Year 3 Level Description

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Year 3 Achievement Standard

By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.

Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

http://www.australiancurriculum.edu.au/science/Curriculum/F-10#level3

Year 3 Content Descriptions

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Biological sciences	**Nature and development of science**	**Questioning and predicting**
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	Science involves making predictions and describing patterns and relationships (ACSHE050)	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS053)
Chemical sciences	**Use and influence of science**	**Planning and conducting**
A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)	Science knowledge helps people to understand the effect of their actions (ACSHE051)	Suggest ways to plan and conduct investigations to find answers to questions (ACSIS054)
Earth and space sciences		Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS055)
Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)		**Processing and analysing data and information**
Physical sciences		Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)
Heat can be produced in many ways and can move from one object to another (ACSSU049)		Compare results with predictions, suggesting possible reasons for findings (ACSIS215)
		Evaluating
		Reflect on the investigation, including whether a test was fair or not (ACSIS058)
		Communicating
		Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS060)

Science / Year 3 / Science as a Human Endeavour / Use and influence of science

Content description	Elaborations
Science knowledge helps people to understand the effect of their actions	• considering how heating affects materials used in everyday life • investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners • considering how materials including solids and liquids affect the environment in different ways • deciding what characteristics make a material a pollutant • researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals

http://www.australiancurriculum.edu.au/Elements/ACSHE051

Assessment and Reporting Overview

Summative	Formative
• Pre-assessment: students write a short information report without teacher guidance about honey.	• Students produce a poster about wild honey, including native bees and trees.

http://www.acara.edu.au/curriculum/worksamples/Year_3_Science_Portfolio_Satisfactory.pdf
http://www.acara.edu.au/curriculum/worksamples/Year_3_Science_Portfolio_Above.pdf
http://www.acara.edu.au/curriculum/worksamples/Year_3_Science_Portfolio_Below.pdf

General Capabilities
Literacy

Literacy / Level 3 / Composing texts through speaking, writing and creating

Use language to interact with others

use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts

Examples

- discussing data gathered in an investigation

- Mathematics (ACMSP092)
- English (ACELY1688)
- Science (ACSIS065)
- History (ACHHS082)

Literacy / Level 3 / Comprehending texts through listening, reading and viewing

Listen and respond to learning area texts

listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and audio texts, including audio-visual texts, and respond to texts read aloud

Examples

- listing information recalled from an audio text

- Mathematics (ACMNA077)
- English (ACELY1688)
- Science (ACSSU072)
- History (ACHHK077)

Literacy / Level 3 / Comprehending texts through listening, reading and viewing

Navigate, read and view learning area texts

navigate, read and view different types of texts with illustrations and more detailed graphics

Examples

- using and combining increasing knowledge of page and screen layout, context, vocabulary, grammar, phonics and visuals including icons and buttons

- English (ACELY1691)
- Mathematics (ACMNA080)
- Science (ACSSU072)
- History (ACHHK077)

Literacy / Level 3 / Composing texts through speaking, writing and creating

Compose spoken, written, visual and multimodal learning area texts

compose and edit a range of learning area texts

Examples

incorporating:

- known and some researched information
- some more extended language features
- illustrations and different types of graphics

- English (ACELY1694)
- Mathematics (ACMMG088)
- Science (ACSIS071)
- History (ACHHS086)

http://www.australiancurriculum.edu.au/GeneralCapabilities/literacy/Continuum#page=6