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| --- |
| Year 3 Science Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: Science. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| In Year 3 students explore the value of grouping and classifying objects and events based on similarities and differences. In classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. Students contrast patterns of growth and change in living things; compare characteristics of soils, rocks and minerals; and classify states of matter.  They learn that key processes such as heat transfer can cause predictable change in simple systems. They recognise that change is described and measured in terms of differences over time and begin to quantify their observations to enable comparison. They learn more-sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify patterns and relationships. They appreciate that science involves conducting fair tests to answer questions or test predictions, and that scientific explanations are based on data.  Inquiry questions can help excite students’ curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:   * Do plants, birds and frogs grow up too? * Is soil alive? * Is jelly a liquid or a solid? * Why is a spoon hot in soup and cold in ice cream? * Can you do science without a fair test? | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science understanding | 1 | 2 | 3 | 4 | Science as a human endeavour | 1 | 2 | 3 | 4 | Science inquiry | 1 | 2 | 3 | 4 | |
| **Biological sciences**  compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01 |  |  |  |  | **Nature and development of science**  examine how people use data to develop scientific explanations AC9S3H01 |  |  |  |  | **Questioning and predicting**  pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I01 |  |  |  |  | |
| **Earth and space sciences**  compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resources AC9S3U02 |  |  |  |  | **Use and influence of science**  consider how people use scientific explanations to meet a need or solve a problem AC9S3H02 |  |  |  |  | **Planning and conducting**  use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S3I02 |  |  |  |  | |
| **Physical sciences**  identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another AC9S3U03 |  |  |  |  |  |  |  |  |  | follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S3I03 |  |  |  |  | |
| **Chemical sciences**  investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state AC9S3U04 |  |  |  |  |  |  |  |  |  | **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 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Evaluating**  compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I05 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | **Communicating**  write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06 |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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