





Level 1		
Maths	Science	Integration
<p>Equations and expressions</p> <ul style="list-style-type: none"> Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. <p>Patterns and relationships</p> <ul style="list-style-type: none"> Create and continue sequential patterns <p>Measurement</p> <ul style="list-style-type: none"> Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units. <p>Shape</p> <ul style="list-style-type: none"> Sort objects by their appearance.. <p>Statistical investigation</p> <ul style="list-style-type: none"> Conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> – posing and answering questions; – gathering, sorting and counting, and displaying category data; – discussing the results. <p>Statistical literacy</p> <ul style="list-style-type: none"> Interpret statements made by others from statistical investigations and probability activities. <p>Probability</p> <ul style="list-style-type: none"> Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes. 	<p>Investigating in science</p> <ul style="list-style-type: none"> Carry out science investigations using a variety of approaches: classifying and identifying, pattern seeking, exploring, investigating models, fair testing, making things, or developing systems. <p>Communicating in science</p> <ul style="list-style-type: none"> Develop knowledge of the vocabulary, numeric and symbol systems, and conventions of science and use this knowledge to communicate about their own and others' ideas. <p>Participating and contributing</p> <ul style="list-style-type: none"> Bring a scientific perspective to decisions and actions as appropriate. Explore and act on issues and questions that link their science learning to their daily living. 	<p>Make topics for study relevant – real-world investigations.</p> <p>Looking at similarities and differences in objects collected</p> <ul style="list-style-type: none"> nature – leaves, flowers, photos of butterflies and insects environment – waste audits <p>Weather observations and graphing Growing beans – in different environments (dark, light, wet, dry)</p> <p>Quadrat – investigations on the field, playground etc.</p>  <p>Science Learning Hub</p> 

Level 2

Maths	Science	Integration
<p>Equations and expressions</p> <ul style="list-style-type: none">• Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols. <p>Patterns and relationships</p> <ul style="list-style-type: none">• Generalise that whole numbers can be partitioned in many ways.• Find rules for the next member in a sequential pattern. <p>Measurement</p> <ul style="list-style-type: none">• Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time. <p>Shape</p> <ul style="list-style-type: none">• Sort objects by their spatial features, with justification. <p>Statistical investigation</p> <ul style="list-style-type: none">• Conduct investigations using the statistical enquiry cycle:<ul style="list-style-type: none">– posing and answering questions;– gathering, sorting, and displaying category and whole-number data;– communicating findings based on the data. <p>Statistical literacy</p> <ul style="list-style-type: none">• Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others. <p>Probability</p> <ul style="list-style-type: none">• Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty	<p>Investigating in science</p> <ul style="list-style-type: none">• Carry out science investigations using a variety of approaches: classifying and identifying, pattern seeking, exploring, investigating models, fair testing, making things, or developing systems. <p>Communicating in science</p> <ul style="list-style-type: none">• Develop knowledge of the vocabulary, numeric and symbol systems, and conventions of science and use this knowledge to communicate about their own and others' ideas. <p>Participating and contributing</p> <ul style="list-style-type: none">• Bring a scientific perspective to decisions and actions as appropriate.• Explore and act on issues and questions that link their science learning to their daily living.	<p>Marshmallow shooters Investigate how to use a balloon and a cup to launch a marshmallow to land on a target. – Variables being the distance it is pulled back and the angle of launch. They will be able to relate this knowledge to real-life situations e.g. bungee jumping, catapults</p> <p>Parachute drops – Measure the time it takes for parachutes of different sizes to drop to the ground.</p>  <p>Create an investigation to find out how surface area affects the number of weights a raft can hold.</p> <p>If the children are involved, hands on, in gathering the data during a science investigation, it will help a lot with their ability to interpret and question the data.</p> <p>Science Kids Fun science & technology for kids!</p> 

Level 3

Maths

Equations and expressions

- Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

Patterns and relationships

- Generalise the properties of addition and subtraction with whole numbers.
- Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns.

Measurement

- Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time. .

Statistical investigation

- Plan and conduct surveys and experiments using the statistical enquiry cycle:
 - determining appropriate variables and measures;
 - considering sources of variation;
 - gathering and cleaning data;
 - using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets;
 - comparing sample distributions visually, using measures of centre, spread, and proportion;
 - presenting a report of findings.

Statistical literacy

- Evaluate statistical investigations or probability activities undertaken by others, including data collection methods, choice of measures, and validity of findings.

Probability

- Compare and describe the variation between theoretical and experimental distributions in situations that involve elements of chance.
- Calculate probabilities, using fractions, percentages, and ratios.

Science

Students will:

Investigating in science

- Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Communicating in science

- Begin to use a range of scientific symbols, conventions, and vocabulary.

Participating and contributing

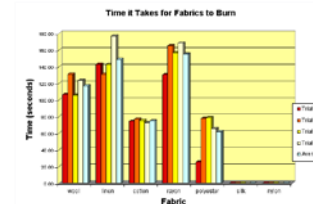
- Explore various aspects of an issue and make decisions about possible actions.

Integration

Measuring the amount of water absorbed by different cloths or investigating the drainage of different soils, to have a much better feel for what a millilitre or litre represents.



Recording observations of how different fabrics burn.



Explore the [AIMS approach](#) to teaching math and science. Simply select your grade span then an activity to download it

K-2 Math and Science

3-5 Math and Science

6-9 Math and Science



Level 4**Maths****Equations and expressions**

- Form and solve simple linear equations.

Patterns and relationships

- Generalise properties of multiplication and division with whole numbers.
- Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns.

Measurement

- Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.
- Convert between metric units, using whole numbers and commonly used decimals.

Statistical investigation

- Plan and conduct investigations using the statistical enquiry cycle:
 - determining appropriate variables and data collection methods;
 - gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends;
 - comparing distributions visually;
 - communicating findings, using appropriate displays.

Statistical literacy

- Evaluate statements made by others about the findings of statistical investigations and probability activities.

Probability

- Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of the possible outcomes, acknowledging variation and independence.
- Use simple fractions and percentages to describe probabilities.

Science**Investigating in science**

- Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Communicating in science

- Begin to use a range of scientific symbols, conventions, and vocabulary.

Participating and contributing

- Explore various aspects of an issue and make decisions about possible actions.

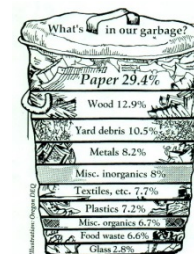
Integration

Measuring forces and temperature.

Comparing the size of planets

Determining what type of ball bounces the highest

Investigating the use of paper in the classroom and ways to reduce usage.



[Adopting an Argo Float](#) and recording temperatures at certain depths in the ocean – and in different parts of the world.

