

## Curriculum Organiser – Year 1, Earth and Space Science

Vocabulary and Concepts	
Learning Intention – We are learning about observable changes that occur in the sky and landscape	
Natural	Occurring in nature
Managed	Natural, but looked after by people
Constructed	Made by people
Moon	Earth’s satellite that orbits the earth once approximately every 30 days.
Stars	Distant balls of heat and light in space
Clouds	Water that travels across the sky
Seasons	Distinct times of year that have particular features
Summer	Hot, dry time in a temperate climate
Autumn	Time of the year characterised by cooling temperatures as winter approaches
Winter	A cold, rainy time of the year in temperate climates
Spring	A time of the year when temperatures begin to rise after winter. Characterised by new plant and animal life.
Dry Season	Prolonged period without rain in the north of Australia.
Wet Season	Rainy time of the year from December to April in the North of Australia
Rain	Water that returns to earth from clouds
Snow	Very small particles of ice that fall from the sky in cold climates
Key Facts	
1	Different types of seasons and weather conditions affect people and places.
2	Weather is the day to day conditions of a place and is part of our environment.
3	Weather and seasons can be described using particular terminology (see above)
Science as Human Endeavour	
Science involves observing, asking questions about, and describing changes in, objects and events	
Meteorologists and climatologists make predictions about future weather patterns so that people can plan for water use.	
Science Enquiry Skills	
Represent and communicate observations, ideas and findings using formal and informal representations	
Aboriginal Perspectives	
<a href="http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia">http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia</a>	
<a href="https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars">https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars</a>	

### **Australian Curriculum Achievement Standards**

#### **Year 1**

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. 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 1 Rubric

A	B	C	D	E
Sharing of observations with others using clear representations and relevant scientific terminology	Sharing of observations with others using representations and scientific terminology	Sharing of observations with others	Fragmented sharing of observations	Directed sharing of observations
Clear and informed description of changes in local environments	Informed description of changes in local environments	Description of changes in local environments	Guided description of changes in local environments	Statements about changes in local environments

NB – the following terminology will be helpful in making grading choices.

- Knowledge/information refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time;
- Understanding - the concepts underpinning and connecting knowledge in a learning area, *related to a student's ability to appropriately select and apply knowledge* to solve problems in that learning area
- Fragmented - disjointed, incomplete or isolated
- Informed - Having relevant knowledge; being conversant with the topic; in the context of Science, informed means referring to scientific background knowledge and/or empirical observations
- Reasoned - logical and sound; presented with justification; in the context of Science, reasoned also means that the evidence is provided through reference to scientific background knowledge and/or empirical observations as part of the justification

Further information is available at [https://www.qcaa.qld.edu.au/downloads/p\\_10/ac\\_sci\\_yr1\\_se.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_sci_yr1_se.pdf)

## Possible Assessment Task 1

### Summary of task

Students had discussed the ways in which things change over time, particularly the different ways living and built components of the environment change.

Students were asked to look at photos of sites around the school taken in Term 3 and Term 4 and describe the changes that had taken place.

## Report: Changes in our environment

Changes in the Land and Sky		
TERM 3	TERM 4	What kinds of changes have happened?
		<ul style="list-style-type: none"> <li>• no leaves in term three.</li> <li>• Leaves in term four.</li> </ul> <p>because the one with the leaves was in spring the one with no leaves was in winter</p>
		<ul style="list-style-type: none"> <li>• the clouds are different in term three</li> <li>• the clouds are darker than term three</li> <li>• because it m. to be a different time of the day</li> </ul>
		<ul style="list-style-type: none"> <li>• the bins in term three are smaller than term four</li> <li>• the bins are longer than term 3 because they changed it</li> </ul>
		<ul style="list-style-type: none"> <li>• the sun is shining in one picture.</li> <li>• the other picture is dark</li> <li>• one picture has birds in it the other one doesn't because they were at a different time of day</li> </ul>
		<ul style="list-style-type: none"> <li>• one picture is sunny</li> <li>• the other one is dark because it m. to be a different day</li> </ul>

✓ Tick the things that are natural.

### Annotations

*Describes changes to living things in the local environment and relates to changes in seasons.*

*Describes changes to the sky and relates to change in time of day.*

*Suggests that built features are changed by human intervention.*

*Identifies changes in the weather and living things in the landscape and suggests time of day as an explanation.*

*Records information in a provided table.*

## Possible Assessment Task 2

### Summary of task

Students participated in a class discussion about the different types of weather, and developed a vocabulary list to describe weather. They had investigated the ways that weather is represented and as a class had completed a daily weather chart.

Students were asked to individually complete a daily weather worksheet to chart the weather over the week. They were asked to describe their observations and to predict how the weather might change in a different season. The teacher annotated their responses.

### Worksheet: Daily weather

This week's weather   Name \_\_\_\_\_ Year \_\_\_\_\_ Date 29 Feb

	Monday	Tuesday	Wednesday	Friday	Saturday
morning					
afternoon					

What did you notice?  
Most of it was sunny. Not many days were windy and cloudy.  
Wednesday morning and afternoon were windy and cloudy.

Would your chart look the same in winter?  
No, because it's a different season of the year and that season is usually windy and stormy.



### Annotations

Accurately records detailed daily observations of the weather in a provided table, including representations of wind and rain.

Identifies that the daily weather changed and describes trends in weather observations.

Makes plausible predictions about the different weather that would be observed in another season, describing weather trends for that season.

### Annotations (Overview)

The student communicates their observations and ideas through verbal description, drawing and written text.

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