



AT QUEENSLAND MUSEUM

Australian Curriculum Links for Years 3 - 4

Term 4, 2022

SparkLab is a Sciencentre experience at Queensland Museum. Refer to the [Exhibition Guide](#) for an overview of the interactive exhibits and programs.

SparkLab exhibits and programs link to the Australian Curriculum specifically in the learning areas of Science, Technologies and Mathematics, and support students to develop their general capabilities in Literacy, Numeracy, and Critical and Creative Thinking.

General capabilities relevant to SparkLab

Direct links	
<p>Literacy Comprehending texts through listening, reading and viewing. Text, word and visual knowledge.</p> <p>Numeracy Recognise and using patterns and relationships. Using spatial reasoning. Using measurement.</p>	<p>Critical and Creative Thinking Inquiring – identifying, exploring and organising information and ideas. Generating ideas, possibilities and actions. Reflecting on thinking and processes. Analysing, synthesising and evaluating reasoning and procedures.</p>

Science

	Knowledge and Understanding	Science as a Human Endeavour and Science Inquiry Skills	Sample of linked <i>SparkLab</i> exhibits and programs
Year 3	Chemical sciences (ACSSU046) A change of state between solid and liquid can be caused by adding or removing heat.	<p>Nature and development of science (ACSHE050) Science involves making predictions and describing patterns and relationships.</p> <p>Questioning and predicting (AC SIS053) Identify questions that can be investigated scientifically and predict what might happen based on prior knowledge.</p> <p>Planning and conducting (AC SIS054) Suggest ways to plan and conduct investigations to find answers to questions.</p> <p>Processing and analysing information (AC SIS215) Compare results with predictions, suggesting possible reasons for findings.</p> <p>Evaluating (AC SIS058) Reflect on the investigation, including whether a test was fair or not.</p>	<p>Science Bar: Melting moments Students <i>investigate</i> by suggesting ways to change various solids into liquids. Students <i>decide</i> which solids to <i>test</i>, <i>describe</i> their observations and <i>predict</i>. This program is facilitated by a Learning Officer.</p> <p>Science on a sphere: Clouds with Precipitation – Real time: Students observe and <i>explore</i> precipitation (falling rain and snow) that is occurring around the Earth over the last several days.</p>
	Earth and space sciences (ACSSU048) Earth's rotation on its axis causes regular changes, including night and day.		<p>Science on a sphere: Students can <i>select</i> and <i>explore</i> a number of presentations on our dynamic and rotating 3D model of the Earth, including Day/Night Terminator (single day), Nighttime Lights, Clouds – Real Time</p> <p>Planet Rotations: Students can <i>explore</i> the rotation of other planets and compare them to the rotation of Earth.</p> <p>There are over 40 presentations (datasets) on the free-choice kiosk and a Learning Officer can access over 500 datasets via an iPad.</p> <p>Spinning Earth: Students <i>recognise</i> and <i>identify</i> day and night on a large rotating Earth and also</p>

			<p>recognize and <i>explain</i> the orbit of the moon around the Earth.</p> <p>Spin up a storm: Students <i>recognise</i> and <i>describe</i> patterns in a fluid filled sphere. What changes happen as they spin the sphere fast, slow or change direction? <i>Compare</i> this to weather patterns on Earth or giant storms on Jupiter.</p>
	Physical sciences (ACSSU049) Heat can be produced in many ways and can move from one object to another.		<p>See the heat: Students view their body or other objects through a special infrared (heat) camera. They can <i>recognise</i> and <i>explain</i> how rubbing their hands together heats them up and how to transfer heat from their hands to other parts of their body.</p> <p>Science Bar: Melting moments Students <i>investigate</i> how we can change a way that a solid melts. Students <i>identify</i> and <i>select</i> different ways to produce heat and different surfaces to explore energy transfer. Students <i>generate</i> questions, <i>recognise</i>, <i>predict</i> and <i>explain</i> their thinking. This program is facilitated by a Learning Officer.</p>
Year 4	Chemical sciences (ACSSU074) Natural and processed materials have a range of physical properties that can influence their use.	<p>Nature and development of science (ACSHE061) Science involves making predictions and describing patterns and relationships.</p> <p>Questioning and predicting (AC SIS064) Identify questions that can be investigated scientifically and predict what might happen based on prior knowledge.</p> <p>Planning and conducting (AC SIS065) Suggest ways to plan and conduct investigations to find answers to questions.</p> <p>Processing and analysing information (AC SIS216) Compare results with predictions, suggesting possible reasons for findings.</p>	<p>Science Bar: Snap, crackle, watt? Students <i>select</i> different materials and <i>recognise</i> how rubbing certain materials together can create static electricity. They <i>investigate</i> how they can use static electricity to make something move. This program is facilitated by a Learning Officer.</p> <p>Science Bar: Going down hill Students <i>select</i> materials for testing as they <i>investigate</i> how they can change how something moves down a ramp. This program is facilitated by a Learning Officer.</p> <p>Frozen shadows: Students <i>explore</i> leaving shadows behind on a phosphorescent coated wall. They <i>predict</i> how the properties of this material enable the wall to glow to create these shadows.</p>

		Evaluating (ACSIS069) Reflect on the investigation, including whether a test was fair or not.	<p>Circuits: Student <i>create</i> simple circuits using wires and <i>recognise</i> how some materials are good conductors and allow electricity to flow.</p> <p>Magnetic liquid: Students turn handles to move two opposite magnets and <i>recognise</i> the effects this magnetic force has on Ferro fluid (magnetic liquid). They <i>predict</i> how and why the liquid flows, moves and changes shape.</p> <p>Maker Space: Illuminate. Students <i>investigate</i> the properties of various materials as they <i>create</i> and <i>construct</i> a light cover for a light source. How do the various materials direct, block and change light?</p>
	Earth and space sciences (ACSSU075) Earth's surface changes over time as a result of natural processes and human activity.*		<p>Science on a Sphere: There are a number of information data sets that students can project onto a 1.8m sphere including: <u>Nighttime lights</u> - lights around the Earth generated by electricity; <u>Nighttime lights (colourised)</u> – showing light generated by fire or electricity as different colours; <u>Dams and reservoirs</u> - showing the locations of where all dams have been built, <u>Drought Risk</u>, <u>Japan - earthquake 2011</u> - showing the tsunami wave and where it reached around the Earth, <u>Land surface temperature</u> and more.</p> <p>There are over 40 presentations (datasets) on the free-choice kiosk and a Learning Officer can access over 500 datasets via an iPad.</p>
	Physical sciences (ACSSU076) Forces can be exerted by one object on another through direct contact or from a distance.		<p>Magnetic pendulum: Students swing a large pendulum which has a magnet in the bob. The pendulum swings over magnets in the exhibit base. Students <i>recognise</i> how the pendulum is repelled in an unexpected direction, as the magnetic fields interact with each other. Students can physically</p>

			<p>feel the magnetic repulsion if they hold onto the pendulum.</p> <p>Air cannon: Students use a rope to lift up a heavy bowling ball. As the ball falls, it pushes air within a large tube into a smaller tube. This forces a lighter tennis ball way up high. Students <i>determine</i> what effect changing how high the bowling ball is lifted on how far the tennis ball moves.</p> <p>Lift a fridge: Students <i>select</i> one of three ropes to pull down on, which are attached to a giant lever. They <i>investigate</i> which rope and which distance from the fulcrum requires the least effort and downward force to lift an 80kg fridge. A whole body way to <i>explore</i> a simple machine.</p> <p>Science Bar: Under pressure Students <i>select</i> and <i>recognise</i> how different substances behave and change in a vacuum chamber – where the air pressure is decreased and increased. They <i>consider</i> forces when they <i>recognise</i> changes. This program is facilitated by a Learning Officer.</p>
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Technologies – Design and Technologies

	Knowledge and Understanding	Design and Technologies Processes and Production Skills	Sample of linked <i>SparkLab</i> exhibits and programs
Year 3 - 4	<p>Investigate how forces and the properties of materials affect the behaviour of a product or system. (ACTDEK011)</p> <p>Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes. (ACTDEK013)</p>	<p>Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions. (ACTDEP014)*</p> <p>Select and use materials, components and equipment and use safe work practices to make designed solutions. (ACTDEP016)</p> <p>Evaluate design ideas, processes and solutions. (ACTDEP017)</p>	<p>Gravity run: Students work together to <i>create</i> a long ball run out of tubes, wheels, corner pipes, swinging bells and balls. <i>Investigate</i> how to make a faster or longer gravity run.</p> <p>Flight test: Design and <i>create</i> a flying machine out of paper and <i>test</i> in the large vertical wind machine. <i>Determine</i> if it changes if the air speed is faster or slower? <i>Explore</i> a design change and see the impact of that change on how your machine moves.</p> <p>Maker Space: Use everyday materials to design and <i>construct</i> a solution to the Maker Space challenge – Illuminate. <i>Design</i> and <i>create</i> a light cover for a light source. <i>Decide</i> on who might use this light cover, how they might use it and what they might need. <i>Explore</i> the properties of different materials as you <i>select</i> materials for your design. <i>Consider</i> how the properties of the materials and the shapes and structures you make, will direct, block or change light. <i>Test</i> your design in our tabletop boxes. <i>Modify</i> your initial design ideas to make your design as effective as possible and to meet your user's needs.</p>

Mathematics

	Number and Algebra	Measurement and Geometry	Sample of linked <i>SparkLab</i> exhibits and programs
Year 3	<p><u>Fractions and decimals</u></p> <p>Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole. (ACMNA058)*</p>	<p><u>Using units of measurement</u></p> <p>Measure, order and compare objects using familiar metric units of length, mass and capacity. (ACMMG061)</p> <p><u>Shape</u></p> <p>Make models of 3D objects and describe key features (ACMMG063)</p> <p><u>Geometric reasoning</u></p> <p>Identify angles as measures of turn and compare angle sizes in everyday situations. (ACMMG064)</p>	<p>Shape maker: Students <i>recognise</i> familiar 2D shapes and combine them to construct 3D objects. 3D shapes can be combined into larger objects and students can <i>describe</i> the shapes, width, length and depth of the object.</p> <p>Air cannon: Students <i>use</i> a rope to lift up a heavy bowling ball. As the ball falls, it pushes air within a large tube into a smaller tube, forcing a tennis ball up high. <i>Investigate</i> lifting the bowling ball halfway or a quarter of the way up and see what happens to the lighter tennis ball when you let it fall. <i>Compare</i> heights using the measuring scale on the tubes.</p>
Year 4	<p><u>Fractions and decimals</u></p> <p>Investigate equivalent fractions used in contexts. (ACMNA077)*</p>	<p><u>Using units of measurement</u></p> <p>Compare objects using familiar metric units of area and volume. (ACMMG290)*</p> <p><u>Shape</u></p> <p>Compare the areas of regular and irregular shapes by informal means. (ACMMG087)*</p> <p>Compare and describe 2D shapes that result from combining and splitting common shapes. (ACMMG088)*</p>	<p>Shape maker: Students <i>recognise</i> familiar 2D shapes and combine them to <i>construct</i> 3D objects. 3D shapes can be combined into larger objects and students can <i>describe</i> the shapes, width, length and depth of the object.</p>

* Indirect link

Cognitive verbs are italicised.