

V9 Year 3 Curriculum Overview – NBEEC – Seeing through both eyes: Is it living?

Achievement Standards - Science				NOTES
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.				
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 AC9S3U01 <i>classifying a collection of objects as living, once living or non-living and explaining their reasoning</i> <i>investigating Aboriginal and Torres Strait Islander Peoples’ systems of classifying living things and how these systems differ from those used by contemporary science.</i> <i>recognising Aboriginal and Torres Strait Islander Peoples’ use of observable features to group living things.</i> <i>recognising characteristics of living things such as growing, moving, sensitivity and reproducing.</i> <i>recognising the range of different living things.</i> <i>sorting living and non-living things based on characteristics.</i> <i>exploring differences between living, once living and products of living things.</i>		
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 <i>recognising how First Nations Australians observe and describe developmental changes in plants and animals to make decisions about when to harvest certain resources</i>		
Science Inquiry	Questioning and predicting	Pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I01 <i>acknowledging and using information from First Nations Australians to guide the development of questions</i>		
	Communicating	Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06 <i>consulting First Nations Australians’ representations of living things as evidenced and communicated through formal and informal sharing of information</i>		
General Capabilities			Cross-Curriculum Priorities	
Critical and Creative Thinking	Inquiring: - Questions developed support the process of improving knowledge and understanding about a topic or investigation - Identify and examine relevant information and opinion from a range of sources Reflecting: - Select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions		Aboriginal and Torres Strait Islander Histories and Cultures	Country/Place - Discuss characters, events and settings in different contexts in literature by First Nations Australian AC9E3LE01 Culture - The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally (HASS - A_TSIP3) - Make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses (Mathematics - AC9M3SP01)
Intercultural Understanding	Reflecting - Describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows Engaging with cultural and linguistic diversity - Initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond			Sustainability