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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

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Year 3 SyllabusTest

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Year Level Description

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Year Levels

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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 Description

The proficiency strands of **reasoning** are an important part of the mathematics curriculum. The proficiency strands are: number and algebra, measurement and geometry, and statistics and probability. The proficiency strands provide the language for describing mathematics. The proficiency strands are the proficiencies.

At this year level:

- **understanding** includes understanding sequences, partitioning fractions, using area to solve environmental systems
- **fluency** includes fluently adding and comparing objects, interpreting experiments, interpreting data
- **problem-solving** includes problem-solving involving planning and solving problems of three-dimensional shapes and patterns
- **reasoning** includes reasoning involving calculations, comparing results of data collection


- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
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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 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 composite whole (ACMNA058)

 Numeracy

MONEY AND FINANCIAL MATHEMATICS

Represent money 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 [\(ACMNA059\)](#)

 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 to the nearest minute. Students understand positions on maps and in the environment. They

Statistics and Probability

Students conduct simple data investigations and use data displays.

The proficiency strands **understanding, fluency, problem-solving** are applied to the 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 are developed. They provide the language to build in the development of mathematical proficiency. The 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 ma
- **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 a

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