



Science Unit and Assessment Plan V9- 2026

	Unit 1	Unit 2	Unit 3	Unit 4
Prep	Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Students observe and analyse the connection between properties of materials, objects and their uses.	Students use their senses to observe and explore how size, shape and material influence the movement of objects. Students will pose questions, make predictions and explain their knowledge of movement in a familiar situation.	Students use their senses to observe the external features of animals and plants and describe ways they can be grouped by these features. Students make observations and ask questions to learn about the natural world around them.	
Assessment	This unit is not assessed.	This unit is not assessed.	This unit is not assessed.	
Year 1	CHANGES AROUND ME In this unit the students' study what can be found in Space and how the movement patterns of these celestial objects change our weather, seasons and activities.	LIVING ADVENTURE Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met.	PUSH AND PULL: TOY FACTORY Students will understand how a push or pull affects the way an object moves. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions.	
Assessment	Multimodal presentation Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment due to seasons and weather. They respond to questions and sort and share observations.	Short-answer questions Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.	Experimental investigation Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.	
Year P/1	Observing the Natural World Students explore the natural world by observing daily and seasonal changes and how these affect everyday life. Through guided investigations, they ask questions, make predictions, and safely observe and record information. Students use simple organisers to identify patterns, compare observations with predictions, and share their ideas using everyday language, developing an understanding of how people use science in daily life.	Animals and Their Habitats In this unit, students explore living things by observing and grouping plants and animals based on their visible features. With guidance, they make simple predictions and identify how living things meet their needs in the places they live. Students use everyday language to share their observations, findings, and ideas through discussion, drawings, and simple records.	What's It Made Of? How Does It Move? In this unit, students explore how objects move and the properties of the materials they are made from. They pose questions, make predictions, and safely investigate the effects of pushes and pulls on objects. Students make and record observations, compare them with their predictions, and share their ideas using everyday language to describe what they see and discover.	
Assessment	Prep: This unit is not assessed. Year 1: Inquiry and short answer Summer/Winter Landscape Inquiry – Students draw what each season's landscape would look like and answer interview questions about how clothes, activities, animals etc would change.	Prep: This unit is not assessed. Year 1: Short answer and presentation Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others. Students orally present how the external features of a creature help it survive.	Prep: This unit is not assessed. Year 1: Experimental investigation and short response Students create a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.	
Year 2	FAR OUT! Students will investigate how people use science in their everyday lives while identifying and observing patterns in the sky (day/night, shadows, seasons). They will use everyday language to communicate their findings and ideas.	STRETCH, SQUASH, TWIST IT- Chemical Sciences Students will investigate how materials can be changed physically without changing their material composition. They will explore the effect of actions on materials including bending, twisting, stretching and breaking into smaller pieces.	SOUNDS LIKE....Physical Sciences Students will investigate how sounds can be produced and describe the effect of sound energy on objects.	
Assessment	Short answer questions Students investigate Earth as a planet in the solar system and other celestial objects in our sky. Students will describe observable patterns and how we use this knowledge to help us in our daily lives.	Short answer responses and collection of work. Creation of a musical instrument.	Short answer responses and collection of work. Creation of a musical instrument.	
Year 1/2	THE MOVING SKY- SPACE AND SEASONS In this unit the students' study what can be found in Space and how the movement patterns of these celestial objects change our weather, seasons and activities.	LIVING CREATURES Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. The Year 2 students then investigate how body adaptations also help animals to survive. They share observations using scientific and everyday language.	TOY FACTORY Year 1 students understand how a push or pull affects how an object moves or changes shape. They pose questions and make predictions about changes that can affect how an object moves and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. Year 2 students explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate.	

Assessment	<p><i>Inquiry and short-answer questions</i> Year 1: Summer/Winter Landscape Inquiry – Students draw what each season’s landscape would look like and answer interview questions about how clothes, activities, animals etc would change.</p> <p>Year 2: Space test – objects in sky and space and how observable changes occur.</p>	<p><i>Short-answer questions and presentation</i> Students create a diorama to show the needs of living things.</p> <p>Year 1: Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others. Students orally present how the external features of a creature help it survive.</p> <p>Year 2: Student’s research and present the adaptations of a sea creature to survive.</p>	<p><i>Experimental investigation</i></p> <p>Year 1 Designing a toy Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy’s movement. They pose an investigation question and make a prediction about the toy’s movement. Students represent and communicate observations and ideas.</p> <p>Year 2 Designing a musical instrument Students design an instrument that makes sound with a push or pull, and describes how to change the instrument’s sound. They pose an investigation question and make a prediction about the instrument’s sound. Students represent and communicate observations and ideas.</p>	
Year 3	<p>HOT STUFF Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas.</p>	<p>WHAT’S THE MATTER? Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. They evaluate how adding or removing heat affects materials used in everyday life.</p>	<p>FROM LITTLE THINGS BIG THINGS GROW – Comparing life cycles In this unit students will classify and compare living and non-living things and different life cycles. Students will communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.</p>	<p>WE WILL ROCK YOU Students compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources. Students will examine different soils from local areas and using magnifying glasses to observe their components, such as pebbles, sand or plant matter as well as living things such as earthworms and insects.</p>
Assessment	<p><i>Experimental investigation</i> Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>	<p><i>Supervised assessment</i> Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>	<p>Portfolio of work – Students produce a range of artefacts and participate in classroom discussions and activities to show their understanding Scavenger hunt at the museum Observations in class (sorting, representing life cycles, discussions about similarities and differences in life cycles, Venn Diagrams) Life Cycle dance</p>	<p>Display/ Multimodal Presentation Students create a display (of their own choice) to organise different soils and rocks (e.g. Physical display, digital display with own or photographs from the internet, drawings). Students locate rocks and soils in our school environment and identify and represent their location on a map. Students draw a diagram to show the components of one of the soils they located.</p>
Year 4	<p>JAGGERA & QUANDAMOOKA ECOSYSTEMS Investigating the roles of organisms in Jaggera and Quandamooka habitats and the food chains they are a part of.</p>	<p>WONDERFUL WATER Students investigate local water sources and the stages of the water cycle.</p>	<p>FABULOUS FORCES Students investigate contact and non-contact forces and the effect they have on objects.</p>	<p>MATERIALS MATTER Students investigate materials and their properties and design an object to prevent an egg from breaking during a drop experiment to demonstrate this knowledge.</p>
Assessment	<p><i>Research/Multimodal</i> Students investigate the role and relationship to the ecosystem of a species in a local habitat and construct a food chain.</p>	<p><i>Experimental investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>	<p><i>Experimental investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>	<p><i>Supervised assessment</i> Students conduct an investigation about their knowledge of the properties of different materials to design a capsule to keep an egg safe. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>
Year 5	<p>OUR AMAZNG PLANET Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.</p>	<p>SURVIVING EARTH Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments. Students explore natural processes and human activity that cause weathering and erosion of Earth's surface.</p>		
Assessment	<p><i>Portfolio of Work</i> Students complete a portfolio of work over the term containing short answer questions and diagrams, demonstrating their understanding of concepts explored during lessons.</p> <p><i>Experimental investigation</i> Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light OR a variable that affects evaporation. They discuss how scientific developments have affected people’s lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings. They communicate ideas and findings using multimodal texts.</p>	<p><i>Multimodal presentation and Portfolio of work</i> Students complete a portfolio of work over the term containing short answer questions and diagrams, demonstrating their understanding of concepts explored during lessons. Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p> <p><i>Short Answer Questions</i> Students demonstrate their understanding of the effects of changes to Earth’s surface and science knowledge of adaptations of living things through completing short answer inquiry questions.</p>		

Year 6& 5/6	<p>Earth & Space Sciences: The World Around Us Students describe how weathering, erosion, transportation and deposition cause slow or rapid changes to the Earth's surface. They describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length.</p>	<p>Biological Sciences: Thrive to Survive Students examine how particular structural features and behaviours of living things enable their survival in specific habitats. They investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.</p>	<p>Chemical Sciences: What's the Matter? Students explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles. They compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances.</p>	<p>Physical Sciences: Light it up Students identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted. They investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors.</p>
	Assessment	<p>Portfolio of Work: Students complete a portfolio of work over the unit containing short answer questions and diagrams, demonstrating their understanding of concepts explored during lessons. Students analyse how changes to the Earth's surface are caused. They examine the relationship between the sun and planets of the solar system. Students consider: the role of gravity in keeping the planets in orbit around the sun, how Earth's rotation on its axis causes day and night and how the tilt of Earth points one hemisphere towards the sun and the other away at different times of the year.</p>	<p>Experimental Investigation: Mouldy Bread Students plan, predict and conduct a fair investigation to test the effects of light and heat on the growth of the organism, to show how living things are affected by the physical conditions of a habitat. Students will identify safety risks and plan appropriate methods to reduce the risks associated with the investigation. They will make predictions, collect data and construct a visual representation of their findings. Students will analyse their data to form a conclusion about how the physical conditions of a habitat affect the growth and survival of living things.</p>	<p>Portfolio of Work: Students complete a portfolio of work over the unit containing short answer questions and diagrams, demonstrating their understanding of concepts explored during lessons. Students will explain observable properties of solids, liquids and gases. They will also compare reversible and irreversible changes to substances, and what causes these changes.</p>