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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Teaching](#) ▾

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You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

Year 3 SyllabusTest

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Year Level Description

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Statistics and Probability
- ☒ Measurement and Geometry
- ☒ Number and Algebra

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability

Year 3 Syllabus

Year Level Descriptors

The proficiency strands of **number and algebra**, **measurement and geometry**, **statistics and probability** and **reasoning** are an integral part of the mathematics curriculum. The proficiency strands provide the language and context for the mathematics. The proficiency strands are the focus of the mathematics curriculum. The proficiency strands are the focus of the mathematics curriculum.

At this year level:

- **understanding** includes understanding sequences, partitioning fractions, using area and volume to describe environmental systems
- **fluency** includes fluently adding and subtracting whole numbers and compare objects, measuring and comparing lengths, masses, volumes, temperatures, time, and experiments, interpreting data
- **problem-solving** includes problem-solving involving planning and solving problems involving three-dimensional shapes and patterns
- **reasoning** includes reasoning involving calculations, comparing results of data collection and analysis


- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

Number and Algebra

NUMBER AND PLACE VALUE

Investigate the conditions required for a number to be odd or even and identify odd and even numbers [\(ACMNA051\)](#)

 Numeracy

 Critical and creative thinking

Recognise, model, represent and order numbers to at least 10 000 [\(ACMNA052\)](#)


 Literacy

 Numeracy

Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems [\(ACMNA053\)](#)

 Literacy


 Numeracy

 Critical and creative thinking

Recognise and explain the connection between addition and subtraction
[\(ACMNA054\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
[\(ACMNA055\)](#)

 Numeracy

Recall multiplication facts of two, three, and ten and related division facts

(ACMNA056)


 Numeracy


Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies

(ACMNA057)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

FRACTIONS AND DECIMALS


Model and represent fractions including $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a compound whole [\(ACMNA058\)](#)

 Numeracy

MONEY AND FINANCIAL MATHEMATICS

Represent money value in multiple ways and count the change required for simple transactions to the nearest five cents ([ACMNA059](#))

 Numeracy


 Critical and creative thinking

PATTERNS AND ALGEBRA

Describe, continue, create number patterns resulting from performing addition or subtraction ([ACMNA060](#))

 Literacy

 Numeracy

 Critical and creative thinking

Year 3 Achievement

Number and Algebra

At Standard, students understand odd or even. Students understand numbers. They recognize and solve problems using unit fractions. They correctly count out patterns involving a

Measurement and Geometry

Students use metric units to measure nearest minute. Students use positions on maps to describe environment. They

Statistics and Probability

Students conduct a simple data investigation and data displays.

The proficiency strands **understanding, fluency, problem-solving** content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. These proficiencies reinforce the significance of working mathematically and developed. They provide the language to build in the development of achievement standards reflect the content and encompass the

At this year level:

- **understanding** includes connecting number representations flexibly, representing unit fractions, using appropriate language symmetry
- **fluency** includes recalling multiplication facts, using familiar describing outcomes of chance experiments, interpreting maps
- **problem-solving** includes formulating and modelling authentic representation, making models of three-dimensional objects
- **reasoning** includes using generalising from number properties and interpreting variations in the results of data collections and

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