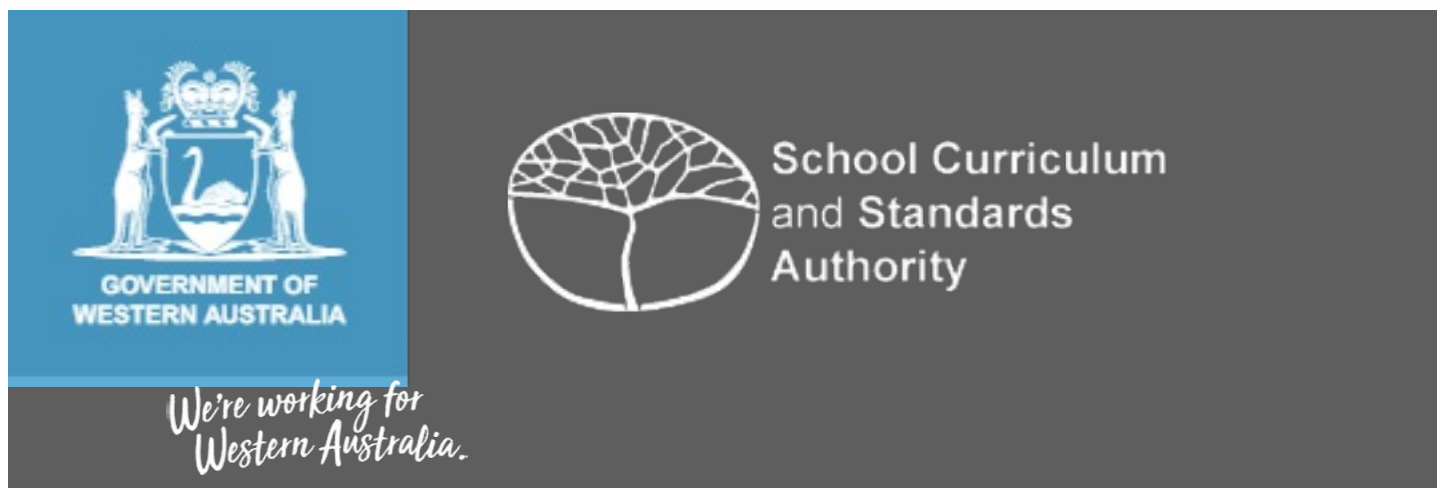


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# Year 5 SyllabusTest

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## Year 5 Syllabus

### **Year Level Description**

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. 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.

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

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

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## Science Understanding

### BIOLOGICAL SCIENCES

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

### CHEMICAL SCIENCES

Solids, liquids and gases have different observable properties and behave in different ways

## Science as a Human Endeavour

### NATURE AND DEVELOPMENT OF SCIENCE

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ([ACSHE081](#))

 Numeracy


### USE AND INFLUENCE OF

## Science Inquiry Skills

### QUESTIONING AND PREDICTING

With guidance, pose clarifying questions and make predictions about scientific investigations ([AC SIS231](#))

 Literacy

 Critical and creative thinking

### PLANNING AND CONDUCTING

Identify, plan and apply

[\(ACSSU077\)](#)

## EARTH AND SPACE SCIENCES

The Earth is part of a system of planets orbiting around a star (the sun)

[\(ACSSU078\)](#)


## PHYSICAL SCIENCES

Light from a source forms shadows and can be absorbed, reflected and refracted [\(ACSSU080\)](#)

## SCIENCE

Scientific knowledge is used to solve problems and inform personal and community decisions

[\(ACSHE083\)](#)


 Personal and social capability

 Ethical understanding

the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks

[\(AC SIS086\)](#)

 Literacy

 Critical and creative thinking


Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate [\(AC SIS087\)](#)

 Literacy

 Numeracy

 Information and


Communication Technology (ICT) capability


 Critical and creative thinking


## PROCESSING AND ANALYSING DATA AND INFORMATION

Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate ([AC SIS090](#))

 Literacy

 Numeracy


 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Compare data with predictions and use as evidence in developing explanations ([AC SIS218](#))

 Literacy

 Numeracy

 Critical and creative thinking

## EVALUATING

Reflect on and suggest

improvements to scientific investigations ([AC SIS091](#))

🧠 Critical and creative thinking

#### COMMUNICATING

Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ([AC SIS093](#))

📖 Literacy

🌐 Information and Communication Technology (ICT) capability

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## Year 5 Achievement Standard

### Science Understanding

At Standard, students classify solids, liquids and gases according to their observable properties and behaviours. They describe everyday phenomena associated with the transfer of light. Students describe the key features of our solar system. They analyse how the features of living things enables them to function in their environments.

### Science as a Human Endeavour

Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

### **Science Inquiry Skills**

Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. Students describe ways to improve the fairness of their investigations, and communicate their ideas and findings.

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