



This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year. Each quarter lists the outcomes to be addressed in that approximate time period. Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that providing opportunities for students to make connections across topics and engage in explorations that span the school year for scientific phenomena that change over time allow students to deepen their understanding. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that this resource identifies only the bolded specific outcomes and must be used in conjunction with the questions and issues identified within the [Program of Studies](#).

First Reporting Period		Second Reporting Period	
1–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.			
Topic D: Senses 1–1 Bring focus to investigate activities, based on their own questions and those of others. 1–2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out. 1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures. 1–10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.	Topic B: Seasonal Changes 1–1 Bring focus to investigate activities, based on their own questions and those of others. 1–2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out. 1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things	Topic A: Creating Colour 1–1 Bring focus to investigate activities, based on their own questions and those of others. 1–2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out. 1–5 Identify and evaluate methods for creating colour and for applying colours to different materials. Topic C: Building Things 1–3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided. 1–7 Construct objects and models of objects, using a variety of different materials. 1–8 Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.	Topic E: Needs of Animals and Plants 1–1 Bring focus to investigate activities, based on their own questions and those of others. 1–2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out. 1–11 Describe some common living things, and identify needs of those living things.