

Australian Curriculum - Year 3		
<p><u>Achievement standard extracts</u>                      Students group living things based on observable features and distinguish them from non-living things. They 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.</p>	<p><u>Content Descriptions</u>  <b>Science Understanding - Biological sciences</b>                      Living things can be grouped on the basis of observable features and can be distinguished from non-living things (<a href="#">ACSSU044</a>)  <b>Science as a Human Endeavour - Nature and development of science</b>                      Science involves making predictions and describing patterns and relationships (<a href="#">ACSHE050</a>)  <b>Science Inquiry Skills - Planning and conducting</b>                      With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (<a href="#">ACSI054</a>)  <b>Science Inquiry Skills - Communicating</b>                      Represent and communicate observations, ideas and findings using formal and informal representations (<a href="#">ACSI060</a>)</p>	<p><u>Daradgee specific elaborations</u>  <i>Living things can be grouped on the basis of observable features and can be distinguished from non-living things</i></p> <ul style="list-style-type: none"> <li>- recognise characteristics and variety of BMI's eg. how they grow, move, survive</li> <li>- recognise the characteristics of living and non-living things</li> <li>- explore differences between living, once living and products of living things eg. leaf and detritus, tree and rotting log</li> </ul> <p><i>Science involves making predictions and describing patterns and relationships</i></p> <ul style="list-style-type: none"> <li>- make predictions about change eg. what has and could change at Polly Creek and the consequences</li> </ul> <p><i>With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment</i></p> <ul style="list-style-type: none"> <li>- use digital cameras to record observations and evidence of BMI's, habitat, water quality etc.</li> </ul> <p><i>Represent and communicate observations, ideas and findings using formal and informal representations</i></p> <ul style="list-style-type: none"> <li>- represent observations and experiences through digital photography</li> </ul>