

| Year 3 Australian Curriculum v8.4 | | | Year 3 Australian Curriculum v9 | | | New Courses: Units of Work | Activities (Courses): Topics | Skill Quests |
|-----------------------------------|--|----------|---------------------------------|---|----------|---------------------------------|-------------------------------------|--|
| Strand | Content Descriptions | Code | Strand | Outcomes | Code | NEW | Australian Curriculum v9 Yr 03 | |
| Number | recognise, model, represent and order numbers to at least 10 000 | ACMNA052 | Number | recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 | AC9M3N01 | Y3 Whole number and place value | Numbers beyond 10 000 with 5 digits | Numbers to 10 000 Numbers to 100 000 Numbers to 1 000 000 Numbers of any size |
| | model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole | ACMNA058 | | recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole | AC9M3N02 | Y3 Fractions Y4 Fractions | Unit fractions | Fraction symbols Find & count in halves & quarters Introduce eighths Introduce thirds Introduce sixths Introduce fifths Introduce tenths |
| | apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems | ACMNA053 | | add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator | AC9M3N03 | | Up to 3 digit add & subtract | Addition & subtraction using place value |
| | represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies | ACMNA057 | | multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies | AC9M3N04 | | Multiply & Divide | Multiplication & division |
| | | | | estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations | AC9M3N05 | NEW | Up to 3 digit add & subtract | Estimation strategies |
| | | | | use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation | AC9M3N06 | | Y4 Fractions | Solve practical problems |
| | | | | follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns | AC9M3N07 | NEW | | Create algorithms to investigate numbers |
| | investigate the conditions required for a number to be odd or even and identify odd and even numbers | ACMNA051 | | | | | | |
| | represent money values in multiple ways and count the change required for simple transactions to the nearest five cents | ACMNA059 | | | | | | |

➡ MOVED TO Y4

➡ MOVED TO MEASUREMENT

| Year 3 Australian Curriculum v8.4 | | | Year 3 Australian Curriculum v9 | | | New Courses: Units of Work | Activities (Courses): Topics | Skill Quests |
|-----------------------------------|--|----------|---------------------------------|---|----------|-------------------------------|---------------------------------|--|
| Strand | Content Descriptions | Code | Strand | Outcomes | Code | NEW | Australian Curriculum v9 Yr 03 | |
| Algebra | recognise and explain the connection between addition and subtraction | ACMNA054 | Algebra | recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences | AC9M3A01 | | Patterns & missing numbers | Addition & subtraction relationship |
| | recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation | ACMNA055 | | extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator | AC9M3A02 | | | Apply knowledge of facts to 20 |
| | recall multiplication facts of two, three, five and ten and related division facts | ACMNA05 | | recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts | AC9M3A03 | | Patterns & missing numbers | Multiplication & division facts for 2 Multiplication & division facts for 10 Multiplication & division facts for 5 Mult/div facts for 2, 5 & 10 Multiplication & division facts for 3 Multiplication & division facts for 4 |
| | describe, continue, and create number patterns resulting from performing addition or subtraction MOVED TO Y2 | ACMNA060 | | | | | | |
| Measurement | | | Measurement | identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates NEW | AC9M3M01 | | Measurements | Identify metric units of measure |
| | measure, order and compare objects using familiar metric units of length, mass and capacity | ACMMG061 | | measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings | AC9M3M02 | | | Length, mass & capacity |
| | tell time to the minute and investigate the relationship between units of time | ACMMG062 | | recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events | AC9M3M03 | | Introduce units of time | |
| | | | | describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute | AC9M3M04 | | Measurements | Tell time |
| | identify angles as measures of turn and compare angle sizes in everyday situations | ACMMG064 | | identify angles as measures of turn and compare angles with right angles in everyday situations | AC9M3M05 | | Shape & space | Identify & compare angles |
| | represent money values in multiple ways and count the change required for simple transactions to the nearest five cents | ACMNA059 | | recognise the relationships between dollars and cents and represent money values in different ways | AC9M3M06 | | Money, Dollars & Cents | Money |

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| Strand | Content Descriptions | Code | Strand | Outcomes | Code | NEW | Australian Curriculum v9 Yr 03 | |
| Geometry | make models of three-dimensional objects and describe key features | ACMMG063 | Space | make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses | AC9M3SP01 | | Shape & space | 3D objects |
| | create and interpret simple grid maps to show position and pathways | ACMMG065 | | interpret and create two dimensional representations of familiar environments, locating key landmarks and objects relative to each other | AC9M3SP02 | | | Interpret & create maps |
| | identify symmetry in the environment <small>➡ MOVED TO Y4</small> | ACMMG066 | | | | | | |
| Statistics | collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies | ACMSP069 | Statistics | acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets | AC9M3ST01 | | Record sort read & interpret data | Collect & record data |
| | interpret and compare data displays | ACMSP070 | | create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context | AC9M3ST02 | | Record sort read & interpret data | Create & compare data representations |
| | identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording | ACMSP068 | | conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest | AC9M3ST03 | | | Understand statistical investigations |
| Probability | | | Probability | identify practical activities and everyday events involving chance; describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning <small>➡ MOVED FROM Y2</small> | AC9M3P01 | | Probability and chance | Language of chance |
| | Understand statistical investigations | ACMSP067 | | conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation | AC9M3P02 | | | Chance experiments |

| | Term one | Term two | Term three | Term four |
|--------|--|--|--|--|
| Unit 1 | Number | Number Algebra | Number | Number |
| | Addition and subtraction: mental strategies <ul style="list-style-type: none"> Review 3-digit numbers Number facts to 20 Place value Read, write and order 4-digit numbers Round numbers Partitioning | Number Facts and Patterns <ul style="list-style-type: none"> Number facts: 2, 3, 4, 5 and 10 Identify and make patterns using shapes & numbers Describe patterns and determine rules Find missing terms | Numbers to 1 000 000 <ul style="list-style-type: none"> Read, write and represent numbers to 1 000 000 Place value Compare and order numbers to 1 000 000 Round to nearest 10, 100, 1000 | Money and number review <ul style="list-style-type: none"> Recognise money Count money Money conversions |
| Unit 2 | Number Algebra | Number Algebra | Number | Number Algebra |
| | Addition and subtraction (2-digit numbers) <ul style="list-style-type: none"> Addition and subtraction facts to 10 and 20 Inverse operations Efficient mental strategies to add and subtract 2-digit numbers | Multiplication and division: 1- by 1-digit numbers <ul style="list-style-type: none"> Use efficient mental strategies for multiplication and division Solve problems involving multiplication and division | Addition and subtraction (3-digit numbers) <ul style="list-style-type: none"> Efficient mental strategies to add and subtract 3-digit numbers | Operations review Review earlier content |
| Unit 3 | Number | Number | Number Algebra | Measurement |
| | Fractions: Halves, quarters and eights <ul style="list-style-type: none"> Represent unit fractions Create wholes using unit fractions Find fractions of a collection Count in fractions | Fractions: Thirds, fifths, and multiples <ul style="list-style-type: none"> Count with fractions Fractions of a collection Equivalent fractions | Multiplication and division: 1- by 2-digit numbers <ul style="list-style-type: none"> Efficient mental strategies to multiply and divide 2-digit numbers Solve problems involving multiplication and division | Time <ul style="list-style-type: none"> Use formal units of time Estimate durations Read and represent digital and analogue time Use timers |
| Unit 4 | Measurement Algebra | Statistics | Probability Statistics | Space |
| | Length <ul style="list-style-type: none"> Identify appropriate units of measurement Measure length using mm, cm & m Estimate and compare length | Data <ul style="list-style-type: none"> Collect data Represent data using graphs and tables Interpret data | Chance and data <ul style="list-style-type: none"> Use language of probability Conduct simple chance experiments Graph results Interpret data | Position and 2D shape <ul style="list-style-type: none"> Interpret 2D representations of environments Interpret maps Create and follow directions |
| Unit 5 | Space | Space Measurement | Measurement | Measurement |
| | 3D Objects <ul style="list-style-type: none"> Recognise 2D shapes in 3D objects Describe, sort and compare 3D objects Create 3D models | 2D shape and angles <ul style="list-style-type: none"> Review properties of shapes Use quarter, half, and three-quarter turns Compare angles to right angles | Mass and capacity <ul style="list-style-type: none"> Measure weight using g & kg Compare the weight of objects Measure capacity using mL & L Compare the capacity of containers | Measurement review and applications <ul style="list-style-type: none"> Choose appropriate units Use measurement in everyday situations |

| Strand | Outcomes and content descriptions | Located |
|-------------|--|--|
| Number | AC9M3N01 recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 | T1 U1 T3 U1 T4 U1 |
| | AC9M3N02 recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole | T1 U3 T2 U3 |
| | AC9M3N03 add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator | T1 U2 T3 U2 T4 U2 |
| | AC9M3N04 multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies | T2 U2 T3 U3 T4 U2 |
| | AC9M3N05 estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations | T1 U1, U2 T3 U2 T4 U1, U2 |
| | AC9M3N06 use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation | T1 U2, U3 T2 U2, U3 T3 U2, U3 T4 U2 |
| | AC9M3N07 follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns | T2 U1 T3 U3 |
| Algebra | AC9M3A01 recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences | T1 U2 T4 U2 |
| | AC9M3A02 extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator | T1 U2, U4 T4 U2 |
| | AC9M3A03 recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts | T2 U1, U2 T3 U3 T4 U2 |
| Measurement | AC9M3M01 identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates | T1 U4 T3 U5 T4 U5 |
| | AC9M3M02 measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings | T1 U4 T3 U5 T4 U5 |
| | AC9M3M03 recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events | T4 U3 T4 U5 |
| | AC9M3M04 describe the relationship between the hours and minutes on analogue and digital clocks, and read the time to the nearest minute | T4 U3 T4 U5 |

| Strand | Outcomes and content descriptions | Located |
|----------------------|--|----------------|
| Measurement (cont'd) | AC9M3M05 identify angles as measures of turn and compare angles with right angles in everyday situations | T2 U5 |
| | AC9M3M06 recognise the relationships between dollars and cents and represent money values in different ways | T4 U1 |
| Space | AC9M3SP01 make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses | T1 U5 |
| | AC9M3SP02 interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other | T4 U4 |
| Statistics | AC9M3ST01 acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets | T2 U4 T3 U4 |
| | AC9M3ST02 create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context | T2 U4 T3 U4 |
| | AC9M3ST03 conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest | T2 U4 T3 U4 |
| Probability | AC9M3P01 identify practical activities and everyday events involving chance; describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning | T3 U4 |
| | AC9M3P02 conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation | T3 U4 |

| Strand & Topic | Outcomes | New Courses | Activities (Courses) | Skill Quests | Challenges | Ebooks |
|---|--|---|---|--|--|--|
| Unit 1 Number <hr/> Numbers to at least 10 000 <hr/> Review 3-digit numbers Number facts to 20 Place value Read, write and order 4-digit numbers Round numbers Partitioning | AC9M3N01 recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 AC9M3N05 estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations | Y3 Whole number and Place Value <ul style="list-style-type: none"> Numbers to at least 10 000s Place value Partitioning Number lines | Numbers beyond 10 000 with 5 digits <ul style="list-style-type: none"> Place Value 3 Place Value Thousands Partition and Rename 2 Ascending Order Descending Order Smallest and largest numbers | Apply knowledge of facts to 20 <ul style="list-style-type: none"> Finding fact families Numbers bonds to 20 Applying facts to 20 to larger numbers Numbers to 10 000 <ul style="list-style-type: none"> Identifying & counting numbers to 4 digits Reading & representing numbers to 4 digits Comparing & ordering numbers to 4 digits Place value to 4 digits Partitioning numbers to 4 digits Rounding numbers to 4 digits | Number & Algebra: Whole Number LEVEL 2–4 <ul style="list-style-type: none"> Swap the numbers (DOK 2) Partitioning 4-digit numbers (DOK 3) Bank mistake (DOK 3) Alex's number (DOK 3) Find the 4 digits (DOK 3) Football friends (DOK 3) Top score (DOK 2) 33 beads (DOK 3) LEVEL 3–5 <ul style="list-style-type: none"> Target numbers! (DOK 3) Build the number (DOK 3) | (Y3) Reading and Understanding Whole Numbers <ul style="list-style-type: none"> Build a number (Y3-D) Reading and Understanding Whole Numbers <ul style="list-style-type: none"> Looking at whole numbers (pp 1–10) Place value of whole numbers (pp 11–18) Round and estimate (pp 19–26) (Y4-E) Reading and Understanding Whole Numbers <ul style="list-style-type: none"> Looking at whole numbers (pp 1–8) Place value of whole numbers (pp 9–16) Round and estimate (pp 17–24) |
| Unit 2 Number Algebra <hr/> Addition and subtraction (2-digit numbers) <hr/> Addition and subtraction facts to 10 and 20 Inverse operations Efficient mental strategies to add and subtract 2-digit numbers | AC9M3N03 add and subtract two- and three-digit numbers... AC9M3N05 estimate the quantity of objects in collections... AC9M3N06 use mathematical modelling to solve practical problems ... AC9M3A01 recognise and explain the connection between addition and subtraction ... AC9M3A02 extend and apply knowledge of addition and subtraction facts ... | Coming soon | Up to 3 digit add & subtract <ul style="list-style-type: none"> Add 3 Numbers: Bonds to 100 Partition Puzzles 2 Repartition to Subtract Estimate Differences Estimate Sums Bar Model Problems 1 Bar Model Problems 2 | Addition & subtraction using place value <ul style="list-style-type: none"> Add & subtract using number facts within 1000 Add & subtract 2- & 3-digit using jump strategy Add & subtract 2- & 3-digit using place value Add & subtract 2- & 3-digit using bridging to 10 Add & subtract 2- & 3-digit using split strategy Add & subtract 2-digit rounding & compensation Adding & subtracting to make 100 Addition & subtraction relationship <ul style="list-style-type: none"> Relationship between addition & subtraction Equivalent number sentences Word problems for finding unknown quantities Representing add & subtract using a bar model | Number & Algebra: Addition & Subtraction LEVEL 2–4 <ul style="list-style-type: none"> The key to adding (DOK 2) Make 200 (DOK 3) Game over (DOK 3) Choosing chores (DOK 4) | (Y3-D) Addition and Subtraction <ul style="list-style-type: none"> Addition mental strategies (pp 1–14) Subtraction mental strategies (pp 15–30) |
| Unit 3 Number <hr/> Fractions: Halves, quarters and eighths <hr/> Represent unit fractions Create wholes using unit fractions Find fractions of a collection Count in fractions | AC9M3N02 recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator ... AC9M3N02 use mathematical modelling to solve practical problems involving additive and multiplicative situations ... | Y3 Fractions <ul style="list-style-type: none"> Halves, Quarters and Eighths Unit fractions 1 Unit fractions 2 Proper fractions | | Fraction symbols <ul style="list-style-type: none"> Exploring the meaning of fraction symbols Introducing terms numerator & denominator Find & count in halves & quarters <ul style="list-style-type: none"> Finding half of a set or quantity (symbols) Finding quarters of sets or shapes (symbols) Finding halves & quarters (symbols) Counting in halves & quarters to 1 Introduce eighths <ul style="list-style-type: none"> Introducing eighths Using fractions: halves, quarters & eighths Introduce tenths <ul style="list-style-type: none"> Introducing tenths | Number & Algebra: Fractions LEVEL 2–4 <ul style="list-style-type: none"> Monstrous proportions (DOK 2) | (Y3-D) Fractions <ul style="list-style-type: none"> Introducing fractions (pp 1–12) |

| Strand & Topic | Outcomes | New Courses | Activities (Courses) | Skill Quests | Challenges | Ebooks |
|--|---|---|--|---|---|---|
| <p>Unit 4 Measurement Algebra</p> <hr/> <p>Length</p> <p>Identify appropriate units of measurement Measure length using mm, cm & m Estimate and comparing length</p> | <p>AC9M3M01 identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates</p> <p>AC9M3M02 measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings</p> <p>AC9M3A02 extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator</p> | <p>Y3 Fractions</p> <ul style="list-style-type: none"> Halves, Quarters and Eighths | <p>Measurements</p> <ul style="list-style-type: none"> How Long is That? Measure to the Nearest Half Centimetre <p>Unit fractions</p> <ul style="list-style-type: none"> Fraction Length Models 1 | <p>Length, mass & capacity</p> <ul style="list-style-type: none"> Comparing, ordering & measuring length <p>Identify metric units of measure</p> <ul style="list-style-type: none"> Introducing centimetres Introducing millimetres Selecting appropriate units to measure length | <p>Measurement: Length LEVEL 2–4</p> <ul style="list-style-type: none"> Measured to perfection (mm) (DOK 2) Parking problems (DOK 3) Paw prints (DOK 3) Robot race (DOK 2) Metres or centimetres? (DOK 3) | <p>(Y3-D) Measurement</p> <ul style="list-style-type: none"> Units of length (pp 1–5) |
| <p>Unit 5 Space</p> <hr/> <p>3D objects</p> <p>Recognise 2D shapes in 3D objects Describe, sort and compare 3D objects Create 3D models</p> | <p>AC9M3SP01 make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses</p> | <p>Coming soon</p> | <p>Shape & space</p> <ul style="list-style-type: none"> How Many Faces? How many Edges? Count the Corners Relate Shapes and Solids Collect the Objects | <p>3D objects</p> <ul style="list-style-type: none"> Exploring prisms & pyramids Introducing nets Recognising & comparing 3D objects Describing & sorting 3D objects Comparing 2D shapes & 3D objects | <p>Geometry: 3D Shapes LEVEL 2–4</p> <ul style="list-style-type: none"> Shape sums (DOK 3) Opposite shapes (DOK 2) Faces, edges and vertices (DOK 3) | <p>(Y3-D) Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 3D shapes (pp 14–21) |



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|--|---|---|---|--|--|---|
| <p>Unit 1 Number Algebra</p> <p>Number facts and patterns</p> <p>Number facts: 2, 3, 4, 5 and 10</p> <p>Identify and make patterns using shapes & numbers</p> <p>Describe patterns and determine rules</p> <p>Find missing terms</p> | <p>AC9M3N07 follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns</p> <p>AC9M3A03 recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts</p> | Coming soon | <p>Patterns & missing numbers</p> <ul style="list-style-type: none"> • Odd and Even Numbers 1 • Pick the Next Number • Describing Patterns • Find the Missing Number 1 • Missing Values • Counting by Twos • Counting by Fives • Counting by Tens • Count by 2s, 5s and 10s • Dividing Twos • Dividing Fives • Dividing Tens • Skip Counting with Coins • Grouping in Fours • Dividing Fours • Grouping in Threes • Dividing Threes | <p>Multiplication & division facts for 2</p> <ul style="list-style-type: none"> • Recalling multiplication & division facts for 2 <p>Multiplication & division facts for 10</p> <ul style="list-style-type: none"> • Exploring multiplication by 10 • Recalling multiplication & division facts for 10 <p>Multiplication & division facts for 5</p> <ul style="list-style-type: none"> • Exploring multiplication by 5 • Recalling multiplication & division facts for 5 <p>Mult/div facts for 2, 5 & 10</p> <ul style="list-style-type: none"> • Multiplication & division facts for 2, 5, 10 <p>Multiplication & division facts for 3</p> <ul style="list-style-type: none"> • Exploring multiplication by 3 • Recalling multiplication & division facts for 3 <p>Multiplication & division facts for 4</p> <ul style="list-style-type: none"> • Exploring multiplication by 4 • Recalling multiplication & division facts for 4 <p>Create algorithms to investigate numbers</p> <ul style="list-style-type: none"> • Identifying & creating number patterns • Working with code to create algorithms | <p>Number & Algebra: Multiplication & Division LEVEL 2–4</p> <ul style="list-style-type: none"> • Trading card count (DOK 3) • How many stickers? (DOK 3) <p>Number & Algebra: Patterns LEVEL 2–4</p> <ul style="list-style-type: none"> • Table patterns (DOK 3) • Jamie's patterns (DOK 2) • Multiplication table patterns (DOK 3) • Take-away time (DOK 3) • Puzzling patterns (DOK 4) | <p>(Y3-D) Patterns and Algebra</p> <ul style="list-style-type: none"> • Patterns and functions (pp 1–12) <p>(Y3-D) Multiplication and Division</p> <ul style="list-style-type: none"> • Multiplication facts (pp 8–19) |
| <p>Unit 2 Number Algebra</p> <p>Multiplication and division: 1- by 1-digit numbers</p> <p>Use efficient mental strategies for multiplication and division</p> <p>Solve problems involving multiplication and division</p> | <p>AC9M3N04 multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays ...</p> <p>AC9M3N06 use mathematical modelling to solve practical problems ...</p> <p>AC9M3A03 recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10 ...</p> | Coming soon | <p>Multiply & Divide</p> <ul style="list-style-type: none"> • Related Facts 2 • Frog Jump Multiplication • Frog Jump Division • Equivalent Facts: Multiply • Divide Into Equal Groups | <p>Multiplication & division</p> <ul style="list-style-type: none"> • Using repeated addition to multiply • Using repeated subtraction to divide • Relating multiplication & division • Interpreting & solving mult/div word problems • Multiplication strategies: 1-digit numbers | <p>Number & Algebra: Multiplication & Division LEVEL 2–4</p> <ul style="list-style-type: none"> • Party time (DOK 2) • A wheel problem (DOK 3) | <p>(Y3-D) Multiplication and Division</p> <ul style="list-style-type: none"> • Introducing multiplication (pp 1–7) • Mental multiplication strategies (pp 20–25) • Division (pp 26–31) |
| <p>Unit 3 Number</p> <p>Fractions: Thirds, fifths, and multiples</p> <p>Count with fractions</p> <p>Fractions of a collection</p> <p>Equivalent fractions</p> | <p>AC9M3N02 recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways ...</p> <p>AC9M3N06 use mathematical modelling to solve practical problems involving additive and multiplicative situations ...</p> | <p>Y3 Fractions</p> <ul style="list-style-type: none"> • Fractions and wholes • Unit Fractions and Sharing | <p>Unit fractions</p> <ul style="list-style-type: none"> • Shade fractions • Identifying Fractions on a Number Line • Fractions of a Collection 1 • Unit Fractions | <p>Introduce thirds</p> <ul style="list-style-type: none"> • Introducing thirds • Using fractions: halves, thirds & quarters <p>Introduce sixths</p> <ul style="list-style-type: none"> • Introducing sixths <p>Introduce fifths</p> <ul style="list-style-type: none"> • Introducing fifths | <p>Number & Algebra: Fractions LEVEL 2–4</p> <ul style="list-style-type: none"> • Decorate using fractions (DOK 2) | <p>(Y3-D) Fractions</p> <ul style="list-style-type: none"> • Types of fractions (pp 13–21) <p>(Y4-E) Fractions</p> <ul style="list-style-type: none"> • Working with fractions (pp 1–11) • Types of fractions (pp 12–14) |

| Strand & Topic | Outcomes | New Courses | Activities (Courses) | Skill Quests | Challenges | Ebooks |
|---|--|-------------|---|---|--|--|
| <p>Unit 4 Statistics</p> <hr/> <p>Data</p> <p>Collect data</p> <p>Represent data using graphs and tables</p> <p>Interpret data</p> | <p>AC9M3ST01 acquire data for categorical and discrete numerical variables to address a question of interest or purpose ...</p> <p>AC9M3ST02 create and compare different graphical representations of data sets ...</p> <p>AC9M3ST03 conduct guided statistical investigations involving the collection, representation and interpretation of data ...</p> | Coming soon | <p>Record sort read & interpret data</p> <ul style="list-style-type: none"> Tallies Sorting Data Pictographs Interpreting Tables Reading from a Column Graph Column Graphs | <p>Collect & record data</p> <ul style="list-style-type: none"> Collecting & recording category data Using tables <p>Create & compare data representations</p> <ul style="list-style-type: none"> Representing & interpreting data displays Comparing data displays <p>Understand statistical investigations</p> <ul style="list-style-type: none"> Introducing the statistical investigation process Conducting a statistical investigation | <p>Statistics & Data LEVEL 2–4</p> <ul style="list-style-type: none"> Transport trouble (DOK 3) What's missing? (DOK 3) Pampered pets (DOK 2) Fruitful investigation (DOK 3) Lynn investigates (DOK 4) | <p>(Y3-D) Chance and Data</p> <ul style="list-style-type: none"> Data (pp 10–21) |
| <p>Unit 5 Space Measurement</p> <hr/> <p>2D shape and angles</p> <p>Review properties of shapes</p> <p>Use quarter, half, and three-quarter turns</p> <p>Compare angles to right angles</p> | <p>AC9M3M05 identify angles as measures of turn and compare angles with right angles in everyday situations</p> | Coming soon | <p>Shape & space</p> <ul style="list-style-type: none"> Comparing Angles Equal Angles | <p>Identify & compare angles</p> <ul style="list-style-type: none"> Introducing angles Introducing right angles | <p>Geometry: Angles LEVEL 2–4</p> <ul style="list-style-type: none"> Right angle sort (DOK 3) Flag flying (DOK 4) | <p>(Y3-D) Space, Shape and Position</p> <ul style="list-style-type: none"> Lines and angles (pp 1–5) Investigating 2D shapes (pp 6–8) |

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|---|--|---|---|---|---|--|
| Unit 1 Number <hr/> Numbers to 1 000 000 <hr/> Read, write and represent numbers to 1 000 000 Place value Compare and order numbers to 1 000 000 Round to nearest 10, 100, 1000 | AC9M3N01 recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 | Y3 Whole number and Place Value <ul style="list-style-type: none"> • Rounding • Compare numbers • Order numbers | Numbers beyond 10 000 with 5 digits <ul style="list-style-type: none"> • Partition and Rename 3 • Numbers from Words to Digits 1 • Rounding Numbers | Numbers to 100 000 <ul style="list-style-type: none"> • Comparing & ordering numbers to 5 digits • Place value to 5 digits • Partitioning numbers to 5 digits • Rounding numbers to 5 digits Numbers to 1 000 000 <ul style="list-style-type: none"> • Reading & representing numbers to 6 digits • Comparing & ordering numbers to 6 digits • Place value to 6 digits • Partitioning numbers to 6 digits • Counting by ones, tens & hundreds | Number & Algebra: Whole Number LEVEL 3–5 <ul style="list-style-type: none"> • Swap the digits (DOK2) • Exploring a 5-digit number (DOK2) • Too much information (DOK3) | (Y5-F) Reading and Understanding Whole Numbers <ul style="list-style-type: none"> • Looking at whole numbers (pp 1–8) • Place value of whole numbers (pp 9–16) • Round and estimate (pp 17–18) |
| Unit 2 Number <hr/> Addition and subtraction (3-digit numbers) <hr/> Efficient mental strategies to add and subtract 3-digit numbers | AC9M3N03 add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator AC9M3N05 estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations AC9M3N06 mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation | Coming soon | | Addition & subtraction using place value <ul style="list-style-type: none"> • Adding & subtracting - bridging with unknowns • Adding & subtracting 3-digits using partitioning • Adding & subtracting 3-digits using place value • Add & subtract 3-digit rounding & compensation • Add & subtract multiples of 100, 1000 & 10 000 • Add & subtract using non-standard partitioning • Add & subtract: choosing efficient strategies Estimation strategies <ul style="list-style-type: none"> • Estimating additions • Estimating subtractions • Judging the reasonableness of answers Solve practical problems <ul style="list-style-type: none"> • Solving addition & subtraction practical problems | Number & Algebra: Addition & Subtraction LEVEL 2–4 <ul style="list-style-type: none"> • Calculate through this maze (DOK3) | (Y4-E) Addition and Subtraction <ul style="list-style-type: none"> • Addition mental strategies (pp 1–15) • Subtraction mental strategies (pp 16–27) |

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| <p>Unit 3 Number Algebra</p> <p>Multiplication and division: 1- by 2-digit numbers</p> <p>Efficient mental strategies to multiply and divide 2-digit numbers Solve problems involving multiplication and division</p> | <p>AC9M3N04 multiply and divide one- and two-digit numbers ...</p> <p>AC9M3N06 use mathematical modelling to solve practical problems...</p> <p>AC9M3N07 follow and create algorithms ...</p> <p>AC9M3A03 recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10 ...</p> | Coming soon | | <p>Multiplication & division</p> <ul style="list-style-type: none"> Multiplying 2-digit numbers by a 1-digit number <p>Solve practical problems</p> <ul style="list-style-type: none"> Solve multiplication & division practical problems Missing number problems using all four operations | | <p>(Y4-E) Multiplication and Division</p> <ul style="list-style-type: none"> Using known facts (pp 8–12) Mental multiplication strategies (pp 13–21) Division (pp 22–28) Mental division strategies (pp 29–33) |
| <p>Unit 4 Probability Statistics</p> <p>Chance and data</p> <p>Use language of probability Conduct simple chance experiments Graph results Interpret data</p> | <p>AC9M3P01 identify practical activities and everyday events involving chance ...</p> <p>AC9M3P02 conduct repeated chance experiments ...</p> <p>AC9M3ST01 acquire data for categorical and discrete numerical variables ...</p> <p>AC9M3ST02 create and compare different graphical representations of data ...</p> <p>AC9M3ST03 conduct guided statistical investigations ...</p> | Coming soon | <p>Probability and chance</p> <ul style="list-style-type: none"> Will it Happen? Most Likely and Least Likely Introductory probability What are the Chances? How many Combinations? | <p>Language of chance</p> <ul style="list-style-type: none"> Using basic probability language <p>Chance experiments</p> <ul style="list-style-type: none"> Conducting chance experiments | <p>Chance & Probability LEVEL 2–4</p> <ul style="list-style-type: none"> Selective sleeperover (DOK 3) Picking plums (DOK 3) Sock sort (DOK 2) Multiple mayhem (DOK 4) <p>LEVEL 3–5</p> <ul style="list-style-type: none"> Matt's day (DOK 2) Roll of the dice (DOK 4) Everyday events (DOK 3) Pulling marbles (DOK 3) | <p>(Y3-D) Chance and Data</p> <ul style="list-style-type: none"> Chance (pp 1–9) |
| <p>Unit 5 Space Measurement</p> <p>2D shape and angles</p> <p>Review properties of shapes Use quarter, half, and three-quarter turns Compare angles to right angles</p> | <p>AC9M3M01 identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates</p> <p>AC9M3M02 measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings</p> | Coming soon | <p>Measurements</p> <ul style="list-style-type: none"> Using a Litre How Heavy? Ordering Mass (g) | <p>Length, mass & capacity</p> <ul style="list-style-type: none"> Comparing, ordering & measuring mass Comparing, ordering & measuring capacity <p>Identify metric units of measure</p> <ul style="list-style-type: none"> Introducing kilograms Introducing grams Selecting appropriate units to measure mass Introducing millilitres Introducing litres Selecting appropriate units to measure capacity | <p>Measurement: Mass LEVEL 2–4</p> <ul style="list-style-type: none"> Beryl the St Bernard (DOK 3) Placing pumpkins (DOK 2) | <p>(Y3-D) Measurement</p> <ul style="list-style-type: none"> Mass (pp 21–25) Volume and capacity (pp 16–18) |

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| <p>Unit 1 Measurement Number</p> <hr/> <p>Money and number review</p> <p>Recognise money Count money Money conversions</p> | <p>AC9M3N05 estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations</p> <p>AC9M3M06 recognise the relationships between dollars and cents and represent money values in different ways</p> <p>AC9M3N01 recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000</p> | <p>Coming soon</p> | <p>Money, Dollars & Cents</p> <ul style="list-style-type: none"> • Money • Who's got the Money? | <p>Money</p> <ul style="list-style-type: none"> • Recognising Australian notes & coins • Counting Australian dollars & cents • Using money to make purchases | <p>Number & Algebra: Money LEVEL 2–4</p> <ul style="list-style-type: none"> • Bike for sale (DOK 3) • Fruit salad (DOK 3) | <p>(Y3-D) Addition and Subtraction</p> <ul style="list-style-type: none"> • Money (pp 41–48) |
| <p>Unit 2 Number Algebra</p> <hr/> <p>Operations review</p> | <p>AC9M3N03 add and subtract two- and three-digit numbers ...</p> <p>AC9M3N04 multiply and divide one- and two-digit numbers ...</p> <p>AC9M3N05 estimate the quantity of objects in collections ...</p> <p>AC9M3N06 use mathematical modelling to solve practical problem s...</p> <p>AC9M3A01 recognise and explain the connection between addition and subtraction ...</p> <p>AC9M3A02 extend and apply knowledge of addition and subtraction facts ...</p> <p>AC9M3A03 recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10 ...</p> | <p>Coming soon</p> | <p> Review earlier content</p> | <p> Review earlier content</p> | <p> Review earlier content</p> | <p> Review earlier content</p> |

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|---|--|-------------|--|---|---|--|
| Unit 3 Measurement Time Use formal units of time Estimate durations Read and represent digital and analogue time Use timers | AC9M3M03 recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events AC9M3M04 describe the relationship between the hours and minutes on analogue and digital clocks, and read the time to the nearest minute | Coming soon | Measurements <ul style="list-style-type: none"> Five Minute Times What is the Time? | Introduce units of time <ul style="list-style-type: none"> Introducing hours Introducing minutes Introducing seconds Duration & units of time <ul style="list-style-type: none"> Understanding relationship between units of time Understanding duration Tell time <ul style="list-style-type: none"> Telling time to five minutes Telling time to the minute | Measurement: Time LEVEL 2–4 <ul style="list-style-type: none"> Scenic stroll (DOK 3) Time for T.V. (DOK 3) Mystery birthdate (DOK 3) | (Y3-D) Time <ul style="list-style-type: none"> Telling time (pp 1–8) Measuring time (pp 9–16) |
| Unit 4 Space Position and 2D shapes Interpret 2D representations of environments Interpret maps Create and follow directions | AC9M3SP02 interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other | Coming soon | Shape & space <ul style="list-style-type: none"> Following Directions Coordinate Meeting Place Map Coordinates Where is it? Symmetry | Interpret & create maps <ul style="list-style-type: none"> Interpreting simple maps | Geometry: Symmetry, Transformation & Location LEVEL 2–4 <ul style="list-style-type: none"> A day on the farm (DOK 3) | (Y3-D) Space, Shape and Position <ul style="list-style-type: none"> Position (pp 22–28) |
| Unit 5 Measurement Measurement review and applications Choose appropriate units Use measurement in everyday situations | AC9M3M01 identify which metric units are used to measure everyday items ... AC9M3M02 measure and compare objects using familiar metric units of length, mass and capacity ... AC9M3M03 recognise and use the relationship between formal units of time including days, hours, minutes and seconds ... AC9M3M04 describe the relationship between the hours and minutes on analogue and digital clocks ... | Coming soon | Measurements <ul style="list-style-type: none"> Which Unit of Measurement? Which Measuring Tool? | Identify metric units of measure <ul style="list-style-type: none"> Identifying correct units of measurement |  Review earlier content |  Review earlier content |