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AUSTRALIAN CURRICULUM



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To the teacher

The *Maths Plus* Australian Curriculum series, Foundation to Year 6, is based on the **Australian Curriculum Mathematics** (ACARA). Each book after Foundation level builds upon prior knowledge and works towards an understanding of the achievement standards for the relevant year level and beyond. *Maths Plus* provides students with opportunities to sequentially develop their skills and knowledge in the three strands of the **Australian Curriculum Mathematics**: **Number and Algebra, Measurement and Geometry, Statistics and Probability**.

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Work towards achieving the relevant Australian Curriculum achievement standards by developing skills and competency in **understanding**, **fluency**, **reasoning** and **problem solving**.

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Provide concise and essential revision and consolidation activities that correspond with the concepts and units of work presented in the Student Books.

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- Australian Curriculum Mathematics content descriptions, proficiency strand references and general capabilities appear on each page.
 - The **Dictionary** features clear and simple explanations of mathematical terms and language.









- Diagnostic term reviews (Years 1 to 6) assist in pinpointing students' strengths and weaknesses, allowing intervention and re-teaching opportunities where required.
- The **Find a topic** page allows teachers the freedom to address particular topics and student needs as appropriate, providing essential revision and consolidation opportunities.



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- curricula and planning documents
- interactive concept introductions
- potential difficulties videos
- learning activities
- support and extension activities
- reflection
- blackline masters and investigation pages
- links to Advanced Primary Maths (Years 3 to 6)
 - assessment tests
 - answers for student resources

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Australian Curriculum

Units	1	2	3	4	5	6	7	8	9	10
				NUI	MBE	R A	ND	ALC	RA	
Number and place value										
Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)										
Recognise, model, represent and order numbers to at least 10000 (ACMNA052)										
Apply place value to partition, rearrange and regroup numbers to at least 10000 to assist calculations and solve problems (ACMNA053)										
Recognise and explain the connection between addition and subtraction (ACMNA054)										
Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)										
Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)										
Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)										
Fractions and decimals										
Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058)										
Money and financial mathematics										
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)										
Patterns and algebra										
Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)										
	N	IEA	SUR	EME	ΕΝΤ	AN	DG	EON	ЛЕТ	RY
Using units of measurement										
Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)										
Tell time to the minute and investigate the relationship between units of time (ACMMG062)										
Shape										
Make models of three-dimensional objects and describe key features (ACMMG063)										
Location and transformation										
Create and interpret simple grid maps to show position and pathways (ACMMG065)										
Identify symmetry in the environment (ACMMG066)										
Geometric reasoning										
Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)										
		ST	ATIS	тіс	S A	ND	PRC	DBA	BILI	ТҮ
Chance										
Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)										
Data representation and interpretation										
Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)										
Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)										
Interpret and compare data displays (ACMSP070)										

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
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Pyramids

unit

4

9 Identify the faces, edges and corners of the pyramids.



10 Draw a set of faces for each pyramid. Start with the face it would sit on.

а			
b			
С			
1	Write a de	scription of this pyramid.	Pyramids have only I base and all other faces are triangular.
Y			

Oxford University Press

12

Measuring in centimetres

unit 4

Estimate and then measure the length of these leaves in centimetres.





	а	b	C	e	
Estimate					
Actual					

13 What is the difference in length between the longest and the shortest leaf?

cm

14 Measure the length of these parts of the body.

	Part of	the body	Centimetres
а	Index finger		
b	Span of hand		
с	Width of digit		
d	Forearm (cubit)		
е	Width of palm	U	



15 Now use the letters **a** to **e** from above to place the body parts in order of length or width from shortest to longest.

Grid maps

unit

6

Grids help you locate places on maps. A grid uses lines to make rows and columns on a map. The rows go from side to side. The columns go from top to bottom. Letters are used to label the columns and numbers label the rows.



16 Farmer Brown surveyed his animals to see if any were missing.



b Which animals do you think are being bred to sell?



Describing prisms

unit

21

8

Prisms have two parallel faces that are congruent. All other faces on a prism are rectangular if the faces are square to the ends.

Prisms are named by these congruent faces.



Draw a line to match the descriptions of the prisms to their labels.



unit

21

Non-standard units like blocks and cubes can be used to measure and compare the volume of objects.



Oxford University Press

Patterns and non-patterns

unit

25

1 First write the rule, then complete the pattern up to 8 numbers, then state what the tenth number in each pattern would be.



j

30

38

44

22

17

10

e

342 344 348 354 350



Diagnostic review 4



Diagnostic review 4



abacus

An instrument used for calculating.



acute angle

An angle less than 90°.



addition (+)

The operation that finds the sum or total.

am (ante meridiem)

The morning. Any time from midnight to noon, e.g. 7:30 am is 7:30 in the morning.

analogue clock

A clock face with numbers 1 to 12, and two hands.



angle

The amount of turn between two arms around a common endpoint (the vertex).



area

The surface covered by any 2D shape. Area can be measured in cm^2 , m^2 , hectares and km^2 .



array

An arrangement of objects or symbols into rows and columns.



ascending order

An arrangement of numbers from smallest to largest.

256, 291, 307, 452

associative property

A series of numbers can be added in any order without changing the result.

5 + 4 + 6 = 154 + 6 + 5 = 156 + 5 + 4 = 15

A series of numbers can be multiplied in any order without changing the result.

 $5 \times 4 \times 3 = 60$ $4 \times 3 \times 5 = 60$ $3 \times 5 \times 4 = 60$

axis of symmetry

An imaginary line that divides a shape exactly in half. If a shape is folded along this line, both sides will match.



base The bottom line of a 2D shape.

<u>base</u>

The bottom face of a 3D object.



For example: • pyramids have one base For example:

base

• prisms have two bases.

capacity

The amount a container can hold. Capacity can be measured in millilitres (mL), litres (L) and kilolitres (kL).



base

base

Dictionary

centimetre (cm)

A unit for measuring length. 100 cm = 1 metre

circle

A plane shape bounded by a continual curve that is always the same distance from the centre point.



2

3

column graph (bar graph or bar chart)

0

1

A column graph generally uses vertical columns to represent data. In a bar graph or bar chart the bars can be either vertical or horizontal.



commutative property

Two numbers can be added in any order to give the same total.

15 + 13 = 2813 + 15 = 28

Two numbers can be multiplied in any order to give the same product.

 $5 \times 4 = 20$ $4 \times 5 = 20$

compass points

The cardinal compass points are north, south, east and west.



cone

A 3D object with a circular base, tapering to a point (the apex).

(south)

coordinate points

Coordinates locate points on a grid $_{2}$ using ordered pairs. The horizontal $_{2}$ position is given before the vertical $_{1}$ position, e.g. The circle is located at (C,3).

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corner (vertex)

The point where two or more lines meet to form an angle.



cross-section

The face that is left when a solid (3D) object is cut through, parallel with its base.



A 3D object with six square faces, eight corners and twelve edges.

cubic centimetre

A unit of volume. A centimetre cube has a volume equal to one cubic centimetre.



cylinder

An object with two circular faces and one curved surface.



data

Information gathered together, such as a set of numbers or facts.

decade

Ten years, e.g. 2010–2020. Also, a group of tens.

decimal

A fraction can be written as a decimal, e.g. 75 out of 100 can be written as 0.75 in decimal form.



decimal point

A point used to separate the fraction part from the whole number.



Dictionary

denominator

The bottom number of a fraction that tells how many equal parts there are in the whole.

> $1 \leftarrow numerator$ **4** ← denominator

descending order

An arrangement of numbers from largest to smallest, e.g.

99, 76, 54

diagonal

A straight line which joins two non-adjacent corners of a polygon.

digital clock

A clock which displays only numbers. It has no hands.



dimension

A measurement of length, width (breadth) or height.



division (÷)

The operation that breaks groups or numbers into equal parts.



double

Multiply by two.

edge

The intersection of two faces on a 3D object.



 $\frac{1}{2}$

2 4

equivalent fractions

Fractions having the same value.



A number that can be divided equally by two, e.g. 2, 4, 6, 8, 10, 12.

faces

The surfaces of a 3D object.



flip (reflect)

To turn a shape over.



whole or group.

front view

The view we see when we look at an object from the front.



front view								

 $0000 = \frac{1}{4}$

gram

A unit for measuring mass.

greater than (>)

The 'greater than' symbol shows the relationship between two unequal numbers, e.g.

grid references

Grid references locate positions on a map or grid. The horizontal position is given before the vertical position, e.g. The circle is located at C3.





grouping

A way of dividing an amount into equal-sized groups, e.g.



2 groups of 4 in 8

hexagon

A 2D shape with six straight sides.





regular hexagon

irregular hexagon

horizontal

At right angles to the vertical.



hundredth

One part of a whole that has 100 parts altogether.



kilogram (kg)

The base unit for measuring mass.



1 kg = 1000 grams

kilometre (km)

A unit of length.

1 km = 1000 metres

length

The longer of the two dimensions of a shape.



less than (<)

The 'less than' symbol shows the relationship between two unequal numbers, e.g.

5 < 8

line of symmetry

A line which divides a shape in half exactly. Shapes can have more than one line of symmetry.



litre (L) A unit of capacity.



1 = 1000 millilitres

mass

The amount of substance in an object.

1000 grams = 1 kg1000 kg = 1 tonne

metre (m)

A unit of length.

1 metre = 100 cm

millilitre (mL)

A unit of capacity. An object with a volume of 1 cm³ displaces 1 mL of water.



millimetre (mm)

A unit of length.

10 mm = 1 centimetre

multiple

The result of multiplying a given number by any other number is a multiple of that given number.

Multiples of 4 are: 4, 8, 12, 16, 20, etc.

Multiples of 5 are: 5, 10, 15, 20, 25, etc.

multiplication (×)

The operation which finds the product of two or more numbers. Multiplication can be seen as repeated addition.

$$2 + 2 + 2 + 2 + 2 = 10$$

 $5 \times 2 = 10$

Answers

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	d	41	43	45	4	7	49	51	53]	
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	f	95	93	91	8	9	87	85	83		
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13	-15	Hands on. Hands on.	
	k	Circles are poor units for measuring area because they leave gaps.	
1	a b c	23 d 141 g 69 j 178 19 e 151 h 66 k 188 35 f 250 i 76 I 286	
2	a b c	70 d 55 g 50 j 116 70 e 75 h 46 k 189 80 f 86 i 74 l 226	
3	а	\$75 b \$72 c \$73 d \$115	
4	a b d e f	5 + 8 = 13 or 8 + 5 = 13 9 + 3 = 12 or 3 + 9 = 12 9 + 5 = 14 or 5 + 9 = 14 14 + 4 = 18 or 4 + 14 = 18 11 + 2 = 13 or 2 + 11 = 13 12 + 8 = 20 or 8 + 12 = 20	
5	a b c d e f	26 - 19 = 7 or 26 - 7 = 19 34 - 23 = 11 or 34 - 11 = 23 28 - 16 = 12 or 28 - 12 = 16 49 - 24 = 25 or 49 - 25 = 24 47 - 33 = 14 or 47 - 14 = 33 60 - 49 = 11 or 60 - 11 = 49	
6	Ha	nds on.	
7	a b c	Rana Brooke One solution: second row from the bottom and in first row on the left.	
	d e f g h	Bobby Rana Harry Brooke Zoe Sienna Lauren Ella Keira Hassan Ethan Top shelf in the middle	





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7	а	345	b 19	94	с	466	d	575	
8	Ha	nds on.							
9	a b c d	Three-h Seven-h Two-hu Five-hui	undr undr ndrec ndrec	ed an ed ar d and d and	nd tr nd t I nir sev	wenty hirty- nety-f	y-one -seven Tive -four	I	
10	a b c d e	256, 29 364, 80 259, 52 247, 27 507, 60	1, 30 7, 99 9, 95 4, 47 5, 60)7 99 52 72, 74)7, 70	12)5				
11-	14	Hands of	on.						
							UNIT	6	
1	a b c d	285 743 854 999	2 hui 7 hui 8 hui 9 hui	ndreds ndreds ndreds	8 4 5 9	tens tens tens	5 3 4 9	ones ones ones	
	е	870	8 hui	ndreds		tens	10	ones	
	f	809	8 hui	haleas		tens	9	ories	
2	а	500 +	20 +	7	g	300	+ 40	+ 7	
	b	300 +	60 +	3	h	200	+ 90	+ 6	
	с	700 +	20 +	. 5	i	300	+ 90	+ 0	
	d	600 +	90 +	4	j	400	+ 70	+ 0	
	е	800 +	<mark>50</mark> +	. 6	k	500	+ 0	+ 8	
	f	700 +	90 +	· 7	L	600	+ 0	+ 9	
3									
a	45	< 63	h 1	53 <	29	98 (b 864	> 67	
b	72	> 51	i 5	604 >	> 3	76	o 67	′ < 325	
с	86	> 49	j 9	000 >	> 89	99 (q 63	> 9	
d	37	< 80	k 4	01 <	< 9ž	21 1	504	- > 405	
е	8	< 81	5	69 >	> 38	85	3 27	' <mark><</mark> 723	
f	21	< 45	m 2	216 <	< 62	21 1	528	5 > 347	
g	89	> 53	n 3	808 <	< 9ž	25 เ	u 999	> 100	
4	a b	$2 \times 5 = 3 \times 5 =$	10 15		c d	5 × 5 4 × 5	5 = 25 5 = 20		
5	a b c	5, 10, 1 15, 25, 4, 8, 30	5, 20 35, 3 , 25,), 25, 80, 40 10, 4	30,), 1(10, 1	, 35, 0, 5, 12, 6	40, 45 0, 50, 0, 14,	5, 50 20 80	
6	а	\$20	b 2	5 km	с	\$45	d	35	
7	a b	30 25	c d	50 45		1	e 60 f 80		
8	Ha	nds on.							
9	a b c d	Lake Sp Police Tom's h Town H	in ouse all		e f g	Fores Shop Gina	st Parl os 's hou	se	

Manala 22

Manuela 20

