Australian Curriculum Version 9: Mathematics
Year 3 Year level plan 2026

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit topics	**Number, Algebra, Space, Statistics**	**Number, Algebra, Measurement**	**Number, Algebra, Space, Measurement**	**Number, Algebra, Probability**
Unit description	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies • manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system • develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice • explore maps and determine key features of familiar spaces and use these when creating spatial representations • undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • manipulate numbers using a range of strategies including partitioning and regrouping that are based on understanding and fluency with single-digit addition facts and place value in the base-10 number system • develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between the operations and developing automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice • use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning • make estimates when solving problems to determine the reasonableness of calculations when checking the solution • recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations • identify everyday situations when using metric units to measure and compare events and duration.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations • communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways • learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context • build fluency from understanding by extending and applying their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practice • use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations • identify everyday situations when using metric units to measure and compare objects.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • manipulate numbers beyond 10 000 by partitioning and regrouping using understanding of place value in the base-10 number system • begin to apply their understanding of algorithms and technology to experiment with numbers and recognise patterns • use meaningful practice to extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts • use games develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events • use chance experiments to understand that different outcomes can be the results of random processes.

Assessment		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment task 1.1 — *Space*	**Assessment task 2.1 —** *Number and Mathematical modelling*	**Assessment task 3.1 —** *Number and Mathematical modelling*	**Assessment task 4.1 —** *Number, Algebra and Computational thinking*
Assessable elements		Understanding and Fluency	Understanding and Fluency, Problem solving	Understanding and Fluency, Problem solving	Understanding and Fluency
Range and balance of assessment conventions[1]	**Technique**	Short response	Short response Project	Short response Project	Test/Examination
	Mode	☒ Written	☒ Written	☒ Written ☒ Practical	☒ Written
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students

Assessment		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment task 1.2 — *Statistics and Statistical investigations*	**Assessment task 2.2 —** *Measurement*	**Assessment task 3.2 —** *Measurement and Space*	**Assessment task 4.2 —** *Probability and Probability experiments and simulations*
Assessable elements		Problem solving and Reasoning	Understanding and Fluency	Understanding and Fluency	Problem solving and Reasoning
Range and balance of assessment conventions[1]	**Technique**	Statistical investigation	Test/Examination	Short response	Short response Probability experiment and simulation
	Mode	☒ Written	☒ Written ☒ Practical	☒ Written ☒ Practical	☒ Written ☒ Practical
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students

[1] For more information about Assessment conventions, navigate to Summative assessment tasks page on the Teaching and Learning Hub, https://det-school.eq.edu.au/teachingandlearning/assessment/quality-assessment/summative-assessment-tasks

Aspects of the achievement standard	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra☼				
order and represent natural numbers beyond 10 000				Assessment task 4.1
partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations		Assessment task 2.1		
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*		Assessment task 2.1		Assessment task 4.1
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*		Assessment task 2.1	Assessment task 3.1	
represent unit fractions and their multiples in different ways			Assessment task 3.1	
make estimates and determine the reasonableness of financial and other calculations		Assessment task 2.1		
find unknown values in number sentences involving addition and subtraction				Assessment task 4.1
create algorithms to investigate numbers and explore simple patterns				Assessment task 4.1
Measurement and Space☼				
use familiar metric units when estimating, comparing and measuring the attributes of objects and events*		Assessment task 2.2	Assessment task 3.2	
identify angles as measures of turn and compare them to right angles			Assessment task 3.2	
estimate and compare measures of duration using formal units of time		Assessment task 2.2		
represent money values in different ways		Monitoring strategy		
make, compare and classify objects using key features			Assessment task 3.2	
interpret and create two-dimensional representations of familiar environments	Assessment task 1.1			
Statistics and Probability☼				
conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context	Assessment task 1.2			
record, represent and compare data they have collected	Assessment task 1.2			
use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning				Assessment task 4.2
conduct repeated chance experiments and discuss variation in results				Assessment task 4.2

*This aspect of the Achievement standard is assessed over two tasks.

C2C Resource libraries and resources in AC V8 C2C units may support teaching and learning of the updated curriculum.