**AUSVELS : Australian SCIENCE Curriculum, F-10:**

**Overarching ideas:** Patterns, order & organization; Form and function; Stability and change; Scale and Measurement; Matter and energy; Systems

There are **three strands** which are to be taught in an integrated way. The order & detail in which content descriptions are organized in to learning programs are decisions to be made by the teacher.

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| **Science Understanding** – content described by year level | **Science as Human Endeavour** – content described in 2 year bands | **Science Inquiry Skills** – content described in 2 year bands |
| **Sub strands:**Biological sciencesChemical sciencesEarth and Space sciencesPhysical sciences | **Sub strands:**Nature and development of scienceUse and influence of science | **Sub strands:**Questioning and predictingPlanning and conductingProcessing and analysing data and informationEvaluatingCommunicating |

**Foundation/Prep SCIENCE Students:**

* Observe and describe the behaviours and properties of everyday objects, materials and living things.
* Explore change in the world around, including changes that impact the student, such as the weather & changes they can effect, such as making things move or change shape
* Learn that seeking answers to questions and making observations is a core part of science & use the senses to gather different types of information

\*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS– it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ is the official documentation for Victorian schools.

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| **Science understanding:** | **Science as Human Endeavour:** | **Science Inquiry Skills:** |
| **Biological sciences:**Living things have basic needs, including food and water (ACSSU002)* identifying the needs of humans such as warmth, food and water, using students’ own experiences
* recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland
* comparing the needs of plants and animals

**Chemical sciences:**Objects are made of materials that have observable properties (ACSSU003) * sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility
* thinking about how the materials used in buildings and shelters are suited to the local environment
* investigating different forms of clothing used for different activities
* comparing the traditional materials used for clothing from around the world

**Earth and space sciences:**Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004) **ã*** linking the changes in daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures
* investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals
* learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them

**Physical sciences:**The way objects move depends on a variety of factors, including their size and shape (ACSSU005)* observing the way different shaped objects such as balls, block and tubes move
* comparing the way different sized, but similar shaped, objects such as tennis balls, golf balls, marble and basketballs roll and bounce
* observing how the movement of different living things depends on their size and shape
 | **Nature & development of Science:**Science involves exploring and observing the world using the senses (ACSHE013)* recognising that observation in an important part of exploring and investigating the things and places around us
* sharing observations with others and communicating their experiences
* exploring and observing using hearing, smell, touch, seeing and taste
 | **Questioning & predicting:**Respond to questions about familiar objects and events (ACSIS014)* considering questions relating to the home and school and objects used in everyday life

**Planning & conducting:**Explore and make observations by using the senses (ACSIS011)* using sight, hearing, touch, taste and smell so that students can gather information about the world around them

**Processing & analyzing data & information:**Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)* taking part in informal and guided discussions related to students’ observations
* using drawings to represent observations and ideas and discussing their representations with others

**Communicating:**Share observations and ideas (ACSIS012)* working in groups to describe what students have done and what they have found out
* communicating ideas through role play and drawings
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| **Foundation/Prep Achievement Standard:**By the end of the Foundation level, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.Students share observations of familiar objects and events. |

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.