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| **Science - Achievement Standards** | | | | | | **NOTES** |
| By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.  Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others. | | | | | |  |
| **Science - Content Descriptions and Elaborations** | | | | | |
| **Science Understanding** | Biological Sciences | **Living things have a variety of external features**[**ACSSU017**](http://www.scootle.edu.au/ec/search?accContentId=ACSSU017)  *recognising common features of animals such as head, legs and wings*  ***describing the use of animal body parts for particular purposes such as moving and feeding***  *identifying common features of plants such as leaves and roots.*  *describing the use of plant parts for particular purposes such as making food and obtaining water.*  **Living things live in different places where their needs are met**[**ACSSU211**](http://www.scootle.edu.au/ec/search?accContentId=ACSSU211)  *exploring different habitats in the local environment such as the beach, bush and backyard.*  *recognising that different living things live in different places such as land and water.*  *exploring what happens when habitats change and some living things can no longer have their needs met.* | | | |
| **Science as a Human Endeavour** | Nature and development of science | **Science involves observing, asking questions about, and describing changes in, objects and events**[**ACSHE021**](http://www.scootle.edu.au/ec/search?accContentId=ACSHE021)  *recognising how Aboriginal and Torres Strait Islander Peoples use changes in the landscape and the sky to answer questions about when to gather certain resources.*  *recognising that descriptions of what we observe are used by people to help identify change.* | | | |
| Use and influence of science | **People use science in their daily lives, including when caring for their environment and living things**[**ACSHE022**](http://www.scootle.edu.au/ec/search?accContentId=ACSHE022)  *identifying ways that science knowledge is used in the care of the local environment such as animal habitats,and suggesting changes to parks and gardens to better meet the needs of native animals.* | | | |
| **Science Inquiry** | Evaluating | **Compare observations with those of others**[**ACSIS213**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS213)  *discussing observations as a whole class to identify similarities and differences in their observations.* | | | |
| Communicating | **Represent and communicate observations and ideas in a variety of ways**[**ACSIS029**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS029)  *acknowledging and learning about Aboriginal and Torres Strait Islander Peoples’ ways of representing and sharing observations.*  *discussing or representing what was discovered in an investigation.*  *engaging in whole class or guided small group discussions to share observations and ideas.* | | | |
| **HASS - Achievement Standards** | | | | | |
| By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.  Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location. | | | | | |
| **HASS - Content Descriptions and Elaborations** | | | | | |
| **Knowledge and Understanding** | Geography | **The natural, managed and constructed features of places, their location, how they change and how they can be cared for**[**ACHASSK031**](http://www.scootle.edu.au/ec/search?accContentId=ACHASSK031)  using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map.  recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place.  using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings).  describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care. | | | |
| **Inquiry and Skills** | Evaluating and reflecting | **Reflect on learning to propose how to care for places and sites that are important or significant**[**ACHASSI026**](http://www.scootle.edu.au/ec/search?accContentId=ACHASSI026)  recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated.  describing features of a space or place (such as a chicken coop, a play area, their bedroom, the reading corner, the beach) that is important to them and explaining what they could do to care for it.  discussing how their behaviours reflect what they have learnt about caring for important places and significant sites (for example, taking care around school wildlife, turning off taps and lights, following etiquettes in special sites). | | | |
| **General Capabilities** | | |  | **Cross-Curriculum Priorities** | |
| **Critical and Creative Thinking** | Inquiring:   * identify and clarify information and ideas. * organise and process information.   Generating:   * imagine possibilities and connect ideas. * consider alternatives. * seek solutions and put ideas into action.   Reflecting:   * transfer knowledge into new contexts.   Analysing:   * apply logic and reasoning. * draw conclusions and design a course of action. | | **Aboriginal and Torres Strait Islander Histories and Cultures** | **Country/Place**   * Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.   **Culture**   * Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. |
| **Intercultural Understanding** | Recognising:   * explore and compare cultural knowledge, beliefs and practices. | | **Sustainability** | **Systems**   * All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.   **Future**   * Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments. |