**Western Australian Curriculum**

Science

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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**Stage A | Content descriptions**

**Science Understanding**

|  |  |
| --- | --- |
| **Biological Sciences** | **Elaborations** |
| Living things are part of the world around us [(ACSSU002a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acssu002a) | * experiencing a variety of living things in a range of situations such as pets at school, plants in a garden, animals on a farm or in the school grounds
* reacting to living things using senses, such as hearing, touch
* recognising some familiar living things, such as moving or reaching towards, or watching, a class pet for a short period of time
* responding to the characteristics of different living things, such as the texture of their covering, temperature, softness, size
 |
| **Chemical Sciences** | **Elaborations** |
| Objects are part of the world around us [(ACSSU003a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acssu003a) | * experiencing everyday objects around them and their properties
* reacting to different objects associated with a range of different situations and activities, e.g. texture, taste, smell of an object
* exploring and responding to a variety of natural materials in the environment
* identifying some familiar objects, for example by seeking, reaching or directing attention towards a preferred object
 |
| **Earth and Space Sciences** | **Elaborations** |
| The world changes can affect how I feel/ react [(ACSSU004a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acssu004a) | * experiencing changes to clothing, location and activity, based on their reaction to, and changes in, the weather
* reacting to characteristics or changes in weather such as light, rain, wind and temperature
* attending towards the weather at different times of the day, when directed, for example looking at the sunlight or rain outside
* demonstrating an awareness of the time of day by responding to activities associated with different times of the day, such as changing behaviour or directing attention towards their lunch box, bag being packed etc.
 |
| **Physical Sciences** | **Elaborations** |
| Objects can be moved and touched [(ACSSU005a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acssu005a) | * experiencing objects moving and working, such as an object bouncing, swinging or making noises, or lights flashing
* reacting to the movement or action of an object
* demonstrating an awareness of force by responding to a variety of phenomena, such as watching or causing objects to roll, swing or bounce
* demonstrating an awareness of energy by responding to a variety of phenomena, such as noisy toys, bright lights, mechanical objects
 |

**Stage A | Content descriptions**

**Science as a Human Endeavour**

|  |  |
| --- | --- |
| **Nature and Development of Science** | **Elaborations** |
| There are objects in the world around me [(ACSHE013a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acshe013a) | * experiencing and participating in supported science activities
* reacting to objects in the world around them
* responding to preferred objects by reaching towards or holding an object for a short period of time
* directing attention towards objects in the world around them
 |

**Science Inquiry Skills**

|  |  |
| --- | --- |
| **Questioning and Predicting** | **Elaborations** |
| Engage and react to objects and events [(ACSISO014a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acsiso014a) | * experiencing objects being used in everyday events and in structured activities
* experiencing simple exploration through play and structured activities
 |
| **Planning and Conducting** | **Elaborations** |
| React and respond to changes in the world around them [(ACSISO011a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acsiso011a) | * experiencing changes to objects and the environment during everyday activities and events
* reacting to sensory input while participating in supported activities
* observing objects and changes in the environment
* using senses to explore and respond to a variety of materials
* using senses while participating in supported activities related to weather
 |
| **Processing and Analysing****Data and Information**  | **Elaborations** |
| Accept and reject objects and events from the world around them [(ACSISO233a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acsiso011a) | * experiencing changes to objects and the environment during everyday activities and events
* reacting to sensory input while participating in supported activities
* observing objects and changes in the environment
* using senses to explore and respond to a variety of materials
* using senses while participating in supported activities related to weather
 |
| **Communicating** | **Elaborations** |
| Communicate by initiating and refining their responses and use of accept-or-reject gestures or actions [(ACSISO012a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-a/acsiso012a) | * intentionally responding to an activity, change, object with accept-or-reject gestures or actions
* gaining the attention of familiar adults and intentionally communicating with vocal sounds, eye gaze, facial expression
 |

**Stage A | Achievement standard**

##### By the end of the 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, acceptance or rejection of familiar objects and events.

**Stage B | Content descriptions**

**Science Understanding**

|  |  |
| --- | --- |
| **Biological Sciences** | **Elaborations** |
| Living things can look and feel different [(ACSSU002b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acssu002b) | * handling and observing living and non-living things
* developing an emerging awareness of some essential characteristics of living things, such as ‘eyes are for seeing’
* exploring and identifying some of the living things found in a range of situations, such as pets at home, plants in the garden, animals on a farm, in the school grounds
* recognising and naming some familiar living things
* recognising some living things that can be found in the world around them
* handling and observing living things
 |
| **Chemical Sciences** | **Elaborations** |
| Objects can be the same or different and can look and feel different [(ACSSU003b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acssu003b) | * exploring and manipulating a variety of materials in structured and unstructured activities
* matching objects that are the same
* investigating what happens when natural materials are mixed together
* beginning to identify familiar objects such as apple, juice, toy
* mixing and playing with various materials, for example, using sand and water to build sandcastles, or pouring water onto a sandy footpath to make a water track
 |
| **Earth and Space Sciences** | **Elaborations** |
| The weather and time of day changes [(ACSSU004b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acssu004b) | * identifying the characteristics of weather, such as sun, clouds, rain, wet, cold, hot
* identifying the characteristics of night and day, such as sun and moon
* answering with a ‘yes’ or ‘no’ response to questions related to the weather, such as ‘Are you wet?’, ‘Are you hot?’
* demonstrating an awareness of the time of day by preparing for activities associated with different times of the day, such as lunch time, unpacking bags on arrival and at home time, bedtime
* responding to changes in weather, for example, moving out of the rain, moving towards a heater
 |
| **Physical Sciences** | **Elaborations** |
| Objects can be changed and manipulated by me [(ACSSU005b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acssu005b) | * investigating simple physical actions in everyday situations
* exploring the effects that simple physical actions have on everyday objects, such as pushing a toy car to make it move, letting go of an inflated balloon, dropping a ball
* manipulating a variety of objects
* investigating how objects can be changed and moved
 |

**Stage B | Content descriptions**

**Science as a Human Endeavour**

|  |  |
| --- | --- |
| **Nature and Development of Science** | **Elaborations** |
| The world and objects can be explored [(ACSHE013b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acshe013b) | * manipulating a variety of materials (such as sensory tubs filled with pasta, feathers, water, pebbles) to understand their characteristics
* participating in simple cause-and-effect activities
* observing what happens when materials are mixed, manipulated, moved and changed
* using senses to explore objects
* actively exploring objects and materials in a structured environment
 |

**Science Inquiry Skills**

|  |  |
| --- | --- |
| **Questioning and Predicting** | **Elaborations** |
| Engage in simple cause-and-effect exploration [(ACSISO014b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acsiso014b) | * touching, pushing, dropping, mixing objects to see what happens to them
* using cause-and-effect games, programs and toys
* recognising what will happen next when using a familiar cause and effect activity, such as deliberately activating the effect, pointing to the effect
* handling and observing objects
 |
| **Planning and Conducting** | **Elaborations** |
| Explore using their [senses](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/senses) [(ACSISO011b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acsiso011b) | * beginning to use their senses to explore and describe the world around them
* touching and exploring living things and objects
* using their senses to explore and describe the world around them
* using individual senses to taste, smell, see, feel and hear
* pointing to the parts that are used to smell, touch, hear, see and taste
 |
| **Processing and Analysing****Data and Information**  | **Elaborations** |
| Develop an awareness of consequences and actions [(ACSISO233b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acsiso233b) | * participating in very simple observation and measurement activities
* exploring the effects that simple physical actions have on everyday objects
* exploring and investigating basic cause-and-effect software and activities, such as hitting a switch, dropping an object, letting go of an object on an incline, feeding an animal
 |
| **Communicating** | **Elaborations** |
| Respond to language used to label and describe properties and begin to identify [familiar](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/familiar) objects[(ACSISO012b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-b/acsiso012b) | * answering using ‘yes’ or ‘no’ response to questions relating to a focus characteristic of any explored material
* responding to language used to label and describe properties such as colour, texture and living
* beginning to identify familiar products such as apple, juice, toy
 |

**Stage B | Achievement standard**

By the end of the 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. Students assist the teacher in structured situations 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 | Content descriptions**

**Science Understanding**

|  |  |
| --- | --- |
| **Biological Sciences** | **Elaborations** |
| Living things have different names and parts [(ACSSU002c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acssu002c) | * exploring and demonstrating their findings related to the topics of living, non-living
* caring for living things
* developing an understanding of some features and requirements of living things
* identifying some features of living things, for example: plants have leaves; animals have fur, eyes, mouth, legs; flowers have petals
* identifying familiar living things
 |
| **Chemical Sciences** | **Elaborations** |
| Objects have different names, properties and some can be manipulated and change [(ACSSU003c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acssu003c) | * exploring objects being changed, such as water being heated or cooled
* combining substances and observing them change during mixing
* exploring, manipulating and observing various objects
* beginning to identify a variety of objects in the environment when named
* demonstrating they are beginning to understand an object’s characteristics, such as colour or texture
* identifying a variety of natural materials in the environment when named, for example, ‘rock’, ‘water’, ‘sand’, ‘trees’, ‘grass’
 |
| **Earth and Space Sciences** | **Elaborations** |
| Weather involves sun, rain, wind and clouds and can be hot, cold and warm [(ACSSU004c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acssu004c) | * investigating the weather, day and night
* beginning to identify characteristics of weather and clothing they might wear
* identifying and sorting pictures and objects into ‘daytime’ or ‘night-time’ activities
* using pictures and concrete objects to record observations about basic weather patterns
 |
| **Physical Sciences** | **Elaborations** |
| I can move objects in different types of ways [(ACSSU005c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acssu005c) | * participating in simple investigations to develop an understanding of types of forces and the effects they have on objects
* developing a basic understanding of how things move, for example, push and pull, drop or throw, battery power
* using words that describe simple forces such as: ‘fast’, ‘slow,’ ‘push’ and ‘pull’
 |

**Stage C | Content descriptions**

**Science as a Human Endeavour**

|  |  |
| --- | --- |
| **Nature and Development of Science** | **Elaborations** |
| Objects and parts of the world have names and characteristics [(ACSHE013c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acshe013c) | * exploring and demonstrating their findings related to the topic, for example, indicating the objects that float, sorting objects into categories (such as animal or plant), indicating the parts of a plant, communicating the common name of familiar everyday objects
* recognising and beginning to use alternative and augmentative communication or words that describe an object and the characteristics of substances, for example hard, soft, fast
* beginning to categorise some familiar substances, such as a cup (plastic), animal (furry), bird (feathery)
 |

**Science Inquiry Skills**

|  |  |
| --- | --- |
| **Questioning and Predicting** | **Elaborations** |
| Supported to engage in simple scientific inquiry [(ACSISO014c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acsiso014c) | * engaging in simple scientific inquiry to find answers to simple questions, such as ‘What happens when I freeze water?’
* participating in simple structured investigations to explore an object’s characteristics
 |
| **Planning and Conducting** | **Elaborations** |
| Supported to use the [senses](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/senses) to identify some characteristics [(ACSISO011c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acsiso011c) | * using the senses to identify some characteristics of familiar living things, such as colour, texture, smell or sound
* using objects and materials in a more purposeful way, for example intentionally using an object to cause an effect, bouncing a ball
* beginning to categorise some familiar substances with similar properties related to a sense, for example, hard or soft, rough or smooth
 |
| **Processing and Analysing****Data and Information**  | **Elaborations** |
| Use ‘yes’ or ‘no’ response, pictures, photos, symbols, concrete objects to demonstrate their findings [(ACSISO233c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acsiso233c) | * exploring and demonstrating their findings
* using pictures or symbols to describe weather
* use images to identify the clothing one might wear, for example, a photo taken on a sunny day indicates a hat and short-sleeved shirt
* commenting on the results of simple structured investigations, for example: ‘The toy car goes fast when we push it hard’; ‘The ice block melts when left in the sun’
 |
| **Communicating** | **Elaborations** |
| Use pictures, photos, symbols, concrete objects and/or some simple [familiar](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/familiar) words to facilitate communication [(ACSISO012c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-c/acsiso012c) | * recognising and beginning to use words that describe the characteristics of substances, for example, red, soft, hard
* learning to use words that describe simple forces, for example ‘fast’, ‘slow’, ‘push’ and ‘pull’
 |

**Stage C | Achievement standard**

By the end of the Stage C, students intentionally 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 characteristics. Students share discoveries through alternative augmentative communication and the use of objects, images and pictures.**Stage D | Content descriptions**

**Science Understanding**

|  |  |
| --- | --- |
| **Biological Sciences** | **Elaborations** |
| Living things can be plants or animals [(ACSSU002d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acssu002d) | * identifying the characteristics of plants and animals through investigating living things
* observing the life cycle of living things
* identifying the major parts of familiar plants and animals
* displaying an understanding of the requirements of living things by tending to their needs, such as watering plants and feeding pets
* beginning to describe the environments in which different animals live
* sorting living things into plants and animals
* identifying the key features of plants and animals
 |
| **Chemical Sciences** | **Elaborations** |
| Objects can be sorted into groups based on their properties, and some objects can be mixed and changed  [(ACSSU003d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acssu003d) | * sorting objects into groups based on similar observable characteristics set by the teacher
* using familiar words to describe the properties of objects, such as colour, size or texture
* investigating what happens when objects are mixed, and if and how they change
* investigating what familiar objects are made from, including their parts and materials
* investigating objects and materials and sort into groups based on two attributes, for example food or drink
 |
| **Earth and Space Sciences** | **Elaborations** |
| Events and clothing are effected by weather and time of day [(ACSSU004d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acssu004d) | * identifying the characteristics of weather, seasons, day, night, such as sun, clouds
* linking the effect of weather and time of day on the environment
* identifying features of the sky, for example, stars, clouds, sun, moon
* investigating how weather effects what we wear and its properties
* investigating the effect of weather on the environment, such as shadows, storms, cold, floods and drought
* investigating the weather and identifying some basic weather patterns
* linking the time of day with routine events and objects
* identifying morning, afternoon and evening and associated events
* investigating times during the day and night and sort activities into these time frames, for example, morning, afternoon, evening
 |
| **Physical Sciences** | **Elaborations** |
| Objects can move differently using the same type of movement [(ACSSU005d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acssu005d) | * investigating energy and force and their effect on objects
* identifying some of the types of forces that can have an effect on objects
* investigating the types of energy we use in everyday life, such as electricity for appliances, petrol for cars and human energy
* identifying different ways objects can be moved
 |

**Stage D | Content descriptions**

**Science as a Human Endeavour**

|  |  |
| --- | --- |
| **Nature and Development of Science** | **Elaborations** |
| Science is about the world around me [(ACSHE013d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acshe013d) | * recognising that structured investigations help us understand objects and the world around us
* building on knowledge related to weather, day, night, the earth, living things, non-living things, energy and force
* exploring and observing using different senses
* working with others to observe and manipulate objects used in everyday life
* assisting to communicate discoveries using objects, images, drawings, pictures, key words and digital technology
 |

**Science Inquiry Skills**

|  |  |
| --- | --- |
| **Questioning and Predicting** | **Elaborations** |
| Actively join in exploration of [familiar](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/familiar) objects and events [(ACSISO014d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acsiso014d) | * considering questions about objects used in everyday life
* actively join in scientific investigations directed by the teacher
* beginning to demonstrate some initiative in familiar environments
* identifying and using familiar objects in routine events
* following directions and asking questions about everyday objects and events
* communicating their experiences and discoveries
 |
| **Planning and Conducting** | **Elaborations** |
| Actively observe, explore and manipulate [(ACSISO011d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acsiso011d) | * sorting objects or living things based on set characteristics, for example, body covering, number of legs
* observing and identifying the characteristics of an object or living thing, for example, an animal has eyes and a mouth, while a plant has roots, stems, leaves and fruit
* using senses (under teacher direction) to gather information about the world around them
 |
| **Processing and Analysing****Data and Information**  | **Elaborations** |
| Use words to answer simple questions about observations and record observations using pictures and words [(ACSISO233d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acsiso233d) | * using pictures and words to represent their observations
* using photos, pictures and words to represent their observation of the life cycle of living things and record observations
* taking part in formal and guided discussions relating to students’ observations
 |
| **Communicating** | **Elaborations** |
| Use simple, scientific vocabulary and begin to describe their activities and observations, using both general and science-specific language [(ACSISO012d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/science/ablewa-stage-d/acsiso012d) | * working in a small group (with teacher support) using photos and real objects to describe what they have done and what they have found out
* communicating ideas using images, key words, alternative and augmentative communication system and answering ‘yes’ or ‘no’ questions related to their findings
* using words to name common objects and some common features
 |

**Stage D | Achievement standard**

By the end of Stage D, students can identify and label many familiar objects and indicate some of their properties by using gesture, 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 effects 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.