**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** | Science is about exploring the world around me  [(VCSSU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU031) | | | Living things can be plants or animals  [(VCSSU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU032) | | Objects can be sorted into groups based on their properties, and some objects can be mixed and changed  [(VCSSU033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU033) | | The weather and time of day affect events and clothing choices  [(VCSSU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU034) | | The shape of objects will affect how they move  [(VCSSU035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU035) | | Actively join in exploration of familiar objects and events  [(VCSIS036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS036) | | Actively observe, explore and manipulate  [(VCSIS037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS037) | | Use pictures, words and provided simple graphic organisers to record observations and findings and sort objects into groups based on particular characteristics  [(VCSIS038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS038) | | Use words to answer simple questions about observations and findings  [(VCSIS039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS039) | | Use both general terms and simple, scientific vocabulary to begin to describe their activities and observations  [(VCSIS040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS040) | |
| **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 C Achievement Standard** | **Level D Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. |
| 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. | 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. (1) * They can sort objects based on two properties and can identify key characteristics of familiar plants and animals. (2) * Students can identify some ways the weather affects the environment and their clothing choices. (3) * Students share and demonstrate their understanding of objects and events through images, pictures, alternative and augmentative communication and simple statements. (4) |

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