

Australian Curriculum: 2026 Science — Year 3



| CURRICULUM | SEMESTER 1 | | SEMESTER 2 | |
|------------------------------------|---|--|---|---|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit name | Unit 3: Hot stuff | Unit 1: Is it living? | Unit 2: Spinning Earth | Unit 4: What's the matter? |
| Unit description | Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations. | Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings. | Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation. | Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat energy affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives. |
| General capabilities | | | | |
| Cross-curriculum priorities | | | | |

| ASSESSMENT | SEMESTER 1 | | SEMESTER 2 | | |
|---|---------------------|----------------------------|-----------------------------|-------------------------------------|----------------------------------|
| | Term 1 | Term 2 | Term 3 | Term 4 | |
| Range and balance of summative assessment conventions | Assessment | Understanding heat | Investigating living things | Investigating the sun, Earth and us | Investigating solids and liquids |
| | Technique | Experimental investigation | Investigation | Investigation | Investigation |
| | Type of text | Procedure | Information report | Information report | Procedure |
| | Mode | Written | written | Poster/multi-modal presentation | Written |
| Aspects of the achievement standard | | | | | |
| 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 | | | | | |
| 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 | | | | | |

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard