Australian Curriculum V9.0 Alignment • Year 1 • Any day outdoors

**Year 1**

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| **Science understanding core concept:** Interactions between Earth’s systems cause continuous change. |
| **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. | Use their knowledge of seasons and weather to plan how to dress, what they and their pets will need for an outdoor picnic. (Lesson 7)Recognise how First Nations Australians use changes in the landscape and sky to answer questions about certain resources. (Lesson 6) |
| SU: Earth and space sciences | Describe daily and seasonal changes in the environment and explore how these changes affect everyday life. | AC9S1U02 | Identify daily and seasonal changes and describe ways these changes affect their everyday life. | Describe the impact of temperature, clouds and rain and wind. (Lessons 3, 4, 5)Compare ‘western’ seasonal calendar to Aboriginal and Torres Strait Islander Peoples Seasons. (Lesson 6) |
| 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.  | Predict differences in wind patterns in different parts of their school. (Lesson 5)Use their understanding to predict the weather for a specific day. (Lesson 7) |
| SI: Planning and conducting | Suggest and follow safe procedures to investigate questions and test predictions. | AC9S1I02 | Follow safe procedures. | Follow safe procedures to plan for and investigate methods to test the amount of wind around the school. (Lesson 5) |
| SI: Planning and conducting | Make and record observations, including informal measurements, using digital tools as appropriate. | AC9S1I03 | Make and record observations.  | Testing wind and temperature. (Lessons 4, 5) |
| 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.  | Collect and sort observations and data in a weather watch table. (Lessons 1-7)Use the gathered data to create decision diagrams. (Lessons 3, 4, 5) |
| SI: Evaluating | Compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance. | AC9S1I05 | Compare observations with predictions and identify further questions.  | Compare observations and measurements to for temperature and clouds and wind across a day or several days. (Lessons 1-6)Compare data collected in their weather watch table to local forecasts. |
| 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. | Compare symbols used to illustrate weather patterns. (Lesson 2)Use decision diagrams to aid in the planning for the picnic. (Lesson 7)Create a written plan that describes the predicted weather and how that will affect their planning for the picnic. (Lesson 7) |