

# Outline of the Science Curriculum for Term 1 2019.

## **Kindy/Pre-primary and year 1**

### **Earth and spaces science (Australian Curriculum).**

#### **Topic Weather in my world.**

Links science with literacy in the classroom. Students' beliefs and understanding about the air, sun and wind will be developed as they work through hands-on activities. Through investigations, the students will increase their knowledge of how the characteristics of weather affects their daily lives.

## **Year 2/3 class**

#### **Topic Changing lands and skies.**

In this unit, students learn to observe details of landscapes using their senses. They discuss and identify the features and events and are supported to record these through weather observation charts and drawings. They are guided to make connections between the earth, skies and their daily lives. Through observation and discussion students realise that the environment does change and that in some cases the changes occur in repeated patterns that can be predicted, including night and day and the seasons. Students then consider that these patterns enable us to think about 'what will happen if' type questions.

## **Year 4 class**

#### **Topic The Earth's surface-Weathering and erosion.**

In this unit the students will be investigating how the Earth's surface changes over time as a result of natural processes and human activity. They will collect evidence of change from local landforms, rocks or fossils. Investigate the characteristics of soil and explore a local area that has changed as a result of natural processes, such as an eroded gully, sand dunes or river bank. The students will be given a variety of opportunities to develop their Science Inquiry Skills.

## **Year 5/6 class**

#### **Topic Extreme events-Sudden geological changes or extreme weather conditions can affect Earth's surface.**

In this unit, students initially share their understanding of extreme weather conditions and develop a shared understanding of what constitutes extreme conditions before looking more specifically at cyclones. Through class discussions, individual work, group tasks and a simulation activity they develop an understanding of the features of cyclones and the conditions necessary for their formation.

Students then investigate the effects of cyclones, looking at how they can impact on peoples' lives and the environmental damage they cause. They also investigate possible strategies that could be implemented to help reduce the impact and damage. Students look at the role science plays in predicting and tracking cyclones and how science helps us prepare for such events. Students will also investigate major geological events such as earthquakes, volcanic eruptions and describe how people measure significant geological events.