



Teacher notes

Australian Curriculum links: Science and HASS
Preparing for your *Exploring Toys* session

Exploring Toys Make your Museum

Prep - 2

Foundation Science

Science Understanding

Chemical Sciences

Objects are made of materials that have observable properties (ACSSU003)

- *sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility*

Science as a Human Endeavour

Communicating

Share observations and ideas (ACSIS012)

- *working in groups to describe what students have done and what they have found out*
- *communicating ideas through role play and drawing*

Science Inquiry Skills

Nature and development of science

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)

- *recognising that observation is an important part of exploring and investigating the things and places around us*
- *sharing observations with others and communicating their experiences*

Foundation HASS

Inquiry and skills

Questioning

Pose questions about past and present objects, people, places and events (ACHASSI001)

- *posing questions about artefacts of the past (for example, 'Is it old or new?', 'What was it used for?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?')*

Researching

Collect data and information from observations and identify information and data from sources provided (ACHASSI002)

- *exploring sources (for example, pictures, photographs, story books, artefacts, excursions to places, family interviews) to gain information about the past*





Analysing	<p>Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)</p> <ul style="list-style-type: none"> <i>talking about differences between objects from the past and those of the present using comparative language (for example, 'This toy is older', 'My new computer game is more fun than the old one', 'This tree is older than ...')</i>
Evaluating and reflecting	<p>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)</p> <ul style="list-style-type: none"> <i>suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important</i>
Communicating	<p>Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)</p> <ul style="list-style-type: none"> <i>using simple terms to denote the passage of time (for example, 'then', 'now', 'yesterday', 'today', 'tomorrow') when talking about their experiences</i>
Knowledge and Understanding	
History	<p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)</p>

Year 1 Science

Science as a Human Endeavour

Nature and development of science	<p>Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)</p> <ul style="list-style-type: none"> <i>recognising that descriptions of what we observe are used by people to help identify change</i>
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Science Inquiry Skills

Planning and conducting	<p>Participate in guided investigations to explore and answer questions (ACSIS025)</p> <ul style="list-style-type: none"> <i>manipulating objects and making observations of what happens</i> <i>sorting information and classifying objects based on easily observable characteristics with teacher guidance</i>
Communicating	<p>Represent and communicate observations and ideas in a variety of ways (ACSIS029)</p> <ul style="list-style-type: none"> <i>discussing or representing what was discovered in an investigation</i> <i>engaging in whole class or guided small group discussions to share observations and ideas</i>





Year 1 HASS	
Inquiry and skills	
Questioning	Pose questions about past and present objects, people, places and events (ACHASSI018) <ul style="list-style-type: none"><i>collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions</i>
Analysing	Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023) <ul style="list-style-type: none"><i>identifying similarities and differences between activities over time by comparing objects of the past with those currently used (for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books)</i>
Knowledge and Understanding	
History	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)

Year 2 Science	
Science as a Human Endeavour	
Nature and development of science	Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034) <ul style="list-style-type: none"><i>suggesting how everyday items work, using knowledge of forces or materials</i>
Science Inquiry Skills	
Planning and conducting	Participate in guided investigations to explore and answer questions (ACSIS038) <ul style="list-style-type: none"><i>manipulating objects and materials and making observations of the results</i><i>researching with the use of simple information sources</i><i>sorting objects and events based on easily identified characteristics</i>
Evaluating	Compare observations with those of others (ACSIS041) <ul style="list-style-type: none"><i>discussing observations with other students to see similarities and differences in results</i>





Year 2 HASS

Inquiry and skills

Questioning

Pose questions about past and present objects, people, places and events (ACHASSI034)

- *developing inquiry questions about a historical site (for example, 'What does it look like now?', 'What condition is it in?', 'What was its purpose?', 'How might its use have changed?', 'How was it built/created?', 'Who built it?', 'How is it now used?', 'Why is it important?')*

Analysing

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)

Knowledge and Understanding

History

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)





Preparing for your session

The following list will help you to achieve the most out of this session for you and your students.

- All School Program sessions are pre-booked as part of your visit request. Please list your chosen school Program on your online Booking Form.

A Museum Booking Officer will prepare your itinerary and invoice your organisation post-visit. Large groups will experience *Exploring Toys* across several rotations.

- Sessions need to start at the booked time. Please be mindful of this and be assembled and ready on Level 4 a few minutes ahead of your session start time.

If your group is late and in multiple rotations for this session, please advise Museum staff and negotiate advice for your group's supervisors, (to offset the start time of each session). Lost time may be recovered at meal breaks to resume the schedule listed on your prepared itinerary.

- Please ensure students have had a toilet break and have hats off and completely hands free for the session.
- Students will be working in teams of 4. You are welcome to assign these teams ahead of your session.
- Adults are asked to be involved in this session. Please ensure each session has a minimum of 4 adults to participate with your learners. Adult participation is mutually rewarding and memorable (photos are welcome).
- This session incorporates interactions with a collection of toys. Students sort toys into collections to observe their attributes. These toys are not available for younger siblings to play with during the session. Any younger siblings accompanying your supervising adults need to remain clear of the delivery space as the activity involves high traffic of children between the toy collection and their team tables.
- Students are making 'mini-museums' or toy exhibitions with an existing collection. They are then interviewed by a "reporter" to share what their observations, classifications and comparisons of the toys using contexts of time, energy, materials and other characteristics.

This session does NOT involve toy construction. For a 1 hour wood workshop, see our Ipswich museum, [The Workshops Rail Museum](#).

