





Living things have basic needs, including food and water (ACSSU002) 		Pages
Lesson 1 What basic needs do all living things have in common?	Students engage in a school walk to identify living and non-living things. They explore the difference between living and non-living things in order to identify what all living things, including plants, humans and other animals, need to survive—food/nutrients, air and water.	4-7
Lesson 2 What do humans need?	Students explore the specific needs of humans and identify the difference between our needs and our wants. They explore what is meant by the term 'protection' in relation to our needs (clothing, shelter, warmth, safety) and create a booklet to explain how they meet their five basic needs.	8-11
Lesson 3 What do other animals need?	Students explore the needs of animals, including air, food, water, sleep and protection and compare these needs to the needs of humans to find similarities and differences. They briefly discover who is responsible for taking care of the needs of animals at home, on a farm, in a zoo or in the wild and explain how wild animals meet their needs.	12-15
Lesson 4 What do plants need?	Students explore the needs of plants, including air, sunlight, water, soil and space. They conduct an experiment to grow a radish from a seed and then use a presentation application on an iPad® to draw the needs of their plant and explain how they will cater for its needs. Students will need to provide ongoing care to their radish to ensure its needs are met.	16-19
Lesson 5 What happens if a plant's needs are not met?	Students reflect on how well they catered for their plant's needs and record their observations on a sheet of paper. Students participate in an interactive online activity to explore what happens if plants' needs are not met and discuss who is responsible for taking care of plants at home, at school and in the wild.	20-21
Lesson 6 What happens if humans' and animals' needs are not met?	Students draw on prior experiences to predict what happens when humans' and other animals' needs are not met. They reflect on their individual needs to decide what need is not being met in each of the given images and draw images to meet this need. Students then play an interactive game created by RSPCA™ to help different pets get their needs.	22-25
Summative assessment	Students explain their knowledge of the needs of living things. They explain how knowing the needs of living things helps us to care for plants in the garden and animals at home.	26-28
STEM project Make a home for a parrot	Students create a home for a parrot out of recycled materials. They must ensure they provide for the parrot's needs when designing and creating their bird home.	29-36



Curriculum scope and sequence







	Lesson							
	1	2	3	4	5	6	Assessment	STEM project
SCIENCE UNDERSTANDING								
Living things have basic needs, including food and water (ACSSU002) AC	✓	✓	✓	✓	✓	✓	✓	✓
SCIENCE AS A HUMAN ENDEAVOUR								
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) AC	✓	✓	✓	✓	✓	✓		✓
SCIENCE INQUIRY SKILLS								
Questioning and predicting								
Pose and respond to questions about familiar objects and events (ACIS014) AC	✓	✓	✓	✓	✓	✓		✓
Planning and conducting								
Participate in guided investigations and make observations using the senses (ACIS011) AC	✓	✓	✓	✓	✓	✓		✓
Processing and analysing data and information								
Engage in discussions about observations and represent ideas (ACIS233) AC	✓	✓	✓	✓	✓	✓		✓
Communicating								
Share observations and ideas (ACIS012) AC	✓	✓	✓	✓	✓	✓	✓	✓




Objects are made of materials that have observable properties (ACSSU003) 		Pages
Lesson 1 What are objects made from?	To determine students' prior knowledge, engage them in various guided sorting activities to group a set of objects by colour, then by size, then by the materials they think the objects are made from. Students reflect on their predictions by comparing their groups to eight types of materials—wood, glass, plastic, metal, paper, rubber, fabric and ceramic.	40-43
Lesson 2 What do objects that are made from wood, glass, metal or rubber look, smell and feel like?	Students sort given objects into four groups to predict which material they are made from—wood, glass, metal or rubber. Students are then introduced to some basic observable properties that materials have. Students use their senses to describe objects made from wood, glass, metal or rubber before engaging with an interactive game to reflect on their learning.	44-47
Lesson 3 What do objects that are made from paper, cardboard or plastic look, smell and feel like?	Students sort given objects into three groups to predict which material they are made from—paper, cardboard or plastic. Students revise some of the basic observable properties that materials have and use their senses to describe objects made from paper, cardboard or plastic. Students reflect on their learning by playing a guessing game about objects and the materials they are made from.	48-49
Lesson 4 What do objects that are made from different fabrics look, smell and feel like?	Students predict which type of fabric is used to make a scarf, a pillowcase, a felt board and a tie. Students then look at a ball of wool, a thick silk ribbon, a felt square and a square of cotton fabric to describe the properties of each type of fabric. Students then compare the types of fabric to determine common properties of objects made from fabric.	50-53
Lesson 5 What types of materials are used to make houses?	Engage students in a school walk to identify the materials used to make different parts of buildings. Students scan QR codes using iPads® to predict the types of materials used to build houses around the world. They then watch a video explaining the different types of houses around the world and the materials they are made from. Students compare their predictions to the information provided in the video.	54-57
Lesson 6 What types of materials are used to make clothing?	Students engage with an interactive activity to choose clothing appropriate for different weather conditions—hot, cold or wet. Students investigate the properties of cotton, wool, leather, silk and plastic and how each type of material is used to make clothing for different purposes.	58-59
Summative assessment	Students explain their knowledge of the observable properties of different materials. They list which types of materials are used for building homes and making clothes.	60-62
STEM project Make a sailboat that can float	Students create a sailboat that can float for one minute. They must ensure they use a different material for each part—the hull, the deck, the mast, the sails and the rigging. Students then test their boat and explain why they chose the type of material for each part based on the material's properties.	63-72



Curriculum scope and sequence

	Lesson							
	1	2	3	4	5	6	Assessment	STEM project
SCIENCE UNDERSTANDING								
Objects are made of materials that have observable properties (ACSSU003) 	✓	✓	✓	✓	✓	✓	✓	✓
SCIENCE AS A HUMAN ENDEAVOUR								
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) 	✓	✓	✓	✓	✓	✓		✓
SCIENCE INQUIRY SKILLS								
Questioning and predicting								
Pose and respond to questions about familiar objects and events (ACSI014) 	✓	✓	✓	✓	✓	✓		✓
Planning and conducting								
Participate in guided investigations and make observations using the senses (ACSI011) 	✓	✓	✓	✓	✓	✓		✓
Processing and analysing data and information								
Engage in discussions about observations and represent ideas (ACSI233) 	✓	✓	✓	✓	✓	✓		✓
Communicating								
Share observations and ideas (ACSI012) 	✓	✓	✓	✓	✓	✓	✓	✓




Daily and seasonal changes in our environment affect everyday life (ACSSU004) 		Pages
Lesson 1 What is weather?	Students engage in a school walk to observe the day's weather. Students explore the types of weather and how to identify each type of weather by looking at environmental clues. Students match weather words to images to familiarise themselves with different types of weather.	76-79
Lesson 2 How does weather affect our daily lives?	Students explore how weather affects our daily lives. They participate in an interactive game and view a video of children enjoying different types of weather. They then identify how we alter our clothing, the activities we do and the places we visit depending on the type of weather.	80-83
Lesson 3 What are seasons? What is the weather like in each season?	Students participate in an interactive activity to describe the weather in each of four scenes. Students then predict which season they think each image relates to. Students work as a group to predict the types of weather found in each season and compare these to information provided by an online video.	84-87
Lesson 4 How do seasons affect our daily lives?	Students explore how seasons affect our daily lives. They watch online videos of each season, pausing to think about and record the clothing worn, the activities conducted and the places visited in each season. Students draw images or write words to show how we alter our clothing, the activities we do and the places we visit depending on the type of weather.	88-91
Lesson 5 How do seasonal changes affect plants and animals?	Students participate in an interactive activity to describe the plants and animals in each season before predicting how each plant and animal changes with each new season. Students briefly explore how animals avoid winter when food sources are scarce, through a simple introduction to hibernation and migration.	92-95
Lesson 6 How did traditional Aboriginal and Torres Strait Islanders use their knowledge of weather and seasons in their everyday lives?	Students listen to a Dreaming story about changes in seasons. Students revise how weather and seasons affect our daily lives before exploring how they affected traditional Aboriginal and Torres Strait Islanders. Students learn about the six Noongar seasons and the six Kakadu seasons to see how the food they hunt changes with each new season and how this affected where they lived.	96-99
Summative assessment	Students explain their knowledge of weather and seasons. They explain how the weather in each season affects how we alter our clothing, the activities we do and the places we visit.	100-102
STEM project Make a diorama showing the seasons	Students create a diorama to show the weather and seasons of Australia and how each season affects our daily lives, including the clothing we wear, the activities we do and the places we visit. Students then create a video of the diorama to explain how each season affects our daily lives.	103-112



Curriculum scope and sequence

	Lesson							
	1	2	3	4	5	6	Assessment	STEM project
SCIENCE UNDERSTANDING								
Daily and seasonal changes in our environment affect everyday life (ACSSU004)	✓	✓	✓	✓	✓	✓	✓	✓
SCIENCE AS A HUMAN ENDEAVOUR								
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)	✓	✓	✓	✓	✓	✓		✓
SCIENCE INQUIRY SKILLS								
Questioning and predicting								
Pose and respond to questions about familiar objects and events (ACSI014)	✓	✓	✓	✓	✓	✓		✓
Planning and conducting								
Participate in guided investigations and make observations using the senses (ACSI011)	✓	✓	✓	✓	✓	✓		✓
Processing and analysing data and information								
Engage in discussions about observations and represent ideas (ACSI233)	✓	✓	✓	✓	✓	✓		✓
Communicating								
Share observations and ideas (ACSI012)	✓	✓	✓	✓	✓	✓	✓	✓



The way objects move depends on a variety of factors, including their size and shape (ACSSU005) 		Pages
Lesson 1 How do humans and other animals move?	Students use their prior knowledge of living things to predict how humans and animals move. They investigate the body features animals use to move in different ways and sort animal cards into groups according to how they move. Students watch an online video that explains how animals move in simple terms.	116-119
Lesson 2 How do objects move? Can they move by themselves?	Students reflect on how humans and animals move to predict if objects move in the same way. Students are introduced to the terms 'motion', 'position', 'speed' and 'force' using simple definitions and word wall cards. They then investigate a range of objects to identify how they move.	120-123
Lesson 3 How does the size and shape of an object change how it rolls?	Students identify objects that move using a rolling motion. They predict how the size and shape of an object affects the speed and distance that it rolls. They conduct an experiment to compare two objects rolling down a ramp and record their observations using a simple table.	124-127
Lesson 4 How does the size and shape of an object change how it slides?	Students identify objects that can slide along a smooth surface. They predict how the size and shape of an object affects the speed and distance that it slides. They conduct an experiment to compare two objects sliding down a ramp and record their observations using a simple table.	128-131
Lesson 5 How does the size and shape of an object change how it bounces?	Students identify objects that bounce and the actions needed to put objects into a bouncing motion. They predict how the size and shape of a ball affects the height it bounces to and the direction it bounces. They conduct an experiment to compare two different balls by dropping each ball from a controlled height at the same time, discussing their observations as they conduct the experiment.	132-133
Lesson 6 How does the size and shape of an object change how it spins?	Students identify toys that spin and the actions needed to put objects into a spinning motion. They predict how the size and weight of cardboard tube spinners affects the speed and duration at which they spin. They conduct an experiment to compare two different-sized or weighted cardboard tubes, using a controlled flick to get the object in motion, discussing their observations as they conduct the experiment.	134-135
Summative assessment	Students demonstrate their knowledge of different types of motion by identifying objects that roll, slide, bounce and spin.	136-138
STEM project Roll down the racetrack	Students create a racetrack for a toy sports car and a toy fire truck to roll down at the same time. They will then create a video describing the shape, size and weight of each vehicle and showing which vehicle moved faster/slower and which travelled further.	139-145



Curriculum scope and sequence

	Lesson							
	1	2	3	4	5	6	Assessment	STEM project
SCIENCE UNDERSTANDING								
The way objects move depends on a variety of factors, including their size and shape (ACSSU005)	✓	✓	✓	✓	✓	✓	✓	✓
SCIENCE AS A HUMAN ENDEAVOUR								
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)	✓	✓	✓	✓	✓	✓		✓
SCIENCE INQUIRY SKILLS								
Questioning and predicting								
Pose and respond to questions about familiar objects and events (ACSI014)	✓	✓	✓	✓	✓	✓		✓
Planning and conducting								
Participate in guided investigations and make observations using the senses (ACSI011)	✓	✓	✓	✓	✓	✓		✓
Processing and analysing data and information								
Engage in discussions about observations and represent ideas (ACSI233)	✓	✓	✓	✓	✓	✓		✓
Communicating								
Share observations and ideas (ACSI012)	✓	✓	✓	✓	✓	✓	✓	✓