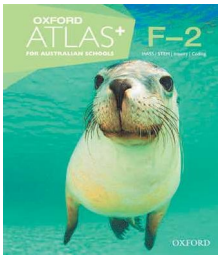
OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS

Revised WA Curriculum links Years F-2



Oxford Atlas+ for Australian Schools F-2 provides extensive coverage of the Science and Humanities and Social Sciences syllabi for Years F-2, along with targeted support for the Technologies syllabus, all integrated into one resource. This table details how each topic from *Atlas+ F-2* aligns to the updated Western Australian Curriculum.

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS: F-2		
YEAR	HUMANITIES AND SOCIAL SCIENCES	ATLAS+ PAGES
HISTORY		
Pre-primary	The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other	48-51
Pre-primary	The celebrations and commemorations of significant events shared with their families and others	58-59
Pre-primary	How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them	48-53
Year 1	The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time	46-51
Year 1	How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance	52-53,58-59
Year 1	The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed	50-53
Year 2	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past	44-45,58-59
Year 2	The importance today of an historical site or place and why it has heritage significance and cultural values for present generations	44-45
Year 2	The impact of changing technology on people's lives and how the technology of the past differs from the technology used today	52-53
GEOGRAPHY		
Pre-primary	The globe as a representation of the Earth on which Australia and other countries can be located	4-22, 60-97
Pre-primary	The location of familiar places on a map	22-24
Pre-primary	The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples	28-29, 44-47, 54-55, 60-97
Year 1	The location of local places and their natural, managed and constructed feature	28-29, 36-39, 60-97
Year 1	How places change and how they can be cared for by different groups, including Aboriginal and Torres Strait Islander peoples	26-27
Year 2	The location of the major geographical divisions of the world in relation to Australia	80-97
Year 2	How places can be defined on a variety of geographical scales	60-97
Year 2	The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places	46-47, 52-89
Year 2	How people and places interconnect across Australia, Asia and the world	48-49, 56-57
YEAR	HUMANITIES AND SOCIAL SCIENCES SKILLS	ATLAS+ PAGES
QUESTIONING AND RESEARCHING		
Pre-primary	Share prior knowledge about a topic	44-59
Pre-primary	Sort and record information and/or data into simple categories]	44-59

Pre-primary	Pose and respond to natural curiosities about known objects, people, places and event	44-45, 48-51, 54-59
1-2	Sort and record selected information and/or data	44-59
1-2	Locate information from a variety of provided sources	44-59
1-2	Reflect on current understanding of a topic	44-45, 48-53, 58-59
ANALYSING		
Pre-primary	Explore points of view	44-47, 50-53, 58-59
1-2	Explore and discuss points of view	44-47, 50-53, 58-59
1-2	Process information and/or data collected	44-59
EVALUATING		
Pre-primary	Draw conclusions based on discussions and/or observations	44-59
Pre-primary	Participate in decision-making processes	44-59
1-2	Draw conclusions based on information and/or data	44-59
1-2	Participate in decision-making processes	44-59
COMMUNICATING AND REFLECTING		
Pre-primary	Share observations and ideas, using everyday language	44-59
Pre-primary	Reflect on and assess learning and thinking	44-45, 50-51, 56-59
1-2	Present findings in a range of communication forms, using relevant terms	44-59
1-2	Reflect on learning and respond to findings	44-45, 50-51, 56-59
YEAR	HUMANITIES AND SOCIAL SCIENCES SKILLS	ATLAS+ PAGES
BIOLOGICAL SCIENCES		
Pre-primary	Plants and animals have basic needs that are met by the places they live	28-31
Year 1	Plants and animals have external features that serve a purpose and by which they can be grouped	30-31
Year 2	Plants and animals have life cycles through which they grow, change and have offspring	32-33
CHEMICAL SCIENCES		
Pre-primary	Objects are made of various materials that have observable properties	54-55
Year 1	Materials can be changed physically without changing their composition	42-43
Year 2	Materials can be combined for a particular purpose	38-39, 56-57
EARTH AND SPACE SCIENCES		
Pre-primary	Daily and seasonal changes in the environment affect our local community and the world around us	26-27
Year 1	Water is a natural resource that comes from a range of sources and is used by people, plants and animals in different way	36-37
Year 2	Earth is a planet in the solar system that orbits a star (the Sun)	24-25
PHYSICAL SCIENCES		
Pre-primary	The way objects move depends on factors, including their size, shape, material and the force applied	42-43
Year 1	The strength and direction of a push or a pull force affects how an object moves or changes shape	42-43

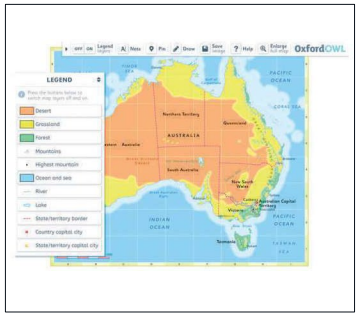
YEAR	SCIENCE INQUIRY SKILLS	ATLAS+ PAGES
QUESTIONING AND PREDICTING		
Pre-primary	Pose questions and make predictions based on prior knowledge and shared experiences	24-43
1-2	Pose questions, explore ideas and make predictions based on knowledge and experiences	24-43
PLANNING AND CONDUCTING		
Pre-primary	Participate in guided and selfinitiated investigations making observations and assessing risks	24-35, 38-43
1-2	Engage in guided investigations to explore and answer questions, test predictions, and assess risks	24-43
1-2	Make and record observations, including informal measurements	30-31, 36-37, 42-43
PROCESSING AND ANALYSING DATA AND INFORMATION		
Pre-primary	Represent and discuss observations and identify patterns	24-43
1-2	Sort and order data using provided tables and represent data using visual or physical models	24-43
EVALUATING		
Pre-primary	Discuss similarities and differences between predictions and observations	24-43
1-2	Compare observations to predictions and identify further questions for investigation	24-43
COLLABORATING AND APPLYING		
Pre-primary	Use the senses to learn about the natural and physical world and develop scientific ideas	40-41
1-2	Use science knowledge and understandings to make decisions and choices in their environment	24-59
COMMUNICATING		
Pre-primary	Share questions, predictions, observations and ideas with others	24-43
1-2	Communicate observations, ideas, and findings using everyday and scientific y	24-43
YEAR	DIGITAL TECHNOLOGIES	ATLAS+ PAGES
DIGITAL SYSTEMS		
Pre-primary	Digital systems have common features, including hardware devices and software, and are used at home, in school and in the community	26-27, 32-37, 40-41, 48-49, 54-55
Year 1	Digital systems have hardware and software that are used together	26-27, 32-37, 40-41, 48-49, 54-55
Year 2	Digital systems, including hardware devices and software, are used for an identified purpose	26-27, 32-37, 40-41, 48-49, 54-55
DATA REPRESENTATION		
Pre-primary	Data can be represented as objects and images	26-27, 30-31, 36-39, 52-53
Year 1	Data can be represented as images, symbols, numbers and words	26-27, 30-31, 36-39, 52-53
Year 2	Data can have patterns and may be represented as diagrams, symbols, numbers and words	26-27, 30-31, 36-39, 52-53
DESIGN THINKING SKILLS		
Pre-primary	Share ideas to develop a solution	38-39, 44-45
Year 1	Share ideas and work with others to develop a solution	38-39, 44-45

Year 2	Plan, share ideas and work with others to develop a solution for a known user	38-39, 44-45
Pre-primary	Explore the purpose for design	34-39, 44-45
Year 1	Explore ideas and design opportunities for a personal need	34-39, 44-45
Year 2	Explore ideas and design opportunities for a known user	34-39, 44-45
Pre-primary	Design solutions through discussion, drawing and/or modelling to meet a personal need	30-31, 34-35, 38-39, 44-45
Year 1	Design solutions through drawing, modelling and/or a sequence of steps	30-31, 34-35, 38-39, 44-45
Year 2	Design solutions generated and communicated through discussion, drawing, modelling and/or a sequence of steps	30-31, 34-35, 38-39, 44-45

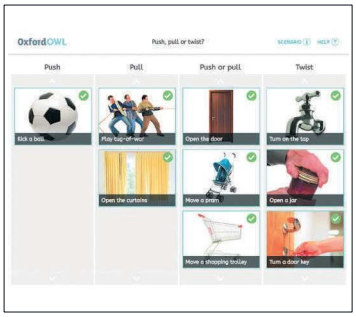
Are you getting the most out of Atlas+ for Australian Schools F-2?

A suite of *Oxford Atlas+ for Australian Schools* online resources for teachers and students can be found on OxfordOwl. A Teacher Dashboard is available for each volume of the atlas, while Student Dashboards are available for Years 3-6.

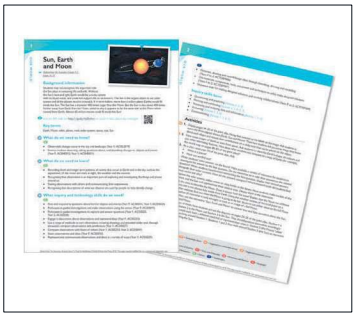
Mapping skills interactives are designed to enrich and supplement the mapping skills section of the print books.



Interactive layered maps enable deeper exploration of geographical regions.



Digital interactives based on spread topics found within the altases help students to develop computational thinking.



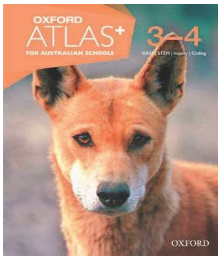
Detailed professional support notes include suggested pre-assessment and assessment activities, ideas and experiments.

+ downloadable activity sheets, graphic organisers, videos, weblinks, unplugged activities and more!
Learn more at oup.com.au/atlas

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS

Updated WA Curriculum links

Years 3-4



Oxford Atlas+ for Australian Schools 3-4 provides extensive coverage of the Science and Humanities and Social Sciences syllabi for Years 3-4, along with targeted support for the Technologies syllabus, all integrated into one resource. This table details how each topic from *Atlas+3-4* aligns to the updated Western Australian Curriculum.

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS: *3-4*		
YEAR	HUMANITIES AND SOCIAL SCIENCES	ATLAS+ PAGES
HISTORY		
Year 3	One important example of change and one important example of continuity over time in the local community, region or state/territory	54-58, 62-63, 66-67
Year 3	The role that different cultural groups have played in the development and character of the local community compared with development in another community	52-53, 62-63, 66-67
Year 3	Significant events, symbols and emblems that are important to Australia's shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia	60-89
Year 4	The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life	52-55
Year 4	The journey of one world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania	56-57
Year 4	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival	58-59
Year 4	The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives	56-59
GEOGRAPHY		
Year 3	The location of Australian states, territories, capital cities and major regional centres of Western Australia	72-89
Year 3	The location and identifying attributes of Australia's major natural features	40-41, 72-139
Year 3	How language groups of Australia's Aboriginal and Torres Strait Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories	52-53
Year 3	The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics	62-63, 72-89
Year 4	The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia	92-139
Year 4	The importance of environments to animals and people, and the different views on how they can be protected	26-29, 36-37
Year 4	The sustainable use and management of renewable and non-renewable resources	26-27, 30-33
CIVICS AND CITIZENSHIP		
Year 3	Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed	64-65
Year 3	Why people participate in community groups, and how students can actively participate and contribute to their local community	26-29, 62-63, 66-67
Year 4	The roles of local government and how members of the community use and contribute to local services	62-63, 66-67
Year 4	The differences between rules and laws and why laws are important	64-65
Year 4	People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity	66-67

YEAR	HUMANITIES AND SOCIAL SCIENCES INQUIRY SKILLS	ATLAS+ PAGES
QUESTIONING AND RESEARCHING		
3-4	Identify current understanding of a topic	26-33, 52-69
3-4	Develop a range of focus questions to investigate	26-29, 32-33, 52-55, 58-63, 66-69
3-4	Locate and collect information from a variety of sources	26-33, 52-69
3-4	Record selected information and/or data	28-33, 56-59
ANALYSING		
3-4	Interpret information and/or data collected	10-11, 26-33, 52-69
3-4	Identify different points of view in information and/or data	26-33, 52-55, 58-69
EVALUATING		
3-4	Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps	26-33, 52-69
3-4	Use decision-making processes	26-33, 52-69
COMMUNICATING AND REFLECTING		
3-4	Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms	26-33, 52-69
3-4	Reflect on learning and act on findings in different ways	26-33, 52-55, 60-69
YEAR	SCIENCE	ATLAS+ PAGES
BIOLOGIAL SCIENCES		
Year 3	Living things can be distinguished from non-living and once-living things, and grouped by their characteristics	34-39
Year 4	Producers, consumers and decomposers have roles within a habitat and interact in ways that can be represented by food chains	26-29, 36-39,
CHEMICAL SCIENCES		
Year 3	The observable properties of solids and liquids and how adding or removing heat leads to a change of state	44-45
Year 4	Processed materials, including fibres, metals, glass and plastics, are made from raw materials, such as wool, ores, sand and oil, and have a range of physical properties that influence their use	33
EARTH AND SPACE SCIENCES		
Year 3	Soils, rocks and minerals are important Earth resources, and are used by humans and other living things in different and interconnected ways	30-33
Year 4	Weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface	22-27
PHYSICAL SCIENCES		
Year 3	Energy can move from one thing to another (transfer), and change form (transform)	40-45
Year 4	Forces are exerted by one object on another through direct contact, such as friction, or from a distance, such as magnetism and gravity	46-51
YEAR	SCIENCE INQUIRY SKILLS	ATLAS+ PAGES
QUESTIONING AND PREDICTING		
3-4	Pose questions and make predictions based on planned observations of phenomena that include variables to be measured and changed	16-25, 34-51
PLANNING AND CONDUCTING		

3-4	Plan and conduct investigations, including elements of fair tests, and consider the material and equipment risks	16-25, 34-51
3-4	Make and record observations, including formal measurements using familiar scaled instruments	34-35, 38-39, 42-45, 48-51
PROCESSING, MODELLING AND ANALYSING		
3-4	Organise and represent data using tables, column graphs and models to identify patterns	16-17, 20-25, 34-45, 48-511
EVALUATING		
3-4	Compare findings with those of others, and to predictions; consider if investigations were fair; and identify questions for further investigation	16-19, 22-25, 34-45, 48-51
COMMUNICATING		
3-4	Communicate ideas using scientific vocabulary	16-25, 34-51
COLLABORATION AND APPLYING		
3-4	Use science knowledge to propose explanations for observed phenomena and solutions to problems	16-17, 20-21, 24-29, 36-37, 40-41, 44-45, 58-61, 64-65
YEAR	DIGITAL TECHNOLOGIES	ATLAS+ PAGES
DIGITAL SYSTEMS		
Year 3	Digital systems and peripheral devices are connected and used together for various purposes)	40-41
Year 4	Digital systems, including peripheral devices, are used to transfer and store different types of data	30-31, 36-39
DATA REPRESENTATION		
Year 3	Data is of different types and can be represented in various ways	30-31, 36-39
Year 4	Data of the same type can be represented in different ways depending on the purpose	30-31, 36-39
DIGITAL IMPLEMENTATION		
Year 3	Represent algorithms (sequence of steps), including decisions made by the user (branching) using flowcharts	16-17, 20-21, 24-29, 36-37, 40-41, 44-45, 58-61, 64-65
Year 4	Represent an algorithm (sequence of steps) involving decisions (branching) and repetition using flowcharts	16-17, 20-21, 24-29, 36-37, 40-41, 44-45, 58-61, 64-65
DESIGN THINKING SKILLS		
Year 3	Define ideas and design opportunities for individual and/or local needs	32-33
Year 3	Communicate ideas and follow a plan with consideration of time management, to develop a solution	36-37
Year 3	Use appropriate technologies and components with given equipment and follow agreed protocols to produce a designed solution	26-33, 36-37, 54-55, 66-67
Year 3	Design solutions created with labelled drawings, use of technical terms and/or a sequence of steps	16-17, 28-29, 32-33, 36-37, 44-45
Year 3	Use given criteria to evaluate diagrams, technologies and the components used for the designed solution	28-29, 32-33, 54-55, 66-67
Year 4	Use agreed protocols and management roles to communicate ideas, plan and make decisions, to develop solutions	26-33, 36-37, 54-55, 66-67
Year 4	Define the features of a design brief and the requirements of a design task for a community need	20-23, 32-33, 46-47
Year 4	Design solutions through use of labelled drawings, technical terms, decision-making and/or a sequence of steps	28-29, 32-33
Year 4	Use given criteria to evaluate design features, selected resources, decision-making	28-29, 32-33,

	processes and the designed solution	66-67
Year 4	Use appropriate technologies, components and/or equipment and follow agreed protocols to produce a designed solution	28-29, 32-33, 54-55, 66-67
YEAR	DESIGN TECHNOLOGIES	ATLAS+ PAGES
TECHNOLOGIES AND SOCIETY		
Year 3	Role of people in design and technologies occupations in the local community	30-33, 52-55, 60-63
Year 4	Diverse roles for people in design and technologies occupations	30-33, 52-55, 60-63
ENGINEERING PRINCIPLES AND SYSTEMS		
Year 3	Forces, and the properties of materials affect the behaviour of objects	32-33, 46-47
Year 4	Forces, and the properties of materials affect the behaviour of an object or system	32-33, 46-47
FOOD AND FIBRE PRODUCTION		
Year 3	Food and fibre produced to meet food and clothing needs	38-39
Year 4	Food and fibre produced in different time periods or cultures, including the technologies and equipment used	38-39
MATERIALS AND TECHNOLOGIES SPECIALISATIONS		
Year 3	Properties of materials, suitability and safe practice using given technologies to create a product to achieve a purpose	30-33
Year 4	Properties of materials and components for a range of purposes affect suitability and function in a system	30-33

Are you getting the most out of Atlas+ for Australian Schools 3-4?

A suite of *Oxford Atlas+ for Australian Schools* online resources for teachers and students can be found on Oxford Owl.
A Teacher Dashboard is available for each volume of the atlas, while Student Dashboards are available for Years 3-6.

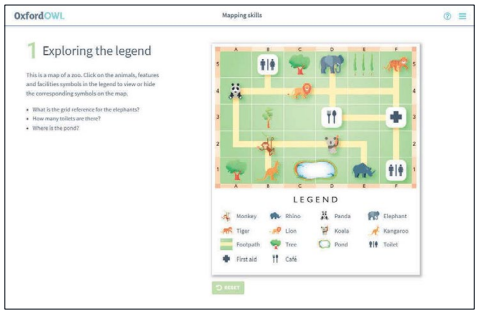
Student Dashboard features:

- mapping skills interactives enrich and supplement the mapping skills section in the print books
- digital interactives based on spread topics found within the atlases help develop computational thinking
- coding interactives containing visual coding instructions to build students skills [Years 3-6)
- interactive layered maps enable deeper exploration of geographical regions
- video links connect to high-quality videos
- selected *OZBOX* topic cards can be assigned by teachers for further exploration of topics and concepts in the atlases [Years 3-6)
- self-correcting quizzes help students test their knowledge and understanding (Years 3-6)

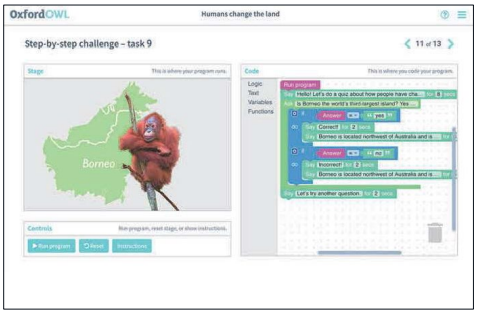
Teacher Dashboard features:

- professional support notes with teaching activities. ideas and experiments
- suggested pre-assessment and assessment activities
- videos. mapping skills interactives. interactive maps and topic interactives for front-of-class teaching
- links to relevant *OZBOX* cards. with the ability to assign cards to students (Years 3-61
- downloadable activity sheets and graphic organisers
- online tracking of student quiz results.

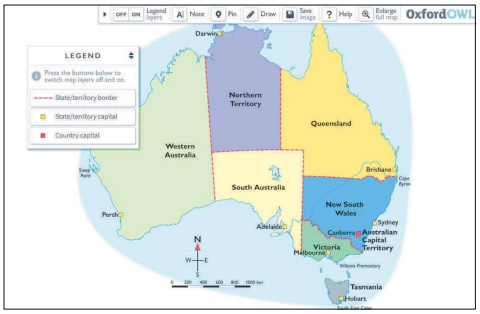
Visit oup.com.au/atlas to learn more!



Mapping skills interactives



Coding interactives



Interactive maps

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS

Updated WA Curriculum links

Oxford Atlas+ for Australian Schools 5-6 provides extensive coverage of the Science and Humanities and Social Sciences syllabi for Years 5-6, along with targeted support for the Technologies syllabus, all integrated into one resource. This table details how each topic from *Atlas+ 5-6* aligns to the updated Western Australian Curriculum.

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS: 5-6		
YEAR	HUMANITIES AND SOCIAL SCIENCES	ATLAS+ PAGES
HISTORY		
Year 5	The economic, political and social reasons for establishing British colonies in Australia after 1800	68-69
Year 5	The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants	68-71
Year 6	Key figures, ideas and events that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government	76-77, 82-83
Year 6	Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children	80-81
Year 6	Stories of groups of people who migrated to Australia, including from one Asian country, the reasons they migrated and their contributions to society	72-73, 78-83
GEOGRAPHY		
Year 5	The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia	168-175
Year 5	The way people alter the environmental characteristics of Australian places	46-47, 50-51, 70-73, 86-105
Year 5	The impact of bushfires, droughts, cyclones, floods or other weather events on environments and communities, and how people can respond	24-27
Year 6	The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region	60-61
Year 6	The world's cultural diversity, including that of its First Nations peoples who live in different regions in the world	38-39, 66-67
Year 6	Australia's connection with countries and how these connections change people and places	66-67, 78-79
CIVICS AND CITIZENSHIP		
Year 5	The key values and features of Australia's democracy and the electoral process	84-87
Year 5	The roles and responsibilities of electors and representatives	84-85
Year 5	How regulations and laws affect the lives of citizens	80-81, 84-85
Year 5	How citizens with shared beliefs and values work together to achieve a civic goal	86-89
Year 6	The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts	82-83
Year 6	The roles and responsibilities of the three levels of government	82-83
Year 6	How laws are initiated and passed through the federal parliament	84-85
ECONOMICS AND BUSINESS		
Year 5	The difference between needs and wants, and how they may differ between individuals	90-93
Year 5	Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources result s in the need to consider trade offs	92-93
Year 5	Resources can be natural, human, or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations	52-555, 92-93
Year 6	Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices	90-93
Year 6	The impact consumer purchasing decisions can have on a family, the broader community and the environment	90-93

Year 6	Businesses provide goods and services in different ways to earn revenue	92–93
YEAR	HUMANITIES AND SOCIAL SCIENCES SKILLS	ATLAS+ PAGES
	QUESTIONING AND RESEARCHING	
5-6	Identify current understandings, consider possible misconceptions and identify personal views on a topic	24-27, 38-39, 44-53, 60-93
5-6	Develop and refine a range of questions required to plan an inquiry	24-27, 38-39, 44-53, 60-93
5-6	Locate and collect information and/or data from a range of appropriate primary sources and secondary sources	24-27, 38-39, 44-53, 60-93
5-6	Record selected information and/or data using a variety of methods	24-27, 38-39, 44-53, 60-89, 92-93
	ANALYSING	
5-6	Develop and use criteria to determine the relevancy of information	24-27, 48-49, 52-53, 60-61, 72-81, 86-91
5-6	Identify different perspectives in information and/or data	38-39, 44-53, 60-77, 80-81, 84-89, 92-93
5-6	Analyse information and/or data collected	24-27, 38-39, 44-53, 60-65, 68-89, 92-93
	EVALUATING AND REFLECTING	
5-6	Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps	24-27, 38-39, 44-53, 60-93
5-6	Use decision-making processes, including the use of criteria to assess the possible effects	24-27, 38-39, 44-53, 60-93
	COMMUNICATING AND REFLECTING	
5-6	Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts]	24-27, 38-39, 44-53, 60-93
5-6	Reflect on learning, identify new understandings and act on findings in different ways	24-27, 38-39, 44-45, 48-53, 60-71, 76-77, 82-89, 92-93
YEAR	SCIENCE	ATLAS+ PAGES
	SCIENCE UNDERSTANDING	
	BIOLOGICAL SCIENCES	
Year 5	Living things have structural and behavioural adaptations that enable their survival in their habitat	36-37, 42-43
Year 6	The growth and survival of living things are affected by the changing conditions of their environment and the influence of human activities	20-21, 36-37, 40-43
	CHEMICAL SCIENCES	
Year 5	The observable properties of solids, liquids and gases can be explained by the motion and arrangement of atoms and molecules (particles)	28-31, 34-35
Year 6	Materials can undergo reversible changes and irreversible changes	28-31, 34-35
	EARTH AND SPACE SCIENCES	
Year 5	The movement of Earth and other planets relative to the Sun and how Earth's rotation on its axis and revolution around the Sun relate to cyclic observable phenomena, including the day/night cycle	20-21
Year 6	The effect of sudden geological events on Earth's surface, such as tsunamis, earthquakes and volcanic eruptions, and extreme weather, such as cyclones, extreme heat and floods	22-27, 96-178
	PHYSICAL SCIENCES	
Year 5	Light energy travels from a source in a straight path and can be absorbed, reflected, refracted, form shadows and be sensed	32-33
Year 6	The transfer and transformation of energy in electrical circuits, including the role of	52-59

	circuit components, insulators and conductors	
YEAR	SCIENCE INQUIRY SKILLS	ATLAS+ PAGES
QUESTIONING AND PREDICTING		
5-6	Pose testable questions that include variables to be measured and changed, and apply science knowledge to make predictions	20-23, 28-37, 40-43,54-59
PLANNING AND CONDUCTING		
5-6	Plan and conduct fair, safe and repeatable investigations	20-23, 28-37, 40-43, 54-59
5-6	Use equipment to observe, measure and record data	28-35, 40-41, 54-59
PROCESSING, MODELLING AND ANALYSING		
5-6	Organise and represent data using tables, graphs and models to identify the relationships between measured and changed variables	20-23, 28-37, 40-43, 54-59
EVALUATING		
5-6	Compare findings with those of others, and to predictions; evaluate the fairness of an investigation and suggest improvements; and pose questions for further investigation	20-23, 28-37, 40-43, 54-59
COMMUNICATING		
5-6	Communicate ideas in a variety of ways, including scientific reports with appropriate language features	20-23, 28-37, 40-43, 54-59
COLLABORATING AND APPLYING		
5-6	Use science knowledge to develop considered responses to problems, at a local and global level, through investigation and research	22-29, 34-35, 40-41, 52-55, 58-59
YEAR	DIGITAL TECHNOLOGIES & DESIGN AND TECHNOLOGIES	ATLAS+ PAGES
ENGINEERING PRINCIPLES AND SYSTEMS		
5-6	Forces and electrical energy can control motion, sound or light in a product and/or system	58-59
PROJECT MANAGEMENT		
Year 5	Use agreed protocols and management roles to communicate decisions, plan and manage time, to develop designed solutions	50-51, 54-55
Year 6	Use agreed protocols to set goals, manage competing factors, resources and time, to plan, develop and communicate decisions, when developing designed solutions for a given task	50-51, 54-55
DESIGNING		
Year 5	Design solutions considering competing factors, with annotated diagrams, storyboards and/or a sequence of steps, using technical terms and an iterative process	24-27, 34-35, 54-55
Year 6	Design alternative solutions achieved through an iterative process, including critical thinking, graphical representations, use of a range of technologies, techniques, technical terms and/or a sequence of steps	24-27, 34-35, 54-55
INVESTIGATING AND DEFINING		
Year 5	Investigate and select resources based on properties and functions for the given task	52-55
Year 6	Investigate and select resources considering constraints, properties and functions appropriate for the given task	52-55

Are you getting the most out of Atlas+ for Australian Schools 5-6?

A suite of *Oxford Atlas+ for Australian Schools* online resources for teachers and students can be found on Oxford Owl.
A Teacher Dashboard is available for each volume of the atlas, while Student Dashboards are available for Years 3-6.

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- digital interactives based on spread topics found within the atlases help develop computational thinking
- coding interactives containing visual coding instructions to build students skills (Years 3-6)
- interactive layered maps enable deeper exploration of geographical regions
- video links connect to high-quality videos
- selected *OXBOX topic* cards can be assigned by teachers for further exploration of topics and concepts in the atlases (Years 3-6)
- self-correcting quizzes help students test their knowledge and understanding (Years 3-6)

Teacher Dashboard features:

- professional support notes with teaching activities, ideas and experiments
- suggested pre-assessment and assessment activities
- videos. mapping skills interactives. interactive maps and topic interactives for front-of-class teaching
- links to relevant *OZBOX* cards. with the ability to assign cards to students (Years 3-6)
- downloadable activity sheets and graphic organisers
- online tracking of student quiz results.

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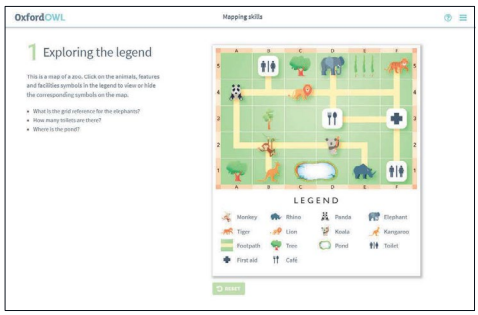
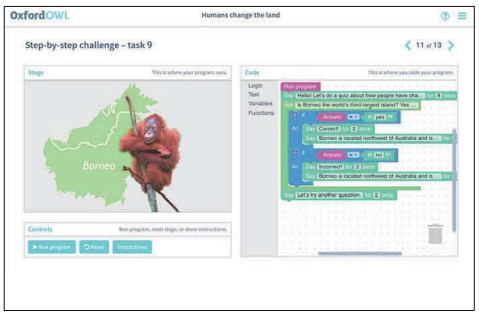
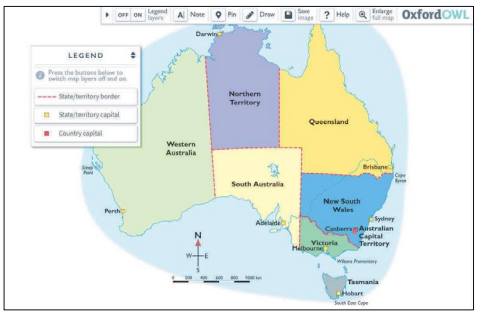


Mapping skills interactives

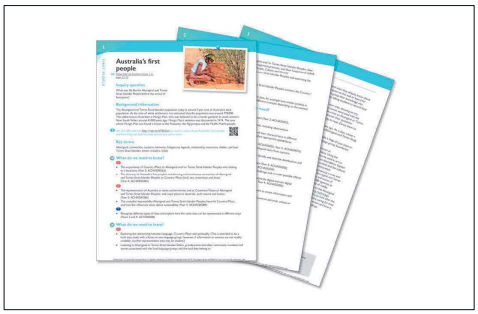


Coding interactives



Interactive maps

Topic interactives



Detailed professional support notes

Track student quiz results