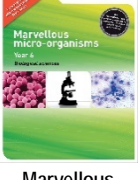


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| | Biological Science | | Chemical Science | | Physical Science | | Earth and Space Science | |
|------------|---|---|---|---|---|--|---|--|
| Foundation |  Staying alive |  Growing well |  What's it made of? |  That's my hat! |  On the move |  Weather in my world | | |
| Year One |  Schoolyard safari |  Dinosaurs and more |  Spot the difference |  Bend it! Stretch it! |  Look! Listen! |  Up, down and all around |  Changes all around | |
| Year Two |  Watch it grow! | |  All mixed up | |  Push-pull |  Machine makers |  Water works | |
| Year Three |  Feathers, fur or leaves? | |  Melting moments | |  Heating up | |  Night and day | |
| Year Four |  Among the gum trees |  Friends or foes? |  Material world |  Package it better |  Smooth moves |  Magnetic moves |  Beneath our feet | |
| Year Five |  Desert survivors | |  What's the matter? | |  Light shows | |  Earth's place in space | |
| Year Six |  Marvellous micro-organisms |  Rising salt |  Change detectives | |  Essential energy |  Circuits and switches |  Earthquake explorers |  Creators and destroyers |

*Units with shaded backgrounds indicate that these units have a strong link to the Design and Technologies skills and content of the Australian Curriculum.

This unit map has been organised by strand and year level, not in the recommended order for teaching units. Where multiple units in the same year level and strand occur, the same content of the Australian Curriculum is covered but with a different focus.

Teaching ONE of these units is sufficient to cover the Australian Curriculum: Science.

Teachers and schools are encouraged to make decisions based on the needs and context of their students and school.

PrimaryConnections: Unit Map* 2019

| | Biological Science | Chemical Science | Physical Science | Earth and Space Science |
|------------|---|---|---|---|
| Foundation | <p>Staying alive OR Growing well</p> <p>(ACSSU002)</p> <p>Living things have basic needs, including food and water.</p> | <p>What's it made of? OR That's my hat!</p> <p>(ACSSU003)</p> <p>Objects are made of materials that have observable properties.</p> | <p>On the move</p> <p>(ACSSU005)</p> <p>The way objects move depends on a variety of factors, including their size and shape.</p> | <p>Weather in my world</p> <p>(ACSSU004)</p> <p>Daily and seasonal changes in our environment affect everyday life.</p> |
| Year One | <p>Schoolyard safari OR Dinosaurs and more</p> <p>(ACSSU017)</p> <p>Living things have a variety of external features.</p> <p>(ACSSU211)</p> <p>Living things live in different places where their needs are met.</p> | <p>Spot the difference OR Bend It! Stretch it!</p> <p>(ACSSU018)</p> <p>Everyday materials can be physically changed in a variety of ways.</p> | <p>Look! Listen!</p> <p>(ACSSU020)</p> <p>Light and sound are produced by a range of sources and can be sensed.</p> | <p>Up, down and all around OR Changes all around</p> <p>(ACSSU019)</p> <p>Observable changes occur in the sky and landscape.</p> |
| Year Two | <p>Watch it grow!</p> <p>(ACSSU030)</p> <p>Living things grow, change and have offspring similar to themselves.</p> | <p>All mixed up</p> <p>(ACSSU031)</p> <p>Different materials can be combined for a particular purpose.</p> | <p>Push-pull OR Machine makers</p> <p>(ACSSU033)</p> <p>A push or pull affects how an object moves or changes shape.</p> | <p>Water works</p> <p>(ACSSU032)</p> <p>Earth's resources are used in a variety of ways.</p> |
| Year Three | <p>Feathers, fur or leaves?</p> <p>(ACSSU044)</p> <p>Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</p> | <p>Melting moments</p> <p>(ACSSU046)</p> <p>A change of state between solid and liquid can be caused by adding or removing heat.</p> | <p>Heating up</p> <p>(ACSSU049)</p> <p>Heat can be produced in many ways and can move from one object to another.</p> | <p>Night and day</p> <p>(ACSSU048)</p> <p>Earth's rotation on its axis causes regular changes, including night and day.</p> |
| Year Four | <p>Among the gum trees OR Friends or foes?</p> <p>(ACSSU072)</p> <p>Living things have life cycles.</p> <p>(ACSSU073)</p> <p>Living things depend on each other and the environment to survive.</p> | <p>Material world OR Package it better</p> <p>(ACSSU074)</p> <p>Natural and processed materials have a range of physical properties that can influence their use.</p> | <p>Smooth moves OR Magnetic moves</p> <p>(ACSSU076)</p> <p>Forces can be exerted by one object on another through direct contact or from a distance.</p> | <p>Beneath our feet</p> <p>(ACSSU075)</p> <p>Earth's surface changes over time as a result of natural processes and human activity.</p> |
| Year Five | <p>Desert survivors</p> <p>(ACSSU043)</p> <p>Living things have structural features and adaptations that help them to survive in their environment.</p> | <p>What's the matter?</p> <p>(ACSSU077)</p> <p>Solids, liquids and gases have different observable properties and behave in different ways.</p> | <p>Light shows</p> <p>(ACSSU080)</p> <p>Light from a source forms shadows and can be absorbed, reflected and refracted.</p> | <p>Earth's place in space</p> <p>(ACSSU078)</p> <p>The Earth is part of a system of planets orbiting around a star (the Sun).</p> |
| Year Six | <p>Marvellous micro-organisms OR Rising salt</p> <p>(ACSSU094)</p> <p>The growth and survival of living things are affected by the physical conditions of their environment.</p> | <p>Change detectives</p> <p>(ACSSU095)</p> <p>Changes to materials can be reversible or irreversible.</p> | <p>Essential energy OR Circuits and switches</p> <p>(ACSSU097)</p> <p>Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.</p> | <p>Earthquake explorers OR Creators and destroyers</p> <p>(ACSSU096)</p> <p>Sudden geological changes or extreme weather conditions can affect Earth's surface.</p> |

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