

On the move unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ENGAGE	Lesson 1 Movers and shakers	represent their current understanding as they <ul style="list-style-type: none"> identify and describe various voluntary and involuntary human movements identify and describe some body parts that enable humans to move. 	<ul style="list-style-type: none"> use talk to report on observations and reflect on their experience of human movement contribute ideas for the class science journal. 	<ul style="list-style-type: none"> experience movement by playing 'musical statues' explore and discuss moving, involuntary movements and being still. 	Diagnostic assessment Represent ideas about movement through playing 'musical statues' and 'Simon says' Through discussion, share ideas about movement
	Lesson 2 On the hunt for things that move	<ul style="list-style-type: none"> identify and describe some things that move and the ways they move predict and observe things that move inside and outside the classroom. 	<ul style="list-style-type: none"> identify the broad purposes and features of a table ask questions and make predictions record ideas in a science journal participate in discussion to recount observations and experience relating to the ways in which things move. 	<ul style="list-style-type: none"> look for things that move in the classroom, in the school grounds and outside the school grounds describe their observations of how things move. 	Formative assessment Science journal entries

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EXPLORE	Lesson 3 Playground play	<ul style="list-style-type: none"> observe and describe movements made by humans identify and describe some ways in which humans move identify some body parts involved in human movement. 	<ul style="list-style-type: none"> use talk to report on observations and reflect on their experience write and illustrate simple descriptions of humans moving identify the broad features of a labelled diagram use role-play to represent different ways humans can move <i>optional</i>: recognise symbols and signs used to direct movement, for example, safety precautions. 	<ul style="list-style-type: none"> move and observe a partner moving on play equipment make a record of their observations discuss questions related to movement. 	Formative assessment Science journal entries

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EXPLORE	Lesson 4 Toys that move	<ul style="list-style-type: none"> observe moving toys predict, identify and describe the ways in which toys move identify specific features of toys that move group toys in categories. 	<ul style="list-style-type: none"> use talk to predict, question, make distinctions and report observations use appropriate language to describe different types of movement <i>optional:</i> with support, create a Venn diagram to present information. 	<ul style="list-style-type: none"> observe and describe toys that move predict and identify the ways in which toys can move group toys according to specific features of movement. 	<p>Formative assessment</p> <p>Through discussion, share observations of moving toys</p>

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EXPLAIN	Lesson 5 Moving towards an explanation	<ul style="list-style-type: none"> identify and describe pushing, pulling, bouncing, sliding, rolling and spinning. 	<ul style="list-style-type: none"> use language to make distinctions, speculate and question participate in discussion to recount observations and experience relating to movement follow instructions to play the 'chance dance' physically represent their understanding of different types of movement. 	<ul style="list-style-type: none"> experience pushing, pulling, bouncing, sliding, rolling and spinning discuss different ways to represent movement play a 'chance dance'. 'Chance dance cube 1' (Resource sheet 1) 'Chance dance cube 2' (Resource sheet 2)	Formative assessment Represent ideas about movement through participation in a 'chance dance'

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ELABORATE	<p>Lesson 6 Rolling along</p> <p>Session 1 Shape, rattle and roll</p> <p>Session 2 Roll on</p>	<ul style="list-style-type: none"> with support, investigate how the shape of an object affects its ability to roll with support, investigate how far things roll on different surfaces. 	<ul style="list-style-type: none"> participate in discussion to generate explanations, compare ideas and relate evidence to explanations about rolling physically represent their understanding of rolling. 	<p>Session 1 Shape, rattle and roll</p> <ul style="list-style-type: none"> investigate how they can move their bodies by rolling investigate objects to determine the effect that shape has on rolling record findings in the class science journal. <p>Session 2 Roll on</p> <ul style="list-style-type: none"> investigate the effect of different surfaces on how far things roll record findings in the class science journal. 	<p>Summative assessment</p> <p>Discussion about rolling and conducting an investigation</p>

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EVALUATE	Lesson 7 Showing what we know	<ul style="list-style-type: none"> identify and describe some things that move, the ways they move and the parts that enable them to move. 	<ul style="list-style-type: none"> use language to report on observations, clarify understanding and reflect on their experience of movement represent their understanding about movement through drawing and writing. 	<ul style="list-style-type: none"> review the unit using the science journal, word wall and other resources developed during the unit represent their ideas about movement reflect on their learning during this unit. 	<p>Summative assessment</p> <p>Represent ideas about movement through drawing, writing and discussion</p>