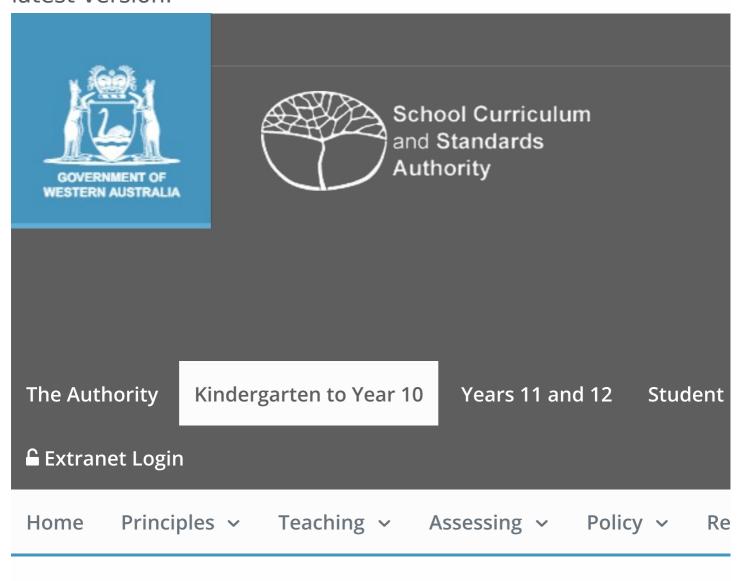
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Year 3 SyllabusTest

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Year Level Description

Filters



Show/Hide Curriculum

- ▼ Year level descriptors
- Content Descriptions
- Achievements Standards
- □ Icons

Year Levels

□ Select All

Strands

- Select All
- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

General Capabilities

- Select All
- **□** Literacy
- □ Numeracy
- Information and Communication Technology (ICT) capability

Year 3 Syllak

Year Level Descri

The science inquiry across a two-year be expectations outlined science understand strands are address are interrelated and detail in which the exprograms are decis

Incorporating the

Over Years 3 to 6, soperating at differe

In Year 3, students develop an underst and night, they dev order their observation-living they beg or apply. They begin more sophisticated use of tables and grelationships between

Science

- Critical and creative thinking
- Personal and social capability
- **□** Ethical understanding
- □ Intercultural understanding

Understanding

BIOLOGICAL SCIENCES

Living things can be grouped on the bas observable features can be distinguishe from non-living thin (ACSSU044)

CHEMICAL SCIENCES

A change of state between solid and I can be caused by a or removing heat (ACSSU046)

EARTH AND SPACE SCIE

Earth's rotation on axis causes regular changes, including and day (ACSSU048

№ Numeracy

PHYSICAL SCIENCES

Heat can be produc many ways and car

move from one objection another (ACSSU049)

Year 3 Achieven

Science Understa

At Standard, studer of heat and its effect observations. They them from non-livir

Science as a Hum

Students describe h

Science Inquiry S

Students use their of scientific investigat and suggest possib. Students describe hand other representations.

The science inquiry skills and science as a human endeavour st schools and teachers refer to the expectations outlined in the a understanding strand for the relevant year level to ensure that three strands of the curriculum are interrelated and their conte the content descriptions are organised into teaching and learning

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a ra scales.

In Year 3, students observe heat and its effects on solids and lice through simple systems. In observing day and night, they deve order their observations by grouping and classifying; in classify classifications are not always easy to define or apply. They beg more sophisticated ways of identifying and representing relation. They use their understanding of relationships between compon

<u>Principles</u>

Teaching

<u>Assessing</u>

Policy

Resources



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