**Year 3**

**Science**

**Achievement Standards related to this unit**

By the end of Year 3 students

* classify and compare living and non-living things and different life cycles.
* describe the observable properties of soils, rocks and minerals and describe their importance as resources.
* describe how people use data to develop explanations.
* identify solutions that use scientific explanations.
* pose questions to explore patterns and relationships and make predictions based on observations.
* use scaffolds to plan safe investigations and fair tests.
* use familiar classroom instruments to make measurements. organise data and information using provided scaffolds
* identify patterns and relationships.
* compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions
* communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.

**Science Content Descriptors + elaborations**

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| **Strand: Science understanding** | **Year 3** |
| **Sub-strand: Biological sciences** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01 | * classifying a collection of objects as living, once living or non-living and explaining their reasoning
* observing and describing differences between metamorphic (such as butterflies, beetles or frogs) and non-metamorphic life cycles of animals, including humans
* comparing the physical characteristics of an animal such as a frog or moth with its activity at different stages of its life cycle
* representing stages of a plant or animal’s life cycle using drawings, digital photographs, graphic organisers or concrete materials
* investigating how First Nations Australians understand and utilise the life cycles of certain species
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| **Sub-strand: Earth and space sciences** |
| compare the observable properties of soils, rocks and minerals and investigate why they are important Earth resourcesAC9S3U02 | * examining different soils from local areas and using magnifying glasses to observe their components, such as pebbles, sand or plant matter as well as living things such as earthworms and insects
* exploring the school grounds or a local area and observing or collecting different types of rocks and describing similarities or differences such as texture, colour, grain or crystal size
* recognising that minerals are the building blocks of rocks and that the different characteristics of rocks depend on the minerals they are made up of
* identifying rocks as key components of the built and natural environment and recognising uses of minerals such as gemstones in jewellery, graphite in pencils, and table salt in food
* investigating First Nations Australians’ knowledges of different rock and mineral types, and how they were used such as for stone blades, grindstones and pigments
* describing ways in which living things including humans depend on soils, such as for food, growing plants, providing habitat for organisms, and holding and cleaning water
* examining information on plant tags and exploring the vocabulary used to describe soils and different plant soil requirements
* investigating which rocks or minerals are quarried or mined locally or regionally and how those resources are used
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| **Strand: Science as a human endeavour** | **Year 3** |
| **Sub-strand: Nature and development of science** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| examine how people use data to develop scientific explanations AC9S3H01 | * viewing a documentary or webinar and observing how scientists and/researchers researchers share their data and explanations
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| **Sub-strand: Use and influence of science** |
| consider how people use scientific explanations to meet a need or solve a problem AC9S3H02 | * investigating how understanding of climatic extremes in the local area can be managed to protect endangered and other wildlife
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| **Strand: Science inquiry**  | **Year 3** |
| **Sub-strand: Questioning and predicting** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I01 | * posing questions about the relationship between soil characteristics and the growth of particular plants, such as: ‘Will beans grow best in sandy, loamy or clay soils?’
* posing questions and making predictions about the effect of drought, fire etc on endangered fauna and flora in the local area
 |
| **Sub-strand: Planning and conducting**  |
| use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S3I02 | * collaboratively identifying and ordering the steps in an investigation
* using a provided framework or graphic organiser to plan and identify what to change, what to keep the same and what to measure to make a test fair
* discussing safety rules to follow when conducting investigations, such as following teacher instructions, manipulating equipment and materials with care and wearing appropriate personal safety gear, such as gloves, safety goggles and face masks when handling soils
 |
| follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S3I03 | * using appropriate equipment to make and record observations, such as digital cameras, video, voice recorders and scaled instruments with appropriate increments
* exploring how to use equipment such as thermometers or measuring cylinders and making readings with guidance
* collaboratively designing a table to collect observations in the form of numerical data, written descriptions, drawings or photos
* identifying and taking on roles in group work, such as setting up the equipment, making observations, recording observations and ensuring safe behaviours
 |
| **Sub-strand: Processing, modelling and analysing** |
| construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S3I04 | * representing observed life stages by constructing models using recycled or craft materials
* constructing pictorial maps to show the location of different soil and rock types in the local environment
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| * **Sub-strand: Evaluating**
 |
| compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I05 | * comparing findings, and identifying further questions based on differences in findings
* discussing the factors that make investigations fair and evaluating the fairness of their own and others’ investigations
* drawing conclusions based on consideration of their own and others’ findings
* identifying further questions for investigation based on observations, differences in findings or new ideas
 |
| **Sub-strand: Communicating** |
| write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate AC9S3I06 | * discussing how to construct simple reports of their investigations to share their predictions, methods, results and conclusions with their peers
* writing a life-cycle story from the perspective of a living thing, including appropriate scientific terms for life stages
* creating posters to display around school on the importance of protecting one or more local endangered species
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**Humanities and Social Sciences (HASS) Geography**

**HASS Achievement Standards related to this unit**

**By the end of Year 3 students**

* describe the causes, effects and contributions of people to change.
* describe the representation of places within and near Australia.
* identify the similarities, differences and connections of people to places across those scales.
* describe the importance of rules and people’s contributions to communities.
* develop questions and
* locate, collect and record information and data from different sources.
* interpret information and data in different formats.
* analyse information and data to identify perspectives and they draw conclusions.
* propose actions or responses.
* use ideas from sources, and subject-specific terms to present descriptions and explanations

**HASS Content Descriptors + elaborations**

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| **Sub-strand: Geography** |
| the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed featuresAC9HS3K05 | * identifying and locating examples of the main climatic types in the local area of the Granite Belt and the features of those climate types and their impact on native fauna and flora features
* identifying and describing the similarities and differences between the local area and other parts of Queensland in their natural features; for example, rocks, landforms, bodies of water, climate, soils, natural vegetation and animal life
 |
| why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07 | * In relation to our unique wildlife, identifying groups that actively participate in the local community and exploring their purpose
* exploring how they could participate in a school or community project that works towards the protection of our endangered wildlife; working to protect a bird habitat
 |
| **Strand: Skills** | **Year 3** |
| **Sub-strand: Questioning and researching** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop questions to guide investigations about people, events, places and issues AC9HS3S01 | * developing inquiring questions as they investigate; for example, “Why there?” questions about location; “What might happen?” questions about future consequences of natural processes or people’s actions in places; and “What ought to happen?” questions about ethical behaviour, sustainability and preferred futures
* asking probing questions during an investigation; for example, “Why is that so?”, “What else do we need to know?”
* posing questions to compare such as “How have things changed?” and “How is our local area different from the area around Warwick or Brisbane?”
 |
| locate, collect and record information and data from a range of sources, including annotated timelines and mapsAC9HS3S02 | * collecting information in the field; for example, taking photographs, making sketches or collecting natural objects, or interviewing or surveying people to seek information about feelings, preferences, perspectives and actions
* gathering information from maps, aerial photographs, satellite images or digital application objects, to support the investigation of the natural, managed and constructed features of places
* sequencing information about local wildlife in annotated timelines to show change
* creating tables or picture and column graphs to show patterns in data collected
 |
|  **Sub-strand: Interpreting, analysing and evaluating** |
| interpret information and data displayed in different formatsAC9HS3S03 |  |
| analyse information and data, and identify perspectives AC9HS3S04 | * comparing information in different sources to identify evidence of change; for example, images and maps of the local area over time
* comparing different accounts of historic events to determine the effects of changes; for example, how the development of local farming or industry impacted on people and the environment, including the endangered animals and plants
* using visible learning strategies to examine a group of paintings and/or maps across a period of time, to explore evidence of continuity and change, and significant events in the local area
 |
| **Sub-strand: Concluding and decision-making** |
| draw conclusions based on analysis of information AC9HS3S05 | * reaching conclusions about how their place and community have changed and developed based on an analysis of data and information related to settlement patterns, local changes in plant and animal species, historic events or cultural celebrations
* drawing conclusionsabout the preservation of unique features of the natural environment
* drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries
 |
| propose actions or responses to an issue or challenge that consider possible effects of actionsAC9HS3S06 | * contributing ideas to a group response to a community challenge; for example, ways their class or school could contribute to the protection of an endangered species
* considering anticipated effects of actions designed to protect and improve environmental places that people perceive as important and significant for the preservation of wildlife
* developing a plan of action to achieve a set goal; for example, to protect a place, to raise awareness about an issue, to raise money for a purpose
 |
| **Sub-strand: Communicating** |
| present descriptions and explanations, using ideas in sources and relevant subject-specific terms AC9HS3S07 | * selecting ideas from sources, such as graphs, tables, photographs and pictures
* using appropriate terms when speaking, writing and illustrating; for example, terms such as “development”, “settlement””, “environment”, “natural” and “constructed”; and civics terms such as “community”, “decision-making” and “participation”
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**ENGLISH**

**English Achievement Standards related to this unit**

By the end of Year 3, students

* interact with others, and listen to and create spoken and/or multimodal texts
* relate ideas; express opinion, preferences and appreciation of texts; and
* include relevant details from learnt topics, topics of interest or texts.
* group, logically sequence and link ideas.
* use language features including topic-specific vocabulary, and/or visual features and features of voice.
* read, view and comprehend texts, recognising their purpose and audience.
* identify literal meaning and explain inferred meaning.
* describe how texts are structured and presented
* describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning
* create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts
* use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features

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**English Content Descriptors + elaborations**

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| **Strand: Language** | **Year 3** |
| **Sub-strand: Language for interacting with others** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02 | * exploring how modal verbs; for example, “must”, “might” and “could”, indicate degrees of probability or obligation
 |
| * **Sub-strand: Text structure and organisation**
 |
| describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03 | * identifying the stages of a basic argument such as introduction, argument one, argument 2 and conclusion
* describing the typical text structure and language features of factual recounts, autobiographies, information reports, narratives, personal responses to literary texts (with reasons), sequential explanations, and simple arguments, and describe their purposes
 |
| understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04 | * recognising that longer informative texts are organised into paragraphs, which begin with a topic sentence that predicts how the paragraph will develop and is then elaborated on in various ways
* recognising that paragraphs in narrative texts vary in length and do not always follow a predictable structure
* examining models of well-constructed paragraphs and identifying their features
 |
| identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05 | * examining the words used as hyperlinks
* discussing words used as headings and subheadings in digital and print information texts
 |
| * **Sub-strand: Language for expressing and developing ideas**
 |
| understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07 | * exploring the use of relating verbs in constructing definitions and descriptions; for example, identifying the relating verb “is” or “are”, “has” or “have” in descriptions of animals
 |
| extend topic-specific and technical vocabulary AC9E3LA10 | * identifying and using technical words in relation to the unit
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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise how texts can be created for similar purposes but different audiences AC9E3LY01 | * identifying the ways in which animal descriptions vary depending on its audience; for example, simpler factual text and more colour and illustrations for children, more complex information, including tables, dta for older audiences.
 |
| **Sub-strand: Interacting with others** |
| use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02 | * building on and connecting ideas and opinions expressed by others
* listening actively, including listening for specific information, recognising the value of others’ contributions and responding through comments, recounts and summaries of information
 |
| **Sub-strand: Analysing, interpreting and evaluating**  |
| identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03 | * identifying words, phrases and images intended to persuade listeners, viewers or readers
 |
| use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05 | * making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic
* determining important ideas, events or details in texts
* learning new content from reading and listening, and asking questions to expand understanding
* comparing and contrasting how different texts present similar ideas or information
* drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character's likely actions or about the content of tabbed pages on a website
* determining the relevance of a text for a particular task
 |
| * **Sub-strand: Creating texts**
 |
| plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 | * gathering information and ideas about a topic in preparation for writing, which may include online and digital sources
* selecting appropriate text structure for a writing purpose, and sequencing content for clarity and to have an impact on an audience
* using appropriate simple and compound sentences to express and combine ideas
* using vocabulary, including topic-specific vocabulary, relevant to the type of text and purpose
* using digital tools to plan, sequence, compose and edit texts
* using print and online dictionaries, and spellcheck to edit spelling, realising that spellcheck accuracy depends on understanding the word function; for example, “there” or “their” and “rain” or “reign”
* checking for correct use of apostrophes for contractions and to indicate possession
 |
| plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 | * researching a topic to prepare an oral or multimodal presentation
* planning the sequence of ideas and information using techniques such as storyboards
* adjusting tone and pace to purpose and audience
* explaining ideas to a peer when planning a presentation
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**THE ARTS**

**Visual Arts (Yrs. 3 and 4)**

**THE ARTS Achievement Standards related to this unit**

By the end of Year 4, students

* use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning.
* present and/or perform their work in informal settings.

**The Arts Content Descriptors + elaborations**

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| **Strand: Creating and making** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaningAC9AVA4C01 | * drawing on a selection of topics they may be exploring in other subjects, mind-mapping some ideas that link to these topics, using Viewpoints to explore multiple possibilities such as, “What are my questions about this topic?”, “What visual conventions could communicate ideas about this topic?”, “What do I already know about this?”, extending the ideas to arrive at 3 compositional ideas, selecting one idea, documenting their reasons for the selection and making the artwork
* exploring tools and awareness of measured and freeform perspectives; for example, using digital and/or analog tools to reference a special place near their school, and dividing the scene, surface or paper into foreground, middle ground and background sections to consider how to create depth in their artwork
 |