
















# Australian Curriculum: 2025 Science — Year 1



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	Unit 4: Exploring light and sound	Unit 2: Material madness	Unit 3: Changes around me	Unit 1: Living adventure
<b>Unit description</b>	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.  Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.
<b>General capabilities</b>	  	  	 	  
<b>Cross-curriculum priorities</b>			 	 

ASSESSMENT	SEMESTER 1		SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4	
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>	Investigating light and sound	Rocking the boat	Exploring sky and land	Describing a habitat
	<b>Technique</b>	Experimental investigation	Supervised assessment	Multimodal presentation	Short answer questions
	<b>Type of text</b>	Procedure	Procedure	Explanation	Explanation
	<b>Mode</b>	Written	Written	Multimodal	Written
<b>Aspects of the achievement standard</b>					
describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects					
describe changes in their local environment and how different places meet the needs of living things					
respond to questions, make predictions, and participate in guided investigations of everyday phenomena					
follow instructions to record and sort their observations and share them with others					

 Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

