



EDUCATION

Looking for Platypus

Primary Education: Years K - 6

**Content Codes
Achievement Standards**

Supported by:



ACT
Government



Looking for Platypus

Primary Education: Year K-6

Australian National Curriculum Alignments

YrK: Science: ACSSU002, ACSHE013, ACSIS014, ACSIS011, ACSIS233, ACSIS012

Humanities & Social Sciences: ACHASSI001, ACHASSI002

Yr1: Science: ACSSU017, ACSSU211, ACSHE021, ACSHE022, ACSIS025, ACSIS026, ACSIS029

Humanities & Social Sciences: ACHASSI019, ACHASSI024, ACHASSI025, ACHASSI026, ACHASSI027, ACHASSK031

Yr2: Science: ACSSU030, ACSHE035, ACSIS038 **Humanities & Social Sciences:** ACHASSI034, ACHASSI038, ACHASSI040, ACHASSI042, ACHASSK048, ACHASSK049

Yr3: Science: ACSHE050, ACSHE051, ACSIS060, ACSIS215 **Humanities & Social Sciences:** ACHASSI053, ACHASSI060

Yr4: Science: ACSSU073, ACSHE061, ACSHE062, ACSIS065, ACSIS216, ACSIS069, ACSIS071

Humanities & Social Sciences: ACHASSI074, ACHASSI075, ACHASSI079, ACHASSI081, ACHASSK088

Yr5: Science: ACSHE083, ACSIS231, ACSIS218 **Humanities & Social Sciences:** ACHASSI094, ACHASSI095, ACHASSI102, ACHASSI104

Yr6: Science: ACSHE100, ACSIS103

Humanities & Social Sciences: ACHASSI123, ACHASSI128, ACHASSI130,

YrK-6: Aboriginal and Torres Strait Islander Histories and Cultures: O1.2, O1.3, O1.5

YrK-2: Arts: ACAVAM106, ACAVAM107

Achievement Standards

Kindergarden

Science: achievement standard: They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Geography: achievement standard: students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located.

Year 1

Science: achievement standard: They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

Year 2

Science: Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

Year 3

Science: They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data.

Year 4

Science: They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not.

Humanities and Social Sciences: Students identify the interconnections between components of the environment and between people and the environment.

Year 5

Science: They analyse how the form of living things enables them to function in their environments. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They compare patterns in their data with predictions when suggesting explanations.

Geography: They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments.

Year 6

Science: They describe and predict the effect of environmental changes on individual living things. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.

Geography: They describe and explain the diverse characteristics of places in different locations from local to global scales.