

Science & Technology K-6

Early Stage 1		
OUTCOMES	Values & Attitudes (VA)	<ul style="list-style-type: none"> * shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities STe-1VA * demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures STe-2VA * develops informed attitudes about the current and future use & influence of science & technology based on reason STe-3VA
		Content
SKILLS	Working Scientifically (WS)	<ul style="list-style-type: none"> * explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas STe-4WS <p style="margin-top: 20px;">Students question and predict by:</p> <ul style="list-style-type: none"> • responding to questions about familiar objects and events they are curious about in the natural and made environments (AC SIS014) • making predictions resulting from their questions  <p>Students plan and conduct investigations by:</p> <ul style="list-style-type: none"> • sharing what they already know and how they could find out more about their questions relating to the natural and made environments • exploring and making observations by using their senses to gather information about objects and events in their immediate surroundings (AC SIS011, ACSHE013)  • manipulating objects and materials through purposeful play <p>Students process and analyse data and information by:</p> <ul style="list-style-type: none"> • organising objects or images of objects to display data and/or information • engaging in discussions about observations and using drawings to represent ideas (AC SIS233)  <p>Students communicate by:</p> <ul style="list-style-type: none"> • using a range of methods to share observations and ideas, such as drawing, informal and guided discussion, role-play, contributing to joint construction of short texts and/or using digital technologies (AC SIS012)   • working in groups to reflect on what they found interesting, liked or disliked about what they did, what was or was not expected and what they would do differently  

KNOWLEDGE & UNDERSTANDING	Working Technologically (WT)	<p>* uses a simple design process to produce solutions with identified purposes STe-5WT</p>	<p>Students explore and define a task by:</p> <ul style="list-style-type: none"> identifying the purpose & use of existing products, places & spaces describing their likes & dislikes of existing products, places & spaces discussing the purpose & main features of what they need to produce & suggesting the materials they could use <p>Students develop ideas and produce solutions by:</p> <ul style="list-style-type: none"> using play & imagination to explore possibilities of products, places & spaces following a series of steps to draw or model ideas or construct solutions safely using common classroom equipment, resources & techniques to shape & join familiar materials <p>Students evaluate by:</p> <ul style="list-style-type: none"> recounting the steps taken to reach a final solution 🎓 discussing their likes and dislikes in relation to what they have produced 👥 reflecting on what they did and the usefulness of the final solution
	Natural Environment (NE)	<p>* identifies that the way objects move depends on a variety of factors STe-6NE</p> <p>* observes, using their senses, how daily and seasonal changes in the environment affect them and other living things STe-7NE</p> <p>* identifies the basic needs of living things STe-8NE</p>	<p>The way objects move depends on a variety of factors, including their size and shape. (ACSSU005)</p> <p>Students:</p> <ul style="list-style-type: none"> observe the way a variety of familiar objects move, eg sliding, rolling, spinning & bouncing on the ground identify that the way an object moves depends on its size & shape, eg tennis balls and blocks <p>Daily and seasonal changes in our environment, including the weather, affect everyday life. (ACSSU004)</p> <p>Students:</p> <ul style="list-style-type: none"> describe how people respond to familiar changes in their environment, eg day & night & seasonal changes identify how plants & animals respond to changes in the environment, eg trees losing their leaves & the thickness of animals' fur ⚙️ <p>Living things have basic needs, including food and water. (ACSSU002)</p> <p>Students:</p> <ul style="list-style-type: none"> describe what plants & animals, including humans, need to stay alive & healthy, eg food, water and air identify the needs of a variety of living things in a range of situations, eg pets at home, plants in the garden or plants & animals in bushland and/or on farms
	Made Environment (ME)	<p>* identifies that objects are made of materials that have observable properties STe-9ME</p> <p>* recognises how familiar products, places and spaces are made to suit their purpose STe-10ME</p>	<p>Objects are made of materials that have observable properties. (ACSSU003)</p> <p>Students:</p> <ul style="list-style-type: none"> observe, using their senses, a range of materials used to make specific objects, products, places and spaces group a range of materials on the basis of observable properties, eg flexibility, texture, strength and colour <p>Products, places and spaces in the immediate environment are made to suit their purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> explore a range of existing products, places and spaces, and discuss their likes and dislikes ⚙️ identify a variety of materials that are used in a range of existing familiar products, places and spaces communicate their ideas about how familiar products, places and spaces work and have features that help them to be useful, eg shoulder straps, zippers and compartments in a school bag 🎒 sketch or model ideas for a product, place or space and recount how their ideas suit their purpose ⚙️ 👥

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