

The Australian Curriculum Science

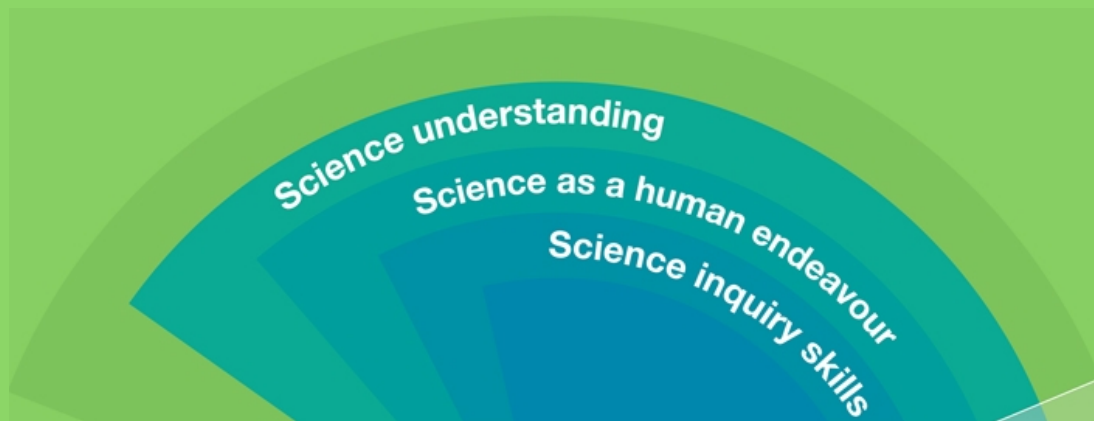











Table of Contents

Curriculum F–10	3
Year 5	3

Year 5

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 5, students are introduced to cause and effect relationships that relate to form and function through an exploration of adaptations of living things. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Biological sciences</p> <p>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> 	<p>Nature and development of science</p> <p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)</p> 	<p>Questioning and predicting</p> <p>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (AC SIS231)</p> 
<p>Chemical sciences</p> <p>Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</p> 	<p>Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)</p> 	<p>Planning and conducting</p> <p>With guidance, plan appropriate investigation methods to answer questions or solve problems (AC SIS086)</p> 
<p>Earth and space sciences</p> <p>The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)</p> 	<p>Use and influence of science</p> <p>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)</p> 	<p>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (AC SIS087)</p> 

Physical sciences

Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)



Scientific knowledge is used to inform personal and community decisions (ACSHE217)



Use equipment and materials safely, identifying potential risks (AC SIS088)



Processing and analysing data and information

Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS090)



Compare data with predictions and use as evidence in developing explanations (AC SIS218)



Evaluating

Suggest improvements to the methods used to investigate a question or solve a problem (AC SIS091)



Communicating

Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (AC SIS093)

