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| **Science - Achievement Standards** | | | | | | **NOTES** |
| By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives.  Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways. | | | | | |  |
| **Science Content Descriptions and Elaborations** | | | | | |
| **Science Understanding** | Biological Sciences | **Living things grow, change and have offspring similar to themselves**[**ACSSU030**](http://www.scootle.edu.au/ec/search?accContentId=ACSSU030)   * *recognising that living things have predictable characteristics at different stages of development.* * *exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly.* * *observing that all animals have offspring, usually with two parents.* | | | |
| **Science as a Human Endeavour** | Nature and development of science | **Science involves observing, asking questions about, and describing changes in, objects and events**[**ACSHE034**](http://www.scootle.edu.au/ec/search?accContentId=ACSHE034)   * *recognising how Aboriginal and Torres Strait Islander Peoples observe and describe developmental changes in living organisms and answer questions about when to harvest certain resources.* | | | |
| Use and influence of science | **People use science in their daily lives, including when caring for their environment and living things**[**ACSHE035**](http://www.scootle.edu.au/ec/search?accContentId=ACSHE035)   * *investigating how Aboriginal and Torres Strait Islander Peoples use science to meet their needs, such as food supply.* * *identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies.* * *recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources.* | | | |
| **Science Inquiry** | Questioning and predicting | **Pose and respond to questions, and make predictions about familiar objects and events**[**ACSIS037**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS037)   * *thinking about ‘What will happen if...?’ type questions about everyday objects and events.* | | | |
| Evaluating | **Compare observations with those of others**[**ACSIS041**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS041)   * *discussing observations with other students to see similarities and differences in results.* | | | |
| Communicating | **Represent and communicate observations and ideas in a variety of ways**[**ACSIS042**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS042)   * *presenting ideas to other students, both one-to-one and in small groups.* | | | |
| **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. |
| **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. |
| **Intercultural Understanding** | Recognising:   * explore and compare cultural knowledge, beliefs and practices. | |