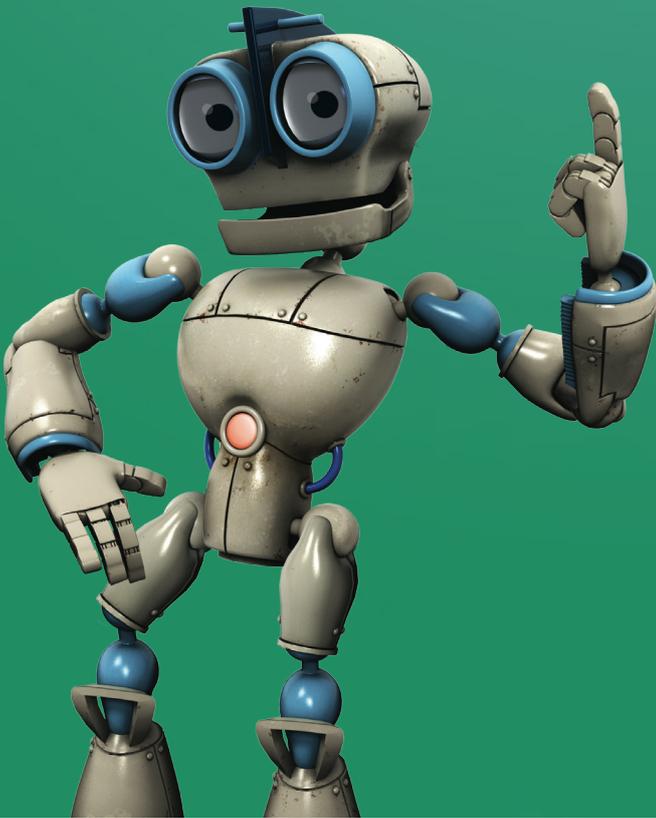


# iMaths™

## iMaths Topics and Australian Curriculum Match



iMaths currently aligns with the Australian Curriculum Version 8.4.

Maths Trek is our new primary maths program which has been created for the Australian Curriculum Version 9.0 and will be ready for use in classrooms in 2024.

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# iMaths F Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths F Student Book* that match these descriptions.

| Strand             | Sub-strand  | Student Book Topics   |
|--------------------|---|---|
| Number and Algebra | <b>Number and place value</b><br>Establish understanding of the language and the process of counting by naming numbers in sequences, initially to and from 20, moving from any starting point. (ACMNA001) | <b>NA26</b> Leo the Lion dot to dot<br><b>NA27</b> Missing numbers countdown<br><b>NA28</b> One more<br><b>NA29</b> One less<br><b>NA34</b> Little Red Riding Hood number track<br><b>NA35</b> Missing numbers<br><b>NA38</b> Crocodile swamp board game<br><b>NA39</b> Number strips<br><b>NA40</b> Number train<br><b>NA43</b> Cheese hunt number maze<br><b>NA44</b> Doggy find your bone board game   |
|                    | Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond. (ACMNA002)   | <b>NA4</b> Groups of 1<br><b>NA5</b> Groups of 2<br><b>NA6</b> Groups of 3<br><b>NA7</b> Fruit face count<br><b>NA8</b> Food count at the zoo<br><b>NA9</b> Groups of 4<br><b>NA10</b> Groups of 5<br><b>NA11</b> Traffic count<br><b>NA12</b> Smarty cake match up<br><b>NA13</b> Pond count<br><b>NA14</b> Snakes alive make 5<br><b>NA20</b> Groups of 6<br><b>NA21</b> Groups of 7<br><b>NA22</b> Groups of 8<br><b>NA23</b> Cookie the Clown – draw and count<br><b>NA24</b> Groups of 9<br><b>NA25</b> Groups of 10<br><b>NA30</b> Ladybug number match<br><b>NA36</b> 10 spot Humpty<br><b>NA41</b> Spotty dragon – draw and count<br><b>NA42</b> Count to 20<br><b>NA45</b> Shark attack – numbers 11 to 20<br><b>NA46</b> Tomato pots – numbers 11 to 20 |
|                    | Subitise small collections of objects. (ACMNA003)   | <b>NA2</b> Few and many<br><b>NA11</b> Traffic count<br><b>NA12</b> Smarty cake match up<br><b>NA14</b> Snakes alive make 5   |
|                    | Compare, order and make correspondences between collections, initially to 20, and explain reasoning. (ACMNA289)   | <b>NA15</b> Which bowls are the same?<br><b>NA16</b> Worm count<br><b>NA17</b> Truck trail<br><b>NA31</b> Show more, show less<br><b>NA32</b> Water trek  |
|                    | Represent practical situations to model addition and sharing. (ACMNA004)  | <b>NA47</b> How many altogether?<br><b>NA48</b> Colour and count<br><b>NA49</b> Addition stories<br><b>NA50</b> Little Bo Peep counts her sheep<br><b>NA51</b> How many more?<br><b>NA52</b> Ten frames<br><b>NA53</b> How many left?<br><b>NA54</b> Take away stories<br><b>NA55</b> Jack and Jill – who has more pails?<br><b>NA56</b> How many cookies?<br><b>NA57</b> How many counters?<br><b>NA58</b> Sharing equally<br><b>NA59</b> Three little pigs share equally  |
|                    | <b>Patterns and algebra</b><br>Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings. (ACMNA005)               | <b>NA1</b> Same and different<br><b>NA3</b> Fishy patterns<br><b>NA18</b> See the pattern<br><b>NA19</b> Turtle patterns<br><b>NA33</b> Monster shape sort<br><b>NA37</b> Animal patterns   |

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| Strand                            | Sub-strand  | Student Book Topics   |   |
|-----------------------------------|---|---|---|
| Measurement and Geometry          | <b>Using units of measurement</b><br>Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language. (ACMMG006) | <b>MG13</b> Budgies in a row – smallest to biggest<br><b>MG14</b> Big fish, small fish<br><b>MG15</b> Sausage strings – how long?<br><b>MG16</b> Short and long<br><b>MG17</b> Circus clowns – short and tall<br><b>MG18</b> Comparing mass<br><b>MG19</b> Holds more, holds less |   |
|                                   | Compare and order the duration of events using the everyday language of time. (ACMMG007)  | <b>MG3</b> My day – o'clock time  |   |
|                                   | Connect days of the week to familiar events and actions. (ACMMG008)   | <b>MG1</b> Hungry Caterpillar day by day<br><b>MG2</b> Steggy dinosaur days of the week   |   |
|                                   | <b>Shape</b><br>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment. (ACMMG009)  | <b>MG5</b> Triangles<br><b>MG6</b> Squares<br><b>MG7</b> Circles<br><b>MG8</b> Rectangles<br><b>MG9</b> Little Miss Muffet shape search   | <b>MG10</b> Match 2D shapes<br><b>MG11</b> Match 3D objects<br><b>MG12</b> 3D object search |
|                                   | <b>Location and transformation</b><br>Describe position and movement. (ACMMG010)  | <b>MG4</b> Where at the beach?  |   |
| <b>Statistics and Probability</b> | <b>Data representation and interpretation</b><br>Answer yes/no questions to collect information and make simple inferences. (ACMSP011)  | <b>SP1</b> What do I spy?<br><b>SP2</b> Favourite indoor activities<br><b>SP3</b> Boat sort<br><b>SP4</b> Favourite playtime activity<br><b>SP5</b> Hair colour tally<br><b>SP6</b> Who's on the bus?   |   |

# iMaths 1 Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths 1 Student Book* that match these descriptions.

| Strand             | Sub-strand   | Student Book Topics  |  |
|--------------------|--|--|--|
| Number and Algebra | <b>Number and place value</b><br>Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero. (ACMNA012) | <b>NA1</b> Count in ones<br><b>NA2</b> Count in twos<br><b>NA3</b> Count in fives<br><b>NA4</b> Count in tens  |  |
|                    | Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line. (ACMNA013)   | <b>NA5</b> Read and write two-digit numerals<br><b>NA6</b> Show numbers in different ways  |  |
|                    | Count collections to 100 by partitioning numbers using place value. (ACMNA014)   | <b>NA7</b> Tens and ones (place value)<br><b>NA8</b> Show the number   | <b>NA9</b> One more, one less, ten more, ten less<br><b>NA10</b> Regroup tens and ones   |
|                    | Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. (ACMNA015)                               | <b>NA11</b> Addition stories<br><b>NA12</b> How to set out addition<br><b>NA13</b> Show, say and write addition<br><b>NA14</b> Turnarounds<br><b>NA15</b> Addition facts<br><b>NA16</b> Addition to two digits | <b>NA17</b> Introducing take away<br><b>NA18</b> Show single-digit subtraction<br><b>NA19</b> How to set out subtraction<br><b>NA20</b> First subtraction facts<br><b>NA21</b> Add and take away are related<br><b>NA22</b> Backtracking |
|                    | Recognise and represent multiplication as repeated addition, groups and arrays.* (ACMNA031)  | <b>NA23</b> Equal groups – multiplication<br><b>NA24</b> Multiplication  |  |
|                    | Recognise and represent division as grouping into equal sets and solve simple problems using these representations.* (ACMNA032)  | <b>NA25</b> Sharing equally – division<br><b>NA26</b> Division   |  |
|                    | <b>Fractions and decimals</b><br>Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)  | <b>NA27</b> Fractions  |  |
|                    | <b>Money and financial mathematics</b><br>Recognise, describe and order Australian coins according to their value. (ACMNA017)  | <b>NA28</b> Australian coins<br><b>NA29</b> Big coins, little coins  |  |
|                    | <b>Patterns and algebra</b><br>Investigate and describe number patterns formed by skip counting and patterns with objects. (ACMNA018)  | <b>NA30</b> Keep the pattern going<br><b>NA31</b> Missing numbers<br><b>NA32</b> What's the gap?   |  |

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| Strand                     | Sub-strand   | Student Book Topics  |
|----------------------------|--|--|
| Measurement and Geometry   | <b>Using units of measurement</b><br>Measure and compare the lengths and capacities of pairs of objects using uniform informal units. (ACMMG019)                                     | <b>MG1</b> Measuring length<br><b>MG2</b> How long is a metre?<br><b>MG3</b> How much does it hold?<br><b>MG4</b> Measuring with containers<br><b>MG5</b> How heavy is it? |
|                            | Tell time to the half-hour. (ACMMG020)   | <b>MG6</b> Clock time – hours<br><b>MG7</b> Clock time – half past   |
|                            | Describe duration using months, weeks, days and hours. (ACMMG021)  | <b>MG8</b> Days, weeks, months<br><b>MG9</b> Calendars and months  |
|                            | <b>Shape</b><br>Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features. (ACMMG022)  | <b>MG10</b> Classify 2D shapes<br><b>MG11</b> Which 2D shape is that?<br><b>MG12</b> Sort 3D objects<br><b>MG13</b> Classify 3D objects                                    |
|                            | <b>Location and transformation</b><br>Give and follow directions to familiar locations. (ACMMG023)   | <b>MG14</b> In front, behind, between<br><b>MG15</b> Here, there and everywhere<br><b>MG16</b> Directions  |
| Statistics and Probability | <b>Chance</b><br>Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’. (ACMSP024) | <b>SP1</b> Chance<br><b>SP2</b> What is possible?  |
|                            | <b>Data representation and interpretation</b><br>Choose simple questions and gather responses and make simple inferences. (ACMSP262)   | <b>SP3</b> Collecting data<br><b>SP4</b> Lists and tables  |
|                            | Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays. (ACMSP263)  | <b>SP5</b> Picture graphs<br><b>SP6</b> Object graphs<br><b>SP7</b> Birthday graphs<br><b>SP8</b> Class height graph   |

\* **Note:** This concept is beyond the Year 1 achievement standard of the Australian Curriculum.

# iMaths 2 Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths 2 Student Book* that match these descriptions.

| Strand             | Sub-strand  | Student Book Topics  |   |
|--------------------|---|--|---|
| Number and Algebra | <b>Number and place value</b><br>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026) | <b>NA3</b> Counting on number lines beyond 100<br><b>NA28</b> Repeating patterns   |   |
|                    | Recognise, model, represent and order numbers to at least 1000. (ACMNA027)  | <b>NA2</b> Showing numbers beyond 100<br><b>NA5</b> Number lines to 1000   |   |
|                    | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting. (ACMNA028)  | <b>NA1</b> Tens and ones with blocks<br><b>NA4</b> Place value to 1000<br><b>NA6</b> Number expanders to 1000  | <b>NA7</b> Regrouping numbers to 1000<br><b>NA8</b> Place value to 1000 with an abacus<br><b>NA9</b> Expanded notation to 1000    |
|                    | Explore the connection between addition and subtraction. (ACMNA029)   | <b>NA10</b> Addition facts<br><b>NA13</b> Subtraction facts  | <b>NA16</b> Backtracking<br><b>NA17</b> The turnaround law  |
|                    | Solve simple addition and subtraction problems using a range of efficient mental and written strategies. (ACMNA030)   | <b>NA10</b> Addition facts<br><b>NA11</b> Mental strategies for addition<br><b>NA12</b> Written strategies for addition<br><b>NA13</b> Subtraction facts | <b>NA14</b> Mental strategies for subtraction<br><b>NA15</b> Written strategies for subtraction<br><b>NA17</b> The turnaround law |
|                    | Recognise and represent multiplication as repeated addition, groups and arrays. (ACMNA031)  | <b>NA18</b> Multiplication<br><b>NA19</b> Multiplication problem solving<br><b>NA20</b> Groups and arrays  |   |
|                    | Recognise and represent division as grouping into equal sets and solve simple problems using these representations. (ACMNA032)  | <b>NA21</b> Division   |   |
|                    | <b>Fractions and decimals</b><br>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections. (ACMNA033)  | <b>NA22</b> Models and symbols for fractions<br><b>NA23</b> Fractions as division  |   |
|                    | <b>Money and financial mathematics</b><br>Count and order small collections of Australian coins and notes according to their value. (ACMNA034)  | <b>NA24</b> Make a \$1 total<br><b>NA25</b> Coins and notes<br><b>NA26</b> Comparing coins<br><b>NA27</b> Do I have enough money?                        |   |
|                    | <b>Patterns and algebra</b><br>Describe patterns with numbers and identify missing elements. (ACMNA035)   | <b>NA3</b> Counting on number lines beyond 100<br><b>NA28</b> Repeating patterns   | <b>NA29</b> Growing patterns<br><b>NA30</b> Odd and even  |
|                    | Solve problems by using number sentences for addition or subtraction. (ACMNA036)  | <b>NA12</b> Written strategies for addition<br><b>NA15</b> Written strategies for subtraction  |   |

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| Strand                            | Sub-strand  | Student Book Topics  |
|-----------------------------------|---|--|
| <b>Measurement and Geometry</b>   | <b>Using units of measurement</b><br>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units. (ACMMG037)                     | <b>MG1</b> Measurement with metres<br><b>MG2</b> Measurement with centimetres<br><b>MG3</b> Area<br><b>MG4</b> Litres                      |
|                                   | Compare masses of objects using balance scales. (ACMMG038)  | <b>MG5</b> Comparing mass<br><b>MG6</b> Kilograms  |
|                                   | Tell time to the quarter-hour, using the language of 'past' and 'to'. (ACMMG039)  | <b>MG7</b> Clocks – quarter past, half past<br><b>MG8</b> Clocks – quarter past, quarter to  |
|                                   | Name and order months and seasons. (ACMMG040)   | <b>MG10</b> Months and seasons   |
|                                   | Use a calendar to identify the date and determine the number of days in each month. (ACMMG041)  | <b>MG9</b> Calendars   |
|                                   | <b>Shape</b><br>Describe and draw two-dimensional shapes, with and without digital technologies. (ACMMG042)   | <b>MG11</b> Classify 2D shapes<br><b>MG12</b> Construct 2D shapes  |
|                                   | Describe the features of three-dimensional objects. (ACMMG043)  | <b>MG13</b> Classify 3D objects<br><b>MG14</b> Making 3D objects<br><b>MG15</b> Faces, edges and corners<br><b>MG16</b> Drawing 3D objects |
|                                   | <b>Location and transformation</b><br>Interpret simple maps of familiar locations and identify the relative positions of key features. (ACMMG044)   | <b>MG17</b> Here, there and everywhere<br><b>MG18</b> Maps<br><b>MG19</b> Map references   |
|                                   | Investigate the effect of one-step slides and flips with and without digital technologies. (ACMMG045)   | <b>MG20</b> Flip, slide, turn  |
|                                   | Identify and describe half and quarter turns. (ACMMG046)  | <b>MG20</b> Flip, slide, turn  |
| <b>Statistics and Probability</b> | <b>Chance</b><br>Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'. (ACMSP047) | <b>SP1</b> Probability   |
|                                   | <b>Data representation and interpretation</b><br>Identify a question of interest based on one categorical variable. Gather data relevant to the question. (ACMSP048)                                  | <b>SP2</b> Collecting data   |
|                                   | Collect, check and classify data. (ACMSP049)  | <b>SP2</b> Collecting data   |
|                                   | Create displays of data using lists, table and picture graphs and interpret them. (ACMSP050)  | <b>SP3</b> Column graphs<br><b>SP4</b> Picture graphs<br><b>SP5</b> Interpreting graphs  |

# iMaths 3 Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths 3 Student Book* that match these descriptions.

| Strand             | Sub-strand  | Student Book Topics   |
|--------------------|---|---|
| Number and Algebra | <b>Number and place value</b><br>Investigate the conditions required for a number to be odd or even and identify odd and even numbers. (ACMNA051)   | NA1 Odd and even  |
|                    | Recognise, model, represent and order numbers to at least 10 000. (ACMNA052)  | NA2 Place value to thousands<br>NA3 Place value to ten thousand<br>NA4 Number expanders<br>NA5 Expanded notation  |
|                    | Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems. (ACMNA053)  | NA6 Round to 10<br>NA7 Estimation strategies<br>NA9 Mental strategies for addition<br>NA10 Written strategies for addition<br>NA11 Mental strategies for subtraction<br>NA12 Written strategies for subtraction<br>NA13 Subtraction to three digits   |
|                    | Recognise and explain the connection between addition and subtraction. (ACMNA054)   | NA14 Backtracking   |
|                    | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. (ACMNA055)                                    | NA8 Addition and subtraction facts<br>NA9 Mental strategies for addition<br>NA11 Mental strategies for subtraction<br>NA22 The turnaround and grouping rules<br>Mental computation strategies<br>Mental computation practice  |
|                    | Recall multiplication facts of two, three, five and ten and related division facts. (ACMNA056)  | NA15 Multiplication facts 2, 3<br>NA16 Multiplication facts 5, 10<br>NA17 Multiply by 10<br>NA18 Multiplication problem solving<br>NA19 Division facts 2, 3<br>NA20 Division facts 5, 10<br>NA21 Division problem solving<br>NA28 Fractions as division<br>Mental computation strategies<br>Mental computation practice |
|                    | Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies. (ACMNA057)  | NA18 Multiplication problem solving<br>NA21 Division problem solving<br>NA22 The turnaround and grouping rules<br>NA23 The distributive law<br>NA24 Multiplication 2-digit x 1-digit (no regrouping)<br>NA25 Multiplication 2-digit x 1-digit (with regrouping)   |
|                    | <b>Fractions and decimals</b><br>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) | NA26 Models and symbols for fractions<br>NA27 Fractions on a number line<br>NA28 Fractions as division  |
|                    | <b>Money and financial mathematics</b><br>Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents. (ACMNA059)                   | NA29 Australian currency<br>NA30 Equivalent values of money<br>NA31 Tendering cash<br>NA32 Giving change<br>NA33 Simple budgets   |
|                    | <b>Patterns and algebra</b><br>Describe, continue, and create number patterns resulting from performing addition or subtraction. (ACMNA060)   | NA34 Number patterns  |

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| Strand   | Sub-strand   | Student Book Topics  |
|--|--|--|
| Measurement and Geometry   | <b>Using units of measurement</b><br>Measure, order and compare objects using familiar metric units of length, mass and capacity. (ACMMG061) | <b>MG1</b> Measurement with metres<br><b>MG2</b> Measurement with centimetres<br><b>MG3</b> Grams and kilograms<br><b>MG4</b> Litres and millilitres<br><b>MG5</b> Area*           |
|  | Tell time to the minute and investigate the relationship between units of time. (ACMMG062)   | <b>MG6</b> Clocks – past the hour<br><b>MG7</b> Clocks – to the hour<br><b>MG8</b> Seconds, minutes, hours, days<br><b>MG9</b> Days, weeks, months, years<br><b>MG10</b> Calendars |
|  | <b>Shape</b><br>Make models of three-dimensional objects and describe key features. (ACMMG063)   | <b>MG11</b> 3D objects   |
|  | <b>Location and transformation</b><br>Create and interpret simple grid maps to show position and pathways. (ACMMG065)                        | <b>MG13</b> Map references<br><b>MG14</b> Direction – turns  |
|  | Identify symmetry in the environment. (ACMMG066)   | <b>MG15</b> Symmetry<br><b>MG16</b> Flip, slide, turn  |
|  | <b>Geometric reasoning</b><br>Identify angles as measures of turn and compare angle sizes in everyday situations. (ACMMG064)                 | <b>MG12</b> Angles   |
|  | Statistics and Probability   | <b>Chance</b><br>Conduct chance experiments, identify and describe possible outcomes and recognise variation in results. (ACMSP067)  |
| <b>Data representation and interpretation</b><br>Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording. (ACMSP068) |  | <b>SP2</b> Organising data   |
| 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)        |  | <b>SP3</b> Column graphs<br><b>SP4</b> Picture graphs  |
| Interpret and compare data displays. (ACMSP070)  |  | <b>SP3</b> Column graphs<br><b>SP4</b> Picture graphs<br><b>SP5</b> Interpreting graphs  |

\* **Note:** This concept is beyond the Year 3 achievement standard of the Australian Curriculum.

# iMaths 4 Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths 4 Student Book* that match these descriptions.

| Strand             | Sub-strand   | Student Book Topics   |  |
|--------------------|--|---|--|
| Number and Algebra | <b>Number and place value</b><br>Investigate and use the properties of odd and even numbers. (ACMNA071)  | <b>NA1</b> Properties of odd and even numbers   |  |
|                    | Recognise, represent and order numbers to at least tens of thousands. (ACMNA072)   | <b>NA2</b> Place value beyond ten thousands   |  |
|                    | Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems. (ACMNA073)                                      | <b>NA3</b> Expanded notation<br><b>NA4</b> Multiply and divide by 10, 100, 1000<br><b>NA13</b> Addition with larger numbers                                       | <b>NA14</b> Subtraction with larger numbers<br><b>NA15</b> Subtraction with zeros  |
|                    | Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9. (ACMNA074)   | <b>NA5</b> Multiples 3, 4, 5, 6, 7, 8, 9  |  |
|                    | Recall multiplication facts up to $10 \times 10$ and related division facts. (ACMNA075)  | <b>NA6</b> Multiplication facts 2, 3, 5, 10<br><b>NA7</b> Multiplication facts 4, 6, 8, 9<br><b>NA8</b> Multiplication problem solving                            | <b>NA9</b> Division facts 2, 3, 5, 10<br><b>NA10</b> Division facts 4, 6, 8, 9<br><b>NA11</b> Division problem solving                                 |
|                    | Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder. (ACMNA076)                   | <b>NA12</b> Backtracking<br><b>NA16</b> Multiplying by tens and hundreds<br><b>NA17</b> Multiplication 3-digit $\times$ 1-digit<br><b>NA18</b> Split and multiply | <b>NA19</b> Division 2-digit $\div$ 1-digit<br><b>NA20</b> Division strategies<br><b>NA21</b> Round to 10 and 100<br><b>NA22</b> Estimation strategies |
|                    | <b>Fractions and decimals</b><br>Investigate equivalent fractions used in contexts. (ACMNA077)   | <b>NA23</b> Equivalent fractions  |  |
|                    | Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line. (ACMNA078)   | <b>NA24</b> Fractions on a number line<br><b>NA25</b> Mixed numbers<br><b>NA26</b> Improper fractions   |  |
|                    | Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation. (ACMNA079)                                    | <b>NA27</b> Place value to tenths<br><b>NA28</b> Tenths on a number line<br><b>NA29</b> Place value to hundredths<br><b>NA30</b> Hundredths on a number line      |  |
|                    | <b>Money and financial mathematics</b><br>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies. (ACMNA080) | <b>NA31</b> Simple budgets<br><b>NA32</b> Purchases and giving change   |  |
|                    | <b>Patterns and algebra</b><br>Explore and describe number patterns resulting from performing multiplication. (ACMNA081)   | <b>NA33</b> Investigating patterns<br><b>NA34</b> Number patterns   |  |
|                    | Solve word problems by using number sentences involving multiplication or division where there is no remainder. (ACMNA082)   | <b>NA34</b> Number patterns   |  |
|                    | Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction (ACMNA083)                  | <b>NA35</b> Equivalent number sentences   |  |

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| Strand                            | Sub-strand  | Student Book Topics  |
|-----------------------------------|---|--|
| <b>Measurement and Geometry</b>   | <b>Using units of measurement</b><br>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures. (ACMMG084)   | <b>MG1</b> Graduated scales<br><b>MG2</b> Millimetres<br><b>MG4</b> Perimeter<br><b>MG5</b> Measuring mass |
|                                   | Compare objects using familiar metric units of area and volume. (ACMMG290)  | <b>MG6</b> Litres and millilitres<br><b>MG7</b> Volume<br><b>MG12</b> Area                                 |
|                                   | Convert between units of time. (ACMMG085)   | <b>MG8</b> Converting units of time  |
|                                   | Use am and pm notation and solve simple time problems. (ACMMG086)   | <b>MG9</b> Read and interpret timetables<br><b>MG10</b> am and pm<br><b>MG11</b> Timelines                 |
|                                   | <b>Shape</b><br>Compare the areas of regular and irregular shapes by informal means. (ACMMG087)   | <b>MG12</b> Area<br><b>MG13</b> Area of irregular shapes   |
|                                   | Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies. (ACMMG088)  | <b>MG17</b> Combining shapes<br><b>MG18</b> Drawing prisms and pyramids                                    |
|                                   | <b>Location and transformation</b><br>Use simple scales, legends and directions to interpret information contained in basic maps. (ACMMG090)  | <b>MG3</b> Kilometres<br><b>MG15</b> Using maps  |
|                                   | Create symmetrical patterns, pictures and shapes with and without digital technologies. (ACMMG091)  | <b>MG16</b> Tessellation   |
|                                   | <b>Geometric reasoning</b><br>Compare angles and classify them as equal to, greater than or less than a right angle. (ACMMG089)   | <b>MG14</b> Angles   |
| <b>Statistics and Probability</b> | <b>Chance</b><br>Describe possible everyday events and order their chances of occurring. (ACMSP092)   | <b>SP1</b> Probability<br><b>SP2</b> Judgments   |
|                                   | Identify everyday events where one cannot happen if the other happens. (ACMSP093)   | <b>SP3</b> Dependent and independent events  |
|                                   | Identify events where the chance of one will not be affected by the occurrence of the other. (ACMSP094)   | <b>SP3</b> Dependent and independent events  |
|                                   | <b>Data representation and interpretation</b><br>Select and trial methods for data collection, including survey questions and recording sheets. (ACMSP095)  | <b>SP4</b> Organising data   |
|                                   | Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values. (ACMSP096) | <b>SP5</b> Column graphs<br><b>SP6</b> Picture graphs  |
|                                   | Evaluate the effectiveness of different displays in illustrating data features including variability. (ACMSP097)  | <b>SP6</b> Picture graphs  |

# iMaths 5 Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths 5 Student Book* that match these descriptions.

| Strand             | Sub-strand  | Student Book Topics   |  |
|--------------------|---|---|--|
| Number and Algebra | <b>Number and place value</b><br>Identify and describe factors and multiples of whole numbers and use them to solve problems. (ACMNA098)  | <b>NA1</b> Factors and multiples to solve problems<br><b>NA2</b> Factor trees   |  |
|                    | Use estimation and rounding to check the reasonableness of answers to calculations. (ACMNA099)  | <b>NA3</b> Round to 100 and 1000<br><b>NA4</b> Estimation strategies  |  |
|                    | Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies. (ACMNA100) | <b>NA6</b> Multiplication 4-digit x 1-digit<br><b>NA7</b> Multiplication 3-digit x 2-digit<br><b>NA8</b> Lattice method of multiplication |  |
|                    | Solve problems involving division by a one digit number, including those that result in a remainder. (ACMNA101)   | <b>NA9</b> Division 3-digit ÷ 1-digit<br><b>NA10</b> Division with zeros<br><b>NA11</b> Division with remainders                          |  |
|                    | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems. (ACMNA291)  | <b>NA5</b> Place value beyond millions<br><b>NA6</b> Multiplication 4-digit x 1-digit<br><b>NA7</b> Multiplication 3-digit x 2-digit      | <b>NA9</b> Division 3-digit ÷ 1-digit<br><b>NA10</b> Division with zeros<br><b>NA11</b> Division with remainders                         |
|                    | <b>Fractions and decimals</b><br>Compare and order common unit fractions and locate and represent them on a number line. (ACMNA102)   | <b>NA12</b> Compare and order fractions   |  |
|                    | Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator. (ACMNA103)  | <b>NA13</b> Equivalent fractions<br><b>NA14</b> Add and regroup fractions<br><b>NA15</b> Add and subtract fractions                       |  |
|                    | Recognise that the place value system can be extended beyond hundredths. (ACMNA104)   | <b>NA16</b> Place value to thousandths<br><b>NA17</b> Expanded notation<br><b>NA18</b> Decimal addition to tenths                         | <b>NA19</b> Decimal addition to hundredths<br><b>NA20</b> Decimal subtraction to tenths<br><b>NA21</b> Decimal subtraction to hundredths |
|                    | Compare, order and represent decimals. (ACMNA105)   | <b>NA16</b> Place value to thousandths<br><b>NA17</b> Expanded notation   |  |
|                    | <b>Money and financial mathematics</b><br>Create simple financial plans. (ACMNA106)   | <b>NA24</b> Financial plans and records   |  |
|                    | <b>Patterns and algebra</b><br>Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. (ACMNA107)              | <b>NA26</b> Patterns and general rules  |  |
|                    | Find unknown quantities in number sentences involving multiplication and division and identify equivalent number sentences involving multiplication and division. (ACMNA121)      | <b>NA25</b> Backtracking  |  |

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| Strand                     | Sub-strand   | Student Book Topics  |
|----------------------------|--|--|
| Measurement and Geometry   | <b>Using units of measurement</b><br>Choose appropriate units of measurement for length, area, volume, capacity and mass. (ACMMG108)                             | <b>MG1</b> Choosing units of measurement<br><b>MG2</b> Capacity, volume and mass<br><b>MG3</b> Graduated scales  |
|                            | Calculate the perimeter and area of rectangles using familiar metric units. (ACMMG109)   | <b>MG4</b> Perimeter of rectangles<br><b>MG5</b> Area of rectangles  |
|                            | Compare 12- and 24-hour time systems and convert between them. (ACMMG110)  | <b>MG6</b> 24-hour time<br><b>MG7</b> Read and interpret timetables<br><b>MG8</b> Australian time zones  |
|                            | <b>Shape</b><br>Connect three-dimensional objects with their nets and other two-dimensional representations. (ACMMG111)  | <b>MG9</b> Nets of 3D objects  |
|                            | <b>Location and transformation</b><br>Use a grid reference system to describe locations. Describe routes using landmarks and directional language. (ACMMG113)    | <b>MG11</b> Map references<br><b>MG12</b> Using scale<br><b>MG13</b> Compass points<br><b>MG14</b> Directions, turns and degrees<br><b>MG15</b> Coordinates to locate position<br><b>MG16</b> Latitude and longitude |
|                            | Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries. (ACMMG114)                                  | <b>MG17</b> Flip, slide, turn  |
|                            | Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original. (ACMMG115) | <b>MG18</b> Enlargement properties of shapes   |
|                            | <b>Geometric reasoning</b><br>Estimate, measure and compare angles using degrees. Construct angles using a protractor. (ACMMG112)                                | <b>MG10</b> Measure angles $0^{\circ}$ – $180^{\circ}$<br><b>MG14</b> Directions, turns and degrees  |
| Statistics and Probability | <b>Chance</b><br>List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions. (ACMSP116) | <b>SP1</b> Probability<br><b>SP2</b> Interpreting data   |
|                            | Recognise that probabilities range from 0 to 1. (ACMSP117)   | <b>SP1</b> Probability<br><b>SP2</b> Interpreting data   |
|                            | <b>Data representation and interpretation</b><br>Pose questions and collect categorical or numerical data by observation or survey. (ACMSP118)                   | <b>SP3</b> Dot plots<br><b>SP4</b> Discrete data   |
|                            | Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies. (ACMSP119)       | <b>SP3</b> Dot plots<br><b>SP4</b> Discrete data<br><b>SP5</b> Column graphs<br><b>SP6</b> Line graphs   |
|                            | Describe and interpret different data sets in context. (ACMSP120)  | <b>SP3</b> Dot plots<br><b>SP4</b> Discrete data<br><b>SP5</b> Column graphs<br><b>SP6</b> Line graphs   |

# iMaths 6 Australian Curriculum Match

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the Topics from *iMaths 6 Student Book* that match these descriptions.

| Strand             | Sub-strand   | Student Book Topics   |  |
|--------------------|--|---|--|
| Number and Algebra | <b>Number and place value</b><br>Identify and describe properties of prime, composite, square and triangular numbers. (ACMNA122)   | NA1 Prime and composite numbers<br>NA2 Square and triangular numbers<br>NA3 Divisibility tests                                      |  |
|                    | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. (ACMNA123)     | NA4 Multiplication by two digits<br>NA5 Division with remainders to hundredths<br>NA6 Two-digit divisors<br>NA7 The four operations | NA8 Backtracking<br>NA9 The distributive law<br>NA10 Estimation strategies |
|                    | Investigate everyday situations that use integers. Locate and represent these numbers on a number line. (ACMNA124)   | NA11 Positive and negative numbers  |  |
|                    | <b>Fractions and decimals</b><br>Compare fractions with related denominators and locate and represent them on a number line. (ACMNA125)  | NA12 Equivalent fractions   |  |
|                    | Solve problems involving addition and subtraction of fractions with the same or related denominators. (ACMNA126)   | NA13 Add and subtract fractions   |  |
|                    | Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. (ACMNA127)   | NA14 Fractions as division  |  |
|                    | Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers. (ACMNA128)                             | NA15 Decimal addition and subtraction   |  |
|                    | 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) | NA16 Decimal multiplication<br>NA17 Decimal division<br>NA18 Division by decimals   |  |
|                    | Multiply and divide decimals by powers of 10. (ACMNA130)   | NA19 Multiplication of decimals   |  |
|                    | Make connections between equivalent fractions, decimals and percentages. (ACMNA131)  | NA20 Renaming percents as fractions   |  |
|                    | <b>Money and financial mathematics</b><br>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies. (ACMNA132)    | NA21 Discount<br>NA22 Operations with money   |  |
|                    | <b>Patterns and algebra</b><br>Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence. (ACMNA133)          | NA23 Patterns and general rules<br>MG4 Investigating squares and rectangles   |  |
|                    | Explore the use of brackets and order of operations to write number sentences. (ACMNA134)  | NA24 Order of operations  |  |

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| Strand                     | Sub-strand  | Student Book Topics  |  |
|----------------------------|---|--|--|
| Measurement and Geometry   | <b>Using units of measurement</b><br>Connect decimal representations to the metric system. (ACMMG135)   | <b>MG1</b> Metric system of measurement  |  |
|                            | Convert between common metric units of length, mass and capacity. (ACMMG136)  | <b>MG1</b> Metric system of measurement  |  |
|                            | Solve problems involving the comparison of lengths and areas using appropriate units. (ACMMG137)  | <b>MG2</b> Perimeter of composite rectangles<br><b>MG3</b> Area of composite rectangles  | <b>MG4</b> Investigating squares and rectangles<br><b>MG15</b> Using scale |
|                            | Connect volume and capacity and their units of measurement. (ACMMG138)  | <b>MG5</b> Packing and stacking  |  |
|                            | Interpret and use timetables. (ACMMG139)  | <b>MG6</b> Read and interpret timetables<br><b>MG7</b> Add and subtract time   | <b>MG8</b> Timelines<br><b>MG9</b> International time zones                |
|                            | <b>Shape</b><br>Construct simple prisms and pyramids. (ACMMG140)  | <b>MG10</b> Nets of prisms and pyramids<br><b>MG11</b> Skeletal models   |  |
|                            | <b>Location and transformation</b><br>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies. (ACMMG142)                                       | <b>MG16</b> Transformations  |  |
|                            | Introduce the Cartesian coordinate system using all four quadrants. (ACMMG143)  | <b>MG17</b> Coordinates in four quadrants  |  |
|                            | <b>Geometric reasoning</b><br>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles. (ACMMG141) | <b>MG12</b> Properties of angles<br><b>MG13</b> Measure angles $0^{\circ}$ – $360^{\circ}$<br><b>MG14</b> Latitude and longitude |  |
| Statistics and Probability | <b>Chance</b><br>Describe probabilities using fractions, decimals and percentages. (ACMSP144)   | <b>SP1</b> Probability<br><b>SP2</b> Judgments   |  |
|                            | Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies. (ACMSP145)   | <b>SP1</b> Probability<br><b>SP2</b> Judgments   |  |
|                            | Compare observed frequencies across experiments with expected frequencies. (ACMSP146)   | <b>SP2</b> Judgments<br><b>SP3</b> Causes of bias  |  |
|                            | <b>Data representation and interpretation</b><br>Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables. (ACMSP147)                               | <b>SP4</b> Dot-plots<br><b>SP5</b> Line graphs<br><b>SP6</b> Pie charts  | <b>SP7</b> Segmented bar charts<br><b>SP8</b> Side by side column graphs   |
|                            | Interpret secondary data presented in digital media and elsewhere. (ACMSP148)   | <b>SP9</b> The graph never lies  |  |