**Junior category curriculum alignment**

| **Years 3 & 4 AC v9 Curriculum alignment** |
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| **Science understanding - Year 3** |
| identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another ([AC9S3U03](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick)) Elaborations:   * modelling the movement of heat from one object to another using drawing or role-play * investigating how well heat is transferred by different types of materials such as metals, plastics and ceramics and identifying how materials are used to keep things hot and cold   investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state ([AC9S3U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Elaborations:   * exploring how changes from solid to liquid and liquid to solid can help us recycle materials such as glass or plastics |
| **Science understanding - Year 4** |
| examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use ([AC9S4U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Elaborations   * investigating which materials can be recycled and researching alternatives for materials * exploring vocabulary for describing properties; observing different fibres, metals, glass and plastics; and using appropriate terms to describe, compare and contrast their properties |
| **Science as a human endeavour - Years 3 & 4** |
| **Use and influence of science**  consider how people use scientific explanations to meet a need or solve a problem ([AC9S3H02](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick)/[AC9S4H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=advanced)) |
| **Science inquiry - Years 3 & 4** |
| **Communicating**  write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate ([AC9S3I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science_visual-arts_design-and-technologies/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=ENGENGY3%2CHASHASY3%2CSCISCIY3&view=quick)/[AC9S4I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick&cdref=elaborations)) |
| **General Capabilities and their related Year 3 AC curriculum points** |
| [**Critical and Creative Thinking**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking?element=0&sub-element=CCTINQA)  Analysing  Interpret concepts and problems ([AC9S3H02](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick), [AC9S3U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick), [AC9S3U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Inquiring  Identify, process and evaluate information ([AC9S3H02](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick), [AC9S3U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick), [AC9S3U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Reflecting  Transfer knowledge ([AC9S3H02](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  [**Numeracy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy?element=0&sub-element=NNNPV)  Measurement and geometry  Understanding units of measurement ([AC9S3U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  [**Digital Literacy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/digital-literacy?element=0&sub-element=DLDSWA)  Creating and exchanging  Create, communicate and collaborate ([AC9S3I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science_visual-arts_design-and-technologies/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=ENGENGY3%2CHASHASY3%2CSCISCIY3&view=quick))  Managing and operating  Select and operate tools ([AC9S3I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science_visual-arts_design-and-technologies/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=ENGENGY3%2CHASHASY3%2CSCISCIY3&view=quick))  [**Personal and Social capability**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability?element=0&sub-element=PSCSEAA)  Social management  Communication ([AC9S3I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science_visual-arts_design-and-technologies/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=ENGENGY3%2CHASHASY3%2CSCISCIY3&view=quick)) |
| **General Capabilities and their related Year 4 AC curriculum points** |
| [**Critical and Creative Thinking**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking?element=0&sub-element=CCTINQA)  Generating  Create possibilities ([AC9S4U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Analysing  Interpret concepts and problems ([AC9S4H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=advanced))  Inquiring  Identify, process and evaluate information ([AC9S4H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=advanced), [AC9S4U02](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4U02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick), [AC9S4U04](https://www.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4U04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Reflecting  Transfer knowledge ([AC9S4H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=advanced))  [**Digital Literacy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/digital-literacy?element=0&sub-element=DLDSWA)  Creating and exchanging  Create, communicate and collaborate ([AC9S4I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick&cdref=elaborations))  Managing and operating  Select and operate tools ([AC9S4I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick&cdref=elaborations))  [**Personal and Social capability**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability?element=0&sub-element=PSCSEAA)  Social management  Communication ([AC9S4I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick&cdref=elaborations)) |
| **Cross Curriculum Priorities - Years 3 & 4** |
| [**Sustainability**](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability?organising-idea=SS%2CSW%2CSD)  Systems  All life forms, including human life, are connected through Earth’s systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. (SS1)  Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. (SS2)  World views  World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability. (SW2)  Design  Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems. (SD1)  Creative and innovative design is integral to the identification of new ways of sustainable living. (SD2)  Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts. (SD3)  Futures  Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future. (SF1)  Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. (SF2) |

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| **Years 5 & 6 AC v9 Curriculum alignment** |
| **Science understanding - Year 5** |
| *There are no specific year 5 Science Understanding points addressed in this competition* |
| **Science understanding - Year 6** |
| investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors ([AC9S6U03](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-6_year-5/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6U03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Elaborations:   * identifying necessary components for an electric circuit such as a source of electrical energy and conducting material such as metal wires * constructing a real or virtual circuit to examine requirements to allow the flow of electricity * investigating different electrical conductors and insulators and examining why they may be used * exploring how electricity is used in the home |
| **Science as a human endeavour - Years 5 & 6** |
| **Nature and development of science**  examine why advances in science are often the result of collaboration or build on the work of others ([AC9S5H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick)/[AC9S6H01](https://www.google.com/search?q=AC9S6H01&rlz=1C1GCHV_enAU1143AU1144&oq=AC9S6H01&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIKCAEQABiABBiiBDIKCAIQABiABBiiBDIKCAMQABiABBiiBDIHCAQQABjvBTIKCAUQABiiBBiJBdIBBzcxNGowajSoAgCwAgA&sourceid=chrome&ie=UTF-8))  **Use and influence of science**  investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S5H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick)/[AC9S6H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=ENGENGY6%2CHASHASY6%2CSCISCIY6&view=quick)) |
| **Science inquiry - Years 5 & 6** |
| **Communicating:**  write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S5I06/AC9S6I06) |
| **General Capabilities and their related Year 5 AC curriculum points** |
| [**Critical and Creative Thinking**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking?element=0&sub-element=CCTINQA)  Generating  Create possibilities ([AC9S5H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick))  Inquiring  Identify, process and evaluate information ([AC9S5H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick), [AC9S5H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  [**Digital Literacy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/digital-literacy?element=0&sub-element=DLDSWA)  Creating and exchanging  Plan ([AC9S5I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Create, communicate and collaborate ([AC9S5I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  [**Literacy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy?element=0&sub-element=LSLiS)  Reading and viewing  Understanding texts ([AC9S5H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick))  [**Personal and Social capability**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability?element=0&sub-element=PSCSEAA)  Social awareness  Community awareness ([AC9S5H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Social management  Decision-making ([AC9S5H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Communication ([AC9S5I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-5_year-6/content-description?subject-identifier=SCISCIY5&content-description-code=AC9S5I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick)) |
| **General Capabilities and their related Year 6 AC curriculum points** |
| [**Critical and Creative Thinking**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking?element=0&sub-element=CCTINQA)  Generating  Create possibilities ([AC9S6H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick), [AC9S6U03](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-6_year-5/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6U03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  Inquiring  Identify, process and evaluate information ([AC9S6H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick), [AC9S6H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=ENGENGY6%2CHASHASY6%2CSCISCIY6&view=quick), [AC9S6U03](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-6_year-5/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6U03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick))  [**Digital Literacy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/digital-literacy?element=0&sub-element=DLDSWA)  Creating and exchanging  Plan ([AC9S6I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/foundation-year_year-1_year-2_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIFY%2CSCISCIY1%2CSCISCIY2&view=quick))  Create, communicate and collaborate ([AC9S6I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/foundation-year_year-1_year-2_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIFY%2CSCISCIY1%2CSCISCIY2&view=quick))  [**Literacy**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy?element=0&sub-element=LSLiS)  Reading and viewing  Understanding texts ([AC9S6H01](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-5_year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIY4%2CSCISCIY5%2CSCISCIY6&view=quick))  [**Personal and Social capability**](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability?element=0&sub-element=PSCSEAA)  Social awareness  Community awareness ([AC9S6H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=ENGENGY6%2CHASHASY6%2CSCISCIY6&view=quick))  Social management  Decision-making ([AC9S6H02](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6_science/year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=ENGENGY6%2CHASHASY6%2CSCISCIY6&view=quick))  Communication ([AC9S6I06](https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/foundation-year_year-1_year-2_year-4_year-5_year-6/content-description?subject-identifier=SCISCIY6&content-description-code=AC9S6I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=SCISCIFY%2CSCISCIY1%2CSCISCIY2&view=quick)) |
| **Cross Curriculum Priorities - Years 5 & 6** |
| [**Sustainability**](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability?organising-idea=SS%2CSW%2CSD)  Systems  All life forms, including human life, are connected through Earth’s systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. (SS1)  Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. (SS2)  World views  World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability. (SW2)  Design  Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems. (SD1)  Creative and innovative design is integral to the identification of new ways of sustainable living. (SD2)  Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts. (SD3)  Futures  Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future. (SF1)  Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. (SF2) |