



Para Meadows Science Continuum K-12

Primary Syllabus Outcomes Life Skills Stage 4-5 Life Skills Stage 6	Cluster 1 Early Foundation	Cluster 2 Foundation	Cluster 3 Foundation	Cluster 4 Kindergarten	Cluster 5 Kindergarten	Cluster 6 Kindergarten	Cluster 7 Year 1	Cluster 8 Year 1	Cluster 9 Year 2	Cluster 10 Year 2	Cluster 11 Year 3	Cluster 12 Year 4
Questioning and Predicting	Experiences and tolerates others sharing ideas.	Engages in group discussions of questioning and predicting through: - turning attention to speaker - random use of a switch, AAC, visual, key word sign or word.	Questions and predicts ideas through: - scribbling - unclear drawings In an attempt to share ideas: - makes marks on paper/IWB - points to items and objects in a familiar environment - makes irrelevant comments and/or comments which show misconceptions during discussion e.g 'babbling' with AAC, looking at or pointing to visuals	With guidance, responds to questions about familiar objects and events they are curious about through: - yes/no visuals or switch - AAC - one-two word sentences - exploring and making observations using their senses Sle-4WS	Responds to teacher posed questions about familiar objects and events they are curious about through: - yes/no visuals or switch - AAC - simple sentences - exploring and making observations using their senses to gather information about objects and events in their immediate surroundings Makes predictions to answer teacher posed questions when given 2-3 options. Sle-4WS	Poses simple questions about familiar topics, events or personal interests with minimal prompting and with the support of visuals or AAC devices if required for communication. Makes predictions to answer their questions. Sle-4WS SCLS-4WS SCLS6-1	Through teacher led discussions, begins to initiate questions about the topic with the support of visuals, AAC and/or verbal prompts if required for communication. Makes predictions resulting from their questions. Sle-4WS SCLS-4WS SCLS6-1	Poses simple questions about the class topic being explored without prompting and with the support of visuals or AAC if required for communication. Students make predictions in response to their own or teacher's questions on the topic. Sle-4WS SCLS-4WS SCLS6-1	Uses data collected and presented to respond to questions given through teacher led activities. Offers prior knowledge on the topic being explored. Sle-4WS SCLS-4WS SCLS6-1	Asks questions and responds to teacher led discussions on the topic being explored when collected data is presented. Makes a prediction from 2-3 answers on the outcome of a proposed investigation. Sle-4WS SCLS-4WS SCLS6-1	Listens to others own personal experiences. Makes predictions with minimal prompting on the outcome of investigation. Reflects on collected data presentation and compares with their prior knowledge and own observations. Sle-4WS SCLS-4WS SCLS6-1	Asks questions about other groups investigations and predicts what the findings of an investigation might be. Poses questions to clarify practical problems or inform a scientific investigation. Applies experience from similar situations in the past to predict what might happen in a new situation. Sle-4WS SCLS-4WS SCLS6-1
Planning and conducting	Briefly focuses attention on the investigation taking place. Experiences and tolerates sensory stimuli relating to the investigation.	Focuses on objects or materials being investigated. Responds to sensory stimuli relating to the investigation by: - smiling - startling - reaching out for objects	Shows curiosity in the investigation taking place. Independently manipulates objects or materials being used in the investigation.	Attempts to follow steps for an investigation, but makes frequent errors or overlooks key steps or instructions. With prompting, uses the senses to explore and observe properties within the investigation, but often does not name or identify them. Sle-4WS SCLS-6WS SCLS6-3	Follows some simple steps for an investigation. Overlooks certain steps. Identifies observable properties within the investigation using one sense such as 'feels like' and 'looks like'. Sle-4WS SCLS-6WS SCLS6-3	Follows simple steps for an investigation. Makes some errors. Identifies observable properties within the investigation using two senses, such as 'feels like' and 'looks like'. Sle-4WS SCLS-6WS SCLS6-3	Follows simple steps for an investigation. Describes observable properties within an investigation using all the relevant senses, e.g 'It looks hard but feels soft'. Sle-4WS SCLS-6WS SCLS6-3	Follows steps for an investigation. Ensuring all steps are carried out correctly. Describes and compares observable properties within an investigation using all of the relevant senses, e.g 'Wood is hard, metal is hard too, and shiny'. Sle-4WS SCLS-6WS SCLS6-3	Follows steps to conduct an investigation to find an answer to a given question. Selects and uses appropriate, familiar units to make measurements. Sle-4WS SCLS-6WS SCLS6-3	Follows steps to conduct an investigation to find an answer to a given question. Selects and uses appropriate units. Accurately makes and records measurements. Sle-4WS SCLS-6WS SCLS6-3	Follows steps to conduct an investigation to find an answer to a given question. Suggests ways to conduct the investigation. Selects and uses appropriate units. Accurately makes and records measurements. Sle-4WS SCLS-6WS SCLS6-3	Plans for the investigation, omitting some materials or steps. Provides an incomplete diagram or picture. Independently conducts an investigation to find an answer to a self-posed question. Suggests at least two specific safety rules for the use of equipment or materials when conducting an investigation. Sle-4WS SCLS-6WS SCLS-5WS SCLS6-2
Processing and analysing data and information	Experiences and tolerates collection of data and information.	Responds to data and information collection through: - smiling - startling - reaching out for objects	Shows curiosity in the collection of data and information by: - pointing - playing - swiping - touching - holding	Attempts to analyse data and information through manipulation of: - visuals - interactive whiteboard - iPad - AAC devices Displays frequent misconceptions. Sle-4WS SCLS-7WS	Follows some simple steps to analyse collected data and information through the use of: - visuals - interactive whiteboard - iPad - AAC devices Displays some misconceptions. Sle-4WS SCLS-7WS	Attempts to follow simple steps to record analysis using informal measurements with teacher prompting. Sle-4WS SCLS-7WS SCLS6-4	Follows simple steps to record analysis and observations using informal measurements with teacher modelling. Overlooks some steps. Sle-4WS SCLS-7WS SCLS6-4	Records some observations and results in the form of short comments and drawings, parts of which are unclear. Follows instructions to use informal measurements when analysing and recording observations. Sle-4WS SCLS-7WS SCLS6-4	Records simple observations and results using different methods, e.g. drawings with some labels, simple sentences, answers to yes/no questions, a tally. Sle-4WS SCLS-7WS SCLS6-4	Records observations and results using a variety of methods, e.g. labeled diagrams, sentences, answers to yes/no questions, a tally and labels for axis. Sle-4WS SCLS-7WS SCLS6-4	Records observations and results in a provided table using familiar units e.g. centimetres. Completes a column graph template, including a title and labels for axis. Sle-4WS SCLS-7WS SCLS6-4	Constructs a simple table or completes a provided table to record observations and results, using familiar units, e.g. centimetres. Completes a column graph template, including a title, label for axis and scale. Sle-4WS SCLS-7WS SCLS6-4
Evaluating	Experiences and tolerates others evaluating the investigation.	Shows curiosity in evaluating the investigation process by: - turning attention to speaker - random use of a switch, ACC, visual, key word sign or word	Engages in evaluating the investigation process by: - actively listening - scribbling - making irrelevant comments	Attempts to evaluate the investigation process by: - answering yes/no questions - making a choice between two Displays frequent errors Sle-4WS SCLS-8WS SCLS6-5	Evaluates the investigation process by: - answering yes/no questions - making a choice between two Displays minimal errors Sle-4WS SCLS-8WS SCLS6-5	Evaluates whether the prediction was correct or incorrect with guidance to ensure accuracy. Sle-4WS SCLS-8WS SCLS6-5	Evaluates whether the prediction was correct or incorrect. Sle-4WS SCLS-8WS SCLS6-5	Makes a simple comparison between the prediction and observations with teacher guidance. Provides an unclear explanation for what happened. Sle-4WS SCLS-8WS SCLS6-5	Suggests a simple reason for what happened. Compares the original prediction with observations. Sle-4WS SCLS-8WS SCLS6-5	Provides an explanation for what happened, linking it to observations. Compares the original prediction with the observations, confirming whether it was correct or incorrect. Sle-4WS SCLS-8WS SCLS6-5	Provides an explanation for what happened, linking it to observations and referring to science concepts. Compares the original prediction with the observations, clearly confirming whether it was correct or incorrect and whether the results were expected. Sle-4WS SCLS-8WS SCLS6-5	Identifies any problems with the investigation and reflects on ways to improve fairness. Identifies whether or not the original prediction was correct with direct reference to observations and results, and using scientific concepts. Sle-4WS SCLS-8WS SCLS6-5
Communicating	Experiences and tolerates others sharing ideas.	Engages in group discussions through: - turning attention to speaker - random use of a switch, ACC, visual, key word sign or word SCLS-9WS	Records ideas through: - scribbling - unclear drawings In an attempt to share ideas: - makes marks on paper/IWB - points to items and objects in a familiar environment - makes irrelevant comments and/or comments which show misconceptions during discussion e.g 'babbling' with AAC, looking at or pointing to visuals SCLS-9WS	Records ideas by: - sequencing up to three visuals - copies a modelled drawing - recreates a modelled sentence through cut and paste activities Shares ideas with others by: - using simple drawings - points to and makes comments on items and objects - participates in discussions using preferred communication method, occasionally displaying misconceptions Sle-4WS SCLS-9WS SCLS6-7	Records ideas by: - using provided labels to label to a diagram - creating one or two simple sentences in cut and paste activities Shares ideas with others by: - discussions - detailed drawings - simple written sentence Sle-4WS SCLS-9WS SCLS6-7	Records ideas by: - using drawings - labelling a diagram - writing a short sentence Share ideas with others through: - discussions - detailed drawings - simple written sentence Sle-4WS SCLS-9WS SCLS6-7	Records ideas and observations in different ways e.g.: - drawings with some labels - one or two simple sentences - answering yes/no questions - using provided tables Shares ideas through: - sustained conversations - group discussions - using some topic-specific vocabulary Sle-4WS SCLS-9WS SCLS6-7	Records ideas and observations in a variety of ways e.g.: - labelled drawings - a few simple sentences - answering questions - using provided tables Shares and describes ideas through: - detailed group discussions - using topic-specific vocabulary Sle-4WS SCLS-9WS SCLS6-7	Shares and describes ideas through: - consistently using topic-specific vocabulary - using a variety of strategies including digital technology, tables, graphs and diagrams to record data and information Sle-4WS SCLS-9WS SCLS6-7	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations. Sle-4WS SCLS-9WS SCLS6-7	Presents ideas through: - using appropriate text types including discussion, explanation, exposition, procedure and recount - proposing ideas that demonstrate coherence and logical progression Sle-4WS SCLS-9WS SCLS6-7	Presents ideas through: - constructing and using a range of representations to clearly present data and information including diagrams, keys, models, tables, drawings, images, flowcharts, spreadsheets and databases - presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences Sle-4WS SCLS-9WS SCLS6-7
Investigating and Defining	Experiences and tolerates observing a specific product or device.	Experiences and tolerates the touch of a specific product or device.	Intentionally pays attention to how an existing product can be used for its intended purpose. Experiences the purpose of existing products through play and imagination.	Explores the purposes of existing products as part of a group through: - class discussions about needs and wants - demonstrations Sle-5WT	Identifies purposes of existing products. Sle-5WT	Discusses and identifies purposes of existing products, places and spaces. Sle-5WT	Discuss the need for the existing product. Sle-5WT	Discuss and identify products that have been replaced/improved by more technologically advanced products e.g. record, tape, CD, digital music. Sle-5WT	Classify whether the products are a need or want (necessary or desire). Sle-5WT	Identify needs and wants of other users, through interviews, observations or surveys. Sle-5WT	Identifies improvements that could be made to existing products to maintain its purpose in the changing world. Sle-5WT	Explores existing solutions and proposes possible changes. Creates simple design criteria relevant to a proposed solution. Sle-5WT
Designing	Experiences and tolerates others generating and recording design ideas.	With teacher modelling engages in the process of generating and recording design ideas through: - turning attention to speaker - random use of a switch, AAC, visual, key word sign or word - making marks on paper	Begins to generate design ideas through: - pointing to products or devices in a familiar environment - making irrelevant comments and/or comments about a design idea which show misconceptions during discussion e.g 'babbling' with AAC, looking at or pointing to visuals Records design ideas through: - scribbling - unclear drawings	Generates design ideas by: - making comments about a design idea in relation to the functionality of the design - making comments about a design idea that demonstrate some misconceptions Records design ideas by: - copying modelled drawings - cutting and pasting labels to match a diagram modelled by the teacher Sle-5WT	Generates design ideas by: - collecting images of preferred design ideas with teacher verbal prompt - organising and labelling design images with teacher verbal prompt Records simple design ideas by: - sequencing up to three steps - simple drawings Sle-5WT	Generates design ideas by: - collecting images of preferred design ideas with teacher verbal prompt - organising and labelling design images with teacher verbal prompt Records simple design ideas by: - sequencing up to five steps with teacher verbal prompt - simple drawings with labels with teacher verbal prompt Sle-5WT	Generates design ideas by: - independently collecting images of preferred design ideas - independently organising and labelling design images Records simple design ideas by: - independently sequencing up to five steps - independently completes simple drawings Sle-5WT	Identifies possible design needs and solutions. Recognises and identifies unknown or uncommon materials needed for design. Sle-5WT	Researches and explores ideas to meet needs and provide solutions. Observes and manipulates unknown or uncommon materials. Sle-5WT	Uses techniques to document ideas and possible processes. Describes ideas and materials. Sle-5WT	Labels drawings and uses storyboards for proposed solution and processes, including the use of digital technologies. Sle-5WT	Uses thinking techniques such as mind-mapping, brainstorming and sketching, including the use of digital technologies to document ideas and possible processes. Sle-5WT
Producing and Implementing	Briefly focuses attention on person giving safety instructions and directions to make simple solutions.	Shows curiosity in equipment to safely make solutions by: - smiling - startling - reaching out for objects	Begins to manipulate tools, materials, models, products or technology through: - pointing - playing - swiping - touching - holding	Explores design possibilities of solutions, products, spaces or places by experimenting with joining, moving, shaping, cutting or finishing familiar materials. Begins to use tools and techniques to manipulate materials with teacher modelling. Sle-5WT	Follows simple 1-2 steps of a design process by joining, moving, shaping, cutting or finishing familiar materials when prompted. Develops correct technique and safe use of a small number of basic tools with prompting. Sle-5WT	Sequences, draws steps or creates a model of a solution for an identified purpose with prompting. Follows increasing number of steps to implement the design process with some prompting. Uses a small number of basic tools and techniques safely with minimal prompting. Sle-5WT	Sequences, draws steps or creates a model of a solution for an identified purpose. Follows increasing number of steps to implement the design process with minimal prompting. Independently uses a small number of basic tools and techniques safely. Sle-5WT	Independently follows increasing number of steps to implement the design process. Uses an increasing number of tools, materials and techniques safely. Sle-5WT	Begins to explore and implement changes the steps of the design process. Begins to choose basic variations to the tools, materials and techniques used for a specific purpose during the design process. Sle-5WT	Suggests steps for solutions that respond to identified needs and wants. Uses a range of tools and equipment safely. Sle-5WT	Explores appropriate materials and equipment. Safely uses an increased range of equipment and tools. Sle-5WT	Plans solutions considering available equipment and materials. Sle-5WT
Evaluating	Experiences and tolerates others evaluating the design process.	Shows curiosity in evaluating the design process by: - turning attention to speaker - random use of a switch, ACC, visual, key word sign or word	Engages in evaluating the design process by: - actively listening - scribbling - making irrelevant comments	Attempts to evaluate the design process by: - answering yes/no questions - making a choice between two Sle-5WT	Evaluates the design process by identifying their likes and dislikes in relation to what they have produced. Sle-5WT	Begin to recognise the usefulness of their solution by choosing from provided examples of how and where the solution could be used in the wider world. Sle-5WT	Identifies some strengths and some limitations of the final solution by testing the final product. Sle-5WT	Suggests ways to improve the identified limitations of the final solution. Identifies how the solution meets the needs and wants of users/audiences. Sle-5WT	Determines where changes would be most effective/worthwhile considering audience, time, cost, effort and ability. Sle-5WT	Discusses limitations of the range of tools, equipment, materials and techniques available to produce their final solution. Identifies and suggests how their final solution could be changed for future attempts. Sle-5WT	Reflects on process and solution to ensure needs meet the problem. Sle-5WT	Uses established criteria to evaluate the design process. Sle-5WT
Collaborating and Managing	Experiences and tolerates others sequencing steps to design a solution.	Shows curiosity in working with others by: - turning attention to speaker - random use of a switch, ACC, visual, key word sign or word	Engages in whole class activities by: - actively listening - answering yes/no questions - making a choice between two Takes turns with others when prompted by the teacher. Attempts to sequence steps for making designed solutions through matching.	Begins to work collaboratively and attempts to sequence steps for making designed solutions with teacher modelling through: - scribbling - unclear drawings - discussions Responses/suggestions show misconceptions. Sle-5WT	Works collaboratively and sequences steps for making designed solutions through: - answering yes/no questions - discussions - cut and paste activities e.g. pictures of steps to put in order or a diagram with labels to be put on Responses/suggestions often lack detail. Sle-5WT	Works collaboratively to follow up to five steps for making designed solutions when given a specified role. Independently sequences up to three steps. Sle-5WT	Participates in a variety of roles within a group when assigned by a teacher. Sequences steps for making designed solutions through: - basic drawings - simple diagrams Sle-5WT	In small groups with assigned roles sequences steps for making designed solutions through: - discussions - detailed, labelled drawing/diagram planning - simple sentences Sle-5WT	Independently or in small groups sequences steps for making designed solutions. In a small group with assigned roles, safely follows a sequence to produce a designed solution. Sle-5WT	Works in small groups during the process of the design solution, assigning self and others to appropriate tasks. Sle-5WT	Works collaboratively considering resources and safety, to plan, publish and manage the design process and making of the designed solution. Sle-5WT	Appreciates contributions made by others in the group. Self-reflects on performance in group. Sle-5WT