**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.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **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.
 |

|  |  |  |
| --- | --- | --- |
| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |