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| **Science - Achievement Standard** | | | | | | **NOTES** |
| By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.  Students share and reflect on observations, and ask and respond to questions about familiar objects and events. | | | | | |  |
| **Science - Content Descriptions and Elaborations** | | | | | |
| **Science Understanding** | Biological Sciences | **Living things have basic needs, including food and water**[**ACSSU002**](http://www.scootle.edu.au/ec/search?accContentId=ACSSU002)   * ***recognising how Aboriginal and Torres Strait Islander Peoples care for living things.*** * ***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.*** | | | |
| **Science as a Human Endeavour** | Nature and development of science | **Science involves observing, asking questions about, and describing changes in, objects and events**[**ACSHE013**](http://www.scootle.edu.au/ec/search?accContentId=ACSHE013)   * ***recognising how Aboriginal and Torres Strait Islander Peoples gain knowledge about the land and its vital resources, such as water and food, through observation.*** * ***recognising that observation is 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 the senses: hearing, smell, touch, sight and taste.*** | | | |
| **Science Inquiry** | Planning | **Participate in guided investigations and make observations using the senses**[**ACSIS011**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS011)   * ***using sight, hearing, touch, taste and smell so that students can gather information about the world around them.*** | | | |
| Processing and analysing | **Engage in discussions about observations and represent ideas**[**ACSIS233**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS233)   * ***taking part in informal and guided discussions relating to students’ observations.*** | | | |
| Communicating | **Share observations and ideas**[**ACSIS012**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS012)   * ***working in groups to describe what students have done and what they have found out.*** | | | |
| **HASS - Achievement Standard** | | | | | |
| By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they; their families and friends know about their past and commemorate events that are important to them.  Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places. | | | | | |
| **HASS – Content Descriptions and Elaborations** | | | | | |
| **Knowledge and Understanding** | **Geography sub-strand**  **Inquiry Questions –**   * What are places like? * What makes a place special? * How can we look after the places we live in? | The content in the geography sub-strand provides ways of developing students’ understanding of **place, space** and **environment.** Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).  The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ACHASSK016   * *identifying and using the name of the local Aboriginal or Torres Strait Islander language group*   The reasons why some places are special to people, and how they can be looked after ACHASSK017   * *identifying places, they consider to be ‘special’ (for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance) and explaining why the place is special to them* * *describing the features of places that are special to them based on what they see, hear, smell and feel* * *discussing different ways, they could contribute to caring for special places including those that are unique* | | | |
| **Inquiry and Skills** | **Questioning** | Pose questions about past and present objects, people, places and events [ACHASSI001](http://www.scootle.edu.au/ec/search?accContentId=ACHASSI001)   * *asking questions about the place they are in after being encouraged to observe it using different senses* | | | |
| **Evaluating and reflecting** | Reflect on learning to propose how to care for places and sites that are important or significant [ACHASSI009](http://www.scootle.edu.au/ec/search?accContentId=ACHASSI009)   * *talking about what has been learnt about a place or site of significance to themselves or others and if they would like it to stay the same in the future* * *describing or drawing special places, telling what they have learnt that makes them special and suggesting how to behave when there* | | | |
| **General Capabilities** | | |  | **Cross-Curriculum Priorities** | |
| **Critical and Creative Thinking** | Inquiring:   * identify and clarify information and ideas. * organise and process information.   Reflecting:   * transfer knowledge into new contexts. | | **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. |