

Science (Life Skills) sample Stage 5 scope and sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 10 weeks	<p>I feel the Earth move</p> <p>Working Scientifically: Questioning and Predicting, Planning Investigations, Conducting Investigations Knowledge and Understanding: Earth and Space: Earth and Solar System</p> <p>This unit provides students with the opportunity to explore a range of features of the Earth and how these can change over time. They investigate natural processes that cause changes, including volcanic activity, earthquakes and tsunamis, and explore occurrences of these in Australia and neighbouring regions. Students undertake a scientific investigation of one natural process.</p> <p>Focus outcomes: SCLS-2VA, SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-13ES</p>									
Term 2 10 weeks	<p>Saving our planet</p> <p>Working Scientifically: Processing and Analysing Data and Information, Problem Solving, Communicating Knowledge and Understanding: Earth and Space: Earth's Resources, Physical World: Energy</p> <p>Students explore how the Earth provides resources needed in everyday life. They recognise the difference between renewable and non-renewable resources and the impact that human activity can have on the availability of these resources. Students investigate ways in which the Earth's resources, including energy and water, can be conserved.</p> <p>Focus outcomes: SCLS-1VA, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-15ES, SCLS-16ES, SCLS-12PW Additional integration: Mathematics MALS-35SP, MALS-36SP, MALS-37SP</p>									
Term 3 10 weeks	<p>Everyday chemical reactions</p> <p>Working Scientifically: Questioning and Predicting, Planning Investigations, Conducting Investigations, Processing and Analysing Data and Information, Problem Solving, Communicating Knowledge and Understanding: Chemical World: Chemical Change</p> <p>Students develop an understanding of how chemical change can result in new substances being formed. They explore a range of chemical reactions that occur in everyday life, including burning wood, cleaning objects/clothes, and silver tarnishing. Students investigate common chemical reactions that occur in cooking.</p> <p>Focus outcomes: SCLS-3VA, SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-8WS, SCLS-9WS, SCLS-24CW Additional integration: Food Technology LS2.1, LS5.1, LS5.2</p>									
Term 4 10 weeks	<p>Our land (integrated Science and Geography unit)</p> <p>Working Scientifically: Conducting Investigations, Problem Solving, Communicating Knowledge and Understanding: Living World: Environment</p> <p>This unit provides students with the opportunity to develop an understanding of a range of global environments in our world, including those found in Australia. They locate some global environments and explore aspects of at least one particular environment found in Australia. Students investigate habitats that can be found in the chosen environment(s) and the impact of human activity. They explore the relationship Aboriginal and Torres Strait Islander peoples have with the chosen environment(s) and how this has changed over time. Students value the significance of the chosen environment(s) to our world and recognise ways that they can care for and protect the environment.</p> <p>Focus outcomes: Science SCLS-1VA, SCLS-6WS, SCLS-8WS, SCLS-9WS, SCLS-20LW, SCLS-21LW; Geography LS.3, LS.5, LS.12; History HTLS-3, HTLS-6</p>									