### Unit at a glance

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<th>Phase</th>
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| **ENGAGE** | Lesson 1  
Movers and shakers                  | To capture students’ interest and find out what they think they know about how the way objects move depends on a variety of factors, including their size and shape  
To elicit students’ questions about human movement |
| **EXPLORE** | Lesson 2  
On the hunt for things that move                  | To provide students with hands-on, shared experiences of things that move in the classroom, in the school grounds and outside the school grounds |
|          | Lesson 3  
Playground play                       | To provide students with hands-on, shared experiences of human movement and to identify the body parts involved                              |
|          | Lesson 4  
Toys that move                       | To provide students with hands-on, shared experiences of toys that move, the ways in which they move and the shapes that help them to move |
| **EXPLAIN** | Lesson 5  
Moving towards an explanation                  | To support students to represent and explain their understanding about movement, and to introduce current scientific views |
| **ELABORATE** | Lesson 6  
Rolling along  
**Session 1**  
Shape, rattle and roll  
**Session 2**  
Sizing it up  
**Session 3**  
Roll on                  | To support students to plan and conduct an investigation of the effects of shape, size and surface on how far things roll |
| **EVALUATE** | Lesson 7  
Showing what we know                       | To provide opportunities for students to represent what they know about how the way objects move depends on a variety of factors, including their size and shape, and to reflect on their learning during the unit |

A unit overview can be found in Appendix 6, page 62.