

# Australian Curriculum Version 9: Science

## Prep 2026



Sequence of units	Unit 1	Unit 2	Unit 3
	Term 1 and 2	Term 3	Term 4
Unit name	Biological sciences	Chemical sciences	Physical sciences
Unit description	<p>Students begin to build confidence in using questions and investigations to explore and explain the natural world. They use their senses and equipment, including using digital tools, and practise safe procedures while examining plant or animal specimens during nature walks.</p> <p>Students interact with stories or documentaries about scientists and notice ways they make observations including drawings, collections, sound recordings and photography, and how they ask questions about what they think they will observe and find. They explore ways of recording their own observations of the natural world in rock paintings, bark drawings, reports, labelled drawings or photographs. They investigate ways Aboriginal peoples and Torres Strait Islander peoples gain knowledge of and group living things, and communicate observations through paintings, drawings and dance.</p> <p>Students represent external features of living things and use these to identify patterns, describing ways of grouping or classifying, including identifying fruits and vegetables as plant parts; identifying common features of familiar animal groups; and recognising humans have features in common with other animals.</p>	<p>Students build understanding that making observations and predictions is a core part of science. They use their senses to safely investigate and manipulate objects and materials, and share observations and questions and make predictions based on their own experiences of materials. They sort and group materials based on observable properties, such as colour, hardness, texture and flexibility.</p> <p>Students identify patterns in how materials, such as wood, plastic, metal or glass, are used for specific purposes, and explore how materials can be combined to create functional utensils and tools. By identifying patterns, they recognise some objects are made of more than one type of material, and that each type of material in an object has distinct properties that contribute to the use of the object.</p> <p>Students use physical and virtual tools to create displays to show patterns and relationships between materials and their properties and purpose, using labelled samples or images of materials linked to objects and descriptions of properties that make each material suitable for their purpose.</p>	<p>Students learn that observations can be organised to make patterns and that these patterns can be used to make predictions about phenomena. They develop curiosity about the physical world by observing and showing how everyday objects such as toys, tools and animals move, exploring factors that influence movement, such as size, shape and material.</p> <p>Students share their ideas about ways different and unusually shaped objects move and compare observations with their predictions to understand the physical world. They explore how the size and shape of traditional toys influence their movement.</p> <p>Based on their experiences of motion, students seek answers to questions they pose, using their senses to gather different types of information. With guidance, they use digital tools for measuring and comparing the movement of objects of different shapes and sizes and look for patterns, such as the relationship between wheels and the ways toys move. They examine different ways of sharing questions, making predictions and describing observations with others.</p>

Aspects of the achievement standard	Unit 1	Unit 2	Unit 3
<b>Science understanding and Science as a human endeavour</b>			
group plants and animals based on external features	Teach and monitor		
identify factors that influence the movement of objects			Teach and monitor
describe the observable properties of the materials that make up objects		Teach and monitor	
identify examples of people using observation and questioning to learn about the natural world	Teach and monitor		
<b>Science inquiry</b>			
pose questions and make predictions based on their experiences			Teach and monitor
engage in investigations and make observations safely	Teach and monitor		
with guidance, they represent observations and identify patterns		Teach and monitor	
with guidance, they compare their observations with their predictions			Teach and monitor
share questions, predictions, observations and ideas about their experiences with others		Teach and monitor	