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| **Achievement Standards - Science** | | | | | | **NOTES** |
| [**By the end of Year 1 students identify how living things meet their needs in the places they live.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They identify daily and seasonal changes and describe ways these changes affect their everyday life.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They describe how different pushes and pulls change the motion and shape of objects.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)  [**Students pose questions to explore observations and make predictions based on experiences.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They follow safe procedures to make and record observations.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**With guidance, they compare observations with predictions and identify further questions.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They use everyday vocabulary to communicate observations, findings and ideas.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | | | | |  |
| **Content Descriptions - Science** | | | | | |
| **Science Understanding** | Biological sciences | Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs [AC9S1U01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * *Identifying the places where plants and animals live, including in our homes, local areas such as ponds, national parks, gardens or zoos.* * *identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences.* * *creating dioramas of a place a plant or animal lives, and identifying the features that enable it to meet its needs.* * *recognising how First Nations Australians care for living things.* * *exploring why caring for plants and animals is important including as sources of food and fibre.* | | | |
| Earth and space sciences | **Describe daily and seasonal changes in the environment and explore how these changes affect everyday life** [**AC9S1U02**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1U02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***[Not an elaboration] Impacts of the daily tidal changes to the environment and animal behaviours and needs.*** | | | |
| **Science as a Human Endeavour** | Use and influence of science | **Describe how people use science in their daily lives, including using patterns to make scientific predictions** [**AC9S1H01**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***learning from farmers, bush care volunteers, gardeners or nursery owners about how they observe the needs of plants, and how they have designed or managed habitats to meet those needs.*** * ***identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals.*** * ***learning from local ecologists or wildlife carers about native animals’ needs and how they observe animal behaviour to design supports for them to meet those needs, such as building frog and insect hotels and nesting boxes or recycling materials to provide habitat.*** | | | |
| **Science Inquiry** | Planning and conducting | **Suggest and follow safe procedures to investigate questions and test predictions** [**AC9S1I02**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-1/content-description?subject-identifier=SCISCIY1&content-description-code=AC9S1I02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***exploring different ways of investigating science questions through guided discussion.*** | | | |
| Communicating | **Write and create texts to communicate observations, findings and ideas, using every day and scientific vocabulary**   * ***exploring the difference between every day and scientific vocabulary when describing objects or events.*** * ***creating models of the place a plant or animal lives using recycled objects, modelling clay, toys or drawings.*** | | | |
| **Achievement Standards - HASS** | | | | | |
| [**By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)  [**Students develop questions and collect, sort and record information and data from observations and provided sources.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They interpret information and discuss perspectives.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They draw conclusions and make proposals.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | | | | |
| **Content Descriptions - HASS** | | | | | |
| **Knowledge and Understanding** | Geography | **The natural, managed and constructed features of local places, and their location** [**AC9HS1K03**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1/content-description?subject-identifier=HASHASY1&content-description-code=AC9HS1K03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***identifying natural features (for example, hills, rivers, native vegetation and weather), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map.***   **How places change and how they can be cared for by different groups including First Nations Australians** [**AC9HS1K04**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1/content-description?subject-identifier=HASHASY1&content-description-code=AC9HS1K04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings.*** * ***identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems support these activities; for example, rules, signs, waste collection truck routes.*** * ***describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building.*** * ***investigating examples of how First Nations Australians manage and care for places*** | | | |
| **Skills** | Interpreting, analysing and evaluating | **Interpret information and data from observations and provided sources, including the comparison of objects from the past and present** [AC9HS1S03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1/content-description?subject-identifier=HASHASY1&content-description-code=AC9HS1S03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***categorising objects, drawings or images by their features and explaining the reason for their categorisation; for example, categorising the features of a local place into natural (such as a native forest), constructed (such as a street of houses) and managed (such as a windbreak of trees).*** | | | |
| Concluding and decision-making | **Draw conclusions and make proposals** [**AC9HS1S05**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1/content-description?subject-identifier=HASHASY1&content-description-code=AC9HS1S05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)   * ***describing features of a space or place that is important to them and explaining what they could do to care for it; for example, a chicken coop, a play area, their bedroom, the reading corner, the beach.*** * ***imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future.*** | | | |
| **General Capabilities** | | |  | **Cross-Curriculum Priorities** | |
| **Critical and Creative Thinking** | Inquiring:   * *identify, process and evaluate information.*   Generating:   * *put ideas into action.*   Analysing:   * *interpret concepts and problems.* * *draw conclusions and provide reasons.* * *Evaluate actions and outcomes.*   Reflecting:   * *transfer knowledge.* | | **Aboriginal and Torres Strait Islander Histories and Cultures** | Country/Place:   * ***First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.***   **Culture:**   * ***First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing.*** |
| **Sustainability** | **Systems:**   * ***All life forms, including human life, are connected through Earth’s systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.*** * ***Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.*** |