

# Nelson Maths

# Correlation Charts

for the  
**NSW Mathematics  
K–6 Syllabus**

### Contents

Book 1 (Year K) .....	page 1
Book 2 (Year 1) .....	page 6
Book 3 (Year 2) .....	page 11
Book 4 (Year 3) .....	page 16
Book 5 (Year 4) .....	page 21
Book 6 (Year 5) .....	page 26
Book 7 (Year 6) .....	page 31



# Nelson Maths

## at a glance...



Download the Nelson Numeracy Assessment Kit Correlation to the NSW K-6 Syllabus Outcomes from: [www.thomsonlearning.com.au/nakcorrelation](http://www.thomsonlearning.com.au/nakcorrelation)



YEAR	STUDENT BOOKS	TEACHER'S RESOURCES	MENTAL STRATEGIES BIG BOOKS	MENTAL STRATEGIES SKILL BOOKS	MATHS FACTS HAND BOOK	NUMERACY ASSESSMENT KIT
K			 available August 2006			
1			 available August 2006			
2			 available August 2006			
3				 available August 2006		
4				 available August 2006		
5				 available August 2006		
6				 available August 2006		



# Correlation Chart — New South Wales

## Nelson Maths Book 1

### NSW Mathematics K–6 Syllabus Outcomes Early Stage 1 (Kindergarten)

You may choose to print the following pages and date and highlight the units to be covered.

*Please note:* the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit. For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMES1.1** Asks questions that could be explored using mathematics in relation to Early Stage 1 content. (Questioning)

**WMES1.2** Uses objects, actions, imagery, technology and/or trial and error to explore mathematical problems. (Applying Strategies)

**WMES1.3** Describes mathematical situations using everyday language, actions, materials and informal recordings. (Communicating)

**WMES1.4** Uses concrete materials and/or pictorial representations to support conclusions. (Reasoning)

**WMES1.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Early Stage 1 content. (Reflecting)

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Shapes All Around, pp. 24–26 (SB pp. 5–7) <b>C &amp; S</b>	Space	Space and Geometry Two-dimensional Space (Syllabus p. 124)	<b>SGES1.2</b> • Identifies and names a circle, square, triangle and rectangle presented in different orientations and in the environment. • Makes shapes using a variety of materials. • Manipulates a two-dimensional shape and describes its features using everyday language.
	<b>Unit 2*</b> Making Groups, pp. 27–29 (SB pp. 8–9)	Number and patterns	Number Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Counts forward to 30. • Compares and orders numbers or groups of objects. • Demonstrates one-to-one correspondence. • Represents numbers using numerals, words, symbols and objects. • Names instantly the number represented by an arrangement of dots.
	<b>Unit 3*</b> Counting Groups, pp. 30–32 (SB pp. 10–12) <b>C &amp; S</b>	Number and patterns	Number Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Counts forward to 30. • Compares and orders numbers or groups of objects. • Demonstrates one-to-one correspondence. • Represents numbers using numerals, words, symbols and objects. • Names instantly the number represented by an arrangement of dots.
	<b>Unit 4</b> Measuring Up, pp. 33–35 (SB pp. 13–15) <b>C &amp; S</b>	Measurement	Measurement Length/Volume and Capacity/ Mass (Syllabus pp. 92, 102 and 108)	<b>MES1.1, MES1.3, MES1.4</b> • Uses everyday and comparative language to describe length, mass and capacity, e.g. shortest, tallest, the same, lightest, heaviest, most, least. • Records length, mass and capacity comparisons informally by drawing, tracing, cutting and pasting. • Compares the lengths of two objects by placing the objects side-by-side and aligning the ends. • Determines which of two objects is heavier or lighter by hefting. • Compares capacities by packing/pouring materials from one container to another. • Explains that one container 'will hold more', 'will hold less' or 'will hold about the same' as another container.
	<b>Unit 5*</b> Counting to Ten, pp. 36–38 (SB pp. 16–17)	Number and patterns	Number Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Counts forward to 30. • Compares and orders numbers or groups of objects. • Demonstrates one-to-one correspondence. • Represents numbers using numerals, words, symbols and objects. • Names instantly the number represented by an arrangement of dots.
	<b>Unit 6*</b> Counting One to Ten, pp. 39–41 (SB pp. 18–20) <b>C &amp; S</b>	Number and patterns	Number Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Counts forward to 30. • Compares and orders numbers or groups of objects. • Demonstrates one-to-one correspondence. • Represents numbers using numerals, words, symbols and objects. • Names instantly the number represented by an arrangement of dots.

\* Variation to Syllabus (Bridging activity required)

## Correlation Chart NSW Nelson Maths Book 1

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 7*</b> One, Two, Three; pp. 42–44 (SB pp. 21–22)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> <ul style="list-style-type: none"> <li>Counts forward to 30.</li> <li>Compares and orders numbers or groups of objects.</li> <li>Demonstrates one-to-one correspondence.</li> <li>Represents numbers using numerals, words, symbols and objects.</li> <li>Names instantly the number represented by an arrangement of dots.</li> <li>Matches numerals to the number of objects.</li> </ul>
	<b>Unit 8*</b> Four, Five, Six, pp. 45–47 (SB pp. 23–24)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> <ul style="list-style-type: none"> <li>Counts forward.</li> <li>Compares and orders numbers or groups of objects.</li> <li>Demonstrates one-to-one correspondence.</li> <li>Represents numbers using numerals, words, symbols and objects.</li> <li>Names instantly the number represented by an arrangement of dots.</li> <li>Matches numerals to the number of objects.</li> </ul>
	<b>Unit 9*</b> Seven, Eight, Nine, pp. 48–50 (SB pp. 25–27) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> <ul style="list-style-type: none"> <li>Counts forward to 30.</li> <li>Compares and orders numbers or groups of objects.</li> <li>Demonstrates one-to-one correspondence.</li> <li>Represents numbers using numerals, words, symbols and objects.</li> <li>Names instantly the number represented by an arrangement of dots.</li> <li>Matches numerals to the number of objects.</li> </ul>
	<b>Unit 10</b> Investigating Chance, pp. 51–53 (SB pp. 28–30) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 164)	<b>NS1.5 (Stage 1)</b> <ul style="list-style-type: none"> <li>Uses the language of chance to describe everyday events.</li> <li>Describes the element of chance in familiar activities.</li> <li>Describes familiar events as being possible or impossible.</li> <li>Compares two familiar events and explains which is more likely to happen.</li> </ul>
	<b>Unit 11</b> Patterns, pp. 54–56 (SB pp. 31–33) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 73)	<b>PAES1.1</b> <ul style="list-style-type: none"> <li>Recognises, copies and continues a repeating pattern made using sounds or actions.</li> <li>Continues a repeating pattern made from shapes, objects or pictures.</li> <li>Creates a repeating pattern using shapes, objects or pictures.</li> <li>Describes a repeating pattern made from shapes by referring to the names of the shapes and their attributes.</li> </ul>
	<b>Unit 12</b> Mass, pp. 57–59 (SB pp. 34–36) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Mass (Syllabus p. 108)	<b>MES1.4</b> <ul style="list-style-type: none"> <li>Describes the mass of an object as being ‘heavier’ or ‘lighter’ than another object.</li> <li>Determines which of two objects is heavier or lighter by hefting.</li> <li>Sorts objects into heavy and light groups.</li> <li>Discusses the action of an equal-arm balance when a heavy object is placed in one pan and a lighter object in the other.</li> <li>Determines which of two objects is heavier or lighter by using an equal-arm balance.</li> </ul>
	<b>Unit 13</b> Making Patterns, pp. 60–62 (SB pp. 37–38)	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 73)	<b>PAES1.1</b> <ul style="list-style-type: none"> <li>Recognises, copies and continues a repeating pattern made using sounds or actions.</li> <li>Continues a repeating pattern made from shapes, objects or pictures.</li> <li>Creates a repeating pattern using shapes, objects or pictures.</li> <li>Describes a repeating pattern made from shapes by referring to the names of the shapes and their attributes.</li> <li>Continues a simple number pattern that increases or decreases and explains how this was achieved.</li> </ul>
	<b>Unit 14*</b> Numbers and Counting, pp. 63–65 (SB pp. 39–41) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> <ul style="list-style-type: none"> <li>Counts forward to 30.</li> <li>Compares and orders numbers or groups of objects.</li> <li>Demonstrates one-to-one correspondence.</li> <li>Reads and records numbers including 0.</li> <li>Matches numerals to the number of objects.</li> </ul>
	<b>Unit 15</b> Making Shapes, pp. 66–68 (SB pp. 42–43)	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus p. 124)	<b>SGES1.2</b> <ul style="list-style-type: none"> <li>Identifies and names a circle, square, triangle and rectangle presented in different orientations and in the environment.</li> <li>Makes shapes using a variety of materials.</li> <li>Manipulates a two-dimensional shape and describes its features using everyday language.</li> <li>Creates different shapes using a computer drawing program.</li> <li>Turns two-dimensional shapes to fit into a given space.</li> </ul>

\* Variation to Syllabus (Bridging activity required)

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 16</b> Location, pp. 69–71 (SB pp. 44–46) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 134)	<b>SGES1.3</b> • Follows a simple direction to position an object. • Participates in movement games involving turning and direction. • Moves to a different position and describes their action to others. • Describes position in relation to other people or objects.
	<b>Unit 17*</b> Numbers Everywhere, pp. 72–74 (SB pp. 47–48)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Counts forward to 30. • Names the number before and after a given number. • Demonstrates one-to-one correspondence. • Reads and records numbers including 0.
	<b>Unit 18*</b> Seeing Numbers, pp. 75–77 (SB pp. 49–51) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> • Reads and records numbers including 0. • Makes groups of up to 10 objects. • Combines two groups to model addition. • Joins two groups of objects together and states the number altogether. • Uses concrete materials to model different combinations to 10.
	<b>Unit 19</b> Our Class (Collecting Data), pp. 78–80 (SB pp. 52–54) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 85)	<b>DES1.1</b> • Sorts objects into groups according to a characteristic. • Organises a group of similar objects into rows or columns. • Compares groups by counting. • Uses a picture of an object to represent the object in a data display. • Organises actual objects or pictures of the objects into a data display. • Describes information presented in a data display. • Interprets information presented in a data display to answer questions.
	<b>Unit 20*</b> Number Order, pp. 81–83 (SB pp. 55–57) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Makes groups of up to 10 objects. • Names the number before and after a given number. • Demonstrates one-to-one correspondence. • Reads and records numbers including 0. • Orders a set of numbers from smallest to largest.
	<b>Unit 21</b> Money, pp. 84–86 (SB pp. 58–59)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 41 and 42)	<b>NES1.1, NS1.1</b> • Sorts and orders a collection of coins according to size, shape, pictures and face value. • Recognises coins and notes. • Uses the language of money in everyday contexts. • Exchanges money for goods in a play situation. (Working Mathematically) (Stage 1)
	<b>Unit 22*</b> 1st, 2nd, 3rd ..., pp. 87–89 (SB pp. 60–62) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> • Makes groups of up to 10 objects. • Reads and records numbers including 0. • Uses the ordinal names 'first' to 'tenth'.
	<b>Unit 23</b> Length, pp. 90–92 (SB pp. 63–65) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 92)	<b>MES1.1</b> • Uses everyday and comparative language to describe length. • Records length comparisons informally by drawing, tracing, cutting and pasting. • Compares the lengths of two objects by placing the objects side-by-side and aligning the ends. • Straightens a curved/bent length of material to check if the two lengths are the same. • Measures the length of an object by placing informal units end-to-end without gaps or overlays.
	<b>Unit 24*</b> Counting On, pp. 93–95 (SB pp. 66–67)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> • Counts forwards to 30 from a given number. • Makes groups of up to 10 objects. • Names the number before and after a given number. • Joins two groups of objects and states the number altogether. • Combines two or more groups of objects to model addition.
	<b>Unit 25*</b> Counting Back, pp. 96–98 (SB pp. 68–70) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> • Counts forwards to 30 from a given number. • Counts backwards from a given number. • Names the number before and after a given number. • Takes part of a group away and states the number of objects remaining.

\* Variation to Syllabus (Bridging activity required)

## Correlation Chart NSW Nelson Maths Book 1

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 26</b> Capacity, pp. 99–101 (SB pp. 71–73) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus p.102)	<b>MES1.3</b> <ul style="list-style-type: none"> <li>• Fills and empties a variety of containers using different materials.</li> <li>• Recognises when a container is full, empty and about half full.</li> <li>• Compares and orders capacities by packing/pouring materials from one container to another.</li> <li>• Explains that one container 'will hold more', 'will hold less' or 'will hold about the same' as another container.</li> </ul>
	<b>Unit 27*</b> Making Ten, pp. 102–104 (SB pp. 74–75)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> <ul style="list-style-type: none"> <li>• Reads and records numbers including 0.</li> <li>• Makes groups of up to 10 objects.</li> <li>• Combines two groups to model addition.</li> <li>• Joins two groups of objects together and states the number altogether.</li> <li>• Counts forwards from a given number.</li> <li>• Uses concrete materials to model different combinations to 10.</li> </ul>
	<b>Unit 28</b> Numbers to 20, pp. 105–107 (SB pp. 76–78) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> <ul style="list-style-type: none"> <li>• Counts forward to at least 20.</li> <li>• Compares and orders numbers or groups of objects.</li> <li>• Makes groups of up to 20 objects.</li> <li>• Demonstrates one-to-one correspondence when counting to 20.</li> <li>• Reads and records numbers up to 20 including 0.</li> <li>• Matches numerals to the number of objects up to 20.</li> </ul>
	<b>Unit 29</b> Time, pp. 108–110 (SB pp. 79–81) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 112)	<b>MES1.5</b> <ul style="list-style-type: none"> <li>• Describes 'daytime' and 'night-time'.</li> <li>• Uses the terms 'yesterday', 'today', 'tomorrow', 'before' and 'after'.</li> <li>• Sorts picture cards into events that happen in the morning, afternoon or night-time.</li> <li>• Names and orders the days of the week and identifies weekdays and weekends.</li> <li>• Relates an event to a particular day.</li> <li>• Uses the term 'o'clock'.</li> <li>• Compares and discusses the duration of two events.</li> </ul>
	<b>Unit 30</b> 3D Shapes, pp. 111–113 (SB pp. 82–84) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus pp. 118 and 119)	<b>SGES1.1, SGS1.1</b> <ul style="list-style-type: none"> <li>• Describes 3D objects and their features using everyday language.</li> <li>• Sorts 3D objects and explains the attribute used.</li> <li>• Makes models from a variety of materials and describes them in everyday language.</li> <li>• Describes, identifies and names cones, cubes, cylinders and spheres. (Stage 1)</li> <li>• Uses the terms 'faces', 'edges' and 'corners' to describe 3D shapes. (Stage 1)</li> </ul>
	<b>Unit 31*</b> Adding Groups, pp. 114–116 (SB pp. 85–86)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> <ul style="list-style-type: none"> <li>• Reads and records numbers up to 20 including 0.</li> <li>• Combines two groups to model addition.</li> <li>• Joins two groups of objects together and states the number altogether.</li> <li>• Counts forwards to 20 from a given number.</li> <li>• Uses concrete materials to model different combinations to 20.</li> <li>• Describes the action of combining using everyday language.</li> <li>• Records addition stories informally using drawings, numerals and words.</li> </ul>
	<b>Unit 32*</b> Take Away, pp. 117–119 (SB pp. 87–89) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> <ul style="list-style-type: none"> <li>• Reads and records numbers up to 20 including 0.</li> <li>• Separates and takes apart a group of objects to model subtraction.</li> <li>• Takes part of a group away and states the number of objects remaining.</li> <li>• Counts backwards from 20.</li> <li>• Uses concrete materials to model different combinations to 20.</li> <li>• Describes the action of subtraction using everyday language, e.g. 'take-away'.</li> <li>• Records subtraction stories informally using drawings, numerals and words.</li> </ul>
	<b>Unit 33</b> Making Maps, pp. 120–122 (SB pp. 90–92) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus pp. 134 and 135)	<b>SGES1.3, SGS1.3</b> <ul style="list-style-type: none"> <li>• Describes the position of an object in relation to another object.</li> <li>• Makes simple models of familiar places and describes the position of objects. (Stage 1)</li> <li>• Describes the position of an object in a model or drawing. (Stage 1)</li> </ul>
	<b>Unit 34</b> Maths in the Sea, pp. 123–125 (SB pp. 93–95) <b>C &amp; S</b>	<i>Chance and data</i>  <i>Measurement</i>	<i>Data</i> (Syllabus p. 85)  <i>Measurement</i> Length/Volume and Capacity/ Mass (Syllabus pp. 92, 102 and 108)	<b>DES1.1, MES1.1, MES1.3, MES1.4</b> <ul style="list-style-type: none"> <li>• Compares groups by counting.</li> <li>• Uses a picture of an object to represent the object in a data display.</li> <li>• Organises actual objects or pictures of the objects into a data display.</li> <li>• Interprets information presented in a data display to answer questions.</li> <li>• Estimates, measures, compares and orders length, capacity and mass using informal units.</li> </ul>

\* Variation to Syllabus (Bridging activity required)

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 35*</b> More Numbers to 20, pp. 126–128 (SB pp. 96–97)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 41)	<b>NES1.1</b> <ul style="list-style-type: none"> <li>Counts forward to at least 20 and backwards in a range 0 to 20.</li> <li>Compares and orders numbers or groups of objects to 20.</li> <li>Makes groups of up to 20 objects.</li> <li>Demonstrates one-to-one correspondence when counting to 20.</li> <li>Reads and records numbers including 0.</li> <li>Matches numerals to the number of objects up to 20.</li> </ul>
	<b>Unit 36*</b> Doubles, pp. 129–131 (SB pp. 98–100) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> <ul style="list-style-type: none"> <li>Reads and records numbers including 0.</li> <li>Joins two groups of objects together and states the number altogether.</li> <li>Counts forwards from a given number.</li> <li>Uses concrete materials to model different combinations to 20.</li> <li>Describes the action of combining using everyday language.</li> <li>Records addition stories informally using drawings, numerals and words.</li> </ul>
	<b>Unit 37</b> Animal Maths, pp. 132–134 (SB pp. 101–103) <b>C &amp; S</b>	<i>Measurement</i> <i>Chance and data</i>	<i>Data</i> (Syllabus p. 85) <i>Measurement</i> Length (Syllabus p. 92)	<b>DES1.1, MES1.1</b> <ul style="list-style-type: none"> <li>Compares groups by counting.</li> <li>Uses a picture of an object to represent the object in a data display.</li> <li>Organises actual objects or pictures of the objects into a data display.</li> <li>Interprets information presented in a data display to answer questions.</li> <li>Estimates, measures, compares and orders length using informal units.</li> </ul>
	<b>Unit 38*</b> It All Adds Up, pp. 135–137 (SB pp. 104–105)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> <ul style="list-style-type: none"> <li>Reads and records numbers including 0.</li> <li>Combines two groups to model addition.</li> <li>Joins two groups of objects together and states the number altogether.</li> <li>Counts forwards from a given number.</li> <li>Uses concrete materials to model different combinations to 20.</li> <li>Describes the action of combining using everyday language.</li> <li>Records addition stories informally using drawings, numerals and words.</li> </ul>
	<b>Unit 39*</b> Subtraction, pp. 138–140 (SB pp. 106–108) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Addition and Subtraction (Syllabus pp. 41 and 46)	<b>NES1.1, NES1.2</b> <ul style="list-style-type: none"> <li>Reads and records numbers including 0.</li> <li>Separates and takes apart a group of objects to model subtraction.</li> <li>Takes part of a group away and states the number of objects remaining.</li> <li>Counts backwards from 20.</li> <li>Uses concrete materials to model different combinations to 20.</li> <li>Describes the action of subtraction using everyday language, e.g. 'take-away'.</li> <li>Records subtraction stories informally using drawings, numerals and words.</li> </ul>
	<b>Unit 40</b> Maths Party, pp. 141–143 (SB pp. 109–111) <b>C &amp; S</b>	<i>Revision:</i> <i>all strands</i>	<i>Revision: all strands</i>	<b>DES1.1, NES1.1, NES1.2, PAES1.1, MES1.3, SGES1.2, SGES1.3</b> <ul style="list-style-type: none"> <li>Various indicators relating to the above outcomes.</li> <li>Additional areas covered by maths games selected by students for the maths party.</li> </ul>

\* Variation to Syllabus (Bridging activity required)

# Correlation Chart — New South Wales

## Nelson Maths Book 2

### NSW Mathematics K–6 Syllabus Outcomes Stage 1 (Year 1)

You may choose to print the following pages and date and highlight the units to be covered.

*Please note:* the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit.

For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMS1.1** Asks questions that could be explored using mathematics in relation to Stage 1 content. (Questioning)

**WMS1.2** Uses objects, diagrams, imagery and technology to explore mathematical problems. (Applying Strategies)

**WMS1.3** Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols. (Communicating)

**WMS1.4** Supports conclusions by explaining or demonstrating how answers were obtained. (Reasoning)

**WMS1.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 1 content. (Reflecting)

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Exploring Numbers to 20 A, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number Whole Numbers</i> (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Counts forwards or backwards from a given two-digit number.</li> <li>Names the number before and after a given two- or three-digit number.</li> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Orders a set of two- or three-digit numbers.</li> <li>Counts forwards or backwards by twos, fives or tens.</li> <li>Represents two- and three-digit numbers using materials.</li> </ul>
	<b>Unit 2</b> Exploring Numbers to 20 B, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number Whole Numbers</i> (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Counts forwards or backwards from a given two-digit number.</li> <li>Names the number before and after a given two- or three-digit number.</li> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Orders a set of two- or three-digit numbers.</li> <li>Uses the terms 'more than' and 'less than' when comparing numbers.</li> <li>Counts forwards or backwards by twos, fives or tens.</li> <li>Represents two- and three-digit numbers using materials.</li> </ul>
	<b>Unit 3</b> Revisiting Numbers to 20, pp. 30–32 (SB pp. 9–11) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number Whole Numbers</i> (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Counts forwards or backwards from a given two-digit number.</li> <li>Names the number before and after a given two- or three-digit number.</li> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Orders a set of two- or three-digit numbers.</li> <li>Uses the terms 'more than' and 'less than' when comparing numbers.</li> <li>Counts forwards or backwards by twos, fives or tens.</li> <li>Represents two- and three-digit numbers using materials.</li> </ul>
	<b>Unit 4</b> Chance and Data, pp. 33–35 (SB pp. 12–14) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number Chance (Syllabus p. 68)</i>  <i>Data (Syllabus p. 86)</i>	<b>NS1.5, DS1.1</b> <ul style="list-style-type: none"> <li>Uses the language of chance.</li> <li>Describes the element of chance in familiar activities.</li> <li>Describes familiar events as being possible or impossible.</li> <li>Compares two familiar events and explains which is more likely to happen.</li> <li>Poses a question that can be answered by gathering and displaying data.</li> <li>Uses concrete materials, tally marks or symbols to keep track of data.</li> <li>Interprets information presented in a given picture graph or column graph.</li> </ul>
	<b>Unit 5</b> Addition to 20 A, pp. 36–38 (SB pp. 15–16)	<i>Number and patterns</i>	<i>Number Addition and Subtraction</i> (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols + and =.</li> <li>Uses two or more different strategies to solve an addition problem.</li> <li>Counts on from the larger number to find the total of two numbers.</li> <li>Recalls addition facts for numbers up to 20.</li> <li>Explains how an answer to an addition problem was obtained.</li> <li>Bridges to ten to assist addition.</li> </ul>
	<b>Unit 6</b> Addition to 20 B, pp. 39–41 (SB pp. 17–19) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number Addition and Subtraction</i> (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols + and =.</li> <li>Uses two or more different strategies to solve an addition problem.</li> <li>Counts on from the larger number to find the total of two numbers.</li> <li>Recalls addition facts for numbers up to 20.</li> <li>Explains how an answer to an addition problem was obtained.</li> <li>Bridges to ten to assist addition.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 7</b> Data, pp. 42–44 (SB pp. 20–22) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 86)	<b>DS1.1</b> <ul style="list-style-type: none"> <li>Poses a question that can be answered by gathering and displaying data.</li> <li>Uses concrete materials, tally marks or symbols to keep track of data.</li> <li>Displays data using symbols or objects to represent data.</li> <li>Uses a baseline and equal spacing when representing data in a display.</li> <li>Displays data using a column graph or a picture graph.</li> <li>Interprets information presented in a given picture graph or column graph.</li> </ul>
	<b>Unit 8</b> Number Patterns, pp. 45–47 (SB pp. 23–25) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 74)	<b>PAS1.1</b> <ul style="list-style-type: none"> <li>Identifies patterns when counting by twos, fives or tens.</li> <li>Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>Creates and describes simple patterns.</li> </ul>
	<b>Unit 9</b> 2D Shapes, pp. 48–50 (SB pp. 26–27)	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus p. 125)	<b>SG1.2</b> <ul style="list-style-type: none"> <li>Identifies and sorts 2D shapes by a given attribute.</li> <li>Describes features of 2D shapes.</li> <li>Names 2D shapes presented in different orientations.</li> <li>Uses drawing and painting to represent 2D shapes.</li> <li>Makes as many different shapes as possible by combining two shapes that are the same.</li> </ul>
	<b>Unit 10</b> 3D Shapes, pp. 51–53 (SB pp. 28–30) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 119)	<b>SG1.1, SG2.1</b> <ul style="list-style-type: none"> <li>Describes cones, cubes, cylinders, spheres and prisms.</li> <li>Identifies and names cones, cubes, cylinders, spheres and prisms from a collection of everyday objects and in the environment.</li> <li>Sorts 3D objects according to a particular attribute.</li> <li>Uses the terms ‘faces’, ‘edges’ and ‘corners’ to describe 3D objects.</li> <li>Makes models of 3D objects given a picture or photograph to view. (Stage 2)</li> <li>Makes skeletal models of 3D objects. (Stage 2)</li> </ul>
	<b>Unit 11</b> Exploring Numbers to 99, pp. 54–56 (SB pp. 31–32)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Orders a set of two- or three-digit numbers.</li> <li>Represents two- and three-digit numbers using materials.</li> <li>States the place value of digits in a three-digit number.</li> <li>Makes the largest or smallest number given any three digits.</li> </ul>
	<b>Unit 12</b> Odd and Even Numbers, pp. 57–59 (SB pp. 33–35) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43) Multiplication and Division (Syllabus p. 53)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Counts forwards or backwards from a given two-digit number.</li> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Recognises odd and even numbers by grouping objects into two rows.</li> <li>Counts by ones, twos, fives, tens.</li> <li>Shares a collection of objects into equal groups to model division.</li> </ul>
	<b>Unit 13</b> Length, pp. 60–62 (SB pp. 36–38) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 93)	<b>MS1.1</b> <ul style="list-style-type: none"> <li>Measures the length of an object by placing informal units end-to-end without gaps or overlaps.</li> <li>Estimates the number of units required to measure length.</li> <li>Counts units to compare and order length of two or more objects.</li> <li>Describes and records length as the number and type of units used.</li> </ul>
	<b>Unit 14</b> Mental Strategies, pp. 63–65 (SB pp. 39–40)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Uses two or more different strategies to solve an addition problem, i.e. counting on, doubling, facts, bridging to ten.</li> <li>Counts on from the larger number to find the total of two numbers.</li> <li>Recalls addition facts for numbers up to 20.</li> <li>Explains how an answer to an addition problem was obtained.</li> <li>Bridges to ten to assist addition.</li> </ul>
	<b>Unit 15</b> Subtraction to 20 A, pp. 66–68 (SB pp. 41–42)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols – and =.</li> <li>Creates simple subtraction stories and picture problems.</li> <li>Uses two or more different strategies to solve a subtraction problem.</li> <li>Represents subtraction as the difference between two numbers.</li> <li>Recalls subtraction facts for numbers up to 20.</li> <li>Explains how an answer to a subtraction problem was obtained.</li> <li>Counts on or back to find the difference between two numbers.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 2

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 16</b> Subtraction to 20 B, pp. 69–71 (SB pp. 43–45) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols – and =.</li> <li>Creates simple subtraction stories and picture problems.</li> <li>Uses two or more different strategies to solve a subtraction problem.</li> <li>Represents subtraction as the difference between two numbers.</li> <li>Recalls subtraction facts for numbers up to 20.</li> <li>Explains how an answer to a subtraction problem was obtained.</li> <li>Counts on or back to find the difference between two numbers.</li> </ul>
	<b>Unit 17</b> Time, pp. 72–74 (SB pp. 46–48) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 113)	<b>MS1.5</b> <ul style="list-style-type: none"> <li>Names and orders the months of the year.</li> <li>Recalls the number of days that there are in each month.</li> <li>Matches the months of the year to the seasons.</li> <li>Uses a calendar to identify a particular day or date.</li> <li>Uses the terms 'hour', 'minute' and 'second' to describe time.</li> <li>Reads o'clock time on analogue and digital clocks (Early Stage 1 — revised)</li> </ul>
	<b>Unit 18</b> Addition and Subtraction, pp. 75–77 (SB pp. 49–51) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols +, – and =.</li> <li>Creates simple addition and subtraction stories and picture problems.</li> <li>Uses two or more different strategies to solve an addition or subtraction problem (counting on/back, doubles, facts, bridging to ten, place value).</li> <li>Recalls addition and subtraction facts for numbers up to 20.</li> <li>Explains how an answer to an addition or subtraction problem was obtained.</li> </ul>
	<b>Unit 19</b> Collecting Data, pp. 78–80 (SB pp. 52–54) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 86)	<b>DS1.1</b> <ul style="list-style-type: none"> <li>Poses a question that can be answered by gathering and displaying data.</li> <li>Uses concrete materials, tally marks or symbols to keep track of data.</li> <li>Displays data using symbols or objects to represent data.</li> <li>Uses a baseline and equal spacing when representing data in a display.</li> <li>Displays data using a column graph or a picture graph.</li> <li>Interprets information presented in a given picture graph or column graph.</li> </ul>
	<b>Unit 20</b> Exploring Location A, pp. 81–83 (SB pp. 55–57) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 135)	<b>SG1.3</b> <ul style="list-style-type: none"> <li>Makes a simple model of a familiar place and describes the position of objects.</li> <li>Follows oral instructions to position objects in models and in drawings.</li> <li>Describes the position of an object in a model, photograph or drawing.</li> <li>Uses 'left' or 'right' to describe the position of objects in relation to themselves.</li> <li>Describes a path from one location to another.</li> </ul>
	<b>Unit 21</b> Exploring Fractions, pp. 84–86 (SB pp. 58–59)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus p. 61)	<b>NS1.4</b> <ul style="list-style-type: none"> <li>Models and describes a half or a quarter of an object or a collection of objects.</li> <li>Models and describes the dividing of a collection of objects into halves or quarters.</li> <li>Uses fraction language in everyday contexts.</li> <li>Recognises when two parts are not halves and four parts are not quarters.</li> <li>Uses fraction notation for half (1/2) and quarter (1/4).</li> </ul>
	<b>Unit 22</b> Revisiting Numbers to 99, pp. 87–89 (SB pp. 60–62) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Counts forwards or backwards by tens, twos and fives.</li> <li>Uses the terms 'more than' and 'less than' when comparing numbers.</li> <li>Orders a set of two- or three-digit numbers.</li> <li>Represents two- and three-digit numbers using materials.</li> <li>States the place value of digits in a three-digit number.</li> <li>Makes the largest or smallest number given any three digits.</li> </ul>
	<b>Unit 23</b> Perimeter and Area, pp. 90–92 (SB pp. 63–65) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Area (Syllabus p. 97) Length (Syllabus p. 94)	<b>MS1.2, MS2.1</b> <ul style="list-style-type: none"> <li>Measures area by placing identical informal units in rows or columns without gaps or overlaps.</li> <li>Estimates, counts and records the number of units needed to measure area.</li> <li>Compares and orders two or more areas using informal units.</li> <li>Uses the term 'perimeter' to describe the total distance around a shape. (Stage 2)</li> <li>Estimates and measures the perimeter of 2D shapes. (Stage 2)</li> </ul>
	<b>Unit 24</b> Capacity, pp. 93–95 (SB pp. 66–68) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus p. 103)	<b>MES1.3, MS1.3, MS2.3</b> <ul style="list-style-type: none"> <li>Compares capacities by pouring or packing materials from one container to another. (Early Stage 1)</li> <li>Counts and compares the number of cups of sand or water needed to fill two or more different containers.</li> <li>Recognises that two containers of different shape may hold the same amount of material.</li> <li>Estimates and measures the capacity of a container using informal units.</li> <li>Orders containers according to their capacity.</li> <li>Selects from a range of containers those that have a capacity of 'more than', 'less than' or 'about a litre'. (Stage 2)</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 25</b> Chance Events, pp. 96–98 (SB pp. 69–71) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus pp. 68 and 69)	<b>NS1.5, NS2.5</b> <ul style="list-style-type: none"> <li>• Uses the language of chance.</li> <li>• Describes the element of chance in familiar activities.</li> <li>• Compares familiar events and describes them as being 'equally likely', 'more likely' or 'less likely' to occur. (Stage 2)</li> <li>• Predicts possible outcomes in a simple chance experiment. (Stage 2)</li> <li>• Conducts simple experiments using coins, dice or spinners, and records the results. (Stage 2)</li> </ul>
	<b>Unit 26</b> Looking at Groups, pp. 99–101 (SB pp. 72–73)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 53)	<b>NS1.3</b> <ul style="list-style-type: none"> <li>• Counts by ones, twos, fives and tens.</li> <li>• Describes collections of objects as 'rows of' or 'groups of'.</li> <li>• Uses counting strategies to find the total number of objects, e.g. skip/rhythmic counting.</li> </ul>
	<b>Unit 27</b> Exploring Groups, pp. 102–104 (SB pp. 74–75)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 53)	<b>NS1.3</b> <ul style="list-style-type: none"> <li>• Counts by ones, twos, fives and tens.</li> <li>• Describes collections of objects as 'rows of' or 'groups of'.</li> <li>• Uses an array to model multiplication problems.</li> <li>• Uses counting strategies to find the total number of objects, e.g. skip/rhythmic counting.</li> </ul>
	<b>Unit 28</b> Money, pp. 105–107 (SB pp. 76–78) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43) Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.1, NS1.2</b> <ul style="list-style-type: none"> <li>• Uses the face value of notes and coins to sort, order and count money.</li> <li>• Uses the symbols for dollars (\$) and cents (c).</li> <li>• Performs simple calculations with money including finding change and rounding to the nearest 5c.</li> </ul>
	<b>Unit 29</b> Exploring Location B, pp. 108–110 (SB pp. 79–81) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus pp. 135 and 136)	<b>SG1.3, SG2.3</b> <ul style="list-style-type: none"> <li>• Makes a simple model of a familiar place and describes the position of objects.</li> <li>• Follows oral instructions to position objects in models and in drawings.</li> <li>• Describes the position of an object in a model, photograph or drawing.</li> <li>• Describes a path from one location to another.</li> <li>• Describes the location of an object using more than one descriptor. (Stage 2)</li> <li>• Uses simple coordinates to create a picture. (Stage 2)</li> </ul>
	<b>Unit 30</b> Dividing, pp. 111–113 (SB pp. 82–84) <b>C &amp; S</b>	<i>Number</i>	<i>Number</i> Multiplication and Division (Syllabus p. 53)	<b>NS1.3</b> <ul style="list-style-type: none"> <li>• Counts by ones, twos, fives and tens.</li> <li>• Shares a collection of objects into equal groups to model division.</li> <li>• Models division as repeated subtraction.</li> </ul>
	<b>Unit 31</b> Mass, pp. 114–116 (SB pp. 85–87) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Mass (Syllabus p. 109)	<b>MS1.4</b> <ul style="list-style-type: none"> <li>• Uses an equal arm balance to find two objects, which have the same mass.</li> <li>• Estimates (by hefting), measures and records the mass of an object using informal units and an equal arm balance.</li> <li>• Compares and orders the mass of three or more objects using informal units.</li> <li>• Identifies objects that have a mass 'more than', 'less than' or 'about the same as a kilogram'. (Stage 2)</li> </ul>
	<b>Unit 32</b> Simple Equations, pp. 117–119 (SB pp. 88–89)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48) Multiplication and Division (Syllabus p. 53)	<b>NS1.2, NS1.3</b> <ul style="list-style-type: none"> <li>• Records number sentences using the symbols +, – and =.</li> <li>• Creates simple addition, subtraction, multiplication and division stories and picture problems.</li> <li>• Uses two or more different strategies to solve an addition, subtraction, multiplication or division problem (counting on/back, doubles, facts, bridging to ten, place value, arrays, repeated addition/subtraction).</li> <li>• Explains how an answer to an addition or subtraction problem was obtained.</li> <li>• Counts by ones, twos, fives and tens.</li> <li>• Describes collections of objects as 'rows of' or 'groups of'.</li> </ul>
	<b>Unit 33</b> More About Money, pp. 120–122 (SB pp. 90–92) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43) Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.1, NS1.2</b> <ul style="list-style-type: none"> <li>• Uses the face value of notes and coins to sort, order and count money.</li> <li>• Uses the symbols for dollars (\$) and cents (c).</li> <li>• Performs simple calculations with money including finding change and rounding to the nearest 5c.</li> <li>• Exchanges money for goods in a play situation. (Working Mathematically)</li> <li>• Creates simple addition and subtraction stories and picture problems.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 2

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 34</b> Telling Time, pp. 123–125 (SB pp. 93–95) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 113)	<b>MS1.5</b> <ul style="list-style-type: none"> <li>• Uses the terms 'hour', 'minute' and 'second' to describe time.</li> <li>• Reads o'clock time on analogue and digital clocks. (Early Stage 1 — revised)</li> <li>• Reads half hour time on analogue and digital clocks.</li> <li>• Indicates when it is thought that an activity has gone for one minute.</li> <li>• Reads time using the terms 'quarter past' and 'quarter to'. (Stage 2)</li> </ul>
	<b>Unit 35</b> More About Numbers to 99, pp. 126–128 (SB pp. 96–97)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>• Reads, writes and says two- and three-digit numbers.</li> <li>• Counts forwards or backwards by tens, twos and fives.</li> <li>• Uses the terms 'more than' and 'less than' when comparing numbers.</li> <li>• Orders a set of two- or three-digit numbers.</li> <li>• Represents two- and three-digit numbers using materials.</li> <li>• States the place value of digits in a three-digit number.</li> <li>• Makes the largest or smallest number given any three digits.</li> </ul>
	<b>Unit 36</b> More Number Patterns, pp. 129–131 (SB pp. 98–100) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 74)	<b>PAS1.1</b> <ul style="list-style-type: none"> <li>• Identifies patterns when counting forwards or backwards by twos, fives or tens.</li> <li>• Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>• Creates and describes simple number patterns that increase or decrease.</li> <li>• Determines a missing number in a number pattern and describes how it was determined.</li> <li>• Recognises that patterns can be created by recording all possible combinations for given numbers.</li> </ul>
	<b>Unit 37</b> More Chance and Data, pp. 132–134 (SB pp. 101–103) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 68) <i>Data</i> (Syllabus p. 86)	<b>NS1.5, NS2.5, DS1.1</b> <ul style="list-style-type: none"> <li>• Uses the language of chance.</li> <li>• Compares familiar events and describes them as being 'equally likely', 'more likely' or 'less likely' to occur. (Stage 2)</li> <li>• Predicts possible outcomes in a simple chance experiment. (Stage 2)</li> <li>• Conducts simple experiments using coins, dice or spinners and records the results. (Stage 2)</li> <li>• Poses a question that can be answered by gathering and displaying data.</li> <li>• Uses concrete materials, tally marks or symbols to keep track of data.</li> </ul>
	<b>Unit 38</b> More Mental Strategies, pp. 135–137 (SB pp. 104–106) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>• Records number sentences using the symbols +, – and =.</li> <li>• Creates simple addition and subtraction stories and picture problems.</li> <li>• Uses two or more different strategies to solve an addition or subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames).</li> <li>• Recalls addition and subtraction facts for numbers up to 20.</li> <li>• Explains how an answer to an addition or subtraction problem was obtained.</li> </ul>
	<b>Unit 39</b> Symmetry and Shapes, pp. 138–140 (SB pp. 107–109) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus p. 125)	<b>SGS1.2</b> <ul style="list-style-type: none"> <li>• Makes tessellating designs by flipping, sliding and turning 2D shapes.</li> <li>• Identifies representations of 2D shapes in different orientations.</li> <li>• Makes symmetrical designs with pattern blocks, drawings and paintings.</li> <li>• Identifies shapes that do and do not tessellate.</li> </ul>
	<b>Unit 40</b> Revision, pp. 141–143 (SB pp. 110–111)	<i>Revision: all strands</i>	<i>Number/Measurement/ Space and Geometry/Data</i>	<b>NS1.1, NS1.2, NS1.5, MS1.1, MS1.2, SG1.1, SG1.2, DS1.1</b> <ul style="list-style-type: none"> <li>• Various indicators relating to the above outcomes.</li> <li>• Additional areas covered by maths games selected by the children and the 'Maths Autographs' task.</li> </ul>

# Correlation Chart — New South Wales

## Nelson Maths Book 3

### NSW Mathematics K–6 Syllabus Outcomes Stage 1 (Year 2)

You may choose to print the following pages and date and highlight the units to be covered.

*Please note:* the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit. For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMS1.1** Asks questions that could be explored using mathematics in relation to Stage 1 content. (Questioning)

**WMS1.2** Uses objects, diagrams, imagery and technology to explore mathematical problems. (Applying Strategies)

**WMS1.3** Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols. (Communicating)

**WMS1.4** Supports conclusions by explaining or demonstrating how answers were obtained. (Reasoning)

**WMS1.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 1 content. (Reflecting)

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Counting, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Counts forwards or backwards from a given two-digit number.</li> <li>Names the number before and after a given two- or three-digit number.</li> <li>Reads, writes and says two- and three-digit numbers.</li> <li>Orders a set of two- or three-digit numbers.</li> <li>Counts forwards or backwards by ones, twos, fives or tens.</li> </ul>
	<b>Unit 2</b> Skip-counting, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 74)	<b>PAS1.1</b> <ul style="list-style-type: none"> <li>Identifies patterns when counting forwards or backwards by twos, fives or tens.</li> <li>Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>Creates and describes simple number patterns that increase or decrease.</li> <li>Determines a missing number in a number pattern and describes how it was determined.</li> <li>Recognises that patterns can be created by recording all possible combinations for a given number.</li> </ul>
	<b>Unit 3</b> Place Value, pp. 30–32 (SB pp. 9–11) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Names the number before and after a given three-digit number.</li> <li>Reads, writes and says three-digit numbers.</li> <li>Orders a set of three-digit numbers.</li> <li>Represents two- and three-digit numbers using materials.</li> <li>States the place value of digits in a three-digit number.</li> <li>Makes the largest or smallest number given any three digits.</li> </ul>
	<b>Unit 4</b> Collecting Data, pp. 33–35 (SB pp. 12–14) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 86)	<b>DS1.1</b> <ul style="list-style-type: none"> <li>Poses a question that can be answered by gathering and displaying data.</li> <li>Uses concrete materials, tally marks or symbols to keep track of data.</li> <li>Displays data using symbols or objects to represent data.</li> <li>Uses a baseline and equal spacing when representing data in a display.</li> <li>Displays data using a column graph or a picture graph.</li> <li>Interprets information presented in a given picture graph or column graph.</li> </ul>
	<b>Unit 5</b> Addition, pp. 36–38 (SB pp. 15–16)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48) <i>Patterns and Algebra</i> (Syllabus pp. 74)	<b>NS1.2, PAS1.1</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols + and =.</li> <li>Creates simple addition stories and picture problems.</li> <li>Uses two or more different strategies to solve an addition problem (counting on/ back, doubles, facts, bridging to ten, place value, ten frames).</li> <li>Recalls addition facts for numbers to 20.</li> <li>Explains how an answer to an addition problem was obtained.</li> <li>Identifies and describes the relationship between addition and subtraction facts.</li> </ul>
	<b>Unit 6</b> Subtraction, pp. 39–41 (SB pp. 17–19) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Represents subtraction as the difference between two numbers.</li> <li>Records number sentences using the symbols – and =.</li> <li>Creates simple subtraction stories and picture problems.</li> <li>Uses two or more different strategies to solve an addition problem (counting on/ back, doubles, facts, bridging to ten, place value, ten frames).</li> <li>Recalls subtraction facts for numbers to 20.</li> <li>Explains how an answer to a subtraction problem was obtained.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 3

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 7</b> Length, pp. 42–44 (SB pp. 20–21)	Measurement	Measurement Length (Syllabus p. 93)	<b>MS1.1</b> <ul style="list-style-type: none"> <li>Measures the length of an object by placing informal units end-to-end without gaps or overlaps.</li> <li>Estimates the number of units required to measure length or distance.</li> <li>Counts units to compare and order length of two or more objects.</li> <li>Describes and records length as the number and type of units used.</li> <li>Uses the abbreviation for metre (m).</li> <li>Classifies the lengths of objects as being 'more than', 'less than' or 'about the same as a metre'.</li> </ul>
	<b>Unit 8</b> Area, pp. 45–47 (SB pp. 22–24) <b>C &amp; S</b>	Measurement	Measurement Area (Syllabus p. 97)	<b>MS1.2</b> <ul style="list-style-type: none"> <li>Measures area by placing identical informal units in rows or columns without gaps or overlaps.</li> <li>Estimates the number of informal units needed to measure an area.</li> <li>Counts and records the number of units used and describes the part left over.</li> <li>Compares and orders two or more areas using informal units.</li> <li>Chooses appropriate informal units to measure area.</li> </ul>
	<b>Unit 9</b> Mental Strategies, pp. 48–50 (SB pp. 25–27) <b>C &amp; S</b>	Number and patterns	Number Addition and Subtraction (Syllabus pp. 47 and 48) <i>Patterns and Algebra</i> (Syllabus p. 74)	<b>NS1.2, NS2.2, PAS1.1</b> <ul style="list-style-type: none"> <li>Uses two or more different strategies to solve an addition or subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, patterns).</li> <li>Explains how an answer to an addition or subtraction problem was obtained.</li> <li>Rounds number to the nearest ten when estimating. (Stage 2)</li> <li>Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>Creates and describes simple number patterns that increase or decrease.</li> <li>Determines a missing number in a number pattern and describes how it was determined.</li> </ul>
	<b>Unit 10</b> Shapes and Solids, pp. 51–53 (SB pp. 28–30) <b>C &amp; S</b>	Space	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 119) Two-dimensional Space (Syllabus p. 125)	<b>SGS1.1, SGS1.2, SGS2.1</b> <ul style="list-style-type: none"> <li>Describes cones, cubes, cylinders, spheres and prisms.</li> <li>Uses the terms 'faces', 'edges' and 'corners' to describe 3D objects.</li> <li>Makes models of 3D shapes. (Stage 2)</li> <li>Identifies and sorts 2D and 3D shapes by a given attribute.</li> <li>Identifies shapes that do and do not tessellate.</li> <li>Uses drawings or paintings to represent 2D shapes.</li> <li>Makes as many different shapes as possible by combining two shapes that are the same.</li> </ul>
	<b>Unit 11</b> Making One Thousand, pp. 54–56 (SB pp. 31–32)	Number and patterns	Number Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Names the number before and after a given three-digit number.</li> <li>Reads, writes and says three-digit numbers.</li> <li>Orders a set of three-digit numbers.</li> <li>Represents two- and three-digit numbers using materials.</li> <li>States the place value of digits in a three-digit number.</li> <li>Makes the largest or smallest number given any three digits.</li> </ul>
	<b>Unit 12</b> Writing Numbers in Words, pp. 57–59 (SB pp. 33–35) <b>C &amp; S</b>	Number and patterns	Number Whole Numbers (Syllabus pp. 42 and 43)	<b>NS1.1</b> <ul style="list-style-type: none"> <li>Names the number before and after a given three-digit number.</li> <li>Reads, writes and says three-digit numbers.</li> <li>Orders a set of three-digit numbers.</li> <li>Represents two- and three-digit numbers using materials.</li> <li>States the place value of digits in a three-digit number.</li> <li>Makes the largest or smallest number given any three digits.</li> </ul>
	<b>Unit 13</b> Making Patterns, pp. 60–62 (SB pp. 36–37)	Number and patterns	<i>Patterns and Algebra</i> (Syllabus p. 74)	<b>PAS1.1</b> <ul style="list-style-type: none"> <li>Identifies patterns when counting forwards or backwards by twos, fives or tens.</li> <li>Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>Creates and describes simple number patterns that increase or decrease.</li> <li>Determines a missing number in a number pattern and describes how it was determined.</li> <li>Recognises that patterns can be created by recording all possible combinations for a given number.</li> </ul>
	<b>Unit 14</b> Using Known Facts, pp. 63–65 (SB pp. 38–39)	Number and patterns	Number Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols + and =.</li> <li>Uses two or more different strategies to solve an addition problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy).</li> <li>Explains how an answer to an addition problem was obtained.</li> </ul>
	<b>Unit 15</b> Addition Stories, pp. 66–68 (SB pp. 40–42) <b>C &amp; S</b>	Number and patterns	Number Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> <ul style="list-style-type: none"> <li>Records number sentences using the symbols + and =.</li> <li>Uses two or more different strategies to solve an addition problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy).</li> <li>Explains how an answer to an addition problem was obtained.</li> <li>Recalls subtraction facts for numbers to 20.</li> <li>Creates simple addition stories and picture problems.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 16</b> Chance, pp. 69–71 (SB pp. 43–45) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus pp. 68 and 69)	<b>NS1.5 NS2.5</b> • Uses the language of chance. • Describes the element of chance in familiar activities. • Compares familiar events and describes them as being 'equally likely', 'more likely' or 'less likely' to occur. (Stage 2) • Predicts possible outcomes in a simple chance experiment. (Stage 2) • Conducts simple experiments using coins, dice or spinners and records the results. (Stage 2)
	<b>Unit 17</b> More Mental Strategies, pp. 72–74 (SB pp. 46–47)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48) Whole Numbers (Stage 2) (Syllabus p. 44)	<b>NS1.2, NS2.1</b> • Uses two or more different strategies to solve an addition or subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames). • Explains how an answer to an addition or subtraction problem was obtained. • Performs simple calculations with money. • Rounds numbers to the nearest ten or hundred when estimating. (Stage 2)
	<b>Unit 18</b> Subtraction Stories, pp. 75–77 (SB pp. 48–50) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.2</b> • Creates simple subtraction stories and picture problems. • Uses two or more different strategies to solve a subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy). • Represents subtraction as the difference between two numbers. • Recalls subtraction facts for numbers to 20. • Explains how an answer to a subtraction problem was obtained. • Uses concrete materials to perform subtraction number sentences with trading.
	<b>Unit 19</b> Getting from Here to There, pp. 78–80 (SB pp. 51–52)	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus pp. 135 and 136)	<b>SG1.3 SG2.3</b> • Makes a simple model of a familiar place and describes the position of objects. • Uses 'left' or 'right' to describe the position of objects in relation to themselves. • Follows oral instructions to position objects in models and in drawings. • Describes the position of an object in a model, photograph or drawing. • Describes a path from one location to another. • Describes the location of an object using more than one descriptor. (Stage 2)
	<b>Unit 20</b> Simple Maps, pp. 81–83 (SB pp. 53–55) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus pp. 135 and 136)	<b>SG1.3, SGS2.1, SG2.3</b> • Makes a simple model of a familiar place and describes the position of objects. • Follows oral instructions to position objects in models and in drawings. • Describes the position of an object in a model, photograph or drawing. • Describes a path from one location to another. • Sketches/draws 3D objects from different views including top, front and side views. (Stage 2) • Describes the location of an object using more than one descriptor. (Stage 2) • Uses simple coordinates to create a picture. (Stage 2)
	<b>Unit 21</b> Formal Addition, pp. 84–86 (SB pp. 56–57)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47, 48 and 49)	<b>NS1.2, NS2.2</b> • Uses two or more different strategies to solve an addition problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy). • Explains how an answer to an addition problem was obtained. • Creates simple addition stories and picture problems. • Uses concrete materials to perform addition number sentences with trading. • Performs simple calculations with money. • Uses the formal written algorithm to solve addition problems. (Stage 2)
	<b>Unit 22</b> Fractions, pp. 87–89 (SB pp. 58–60) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus p. 61)	<b>NS1.4</b> • Models and describes a half or a quarter of an object or a collection of objects. • Models and describes the dividing of a collection of objects into halves or quarters. • Uses fraction language in everyday contexts. • Recognises when two parts are not halves and four parts are not quarters. • Uses fraction notation for half $\frac{1}{2}$ and quarter $\frac{1}{4}$ .
	<b>Unit 23</b> Capacity, pp. 90–92 (SB pp. 61–63) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus p. 103)	<b>MS1.3, MS2.3</b> • Counts and compares the number of cups of sand or water needed to fill two or more different containers. • Recognises that two containers of different shape may hold the same amount of material. • Estimates and measures the capacity of a container using informal units. • Orders containers according to their capacity. • Selects from a range of containers those that have a capacity of 'more than', 'less than' or 'about a litre'. (Stage 2)
	<b>Unit 24</b> Formal Subtraction, pp. 93–95 (SB pp. 64–66) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 47, 48 and 49)	<b>NS1.2, NS2.2</b> • Uses two or more different strategies to solve a subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy). • Explains how an answer to a subtraction problem was obtained. • Creates simple subtraction stories and picture problems. • Uses concrete materials to perform subtraction number sentences with trading. • Performs simple calculations with money. • Uses the formal written algorithm to solve subtraction problems. (Stage 2)

## Correlation Chart NSW Nelson Maths Book 3

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 25</b> Time — Clocks, pp. 96–98 (SB pp. 67–68)	Measurement	Measurement Time (Syllabus p. 113)	<b>MES1.5, MS1.5, MS2.5</b> <ul style="list-style-type: none"> <li>• Uses the terms 'hour', 'minute' and 'second' to describe time.</li> <li>• Reads o'clock time on analog and digital clocks. (Early Stage 1 — revised)</li> <li>• Reads half hour time on analog and digital clocks.</li> <li>• Associates everyday events with particular hour or half-hour times.</li> <li>• Reads and interprets simple timetables. (Stage 2)</li> </ul>
	<b>Unit 26</b> Time — Calendars, pp. 99–101 (SB pp. 69–71) <b>C &amp; S</b>	Measurement	Measurement Time (Syllabus p. 113)	<b>MS1.5, MS2.5</b> <ul style="list-style-type: none"> <li>• Names and orders the months of the year.</li> <li>• Recalls the number of days that there are in each month.</li> <li>• Matches the months of the year to the seasons.</li> <li>• Uses a calendar to identify a particular day or date.</li> <li>• Reads and interprets simple calendars. (Stage 2)</li> </ul>
	<b>Unit 27</b> Money, pp. 102–104 (SB pp. 72–74) <b>C &amp; S</b>	Number and patterns	Number Whole Numbers (Syllabus pp. 42 and 43) Addition and Subtraction (Syllabus pp. 47 and 48)	<b>NS1.1, NS1.2</b> <ul style="list-style-type: none"> <li>• Uses the face value of notes and coins to sort, order and count money.</li> <li>• Uses the symbols for dollars (\$) and cents (c).</li> <li>• Performs simple calculations with money including finding change and rounding to the nearest 5c.</li> <li>• Counts forwards or backwards by twos, fives or tens.</li> </ul>
	<b>Unit 28</b> Multiplication, pp. 105–107 (SB pp. 75–76)	Number and patterns	Number Multiplication and Division (Syllabus p. 53)	<b>NS1.3</b> <ul style="list-style-type: none"> <li>• Counts by ones, twos, fives and tens.</li> <li>• Describes collections of objects as 'rows of' or 'groups of'.</li> <li>• Uses an array to model multiplication problems.</li> <li>• Uses counting strategies to find the total number of objects, e.g. skip/rhythmic counting.</li> <li>• Recognises and names the symbols <math>\times</math> and <math>=</math>.</li> </ul>
	<b>Unit 29</b> Division, pp. 108–110 (SB pp. 77–79) <b>C &amp; S</b>	Number and patterns	Number Multiplication and Division (Syllabus p. 53)	<b>NS1.3</b> <ul style="list-style-type: none"> <li>• Counts by ones, twos, fives and tens.</li> <li>• Shares a collection of objects into equal groups to model division.</li> <li>• Models division as repeated subtraction.</li> <li>• Uses a number line or hundreds chart to solve division problems.</li> <li>• Recognises and names the symbol for division.</li> </ul>
	<b>Unit 30</b> Flip, Slide and Turn, pp. 111–113 (SB pp. 80–82) <b>C &amp; S</b>	Space	Space and Geometry Two-dimensional Space (Syllabus p. 125)	<b>SGS1.2</b> <ul style="list-style-type: none"> <li>• Makes designs by flipping, sliding and turning a two-dimensional shape.</li> <li>• Describes the movement of a shape as a single flip, slide or turn. (Working Mathematically)</li> <li>• Makes representations of two-dimensional shapes in different orientations, using drawing and a variety of materials.</li> </ul>
	<b>Unit 31</b> More Fractions, pp. 114–116 (SB pp. 83–85) <b>C &amp; S</b>	Number and patterns	Number Fractions and Decimals (Syllabus p. 61)	<b>NS1.4</b> <ul style="list-style-type: none"> <li>• Models and describes a half, a quarter and a third of an object or a collection of objects.</li> <li>• Models and describes the dividing of a collection of objects into halves, quarters or thirds.</li> <li>• Uses fraction language in everyday contexts.</li> <li>• Recognises when two parts are not halves, four parts are not quarters and three parts are not thirds.</li> <li>• Uses fraction notation for half <math>\frac{1}{2}</math>, quarter <math>\frac{1}{4}</math> and third <math>\frac{1}{3}</math>.</li> </ul>
	<b>Unit 32</b> Area and Perimeter, pp. 117–119 (SB pp. 86–87)	Measurement	Measurement Area (Syllabus p. 97) Length (Syllabus p. 94)	<b>MS1.2, MS2.1</b> <ul style="list-style-type: none"> <li>• Estimates, counts and records the number of units needed to measure area.</li> <li>• Compares and orders two or more areas using informal units.</li> <li>• Measures and records area using a square metre. (Stage 2)</li> <li>• Uses the term 'perimeter' to describe the total distance around a shape. (Stage 2)</li> <li>• Estimates and measures the perimeter of two-dimensional shapes. (Stage 2)</li> </ul>
	<b>Unit 33</b> Mass, pp. 120–122 (SB pp. 88–90) <b>C &amp; S</b>	Measurement	Measurement Mass (Syllabus p. 109)	<b>MS1.4, MS2.4</b> <ul style="list-style-type: none"> <li>• Uses an equal arm balance to find two objects, which have the same mass.</li> <li>• Estimates (by hefting), measures and records the mass of an object using informal units and an equal arm balance.</li> <li>• Compares and orders the mass of three or more objects using informal units.</li> <li>• Identifies objects that have a mass 'more than', 'less than' or about 'the same as a kilogram'. (Stage 2)</li> <li>• Measures mass using a given measuring device. (Stage 2)</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 34</b> Recognising Patterns, pp. 123–125 (SB pp. 91–93) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 74)	<b>PAS1.1</b> <ul style="list-style-type: none"> <li>Identifies patterns when counting forwards or backwards by twos, fives or tens.</li> <li>Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>Creates and describes simple number patterns that increase or decrease.</li> <li>Determines a missing number in a number pattern and describes how it was determined.</li> </ul>
	<b>Unit 35</b> Presenting Data, pp. 126–128 (SB pp. 94–96) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 86)	<b>DS1.1</b> <ul style="list-style-type: none"> <li>Poses a question that can be answered by gathering and displaying data.</li> <li>Uses concrete materials, tally marks or symbols to keep track of data.</li> <li>Displays data using symbols or objects to represent data.</li> <li>Uses a baseline and equal spacing when representing data in a display.</li> <li>Displays data using a column graph or a picture graph.</li> <li>Interprets information presented in a given picture graph or column graph.</li> </ul>
	<b>Unit 36</b> Time Revision, pp. 129–131 (SB pp. 97–99) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement Time</i> (Syllabus p. 113)	<b>MES1.5, MS1.5, MS2.5</b> <ul style="list-style-type: none"> <li>Uses the terms ‘hour’, ‘minute’ and ‘second’ to describe time.</li> <li>Names and orders the months of the year.</li> <li>Recalls the number of days that there are in each month.</li> <li>Uses a calendar to identify a particular day or date.</li> <li>Reads o’clock time on analog and digital clocks (Early Stage 1 — revised).</li> <li>Reads half hour time on analog and digital clocks.</li> <li>Associates everyday events with particular hour or half-hour times.</li> <li>Reads and interprets simple timetables and calendars. (Stage 2)</li> </ul>
	<b>Unit 37</b> Addition and Subtraction, pp. 132–134 (SB pp. 100–102) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number Addition and Subtraction</i> (Syllabus pp. 47, 48 and 49)	<b>NS1.2, NS2.2</b> <ul style="list-style-type: none"> <li>Uses two or more different strategies to solve an addition or a subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy).</li> <li>Explains how an answer to an addition or a subtraction problem was obtained.</li> <li>Creates simple addition or subtraction stories and picture problems.</li> <li>Uses concrete materials to perform addition or subtraction number sentences with trading.</li> <li>Performs simple calculations with money.</li> <li>Uses the formal written algorithm to solve subtraction problems. (Stage 2)</li> </ul>
	<b>Unit 38</b> Multiplication and Division, pp. 135–137 (SB pp. 103–105) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number Multiplication and Division</i> (Syllabus p. 53)	<b>NS1.3</b> <ul style="list-style-type: none"> <li>Counts by ones, twos, fives and tens.</li> <li>Describes collections of objects as ‘rows of’ or ‘groups of’.</li> <li>Uses an array to model multiplication problems.</li> <li>Uses counting strategies to find the total number of objects, e.g. skip/rhythmic counting.</li> <li>Shares a collection of objects into equal groups to model division.</li> <li>Models division as repeated subtraction.</li> <li>Uses a number line or hundreds chart to solve multiplication and division problems.</li> <li>Recognises and names the symbols <math>\times</math>, <math>\div</math> and <math>=</math></li> </ul>
	<b>Unit 39</b> Symmetry, pp. 138–140 (SB pp. 106–108) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry Two-dimensional Space</i> (Syllabus p. 125)	<b>SGS1.2</b> <ul style="list-style-type: none"> <li>Identifies representations of 2D shapes in different orientations.</li> <li>Makes symmetrical designs with pattern blocks, drawings and paintings.</li> <li>Draws a single line of symmetry on appropriate shapes.</li> </ul>
	<b>Unit 40</b> Solving Problems, pp. 141–143 (SB pp. 109–111) <b>C &amp; S</b>	<i>Number and patterns/Space</i>	<i>Number Addition and Subtraction</i> (Syllabus pp. 47 and 48) <i>Multiplication and Division</i> (Syllabus p. 53) <i>Space and Geometry</i> (Syllabus p. 120) <i>Two-dimensional Space</i> (Syllabus p. 125)	<b>NS1.2, NS1.3, SGS2.1, SGS1.2</b> <ul style="list-style-type: none"> <li>Uses two or more different strategies to solve an addition or a subtraction problem (counting on/back, doubles, facts, bridging to ten, place value, ten frames, split strategy, jump strategy).</li> <li>Explains how an answer to a problem was obtained.</li> <li>Counts by ones, twos, fives and tens.</li> <li>Uses a number line or hundreds chart to solve multiplication and division problems.</li> <li>Creates nets from everyday packages. (Stage 2)</li> <li>Makes designs by flipping, sliding and turning a two-dimensional shape.</li> <li>Describes the movement of a shape as a single flip, slide or turn. (Working Mathematically)</li> </ul>

# Correlation Chart — New South Wales

## Nelson Maths Book 4

### NSW Mathematics K–6 Syllabus Outcomes Stage 2 (Year 3)

You may choose to print the following pages and date and highlight the units to be covered.

*Please note:* the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit.

For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMS2.1** Asks questions that could be explored using mathematics in relation to Stage 2 content. (Questioning)

**WMS2.2** Selects and uses appropriate mental or written strategies, or technology, to solve problems. (Applying Strategies)

**WMS2.3** Uses appropriate terminology to describe, and symbols to represent, mathematical ideas. (Communicating)

**WMS2.4** Checks the accuracy of a statement and explains the reasoning used. (Reasoning)

**WMS2.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 2 content. (Reflecting)

Term/Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Exploring Numbers to 999, pp. 24–26 (SB pp. 5–7)	Number and patterns	Number Whole Numbers (Syllabus p. 44)	<b>NS2.1</b> <ul style="list-style-type: none"> <li>Counts forwards or backwards from a given three-digit number.</li> <li>Names the number before and after a given two- or three-digit number.</li> <li>Reads, writes and says three- and four-digit numbers.</li> <li>Places a set of three- and four-digit numbers in ascending or descending order.</li> <li>Makes the largest and smallest number given any three or four digits.</li> <li>Counts forwards or backwards from any four-digit number by tens or hundreds.</li> </ul>
	<b>Unit 2</b> Skip Counting, pp. 27–29 (SB pp. 8–10)	Number and patterns	Number Whole Numbers (Syllabus p. 44) Patterns and Algebra (Syllabus p. 74)	<b>NS2.1, PAS1.1</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards by tens or hundreds on and off the decade.</li> <li>Identifies patterns when counting forwards or backwards by a given number.</li> <li>Supplies the next number in an increasing or decreasing pattern and describes how it was determined.</li> <li>Creates and describes simple number patterns that increase or decrease.</li> <li>Determines a missing number in a number pattern and describes how it was determined.</li> </ul>
	<b>Unit 3</b> Using Numbers to 999, pp. 30–32 (SB pp. 11–13) <b>C &amp; S</b>	Number and patterns	Number Whole Numbers (Syllabus p. 44)	<b>NS2.1</b> <ul style="list-style-type: none"> <li>Names the number before and after a given three-digit number.</li> <li>Reads, writes and says three- and four digit numbers.</li> <li>Orders a set of three- and four-digit numbers.</li> <li>Represents three- and four-digit numbers using materials.</li> <li>States the place value of digits in a three- or four-digit number.</li> <li>Counts forwards or backwards from any four-digit number by tens or hundreds.</li> </ul>
	<b>Unit 4</b> Making Graphs, pp. 33–35 (SB pp. 14–16) <b>C &amp; S</b>	Chance and data	Data (Syllabus p. 87)	<b>DS2.1</b> <ul style="list-style-type: none"> <li>Poses a suitable question that can be answered using a survey.</li> <li>Constructs a column graph or a picture graph on grid paper using one-to-one correspondence.</li> <li>Marks equal spaces on each axis, labels axes and names a column or picture graph.</li> <li>Interprets information presented in a given picture graph or column graph.</li> </ul>
	<b>Unit 5</b> Number Patterns, pp. 36–38 (SB pp. 17–19) <b>C &amp; S</b>	Number and patterns	Patterns and Algebra (Syllabus p. 75)	<b>PAS2.1</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards by tens or hundreds on and off the decade.</li> <li>Identifies and records number patterns when counting forwards by threes, fours, fives, sevens, eights and nines.</li> <li>Creates a variety of number patterns.</li> <li>Recognises and describes patterns in multiplication facts to 10 x 10.</li> <li>Determines a missing number in a number pattern and describes how it was determined.</li> </ul>
	<b>Unit 6</b> The Shape of Things, pp. 39–41 (SB pp. 20–22) <b>C &amp; S</b>	Space	Space and Geometry Two-dimensional Space (Syllabus pp. 126 and 127)	<b>SGS2.2a,b</b> <ul style="list-style-type: none"> <li>Identifies pentagons, octagons and parallelograms presented in different orientations.</li> <li>Groups two-dimensional shapes using multiple attributes.</li> <li>Describes features of special groups of quadrilaterals.</li> <li>Identifies and names parallel, vertical and horizontal lines in pictures, shapes and the environment.</li> <li>Identifies and names perpendicular lines.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 7</b> Work It Out Using Addition, pp. 42–44 (SB pp. 23–25)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50)	<b>NS2.2</b> <ul style="list-style-type: none"> <li>• Uses patterns to extend number facts.</li> <li>• Explains and records methods for adding.</li> <li>• Uses a split strategy for addition.</li> <li>• Uses an empty number line and jump strategies to represent solutions to addition problems involving three- and four-digit numbers.</li> <li>• Adds two numbers, with and without trading, using concrete materials.</li> <li>• Uses the formal written algorithm to solve addition problems.</li> <li>• Uses a calculator to solve addition problems that include larger numbers contained in a problem context.</li> </ul>
	<b>Unit 8</b> Work It Out Using Subtraction, pp. 45–47 (SB pp. 26–27)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50)	<b>NS2.2</b> <ul style="list-style-type: none"> <li>• Uses patterns to extend number facts.</li> <li>• Explains and records methods for subtracting.</li> <li>• Uses a split strategy for subtraction.</li> <li>• Uses an empty number line and jump strategies to represent solutions to subtraction problems involving three- and four-digit numbers.</li> <li>• Subtracts two numbers, with and without trading, using concrete materials.</li> <li>• Uses the formal written algorithm to solve subtraction problems.</li> <li>• Uses a calculator to solve subtraction problems that include larger numbers contained in a problem context.</li> </ul>
	<b>Unit 9</b> Addition and Subtraction, pp. 48–50 (SB pp. 28–30) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50)	<b>NS2.2</b> <ul style="list-style-type: none"> <li>• Explains and records methods for adding and subtracting.</li> <li>• Uses a split strategy for addition and subtraction.</li> <li>• Uses an empty number line and jump strategies to represent solutions to addition and subtraction problems involving three- and four-digit numbers.</li> <li>• Adds/Subtracts two numbers, with and without trading, using concrete materials.</li> <li>• Uses the formal written algorithm to solve addition and subtraction problems.</li> <li>• Uses a calculator to solve addition and subtraction problems that include larger numbers contained in a problem context.</li> </ul>
	<b>Unit 10</b> Collecting and Organising Data, pp. 51–53 (SB pp. 31–33) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 87)	<b>DS2.1</b> <ul style="list-style-type: none"> <li>• Poses a suitable question that can be answered using a survey.</li> <li>• Constructs a column graph or a picture graph on grid paper using one-to-one correspondence.</li> <li>• Creates a simple table to organise data.</li> <li>• Represents the same information in a table, a column graph or picture graph.</li> <li>• Creates a two-way table to organise data.</li> <li>• Marks equal spaces on each axis, labels axes and names a column or picture graph.</li> <li>• Interprets information presented in a table, picture graph or column graph.</li> </ul>
	<b>Unit 11</b> Telling the Time, pp. 54–56 (SB pp. 34–35)	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 114)	<b>MS2.5</b> <ul style="list-style-type: none"> <li>• Reads time using the terms 'quarter past' and 'quarter to'.</li> <li>• Reads analog and digital clocks to the minute.</li> <li>• Relates analog notation to digital notation.</li> <li>• Reads and interprets simple timelines.</li> </ul>
	<b>Unit 12</b> Where in Time?, pp. 57–59 (SB pp. 36–38) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 114)	<b>MS2.5</b> <ul style="list-style-type: none"> <li>• Reads and interprets simple timelines, calendars and timetables.</li> <li>• Reads analog and digital clocks to the minute.</li> <li>• Converts between units of time.</li> <li>• Uses a stopwatch to measure the duration of events. (Stage 3)</li> </ul>
	<b>Unit 13</b> Exploring Numbers to 9999, pp. 60–62 (SB pp. 39–41)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44)	<b>NS2.1</b> <ul style="list-style-type: none"> <li>• Counts forwards or backwards from a given three-digit number.</li> <li>• Names the number before and after a given two- or three-digit number.</li> <li>• Reads, writes and says three- and four-digit numbers.</li> <li>• Places a set of three- and four-digit numbers in ascending or descending order.</li> <li>• States the place value of digits in a four-digit number.</li> <li>• Makes the largest and smallest number given any three or four digits.</li> <li>• Counts forwards or backwards from any four-digit number by tens or hundreds.</li> </ul>
	<b>Unit 14</b> More Addition and Subtraction, pp. 63–65 (SB pp. 42–44) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Whole Numbers (Syllabus p. 44)	<b>NS2.2</b> <ul style="list-style-type: none"> <li>• Explains and records methods for adding and subtracting.</li> <li>• Uses a split strategy for addition and subtraction.</li> <li>• Uses an empty number line and jump strategies to represent solutions to addition and subtraction problems involving three- and four-digit numbers.</li> <li>• Adds/Subtracts two numbers, with and without trading, using concrete materials.</li> <li>• Uses the formal written algorithm to solve addition and subtraction problems.</li> <li>• Uses a calculator to solve addition and subtraction problems that include larger numbers contained in a problem context.</li> <li>• Rounds numbers to the nearest ten, hundred or thousand when estimating.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 4

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 15</b> Length, pp. 66–68 (SB pp. 45–47) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 94)	<b>MS2.1</b> <ul style="list-style-type: none"> <li>Records lengths or distances using metres, centimetres and/or millimetres.</li> <li>Estimates, measures and compares the lengths of objects in metres, centimetres and/or millimetres.</li> <li>Uses the term 'perimeter' to describe total distance around a shape.</li> <li>Estimates and measures the perimeter of two-dimensional shapes.</li> <li>Reads and interprets calibrations on measuring devices, e.g. ruler, measuring tape.</li> </ul>
	<b>Unit 16</b> Multiplication Strategies, pp. 69–71 (SB pp. 48–50)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.3</b> <ul style="list-style-type: none"> <li>Uses counting strategies to find the total number of objects, e.g. rhythmic counting, repeated addition, doubling. (Stage 1)</li> <li>Uses mental strategies to recall multiplication facts to <math>10 \times 10</math>.</li> <li>Describes and records methods used to solve a multiplication fact.</li> <li>Identifies multiples and factors for a given number.</li> <li>Uses mental strategies to multiply a one-digit number by a multiple of ten.</li> </ul>
	<b>Unit 17</b> Using Multiplication, pp. 72–74 (SB pp. 51–53) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.3</b> <ul style="list-style-type: none"> <li>Uses mental strategies to recall multiplication facts to <math>10 \times 10</math>.</li> <li>Describes and records methods used to solve a multiplication fact.</li> <li>Explains the relationship between multiplication facts, e.g. explains how the 2, 4, 8 tables are related.</li> <li>Identifies multiples and factors for a given number.</li> <li>Uses mental strategies to multiply a one-digit number by a multiple of ten.</li> <li>Uses mental strategies to multiply a two-digit number by a one-digit number.</li> </ul>
	<b>Unit 18</b> 3D Shapes, pp. 75–77 (SB pp. 54–56) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 120)	<b>SGS2.1</b> <ul style="list-style-type: none"> <li>Uses the terms 'faces', 'edges', 'corners' to describe 3D shapes. (Stage 1)</li> <li>Describes the features of prisms, pyramids, cylinders, cones and spheres.</li> <li>Identifies and names groups of 3D shapes as prisms, pyramids, cylinders, cones and spheres.</li> <li>Identifies 3D shapes from descriptions.</li> <li>Makes models of 3D objects given a picture or photograph to view.</li> <li>Makes skeletal models of 3D objects.</li> </ul>
	<b>Unit 19</b> Equal or Not, pp. 78–80 (SB pp. 57–59)	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 75)	<b>PAS2.1</b> <ul style="list-style-type: none"> <li>Uses the equal sign to record equivalent number relationships.</li> <li>Creates a variety of number patterns using whole numbers.</li> <li>Describes multiplication patterns and applies the commutative property, e.g. <math>4 \times 6 = 6 \times 4</math>.</li> <li>Applies the associative property of addition and multiplication to aid mental computation, e.g. <math>2 + 3 + 8 = 2 + 8 + 3</math>, <math>2 \times 3 \times 5 = 2 \times 5 \times 3</math>.</li> <li>Completes number sentences involving one operation by calculating missing values, e.g. Find <math>\_</math> so that <math>5 + \_ = 13</math>.</li> </ul>
	<b>Unit 20</b> Multiplication Patterns, pp. 81–83 (SB pp. 60–62) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 75)	<b>PAS2.1</b> <ul style="list-style-type: none"> <li>Identifies and records number patterns when counting by threes, fours, fives, sevens, eights or nines.</li> <li>Uses the equal sign to record equivalent number relationships.</li> <li>Creates a variety of number patterns using whole numbers.</li> <li>Recognises and describes patterns using multiplication facts to <math>10 \times 10</math>.</li> </ul>
	<b>Unit 21</b> Area, pp. 84–86 (SB pp. 63–65) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Area (Syllabus p. 98)	<b>MS2.2</b> <ul style="list-style-type: none"> <li>Identifies areas that are 'less than', 'greater than' or about 'the same as' one square metre.</li> <li>Estimates, measures and records the size of a small area in square centimetres.</li> <li>Measures and compares small areas using a square-centimetre grid overlay.</li> <li>Constructs a square metre.</li> <li>Estimates, measures and records the number of square metres in a given area.</li> <li>Records area using the abbreviations for square metres (<math>m^2</math>) and square centimetres (<math>cm^2</math>).</li> </ul>
	<b>Unit 22</b> Division, pp. 87–89 (SB pp. 66–67)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.3</b> <ul style="list-style-type: none"> <li>Uses multiplication facts to work out division facts.</li> <li>Uses mental strategies to divide a two-digit number by a one-digit number.</li> <li>Describes and records methods used to solve a division problem.</li> <li>Explains and records remainders to division problems.</li> </ul>
	<b>Unit 23</b> More about Division, pp. 90–92 (SB pp. 68–71) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.3</b> <ul style="list-style-type: none"> <li>Uses multiplication facts to work out division facts.</li> <li>Uses mental strategies to divide a two-digit number by a one-digit number.</li> <li>Describes and records methods used to solve a division problem.</li> <li>Explains and records remainders to division problems.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 24</b> Capacity, pp. 93–95 (SB pp. 72–74) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus pp. 104 and 105)	<b>MS2.3</b> <ul style="list-style-type: none"> <li>• Selects from a range of containers those that have a capacity of ‘more than’, ‘less than’ or ‘about one litre’.</li> <li>• Estimates and measures the capacity of containers to the nearest litre.</li> <li>• Gives examples of situations where a unit smaller than a litre is needed for measurement.</li> </ul>
	<b>Unit 25</b> Take a Chance, pp. 96–98 (SB pp. 75–77) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 69)	<b>NS2.5</b> <ul style="list-style-type: none"> <li>• Uses the language of chance.</li> <li>• Describes the element of chance in familiar activities.</li> <li>• Compares familiar events and describes them as being ‘equally likely’, ‘more likely’ or ‘less likely’ to occur.</li> <li>• Predicts possible outcomes in a simple chance experiment.</li> <li>• Conducts simple experiments using coins, dice or spinners and records the results.</li> </ul>
	<b>Unit 26</b> The Four Operations, pp. 99–101 (SB pp. 78–79)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.2, NS2.3</b> <ul style="list-style-type: none"> <li>• Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators).</li> <li>• Describes and records methods used to solve an addition, subtraction, multiplication or division problem.</li> <li>• Applies the associative and commutative property of addition and multiplication to aid mental computation.</li> </ul>
	<b>Unit 27</b> Using the Four Operations, pp. 102–104 (SB pp. 80–82) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.2, NS2.3</b> <ul style="list-style-type: none"> <li>• Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators).</li> <li>• Describes and records methods used to solve an addition, subtraction, multiplication or division problem.</li> <li>• Applies the associative and commutative property of addition and multiplication to aid mental computation.</li> </ul>
	<b>Unit 28</b> Volume, pp. 105–107 (SB pp. 83–85) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus pp. 104 and 105)	<b>MS2.3</b> <ul style="list-style-type: none"> <li>• Estimates, measures and orders the volume of objects.</li> <li>• Compares the volumes of three objects by marking the change in water level when each is submerged in a container.</li> <li>• Selects an appropriate informal units to measure and compare the volume of two containers. (Stage 1)</li> <li>• Gives examples of situations where a smaller unit is needed for measurement.</li> </ul>
	<b>Unit 29</b> Location, pp. 108–110 (SB pp. 86–88) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p.136)	<b>SG2.3</b> <ul style="list-style-type: none"> <li>• Makes a simple model of a familiar place and describes the position of objects.</li> <li>• Follows oral instructions to position objects in models and in drawings.</li> <li>• Describes the location of an object using more than one descriptor.</li> <li>• Describes a route on a simple map.</li> </ul>
	<b>Unit 30</b> Fractions, pp. 111–113 (SB pp. 89–90)	<i>Number</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> <ul style="list-style-type: none"> <li>• Models halves, quarters and thirds of an object.</li> <li>• Compares and orders fractions with the same denominator.</li> <li>• Interprets the denominator as the number of equal parts a whole has been divided into.</li> <li>• Interprets the numerator as the number of equal fractional parts.</li> <li>• Compares unit fractions by referring to the denominator or diagrams.</li> </ul>
	<b>Unit 31</b> More about Fractions, pp. 114–116 (SB pp. 91–93) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> <ul style="list-style-type: none"> <li>• Models halves, quarters and thirds of an object.</li> <li>• Compares and orders fractions with the same denominator.</li> <li>• Interprets the denominator as the number of equal parts a whole has been divided into.</li> <li>• Interprets the numerator as the number of equal fractional parts.</li> <li>• Compares unit fractions by referring to the denominator or diagrams.</li> </ul>
	<b>Unit 32</b> Mass, pp. 117–119 (SB pp. 94–96) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Mass (Syllabus p. 110)	<b>MS2.4</b> <ul style="list-style-type: none"> <li>• Uses an equal arm balance to find two objects, which have the same mass.</li> <li>• Estimates (by hefting), measures and records the mass of an object using informal units and an equal arm balance.</li> <li>• Compares and orders the mass of three or more objects using informal units.</li> <li>• Identifies objects that have a mass ‘more than’, ‘less than’ or ‘about the same as’ a kilogram.</li> <li>• Measures mass using a given measuring device.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 4

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 33</b> Decimals, pp. 120–122 (SB pp. 97–99)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> <ul style="list-style-type: none"> <li>Models fifths and tenths of an object, or a collection of objects.</li> <li>Models, compares and represents fractions with the denominators 5, 10 and 100.</li> <li>Expresses whole numbers as decimals.</li> <li>Interprets decimal notation for tenths or hundredths.</li> <li>Orders decimals with the same number of decimal places.</li> </ul>
	<b>Unit 34</b> More about Decimals, pp. 123–125 (SB pp. 100–102) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> <ul style="list-style-type: none"> <li>Models fifths and tenths of an object, or a collection of objects.</li> <li>Models, compares and represents fractions with the denominators 5, 10 and 100.</li> <li>Expresses whole numbers as decimals.</li> <li>Interprets decimal notation for tenths or hundredths.</li> <li>Orders decimals with the same number of decimal places.</li> <li>Adds or subtracts two decimal numbers with two decimal places.</li> </ul>
	<b>Unit 35</b> Prisms and Pyramids, pp. 126–128 (SB pp. 103–105) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 120)	<b>SGS2.1</b> <ul style="list-style-type: none"> <li>Describes the features of prisms, pyramids, cylinders, cones and spheres.</li> <li>Identifies and names groups of 3D shapes as prisms, pyramids, cylinders, cones and spheres.</li> <li>Identifies 3D shapes from descriptions.</li> <li>Makes models of 3D objects given a picture, photograph or net.</li> <li>Makes skeletal models of 3D objects.</li> <li>Recognises that prisms have a uniform cross-section.</li> <li>Sketches 3D objects from different views including top, front and side views.</li> </ul>
	<b>Unit 36</b> Money Problems, pp. 129–131 (SB pp. 106–107)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus pp. 49 and 50) Addition and Subtraction (Syllabus pp. 54 and 55)	<b>NS2.2, NS2.3</b> <ul style="list-style-type: none"> <li>Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators).</li> <li>Describes and records methods used to solve an addition, subtraction, multiplication or division problem.</li> <li>Performs calculations with money.</li> </ul>
	<b>Unit 37</b> Measurement Problems, pp. 132–134 (SB pp. 108–110) <b>C &amp; S</b>	<i>Measurement/ Number</i>	<i>Measurement</i> Length/Area/Volume and Capacity (Syllabus pp. 94, 98 and 104) <i>Patterns and Algebra</i> (Syllabus p. 75) <i>Number</i> Fractions and Decimals (Syllabus p. 62)	<b>MS2.1, MS2.2, MS2.3, MS2.4 PAS2.1, NS2.4</b> <ul style="list-style-type: none"> <li>Records lengths or distances using metres, centimetres and/or millimetres.</li> <li>Estimates, measures and compares the lengths of objects in metres, centimetres and/or millimetres.</li> <li>Uses the term ‘perimeter’ to describe total distance around a shape.</li> <li>Estimates, measures and records the size of a small area in square centimetres.</li> <li>Estimates, measures and orders the volume of objects.</li> <li>Measures mass using a given measuring device.</li> <li>Creates a variety of number patterns using whole numbers.</li> <li>Models halves, quarters and thirds of an object.</li> </ul>
	<b>Unit 38</b> More about Shapes, pp. 135–137 (SB pp. 111–113) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 120)	<b>SGS2.1</b> <ul style="list-style-type: none"> <li>Describes the features of prisms, pyramids, cylinders, cones and spheres.</li> <li>Identifies and names groups of 3D shapes as prisms, pyramids, cylinders, cones and spheres.</li> <li>Identifies 3D shapes from descriptions.</li> <li>Makes models of 3D objects given a picture, photograph or net.</li> <li>Makes skeletal models of 3D objects.</li> <li>Recognises that prisms have a uniform cross-section.</li> <li>Sketches 3D objects from different views including top, front and side views.</li> </ul>
	<b>Unit 39</b> Revision: Celebrations, pp. 138–140 (SB pp. 114–115)	<i>Revision: all strands</i>	<i>Revision: all strands</i>	<b>NS2.5, PAS2.1, DS2.1, MS2.2, MS2.4, MS2.5, SGS1.2</b> <ul style="list-style-type: none"> <li>Predicts possible outcomes in a simple chance experiment.</li> <li>Conducts simple experiments using coins, dice or spinners and records the results.</li> <li>Creates a variety of number patterns using whole numbers.</li> <li>Represents information in a table, a column graph or picture graph.</li> <li>Measures mass using a given measuring device.</li> <li>Estimates, measures and records the size of a small area in square centimetres.</li> <li>Reads and interprets simple calendars.</li> <li>Makes symmetrical designs using patterns blocks, drawings or paintings.</li> </ul>
	<b>Unit 40</b> Revision: Investigating TV, pp. 141–143 (SB pp. 116–118) <b>C &amp; S</b>	<i>Revision: all strands</i>	<i>Number/Space and Geometry/Measurement/ Data</i>	<b>MS2.5, MS2.1, DS2.1, SGS2.3, NS2.2</b> <ul style="list-style-type: none"> <li>Reads and interprets simple timetables.</li> <li>Reads analog and digital clocks to the minute.</li> <li>Poses a suitable question to be answered using a survey.</li> <li>Represents data in a table, column graph or picture graph.</li> <li>Performs addition and subtraction calculations with money.</li> <li>Estimates, measures and compares the lengths of objects using centimetres.</li> <li>Creates a simple map to show the position of an object.</li> </ul>

# Correlation Chart — New South Wales

## Nelson Maths Book 5

### NSW Mathematics K–6 Syllabus Outcomes Stage 2 (Year 4)

You may choose to print the following pages and date and highlight the units to be covered.

*Please note:* the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit.

For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMS2.1** Asks questions that could be explored using mathematics in relation to Stage 2 content. (Questioning)

**WMS2.2** Selects and uses appropriate mental or written strategies, or technology, to solve problems. (Applying Strategies)

**WMS2.3** Uses appropriate terminology to describe, and symbols to represent, mathematical ideas. (Communicating)

**WMS2.4** Checks the accuracy of a statement and explains the reasoning used. (Reasoning)

**WMS2.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 2 content. (Reflecting)

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Investigating Place Value, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44)	<b>NS2.1</b> • Reads, writes and says three- and four-digit numbers. • States the place value of digits in a four-digit number. • Makes the largest and smallest number given any three or four digits. • Records three- and four-digit numbers using expanded notation. • Rounds numbers to the nearest ten, hundred or thousand when estimating.
	<b>Unit 2</b> Numbers That Count, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63) <i>Patterns and Algebra</i> (Syllabus p. 75)	<b>NS2.4, PAS2.1</b> • Compares and orders fractions. • Expresses whole numbers as decimals. • Models and describes a half, a quarter and a third of a collection. • Finds equivalence between fractions, e.g. 3/6 is the same as 6/12. • Identifies and records numbers patterns when counting forwards by a given number. • Creates a variety of number patterns using whole numbers, fractions or decimals.
	<b>Unit 3</b> What's in a Number?, pp. 30–32 (SB pp. 9–11) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44)	<b>NS2.1</b> • Reads, writes and says three- and four-digit numbers. • States the place value of digits in a four-digit number. • Makes the largest and smallest number given any three or four digits. • Records three- and four-digit numbers using expanded notation.
	<b>Unit 4</b> Data Collection, pp. 33–35 (SB pp. 12–14) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 69) <i>Data</i> (Syllabus p. 87)	<b>NS2.5, DS2.1</b> • Predicts possible outcomes in a simple chance experiment. • Conducts simple experiments using coins, dice or spinners and records the results. • Poses a suitable question that can be answered using a survey. • Constructs a column graph or a picture graph on grid paper using one-to-one correspondence. • Creates a simple table to organise data. • Represents the same information in a table, a column graph or picture graph. • Creates a two-way table to organise data. • Interprets information presented in a table, picture graph or column graph.
	<b>Unit 5</b> Patterns and Relationships, pp. 36–38 (SB pp. 15–17) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus p. 75)	<b>PAS2.1</b> • Identifies and records number patterns when counting by threes, fours, fives, sevens, eights or nines. • Uses the equal sign to record equivalent number relationships. • Creates a variety of number patterns using whole numbers, fractions or decimals. • Uses the equals sign to record equivalent number relationships. • Recognises and describes patterns using multiplication facts to 10 x 10.
	<b>Unit 6</b> Lines in Our World, pp. 39–41 (SB pp. 18–20) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus p. 127)	<b>SGS2.2a, b</b> • Identifies and names parallel, vertical and horizontal lines in pictures, shapes and the environment. • Identifies and names perpendicular lines. • Identifies an angle with two arms in practical situations. • Identifies angles in two-dimensional shapes and three-dimensional objects. • Identifies the arm and vertex of the angle in an opening, a slope and a turn where one arm is visible.

## Correlation Chart NSW Nelson Maths Book 5

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 7</b> Addition and Subtraction, pp. 42–44 (SB pp. 21–22)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50)	<b>NS2.2</b> <ul style="list-style-type: none"> <li>Explains and records methods for adding and subtracting.</li> <li>Uses a split strategy for addition and subtraction.</li> <li>Uses an empty number line and jump strategies to represent solutions to addition and subtraction problems involving three- and four-digit numbers.</li> <li>Adds/Subtracts two numbers, with and without trading, using concrete materials.</li> <li>Uses the formal written algorithm to solve addition and subtraction problems.</li> </ul>
	<b>Unit 8</b> Multiplication and Division, pp. 45–47 (SB pp. 23–25) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.3</b> <ul style="list-style-type: none"> <li>Describes and records methods used to solve a multiplication fact.</li> <li>Identifies multiples and factors for a given number.</li> <li>Uses mental strategies to multiply a one-digit number by a multiple of ten.</li> <li>Uses mental strategies to multiply a two-digit number by a one-digit number.</li> <li>Uses multiplication facts to work out division facts.</li> <li>Uses mental strategies to divide a two-digit number by a one-digit number.</li> <li>Describes and records methods used to solve a division problem.</li> <li>Explains and records remainders to division problems.</li> </ul>
	<b>Unit 9</b> Measuring and Estimating Angles, pp. 48–50 (SB pp. 26–28) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus p. 127)	<b>SGS2.2a,b; SGS3.2a,b</b> <ul style="list-style-type: none"> <li>Identifies an angle with two arms in practical situations.</li> <li>Identifies angles in two-dimensional shapes and three-dimensional objects.</li> <li>Identifies the arm and vertex of the angle in an opening, a slope and a turn where one arm is visible.</li> <li>Compares and orders angles.</li> <li>Classifies angles as right, acute, obtuse, straight. (Stage 3)</li> </ul>
	<b>Unit 10</b> Analogue and Digital Times pp. 51–53 (SB pp. 29–31) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 114)	<b>MS2.5</b> <ul style="list-style-type: none"> <li>Reads time using the terms ‘quarter past’ and ‘quarter to’.</li> <li>Identifies which hour has just passed when the hour hand is not pointing to the numeral.</li> <li>Reads analog and digital clocks to the minute.</li> <li>Relates analog notation to digital notation.</li> <li>Reads and interprets simple timelines.</li> </ul>
	<b>Unit 11</b> Timetables and Schedules, pp. 54–56 (SB pp. 32–34) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 114)	<b>MS2.5</b> <ul style="list-style-type: none"> <li>Reads and interprets simple timetables, timelines and calendars.</li> <li>Reads analog and digital clocks to the minute.</li> <li>Determines the duration of events using starting and finishing times. (Stage 3)</li> </ul>
	<b>Unit 12</b> Fractions, pp. 57–59 (SB pp. 35–36)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> <ul style="list-style-type: none"> <li>Models halves, quarters and thirds of an object.</li> <li>Compares and orders fractions with the same denominator.</li> <li>Interprets the denominator as the number of equal parts a whole has been divided into.</li> <li>Interprets the numerator as the number of equal fractional parts.</li> <li>Finds equivalence between halves, quarters and eighths of an object or collection of objects.</li> <li>Compares unit fractions by referring to the denominator or diagrams.</li> </ul>
	<b>Unit 13</b> Decimals, pp. 60–62 (SB pp. 37–39) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> <ul style="list-style-type: none"> <li>Expresses whole numbers as decimals.</li> <li>Interprets decimal notation for tenths or hundredths.</li> <li>Orders decimals with the same number of decimal places.</li> <li>Rounds a number with one or two decimal places to the nearest whole number.</li> </ul>
	<b>Unit 14</b> Length, pp. 63–65 (SB pp. 40–42) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 94)	<b>MS2.1</b> <ul style="list-style-type: none"> <li>Records lengths or distances using metres, centimetres and/or millimetres.</li> <li>Estimates, measures and compares the lengths of objects in metres, centimetres and/or millimetres.</li> <li>Reads and interprets calibrations on measuring devices, e.g. ruler, measuring tape.</li> </ul>
	<b>Unit 15</b> Travelling with Numbers, pp. 66–68 (SB pp. 43–44)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.1, NS2.2, NS2.3, NS2.4</b> <ul style="list-style-type: none"> <li>Reads, writes and says three- and four-digit numbers.</li> <li>Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators).</li> <li>Describes and records methods used to solve an addition, subtraction, multiplication or division problem.</li> <li>Applies the associative and commutative property of addition and multiplication to aid mental computation.</li> <li>Adds or subtracts two decimal numbers with two decimal places.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 16</b> Numbers in Golf, pp. 69–71 (SB pp. 45–48) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.1, NS2.2, NS2.3, NS2.4</b> • Reads, writes and says three- and four-digit numbers. • Rounds numbers to the nearest ten, hundred or thousand when estimating. • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Applies the associative and commutative property of addition and multiplication to aid mental computation. • Adds or subtracts two decimal numbers with two decimal places.
	<b>Unit 17</b> 2-D Shapes, pp. 72–74 (SB pp. 49–50)	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus pp. 126 and 127)	<b>SGS2.2a, b; SGS3.2a, b</b> • Identifies pentagons, octagons and parallelograms presented in different orientations. • Groups two-dimensional shapes using multiple attributes. • Describes features of special groups of quadrilaterals. • Identifies and names parallel, vertical and horizontal lines in pictures, shapes and the environment. • Identify all lines of symmetry for a given shape. • Identifies and names perpendicular lines. • Compares and describes the properties of isosceles, equilateral and scalene triangles. (Stage 3)
	<b>Unit 18</b> Flip, Slide and Turn, pp. 75–77 (SB pp. 51–53) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus p. 126)	<b>SGS2.2a</b> • Makes representations of 2D shapes in different orientations. • Makes tessellating designs by reflecting (flipping), translating (sliding) and rotating (turning) a 2D shape.
	<b>Unit 19</b> Value for Money, pp. 78–80 (SB pp. 53–54)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.1, NS2.2, NS2.3, NS2.4</b> • Rounds numbers to the nearest ten, hundred or thousand when estimating. • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Adds or subtracts two decimal numbers with two decimal places. • Rounds a number with one or two decimal places to the nearest whole number.
	<b>Unit 20</b> Words and Numbers, pp. 81–83 (SB pp. 56–58) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) <i>Patterns and Algebra</i> (Syllabus p. 75)	<b>NS2.2, NS2.3, PAS2.1</b> • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Identifies and records number patterns when counting by threes, fours, fives, sevens, eights or nines. • Uses the equal sign to record equivalent number relationships. • Creates a variety of number patterns using whole numbers, fractions or decimals. • Uses the equals sign to record equivalent number relationships.
	<b>Unit 21</b> Area, pp. 84–86 (SB pp. 59–61) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Area (Syllabus p. 98)	<b>MS2.2</b> • Identifies areas that are less than, greater than or about the same as one square metre. • Estimates, measures and records the size of a small area in square centimeters. • Measures and compares small areas using a square-centimeter grid overlay. • Constructs a square metre. • Estimates, measures and records the number of square metres in a given area. • Records area using the abbreviations for square metres (m <sup>2</sup> ) and square centimetres (cm <sup>2</sup> ).
	<b>Unit 22</b> More Multiplication and Division, pp. 87–89 (SB pp. 62–63)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.3</b> • Describes and records methods used to solve a multiplication fact. • Identifies multiples and factors for a given number. • Uses mental strategies to multiply a one-digit number by a multiple of ten. • Uses mental strategies to multiply a two-digit number by a one-digit number. • Uses multiplication facts to work out division facts. • Uses mental strategies to divide a two-digit number by a one-digit number. • Describes and records methods used to solve a division problem. • Explains and records remainders to division problems.
	<b>Unit 23</b> Everyday Numbers, pp. 90–92 (SB pp. 64–66) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63) <i>Patterns and Algebra</i> (Syllabus p. 75)	<b>NS2.2, NS2.3, NS2.4, PAS2.1</b> • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Adds or subtracts two decimal numbers with two decimal places. • Rounds a number with one or two decimal places to the nearest whole number. • Identifies and records number patterns when counting by threes, fours, fives, sevens, eights or nines. • Uses the equal sign to record equivalent number relationships. • Creates a variety of number patterns using whole numbers, fractions or decimals.

## Correlation Chart NSW Nelson Maths Book 5

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 24</b> Volume, pp. 93–95 (SB pp. 67–69) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus pp. 104 and 105)	<b>MS2.3</b> <ul style="list-style-type: none"> <li>Estimates, measures and orders the volume of objects.</li> <li>Compares the volumes of three objects by marking the change in water level when each is submerged in a container.</li> <li>Selects an appropriate informal units to measure and compare the volume of two containers. (Stage 1)</li> <li>Gives examples of situations where a smaller unit is needed for measurement.</li> </ul>
	<b>Unit 25</b> Chance, pp. 96–98 (SB pp. 70–72) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 69)	<b>NS2.5</b> <ul style="list-style-type: none"> <li>Uses the language of chance.</li> <li>Describes the element of chance in familiar activities.</li> <li>Compares familiar events and describes them as being 'equally likely', 'more likely' or 'less likely' to occur.</li> <li>Predicts possible outcomes in a simple chance experiment.</li> <li>Conducts simple experiments using coins, dice or spinners and records the results.</li> </ul>
	<b>Unit 26</b> Numbers Close Up, pp. 99–101 (SB pp. 73–74)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.1, NS2.3</b> <ul style="list-style-type: none"> <li>Describes and records methods used to solve a multiplication fact.</li> <li>Identifies multiples and factors for a given number.</li> <li>Uses mental strategies to recall multiplication facts to 10 x 10.</li> <li>Uses multiplication facts to work out division facts.</li> <li>Describes and records methods used to solve a multiplication or division problem.</li> <li>Rounds numbers when estimating.</li> <li>Makes the largest and smallest number given any four digits.</li> </ul>
	<b>Unit 27</b> Numbers Beware!, pp. 102–104 (SB pp. 75–77) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.1, NS2.3, NS2.4</b> <ul style="list-style-type: none"> <li>Identifies multiples and factors for a given number.</li> <li>Uses mental strategies to recall multiplication facts to 10 x 10.</li> <li>Uses multiplication facts to work out division facts.</li> <li>Records numbers using expanded form.</li> <li>Rounds numbers when estimating.</li> <li>Places a set of numbers in ascending or descending order.</li> <li>Uses a range of mental and written strategies to solve multiplication and division problems (split/jump strategy, doubles, facts, skip counting, place value, calculators).</li> <li>Rounds a number with one or two decimal places to the nearest whole number.</li> </ul>
	<b>Unit 28</b> Capacity, pp. 105–107 (SB pp. 78–81) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus pp. 104 and 105)	<b>MS2.3</b> <ul style="list-style-type: none"> <li>Selects from a range of containers those that have a capacity of 'more than', 'less than' or 'about one litre'.</li> <li>Estimates and measures the capacity of containers to the nearest litre.</li> <li>Gives examples of situations where a unit smaller than a litre is needed for measurement.</li> </ul>
	<b>Unit 29</b> Fractions as Operators, pp. 108–110 (SB pp. 82–84) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 64 and 65)	<b>NS3.4</b> <ul style="list-style-type: none"> <li>Finds equivalent fractions using a diagram, number line or simple mental strategy.</li> <li>Adds or subtracts fractions that have the same denominator.</li> <li>Adds or subtracts simple fractions where one denominator is a multiple of the other.</li> </ul>
	<b>Unit 30</b> Location, pp. 111–113 (SB pp. 85–87) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 136)	<b>SG2.3</b> <ul style="list-style-type: none"> <li>Follows oral instructions to position objects in models and in drawings.</li> <li>Describes the location of an object using more than one descriptor.</li> <li>Describes a route on a simple map.</li> <li>Uses simple coordinates on a grid to describe position.</li> <li>Plots points at given coordinates to create a picture.</li> <li>Uses a compass to find north.</li> <li>Determines the directions N, S, E and W given one of the directions.</li> </ul>
	<b>Unit 31</b> Mass, pp. 114–116 (SB pp. 88–90) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Mass (Syllabus p. 110)	<b>MS2.4</b> <ul style="list-style-type: none"> <li>Uses an equal arm balance to find two objects, which have the same mass.</li> <li>Estimates (by hefting), measures and records the mass of an object using informal units and an equal arm balance.</li> <li>Compares and orders the mass of three or more objects using informal units.</li> <li>Identifies objects that have a mass 'more than', 'less than' or about the 'same as a half a kilogram'.</li> <li>Converts between kilograms and grams.</li> <li>Measures mass using a given measuring device.</li> </ul>
	<b>Unit 32</b> Multiplication and Decimals, pp. 117–119 (SB pp. 91–92)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.1, NS2.3, NS2.4, NS3.4</b> <ul style="list-style-type: none"> <li>Rounds a number to the nearest ten, hundred or thousand when estimating.</li> <li>Use mental strategies to multiply a one-digit number by a multiple of 10.</li> <li>Performs calculations with money including rounding.</li> <li>Adds or subtracts two decimal numbers with two decimal places.</li> <li>Expresses whole numbers as decimals.</li> <li>Adds or subtracts simple fractions.</li> <li>Multiplies or divides decimal numbers by single-digit numbers (Stage 3)</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 33</b> More About Decimals, pp. 120–122 (SB pp. 93–96) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.4</b> • Expresses whole numbers as decimals. • Interprets decimal notation for tenths or hundredths. • Orders decimals with the same number of decimal places. • Rounds a number with one or two decimal places to the nearest whole number. • Adds or subtracts two decimal numbers with two decimal places.
	<b>Unit 34</b> 3D Objects, pp. 123–125 (SB pp. 97–99) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 120)	<b>SGS2.1</b> • Describes the features of prisms, pyramids, cylinders, cones and spheres. • Identifies and names groups of 3D shapes as prisms, pyramids, cylinders, cones and spheres. • Identifies 3D shapes from descriptions. • Makes models of 3D objects given a picture, photograph or net. • Makes skeletal models of 3D objects. • Recognises that prisms have a uniform cross-section. • Sketches 3D objects from different views including top, front and side views.
	<b>Unit 35</b> Revision, pp. 126–128 (SB pp. 100–103) <b>C &amp; S</b>	<i>Number/ Measurement/ Chance and data</i>	<i>Number/Data/ Measurement</i>  <i>Revision: Whole Numbers/ Time/Chance</i>	<b>NS2.1, NS2.5, MS2.5, MS3.5</b> • Reads and interprets simple timetables, timelines and calendars. • Reads analog and digital clocks to the minute. • Determines the duration of events using starting and finishing times. (Stage 3) • Performs calculations with money including rounding to the nearest 5 cents, 10 cents or \$1.00. • Uses the language of chance. • Describes the element of chance in familiar activities. • Compares familiar events and describes them as being ‘equally likely’, ‘more likely’ or ‘less likely’ to occur. • Predicts possible outcomes in a simple chance experiment. • Conducts simple experiments using coins, dice or spinners and records the results.
	<b>Unit 36</b> Solving Problems, pp. 129–131 (SB pp. 104–106) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49–50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63)	<b>NS2.2, NS2.3, NS2.4</b> • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Applies the associative and commutative property of addition and multiplication to aid mental computation. • Rounds a number with one or two decimal places to the nearest whole number. • Adds or subtracts two decimal numbers with two decimal places.
	<b>Unit 37</b> Four Operations, pp. 132–134 (SB pp. 107–110) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55)	<b>NS2.2, NS2.3</b> • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Applies the associative and commutative property of addition and multiplication to aid mental computation.
	<b>Unit 38</b> Make These Shapes, pp. 135–137 (SB pp. 111–113) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 120) Two-dimensional Space (Syllabus pp. 126 and 127)	<b>SGS2.1, SGS2.2a, b</b> • Describes the features of 2D and 3D shapes. • Identifies 3D shapes from descriptions. • Sketches 3D objects from different views including top, front and side views. • Identifies and names parallel, vertical and horizontal lines in pictures, shapes and the environment. • Identifies and names perpendicular lines.
	<b>Unit 39</b> Working with Numbers, pp. 138–140 (SB pp. 114–115)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63) <i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>NS2.2, NS2.3, NS2.4, PAS3.1</b> • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Applies the associative and commutative property of addition and multiplication to aid mental computation. • Rounds a number with one or two decimal places to the nearest whole number. • Adds or subtracts two decimal numbers with two decimal places. • Calculates the value of a missing number in a pattern and explains how it was determined. (Stage 3)
	<b>Unit 40</b> Balance the Numbers, pp. 141–143 (SB pp. 116–118) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 44) Addition and Subtraction (Syllabus pp. 49 and 50) Multiplication and Division (Syllabus pp. 54 and 55) Fractions and Decimals (Syllabus pp. 62 and 63) <i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>NS2.1, NS2.2, NS2.3, NS2.4, PAS3.1</b> • Uses a range of mental and written strategies to solve addition, subtraction, multiplication and division problems (counting on/back, split/jump strategy, doubles, facts, skip counting, place value, calculators). • Describes and records methods used to solve an addition, subtraction, multiplication or division problem. • Applies the associative and commutative property of addition and multiplication to aid mental computation. • Rounds a number with one or two decimal places to the nearest whole number. • Adds or subtracts two decimal numbers with two decimal places. • Calculates the value of a missing number in a pattern and explains how it was determined. (Stage 3)

# Correlation Chart — New South Wales

## Nelson Maths Book 6

### NSW Mathematics K–6 Syllabus Outcomes Stage 3 (Year 5)

You may choose to print the following pages and date and highlight the units to be covered.

*Please note:* the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit.

For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMS3.1** Asks questions that could be explored using mathematics in relation to Stage 3 content. (Questioning)

**WMS3.2** Selects and applies appropriate mental or written strategies, including technological applications, in undertaking investigations. (Applying Strategies)

**WMS3.3** Describes and represents a mathematical situation in a variety of ways using mathematical terminology and some conventions. (Communicating)

**WMS3.4** Gives a valid reason for supporting one possible solution over another. (Reasoning)

**WMS3.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 3 content. (Reflecting)

Term/ Date	Unit/Page no. from Nelson Maths Book 6	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Place Value, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 45)	<b>NS3.1</b> <ul style="list-style-type: none"> <li>• Reads, writes and says large numbers.</li> <li>• Writes a number represented orally.</li> <li>• Places a set of large numbers in ascending or descending order.</li> <li>• Records large numbers using expanded notation.</li> <li>• Rounds numbers to the nearest ten thousand when estimating.</li> <li>• Explains the place value of any digit in a number.</li> </ul>
	<b>Unit 2</b> Fantastic Number Facts, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65) <i>Patterns and Algebra</i> (Syllabus p. 77)	<b>NS3.2, NS3.3, NS3.4, PAS3.1</b> <ul style="list-style-type: none"> <li>• Chooses appropriately between mental, written and calculator methods for addition, subtraction, multiplication and division problems.</li> <li>• Recalls addition, subtraction, multiplication and division facts automatically.</li> <li>• Adds, subtracts and multiplies simple fractions and decimal numbers.</li> <li>• Constructs a number sentence to match a problem that is presented in words and that requires finding an unknown.</li> <li>• Checks the solution to a number sentence by substituting into the original question.</li> </ul>
	<b>Unit 3</b> Number Patterns, pp. 30–32 (SB pp. 9–11) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>PAS3.1</b> <ul style="list-style-type: none"> <li>• Completes a table of values for a number pattern.</li> <li>• Calculates the value of a missing number in a table of values and explains how it was determined.</li> <li>• Records a description of a number pattern in words and diagrams.</li> <li>• Determines a rule, in words, to describe the pattern represented.</li> <li>• Completes number sentences that involve more than one operation by calculating missing values.</li> </ul>
	<b>Unit 4</b> Choosing Graphs, pp. 33–35 (SB pp. 12–14) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 88)	<b>DS3.1</b> <ul style="list-style-type: none"> <li>• Determines a suitable scale for data on a picture, bar (column) or line graph.</li> <li>• Draws a picture graph where one picture or symbol represents more than one item e.g. * = 100</li> <li>• Interprets graphs to make generalisations about the data.</li> <li>• Draws a line graph to represent data that demonstrates a continuous change, e.g. temperature.</li> <li>• Names the category represented by each section in a divided bar (column) graph or sector (pie) graph.</li> <li>• Uses Excel to record data and generate different types of graphs.</li> </ul>
	<b>Unit 5</b> Positive and Negative Numbers, pp. 36–38 (SB pp. 15–17) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 45)	<b>NS3.1</b> <ul style="list-style-type: none"> <li>• Orders a set of single-digit numbers, including some negative numbers, on a number line.</li> <li>• Recognises the location of negative numbers in relation to zero and locates them on the number line.</li> <li>• Interprets negative whole numbers in everyday situations, e.g. temperature. (Working Mathematically)</li> <li>• Investigates negative numbers and the number patterns created when counting backwards on a calculator. (Working Mathematically)</li> </ul>
	<b>Unit 6</b> Lines and Angles, pp. 39–41 (SB pp. 18–21) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus pp. 128 and 129)	<b>SGS3.2b (Review Lines Stages 1 and 2)</b> <ul style="list-style-type: none"> <li>• Measures and constructs angles in degrees using a protractor.</li> <li>• Classifies angles as right, acute, obtuse, reflex, straight or a revolution.</li> <li>• Identifies angle types as intersecting lines.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 6	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 7</b> Addition, pp. 42–44 (SB pp. 22–23)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51)	<b>NS3.2</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for addition problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to addition problems.</li> <li>Uses the formal written algorithm to solve addition problems involving counting numbers of any size.</li> </ul>
	<b>Unit 8</b> Subtraction, pp. 45–47 (SB pp. 24–26) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51)	<b>NS3.2</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for subtraction problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to subtraction problems.</li> <li>Uses the formal written algorithm to solve subtraction problems involving counting numbers of any size.</li> <li>Uses addition to check subtraction problems.</li> </ul>
	<b>Unit 9</b> Using Data to Answer Questions, pp. 48–50 (SB pp. 27–29) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 88)	<b>DS3.1</b> <ul style="list-style-type: none"> <li>Determines a suitable scale for data on a picture, bar (column) or line graph.</li> <li>Draws a picture graph where one picture or symbol represents more than one item e.g. * = 100.</li> <li>Interprets graphs to make generalisations about the data.</li> <li>Draws a line graph to represent data that demonstrates a continuous change, e.g. temperature.</li> <li>Names the category represented by each section in a divided bar (column) graph or sector (pie) graph.</li> <li>Uses Excel to record data and generate different types of graphs.</li> </ul>
	<b>Unit 10</b> Running on Time, pp. 51–53 (SB pp. 30–31)	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 115)	<b>MS3.5</b> <ul style="list-style-type: none"> <li>Reads and interprets timetables, timelines and calendars. (Stage 2)</li> <li>Determines the duration of an event using starting and finishing times.</li> <li>Reads timetables from real-life situations.</li> </ul>
	<b>Unit 11</b> Time, pp. 54–56 (SB pp. 32–34) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 115)	<b>MS3.5</b> <ul style="list-style-type: none"> <li>Uses 24-hour time notation to tell the time.</li> <li>Converts between 24-hour notation and am/pm notation.</li> <li>Uses a stopwatch to measure the duration of events.</li> <li>Compares local time to the time in another time zone in Australia.</li> <li>Reads timetables from real-life situations involving 24-hour time.</li> </ul>
	<b>Unit 12</b> Numbers, Numbers, Numbers!, pp. 57–59 (SB pp. 35–38) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 56)	<b>MS3.3</b> <ul style="list-style-type: none"> <li>Determines whether a number is prime or composite by finding the number of factors.</li> <li>Explains why a prime number when modelled as an array has only one row. (Working Mathematically)</li> <li>Identifies prime and composite number from a group of mixed numbers.</li> <li>Identifies square numbers to 100.</li> </ul>
	<b>Unit 13</b> Area and Perimeter, pp. 60–62 (SB pp. 39–41) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 95) Area (Syllabus p. 99)	<b>MS3.1, MS3.2</b> <ul style="list-style-type: none"> <li>Selects and uses the appropriate measuring device to measure lengths, distances, perimeters and areas.</li> <li>Selects and uses the appropriate unit to record lengths, distances, perimeters and areas.</li> <li>Measures the perimeter of a large area.</li> <li>Estimates, measures and compares the perimeters of squares, rectangles and triangles.</li> <li>Explains that the perimeters of shapes can be found by finding the sum of the side lengths.</li> <li>Explains the relationship between the length, breadth and area of squares and rectangles.</li> <li>Explains the relationship between the base, perpendicular height and area of triangles.</li> </ul>
	<b>Unit 14</b> Decimals, pp. 63–65 (SB pp. 42–43)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus p. 64 and 65)	<b>NS3.4</b> <ul style="list-style-type: none"> <li>Compares and orders decimal numbers to two decimal places.</li> <li>Rounds a number with decimal places to the nearest whole number, tenth or hundredth.</li> <li>Places decimal numbers on a number line between 0 and 1.</li> </ul>
	<b>Unit 15</b> Fractions, pp. 66–68 (SB pp. 44–46) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 64 and 65)	<b>NS3.4</b> <ul style="list-style-type: none"> <li>Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>Expresses improper fractions as mixed numerals.</li> <li>Compares and orders fractions.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 6

Term/ Date	Unit/Page no. from Nelson Maths Book 6	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 16</b> Counting and Number Order, pp. 69–71 (SB pp. 47–49) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 45) <i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>NS3.1, PAS3.1</b> <ul style="list-style-type: none"> <li>• Reads, writes and says large numbers.</li> <li>• Places a set of large numbers (from 0.01–999 999.99) in ascending or descending order.</li> <li>• Records large numbers (including decimal places) using expanded notation.</li> <li>• Explains the place value of any digit in a number including decimal places.</li> <li>• Identifies, explains, tests and continues number patterns.</li> </ul>
	<b>Unit 17</b> Making 3D Shapes, pp. 72–74 (SB pp. 50–51)	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 121)	<b>SGS3.1</b> <ul style="list-style-type: none"> <li>• Names prisms and pyramids according to the shape of their base.</li> <li>• Describes and list some of the properties of 3D objects.</li> <li>• Constructs a model of a 3D object given an isometric drawing.</li> <li>• Visualises and sketches a variety of nets for a given 3D object.</li> </ul>
	<b>Unit 18</b> Drawing 3D Objects, pp. 75–77 (SB pp. 52–54) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 121)	<b>SGS3.1</b> <ul style="list-style-type: none"> <li>• Names prisms and pyramids according to the shape of their base.</li> <li>• Describes and lists some of the properties of 3D objects.</li> <li>• Draws 3D objects showing simple perspective.</li> <li>• Visualises and sketches a 3D object from different views.</li> <li>• Visualises and sketches a variety of nets for a given 3D object.</li> </ul>
	<b>Unit 19</b> Multiplication, pp. 78–80 (SB pp. 55–57)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 56)	<b>NS3.3</b> <ul style="list-style-type: none"> <li>• Selects appropriate mental, written or calculator strategies to solve multiplication problems.</li> <li>• Multiplies a three- or four-digit number using a mental or written strategy.</li> <li>• Multiplies a three-digit number by a two-digit number using the extended form of the formal written algorithm.</li> </ul>
	<b>Unit 20</b> Division, pp. 81–83 (SB pp. 58–60) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 56)	<b>NS3.3</b> <ul style="list-style-type: none"> <li>• Selects appropriate mental, written or calculator strategies to solve division problems.</li> <li>• Divides a number with three or more digits by a single divisor.</li> <li>• Divides a number with three or more digits by a multiple of ten.</li> </ul>
	<b>Unit 21</b> Volume and Capacity, pp. 84–86 (SB pp. 61–63) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus p. 106)	<b>MS3.3</b> <ul style="list-style-type: none"> <li>• Estimates then measures the volume of a rectangular prism built from cubic centimetre blocks by counting the blocks.</li> <li>• Estimates then measures the capacity of a rectangular container using centimetre blocks.</li> <li>• Identifies instances where capacity is measured in cubic metres.</li> <li>• Explains the relationship between length, breadth, height and volume of rectangular prisms.</li> <li>• Calculates the volume of an irregular solid by submerging it in water and measuring the water displaced.</li> </ul>
	<b>Unit 22</b> Exploring Patterns, pp. 87–89 (SB pp. 64–65)	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>PAS3.1</b> <ul style="list-style-type: none"> <li>• Completes a table of values for a number pattern.</li> <li>• Calculates the value of a missing number in a table of values and explains how it was determined.</li> <li>• Records a description of a number pattern in words and diagrams.</li> <li>• Determines a rule, in words, to describe the pattern represented.</li> <li>• Completes number sentences that involve more than one operation by calculating missing values.</li> <li>• Identifies, explains, tests and continues number patterns.</li> </ul>
	<b>Unit 23</b> Number Puzzles, pp. 90–92 (SB pp. 66–68) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>PAS3.1</b> <ul style="list-style-type: none"> <li>• Completes a table of values for a number pattern.</li> <li>• Calculates the value of a missing number in a pattern and explains how it was determined.</li> <li>• Records a description of a number pattern in words and diagrams.</li> <li>• Determines a rule, in words, to describe the pattern represented.</li> <li>• Completes number sentences that involve more than one operation by calculating missing values.</li> <li>• Identifies, explains, tests and continues number patterns.</li> </ul>
	<b>Unit 24</b> Mass, pp. 93–95 (SB pp. 69–71) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Mass (Syllabus p. 111)	<b>MS3.4</b> <ul style="list-style-type: none"> <li>• Chooses appropriate units to solve problems involving mass.</li> <li>• Selects the appropriate device to measure mass.</li> <li>• Converts between kilograms and grams. (Stage 2)</li> <li>• Estimates and checks the number of similar objects which have a total mass of one kilogram. (Stage 2)</li> <li>• Uses decimal notation when recording mass.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 6	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 25</b> Environmental Data, pp. 96–98 (SB pp. 72–74) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 88)	<b>DS3.1</b> <ul style="list-style-type: none"> <li>Determines a suitable scale for data on a picture, bar (column) or line graph.</li> <li>Draws a picture graph where one picture or symbol represents more than one item e.g. * = 100.</li> <li>Interprets graphs to make generalisations about the data.</li> <li>Draws a line graph to represent data that demonstrates a continuous change, e.g. temperature</li> <li>Names the category represented by each section in a divided bar (column) graph or sector (pie) graph.</li> <li>Uses Excel to record data and generate different types of graphs.</li> </ul>
	<b>Unit 26</b> Adding Decimals, pp. 99–101 (SB pp. 75–77)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for addition problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to addition problems.</li> <li>Uses the formal written algorithm to solve addition problems involving counting numbers of any size.</li> <li>Adds decimal numbers that have a different number of decimal places.</li> </ul>
	<b>Unit 27</b> Subtracting Decimals, pp. 102–104 (SB pp. 78–80) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for subtraction problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to subtraction problems.</li> <li>Uses the formal written algorithm to solve subtraction problems involving counting numbers of any size.</li> <li>Subtracts decimal numbers that have a different number of decimal places.</li> </ul>
	<b>Unit 28</b> Exploring Measurement, pp. 105–107 (SB pp. 81–83) <b>C &amp; S</b>	<i>Measurement</i>	<i>Number/Space and Geometry/Measurement</i>	Various outcomes with the following focus indicators: <ul style="list-style-type: none"> <li>Estimates and calculates length, area and volume.</li> <li>Draws plans to a simple scale.</li> <li>Uses various operations to calculate the costs of materials.</li> <li>Constructs a model of a 3D object.</li> </ul>
	<b>Unit 29</b> Reading Maps, pp. 108–110 (SB pp. 84–85)	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 137)	<b>SGS3.3</b> <ul style="list-style-type: none"> <li>Finds a place on a map given its coordinates.</li> <li>Uses a given map to plan or show a route.</li> <li>Draws and labels a grid on a map.</li> <li>Identifies different scaled representations of the same plan or model.</li> <li>Uses scale to calculate the distance between two points on a map.</li> <li>Locates a place on a map, which is a given direction from a town or landmark.</li> </ul>
	<b>Unit 30</b> Making Maps, pp. 111–113 (SB pp. 86–88) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 137)	<b>SGS3.3</b> <ul style="list-style-type: none"> <li>Finds a place on a map given its coordinates.</li> <li>Uses a given map to plan or show a route.</li> <li>Draws and labels a grid on a map.</li> <li>Identifies different scaled representations of the same plan or model.</li> <li>Uses scale to calculate the distance between two points on a map.</li> <li>Draws a map from an aerial view.</li> </ul>
	<b>Unit 31</b> Exploring Chance, pp. 114–116 (SB pp. 89–91) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 70)	<b>NS3.5</b> <ul style="list-style-type: none"> <li>Uses data to order chance events from least likely to most likely.</li> <li>Orders commonly used chance words or events on a number line from 0 (impossible) to 1 (certain).</li> <li>Assigns a numerical value to the likelihood of an event occurring, e.g. there is a 50% chance.</li> <li>Describes the likelihood of an event occurring as being more or less than a half.</li> </ul>
	<b>Unit 32</b> Mental Computation, pp. 117–119 (SB pp. 92–93)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65) <i>Patterns and Algebra</i> (Syllabus p. 77)	<b>NS3.2, NS3.3, NS3.4, PAS3.1</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental strategies for addition, subtraction, multiplication and division problems.</li> <li>Explains the mental strategy used to solve a problem.</li> <li>Recalls addition, subtraction, multiplication and division facts automatically.</li> <li>Adds, subtracts and multiplies simple fractions and decimal numbers.</li> <li>Constructs a number sentence to match a problem that is presented in words and that requires finding an unknown.</li> <li>Checks the solution to a problem by substituting into the original question.</li> </ul>
	<b>Unit 33</b> Multiplication and Division, pp. 120–122 (SB pp. 94–96) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 56) <i>Patterns and Algebra</i> (Syllabus p. 75)	<b>NS3.3, PAS2.1</b> <ul style="list-style-type: none"> <li>Selects appropriate mental, written or calculator strategies to solve multiplication and division problems.</li> <li>Multiplies a three- or four-digit number using a mental or written strategy.</li> <li>Multiplies a three-digit number by a two-digit number using the extended form of the formal written algorithm.</li> <li>Divides a number with three or more digits by a single divisor.</li> <li>Divides a number with three or more digits by a multiple of ten.</li> <li>Relates multiplication and division facts. (Stage 2)</li> </ul>

## Correlation Chart NSW Nelson Maths Book 6

Term/ Date	Unit/Page no. from Nelson Maths Book 6	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 34</b> Transformations, pp. 123–125 (SB pp. 97–98)	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus pp. 126 and 128)	<b>SGS2.2, SGS3.2</b> <ul style="list-style-type: none"> <li>• Makes representations of 2D shapes in different orientations.</li> <li>• Makes tessellating designs by reflecting (flipping), translating (sliding) and rotating (turning) a 2D shape.</li> <li>• Enlarges or reduces a graphic, photograph or drawing using a computer program, an overhead projector, a photocopier or a grid.</li> </ul>
	<b>Unit 35</b> Symmetry and Tessellations, pp. 126–128 (SB pp. 99–101) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus pp. 126 and 128)	<b>SGS2.2, SGS3.2</b> <ul style="list-style-type: none"> <li>• Makes representations of 2D shapes in different orientations.</li> <li>• Makes tessellating designs by reflecting (flipping), translating (sliding) and rotating (turning) a 2D shape.</li> <li>• Enlarges or reduces a graphic, photograph or drawing using a computer program, an overhead projector, a photocopier or a grid.</li> <li>• Identifies all lines of symmetry for a given shape.</li> <li>• Identifies and names shapes that have rotational symmetry.</li> </ul>
	<b>Unit 36</b> Percentages, pp. 129–131 (SB pp. 102–104)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4, NS4.3</b> <ul style="list-style-type: none"> <li>• Calculates simple percentages of quantities.</li> <li>• Expresses fractions as decimals or percentages.</li> <li>• Converts percentages to fractions and decimals.</li> <li>• Increases or decreases a quantity by a given percentage.</li> </ul>
	<b>Unit 37</b> Adding and Subtracting Fractions, pp. 132–134 (SB pp. 105–107) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4</b> <ul style="list-style-type: none"> <li>• Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>• Expresses improper fractions as mixed numerals.</li> <li>• Subtracts a unit fraction from a whole number.</li> <li>• Adds or subtracts fractions that have the same denominator.</li> <li>• Adds or subtracts simple fractions where one denominator is a multiple of the other.</li> </ul>
	<b>Unit 38</b> Revision, pp. 135–137 (SB pp. 108–112) <b>C &amp; S</b>	<i>Revision: all strands</i>	<i>Revision: all strands</i>	Various outcomes with the following focus indicators: <ul style="list-style-type: none"> <li>• Operates successfully with numbers in the range of 0.01–999 999.99.</li> <li>• Calculates area, perimeter, volume, mass and time elapsed.</li> <li>• Draws 2D shapes accurately and to scale.</li> <li>• Draws 3D shapes in 2D space showing what is seen and not seen.</li> <li>• Explains chance in numerical terms.</li> <li>• Collects, displays and interprets data.</li> <li>• Creates number patterns.</li> </ul>
	<b>Unit 39</b> Investigating Problems, pp. 138–140 (SB pp. 113–115)	<i>Number and patterns</i>	<i>Number/Patterns and Algebra</i> All operations/problem solving	<b>NS3.2, NS3.3, NS3.4, SPA3.1</b> <ul style="list-style-type: none"> <li>• Chooses appropriately between mental, written and calculator methods for problems.</li> <li>• Gives reasons why a calculator was useful when solving a problem.</li> <li>• Uses estimation to check solutions to problems.</li> <li>• Uses the formal written algorithm to solve problems involving counting numbers of any size.</li> <li>• Constructs a number sentence to match a problem that is presented in words and requires finding an unknown.</li> </ul>
	<b>Unit 40</b> Fermi Problems, pp. 141–143 (SB pp. 116–118) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number/Patterns and Algebra</i> All operations/problem solving	<b>NS3.2, NS3.3, NS3.4, SPA3.1</b> <ul style="list-style-type: none"> <li>• Chooses appropriately between mental, written and calculator methods for problems.</li> <li>• Gives reasons why a calculator was useful when solving a problem.</li> <li>• Uses estimation to check solutions to problems.</li> <li>• Uses the formal written algorithm to solve problems involving counting numbers of any size.</li> <li>• Constructs a number sentence to match a problem that is presented in words and requires finding an unknown.</li> </ul>

# Correlation Chart — New South Wales

## Nelson Maths Book 7

### NSW Mathematics K–6 Syllabus Outcomes Stage 3 (Year 6)

You may choose to print the following pages and date and highlight the units to be covered.

Please note: the following Outcomes 'Working Mathematically' (Processes) are covered and included in every unit.

For further details of content refer to the Syllabus document (page references provided).

**C & S** represents a 'Check and Self-assessment' page in the Student Book.

#### Working Mathematically Outcomes (Processes)

**WMS3.1** Asks questions that could be explored using mathematics in relation to Stage 3 content. (Questioning)

**WMS3.2** Selects and applies appropriate mental or written strategies, including technological applications, in undertaking investigations. (Applying Strategies)

**WMS3.3** Describes and represents a mathematical situation in a variety of ways using mathematical terminology and some conventions. (Communicating)

**WMS3.4** Gives a valid reason for supporting one possible solution over another. (Reasoning)

**WMS3.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 3 content. (Reflecting)

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 1</b> Negative and Decimal Numbers, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i> Whole Numbers (Syllabus p. 45)	<b>NS3.1</b> • Orders a set of single-digit numbers, including some negative numbers, on a number line. • Recognises the location of negative numbers in relation to zero and locating them on the number line. • Interprets negative whole numbers in everyday situations, e.g. temperature (Working Mathematically) • Investigates negative numbers and the number patterns created when counting backwards on a calculator. (Working Mathematically)
	<b>Unit 2</b> Multiply or Divide?, pp. 27–29 (SB pp. 7–9)	<i>Number and patterns</i>	<i>Number</i> Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65)	<b>NS3.3</b> • Selects appropriate mental, written or calculator strategies to solve multiplication and division problems. • Multiplies or divides a three- or four-digit number using a mental or written strategy. • Multiplies or divides a three-digit number by a two-digit number using the extended form of the formal written algorithm. • Multiplies or divides fractions or decimal numbers by single-digit numbers.
	<b>Unit 3</b> Problem Solving, pp. 30–32 (SB pp. 10–12) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65) <i>Patterns and Algebra</i> (Syllabus p. 77)	<b>NS3.2, NS3.3, NS3.4, PAS3.1b</b> • Chooses appropriately between mental strategies for addition, subtraction, multiplication and division problems. • Explains the mental strategy used to solve a problem. • Recalls addition, subtraction, multiplication and division facts automatically. • Adds, subtracts and multiplies simple fractions and decimal numbers. • Constructs a number sentence to match a problem that is presented in words and that requires finding an unknown. • Checks the solution to a problem by substituting into the original question.
	<b>Unit 4</b> Data, pp. 33–35 (SB pp. 13–15) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 88)	<b>DS3.1</b> • Determines a suitable scale for data on a picture, bar (column) or line graph. • Draws a picture graph where one picture or symbol represents more than one item e.g. * = 100. • Interprets graphs to make generalisations about the data. • Draws a line graph to represent data that demonstrates a continuous change, e.g. temperature. • Names the category represented by each section in a divided bar (column) graph or sector (pie) graph. • Uses Excel to record data and generate different types of graphs.
	<b>Unit 5</b> Operations and Place Value, pp. 36–38 (SB pp. 16–18) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number/Patterns and Algebra</i> Whole Numbers/Addition and Subtraction/ Multiplication and Division/ Fractions and Decimals	<b>NS3.1, NS3.2, NS3.3, NS3.4, PAS3.1b</b> • Reads, writes and says any number. • Operates successfully with numbers in the range of 0.01–999 999.99. • Explains the place value of any digit in a number. • Constructs a number sentence to match a problem that is presented in words and requires finding an unknown. • Chooses appropriately between mental strategies for addition, subtraction, multiplication and division problems.

## Correlation Chart NSW Nelson Maths Book 7

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 6</b> Lines, Angles and Simple Shapes, pp. 39–41 (SB pp. 19–21) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Two-dimensional Space (Syllabus pp. 128 and 129)	<b>SGS3.2a, b (Review 'Lines' Stages 1 and 2)</b> <ul style="list-style-type: none"> <li>Measures and constructs angles in degrees using a protractor.</li> <li>Classifies angles as right, acute, obtuse, reflex, straight or a revolution.</li> <li>Identifies angle types as intersecting lines.</li> <li>Draws regular and irregular 2D shapes given a description of their side and angle properties.</li> <li>Uses a ruler, set square, protractor or template to draw regular and irregular 2D shapes.</li> </ul>
	<b>Unit 7</b> Looking at Patterns, pp. 42–44 (SB pp. 22–23)	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>PAS3.1a</b> <ul style="list-style-type: none"> <li>Completes a table of values for a number pattern.</li> <li>Calculates the value of a missing number in a table of values and explains how it was determined.</li> <li>Records a description of a number pattern in words and diagrams.</li> <li>Determines a rule, in words, to describe the pattern represented.</li> <li>Completes number sentences that involve more than one operation by calculating missing values.</li> <li>Identifies, explains, tests and continues number patterns.</li> </ul>
	<b>Unit 8</b> BODMAS, pp. 45–47 (SB pp. 24–26) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65) <i>Patterns and Algebra</i> (Syllabus p. 77)	<b>NS3.2, NS3.3, NS3.4, PAS3.1b</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental strategies for addition, subtraction, multiplication and division problems.</li> <li>Explains the mental strategy used to solve a problem.</li> <li>Recalls addition, subtraction, multiplication and division facts automatically.</li> <li>Adds, subtracts and multiplies simple fractions and decimal numbers.</li> <li>Constructs a number sentence to match a problem that is presented in words and that requires finding an unknown.</li> <li>Checks the solution to a problem by substituting into the original question.</li> </ul>
	<b>Unit 9</b> Discrete and Continuous Data, pp. 48–50 (SB pp. 27–29) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 88)	<b>DS3.1</b> <ul style="list-style-type: none"> <li>Determines a suitable scale for data on a picture, bar (column) or line graph.</li> <li>Draws a picture graph where one picture or symbol represents more than one item e.g. * = 100.</li> <li>Interprets graphs to make generalisations about the data.</li> <li>Draws a line graph to represent data that demonstrates a continuous change, e.g. temperature.</li> <li>Names the category represented by each section in a divided bar (column) graph or sector (pie) graph.</li> <li>Uses Excel to record data and generate different types of graphs.</li> </ul>
	<b>Unit 10</b> Clocks and Timetables, pp. 51–53 (SB pp. 30–31)	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 115)	<b>MS3.5</b> <ul style="list-style-type: none"> <li>Reads analog and digital times to the minute.</li> <li>Uses 24-hour time notation to tell the time.</li> <li>Converts between 24-hour notation and am/pm notation.</li> <li>Uses a stopwatch to measure the duration of events.</li> <li>Reads timetables from real-life situations.</li> <li>Determines a suitable scale and uses the scale to draw a timeline.</li> <li>Interprets a given timeline using the scale.</li> </ul>
	<b>Unit 11</b> All About Time, pp. 54–56 (SB pp. 32–34) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Time (Syllabus p. 115)	<b>MS3.5</b> <ul style="list-style-type: none"> <li>Reads analog and digital times to the minute.</li> <li>Uses 24-hour time notation to tell the time.</li> <li>Converts between 24-hour notation and am/pm notation.</li> <li>Uses a stopwatch to measure the duration of events.</li> <li>Reads timetables from real-life situations.</li> <li>Compares local time to the time in another time zone in Australia (and the world).</li> </ul>
	<b>Unit 12</b> Fractions, pp. 57–59 (SB pp. 35–36)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4, NS4.4</b> <ul style="list-style-type: none"> <li>Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>Expresses improper fractions as mixed numerals.</li> <li>Subtracts a unit fraction from a whole number.</li> <li>Adds or subtracts fractions that have the same denominator.</li> <li>Adds or subtracts simple fractions where one denominator is a multiple of the other.</li> <li>Multiplies simple fractions by whole numbers.</li> <li>Multiplies or divides mixed numerals. (Stage 4)</li> </ul>
	<b>Unit 13</b> Decimals, pp. 60–62 (SB pp. 37–39) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4, NS4.4</b> <ul style="list-style-type: none"> <li>Compares and orders fractions and decimals.</li> <li>Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>Expresses improper fractions as mixed numerals.</li> <li>Adds or subtracts decimal numbers that have a different number of decimal places.</li> <li>Calculates simple percentages of quantities.</li> <li>Expresses fractions as decimals or percentages. (Stage 4)</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 14</b> Area and Perimeter, pp. 63–65 (SB pp. 40–42) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 95) Area (Syllabus p. 99)	<b>MS3.1, MS3.2</b> <ul style="list-style-type: none"> <li>Selects and uses the appropriate measuring device to measure lengths, distances, perimeters and areas.</li> <li>Selects and uses the appropriate unit to record lengths, distances, perimeters and areas.</li> <li>Measures the perimeter of a large area.</li> <li>Estimates, measures and compares the perimeters of squares, rectangles and triangles.</li> <li>Explains that the perimeters of shapes can be found by finding the sum of the side lengths.</li> <li>Explains the relationship between the length, breadth and area of squares and rectangles.</li> <li>Explains the relationship between the base, perpendicular height and area of triangles.</li> </ul>
	<b>Unit 15</b> Adding Decimal Numbers, pp. 66–68 (SB pp. 43–44)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for addition problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to addition problems.</li> <li>Uses the formal written algorithm to solve addition problems involving counting numbers of any size.</li> <li>Adds decimal numbers that have a different number of decimal places.</li> </ul>
	<b>Unit 16</b> Subtracting Decimal Numbers, pp. 69–71 (SB pp. 45–47) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for subtraction problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to subtraction problems.</li> <li>Uses the formal written algorithm to solve subtraction problems involving counting numbers of any size.</li> <li>Subtracts decimal numbers that have a different number of decimal places.</li> </ul>
	<b>Unit 17</b> Shapes, pp. 72–74 (SB pp. 48–50) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p. 121)	<b>SGS3.1</b> <ul style="list-style-type: none"> <li>Names prisms and pyramids according to the shape of their base.</li> <li>Describes and lists some of the properties of 3D objects.</li> <li>Draws 3D objects showing simple perspective.</li> <li>Visualises and sketches a 3D object from different views.</li> <li>Visualises and sketches a variety of nets for a given 3D object.</li> </ul>
	<b>Unit 18</b> Revision – Sports Day, pp. 75–77 (SB pp. 51–53) <b>C &amp; S</b>	<i>Revision: all Strands</i>	<i>Revision:</i> Number/Data/Space and Geometry/Measurement	Various outcomes with the following focus indicators: <ul style="list-style-type: none"> <li>Estimates and calculates distances.</li> <li>Chooses appropriately between mental, written and calculator methods for problems.</li> <li>Collects, displays and interprets data.</li> <li>Estimates, measures, calculates and compares duration of events.</li> <li>Describes different shapes, lines and angles in everyday situations.</li> </ul>
	<b>Unit 19</b> Adding and Subtracting Decimal Numbers, pp. 78–80 (SB pp. 54–55)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for addition and subtraction problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to addition and subtraction problems.</li> <li>Uses the formal written algorithm to solve addition and subtraction problems involving counting numbers of any size.</li> <li>Adds and subtracts decimal numbers that have a different number of decimal places.</li> </ul>
	<b>Unit 20</b> Fraction Operations, pp. 81–83 (SB pp. 56–58) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4</b> <ul style="list-style-type: none"> <li>Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>Expresses improper fractions as mixed numerals.</li> <li>Subtracts a unit fraction from a whole number.</li> <li>Adds or subtracts fractions that have the same denominator.</li> <li>Adds or subtracts simple fractions where one denominator is a multiple of the other.</li> <li>Multiplies simple fractions by whole numbers.</li> </ul>
	<b>Unit 21</b> Volume, pp. 84–86 (SB pp. 59–61) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Volume and Capacity (Syllabus p.106)	<b>MS3.3</b> <ul style="list-style-type: none"> <li>Estimates then measures the volume of a rectangular prism built from cubic centimetre blocks by counting the blocks.</li> <li>Estimates then measures the capacity of a rectangular container using centimetre blocks.</li> <li>Identifies instances where capacity is measured in cubic metres.</li> <li>Explains the relationship between length, breadth, height and volume of rectangular prisms.</li> <li>Calculates the volume of an irregular solid by submerging it in water and measuring the water displaced.</li> </ul>
	<b>Unit 22</b> Factors, pp. 87–89 (SB pp. 62–63)	<i>Number and patterns</i>	<i>Number</i> All operations <i>Patterns and Algebra</i> (Syllabus p. 75)	<b>NS2.3, PAS3.1a,b</b> <ul style="list-style-type: none"> <li>Identifies multiples and factors for a given number. (Stage 2)</li> <li>Uses the equals sign to record equivalent number relationships (equivalent equations). (Stage 2)</li> <li>Records a description of a number pattern in words and diagrams.</li> <li>Determines a rule, in words, to describe the pattern represented.</li> <li>Completes number sentences that involve more than one operation by calculating missing values.</li> <li>Identifies, explains, tests and continues number patterns.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 7

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 23</b> Number Patterns and Relationships, pp. 90–92 (SB pp. 64–66) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Patterns and Algebra</i> (Syllabus pp. 76 and 77)	<b>PAS3.1a, b</b> <ul style="list-style-type: none"> <li>• Completes a table of values for a number pattern.</li> <li>• Calculates the value of a missing number in a table of values and explains how it was determined.</li> <li>• Records a description of a number pattern in words and diagrams.</li> <li>• Determines a rule, in words, to describe the pattern represented.</li> <li>• Completes number sentences that involve more than one operation by calculating missing values.</li> <li>• Identifies, explains, tests and continues number patterns.</li> </ul>
	<b>Unit 24</b> More Area and Perimeter, pp. 93–95 (SB pp. 67–69) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 95) Area (Syllabus p. 99)	<b>MS3.1, MS3.2</b> <ul style="list-style-type: none"> <li>• Selects and uses the appropriate measuring device to measure lengths, distances, perimeters and areas.</li> <li>• Selects and uses the appropriate unit to record lengths, distances, perimeters and areas.</li> <li>• Estimates, measures and compares the perimeters of squares, rectangles and triangles.</li> <li>• Explains that the perimeters of shapes can be found by finding the sum of the side lengths.</li> <li>• Explains the relationship between the length, breadth and area of squares and rectangles.</li> <li>• Explains the relationship between the base, perpendicular height and area of triangles.</li> </ul>
	<b>Unit 25</b> Chance, pp. 96–98 (SB pp. 70–72) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Number</i> Chance (Syllabus p. 70)	<b>NS3.5</b> <ul style="list-style-type: none"> <li>• Uses data to order chance events from 'least likely' to 'most likely'.</li> <li>• Orders commonly used chance words or events on a number line from 0 (impossible) to 1 (certain).</li> <li>• Assigns a numerical value to the likelihood of an event occurring, e.g. there is a 50% chance.</li> <li>• Describes the likelihood of an event occurring as being more or less than a half.</li> </ul>
	<b>Unit 26</b> Applications of Fractions, pp. 99–101 (SB pp. 73–75)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4, NS4.4</b> <ul style="list-style-type: none"> <li>• Compares and orders fractions.</li> <li>• Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>• Expresses improper fractions as mixed numerals.</li> <li>• Calculates simple percentages of quantities.</li> <li>• Expresses fractions as decimals or percentages. (Stage 4)</li> </ul>
	<b>Unit 27</b> Decimals and Whole Number Operations, pp. 102–104 (SB pp. 76–79) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65) <i>Patterns and Algebra</i> (Syllabus p. 77)	<b>NS3.2, NS3.3, NS3.4, PAS3.1b</b> <ul style="list-style-type: none"> <li>• Chooses appropriately between mental strategies for addition, subtraction, multiplication and division problems.</li> <li>• Explains the mental strategy used to solve a problem.</li> <li>• Adds, subtracts and multiplies simple fractions and decimal numbers.</li> <li>• Constructs a number sentence to match a problem that is presented in words and that requires finding an unknown.</li> <li>• Checks the solution to a problem by substituting into the original question.</li> </ul>
	<b>Unit 28</b> Measuring, pp. 105–107 (SB pp. 80–82) <b>C &amp; S</b>	<i>Measurement</i>	<i>Measurement</i> Length (Syllabus p. 95) Area (Syllabus p. 99) Volume and Capacity (Syllabus p. 106)	<b>MS3.1, MS3.2, MS3.3</b> <ul style="list-style-type: none"> <li>• Selects and uses the appropriate measuring device to measure lengths, distances, perimeters, areas or volumes.</li> <li>• Estimates, measures and compares the perimeters of squares, rectangles and triangles.</li> <li>• Estimates then measures the capacity of a rectangular container using centimetre blocks.</li> </ul>
	<b>Unit 29</b> Mental Computation, pp. 108–110 (SB pp. 83–85) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fractions and Decimals (Syllabus pp. 64 and 65) <i>Patterns and Algebra</i> (Syllabus p. 77)	<b>NS3.2, NS3.3, NS3.4, PAS3.1b</b> <ul style="list-style-type: none"> <li>• Chooses appropriately between mental strategies for addition, subtraction, multiplication and division problems.</li> <li>• Explains the mental strategy used to solve a problem.</li> <li>• Recalls addition, subtraction, multiplication and division facts automatically.</li> <li>• Adds, subtracts and multiplies simple fractions and decimal numbers.</li> <li>• Constructs a number sentence to match a problem that is presented in words and that requires finding an unknown.</li> <li>• Checks the solution to a problem by substituting into the original question.</li> </ul>
	<b>Unit 30</b> Location, pp. 111–113 (SB pp. 86–88) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 137)	<b>SGS3.3</b> <ul style="list-style-type: none"> <li>• Finds a place on a map given its coordinates.</li> <li>• Uses a given map to plan or show a route.</li> <li>• Draws and labels a grid on a map.</li> <li>• Identifies different scaled representations of the same plan or model.</li> <li>• Uses scale to calculate the distance between two points on a map.</li> <li>• Locates a place on a map, which is a given direction from a town or landmark.</li> </ul>

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 31</b> Collecting Data, pp. 114–116 (SB pp. 89–91) <b>C &amp; S</b>	<i>Chance and data</i>	<i>Data</i> (Syllabus p. 88)	<b>DS3.1</b> <ul style="list-style-type: none"> <li>Determines a suitable scale for data on a picture, bar or line graph.</li> <li>Draws a picture graph where one picture or symbol represents more than one item e.g. * = 100.</li> <li>Interprets graphs to make generalisations about the data.</li> <li>Draws a line graph to represent data that demonstrates a continuous change, e.g. temperature.</li> <li>Names the category represented by each section in a divided bar (column) graph or sector (pie) graph.</li> <li>Uses Excel to record data and generate different types of graphs.</li> </ul>
	<b>Unit 32</b> Number Operations, pp. 117–119 (SB pp. 92–94)	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.3, NS3.4, NS4.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to problems.</li> <li>Uses the formal written algorithm to solve addition, subtraction, multiplication and division problems involving counting numbers of any size.</li> <li>Adds, subtracts, divides and multiplies decimal numbers that have a different number of decimal places.</li> <li>Expresses fractions as decimals or percentages. (Stage 4)</li> </ul>
	<b>Unit 33</b> Patterns and Place Value, pp. 120–122 (SB pp. 95–97) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Whole Numbers/ Multiplication and Division/ Fractions and Decimals <i>Patterns and Algebra</i>	<b>NS3.1, NS3.3, NS3.4, PAS3.1a, b</b> <ul style="list-style-type: none"> <li>Reads, writes and says large numbers.</li> <li>Operates successfully with numbers in the range of 0.01–999 999.99.</li> <li>Explains the place value of any digit in a number.</li> <li>Constructs a number sentence to match a problem that is presented in words and requires finding an unknown.</li> <li>Determines a rule, in words, to describe the pattern presented in a table.</li> <li>Builds a simple geometric pattern using materials.</li> </ul>
	<b>Unit 34</b> Maps and Plans, pp. 123–125 (SB pp. 98–100) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Position (Syllabus p. 137)	<b>SGS3.3</b> <ul style="list-style-type: none"> <li>Finds a place on a map given its coordinates.</li> <li>Uses a given map to plan or show a route.</li> <li>Draws and labels a grid on a map.</li> <li>Identifies different scaled representations of the same plan or model.</li> <li>Uses scale to calculate the distance between two points on a map.</li> <li>Draws a map from an aerial view.</li> </ul>
	<b>Unit 35</b> Revision – Party Time, pp. 126–128 (SB pp. 101–103) <b>C &amp; S</b>	<i>Revision: all strands</i>	<i>Number/Data/Space and Geometry/Measurement</i>	Various outcomes with the following focus indicators: <ul style="list-style-type: none"> <li>Estimates and calculates mass and volume.</li> <li>Chooses appropriately between mental, written and calculator methods for problems (including problems with money).</li> <li>Draws plans to a simple scale.</li> <li>Uses various operations to calculate the costs of materials.</li> <li>Uses data to order chance events from least likely to most likely.</li> </ul>
	<b>Unit 36</b> Fraction Activities, pp. 129–131 (SB pp. 104–106)	<i>Number and patterns</i>	<i>Number</i> Fractions and Decimals (Syllabus pp. 65 and 66)	<b>NS3.4, NS4.4</b> <ul style="list-style-type: none"> <li>Compares and orders fractions.</li> <li>Finds equivalent fractions using a diagram, number line or mental strategy.</li> <li>Expresses improper fractions as mixed numerals.</li> <li>Calculates simple percentages of quantities.</li> <li>Expresses fractions as decimals or percentages. (Stage 4)</li> </ul>
	<b>Unit 37</b> Number Systems, pp. 132–134 (SB pp. 107–109) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number</i> Addition and Subtraction (Syllabus p. 51) Multiplication and Division (Syllabus p. 56) Fraction and Decimals (Syllabus pp. 64 and 65)	<b>NS3.2, NS3.3, NS3.4</b> <ul style="list-style-type: none"> <li>Chooses appropriately between mental, written and calculator methods for problems.</li> <li>Gives reasons why a calculator was useful when solving a problem.</li> <li>Uses estimation to check solutions to problems.</li> <li>Uses the formal written algorithm to solve addition, subtraction, multiplication and division problems involving counting numbers of any size.</li> <li>Adds, subtracts, divides and multiplies decimal numbers that have a different number of decimal places.</li> </ul>
	<b>Unit 38</b> Investigating Space, pp. 135–137 (SB pp. 110–112) <b>C &amp; S</b>	<i>Space</i>	<i>Space and Geometry</i> Three-dimensional Space (Syllabus p.121) Two-dimensional Space (Syllabus pp. 126 and 128)	<b>SGS2.2a, SGS3.1, SGS3.2a</b> <ul style="list-style-type: none"> <li>Makes representations of 2D shapes in different orientations.</li> <li>Visualises and sketches 3D objects from different views, showing simple perspective.</li> <li>Visualises and sketches a variety of nets for a given 3D object.</li> <li>Makes tessellating designs by reflecting (flipping), translating (sliding) and rotating (turning) a 2D shape.</li> <li>Enlarges or reduces a graphic, photograph or drawing using a computer program, an overhead projector, a photocopier or a grid.</li> <li>Identifies all lines of symmetry for a given shape.</li> <li>Identifies and names shapes that have rotational symmetry.</li> </ul>

## Correlation Chart NSW Nelson Maths Book 7

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	NSW Strand, Substrand and Syllabus-related Content Reference	NSW Mathematics K–6 Syllabus Outcome Reference and Indicators
	<b>Unit 39</b> Number Applications, pp. 138–140 (SB pp. 113–114)	<i>Number and patterns</i>	<i>Number/ Patterns and Algebra</i> All operations/problem solving	<b>NS3.2, NS3.3, NS3.4, PAS3.1a, b</b> <ul style="list-style-type: none"> <li>• Chooses appropriately between mental, written and calculator methods for problems.</li> <li>• Gives reasons why a calculator was useful when solving a problem.</li> <li>• Uses estimation to check solutions to problems.</li> <li>• Uses the formal written algorithm to solve problems involving counting numbers of any size.</li> <li>• Constructs a number sentence to match a problem that is presented in words and requires finding an unknown.</li> <li>• Determines a rule, in words, to describe the pattern presented in a table.</li> </ul>
	<b>Unit 40</b> Applications of Number, pp. 141–143 (SB pp. 115–117) <b>C &amp; S</b>	<i>Number and patterns</i>	<i>Number/Patterns and Algebra</i> All operations/problem solving	<b>NS3.1, NS3.2, NS3.3, NS3.4, PAS3.1b</b> <ul style="list-style-type: none"> <li>• Explains the place value of any digit in a number.</li> <li>• Chooses appropriately between mental, written and calculator methods for problems.</li> <li>• Identifies prime and composite numbers.</li> <li>• Gives reasons why a calculator was useful when solving a problem.</li> <li>• Uses estimation to check solutions to problems.</li> <li>• Uses the formal written algorithm to solve problems involving counting numbers of any size.</li> <li>• Constructs a number sentence to match a problem that is presented in words and requires finding an unknown.</li> </ul>

### Acknowledgement

To the Board of Studies NSW, for extracts from K–6 Mathematics Syllabus, 1998 copyright © Board of Studies NSW, reproduced with permission.

# Nelson Maths



## ORDER FORM

TITLE		ISBN	PRICE	QTY
<b>NELSON NUMERACY ASSESSMENT KIT</b>				
Nelson Numeracy Assessment Kit	1st-7th Years	0 17 010844 9	\$365.00	
<b>NELSON MATHS</b>				
Student Book	1st Year	0 17 012221 2	\$12.95	
Teacher's Resource Book (with CD-ROM*)	1st Year	0 17 012228 X	\$85.00	
Student Book	2nd Year	0 17 012222 0	\$12.95	
Teacher's Resource Book (with CD-ROM*)	2nd Year	0 17 012229 8	\$85.00	
Student Book	3rd Year	0 17 012223 9	\$13.95	
Teacher's Resource Book (with CD-ROM*)	3rd Year	0 17 012230 1	\$85.00	
Student Book	4th Year	0 17 012224 7	\$13.95	
Teacher's Resource Book (with CD-ROM*)	4th Year	0 17 012231 X	\$85.00	
Student Book	5th Year	0 17 012225 5	\$13.95	
Teacher's Resource Book (with CD-ROM*)	5th Year	0 17 012232 8	\$85.00	
Student Book	6th Year	0 17 012226 3	\$14.95	
Teacher's Resource Book (with CD-ROM*)	6th Year	0 17 012233 6	\$85.00	
Student Book	7th Year	0 17 012227 1	\$14.95	
Teacher's Resource Book (with CD-ROM*)	7th Year	0 17 012234 4	\$85.00	

\*All Teacher Resource Books include planning and assessment software on CD-ROM

<b>NELSON MATHS FACTS</b>				
Student Handbook with CD-Rom		0 17 012768 0	\$12.95	

<b>NELSON MATHS BUILDING MENTAL STRATEGIES BIG BOOKS</b>				
Nelson Maths Big Book 1		0 17 013020 7	\$46.95	
Nelson Maths Big Book 2		0 17 013021 5	\$46.95	
Nelson Maths Big Book 3		0 17 013022 3	\$46.95	

Nelson Maths Mental Strategies Big Books available August 2006

<b>NELSON MATHS BUILDING MENTAL STRATEGIES SKILL BOOKS</b>				
Workbook 3		0 17 013008 8	\$10.95	
Workbook 4		0 17 013009 6	\$10.95	
Workbook 5		0 17 013010 X	\$10.95	
Workbook 6		0 17 013011 8	\$10.95	

Nelson Maths Mental Strategies Skills Books available August 2006

All prices are GST inclusive. Prices are subject to change without notice. All orders incur a postage and handling charge of \$11.00 incl. GST

I would like a Nelson representative to contact me

NAME \_\_\_\_\_

Personal orders must be accompanied by credit card details or a cheque.

SCHOOL \_\_\_\_\_ SCHOOL ORDER NO.\*\* \_\_\_\_\_

Enclosed is a cheque for \$ \_\_\_\_\_ (payable to Nelson Australia Pty Ltd)

DELIVERY ADDRESS\* \_\_\_\_\_

Please debit my  Bankcard  Visa  MasterCard  Amex

\_\_\_\_\_ POSTCODE \_\_\_\_\_

for \$ \_\_\_\_\_

EMAIL \_\_\_\_\_ PHONE \_\_\_\_\_

My account number is:

□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

AUTHORISED SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SIGNATURE \_\_\_\_\_ EXPIRY DATE \_\_\_\_\_

\*We cannot deliver to PO Box addresses \*\* An order number is required for on-approval orders.

Printed 02/06 PRI 6093

### AUSTRALIA

Level 7, 80 Dorcas Street, South Melbourne VIC 3205  
Toll free phone: 1800 654 831 Fax: 1800 641 823  
ABN: 14 058 280 149

**THOMSON**  
NELSON

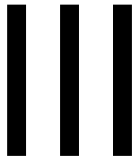
www.thomsonlearning.com.au/primary

PLEASE USE TAPE TO SEAL ORDER



**Delivery Address:**  
Level 7, 80 Dorcas St  
SOUTH MELBOURNE VIC 3205

No stamp required  
if posted in Australia



Schools Marketing Department  
Thomson Learning  
Reply Paid 71880  
SOUTHBANK VIC 3006