**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** | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Science as a human endeavour** | | **Biological sciences** | | | | **Chemical sciences** | | | | **Earth and space sciences** | | | | **Physical sciences** | | | |
|  | **Content Descriptions** | People use science in their daily lives  [(VCSSU041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU041) | | Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met  [(VCSSU042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU042) | | Living things grow, change and have offspring similar to themselves  [(VCSSU043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU043) | | Objects are made of materials that have observable properties  [(VCSSU044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU044) | | Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes  [(VCSSU045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU045) | | Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life  [(VCSSU046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU046) | | Earth’s resources are used in a variety of ways  [(VCSSU047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU047) | | The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape  [(VCSSU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU048) | | Light and sound are produced by a range of sources and can be sensed  [(VCSSU049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU049) | |
| **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 # |
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|  | **Science Inquiry Skills Strand** | | | | | | | | | | | | |
|  | **Sub-strand** | **Questioning and predicting** | | **Planning and conducting** | | **Recording and processing** | | | | **Analysing and evaluating** | | **Communicating** | |
|  | **Content Descriptions** | Respond to and pose questions, and make predictions about familiar objects and events  [(VCSIS050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS050) | | Participate in guided investigations, including making observations using the senses, to explore and answer questions  [(VCSIS051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS051) | | Use informal measurements in the collection and recording of observations  [(VCSIS052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS052) | | Use a range of methods, including drawings and provided tables, to sort information  [(VCSIS053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS053) | | Compare observations and predictions with those of others  [(VCSIS054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS054) | | Represent and communicate observations and ideas about changes in objects and events in a variety of ways  [(VCSIS055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSIS055) | |
| **Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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*See following page for Achievement Standards and Assessments Section*

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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students describe examples of how people use science in their daily lives. (1) * They identify and describe examples of the external features and basic needs of living things. (2) * They describe how different places meet the needs of living things. (3) * They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. (40 * They discuss how light and sound can be produced and sensed. (5) * They identify and describe the changes to objects, materials, resources, living things and things in their local environment. (6) * They suggest how the environment affects them and other living things. (7) * Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. (8) * They use their senses to explore the world around them and record informal measurements to make and compare observations. (9) * They record, sort and represent their observations and communicate their ideas to others. (10) | By the end of Level 4   * Students describe situations where science understanding can influence their own and others’ actions. * They explain the effects of Earth’s rotation on its axis. * They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. * They explain how heat is involved in changes of state between solid and liquid. * They link the physical properties of materials to their use. * They discuss how natural and human processes cause changes to Earth’s surface. * They use contact and non-contact forces to describe interactions between objects. * They group living things based on observable features and distinguish them from non-living things. * They describe relationships that assist the survival of living things. * They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival. * Students describe how they use science investigations to identify patterns and relationships and to respond to questions. * They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge. * They discuss ways to conduct investigations and suggest why a test was fair or not. * They safely use equipment to make and record formal measurements and observations. * They use provided tables and column graphs to organise and identify patterns and trends in data. * Students suggest explanations for observations and compare their findings with their predictions. * They use formal and informal scientific language to communicate their observations, methods and findings. |

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