Science

Year 3 Plan 2025

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Semester 1	Semester 2
	Unit 1	**Unit 2**
Unit description	In this unit, students will develop their understanding of Biological Sciences by learning to classify and group objects based on their observable features. A key focus will be distinguishing between living, non-living, and once-living things. Students will explore the characteristics that define life and apply this understanding through hands-on, outdoor learning experiences. Using their observational and scientific inquiry skills, students will locate and classify various items found in their environment. They will record and illustrate observable features and learn how to use dichotomous keys and branching diagrams to analyse and group living things according to shared characteristics. Throughout the unit, students will be encouraged to justify their groupings using logical reasoning and scientific language and will communicate their findings through annotated diagrams and labelled representations.	In this unit students will investigate the effect of the 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 the Earth's rotation. They will make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students investigate how heat moves through different materials and use their understanding of heat behaviour to explain everyday observations. They follow scientific procedures to collect and record data, identify patterns, and suggest explanations for their findings. Students describe how safety and fairness were considered in their investigation, and they communicate their ideas using diagrams and other representations.

Assessment		Semester 1	Semester 2
		Assessment task	**Assessment task**
Range and balance of assessment conventions[1]	**Technique** **If *other*, or more than one, specify**	Short response	Choose an item.
	Mode	☒ Written ☒ Visual ☒ Multimodal	☐ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal
	Conditions	*Refer to task sheet*	*Refer to task sheet*

Aspects of the achievement standard	Shade the cells to indicate aspects covered in the assessment	
Science Understanding and Science as a Human Endeavour ☼		
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.		
Science Inquiry ☼		
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 they use diagrams and other representations to communicate their ideas.		