

The Australian Curriculum

Subjects	Science
Year levels	Year 1

Year 1 Content Descriptions

Science Understanding

Biological sciences

Living things have a variety of external features ([ACSSU017 - Scootle](#) )

Elaborations

recognising common features of animals such as head, legs and wings



describing the use of animal body parts for particular purposes such as moving and feeding




identifying common features of plants such as leaves and roots



describing the use of plant parts for particular purposes such as making food and obtaining water



Living things live in different places where their needs are met ([ACSSU211 - Scootle](#) )

Elaborations

exploring different habitats in the local environment such as the beach, bush and backyard



recognising that different living things live in different places such as land and water



exploring what happens when habitats change and some living things can no longer have their needs met



Chemical sciences

Everyday materials can be physically changed in a variety of ways ([ACSSU018 - Scootle](#) )

Elaborations


predicting and comparing how the shapes of objects made from different materials can be physically changed through actions such as bending, stretching and twisting



exploring how materials such as water, chocolate or play dough change when warmed or cooled

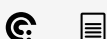


Earth and space sciences

Observable changes occur in the sky and landscape ([ACSSU019 - Scootle](#) )

Elaborations

exploring the local environment to identify and describe natural, managed and constructed features



recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons



Physical sciences

Light and sound are produced by a range of sources and can be sensed ([ACSSU020 - Scootle](#) )

Elaborations

recognising senses are used to learn about the world around us: our eyes to detect light, our ears to detect sound, and touch to feel vibrations



identifying the sun as a source of light



recognising that objects can be seen when light from sources is available to illuminate them



exploring different ways to produce sound using familiar objects and actions such as striking, blowing, scraping and shaking




comparing sounds made by musical instruments using characteristics such as loudness, pitch and actions used to make the sound



Science as a Human Endeavour

Nature and development of science

Science involves observing, asking questions about, and describing changes in, objects and events
([ACSHE021 - Scootle](#) )

Elaborations


jointly constructing questions about the events and features of the local environment with teacher guidance



recognising that descriptions of what we observe are used by people to help identify change



Use and influence of science

People use science in their daily lives, including when caring for their [environment](#) and living things
([ACSHE022 - Scootle](#) )



Elaborations

considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals



considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks



exploring how musical instruments can be used to produce different sounds



comparing how different light sources are used in daily life




identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals



Science Inquiry Skills

Questioning and predicting

Pose and respond to questions, and make predictions about familiar objects and events ([AC SIS024 - Scootle](#) )



Elaborations


thinking about "What will happen if.....?" type questions about everyday objects and events



using the senses to explore the local environment to pose interesting questions and making predictions about what will happen



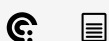
Planning and conducting

Participate in guided investigations to explore and answer questions ([AC SIS025 - Scootle](#) )



Elaborations

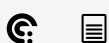
manipulating objects and making observations of what happens



researching ideas collaboratively using big books, web pages and ICT within the classroom



exploring different ways of solving science questions through guided discussion



sorting information and classifying objects based on easily observable characteristics with teacher guidance



Use informal measurements to collect and record observations, using digital technologies as

appropriate ([AC SIS026 - Scootle](#) )




Elaborations

using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) to make and record observations with teacher guidance



Processing and analysing data and information

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ([AC SIS027 - Scootle](#) )

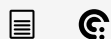


Elaborations

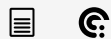
using matching activities, including identifying similar things, odd-one-out and opposites



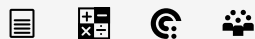
discussing original predictions and, with guidance, comparing these to their observations




exploring ways of recording and sharing information through class discussion



jointly constructing simple column graphs and picture graphs to represent class investigations



Evaluating

Compare observations with those of others ([AC SIS213 - Scootle](#) )



Elaborations

discussing observations as a whole class to identify similarities and differences in their observations



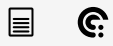
Communicating

Represent and communicate observations and ideas in a variety of ways ([AC SIS029 - Scootle](#) )



Elaborations

discussing or representing what was discovered in an investigation



engaging in whole class or guided small group discussions to share observations and ideas

