



	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name		<b>Invent Tomorrow (Physical World)</b> - People apply their understanding of energy to invent and create	<b>Nature never breaks its own laws (Living World)</b> - People's understanding of the natural environment influences the way they value it	
Duration		9 Week	9 Weeks	
Overview		Students will focus on the identification of light and sound energy, and how they are sensed (through our eyes, ears and touch etc) and produced. Students will also develop their understanding of forces and energy and how these can be used for specific purposes to create a musical instrument for a showcase.	Students will focus on the features of living things, their environment and how they change and reproduce. Students investigate how plants and animals are used to satisfy our needs for food and fibre. Stage 1 of this strand develops students' understanding of how living things and their environment play a central role in the support for and survival of humans. They also build on their algorithmic and coding skills from Kindergarten through Lego WeDo.	
Outcomes		<b>ST1-8PW-S</b> describes common forms of energy and explores some characteristics of sound energy <b>ST1-9PW-ST</b> investigates how forces and energy are used in products <b>ST1-2DP-T</b> Uses materials, tools and equipment to develop solutions for a need or opportunity	<b>ST1-4LW-S:</b> Describes observable features of living things and the environment <b>ST1-5LW-T:</b> Identifies how plants and animals are used for food and fibre production <b>ST1-1WS-S:</b> Observes, questions and collects data to communicate and compare ideas. <b>ST1-2DP-T</b> uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-3DP-T</b> describes, follows and represents algorithms to solve problems	
Assessment		<b>Assessment tasks include:</b> Informal observations and involvement in class discussions  Students are asked to identify examples of sound, light and heat. (ST1-8PW-S)  Students design a musical instrument, following the design process. (ST1-9PW-ST)	<b>Assessment tasks include:</b> Informal observations and involvement in class discussions  Task exploring knowledge of an animal and the products it provides us (ST1-4LW-S & ST1-5LW-T)  Lego Robotics tasks (ST1-2DP-T & ST1-3DP-T)	

*Teachers seek opportunities for meaningful and related learning in other KLAs when planning for History.*

*Please note scope and sequences may be adjusted for student learning and events.*