

UNITS OF WORK		STAGE 2	EVEN YEAR
Units	<i>Stuck On You</i>	<i>Under The Microscope</i>	<i>Build It Up</i>
General Topics	<ul style="list-style-type: none"> • magnets • forces 	<ul style="list-style-type: none"> • life cycles • mini beasts 	<ul style="list-style-type: none"> • design a town
Outcomes	ST2-1VA, ST2-4WS, ST2-6PW, ST2-7PW	ST2-2VA, ST2-4WS, ST2-5WT, ST2-10LW, ST2-11LW	ST2-3VA, ST2-4WS, ST2-5WT, ST2-13MW, ST2-14BE
Content	<p>Students:</p> <ul style="list-style-type: none"> • identify in their environment some different ways in which heat is produced, e.g. by electricity, burning (chemical) and friction (motion) • observe the effects of heat moving from one object to another, e.g. the feeling when hands are placed in warm or cold water • describe how people use scientific knowledge in their work and everyday life to control the movement of heat from one object to another, e.g. a pot holder, insulated bags or thermos • investigate the effect of forces on the behaviour of objects, e.g. dropping, bouncing or rolling objects • observe the way the force of gravity pulls objects towards the Earth, e.g. dropping objects from different heights • observe everyday situations where the direct contact force (friction) affects the movement of objects on different surfaces, e.g. a bike or skateboard • carry out tests to investigate the forces of attraction and repulsion between magnets 	<p>Students:</p> <ul style="list-style-type: none"> • sort objects according to whether they are living or non-living • identify some features of living things that distinguish them from non-living things, e.g. reproducing, growing and responding to stimuli • identify and use patterns in the observable features of living things to group them, by using tables, diagrams or flowcharts • research ways that Aboriginal and Torres Strait Islander peoples classify some plants or animals • observe first-hand one animal or plant as it grows and develops, and sequence the stages in its life cycle • identify ways that the environment can affect the life cycle of plants and animals • identify some factors in the local environment that are needed by plants & animals for survival • outline the relationship between plants and animals, including that plants are able to use light to make food, while animals must eat plants or other animals to obtain food • investigate the role of living things in a habitat, e.g. plants as producers and microbes (microorganisms) as decomposers • gather information about some relationships between living things, e.g. predator-prey, competitors and mutually beneficial relationships 	<p>Students:</p> <ul style="list-style-type: none"> • describe how a range of common natural and processed materials are used in everyday life • generate ideas about how the physical properties of some natural and processed materials influence their use • observe how people interact within a built environment and describe how its design meets the needs of the users, e.g. the ways people use and interact in a local shopping centre or playground • survey a range of places and spaces in local built environments and identify how people interact within them for a range of purposes for social and cultural reasons, e.g. use of the local hall for a school play or use of local playing fields for sport • examine some built environments, e.g. a local playground or shopping centre, and identify some factors that have been considered in the design, such as purpose, access, aesthetic and environmental considerations, and movement within the space • describe how the design and construction of a built environment may be modified to better suit the needs of users