

Science and Technology Scope and Sequence

2016

	Term 1	Term 2	Term 3	Term 4
ES1	<i>Natural Environment</i> <i>(Senses; Seasonal changes; Other living thing; The way things move.)</i> <i>(On the Move; Weather in my world; Staying Alive; Growing Well)</i>		<i>Made Environment</i> <i>(Materials with observable properties; Products, places and spaces)</i> <i>(What's it made of?)</i>	
S1 ODD	<i>Material World</i> <i>(Built)</i>	<i>Physical World</i> <i>(Look! Listen! Yr1)</i> <i>(Push-pull Yr2)</i>	<i>Built Environments</i>	<i>Earth and space</i> <i>(Up Down and all around Yr1)</i> <i>Water Works Yr2)</i>
S1 EVEN	<i>Material World</i> <i>(Natural)</i>	<i>Living World</i> <i>(Schoolyard Safari Yr1)</i> <i>Watch it grow! Yr2)</i>	<i>Products</i> <i>(Spot the Difference Yr1)</i> <i>All mixed up Yr2)</i>	<i>Information</i>
S2 ODD	<i>Material World</i> <i>(Built)</i>	<i>Physical World</i> <i>(Heating Up Yr3)</i> <i>Smooth Moves Yr4)</i>	<i>Built Environments</i>	<i>Earth and space</i> <i>(Night and Day Yr3)</i> <i>Beneath our Feet Yr4)</i>
S2 EVEN	<i>Material World</i> <i>(Natural)</i>	<i>Living World</i> <i>(Feathers, Fur or Leaves Yr3)</i> <i>Friends or Foe? Yr4)</i>	<i>Products</i> <i>(Melting Moments Yr3)</i> <i>Package it better Yr4)</i>	<i>Information</i>
S3 ODD	<i>Material World</i> <i>(Built)</i>	<i>Physical World</i> <i>(Light Shows Yr5)</i> <i>Essential Energy Yr6)</i>	<i>Built Environments</i>	<i>Earth and space</i> <i>(Earth's place in space Yr5)</i> <i>Earthquake Explorers Yr6)</i>
S3 EVEN	<i>Material World</i> <i>(Natural)</i>	<i>Living World</i> <i>(Desert Survivors Yr5)</i> <i>Marvelous Micro-organisms Yr6)</i>	<i>Products</i> <i>(What's the matter? Yr5)</i> <i>Change Detectives Yr6)</i>	<i>Information</i>

- “Working Scientifically” and “Working Technologically” skills are investigated through each Strand, each term.
- All Primary Connections on shared drive – “S”; Science Folder; Primary Connections Unit.
- Substrands without an identified resource are those for which an expected teacher created unit is written.

Natural Environment

Physical World: students develop their understanding of heat, light, electricity, sound; forces that affect movement; heat transfer; transformation of electricity.

Earth and Space: understanding of earth's dynamic structure and its place in space; earth is part of the solar system; subject to change as a result of natural processes and human activity; a growing need to understand the earth's characteristics and how people interact with the environment.

Living World: understanding of living things; investigate diversity of living things; including plants, animals and living organisms; explore interdependence and interaction with each other and the environment; explore life cycles and structural features and how these aid survival.

Material World: understanding of properties of materials; how they behave and change; how properties of these materials influence how people use them; objects, products, places and spaces.

Made Environment

Built Environments: understanding of places and spaces; technologies and their use relevant to personal, commercial and global areas of humanity; investigate how people create, construct and modify their surroundings for a wide range of purposes; environments people build are an important part of our communities and culture; manage, shape and alter their environment to improve their quality of life.

Information: understanding about design and use of information for the purposes of conveying messages; information and communication systems that are fundamental to human activity; create, communicate and access information using highly developed media and information technologies.

Products: develop their understanding that include objects, systems and artefacts; nature of materials and resources used to produce them; products can range from individually crafted to those produced commercially and in large quantities.

Material World: understanding of properties of materials; how they behave and change; how properties of these materials influence how people use them; objects, products, places and spaces.