

# Change

## Stimulating Science



### Years 1 & 2

Your students will consider changes that we experience in our lives through the lenses of biology, earth and space science, chemistry, and physics. They will make predictions and scientific observations throughout the unit. Your students will show what they have learnt by identifying 'science' in their classroom and record their understanding of each branch of science.

### Rationale

Everything in our physical world changes. Understanding how and why these changes occur helps us in our daily lives.

### Essential questions

- How can we use experiments to learn about the world around us?
- How do living things change and what do they need to live?
- How do the seasons affect our lives?
- How can we use Earth's resources sustainably?
- How are sounds made and how do we hear them?

### Glossary

change, combine, compare, describe, detergent, eat, flower, fly, heat, mix, nutrients, observe, predict, pull, push, question, research, roots, season, shade, swim, walk, water, calculate, collect, predict, record

### Rich assessment task

Throughout this learning sequence, your students will practise their scientific inquiry skills as they record predictions and make scientific observations. During week eight, each student will use a writing rubric to help them record what they have learnt about science during this unit.

### Future action

Students will be able to make predictions and scientific observations to test questions that they have. They will use what they have learnt about what living things need to help care for pets or gardens. Students will be able to identify how materials have been changed or combined to make objects that they use. They will use what they have learnt about the impact of the seasons on their lives to prepare activities and consider appropriate clothing. Students will be able to identify the sources of sounds in their everyday life, and different objects that they push and pull.