Whole national context and finite teaching map

Year3 Maths Term1 Weeks5–6/Days21–30. Original finite teaching, not whole-year/state achievement. The fixed40-row annual programme is retained verbatim in year-sequence.md. Week5 metric length/mass and Week6 estimation/reasonableness are the chronological organisers; capacity is taught alongside length/mass because M02 includes all three, not because a rock/evidence theme replaces maths.

Retained official workbook download29September2026; selected canonical/raw context is not a new8Octoberdownload. Current primary QCAA alignment/conditions and ACARA/QCAA terms read8October2026. All130selected national meanings,129LearningAreas rows and fullstandardrow226/12+6headers/rawHTML/null/emptyfields were read/reconciled. Original raw cell values are not replaced by normalised plain text. The source describes are illustrative authority context, not task requirements for every elaboration; cultural elaborations do not supply local permission.

All23 content descriptions, with finite coverage boundaries

AC9M3N01 · retained row17412

recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000

Whole-year context retained; not a target cleared by this fortnight.

AC9M3N02 · retained row17418

recognise and represent unit fractions including $\frac12$, $\frac13$, $\frac14$, $\frac15$ and $\frac1{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole

Whole-year context retained; not a target cleared by this fortnight.

AC9M3N03 · retained row17423

add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator

Selected component: Days27–29 two-/three-digit additive place-value strategies without calculator before optional digital check.

AC9M3N04 · retained row17430

multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies

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Whole-year context retained; not a target cleared by this fortnight.

AC9M3N05 · retained row17435

estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations

Principal: Days26–30 collection benchmarks, problem estimates and reasonableness; purpose and uncertainty recorded.

AC9M3N06 · retained row17440

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

Selected additive practical formulation/strategy/context components only. Financial/multiplicative components not claimed complete.

AC9M3N07 · retained row17446

follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns

Whole-year context retained; not a target cleared by this fortnight.

AC9M3A01 · retained row17452

recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences

Selected inverse/unknown component: Days23–24,28–30 contextual missing quantities and connected exact checks.

AC9M3A02 · retained row17456

extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator

Whole-year context retained; not a target cleared by this fortnight.

AC9M3A03 · retained row17460

recall and demonstrate proficiency with multiplication facts for \(3, 4, 5\) and \(10\); extend and apply facts to develop the related division facts

Whole-year context retained; not a target cleared by this fortnight.

AC9M3M01 · retained row17466

identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates

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Principal: Days21–25 choose units/known benchmarks; actual real-action evidence distinct from supplied reading.

AC9M3M02 · retained row17471

measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings

Principal: Days22–25 length/mass/capacity labelled instruments and comparisons; physical measuring requires own observed action/directing, not only paper stage.

AC9M3M03 · retained row17477

recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events

Whole-year context retained; not a target cleared by this fortnight.

AC9M3M04 · retained row17483

describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute

Whole-year context retained; not a target cleared by this fortnight.

AC9M3M05 · retained row17487

identify angles as measures of turn and compare angles with right angles in everyday situations

Whole-year context retained; not a target cleared by this fortnight.

AC9M3M06 · retained row17492

recognise the relationships between dollars and cents and represent money values in different ways

Whole-year context retained; not a target cleared by this fortnight.

AC9M3SP01 · retained row17497

make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses

Whole-year context retained; not a target cleared by this fortnight.

AC9M3SP02 · retained row17504

interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other

Whole-year context retained; not a target cleared by this fortnight.

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AC9M3ST01 · retained row17512

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

Whole-year context retained; not a target cleared by this fortnight.

AC9M3ST02 · retained row17518

create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context

Whole-year context retained; not a target cleared by this fortnight.

AC9M3ST03 · retained row17523

conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest

Whole-year context retained; not a target cleared by this fortnight.

AC9M3P01 · retained row17530

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

Whole-year context retained; not a target cleared by this fortnight.

AC9M3P02 · retained row17535

conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation

Whole-year context retained; not a target cleared by this fortnight.

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Complete achievement standard · retained row226

By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns. Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments. Students conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.

Current primary national/QCAA comparison

• Year3 Mathematics content/standard alignment, March2023/ref230380: complete indexed2pages/all23descriptions/full3standardparagraphs read8October2026. Selected principal/component meanings agree; full standard is wider than this resource.

• Years3–4 Mathematics assessment technique/conditions, October2023/ref230151-01: complete indexed3pages read8October2026. Projects may be supported and spread/chunked, with written/spoken/signed/practical/multimodal evidence. Supervised questions require controlled conditions appropriate to the component. Reading wording neutrally is not supplying the calculation. Suggested up-to lengths/times are not child quotas; teacher observation and actual context must be interpreted carefully.

This kit's ordinary practical projects can include wanted adult help; its paper held questions are individually complete component tasks under recorded conditions, not a formal state instrument or independent whole-standard certification. Record instrument/action/communication/cues/exposure/interval in the full staff record. No invented A–E, causal improvement or physical measurement judgment follows a score.

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Existing published Weeks3–4 are author desk-review evidence, not an independently sealed whole source/native approval. Check actual readiness before these lessons. No predecessor map/place-value content was changed. This kit's source bank awaits a different whole review; later website/native curation has its own role/rights/reproduction review.

Full portable standard/platform notices and grants. Authority records and rawcells are separate from original education and original software grants. No local cultural knowledge, photos, teacher support media or translation is imported. A dated static copy never auto-syncs with current curriculum.

Retained annual programme context links

The unchanged year-sequence.md is an adult historical source input, not a portable standalone navigation page. Its14 local links belong to the original Year3 studio ancestry. CONTEXT-LINKS.json pins all14 exact occurrences and original fixedGit targets, all present at2c93280a. Those outside teaching bodies are not duplicated or advertised as bundled. Read the40row plan as retained context. Native/site curators must provide real current routes before exposing its links as a user navigation page. Ordinary child/parent/day and selected-stage routes in this source are separately checked as actual local files.