| 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<br>Numbers to 100 000<br>Numbers to 1 000 000<br>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<br>Y4 Fractions | Unit fractions | Fraction symbols<br>Find & count in halves & quarters<br>Introduce eighths<br>Introduce thirds<br>Introduce sixths<br>Introduce fifths<br>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 ⚠ NEW | AC9M3N05 | | 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 ⚠ NEW | AC9M3N07 | | | Create algorithms to investigate numbers |
| | investigate the conditions required for a number to be odd or even and identify odd and even numbers ➡ MOVED TO Y4 | ACMNA051 | | | | | | |
| | represent money values in multiple ways and count the change required for simple transactions to the nearest five cents ➡ MOVED TO MEASUREMENT | ACMNA059 | | | | | | |

# Scope & Sequence
Australian Curriculum v9 Yr 03

# Syllabus comparison chart
Tasmania | Year 3

Mathletics

| 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<br>Multiplication & division facts for 10<br>Multiplication & division facts for 5<br>Mult/div facts for 2, 5 & 10<br>Multiplication & division facts for 3<br>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 |

| 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 | |
| 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 ➡ MOVED TO Y4 | 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 ➡ MOVED FROM Y2 | 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**<br><br>**Addition and subtraction: mental strategies**<br><br>• Review 3-digit numbers<br>• Number facts to 20<br>• Place value<br>• Read, write and order 4-digit numbers<br>• Round numbers<br>• Partitioning | **Number**<br>**Algebra**<br><br>**Number Facts and Patterns**<br><br>• Number facts: 2, 3, 4, 5 and 10<br>• •Identify and make patterns using shapes & numbers<br>• •Describe patterns and determine rules<br>• Find missing terms | **Number**<br><br>**Numbers to 1 000 000**<br><br>• Read, write and represent numbers to 1 000 000<br>• Place value<br>• Compare and order numbers to 1 000 000<br>• Round to nearest 10, 100, 1000 | **Number**<br><br>**Money and number review**<br><br>• Recognise money<br>• Count money<br>• Money conversions |
| **Unit 2** | **Number**<br>**Algebra**<br><br>**Addition and subtraction (2-digit numbers)**<br><br>• Addition and subtraction facts to 10 and 20<br>• Inverse operations<br>• Efficient mental strategies to add and subtract 2-digit numbers | **Number**<br>**Algebra**<br><br>**Multiplication and division: 1- by 1-digit numbers**<br><br>• Use efficient mental strategies for multiplication and division<br>• Solve problems involving multiplication and division | **Number**<br><br>**Addition and subtraction (3-digit numbers)**<br><br>• Efficient mental strategies to add and subtract 3-digit numbers | **Number**<br>**Algebra**<br><br>**Operations review**<br><br>Review earlier content |
| **Unit 3** | **Number**<br><br>**Fractions: Halves, quarters and eights**<br><br>• Represent unit fractions<br>• Create wholes using unit fractions<br>• Find fractions of a collection<br>• Count in fractions | **Number**<br><br>**Fractions: Thirds, fifths, and multiples**<br><br>• Count with fractions<br>• Fractions of a collection<br>• Equivalent fractions | **Number**<br>**Algebra**<br><br>**Multiplication and division: 1- by 2-digit numbers**<br><br>• Efficient mental strategies to multiply and divide 2-digit numbers<br>• Solve problems involving multiplication and division | **Measurement**<br><br>**Time**<br><br>• Use formal units of time<br>• Estimate durations<br>• Read and represent digital and analogue time<br>• Use timers |
| **Unit 4** | **Measurement**<br>**Algebra**<br><br>**Length**<br><br>• Identify appropriate units of measurement<br>• Measure length using mm, cm & m<br>• Estimate and compare length | **Statistics**<br><br>**Data**<br><br>• Collect data<br>• Represent data using graphs and tables<br>• Interpret data | **Probability**<br>**Statistics**<br><br>**Chance and data**<br><br>• Use language of probability<br>• Conduct simple chance experiments<br>• Graph results<br>• Interpret data | **Space**<br><br>**Position and 2D shape**<br><br>• Interpret 2D representations of environments<br>• Interpret maps<br>• Create and follow directions |
| **Unit 5** | **Space**<br><br>**3D Objects**<br><br>• Recognise 2D shapes in 3D objects<br>• Describe, sort and compare 3D objects<br>• Create 3D models | **Space**<br>**Measurement**<br><br>**2D shape and angles**<br><br>• Review properties of shapes<br>• Use quarter, half, and three-quarter turns<br>• Compare angles to right angles | **Measurement**<br><br>**Mass and capacity**<br><br>• Measure weight using g & kg<br>• Compare the weight of objects<br>• Measure capacity using mL & L<br>• Compare the capacity of containers | **Measurement**<br><br>**Measurement review and applications**<br><br>• Choose appropriate units<br>• Use measurement in everyday situations |

| Strand | Outcomes and content descriptions | Located |
|---|---|---|
| Number | **AC9M3N01** <br> recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 | T1 U1 <br> T3 U1 <br> T4 U1 |
| | **AC9M3N02** <br> 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 <br> T2 U3 |
| | **AC9M3N03** <br> 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 <br> T3 U2 <br> T4 U2 |
| | **AC9M3N04** <br> 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 <br> T3 U3 <br> T4 U2 |
| | **AC9M3N05** <br> estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations | T1 U1, U2 <br> T3 U2 <br> T4 U1, U2 |
| | **AC9M3N06** <br> 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 <br> T2 U2, U3 <br> T3 U2, U3 <br> T4 U2 |
| | **AC9M3N07** <br> follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns | T2 U1 <br> T3 U3 |
| Algebra | **AC9M3A01** <br> 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 <br> T4 U2 |
| | **AC9M3A02** <br> 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 <br> T4 U2 |
| | **AC9M3A03** <br> 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 <br> T3 U3 <br> T4 U2 |
| Measurement | **AC9M3M01** <br> identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates | T1 U4 <br> T3 U5 <br> T4 U5 |
| | **AC9M3M02** <br> measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings | T1 U4 <br> T3 U5 <br> T4 U5 |
| | **AC9M3M03** <br> 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 <br> T4 U5 |
| | **AC9M3M04** <br> describe the relationship between the hours and minutes on analogue and digital clocks, and read the time to the nearest minute | T4 U3 <br> T4 U5 |

| Strand | Outcomes and content descriptions | Located |
|---|---|---|
| Measurement (cont'd) | **AC9M3M05** <br> identify angles as measures of turn and compare angles with right angles in everyday situations | T2 U5 |
| | **AC9M3M06** <br> recognise the relationships between dollars and cents and represent money values in different ways | T4 U1 |
| Space | **AC9M3SP01** <br> make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses | T1 U5 |
| | **AC9M3SP02** <br> interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other | T4 U4 |
| Statistics | **AC9M3ST01** <br> 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 <br> T3 U4 |
| | **AC9M3ST02** <br> create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context | T2 U4 <br> T3 U4 |
| | **AC9M3ST03** <br> 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 <br> T3 U4 |
| Probability | **AC9M3P01** <br> 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** <br> 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**<br>Number<br><br>**Numbers to at least 10 000**<br><br>Review 3–digit numbers<br><br>Number facts to 20<br><br>Place value<br><br>Read, write and order 4-digit numbers<br><br>Round numbers<br><br>Partitioning | **AC9M3N01**<br>recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000<br><br>**AC9M3N05**<br>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**<br>• Numbers to at least 10 000s<br>• Place value<br>• Partitioning<br>• Number lines | **Numbers beyond 10 000 with 5 digits**<br>• Place Value 3<br>• Place Value<br>• Thousands<br>• Partition and Rename 2<br>• Ascending Order<br>• Descending Order<br>• Smallest and largest numbers | **Apply knowledge of facts to 20**<br>• Finding fact families<br>• Numbers bonds to 20<br>• Applying facts to 20 to larger numbers<br><br>**Numbers to 10 000**<br>• Identifying & counting numbers to 4 digits<br>• Reading & representing numbers to 4 digits<br>• Comparing & ordering numbers to 4 digits<br>• Place value to 4 digits<br>• Partitioning numbers to 4 digits<br>• Rounding numbers to 4 digits | **Number & Algebra: Whole Number**<br>LEVEL 2–4<br>• Swap the numbers (DOK 2)<br>• Partitioning 4-digit numbers (DOK 3)<br>• Bank mistake (DOK 3)<br>• Alex's number (DOK 3)<br>• Find the 4 digits (DOK 3)<br>• Football friends (DOK 3)<br>• Top score (DOK 2)<br>• 33 beads (DOK 3)<br>LEVEL 3–5<br>• Target numbers! (DOK 3)<br>• Build the number (DOK 3) | (Y3) **Reading and Understanding Whole Numbers**<br>• Build a number<br>(Y3-D) **Reading and Understanding Whole Numbers**<br>• Looking at whole numbers (pp 1–10)<br>• Place value of whole numbers (pp 11–18)<br>• Round and estimate (pp 19–26)<br>(Y4-E) **Reading and Understanding Whole Numbers**<br>• Looking at whole numbers (pp 1–8)<br>• Place value of whole numbers (pp 9–16)<br>• Round and estimate (pp 17–24) |
| **Unit 2**<br>Number<br>Algebra<br><br>**Addition and subtraction (2-digit numbers)**<br><br>Addition and subtraction facts to 10 and 20<br><br>Inverse operations<br><br>Efficient mental strategies to add and subtract 2-digit numbers | **AC9M3N03**<br>add and subtract two- and three-digit numbers…<br><br>**AC9M3N05**<br>estimate the quantity of objects in collections…<br><br>**AC9M3N06**<br>use mathematical modelling to solve practical problems …<br><br>**AC9M3A01**<br>recognise and explain the connection between addition and subtraction …<br><br>**AC9M3A02**<br>extend and apply knowledge of addition and subtraction facts … | Coming soon | **Up to 3 digit add & subtract**<br>• Add 3 Numbers:<br>• Bonds to 100<br>• Partition Puzzles 2<br>• Repartition to Subtract<br>• Estimate Differences<br>• Estimate Sums<br>• Bar Model Problems 1<br>• Bar Model Problems 2 | **Addition & subtraction using place value**<br>• Add & subtract using number facts within 1000<br>• Add & subtract 2-& 3-digit using jump strategy<br>• Add & subtract 2-& 3-digit using place value<br>• Add & subtract 2- & 3-digit using bridging to 10<br>• Add & subtract 2- & 3-digit using split strategy<br>• Add & subtract 2-digit rounding & compensation<br>• Adding & subtracting to make 100<br>**Addition & subtraction relationship**<br>• Relationship between addition & subtraction<br>• Equivalent number sentences<br>• Word problems for finding unknown quantities<br>• Representing add & subtract using a bar model | **Number & Algebra: Addition & Subtraction**<br>LEVEL 2–4<br>• The key to adding (DOK 2)<br>• Make 200 (DOK 3)<br>• Game over (DOK 3)<br>• Choosing chores (DOK 4) | (Y3-D) **Addition and Subtraction**<br>• Addition mental strategies (pp 1–14)<br>• Subtraction mental strategies (pp 15–30) |
| **Unit 3**<br>Number<br><br>**Fractions: Halves, quarters and eighths**<br><br>Represent unit fractions<br><br>Create wholes using unit fractions<br><br>Find fractions of a collection<br><br>Count in fractions | **AC9M3N02**<br>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 …<br><br>**AC9M3N02**<br>use mathematical modelling to solve practical problems involving additive and multiplicative situations … | **Y3 Fractions**<br>• Halves, Quarters and Eighths<br>• Unit fractions 1<br>• Unit fractions 2<br>• Proper fractions | | **Fraction symbols**<br>• Exploring the meaning of fraction symbols<br>• Introducing terms numerator & denominator<br>**Find & count in halves & quarters**<br>• Finding half of a set or quantity (symbols)<br>• Finding quarters of sets or shapes (symbols)<br>• Finding halves & quarters (symbols)<br>• Counting in halves & quarters to 1<br>**Introduce eighths**<br>• Introducing eighths<br>• Using fractions: halves, quarters & eighths<br>**Introduce tenths**<br>• Introducing tenths | **Number & Algebra: Fractions**<br>LEVEL 2–4<br>• Monstrous proportions (DOK 2) | (Y3-D) **Fractions**<br>• Introducing fractions (pp 1–12) |

| Strand & Topic | Outcomes | New Courses | Activities (Courses) | Skill Quests | Challenges | Ebooks |
|---|---|---|---|---|---|---|
| **Unit 4**<br>Measurement<br>Algebra<br><br>**Length**<br><br>Identify appropriate units of measurement<br>Measure length using mm, cm & m<br>Estimate and comparing length | **AC9M3M01**<br>identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates<br><br>**AC9M3M02**<br>measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings<br><br>**AC9M3A02**<br>extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator | **Y3 Fractions**<br>• Halves, Quarters and Eighths | **Measurements**<br>• How Long is That?<br>• Measure to the Nearest Half Centimetre<br><br>**Unit fractions**<br>• Fraction Length Models 1 | **Length, mass & capacity**<br>• Comparing, ordering & measuring length<br><br>**Identify metric units of measure**<br>• Introducing centimetres<br>• Introducing millimetres<br>• Selecting appropriate units to measure length | **Measurement: Length**<br>LEVEL 2–4<br>• Measured to perfection (mm) (DOK 2)<br>• Parking problems (DOK 3)<br>• Paw prints (DOK 3)<br>• Robot race (DOK 2)<br>• Metres or centimetres? (DOK 3) | (Y3-D) **Measurement**<br>• Units of length (pp 1–5) |
| **Unit 5**<br>Space<br><br>**3D objects**<br><br>Recognise 2D shapes in 3D objects<br>Describe, sort and compare 3D objects<br>Create 3D models | **AC9M3SP01**<br>make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses | Coming soon | **Shape & space**<br>• How Many Faces?<br>• How many Edges?<br>• Count the Corners<br>• Relate Shapes and Solids<br>• Collect the Objects | **3D objects**<br>• Exploring prisms & pyramids<br>• Introducing nets<br>• Recognising & comparing 3D objects<br>• Describing & sorting 3D objects<br>• Comparing 2D shapes & 3D objects | **Geometry: 3D Shapes**<br>LEVEL 2–4<br>• Shape sums (DOK 3)<br>• Opposite shapes (DOK 2)<br>• Faces, edges and vertices (DOK 3) | (Y3-D) **Space, Shape and Position**<br>• Investigating 3D shapes (pp 14–21) |

| Strand & Topic | Outcomes | New Courses | Activities (Courses) | Skill Quests | Challenges | Ebooks |
|---|---|---|---|---|---|---|
| **Unit 1**<br>Number<br>Algebra<br><br>**Number facts and patterns**<br><br>Number facts: 2, 3, 4, 5 and 10<br><br>Identify and make patterns using shapes & numbers<br><br>Describe patterns and determine rules<br><br>Find missing terms | **AC9M3N07**<br>follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns<br><br>**AC9M3A03**<br>recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts | Coming soon | **Patterns & missing numbers**<br>• Odd and Even Numbers 1<br>• Pick the Next Number<br>• Describing Patterns<br>• Find the Missing Number 1<br>• Missing Values<br>• Counting by Twos<br>• Counting by Fives<br>• Counting by Tens<br>• Count by 2s, 5s and 10s<br>• Dividing Twos<br>• Dividing Fives<br>• Dividing Tens<br>• Skip Counting with Coins<br>• Grouping in Fours<br>• Dividing Fours<br>• Grouping in Threes<br>• Dividing Threes | **Multiplication & division facts for 2**<br>• Recalling multiplication & division facts for 2<br>**Multiplication & division facts for 10**<br>• Exploring multiplication by 10<br>• Recalling multiplication & division facts for 10<br>**Multiplication & division facts for 5**<br>• Exploring multiplication by 5<br>• Recalling multiplication & division facts for 5<br>**Mult/div facts for 2, 5 & 10**<br>• Multiplication & division facts for 2, 5, 10<br>**Multiplication & division facts for 3**<br>• Exploring multiplication by 3<br>• Recalling multiplication & division facts for 3<br>**Multiplication & division facts for 4**<br>• Exploring multiplication by 4<br>• Recalling multiplication & division facts for 4<br>**Create algorithms to investigate numbers**<br>• Identifying & creating number patterns<br>• Working with code to create algorithms | **Number & Algebra: Multiplication & Division**<br>LEVEL 2–4<br>• Trading card count (DOK 3)<br>• How many stickers? (DOK 3)<br>**Number & Algebra: Patterns**<br>LEVEL 2–4<br>• Table patterns (DOK 3)<br>• Jamie's patterns (DOK 2)<br>• Multiplication table patterns (DOK 3)<br>• Take-away time (DOK 3)<br>• Puzzling patterns (DOK 4) | (Y3-D) **Patterns and Algebra**<br>• Patterns and functions (pp 1–12)<br>(Y3-D) **Multiplication and Division**<br>• Multiplication facts (pp 8–19) |
| **Unit 2**<br>Number<br>Algebra<br><br>**Multiplication and division: 1- by 1-digit numbers**<br><br>Use efficient mental strategies for multiplication and division<br><br>Solve problems involving multiplication and division | **AC9M3N04**<br>multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays …<br><br>**AC9M3N06**<br>use mathematical modelling to solve practical problems …<br><br>**AC9M3A03**<br>recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10 … | Coming soon | **Multiply & Divide**<br>• Related Facts 2<br>• Frog Jump Multiplication<br>• Frog Jump Division<br>• Equivalent Facts: Multiply<br>• Divide Into Equal Groups | **Multiplication & division**<br>• Using repeated addition to multiply<br>• Using repeated subtraction to divide<br>• Relating multiplication & division<br>• Interpreting & solving mult/div word problems<br>• Multiplication strategies: 1-digit numbers | **Number & Algebra: Multiplication & Division**<br>LEVEL 2–4<br>• Party time (DOK 2)<br>• A wheel problem (DOK 3) | (Y3-D) **Multiplication and Division**<br>• Introducing multiplication (pp 1–7)<br>• Mental multiplication strategies (pp 20–25)<br>• Division (pp 26–31) |
| **Unit 3**<br>Number<br><br>**Fractions: Thirds, fifths, and multiples**<br><br>Count with fractions<br><br>Fractions of a collection<br><br>Equivalent fractions | **AC9M3N02**<br>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 …<br><br>**AC9M3N06**<br>use mathematical modelling to solve practical problems involving additive and multiplicative situations … | **Y3 Fractions**<br>• Fractions and wholes<br>• Unit Fractions and Sharing | **Unit fractions**<br>• Shade fractions<br>• Identifying Fractions on a Number Line<br>• Fractions of a Collection 1<br>• Unit Fractions | **Introduce thirds**<br>• Introducing thirds<br>• Using fractions: halves, thirds & quarters<br>**Introduce sixths**<br>• Introducing sixths<br>**Introduce fifths**<br>• Introducing fifths | **Number & Algebra: Fractions**<br>LEVEL 2–4<br>• Decorate using fractions (DOK 2) | (Y3-D) **Fractions**<br>• Types of fractions (pp 13–21)<br>(Y4-E) **Fractions**<br>• Working with fractions (pp 1–11)<br>• Types of fractions (pp 12–14) |

| Strand & Topic | Outcomes | New Courses | Activities (Courses) | Skill Quests | Challenges | Ebooks |
|---|---|---|---|---|---|---|
| **Unit 4**<br>Statistics<br><br>**Data**<br><br>Collect data<br>Represent data using graphs and tables<br>Interpret data | **AC9M3ST01**<br>acquire data for categorical and discrete numerical variables to address a question of interest or purpose …<br><br>**AC9M3ST02**<br>create and compare different graphical representations of data sets …<br><br>**AC9M3ST03**<br>conduct guided statistical investigations involving the collection, representation and interpretation of data … | Coming soon | **Record sort read & interpret data**<br>• Tallies<br>• Sorting Data<br>• Pictographs<br>• Interpreting Tables<br>• Reading from a Column Graph<br>• Column Graphs | **Collect & record data**<br>• Collecting & recording category data<br>• Using tables<br>**Create & compare data representations**<br>• Representing & interpreting data displays<br>• Comparing data displays<br>**Understand statistical investigations**<br>• Introducing the statistical investigation process<br>• Conducting a statistical investigation | **Statistics & Data**<br>LEVEL 2–4<br>• Transport trouble (DOK 3)<br>• What's missing? (DOK 3)<br>• Pampered pets (DOK 2)<br>• Fruitful investigation (DOK 3)<br>• Lynn investigates (DOK 4) | (Y3-D) **Chance and Data**<br>• Data (pp 10–21) |
| **Unit 5**<br>Space<br>Measurement<br><br>**2D shape and angles**<br><br>Review properties of shapes<br>Use quarter, half, and three-quarter turns<br>Compare angles to right angles | **AC9M3M05**<br>identify angles as measures of turn and compare angles with right angles in everyday situations | Coming soon | **Shape & space**<br>• Comparing Angles<br>• Equal Angles | **Identify & compare angles**<br>• Introducing angles<br>• Introducing right angles | **Geometry: Angles**<br>LEVEL 2–4<br>• Right angle sort (DOK 3)<br>• Flag flying (DOK 4) | (Y3-D) **Space, Shape and Position**<br>• Lines and angles (pp 1–5)<br>• Investigating 2D shapes (pp 6–8) |

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|---|---|---|---|---|---|---|
| **Unit 1**<br>Number<br><br>**Numbers to 1 000 000**<br><br>Read, write and represent numbers to 1 000 000<br><br>Place value<br><br>Compare and order numbers to 1 000 000<br><br>Round to nearest 10, 100, 1000 | **AC9M3N01**<br>recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 | **Y3 Whole number and Place Value**<br>• Rounding<br>• Compare numbers<br>• Order numbers | **Numbers beyond 10 000 with 5 digits**<br>• Partition and Rename 3<br>• Numbers from Words to Digits 1<br>• Rounding Numbers | **Numbers to 100 000**<br>• Comparing & ordering numbers to 5 digits<br>• Place value to 5 digits<br>• Partitioning numbers to 5 digits<br>• Rounding numbers to 5 digits<br>**Numbers to 1 000 000**<br>• Reading & representing numbers to 6 digits<br>• Comparing & ordering numbers to 6 digits<br>• Place value to 6 digits<br>• Partitioning numbers to 6 digits<br>• Counting by ones, tens & hundreds | **Number & Algebra: Whole Number**<br>LEVEL 3–5<br>• Swap the digits (DOK 2)<br>• Exploring a 5-digit number (DOK 2)<br>• Too much information (DOK 3) | (Y5-F) **Reading and Understanding Whole Numbers**<br>• Looking at whole numbers (pp 1–8)<br>• Place value of whole numbers (pp 9–16)<br>• Round and estimate (pp 17–18) |
| **Unit 2**<br>Number<br><br>**Addition and subtraction (3-digit numbers)**<br><br>Efficient mental strategies to add and subtract 3-digit numbers | **AC9M3N03**<br>add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator<br><br>**AC9M3N05**<br>estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations<br><br>**AC9M3N06**<br>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**<br>• Adding & subtracting - bridging with unknowns<br>• Adding & subtracting 3-digits using partitioning<br>• Adding & subtracting 3-digits using place value<br>• Add & subtract 3-digit rounding & compensation<br>• Add & subtract multiples of 100, 1000 & 10 000<br>• Add & subtract using non-standard partitioning<br>• Add & subtract: choosing efficient strategies<br>**Estimation strategies**<br>• Estimating additions<br>• Estimating subtractions<br>• Judging the reasonableness of answers<br>**Solve practical problems**<br>• Solving addition & subtraction practical problems | **Number & Algebra: Addition & Subtraction**<br>LEVEL 2–4<br>• Calculate through this maze (DOK 3) | (Y4-E) **Addition and Subtraction**<br>• Addition mental strategies (pp 1–15)<br>• Subtraction mental strategies (pp 16–27) |

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|---|---|---|---|---|---|---|
| **Unit 3**<br>Number<br>Algebra<br><br>**Multiplication and division: 1- by 2-digit numbers**<br><br>Efficient mental strategies to multiply and divide 2-digit numbers<br><br>Solve problems involving multiplication and division | **AC9M3N04**<br>multiply and divide one- and two-digit numbers …<br><br>**AC9M3N06**<br>use mathematical modelling to solve practical problems…<br><br>**AC9M3N07**<br>follow and create algorithms …<br><br>**AC9M3A03**<br>recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10 … | Coming soon | | **Multiplication & division**<br>• Multiplying 2-digit numbers by a 1-digit number<br><br>**Solve practical problems**<br>• Solve multiplication & division practical problems<br>• Missing number problems using all four operations | | (Y4-E) **Multiplication and Division**<br>• Using known facts (pp 8–12)<br>• Mental multiplication strategies (pp 13–21)<br>• Division (pp 22–28)<br>• Mental division strategies (pp 29–33) |
| **Unit 4**<br>Probability<br>Statistics<br><br>**Chance and data**<br><br>Use language of probability<br><br>Conduct simple chance experiments<br><br>Graph results<br><br>Interpret data | **AC9M3P01**<br>identify practical activities and everyday events involving chance …<br><br>**AC9M3P02**<br>conduct repeated chance experiments …<br><br>**AC9M3ST01**<br>acquire data for categorical and discrete numerical variables …<br><br>**AC9M3ST02**<br>create and compare different graphical representations of data …<br><br>**AC9M3ST03**<br>conduct guided statistical investigations … | Coming soon | **Probability and chance**<br>• Will it Happen?<br>• Most Likely and Least Likely<br>• Introductory probability<br>• What are the Chances?<br>• How many Combinations? | **Language of chance**<br>• Using basic probability language<br><br>**Chance experiments**<br>• Conducting chance experiments | **Chance & Probability**<br>LEVEL 2–4<br>• Selective sleepover (DOK 3)<br>• Picking plums (DOK 3)<br>• Sock sort (DOK 2)<br>• Multiple mayhem (DOK 4)<br>LEVEL 3–5<br>• Matt's day (DOK 2)<br>• Roll of the dice (DOK 4)<br>• Everyday events (DOK 3)<br>• Pulling marbles (DOK 3) | (Y3-D) **Chance and Data**<br>• Chance (pp 1–9) |
| **Unit 5**<br>Space<br>Measurement<br><br>**2D shape and angles**<br><br>Review properties of shapes<br><br>Use quarter, half, and three-quarter turns<br><br>Compare angles to right angles | **AC9M3M01**<br>identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates<br><br>**AC9M3M02**<br>measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings | Coming soon | **Measurements**<br>• Using a Litre<br>• How Heavy?<br>• Ordering Mass (g) | **Length, mass & capacity**<br>• Comparing, ordering & measuring mass<br>• Comparing, ordering & measuring capacity<br><br>**Identify metric units of measure**<br>• Introducing kilograms<br>• Introducing grams<br>• Selecting appropriate units to measure mass<br>• Introducing millilitres Introducing litres<br>• Selecting appropriate units to measure capacity | **Measurement: Mass**<br>LEVEL 2–4<br>• Beryl the St Bernard (DOK 3)<br>• Placing pumpkins (DOK 2) | (Y3-D) **Measurement**<br>• Mass (pp 21–25)<br>• Volume and capacity (pp 16–18) |

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|---|---|---|---|---|---|---|
| **Unit 1**<br>Measurement<br>Number<br><br>**Money and number review**<br><br>Recognise money<br>Count money<br>Money conversions | **AC9M3N05**<br>estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations<br><br>**AC9M3M06**<br>recognise the relationships between dollars and cents and represent money values in different ways<br><br>**AC9M3N01**<br>recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 | Coming soon | **Money, Dollars & Cents**<br>• Money<br>• Who's got the Money? | **Money**<br>• Recognising Australian notes & coins<br>• Counting Australian dollars & cents<br>• Using money to make purchases | **Number & Algebra: Money**<br>LEVEL 2–4<br>• Bike for sale (DOK 3)<br>• Fruit salad (DOK 3) | (Y3-D) **Addition and Subtraction**<br>• Money (pp 41–48) |
| **Unit 2**<br>Number<br>Algebra<br><br>**Operations review** | **AC9M3N03**<br>add and subtract two- and three-digit numbers …<br><br>**AC9M3N04**<br>multiply and divide one- and two-digit numbers …<br><br>**AC9M3N05**<br>estimate the quantity of objects in collections …<br><br>**AC9M3N06**<br>use mathematical modelling to solve practical problem s…<br><br>**AC9M3A01**<br>recognise and explain the connection between addition and subtraction …<br><br>**AC9M3A02**<br>extend and apply knowledge of addition and subtraction facts …<br><br>**AC9M3A03**<br>recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10 … | Coming soon | **Review earlier content** | **Review earlier content** | **Review earlier content** | **Review earlier content** |

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| **Unit 3**<br>Measurement<br><br>**Time**<br><br>Use formal units of time<br>Estimate durations<br>Read and represent digital and analogue time<br>Use timers | **AC9M3M03**<br>recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events<br><br>**AC9M3M04**<br>describe the relationship between the hours and minutes on analogue and digital clocks, and read the time to the nearest minute | Coming soon | **Measurements**<br>• Five Minute Times<br>• What is the Time? | **Introduce units of time**<br>• Introducing hours<br>• Introducing minutes<br>• Introducing seconds<br><br>**Duration & units of time**<br>• Understanding relationship between units of time<br>• Understanding duration<br><br>**Tell time**<br>• Telling time to five minutes<br>• Telling time to the minute | **Measurement: Time**<br>LEVEL 2–4<br>• Scenic stroll (DOK 3)<br>• Time for T.V. (DOK 3)<br>• Mystery birthdate (DOK 3) | (Y3-D) **Time**<br>• Telling time (pp 1–8)<br>• Measuring time (pp 9–16) |
| **Unit 4**<br>Space<br><br>**Position and 2D shapes**<br><br>Interpret 2D representations of environments<br>Interpret maps<br>Create and follow directions | **AC9M3SP02**<br>interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other | Coming soon | **Shape & space**<br>• Following Directions<br>• Coordinate Meeting Place<br>• Map Coordinates<br>• Where is it?<br>• Symmetry | **Interpret & create maps**<br>• Interpreting simple maps | **Geometry: Symmetry, Transformation & Location**<br>LEVEL 2–4<br>• A day on the farm (DOK 3) | (Y3-D) **Space, Shape and Position**<br>• Position (pp 22–28) |
| **Unit 5**<br>Measurement<br><br>**Measurement review and applications**<br><br>Choose appropriate units<br>Use measurement in everyday situations | **AC9M3M01**<br>identify which metric units are used to measure everyday items …<br><br>**AC9M3M02**<br>measure and compare objects using familiar metric units of length, mass and capacity …<br><br>**AC9M3M03**<br>recognise and use the relationship between formal units of time including days, hours, minutes and seconds …<br><br>**AC9M3M04**<br>describe the relationship between the hours and minutes on analogue and digital clocks … | Coming soon | **Measurements**<br>• Which Unit of Measurement?<br>• Which Measuring Tool? | **Identify metric units of measure**<br>• Identifying correct units of measurement | **Review earlier content** | **Review earlier content** |