

Scope and Sequence: Australian Curriculum v9 Mathematics by Haese Mathematics (1-6)

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This document summarises how our current **Mathematics for Australia** books align with version 9 of the Australian Curriculum. The relevant edition number is written in brackets in each column heading.

Green text indicates where book material does *not* align with version 9 of the Australian Curriculum.

Blue text indicates material found in the Online Supplementary Content for the corresponding book.

Content description	Mathematics for Australia 1 (1st edition)	Mathematics for Australia 2 (1st edition)	Mathematics for Australia 3 (2nd edition)	Mathematics for Australia 4 (2nd edition)	Mathematics for Australia 5 (2nd edition)	Mathematics for Australia 6 (2nd edition)
Number						
Year 1 <ul style="list-style-type: none"> Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts. (AC9M1N01) Year 2 <ul style="list-style-type: none"> Recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines. (AC9M2N01) Year 3 <ul style="list-style-type: none"> Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000. (AC9M3N01) Year 4 <ul style="list-style-type: none"> Recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals. (AC9M4N01) Year 5 <ul style="list-style-type: none"> Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line. (AC9M5N01) Year 6 <ul style="list-style-type: none"> Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane. (AC9M6N01) 	Chapter 1: Number	Chapter 1: Number	Chapter 1: Number	Chapter 11: Decimal numbers	11A: Decimal numbers 11B: Decimal numbers on a number line 11C: Ordering decimal numbers	1B: Number lines 13A: The number line 15C: Coordinates 15D: Positive and negative coordinates
Year 1 <ul style="list-style-type: none"> Partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones. (AC9M1N02) Year 2 <ul style="list-style-type: none"> Partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation. (AC9M2N02) 	Chapter 1: Number	Chapter 1: Number				
Year 4 <ul style="list-style-type: none"> Explain and use the properties of odd and even numbers. (AC9M4N02) Year 5 <ul style="list-style-type: none"> Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another. (AC9M5N02) Year 6 <ul style="list-style-type: none"> Identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations. (AC9M6N02) 				Chapter 7: Division	4B: Multiples 5F: Factors From Mathematics for Australia 6 (2nd edition) 4E: Divisibility 4F: Divisibility tests	4B: Square numbers 4H: Prime and composite numbers

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Year 1 <ul style="list-style-type: none"> Quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting. (AC9M1N03) 	Chapter 1: Number					
Year 2 <ul style="list-style-type: none"> Recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving. (AC9M2N03) Year 3 <ul style="list-style-type: none"> Recognise and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and their multiples in different ways; combine fractions with the same denominator to complete the whole. (AC9M3N02) Year 4 <ul style="list-style-type: none"> Find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation. (AC9M4N03) 		Chapter 6: Division and fractions	Chapter 6: Division and fractions From Mathematics for Australia 4 (2nd edition) Chapter 8: Fractions	Chapter 8: Fractions Chapter 11: Decimal numbers		
Year 1 <ul style="list-style-type: none"> Add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies. (AC9M1N04) Year 2 <ul style="list-style-type: none"> Add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-part-whole reasoning and a variety of calculation strategies. (AC9M2N04) Year 3 <ul style="list-style-type: none"> Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator. (AC9M3N03) 	Chapter 2: Addition Chapter 3: Subtraction	Chapter 2: Addition Chapter 3: Subtraction	Chapter 2: Addition Chapter 3: Subtraction From Mathematics for Australia 4 (2nd edition) Chapter 2: Addition Chapter 3: Subtraction			
Year 4 <ul style="list-style-type: none"> Count by fractions including mixed numerals; locate and represent these fractions as numbers on number lines. (AC9M4N04) Year 5 <ul style="list-style-type: none"> Compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line. (AC9M5N03) Year 6 <ul style="list-style-type: none"> Apply knowledge of equivalence to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order. (AC9M6N03) 				Chapter 8: Fractions	10C: Fractions on a number line 10D: Equal fractions 10E: Finding equal fractions 10F: Lowest terms 10H: Proper and improper fractions	6D: Fractions on a number line 6E: Equal fractions 6G: Comparing fractions
Year 5 <ul style="list-style-type: none"> Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents. (AC9M5N04) 					28A: Percentage 28B: Converting percentages into fractions 28C: Converting fractions into percentages 28D: Converting percentages into decimals 28E: Converting decimals into percentages	

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Year 6 <ul style="list-style-type: none"> Apply knowledge of place value to add and subtract decimals, using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers. (AC9M6N04) 						7G: Adding and subtracting decimal numbers
Year 5 <ul style="list-style-type: none"> Solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies. (AC9M5N05) Year 6 <ul style="list-style-type: none"> Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions. (AC9M6N05) 					10B: Fractions which add up to one whole 10G: Adding and subtracting fractions	6H: Adding and subtracting fractions
Year 4 <ul style="list-style-type: none"> Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits. (AC9M4N05) Year 6 <ul style="list-style-type: none"> Multiply and divide decimals by multiples of powers of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts; using estimation and rounding to check the reasonableness of answers. (AC9M6N06) 				Chapter 6: Multiplication		7H: Multiplying by powers of 10 7I: Dividing by powers of 10 Chapter 19: Estimation
Year 2 <ul style="list-style-type: none"> Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies. (AC9M2N05) Year 3 <ul style="list-style-type: none"> Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies. (AC9M3N04) Year 4 <ul style="list-style-type: none"> Develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder. (AC9M4N06) Year 5 <ul style="list-style-type: none"> Solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers. (AC9M5N06) 		Chapter 5: Multiplication Chapter 6: Division and fractions	Chapter 5: Multiplication Chapter 6: Division and fractions From Mathematics for Australia 4 (2nd edition) Chapter 6: Multiplication Chapter 7: Division	Chapter 2: Addition Chapter 3: Subtraction Chapter 6: Multiplication Chapter 7: Division	4D: Column multiplication 4E: Long multiplication 4F: Multiplication problems 19A: Using your calculator 19B: Problem solving	
Year 5 <ul style="list-style-type: none"> Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction. (AC9M5N07) 					5A: Dividing equally 5C: Remainders 5D: Dividing larger numbers 5E: Division problems 19A: Using your calculator 19B: Problem solving	
Year 6 <ul style="list-style-type: none"> Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate. (AC9M6N07) 						6J: A fraction of a quantity 12H: Finding a percentage of a quantity 12I: Discount

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<p>Year 3</p> <ul style="list-style-type: none"> Estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations. (AC9M3N05) <p>Year 4</p> <ul style="list-style-type: none"> Choose and use estimation and rounding to check and explain the reasonableness of calculations including the results of financial transactions. (AC9M4N07) <p>Year 5</p> <ul style="list-style-type: none"> Check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context. (AC9M5N08) <p>Year 6</p> <ul style="list-style-type: none"> Approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies. (AC9M6N08) 					<p>6D: Estimation problems</p> <p>13I: Estimation</p>	
<p>Year 1</p> <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving additive situations including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem. (AC9M1N05) <p>Year 2</p> <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation. (AC9M2N06) <p>Year 3</p> <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation. (AC9M3N06) <p>Year 4</p> <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation. (AC9M4N08) <p>Year 5</p> <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation. (AC9M5N09) <p>Year 6</p> <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made. (AC9M6N09) 	<p>Chapter 2: Addition Chapter 3: Subtraction Chapter 7: Data handling Chapter 11: Money</p>	<p>Chapter 2: Addition Chapter 3: Subtraction Chapter 5: Multiplication Chapter 7: Data handling Chapter 11: Money</p>	<p>Chapter 2: Addition Chapter 3: Subtraction Chapter 5: Multiplication Chapter 7: Data handling Chapter 13: Mass Chapter 14: Money</p>	<p>Chapter 2: Addition Chapter 3: Subtraction Chapter 6: Multiplication Chapter 7: Division Chapter 10: Time Chapter 17: Mass Chapter 19: Money</p>	<p>2C: Addition problems 3C: Subtraction problems 4F: Multiplication problems 5E: Division problems 11D: Adding decimal numbers 11E: Subtracting decimal numbers 11H: Multiplying decimals by a whole number 13C: Adding money 13D: Subtracting money 13E: Counting up change 13F: Multiplying with money 13G: Dividing money 13J: Budgets 19B: Problem solving</p>	<p>2A: Addition 2B: Subtraction 2D: Column multiplication 2E: Division 2F: Problems with multiple operations 6H: Adding and subtracting fractions 6J: A fraction of a quantity 7G: Adding and subtracting decimal numbers 7H: Multiplying by powers of 10 7I: Dividing by powers of 10 7J: Multiplying decimals by a whole number 7K: Dividing decimals by a whole number 12H: Finding a percentage of a quantity 12I: Discount 13D: Addition and subtraction with negative numbers 13E: Adding and subtracting negative numbers 13F: Multiplying negative numbers 13G: Diving negative numbers</p>

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Year 1 <ul style="list-style-type: none"> Use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem. (AC9M1N06) 	Chapter 5: Multiplication Chapter 6: Division					
Year 3 <ul style="list-style-type: none"> Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns. (AC9M3N07) Year 4 <ul style="list-style-type: none"> Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns. (AC9M4N09) Year 5 <ul style="list-style-type: none"> Create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns. (AC9M5N10) 			Chapter 2: Addition Chapter 3: Subtraction Chapter 5: Multiplication	Chapter 2: Addition Chapter 3: Subtraction Chapter 5: Multiplication Chapter 8: Fractions	From Mathematics for Australia 6 (2nd edition) 4F: Divisibility tests 4I: Highest common factor 4J: Multiples	

Algebra

Year 1 <ul style="list-style-type: none"> Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens. (AC9M1A01) Year 2 <ul style="list-style-type: none"> Recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern. (AC9M2A01) Year 6 <ul style="list-style-type: none"> Recognise and use rules that generate visually growing patterns and number patterns involving rational numbers. (AC9M6A01) 	Chapter 1: Number Chapter 5: Multiplication Chapter 11: Money	Chapter 2: Addition Chapter 3: Subtraction Chapter 5: Multiplication Chapter 11: Money				14A: Generating a sequence 14C: Patterns
Year 3 <ul style="list-style-type: none"> Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences. (AC9M3A01) Year 5 <ul style="list-style-type: none"> Recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts. (AC9M5A01) 			Chapter 3: Subtraction		5A: Dividing equally 5F: Factors	
Year 4 <ul style="list-style-type: none"> Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations. (AC9M4A01) Year 5 <ul style="list-style-type: none"> Find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations. (AC9M5A02) Year 6 <ul style="list-style-type: none"> Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations. (AC9M6A02) 				Chapter 2: Addition Chapter 3: Subtraction	4A: Multiplication tables 5A: Dividing equally	2H: Order of operations

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Year 1 <ul style="list-style-type: none"> Recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit. (AC9M1A02) 	Chapter 1: Number Chapter 2: Addition Chapter 3: Subtraction					
Year 2 <ul style="list-style-type: none"> Recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts. (AC9M2A02) 		Chapter 2: Addition Chapter 3: Subtraction	Chapter 2: Addition Chapter 3: Subtraction			
Year 3 <ul style="list-style-type: none"> Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator. (AC9M3A02) 						
Year 2 <ul style="list-style-type: none"> Recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving. (AC9M2A03) 		Chapter 5: Multiplication Chapter 6: Division and fractions	Chapter 5: Multiplication Chapter 6: Division and fractions	Chapter 6: Multiplication Chapter 7: Division		
Year 3 <ul style="list-style-type: none"> Recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts. (AC9M3A03) 						
Year 4 <ul style="list-style-type: none"> Recall and demonstrate proficiency with multiplication facts up to 10×10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator. (AC9M4A02) 						
Year 6 <ul style="list-style-type: none"> Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns. (AC9M6A03) 						14B: Finding a rule for a sequence
Measurement						
Year 3 <ul style="list-style-type: none"> Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates. (AC9M3M01) 			Chapter 11: Length Chapter 12: Capacity Chapter 13: Mass			

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<p>Year 1</p> <ul style="list-style-type: none"> Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning. (AC9M1M01) <p>Year 2</p> <ul style="list-style-type: none"> Measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary. (AC9M2M01) <p>Year 3</p> <ul style="list-style-type: none"> Measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings. (AC9M3M02) <p>Year 4</p> <ul style="list-style-type: none"> Interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and temperature, using scaled and digital instruments and appropriate units. (AC9M4M01) <p>Year 5</p> <ul style="list-style-type: none"> Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure. (AC9M5M01) <p>Year 6</p> <ul style="list-style-type: none"> Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem. (AC9M6M01) 	Chapter 9: Time Chapter 10: Measurement	Chapter 10: Measurement	Chapter 11: Length Chapter 12: Capacity Chapter 13: Mass	Chapter 10: Time Chapter 12: Length Chapter 16: Capacity Chapter 17: Mass Chapter 18: Temperature	14A: Measuring length 14B: Length conversions 17A: Units of capacity 17B: Taking measurements from containers 18A: Units of mass 18B: Measuring mass	8C: Mass 9A: Units of length 9B: Operations with lengths 10F: Capacity
<p>Year 1</p> <ul style="list-style-type: none"> Measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end. (AC9M1M02) 	Chapter 10: Measurement					
<p>Year 2</p> <ul style="list-style-type: none"> Identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events. (AC9M2M02) 		Chapter 6: Division and fractions Chapter 9: Time				
<p>Year 4</p> <ul style="list-style-type: none"> Recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units. (AC9M4M02) <p>Year 5</p> <ul style="list-style-type: none"> Solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units. (AC9M5M02) <p>Year 6</p> <ul style="list-style-type: none"> Establish the formula for the area of a rectangle and use it to solve practical problems. (AC9M6M02) 				Chapter 14: Area Perimeter is introduced in Mathematics for Australia 5 (2nd edition)	14C: Perimeter 14D: The perimeter of a rectangle 15A: Area 15B: The area of a rectangle 15C: Units of area	10B: The area of a rectangle

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<p>Year 1</p> <ul style="list-style-type: none"> Describe the duration and sequence of events using years, months, weeks, days and hours. (AC9M1M03) <p>Year 2</p> <ul style="list-style-type: none"> Identify the date and determine the number of days between events using calendars. (AC9M2M03) <p>Year 3</p> <ul style="list-style-type: none"> Recognise and use the relationship between formal units of time including days, hours, minutes and seconds to estimate and compare the duration of events. (AC9M3M03) <p>Year 4</p> <ul style="list-style-type: none"> Solve problems involving the duration of time including situations involving “am” and “pm” and conversions between units of time. (AC9M4M03) <p>Year 5</p> <ul style="list-style-type: none"> Compare 12- and 24-hour time systems and solve practical problems involving the conversion between them. (AC9M5M03) <p>Year 6</p> <ul style="list-style-type: none"> Interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys. (AC9M6M03) 	Chapter 9: Time	Chapter 9: Time	This content is introduced in Mathematics for Australia 4 (2nd edition)	Chapter 10: Time	12B: Digital time 12E: 24-hour time	11F: Timetables
<p>Year 2</p> <ul style="list-style-type: none"> Recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour. (AC9M2M04) <p>Year 3</p> <ul style="list-style-type: none"> Describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute. (AC9M3M04) 		Chapter 9: Time	Chapter 9: Time Digital clocks are introduced in Mathematics for Australia 4 (2nd edition)			
<p>Year 2</p> <ul style="list-style-type: none"> Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations. (AC9M2M05) <p>Year 3</p> <ul style="list-style-type: none"> Identify angles as measures of turn and compare angles with right angles in everyday situations. (AC9M3M05) <p>Year 4</p> <ul style="list-style-type: none"> Estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle. (AC9M4M04) <p>Year 5</p> <ul style="list-style-type: none"> Estimate, construct and measure angles in degrees, using appropriate tools including a protractor, and relate these measures to angle names. (AC9M5M04) <p>Year 6</p> <ul style="list-style-type: none"> Identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning. (AC9M6M04) 		Chapter 9: Time From Mathematics for Australia 3 (2nd edition) Chapter 9: Turns	This content introduced in Mathematics for Australia 4 (2nd edition)	Chapter 9: Turns and angles	7C: Angles 7D: Measuring angles 7E: Constructing angles	3D: Calculating angles 3E: Vertically opposite angles
<p>Year 3</p> <ul style="list-style-type: none"> Recognise the relationships between dollars and cents and represent money values in different ways. (AC9M3M06) 			Chapter 14: Money			

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Space						
<p>Year 1</p> <ul style="list-style-type: none"> Make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them. (AC9M1SP01) <p>Year 2</p> <ul style="list-style-type: none"> Recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”. (AC9M2SP01) <p>Year 3</p> <ul style="list-style-type: none"> Make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses. (AC9M3SP01) <p>Year 4</p> <ul style="list-style-type: none"> Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects. (AC9M4SP01) <p>Year 5</p> <ul style="list-style-type: none"> Connect objects to their nets and build objects from their nets using spatial and geometric reasoning. (AC9M5SP01) <p>Year 6</p> <ul style="list-style-type: none"> Compare the parallel cross-sections of objects and recognise their relationships to right prisms. (AC9M6SP01) 	Chapter 4: Shape	Chapter 4: Shape	Chapter 4: Shape	Chapter 13: Shape	9D: Constructing solids	5E: Solids
<p>Year 1</p> <ul style="list-style-type: none"> Give and follow directions to move people and objects to different locations within a space. (AC9M1SP02) <p>Year 2</p> <ul style="list-style-type: none"> Locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways. (AC9M2SP02) <p>Year 3</p> <ul style="list-style-type: none"> Interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other. (AC9M3SP02) <p>Year 4</p> <ul style="list-style-type: none"> Create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways. (AC9M4SP02) <p>Year 5</p> <ul style="list-style-type: none"> Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement. (AC9M5SP02) <p>Year 6</p> <ul style="list-style-type: none"> Locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane. (AC9M6SP02) 	Chapter 12: Location and position	Chapter 12: Location and position	Chapter 16: Location and position	From Mathematics for Australia 5 (2nd edition) 25B: Grid references	25C: Finding points Chapter 27: Coordinates	15D: Positive and negative coordinates 15E: Compass points

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<p>Year 4</p> <ul style="list-style-type: none"> Recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate. (AC9M4SP03) <p>Year 5</p> <ul style="list-style-type: none"> Describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries. (AC9M5SP03) <p>Year 6</p> <ul style="list-style-type: none"> Recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate. (AC9M6SP03) 				<p>Chapter 20: Line symmetry</p> <p>Rotational symmetry is introduced in Mathematics for Australia 5 (2nd edition)</p>	<p>24A: Reflections 24B: Line symmetry 24C: Translations 24D: Rotations</p>	<p>18D: Combinations of transformations</p>

Statistics

<p>Year 1</p> <ul style="list-style-type: none"> Acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols. (AC9M1ST01) <p>Year 2</p> <ul style="list-style-type: none"> Acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables. (AC9M2ST01) <p>Year 3</p> <ul style="list-style-type: none"> Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets. (AC9M3ST01) <p>Year 4</p> <ul style="list-style-type: none"> Acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created. (AC9M4ST01) <p>Year 5</p> <ul style="list-style-type: none"> Acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables, to address a question of interest or purpose using software including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data. (AC9M5ST01) <p>Year 6</p> <ul style="list-style-type: none"> Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape. (AC9M6ST01) 	Chapter 7: Data handling	Chapter 7: Data handling	<p>Chapter 7: Data handling</p> <p>Discrete numerical variables are introduced in Mathematics for Australia 4 (2nd edition)</p>	<p>Chapter 4: Statistics Chapter 5: Probability</p>	<p>23A: Categorical data 23B: Dot plots 23C: Pictographs 23D: Column graphs 23E: Numerical data 23F: Collecting data</p>	<p>17A: Categorical data 17B: Dot plots 17C: Pictographs 17D: Column graphs 17E: Pie charts 17F: Comparing categorical data 17G: Numerical data 17H: Measuring the centre of a data set</p>
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Content description	Mathematics for Australia 1 (1st edition)	Mathematics for Australia 2 (1st edition)	Mathematics for Australia 3 (2nd edition)	Mathematics for Australia 4 (2nd edition)	Mathematics for Australia 5 (2nd edition)	Mathematics for Australia 6 (2nd edition)
<p>Year 1</p> <ul style="list-style-type: none"> Represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings. (AC9M1ST02) <p>Year 2</p> <ul style="list-style-type: none"> Create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions. (AC9M2ST02) <p>Year 3</p> <ul style="list-style-type: none"> Create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context. (AC9M3ST02) <p>Year 4</p> <ul style="list-style-type: none"> Analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shape of distributions and the variation in the data. (AC9M4ST02) 	Chapter 7: Data handling	Chapter 7: Data handling	Chapter 7: Data handling	Chapter 4: Statistics		
<p>Year 5</p> <ul style="list-style-type: none"> Interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made. (AC9M5ST02) 					Chapter 26: Line graphs	
<p>Year 6</p> <ul style="list-style-type: none"> Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions. (AC9M6ST02) 						17F: Comparing categorical data
<p>Year 3</p> <ul style="list-style-type: none"> Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest. (AC9M3ST03) <p>Year 4</p> <ul style="list-style-type: none"> Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results. (AC9M4ST03) <p>Year 5</p> <ul style="list-style-type: none"> Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation. (AC9M5ST03) <p>Year 6</p> <ul style="list-style-type: none"> Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation. (AC9M6ST03) 			<p>Chapter 7: Data handling</p> <p>Discrete numerical variables are introduced in Mathematics for Australia 4 (2nd edition)</p>	Chapter 4: Statistics Chapter 5: Probability	23F: Collecting data	17H: Measuring the centre of a data set

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Probability						
<p>Year 3</p> <ul style="list-style-type: none"> Identify practical activities and everyday events involving chance; describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' explaining reasoning. (AC9M3P01) <p>Year 4</p> <ul style="list-style-type: none"> Describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring; identify independent or dependent events. (AC9M4P01) <p>Year 5</p> <ul style="list-style-type: none"> List the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely. (AC9M5P01) <p>Year 6</p> <ul style="list-style-type: none"> Recognise that probabilities lie on numerical scales of 0 – 1 or 0% – 100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals. (AC9M6P01) 			Chapter 8: Chance	Chapter 5: Probability	22C: Outcomes 22D: Calculating probabilities	16B: Using numbers to describe probabilities 16D: Calculating probabilities 16E: Complementary events
<p>Year 3</p> <ul style="list-style-type: none"> Conduct repeated chance experiments; identify and describe possible outcomes, record the results, recognise and discuss the variation. (AC9M3P02) <p>Year 4</p> <ul style="list-style-type: none"> Conduct repeated chance experiments to observe relationships between outcomes; identify and describe the variation in results. (AC9M4P02) <p>Year 5</p> <ul style="list-style-type: none"> Conduct repeated chance experiments including those with and without equally likely outcomes, observe and record the results; use frequency to compare outcomes and estimate their likelihoods. (AC9M5P02) <p>Year 6</p> <ul style="list-style-type: none"> Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials. (AC9M6P02) 			Chapter 8: Chance	Chapter 5: Probability		16D: Calculating probabilities