



This year, our 3-6 teachers have been implementing the new English and Mathematics Syllabus. The new curriculum gives students more time to focus on key concepts so they can acquire a deeper understanding of essential knowledge and skills. It ensures students develop strong foundations for learning as they prepare for life and work in a complex and fast-changing world.

The new syllabuses emphasise key concepts, identify essential knowledge and skills and include new outcomes to clearly show what is essential. To reflect the outcomes of the new English and Mathematics syllabuses, the language of the Semester 1 reports will change.

The new areas which will be reported on in Stage 2 English are as follows:

Oral Language and Communication:

Focuses on using speaking and listening skills to communicate with familiar audiences for social and learning purposes.

Vocabulary:

Focuses on building knowledge and use of words through interacting, wide reading and writing, and by defining and analysing words.

Reading Fluency:

Focuses on continuing to build and sustain independent reading with accuracy, automaticity, rate and expression that is suited to the purpose and audience.

Reading Comprehension:

Focuses on reading and comprehending texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension.

Creating Written Texts:

Focuses on planning, creating and revising written texts for different purposes, using text features, correct grammar, punctuation and appropriate language for a particular audience

Spelling:

Focuses on selecting, applying and describing appropriate strategies when spelling in a range of contexts.



Handwriting:

Focuses on forming legible joined letters to develop handwriting fluency.

Digital Transcription:

Focuses on using digital technologies and related functions/ elements to create texts.

Understanding and Responding to Literature:

Focuses on identifying and describing how ideas are represented in literature and strategically using similar representations when creating written texts.

At St Nicholas we have been navigating the new Mathematics curriculum using the Armidale Diocesan MaST program, which follows a Scope and Sequence of content, introducing areas of focus in a targeted manner throughout the school year to support and extend children's learning at various levels of development. As a result, not all of the NSW curriculum focus areas will appear on student reports in Semester 1.

Year 3 Mathematics Focus Area Breakdown

Geometric measure

Position:

Uses grid maps and directional language to locate positions and follow routes

Position: Interpret movement on a map

- Orient a map to determine directions to travel
- Use given directions to follow routes on land and Aboriginal maps without a grid reference system (Reasons about spatial structure)
- Describe a route taken on a map using landmarks and directional language

Position: Locate positions on grid maps

- Locate positions by coordinating horizontal and vertical references
- Use the array (row and column) structure of grid maps to locate position, horizontal before vertical

Angles

Identifies angles and classifies them by comparing to a right angle

Angles: Identify angles as measures of turn

- Identify angles with 2 arms in practical situations
- Identify the arms and vertex of an angle
- Recognise an angle as the amount of turning between 2 arms
- Compare angles and explain that the length of the arms does not affect the size of the angle (Reasons about spatial relations)
- Use the term right angle to describe a quarter-turn in a range of orientations (Reasons about spatial orientation)



Representing Numbers

Representing numbers using place value

Applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands

Whole numbers: Read, represent and order numbers to thousands

- Group physical or virtual objects to show the structure of tens, hundreds and a thousand
- Regroup numbers flexibly, recognising one thousand as 10 hundreds and one hundred as 10 tens or 100 ones
- Compare and describe the relative size of numbers by positioning numbers on a number line (Reasons about quantity)
- Count forwards and backwards by tens and hundreds on and off the decade
- Represent numbers up to and including thousands using physical or virtual manipulatives, words, numerals, diagrams and digital displays
- Read and order numbers of up to at least 4 digits
- Identify the number before and after a number with an internal zero digit

Whole numbers: Apply place value to partition and regroup numbers up to 4 digits

- Record numbers using standard place value form
- Partition numbers of up to 4 digits in non-standard forms (Reasons about quantity)

Additive relations (addition and subtraction):

Selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers

Completes number sentences involving addition and subtraction by finding missing values

Use the principle of equality

- Recognise equal differences and record them in number sentences
- Use the equals sign to mean 'the same as', rather than to perform an operation
- Apply the associative property of addition to forming multiples of 10 (Reasons about relations)

Select strategies flexibly to solve addition and subtraction problems of up to 3 digits

- Apply known mental strategies that use partitioning to add and subtract, such as bridging the decades
- Use the compensation strategy to add and subtract (Reasons about relations)
- Apply the levelling and constant difference strategies (Reasons about relations)
- Represent solutions to addition and subtraction problems, including word problems, using an empty number line or bar model
- Compare and evaluate strategies used to solve addition and subtraction problems, reasoning which strategy may be most efficient

Recognise and explain the connection between addition and subtraction

- Use number relation principles to solve related problems (Reasons about relations)
- Demonstrate how addition and subtraction are inverse operations
- Use the complement principle of addition and subtraction (Reasons about relations)
- Explain and check solutions to problems, including by using the inverse operation

Two-dimensional spatial structure - 2D Shapes

Compares two-dimensional shapes and describes their features

2D shapes: Compare and describe features of two-dimensional shapes

- Describe and compare two-dimensional shapes, including parallelograms, rectangles, rhombuses, squares, trapeziums and kites



- Identify and describe polygons that have parallel sides and those that do not
- Identify quadrilaterals that have all sides equal in length
- Identify right angles in shapes
- Group quadrilaterals using one or more attributes

Performs transformations by combining and splitting two-dimensional shapes

2D shapes: Transform shapes by reflecting, translating and rotating

- Identify lines of symmetry in pictures, artefacts, designs and the environment
- Draw lines of symmetry on given shapes and identify quadrilaterals that do not have lines of symmetry
- Create and record tessellating designs by reflecting, translating and rotating triangles
- Apply and describe amounts of rotation including half-turns, quarter-turns and three-quarter-turns when creating designs

Multiplicative relations (patterns & multiplication)

Represents and uses the structure of multiplicative relations to 10×10 to solve problems

Completes number sentences involving multiplication by finding missing values

Generate and describe patterns

- Model, describe and record patterns of multiples
- Create and continue a variety of number patterns that increase or decrease by a constant amount
- Recognise the significance of the final digit of a whole number in determining whether a given number is even or odd (Reasons about relations)
- Recognise the connection between even numbers and the multiplication facts for 2 (Reasons about relations)
- Investigate the result of multiplying by one and zero (Reasons about relations)

Use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10

- Create and represent multiplicative structure, using the term multiples when connecting grouping to arrays
- Use the array structure to coordinate the number of groups with the number in each group
- Record the first 10 multiples formed by counting by twos, fours, fives and tens
- Relate doubling to multiplication facts for multiples of 2
- Recognise that doubling is multiplying by 2 -(Reasons about relations)
- Recognise the relationship between one multiple and its double (Reasons about relations)
- Model square numbers and record in numerical and diagrammatic form

Recall multiplication facts of 2 and 4, 5 and 10 and related division facts

- Recognise and use the symbols for multiplied
- Model and apply the commutative property of multiplication

Represent and solve problems involving multiplication fact families

- Describe multiplication problems using for each and times as many
- Find the total of partially covered arrays