









## Healthy. Water. Ways – Australian Curriculum Alignment Primary Years (3 – 6)

		Year 3	Year 4	Year 5	Year 6
<b>Science</b>	<b>Science Understanding</b>	<b>Biological sciences</b>			
		Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	Living things have life cycles (ACSSU072) Living things depend on each other and the environment to survive (ACSSU073)	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)
	<b>Science as a Human Endeavour</b>	<b>Nature and development of science</b>			
		Science involves making predictions and describing patterns and relationships (ACSHE050 / ACSHE061)		Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081 / ACSHE098)	
		<b>Use and influence of science</b>			
		Science knowledge helps people to understand the effect of their actions (ACSHE051 / ACSHE062)		Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083 / ACSHE100)	
	<b>Science Inquiry Skills</b>	<b>Questioning and predicting</b>			
		With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS053 / AC SIS064)		With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231 / AC SIS232)	
		<b>Planning and conducting</b>			
		With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054 / AC SIS065) Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS055 / AC SIS066)		Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086 / AC SIS103)	
		<b>Processing and analysing data and information</b>			
		Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057 / AC SIS068) Compare results with predictions, suggesting possible reasons for findings (AC SIS215 / AC SIS216)		Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS090 / AC SIS107) Compare data with predictions and use as evidence in developing explanations (AC SIS218 / AC SIS221)	

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Science	Science Inquiry Skills (cont'd)	<b>Evaluating</b>			
		Reflect on investigations, including whether a test was fair or not (ACSIS058 / ACSIS069)		Reflect on and suggest improvements to scientific investigations (ACSIS091 / ACSIS108)	
		<b>Communicating</b>			
		Represent and communicate observations, ideas and findings using formal and informal representations (ACSIS060 / ACSIS071)		Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093 / ACSIS110)	
HASS	Knowledge and Understanding	<b>Geography</b>			
		The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)	The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)	
		<b>Civics and citizenship</b>			
		Why people participate within communities and how students can actively participate and contribute (ACHASSK072)			
	Inquiry and Skills	<b>Questioning</b>			
		Pose questions to investigate people, events, places and issues (ACHASSI052 / ACHASSI073)		Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094 / ACHASSI122)	
		<b>Researching</b>			
		Locate and collect information and data from different sources, including observations (ACHASSI053 / ACHASSI074)			
<b>Analysing</b>					
Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056 / ACHASSI077)					

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HASS	Inquiry and Skills (cont'd)	Evaluating and reflecting			
		<p>Draw simple conclusions based on analysis of information and data (ACHASSI058 / ACHASSI079)</p> <p>Interact with others with respect to share points of view (ACHASSI059 / ACHASSI080)</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060 / ACHASSI081)</p>		<p>Evaluate evidence to draw conclusions (ACHASSI101 / ACHASSI129)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104 / ACHASSI132)</p>	
English	Language	Language for interaction			
		<p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</p>	<p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>	<p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</p>	<p>Understand the uses of objective and subjective language and bias (ACELA1517)</p>
		Expressing and developing ideas			
		<p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p>	<p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p>		<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p>

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English	Literacy	<b>Interacting with others</b>			
		<p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p>	<p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</p> <p>Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</p>	<p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)</p>	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</p>
Mathematics	Statistics and Probability	<b>Data representation and interpretation</b>			
		<p>Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)</p> <p>Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)</p>	<p>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)</p>	<p>Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)</p>	
<b>General capabilities &amp; cross-curriculum priorities</b>		<p> Literacy</p> <p> Ethical Understanding</p>	<p> Numeracy</p> <p> Personal and Social Capability</p>	<p> Critical and Creative Thinking</p> <p> Intercultural Understanding</p>	<p> Information and Communication Technology (ICT) Capability</p> <p> Sustainability</p>