

Science

Year 2 Plan 2025

The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum..

Sequence of units	Semester 1	Semester 2
	Unit 1	Unit 2
Unit description	<p>Throughout the unit, students will:</p> <ul style="list-style-type: none"> - Identify different materials and their properties, such as plastic, wood, metal, fabric, and paper. - Understand the concept of combining materials to achieve specific purposes, such as creating waterproof barriers, strong structures, flexible objects, magnetic objects, floating objects, heat insulating objects. - Conduct experiments and investigations to explore the properties and characteristics of materials. - Engage in creative activities that involve combining materials to create functional objects, such as models and design concepts. - Reflect on the importance of combining materials to enhance their properties or achieve specific functions. <p>By the end of the unit, students will have a deeper understanding of how different materials can be combined strategically to meet specific needs. They will have developed scientific inquiry skills, critical thinking, and creativity while exploring the properties and potential applications of materials. This unit will provide a foundation for future scientific investigations and inspire students to think innovatively about materials and their uses.</p>	<p>Term 3</p> <p>Within this unit the students will be learning about the lifecycles of small animals and insects.</p> <ul style="list-style-type: none"> - Animals and insects that will be covered: <ul style="list-style-type: none"> o Silk worm, Butterfly/ Caterpillar, Koala, Frog. <p>Term 4</p> <p>Within this unit we will investigate different Earth resources and have discussion / conduct experiments to try and conserve some of these resources.</p> <ul style="list-style-type: none"> - Water – leaking tap and conserving water.

Assessment		Semester 1	Semester 2
		Assessment task	Assessment task
Range and balance of assessment conventions ¹	Technique	Assignment	Investigation
	If other, or more than one, specify	Term 1 – Test about different materials Term 2 – Assessment around forces and building a car that uses different forces	Term 3 – Lifecycle of an animal Term 4 – Investigation about saving water.
	Mode	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Aural <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	Conditions	Refer to task sheet	Refer to task sheet
Aspects of the achievement standard		Shade the cells to indicate aspects covered in the assessment	

Science Understanding and Science as a Human Endeavour

describe changes to objects, materials and living things.	Term 1	
identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.	Term 1 <ul style="list-style-type: none"> - identify that certain materials and resources have different uses 	

Science Inquiry

pose and respond to questions about their experiences and predict outcomes of investigations.		Term 4 – Earth's resources are used in a variety of ways.
use informal measurements to make and compare observations.		Term 3 and Term 4
record and represent observations and communicate ideas in a variety of ways.	communicate ideas in a variety of ways	Term 3 and Term 4