

PrimaryConnections Unit Map July 2009

Primary Connections Stage	Outcome level*	Year of schooling	Earth and Beyond	Energy and Change	Life and Living	Natural and Processed Materials
Early Stage 1	< 1	1	Stage theme: Investigating my surroundings and me			
			Weather in my world ☉ Weather, its features and how it affects my daily life	On the move ☉ Movement of humans and toys	Staying alive **** ☉ Needs for survival of people and familiar animals; the senses	What's it made of? ☉ Properties and uses of materials in the school environment
1	1-2	2 & 3	Stage theme: Organising my world			
				Sounds sensational ☉ Properties, transmission and use of sound energy	Schoolyard safari *** ☉ Features, habitats and behaviour of small invertebrates	Spot the difference Changes to observable properties of materials (eg when solids melt)
			Water works ☉ Water as a natural resource: using water responsibly	Push pull ☉ Pushes and pulls in everyday situations		
2	2-3	4 & 5	Stage theme: Changes, patterns and relationships in my world			
			Spinning in space ** ☉ Size and relative movement of Earth, Sun and Moon; day and night	Light fantastic ** Transmission and use of light energy	Plants in action ☉ Needs and life cycle of flowering plants	
				Smooth moves ***** ☉ Effect on motion of different sized forces acting directly and indirectly	Material world ☉ Properties of materials determine their use	
3	3-4	6 & 7	Stage theme: Systems and how they work			
			Earthquake explorers ☉ Sudden changes to the Earth's surface caused by tectonic plate movement (eg, earthquakes)	It's electrifying Electrical energy is stored, transferred and transformed into other forms of energy; electric circuits	Marvellous micro-organisms ☉ Characteristics, needs and uses of micro-organisms (eg, yeast and mould)	Package it better ☉ Design and make a package to meet the criteria of a design brief
					Change detectives ☉ Physical and chemical changes to materials	

☉ Incorporates Indigenous perspectives

* From the National Scientific Literacy progress map.

** It is recommended that *Light Fantastic* be taught before *Spinning in space* to provide students with learning opportunities that introduce and explain concepts about light which are used in the *Spinning in space* unit.

*** It is usually easier to find small invertebrates in warmer seasons.

**** Depending on the school context, *Staying alive* might be suitable for the beginning term of the first year of formal schooling.

***** It is recommended that the *Push pull* unit be taught before the *Smooth moves* unit to provide students with learning opportunities that introduce and explain concepts about forces and motion which are used in the *Smooth moves* unit.