



Chapel Hill State School

Science Curriculum and Assessment Overview 2025

YEAR 1



Curriculum Intent

Year Level Description

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 and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Year 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects and to ask questions. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.

Achievement Standards

Spiral Progression and Alignment

Developing the same concepts from one grade level to the next in increasing complexity and application.

PREP

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

YEAR 1

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

YEAR 2

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

Year 1		Science Curriculum and Assessment Overview		Chapel Hill State School			
Term 1		Term 2		Term 3			
Unit 1		Unit 2		Unit 3			
<p>Living Adventure</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>		<p>Material Madness</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.</p> <p>Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They observe a modified material for a given purpose, test the modifications and compare their observations with predictions.</p>		<p>Changes Around Me</p> <p>Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p> <p>(Linked with U2 HASS Geography)</p>		<p>Exploring Light and Sound</p> <p>Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.</p>	
Assessment							
<p>Describing a Habitat</p> <p><i>Short-answer questions and creating a habitat</i></p> <p>Describe changes in the local environment and how different places meet the needs of living things. Respond to questions, make predictions and share their observations with others.</p>		<p>Spot the Difference</p> <p><i>Supervised assessment</i></p> <p>Describe the effects of physical changes made to a material. Make a prediction; participate in a guided investigation and record and share observations.</p>		<p>Exploring Sky and Land</p> <p><i>Collection of Work</i></p> <p>Describe objects and events that they encounter in their everyday lives. Describe changes in the local environment. Respond to questions and sort and share observations.</p>		<p>Investigating Light and Sound</p> <p><i>Experimental investigations and collection of work</i></p> <p>Participate in a guided investigations with objects that makes sound and describe the effects of interacting with them. Sort objects according to criteria and share observations with others.</p>	
Achievement Standard – Elements Assessed							
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Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.