Australian Curriculum V9.0 Alignment • Foundation • Finding features

**Year F**

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| **Science understanding core concept:** The form and features of living things are related to the functions that their body systems perform. | | | | |
| **Sub-strand** | **Content descriptor** | **AC code** | **Achievement Standard** | **How the sequence addresses this content** |
| SHE: Use and influence of science | Explore the ways people make and use observations and questions to learn about the natural world. | AC9SFH01 | Identify examples of people using observation and questioning to learn about the natural world. | |  | | --- | | Use their senses to make observations and explore how scientists use their senses as well as equipment to make observations. (Lessons 1-7)  View examples of rock paintings, bark drawings, labelled drawings and photographs to explore ways to make and record observations. (Lessons 1-7) |   Explore how First Nations Australians gain knowledge about plants and animals through observation. (Lesson 5, 6) |
| SU: Biological sciences | Observe external features of plants and animals and describe ways they can be grouped based on these features. | AC9SFU01 | Group plants and animals based on external features. | |  | | --- | | Using magnifying glasses or digital cameras/iPad to observe and identify external features of plants and animals. (Lesson 1-3, 5, 6)  Observe fruits and vegetables and identify them as parts of plants such as roots, flowers, fruits, seeds or leaves. (Lesson 2-4)  Sort collections of model animals and/or photographs and explain grouping strategies. (Lessons 3-7) |   Recognise humans as animals, describing external features of humans and exploring similarities and differences with other animals. (Lesson 6) |
| SI: Questioning and predicting | Pose questions and make predictions based on experiences. | AC9SFI01 | Pose questions and make predictions based on experiences. | |  | | --- | | Use their senses to predict what plants and animals they can feel, smell, hear, see and taste (edible plants only.) (Lessons 1-7) |   Use their experiences to predict which animals they might hear and see in the schoolyard. (Lessons 6, 7) |
| SI: Planning and conducting | Engage in investigations safely and make observations using their senses. | AC9SFI02 | |  | | --- | |  |   Engage in investigations and make observations safely. | |  | | --- | | Use tools such as magnifying glasses and iPad/digital cameras to enhance their observations of plants and animals. (Lesson 1-3, 5, 6) |   Explain safety considerations for using senses of touch, smell, sight and hearing and why we don’t use taste in science to make observations. (Lessons 4, 6, 7) |
| SI: Processing, modelling and analysing | Represent observations in provided templates and identify patterns with guidance. | AC9SFI03 | With guidance, represent observations and identify patterns. | |  | | --- | | Create leaf rubbings to identify leaf structure, similarities, differences, patterns. (Lesson 2) |   Explore the use of sketches, diagrams and tables through a class science journal (teacher to model). (Lesson 2-7) |
| SI: Evaluating | |  | | --- | |  |   Compare observations with predictions with guidance. | AC9SFI04 | With guidance, compare observations with their predictions. | Compare observations to predictions. (Lesson 7) |
| SI: Communicating | Share questions, predictions, observations and ideas with others. | AC9SFI05 | Share questions, predictions, observations and ideas about their experiences with others. | Represent external features of a plant or animal using a range of materials such as playdough, clay and craft materials or digitally in apps such as Paint. (Lesson 8) |