



## Section 5.1

## Grade 3 | Term 1

Strands	Topics	Sub Topics	Learning Outcomes	Lessons
Number Concepts	General	Use of appropriate	1. Select an appropriate strategy (calculator, pencil and paper, strategies to or mental strategy) to investigate number patterns and	2
		investigate relationships. number concepts		
	Counting	Skip counting	2.Count by 2's, 5's, 10's, 20's, and 100's.	4
		Sequences of numbers	3. Identify the pattern in a sequence of numbers.	
			4. Complete sequences of numbers.	
	Whole Numbers	Problem solving	5. Create and solve problems involving whole number concepts.	15
		Reading and writing numbers	6. Read numbers up to 999.	
			7. Write numbers up to 999 in words and symbols.	
		Place value	8. Identify the place value and total Value of any digit in two-and three- digit numbers.	
			9. Explain the difference between place value and total value.	
Expanded notation		10. Write numbers with up to three digits in expanded notation.		
Ordering numbers		11. Arrange a set of two- and/or three-digit numbers in order of magnitude and give reasons for the arrangement.		
Rounding-off numbers	12. Round off three-digit numbers to the nearest ten or hundred.			
	13. Round off two-digit numbers to the nearest ten.			

3.0  
wk

Strands	Topics	Sub Topics	Learning Outcomes	Lessons	
Computation	Use of computation strategies		1. Decide when it is appropriate to carry out computation mentally, using pencil and paper, or using a calculator.	6	3.0 wk
			2. Explain how to use a calculator to carry out the four basic operations.		
			3. Use the calculator to carry out calculations, when necessary.		
			4. Use mental computation strategies to carry out calculations, when necessary.		
	General		5. Estimate the answer to a computation.		
			6. Determine the reasonableness of answers obtained from any of the four operations of whole numbers, and give reasons for their conclusions.		
	Estimation				
	Checking answers				
	Problem solving		7. Create and solve problems involving addition of whole numbers, with totals up to 999.		
	Basic facts		8. Recall the basic facts for addition and subtraction.		
			9. Explain the regrouping process for addition.		
	Addition without and with regrouping		10. Add numbers with up to three digits, without regrouping.		
			11. Add numbers with up to three digits, with regrouping in one column/place only.		
			12. Add numbers with up to three digits, with regrouping in two columns/places.		
	Whole Numbers				
	Problem solving		13. Create and solve problems involving subtraction of numbers with up to three digits.		
	Subtraction without and with regrouping		14. Recall the basic facts for subtraction.		
15. Carry out subtraction involving numbers with up to three digits, without regrouping.					
16. Carry out subtraction involving numbers with up to three digits with regrouping in one places/columns.					
17. Carry out subtraction involving numbers with up to three digits with regrouping in two places/column.					

Strands	Topics	Sub Topics	Learning Outcomes	Lessons		
Statistics	General	Use of statistics in real life	1. Identify and describe situations in everyday life that involve data collection and data representation.	2	2.5 wk	
			2. State reasons why people collect data.			
	Data Collection	Use of observation and interviewing	3. Describe how to collect data using observation.	8		
			4. Describe how to collect data using interviewing.			
			5. Explain when it is appropriate to use observation and interviews to collect data.			
			6. Create problems that may be answered through data collection, representation and interpretation.			
	Data Representation	Use of tally charts, tables, and graphs	7. Plan for data collection activities.	7		
			8. Collect sets of data through observation and interviews to answer questions of interest.			
	Geometry	Three-Dimensional Shapes	Parts of a three-dimensional shape: Faces, edges, and vertices	9. Explain the concept of 'tally chart'		14
				10. Explain how to use tallies to construct a table.		
11. Use tally charts and tables to organise collected data.						
Comparison of cubes and cuboids; cylinders and cones		Concept of a cube, cuboid, cylinder, cone, and sphere	12. Describe the characteristics of pictographs in which one picture represents one unit of data.	2.0 wk		
			13. Describe the characteristics of pictographs in which one picture represents more than one unit of data.			
			3. Describe the cube, cuboid, cylinder, cone, and sphere in terms of the number and type of faces and the number of edges and vertices.			
			4. Sort examples of the cube, cuboid, cylinder, cone, and sphere.			
Comparison of cubes and cuboids; cylinders and cones	Comparison of cubes and cuboids; cylinders and cones	5. Identify and name examples of cube and cuboids, cylinders, cones, and spheres.				
		6. Identify the similarities and differences between the cube and cuboid.				
		7. Identify similarities and differences between the cylinder and cone.				

Strands	Topics	Sub Topics	Learning Outcomes	Lessons	
General		Selection of instruments and units of measurement	1. Select and use appropriate instruments for measuring lengths, heights, mass, and capacity of objects.	5	
		Use of instruments	2. Explain how to use the various instruments for measuring length, mass, and capacity		
			3. Identify the most appropriate unit to measure the length, mass, or capacity of a given object and give reasons for their selection.		
		Problem solving	4. Create and solve problems involving linear measurement and measurement of mass, capacity, or temperature.		
Measurement	Linear Measurement	Estimation and measurement of lengths, heights, and distances	5. Estimate and measure lengths and heights using the metre as the unit of measure.	7	
			6. Estimate and measure lengths and heights using the centimetre as the unit of measure.		
		Use of the metre and centimetre as units of measure	7. Explain why there is a need for a smaller unit of measure - the centimetre.		
		8. Estimate and measure distances using the metre as the unit of measure.			
	Comparison of linear measures	9. Compare linear measures of two or three objects.			
	Estimation and measurement of mass using the kilogram and gram	Mass	10. Estimate and measure the mass of objects using the kilogram as the unit of measure.		6
			11. Estimate and measure the mass of objects using the gram as the unit of measure.		
Comparison of the mass of objects		12. Identify situations in everyday life where the kilogram and gram are used as the unit of measure.			
		13. Compare the mass of two or three objects.			

2.5 wk

Section 5.2

Grade 3 | Term 2

Strands	Topics	Sub Topics	Learning Outcomes	Lessons		
Number Concepts	Whole Numbers	Odd and even numbers	14. Explain the concepts of 'even number' and 'odd number'.	10	1.5 wk	
			15. Classify numbers as odd or even.			
			16. Describe relationships between odd and even numbers.			
Number Concepts	Whole Numbers	Ordinal numbers	17. Define and use number-associated vocabulary, e.g., pair, dozen, double, triple, etc.	10	1.5 wk	
			18. Identify the ordinal position of an object in an arranged set.			
			19. Identify the object that is in a given ordinal position in an arranged set.			
Computation	Whole Numbers	Problem solving	18. Create and solve problems involving multiplication by one-digit numbers.	18	2.5 wk	
			Multiplication by 10 and 100			19. Use several strategies to recall basic facts related to multiplication by 2, 3, 4, 5, and 6.
						20. Multiply a two-digit number by 2, 3, 4, 5, 6, 10, and 100, without and with regrouping.
			Division as repeated subtraction			21. Create and solve problems involving division by one-digit numbers.
22. Use several strategies to build up the basic facts for division by 2, 3, 4, 5, and 6.						
Statistics	Data Representation	Introduction to scales	14. Describe the characteristics of bar graphs in which one block represents one unit of data.	12	1.8 wk	
			15. Describe the characteristics of bar graphs in which one block represents more than one unit of data.			
			16. Explain why it may be necessary to use one picture or block to represent more than one unit of data.			
			17. Select an appropriate method (pictograph or bar graph) and scale to represent a set of collected data.			
Statistics	Data Representation	Selecting data representation methods	18. Draw pictographs and bar graphs to represent collected data.	12	1.8 wk	
			19. Explain the advantages of representing data in tables and graphs.			

Strands	Topics	Sub Topics	Learning Outcomes	Lessons	
Geometry	Plane Shapes	Concept of a square, rectangle, triangle, and circle	8. Identify and name squares, rectangles, triangles, and circles. 9. Describe squares, rectangles, and triangles in terms of the number and length of their sides.	16	2.2 wk
		Line segments	10. Draw and label line segments e.g., line segment AB.		
		Curves, types of curves	11. Identify curves and straight line segments. 12. Explain the concepts of 'open curve' and 'closed curve'.		
			13. Identify and draw open and closed curves.		
		Concept of angle, right angle	14. Explain the concepts of angle and right angle.		
		Relating angles to the right angle	15. Identify the angles in a diagram. 16. Identify angles that are equal to, greater than, and smaller than a right angle.		
Measurement	Capacity	Estimation and measurement of capacity using the litre and centilitre	14. Estimate and measure the capacity of containers using the litre as the unit of measure.	5	2.0 wk
			15. Estimate and measure the capacity of containers using the centilitre as the unit of measure.		
			16. Describe situations in real life where the litre and centilitre are used as unit of measure.		
			17. Explain why there is a need for the centilitre as a unit of measurement of capacity.		
	Temperature	Instruments for measuring temperature Reading measurements of temperature	18. Describe real life situations that involve measurement of temperature.	5	
			19. Describe the instruments that are used to measure temperature.		
			20. Read recorded temperature.		
	Perimeter	Describing measurements of temperature Introduction to perimeter Calculating perimeter by measurement and addition	21. Describe recorded temperatures using phrases such as 'warm', 'very hot', etc.	4	
22. Explain the concept perimeter 23. Use measurement and addition to calculate the perimeter of objects.					

## Section 5.3

## Grade 3 | Term 3

<i>Strands</i>	<i>Topics</i>	<i>Sub Topics</i>	<i>Learning Outcomes</i>	<i>Lessons</i>	
Number Concepts	Fractions	Representation of unit and proper fractions of a whole and a group	20. Represent fractions of a whole or group, using concrete objects, pictures/diagrams, and numerals.	14	2wk
			21. Identify fractions of a whole or group.		
		Concepts of numerator and denominator	22. Explain the concept of a fraction.		
			23. Explain the concepts of 'numerator' and 'denominator'.		
			24. Identify the numerator and denominator in a fraction.		
	Comparison of fractions	25. Compare unit fractions using the symbols '<' and '>'.	26. Compare fractions with like denominator using the symbols '<' and '>'.		
Computation	Fractions	Addition of proper fractions with like denominator	24. Add two proper fractions with like denominator.	14	2wk
			25. Calculate a fraction of a group of objects, using concrete objects or pictures/diagrams.		
		Problem solving	26. Create and solve problems involving addition of fractions and fractions of a group of objects.		
Statistics	Data Interpretation	Reading information presented in tables and graphs	20. Read data presented in tables, pictographs, and bar graphs.	7	1wk
		Answering questions based on information presented	21. Interpret data presented in tables, pictographs, and bar graphs.		
Geometry	Plane Shapes	Drawing two-dimensional shapes	17. Describe two-dimensional shapes in terms of the number and length of their sides and the number and type of angles.	10	1.5 wk
		Symmetry	19. Identify objects that are symmetrical.		
			20. Identify and draw the lines of symmetry of a cutout or diagram.		
			21. Explain what is a line of symmetry.		



Strands	Topics	Sub Topics	Learning Outcomes	Lessons		
Measurement	Time	Time-related vocabulary	24. Use appropriate vocabulary in description of real life situations involving time, e.g., earlier, later, now, noon, next week, in a week's time, in an hour, etc.	13		
		Problem solving	25. Create and solve problems involving time.			
		Use of the calendar	26. State and write dates in a variety of ways.			
		Time on the hour, half-hour, quarter-hour, and five minute intervals	27. State and write time on the hour, half-hour, quarter hour and five-minute intervals in a variety of ways. 28. Represent time on the hour, half-hour, quarter hour and five-minute intervals.			
		Relationships between units of time	29. Use a clock or calendar to determine the duration of an event (e.g., a lesson, assembly, school vacation). 30. State the relationship between units of time: hour and minute, year and month, week and day.			
	Money	Money-related vocabulary	31. Use appropriate vocabulary to describe situations involving money, e.g., change, total cost, cost per item, etc.	12		
		Problem solving	32. Create and solve problems involving money.			
		Reading and representing amounts of money	33. Read and write amounts of money up to \$999.			
		Description of Eastern Caribbean currency	34. Identify the coins in circulation.			
			35. Describe the \$5, \$10, \$20, and \$50 notes. 36. Represent amounts of money up to \$50 using various combinations of notes, \$1 coins, and other coins as necessary.			
		Calculations involving money	37. Calculate the cost of a set of similar items given the cost of one item.			
			38. Calculate the total cost of a set of items, with totals up to \$20.			
			39. Calculate change from amounts up to \$20.			3.5 wk

