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# Year 5 SyllabusTest

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**Year Level Description**

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- ☒ Science Understanding

### General Capabilities

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- ☒ Information and Communication Technology (ICT) capability

# Year 5 Syllab

## Year Level Descri

The science inquiry across a two-year b expectations outlining science understand strands are address are interrelated and detail in which the programs are decis

## Incorporating the

Over Years 3 to 6, s operating at differe

In Year 5, students exploration of adap They explore obser that phenomena ha classification of ma world around them, and use models for identify stable and and relationships b the patterns they o

- ✔ Critical and creative thinking
  - ✔ Personal and social capability
  - ✔ Ethical understanding
  - ✔ Intercultural understanding
- 
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# Science Understanding

## BIOLOGICAL SCIENCES

Living things have structural features adaptations that help them to survive in their environment ([ACSSU077](#))

## CHEMICAL SCIENCES

Solids, liquids and gases have different observable properties and behave in different ways ([ACSSU077](#))

## EARTH AND SPACE SCIENCES

The Earth is part of a system of planets orbiting around a star (the sun) ([ACSSU077](#))

## PHYSICAL SCIENCES

Light from a source forms shadows and can be absorbed, reflected and refracted





## Year 5 Achievement

### **Science Understanding**

At Standard, students understand the properties and behaviour of light, including the transfer of light. Students analyse how the features of environments affect light.

### **Science as a Human Endeavour**

Students discuss how science is used to solve problems and make contributions to society.

### **Science Inquiry Skills**

Students follow instructions to observe the effect of changing variables in safe ways that are safe. They construct tables and graphs to compare patterns in data. Students describe variables and communicate their findings.

The science inquiry skills and science as a human endeavour strands in the curriculum for schools and teachers refer to the expectations outlined in the achievement standards for the relevant year level to ensure that the three strands of the curriculum are interrelated and their content descriptions are organised into teaching and learning sequences.

## **Incorporating the key ideas of science**

Over Years 3 to 6, students develop their understanding of a range of key ideas in science.

In Year 5, students are introduced to cause and effect relations and how this links to form and function. They explore observable phenomena and how they have sets of characteristic behaviours. They broaden their understanding of how matter structures the world around them. Students consider the importance of investigating systems at astronomical scales. Students begin to understand how to look for patterns and relationships between components and how to observe.

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