



Science – Scope and sequence ABLEWA Stages A–D

Science understanding				
	Stage A	Stage B	Stage C	Stage D
Biological sciences	Living things are part of the world around us	Living things can look and feel different	Living things have different names and parts	Living things can be plants or animals
Chemical sciences	Objects are part of the world around us	Objects can be the same or different and can look and feel different	Objects have different names and properties, and some can be manipulated and changed	Objects can be sorted into groups based on their properties, and some objects can be mixed and changed
Earth and space sciences	Changes in the world around us can affect responses	The weather and time of day can change	Weather involves sun, rain, wind and clouds and can be hot, cold and warm	The weather and time of day affect events and clothing choices
Physical sciences	Objects can be moved and touched	Objects can be changed and manipulated	Objects can move in different ways	The shape of objects will affect how they move
Nature and development of science	There are objects in the world around us	Objects and the world around us can be explored	Objects and parts of the world around us have names and particular characteristics	Science is about exploring the world around me
Science inquiry skills				
	Stage A	Stage B	Stage C	Stage D
Questioning and predicting	Engage and react to objects and events	Engage in simple cause-and-effect exploration	Supported to engage in simple scientific inquiry	Actively join in exploration of familiar objects and events
Planning and conducting	Gather information about objects and events	Explore using their senses	Supported to use the senses to identify some characteristics	Actively observe, explore and manipulate

Recording and processing	React and respond to objects and events	Use 'yes' or 'no' response, pictures, photos and concrete objects to demonstrate their findings	Use pictures and words to describe observations and findings and begin to categorise objects	Use pictures, words and provided simple graphic organisers to record observations and findings and sort objects into groups based on particular characteristics
Analysing and evaluating	Accept and reject objects and events from the world around them	Supported to make links between causes and effects	Make links between observations and findings	Use words to answer simple questions about observations and findings
Communicating	Communicate by initiating and refining their responses and using accept-or-reject gestures or actions	Respond to language used to label and describe properties and begin to identify familiar objects	Use pictures, symbols, concrete objects and/or some simple familiar words to facilitate communication	Use both general terms and simple, scientific vocabulary to begin to describe their activities and observations

Achievement standard	
Stage A	By the end of Stage A, students react to the properties and behaviour of familiar objects. They react to environmental changes and respond to their effects through a positive or negative response. Students initiate and communicate a response to, or acceptance or rejection of, familiar objects and events.
Stage B	By the end of Stage B, students can identify some familiar objects. They actively explore the properties of familiar objects and deliberately initiate a cause to achieve the expected effect. In structured situations, teachers assist the student to record observations of the weather, familiar objects and events using real objects and visual aids. They communicate their choices and indicate 'yes' and 'no' responses to simple questions.
Stage C	By the end of Stage C, students participate in structured investigations that look at the names and properties of living things and objects. They label, sort and group objects based on one specific property or characteristic. Students share discoveries through alternative augmentative communication and the use of objects, images and pictures.
Stage D	By the end of Stage D, students can identify and label many familiar objects and indicate some of their properties by using gestures, words, images and objects. They can sort objects based on two properties and can identify key characteristics of familiar plants and animals. Students can identify some ways the weather affects the environment and their clothing choices. Students share and demonstrate their understanding of objects and events through images, pictures, alternative and augmentative communication and simple statements.

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