Year 3 Science

Achievement Standard

By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Science Understanding**
  Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences

- **Science as a Human Endeavour**
  Nature and development of science, Use and influence of science

- **Science Inquiry Skills**
  Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating, Communicating

Delivery (mode, time requirements, lessons)

Students have access to a 45 minute scheduled lesson each week. Lessons are delivered via our Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed through the Learning Management System.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, digital camera, stationery.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	**Unit 1** **Biology: Feathers, Fur or Leaves** Students detect similarities between objects and living things and learn how science organises them into a system. Discuss questions for investigation and respond to at least one question through a structured science inquiry.
		Summative Assessment: Observe, draw, identify and tally animals and present results in a column graph.
	Term 2	**Unit 2** **Chemical science: Melting Moments** Students generate inquiry questions about changing solids to liquids and visa-versa by adding or removing heat.
		Summative Assessment: Investigation - Melting investigation planner (Part A) written responses (Part B) – Too hot! Identify that materials can change state between solid and liquid when temperature changes and affects objects in their everyday lives
Semester 2	Term 3	**Unit 3** **Earth and Space Science: Night and day** Students explore how the spinning of the Earth on its axis causes night and day through observations and models. They investigate changing shadows throughout the day, observing the change to the length and direction of shadows using a shadow stick.
		Summative Assessment: Part A – Planning it out –Part B – One o'clock, two o'clock Part C – Shadows rock. Plan and conduct an investigation into the effect of time of day on length and direction of shadows
	Term 4	**Unit 4** **Physical Science: Heating up** Students use their everyday experience of warming themselves, or use stimulus material about animals trying to keep warm, to generate inquiry questions about heat conduction.
		Summative Assessment: Hot water investigation planner (Part A) Finding the heat (Part B). Investigate of the conduction of heat through different materials.

Disclaimer All of the above information is accurate at the time of development.