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