


The Australian Curriculum

Subjects	Science
Year levels	Year 2

Year 2 Content Descriptions

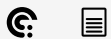
Science Understanding

Biological sciences

Living things grow, change and have offspring similar to themselves ([ACSSU030 - Scootle](#) )

Elaborations

representing personal growth and changes from birth



recognising that living things have predictable characteristics at different stages of development




exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly



observing that all animals have offspring, usually with two parents



Chemical sciences

Different materials can be combined for a particular purpose ([ACSSU031 - Scootle](#) )

Elaborations

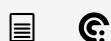
exploring the local environment to observe a variety of materials, and describing ways in which materials are used



investigating the effects of mixing materials together



suggesting why different parts of everyday objects such as toys and clothes are made from different materials



identifying materials such as paper that can be changed and remade or recycled into new products

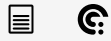


Earth and space sciences

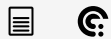
Earth's resources are used in a variety of ways ([ACSSU032 - Scootle](#) )

Elaborations

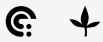
identifying the Earth's resources including water, soil and minerals, and describing how they are used in the school



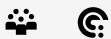
describing how a resource such as water is transferred from its source to its point of use



considering what might happen to humans if there were a change in a familiar available resource, such as water



identifying actions at school such as turning off dripping taps, that can conserve resources



Physical sciences

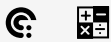
A push or a pull affects how an object moves or changes shape ([ACSSU033 - Scootle](#) )

Elaborations

exploring ways that objects move on land, through water and in the air



exploring how different strengths of pushes and pulls affect the movement of objects



identifying toys from different cultures that use the forces of push or pull



considering the effects of objects being pulled towards the Earth



Science as a Human Endeavour

Nature and development of science

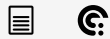
Science involves observing, asking questions about, and describing changes in, objects and events
([ACSHE034 - Scootle](#))

Elaborations

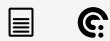
describing everyday events and experiences and changes in our environment using knowledge of science



suggesting how everyday items work, using knowledge of forces or materials



identifying and describing sources of water



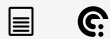
Use and influence of science

People use science in their daily lives, including when caring for their environment and living things
([ACSHE035 - Scootle](#))



Elaborations

monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature



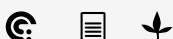
finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply



exploring how different cultures have made inks, pigments and paints by mixing materials



identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies




recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources



Science Inquiry Skills

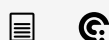
Questioning and predicting

Pose and respond to questions, and make predictions about familiar objects and events ([AC SIS037 - Scootle](#) )

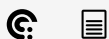


Elaborations


using the senses to explore the local environment to pose interesting questions, make inferences and predictions



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



Planning and conducting

Participate in guided investigations to explore and answer questions ([AC SIS038 - Scootle](#) )

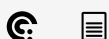


Elaborations

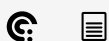
manipulating objects and materials and making observations of the results




researching with the use of simple information sources



sorting objects and events based on easily identified characteristics

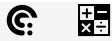


Use informal measurements to collect and record observations, using digital technologies as appropriate ([AC SIS039 - Scootle](#) )




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 compare observations



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 SIS040 - Scootle](#) )



Elaborations

constructing column and picture graphs with teacher guidance to record gathered information




comparing and discussing, with guidance, whether observations were expected



sorting information in provided tables or graphic organisers



Evaluating

Compare observations with those of others ([AC SIS041 - Scootle](#) )




Elaborations

discussing observations with other students to see similarities and differences in results



Communicating

Represent and communicate observations and ideas in a variety of ways ([AC SIS042 - Scootle](#) )



Elaborations

presenting ideas to other students, both one-to-one and in small groups



discussing with others what was discovered from an investigation

