

UNITS OF WORK		STAGE 1	EVEN YEAR
Units	<i>Making Sense</i>	<i>Circle of Life</i>	<i>Places and Spaces</i>
General Topics	*light and sound *communication	*growing and changing * the sea *needs of plants and animals	*Shelters and Playgrounds
Outcomes	ST1-3VA, ST1-4WS, ST1 – 5WT, ST1 – 6PW, ST1- 15I	ST1- 1VA, ST1- 4WS, ST1- 5WT, ST1- 10LW, ST1- 11LW	ST1- 1VA, ST1- 4WS, ST1- 5WT, ST1- 13MW, ST1-14BE
Content	<p>Students:</p> <ul style="list-style-type: none"> • share their observations and ideas about different sources of light and sound encountered in their daily lives and their senses that detect them • produce different sounds from familiar objects using actions, e.g. striking, blowing, scraping or shaking • use their sense of touch to feel vibrations from familiar objects and infer that sound is made when an object vibrates, e.g. vocal cords, a stringed instrument or a rubber band • explore how loudness & range of types of sounds are related to action used to produce them • compare the range of types of sounds produced by musical instruments used by people from different cultures, e.g. didgeridoo or sitar • use a range of information technologies to communicate with others, e.g. letters, telephones, cameras and emails • interact with an information source or technology to explore the ways that different forms of information are combined, including text, image and sound, e.g. a website or digital game • explore communication methods used by Aboriginal and Torres Strait Islander peoples to share ideas and information, e.g. dance, stories, music and art • interact with a range of familiar information sources & technologies & identify their purposes, e.g. tv programs, websites, digital games, newspapers magazines • describe how the purpose of a specific information source or technology influences its design, e.g. a website or game 	<p>Students:</p> <ul style="list-style-type: none"> • describe some external features of a variety of living things, including plants and animals • use a range of methods, including fieldwork, to identify plants or animals in their local area • devise simple classification systems based on the observable external features of plants or animals identified in the local area • record the changes in growth of a common plant or animal, using informal units, provided tables and digital technologies as appropriate • observe and record some of the changes a common plant or animal shows during its life, using an appropriate digital technology, e.g. a camera • compare the appearance of adult living things with their offspring, e.g. trees, insects, birds, reptiles, cats or humans • observe the different places in a local land or aquatic environment where living things can be found, e.g. a schoolyard, pond, beach or bush • explore the needs of a plant or an animal in its environment • describe how some different places in a local land or aquatic environment provide for the needs of the animals or plants that live there • observe and record ways people use science knowledge & skills in their daily lives to care for living things, such as gardeners, farmers or pet carers 	<p>Students:</p> <ul style="list-style-type: none"> • explore a range of places & spaces in the local environment & describe their different purposes, e.g. a hospital or playground • describe how the different purposes of places and spaces in the local environment influence their design, e.g. storage and cooling areas in a supermarket and enclosures for pets and farm animals • examine some familiar places and spaces in the local environment and suggest modifications to their design • identify the properties of some common materials and why they are used for particular purposes, e.g. the waterproof property of plastic rainwear or insulating property of a woollen jumper • identify a range of natural materials used by Aboriginal and Torres Strait Islander peoples and share ideas about the ways they are used to suit a particular purpose, e.g. the use of wood, stone and fibres in the built environment • observe ways people use a range of places and spaces in their local environment, e.g. areas within the schoolyard and the home