

# TAS Mathematics Standard 1 – 5 Curriculum Objectives Addressed Within Numbers Up! 2 Baggin' the Dragon



		Std	Outcomes
4-6	1-2	<b>Std 1</b>	<p>Understands that mathematical language and ideas can be used to describe situations encounters through play and interaction with the environment.</p> <p>Students demonstrate aspects of this learning when they:</p> <ol style="list-style-type: none"> <li>1. Talk about everyday experiences using informal mathematical language: e.g. <i>bigger, longer, more, full...</i></li> <li>2. Sort items in informal ways.</li> <li>3. Use measurement ideas in appropriate contexts: e.g. <i>It won't fit</i> or <i>My drink's empty</i>.</li> <li>4. Explore spatial ideas through experiences with puzzles, blocks, etc.</li> <li>5. Distinguish between objects, for example by colour.</li> </ol>
7-9	3-4	<b>Std 2</b>	<p>Understands how to purposefully use and explain informal ways of thinking and acting mathematically in familiar situations.</p> <p>Students demonstrate aspects of this learning when they:</p> <ol style="list-style-type: none"> <li>1. Make and extend patterns, conjecture in simple situations.</li> <li>2. Use number concepts and counting strategies (e.g. count on, count back) to solve number problems.</li> <li>3. Use informal measures to describe or compare objects and answer questions such as <i>How long? How tall?</i></li> <li>4. Represent, recognise, group and name common shapes, and describe shapes used in construction activities.</li> </ol>
10-12	5-6	<b>Std 3</b>	<p>Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations.</p> <p>Students demonstrate aspects of this learning when they:</p> <ol style="list-style-type: none"> <li>1. Recognise patterns in number sequences and explore relationships.</li> <li>2. Use some standard units of measurement to describe and answer questions.</li> <li>3. Explain the distinguishing features of some 2D and 3D shapes, recognise them in the environment and use them in design and construction tasks.</li> <li>4. Use surveys purposefully and represent and interpret data in simple graphs, maps and tables.</li> </ol>
12-13	7-8	<b>Std 4</b>	<p>Understands how to consistently select and justify effective mathematical strategies and choose the most effective strategy for communicating information and solving problems in a variety of situations.</p> <p>Students demonstrate aspects of this learning when they:</p> <ol style="list-style-type: none"> <li>1. Answer mathematical questions by drawing on and refining an extended repertoire of strategies.</li> <li>2. Recall relevant number relations and choose personally effective techniques for calculations, with whole or part quantities.</li> <li>3. Use standard units of measure to draw conclusions, summarise patterns in data and explore relationships.</li> <li>4. Visualise, represent and use shapes (2D and 3D), locations and directions to solve problems.</li> <li>5. Represent, interpret and draw inferences from data (including likelihood of chance events) when presented in different formats.</li> </ol>

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		<b>Std</b>	<b>Outcomes</b>
	9-11	<b>Std 5</b>	<p>Understands how and when to use mathematical ideas effectively and critically when interpreting and communicating information and solving problems encountered in life.</p> <p>Students demonstrate aspects of this learning when they:</p> <ol style="list-style-type: none"><li>1. Use mathematical understandings in practical applications and explore quantitative relationships in words, symbols and graphs.</li><li>2. Use personally effective techniques for estimating and dealing with whole numbers, fractions, decimals, percentages, ratios and rates, and to recognise the limitations of solutions.</li><li>3. Estimate, measure and use measurement relationships effectively in meaningful contexts.</li><li>4. Visualise and use shapes in different orientations and scales.</li><li>5. Use simple statistical strategies to extract, analyse and critically interpret data presented in different forms, and determine the likelihood of chance events.</li></ol>