Whole national context; selected fortnight opportunities

Australian Curriculum Version 9.0, Year 3 Mathematics. This source keeps all 130 selected records:1 level description,6 strand records,23 content descriptions,99 illustrative elaborations,1 achievement-standard record with all 3 paragraphs. It does not teach every record in these ten days.

Actual national inputs and their limits

Retained official-parent workbook/canonical downloaded 29 September 2026. Full parent paths/hashes and original metadata are in authority-inputs.json; no 8 October workbook download/copy is claimed. national130.json preserves all selected canonical attribute values/HTML/NBSP; raw-cells.json preserves original 18 headers and 1554 worksheet column slots, not 1554 present XML cells:651 present (649 nonempty,2 presentempty),903 absent. Flags/types distinguish an absent null from a present empty string. Inherited complete Year 3 selected reconciliation against retained parents is carried from the different whole source 105 review; new author re-read all 130 meaningful records and relevant raw shape/values, not a new full 17 MBcanonical audit.

The full standard is retained verbatim in the authority file. Here is its complete original HTML, with original authority attribution/exceptions in the mandatory notice:

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.

Principal selected content descriptions

AC9M3N02: 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

Days 31–35 offer all five specified unit fractions, multiples, a named whole/equal-size parts check, area/strip/grouped set/number line representation and same-denominator completion. Equal parts matter; different wholes are not interchangeable. A given stage samples only some components. Actual learner explanations/choices/representations matter; a completed source file is not achievement.

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

Days 36–40 offer meaningful questions, category vs discrete whole-count variables, actual safe observation/collection OR explicitly accessed fictional/dated records, one-record-at-a-time recording, frequency tables/totals and honest zero/unavailable distinction. The acquisition route must actually occur and be recorded. The bank provides full paper/usual communication routes; it does not establish spreadsheet use merely by typing a table, nor every data-acquisition/software component.

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

Conditional selected opportunities only: actual learner question/method, collection/access, representation and contextual interpretation with guidance. Supplied-model interpretation is not an independent actual survey or full investigation. Record the components actually shown.

AC9M3ST02: create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context

Not cleared here. Comparing two frequency table layouts and source cue images alone does not establish different graphical representations/software. Extensions may lead to separate appropriately taught graph work; do not infer it from an optional project label. Other national records remain whole-year context, not required extra tasks for this fortnight. Elaborations are illustrative examples, not additional mandatory attainment criteria or permission to use cultural material.

Component-to-teaching map

- Days 31–32: whole/equality/unit fraction/multiple/representation; F selected stage after suitable teaching.
- Days 33–35: all five unit fractions, same-whole completion, number line/set/area and useful original guide; W selected stage where needed. Model numbers differ from held numbers; actual unrelated teaching interval in teacher/GUIDE.md.
- Days 36–37: categorical question/unit/available data/frequency/known zero/unavailable; Tstage interprets its full supplied source, not actual survey evidence.
- Days 38–40: discrete numerical count values/frequencies, check all records/total, scoped interpretation and original useful output; Vstage is component-only supplied data.

See all 48 full staff criteria and specific unrelated next teaching in teacher/KEYS.md; keep it staff only. Assessment records actual support/exposure/interval/source/actions, with descriptive states rather than numerical growth scores or invented A–E grades. No fixed learner style/diagnosis routes.

Queensland context, not all-state approval

Current primary Year 3 alignment, March 2023 reference 230380, full 2 pages read 8 October 2026. It connects the fraction and statistical achievement-standard aspects to the actual descriptions above. Current Years 3–4 conditions, October 2023 reference 230151-01, full 3 pages read 8 October 2026. Projects/supervised questions have different conditions; modes include written, spoken/signed, practical or multimodal. Questions may be read; practical work needs safety. Suggested lengths/times depend on local context/capabilities and are not child quotas. Schools apply their own complete assessment program. Modified from these interpretations; © State of Queensland(QCAA)2023, CCBY 4.0 with copyright exceptions, read 8 October 2026, page lastupdated 23 September 2024. A separate ordinary-fetch 403 is retained alongside the successful web primary read.

Queensland is a reviewed context only. No unverified NSW/Victoria/other-state outcome mapping, government adoption, national endorsement or whole-year completion is claimed. Educators check current local requirements and suitable accommodations. Current ACARA version history/terms were read 8 October 2026 separately from the Sept 29 curriculum download; no automatic updates or device synchronisation.

Forty original organiser rows remain

year-sequence.md is the exact fixed 88 business Year 3 organiser (12786 bytes, SHA256c9e9e100f991efe286bc554102f536cc0258b94322aff0fa0c7d430f4c82bb1c), unchanged from the predecessor retained plan. It proposes Week 7 fractions/Week 8 datatables; it is local sequencing, not national mandatory week order/term length. All 40 rows remain. Original relative ancestry links in that historical plan are evidence of the fixed original content context, not portable learner routes; CONTEXT-LINKS.json binds their 14 originaltargets/fixed 2 c 93280 a context. New usable doors are the actual child/parent/teacher/aid menus in this bank.

Fixed 88 Year 3 filename audit found only integratedDays 1–10 and separateW 3–4(22 files); separately reviewed privateW 5–6 source 105 precedes this bank. W 7–8 was absent. Root HEAD later advanced with unrelated HPE publication; fixed predecessor blobs/authority/source properties stayed the dependencies. No shared plan/source overwrite.

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