

Numbers Up! Volcanic Panic

Correlation with the

Tasmanian Curriculum

K-10 syllabus

Mathematics – numeracy

Standard one – Overview

Thinking and mathematics–numeracy at standard one

Students are exploring their world through play and interaction with materials and first-hand experiences. They are beginning to ask questions that require mathematical answers and actions.

A focus at this standard is the development of sorting and classification skills, and students are encouraged to compare and sort items according to different attributes. They begin to use mathematical symbols, such as numerals, as they are working within the upper stages of this standard.

Standard one – Focus: Thinking and working mathematically

Students will be provided with opportunities to:

- use visual pictures to represent problem situations and solutions
- use invented and conventional symbols to give solutions
- explore patterns in number and space by manipulating objects according to simple rules
- test simple conjectures
- solve problems using simple strategies such as guess and check

ICT and mathematics – numeracy at standard one

ICT leaning at standard 1	Sample ICT learning opportunities at standard 1
<ul style="list-style-type: none">• Operating a computer to access this software• Use teacher-selected learning objectives to develop understanding of a concept• Using teacher-selected software to develop mathematical understandings	<ul style="list-style-type: none">• Using a mouse and arrow keys to open and operate teacher-selected software• Use drag and drop functions

Stage 1 opportunities to learn

Standard one has a focus on: the development of familiarity with numbers and patterns in familiar situations utilising everyday experiences; the use of visual and moveable objects as thinking scaffolds and building blocks for conceptual understanding; number experiences focusing on developing numeral recognition, counting with one-to-one correspondence and matching numerals to collections up to at least 10 (at stage three); patterning experiences focusing on copying, extending and creating repeating patterns with a range of objects; language to build awareness of mathematical ideas from their environment.

Core content

Number

- Engaging with rhymes and stories which feature counting
- Establishing familiarity with the oral sequence of numbers
- Using number to describe everyday events e.g. 'How many sandwiches do I have today?' or 'I made two people with the play dough.'
- Counting small collections with one-to-one correspondence
- Recognising numerals—particularly 1–5
- Counting with one-to-one correspondence (each item is touched once and only once, each number name is said once and only once)
- Understanding that the order in which items are counted does not affect the total number

Stage 2 opportunities to learn

Standard one has a focus on: the development of familiarity with numbers and patterns in familiar situations utilising everyday experiences; the use of visual and moveable objects as thinking scaffolds and building blocks for conceptual understanding; number experiences focusing on developing numeral recognition, counting with one-to-one correspondence and matching numerals to collections up to at least 10 (at stage three); patterning experiences focusing on copying, extending and creating repeating patterns with a range of objects; language to build awareness of mathematical ideas from their environment.

Core content

Number

- Recognising single digit numerals (0–9)
- Matching numerals to collections
- Matching dot patterns to numbers (subitising) for dice patterns and other arrangements of small numbers
- Counting at least to ten with one-to-one correspondence
- Ordering numbers to 10 on a number line
- Comparing two collections and knowing which has the most
- Understanding that numbers are used for different purposes, e.g. ages, phone numbers, house numbers

Stage 3 opportunities to learn

Standard one has a focus on: the development of familiarity with numbers and patterns in familiar situations utilising everyday experiences; the use of visual and moveable objects as thinking scaffolds and building blocks for conceptual understanding; number experiences focusing on developing numeral recognition, counting with one-to-one correspondence and matching numerals to collections up to at least 10 (at stage three); patterning experiences focusing on copying, extending and creating repeating patterns with a range of objects; language to build awareness of mathematical ideas from their environment.

Core content

Number

- Consistently counting to at least 20 with one-to-one correspondence
- Counting forwards and backwards from different starting points, e.g. 'Start at seven and keep counting.'
- Numeral recognition to at least 20
- Ordering numbers to at least 20, on a number line
- Counting beyond 10, with a particular focus on the teen numbers and experiences with numbers beyond 20
- Experiences with numbers beyond 10 on 1 – 100 boards and number lines
- Instant recognition of dice dot patterns and other arrangements of small numbers
- Number before and after a given number to at least 10
- Focusing on ordinal numbers from first to at least tenth
- Focusing on vocabulary of *more, less, most, least*
- Solving simple additive and subtractive problems by counting, e.g. 3 and 5 is 8, 10 take 4 is 6
- Focusing on counting on and back items that cannot be seen
- Partitioning numbers e.g. 7 can be 3 + 4 or 5 + 2 or 6 + 1 or how many ways can I make 10?
- Ten facts – building an understanding of the usefulness of knowing tens facts as a basis for working with larger numbers and developing strategies to develop recall of tens facts
- Emphasising informal methods to record number operations and the language of such operations, e.g. 2 and 3 makes 5 alongside the use of mathematical symbols such as + and -, and focusing on encouraging students to form and record numerals

Standard two – Overview

Thinking and mathematics–numeracy at standard two

Students build a repertoire of thinking strategies for dealing with numbers and answering questions that involve mental computation. As they build this repertoire, they are guided in which is the best to use in a given context.

There is guidance and direction given to students to assist their development of problem solving strategies for mathematical questions.

Standard two – Focus: Thinking and working mathematically

Students will be provided with opportunities to:

- identify patterns and relationships involving numbers
- solve problems involving addition, subtraction, multiplication and division in context using mental or informal written methods
- identify the information or calculation needed to solve a problem and carry out the steps

ICT and mathematics – numeracy at standard two

ICT leaning at standard 2
<ul style="list-style-type: none">• Use teacher-selected learning objectives to develop understanding of a concept• Using teacher-selected software to practice aspects of mathematics

Stage 4 opportunities to learn

Standard two has a focus on: counting with increasing accuracy and efficiency (moving from counting by one to counting by groups for efficiency when dealing with larger collections); initial place value and the key idea of ten; developing understanding of the processes of addition, subtraction, multiplication and division and their connections and working with a range of concrete examples to support and scaffold learning; continuing to build mathematical language.

Core content

Number

- Instant recall of the number 'one more than' or 'one less than' numbers to 20 and beyond
- Consolidating counting on and back and doubling as key mental computation strategies for addition and subtraction with small numbers
- Developing commutativity as a key mental strategy for addition (i.e. the idea that $3 + 4$ will give the same answer as $4 + 3$)
- Building instant recall of tens facts
- Combining collections and taking from collections (addition and subtraction)
- Focusing on the relationship between addition and subtraction as inverse operations
- Introduction to partition (sharing) and quotient (‘how many’ division) and equal and unequal shares
- Sharing and dividing objects into groups and solving simple problems involving these processes e.g. share 6 pencils between 3 children, how many groups of 3 can I make with 9 people?
- Skip counting by twos, fives and tens, based on an understanding of repeated addition
- Continue to consolidate numeral recording

Activity focus at this stage

Working mathematically

- Use of =, +, and – for recording operations with number
- Building the mathematical vocabulary of students and expecting students to use mathematical words to describe their thinking e.g. ‘I found out that all the squares have four sides and four corners.’

Number

- Breaking numbers apart (partitioning) and seeing visual patterns of number e.g. through the use of ten frames and visualising dot patterns (substituting)
- Introducing the idea of ‘equal’ (e.g. $2 + 5 = 5 + 2$ and $2 + 5 = 3 + 4$)

Stage 5 opportunities to learn

Standard two has a focus on: counting with increasing accuracy and efficiency (moving from counting by one to counting by groups for efficiency when dealing with larger collections); initial place value and the key idea of ten; developing understanding of the processes of addition, subtraction, multiplication and division and their connections and working with a range of concrete examples to support and scaffold learning; continuing to build mathematical language.

Core content

Number

- Counting on and back by ten from a given number e.g. start at 7 and count on in tens using a 1-100 board
- Counting in groups to count large collections
- Skip counting forwards and backwards by twos, fives and tens and then later by other multiples (from 1 to 10)
- Doubling and halving of smaller numbers
- Introducing half and quarter as descriptors e.g. half a pancake and quarter of the footy match and representing $\frac{1}{2}$ as one part out of 2
- Place value (bundling into tens and ones and describing the place value of two-digit numbers or using two tens frames to represent 17 as ten and seven more)
- Instant recall of the number one and two more than, or one less than, numbers to 100
- Bridging ten as a mental computation strategy (i.e. to solve $8 + 3$, I think $8 + 2$ is 10 and one more is 11; or to solve $15 - 8$, I think 15 is 10 and 3 more is 7). This is dependent on student deeply understanding tens facts
- Equivalence (e.g. $3 + 4 = 5 + 2$ and $5 + 1 = 10 - 4$)
- Investigating odd and even numbers and the patterns they generate
- Making equal groups and using arrays as an introduction to multiplication and its links to division
- Use number lines (partly empty) to complete addition and subtraction
- Order 2-digit numbers

Activity focus at this stage

Working mathematically

- Focusing on the use of symbols for \times and \div to represent operations with numbers
- Building the mathematical vocabulary of students

Number

- Focusing on the importance of bundling into groups of 2, 5, and 10 as efficient methods to count, and emphasising the place value of digits when recording numerals and the results of counting
- Focusing on counting forwards and backwards from a given number (1-100)
- Understanding and consolidating tens facts that will be a major focus to build deep understanding of single-digit addition as preparation for work with two and three-digit numbers
- Bridging 10 as a focus as a key mental computation strategy
- Opportunities to model place value
- Providing experiences that build on earlier focus on combinations to 20, 50 and 100 (compatible numbers)
- Focusing on the idea that the whole objects can be halved and that a half is an equal share

- Focusing on making equal groups from a collection or sharing items as a basis for multiplication (using equal groups and array models) and division, with a focus on both partition (sharing) and quotient (how many) – visual patterns and arrays will be a key resource

Stage 6 opportunities to learn

Standard two has a focus on: counting with increasing accuracy and efficiency (moving from counting by one to counting by groups for efficiency when dealing with larger collections); initial place value and the key idea of ten; develop understanding of the processes of addition, subtraction, multiplication and division and their connections and working with a range of concrete examples to support and scaffold learning; continuing to build mathematical language.

Core content

Number

- Focusing on the selection of an appropriate mental computation strategies for solving problems (up to 2 digit + and -)
- Skip counting and arrays as a strategy for multiplication and division
- Building number facts e.g. compatibles to 20 / 50 / 100
- Introducing numbers beyond 100 and focusing on their place value
- Consolidating understanding of division as partition (sharing) and quotient (how many) e.g. '14 how many 2s' is a different concept to '14 shared between 2'
- Building understanding of the relationships between multiplication and division as inverse operations
- Introducing common fractions (halves, quarters, thirds) by partitioning

Activity focus at this stage

Number

- Building students' confidence in selecting and using appropriate mental computation strategies for a given context: 'The problem was $29 + 12$, so I said 29 and one more is 30, $30 + 12$ is 42, take one off, so it's 41.'
- Undertaking activities with 1-100 boards and number lines
- Continuing to focus on place value through many experiences with bundling
- Focusing on strategies such as splitting numbers into tens and ones and recombining, counting on and back by ten from any given number and doubling and halving and recording strategies using correct terminology
- Placing particular focus on students developing and using the language of multiplication and division e.g. multiples, skip counting, groups, products, divide and multiply
- Building students' confidence and efficiency of mental computation strategies for addition, subtraction and the introduction of multiplication and division to 10×10
- Focusing on half and quarter in a range of contexts e.g. half an object, half a collection, half a number

Standard three – Overview

Thinking and mathematics–numeracy at standard three

Students are becoming increasingly able to independently recognize the type of mathematical attention required by a given question. They may independently devise a series of steps based on known strategies, processes and methods to organize their knowledge and carry out an investigation. Students have the opportunity to choose an appropriate strategy from some known options and begin to choose how they will present their findings.

Students build and refine a repertoire of mathematical problem-solving strategies to select from when conducting a mathematical inquiry.

Standard three – Focus: Thinking and working mathematically

Students will be provided with opportunities to:

- apply number skills to everyday contexts such as shopping
- make and test conjectures and predictions and solve a variety of problems

By stage nine, students should have opportunities to:

- break the problem down into smaller steps (this is achieved by structured questions that model this approach)
- use mathematical strategies to solve problems that relate to the real world

ICT and mathematics – numeracy at standard three

ICT leaning at standard 3
<ul style="list-style-type: none">• Use teacher-selected learning objectives to develop understanding of a concept and express what has been learnt• Use appropriate software to practice or explore an aspect of mathematics

Stage 7 opportunities to learn

Standard three has a focus on: moving from additive to multiplicative thinking; the use of one-to-many representations in number (e.g. skip counting), patterning (stage 1 = 3 dots, stage 2 = 6 dots, stage 3 = 9 dots etc.); estimating of solutions; expanding the range of mental computation strategies, particularly for multiplication and division; development of a secure written method for addition and subtraction with two-digit numbers; the use of appropriate mathematical vocabulary to explain thinking.

Core content

Number

- Numeral recognition of three-digit numbers and introduction of four-digit numbers
- Representing numbers in different ways, e.g. expanding numbers
- Comparing and ordering three-digit numbers, including placing them on a number line
- Reading, ordering and describing the place value of three-digit numbers
- Recognising and linking symbolic representations of the same number e.g. 317 is three hundred and seventeen or $300 + 10 + 7$
- Explicitly focusing on multiplication and its connection to division, including exploration of contexts for sharing and grouping, including skip counting, commutativity, known facts (e.g. $7 \times 8 = 5 \times 8 + 2 \times 8$) and arrays
- Focusing on common fractions (half, quarters, thirds) by partitioning e.g. by folding paper or string and by sharing collections and making connections to other contexts (half an hour) and beginning to focus explicitly on tenths
- Use known facts to work out extended calculations and check ideas, where appropriate using technology e.g. $14 - 8 = 6$ to work out explain $44 - 8$ and $104 - 8$
- Continuing to explore equivalence e.g. $3 \times 2 = 4 + 2$ and $4 + 6 = 5 \times 2$ and $12 + 3 = \square + 6$
- Consolidation of written and mental methods for two-digit addition and subtraction and recall of number bonds to 20, 50 and 100
- Representing, interpreting and solving simple problems involving division

Activity focus at this stage

Number

- Building students experience and confidence with a wide repertoire of mental computation strategies for addition, subtraction, multiplication and division, through the structure and design of questions
- Activities that guide students in written methods of calculation
- Developing strategies of multiplication of, and division by, small numbers
- Continuing to focus on place value by the expansion of numbers and number line activities

Stage 8 opportunities to learn

Standard three has a focus on: moving from additive to multiplicative thinking; the use of one-to-many representations in number (e.g. skip counting), patterning (stage 1 = 3 dots, stage 2 = 6 dots, stage 3 = 9 dots etc.); estimating of solutions; expanding the range of mental computation strategies, particularly for multiplication and division; development of a secure written method for addition and subtraction with two-digit numbers; the use of appropriate mathematical vocabulary to explain thinking.

Core content

Number

- Understanding common fractions in any context (as part of a collection, as area and linear models and as a part of a whole object)
- Reading and ordering common decimals
- Developing mental methods for working with decimals using similar approaches to those used for whole numbers e.g. skip counting, ones facts, bridging one
- Introducing numbers beyond 1000
- Focusing on number bonds to 100 and mental computation methods
- Building on previous understandings of multiplication to build strategies for mental computation
- Identifying and describing connections between multiplication and division
- Interpreting remainders in division problems

Activity focus at this stage

Number

- Focusing on refining and sharing mental computation strategies in addition, subtraction, multiplication and division
- Focusing on activities to allow demonstration of competence with addition and subtraction for numbers to hundreds thus developing a secure written method for addition and subtraction
- Building on understanding of larger numbers, common fractions and decimals and where they 'live' on a number line
- Continuing to build students' use of language to describe operations, particularly multiplication and division, including terms such as factor, multiple, product etc.
- Building a deep understanding of common fractions through the use of a wide range of approaches

Stage 9 opportunities to learn

Standard three has a focus on: moving from additive to multiplicative thinking; the use of one-to-many representations in number (e.g. skip counting), patterning (stage 1 = 3 dots, stage 2 = 6 dots, stage 3 = 9 dots etc.); estimating of solutions; expanding the range of mental computation strategies, particularly for multiplication and division; development of a secure written method for addition and subtraction with two-digit numbers; the use of appropriate mathematical vocabulary to explain thinking.

Core content

Number

- Introducing percentage and its links to common fractions and decimals (e.g. 50% = one half). This should initially be an exploration of parts of the whole (100) and 1-100 boards can be used to visually represent for example 50% of the whole square
- Solving multiplication and division problems using whole numbers, decimals fractions

and common fractions by selecting from a range of computational methods and known facts

- Building understanding of the distributive and associative laws
- Understanding number facts to 10×10 and having a strong repertoire of strategies to find an answer
- Reading, naming, comparing and locating common fractions on a number line
- Identifying common equivalent fractions e.g. $\frac{3}{4} = \frac{9}{12}$
- Ordering unit fractions to tenths e.g. understanding that $\frac{1}{7}$ is smaller than $\frac{1}{4}$ and being able to explain and model why this is so
- Giving change from a given amount of money
- Adding and subtracting money with connections between fractions, decimals and percentages
- Building understanding of place value changes when multiplying and dividing by 10 (including decimal fractions)
- Focus on factors, multiples and other number connections and patterns

Activity focus at this stage

Working mathematically

- Refining and extending mathematical terminology and recording methods

Number

- Extending experiences to build student's understanding of mental strategies, including some strategies for common fractions and decimal fractions to 100ths in contexts e.g. money
- Focusing on factors, multiples and prime numbers through exploration of patterns and use of scaffolds such as 1-100 boards
- Providing opportunities to allow consolidation of 10×10 facts, ensuring that students demonstrate understanding and use of key strategies
- Focusing on the development of a secure written method for addition and subtraction that is generalised to numbers in the 1000s
- Focusing on calculations where students can use the commutative, associative and distributive properties to strengthen written and mental computation
- Provide opportunities to solve money problems linked to real contexts e.g. sales at the school canteen and prepare simple budgets for purchasing lunch for a family

Standard four – Overview

Thinking and mathematics–numeracy at standard four

At standard four students develop a more extensive repertoire of problem-solving strategies and demonstrate a capacity to independently select and use them.

They use some of the elements of the formal mathematical symbol system and present their argument in a logical and sequenced manner.

Standard four – Focus: Thinking and working mathematically

Students will be provided with opportunities to:

- choose and use words, mathematical symbols
- apply a range of mathematical skills, processes and strategies to make judgements about whether statements are true or false, for particular cases or in general

By stage 12, students should have opportunities to:

- choose and use appropriate mathematical symbols and notations
- apply a broad range of mathematical and logical skills

ICT and mathematics – numeracy at standard four

ICT learning at standard 4

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|---|
| <ul style="list-style-type: none">• Accessing and using software to develop understanding of a mathematical concept |
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Stage 10 opportunities to learn

Standard four has a focus on: mental computation strategies being expanded to larger numbers as well as fractions, decimals, ratio and percent and evidence where these have been strategically chosen to suit the context; development of a secure written method for addition, subtraction, and multiplication by two-digit numbers and division by single-digit numbers; the connections within and between part-whole quantities (fractions, decimals, percentages and ratios); scaling up and scaling down of shapes and objects by maintaining proportion.

Core content

Number

- Understanding the relationship between adjacent place values within whole numbers and decimals
- Using secure written methods for addition and subtraction, multiplication by two-digit numbers and division by single-digit numbers, based on sound mental methods
- Beginning to focus on effective written methods for calculations with decimals based on sound mental methods
- Making connections between fractions, decimals and percentages, emphasising mental computation strategies
- Finding a fraction of a quantity e.g. $\frac{3}{5}$ of 20 litres of cordial
- Continuing to explore equivalent fractions
- Skip counting as a strategy for solving problems with fractions
- Recalling of number facts 10×10 instantly
- Using a variety of methods to form estimates and make approximations in context
- Exploring order of operations in a range of contexts
- Using powers of 10 and small whole number powers to assist in mental computation
- Comparing and ordering integers in context e.g. temperature

Activity focus at this stage

Number

- Focusing on larger numbers from the very large (from 1000s to 1 000 000s) to the small – to at least two decimal places and introducing powers of 10 e.g. when multiplying 30 by 60, students rearrange it as $3 \times 6 \times 100$ for ease of calculation
- Identifying and using factors of numbers including prime factors
- Using integers in contexts where they appear naturally, such as for temperature
- Consolidating secure written methods for addition and subtraction, including an understanding of when to choose and use these operations
- Developing understanding and application of multiplication by two-digit numbers and division by single-digit numbers
- Beginning to focus on effective written methods for calculations with decimals
- Providing opportunities for students to make estimates in a range of contexts using whole numbers, decimals and fractions and interpret and justify their reasoning e.g. the total of a shopping bill, the mean of a small set of numbers and simple proportions e.g. $\frac{3}{5}$ of a 44 litre cooler
- Providing opportunities to compare costs, determine value for money and assess the accuracy and appropriateness of advertising

Proportional reasoning

- Opportunities to demonstrate understanding of linear proportion

Stage 11 opportunities to learn

Standard four has a focus on: mental computation strategies being expanded to larger

numbers as well as fractions, decimals, ratio and percent and evidence where these have been strategically chosen to suit the context; development of a secure written method for addition, subtraction, and multiplication by two-digit numbers and division by single-digit numbers; the connections within and between part-whole quantities (fractions, decimals, percentages and ratios); scaling up and scaling down of shapes and objects by maintaining proportion.

Core content

Number

- Focusing on proportional reasoning
- Building efficient mental computation strategies for fractions, decimals, percentage and ratio e.g. using skip counting as an efficient way to answer questions such as $6 \div \frac{1}{2}$
- Focusing on equivalence between different representations of fractions, decimals and percentage
- Consolidating effective written methods and mental computation strategies for working with decimals to thousands
- Combining positive and negative integers

Activity focus at this stage

Working Mathematically

- Providing opportunities for students to be challenged to apply a range of mathematical skills, processes and strategies to make judgements about whether statements are true or false

Number

- Calculating proportion of a given ratio using multiplication and division by whole numbers e.g. convert a recipe for four people to a recipe for more or fewer people, such as 1, 2, 6, 8 or 12, using the given quantity of ingredients for the original recipe
- Applying effective written methods to carry out computations with decimals to at least thousandths (e.g. 2.852×12.3 , 16.834 divided by 0.2)

Proportional reasoning

- Continuing to place emphasis on mental computation strategies when working with fractions, decimals, percentages and ratios.

Stage 12 opportunities to learn

Standard four has a focus on: mental computation strategies being expanded to larger numbers as well as fractions, decimals, ratio and percent and evidence where these have been strategically chosen to suit the context; development of a secure written method for addition, subtraction, and multiplication by two-digit numbers and division by single-digit numbers; the connections within and between part-whole quantities (fractions, decimals, percentages and ratios); scaling up and scaling down of shapes and objects by maintaining proportion.

Core content

Number

- Demonstrating an understanding of proportional reasoning
- Using rational numbers in all forms
- Using prime numbers, investigating the factors of large numbers
- Understanding ratios
- Exploring basic financial contexts including interest, fees, charges
- Introducing contexts with very large and very small numbers – standard notation
- Using mental computation strategies to cope with the range of numbers suggested above, including estimation strategies

Activity focus at this stage

Working mathematically

- Choosing and using appropriate mathematical symbols and notations

Number

- Opportunities to change from one representation to another part-whole quantity to another
- Exploring ratio through the use of proportional reasoning tasks and the appropriate use of technology
- Using scientific notation for very large or very small numbers

Proportional reasoning

- Expanding range of proportion questions so students have the opportunity to demonstrate their understanding of this concept

Standard five – Overview

Thinking and mathematics–numeracy at standard five

Students continue to develop substantial and sophisticated repertoires of mathematical insights. They understand that many contexts or situations they encounter may be treated using mathematics. Students have the opportunity to extract mathematical component from the context of the question and bring to bear their expanding mathematical 'toolbox' in order to attack the problem.

Standard five – Focus: Thinking and working mathematically

Students will be provided with opportunities to:

- Choose, use and develop mathematical procedures to investigate and solve problems in a wide range of practical, theoretical contexts
- Use precise mathematical language and notations to represent problem situations and mathematical ideas
- Communicate clearly and coherently mathematical thinking and ideas

Stage 13 opportunities to learn

Standard five has a focus on: the student independently using ICT to enhance the efficiency of thinking and problem-solving strategies; communicating coherent and cogent mathematical arguments; the student independently choosing, reflecting, applying and adapting their mathematical understandings in contexts that demand its use.

Core content

Number

- Investigating financial contexts for some of the applications of function study e.g. simple and compound interest

Activity focus at this stage

Number

- Students should be challenged to demonstrate a high level of sophistication in using mental computation strategies e.g. finding basic percentages (multiples of 5%) of specified amounts in discount or commission contexts and the ability to convert these strategically to fractions or decimals
- Financial contexts can be selected from situations of interest that may include spending and saving, borrowing or repaying

Stage 14 opportunities to learn

Standard five has a focus on: the student independently using ICT to enhance the efficiency of thinking and problem-solving strategies; communicating coherent and cogent mathematical arguments; the student independently choosing, reflecting, applying and adapting their mathematical understandings in contexts that demand its use.

Core content

Number

- Continuing to develop computational skills and use of mental tools