

Australian Curriculum Version 9: 2025 Science

Prep Year level plan



Sequence of units	Semester 1		Semester 2	
	Unit		Unit	
Unit name	Our Living World		Move It, Move It	
Unit description	Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.		Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that Science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.	

Assessment	Semester 1		Semester 2	
	Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment conventions	Technique <i>If other, or more than one, specify</i>	Choose an item.	Choose an item.	Choose an item.
	Mode	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	Conditions	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students

Aspects of the achievement standard Shade the cells to indicate aspects covered in the assessment

Science Understanding and Science as a Human Endeavour [☆]				
group plants and animals based on external features				
identify factors that influence the movement of objects				
describe the observable properties of the materials that make up objects				
identify examples of people using observation and questioning to learn about the natural world				
Science Inquiry [☆]				
pose questions and make predictions based on their experiences				
engage in investigations and make observations safely				
with guidance, they represent observations and identify patterns				
with guidance, they compare their observations with their predictions				
share questions, predictions, observations and ideas about their experiences with others				