

ABLEWA Stage B

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

From Stage A to Stage D, students are encouraged to develop their independence as they explore, participate and engage in the world around them. In Stage B, students play and use structured activities to make observations and use their senses to investigate the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that explorations and observations are a core part of science and use their senses to gather information.

Science Understanding

BIOLOGICAL SCIENCES

Living things can look and feel different

[\(ACSSU002b\)](#)

CHEMICAL SCIENCES

Science as a Human Endeavour

NATURE AND DEVELOPMENT OF SCIENCE

The world and objects can be explored

Science Inquiry Skills

QUESTIONING AND PREDICTING

Engage in simple cause-and-effect exploration

[\(AC SIS0014b\)](#)

Objects can be the same or different and can look and feel different

[\(ACSSU003b\)](#)

EARTH AND SPACE SCIENCES

The weather and time of day changes

[\(ACSSU004b\)](#)

PHYSICAL SCIENCES

Objects can be changed and manipulated by me

[\(ACSSU005b\)](#)

[\(ACSHE013b\)](#)

PLANNING AND CONDUCTING

Explore using their senses

[\(ACISIS0011b\)](#)

PROCESSING AND ANALYSING DATA AND INFORMATION

Develop an awareness of consequences and actions

[\(ACISIS0233b\)](#)

COMMUNICATING

Respond to language used to label and describe properties and begin to identify familiar objects

[\(ACISIS0012b\)](#)

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.

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

From Stage A to Stage D, students are encouraged to develop their independence as they explore, participate and engage in the world around them. In Stage B, students play and use structured activities to make observations and use their senses to investigate the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that explorations and observations are a core part of science and use their senses to gather information.