Prep Year to Year 7 multiple year levels
Australian Curriculum: Mathematics

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0 Mathematics for Foundation–10*, <www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10>.

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| Identify curriculum | Year level descriptions | Prep | Understanding includes connecting names, numerals and quantities Fluency includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects 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 Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length |
| Year 1 | Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways Fluency includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the weekProblem Solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer Reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been created |
| Year 2 | 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 Fluency includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations 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 Reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data |
| Year 3 | Understanding includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetryFluency includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positionsProblem Solving includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patternsReasoning includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays |
| Year 4 | Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes Fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays |
| Year 5 | 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, describing transformations and identifying line and rotational symmetry 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 Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, and posing appropriate questions for data investigations and interpreting data sets |
| Year 6 | 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 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, measuring using metric units, and interpreting timetables Problem Solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, and why the actual results of chance experiments may differ from expected results |
| Year 7 | 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, describing transformations and identifying line and rotational symmetry 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 Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets |
| Identify curriculum | Achievement standards | Prep | By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. 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 use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information. |
| Year 1 | By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays. |
| Year 2 | By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two- dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs. |
| Year 3 | By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables. |
| Year 4 | By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data. |
| Year 5 | By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. |
| Year 6 | By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. 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. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.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 calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages. |
| Year 7 | By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots. |

Prep to Year 7 Mathematics

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| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Revision | Revise and consolidate concepts from:* previous terms
* previous year
* previous contexts.
 | Revise and consolidate concepts from:* previous terms
* previous year
* previous contexts.
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* previous year
* previous contexts.
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* previous year
* previous contexts.
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| Proficiency strands | The proficiency strands describe the actions in which students can engage when learning and using the content.* Understanding: identify and apply adaptable and transferable mathematical concepts
* Fluency: choose appropriate procedures and effectively carry them out
* Problem Solving: make choices, interpret, formulate, model, investigate and communicate
* Reasoning: show logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising
 |
| Prep | Number and place value | Number and place value | Number and place valueData representation and interpretation | Number and place valuePatterns and algebra | Using units of measurement | Shape | Using units of measurementExemplar unit: Nothing compares | Number and place value | Number and place valuePatterns and algebra | Location and transformation | Number and place valuePatterns and algebra | Number and place valueData representation and interpretation |
| Year 1 | ChanceData representation and interpretation | Number and place valuePatterns and algebraFractions and decimals | Number and place valueMoney and financial mathematics | Fractions and decimalsPatterns and algebra | Number and place valuePatterns and algebraFractions and decimals | ChanceData representation and interpretation |
| Year 2 |
| Year 3 | ShapeGeometric reasoning |
| Year 4 | Fractions and decimals | Number and place valuePatterns and algebra |
| Year 5 |
| Year 6 |
| Year 7 | Real numbers | Number and place valueLinear and non-linear relationshipsReal numbers | Real numbersLinear and non- linear relationships | Number and place valuePatterns and algebraReal numbers |
| **Teaching and learning** | Aboriginal and Torres Strait Islander perspectives  | Mathematics provides opportunities for children/students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:* Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning
* Social, historical and cultural contexts associated with different uses of mathematical concepts in Australian Indigenous societies
* Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.

Mathematics provides opportunities to explore aspects of Australian Indigenous knowing in connection to, and with guidance from, the communities who own them. Using a respectful inquiry approach, children/students have the opportunity to explore mathematical concepts in Aboriginal and Torres Strait Islander lifestyles including knowledge of number, space, measurement and time. Through these experiences, children/students have opportunities to learn that Aboriginal peoples and Torres Strait Islander peoples have sophisticated applications of mathematical concepts which may be applied in other peoples’ ways of knowing. |
| General capabilities and cross-curriculum priorities | Opportunities to engage with:Description: Description: gc_literacyDescription: Description: gc_numeracy Description: Description: gc_ict Description: Description: gc_critical  Description: cc_asiaDescription: cc_sust | Opportunities to engage with:Description: Description: gc_literacyDescription: Description: gc_numeracy Description: Description: gc_ict Description: Description: gc_criticalDescription: cc_asiaDescription: cc_sust | Opportunities to engage with:Description: Description: gc_literacyDescription: Description: gc_numeracy Description: Description: gc_ict Description: Description: gc_criticalDescription: Description: gc_ethical Description: cc_asiaDescription: cc_sust | Opportunities to engage with:Description: Description: gc_literacyDescription: Description: gc_numeracy Description: Description: gc_ict Description: Description: gc_interculturalDescription: cc_asiaDescription: cc_sust |
| Key to general capabilities and cross-curriculum priorities | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_ethical Ethical behaviour  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_intercultural Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability |
| Develop assessment | AssessmentFor advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | In P–2, an assessment folio is a targeted collection of a child’s work for ongoing review and analysis, and for reporting a child’s achievement and progress at a point in time. Administrators and teachers determine the evidence that will be collected to demonstrate a pattern of achievement within the child’s learning across the Australian Curriculum and the remaining Queensland learning areas, where applicable.In Years 3–10, a folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument |
| 1–2 | Initial assessment: KWLH chart or teacher–student conferenceIdentify current knowledge at the beginning of the unit and use when building upon prior knowledge. | 3–4 | Supervised assessment: Short response (Written)Test:* Number and place value
* Patterns and algebra
* Fractions and decimals (Real numbers in Year 7)
* Linear and non-linear relationships.
 | 3–4 | Modelling and problem-solving task: Demonstration (Spoken/signed)Compare measure and calculate units of measurement in practical situations. | 3–4 | Mathematical investigation (Multimodal)Investigate location and transformation including:* position, movement and direction
* interpretation and creation of maps
* flips, slides, turns
* symmetry
* translations, reflections and rotations
* coordinates on the Cartesian plane.
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| 6–7 | Supervised assessment: Short response (Written)Test: * Number and place value
* Fractions and decimals (Real numbers in Year 7).
 | 6–7 | Modelling and problem-solving task: Demonstration (Spoken/signed)Measure and calculate time in practical situations. | 7–8 | Mathematical investigation (Multimodal)Investigate financial mathematics including:* recognising, describing, ordering and counting Australian coins and notes
* calculating change required
* solving problems involving purchases
* creating simple financial plans
* calculating percentage discounts and best buys.
 | 6–7 | Supervised assessment: Short response (Written)Test: * Number and place value
* Patterns and algebra
* Fractions and decimals (Real numbers in Year 7).
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| **Develop assessment** |  | 9–10 | Mathematical investigation (Multimodal)Conduct a chance experiment:* collect data
* analyse data
* describe data.
 |  | **Years 3, 5 and 7: NAPLAN**  |  | Years 4 and 6 QCATs: Identify the curriculum targeted by the QCAT and schedule its implementation appropriate to the sequence of learning. |
| Make judgments and use feedback | Moderation | Teachers develop tasks and plan units. | Teachers develop tasks and plan units.Teachers identify A–E samples before marking tasks, and moderate to ensure consistency of judgments.Teachers co-mark tasks to ensure consistency of judgments.Curriculum leaders randomly sample folios to check for consistency of teacher judgments. | Teachers develop tasks and plan units.Teachers identify A–E samples before marking tasks, and moderate to ensure consistency of judgments.Teachers co-mark tasks to ensure consistency of judgments.If applicable, teachers moderate the QCATs to identify A–E samples to take to cluster moderation in Term 4. | Teachers develop tasks and plan units.Teachers identify A–E samples before marking tasks, and moderate to ensure consistency of judgments.Curriculum leaders randomly sample folios to check for consistency of teacher judgments.If applicable, teachers participate in cluster moderation of the QCATs. |

Prep to Year 7 Mathematics: Review for balance and coverage of content descriptions

| Number and Algebra strand Prep to Year 3 |
| --- |
| Prep | 1 | 2 | 3 | 4 | Year 1 | 1 | 2 | 3 | 4 | Year 2 | 1 | 2 | 3 | 4 | Year 3 | 1 | 2 | 3 | 4 |
| Number and place value | Number and place value | Number and place value | Number and place value |
| Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from  any starting [point](http://www.australiancurriculum.edu.au/Glossary?a=M&t=point) [(ACMNA001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA001) |  | ✓ | ✓ | ✓ | Develop confidence with [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sequences to and from 100 by ones from any starting [point](http://www.australiancurriculum.edu.au/Glossary?a=M&t=point). Skip count by twos, fives and tens starting from zero [(ACMNA012)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA012)  |  | ✓ | ✓ | ✓ | Investigate [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting [point](http://www.australiancurriculum.edu.au/Glossary?a=M&t=point), then moving to other sequences [(ACMNA026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA026)  |  | ✓ | ✓ | ✓ | Investigate the conditions required for a [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) to be odd or even and identify odd and even numbers [(ACMNA051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA051)  |  | ✓ |  |  |
| Connect [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) names, numerals and quantities, including zero, initially up to 10 and then beyond [(ACMNA002)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA002)  | ✓ | ✓ |  |  | Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a [number line](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number+line) [(ACMNA013)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA013)  | ✓ | ✓ | ✓ | ✓ | Recognise, model, represent and order numbers to at least 1000 [(ACMNA027)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA027)  | ✓ | ✓ | ✓ | ✓ | Recognise, model, represent and order numbers to at least 10 000 [(ACMNA052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA052)  | ✓ | ✓ | ✓ | ✓ |
| Subitise small collections of objects [(ACMNA003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA003)  | ✓ | ✓ | ✓ | ✓ | Count collections to 100 by [partitioning](http://www.australiancurriculum.edu.au/Glossary?a=M&t=partitioning) numbers using [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=place+value) [(ACMNA014)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA014)  | ✓ | ✓ |  |  | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting [(ACMNA028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA028)  | ✓ | ✓ | ✓ | ✓ | Apply [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=place+value) to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems [(ACMNA053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA053)  | ✓ | ✓ | ✓ | ✓ |
| Compare, order and make correspondences between collections, initially to 20, and explain reasoning [(ACMNA289)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA289)  |  | ✓ | ✓ |  | Represent and solve simple addition and subtraction problems using a range of strategies including [counting on](http://www.australiancurriculum.edu.au/Glossary?a=M&t=counting+on), [partitioning](http://www.australiancurriculum.edu.au/Glossary?a=M&t=partitioning) and rearranging parts [(ACMNA015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA015)  |  | ✓ | ✓ | ✓ | Explore the connection between addition and subtraction [(ACMNA029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA029) | ✓ | ✓ |  |  | Recognise and explain the connection between addition and subtraction [(ACMNA054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA054)  | ✓ | ✓ |  |  |
| Represent practical situations to model addition and sharing [(ACMNA004)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA004)  |  |  | ✓ | ✓ |  |  |  |  |  | Solve simple addition and subtraction problems using a range of efficient mental and written strategies [(ACMNA030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA030)  | ✓ | ✓ |  |  | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation [(ACMNA055)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA055)  | ✓ | ✓ |  |  |
|  |  |  |  |  |  |  |  |  |  | Recognise and represent [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) as repeated addition, groups and arrays [(ACMNA031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA031)  |  |  | ✓ | ✓ | Recall [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) facts of two, three, five and ten and related division facts [(ACMNA056)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA056)  |  | ✓ | ✓ | ✓ |
|  |  |  |  |  |  |  |  |  |  | Recognise and represent division as grouping into equal sets and solve simple problems using these representations [(ACMNA032)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA032)  |  |  | ✓ | ✓ | Represent and solve problems involving [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) using efficient mental and written strategies and appropriate digital technologies [(ACMNA057)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA057)  |  |  | ✓ | ✓ |
|  | Fractions and decimals | Fractions and decimals | Fractions and decimals |
|  |  |  |  |  | Recognise and describe one-half as one of two equal parts of a whole [(ACMNA016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA016)  |  | ✓ | ✓ | ✓ | Recognise and interpret common uses of halves, quarters and eighths of shapes and collections [(ACMNA033)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA033) |  | ✓ | ✓ | ✓ | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole [(ACMNA058)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA058) |  | ✓ | ✓ | ✓ |
|  | Money and financial mathematics | Money and financial mathematics | Money and financial mathematics |
|  |  |  |  |  | Recognise, describe and order Australian coins according to their value [(ACMNA017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA017)  |  |  | ✓ |  | Count and order small collections of Australian coins and notes according to their value [(ACMNA034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA034)  |  |  | ✓ |  | Represent money values in [multiple](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiple) ways and count the change required for simple transactions to the nearest five cents [(ACMNA059)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA059) |  |  | ✓ |  |
| Patterns and algebra | Patterns and algebra | Patterns and algebra | Patterns and algebra |
| Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings [(ACMNA005)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA005) |  | ✓ | ✓ | ✓ | Investigate and describe [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) patterns formed by skip counting and patterns with objects [(ACMNA018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA018)  |  | ✓ | ✓ | ✓ | Describe patterns with numbers and identify missing elements [(ACMNA035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA035)  |  | ✓ | ✓ |  | Describe, continue, and create [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) patterns resulting from performing addition or subtraction [(ACMNA060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA060)  |  | ✓ | ✓ | ✓ |
| Patterns and algebra | Patterns and algebra | Patterns and algebra | Patterns and algebra |
|  |  |  |  |  |  |  |  |  |  | Solve problems by using [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences for addition or subtraction [(ACMNA036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA036)  |  |  |  | ✓ |  |  |  |  |  |

| Number and Algebra strand Year 4 to Year 7 |
| --- |
| Year 4 | 1 | 2 | 3 | 4 | Year 5 | 1 | 2 | 3 | 4 | Year 6 | 1 | 2 | 3 | 4 | Year 7 | 1 | 2 | 3 | 4 |
| Number and place value | Number and place value | Number and place value | Number and place value |
| Investigate and use the properties of odd and even numbers [(ACMNA071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA071) | ✓ | ✓ |  |  | Identify and describe factors and multiples of whole numbers and use them to solve problems [(ACMNA098)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA098) |  | ✓ | ✓ |  | Identify and describe properties of prime, composite, [square](http://www.australiancurriculum.edu.au/Glossary?a=M&t=square) and triangular numbers [(ACMNA122)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA122) |  | ✓ | ✓ |  | Investigate [index](http://www.australiancurriculum.edu.au/Glossary?a=M&t=index) notation and represent whole numbers as products of powers of prime numbers [(ACMNA149)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA149)  |  |  | ✓ | ✓ |
| Recognise, represent and order numbers to at least tens of thousands [(ACMNA072)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA072)  | ✓ | ✓ | ✓ | ✓ | Use estimation and [rounding](http://www.australiancurriculum.edu.au/Glossary?a=M&t=rounding) to check the reasonableness of answers to calculations [(ACMNA099)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA099)  | ✓ | ✓ | ✓ | ✓ | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers [(ACMNA123)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA123)  | ✓ | ✓ | ✓ | ✓ | Investigate and use [square](http://www.australiancurriculum.edu.au/Glossary?a=M&t=square) roots of perfect [square](http://www.australiancurriculum.edu.au/Glossary?a=M&t=square) numbers [(ACMNA150)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA150)  |  |  | ✓ | ✓ |
| Apply [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=place+value) to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems [(ACMNA073)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA073)  | ✓ | ✓ | ✓ | ✓ | Solve problems involving [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies [(ACMNA100)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA100)  | ✓ | ✓ |  |  | Investigate everyday situations that use integers. Locate and represent these numbers on a number line [(ACMNA124)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA124)  |  | ✓ |  |  | Apply the [associative](http://www.australiancurriculum.edu.au/Glossary?a=M&t=associative), [commutative](http://www.australiancurriculum.edu.au/Glossary?a=M&t=commutative) and [distributive](http://www.australiancurriculum.edu.au/Glossary?a=M&t=distributive+) laws to aid mental and written computation [(ACMNA151)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA151)  | ✓ | ✓ |  |  |
| Investigate [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sequences involving multiples of 3, 4, 6, 7, 8, and 9 [(ACMNA074)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA074)  |  |  | ✓ | ✓ | Solve problems involving division by a one digit [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number), including those that result in a [remainder](http://www.australiancurriculum.edu.au/Glossary?a=M&t=remainder) [(ACMNA101)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA101)  |  |  | ✓ | ✓ |  |  |  |  |  | Compare, order, add and subtract integers [(ACMNA280)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA280)  | ✓ | ✓ |  |  |
| Recall [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) facts up to 10 × 10 and related division facts [(ACMNA075)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA075)  | ✓ | ✓ | ✓ | ✓ | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems [(ACMNA291)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA291)  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |
| Develop efficient mental and written strategies and use appropriate digital technologies for [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) and for division where there is no [remainder](http://www.australiancurriculum.edu.au/Glossary?a=M&t=remainder) [(ACMNA076)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA076)  |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fractions and decimals | Fractions and decimals | Fractions and decimals | Real numbers |
| Investigate [equivalent fractions](http://www.australiancurriculum.edu.au/Glossary?a=M&t=equivalent+fractions) used in contexts [(ACMNA077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA077)  | ✓ | ✓ |  |  | Compare and order common unit fractions and locate and represent them on a [number line](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number+line) [(ACMNA102)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA102) | ✓ |  |  |  | Compare fractions with [related denominators](http://www.australiancurriculum.edu.au/Glossary?a=M&t=related+denominators) and locate and represent them on a [number line](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number+line) [(ACMNA125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA125)  | ✓ |  |  |  | Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line [(ACMNA152)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA152) | ✓ |  |  |  |
| Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a [number line](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number+line) [(ACMNA078)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA078)  | ✓ | ✓ |  |  | Investigate strategies to solve problems involving addition and subtraction of fractions with the same [denominator](http://www.australiancurriculum.edu.au/Glossary?a=M&t=denominator) [(ACMNA103)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA103)  |  | ✓ | ✓ |  | Solve problems involving addition and subtraction of fractions with the same or [related denominators](http://www.australiancurriculum.edu.au/Glossary?a=M&t=related+denominators) [(ACMNA126)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA126) |  | ✓ | ✓ |  | Solve problems involving addition and subtraction of fractions, including those with unrelated denominators [(ACMNA153)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA153)  | ✓ | ✓ |  |  |
| Recognise that the [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=place+value) system can be extended to tenths and hundredths. Make connections between fractions and [decimal](http://www.australiancurriculum.edu.au/Glossary?a=M&t=decimal) notation [(ACMNA079)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA079)  |  | ✓ | ✓ |  | Recognise that the place value system can be extended beyond hundredths [(ACMNA104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA104) | ✓ |  |  |  | Find a simple [fraction](http://www.australiancurriculum.edu.au/Glossary?a=M&t=fraction) of a quantity where the result is a [whole number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=whole+number), with and without digital technologies [(ACMNA127)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA127)  |  | ✓ | ✓ |  | Multiply and divide fractions and decimals using efficient written strategies and digital technologies [(ACMNA154)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA154)  |  |  | ✓ | ✓ |
| Fractions and decimals | Fractions and decimals | Fractions and decimals | Real numbers |
|  |  |  |  |  | Compare, order and represent decimals [(ACMNA105)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA105) | ✓ | ✓ |  |  | Add and subtract decimals, with and without digital technologies, and use estimation and [rounding](http://www.australiancurriculum.edu.au/Glossary?a=M&t=rounding) to check the reasonableness of answers [(ACMNA128)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA128)  |  | ✓ | ✓ |  | Express one quantity as a [fraction](http://www.australiancurriculum.edu.au/Glossary?a=M&t=fraction) of another, with and without the use of digital technologies [(ACMNA155)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA155) | ✓ |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies [(ACMNA129)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA129)  |  | ✓ | ✓ |  | Round decimals to a specified [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) of [decimal](http://www.australiancurriculum.edu.au/Glossary?a=M&t=decimal) places [(ACMNA156)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA156) | ✓ | ✓ |  |  |
|  |  |  |  |  |  |  |  |  |  | Multiply and divide decimals by powers of 10 [(ACMNA130)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA130) |  | ✓ | ✓ |  | Connect fractions, decimals and percentages and carry out simple conversions [(ACMNA157)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA157) |  | ✓ | ✓ |  |
|  |  |  |  |  |  |  |  |  |  | Make connections between [equivalent fractions](http://www.australiancurriculum.edu.au/Glossary?a=M&t=equivalent+fractions), decimals and percentages [(ACMNA131)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA131)  | ✓ | ✓ |  |  | Find percentages of quantities and express one quantity as a [percentage](http://www.australiancurriculum.edu.au/Glossary?a=M&t=percentage) of another, with and without digital technologies [(ACMNA158)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA158)  |  |  | ✓ | ✓ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Recognise and solve problems involving simple ratios [(ACMNA173)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA173)  |  |  |  | ✓ |
| Money and financial mathematics | Money and financial mathematics | Money and financial mathematics | Money and financial mathematics |
| Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies [(ACMNA080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA080) |  |  | ✓ |  | Create simple financial plans [(ACMNA106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA106) |  |  | ✓ |  | Investigate and calculate [percentage](http://www.australiancurriculum.edu.au/Glossary?a=M&t=percentage) discounts of 10%, 25% and 50% on sale items, with and without digital technologies [(ACMNA132)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA132)  |  |  | ✓ |  | Investigate and calculate 'best buys', with and without digital technologies [(ACMNA174)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA174) |  |  | ✓ |  |
| Patterns and algebra | Patterns and algebra | Patterns and algebra | Patterns and algebra |
| Explore and describe [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) patterns resulting from performing multiplication [(ACMNA081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA081) |  | ✓ | ✓ |  | Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction [(ACMNA107)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA107)  |  | ✓ | ✓ | ✓ | Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence [(ACMNA133)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA133) |  | ✓ |  |  | Introduce the concept of variables as a way of representing numbers using letters [(ACMNA175)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA175)  |  |  |  | ✓ |
| Solve word problems by using [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences involving [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) or division where there is no [remainder](http://www.australiancurriculum.edu.au/Glossary?a=M&t=remainder) [(ACMNA082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA082) |  |  |  | ✓ | Use equivalent [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences involving [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) and division to find unknown quantities [(ACMNA121)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA121) |  |  |  | ✓ | Explore the use of brackets and [order of operations](http://www.australiancurriculum.edu.au/Glossary?a=M&t=order+of+operations) to write [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences [(ACMNA134)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA134)  |  |  | ✓ | ✓ | Create algebraic expressions and evaluate them by substituting a given value for each [variable](http://www.australiancurriculum.edu.au/Glossary?a=M&t=variable) [(ACMNA176)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA176) |  |  |  | ✓ |
| Use equivalent [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences involving addition and subtraction to find unknown quantities [(ACMNA083)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA083)  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | Extend and apply the laws and properties of arithmetic to algebraic terms and expressions [(ACMNA177)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA177)  |  |  |  | ✓ |
|  |  |  | Linear and non-linear relationships |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Given coordinates, plot points on the Cartesian plane, and find coordinates for a given [point](http://www.australiancurriculum.edu.au/Glossary?a=M&t=point) [(ACMNA178)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA178)  |  |  | ✓ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Solve simple linear equations [(ACMNA179)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA179) |  | ✓ | ✓ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Investigate, interpret and analyse graphs from authentic [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) [(ACMNA180)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMNA180)  |  | ✓ | ✓ |  |

| Measurement and Geometry strand Prep to Year 3 |
| --- |
| Prep | 1 | 2 | 3 | 4 | Year 1 | 1 | 2 | 3 | 4 | Year 2 | 1 | 2 | 3 | 4 | Year 3 | 1 | 2 | 3 | 4 |
| Using units of measurement | Using units of measurement | Using units of measurement | Using units of measurement |
| Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language [(ACMMG006)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG006) |  |  | ✓ |  | Measure and compare the lengths and capacities of pairs of objects using uniform informal units [(ACMMG019)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG019) |  |  | ✓ |  | Compare and order several shapes and objects based on length, area, [volume](http://www.australiancurriculum.edu.au/Glossary?a=M&t=volume) and [capacity](http://www.australiancurriculum.edu.au/Glossary?a=M&t=capacity) using appropriate uniform informal units [(ACMMG037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG037) |  |  | ✓ |  | Measure, order and compare objects using familiar metric units of length, mass and [capacity](http://www.australiancurriculum.edu.au/Glossary?a=M&t=capacity) [(ACMMG061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG061) |  |  | ✓ |  |
| Compare and order the duration of events using the everyday language of time [(ACMMG007)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG007)  |  | ✓ |  |  | Tell time to the half-hour [(ACMMG020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG020)  |  | ✓ |  |  | Compare masses of objects using balance scales [(ACMMG038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG038)  |  |  | ✓ |  | Tell time to the minute and investigate the relationship between units of time [(ACMMG062)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG062)  |  | ✓ |  |  |
| Connect days of the week to familiar events and actions [(ACMMG008)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG008) |  | ✓ |  |  | Describe duration using months, weeks, days and hours [(ACMMG021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG021) |  | ✓ |  |  | Tell time to the quarter-hour, using the language of 'past' and 'to' [(ACMMG039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG039)  |  | ✓ |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Name and order months and seasons [(ACMMG040)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG040)  |  | ✓ |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Use a calendar to identify the date and determine the [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) of days in each month [(ACMMG041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG041) |  | ✓ |  |  |  |  |  |  |  |
| Shape | Shape | Shape | Shape |
| Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment [(ACMMG009)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG009) |  | ✓ |  |  | Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features [(ACMMG022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG022) |  | ✓ |  |  | Describe and draw two-dimensional shapes, with and without digital technologies [(ACMMG042)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG042) |  | ✓ |  |  | Make models of three-dimensional objects and describe key features [(ACMMG063)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG063) |  | ✓ |  |  |
|  |  |  |  |  |  |  |  |  |  | Describe the features of three-dimensional objects [(ACMMG043)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG043) |  | ✓ |  |  |  |  |  |  |  |
| Patterns and algebra | Location and transformation | Location and transformation | Location and transformation |
| Describe position and movement [(ACMMG010)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG010) |  |  |  | ✓ | Give and follow directions to familiar locations [(ACMMG023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG023)  |  |  |  | ✓ | Interpret simple maps of familiar locations and identify the relative positions of key features [(ACMMG044)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG044)  |  |  |  | ✓ | Create and interpret simple grid maps to show position and pathways [(ACMMG065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG065)  |  |  |  | ✓ |
|  |  |  |  |  |  |  |  |  |  | Investigate the effect of one-step slides and flips with and without digital technologies [(ACMMG045)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG045) |  |  |  | ✓ | Identify symmetry in the environment [(ACMMG066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG066) |  |  |  | ✓ |
|  |  |  |  |  |  |  |  |  |  | Identify and describe half and quarter turns [(ACMMG046)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG046)  |  |  |  | ✓ |  |  |  |  |  |
|  |  |  | Geometric reasoning |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Identify angles as measures of turn and compare [angle](http://www.australiancurriculum.edu.au/Glossary?a=M&t=angle) sizes in everyday situations [(ACMMG064)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG064) |  | ✓ |  |  |

| Measurement and Geometry strand Year 4 to Year 7 |
| --- |
| Year 4 | 1 | 2 | 3 | 4 | Year 5 | 1 | 2 | 3 | 4 | Year 6 | 1 | 2 | 3 | 4 | Year 7 | 1 | 2 | 3 | 4 |
| Using units of measurement | Using units of measurement | Using units of measurement | Using units of measurement |
| Use scaled instruments to measure and compare lengths, masses, capacities and temperatures [(ACMMG084)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG084) |  |  | ✓ |  | Choose appropriate units of measurement for length, area, [volume](http://www.australiancurriculum.edu.au/Glossary?a=M&t=volume), [capacity](http://www.australiancurriculum.edu.au/Glossary?a=M&t=capacity) and mass [(ACMMG108)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG108) |  |  | ✓ |  | Connect [decimal](http://www.australiancurriculum.edu.au/Glossary?a=M&t=decimal) representations to the metric system [(ACMMG135)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG135) |  | ✓ |  |  | Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving [(ACMMG159)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG159) |  | ✓ | ✓ |  |
| Compare objects using familiar metric units of area and [volume](http://www.australiancurriculum.edu.au/Glossary?a=M&t=volume) [(ACMMG290)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG290)  |  |  | ✓ |  | Calculate the [perimeter](http://www.australiancurriculum.edu.au/Glossary?a=M&t=perimeter) and area of rectangles using familiar metric units [(ACMMG109)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG109) |  |  | ✓ |  | Convert between common metric units of length, mass and [capacity](http://www.australiancurriculum.edu.au/Glossary?a=M&t=capacity) [(ACMMG136)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG136) |  |  | ✓ |  | Calculate volumes of rectangular prisms [(ACMMG160)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG160) |  |  | ✓ |  |
| Convert between units of time [(ACMMG085)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG085) |  | ✓ |  |  | Compare 12- and 24-hour time systems and convert between them [(ACMMG110)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG110)  |  | ✓ |  |  | Solve problems involving the comparison of lengths and areas using appropriate units [(ACMMG137)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG137) |  |  | ✓ |  |  |  |  |  |  |
| Use am and pm notation and solve simple time problems [(ACMMG086)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG086) |  | ✓ |  |  |  |  |  |  |  | Connect [volume](http://www.australiancurriculum.edu.au/Glossary?a=M&t=volume) and [capacity](http://www.australiancurriculum.edu.au/Glossary?a=M&t=capacity) and their units of measurement [(ACMMG138)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG138) |  |  | ✓ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Interpret and use timetables [(ACMMG139)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG139)  |  | ✓ |  |  |  |  |  |  |  |
| Shape | Shape | Shape | Shape |
| Compare the areas of regular and irregular shapes by informal means [(ACMMG087)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG087)  |  | ✓ |  |  | Connect three-dimensional objects with their nets and other two-dimensional representations [(ACMMG111)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG111) |  | ✓ |  |  | Construct simple prisms and pyramids [(ACMMG140)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG140) |  | ✓ |  |  | Draw different views of prisms and solids formed from combinations of prisms [(ACMMG161)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG161) |  | ✓ |  |  |
| Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies [(ACMMG088)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG088)  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Location and transformation | Location and transformation | Location and transformation | Location and transformation |
| Use simple scales, legends and directions to interpret information contained in basic maps [(ACMMG090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG090) |  |  |  | ✓ | Use a grid reference system to describe locations. Describe routes using landmarks and directional language [(ACMMG113)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG113)  |  |  |  | ✓ | Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies [(ACMMG142)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG142)  |  |  |  | ✓ | Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries [(ACMMG181)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG181) |  |  |  | ✓ |
| Create [symmetrical](http://www.australiancurriculum.edu.au/Glossary?a=M&t=symmetrical) patterns, pictures and shapes with and without digital technologies [(ACMMG091)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG091) |  |  |  | ✓ | Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries [(ACMMG114)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG114) |  |  |  | ✓ | Introduce the [Cartesian coordinate system](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Cartesian+coordinate+system) using all four quadrants [(ACMMG143)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG143)  |  |  |  | ✓ |  |  |  |  |  |
|  |  |  |  |  | Apply the enlargement [transformation](http://www.australiancurriculum.edu.au/Glossary?a=M&t=transformation) to familiar two dimensional shapes and explore the properties of the resulting image compared with the original [(ACMMG115)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG115)  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |
| Geometric reasoning | Geometric reasoning | Geometric reasoning | Geometric reasoning |
| Compare angles and classify them as equal to, greater than or less than a right [angle](http://www.australiancurriculum.edu.au/Glossary?a=M&t=angle) [(ACMMG089)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG089)  |  | ✓ |  |  | [Estimate](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Estimate), measure and compare angles using degrees. Construct angles using a protractor [(ACMMG112)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG112) |  | ✓ |  |  | Investigate, with and without digital technologies, angles on a straight line, angles at a [point](http://www.australiancurriculum.edu.au/Glossary?a=M&t=point) and vertically opposite angles. Use results to find unknown angles [(ACMMG141)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG141)  |  | ✓ |  |  | Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal [(ACMMG163)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG163) |  | ✓ |  |  |
| Geometric reasoning | Geometric reasoning | Geometric reasoning | Geometric reasoning |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning [(ACMMG164)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG164) |  | ✓ |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Demonstrate that the [angle](http://www.australiancurriculum.edu.au/Glossary?a=M&t=angle) [sum](http://www.australiancurriculum.edu.au/Glossary?a=M&t=sum) of a triangle is 180° and use this to find the [angle](http://www.australiancurriculum.edu.au/Glossary?a=M&t=angle) [sum](http://www.australiancurriculum.edu.au/Glossary?a=M&t=sum) of a quadrilateral [(ACMMG166)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG166) |  | ✓ |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Classify triangles according to their side and [angle](http://www.australiancurriculum.edu.au/Glossary?a=M&t=angle) properties and describe quadrilaterals [(ACMMG165)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG165) |  | ✓ |  |  |

| Statistics and Probability strand Prep to Year 3 |
| --- |
| Prep | 1 | 2 | 3 | 4 | Year 1 | 1 | 2 | 3 | 4 | Year 2 | 1 | 2 | 3 | 4 | Year 3 | 1 | 2 | 3 | 4 |
|  | Chance | Chance | Chance |
|  |  |  |  |  | Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ [(ACMSP024)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP024) | ✓ |  |  | ✓ | Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ [(ACMSP047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP047) | ✓ |  |  | ✓ | Conduct chance experiments, identify and describe possible outcomes and recognise variation in results [(ACMSP067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP067) | ✓ |  |  | ✓ |
| Data representation and interpretation | Data representation and interpretation | Data representation and interpretation | Data representation and interpretation |
| Answer yes/no questions to collect information [(ACMSP011)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP011) | ✓ |  |  | ✓ | Choose simple questions and gather responses [(ACMSP262)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP262) | ✓ |  |  | ✓ | Identify a question of interest based on one [categorical variable](http://www.australiancurriculum.edu.au/Glossary?a=M&t=categorical+variable). Gather [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) relevant to the question [(ACMSP048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP048) | ✓ |  |  | ✓ | Identify questions or issues for categorical variables. Identify [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) sources and plan methods of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) collection and recording [(ACMSP068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP068) | ✓ |  |  |  |
|  |  |  |  |  | Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) with objects and drawings where one object or drawing represents one [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) value. Describe the displays [(ACMSP263)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP263)  | ✓ |  |  | ✓ | Collect, check and classify [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) [(ACMSP049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP049)  | ✓ |  |  | ✓ | Collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data), organise into categories and create displays using lists, tables, [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=picture+graphs) and simple column graphs, with and without the use of digital technologies [(ACMSP069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP069)  | ✓ |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Create displays of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) using lists, table and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=picture+graphs) and interpret them [(ACMSP050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP050)  | ✓ |  |  | ✓ | Interpret and compare [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays [(ACMSP070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP070)  |  |  |  | ✓ |

| Statistics and Probability strand Year 4 to Year 7 |
| --- |
| Year 4 | 1 | 2 | 3 | 4 | Year 5 | 1 | 2 | 3 | 4 | Year 6 | 1 | 2 | 3 | 4 | Year 7 | 1 | 2 | 3 | 4 |
| Chance | Chance | Chance | Chance |
| Describe possible everyday events and order their chances of occurring [(ACMSP092)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP092) | ✓ |  |  | ✓ | List outcomes of chance experiments involving [equally likely outcomes](http://www.australiancurriculum.edu.au/Glossary?a=M&t=equally+likely+outcomes) and represent probabilities of those outcomes using fractions [(ACMSP116)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP116)  | ✓ |  |  | ✓ | Describe probabilities using fractions, decimals and percentages [(ACMSP144)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP144)  | ✓ |  |  | ✓ | Construct [sample](http://www.australiancurriculum.edu.au/Glossary?a=M&t=sample) spaces for single-step experiments with [equally likely outcomes](http://www.australiancurriculum.edu.au/Glossary?a=M&t=equally+likely+outcomes) [(ACMSP167)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP167) |  |  |  | ✓ |
| Identify everyday events where one cannot happen if the other happens [(ACMSP093)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP093)  | ✓ |  |  | ✓ | Recognise that probabilities range from 0 to 1 [(ACMSP117)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP117) | ✓ |  |  | ✓ | Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies [(ACMSP145)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP145) |  |  |  | ✓ | Assign probabilities to the outcomes of events and determine probabilities for events [(ACMSP168)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP168) | ✓ |  |  | ✓ |
| Identify events where the chance of one will not be affected by the occurrence of the other [(ACMSP094)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP094) | ✓ |  |  | ✓ |  |  |  |  |  | Compare observed [frequencies](http://www.australiancurriculum.edu.au/Glossary?a=M&t=frequencies) across experiments with expected [frequencies](http://www.australiancurriculum.edu.au/Glossary?a=M&t=frequencies) [(ACMSP146)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP146)  |  |  |  | ✓ |  |  |  |  |  |
| Data representation and interpretation | Data representation and interpretation | Data representation and interpretation | Data representation and interpretation |
| Select and trial methods for [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) collection, including survey questions and recording sheets [(ACMSP095)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP095) Description: Literacy* + Description: Critical and creative thinking
	+ Description: Numeracy
 | ✓ |  |  |  | Pose questions and collect categorical or [numerical data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=numerical+data) by observation or survey [(ACMSP118)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP118)  | ✓ |  |  | ✓ | Interpret and compare a range of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays, including side-by-side column graphs for two categorical variables [(ACMSP147)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP147) | ✓ |  |  |  | Identify and investigate issues involving numerical data collected from primary and secondary sources [(ACMSP169)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP169) | ✓ |  |  |  |
| Construct suitable [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays, with and without the use of digital technologies, from given or collected [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data). Include tables, column graphs and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=picture+graphs) where one picture can represent many [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) values [(ACMSP096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP096)  | ✓ |  |  |  | Construct displays, including column graphs, dot plots and tables, appropriate for [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) type, with and without the use of digital technologies [(ACMSP119)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP119) | ✓ |  |  | ✓ | Interpret secondary [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) presented in digital media and elsewhere [(ACMSP148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP148)  | ✓ |  |  | ✓ | Construct and compare a range of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays including stem-and-leaf plots and dot plots [(ACMSP170)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP170) | ✓ |  |  |  |
| Evaluate the effectiveness of different displays in illustrating [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) features including variability [(ACMSP097)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP097)  |  |  |  | ✓ | Describe and interpret different [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) sets in context [(ACMSP120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP120) | ✓ |  |  | ✓ |  |  |  |  |  | Calculate [mean](http://www.australiancurriculum.edu.au/Glossary?a=M&t=mean), [median](http://www.australiancurriculum.edu.au/Glossary?a=M&t=median), [mode](http://www.australiancurriculum.edu.au/Glossary?a=M&t=mode) and range for sets of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data). Interpret these statistics in the context of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) [(ACMSP171)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP171) |  |  |  | ✓ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Describe and interpret data displays using median, mean and range [(ACMSP172)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP172) | ✓ |  |  |  |