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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 3 SyllabusTest

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Year Level Description

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- ☒ Year level descriptors
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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 Syllab

Year Level Descri

The science inquiry across a two-year b expectations outlining science understand strands are address are interrelated and detail in which the programs are decis

Incorporating the

Over Years 3 to 6, s operating at differe

In Year 3, students develop an underst and night, they dev order their observa non-living they beg or apply. They begi more sophisticated use of tables and g relationships betwe

Science

- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

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 day and night [\(ACSSU048\)](#)

✚✖ Numeracy

PHYSICAL SCIENCES

Heat can be produced in many ways and can be transferred

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

Year 3 Achievement

Science Understanding

At Standard, students describe the effects of heat and its effects on living organisms. They make observations. They explain the difference between living and non-living things.

Science as a Human Endeavour

Students describe the role of science in society.

Science Inquiry Skills

Students use their knowledge of science to investigate a problem and suggest possible solutions. They describe the process of scientific investigation and suggest possible solutions. They describe the process of scientific investigation and suggest possible solutions.

The science inquiry skills and science as a human endeavour strands of the science curriculum are interrelated and their content is integrated. Schools and teachers refer to the expectations outlined in the achievement standards for the relevant year level to ensure that the three strands of the curriculum are interrelated and their content is integrated.

the content descriptions are organised into teaching and learning activities.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of scientific concepts and processes.

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

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