

## WA Mathematics K -10 Curriculum Objectives Addressed Within Numbers Up! 2 Baggin' the Dragon



Age	Level	WA Level	Chance & Data	Algebra	Number
4-6	1-2	Level 1	<p>C&amp;D1.3 The student displays objects and pictures and describes data in words and numbers.</p>		<p>N1.4 Copies, continues and makes repeating and counting patterns and uses numbers to represent these patterns.</p>
6-7	2-3	Level 2	<p>C&amp;D2.3 The student displays and summarises data based on one-to-one correspondence between data and representation. C&amp;D2.4 The student describes what displays of data show.</p>		<p>N2.4 Recognises, continues, represents and describes patterns involving counting, grouping and constant addition or subtraction of whole numbers.</p>
7-9	3-4	Level 3	<p>C&amp;D3.3 The student displays and summarises data using frequencies, measurements and many-to-one correspondences between data and representation. C&amp;D3.4 The student reads and makes sensible statements about the information provided in tallies and in simple tables, diagrams, pictographs and bar graphs.</p>		<p>N3.4 Recognises, describes and uses patterns involving operation on whole numbers, and follows and describes rules for how terms in a sequence can be linked by multiplication or an addition- or subtraction-based strategy.</p>

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10	6	Level 4	<p><b>C&amp;D4.3</b> The student displays frequency and measurement data using simple scales on axes and some grouping, and summarises data with simple fractions; highest, lowest and middle scores; and means.</p> <p><b>C&amp;D4.4</b> The student reads and makes sensible statements about the information provided in tallies and in simple tables, diagrams, pictographs and bar graphs, and about fractions and means.</p>		<p><b>N4.4</b> Recognises, describes and uses patterns involving operations on whole and fractional numbers, and follows and describes rules for how successive terms in a sequence or paired quantities can be linked by a single operation.</p>
11- 12	7	Level 5	<p><b>C&amp;D5.1</b> The student interprets and makes numerical statements of probability based on lists of equally likely outcomes and using fractions and percentages.</p> <p><b>C&amp;D5.3</b> The student summarises one-variable and two-variable data displayed in tables and plots using fractions, percentages, means</p>	<p><b>A5.1</b> The student uses a letter to represent variable quantity in an oral or written expression involving one or two operations.</p> <p><b>A5.2</b> The student plots data in first-quadrant co-ordinate graphs, describing patterns in the scatter of points.</p> <p><b>A5.3</b> The student interprets graphs</p>	<p><b>N5.4</b> Recognises, describes and uses number patterns involving one or two operations, and follows, compares and explains rules for linking successive terms in a sequence or paired quantities using one or two operations.</p>

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			<p>and medians. C&amp;D5.4 The student reads and makes sensible statements about trends and patterns in the data in tables, diagrams, plots, graphs and summary statistics.</p>	<p>which describe the relationship between two quantities in everyday situations. A5.4 the student generates numbers or number pairs which satisfy a single constraint stated in natural language.</p>	
11-12	7-8	Level 6	<p>C&amp;D6.1 The student assigns probabilities for one- and two-stage events by reasoning about equally likely outcomes. C&amp;D6.4 The student interprets, makes comparisons and describes relationships in data from tables, diagrams, graphs and summary statistics, distinguishing sample and population data.</p>	<p>A6.1 The student uses and interprets basic algebraic conventions for representing situations involving a variable quantity and understands why two linear expressions are equivalent. A6.2 The student interprets graphs, considering points, interval lengths, increases and decreases over an interval, and slope. A6.3 The student recognises at least linear and square relationships in tables, symbols and graphs and describes how one</p>	<p>N6.4 Classifies number patterns which are linear, square or involve a power of a whole number; interprets, constructs and clarifies rules for describing them; and applies them to familiar or concrete situations.</p>

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				quantity varies with another. A6.4 The student solves equations of the form $ax + b = cx + d$ and $ax^2 + b = c$ , and solves linear equations using analytical methods.	
13-14	8-9	Level 7	C&D7.1 The student estimates probabilities, proportions, means and medians and assigns probabilities using complementarity	A7.1 The student uses and interprets algebraic conventions for expressing generality and relationships between variables and equivalence using the distributive property and inverses of addition and multiplication. A7.2 The student interprets graphs in all four quadrants. A7.3 The student recognises linear, reciprocal, exponential and quadratic functions in tables symbols and graphs. A7.4	N7.4 Classifies number patterns by considering the behaviour of successive terms in sequences, parameters and the types of general rules that can be used to describe them; and relates these patterns to everyday situations.

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				The student solves equations which represent one or two constraints in a situation, solves linear equations, pairs of simultaneous equations and quadratic equations.	
14 +	10- 11	Level 8	C&D8.1 The student comments on data in terms of what conclusions might reasonably be drawn from them.	A8.1 The student readily identifies algebraic form in mathematical situations.	