

Year 3 Mathematics

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 3. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9M3N01 indicates Number strand.

Key to content description codes: Mathematics	
e.g. AC9M3N01 Australian Curriculum (AC) Version 9 (9) Mathematics (M) Year (3) Strand (N, A, M, SP, ST, P) Content description number (##)	Strands: <ul style="list-style-type: none"> N — Number A — Algebra M — Measurement SP — Space ST — Statistics P — Probability

Year 3 Australian Curriculum: Mathematics achievement standard

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 3	Students learn to:	
Students order and represent natural numbers beyond 10 000.	<ul style="list-style-type: none"> recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000 	AC9M3N01
They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations.	<ul style="list-style-type: none"> add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator 	AC9M3N03
	<ul style="list-style-type: none"> recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences 	AC9M3A01
	<ul style="list-style-type: none"> recognise the relationships between dollars and cents and represent money values in different ways 	AC9M3M06
They 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.	<ul style="list-style-type: none"> add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator 	AC9M3N03
	<ul style="list-style-type: none"> 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 	AC9M3N06
	<ul style="list-style-type: none"> extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator 	AC9M3A02
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.	<ul style="list-style-type: none"> multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies 	AC9M3N04
	<ul style="list-style-type: none"> 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 	AC9M3N06
	<ul style="list-style-type: none"> recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts 	AC9M3A03
They represent unit fractions and their multiples in different ways.	<ul style="list-style-type: none"> recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole 	AC9M3N02
They make estimates and determine the reasonableness of financial and other calculations.	<ul style="list-style-type: none"> estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations 	AC9M3N05
	<ul style="list-style-type: none"> 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 	AC9M3N06
	<ul style="list-style-type: none"> identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates 	AC9M3M01
	<ul style="list-style-type: none"> recognise the relationships between dollars and cents and represent money values in different ways 	AC9M3M06

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They find unknown values in number sentences involving addition and subtraction.	<ul style="list-style-type: none"> recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences 	AC9M3A01
They create algorithms to investigate numbers and explore simple patterns.	<ul style="list-style-type: none"> follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns 	AC9M3N07
They use familiar metric units when estimating, comparing and measuring the attributes of objects and events.	<ul style="list-style-type: none"> identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates 	AC9M3M01
	<ul style="list-style-type: none"> measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings 	AC9M3M02
	<ul style="list-style-type: none"> recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events 	AC9M3M03
They identify angles as measures of turn and compare them to right angles.	<ul style="list-style-type: none"> identify angles as measures of turn and compare angles with right angles in everyday situations 	AC9M3M05
They estimate and compare measures of duration using formal units of time.	<ul style="list-style-type: none"> recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events 	AC9M3M03
	<ul style="list-style-type: none"> describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute 	AC9M3M04
They represent money values in different ways.	<ul style="list-style-type: none"> recognise the relationships between dollars and cents and represent money values in different ways 	AC9M3M06
They make, compare and classify objects using key features.	<ul style="list-style-type: none"> make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses 	AC9M3SP01
They interpret and create two-dimensional representations of familiar environments.	<ul style="list-style-type: none"> interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other 	AC9M3SP02
They conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context.	<ul style="list-style-type: none"> 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 	AC9M3ST01
	<ul style="list-style-type: none"> create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context 	AC9M3ST02
	<ul style="list-style-type: none"> conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest 	AC9M3ST03
They record, represent and compare data they have collected.	<ul style="list-style-type: none"> 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 	AC9M3ST01
	<ul style="list-style-type: none"> create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context 	AC9M3ST02
They use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning.	<ul style="list-style-type: none"> 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 	AC9M3P01
	<ul style="list-style-type: none"> conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation 	AC9M3P02
They conduct repeated chance experiments and discuss variation in results.	<ul style="list-style-type: none"> conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation. 	AC9M3P02

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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