Identify Curriculum			
Content descriptions to be taught			**General Capabilities** **Cross-curriculum priorities**
Science Understanding	**Science as a Human Endeavour**	**Science Inquiry Skills**	
Physical Sciences Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080 	**Nature and Development of Science** • Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)   • Science involves testing predictions by gathering data and using evidence to	**Physical Sciences** •. Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS093)  **Evaluating** •. Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS091)	**Literacy**  The particular elements of Literacy addressed by this content description **Word Knowledge** • Understand learning area vocabulary **Critical and creative thinking**  The particular elements of Critical

	develop explanations of events and phenomena (ACSHE081)  **Use and influence of science** • Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083) 	**Planning and conducting** •. Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSIS087)  •. Use equipment and materials safely, identifying potential risks (ACSIS088)  •. With guidance, select appropriate investigation methods to answer questions	and creative thinking addressed by this content description Inquiring – identifying, exploring and organising information and ideas • Identify and clarify information and ideas **Personal and social capability**  The particular elements of Personal and social capability addressed by this content description Self-awareness • Recognise personal qualities and achievements Social management

		or solve problems (ACSIS086)  **Processing and analysing data and information** •. Compare data with predictions and use as evidence in developing explanations (ACSIS218)  •. Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or	• Make decisions Social awareness • Appreciate diverse perspectives **Information and communication technology capability**  The particular elements of Information and communication technology capability addressed by this content description Communicating with ICT • Understand computer mediated communications • Collaborate, share and exchange Creating with ICT

		relationships in data using digital technologies as appropriate (ACSIS090)  **Questioning and predicting** •. With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS231) 	• Generate solutions to challenges and learning area tasks **Intercultural understanding**  The particular elements of Intercultural understanding addressed by this content description Recognising culture and developing respect • Explore and compare cultural knowledge, beliefs and practices **Indigenous Perspectives** 

Year 5 Achievement Standard

Australian Curriculum, Assessment and Reporting Authority, 2013,' Year 5 Science Curriculum' Retrieved 10th October 2013 <http://www.australiancurriculum.edu.au/Science/Curriculum/F-10#cdcode=ACSSU080&level=5>

By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.

Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. 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. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.