

Science in the early years

Monitoring science understandings: Checklists for AC Foundation – Year 2

Resource description

This resource consists of templates of checklists for teachers of Years F to 2. They are tailored to the Australian Curriculum (AC) F–2 learning outcomes and they are to help record evidence of children’s science learning and to monitor this across time.

The checklists have been populated with the AC strands (Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour) and outcomes identified for the four teacher resources accompanying Papers 1 and 2.

Paper 1: Early years science and integration:

- Plant treasure hunt
- Floating and sinking

Paper 2: Science inquiry skills:

- Light and shadows
- Exploring mixtures

By using these activities with children over the course of the year, there are multiple opportunities to monitor their developing science understanding and inquiry skills. Observing and monitoring growth in learning can be enhanced by including additional activities that target these or other science outcomes.

The templates are provided in Word format so they can be readily expanded and customised to suit other activities designed by teachers. Add rows or columns to suit the activities selected.

If designing your own activities, identify the outcomes targeted are identified (as illustrated in the activities for Papers 1 and 2), and as recorded in planning documents, and then enter these into the template. Similarly, when using an existing activity, follow the same process if relevant science outcomes have not previously been identified.

These checklists could also be used to identify AC F–2 science outcomes in existing lessons that may not have science as the primary learning intention.

The AC codes are described in the activity resource themselves, so that it is possible to look across both documents when completing the checklists. Some AC codes are not applicable at particular year levels, and these are indicated by N/A. These cells have been highlighted in grey.

Use one checklist per activity.

Teacher summary box

Each checklist contains an expandable ‘Teacher summary’ box. Its purpose is to:

- record the summary of learning observed for the class
- note areas to be targeted for additional support
- note where further opportunities for developing deeper understanding of concepts or practise inquiry skills could be provided
- identify areas where opportunities to extend learning could be provided.



Teacher: _____ Class: _____ Date: _____

AC F–2 Key components for Plant treasure hunt																								
Strand	Science Understanding			Science as a Human Endeavour						Science Inquiry Skills														
Substrand	Biological sciences			Nature and development of science			Use and influence of science			Questioning and predicting			Planning and conducting			Processing and analysing data and information			Evaluating			Communicating		
AC Code	ACSSU002	ACSSU017	ACSSU030	ACSHE013	ACSHE021	ACSHE034	N/A	N/A	ACSHE035	ACSI014	ACSI024	ACSI037	ACSI011	ACSI025	ACSI038	ACSI233	ACSI027	ACSI040	N/A	ACSI213	ACSI241	ACSI012	ACSI029	ACSI042
Year	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2
Child's name																								

Teacher summary: Plant treasure hunt

Most children in the class...

Some children in the class...

Aspects for which to provide further opportunities to support learning ...

Key (evidence of children's learning)

f overall, this child has demonstrated this understanding/skill (fully demonstrated); **p** overall, this child is developing this understanding/skill (partially demonstrated);
 – overall, this child has not independently demonstrated this understanding/skill (not yet demonstrated).

Teacher: _____ Class: _____ Date: _____

AC F–2 Key components for Floating and sinking																								
Strand	Science Understanding			Science as a Human Endeavour						Science Inquiry Skills														
Substrand	Chemical sciences			Nature and development of science			Use and influence of science			Questioning and predicting			Planning and conducting			Processing and analysing data and information			Evaluating			Communicating		
AC Code/s	ACSSU003	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ACSI014	ACSI024	ACSI037	ACSI011	ACSI025	ACSI038	ACSI233	ACSI027	ACSI040	N/A	ACSI213	ACSI241	ACSI012	ACSI029	ACSI042
Year	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2
Child's name																								

Teacher summary: Floating and sinking

Most children in the class....

Some children in the class....

Aspects for which to provide further opportunities to support learning:

Key (evidence of children's learning)

f overall, this child has demonstrated this understanding/skill (fully demonstrated); **p** overall, this child is developing this understanding/skill (partially demonstrated);
 – overall, this child has not independently demonstrated this understanding/skill (not yet demonstrated).

Teacher: _____ Class: _____ Date: _____

Checklist for AC F–2 outcomes: Monitoring science learning

Light and shadows

AC F–2 Key components for Light and shadows																									
Strand	Science Understanding			Science as a Human Endeavour						Science Inquiry Skills															
Substrand	Physical sciences			Nature and development of science			Use and influence of science			Questioning and predicting			Planning and conducting			Processing and analysing data and information			Evaluating		Communicating				
AC Code	N/A	ACSSU020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ACSI014	ACSI024	ACSI037	ACSI011	ACSI025, ACSI026	ACSI038, ACSI039	ACSI233	ACSI027	ACSI040	N/A	ACSI213	ACSI241	ACSI012	ACSI029	ACSI042
Year																									
Child's name																									

Key (evidence of children’s learning)

f overall, this child has demonstrated this understanding/skill (fully demonstrated); **p** overall, this child is developing this understanding/skill (partially demonstrated); **–** overall, this child has not independently demonstrated this understanding/skill (not yet demonstrated).

Teacher: _____ Class: _____ Date: _____

AC F–2 Key components for Light and shadows																										
Strand	Science Understanding			Science as a Human Endeavour						Science Inquiry Skills																
Substrand	Physical sciences			Nature and development of science			Use and influence of science			Questioning and predicting			Planning and conducting			Processing and analysing data and information			Evaluating		Communicating					
AC Code	N/A	ACSSU020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ACSI014	ACSI024	ACSI037	ACSI011	ACSI025, ACSI026	ACSI038, ACSI039	ACSI233	ACSI027	ACSI040	N/A	ACSI213	ACSI241	ACSI012	ACSI029	ACSI042	
Year																										
Child's name																										

Teacher summary: Light and shadows

Most children in the class....

Some children in the class....

Aspects for which to provide further opportunities to support learning

Key (evidence of children's learning)

f overall, this child has demonstrated this understanding/skill (fully demonstrated); **p** overall, this child is developing this understanding/skill (partially demonstrated);
 – overall, this child has not independently demonstrated this understanding/skill (not yet demonstrated).

Teacher: _____ Class: _____ Date: _____

AC F–2 Key components for Exploring mixtures																								
Strand	Science Understanding			Science as a Human Endeavour						Science Inquiry Skills														
Substrand	Chemical sciences			Nature and development of science			Use and influence of science			Questioning and predicting			Planning and conducting			Processing and analysing data and information			Evaluating			Communicating		
AC Code/s	ACSSU003	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ACSI014	ACSI024	ACSI037	ACSI011	ACSI025	ACSI038	ACSI233	ACSI027	ACSI040	N/A	ACSI213	ACSI241	ACSI012	ACSI029	ACSI042
Year	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2	F	1	2
Child's name																								

Teacher summary: Exploring mixtures

Most children in the class....

Some children in the class....

Aspects for which to provide further opportunities to support learning:

Key (evidence of children's learning)

f overall, this child has demonstrated this understanding/skill (fully demonstrated); **p** overall, this child is developing this understanding/skill (partially demonstrated); **–** overall, this child has not independently demonstrated this understanding/skill (not yet demonstrated).