How the skills content is presented in the Science and Technology K–6 Draft Syllabus Version 2

- The knowledge, understanding and skills described in the content provide a sound basis for students to successfully transition to the next stage of learning.
- Teachers will make decisions about the sequence of learning and the emphasis to be given to particular content, based on the needs of their students.

### Science and Technology • Stage 2

#### Skills – Working Scientifically

**Outcome**

A student:
- investigates their questions and predictions by collecting and analysing data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken

ST2-4WS

Students question and predict by:
- using curiosity, prior knowledge, experiences and scientific information with guidance, identifying questions in familiar contexts that can be investigated scientifically (ACSIS053, ACSIS064, ACSSH059, ACSSH061)
- predicting what might happen based on prior knowledge in an investigation (ACSIS053, ACSIS064, ACSSH059, ACSSH061).

Students plan investigations by:
- working collaboratively and individually, to suggest ways to plan and conduct investigations to find answers to questions [WE] (ACSIS054, ACSIS065)
- suggesting appropriate materials, tools and equipment they could use in conducting their investigations and recording their findings, identifying appropriate safety rules
- identifying where Working Scientifically might inform or test elements of Working Technologically in relation to established criteria [CCT].

### Science and Technology • Stage 2

#### Skills – Working Technologically

**Outcome**

A student:
- applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria

ST2-5WT

Students explore and define the task by:
- exploring design situations and/or existing solutions relevant to the needs and wants of themselves and others
- working individually and collaboratively to develop a design brief that identifies simple design criteria relating to requirements that make it useful, attractive and cause minimal impact on the environment [CC, SE].

Students generate and develop ideas by:
- using creative thinking techniques including brainstorming, sketching and modelling [CCT]
- using a range of research techniques to access information relevant to the task
- using techniques for documenting and communicating design ideas, including labelled drawings, modelling, storyboarding and using digital technologies and multimedia for presentations [ICT]
- testing the suitability of materials, considering whether the test was fair or not
- refining ideas in responding to feedback from others [FSC].

Students produce solutions by:
- developing and applying a plan and sequence for production that considers, where relevant, time and resources
- safely and correctly using a range of tools, equipment, materials and techniques, such as cutting, combining, joining, shaping, assembling and finishing materials.