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|  |  |  |  | ${ }_{\text {Vear } 5 \text { s }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Vocabulary：coins，cents，dollars，notes，Venn diagram，two－way table，equations，rosale price，profit／loss，margin，profit margin，interest，balance，debit，credit，best－buys Unit Component：（Know，Understand，Do） |  | 年咅 | 訔 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Lever 1 | Recognise，describe and order Australian coins <br> cording to their value <br> （ACMNA017） | ＊Showing that coins are different in other countries by comparing Asian coins to Australian coins | Vemm digamam：Astralan ocoins |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level2 | Count and order small collections of Australian coins and notes according to their value <br> （ACMNA034） |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Create ten equations involving coins． Create five equations involving notes． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ＊Identifying equivalent values in collections of coins or notes，such as two five－cent coins having the same value as one 10 cent coin | Create ten equations involving notes and coins <br> $5 \mathrm{c}+5 \mathrm{c}=$ $10 \mathrm{c}+10 \mathrm{c}$ <br> $50 c+50 c=$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | Represent money values in multiple ways and countthe change required for simple transactions to thenearest five cents （ACM （ACMNA059） | －Reaonsing wereaiomstip beween |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Level 3 |  | ${ }^{\text {dolasas and cens }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | $\qquad$ aculate the change required from that note． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Reoat mave ines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Level4 | of change to the nearest five cents with and without tal technologies <br> （ACMNA080） |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ＊Carrying out calculations in another currency as well as in dollars and cents，and identifying both as decimal systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Lever 5 | Create simple financial plans <br> （ACMNA106） | ＊Identifying the GST component of invoices and receipts | ACMNA106－Creating Simple Financial Plans－Budgeting－Goods and Sericices Tax （GST）．pplx |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ACMNA106－Creating Simple Financial Plans－Budgeting－Making Profit At A School Fair．pptx ACMNA106－Creating Simple Financial Plans－Budgeting－Household Budgeting－Intro to．pptx ACMNA106－Creating Simple Financial Plans－Budgeting－Buying Using A Budget ACMNA106－Creating Simple Financial Plans－Budgeting－Staying Within－Backyard Blitz－ Rich Task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Trey epepan plans tor simple bugast． |  | ACMNA106－Creating Simple Financial Plans－Budgeting－Creating A Theme Park |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Level6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Math Lesson Tracking (Including Student Absences) |  |  |  |  |  |  |  |
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