What this fortnight covers

Year 3 Maths · locally authored Term 1 Weeks 7–8 · Days 31–40. “Make the whole clear. Make the table useful.” is an original useful sequence, not a national or state required weekly order. Ten full teacher lessons have thirty switchable routes, twenty solved contexts, ten complete home offers and ten supplementary choices. Child starts lead with a short mission; complete adult preparation is a separate door. The exact original source114 remains in source/.

The national context has 130 meaningful records: one year level, six strands, 23 content descriptions, 99 elaborations and **one achievement-standard record with three paragraphs**. Selected raw evidence retains 1,554 worksheet column slots: 651 present XML cells, 649 non-empty, two present empty and 903 absent. The retained 29 September workbook/canonical is historical evidence; the native build performs no fresh curriculum download. Current source mappings/notices distinguish partial component opportunities from achieved attainment and national context from state implementation.

The chosen opening addresses all five N02 unit fractions (halves, thirds, quarters, fifths, tenths), equal-size parts, named same whole, unit fractions, multiples and completion. Data opportunities address suitability of a question, categories versus discrete counts, actual or supplied record units, frequencies, known zero versus unavailable, and explanation/revision. Principal ST01 and conditional ST03 opportunities remain partial according to the exact source criteria; a table file alone does not establish investigation or every strand. All forty annual organiser rows are preserved as context, not forty complete native weeks. Historical organiser links are shown as retained words rather than pretend portable doors.

Twelve individually complete held sources have four questions and four genuinely empty own areas each. Staff answers, criteria, neutral help, first/later/reserve eligibility, source exposure, actual teaching interval and next teaching remain separate. Three ordinary own cues add twelve empty areas: sixty original own areas in total. A supplied list/model, a paper plan, someone else's implementation, an actual acquired record and a learner's making are different evidence. No growth score, classroom pilot or secure test is asserted.

Current national/QCAA and narrow Mint/ABS/Rockhampton references are dated and qualified in the original FACTS-AND-LOCAL and curriculum/MAPPING readers. A local replacement needs provider URL, place, period/check date, actual supported words, inferences, unknowns, permission and adult review. No guessed schedule, cultural claim, translation, interview or physical outcome is added. The optional desk uses invented work and temporary tab memory only; its complete no-device equivalent is the Paper desk. Reference and free-use scope is supplied in full with every relevant portable packet/PDF. Different source critique/root acceptance does not substitute for different native critique or later publication admission.

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