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| **Year level: K, P, 1** | **Learning Area: Science** | **Biological Sciences** |
| **Early Years Learning Framework (EYLF)** |
| * **IDENTITY** - Children have a strong sense of identity.
* **CONNECTING and CONTRIBUTING** - Children are connected with and contribute to their world.
* **WELLBEING** - Children have a strong sense of wellbeing.
* **LEARNING and THINKING** - Children are confident and involved learners.
* **COMMUNICATING** - Children are effective communicators.
 | **CONNECTING AND CONTRIBUTING****Children:** • **work with others to develop skills for communication and inquiry about themselves and their world** - develop skills for working with others and develop inquiry and communication skills • **show respect for the environment** - explore natural and constructed environments, investigate the interactions between the environment and its people |
| **KINDERGARTEN LEARNING AND DEVELOPMENT AREA** | **RELEVANT STATEMENTS FROM THE PRE-PRIMARY** **ACHIEVEMENT STANDARD**  | **RELEVANT STATEMENTS FROM THE YEAR 1** **ACHIEVEMENT STANDARD** |
| **Develop skills for working with others*** share observations with others as they explore their immediate world using their five senses *(connects to the Science Curriculum)*

**Develop inquiry and communication skills*** plan and carry out a few simple sequenced steps when exploring and investigating *(connects to the Science Curriculum and Technologies Curriculum)*
* use simple language of measurement to describe, compare, order or sort the observations made when exploring *(connects to the Mathematics Curriculum and the Science Curriculum)*

**Investigate the interactions between the environment and its people****(connects to the Science Curriculum)*** describe the basic needs of people, plants and animals, and places where they live
* investigate places where people, plants and animals live
* describe relationships that are living and non-living things
* discuss how not caring for the environment might harm it *(connects to the Humanities and Social Sciences Curriculum)*
* infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals
 | **Science Understanding**At Standard, students describe the properties and behaviour of [familiar](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/familiar) objects. They suggest how the [environment](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/environment) affects them and other living things.**Science as a Human Endeavour**Students share and [reflect on](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/reflect-on) observations.**Science Inquiry Skills**Students ask and respond to questions about [familiar](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/familiar) objects and events**.** | **Science Understanding**At Standard, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe the external features of living things and how different places meet the needs of living things. Students describe changes in their local [environment](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/environment).**Science as a Human Endeavour**Students share how people use science in their daily lives, including when caring for the [environment](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/science-v8/overview/glossary/environment) and living things.**Science Inquiry Skills**Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others. |
|  | **PRE-PRIMARY CONTENT** | **←YEAR P/1→****Conceptual links** | **YEAR 1 CONTENT** |
| **Science understanding** | Living things have basic needs, including food and water. | Living things have needs.Living things live where they can survive. | Living things have a variety of external featuresLiving things live in different places where their needs are met |
| **Science as a human endeavour** | Science involves observing, asking questions about, and describing changes in, objects and events. | Science is about asking questions and making observations. Science is about describing change.Science is part of our daily life. | Science involves observing, asking questions about, and describing changes in, objects and events People use science in their daily lives, including when caring for their environment and living things |
| **Science inquiry skills** | Pose and respond to questions about familiar objects and eventsParticipate in guided investigations and make observations using the sensesEngage in discussions about observations and represent ideasShare observations and ideas | Pose and respond to questionsParticipate in guided investigationsEngage in, and share discussions about observationsShare and represent ideas and observations in a variety of ways | Pose and respond to questions, and make predictions about familiar objects and events Participate in guided investigations to explore and answer questions Use informal measurements to collect and record observations, using digital technologies as appropriateUse a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictionsCompare observations with those of othersRepresent and communicate observations and ideas in a variety of ways |
| **🡨PROVOCATIONS FOR COMMON UNDERSTANDINGS ACROSS YEAR GROUPS FOR TEACHING→*****Some suggested provocations for common understandings that could be applied across year groups for teaching*** |
| Possible provocations:* Set up a garden shop in the classroom
* Plant a garden (or tend to the existing garden)
* Create a science lab to explore and experiment with the focus concepts e.g. provide 3 plants and water them differently. Supply clipboards and pencils for children to make observations and write about what they see happening over a course of time
* Play a game that changes the variables of a project and observe the changes e.g. playdough or bread (sunlight, shade, moist or dry area)
* Supply books for the children to read and make a ‘wonder’. Record the questions, research the answers
* Pose a ‘big picture’ question about life and living things with the children and create an inquiry together
* Create a class book about the children’s ‘wonderings’ and share the children’s thoughts with an older year group
* Use cameras/devices to record the changes over time (allow the children to determine what they would like to observe and how they would like to measure it)
* Incorporate the Arts subjects in the learning, e.g. Drama (basic needs –imagine if…..), Art (mud painting/prints that change as they dry), Music (rainforest, ocean and desert music), Dance (movement that portrays changes happening), Media Arts (digital posters)
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| **SUGGESTED LEARNING EXPERIENCES** ***Ensure meaningful learning experiences explore the above common understandings*** |
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| **SUGGESTED ASSESSMENT** ***Consider the learning experiences and identify the points of assessment for each year level (against the year level Achievement Standard)*** |
| **Kindergarten** | **Pre-primary** | **YEAR 1** |
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| **CONSIDERATIONS WHEN LINKING TO OTHER LEARNING AREAS*****What authentic connections can be made across learning areas to develop connected programs?***  |
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