

Ocean Stars Program Links to Australian Curriculum

Program	Early Learning	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mini Ocean Stars	1.Children have a strong sense of identity. 2.Children are connected with & contribute to their world. 3.Children have a strong sense of wellbeing. 4.Children are confident & involved learners. 5.Children are effective communicators							
Ocean Survival		Living things have basic needs, including food & water (ACSSU002) Pose and respond to questions, and make predictions about familiar objects and events (ACIS014) CC Links: Sustainability	Living things live in different places where their needs are met (ACSSU211). Living things have a variety of external features (ACSSU017) Science involves asking questions about, & describing changes in, objects & events (ACSHE021) Pose & respond to questions, & make predictions about familiar objects & events (ACIS024) CC Links: Sustainability	Living things grow, change & have offspring similar to themselves (ACSSU030). Science involves asking questions about, & describing changes in objects & events (ACSHE034). Pose & respond to questions, & make predictions about familiar objects & events (ACIS037) CC Links: Sustainability			Living things have structural features & adaptations that help them to survive in their environment (ACSSU043)	
Alive or Not?		Living things have basic needs, including food & water (ACSSU002). Science involves observing, asking questions about, & describing changes in, objects & events (ACSHE013). Pose & respond to questions about familiar objects & events (ACIS014). Share observations & ideas (ACIS012)	Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211). Science involves observing, asking questions about & describing changes in, objects & events (ACSHE021). People use science in their daily lives, including when caring for their environment & living things (ACSHE022). Pose & respond to questions about familiar objects & events (ACIS024)		Living things can be grouped on the basis of observable features & can be distinguished from non-living things (ACSSU044) Science involves making predictions & describing patterns & relationships (ACSHE050). Science knowledge helps people to understand the effect of their actions (ACSHE051)			
Lifecycles				Living things grow, change & have offspring similar to themselves (ACSSU030). Science involves observing, asking questions about, & describing changes in, objects & events (ACSHE034) Pose & respond to questions, & make predictions about familiar objects & events (ACIS037) CC Links: Sustainability		Living things have life cycles (ACSSU072). Living things depend on each other & the environment to survive (ACSSU073). Science involves making predictions & describing patterns & relationships (ACSHE061). Science knowledge helps people to understand the effect of their actions (ACSHE062)		
Human Impacts						Living things depend on each other & the environment to survive (ACSSU073). Science involves making predictions & describing patterns & relationships (ACSHE061). Science knowledge helps people to understand the effect of their actions (ACSHE062)	Living things have structural features & adaptations that help them to survive in their environment (ACSSU043). Scientific knowledge is used to inform personal & community decisions (ACSHE217)	The growth & survival of living things are affected by physical conditions of their environment (ACSSU094)
Ocean Habitats			Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211) Science involves observing, asking questions about, & describing changes in, objects & events (ACSHE021) People use science in their daily lives, including when caring for their environment & living things (ACSHE022) Pose & respond to questions, & make predictions about familiar objects & events (ACIS024) Compare observations with those of others (ACIS213) Represent & communicate observations & ideas in a variety of ways (ACIS029)			Living things depend on each other and the environment to survive (ACSSU073) Science knowledge helps people to understand the effect of their actions (ACSHE062)	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043) Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	The growth and survival of living things are affected by physical conditions of their Environment (ACSSU094) Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

Program	Early Learning	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Super Sharks!		Living things have basic needs, including food & water (ACSSU002). Science involves observing, asking questions about, & describing changes in, objects & events (ACSHE013). Pose & respond to questions, & make predictions about familiar objects & events (AC SIS014). Share observations & ideas (AC SIS012) CC Links: Sustainability	Living things live in different places where their needs are met (ACSSU211). Living things have a variety of external features (ACSSU017). Science involves observing, asking questions about, & describing changes in, objects & events (ACSHE021). People use science in their daily lives, including when caring for their environment & living things (ACSHE022). Pose & respond to questions & make predictions about familiar objects & events (AC SIS024). CC Links: Sustainability	Living things grow, change & have offspring similar to themselves (ACSSU030). Science involves asking questions about & describing changes in, objects & events (ACSHE034). People use science in their daily lives, including when caring for their environment & living things (ACSHE035). Pose & respond to questions & make predictions about familiar objects & events (AC SIS037). Compare observations with those of others (AC SIS041) CC Links: Sustainability			Living things have structural features & adaptations that help them to survive in their environment (ACSSU043) Scientific knowledge is used to solve problems & inform personal & community decisions. (ACSHE083)	
Classification					Living things can be grouped on the basis of observable features & can be distinguished from non-living things (ACSSU044). Science involves making predictions & describing patterns and relationships (ACSHE050). Science knowledge helps people to understand the effect of their actions (ACSHE051). Use a range of methods including tables & simple column graphs to represent data & to identify patterns & trends(AC SIS057)			
Human Impacts						Living things depend on each other & the environment to survive (ACSSU073). Science involves making predictions & describing patterns & relationships (ACSHE061). Science knowledge helps people to understand the effect of their actions (ACSHE062)	Living things have structural features & adaptations that help them to survive in their environment (ACSSU043). Scientific knowledge is used to inform personal & community decisions (ACSHE217)	
Food Webs							Yr 7 Interactions between organisms, including the effects of human activities can be represented by food chains & food webs (ACSSU112) Solutions to contemporary issues that are found using science & technology, may impact on other areas of society & may involve ethical considerations (ACSHE120)	Yr 9 Ecosystems consist of communities of interdependent organisms & abiotic components of the environment; matter & energy flow through these systems (ACSSU176)
Play and Learn (OSHC) Save The Seas (OSHC)		Living things have basic needs, including food & water (ACSSU002).	Living things live in different places where their needs are met (ACSSU211) Living things have a variety of external features (ACSSU017)	Living things grow, change & have offspring similar to themselves (ACSSU030)	Living things can be grouped on the basis of observable features & can be distinguished from non-living things (ACSSU044)	Living things, including plants & animals, depend on each other & the environment to survive (ACSSU073)	Living things have structural features & adaptations that help them to survive in their environment (ACSSU043)	
Special Education		Living things have basic needs, including food & water (ACSSU002) Science involves observing, asking questions about, & describing changes in, objects & events (ACSHE013) Participate in guided investigations & make observations using the senses (AC SIS011) Share observations & ideas (AC SIS012)	Living things live in different places where their needs are met (ACSSU211) Living things have a variety of external features (ACSSU017) Science involves asking questions about, & describing changes in, objects & events (ACSHE021) People use science in their daily lives, including when caring for their environment & living things (ACSHE022) Participate in guided investigations to explore & answer questions (AC SIS025) Pose & respond to questions, & make predictions about familiar objects & events (AC SIS024)	Living things grow, change & have offspring similar to themselves (ACSSU030) Science involves asking questions about, & describing changes in, objects & events (ACSHE034) People use science in their daily lives, including when caring for their environment & living things (ACSHE035) Pose & respond to questions, & make predictions about familiar objects & events (AC SIS037) Participate in guided investigations to explore & answer questions (AC SIS038)	Living things can be grouped on the basis of observable features & can be distinguished from non-living things (ACSSU044) Science knowledge helps people to understand the effect of their actions (ACSHE051)	Living things depend on each other & the environment to survive (ACSSU073) Science knowledge helps people to understand the effect of their actions (ACSHE062)	Living things have structural features & adaptations that help them to survive in their environment (ACSSU043)	The growth & survival of living things are affected by physical conditions of their environment (ACSSU094)

Program Name	Primary Year 3 & 4	Primary Year 5	Primary Year 6	High School Year 8	High School Year 9	High School Year 10	High School Year 11 & 12
<p>Coral Reef Survey</p> <p>Marine Science / STEAM Programs</p>	<p>SCIENCE: Living things depend on each other & the environment to survive (ACSSU073) Science knowledge helps people to understand the effect of their actions (ACSHE051) Earth's surface changes over time as a result of natural processes & human activity (ACSSU075) Science involves making predictions & describing patterns & relationships (ACSHE061) With guidance, identify questions in familiar contexts that can be investigated scientifically & make predictions based on prior knowledge (ACSI064) Use a range of methods including tables & simple column graphs to represent data & to identify patterns & trends (ACSI068) Select & trial methods for data collection, including survey questions & recording sheets (ACMSP095) Use scaled instruments to measure & compare lengths, masses, capacities & temperatures (ACMMG084) Recognise the role of people in design & technologies occupations & explore factors, including sustainability that impact on the design of products, services & environments to meet community needs (ACTDEK010) Generate, develop, & communicate design ideas & decisions using appropriate technical terms & graphical representation techniques (ACTDEP015) Select & use materials, components, tools, Equipment & techniques & use safe work practices to make designed solutions (ACTDEP016) Evaluate design ideas, processes & solutions based on criteria for success developed with guidance & including care for the environment (ACTDEP017) Visual Arts Use materials, techniques & processes to explore visual conventions when making artworks (ACAVAM111)</p>	<p>SCIENCE: Living things have structural features & adaptations that help them to survive in their environment (ACSSU043) Science involves testing predictions by gathering data & using evidence to develop explanations of events & phenomena & reflects historical & cultural contributions (ACSHE081) Scientific knowledge is used to solve problems & inform personal & community decisions (ACSHE083) With guidance, pose clarifying questions & make predictions about scientific investigations (ACSI231) Identify, plan & apply the elements of scientific investigations to answer questions & solve problems using equipment & materials safely & identifying potential risks (ACSI086) Construct & use a range of representations, including tables & graphs, to represent & describe observations, patterns or relationships in data using digital technologies as appropriate (ACSI090) Reflect on & suggest improvements to scientific investigations (ACSI091) Pose questions & collect categorical or numerical data by observation or survey (ACMSP118) Construct displays, including column graphs, dot plots & tables, appropriate for data type, with & without the use of digital technologies (ACMSP119) Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020) Critique needs or opportunities for designing, & investigate materials, components, tools, Equipment & processes to achieve intended designed solutions (ACTDEP024) Select appropriate materials, components, tools, equipment & techniques & apply safe procedures to make designed solutions (ACTDEP026) Negotiate criteria for success that include sustainability to evaluate design ideas, processes & solutions (ACTDEP027) Develop project plans that include consideration of resources when making designed solutions individually & collaboratively (ACTDEP028) Visual Arts Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)</p>	<p>SCIENCE: The growth & survival of living things are affected by physical conditions of their environment (ACSSU09) Science involves testing predictions by gathering data & using evidence to develop explanations of events & phenomena & reflects historical & cultural contributions (ACSHE098) Scientific knowledge is used to solve problems & inform personal & community decisions (ACSHE100) With guidance, pose clarifying questions & make predictions about scientific investigations (ACSI232) Identify, plan & apply the elements of scientific investigations to answer questions & solve problems using equipment & materials safely & identifying potential risks (ACSI103) Construct & use a range of representations, including tables & graphs, to represent & describe observations, patterns or relationships in data using digital technologies as appropriate (ACSI107) Reflect on & suggest improvements to scientific investigations (ACSI108) Interpret secondary data presented in digital media & elsewhere (ACMSP148) Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020) Critique needs or opportunities for designing, & investigate materials, components, tools, equipment & processes to achieve intended designed solutions (ACTDEP024) Select appropriate materials, components, tools, equipment & techniques & apply safe procedures to make designed solutions (ACTDEP026) Negotiate criteria for success that include sustainability to evaluate design ideas, processes & solutions (ACTDEP027) Develop project plans that include consideration of resources when making designed solutions individually & collaboratively (ACTDEP028) Visual Arts Plan the display of artworks to enhance their meaning for an audience (ACAVAM116) Develop & apply techniques & processes when making their artworks (ACAVAM115)</p>	<p>SCIENCE: Scientific knowledge has changed peoples understanding of the world & is refined as new evidence becomes available (ACSHE134) Solutions to contemporary issues that are found using science & technology, may impact on other areas of society & may involve ethical considerations (ACSHE135) Identify questions & problems that can be investigated scientifically & make predictions based on scientific knowledge (ACSI139) Collaboratively & individually plan & conduct a range of investigation types, including fieldwork & experiments, ensuring safety & ethical guidelines are followed (ACSI140) Summarise data, from students own investigations & secondary sources, & use scientific understanding to identify relationships & draw conclusions based on evidence (ACSI145) Reflect on scientific investigations including evaluating the quality of the data collected, & identifying improvements (ACSI146) Use scientific knowledge & findings from investigations to evaluate claims based on evidence (ACSI234) MATHS: Solve problems involving the use of percentages, including percentage increases & decreases, with & without digital technologies (ACMNA187) Investigate techniques for collecting data, including census, sampling & observation (ACMSP284) Explore the practicalities & implications of obtaining data through sampling using a variety of investigative processes (ACMSP206) DESIGN & TECHNOLOGIES: Critique needs or opportunities for designing & investigate, analyse & select from a range of materials, components, tools, equipment & processes to develop design ideas (ACTDEP035) Select & justify choices of materials, components, tools, equipment & techniques to effectively & safely make designed solutions (ACTDEP037) Visual Arts Practise techniques & processes to enhance representation of ideas in their art-making (ACAVAM121) Develop planning skills for art-making by exploring techniques & processes used by different artists (ACAVAM120)</p>	<p>SCIENCE: Scientific understanding, including models & theories, is contestable & is refined over time through a process of review by the scientific community (ACSHE157) Advances in scientific understanding often rely on developments in technology & technological advances are often linked to scientific discoveries (ACSHE158) People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, & advances in science can affect people's lives, including generating new career opportunities (ACSHE194) Formulate questions or hypotheses that can be investigated scientifically (ACSI198) Plan, select & use appropriate Investigation types, including field work & laboratory experimentation to collect reliable data; assess risk & address ethical issues associated with these methods (ACSI199) Select & use appropriate equipment, including digital technologies, to collect & record data systematically & accurately (ACSI200) Analyse patterns & trends in data, including describing relationships between variables & identifying inconsistencies (ACSI203) Evaluate conclusions, including identifying sources of uncertainty & possible alternative explanations & describe specific ways to improve the quality of the data (ACSI205) MATHS: Evaluate statistical reports in the media & other places by linking claims to displays, statistics & representative data (ACMSP253) Use metric units of length, their abbreviations, conversions between them, & appropriate levels of accuracy & choice of units (ACMEM017) DESIGN & TECHNOLOGIES: Work flexibly to effectively & safely test, select, justify & use appropriate technologies & processes to make designed solutions (ACTDEP050) Evaluate design ideas, processes & solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051) Visual Arts Practise techniques & processes to enhance representation of ideas in their art-making (ACAVAM121) Develop planning skills for art-making by exploring techniques & processes used by different artists (ACAVAM120)</p>	<p>SCIENCE: Advances in scientific understanding often rely on technological advances & are often linked to scientific discoveries (ACSHE192) People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, & advances in science can affect people's lives, including generating new career opportunities (ACSHE194) Formulate questions or hypotheses that can be investigated scientifically (ACSI198) Plan, select & use appropriate Investigation types, including field work & laboratory experimentation to collect reliable data; assess risk & address ethical issues associated with these methods (ACSI199) Select & use appropriate equipment, including digital technologies, to collect & record data systematically & accurately (ACSI200) Analyse patterns & trends in data, including describing relationships between variables & identifying inconsistencies (ACSI203) Evaluate conclusions, including identifying sources of uncertainty & possible alternative explanations & describe specific ways to improve the quality of the data (ACSI205) MATHS: Evaluate statistical reports in the media & other places by linking claims to displays, statistics & representative data (ACMSP253) Use metric units of length, their abbreviations, conversions between them, & appropriate levels of accuracy & choice of units (ACMEM017) DESIGN & TECHNOLOGIES: Work flexibly to effectively & safely test, select, justify & use appropriate technologies & processes to make designed solutions (ACTDEP050) Evaluate design ideas, processes & solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051) Visual Arts Manipulate materials, techniques, technologies & processes to develop & represent their own artistic intentions (ACAVAM126)</p>	<p>SCIENCE: Identify, research & construct questions for investigation; propose hypotheses; & predict possible outcomes (ACSBLO01) Design investigations, including the procedure/s to be followed, the materials required & the type & amount of primary and/or secondary data to be collected, conduct risk assessments; & consider research ethics, including animal ethics (ACSBLO02) Conduct investigations, including using ecosystem surveying techniques, safely, competently & methodically for the collection of valid & reliable data (ACSBLO03) Represent data in meaningful & useful ways; organise & analyse data to identify trends, patterns & relationships; qualitatively describe sources of measurement error, & uncertainty & limitations in data; & select, synthesise & use evidence to make & justify conclusions (ACSBLO04) Science is a global enterprise that relies on clear communication, international conventions, peer review & reproducibility (ACSBLO08) The use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences (ACSBLO12) Scientific knowledge can enable scientists to offer valid explanations & make reliable predictions (ACSBLO13) Scientific knowledge can be used to develop & evaluate projected economic, social & environmental impacts & to design action for sustainability (ACSBLO14) Ecosystems are diverse, composed of varied habitats & can be described in terms of their component species, species interactions & the abiotic factors that make up the environment (ACSBLO19) In addition to biotic factors, abiotic factors including climate & substrate can be used to describe & classify environments (ACSBLO21) Ecosystems can change dramatically over time; the fossil record & sedimentary rock characteristics provide evidence of past ecosystems & changes in biotic & abiotic components (ACSBLO27) Human activities (e.g. over-exploitation, habitat destruction, monocultures, pollution) can reduce biodiversity & can impact on the magnitude duration & speed of ecosystem change (ACSBLO28) MATHS: Calculate a percentage of a given amount (ACMEM011) estimate lengths (ACMEM018) interpret information presented in graphs, such as conversion graphs, line graphs, step graphs, column graphs & picture graphs (ACMEM037) Interpret information presented in two-way tables (ACMEM038) discuss & interpret graphs found in the media & in factual texts (ACMEM039) display categorical data in tables & column graphs (ACMEM045) compare the suitability of different methods of data presentation in real-world contexts (ACMEM048) understand the purpose of sampling to provide an estimate of population values when a census is not used (ACMEM129) Identify the target population to be surveyed (ACMEM132)</p>