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| **Achievement Standards - Science** | | | | | | **NOTES** |
| [**By the end of Year 3 students classify and compare living and non-living things and different life cycles.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They describe the observable properties of soils, rocks and minerals and describe their importance as resources.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They classify solids and liquids based on observable properties and describe how to cause a change of state.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They describe how people use data to develop explanations.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)**They identify solutions that use scientific explanations.**  [**Students pose questions to explore patterns and relationships and make predictions based on observations.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They use scaffolds to plan safe investigations and fair tests.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They use familiar classroom instruments to make measurements.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They organise data and information using provided scaffolds and identify patterns and relationships.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[**They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.**](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | | | | |  |
| **Content Descriptions - Science** | | | | | |
| **Science Understanding** | Biological Sciences | Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals ([AC9S3U01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3U01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). classifying a collection of objects as living, once living or non-living and explaining their reasoningobserving and describing differences between metamorphic (such as butterflies, beetles or frogs) and non-metamorphic life cycles of animals, including humanscomparing the physical characteristics of an animal such as a frog or moth with its activity at different stages of its life cyclerepresenting stages of a plant or animal’s life cycle using drawings, digital photographs, graphic organisers or concrete materialsinvestigating how First Nations Australians understand and utilise the life cycles of certain species | | | |
| **Science as a Human Endeavour** | Use and influence of science | Consider how people use scientific explanations to meet a need or solve a problem ([AC9S3H02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3H02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). recognising how First Nations Australians observe and describe developmental changes in plants and animals to make decisions about when to harvest certain resources | | | |
| **Science Inquiry** | Questioning and predicting | Pose questions to explore observed patterns and relationships and make predictions based on observations ([AC9S3I01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). acknowledging and using information from First Nations Australians to guide the development of questions regarding life cycles | | | |
| Planning and conducting | Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate([AC9S3I03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). using appropriate equipment to make and record observations, such as digital cameras, video, voice recorders and scaled instruments with appropriate incrementsidentifying and taking on roles in group work, such as setting up the equipment, making observations, recording observations and ensuring safe behaviours | | | |
| Processing, modelling and analysing | Construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns ([AC9S3I04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). representing observed life stages by constructing models using recycled or craft materials | | | |
| Evaluating | Compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions ([AC9S3I05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). drawing conclusions based on consideration of their own and others’ findings | | | |
| Communicating | Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate ([AC9S3I06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-3/content-description?subject-identifier=SCISCIY3&content-description-code=AC9S3I06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)). consulting First Nations Australians’ representations of living things as evidenced and communicated through formal and informal sharing of information | | | |
| **General Capabilities** | | |  | **Cross-Curriculum Priorities** | |
| **Critical and Creative Thinking** | **Inquiring:**   * Develop questions. * Identify, process and evaluate information.   **Generating:**   * Create possibilities. * Put ideas into action.   **Analysing:**   * Draw conclusions and provide reasons. * Evaluate actions and outcomes.   **Reflecting:**   * Transfer knowledge. | | **Aboriginal and Torres Strait Islander Histories and Cultures** | **Country/Place**   * First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. * The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.  **Culture** **First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing.****The First Peoples of Australia (Aboriginal Peoples) belong to the world’s oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.** |
| **Sustainability** | **Systems**   * **All life forms, including human life, are connected through Earth’s systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.** * Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. |