



ASPIRE - LEARN - ACHIEVE

Australian Curriculum: Science — Year 3

Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Is it living?	What's the matter	Spinning Earth	Hot stuff
Unit description	In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.	In this unit students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions.	In this unit students will investigate the effect of Earth's rotation on its axis in relation to the position of the sun. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students will consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of Earth's rotation. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes	In this unit, students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer.

ASSESSMENT	SEMESTER 1		SEMESTER 2		
	Investigating living things- AT1	Investigating solids and liquids- AT3	Investigating the sun, Earth and us-AT2	Understanding heat- AT4	
Range and balance of summative	Technique	Investigation	Investigation	Investigation	Experimental investigation
	Type of text	Investigation report	Scientific report	Informative Poster	Investigation report

assessment conventions	Mode	Written	Written & Practical	Written/multi-modal	Written & Practical
	Conditions	<ul style="list-style-type: none"> complete individually complete in class time use the resource sheets provided 	<ul style="list-style-type: none"> Individual Completed over 3 sessions 	<ul style="list-style-type: none"> Undertaken individually Hand drawn diagrams Presented to class, small groups or teacher 	<ul style="list-style-type: none"> Individual Completed over 3 sessions
Aspects of the achievement standard					
Use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations			✓	✓	✓
Group living things based on observable features and distinguish them from non-living things	✓				
Describe how they can use science investigations to respond to questions					✓
Use their experiences to identify questions and make predictions about scientific investigations			✓		✓
Follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data			✓		✓
Describe how safety and fairness were considered and use diagrams and other representations to communicate their ideas	✓		✓	✓	✓

Term 1
Term 2
Term 3
Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard