


The Australian Curriculum

Subjects	Science
Year levels	Foundation Year

Foundation Year Content Descriptions

Science Understanding

Biological sciences

Living things have basic needs, including food and water ([ACSSU002 - Scootle](#) )

Elaborations

identifying the needs of humans such as warmth, food and water, using students' own experiences



recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland



comparing the needs of plants and animals



Chemical sciences

Objects are made of materials that have observable properties ([ACSSU003 - Scootle](#) )

Elaborations

sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility



thinking about how the materials used in buildings and shelters are suited to the local environment



investigating different forms of clothing used for different activities



comparing the traditional materials used for clothing from around the world



Earth and space sciences

Daily and seasonal changes in our **environment** affect everyday life ([ACSSU004 - Scootle](#) )

Elaborations

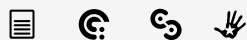
linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures




investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals



learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them



Physical sciences

The way objects move depends on a variety of factors, including their size and shape ([ACSSU005 - Scootle](#) )



Elaborations

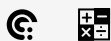
observing the way different shaped objects such as balls, blocks and tubes move



comparing the way different sized, but similar shaped, objects such as tennis balls, golf balls, marbles and basketballs roll and bounce




observing how the movement of different living things depends on their size and shape



Science as a Human Endeavour

Nature and development of science

Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE013 - Scootle](#) )

Elaborations

recognising that observation is an important part of exploring and investigating the things and places around us



sharing observations with others and communicating their experiences



exploring and observing using the senses: hearing, smell, touch, sight and taste



Science Inquiry Skills

Questioning and predicting

Pose and respond to questions about familiar objects and events ([AC SIS014 - Scootle](#)



Elaborations

considering questions relating to the home and school and objects used in everyday life



Planning and conducting

Participate in guided investigations and make observations using the senses ([AC SIS011 - Scootle](#)

Elaborations

using sight, hearing, touch, taste and smell so that students can gather information about the world around them



Processing and analysing data and information

Engage in discussions about observations and represent ideas ([AC SIS233 - Scootle](#)

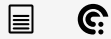


Elaborations


taking part in informal and guided discussions relating to students' observations

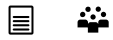


using drawings to represent observations and ideas and discussing their representations with others



Communicating

Share observations and ideas ([AC SIS012 - Scootle](#) )



Elaborations

working in groups to describe what students have done and what they have found out



communicating ideas through role play and drawing

