



# Term Overview Term 4, 2021

Based on research from the Workshop Model and Gradual Release of Responsibility

- Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*, second edition. Portsmouth: Heinemann.
- Tovani, C. (2011). *So What Do They Really Know?*. Portland: Stenhouse.
- Fisher, D. and Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, 2nd Edition. 2nd ed. Alexandria: ASCD.



Science	Foundation	Grade 1/2	Grade 3/4	Grade 5/6
	<p>In Foundation this term, students will explore and observe how various shaped objects roll, slide, bounce and spin. This will include:</p> <ul style="list-style-type: none"> <li>observing the way different shaped objects move, such as balls, blocks and tubes</li> <li>comparing the way different sized, but similar shaped, objects roll and bounce, such as tennis balls, golf balls, marbles and basketballs</li> <li>observing how the movement of different living things depends on their size and shape</li> </ul> <p>The way objects move depends on a variety of factors including their size and shape (<a href="#">VCSSU048</a>)</p> <p>Respond to and pose questions, and make predictions about familiar objects and events (<a href="#">VCSIS050</a>)</p> <p>Participate in guided investigations, including making observations using the senses, to explore and answer questions (<a href="#">VCSIS051</a>)</p> <p>Compare observations and predictions with those of others (<a href="#">VCSIS054</a>)</p> <p>Represent and communicate observations and ideas about changes in objects and events in a variety of ways (<a href="#">VCSIS055</a>)</p>	<p>In Grade 1 / 2 this term students will explore that light and sound are produced by a range of sources and can be sensed. This will include:</p> <ul style="list-style-type: none"> <li>Recognising that senses are used to learn about the world around us: our eyes to detect light, our ears to detect sound, touch to feel vibrations, our noses to detect smell and our tongues to detect taste.</li> <li>Identifying the sun as a source of light.</li> <li>Recognising that objects can be seen when light from sources is available to illuminate them.</li> <li>Exploring different ways to produce sound using familiar objects and actions, for example, striking, blowing, scraping and shaking.</li> </ul> <p>Light and sound are produced by a range of sources and can be sensed (<a href="#">VCSSU049</a>)</p> <p>Respond to and pose questions, and make predictions about familiar objects and events (<a href="#">VCSIS050</a>)</p> <p>Participate in guided investigations, including making observations using the senses, to explore and answer questions (<a href="#">VCSIS051</a>)</p> <p>Compare observations and predictions with those of others (<a href="#">VCSIS054</a>)</p> <p>Represent and communicate observations and ideas about changes in objects and events in a variety of ways (<a href="#">VCSIS055</a>)</p>	<p>In Grade 3 / 4 this term students will investigate living things have life cycles and living things depend on each other and the environment to survive. This will include:</p> <ul style="list-style-type: none"> <li>Making and recording observations of living things as they develop through their life cycles, for example, insects, birds, frogs and flowering plants.</li> <li>Recognising that environmental factors can affect life cycles, for example, fire and seed germination.</li> <li>Investigating the roles of living things in a habitat, for example, producers, consumers or decomposers.</li> <li>Predicting the effects when living things in feeding relationships are removed or die out in an area.</li> </ul> <p>Different living things have different life cycles and depend on each other and the environment to survive (<a href="#">VCSSU058</a>)</p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (<a href="#">VCSIS065</a>)</p> <p>Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests (<a href="#">VCSIS066</a>)</p> <p>Safely use appropriate materials, tools, equipment and technologies (<a href="#">VCSIS067</a>)</p> <p>Compare results with predictions, suggesting possible reasons for findings (<a href="#">VCSIS070</a>)</p> <p>Reflect on an investigation, including whether a test was fair or not (<a href="#">VCSIS071</a>)</p>	<p>In Grade 5 / 6 this term students will discover the growth and survival of things are affected by physical conditions of their environment. This will include:</p> <ul style="list-style-type: none"> <li>Investigating how changing the physical conditions for plants impacts on their growth and survival, for example, changing saltwater concentrations, using fertilisers or transferring to a different soil type.</li> <li>Researching organisms that live in extreme environments, for example, Antarctica a desert or deep sea.</li> </ul> <p>The growth and survival of living things are affected by the physical conditions of their environment (<a href="#">VCSSU075</a>)</p> <p>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules (<a href="#">VCSIS082</a>)</p> <p>With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks (<a href="#">VCSIS083</a>)</p> <p>Compare data with predictions and use as evidence in developing explanations (<a href="#">VCSIS086</a>)</p>

			Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language ( <a href="#">VCSIS072</a> )	
--	--	--	--	--

\*\*Progression may differ slightly