Australian Curriculum V9.0 Alignment • Year 2 • Take, shape and create

**Year 2**

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| **Science understanding core concept:** Substances change, these changes involve energy transfer and transformation. |
| **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. | AC9S2H01 | Describe how people use science in their daily lives and how people use patterns to make scientific predictions. | Describe how physically changing materials might have an impact on how people are able to use them. (Lessons 1-6) |
| SU: Chemical sciences  | Recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces. | AC9S2U03 | Identify ways to change materials without changing their material composition. | Identify and explain how, although the material may have been physically changed, it is still the same material. (Lessons 1-7) |
| SI: Questioning and predicting  | Pose questions to explore observed simple patterns and relationships and make predictions based on experiences. | AC9S2I01 | Pose questions to explore observed patterns or relationships and make predictions based on experience. | Pose questions about changes to materials. (Lessons 2-6)Predict what might happen when materials are changed. (Lessons 3, 4, 5) |
| SI: Planning and conducting  | Suggest and follow safe procedures to investigate questions and test predictions. | AC9S2I02 | Suggest steps to be followed in an investigation and follow safe procedures to make and record observations. | Follow investigation procedure in a safe manner. (Lessons 1-6) |
| SI: Planning and conducting  | Make and record observations, including informal measurements, using digital tools as appropriate. | AC9S2I03 | Use scaffolds to plan safe investigations and fair tests. | Record observations using tables. (Lesson 3-6) |
| SI: Processing, modelling and analysing  | Sort and order data and information and represent patterns, including with provided tables and visual or physical models. | AC9S2I04 | Use provided tables and organisers to sort and order data and represent patterns in data. | Record observations using tables. (Lesson 3-6) |
| SI: Evaluating  | Compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance. | AC9S2I05 | With guidance, compare observations with those of others, identify whether their investigation was fair and identify further questions. | Discuss investigations results, consider other teams’ results, and compare them to reach an agreed understanding. (Lessons 2-6)Consider fair-testing principles. (Lessons 5, 6) |
| SI: Communicating  | Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary. | AC9S2I06 | Use everyday and scientific vocabulary to communicate observations, findings and ideas. | Use everyday terms to describe materials and changes. (Lessons 1, 2, 3)Use scientific terms such as flexible, elastic and malleable to describe materials. (Lessons 2, 3, 4, 6)Explain the changes made to materials in order to design/make a 3D sculpture/model. (Lesson 7) |
| SHE: Use and influence of science  | Describe how people use science in their daily lives, including using patterns to make scientific predictions. | AC9S2H01 | Describe how people use science in their daily lives and how people use patterns to make scientific predictions. | Describe how physically changing materials might have an impact on how people are able to use them. (Lessons 1-6) |