**[](http://www.calculate.org.au/)[](http://www.amsi.org.au)MATHEMATICS SCOPE AND SEQUENCE AUDIT: Year 3**

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| **NUMBER AND ALGEBRA** | | **TIMES** | **SAM** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Number & Place Value | [Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) |  |  |  |  |  |  |
|  | [Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html)[***TIMESNA05***](http://www.amsi.org.au/teacher_modules/Using_place_value4-7.html) |  |  |  |  |  |
|  | [Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html)[***TIMESNA05***](http://www.amsi.org.au/teacher_modules/Using_place_value4-7.html) |  |  |  |  |  |
|  | [Recognise and explain the connection between addition and subtraction (ACMNA054)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNAO2***](http://amsi.org.au/teacher_modules/Addition_and_subtraction.html) |  |  |  |  |  |
|  | [Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNAO2***](http://amsi.org.au/teacher_modules/Addition_and_subtraction.html) |  |  |  |  |  |
|  | [Recall multiplication facts of two, three, five and ten and related division facts(ACMNA056)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNA03***](http://amsi.org.au/teacher_modules/multiplication_and_division.html) |  |  |  |  |  |
|  | [Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNA03***](http://amsi.org.au/teacher_modules/multiplication_and_division.html) |  |  |  |  |  |
| Fractions & Decimals | [Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) | [***TIMESNA03***](http://amsi.org.au/teacher_modules/multiplication_and_division.html) |  |  |  |  |  |
| Money & Financial Maths | [Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) |  |  |  |  |  |  |
| Patterns & Algebra | [Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=NA&layout=1) |  |  |  |  |  |  |
| **MEASUREMENT AND GEOMETRY** | |  |  |  |  |  |  |
| Using Units of Measurement | [Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Tell time to the minute and investigate the relationship between units of time(ACMMG062)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |  |  |  |  |
| Shape | [Make models of three-dimensional objects and describe key features (ACMMG063)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=MG&layout=1) |  |  |  |  |  |  |
| Location & Transformation | [Create and interpret simple grid maps to show position and pathways (ACMMG065)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Identify symmetry in the environment (ACMMG066)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=MG&layout=1) |  |  |  |  |  |  |
| Geometric Reasoning | [Identify angles as measures of turn and compare angle sizes in everyday situations(ACMMG064)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=MG&layout=1) |  |  |  |  |  |  |
| **STATISTICS AND PROBABILITY** | |  |  |  |  |  |  |
| Chance | [Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=SP&layout=1) | [***TIMESSP16***](http://www.amsi.org.au/teacher_modules/Chance_years_1-3.html) |  |  |  |  |  |
| Data Representation & Interpretation | [Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
|  | [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(ACMSP069)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
|  | [Interpret and compare data displays (ACMSP070)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=3&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
| **PROFICIENCIES (Embedded Throughout)** | | **Keywords** | | | | | |
| [**Understanding**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Understanding%20Statements%20and%20Keywords.docx) | includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry | Making connections, noticing properties, manipulating according to properties, identifying and describing relationships | | | | | |
| [**Fluency**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Fluency%20Statements%20and%20Keywords.docx) | includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions | Recalling multiplication facts, ordering, comparing, identifying, describing, interpreting, communicating | | | | | |
| [**Problem Solving**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Problem%20Solving%20Statements%20and%20Keywords.docx) | includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns | Formulate, model, | | | | | |
| [**Reasoning**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Reasoning%20Statements%20and%20Keywords.docx) | includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays | Generalising, comparing, creating, interpreting | | | | | |