

Nelson Maths

Correlation Charts

for the Queensland Mathematics Years 1–7 Syllabus Outcomes

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Nelson Maths

at a glance...



Download the Nelson Numeracy Assessment Kit Correlation to the Queensland Years 1-7 Syllabus Outcomes from:

www.thomsonlearning.com.au/nakcorrelation



YEAR	STUDENT BOOKS	TEACHER'S RESOURCES	MENTAL STRATEGIES BIG BOOKS	MATHS FACTS HAND BOOK	NUMERACY ASSESSMENT KIT
1			<p>available August 2006</p>		
2			<p>available August 2006</p>		
3			<p>available August 2006</p>		
4					
5					
6					
7					



Correlation Chart — Queensland

Nelson Maths Book 1

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 1 (Year 1)

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

Please note: The Key Learning Area Outcomes have been listed below. The majority of these outcomes are covered and included in *Nelson Maths Book 1*.

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

Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	Qld Strand	Topic	Learning Outcomes
	Unit 1 Shapes All Around, pp. 24–26 (SB pp. 5–7) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S1.1 Students identify everyday shapes and objects using geometric names and make and describe simple representations of them.
	Unit 2 Making Groups, pp. 27–29 (SB pp. 8–9)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 3 Counting Groups, pp. 30–32 (SB pp. 10–12) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 4 Measuring Up, pp. 33–35 (SB pp. 13–15) C & S	<i>Measurement</i>	<i>Measurement/ Chance and data</i>	Length, mass, area and volume/Data	M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units. CD1.2 Students collect data to investigate particular situations and interpret simple displays.
	Unit 5 Counting to Ten, pp. 36–38 (SB pp. 16–17)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 6 Counting One to Ten, pp. 39–41 (SB pp. 18–20) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.

Correlation Chart Queensland Nelson Maths Book 1

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 7 One, Two, Three; pp. 42–44 (SB pp. 21–22)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 8 Four, Five, Six, pp. 45–47 (SB pp. 23–24)	<i>Number and patterns</i>	<i>Number</i>	Number Concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 9 Seven, Eight, Nine, pp. 48–50 (SB pp. 25–27) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 10 Investigating Chance, pp. 51–53 (SB pp. 28–30) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance	CD1.1 Students use everyday language when commenting on aspects of chance in practical activities and familiar events.
	Unit 11 Patterns, pp. 54–56 (SB pp. 31–33) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA1.1 Students identify, describe and create patterns and change based on simple rules.
	Unit 12 Mass, pp. 57–59 (SB pp. 34–36) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units.
	Unit 13 Making Patterns, pp. 60–62 (SB pp. 37–38)	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA1.1 Students identify, describe and create patterns and change based on simple rules.
	Unit 14 Numbers and Counting, pp. 63–65 (SB pp. 39–41) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 15 Making Shapes, pp. 66–68 (SB pp. 42–43)	<i>Space</i>	<i>Space</i>	Shape and line	S1.1 Students identify everyday shapes and objects using geometric names and make and describe simple representations of them.
	Unit 16 Location, pp. 69–71 (SB pp. 44–46) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S1.2 Students follow and give simple directions to move through, and locate and place objects in, familiar environments.
	Unit 17 Numbers Everywhere, pp. 72–74 (SB pp. 47–48)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Patterns and functions	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. PA1.1 Students identify, describe and create patterns and change based on simple rules.

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 18 Seeing Numbers, pp. 75–77 (SB pp. 49–51) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 19 Our Class (Collecting Data), pp. 78–80 (SB pp. 52–54) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD1.2 Students collect data to investigate particular situations and interpret simple displays.
	Unit 20 Number Order, pp. 81–83 (SB pp. 55–57) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 21 Money, pp. 84–86 (SB pp. 58–59)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 22 1st, 2nd, 3rd ..., pp. 87–89 (SB pp. 60–62) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 23 Length, pp. 90–92 (SB pp. 63–65) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units.
	Unit 24 Counting On, pp. 93–95 (SB pp. 66–67)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 25 Counting Back, pp. 96–98 (SB pp. 68–70) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 26 Capacity, pp. 99–101 (SB pp. 71–73) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units.
	Unit 27 Making Ten, pp. 102–104 (SB pp. 74–75)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 28 Numbers to 20, pp. 105–107 (SB pp. 76–78) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.

Correlation Chart Queensland Nelson Maths Book 1

Term/ Date	Unit/Page no. from Nelson Maths Book 1	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 29 Time, pp. 108–110 (SB pp. 79–81) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M1.2 Students sequence familiar events related to days and weeks, and directly compare the duration of events.
	Unit 30 3D Shapes, pp. 111–113 (SB pp. 82–84) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S1.1 Students identify everyday shapes and objects using geometric names and make and describe simple representations of them.
	Unit 31 Adding Groups, pp. 114–116 (SB pp. 85–86)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 32 Take Away, pp. 117–119 (SB pp. 87–89) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 33 Making Maps, pp. 120–122 (SB pp. 90–92) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S1.2 Students follow and give simple directions to move through, and locate and place objects in, familiar environments.
	Unit 34 Maths in the Sea, pp. 123–125 (SB pp. 93–95) C & S	<i>Measurement/ Chance and data</i>	<i>Measurement/ Chance and data</i>	Length, mass, area and volume/ Time/ Data	M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units. M1.2 Students sequence familiar events related to days and weeks, and directly compare the duration of events. CD1.2 Students collect data to investigate particular situations and interpret simple displays.
	Unit 35 More Numbers to 20, pp. 126–128 (SB pp. 96–97)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses.
	Unit 36 Doubles, pp. 129–131 (SB pp. 98–100) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 37 Animal Maths, pp. 132–134 (SB pp. 101–103) C & S	<i>Measurement/ Chance and data</i>	<i>Chance and data/ Measurement</i>	Data/Length, mass, area and volume	CD1.2 Students collect data to investigate particular situations and interpret simple displays. M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units.
	Unit 38 It All Adds Up, pp. 135–137 (SB pp. 104–105)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 39 Subtraction, pp. 138–140 (SB pp. 106–108) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N1.2 Students identify and solve addition and subtraction problems involving small whole numbers.
	Unit 40 Maths Party, pp. 141–143 (SB pp. 109–111) C & S	<i>Revisions: all strands</i>	<i>Number/ Space/ Patterns and algebra/ Measurement/ Chance and data</i>	Number concepts/ Patterns and functions/ Length, area, mass and volume/ Chance/Shape and line	N1.1 Students identify, compare and order small whole numbers, make and match representations of these numbers and identify coins, notes and their uses. PA1.1 Students identify, describe and create patterns and change based on simple rules. M1.1 Students select the appropriate attribute to compare and order size of objects and measure with non-standard units. CD1.1 Students use everyday language when commenting on aspects of chance in practical activities and familiar events. S1.1 Students identify everyday shapes and objects using geometric names and make and describe simple representations of them.

Correlation Chart — Queensland

Nelson Maths Book 2

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 2 (Year 2)

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

Please note: The Key Learning Area Outcomes have been listed below. The majority of these outcomes are covered and included in *Nelson Maths Book 2*.

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

Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 1 Exploring Numbers to 20 A, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 2 Exploring Numbers to 20 B, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 3 Revisiting Numbers to 20, pp. 30–32 (SB pp. 9–11) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 4 Chance and Data, pp. 33–35 (SB pp. 12–14) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance/Data	CD2.1 Students identify and classify familiar events according to the likelihood of occurrence. CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 5 Addition to 20 A, pp. 36–38 (SB pp. 15–16)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 6 Addition to 20 B, pp. 39–41 (SB pp. 17–19) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.

Correlation Chart Queensland Nelson Maths Book 2

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 7 Data, pp. 42–44 (SB pp. 20–22) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 8 Number Patterns, pp. 45–47 (SB pp. 23–25) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA2.1 Students create and explain patterns. Identify and describe relationships using rules and use backtracking to reverse the effects of rules involving addition and subtraction.
	Unit 9 2D Shapes, pp. 48–50 (SB pp. 26–27)	<i>Space</i>	<i>Space</i>	Shape and line	S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.
	Unit 10 3D Shapes, pp. 51–53 (SB pp. 28–30) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.
	Unit 11 Exploring Numbers to 99, pp. 54–56 (SB pp. 31–32)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 12 Odd and Even Numbers, pp. 57–59 (SB pp. 33–35) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 13 Length, pp. 60–62 (SB pp. 36–38) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 14 Mental Strategies, pp. 63–65 (SB pp. 39–40)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 15 Subtraction to 20 A, pp. 66–68 (SB pp. 41–42)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 16 Subtraction to 20 B, pp. 69–71 (SB pp. 43–45) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 17 Time, pp. 72–74 (SB pp. 46–48) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M2.2 Students use a calendar to locate and sequence events, read and interpret key times on 12-hour displays and measure and compare durations of time.

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 18 Addition and Subtraction, pp. 75–77 (SB pp. 49–51) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 19 Collecting Data, pp. 78–80 (SB pp. 52–54) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 20 Exploring Location A, pp. 81–83 (SB pp. 55–57) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S2.2 Students interpret and create simple maps, plans and grids to follow and give directions, and to locate or arrange places or objects.
	Unit 21 Exploring Fractions, pp. 84–86 (SB pp. 58–59)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 22 Revisiting Numbers to 99, pp. 87–89 (SB pp. 60–62) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 23 Perimeter and Area, pp. 90–92 (SB pp. 63–65) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 24 Capacity, pp. 93–95 (SB pp. 66–68) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 25 Chance Events, pp. 96–98 (SB pp. 69–71) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance/Data	CD2.1 Students identify and classify familiar events according to the likelihood of occurrence. CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 26 Looking at Groups, pp. 99–101 (SB pp. 72–73)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N1.3 Students identify and describe equal groupings and equal sharing within everyday situations.
	Unit 27 Exploring Groups, pp. 102–104 (SB pp. 74–75)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 28 Money, pp. 105–107 (SB pp. 76–78) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 29 Exploring Location B, pp. 108–110 (SB pp. 79–81) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S2.2 Students interpret and create simple maps, plans and grids to follow and give directions, and to locate or arrange places or objects.

Correlation Chart Queensland Nelson Maths Book 2

Term/ Date	Unit/Page no. from Nelson Maths Book 2	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 30 Dividing, pp. 111–113 (SB pp. 82–84) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N1.3 Students identify and describe equal groupings and equal sharing within everyday situations. N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 31 Mass, pp. 114–116 (SB pp. 85–87) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 32 Simple Equations, pp. 117–119 (SB pp. 88–89)	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Equivalence and equations	PA2.2 Students represent and describe equivalence in equations that involve addition and subtraction. (Some multiplication and simple division also)
	Unit 33 More About Money, pp. 120–122 (SB pp. 90–92) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections. N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 34 Telling Time, pp. 123–125 (SB pp. 93–95) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M2.2 Students use a calendar to locate and sequence events, read and interpret key times on 12-hour displays and measure and compare durations of time.
	Unit 35 More About Numbers to 99, pp. 126–128 (SB pp. 96–97)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 36 More Number Patterns, pp. 129–131 (SB pp. 98–100) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA2.1 Students create and explain patterns. Identify and describe relationships using rules and use backtracking to reverse the effects of rules involving addition and subtraction.
	Unit 37 More Chance and Data, pp. 132–134 (SB pp. 101–103) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance/Data	CD2.1 Students identify and classify familiar events according to the likelihood of occurrence. CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 38 More Mental Strategies, pp. 135–137 (SB pp. 104–106) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 39 Symmetry and Shapes, pp. 138–140 (SB pp. 107–109) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.
	Unit 40 Revision, pp. 141–143 (SB pp. 110–111)	<i>All strands</i>	<i>All strands</i>	Number concepts/ Length, mass, area and volume/ Chance/Shape and line	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections. M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects. CD2.1 Students identify and classify familiar events according to the likelihood of occurrence. S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.

Correlation Chart — Queensland

Nelson Maths Book 3

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 2 (Year 3)

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

Please note: The Key Learning Area Outcomes have been listed below. The majority of these outcomes are covered and included in *Nelson Maths Book 3*.

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

Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	Qld Strand	Topic	Learning Outcomes
	Unit 1 Counting, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 2 Skip-counting, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 3 Place Value, pp. 30–32 (SB pp. 9–11) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 4 Collecting Data, pp. 33–35 (SB pp. 12–14) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 5 Addition, pp. 36–38 (SB pp. 15–16)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 6 Subtraction, pp. 39–41 (SB pp. 17–19) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.

Correlation Chart Queensland Nelson Maths Book 3

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 7 Length, pp. 42–44 (SB pp. 20–21)	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 8 Area, pp. 45–47 (SB pp. 22–24) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 9 Mental Strategies, pp. 48–50 (SB pp. 25–27) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections. N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 10 Shapes and Solids, pp. 51–53 (SB pp. 28–30) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.
	Unit 11 Making One Thousand, pp. 54–56 (SB pp. 31–32)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 12 Writing Numbers in Words, pp. 57–59 (SB pp. 33–35) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 13 Making Patterns, pp. 60–62 (SB pp. 36–37)	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA2.1 Students create and explain patterns. Identify and describe relationships using rules and use backtracking to reverse the effects of rules involving addition and subtraction.
	Unit 14 Using Known Facts, pp. 63–65 (SB pp. 38–39)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections. N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 15 Addition Stories, pp. 66–68 (SB pp. 40–42) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 16 Chance, pp. 69–71 (SB pp. 43–45) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance	CD2.1 Students identify and classify familiar events according to the likelihood of occurrence.
	Unit 17 More Mental Strategies, pp. 72–74 (SB pp. 46–47)	<i>Number and pattern</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections. N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 18 Subtraction Stories, pp. 75–77 (SB pp. 48–50) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 19 Getting from Here to There, pp. 78–80 (SB pp. 51–52)	<i>Space</i>	<i>Space</i>	Location, direction and movement	S2.2 Students interpret and create simple maps, plans and grids to follow and give directions, and to locate or arrange places or objects.
	Unit 20 Simple Maps, pp. 81–83 (SB pp. 53–55) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S2.2 Students interpret and create simple maps, plans and grids to follow and give directions, and to locate or arrange places or objects.
	Unit 21 Formal Addition, pp. 84–86 (SB pp. 56–57)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 22 Fractions, pp. 87–89 (SB pp. 58–60) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 23 Capacity, pp. 90–92 (SB pp. 61–63) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 24 Formal Subtraction, pp. 93–95 (SB pp. 64–66) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 25 Time — Clocks, pp. 96–98 (SB pp. 67–68)	<i>Measurement</i>	<i>Measurement</i>	Time	M2.2 Students use a calendar to locate and sequence events, read and interpret key times on 12-hour displays and measure and compare durations of time.
	Unit 26 Time — Calendars, pp. 99–101 (SB pp. 69–71) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M2.2 Students use a calendar to locate and sequence events, read and interpret key times on 12-hour displays and measure and compare durations of time.
	Unit 27 Money, pp. 102–104 (SB pp. 72–74) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections. N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 28 Multiplication, pp. 105–107 (SB pp. 75–76)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.

Correlation Chart Queensland Nelson Maths Book 3

Term/ Date	Unit/Page no. from Nelson Maths Book 3	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 29 Division, pp. 108–110 (SB pp. 77–79) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 30 Flip, Slide and Turn, pp. 111–113 (SB pp. 80–82) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.
	Unit 31 More Fractions, pp. 114–116 (SB pp. 83–85) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N2.1 Students compare and order whole numbers to 999, make and match different representations and combinations of whole numbers and of equivalent amounts of money and identify simple fractions of objects and collections.
	Unit 32 Area and Perimeter, pp. 117–119 (SB pp. 86–87)	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 33 Mass, pp. 120–122 (SB pp. 88–90) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M2.1 Students use non-standard and standard units to estimate, measure and order the size of objects.
	Unit 34 Recognising Patterns, pp. 123–125 (SB pp. 91–93) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions/ Equivalence and equations	PA2.1 Students create and explain patterns. Identify and describe relationships using rules and use backtracking to reverse the effects of rules involving addition and subtraction. PA2.2 Students represent and describe equivalence in equations that involve addition and subtraction.
	Unit 35 Presenting Data, pp. 126–128 (SB pp. 94–96) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD2.2 Students collect and organize data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of their display.
	Unit 36 Time Revision, pp. 129–131 (SB pp. 97–99) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M2.2 Students use a calendar to locate and sequence events, read and interpret key times on 12-hour displays and measure and compare durations of time.
	Unit 37 Addition and Subtraction, pp. 132–134 (SB pp. 100–102) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 38 Multiplication and Division, pp. 135–137 (SB pp. 103–105) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts.
	Unit 39 Symmetry, pp. 138–140 (SB pp. 106–108) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S2.1 Students describe and sort 3D shapes and objects and 2D shapes according to geometric properties and identify shapes and objects from different viewpoints or orientations.
	Unit 40 Solving Problems, pp. 141–143 (SB pp. 109–111) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Addition and subtraction/ Multiplication and division/ Equivalence and equations	N2.2 Students identify and solve addition and subtraction problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts. N2.3 Students identify and solve multiplication and division problems involving whole numbers, selecting from a range of computation methods, strategies and known number facts. PA2.2 Students represent and describe equivalence in equations that involve addition and subtraction.

Correlation Chart — Queensland

Nelson Maths Book 4

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 3 (Year 4)

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

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Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	Qld Strand	Topic	Learning Outcomes
	Unit 1 Exploring Numbers to 999, pp. 24–26 (SB pp. 5–7)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 2 Skip Counting, pp. 27–29 (SB pp. 8–10)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 3 Using Numbers to 999, pp. 30–32 (SB pp. 11–13) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Multiplication and division	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 4 Making Graphs, pp. 33–35 (SB pp. 14–16) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD3.2 Students design and trial a variety of data collection methods and use existing sources of data to investigate their own and others' questions, organize data and create suitable displays identifying and interpreting elements of the displays.
	Unit 5 Number Patterns, pp. 36–38 (SB pp. 17–19) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.
	Unit 6 The Shape of Things, pp. 39–41 (SB pp. 20–22) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 7 Work It Out Using Addition, pp. 42–44 (SB pp. 23–25)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. ⁹

Correlation Chart Queensland Nelson Maths Book 4

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 8 Work It Out Using Subtraction, pp. 45–47 (SB pp. 26–27)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 9 Addition and Subtraction, pp. 48–50 (SB pp. 28–30) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 10 Collecting and Organising Data, pp. 51–53 (SB pp. 31–33) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD3.2 Students design and trial a variety of data collection methods and use existing sources of data to investigate their own and others' questions, organize data and create suitable displays identifying and interpreting elements of the displays.
	Unit 11 Telling the Time, pp. 54–56 (SB pp. 34–35)	<i>Measurement</i>	<i>Measurement</i>	Time	M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities.
	Unit 12 Where in Time?, pp. 57–59 (SB pp. 36–38) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities.
	Unit 13 Exploring Numbers to 9999, pp. 60–62 (SB pp. 39–41)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Multiplication and division	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 14 More Addition and Subtraction, pp. 63–65 (SB pp. 42–44) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 15 Length, pp. 66–68 (SB pp. 45–47) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 16 Multiplication Strategies, pp. 69–71 (SB pp. 48–50)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 17 Using Multiplication, pp. 72–74 (SB pp. 51–53) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 18 3D Shapes, pp. 75–77 (SB pp. 54–56) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 19 Equal or Not, pp. 78–80 (SB pp. 57–59)	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Equivalence and equations	PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 20 Multiplication Patterns, pp. 81–83 (SB pp. 60–62) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Multiplication and division/ Patterns and functions	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.
	Unit 21 Area, pp. 84–86 (SB pp. 63–65) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 22 Division, pp. 87–89 (SB pp. 66–67)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 23 More about Division, pp. 90–92 (SB pp. 68–71) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 24 Capacity, pp. 93–95 (SB pp. 72–74) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 25 Take a Chance, pp. 96–98 (SB pp. 75–77) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance	CD3.1 Students identify all possible outcomes of familiar situations or actions and, for these samples spaces, order the likelihood of occurrence of the identified outcomes using experimental data.
	Unit 26 The Four Operations, pp. 99–101 (SB pp. 78–79)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 27 Using the Four Operations, pp. 102–104 (SB pp. 80–82) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 28 Volume, pp. 105–107 (SB pp. 83–85) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 29 Location, pp. 108–110 (SB pp. 86–88) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S3.2 Students interpret and create maps and plans using a range of conventions, describe locations and give directions using major compass points, angles and grids.
	Unit 30 Fractions, pp. 111–113 (SB pp. 89–90)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 31 More about Fractions, pp. 114–116 (SB pp. 91–93) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 32 Mass, pp. 117–119 (SB pp. 94–96) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.

Correlation Chart Queensland Nelson Maths Book 4

Term/ Date	Unit/Page no. from Nelson Maths Book 4	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 33 Decimals, pp. 120–122 (SB pp. 97–99)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 34 More about Decimals, pp. 123–125 (SB pp. 100–102) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 35 Prisms and Pyramids, pp. 126–128 (SB pp. 103–105) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 36 Money Problems, pp. 129–131 (SB pp. 106–107)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 37 Measurement Problems, pp. 132–134 (SB pp. 108–110) C & S	<i>Measurement/ Number and patterns</i>	<i>Measurement/ Number</i>	Length, mass, area and volume/ Addition and subtraction/ Multiplication and division	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 38 More about Shapes, pp. 135–137 (SB pp. 111–113) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 39 Revision: Celebrations, pp. 138–140 (SB pp. 114–115)	<i>All strands</i>	<i>All strands</i>	Time/Length, mass, area and volume/ Data/Shape and line/ Addition and subtraction/ Patterns and functions	M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities. M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents. CD3.2 Students design and trial a variety of data collection methods and use existing sources of data to investigate their own and others' questions, organize data and create suitable displays identifying and interpreting elements of the displays. S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.
	Unit 40 Revision: Investigating TV, pp. 141–143 (SB pp. 116–118) C & S	<i>All strands</i>	<i>Measurement/ Chance and Data/Space/ Number</i>	Time/Length, mass, area and volume/ Data/Shape and line/ Location, direction and movement/ Addition and subtraction	M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities. M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents. CD3.2 Students design and trial a variety of data collection methods and use existing sources of data to investigate their own and others' questions, organize data and create suitable displays identifying and interpreting elements of the displays. S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes. S3.2 Students interpret and create maps and plans using a range of conventions, describe locations and give directions using major compass points, angles and grids. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.

Correlation Chart — Queensland

Nelson Maths Book 5

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 3 (Year 5)

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

Please note: The Key Learning Area Outcomes have been listed below. The majority of these outcomes are covered and included in *Nelson Maths Book 5*.

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

Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 1 Investigating Place Value, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 2 Numbers That Count, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number and patterns</i>	Number concepts/ Multiplication and division	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 3 What's in a Number?, pp. 30–32 (SB pp. 9–11) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Multiplication and division	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 4 Data Collection, pp. 33–35 (SB pp. 12–14) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD3.2 Students design and trial a variety of data collection methods and use existing sources of data to investigate their own and others' questions, organize data and create suitable displays identifying and interpreting elements of the displays.
	Unit 5 Patterns and Relationships, pp. 36–38 (SB pp. 15–17) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.
	Unit 6 Lines in Our World, pp. 39–41 (SB pp. 18–20) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.

Correlation Chart Queensland Nelson Maths Book 5

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 7 Addition and Subtraction, pp. 42–44 (SB pp. 21–22)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 8 Multiplication and Division, pp. 45–47 (SB pp. 23–25) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 9 Measuring and Estimating Angles, pp. 48–50 (SB pp. 26–28) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 10 Analogue and Digital Times pp. 51–53 (SB pp. 29–31) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities.
	Unit 11 Timetables and Schedules, pp. 54–56 (SB pp. 32–34) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities.
	Unit 12 Fractions, pp. 57–59 (SB pp. 35–36)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 13 Decimals, pp. 60–62 (SB pp. 37–39) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 14 Length, pp. 63–65 (SB pp. 40–42) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 15 Travelling with Numbers, pp. 66–68 (SB pp. 43–44)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 16 Numbers in Golf, pp. 69–71 (SB pp. 45–48) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 17 2-D Shapes, pp. 72–74 (SB pp. 49–50)	Space	Space	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 18 Flip, Slide and Turn, pp. 75–77 (SB pp. 51–53) C & S	Space	Space	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 19 Value for Money, pp. 78–80 (SB pp. 53–54)	Number and patterns	Number/ Patterns and algebra	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 20 Words and Numbers, pp. 81–83 (SB pp. 56–58) C & S	Number and patterns	Number/ Patterns and algebra	Number concepts/ Addition and subtraction/ Multiplication and division/ Patterns and functions	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.
	Unit 21 Area, pp. 84–86 (SB pp. 59–61) C & S	Measurement	Measurement	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 22 More Multiplication and Division, pp. 87–89 (SB pp. 62–63)	Number and patterns	Number	Multiplication and division	N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 23 Everyday Numbers, pp. 90–92 (SB pp. 64–66) C & S	Number and patterns	Number/ Patterns and algebra	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 24 Volume, pp. 93–95 (SB pp. 67–69) C & S	Measurement	Measurement	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 25 Chance, pp. 96–98 (SB pp. 70–72) C & S	Chance and data	Chance and data	Chance	CD3.1 Students identify all possible outcomes of familiar situations or actions and, for these samples spaces, order the likelihood of occurrence of the identified outcomes using experimental data.
	Unit 26 Numbers Close Up, pp. 99–101 (SB pp. 73–74)	Number and patterns	Number	Number concepts/ Multiplication and division	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.

Correlation Chart Queensland Nelson Maths Book 5

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 27 Numbers Beware!, pp. 102–104 (SB pp. 75–77) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Multiplication and division	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.
	Unit 28 Capacity, pp. 105–107 (SB pp. 78–81) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 29 Fractions as Operators, pp. 108–110 (SB pp. 82–84) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.
	Unit 30 Location, pp. 111–113 (SB pp. 85–87) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S3.2 Students interpret and create maps and plans using a range of conventions, describe locations and give directions using major compass points, angles and grids.
	Unit 31 Mass, pp. 114–116 (SB pp. 88–90) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M3.1 Students identify and use equivalent forms of standard units when measuring, comparing and ordering, and estimate using a range of personal referents.
	Unit 32 Multiplication and Decimals, pp. 117–119 (SB pp. 91–92)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Multiplication and division/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 33 More About Decimals, pp. 120–122 (SB pp. 93–96) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.
	Unit 34 3D Objects, pp. 123–125 (SB pp. 97–99) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 35 Revision, pp. 126–128 (SB pp. 100–103) C & S	<i>Number and patterns/ Chance and data/ Measurement</i>	<i>Number/ Chance and data/ Measurement</i>	Number concepts/ Chance/Time	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. CD3.1 Students identify all possible outcomes of familiar situations or actions and, for these samples spaces, order the likelihood of occurrence of the identified outcomes using experimental data. M3.2 Students read, record and calculate with 12-hour time, and interpret calendars and simple timetables related to daily activities.
	Unit 36 Solving Problems, pp. 129–131 (SB pp. 104–106) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Patterns and functions/ Equivalence and equations	N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment. N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts. PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations. PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 37 Four Operations, pp. 132–134 (SB pp. 107–110) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Patterns and functions/ Equivalence and equations	<p>N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.</p> <p>N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.</p> <p>N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.</p> <p>PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.</p>
	Unit 38 Make These Shapes, pp. 135–137 (SB pp. 111–113) C & S	<i>Space</i>	<i>Space</i>	Shape and line	<p>S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.</p>
	Unit 39 Working with Numbers, pp. 138–140 (SB pp. 114–115)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Patterns and functions/ Equivalence and equations	<p>N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.</p> <p>N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.</p> <p>N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.</p> <p>PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.</p>
	Unit 40 Balance the Numbers, pp. 141–143 (SB pp. 116–118) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Patterns and functions/ Equivalence and equations	<p>N3.1 Students compare, order and represent whole numbers to 9 999 and common and decimal fractions, calculate cash transactions and describe other methods of payment.</p> <p>N3.2 Students identify and solve addition and subtraction problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.</p> <p>N3.3 Students identify and solve multiplication and division problems involving whole numbers, and decimal fractions in context, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA3.1 Students create and continue number patterns, identify, describe and represent relationships between two quantities and use backtracking to reverse any of the four operations.</p> <p>PA3.2 Students represent and describe equivalence in equations that involve combinations of multiplication and division or addition and subtraction.</p>

Correlation Chart – Queensland

Nelson Maths Book 6

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 4 (Year 6)

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

Please note: The Key Learning Area Outcomes have been listed below. The majority of these outcomes are covered and included in *Nelson Maths Book 6*.

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

Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 6	Nelson Maths Strand	Qld Strand	Topic	Learning Outcomes
	Unit 1 Place Value, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	NA.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.
	Unit 2 Fantastic Number Facts, pp. 27–29 (SB pp. 7–8)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction/ Multiplication and division	NA.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. NA.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 3 Number Patterns, pp. 30–32 (SB pp. 9–11) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions/ Equivalence and equations	PA.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations. PA.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 4 Choosing Graphs, pp. 33–35 (SB pp. 12–14) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.
	Unit 5 Positive and Negative Numbers, pp. 36–38 (SB pp. 15–17) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N.5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.
	Unit 6 Lines and Angles, pp. 39–41 (SB pp. 18–21) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S.4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Qld Strand	Topic	Learning Outcomes
	Unit 7 Addition, pp. 42–44 (SB pp. 22–23)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 8 Subtraction, pp. 45–47 (SB pp. 24–26) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 9 Using Data to Answer Questions, pp. 48–50 (SB pp. 27–29) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.
	Unit 10 Running on Time, pp. 51–53 (SB pp. 30–31)	<i>Measurement</i>	<i>Measurement</i>	Time	M4.2 Students read, record and calculate with 24-hour time and develop timetables and calendars to plan and organize events and activities.
	Unit 11 Time, pp. 54–56 (SB pp. 32–34) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	M4.2 Students read, record and calculate with 24-hour time and develop timetables and calendars to plan and organize events and activities.
	Unit 12 Numbers, Numbers, Numbers!, pp. 57–59 (SB pp. 35–38) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.
	Unit 13 Area and Perimeter, pp. 60–62 (SB pp. 39–41) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 14 Decimals, pp. 63–65 (SB pp. 42–43)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.
	Unit 15 Fractions, pp. 66–68 (SB pp. 44–46) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.
	Unit 16 Counting and Number Order, pp. 69–71 (SB pp. 47–49) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Patterns and functions	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations.
	Unit 17 Making 3D Shapes, pp. 72–74 (SB pp. 50–51)	<i>Space</i>	<i>Space</i>	Shape and line	S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.
	Unit 18 Drawing 3D Objects, pp. 75–77 (SB pp. 52–54) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.

Correlation Chart Queensland Nelson Maths Book 6

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 19 Multiplication, pp. 78–80 (SB pp. 55–57)	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 20 Division, pp. 81–83 (SB pp. 58–60) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 21 Volume and Capacity, pp. 84–86 (SB pp. 61–63) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 22 Exploring Patterns, pp. 87–89 (SB pp. 64–65)	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions	PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations.
	Unit 23 Number Puzzles, pp. 90–92 (SB pp. 66–68) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Addition and subtraction/ Multiplication and division/ Patterns and functions/ Equivalence and equations	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations
	Unit 24 Mass, pp. 93–95 (SB pp. 69–71) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms.
	Unit 25 Environmental Data, pp. 96–98 (SB pp. 72–74) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.
	Unit 26 Adding Decimals, pp. 99–101 (SB pp. 75–77)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 27 Subtracting Decimals, pp. 102–104 (SB pp. 78–80) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 28 Exploring Measurement, pp. 105–107 (SB pp. 81–83) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 29 Reading Maps, pp. 108–110 (SB pp. 84–85)	<i>Space</i>	<i>Space</i>	Location, direction and movement	S4.2 Students interpret maps and plans with reference to conventions, describe the effects of change in latitude and longitude and describe movements using compass points and distance.
	Unit 30 Making Maps, pp. 111–113 (SB pp. 86–88) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S4.2 Students interpret maps and plans with reference to conventions, describe the effects of change in latitude and longitude and describe movements using compass points and distance.

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 31 Exploring Chance, pp. 114–116 (SB pp. 89–91) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance	CD4.1 Students analyse experimental data and compare numerical results with predicted results to inform judgments about the likelihood of particular outcomes.
	Unit 32 Mental Computation, pp. 117–119 (SB pp. 92–93)	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction/ Multiplication and division	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 33 Multiplication and Division, pp. 120–122 (SB pp. 94–96) C & S	<i>Number and patterns</i>	<i>Number</i>	Multiplication and division	N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 34	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes. S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.
	Unit 35 Symmetry and Tessellations, pp. 126–128 (SB pp. 99–101) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.
	Unit 36 Percentages, pp. 129–131 (SB pp. 102–104)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.
	Unit 37 Adding and Subtracting Fractions, pp. 132–134 (SB pp. 105–107) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Addition and subtraction/ Equivalence and equations	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations
	Unit 38 Revision, pp. 135–137 (SB pp. 108–112) C & S	<i>All strands</i>	<i>All strands</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations/ Length, mass, area and volume/Time/ Shape and line/Chance/ Data	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations. M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions. M4.2 Students read, record and calculate with 24-hour time and develop timetables and calendars to plan and organize events and activities. S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning. CD4.1 Students analyse experimental data and compare numerical results with predicted results to inform judgments about the likelihood of particular outcomes. CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.

Correlation Chart Queensland Nelson Maths Book 6

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 39 Investigating Problems, pp. 138–140 (SB pp.113–115)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.</p> <p>N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>
	Unit 40 Fermi Problems, pp. 141–143 (SB pp.116–118) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra/ Chance and Data</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations/ Data	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p> <p>CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.</p>

Correlation Chart — Queensland

Nelson Maths Book 7

Queensland Mathematics Years 1 to 10 Syllabus Outcomes — Level 4 (Year 7)

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

Please note: The Key Learning Area Outcomes have been listed below. The majority of these outcomes are covered and included in *Nelson Maths Book 7*.

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

Key Learning Area Outcomes

The Key Learning Area Outcomes highlight the uniqueness of the Mathematics Key Learning Area, and its particular contribution to lifelong learning. During the compulsory years of schooling, when thinking, reasoning and working mathematically, students engage in, and reflect on, mathematics experiences to develop the knowledge, procedures, strategies and dispositions necessary to:

- understand the nature of mathematics as a dynamic human endeavour, its relationship with other human endeavours and its contribution to society
- interpret and apply underlying properties and principles that characterise and connect aspects of mathematics
- identify and analyse information, think and reason inductively, deductively and intuitively to solve problems, make and justify decisions
- create mathematical models, reason inventively, analyse options, and consider the consequences and implications of decisions
- pose and solve mathematical problems using a variety of information gathering, processing and management techniques and technologies
- use the concise languages of mathematics, verbal and symbolic, when communicating observations and ideas, and engaging in substantive conversations about mathematics
- collaborate and cooperate, challenge the reasoning and perspectives of others as appropriate and contribute mathematical learning to investigations and the resolution of problems involving a range and balance of situations from life-related to purely mathematical
- reflect on, evaluate and apply their mathematical learning to their personal and working lives, and make informed decisions about the future.

Term/ Date	Unit/Page no. from Nelson Maths Book 7	Nelson Maths Strand	Qld Strand	Topic	Learning Outcomes
	Unit 1 Negative and Decimal Numbers, pp. 24–26 (SB pp. 5–6)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.
	Unit 2 Multiply or Divide?, pp. 27–29 (SB pp. 7–9)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Multiplication and division	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 3 Problem Solving, pp. 30–32 (SB pp. 10–12) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 4 Data, pp. 33–35 (SB pp. 13–15) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.

Correlation Chart Queensland Nelson Maths Book 7

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 5 Operations and Place Value, pp. 36–38 (SB pp. 16–18) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.</p> <p>N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>
	Unit 6 Lines, Angles and Simple Shapes, pp. 39–41 (SB pp. 19–21) C & S	<i>Space</i>	<i>Space</i>	Shape and line	<p>S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.</p>
	Unit 7 Looking at Patterns, pp. 42–44 (SB pp. 22–23)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Patterns and functions/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.</p> <p>PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>
	Unit 8 BODMAS, pp. 45–47 (SB pp. 24–26) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Multiplication and division/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>
	Unit 9 Discrete and Continuous Data, pp. 48–50 (SB pp. 27–29) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	<p>CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.</p>
	Unit 10 Clocks and Timetables, pp. 51–53 (SB pp. 30–31)	<i>Measurement</i>	<i>Measurement</i>	Time	<p>M4.2 Students read, record and calculate with 24-hour time and develop timetables and calendars to plan and organize events and activities.</p>
	Unit 11 All About Time, pp. 54–56 (SB pp. 32–34) C & S	<i>Measurement</i>	<i>Measurement</i>	Time	<p>M4.2 Students read, record and calculate with 24-hour time and develop timetables and calendars to plan and organize events and activities.</p>
	Unit 12 Fractions, pp. 57–59 (SB pp. 35–36)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 13 Decimals, pp. 60–62 (SB pp. 37–39) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 14 Area and Perimeter, pp. 63–65 (SB pp. 40–42) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 15 Adding Decimal Numbers, pp. 66–68 (SB pp. 43–44)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 16 Subtracting Decimal Numbers, pp. 69–71 (SB pp. 45–47) C & S	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 17 Shapes, pp. 72–74 (SB pp. 48–50) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning.
	Unit 18 Revision – Sports Day, pp. 75–77 (SB pp. 51–53) C & S	<i>All strands</i>	<i>Chance and data/Number/ Space/ Measurement</i>	Data/Number concepts/ Shape and line/Time/ Length, mass, area and volume	CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations. N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit. S4.1 Students analyse the geometric properties of a range of 2D and 3D shapes to classify shapes into subgroups of families and justify reasoning. M4.2 Students read, record and calculate with 24-hour time and develop timetables and calendars to plan and organize events and activities. M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 19 Adding and Subtracting Decimal Numbers, pp. 78–80 (SB pp. 54–55)	<i>Number and patterns</i>	<i>Number</i>	Number concepts/ Addition and subtraction	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.
	Unit 20 Fraction Operations, pp. 81–83 (SB pp. 56–58) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.

Correlation Chart Queensland Nelson Maths Book 7

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 21 Volume, pp. 84–86 (SB pp. 59–61) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 22 Factors, pp. 87–89 (SB pp. 62–63)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Patterns and functions/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 23 Number Patterns and Relationships, pp. 90–92 (SB pp. 64–66) C & S	<i>Number and patterns</i>	<i>Patterns and algebra</i>	Patterns and functions/ Equivalence and equations	PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 24 More Area and Perimeter, pp. 93–95 (SB pp. 67–69) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 25 Chance, pp. 96–98 (SB pp. 70–72) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Chance	CD4.1 Students analyse experimental data and compare numerical results with predicted results to inform judgments about the likelihood of particular outcomes.
	Unit 26 Applications of Fractions, pp. 99–101 (SB pp. 73–75)	<i>Number and patterns</i>	<i>Number</i>	Number concepts	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N 5.1 Students compare and order integers, use and interpret index notation, rates and ratios and analyse options and make informed financial decisions about saving, credit and debit.
	Unit 27 Decimals and Whole Number Operations, pp. 102–104 (SB pp. 76–79) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction/ Multiplication and division	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 28 Measuring, pp. 105–107 (SB pp. 80–82) C & S	<i>Measurement</i>	<i>Measurement</i>	Length, mass, area and volume	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions.
	Unit 29 Mental Computation , pp. 108–110 (SB pp. 83–85) C & S	<i>Number and patterns</i>	<i>Number</i>	Addition and subtraction/ Multiplication and division	N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.
	Unit 30 Location, pp. 111–113 (SB pp. 86–88) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S4.2 Students interpret maps and plans with reference to conventions, describe the effects of change in latitude and longitude and describe movements using compass points and distance.
	Unit 31 Collecting Data, pp. 114–116 (SB pp. 89–91) C & S	<i>Chance and data</i>	<i>Chance and data</i>	Data	CD4.2 Students plan and carry out data collections using their own data record templates, choose or construct appropriate displays and make comparisons about the data based on the displays and measures of locations.

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 32 Number Operations, pp. 117–119 (SB pp. 92–94)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 33 Patterns and Place Value, pp. 120–122 (SB pp. 95–97) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Patterns and functions/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 34 Maps and Plans, pp. 123–125 (SB pp. 98–100) C & S	<i>Space</i>	<i>Space</i>	Location, direction and movement	S4.2 Students interpret maps and plans with reference to conventions, describe the effects of change in latitude and longitude and describe movements using compass points and distance.
	Unit 35 Revision – Party Time, pp. 126–128 (SB pp. 101–103) C & S	<i>All strands</i>	<i>Measurement/ Space/ Number/ Chance and data</i>	Length, mass, area and volume/ Location, direction and movement/ Addition and subtraction/ Multiplication and division/ Chance	M4.1 Students choose appropriate units when estimating and measuring and explain relationships between dimensions when investigating areas, volumes and lengths of boundaries of rectangles and prisms. M 5.1 Students develop formulae for areas, volumes and lengths of boundaries where relationships between dimensions are known and investigate a range of other shapes to explain the relationships between dimensions. S4.2 Students interpret maps and plans with reference to conventions, describe the effects of change in latitude and longitude and describe movements using compass points and distance. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. CD4.1 Students analyse experimental data and compare numerical results with predicted results to inform judgments about the likelihood of particular outcomes.
	Unit 36 Fraction Activities, pp. 129–131 (SB pp. 104–106)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.
	Unit 37 Number Systems, pp. 132–134 (SB pp. 107–109) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions. N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts. N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts. PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.

Correlation Chart Queensland Nelson Maths Book 7

Term/ Date	Unit/Page no. from Nelson Maths Book 5	Nelson Maths Strand	Old Strand	Topic	Learning Outcomes
	Unit 38 Investigating Space, pp. 135–137 (SB pp. 110–112) C & S	<i>Space</i>	<i>Space</i>	Shape and line	S3.1 Students describe the defining geometric properties of families of 3D shapes, model 3D shapes using nets and other representations, and identify and describe the properties of specific families of 2D shapes.
	Unit 39 Number Applications, pp. 138–140 (SB pp. 113–114)	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Multiplication and division/ Patterns and functions/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.1 Students identify and create representations of patterns and functions and apply backtracking to solve simple equations that involve combinations of the four operations.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>
	Unit 40 Applications of Number, pp. 141–143 (SB pp. 115–117) C & S	<i>Number and patterns</i>	<i>Number/ Patterns and algebra</i>	Number concepts/ Addition and subtraction/ Multiplication and division/ Equivalence and equations	<p>N4.1 Students compare and order whole numbers and common and decimal fractions of any size, make connections between key percentages and fractions and describe how a range of factors influence financial decisions.</p> <p>N4.2 Students identify and solve addition and subtraction problems involving any whole numbers and decimal fractions, selecting from a range of computation methods, strategies and known number facts.</p> <p>N4.3 Students identify and solve multiplication and division problems involving whole numbers, decimal fractions, common fractions, percentages and rates, selecting from a range of computation methods, strategies and known number facts.</p> <p>PA4.2 Students create and interpret equations containing unknowns, explain the effect of order of operations, and justify solutions to equations.</p>

Acknowledgement

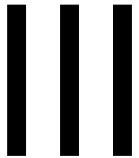
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