





# CONTENTS

| TOPIC   |  STAGE 1 |  STAGE 2 |  STAGE 3 |  STAGE 4 |
|---|---|---|---|---|
|   | <b>STAGE 1</b><br><b>Emphasis:</b><br><i>Clarifying ideas and terms</i>                   | <b>STAGE 2</b><br><b>Emphasis:</b><br><i>Raising questions</i>                            | <b>STAGE 3</b><br><b>Emphasis:</b><br><i>Investigating / process of inquiry</i>             | <b>STAGE 4</b><br><b>Emphasis:</b><br><i>Linking evidence and theory</i>                    |
| <b>1 – The nature of science</b><br>– Working scientifically<br><i>Page 6</i> | Exploring scientific questions<br><br><i>Groups: 2 ▶ 4 ▶ 2</i>                            | Is this science?<br><br><i>Groups: 2 ▶ 4 ▶ 2</i>  | Observing and interpreting<br><br><i>Groups: 2 ▶ 4</i>                                      | From experiment to conclusion<br><br><i>Groups: 1 ▶ 2 ▶ All</i>                             |
| <b>2 – Biology</b><br>– Body works<br><i>Page 10</i>                          | Parts of systems<br><br><i>Groups: 2 ▶ 1 ▶ 2</i>  | How body systems work<br><br><i>Groups: 1 ▶ 2</i>   | Heart rate changes in exercise<br><br><i>Groups: 2</i>                                      | Body structures and functions<br><br><i>Groups: 2 ▶ 4 ▶ 1</i>                               |
| <b>3 – Biology</b><br>– Living plants<br><i>Page 14</i>                       | About plants<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>  | How do plants function?<br><br><i>Groups: 1 ▶ 2 ▶ 4 ▶ 1</i>                               | Water in plants<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>   | Plants transpire<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>  |
| <b>4 – Chemistry</b><br>– Make mine metal<br><i>Page 18</i>                   | Metals quiz<br><br><i>Groups: 1 ▶ 2</i>   | What makes a metal a metal?<br><br><i>Groups: 1 ▶ 2</i>                                   | Rusting in metals<br><br><i>Groups: 2 ▶ 4</i>   | Interview with a metal<br><br><i>Groups: 2</i>  |
| <b>5 – Chemistry</b><br>– Chemicals reacting<br><i>Page 22</i>                | About chemical reactions<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>                                  | Chemical shorthand<br><br><i>Groups: 1 ▶ 2</i>  | Observing reactions<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>   | When a reaction occurs<br><br><i>Groups: 1 ▶ 2</i>  |
| <b>6 – Earth science</b><br>– The Earth’s top layer<br><i>Page 26</i>         | About soil<br><br><i>Groups: 1 ▶ 2</i>  | Soil is ...<br><br><i>Groups: 2 ▶ 4 ▶ 2 ▶ 1</i>   | Testing soil texture<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>  | Grains in soils<br><br><i>Groups: 1 ▶ 2</i>   |
| <b>7 – Physics</b><br>– About heat<br><i>Page 30</i>                          | Hot-water bottles<br><br><i>Groups: 1 ▶ 2 ▶ 4 ▶ 1</i>                                     | What is heat?<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>   | Investigating heat insulation<br><br><i>Groups: 2 ▶ 4</i>                                   | Explaining heat transfer<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>                                    |
| <b>8 – Physics</b><br>– Using machines<br><i>Page 34</i>                      | Simple and complex machines<br><br><i>Groups: 2 ▶ 4</i>                                   | Machines making work easier<br><br><i>Groups: 2 ▶ 1</i>                                   | Balancing forces<br><br><i>Groups: 2 ▶ 4</i>  | Advantages of machines<br><br><i>Groups: 2 ▶ 4</i>  |
| <b>9 – Environment</b><br>– Ecosystems<br><i>Page 38</i>                      | Feeding relationships<br><br><i>Groups: 2</i>   | Energy in ecosystems<br><br><i>Groups: 1 ▶ 2 ▶ 4</i>                                      | Life in a pond<br><br><i>Groups: 2</i>  | How much change is too much?<br><br><i>Groups: 2 ▶ 1</i>                                    |
| <b>10 – Astronomy</b><br>– Our solar system<br><i>Page 42</i>                 | Devising a solar system quiz<br><br><i>Groups: 1 ▶ 2</i>                                  | Changing ideas about the night sky<br><br><i>Groups: 1 ▶ 2</i>                            | Interpreting solar system data<br><br><i>Groups: 4 ▶ 1 ▶ 2</i>                              | On other planets<br><br><i>Groups: 1 ▶ 2</i>  |
| <b>Planning and self-evaluation</b><br><i>Page 46</i>                         | Self-directed learning<br><br><i>Groups: 1 ▶ 3 ▶ 1</i>                                    | Using thought experiments<br><br><i>Groups: 1 ▶ 2</i>                                     | Designing investigations<br><br><i>Groups: 2 ▶ 1 ▶ 2</i>                                    |   |