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) |
| 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) |