

Communication

- Distilling information on science-related ideas to self and others
- Communicating (internally and externally) processes and concepts clearly
- Critiquing information and ideas using science processes and tools

Connection

- Linking science domains: knowledge, process, creativity and application
- Crosscutting concepts to explore across Physical and Life sciences
- Organising and interrelating knowledge into coherent scientific understanding



Science HQ Curriculum Framework (4Cs)

Concept creation

- Receiving information and tools
- Viewing information from multiple perspectives
- Creating scientific knowledge
- Developing science processes
- Becoming aware of scientific understandings and knowledge
- Building processes to be independent for further learning

Construction

- Involving in practices to investigate and build models (physical, symbolic and/or mental) about the natural world
- Deriving meaning from an array of information using a range of science processes and tools
- Asking and refining questions and constructing explanations