Year 3 Science

Achievement Standard

By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations.
Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

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, modelling and analysing evaluating, communicating

Delivery (mode, time requirements, lessons)

Students have access to scheduled lessons each week. Lessons are delivered via the 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 in QLearn.

Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Unit 1	**Unit 1** **Biological Sciences: Growth and Change** In this unit students compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals
		Summative Assessment: • Classify and compare living and non-living things and different life cycles • Describe how people use data to develop explanations
	Unit 2	**Unit 2** **Chemical science: Changes of State** In this unit, students investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state
		Summative Assessment: • Classify solids and liquids based on observable properties • Describe how to cause a change of state • Pose questions to explore patterns • Use scaffolds to plan safe investigations and fair tests
Semester 2	Unit 3	**Unit 3** **Earth and Space Science: Rocks, Soils and Minerals** In this unit, students compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources.
		Summative Assessment: • Describe the observable properties of soils, rocks and minerals • Describe their importance as resources • Identify solutions that use scientific explanations • Organise data and information using provided scaffolds • Identify patterns and relationships
	Unit 4	**Unit 4** **Physical Science: The Heat Is On** In this unit students identify sources of heat energy, and examine how temperature changes when heat energy is transferred from one object to another
		Summative Assessment: • Identify sources of heat energy and examples of heat transfer • Explain changes in the temperature of objects • Explain how to keep investigations fair

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