

Curriculum Organiser – Year 3, Biological Sciences

Vocabulary and Concepts	
Learning Intention – We are learning that living things can be grouped on the basis of observable features and can be distinguished from non-living things	
Living things	Things which can grow, move, breathe and make copies of themselves
Non-living things	Things which do not grow, move, breathe and make copies of themselves
Plants	Living things that can use sunlight to make their own food
Animals	A living thing that can choose to move itself
Observable	Things that can be seen
External	On the outside
Internal	On the inside
Features	Parts of a living thing such as head, legs, tail, stem, roots, leaves
Growing	Developing to adulthood
Moving	Changing place or position
Sensitivity	Can respond to something
Reproducing	Creating offspring / babies
Key Facts	
1	Living and non-living things can be sorted based on characteristics such as growing, moving, sensitivity and reproducing
2	Living things can be grouped based on their observable characteristics /features
Science as Human Endeavour	
Science involves making predictions and describing patterns and relationships	
- Particular classifications of animals have similar features	
Science Enquiry Skills	
Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends	
Represent and communicate observations, ideas and findings using formal and informal representations	
Aboriginal Perspectives	

Australian Curriculum Achievement Standards

Year 3 Achievement Standard

By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

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. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

Language Teaching to Support Teaching Science Inquiry Skills

Skill No 1 – Explain patterns and trends found in data

Language Function 1

Describing data

Sentence Structures

The graph shows that _____
The data tells us that _____
The most represented _____ was _____

Skill No 2 – Classifying things

Language Function 2

Classifying

This is a _____ because it has _____. It does not have _____

The _____ is living/non-living because it _____ / does not _____

Grammar to Teach

Use of general nouns

Use of present tense – e.g. Koalas eat eucalyptus leaves

Use of common adjectives to facilitate description – long, short, six, three, hard, soft,

Use of technical terms related to the topic

Use of singular and collective pronouns – it, they

Year 3 Rubric

A	B	C	D	E
<u>reasoned</u> grouping of living things based on observable features and <u>explanation of how</u> they are distinguished from non-living things	<u>informed</u> grouping of living things based on observable features and <u>explanation of how</u> they are distinguished from non-living things	grouping of living things based on observable features and distinguishing them from non-living things	grouping of living things and non-living things	<u>statements</u> about living and non-living things
reasons for findings <u>explained</u> by the patterns in data	reasons for findings <u>informed</u> by <u>description</u> of patterns in data	suggestion of possible reasons for findings, based on patterns in data	suggestion of possible reasons for findings	<u>statements</u> about findings
use of <u>accurate</u> diagrams, other representations and <u>relevant science terminology</u> to <u>coherently</u> communicate ideas	use of diagrams, other representations and <u>relevant science terminology</u> to communicate ideas	use of diagrams and other representations to communicate ideas	communication of ideas <u>using everyday language</u>	<u>fragmented</u> communication of ideas

NB – the following terminology will be helpful in making grading choices.

- Knowledge/information refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time;
- Understanding - the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
- Fragmented - disjointed, incomplete or isolated
- Informed - Having relevant knowledge; being conversant with the topic; in the context of Science, informed means referring to scientific background knowledge and/or empirical observations
- Reasoned - logical and sound; presented with justification; in the context of Science, reasoned also means that the evidence is provided through reference to scientific background knowledge and/or empirical observations as part of the justification

Further information is available at https://www.qcaa.qld.edu.au/downloads/p_10/ac_sci_yr3_se.pdf

