

Australian Curriculum - Mathematics - Number & Algebra (Strands and Sub-strands with Elaborations)







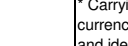


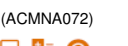

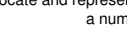
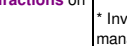




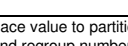
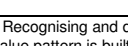
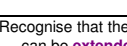
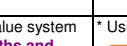
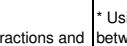


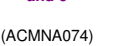

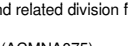

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED** TEXT.

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							
		Number and place value		Fractions and decimals		Money and financial mathematics		Patterns and algebra	
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Foundation	<p>Sourced from Year level descriptions</p> <p>At this level:</p> <p>Understanding includes connecting names, numerals and quantities'</p> <p>Fluency includes readily counting numbers in sequences, continuing patterns....'</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....'</p>	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) 	* Reading stories from other cultures featuring counting in sequence to assist students to recognise ways of counting in local languages and across cultures * Identifying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishing the language on which subsequent counting experiences can be built * Developing fluency with forwards and backwards counting in meaningful contexts, including stories and rhymes * Understanding that numbers are said in a particular order and there are patterns in the way we say them 	N/A	N/A	N/A	N/A	Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005) 	* Observing natural patterns in the world around us * Creating and describing patterns using materials, sounds, movements or drawings
		Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) 	* Understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many' question * Using scenarios to help students recognise that other cultures count in a variety of ways, such as by placing one pebble in a bag to represent one object (for example to count the number of cattle). 						
		Subitise small collections of objects (ACMNA003) 	* Using subitising as the basis for ordering and comparing collections of numbers 						
		Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) 	* Comparing and ordering items of like and unlike characteristics using the words 'more', 'less', 'same as' and 'not the same as' and giving reasons for these answers * Understanding and using terms such as 'first' and 'second' to indicate ordinal position in a sequence. * Using objects which are personally and culturally relevant to students 						
		Represent practical situations to model addition and sharing (ACMNA004) 	* Using a range of practical strategies for adding small groups of numbers, such as visual displays or concrete materials * Using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning 						
<p>Foundation Year Achievement Standard</p> <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>	Students make connections between number names, numerals and quantities up to 10. Students count to and from 20 and order small collections.	N/A	N/A	N/A	N/A	N/A	N/A		

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Year 1	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>At this level:</p> <p>Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways'</p> <p>Fluency includes counting number in sequences readily forward and backwards, locating numbers on a line...'</p> <p>Problem Solving includes using materials to model authentic problems, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer'</p> <p>Reasoning includes...' '...explaining patterns that have been created'</p>	<p>Develop confidence with number sequences to and from 100 by ones from any starting point.</p> <p>Skip count by twos, fives and tens starting from zero</p> <p>(ACMNA012)</p>	<p>* Using the popular Korean counting game (samyukgu) for skip counting</p> <p></p> <p>* Developing fluency with forwards and backwards counting in meaningful contexts such as circle games</p> <p></p>	<p>Recognise and describe one-half as one of two equal parts of a whole.</p> <p>(ACMNA016)</p>	<p>* Sharing a collection of readily available materials into two equal portions</p> <p></p> <p>* Splitting an object into two equal pieces and describing how the pieces are equal</p> <p></p>	<p>Recognise, describe and order Australian coins according to their value</p> <p>(ACMNA017)</p>	<p>* Showing that coins are different in other countries by comparing Asian coins to Australian coins</p> <p></p> <p>* Understanding that the value of Australian coins is not related to size</p> <p></p> <p>* Describing the features of coins that make it possible to identify them</p> <p></p>	<p>Investigate and describe number patterns formed by skip counting and patterns with objects</p> <p>(ACMNA018)</p>	<p>* Using place-value patterns beyond the teens to generalise the number sequence and predict the next number</p> <p></p> <p>* Investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100</p> <p></p>
		<p>Recognise, model, read, write and order numbers to at least 100.</p> <p>Locate these numbers on a number line</p> <p>(ACMNA013)</p>	<p>* Modelling numbers with a range of material and images</p> <p></p> <p>* Identifying numbers that are represented on a number line and placing numbers on a prepared number line</p> <p></p>						
		<p>Count collections to 100 by partitioning numbers using place value</p> <p>(ACMNA014)</p>	<p>* Understanding partitioning of numbers and the importance of grouping in tens</p> <p></p> <p>* Understanding two-digit numbers as comprised of tens and ones/units</p> <p></p>						
		<p>Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</p> <p>(ACMNA015)</p>	<p>* Developing a range of mental strategies for addition and subtraction problems</p> <p></p>						
		<p>Students describe number sequences resulting from skip counting by 2s, 5s and 10s.</p> <p>Students count to and from 100 and locate numbers on a number line.</p> <p>They carry out simple additions and subtractions using counting strategies.</p> <p>They partition numbers using place value.</p>		<p>They identify representations of one half.</p>		<p>They recognise Australian coins according to their value.</p>		<p>Students describe number sequences resulting from skip counting by 2s, 5s and 10s.</p> <p>They continue simple patterns involving numbers and objects.</p>	
Year 1 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>								


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Year 2	<p>Sourced from Year level descriptions</p> <p>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level:</p> <p>Understanding includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division</p> <p>Fluency includes counting numbers in sequences readily...'</p> <p>'...Problem Solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations...'</p> <p>'...Reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations...'</p>	<p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.</p> <p>(ACMNA026)</p>	<p>* Developing fluency and confidence with numbers and calculations by saying number sequences</p> <p>* Recognising patterns in number sequences, such as adding 10 always results in the same final digit</p>	<p>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p>(ACMNA033)</p>	<p>* Recognising that sets of objects can be partitioned in different ways to demonstrate fractions</p> <p>* Relating the number of parts to the size of a fraction</p>	<p>Count and order small collections of Australian coins and notes according to their value</p> <p>(ACMNA034)</p>	<p>* Identifying equivalent values in collections of coins or notes, such as two five-cent coins having the same value as one 10 cent coin</p> <p>* Counting collections of coins or notes to make up a particular value, such as that shown on a price tag</p>	<p>Describe patterns with numbers and identify missing elements</p> <p>(ACMNA035)</p>	<p>* Describing a pattern created by skip counting and representing the pattern on a number line</p> <p>* Investigating features of number patterns resulting from adding twos, fives or 10s</p>
		<p>Recognise, model, represent and order numbers to at least 1000</p> <p>(ACMNA027)</p>	<p>* Recognising there are different ways of representing numbers and identifying patterns going beyond 100</p> <p>* Developing fluency with writing numbers in meaningful contexts</p>	<p>* Representing array problems with available materials and explaining reasoning</p> <p>* Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups</p>	<p>* Identifying the difference between dividing a set of objects into three equal groups and dividing the same set of objects into groups of three</p>	<p>* Identifying equivalent values in collections of coins or notes, such as two five-cent coins having the same value as one 10 cent coin</p> <p>* Counting collections of coins or notes to make up a particular value, such as that shown on a price tag</p>	<p>Describe patterns with numbers and identify missing elements</p> <p>(ACMNA035)</p>	<p>* Describing a pattern created by skip counting and representing the pattern on a number line</p> <p>* Investigating features of number patterns resulting from adding twos, fives or 10s</p>	
		<p>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting</p> <p>(ACMNA028)</p>	<p>* Using an abacus to model and represent numbers</p> <p>* Understanding three-digit numbers as comprised of hundreds, tens and ones/units</p> <p>* Demonstrating and using models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explaining reasoning</p>						
		<p>Explore the connection between addition and subtraction</p> <p>(ACMNA029)</p>	<p>* Becoming fluent with partitioning numbers to understand the connection between addition and subtraction</p> <p>* Using counting on to identify the missing element in an additive problem</p>						
		<p>Solve simple addition and subtraction problems using a range of efficient mental and written strategies</p> <p>(ACMNA030)</p>	<p>* Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10</p> <p>* Modelling and representing simple additive situations using materials such as 10 frames, 20 frames and empty number lines</p>						
		<p>Recognise and represent multiplication as repeated addition, groups and arrays</p> <p>(ACMNA031)</p>	<p>* Representing array problems with available materials and explaining reasoning</p> <p>* Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups</p>						
		<p>Recognise and represent division as grouping into equal sets and solve simple problems using these representations</p> <p>(ACMNA032)</p>	<p>* Dividing the class or a collection of objects into equal-sized groups</p> <p>* Identifying the difference between dividing a set of objects into three equal groups and dividing the same set of objects into groups of three</p>						
		<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 recognise increasing and decreasing number sequences involving 2s, 3s and 5s.</p> <p>They represent multiplication and division by grouping into sets.</p> <p>Students count to and from 1000.</p> <p>They perform simple addition and subtraction calculations using a range of strategies.</p>						<p>They divide collections and shapes into halves, quarters and eighths.</p>

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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 connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions...</p> <p>...Fluency includes recalling multiplication facts...</p> <p>...Problem Solving includes... ...using number properties to continue number patterns</p> <p>Reasoning includes using generalising from number properties and results of calculations...</p>	Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)	<ul style="list-style-type: none"> * Identifying even numbers using skip counting by twos or by grouping even collections of objects in twos * Explaining why all numbers that end in the digits 0, 2, 4, 6 and 8 are even and that numbers ending in 1, 3, 5, 7 and 9 are odd 	Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058)	<ul style="list-style-type: none"> * Partitioning areas, lengths and collections to create halves, thirds, quarters and fifths, such as folding the same sized sheets of paper to illustrate different unit fractions and comparing the number of parts with their sizes * Locating unit fractions on a number line * Recognising that in English the term 'one third' is used (order: numerator, denominator) but that in other languages this concept may be expressed as 'three parts, one of them' (order: denominator, numerator) for example Japanese 	Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)	<ul style="list-style-type: none"> * Recognising the relationship between dollars and cents, and that not all countries use these denominations and divisions (for example Japanese Yen) 	Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)	<ul style="list-style-type: none"> * Identifying and writing the rules for number patterns * Describing a rule for a number pattern, then creating the pattern
		Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)	<ul style="list-style-type: none"> * Placing four-digit numbers on a number line using an appropriate scale * Reproducing numbers in words using their numerical representations and vice versa 						
		Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)	<ul style="list-style-type: none"> * Recognising that 10 000 equals 10 thousands, 100 hundreds, 1000 tens and 10 000 ones * Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations 						
		Recognise and explain the connection between addition and subtraction (ACMNA054)	<ul style="list-style-type: none"> * Demonstrating the connection between addition and subtraction using partitioning or by writing equivalent number sentences 						
		Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)	<ul style="list-style-type: none"> * Recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers * Combining knowledge of addition and subtraction facts and partitioning to aid computation (for example $57 + 19 = 57 + 20 - 1$) 						
		Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)	<ul style="list-style-type: none"> * Establishing multiplication facts using number sequences 						
		Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)	<ul style="list-style-type: none"> * Writing simple word problems in numerical form and vice versa * Using a calculator to check the solution and reasonableness of the answer 						
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>Students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.</p> <p>Students count to and from 10 000.</p> <p>They classify numbers as either odd or even.</p> <p>They recall addition and multiplication facts for single digit numbers.</p>	They model and represent unit fractions.		They represent money values in various ways.	Students correctly count out change from financial transactions.	They continue number patterns involving addition and subtraction.		


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<p>Year 4</p> <p>Sourced from Year level descriptions acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <p>'At this level:</p> <p>Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals...</p> <p>'...Fluency includes recalling multiplication tables, communicating sequences of simple fractions...</p> <p>'...Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other...</p> <p>'...and using properties of numbers to continue patterns</p> <p>Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks....'</p>	<p>Investigate and use the properties of odd and even numbers</p> <p>(ACMNA071)</p> 	<p>* Using the four operations with pairs of odd or even numbers or one odd and one even number, then using the relationships established to check the accuracy of calculations</p> 	<p>Investigate equivalent fractions used in contexts</p> <p>(ACMNA077)</p> 	<p>* Exploring the relationship between families of fractions (halves, quarters and eighths or thirds and sixths) by folding a series of paper strips to construct a fraction wall</p> 	<p>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p>(ACMNA080)</p> 	<p>* Recognising that not all countries use dollars and cents, e.g. India uses rupees</p>  <p>* Carrying out calculations in another currency as well as in dollars and cents, and identifying both as decimal systems</p> 	<p>Explore and describe number patterns resulting from performing multiplication</p> <p>(ACMNA081)</p> 	<p>* Identifying examples of number patterns in everyday life</p> 										
									<p>Recognise, represent and order numbers to at least tens of thousands</p> <p>(ACMNA072)</p> 	<p>* Reproducing five-digit numbers in words using their numerical representations, and vice versa</p> 	<p>Count by quarters halves and thirds, including with mixed numerals.</p> <p>Locate and represent these fractions on a number line</p> <p>(ACMNA078)</p> 	<p>* Converting mixed numbers to improper fractions and vice versa</p>  <p>* Investigating the use of fractions and sharing as a way of managing Country: for example taking no more than half the eggs from a nest to protect future bird populations</p> 	<p>Use equivalent number sentences involving addition and subtraction to find unknown quantities</p> <p>(ACMNA083)</p> 	<p>* Writing a word problem as a number sentence</p>  <p>* Writing a word problem using a given number sentence</p> 				
									<p>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</p> <p>(ACMNA073)</p> 	<p>* Recognising and demonstrating that the place-value pattern is built on the operations of multiplication or division of tens</p> 	<p>Recognise that the place value system can be extended to tenths and hundredths.</p> <p>Make connections between fractions and decimal notation</p> <p>(ACMNA079)</p> 	<p>* Using division by 10 to extend the place-value system</p>  <p>* Using knowledge of fractions to establish equivalences between fractions and decimal notation</p> 			<p>They identify unknown quantities in number sentences.</p>			
									<p>Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9</p> <p>(ACMNA074)</p> 	<p>* Recognising that number sequences can be extended indefinitely, and determining any patterns in the sequences</p> 						<p>Students solve simple purchasing problems.</p>	<p>They describe number patterns resulting from multiplication.</p>	
									<p>Recall multiplication facts up to 10x10 and related division facts</p> <p>(ACMNA075)</p> 	<p>* Using known multiplication facts to calculate related division facts</p> 								<p>They continue number sequences involving multiples of single digit numbers.</p>
									<p>Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder</p> <p>(ACMNA076)</p> 	<p>* Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder</p> 								
<p>Year 4 Achievement Standard acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p> <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 choose appropriate strategies for calculations involving multiplication and division.</p>	<p>Students locate familiar fractions on a number line.</p>	<p>They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places.</p>	<p>They identify unknown quantities in number sentences.</p>														
	<p>Students use the properties of odd and even numbers.</p>	<p>They continue number sequences involving multiples of single digit numbers.</p>																
	<p>They recall multiplication facts to 10 x 10 and related division facts.</p>																	

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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 making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways...'</p> <p>'...Fluency includes...','...using estimation to check the reasonableness of answers to calculations...'</p> <p>'...Problem Solving includes formulating and solving authentic problems using whole numbers and creating financial plans</p> <p>Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals....'</p>	<p>Identify and describe factors and multiples of whole numbers and use them to solve problems</p> <p>(ACMNA098)</p>	<p>* Exploring factors and multiples using number sequences</p> <p>* Using simple divisibility tests</p>	<p>Compare and order common unit fractions and locate and represent them on a number line</p> <p>(ACMNA102)</p>	<p>* Recognising the connection between the order of unit fractions and their denominators</p>	<p>Create simple financial plans</p> <p>(ACMNA106)</p>	<p>* Creating a simple budget for a class fundraising event</p> <p>* Identifying the GST component of invoices and receipts</p>	<p>Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction</p> <p>(ACMNA107)</p>	<p>* Using the number line or diagrams to create patterns involving fractions or decimals</p>
		<p>Use estimation and rounding to check the reasonableness of answers to calculations</p> <p>(ACMNA099)</p>	<p>* Recognising the usefulness of estimation to check calculations</p> <p>* Applying mental strategies to estimate the result of calculations, such as estimating the cost of a supermarket trolley load</p>	<p>Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator</p> <p>(ACMNA103)</p>	<p>* Modelling and solving addition and subtraction problems involving fractions by using jumps on a number line, or making diagrams of fractions as parts of shapes</p>			<p>Use equivalent number sentences involving multiplication and division to find unknown quantities</p> <p>(ACMNA121)</p>	<p>* Using relevant problems to develop number sentences</p>
		<p>Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies</p> <p>(ACMNA100)</p>	<p>* Exploring techniques for multiplication such as the area model, the Italian lattice method or the partitioning of numbers</p> <p>* Applying the distributive law and using arrays to model multiplication and explain calculation strategies</p>	<p>Recognise that the place value system can be extended beyond hundredths</p> <p>(ACMNA104)</p>	<p>* Using knowledge of place value and division by 10 to extend the number system to thousandths and beyond</p> <p>* Recognising the equivalence of one thousandths and 0.001</p>				
		<p>Solve problems involving division by a one digit number, including those that result in a remainder</p> <p>(ACMNA101)</p>	<p>* Using the fact that equivalent division calculations result if both numbers are divided by the same factor</p> <p>* Interpreting and representing the remainder in division calculations sensibly for the context</p>	<p>Compare, order and represent decimals</p> <p>(ACMNA105)</p>	<p>* Locating decimals on a number line</p>				
		<p>Use efficient mental and written strategies and apply appropriate digital technologies to solve problems</p> <p>(ACMNA291)</p>	<p>* Using calculators to check the reasonableness of answers</p>	<p>Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction</p> <p>(ACMNA107 - Patterns and algebra)</p>	<p>* Using the number line or diagrams to create patterns involving fractions or decimals</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>acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY</p>	<p>Students solve simple problems involving the four operations using a range of strategies.</p> <p>They check the reasonableness of answers using estimation and rounding.</p> <p>Students identify and describe factors and multiples.</p>		<p>Students order decimals and unit fractions and locate them on number lines.</p> <p>They add and subtract fractions with the same denominator.</p> <p>Students continue patterns by adding and subtracting fractions and decimals.</p>		<p>They explain plans for simple budgets.</p>		<p>They find unknown quantities in number sentences.</p> <p>Students continue patterns by adding and subtracting fractions and decimals.</p>	

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							
		Number and place value		Fractions and decimals		Money and financial mathematics		Patterns and algebra	
		Content Descriptor	Elaboration	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 6	<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 properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations</p> <p>Fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages....'</p> <p>'...Problem Solving includes formulating and solving authentic problems using fractions, decimals, percentages....'</p> <p>'...Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences....'</p>	<p>Identify and describe properties of prime, composite, square and triangular numbers</p> <p>(ACMNA122)</p>	<p>* Understanding that some numbers have special properties and that these properties can be used to solve problems</p> <p></p> <p>* Representing composite numbers as a product of their prime factors and using this form to simplify calculations by cancelling common primes</p> <p></p> <p>* Understanding that if a number is divisible by a composite number then it is also divisible by the prime factors of that number (for example 216 is divisible by 8 because the number represented by the last three digits is divisible by 8, and hence 216 is also divisible by 2 and 4)</p> <p></p>	<p>Compare fractions with related denominators and locate and represent them on a number line</p> <p>(ACMNA125)</p>	<p>* Demonstrating equivalence between fractions using drawings and models</p>	<p>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies</p> <p>(ACMNA132)</p>	<p>* Using authentic information to calculate prices on sale goods</p>	<p>Continue and create sequences involving whole numbers, fractions and decimals.</p> <p>Describe the rule used to create the sequence</p> <p>(ACMNA133)</p>	<p>* Identifying and generalising number patterns</p> <p>* Investigating additive and multiplicative patterns such as the number of tiles in a geometric pattern, or the number of dots or other shapes in successive repeats of a strip or border pattern looking for patterns in the way the numbers increase/decrease</p>
		<p>Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers</p> <p>(ACMNA123)</p>	<p>* Applying strategies already developed for solving problems involving small numbers to those involving large numbers</p> <p>* Applying a range of strategies to solve realistic problems and commenting on the efficiency of different strategies</p>	<p>Solve problems involving addition and subtraction of fractions with the same or related denominators</p> <p>(ACMNA126)</p>	<p>* Understanding the processes for adding and subtracting fractions with related denominators and fractions as an operator, in preparation for calculating with all fractions</p> <p>* Solving realistic additive (addition and subtraction) problems involving fractions to develop understanding of equivalent fractions and the use of fractions as operators</p> <p>* Modelling and solving additive problems involving fractions by using methods such as jumps on a number line, or by making diagrams of fractions as parts of shapes</p>			<p>Explore the use of brackets and order of operations to write number sentences</p> <p>(ACMNA134)</p>	<p>* Appreciating the need for rules to complete multiple operations within the same number sentence</p>
		<p>Investigate everyday situations that use integers.</p> <p>Locate and represent these numbers on a number line</p> <p>(ACMNA124)</p>	<p>* Understanding that integers are ...-3, -2, -1, 0, 1, 2, 3,....</p> <p>* Solving everyday additive problems using a number line</p> <p>* Investigating everyday situations that use integers, such as temperatures</p> <p>* Using number lines to position and order integers around zero</p>	<p>Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies</p> <p>(ACMNA127)</p>	<p>* Recognising that finding one third of a quantity is the same as dividing by 3</p>				
					<p>Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers</p> <p>(ACMNA128)</p>				<p>* Extending whole-number strategies to explore and develop meaningful written strategies for addition and subtraction of decimal numbers to thousandths</p> <p>* Exploring and practising efficient methods for solving problems requiring operations on decimals, to gain fluency with calculating with decimals and with recognising appropriate operations</p>
					<p>Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies</p> <p>(ACMNA129)</p>				<p>* Interpreting the results of calculations to provide an answer appropriate to the context</p>
					<p>Multiply and divide decimals by powers of 10</p> <p>(ACMNA130)</p>				<p>* Multiplying and dividing decimals by multiples of powers of 10</p>
					<p>Make connections between equivalent fractions, decimals and percentages</p> <p>(ACMNA131)</p>				<p>* Connecting fractions, decimals and percentages as different representations of the same number, moving fluently between representations and choosing the appropriate one for the problem being solved</p>

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							
		Number and place value		Fractions and decimals		Money and financial mathematics		Patterns and algebra	
		Content Descriptor	Elaboration	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
<p>Year 6 Achievement Standard</p> 	<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>	Students recognise the properties of prime, composite, square and triangular numbers.		Students connect fractions, decimals and percentages as different representations of the same number.		Students calculate common percentage discounts on sale items.		They describe rules used in sequences involving whole numbers, fractions and decimals.	
		They describe the use of integers in everyday contexts.		They solve problems involving the addition and subtraction of related fractions.				They write correct number sentences using brackets and order of operations.	
		They solve problems involving all four operations with whole numbers.		Students make connections between the powers of 10 and the multiplication and division of decimals.					
				They describe rules used in sequences involving whole numbers, fractions and decimals.					
				Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.					
				Students locate fractions and integers on a number line.					
				They calculate a simple fraction of a quantity.					
				They add, subtract and multiply decimals and divide decimals where the result is rational.					
				Students list and communicate probabilities using simple fractions, decimals and percentages.					

Year Level Indicators	PROFICIENCY STRANDS	Sub-strands							
		Number and place value		Fractions and decimals		Money and financial mathematics		Patterns and algebra	
		Content Descriptor	Elaboration	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
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 describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane... and connecting the laws and properties of numbers to algebraic terms and expressions</p> <p>Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency....</p> <p>...Problem Solving includes formulating and solving authentic problems using numbers....</p> <p>...Reasoning includes applying the number laws to calculations.... applying an understanding of ratio....</p>	Investigate index notation and represent whole numbers as products of powers of prime numbers	<p>* Defining and comparing prime and composite numbers and explaining the difference between them</p> <p>* Applying knowledge of factors to strategies for expressing whole numbers as products of powers of prime factors, such as repeated division by prime factors or creating factor trees</p> <p>* Solving problems involving lowest common multiples and greatest common divisors (highest common factors) for pairs of whole numbers by comparing their prime factorisation</p>	N/A - See Real Numbers		Investigate and calculate 'best buys' , with and without digital technologies	* Applying the unitary method to identify 'best buys' situations, such as comparing the cost per 100g	Introduce the concept of variables as a way of representing numbers using letters	* Understanding that arithmetic laws are powerful ways of describing and simplifying calculations and that using these laws leads to the generality of algebra
		(ACMNA149)		Real numbers		Linear and non-linear relationships			
		Investigate and use square roots of perfect square numbers	<p>* Investigating square numbers such as 25 and 36 and developing square-root notation</p> <p>* Investigating between which two whole numbers a square root lies</p>	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Create algebraic expressions and evaluate them by substituting a given value for each variable	* Using authentic formulas to perform substitutions
		(ACMNA150)						(ACMNA176)	
		Apply the associative, commutative and distributive laws to aid mental and written computation	<p>* Understanding that arithmetic laws are powerful ways of describing and simplifying calculations</p>	Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line	Exploring equivalence among families of fractions by using a fraction wall or a number line (for example by using a fraction wall to show that 2/3 is the same as 4/6 and 6/9)	Given coordinates , plot points on the Cartesian plane, and find coordinates for a given point	* Plotting points from a table of integer values and recognising simple patterns, such as points that lie on a straight line	Extend and apply the laws and properties of arithmetic to algebraic terms and expressions	* Identifying order of operations in contextualised problems, preserving the order by inserting brackets in numerical expressions, then recognising how order is preserved by convention
		(ACMNA151)		(ACMNA152)		(ACMNA178)		(ACMNA177)	
		Compare, order, add and subtract integers	N/A	Solve problems involving addition and subtraction of fractions, including those with unrelated denominators	* Exploring and developing efficient strategies to solve additive problems involving fractions (for example by using fraction walls or rectangular arrays with dimensions equal to the denominators)	Solve simple linear equations	* Solving equations using concrete materials, such as the balance model, and explain the need to do the same thing to each side of the equation using substitution to check solutions		* Moving fluently between algebraic and word representations as descriptions of the same situation
		(ACMNA280)		(ACMNA153)		(ACMNA179)			
				Multiply and divide fractions and decimals using efficient written strategies and digital technologies	* Investigating multiplication of fractions and decimals, using strategies including patterning and multiplication as repeated addition, with both concrete materials and digital technologies, and identifying the processes for division as the inverse of multiplication		* Investigating a range of strategies to solve equations		
				(ACMNA154)					
		Express one quantity as a fraction of another , with and without the use of digital technologies	* Using authentic examples for the quantities to be expressed and understanding the reasons for the calculations	Investigate, interpret and analyse graphs from authentic data	* Using travel graphs to investigate and compare the distance travelled to and from school				
		(ACMNA155)		(ACMNA180)					
		Round decimals to a specified number of decimal places	* Using rounding to estimate the results of calculations with whole numbers and decimals, and understanding the conventions for rounding		* Interpreting features of travel graphs such as the slope of lines and the meaning of horizontal lines				
		(ACMNA156)							
		Connect fractions, decimals and percentages and carry out simple conversions	* Justifying choices of written, mental or calculator strategies for solving specific problems including those involving large numbers		* Using graphs of evaporation rates to explore water storage				
		(ACMNA157)							
		Find percentages of quantities and express one quantity as a percentage of another , with and without digital technologies.	* Understanding that quantities can be represented by different number types and calculated using various operations, and that choices need to be made about each						
		(ACMNA158)							
		Recognise and solve problems involving simple ratios	* Calculating the percentage of the total local municipal area set aside for parkland, manufacturing, retail and residential dwellings to compare land use						
		(ACMNA173)							
			* Using authentic problems to express quantities as percentages of other amounts						
			* Understanding that rate and ratio problems can be solved using fractions or percentages and choosing the most efficient form to solve a particular problem						

Year Level Indicators	PROFICIENCY STRANDS	Sub-strands								
		Number and place value		Real numbers		Money and financial mathematics	Linear and non-linear relationships	Patterns and algebra		
		Content Descriptor	Elaboration	Content Descriptor	Elaborations			Content Descriptor	Elaborations	
<p>Year 7 Achievement Standard</p> 	<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>	Students solve problems involving the comparison, addition and subtraction of integers.		Students use fractions, decimals and percentages, and their equivalences.		They compare the cost of items to make financial decisions.	They interpret simple linear representations and model authentic information.	Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.		
		They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots.		They express one quantity as a fraction or percentage of another.				They represent transformations in the Cartesian plane.		They connect the laws and properties for numbers to algebra.
		They solve problems involving percentages and all four operations with fractions and decimals.		Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.				Students represent numbers using variables.		
						They assign ordered pairs to given points on the Cartesian plane.				