

Science overview

Australians Islamic College adopts WA version of Australian Curriculum of ACARA. As described in the Australian Curriculum, Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

In the lower primary, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students make predictions, and investigate everyday phenomena. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

In the middle primary, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations. They describe how safety and fairness were considered in their investigations. They use diagrams and complete simple reports to communicate their methods and findings.

In the upper primary, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types students compare and classify different types of observable changes to materials. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.