## Victorian Curriculum Links Years 5-6

Scientific understandings, discovertes and inventions are used to inform personal and community decisions and to solve problems that control directly affect poople ives         - Considering how electrical appliances have changed the way some people ive           Energy from a variety of sources can be used to generate secrificity electric circuits enable this enable to be transformed into another form of energy in be transformed into another form of energy problems or inform a scientific investigation might be based on previous experiences or general rule.         - Recognising the need for a completa circuit to allow the flow of electrical problems or inform a scientific investigation might be based on previous experiences or general rule.           With guidance, pose questions to clarify practical problems or inform a scientific investigation might be based on previous experiences or general rule.         - Exploring a range of questions that can be asked about a problem or phenomena and, with guidance, identifying those questions that could be investigated by students.           With guidance, plan appropriate investigation might be based on previous experiences or general rule.         - Ecolowing a given procedure to design an experimental or field investigation to answer questions or solve problems and user indentifying potential risks           With guidance, plan appropriate investigation types to answer questions or solve problems and user indentify appleting or representations, inducting tables and graphs, to record, represent in deta         - Ecolowing a given procedure to design an experimental or field investigation to answer questions and user inducting tables and graphs, to record, represent in deta           Construct and uses a range of representations, inducting tables and graphs, to record, repr		13 0-0
generate electricity: electric circuits enable this energy to be transferred to another place and to be transferred to another place and to be transformed into another form of energy investigating different electrical conductors and insultes, investigating different electrical conductors and insultes, investigating now working air and water can turn turbines to generate electricity           With guidance, pose questions to clarify practical problems or inform a scientific investigation, and prodice what the findings of an investigation in investigation in investigation be based on previous experiences or general rules         Exploring a range of questions that can be asked about a problem or phenomena and, with guidance, identifying those questions that could be investigation in investigation in investigation in investigation to answer questions to solve problems and use equipment, identifying potential risks         Exploring a range of questions that can be asked about a problem or phenomena and, with guidance, identifying those questions that could be investigations in new contexts           With guidance, plan appropriate investigation types and describe observations or solve problems and use equipment, identifying potential risks         Following a given procedure to design an experimental or field investigation investigation to ranswering certain types of questions investigation for answering certain types of oreinal types of investigation for answering certain types of oreinal types of investigation and traits and final methods.           Construct and use a range of representations, in detain         Using familiar units such as grame, seconds and metres and developing the use of stigation functions as klonesces and interest and describe observations and use as sevicence in developing explanations         Discussing the difference between data and evidence<	inventions are used to inform personal and community decisions and to solve problems that	some people live
problems or inform a scientific investigation night predict what the findings of an investigation might be based on previous experiences or general rules         phenomena and, with guidance, identifying those questions that could be investigated by students           With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks <ul> <li>Following a given procedure to design an experimental or field investigation Experimential range of ways of investigating questions, including experimental testing, creating models, interest research, field observations, simulations and trial and error methods</li> <li>Discussing the advantages and disadvantages of certain types of investigation for answering certain types of questions, including tables and graphs, to record, represent and describe observations, patterns or relationships in data</li> </ul> <ul> <li>Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kinometres and millimetres</li> <li>Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as simple graphs</li> <li>Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as simple graphs</li> </ul> Compare data with predictions and use as evidence in developing explanations <ul> <li>Using glate technologies to construct representations, including dynamic representations</li> <li>Suggest improvements to the methods used to investigate a question or solve a problem</li> <li>Working collaborativel</li></ul>	generate electricity; electric circuits enable this energy to be transferred to another place and then	<ul> <li>Exploring circuit features, for example, wires and switches, and electrical devices, for example, light globes, LEDs and motors</li> <li>Investigating different electrical conductors and insulators</li> <li>Investigating how moving air and water can turn turbines to generate electricity</li> </ul>
to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks       Experiencing a range of ways of investigating questions, including experimental testing, creating models, intermet research, field observations, simulations and trial and error methods         Discussing the advantages and disadvantages of certain types of investigation for answering certain types of questions       Discussing the advantages and disadvantages of certain types of investigation for answering certain types of questions         Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationship in data       Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometres and millimetres         Compare data with predictions and use as evidence in developing explanations       Using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometres and millimetres         Suggest improvements to the methods used to investigate a question or solve a problem       • Discussing the difference between data and evidence         Suggest improvements to the methods used to investigate a question or solve a problem       • Working collaboratively to identify where testing was not fair and suggesting how fairness could be improved         Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect       • Discussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific understanding	problems or inform a scientific investigation, and predict what the findings of an investigation might	<ul> <li>phenomena and, with guidance, identifying those questions that could be investigated by students</li> <li>Refining questions to enable scientific investigation</li> <li>Applying experience from previous investigations to predict the outcomes of</li> </ul>
including tables and graphs, to record, represent and describe observations, patterns or relationships in datause of standard multipliers such as kilometres and millimetres using digital technologies to record data as digital images or in spreadsheets and to present data in tables and simple graphs . Using digital technologies to construct representations, including dynamic representationsCompare data with predictions and use as evidence in developing explanationsDiscussing the difference between data and evidence . Referring to evidence when explaining the outcomes of an investigation . Sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrectSuggest improvements to the methods used to investigate a question or solve a problemWorking collaboratively to identify where testing was not fair and suggesting how fairness could be improved . Identifying improvements to investigation methods, and discussing how these improvements would affect the quality of the data obtainedCommunicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effectDiscussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific uderstanding . Using a variety of communication modes, for example, reports, explanations,	to answer questions or solve problems and use equipment, technologies and materials safely,	<ul> <li>Experiencing a range of ways of investigating questions, including experimental testing, creating models, internet research, field observations, simulations and trial and error methods</li> <li>Discussing the advantages and disadvantages of certain types of investigation for answering certain types of questions</li> <li>Discussing possible hazards involved in conducting investigations, and how</li> </ul>
in developing explanationsReferring to evidence when explaining the outcomes of an investigationSharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrectSuggest improvements to the methods used to investigate a question or solve a problem• Working collaboratively to identify where testing was not fair and suggesting how fairness could be improved • Identifying improvements to investigation methods, and discussing how these improvements would affect the quality of the data obtainedCommunicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect• Discussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific understanding • Using a variety of communication modes, for example, reports, explanations,	including tables and graphs, to record, represent and describe observations, patterns or relationships	<ul> <li>use of standard multipliers such as kilometres and millimetres</li> <li>Using digital technologies to record data as digital images or in spreadsheets and to present data in tables and simple graphs</li> <li>Using digital technologies to construct representations, including dynamic</li> </ul>
investigate a question or solve a problemhow fairness could be improved Identifying improvements to investigation methods, and discussing how these improvements would affect the quality of the data obtainedCommunicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effectDiscussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific understanding Using a variety of communication modes, for example, reports, explanations,		<ul> <li>Referring to evidence when explaining the outcomes of an investigation</li> <li>Sharing ideas as to whether observations match predictions, and discussing</li> </ul>
to develop explanations of events and phenomena and to identify simple cause-and-effectmodels to demonstrate an aspect of scientific understanding• Using a variety of communication modes, for example, reports, explanations,		<ul><li>how fairness could be improved</li><li>Identifying improvements to investigation methods, and discussing how these</li></ul>
	to develop explanations of events and phenomena and to identify simple cause-and-effect	<ul><li>models to demonstrate an aspect of scientific understanding</li><li>Using a variety of communication modes, for example, reports, explanations,</li></ul>

	Using labelled diagrams, including cross-sectional representations, to communicate ideas and processes
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