Science – Scope and sequence ABLE*WA* Stages A–D

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| **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](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/familiar) objects | Use pictures, 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 | Use both general terms and simple, scientific vocabulary to begin to describe their activities and observations | |

| **Achievement standard** | |
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| **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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The Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.