|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Achievement Standards - Science** | | | | | | **NOTES** |
| 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. | | | | | |  |
| **Content Descriptions - Science** | | | | | |
| **Science Understanding** | Biological Sciences | **Living things can be grouped on the basis of observable features and can be distinguished from non-living things**[**ACSSU044**](http://www.scootle.edu.au/ec/search?accContentId=ACSSU044)**.**   * ***investigating Aboriginal and Torres Strait Islander Peoples’ systems of classifying living things and how these systems differ from those used by contemporary science.*** * ***recognising Aboriginal and Torres Strait Islander Peoples’ use of observable features to group living things.*** * ***recognising characteristics of living things such as growing, moving, sensitivity and reproducing.*** * ***recognising the range of different living things.*** * ***sorting living and non-living things based on characteristics.*** * ***exploring differences between living, once living and products of living things.*** | | | |
| **Science as a Human Endeavour** | Use and influence of science | **Science knowledge helps people to understand the effect of their actions**[**ACSHE051**](http://www.scootle.edu.au/ec/search?accContentId=ACSHE051)**.**   * ***researching Aboriginal and Torres Strait Islander Peoples’ knowledge of the local natural environment, such as the characteristics of plants and animals.*** | | | |
| **Science Inquiry** | Processing, modelling and analysing | **Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends**[**ACSIS057**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS057)**.**   * ***using provided tables to organise materials and objects based on observable properties.*** | | | |
| Communicating | **Represent and communicate observations, ideas and findings using formal and informal representations**[**ACSIS060**](http://www.scootle.edu.au/ec/search?accContentId=ACSIS060)   * ***consulting Aboriginal and Torres Strait Islander Peoples’ representations of living things as evidenced and communicated through formal and informal sharing of information.*** * ***exploring different ways to show processes and relationships through diagrams, models and role play.*** | | | |
| **General Capabilities** | | |  | **Cross-Curriculum Priorities** | |
| **Critical and Creative Thinking** | Inquiring:   * identify and clarify information and ideas. * organise and process information.   Reflecting:   * transfer knowledge into new contexts. | | **Aboriginal and Torres Strait Islander Histories and Cultures** | **Country/Place**   * Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.   **Culture**   * Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. |
| **Intercultural Understanding** | Recognising:   * explore and compare cultural knowledge, beliefs and practices. | | **Sustainability** | **Future**   * Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments. |