Australian Curriculum V9.0 Alignment • Year 1 • Survive and thrive

**Year 1**

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| **Science understanding core concept:** Biological systems are interdependent and interact with each other and their environment. |
| **Sub-strand** | **Content descriptor** | **AC code** | **Achievement Standard** | **How the sequence addresses this content** |
| SHE: Use and influence of science  | Describe how people use science in their daily lives, including using patterns to make scientific predictions. | AC9S1H01 | Describe situations where they use science in their daily lives and identify examples of people making scientific predictions. | Recall previous personal plant and animal experiences and observations and the importance of using senses for observation. (Lesson 1)Identify their own personal needs for survival and compare those to pets, class pets/peregrine falcons, sheep and other animals. (Lessons 5-7)Predict and describe changes that occur to their body during movement/exercise. (Lesson 6)Identify numerous products in their everyday lives that are sourced from food and fibre production including products that come from sheep. (Lesson 7) |
| SU: Biological sciences  | Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs. | AC9S1U01 | Identify how living things meet their needs in the places they live. | Identify the basic needs of seedlings, pets, class pets/Peregrine falcons, sheep and other animals. (Lessons 1-8)Identify the features of the places plants and animals live (habitats) that help them to grow and stay healthy. (Lessons 1- 8)Recognise humans as animals and compare our needs to other animals. (Lessons 1, 5-8)Recognise the importance and diversity of food and fibre production for human survival. (Lesson 7) |
| SI: Questioning and predicting  | Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. | AC9S1I01 | Pose questions to explore observations and make predictions based on experiences. | As a class, develop a set of inquiry questions about the needs of plants and animals. (Lesson 1)Record plant investigation predictions as teams/pairs. (Lesson 2)Contribute to discussion and predictions about the needs of plants and animals. (Lessons 2-7) |
| SI: Planning and conducting  | Suggest and follow safe procedures to investigate questions and test predictions. | AC9S1I02 | Follow safe procedures to make and record observations. | Explore the scientific method to set up a safe and fair test on the needs of plants, and gather evidence to answer questions. (Lesson 2)Help to develop a code of conduct and pet care roster for the class pet. (Lesson 5, optional) |
| Make and record observations, including informal measurements, using digital tools as appropriate. | AC9S1I03 | Follow safe procedures to make and record observations. | Record observations of plants and animals using science journals and photographs. (Lessons 1-7)Record plant growth using popsticks. (Lesson 2-4)Observe and discuss a time-lapse video of seedlings moving towards the sun. (Lesson 4) |
| SI: Processing, modelling and analysing  | Sort and order data and information and represent patterns, including with provided tables and visual or physical models. | AC9S1I04 | Use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. | Record findings of investigations as a class in the class science journal or individually (and in pairs) in the individual science journal. (Lessons 2-8)Complete a labelled diagram showing how plants absorb water. (Lesson 3)Graph plant growth data and human water consumption. (Lessons 4, 6) |
| SI: Evaluating  | Compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance. | AC9S1I05 | With guidance, compare observations with predictions and identify further questions. | Record plant growth predictions and compare with results. (Lessons 2, 4)Create a T-chart to compare the food eaten by the class pet/peregrine falcon to people, as a class. (Lesson 6)Create two Y-charts to record observations of how humans look, feel and sound before and after exercise, as a class. (Lesson 6)Discuss findings to reach consensus on animals’ needs. (Lessons 6, 7) |
| SI: Communicating  | Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary. | AC9S1I06 | Use everyday vocabulary to communicate observations, findings and ideas. | Verbally share observations, ideas and understanding about the needs of plants and animals. (Lessons 1-8)Design and create a labelled habitat diorama. (Lesson 8)Complete an explanatory sheet My Scientific Diorama. (Lesson 8) |
| Design and Technologies: Food and fibre production | Explore how plants and animals are grown for food, clothing and shelter. | AC9TDE2K03 | Describe the purpose of familiar products, services and environments. | Sort and match a range of food and fibre items to their source. (Lesson 7)Explore how humans use food and fibre products from sheep. (Lesson 7) |