



Science and Technology Scope and Sequence

Stage 3 | Year 6 | 2025

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name		Living in a Material World - Understanding the properties of materials can help us solve problems.	Everything Changes - (Living World) - Change can affect our environment and its inhabitants in many ways.	
Duration		9 Weeks	9 Weeks	
Overview		Students examine how the properties of a range of materials and the ways in which they are combined, determine their use and inform design solutions. Students investigate the different properties of solids, liquids and gases, and consider combining and separating mixtures. Students become aware of the work of chemists and discuss the fundamental concepts of chemistry and materials technology in digital Technologies, students identified digital systems and explored how instructions are used to control digital devices. When working scientifically, students went through the process of questioning, predicting, planning and conduct investigations to process and analyse data.	Students focuses on the growth and survival of living things. Students investigate how living things have evolved and adapted over time to suit their environment. Contemporary issues such as climate change will provide a provocation on how climate change could have an impact on living things and how humans can solve some of the issues. Students will investigate Human's ingenuity using nature to create things and how food and fibre are produced sustainably to managed environment which will enable people to grow and be healthy. This strand develops students' knowledge and understandings of the environments through biological science.	
Outcomes		ST3-6MW-S, ST3-7MW-T, ST3-1WS-S, ST3-2DP-T	ST3-4LW-S, ST3-5LW-T, ST3-1WS-S, ST3-3DP-T	
Assessment		Students will use the scientific principle to investigate and conduct numerous experiments to determine physical and chemical change with various materials. Students will show through their journals how these tests are fair and how they can improve the validity of their tests.	Part 1: Students use their knowledge of various animal and plant adaptations to create an animal or plant that has features that enable it to survive in speciafic environments. Part 2: Students celebrate a seven year journey of learning by exploring a big idea around the science concept of Agriculture. They work collaboratively in a small group and as individuals, connecting with experts and being guided by a mentor teacher from across the school. Students host the Expo, informing an audience of all of their gained knowledge with informative, scientific and multi-modal presentations.	

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.