well. Another example in terms of...age six to eight, or what we’re talking about in terms of achieving or working towards Level 2, so again, curriculum links from the water cycle within dancing...in the example of dancing the water cycle. So, I would encourage you, if you have not yet seen or thought about or seen or really considered the Early Years Planning Resource, if you’re in the F–2 space, have a look and consider it. So, it links.

There’s also examples of sample evidence markers, where we talk about the VEYLDF, so the evidence for students, and I’ve chosen one here, Experiences for Science and Maths. So we’ve got, “Children feel safe, secure and supported.” And then it looks specifically at evidence markers from the VEYLDF, but also links to science. So this one is looking at observable changes from the sky and landscape, daily and seasonal changes. And then we’ve got examples as well, so make predictive transitions.

The other aspect or resources that I would encourage you to visit and consider if you have not yet is the webinars. So, we ran a series of webinars in 2020 that focused on making Aboriginal perspectives in the Victorian curriculum science visible. And there are the PowerPoints and recordings of these webinars, including the transcripts, available on the VCAA website. So I won’t go much into this, because you can visit that PowerPoint and listen to what I’ve said about that aspect or that topic. But I do think that I want to point... One of the things to consider is the Koorie protocols, and the... So, they’re the Koorie protocols that are developed by VAEAI, and available from the VAEAI website, in terms of really starting local. So if we are thinking about our curriculum planning for F–6 and F–6 science, then we are thinking about, which Aboriginal country...so, within Victoria, which Aboriginal country am I located on? Which Aboriginal country are my students located on? And also, which Aboriginal country do I live in? And so I am actually delivering today in metropolitan Melbourne, so from the lands of the Wurundjeri people, but I live on the lands of the Dja Dja Wurrung people. So if I was teaching within Dja Dja Wurrung country, or living within Dja Dja Wurrung country, then there are some aspects that I can start local when I’m thinking about my F–6 science delivery. So if I’m teaching Level 5 and 6 or I’m looking at Level 5 and 6 and I’m thinking about sudden and significant changes to the Earth’s landscape, there is a particular creation story that is relevant or told by Dja Dja Wurrung peoples, and it’s about the two feuding volcanoes that can be found on Dja Dja Wurrung country. So, this is one of the ways that I can start local. I can contextualise it to my school, and I can also link in Aboriginal perspectives as well.

The other thing I think... And this is useful when you’re thinking about selecting texts, and so if you’re thinking about picture stories or other ways that you might engage and support your students to understand scientific concepts and scientific understandings, many of the texts that talk about and discuss seasons discuss seasons in terms of the European tradition, even if they’re written from an Australian perspective. So, a book that I’ve always liked to use is A Year On The Farm. And they talk about autumn, summer, spring, winter. The problem with talking about autumn, summer, spring, winter is that it doesn’t necessarily focus in on daily and seasonal changes, and I’m focusing on observable changes in my environment. It doesn’t adequately describe the climate and seasonal changes that happen in Victoria. So you can support students’ understanding to think about the two...or different ways of representing seasons, different ways of understanding seasons, whether it’s a Northern Hemisphere, Southern Hemisphere, or whether it’s according to the equinoxes and the phases of the moon, or whether it’s talking in terms of the calendar months as well. So the people of the Kulin Nations, so if I’m in metropolitan Melbourne, or I am on Dja Dja Wurrung country, then they talk about seven seasons. And you can access those through the astral calendars, and that’s through VAEAI. So that’s another really useful resource and website and organisation for you to consider when you’re thinking about planning your science learning from F–6.

The other aspect I can think about is also aspects of life cycles. So, the Myrnong daisy, which is also commonly referred to as the native yam, that was a staple food source for the people of the Dja Dja Wurrung. I can look at that too. So I’m not just talking about foods that we might eat from the supermarket, all those kind of things, but I am also talking about other resources and foods that are available from our local environment, and the way that humans have impacted on that as well.

So there are lots of resources available out there for you to also consider the way in which you might be able to contextualise locally your school experiences, to consider how you might include other learning areas through a STEM-based approach, and then also how you might consider some of the cross-curriculum priorities in terms of sustainability, and then particularly Aboriginal perspectives as well within your curriculum planning too.

As I’ve said, there will be some new F–6 science resources available. It says from term three 2021, but we’re hoping perhaps late term two. And they will look specifically in detail at linking sometimes the capabilities, providing examples of case studies, resources, and then also how you can scaffold your assessment and planning too, and so you can find... There’s already resources available – Help Me Plan, Finding A Teaching Resource, Help Me Assess, and FAQs.

And certainly, if your FAQ...if your question is not answered in the FAQ section, or through any of the other webinars that we’ve got available, and you want to contact me at the VCAA, you can. So there’s my email address. There is also the email address for the Victorian Curriculum units. So, Alicia and Katerina will be able to help you if you have a more general question in relation to F–10 curriculum. And then Alicia has subscribed to the F–10 Updates. So, the F–10 Update will provide you with implementation resources that are new resources that have been published, professional learning opportunities. Perhaps you found out about today’s professional learning opportunity already through the F–10 Update because you’re a subscriber. But if you’re not, I’d highly recommend you subscribe, and then also consider subscribing more broadly to the VCAA Bulletin, because that will...particularly if you’re in the F–2 space, it will provide you with information that may be relevant to the VEYLDF and the early years, or if you’re in the 5–6 space, then it will also provide you information in terms of 7–10. So if your students are extending beyond Level 6, you’ll be able to consider support and resources from that aspect as well.

So, I think we’re at the end, and I’ve got some time for questions, if we’ve got some. So, Kat!

**Katerina Poropat:** OK, so we haven’t had anything that’s come through. So, thank you again, everyone, for attending, and to Erin and Alicia, and we hope you all enjoy the rest of your day. Goodbye, now.

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