**Science Yearly Overview**

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| **Content Descriptors** | **1** | **2** | **3** | **4** |
| *Science Understanding* | | | | |
| Living things have life cycles (ACSSU072) | ✓ |  |  |  |
| Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073) | ✓ |  |  |  |
| Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074) |  |  | ✓ |  |
| Earth’s surface changes over time as a result of natural processes and human activity (ACSSU075) |  | ✓ |  |  |
| Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076) |  |  |  | ✓ |
| *Science as a Human Endeavour* | | | | |
| Science involves making predictions and describing patterns and relationships (ACSHE061) | ✓ |  | ✓ |  |
| Science knowledge helps people to understand the effect of their actions (ACSHE062) | ✓ | ✓ | ✓ |  |
| *Science Inquiry Skills* | | | | |
| With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS064) |  | ✓ | ✓ | ✓ |
| Suggest ways to plan and conduct investigations to find answers to questions (ACSIS065) |  |  | ✓ | ✓ |
| Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS066) | ✓ |  |  | ✓ |
| Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068) | ✓ |  |  |  |
| Compare results with predictions, suggesting possible reasons for findings (ACSIS216) |  | ✓ |  |  |
| Reflect on the investigation; including whether a test was fair or not (ACSIS069) |  |  | ✓ | ✓ |
| Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071) | ✓ | ✓ | ✓ | ✓ |