

UNITS OF WORK		STAGE 1	ODD YEAR	
Units	<i>A Place In Time</i>	<i>How Do I Carry That?</i>	<i>What's The Use?</i>	<i>Powering On</i>
General Topics	<ul style="list-style-type: none"> • seasons and weather • caring for the environment 	<ul style="list-style-type: none"> • physical changes on everyday objects • properties of products 	<ul style="list-style-type: none"> • local products • farms 	<ul style="list-style-type: none"> • push and pull • toys
Outcomes	ST1-3VA, ST1-4WS, ST1 – 5WT, ST1 – 8ES, ST1-9ES	ST1-1VA, ST1-2VA, ST1-4WS, ST1 – 5WT, ST1- 12MW, ST1-13MW	ST1-1VA, ST1-4WS, ST1 – 5WT, ST1-16P	ST1-1VA, ST1-4WS, ST1 – 5WT, ST1- 7PW ST1-16P
Content	<p>Students:</p> <ul style="list-style-type: none"> • use a range of methods to describe observable, short-term changes in the sky, e.g. clouds, the appearance of the stars at night and the position of the sun during the day • observe and record environmental changes that occur over a longer time to identify patterns of events, e.g. seasonal changes in temperature and the appearance of the moon • describe some physical features of a landscape that have been changed by floods, droughts or processes, e.g. weathering and erosion • identify that some common resources are obtained from the Earth, including soil, minerals and water • describe how some materials obtained from the Earth are used in a range of products at home or at school • share their observations and ideas about the ways that water is used by people in their daily lives • identify some actions which could be taken to care for and use water sustainably, e.g. turning off dripping taps and/or taking shorter showers • explore ways in which people use science knowledge and skills in their daily lives to care for the environment and use resources sustainably 	<p>Students:</p> <ul style="list-style-type: none"> • explore how some everyday materials can be physically changed by actions, e.g. bending, twisting, stretching, squashing or heating • predict the changes materials will undergo when they are combined, e.g. sugar in water or different colours of paint; and when they are mixed, e.g. sand and water or cake ingredients • compare observations with their predictions when materials are combined & mixed • explore examples of how people at home & work change & combine different materials for a particular purpose, e.g. food preparation & making concrete • use their senses to identify the similarities & differences in properties of materials, e.g. textures of different fabrics; difference in hardness of solid materials; runniness of different liquids • identify the properties of some common materials & why they are used for particular purposes, e.g. the waterproof property of plastic rainwear or insulating property of a woolen 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 	<p>Students:</p> <ul style="list-style-type: none"> • explore a variety of products in the local environment, e.g. food products and industrial products • discuss the purpose and usefulness of familiar applications of science and technology products used in everyday life, e.g. rechargeable batteries, recycled materials and single-use disposable food containers • describe a variety of ways in which Aboriginal and Torres Strait Islander peoples have used or continue to use natural materials to make products that meet their needs, e.g. the use of natural fibres to make woven products • identify the purpose of some familiar products & explore features of their designs that make the products work, e.g. the broad brim on a sun hat or a plastic raincoat • explore ways that products may be designed and made to conserve resources, e.g. recyclable materials and reusable containers • discuss the strengths and limitations of a specific product, considering the materials from which it is made 	<p>Students:</p> <ul style="list-style-type: none"> • describe the effects of pushes and pulls on familiar objects, including moving, stopping and changing direction, changing shape or breaking • explore how different strengths of pushes and pulls affect the movement of objects on land and through water and air • demonstrate some ways that people use pushes and pulls in their everyday life, e.g. sweeping with brooms or riding skateboards • identify the purpose of some familiar products and explore the features of their designs that make the products work, e.g. the broad brim on a sun hat or a plastic raincoat • explore ways that products may be designed and made to conserve resources, e.g. recyclable materials and reusable containers • discuss the strengths and limitations of a specific product, considering the materials from which it is made