

























Australian Curriculum - Mathematics - Measurement and Geometry (Strands and Sub-strands with Elaborations)

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

General Capabilities							Cross-curriculum priorities			
Literacy	Numeracy	ICT capability	Critical and creative thinking	Personal and social capability	Ethical understanding	Intercultural understanding	Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability	
Year Level Indicators	PROFICIENCY STRANDS The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.	Sub-strands								
		Units of measurement		Shape		Geometric reasoning		Location and transformation		
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	
Foundation	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level...'</p> <p>'...Fluency includes...,' '...continuing patterns, and comparing the lengths of objects'</p> <p>'Problem Solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer'</p> <p>'Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length'</p>	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)	* Comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more * Using suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less' 	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)	* Sorting and describing squares, circles, triangles, rectangles, spheres and cubes 	N/A	N/A	Describe position and movement (ACMMG010)	* Interpreting the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards' * Following and giving simple directions to guide a friend around an obstacle path and vice versa 	
		Compare and order the duration of events using the everyday language of time (ACMMG007)	* Knowing and identifying the days of the week and linking specific days to familiar events * Sequencing familiar events in time order 							
		Connect days of the week to familiar events and actions (ACMMG008)	* Choosing events and actions that make connections with students' everyday family routines 							
Foundation Year Achievement Standard acara	NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.	They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events.		They group objects based on common characteristics and sort shapes and objects.		N/A	N/A	They use appropriate language to describe location.		
Year 1	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level...'</p> <p>'...Fluency includes...,' '...naming the days of the week...'</p> <p>'...Problem Solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places...'</p> <p>'Reasoning includes explaining direct and indirect comparisons of length using uniform informal units...'</p>	Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)	* Understanding that in order to compare objects, the unit of measurement must be the same size 	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)	* Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces' 	N/A	N/A	Give and follow directions to familiar locations (ACMMG023)	* Understanding that people need to give and follow directions to and from a place, and that this involves turns, direction and distance * Understanding the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions * Interpreting and following directions around familiar locations 	
		Tell time to the half-hour (ACMMG020)	* Reading time on analogue and digital clocks and observing the characteristics of half-hour times 							
		Describe duration using months, weeks, days and hours (ACMMG021)	* Describing the duration of familiar situations such as 'how long is it until we next come to school?' 							
Year 1 Achievement Standard acara	NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.	Students explain time durations. Students order objects based on lengths and capacities using informal units. They tell time to the half hour.		They describe two-dimensional shapes and three-dimensional objects. They continue simple patterns involving numbers and objects.		N/A	N/A	They use the language of direction to move from place to place .		

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		Units of measurement		Shape		Geometric reasoning		Location and transformation	
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 2	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level...:'</p> <p>'...Fluency includes counting numbers in sequences readily, using informal units iteratively to compare measurements..., and describing and comparing time durations</p> <p>Problem Solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape</p> <p>Reasoning includes using known facts to derive strategies for unfamiliar calculations...'</p>	Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037 - Using Units of Measurement)	* Comparing lengths using finger length, hand span or a piece of string * Comparing areas using the palm of the hand or a stone * Comparing capacities using a range of containers 	N/A	N/A	Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044) 	* Understanding that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe place * Constructing arrangements of objects from a set of directions 		
		Compare masses of objects using balance scales (ACMMG038) 	* Using balance scales to determine whether the mass of different objects is more, less or about the same, or to find out how many marbles are needed to balance a tub of margarine or a carton of milk 	Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042) 	* Identifying key features of squares, rectangles, triangles, kites, rhombuses and circles, such as straight lines or curved lines, and counting the edges and corners 	Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045) 	* Understanding that objects can be moved but changing position does not alter an object's size or features 		
		Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039) 	* Describing the characteristics of quarter past times on an analogue clock, and identifying that the small hand is pointing just past the number and the big hand is pointing to the three 	Describe the features of three-dimensional objects (ACMMG043) 	* Identifying geometric features such as the number of faces, corners or edges 	Identify and describe half and quarter turns (ACMMG046) 	* Predicting and reproducing a pattern based around half and quarter turns of a shape and sketching the next element in the pattern 		
		Name and order months and seasons (ACMMG040) 	* Investigating the seasons used by Aboriginal people, comparing them to those used in Western society and recognising the connection to weather patterns. 						
		Use a calendar to identify the date and determine the number of days in each month (ACMMG041) 	* Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days 						
Year 2 Achievement Standard	<p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p>	They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons.	Students recognise the features of three-dimensional objects.	N/A	N/A	They interpret simple maps of familiar locations.			
		Students order shapes and objects using informal units.	They draw two-dimensional shapes.			They explain the effects of one-step transformations.			
			Students order shapes and objects using informal units.						
Year 3	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level:'</p> <p>Understanding includes... using appropriate language to communicate times, and identifying environmental symmetry.</p> <p>Fluency includes... using familiar metric units to order and compare objects...'</p> <p>'...Problem Solving includes... making models of three-dimensional objects...'</p> <p>'...Reasoning includes... comparing angles...'</p>	Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061) 	* Recognising the importance of using common units of measurement * Recognising and using centimetres and metres, grams and kilograms, and millilitres and litres 	Make models of three-dimensional objects and describe key features (ACMMG063) 	* Exploring the creation of three-dimensional objects using origami, including prisms and pyramids 	Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064) 	* Opening doors partially and fully and comparing the size of the angles created * Recognising that analogue clocks use the turning of arms to indicate time, and comparing the size of angles between the arms for familiar times 	Create and interpret simple grid maps to show position and pathways (ACMMG065) 	* Creating a map of the classroom or playground
		Tell time to the minute and investigate the relationship between units of time (ACMMG062) 	* Recognising there are 60 minutes in an hour and 60 seconds in a minute 			Identify symmetry in the environment (ACMMG066) 	* Identifying symmetry in Aboriginal rock carvings or art * Identifying symmetry in the natural and built environment 		
Year 3 Achievement Standard	<p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p>	Students use metric units for length, mass and capacity.	Students make models of three-dimensional objects.	Students recognise angles in real situations .		They match positions on maps with given information .	Students identify symmetry in the environment.		

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Year 4	<p>Sourced from Year level descriptions</p>  <p>At this level:</p> <p>Understanding includes... '...using appropriate language to communicate times, and describing properties of symmetrical shapes</p> <p>Fluency includes... '...using instruments to measure accurately, creating patterns with shapes and their transformations...'</p> <p>'...Problem Solving includes... '...comparing time durations...'</p> <p>'...Reasoning includes... '...comparing angles...'</p>	<p>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures</p> <p>(ACMMG084)</p> 	<p>* Reading and interpreting the graduated scales on a range of measuring instruments to the nearest graduation</p> 	<p>Compare the areas of regular and irregular shapes by informal means</p> <p>(ACMMG087)</p> 	<p>* Comparing areas using metric units, such as counting the number of square centimetres required to cover two areas by overlaying the areas with a grid of centimetre squares</p> 	<p>Compare angles and classify them as equal to, greater than or less than a right angle</p> <p>(ACMMG089)</p> 	<p>* Creating angles and comparing them to a right angle using digital technologies</p> 	<p>Use simple scales, legends and directions to interpret information contained in basic maps</p> <p>(ACMMG090)</p> 	<p>* Identifying the scale used on maps of cities and rural areas in Australia and a city in Indonesia and describing the difference</p>  <p>* Using directions to find features on a map</p> 
		<p>Compare objects using familiar metric units of area and volume</p> <p>(ACMMG290)</p> 	<p>* Comparing areas using grid paper</p>  <p>* Comparing volume using centicubes</p>  <p>* Recognising that metric units are not the only units used throughout the world, for example measuring the area of floor space using tatami mats (Japan), using squares for room and house area (Australia)</p> 	<p>Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies</p> <p>(ACMMG088)</p> 	<p>* Identifying common two-dimensional shapes that are part of a composite shape by recreating it from these shapes</p>  <p>* Creating a two-dimensional shapes from verbal or written instructions</p> 	<p>They classify angles in relation to a right angle.</p>	<p>* Using stimulus materials such as the motifs in Central Asian textiles, Tibetan artefacts, Indian lotus designs and symmetry in Yolngu or Central and Western Desert art</p> 		
		<p>Convert between units of time</p> <p>(ACMMG085)</p> 	<p>* Identifying and using the correct operation for converting units of time</p> 	<p>Students compare areas of regular and irregular shapes using informal units.</p>					
		<p>Use am and pm notation and solve simple time problems</p> <p>(ACMMG086)</p> 	<p>* Calculating the time spent at school during a normal school day</p>  <p>* Calculating the time required to travel between two locations</p>  <p>* Determining arrival time given departure time</p> 						
<p>Students use scaled instruments to measure temperatures, lengths, shapes and objects.</p>		<p>They interpret information contained in maps.</p> <p>Students create symmetrical shapes and patterns.</p>							
<p>They solve problems involving time duration.</p>	<p>They convert between units of time.</p>								
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Year Level Indicators	PROFICIENCY STRANDS	Sub-strands								
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Year 5	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level:....'</p> <p>Understanding includes....' '....describing transformations and identifying line and rotational symmetry.</p> <p>Fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles</p> <p>Problem Solving includes formulating and solving authentic problems....' '....using measurements....'</p>	<p>Choose appropriate units of measurement for length, area, volume, capacity and mass</p> <p>(ACMMG108)</p>	<p>* Investigating alternative measures of scale to demonstrate that these vary between countries and change over time, for example temperature measurement in Australia, Indonesia, Japan and USA</p> <p>* Recognising that some units of measurement are better suited for some tasks than others, for example kilometres rather than metres to measure the distance between two towns</p>	<p>Connect three-dimensional objects with their nets and other two-dimensional representations</p> <p>(ACMMG111)</p>	<p>* Identifying the shape and relative position of each face of a solid to determine the net of the solid, including that of prisms and pyramids</p> <p>* two-dimensional shapes such as photographs, sketches and images created by digital technologies</p>	<p>Estimate, measure and compare angles using degrees.</p> <p>Construct angles using a protractor</p> <p>(ACMMG112)</p>	<p>* Measuring and constructing angles using both 180° and 360° protractors</p> <p>* Recognising that angles have arms and a vertex, and that size is the amount of turn required for one arm to coincide with the other</p>	<p>Use a grid reference system to describe locations.</p> <p>Describe routes using landmarks and directional language</p> <p>(ACMMG113)</p>	<p>* Comparing aerial views of Country, desert paintings and maps with grid references</p> <p>* Creating a grid reference system for the classroom and using it to locate objects and describe routes from one object to another</p>	
		<p>Calculate the perimeter and area of rectangles using familiar metric units</p> <p>(ACMMG109)</p>	<p>* Exploring efficient ways of calculating the perimeters of rectangles such as adding the length and width together and doubling the result</p> <p>* Exploring efficient ways of finding the areas of rectangles</p>				<p>Describe translations, reflections and rotations of two-dimensional shapes.</p> <p>Identify line and rotational symmetries</p> <p>(ACMMG114)</p>	<p>* Identifying and describing the line and rotational symmetry of a range of two-dimensional shapes, by manually cutting, folding and turning shapes and by using digital technologies</p> <p>* Identifying the effects of transformations by manually flipping, sliding and turning two-dimensional shapes and by using digital technologies</p>		
		<p>Compare 12 and 24 hour time systems and convert between them</p> <p>(ACMMG110)</p>	<p>* Investigating the ways time was and is measured in different Aboriginal Country, such as using tidal change</p> <p>* Using units hours, minutes and seconds</p>				<p>Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original</p> <p>(ACMMG115)</p>	<p>* Using digital technologies to enlarge shapes</p> <p>* Using a grid system to enlarge a favourite image or cartoon</p>		
Year 5 Achievement Standard	<p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.</p>	<p>They convert between 12 and 24 hour time.</p> <p>They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.</p>		<p>Students connect three-dimensional objects with their two-dimensional representations.</p>		<p>They measure and construct different angles.</p>		<p>Students use a grid reference system to locate landmarks.</p> <p>They describe transformations of two-dimensional shapes and identify line and rotational symmetry.</p>		
Year 6	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level:....'</p> <p>'....Fluency includes....' '....measuring using metric units, and interpreting timetables</p> <p>Problem Solving includes formulating and solving authentic problems using....' '....measurements....' '....and finding the size of unknown angles</p> <p>Reasoning includes....' '....explaining the transformation of one shape into another....'</p>	<p>Connect decimal representations to the metric system</p> <p>(ACMMG135)</p>	<p>* Recognising the equivalence of measurements such as 1.25 metres and 125 centimetres</p>	<p>Construct simple prisms and pyramids</p> <p>(ACMMG140)</p>	<p>* Considering the history and significance of pyramids from a range of cultural perspectives including those structures found in China, Korea and Indonesia</p> <p>* Constructing prisms and pyramids from nets, and skeletal models</p>	<p>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles.</p> <p>Use results to find unknown angles</p> <p>(ACMMG141)</p>	<p>* Identifying the size of a right angle as 90° and defining acute, obtuse, straight and reflex angles</p> <p>* Measuring, estimating and comparing angles in degrees and classifying angles according to their size</p> <p>* Investigating the use of rotation and symmetry in the diagrammatic representations of kinship relationships of Central and Western cultures</p> <p>* Recognising and using the two alternate conventions for naming angles</p>	<p>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies</p> <p>(ACMMG142)</p>	<p>* Designing a school or brand logo using transformation of one or more shapes</p> <p>* Understanding that translations, rotations and reflections can change the position and orientation but not shape or size</p>	
		<p>Convert between common metric units of length, mass and capacity</p> <p>(ACMMG136)</p>	<p>* Identifying and using the correct operations when converting units including millimetres, centimetres, metres, kilometres, milligrams, grams, kilograms, tonnes, millilitres, litres, kilolitres and megalitres</p>						<p>Introduce the Cartesian coordinate system using all four quadrants</p> <p>(ACMMG143)</p>	<p>* Understanding that the Cartesian plane provides a graphical or visual way of describing location</p>
		<p>Solve problems involving the comparison of lengths and areas using appropriate units</p> <p>(ACMMG137)</p>	<p>* Recognising and investigating familiar objects using concrete materials and digital technologies</p>							
		<p>Connect volume and capacity and their units of measurement</p> <p>(ACMMG138)</p>	<p>* Recognising that 1ml is equivalent to 1cm³</p>							
		<p>Interpret and use timetables</p> <p>(ACMMG139)</p>	<p>* Planning a trip involving one or more modes of public transport</p> <p>* Developing a timetable of daily activities</p>							
Year 6 Achievement Standard	<p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.</p>	<p>Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.</p> <p>They make connections between capacity and volume.</p> <p>They solve problems involving length and area.</p> <p>They interpret timetables.</p>		<p>They construct simple prisms and pyramids.</p>		<p>They solve problems using the properties of angles.</p>		<p>Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.</p> <p>Students describe combinations of transformations.</p>		

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Year 7	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level:</p> <p>Understanding includes...; '...plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines...'</p> <p>'...Fluency includes...; '...calculating areas of shapes and volumes of prisms</p> <p>Problem Solving includes formulating and solving authentic problems using...; '...measurements, working with transformations and identifying symmetry, calculating angles...'</p> <p>'...Reasoning includes...; '...applying known geometric facts to draw conclusions about shapes...'</p>	<p>Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving</p> <p>(ACMMG159)</p>	<p>* Building on the understanding of the area of rectangles to develop formulas for the area of triangles</p> <p>* Establishing that the area of a triangle is half the area of an appropriate rectangle</p> <p>* Using area formulas for rectangles and triangles to solve problems involving areas of surfaces</p>	<p>Draw different views of prisms and solids formed from combinations of prisms</p> <p>(ACMMG161)</p>	<p>* Using aerial views of buildings and other 3D structures to visualise the structure of the building or prism</p>	<p>Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal</p> <p>(ACMMG163)</p>	<p>* Defining and classifying pairs of angles as complementary, supplementary, adjacent and vertically opposite</p>	<p>Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates.</p> <p>Identify line and rotational symmetries</p> <p>(ACMMG181)</p> <p>* Describing patterns and investigating different ways to produce the same transformation such as using two successive reflections to provide the same result as a translation</p> <p>* Experimenting with, creating and recreating patterns using combinations of reflections and rotations using digital technologies</p>	
		<p>Calculate volumes of rectangular prisms</p> <p>(ACMMG160)</p>	<p>* Investigating volumes of cubes and rectangular prisms and establishing and using the formula $V = l \times b \times h$</p> <p>* Understanding and using cubic units when interpreting and finding volumes of cubes and rectangular prisms</p>		<p>Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning</p> <p>(ACMMG164)</p>	<p>* Constructing parallel and perpendicular lines using their properties, a pair of compasses and a ruler, and dynamic geometry software</p> <p>* Defining and identifying the relationships between alternate, corresponding and co-interior angles for a pair of parallel lines cut by a transversal</p>			
				<p>Classify triangles according to their side and angle properties and describe quadrilaterals</p> <p>(ACMMG165)</p>	<p>* Identifying side and angle properties of scalene, isosceles, right-angled and obtuse-angled triangles</p> <p>* Describing squares, rectangles, rhombuses, parallelograms, kites and trapeziums</p>				
				<p>Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral</p> <p>(ACMMG166)</p>	<p>* Using concrete materials and digital technologies to investigate the angle sum of a triangle and quadrilateral</p>				
Year 7 Achievement Standard	NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated on the right.			Students describe different views of three-dimensional objects.		They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines.		They represent transformations in the Cartesian plane.	
				Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms.		They name the types of angles formed by a transversal crossing parallel line.		They assign ordered pairs to given points on the Cartesian plane.	
				Students classify triangles and quadrilaterals.					