

Year 3 Syllabus

Year Level Description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Understanding

BIOLOGICAL SCIENCES

Living things can be grouped on the basis of observable features and can be distinguished from non-living things
[\(ACSSU044\)](#)

CHEMICAL SCIENCES

A change of state between solid and liquid can be caused by adding or removing heat
[\(ACSSU046\)](#)

EARTH AND SPACE SCIENCES

Earth's rotation on its axis causes regular changes, including night and day
[\(ACSSU048\)](#)

 Numeracy

PHYSICAL SCIENCES

Heat can be produced in many ways and can

Human Endeavour


NATURE AND DEVELOPMENT OF SCIENCE

Science involves making predictions and describing patterns and relationships
[\(ACSHE050\)](#)

 Numeracy

USE AND INFLUENCE OF SCIENCE

Science knowledge helps people to understand the effect of their actions
[\(ACSHE051\)](#)

 Personal and social capability


 Ethical understanding

Skills

QUESTIONING AND PREDICTING

With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge
[\(AC SIS053\)](#)

 Literacy


 Critical and creative thinking

PLANNING AND CONDUCTING

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment
[\(AC SIS054\)](#)


 Literacy


move from one object
to another
[\(ACSSU049\)](#)

 Critical and creative
thinking

Consider the elements
of fair tests and use
formal measurements
and digital
technologies as
appropriate, to make
and record
observations
accurately [\(AC SIS055\)](#)

 Numeracy

 Information and
Communication
Technology (ICT)
capability


 Personal and social
capability

PROCESSING AND ANALYSING DATA AND INFORMATION

Use a range of
methods including
tables and simple
column graphs to
represent data and to
identify patterns and
trends [\(AC SIS057\)](#)

 Literacy


 Numeracy

 Critical and creative thinking

Compare results with predictions, suggesting possible reasons for findings ([AC SIS215](#))

 Literacy


 Numeracy

 Critical and creative thinking

EVALUATING

Reflect on investigations, including whether a test was fair or not ([AC SIS058](#))

 Numeracy

 Critical and creative thinking

COMMUNICATING

Represent and communicate

observations, ideas and findings using formal and informal representations
[\(ACSIS060\)](#)

 Literacy

 Numeracy

Year 3 Achievement Standard

Science Understanding

At Standard, students use their understanding of the rotation of Earth, the behaviour of heat and its effect on materials to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things.

Science as a Human Endeavour

Students describe how they can use science investigations to respond to questions.

Science Inquiry Skills

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. Students describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

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