**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 parts of the world around us have names and particular characteristics  [(VCSSU021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU021) | | | Living things have different names and parts  [(VCSSU022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU022) | | Objects have different names and properties, and some can be manipulated and changed  [(VCSSU023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU023) | | Weather involves sun, rain, wind and clouds and can be hot, cold and warm  [(VCSSU024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU024) | | Objects can move in different ways  [(VCSSU025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU025) | | Supported to engage in simple scientific inquiry  [(VCSIS026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS026) | | Supported to use the senses to identify some characteristics  [(VCSIS027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS027) | | Use pictures and words to describe observations and findings and begin to categorise objects  [(VCSIS028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS028) | | Make links between observations and findings  [(VCSIS029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS029) | | Use pictures, symbols, concrete objects and/or simple familiar words to facilitate communication  [(VCSIS030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS030) | |
| **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 B Achievement Standard** | **Level C Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level D Achievement Standard** |
| By the end of Level B   * Students can identify some familiar objects. * They actively explore the properties of familiar objects and deliberately initiate a cause to achieve the expected effect. * In structured situations, teachers assist the student to record observations of the weather, familiar objects and events using real objects and visual aids. * They communicate their choices and indicate ‘yes’ and ‘no’ responses to simple questions. | By the end of Level C   * Students participate in structured investigations that look at the names and properties of living things and objects. (1) * They label, sort and group objects based on one specific property or characteristic. (2) * Students share discoveries through alternative augmentative communication and the use of objects, images and pictures.(3) | By the end of Level D   * Students can identify and label many familiar objects and indicate some of their properties by using gestures, words, images and objects. * They can sort objects based on two properties and can identify key characteristics of familiar plants and animals. * Students can identify some ways the weather affects the environment and their clothing choices. * Students share and demonstrate their understanding of objects and events through images, pictures, alternative and augmentative communication and simple statements. |

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| **Assessments** | | |  |  | | |
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