



By the end of year 3...

MATHEMATICS

- Investigate the conditions required for a number to be odd or even and identify odd and even numbers
- Recognise, model, represent and order numbers to at least 10,000
- Apply place value to partition, rearrange and regroup numbers to at least 10,000 to assist calculations and solve problems
- Recognise and explain the connection between addition and subtraction
- Recall multiplication facts of two, three, five and ten and related division facts
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
- Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents
- Describe, continue, and create number patterns resulting from performing addition or subtraction
- Measure, order and compare objects using familiar metric units of length, mass and capacity
- Tell time to the minute and investigate the relationship between units of time
- Make models of three-dimensional objects and describe key features
- Create and interpret simple grid maps to show position and pathways
- Identify symmetry in the environment
- Identify angles as measures of turn and compare angle sizes in everyday situations
- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results
- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording
- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- Interpret and compare data displays

ENGLISH

- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
- Examine how evaluative language can be varied to be more or less forceful
- Understand that paragraphs are a key organisational feature of written texts
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters
- Identify the features of online texts that enhance navigation
- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
- Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'
- Recognise high frequency sight words

This is to be used as a guide only.

All children learn at a different pace and in different ways.

Summarised from: <https://www.australiancurriculum.edu.au/>