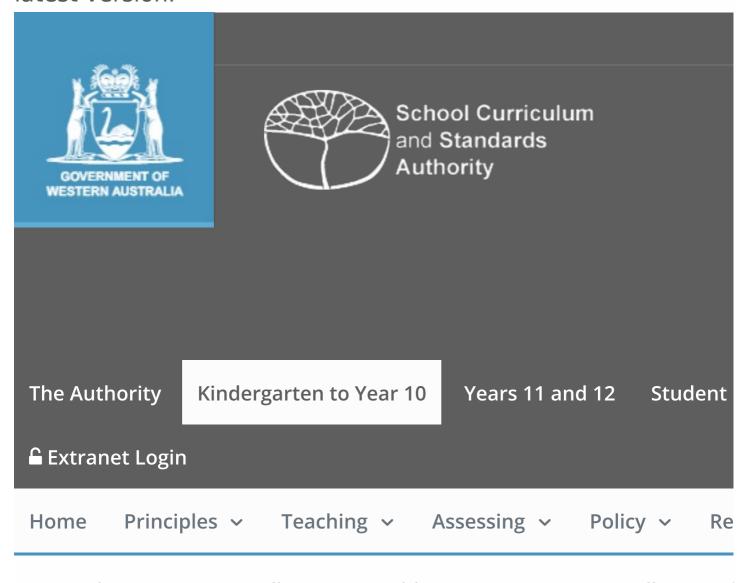
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Year 4 SyllabusTest

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Year Level Description

Filters



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- ▼ Year level descriptors
- Content Descriptions
- Achievements Standards
- □ Icons

Year Levels

□ Select All

Strands

- □ Select All
- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

General Capabilities

- Select All
- **□** Literacy
- □ Numeracy
- □ Information and Communication Technology (ICT) capability

Year 4 Syllak

Year Level Descri

The science inquiry across a two-year be expectations outlined science understand strands are address are interrelated and detail in which the exprograms are decis

Incorporating the

Over Years 3 to 6, s operating at differe

In Year 4, students function through ar materials. They lea that some interaction eye. They begin to characteristics that of systems. They up as through cycles. Interactions within

Science

- Critical and creative thinking
- Personal and social capability
- **►** Ethical understanding
- □ Intercultural understanding

Understanding

BIOLOGICAL SCIENCES

Living things have I cycles (ACSSU072)

Living things depen each other and the environment to sur (ACSSU073)

CHEMICAL SCIENCES

Natural and process materials have a ra of physical properti that can influence t use (ACSSU074)

EARTH AND SPACE SCIE

Earth's surface cha over time as a resu natural processes a human activity (ACSSU075)

PHYSICAL SCIENCES

Forces can be exert one object on anoth

through direct cont from a distance (ACSSU076)

Year 4 Achieven

Science Understa

At Standard, studer observable properti interactions betwee activity cause chan survival of living thi animal.

Science as a Hum

Students identify th

Science Inquiry S

Students follow inst contexts and make conduct investigation Students use provious identify patterns. The findings with their patterns and the students of the The science inquiry skills and science as a human endeavour st schools and teachers refer to the expectations outlined in the a understanding strand for the relevant year level to ensure that three strands of the curriculum are interrelated and their conte the content descriptions are organised into teaching and learning

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a rascales.

In Year 4, students broaden their understanding of classification of natural and processed materials. They learn that forces incluinteractions result from phenomena that can't be seen with the as Earth's surface, have characteristics that have resulted from understand that some systems change in predictable ways, such predictions based on interactions within systems, including the

<u>Principles</u>

Teaching

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