

Nelson Numeracy Assessment Kit
correlation to
Nelson Maths for Victoria P-6
and
Nelson Maths 1-7

Nelson Numeracy Assessment Kit Level	Correlation to:	Page
First Year of School	Nelson Maths for Victoria Prep Nelson Maths Book 1	1
Second Year of School	Nelson Maths for Victoria 1 Nelson Maths Book 2	3
Third Year of School	Nelson Maths for Victoria 2 Nelson Maths Book 3	5
Fourth Year of School	Nelson Maths for Victoria 3 Nelson Maths Book 4	7
Fifth Year of School	Nelson Maths for Victoria 4 Nelson Maths Book 5	9
Sixth Year of School	Nelson Maths for Victoria 5 Nelson Maths Book 6	12
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Nelson Numeracy Assessment Kit

First Year of School Correlation to Nelson Maths for Victoria Prep & Nelson Maths Book 1

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

First Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...	Moving forward... Continue work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...
Section A — COUNTING SET OBJECTS	A1 Has difficulty counting objects. Units 2–3, pp. 27–32 Units 5–9, pp. 36–50	A1 Can count objects to 14. Unit 14, pp. 63–65 Units 17–18, pp. 72–77 Units 24–25 pp. 93–98 Unit 28, p.93–95 Unit 35, pp. 126–128
Section B — PATTERN RECOGNITION	B1 Has difficulty estimating the quantity of objects at a glance (subitising). Unit 3, pp. 30–32 Units 5–9, pp. 36–50	B1 Can estimate the quantity of objects at a glance (subitising). Unit 14, pp. 63–65
Section C — IDENTIFYING & CONTINUING PATTERNS	C1 Cannot identify, copy and continue a simple repeating pattern. Unit 11, pp. 54–56	C1 Can identify, copy and continue a simple repeating pattern. Unit 13, pp. 60–62
Section D — BASIC CONCEPT LANGUAGE	D1 Cannot use basic concept language (e.g. on top of, next to) appropriately. Unit 16, pp. 69–71	D1 Can use basic concept language (e.g. on top of, next to). Unit 33, p.120–122
Section E — COUNTING & COMPARING	E1 Does not understand the concept of most (more)/least (less). Unit 3, pp. 30–32	E1 Understands the concept most (more)/least (less). Unit 20, pp. 63–65
Section F — 1–1 CORRESPONDENCE	F1 Has difficulty understanding 1–1 correspondence. Units 2–3, pp. 27–32 Units 5–9, pp. 36–50	F1 Has 1–1 correspondence up to 10. Unit 14, pp. 63–65 Units 17–18, pp. 72–77 Units 24–25 pp. 93–98 Unit 28, p. 93–95 Unit 35, pp. 126–128
Section G — NUMBER RECOGNITION	G1 & G2 Has difficulty recognising all the numbers 0 to 10 Has difficulty recognising and matching numbers 0 to 10. Units 2–3, pp. 27–32 Units 5–9, pp. 36–50	G1 & G2 Can recognise the numbers 0 to 10. Can recognise and match numbers 0 to 10. Unit 14, pp. 63–65 Units 17–18, pp. 72–77 Units 24–25 pp. 93–98 Unit 28, p. 93–95 Unit 35, pp. 126–128
Section H — WRITING NUMBERS	H1 Has difficulty recording the numbers 1 to 10. Units 2–3, pp. 27–32 Units 5–9, pp. 36–50	H1 Can record the numbers 1 to 10. Unit 14, pp. 63–65 Units 17–18, pp. 72–77 Units 24–25 pp. 93–98 Unit 28, p. 93–95 Unit 35, pp. 126–128
Section I — ORDINAL NUMBER	I1 & I2 Cannot recognise first/last. Has no understanding of ordinal number. Unit 20, pp. 81–83	I1 & I2 Can recognise first/last. Understands ordinal number. Unit 22, pp. 87–89
Section J — COUNTING SEQUENCES	J1 & J2 Has difficulty counting forwards in sequence from 1 to 10. Has difficulty counting backwards in sequence from 10 to 1. Units 2–3, pp. 27–32 Units 5–9, pp. 36–50	J1 & J2 Can count forwards in sequence from at least 1 to 10. Can count backwards in sequence from 10 to 1. Unit 14, pp. 63–65 Unit 17–18, pp. 72–77 Unit 24–25, pp. 93–98 Unit 28, p. 93–95
Section K — NUMBERS BEFORE/AFTER	K1 Has difficulty naming numbers before/after. Units 2–3, pp. 27–32 Units 5–9, pp. 36–50	K1 Can name numbers before/after. Unit 24–25, pp. 93–98
Section L — CONSERVATION OF NUMBER	L1 Does not have conservation of number up to 5. Unit 3, pp. 30–32 Units 7–8, p. 45–47	L1 Shows conservation of number up to 5. Units 5–6, pp. 36–41 Units 8–9, pp. 45–50
Section M — SIMPLE ADDITION (no symbols)	M1 Has no awareness of simple oral addition up to 10. Unit 18, pp. 75–77 M2 Cannot create own number stories up to 10. Unit 18, pp. 75–77	M1 Can complete simple oral addition up to 10. Unit 31, p. 114–116 M2 Can create own number stories up to 10. Unit 31, pp. 114–116
Section N — MENTAL ADDITION	N1 Has no mental recall addition up to 5. Unit 27, pp. 102–104	N1 Has mental recall (addition up to 5). Unit 36, pp. 129–131
Section O — SIMPLE SUBTRACTION (no symbols)	O1 Has no awareness of simple subtraction from 5 using concrete materials. Unit 25, pp. 96–98	O1 Can complete simple subtraction from 5 using concrete materials. Unit 39, pp. 138–150
Section P — MENTAL SUBTRACTION	P1 Has no mental recall (subtraction from 5). Unit 25, pp. 96–98	P1 Has mental recall (subtraction from 5). Unit 39, pp. 138–140

First Year of School: MEASUREMENT

SECTION	Consolidating... Further work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...	Moving forward... Continue work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...
Section A — IDENTIFYING ATTRIBUTES	A1 Has difficulty identifying all the attributes (tallest, shortest, etc.). Unit 4, pp. 33–35	A1 Can identify all attributes (tallest, shortest, etc.). For Length see Unit 23, pp. 90–92 For Mass see Unit 12, pp. 57–59 For Capacity see Unit 26, pp. 99–101
Section B — ESTIMATE, MEASURE & COMPARE	B1 Has difficulty identifying and comparing length/mass/capacity. For Length see Unit 23, pp. 90–92 For Mass see Unit 12, pp. 57–59 For Capacity see Unit 26, pp. 99–101	B1 Can identify and compare length/mass/capacity. Unit 40, p.141–143
Section C — INFORMAL MEASUREMENT	C1 Has difficulty using informal measurement tools to measure length/capacity. For Length see Unit 23, pp. 90–92 For Mass see Unit 12, pp. 57–59 For Capacity see Unit 26, pp. 99–101	C1 Use informal measurement tools to measure length/capacity. Unit 40, p.141–143
Section D — CONCEPT OF TIME/CLOCKS	D1 Has difficulty relating the function of clocks to time. Cannot recognise time and its relationship to daily activities. Unit 29, pp. 108–110	D1 Can relate the function of clocks to time. recognises time and its relationship to daily activities. Expand on Unit 29, pp. 108–110

First Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...	Moving forward... Continue work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...
Section A — RECOGNISE SHAPES & OBJECTS (2D)	A1 & A2 Has difficulty recognising all shapes. Has difficulty sorting and classifying shapes. Unit 1, pp. 24–26	A1 & A2 Can recognise all shapes. Can sort and classify shapes. Unit 11, pp. 54–56 Unit 15, pp. 66–68 Unit 40, pp. 141–143
Section B — DRAWING 2D SHAPES	B1 Has difficulty drawing given shapes. Unit 1, pp. 24–26	B1 Can draw given shapes. Unit 11, pp. 54–56 Unit 15, pp. 66–68 Unit 40, pp. 141–143
Section C — RECOGNISE SHAPES & OBJECTS (3D)	C1 Has difficulty recognising 3D shapes. Unit 30, p.111–113	C1 Can recognise 3D shapes. Expand on Unit 30, p.111–113
Section D — PATTERN & MOVEMENT	D1 & D2 Has difficulty copying a pattern. Has difficulty putting shapes together to make a simple jigsaw. Unit 11, p. 54–56 Unit 15, pp. 66–68	D1 & D2 Can copy patterns. Can put shapes together to make a simple jigsaw. Expand on Unit 15, pp. 66 Unit 40, pp. 141
Section E — USING SIMPLE LOCATION/ POSITION LANGUAGE	E1 Cannot use simple location/position language appropriately. Unit 16, pp. 69	E1 Can use simple location/position language. Unit 33, pp. 120–122
Section F — LOCATION (following a pathway)	F1 Has difficulty following a simple path. Unit 16, pp. 69–71	F1 Can follow a simple path. Unit 33, p.120–122
Section G — BUILDING A MODEL	G1 Has difficulty building using blocks. Unit 15, pp. 66–68	G1 Can build using blocks. Unit 30, pp. 111–113

First Year of School: CHANCE & DATA

SECTION	Consolidating... Further work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...	Moving forward... Continue work with Nelson Maths for Victoria Prep & Nelson Maths Book 1...
Section A — CHANCE	A1 Cannot recognise and describe chance event: will/might/won't. Unit 10, pp. 51–53	A1 Can recognise and describe chance event: will/might/won't appropriately. Expand on Unit 10, pp. 51–53 Unit 40, pp. 141–143
Section B — POSE QUESTIONS & COLLECT INFORMATION; REPRESENT DATA (make pictographs)	B1 Cannot pose questions and collect information. Cannot represent data (make a pictograph). Unit 19, pp. 78–80	B1 Can pose questions and collect information. Can represent data (make a pictograph). Unit 37, pp. 132–134

Nelson Numeracy Assessment Kit

Second Year of School Correlation to Nelson Maths for Victoria Year 1 & Nelson Maths Book 2

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

Second Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Year 1 & Nelson Maths Book 2...	Moving forward... Continue work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...
Section A — COUNTING COLLECTIONS OF OBJECTS (1–1 correspondence)	A1 Has difficulty counting objects. Units 1–3, pp. 24–32	A1 Can count objects. Unit 8, pp. 47 Unit 11, pp. 56 Unit 22, pp. 89 Units 35–36, pp. 126–131
Section B — NUMBERS AT A GLANCE	B1 Has difficulty estimating quantities of objects at a glance (subitising). Units 1–3, pp. 24–32	B1 Can estimate the quantity of objects at a glance (subitising). Unit 8, pp. 47 Unit 11, pp. 56 Unit 22, pp. 89 Units 35–36, pp. 126–131
Section C — ORDINAL NUMBER	C1 Has difficulty identifying ordinal numbers (3rd, 8th, 13th). Include ordinal numbers in these units throughout the discussion: Units 1–3, pp. 24–32 Unit 20, pp. 81–83	C1 Can identify ordinal numbers (3rd, 8th, 13th). Include ordinal numbers in these units throughout the discussion: Unit 8, pp. 45–47 Unit 11, pp. 54–56 Unit 22, pp. 87–89 Units 35–36, pp. 126–131 Unit 20, pp. 81–83
Section D — WHOLE NUMBERS (read, order & compare)	D1 Has difficulty making/drawing the number ____. D2 Has difficulty reading numbers Has difficulty reading numbers above ____. Has difficulty with isolated numbers. D3 Has difficulty writing all/some numbers. D4 Cannot recognise which number is greater. D5 Cannot order 3/6 numbers. D6 Cannot identify the number before/after. Units 1–3, pp. 24–32	D1 Can make/draw models of numbers. D2 Can read all given numbers D3 Can write all given numbers D4 Can recognise which number is greater. D5 Can order 3/6 numbers. D6 Can identify the number before/after. Unit 8, pp. 47 Unit 11, pp. 56 Unit 22, pp. 89 Units 35–36, pp. 126–131
Section E — PLACE VALUE	E1 Cannot name 2-digit numbers made. Does not understand that the placement of a number affects its value. Units 1–3, pp. 24–32	E1 Can name 2-digit numbers made. Understands that the placement of a number affects its value. Unit 8, pp. 47 Unit 11, pp. 56 Unit 22, pp. 89 Units 35–36, pp. 126–131
Section F — NUMBER PATTERNS	F1 Has difficulty counting forwards/backwards. Has difficulty identifying missing numbers in a counting sequence. Units 1–3, pp. 24–32 F2 Has difficulty recognising odd/even numbers. Unit 12, pp. 57–59	F1 Can count forwards/backwards. Can identify missing numbers in a counting sequence. Unit 8, pp. 47 Unit 11, pp. 56 Unit 22, pp. 89 Units 35–36, pp. 126–131 F2 Can recognise odd/even numbers. Expand activities in Unit 12, pp. 57–59
Section G — WHOLE NUMBERS (computation/operations)	G1 Addition Has difficulty combining groups. Has difficulty recognising the addition sign. Units 5–6, pp. 36–41 G2 Subtraction Has difficulty taking away groups. Has difficulty recognising the subtraction sign. Units 15–16, pp. 66–71 G3 Informal multiplication Has difficulty making equal groups of a given number. Cannot record solutions to informal multiplication. Unit 26, pp. 99–101	G1 Addition Can combine groups and recognise the addition sign. Unit 18, pp. 75–77 Unit 32, pp. 117–119 G2 Subtraction Can take groups away and recognise the subtraction sign. Unit 18, pp. 75–77 Unit 32, pp. 117–119 G3 Informal multiplication Can multiply informally. Can record solutions to informal multiplication. Unit 27, pp. 102–104 Unit 32, pp. 117–119
Section H — MENTAL STRATEGIES (whole numbers up to 10)	H1 Has difficulty using strategies that assist with addition. Unit 14, pp. 63–65 Units 5–6, pp. 36–41	H1 Using doubling and counting on strategies effectively. Unit 38, pp. 135–137 Unit 18, pp. 75–77 Unit 32, pp. 117–119
Section I — FRACTIONS	I1 Cannot recognise informal fractions (1/2). I2 Cannot identify a half of a collection of objects. Unit 21, pp. 84–86	I1 Recognises informal fractions (1/2). I2 Can identify fractional parts of a collection of objects. Expand on Unit 21, pp. 84–86
Section J — PROBLEM SOLVING (addition)	J1 Addition Cannot solve a simple addition number story. Has difficulty applying problem-solving strategies. Units 5–6, pp. 36–41 Unit 14, pp. 63–65 J2 Has difficulty identify coins: 5c, 10c, 20c, 50c. Cannot complete a simple addition number story with money. Unit 28, pp. 105–107	J1 Addition Can solve a simple addition number story. Uses a range of problem-solving strategies. Unit 18, pp. 75–77 Unit 32, pp. 117–119 Unit 38, pp. 135–137 J2 Has difficulty identify coins: 5c, 10c, 20c, 50c. Can complete a simple addition number story with money. Unit 33, pp. 120–122 Unit 40, pp. 141–143

Second Year of School: MEASUREMENT

Section	Consolidating... Further work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...	Moving forward... Continue work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...
Section A — COMMON MEASUREMENT LANGUAGE	A1 Has difficulty identifying and using common measurement language. Unit 13, pp. 60–62 Unit 24, pp. 93–95 Unit 31, pp. 114–116	A1 Can identify and use common measurement language. Expand on: Unit 13, pp. 60–62 Unit 24, pp. 93–95 Unit 31, pp. 114–116
Section B — ESTIMATE, MEASURE & COMPARE (length, mass, capacity)	B1 Has difficulty identifying, measuring and comparing length/mass/capacity. For Length see Unit 13, pp. 60–62 For Mass see Unit 31, pp. 114–116 For Capacity see Unit 24, pp. 93–95	B1 Can identify, measure and compare length/mass/capacity. Expand: For Length see Unit 13, pp. 60–62 For Mass see Unit 31, pp. 114–116 For Capacity see Unit 24, pp. 93–95 Unit 40, pp. 141–143
Section C — INFORMAL MEASUREMENT	C1 Has difficulty using informal measurement tools to estimate and measure length/capacity/area. For Length see Unit 13, pp. 60–62 For Capacity see Unit 24, pp. 93–95 For Area see Unit 23, pp. 90–92	C1 Can use informal measurement tools to estimate and measure length/capacity/area. Expand: For Length see Unit 13, pp. 60–62 For Capacity see Unit 24, pp. 93–95 For Area see Unit 23, pp. 90 Unit 40, pp. 141–143
Section D — CONCEPT OF TIME/CLOCKS	D1 & D2 Cannot identify features of a clock. Cannot use and understand time language. Unit 17, pp. 72–74	D1 & D2 Can identify features of a clock. Can use and understand time language. Unit 34, pp. 123–125

Second Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...	Moving forward... Continue work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...
Section A — IDENTIFY, DESCRIBE, COMPARE & DRAW 2D SHAPES	A1 Cannot identify, describe, compare and draw each 2D shape. Unit 9, pp. 48–50	A1 Can identify, describe, compare and draw each 2D shape. Expand Unit 9, pp. 48 to include more shapes. Unit 40, pp. 141–143
Section B — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	B1 Cannot identify, describe and compare 3D shapes. Unit 10, pp. 51–53	B1 Can identify, describe and compare 3D shapes. Expand Unit 10, pp. 51–53 to include more shapes. Unit 40, pp. 141–143
Section C — LINES	C1 Cannot identify straight and curved lines. Unit 9, pp. 48–50 and discuss the lines in 2D shapes.	C1 Can identify straight and curved lines. Expand Unit 9, pp. 48–50 by discussing various lines in 2D shapes.
Section D — PATTERN & MOVEMENT	D1 Cannot copy, continue and make patterns. Units 8–9, pp. 45–50	D1 Can copy, continue and make patterns. Expand on: Unit 8, pp. 45–47 Unit 9, pp. 48–50
Section E —USING LOCATION/POSITION LANGUAGE	E1 Cannot use location/position language appropriately. Unit 20, pp. 81–83	E1 Can use location/position language. Unit 29, pp. 108–110
Section F — LOCATION (find, follow & describe a pathway)	F1 Cannot find, follow and describe a simple pathway. Unit 20, pp. 81–83	F1 Can find, follow and describe a simple pathway. Unit 29, pp. 108–110

Second Year of School: CHANCE & DATA

Section	Consolidating... Further work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...	Moving forward... Continue work with Nelson Maths for Victoria Year 1... & Nelson Maths Book 2...
Section A — RECOGNISE & DESCRIBE CHANCE EVENTS	A1 Cannot recognise and describe chance events as likely, unlikely, possible and impossible. Unit 4, pp. 33–35	A1 Can recognise and describe chance events as likely, unlikely, possible and impossible. Unit 25, pp. 96–98 Unit 37, pp. 132–134 Unit 40, pp. 141–143
Section B — POSE QUESTIONS & COLLECT INFORMATION; REPRESENT DATA (make pictographs)	B1 Cannot pose questions and collect information. Cannot represent data (make a pictograph). Unit 4, pp. 33–35 Unit 7, pp. 42–44	B1 Can pose questions and collect information. Can represent data (make a pictograph). Unit 19, pp. 78–80 Unit 37, pp. 132–134

Nelson Numeracy Assessment Kit

Third Year of School Correlation to Nelson Maths for Victoria Year 2 & Nelson Maths Book 3

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

Third Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...
Section A — WHOLE NUMBERS (read, order & compare)	A1 Has difficulty reading numbers to 99. Units 1–2, pp. 24–29 A1 Has difficulty reading numbers to 999. Units 11–12 pp. 54–59 Has difficulty reading numbers above ____. Has difficulty with isolated numbers. Units 1–2, pp. 24–29 Units 11–12 pp. 54–59 A2 Has difficulty writing one/both numbers numbers. Units 1–2, pp. 24–29 A3 Cannot recognise which number is greater. A4 Cannot order numbers from smallest to largest. A5 Cannot identify the number before/after. Units 1–2, pp. 24–29 Units 11–12 pp. 54–59	A1 Can read all given numbers. A2 Can write given numbers. A3 Can recognise which number is greater. A4 Can order numbers from smallest to largest. A5 Can identify the number before/after. Expand on Units 11–12 pp. 54–59
Section B — WHOLE NUMBERS (place value)	B1 Cannot recognise the break-up of a number into tens and ones. B2 Cannot understand that the position of a number affects its place value (ones, tens). B3 Cannot expand a number into tens and ones. Unit 3, pp. 30–32	B1 Can recognise the break-up of a number into tens and ones. B2 Can recognise the place value of digits (ones, tens). B3 Can expand a number into tens and ones. Units 11–12 pp. 54–59 Unit 14, p. 63–65
Section C — PATTERNS	C1 Has difficulty counting forwards/backwards. Has difficulty identifying missing numbers in a counting sequence. Units 1–2, pp. 24–29 C2 Has difficulty recognising even/odd numbers. Unit 2, pp. 27–29	C1 Can count forwards/backwards. Can identify missing numbers in a counting sequence. Units 11–13 pp. 54–62 Unit 34, pp. 123–125 C2 Can recognise even/odd numbers. Unit 13, pp. 60–62 Unit 34, pp. 123–125
Section D — WHOLE NUMBERS (computation/operations)	D1 Addition Has difficulty combining groups efficiently. Has difficulty recognising the addition sign. Does not apply commutative law of addition. Unit 5, pp. 36–38 D2 Subtraction Has difficulty subtracting. Has difficulty recognising the subtraction sign. Unit 6, pp. 39–41 D3 Multiplication Has difficulty solving multiplication equations. Has difficulty recognising the multiplication sign. Does not apply commutative law of multiplication. Unit 28, pp. 105–107 D4 Division Has difficulty solving division problems. Has difficulty recognising division vocabulary. Unit 29, pp. 108–110	D1 Addition Combines groups efficiently using the addition sign. Units 14–15, pp. 63–67 Unit 17, pp. 72–74 Unit 21, pp. 84–86 Unit 37, pp. 132–134 Unit 40, pp. 141–143 D2 Subtraction Takes groups away and recognises the subtraction sign. Units 17–18, pp. 72–77 Unit 24, pp. 93–95 Unit 37, pp. 132–134 Unit 40, pp. 141–143 D3 Multiplication Can multiply, recognise the multiplication sign and use the commutative law of multiplication. Unit 38, pp. 135–135 D4 Division Can divide and recognise division vocabulary. Unit 38, pp. 135–137
Section E — MENTAL STRATEGIES (with whole numbers up to 20 — addition)	E1 Has difficulty using mental strategies that assist with addition. Unit 9, pp. 48–50	E1 Uses doubling, halving, making to 10 and counting on strategies effectively. Unit 14, pp. 63–65 Unit 17, pp. 72–74
Section F — FRACTIONS	F1 Cannot recognise informal fractions. F2 Cannot identify fractional parts (1/2) of a collection of objects. Unit 22, pp. 87–89	F1 Recognises informal fractions. F2 Can identify fractional parts (1/2) of a collection of objects. Unit 31, pp. 114–116
Section G — PROBLEM SOLVING	G1 Has difficulty applying problem-solving strategies. Has difficulty identifying the operation. Units 5–6, pp. 36–41 Unit 9, pp. 48–50 Units 28–29, pp. 105–110 G2 Has difficulty adding money/giving change. Unit 27, pp. 102–104	G1 Uses a range of problem-solving strategies. Recognises the operation involved. Units 14–15, pp. 63–68 Units 17–18, pp. 72–77 Units 37–38, pp. 132–137 Unit 40, pp. 141–143 G2 Can add amounts of money. Can give change. Expand on Unit 27, pp. 102–104

Third Year of School: MEASUREMENT

Section	Consolidating... Further work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...
Section A — COMMON MEASUREMENT LANGUAGE	A1 Has difficulty identifying and using common measurement language. Unit 7, pp. 42–44 Unit 23, pp. 90–92 Unit 33, pp. 120–122	A1 Can identify and use common measurement language. Expand on: Unit 7, pp. 42–44 Unit 23, pp. 90–92 Unit 33, pp. 120–122
Section B — INFORMAL & FORMAL MEASUREMENT	B1 Has difficulty using informal measurement tools to estimate, measure and compare length/area/capacity. Has difficulty using formal measurement tools to estimate, measure and compare length/mass/capacity. For Length see Unit 7, pp. 42–44 For Area see Unit 8, pp. 45–47 For Mass see Unit 33, pp. 120–122 For Capacity see Unit 23, pp. 90–92	B1 Can use informal measurement tools to estimate, measure and compare length/area/capacity. Can use formal measurement tools to estimate, measure and compare length/mass/capacity. Expand: For Length see Unit 7, pp. 42–44 For Area see Unit 8, pp. 45–47 For Mass see Unit 33, pp. 120–122 For Capacity see Unit 23, pp. 90–92
Section C — CONCEPT OF TIME/CLOCKS	C1 Cannot identify features of a clock. Cannot tell the time to the hour/half hour using analogue and digital clocks. Unit 25, pp. 96–98 C2 Cannot use and understand time language. Unit 26, pp. 99–101	C1 Can identify features of a clock. Can tell the time to the hour/half hour using analogue and digital clocks. Expand on Unit 25, pp. 96–98 Unit 36, pp. 129–131 C2 Cannot use and understand time language. Expand Unit 26, pp. 99–101 Unit 36, pp. 129–131

Third Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...
Section A — IDENTIFY, DESCRIBE, COMPARE & DRAW 2D SHAPES	A1 Cannot identify, describe, compare and draw each 2D shape. Unit 10, pp. 51–53	A1 Can identify, describe, compare and draw each 2D shape. Expand on Unit 10, pp. 51–53 Unit 30, pp. 111–113 Unit 39, pp. 138–140
Section B — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	B1 Cannot identify, describe and compare 3D shapes. Unit 10, pp. 51–53	B1 Can identify, describe and compare 3D shapes. Expand on Unit 10, pp. 51–53
Section C — LINES	C1 Cannot identify straight and curved lines. Unit 10, pp. 51–53 and discuss the lines in 2D shapes.	C1 Can identify straight and curved lines. Expand Unit 10, pp. 51–53 by discussing various lines in 2D shapes. Unit 39, pp. 138–140
Section D — USING LOCATION/POSITION LANGUAGE	D1 Cannot use location/position language appropriately. Unit 19, pp. 78–80	D1 Can use location/position language. Expand on Unit 19, pp. 78–80 Unit 20, pp. 81–83
Section E — LOCATION (find, follow & describe a pathway)	E1 Cannot find, follow and describe a pathway. Unit 19, pp. 78–80	E1 Can follow pathway. Expand on Unit 19, pp. 78–80 Unit 20, pp. 81–83
Section F — READ SIMPLE MAPS	F1 Cannot read a simple map. Cannot locate objects using a simple grid with coordinates. Unit 20, pp. 81–83	F1 Can read a simple map. Can locate objects using a simple grid with coordinates. Expand on Unit 20, pp. 81–83

Third Year of School: CHANCE & DATA

Section	Consolidating... Further work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 2 & Nelson Maths Book 3...
Section A — RECOGNISE & DESCRIBE CHANCE EVENTS	A1 Cannot recognise and describe chance events as likely, unlikely, possible, impossible and certain. Unit 16, pp. 69–71	A1 Can recognise and describe chance events as likely, unlikely, possible, impossible and certain. Expand on Unit 16, pp. 69–71
Section B — COMPARE & INTERPRET INFORMATION FROM GRAPHS	B1 Cannot compare and interpret information from graphs. Unit 4, pp. 33–35	B1 Can compare and interpret information from graphs. Unit 35, pp. 126–128
Section C — COLLECT, ORGANISE & INTERPRET INFORMATION; REPRESENT DATA (make graphs)	C1 Cannot collect, organise and interpret information. Cannot represent data as a graph. Unit 4, pp. 33–35	C1 Can collect, organise and interpret information. Can represent data as a graph. Unit 35, pp. 126–128

Nelson Numeracy Assessment Kit

Fourth Year of School Correlation to Nelson Maths for Victoria Year 3 & Nelson Maths Book 4

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

Fourth Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Year 3 & Nelson Maths Book 4...	Moving forward... Continue work with Nelson Maths for Victoria Year 3 & Nelson Maths Book 4...
Section A — WHOLE NUMBERS (read, order & compare)	<p>A1 Has difficulty reading numbers to 99. (Review Year 2/Book 3 Units 1–2, pp. 24–29) Unit 2, pp. 27–29</p> <p>A1 Has difficulty reading numbers to 999. Units 1–3, pp. 24–29</p> <p>A1 Has difficulty reading numbers to 9 999. Unit 13, pp. 60–62</p> <p>Has difficulty reading numbers above ____. Has difficulty with isolated numbers. Units 1–3, pp. 24–29 Unit 13, pp. 60–62</p> <p>A2 Has difficulty writing one/both numbers numbers. Units 1–3, pp. 24–29</p> <p>A3 Cannot recognise which number is greater. Units 1–3, pp. 24–29</p> <p>A4 Cannot order numbers from smallest to largest. Units 1–3, pp. 24–29 Unit 13, pp. 60–62</p> <p>A5 Cannot identify the number before/after. Units 1–3, pp. 24–29</p> <p>A6 Cannot round to the nearest ten/hundred. Unit 13, pp. 60–62</p>	<p>A1 Can read all given numbers. Expand on Unit 13, pp. 60–62</p> <p>A2 Can write given numbers. Unit 13, pp. 60–62</p> <p>A3 Can recognise which number is greater. Unit 13, pp. 60–62</p> <p>A4 Can order numbers from smallest to largest. Expand on Unit 13, pp. 60–62</p> <p>A5 Can identify the number before/after. Unit 13, pp. 60–62</p> <p>A6 Can round numbers to ten/hundred. Expand on Unit 13, pp. 60–62</p>
Section B — WHOLE NUMBERS (place value)	<p>B1 Cannot expand numbers or recognise the break-up of a number into hundreds, tens and ones. Unit 1 pp. 24–26 Unit 3, pp. 30–32</p> <p>B2 Cannot understand that the position of a number affects its place value (ones, tens). Unit 1 pp. 24–26 Unit 3, pp. 30–32</p> <p>B3 Cannot identify MAB models of 2- and 3-digit numbers. Unit 1 pp. 24–26 Unit 3, pp. 30–32</p>	<p>B1 Can expand numbers or recognise the break-up of a number into hundreds, tens and ones. Unit 13, pp. 60–62</p> <p>B2 Can recognise the place value of digits. Unit 13, pp. 60–62</p> <p>B3 Can identify MAB models of 2- and 3-digit numbers. Unit 13, pp. 60–62</p>
Section C — PATTERNS	<p>C1 Has difficulty counting forwards/backwards in a counting sequence. Has difficulty transforming multiplication/division equations. Has difficulty recognising and applying the tens fact. Unit 2, pp. 27–27 Unit 5, pp. 36–38 Unit 16, pp. 69–71</p>	<p>C1 Can count forwards/backwards in a counting sequence. Can transform multiplication/division equations. Can recognise and applying the tens fact. Unit 17, pp. 72–74 Unit 20, pp. 81–83</p>
Section D — WHOLE NUMBERS (computation/operations)	<p>D1 Addition Has difficulty adding numbers without and with renaming (see the Kit for more details on the number of digits involved). Unit 7, pp. 42–44</p> <p>D2 Subtraction Has difficulty subtracting without and with renaming (see the Kit for more details on the number of digits involved). Unit 8, pp. 45–47</p> <p>D3 Multiplication Has difficulty solving multiplication equations (see the Kit for more details on the number of digits involved). Unit 16, pp. 69–71</p> <p>D4 Division Has difficulty solving division equations (see the Kit for more details on the number of digits involved). Unit 22, pp. 87–89</p> <p>D5 Mathematical laws Cannot apply mathematical laws (repeated addition, commutative law, number sentences involving missing numbers). Unit 19, pp. 78–89 Units 7–9, pp. 42–50 Unit 16, pp. 69–71</p>	<p>D1 Addition Can add numbers without and with renaming (see the Kit for more details on the number of digits involved). Unit 9, pp. 48–50 Unit 14, pp. 63–65 Units 26–29, pp. 99–104 Units 36–37, pp. 129–134</p> <p>D2 Subtraction Subtracts numbers and uses renaming (see the Kit for more details on the number of digits involved). Unit 9, pp. 48–50 Unit 14, pp. 63–65 Units 36–37, pp. 129–134</p> <p>D3 Multiplication Can multiply (see the Kit for more details on the number of digits involved). Unit 17, pp. 72–74 Unit 20, pp. 81–83 Units 26–27, pp. 99–104 Units 36–37, pp. 129–134</p> <p>D4 Division Can divide (see the Kit for more details on the number of digits involved). Unit 23, pp. 90–92 Units 26–27, pp. 99–104 Units 36–37, pp. 129–134</p> <p>D5 Mathematical laws Can apply mathematical laws (repeated addition, commutative law, number sentences involving missing numbers). Unit 14, pp. 63–65 Unit 17, pp. 72–74 Unit 20, pp. 81–83</p>

Fourth Year of School: NUMBER & PATTERNS (continued)

Section	Consolidating... Further work with Nelson Maths for Victoria Year 3 & Nelson Maths Book 4...	Moving forward... Continue work with Nelson Maths for Victoria Year 3 & Nelson Maths Book 4...
Section E — MENTAL STRATEGIES (multiplication 1 to 5, 10 & 11 facts)	E1 Has difficulty recalling number facts: 1s, 2s, 3s, 4s, 5s, 10s, 11s. Unit 16, pp. 69–71	E1 Can recall number facts: 1s, 2s, 3s, 4s, 5s, 10s, 11s. Unit 17, pp. 72–74 Unit 20, pp. 81–83
Section F — MENTAL STRATEGIES (operations with whole numbers)	F1 Has difficulty using mental strategies that assist with addition and basic multiplication. Units 7–9, pp. 42–50 Unit 16, pp. 69–71	F1 Can use mental strategies that assist with addition and basic multiplication. Unit 14, pp. 63–65 Unit 17, pp. 72–74 Units 19–20, pp. 78–83
Section G — FRACTIONS	G1 Cannot recognise informal fractions. G2 Cannot identify $\frac{1}{4}$ of a collection of objects. Unit 30, pp. 111–113	G1 Recognises informal fractions. G2 Can identify fractional parts of a collection of objects. Unit 31, pp. 114–116
Section H — PROBLEM SOLVING	H1 Has difficulty working out amounts of money in a problem-solving situation. Cannot give change. Unit 36, pp. 129–131 H2 Has difficulty applying problem-solving strategies. Has difficulty identifying the operation to be used. Units 7–9, pp. 42–50 Unit 17, pp. 72–74 Unit 22, pp. 87–89	H1 Can work out amounts of money in a problem-solving situation. Can give change. Unit 40, pp. 141–143 H2 Uses a range of problem-solving strategies. Recognises the operation involved. Unit 26–27, pp. 99–104 Units 36–37, pp. 129–134 Units 39–40, pp. 138–143

Fourth Year of School: MEASUREMENT

Section	Consolidating... Further work with Nelson Maths for Victoria Year 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 3...
Section A — ESTIMATE, MEASURE & COMPARE MEASUREMENTS	A1 Cannot estimate, measure and compare measurements. Cannot identify the appropriate measuring units or equipment. Cannot convert standard units of measurement. For Length and Perimeter see Unit 15, pp. 66–68 For Area see Unit 21, pp. 84–86 For Volume see Unit 28, pp. 105–107 For Capacity see Unit 24, pp. 93–95 For Mass see Unit 32, pp. 117–119	A1 Can estimate, measure and compare measurements. Can identify the appropriate measuring units or equipment. Can convert standard units of measurement. Expand: For Length and Perimeter see Unit 15, pp. 66–68 For Area see Unit 21, pp. 84–86 For Volume see Unit 28, pp. 105–107 For Capacity see Unit 24, pp. 93–95 For Mass see Unit 32, pp. 117–119 Unit 37, pp. 132–134 Unit 39, pp. 138–140 (Mass and Area) Unit 40, pp. 141–143 (Length and Perimeter)
Section B — CONCEPT OF TIME/CLOCKS	B1 Cannot tell time to quarter to and quarter past (including half past and the hour) using digital/analogue clocks. Cannot classify events according to time duration. Units 11–12, pp. 54–59	B1 Can tell time to quarter to and quarter past (including half past and the hour) using digital/analogue clocks. Can classify events according to time duration. Expand on Units 11–12, pp. 54–59 Units 39–40, pp. 138–143

Fourth Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Year 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 3...
Section A — IDENTIFY, DESCRIBE & COMPARE 2D SHAPES	A1 Cannot identify, describe, compare and draw each 2D shape. Unit 6, pp. 39–41	A1 Can identify, describe, compare and draw each 2D shape. Expand on Unit 6, pp. 39–41 Units 38–39, pp. 135–140
Section B — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	B1 Cannot identify, describe and compare 3D objects. Cannot identify features of 3D shapes (faces, edges, corners/vertices). Unit 18, pp. 75–77	B1 Can identify, describe and compare 3D objects. Can identify features of 3D shapes (faces, edges, corners/vertices). Unit 35, pp. 126–128 Unit 38, pp. 135–137
Section C — LINES & ANGLES	C1 Cannot identify lines (straight, curved, horizontal, vertical, diagonal). Cannot identify a right angle. Unit 6, pp. 39–41 Note: right angles introduced in Year 4, Unit 6 pp. 39–41	C1 Can identify lines (straight, curved, horizontal, vertical, diagonal). Can identify a right angle. Expand on Unit 6, pp. 39–41 Note: right angles introduced in Year 4, Unit 6 pp. 39–41
Section D — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	D1 Cannot use simple grid references to locate objects. Cannot use location/position language appropriately. Unit 29, pp. 108–110	D1 Can use simple grid references to locate objects. Can use location/position language appropriately. Expand on Unit 29, pp. 108–110 Unit 40, pp. 141–143

Fourth Year of School: CHANCE & DATA

Section	Consolidating... Further work with Nelson Maths for Victoria Year 3...	Moving forward... Continue work with Nelson Maths for Victoria Year 3...
Section A — Chance	A1 Cannot identify and record chance outcomes. Unit 25, pp. 96–98	A1 Can identify and record chance outcomes. Expand on Unit 25, pp. 96–98
Section B — Compare & Interpret Information From Graphs	B1 Cannot compare and interpret information from graphs. Unit 4, pp. 33–35	B1 Can compare and interpret information from graphs. Unit 10, pp. 51–53
Section C — PRESENT, INTERPRET & SUMMARISE DATA; REPRESENT DATA (make graphs)	C1 Cannot present, interpret and summarise data as a graph. C2 Cannot pose questions about data. Unit 4, pp. 33–35	C1 Can present, interpret and summarise data as a graph. C2 Can pose questions about data. Units 39–40, pp. 138–143

Nelson Numeracy Assessment Kit

Fifth Year of School Correlation to Nelson Maths for Victoria Year 4 & Nelson Maths Book 5

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

Fifth Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5...	Moving forward... Continue work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5...
Section A — WHOLE NUMBERS (read, order & compare)	<p>A1 Has difficulty reading numbers to 99. (Review Year 2/Book 3 Units 1–2, pp. 24–29)</p> <p>A1 Has difficulty reading numbers to 999. (Review Year 3/Book 4 Units 1–3, pp. 24–29)</p> <p>A1 Has difficulty reading numbers to 9 999. Has difficulty reading numbers above ____. Has difficulty with isolated numbers.</p> <p>A2 Has difficulty writing one/both numbers numbers.</p> <p>A3 Cannot recognise which number is greater.</p> <p>A4 Cannot order numbers from smallest to largest.</p> <p>A5 Cannot identify the number before/after.</p> <p>A6 Cannot round to the nearest hundred/thousand. (Review Year 3/Book 4 Unit 13, pp. 60–62) Unit 1, pp. 25–27</p>	<p>A1 Can read all given numbers.</p> <p>A2 Can write given numbers.</p> <p>A3 Can recognise which number is greater.</p> <p>A4 Can order numbers from smallest to largest.</p> <p>A5 Can identify the number before/after. Unit 3, pp. 30–32 Unit 27, pp. 102–104</p> <p>A6 Can round numbers to hundred/thousands. Unit 16, pp. 69–71 Unit 27, pp. 102–104</p>
Section B — WHOLE NUMBERS (place value)	<p>B1 Cannot expand numbers or recognise the break-up of a number into thousands, hundreds, tens and ones.</p> <p>B2 Cannot understand that the position of a number affects its place value. (Review Year 3/Book 4 Unit 13, pp. 60–62) Unit 1, pp. 25–27</p>	<p>B1 Can expand numbers or recognise the break-up of a number into thousands, hundreds, tens and ones.</p> <p>B2 Can recognise the place value of digits. Unit 3, pp. 30–33 Unit 27, pp. 102–104</p>
Section C — PATTERNS	<p>C1 Has difficulty recognising and continuing patterns in number sequences. Has difficulty recognising patterns in operations. Units 2–3, pp. 27–32</p>	<p>C1 Can recognise and continue patterns in number sequences. Can recognise patterns in operations. Unit 5, pp. 36–38 Unit 20, pp. 81–83 Unit 27, pp. 102–104 Units 39–40, pp. 138–143</p>
Section D— WHOLE NUMBERS (computation/operations)	<p>D1 Addition Has difficulty adding numbers without and with renaming (see the Kit for more details on the number of digits involved). (Review Year 3/Book 4 Unit 7, pp. 42–44; Unit 9, pp. 48–50; Unit 14, pp. 63–65) Unit 7, pp. 42–44</p> <p>D2 Subtraction Has difficulty subtracting without and with renaming (see the Kit for more details on the number of digits involved). (Review Year 3/Book 4 Unit 8–9, pp. 45–50; Unit 14, pp. 63–65) Unit 7, pp. 42–44</p> <p>D3 Multiplication Has difficulty solving multiplication equations (see the Kit for more details on the number of digits involved). (Review Year 3/Book 4 Unit 16–17, pp. 69–74; Unit 20, pp. 81–83) Unit 8, pp. 45–47</p> <p>D4 Division Has difficulty solving division equations (see the Kit for more details on the number of digits involved). (Review Year 3/Book 4 Units 22–23, pp. 87–92) Unit 8, pp. 45–47</p> <p>D5 Mathematical laws Cannot apply mathematical laws (repeated addition, commutative law). (Review Year 3/Book 4 Unit 19, pp. 78–89) Unit 5, pp. 36–38 Unit 8, 45–47</p>	<p>D1 Addition Can add numbers without and with renaming (see the Kit for more details on the number of digits involved). Expand on Unit 7, pp. 42–44 Units 15–16, pp. 66–71 Unit 37, pp. 132–134</p> <p>D2 Subtraction Subtracts numbers and uses renaming (see the Kit for more details on the number of digits involved). Expand on Unit 7, pp. 42–44 Units 15–16, pp. 66–71 Units 19–20, pp. 78–83 Unit 37, pp. 132–134</p> <p>D3 Multiplication Can multiply (see the Kit for more details on the number of digits involved). Expand on Unit 8, pp. 45–47 Units 15–16, pp. 66–71 Unit 22, pp. 87–89 Unit 37, pp. 132–134</p> <p>D4 Division Can divide (see the Kit for more details on the number of digits involved). Expand on Unit 8, pp. 45–47 Units 15–16, pp. 66–71 Unit 22, pp. 87–89 Unit 37, pp. 132–134</p> <p>D5 Mathematical laws Can apply mathematical laws (repeated addition, commutative law). Expand on Unit 5, 36–38 Expand on Unit 8, 45–47 Unit 26, pp. 99–101</p>
Section E — MENTAL STRATEGIES (multiplication 1 to 12 facts/division 1 to 5, 10 & 11 facts)	<p>E1 Has difficulty recalling multiplication 1 to 12 facts/division 1 to 5, 10 & 11 facts. (Review Year 3/Book 4 Unit 20, pp. 81–83) Unit 8, pp. 45–47</p>	<p>E1 Can recall multiplication 1 to 12 facts/division 1 to 5, 10 & 11 facts. Unit 20, 81–84 Unit 26, pp. 99–101</p>
Section F — MENTAL STRATEGIES (operations with whole numbers)	<p>F1 Has difficulty using mental strategies that assist with operations with whole numbers. (Review Year 3/Book 4 Unit 16, pp. 69–71) Unit 8, pp. 45–47 Units 15–16, pp. 69–74</p>	<p>F1 Can use mental strategies that assist with operations with whole numbers. Unit 22, pp. 87–89 Unit 26, pp. 99–101</p>

Fifth Year of School: NUMBER & PATTERNS (continued)

Section	Consolidating... Further work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5...	Moving forward... Continue work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5...
Section G — DECIMAL NUMBERS (read, order & compare)	G1 Has difficulty reading decimal numbers to tenths. Has difficulty with isolated decimal numbers. G2 Has difficulty writing tenths/some decimal numbers G3 Cannot recognise a decimal number which is greater than: ____. G4 Cannot order decimal numbers correctly from smallest to largest. (Review Year 3/Book 4 Units 33–34, pp. 120–125)	G1 Can read all given decimal numbers. G2 Can write all given decimal numbers. G3 Can recognise which decimal number is greater. G4 Can order decimal numbers correctly from smallest to largest. Unit 13, pp. 60–62 Unit 33, pp. 120–122 Unit 23, pp. 90–92
Section H — DECIMAL NUMBERS (place value)	H1 Cannot expand decimal numbers, and state the value of a number and given digits to tenths. (Review Year 3/Book 4 Units 33–34, pp. 120–125)	H1 Can expand decimal numbers, and state the value of a number and given digits to tenths. Unit 13, pp. 60–62 Unit 33, pp. 120–122 Unit 23, pp. 90–92
Section I — DECIMAL NUMBERS (computation/operations)	I1 Addition of decimals Cannot add decimal numbers to tenths. (Review Year 3/Book 4 Units 33–34, pp. 120–125) I2 Subtraction of decimals Cannot subtract decimal numbers to tenths. (Review Year 3/Book 4 Units 33–34, pp. 120–125)	I1 Addition of decimals Can add decimal numbers to tenths. Unit 13, pp. 60–62 Unit 33, pp. 120–122 Unit 16, pp. 69–71 Unit 19, pp. 78–80 I2 Subtraction of decimals Can subtract decimal numbers to tenths. Unit 13, pp. 60–62 Unit 33, pp. 120–122 Unit 16, pp. 69–71 Unit 19, pp. 78–80
Section J — FRACTIONS (read, order & compare)	J1 Cannot read common fractions. J2 Cannot compare and order common fractions. J3 Cannot recognise any equivalent fractions. (Review Year 3/Book 4 Units 30–31, pp. 111–116) Unit 2, pp. 27–29 Unit 12, pp. 57–59	J1 Can read common fractions. J2 Compares and orders common fractions. J3 Recognises one or more equivalent fractions. Expand on Unit 12, pp. 57–59 Unit 29, pp. 108–110
Section K — FRACTIONS (computation/operations & fractional parts)	K1 Addition of fractions Cannot complete addition of common fractions with the same denominators. Cannot complete addition of common fractions with different but related denominators. (Review Year 3/Book 4 Units 30–31, pp. 111–116) Unit 12, pp. 57–59 K2 Subtraction of fractions Cannot complete subtraction of common fractions with the same denominators. Cannot complete subtraction of common fractions with different but related denominators. (Review Year 3/Book 4 Units 30–31, pp. 111–116) Unit 12, pp. 57–59 K3 Fractional parts Cannot identify a fractional part of a collection of objects. (Review Year 3/Book 4 Units 30–31, pp. 111–116) Unit 12, pp. 57–59	K1 Addition of fractions Can complete addition of common fractions with the same denominators. Can complete addition of common fractions with different but related denominators. Expand on Unit 12, pp. 57–59 Unit 29, pp. 108–110 K2 Subtraction of fractions Can complete subtraction of common fractions with the same denominators. Can complete subtraction of common fractions with different but related denominators. Expand on Unit 12, pp. 57–59 Unit 29, pp. 108–110 K3 Fractional parts Can identify a fractional part of a collection of objects. Expand on Unit 12, pp. 57–59 Unit 29, pp. 108–110
Section L — REPRESENTING FRACTIONS & DECIMALS	L1 Cannot link the relationship between fractions, decimals and visual representations. (Review Year 3/Book 4 Units 33–34, pp. 120–125)	L1 Can link the relationship between fractions, decimals and visual representations. Unit 13, pp. 61–63
Section M — PROBLEM SOLVING	M1 Has difficulty working out amounts of money in a problem-solving situation. Cannot give change. Unit 19, pp. 78–79 M2 Has difficulty applying problem-solving strategies. Has difficulty identifying the operation to be used. Units 7–8, pp. 42–47 Unit 16, pp. 69–71 Unit 19, pp. 78–79	M1 Can work out amounts of money in a problem-solving situation. Can give change. Unit 35, pp. 126–128 Unit 36, pp. 129–131 Unit 39, pp. 138–140 M2 Uses a range of problem-solving strategies. Recognises the operation involved. Unit 20, pp. 81–83 Units 22–23, pp. 87–92 Unit 26, pp. 99–101 Unit 36, pp. 129–131 Unit 37, pp. 132–135

Fifth Year of School: MEASUREMENT

Section	Consolidating... Further work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5...	Moving forward... Continue work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5...
Section A — ESTIMATE, MEASURE & COMPARE MEASUREMENTS	A1 Cannot estimate, measure and compare measurements. Cannot identify the appropriate measuring units or equipment. Cannot convert standard units of measurement. For Length see Unit 14, pp. 63–65 For Area see Unit 21, pp. 84–86 For Volume see Unit 24, pp. 93–95 For Capacity see Unit 28, pp. 105–107 For Mass see Unit 31, pp. 114–116	A1 Can estimate, measure and compare measurements. Can identify the appropriate measuring units or equipment. Can convert standard units of measurement. Expand: For Length see Unit 14, pp. 63–65 For Area see Unit 21, pp. 84–86 For Volume see Unit 24, pp. 93–95 For Capacity see Unit 28, pp. 105–107 For Mass see Unit 31, pp. 114–116
Section B — CONCEPT OF TIME/CLOCKS	B1 Cannot tell the time to quarter to and quarter past using digital/analogue clocks. Cannot tell the time accurately to 5 minutes using digital/analogue clocks. Cannot classify events according to time duration. Units 10–11, pp. 51–56	B1 Can tell the time to quarter to and quarter past using digital/analogue clocks. Can tell the time accurately to 5 minutes using digital/analogue clocks. Can classify events according to time duration. Expand on Units 10–11, pp. 51–56

Fifth Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5.....	Moving forward... Continue work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5.....
Section A — IDENTIFY, DESCRIBE, DRAW & COMPARE 2D SHAPES; SYMMETRY	A1 Cannot identify, describe (sides, corners/vertices), draw and 2D shapes. Cannot identify at least 2 lines of symmetry on a 2D shape. Unit 17, pp. 72–74	A1 Can identify, describe (sides, corners/vertices), draw and 2D shapes. Can identify at least 2 lines of symmetry on a 2D shape. Unit 18, pp. 75–77 Unit 38, pp. 135–137
Section B — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	B1 Cannot identify, describe and compare 3D shapes. Cannot identify features of 3D shapes (faces, corners/vertices, edges). Unit 34, pp. 123–125	B1 Can identify, describe and compare 3D shapes. Can identify features of 3D shapes (faces, corners/vertices, edges). Expand on Unit 34, pp. 123–125 Unit 38, pp. 135–137
Section C — LINES & ANGLES	C1 Cannot identify, describe and compare lines. Unit 6, pp. 39–41 C2 Cannot identify and describe a right angle, an angle bigger than (obtuse/blunt) and smaller than (acute/sharp) a right angle. Unit 6, pp. 39–41	C1 Can identify, describe and compare lines. Expand on Unit 6, pp. 39–41 Unit 38, pp. 135–137 C2 Can identify and describe a right angle, an angle bigger than (obtuse/blunt) and smaller than (acute/sharp) a right angle. Unit 9, pp. 48–50
Section D — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	D1 Cannot use a legend and location/position language appropriately. Cannot use simple grid references to locate objects. Cannot describe a pathway. Unit 30, pp. 111–113	D1 Can use a legend and location/position language appropriately. Can use simple grid references to locate objects. Can describe a pathway. Expand on Unit 30, pp. 111–113

Fifth Year of School: CHANCE & DATA

Section	Consolidating... Further work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5.....	Moving forward... Continue work with Nelson Maths for Victoria Year 4 & Nelson Maths Book 5.....
Section A — CHANCE	A1 Cannot identify and record chance outcomes. Unit 25, pp. 96–98	A1 Can identify and record chance outcomes. Expand on Unit 25, pp. 96–98 Unit 35, pp. 126–128
Section B — COMPARE & INTERPRET INFORMATION FROM GRAPHS	B1 Cannot compare and interpret information from graphs. Unit 4, pp. 33–35	B1 Can compare and interpret information from graphs. Expand on Unit 4, pp. 33–35 Unit 28, pp. 105–107 (interpret a graph)
Section C — PRESENT, INTERPRET & SUMMARISE DATA; REPRESENT DATA (make graphs)	C1 Cannot present, interpret and summarise data as a graph. C2 Cannot pose questions about data. Unit 4, pp. 33–35	C1 Can present, interpret and summarise data as a graph. C2 Can pose questions about data. Expand on Unit 4, pp. 33–35 Unit 25, pp. 96–98 (graphing results) Unit 33, pp. 120–122 (graphing temperatures)

Nelson Numeracy Assessment Kit

Sixth Year of School Correlation to Nelson Maths for Victoria Year 5 & Nelson Maths Book 6

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

Sixth Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...	Moving forward... Continue work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...
Section A — WHOLE NUMBERS (read, order & compare)	A1 Has difficulty reading numbers. Has difficulty reading numbers above ____. Has difficulty with isolated numbers. A2 Has difficulty writing one/both numbers numbers. A3 Cannot recognise which number is greater. A4 Cannot order numbers from smallest to largest. A5 Cannot identify the number before/after. A6 Cannot round to the nearest hundred/tens of thousand. (Review Year 4/Book 5 Unit 1, pp. 24–26; Unit 3, 30–32) Unit 1, p. 24–26	A1 Can read all given numbers. A2 Can write given numbers. A3 Can recognise which number is greater. A4 Can order numbers from smallest to largest. A5 Can identify the number before/after. A6 Can round numbers to hundred/tens of thousand. Expand on Unit 1, pp. 24–26 Unit 16, pp. 69–71 Unit 5, pp. 36–38
Section B — WHOLE NUMBERS (place value)	B1 Cannot expand numbers or recognise the break-up of a number into tens of thousands, thousands, hundreds, tens and ones. B2 Cannot understand that the position of a number affects its place value. Unit 1, p. 24–26	B1 Can expand numbers or recognise the break-up of a number into tens of thousands, thousands, hundreds, tens and ones. B2 Can recognise the place value of digits. Expand on Unit 1, pp. 24–26 Unit 16, pp. 69–71
Section C — PATTERNS	C1 Has difficulty recognising and continuing patterns in number sequences. Has difficulty recognising patterns in operations and in numbers. Unit 3, pp. 30–32 Unit 12, pp. 57–59	C1 Can recognise and continue patterns in number sequences. Can recognise patterns in operations and in numbers. Unit 16, pp. 69–71 Units 22–23, pp. 87–92 Unit 12, pp. 57–59
Section D — WHOLE NUMBERS (computation/operations)	D1 Addition Has difficulty adding numbers without and with renaming (see the Kit for more details on the number of digits involved). (Review Year 4/Book 5 Unit 7, pp. 42–44) Unit 7, pp. 42–44 D2 Subtraction Has difficulty subtracting without and with renaming (see the Kit for more details on the number of digits involved). (Review Year 4/Book 5 Unit 7, pp. 42–44) Unit 8, pp. 45–47 D3 Multiplication Has difficulty solving multiplication equations (see the Kit for more details on the number of digits involved). (Review Year 4/Book 5 Unit 8, pp. 45–47; Unit 22, pp. 87–89) Unit 19, pp. 78–79 D4 Division Has difficulty solving division equations (see the Kit for more details on the number of digits involved). (Review Year 4/Book 5 Unit 8, pp. 45–47; Unit 22, pp. 87–89) Unit 20, pp. 81–83 D5 Mathematical laws Cannot apply mathematical laws (commutative and associative law). Unit 2, pp. 27–29	D1 Addition Can add numbers without and with renaming (see the Kit for more details on the number of digits involved). Expand on Unit 7, pp. 42–44 Unit 2, pp. 27–29 Unit 23, pp. 90–92 D2 Subtraction Subtracts numbers and uses renaming (see the Kit for more details on the number of digits involved). Expand on Unit 8, pp. 45–47 Unit 2, pp. 27–29 Unit 23, pp. 90–92 D3 Multiplication Can multiply (see the Kit for more details on the number of digits involved). Expand on Unit 19, pp. 78–79 Unit 2, pp. 27–29 Unit 23, pp. 90–92 D4 Division Can divide (see the Kit for more details on the number of digits involved). Expand on Unit 20, pp. 81–83 Unit 2, pp. 27–29 Unit 23, pp. 90–92 D5 Mathematical laws Can apply mathematical laws (commutative and associative law). Units 22–23, pp. 87–92
Section E — MENTAL STRATEGIES (multiplication/division 1 to 12 facts)	E1 Has difficulty recalling number facts 1 to 12 (multiplication and division). Unit 2, pp. 27–29	E1 can recall number facts 1 to 12 (multiplication and division). Unit 32, pp. 117–119
Section F — MENTAL STRATEGIES (operations with whole numbers)	F1 Has difficulty using mental strategies that assist with operations with whole numbers. Unit 2, pp. 27–29	F1 Can use mental strategies that assist with operations with whole numbers. Unit 32, pp. 117–119 Units 22–23, pp. 87–92
Section G — DECIMAL NUMBERS (read, order & compare)	G1 Has difficulty reading decimal numbers. Has difficulty with isolated decimal numbers. G2 Has difficulty writing all/some decimal numbers G3 Cannot recognise a decimal number which is greater than: ____. G4 Cannot order decimal numbers correctly from smallest to largest. Unit 14, pp. 63–65	G1 Can read all given decimal numbers. G2 Can write all given decimal numbers. G3 Can recognise which decimal number is greater. G4 Can order decimal numbers correctly from smallest to largest. Expand Unit 14, pp. 63–65 Unit 16, pp. 69–71
Section H — DECIMAL NUMBERS (place value)	H1 Cannot expand decimal numbers, and state the value of a number and given digits. Unit 14, pp. 63–65	H1 Can expand decimal numbers, and state the value of a number and given. Expand Unit 14, pp. 63–65
Section I — DECIMAL NUMBERS (computation/operations)	I1 Addition of decimals Cannot add decimal numbers to tenths/hundredths. Unit 26, pp. 99–101 I2 Subtraction of decimals Cannot subtract decimal numbers to tenths. Unit 27, pp. 102–104	I1 Addition of decimals Can add decimal numbers to tenths/hundredths. Expand on Unit 26, pp. 99–101 I2 Subtraction of decimals Can subtract decimal numbers to tenths. Expand on Unit 27, pp. 102–104

Sixth Year of School: NUMBER & PATTERNS (continued)

Section	Consolidating... Further work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...	Moving forward... Continue work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...
Section J — FRACTIONS (read, order & compare)	J1 Cannot read common fractions. J2 Cannot compare and order common fractions. J3 Cannot recognise equivalent fractions. Unit 15, pp. 66–68	J1 Can read common fractions. J2 Can compare and order common fractions. J3 Recognises equivalent fractions. Expand on Unit 15, pp. 66–68
Section K — FRACTIONS (computation/operations & fractional parts)	K1 Addition of fractions Cannot complete addition of common fractions with different but related denominators. Unit 15, pp. 66–68 Unit 37, pp. 132–134 K2 Subtraction of fractions Cannot complete subtraction of common fractions with different but related denominators. Unit 37, pp. 132–134 K3 Fractional parts Cannot identify a fractional part of a collection of objects. Unit 15, pp. 66–68 Unit 37, pp. 132–134	K1 Addition of fractions Can complete addition of common fractions with different but related denominators. Expand on Unit 37, pp. 132–134 K2 Subtraction of fractions Can complete subtraction of common fractions with different but related denominators. Expand on Unit 37, pp. 132–134 K3 Fractional parts Can identify a fractional part of a collection of objects. Expand on Unit 37, pp. 132–134
Section L — REPRESENTING FRACTIONS & DECIMALS	L1 Cannot link the relationship between fractions, decimals and visual representations. Units, 14–15, pp. 63–68	L1 Can link the relationship between fractions, decimals and visual representations. Unit 36, pp. 129–131
Section M — PROBLEM SOLVING	M1 Has difficulty applying problem-solving strategies. Has difficulty identifying the operation to be used. Unit 2, pp. 27–29	M1 Uses a range of problem-solving strategies. Recognises the operation involved. Units 39–40, pp. 138–143 Unit 28, pp. 105–107

Sixth Year of School: MEASUREMENT

Section	Consolidating... Further work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...	Moving forward... Continue work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...
Section A — ESTIMATE, MEASURE & COMPARE MEASUREMENTS	A1 Cannot measure using appropriate units of measurement. Cannot apply the appropriate formula when measuring perimeter/area/volume. Cannot convert standard units of measurement. For Area and Perimeter see Unit 13, pp. 60–62 or review Year 4/Book 5, Unit 21, pp. 84–86 For Volume and Capacity see Unit 21, pp. 84–86 or review Year 4/Book 5, units 24, pp. 93–95, unit 28, pp. 105–107 For Mass Unit 24, pp. 93–95	A1 Can measure using appropriate units of measurement. Can apply the appropriate formula when measuring perimeter/area/volume. Can convert standard units of measurement. Unit 28, pp. 105–107 Unit 38, pp. 135–137 Expand: For Area and Perimeter Unit 13, pp. 60–62 For Volume and Capacity see Unit 21, pp. 84–86 For Mass Unit 24, pp. 93–95
Section B — CONCEPT OF TIME/CLOCKS	B1 Cannot tell the time accurately using digital/analogue clocks. Cannot record the time in 24-hour time. Cannot measure time elapsed and interpret calendars. Units 10–11, pp. 51–56	B1 Can tell the time accurately using digital/analogue clocks. Can record the time in 24-hour time. Can measure time elapsed and interpret calendars. Expand on Units 10–11, pp. 51–56

Sixth Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...	Moving forward... Continue work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...
Section A — IDENTIFY, DESCRIBE & COMPARE 2D & 3D SHAPES	A1 Cannot identify, describe and compare 2D shapes and 3D shapes. Cannot identify features of 2D shapes (sides, vertices/corners, angles). Cannot identify features of 3D shapes (faces, edges, vertices/corners). (Review Year 4/Book 5 Unit 17, pp. 72–74) Unit 17, pp. 72–74	A1 Can identify, describe and compare 2D shapes and 3D shapes. Can identify features of 2D shapes (sides, vertices/corners, angles). Can identify features of 3D shapes (faces, edges, vertices/corners). Unit 18, pp. 75–77 Units 34, pp. 123–125 Unit 38, pp. 135–137
Section B — LINES	B1 Cannot identify, describe and compare lines. Unit 6, pp. 39–41	B1 Can identify, describe and compare lines. Expand on Unit 6, pp. 39–41
Section C — ANGLES	C1 Cannot identify, describe and compare angles (right, acute/sharp, obtuse/blunt, straight). Unit 6, pp. 39–41	C1 Can identify, describe and compare angles (right, acute/sharp, obtuse/blunt, straight). Expand on Unit 6, pp. 39–41
Section D — SYMMETRY	D1 Cannot identify lines of symmetry. Unit 35, pp. 126–128	D1 Can identify lines of symmetry. Expand on Unit 35, pp. 126–128
Section E — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	E1 Cannot use a legend, scale and location/position language appropriately. Cannot use simple grid references to locate objects. Cannot read a simple map. Cannot draw/make a simple map. Units 29–30, pp. 108–113	E1 Can use a legend, scale and location/position language appropriately. Can use simple grid references to locate objects. Can read a simple map. Can draw/make a simple map. Expand on Units 29–30, pp. 108–113 Unit 28, pp. 105–107

Sixth Year of School: CHANCE & DATA

Section	Consolidating... Further work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...	Moving forward... Continue work with Nelson Maths for Victoria Year 5 & Nelson Maths Book 6...
Section A — CHANCE	A1 <i>Cannot identify and record chance outcomes.</i> Unit 31, pp. 114–116	A1 <i>Can identify and record chance outcomes.</i> Expand on Unit 31, pp. 114–116 Unit 38, pp. 135–137
Section B — COMPARE & INTERPRET INFORMATION FROM GRAPHS	B1 <i>Cannot compare and interpret information from graphs.</i> Unit 9, pp. 48–50	B1 <i>Can compare and interpret information from graphs.</i> Unit 25, pp. 96–98 Unit 38, pp. 135–137
Section C — PRESENT, INTERPRET & SUMMARISE DATA; REPRESENT DATA (make graphs)	C1 <i>Cannot present, interpret and summarise data as a graph.</i> Unit 9, pp. 48–50	C1 <i>Can present, interpret and summarise data as a graph.</i> Unit 25, pp. 96–98 Unit 38, pp. 135–137

Nelson Numeracy Assessment Kit

Seventh Year of School Correlation to Nelson Maths for Victoria Year 6 & Nelson Maths Book 7

Please note: The units suggested in the 'Consolidating...' and 'Moving forward...' columns are suggestions only. Teachers need to choose activities that suit the individual needs of their students.

In this year level, the four operations (including operations with fractions and decimals have been integrated into many of the Number and patterns units as well as the other four strands, i.e. Measurement, Space, and Chance and data).

Seventh Year of School: NUMBER & PATTERNS

Section	Consolidating... Further work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...	Moving forward... Continue work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...
Section A — WHOLE NUMBERS (read, order & compare)	<p>A1 Has difficulty reading numbers. Has difficulty reading numbers above ____. Has difficulty with isolated numbers.</p> <p>A2 Has difficulty writing one/both numbers.</p> <p>A3 Cannot recognise which number is greater.</p> <p>A4 Cannot order numbers from smallest to largest.</p> <p>A5 Cannot identify the number before/after.</p> <p>A6 Cannot round to the nearest thousand. (Review Year 5/Book 6 Unit 1, pp. 24–26; Unit 16, pp. 69–71) Unit 1, pp. 24–26 (need an understanding of decimals and negative numbers) Unit 5, pp. 36–38 (need an understanding of decimals and negative numbers)</p>	<p>A1 Can read all given numbers.</p> <p>A2 Can write given numbers.</p> <p>A3 Can recognise which number is greater.</p> <p>A4 Can order numbers from smallest to largest.</p> <p>A5 Can identify the number before/after.</p> <p>A6 Can round numbers to the thousand/million. Units 39–40, pp. 138–143</p>
Section B — WHOLE NUMBERS (place value)	<p>B1 Cannot expand numbers or recognise the break-up of a number into hundreds of thousands, tens of thousands, thousands, hundreds, tens and ones.</p> <p>B2 Cannot understand that the position of a number affects its place value. (Review Year 5/Book 6 Unit 1, p. 24–26; Unit 16, pp. 69–71) Unit 1, pp. 24–26 (need an understanding of decimals and negative numbers) Unit 5, pp. 36–38 (need an understanding of decimals and negative numbers)</p>	<p>B1 Can expand numbers or recognise the break-up of a number into hundreds of thousands, tens of thousands, thousands, hundreds, tens and ones.</p> <p>B2 Can recognise the place value of digits. Units 39–40, pp. 138–143 Unit 33, pp. 102–122</p>
Section C — PATTERNS	<p>C1 Has difficulty recognising and continuing patterns in number sequences. Has difficulty recognising patterns in operations and in numbers. Unit 2, pp. 27–29 Unit 7, pp. 42–44</p>	<p>C1 Can recognise and continue patterns in number sequences. Can recognise patterns in operations and in numbers. Unit 8, pp. 45–47 Units 22–23, pp. 87–92 Unit 33, pp. 102–122 Unit 37, pp. 132–134 Units 39–40, pp. 138–143</p>
Section D — WHOLE NUMBERS (computation/ operations)	<p>D1 Addition Has difficulty adding numbers with renaming (see the Kit for more details on the number of digits involved). Unit 5, pp. 36–38</p> <p>D2 Subtraction Has difficulty subtracting with renaming (see the Kit for more details on the number of digits involved). Unit 5, pp. 36–38</p> <p>D3 Multiplication Has difficulty solving multiplication equations (see the Kit for more details on the number of digits involved). Unit 2, pp. 27–29 Unit 5, pp. 36–38</p> <p>D4 Division Has difficulty solving division equations (see the Kit for more details on the number of digits involved). Unit 2, pp. 27–29 Unit 5, pp. 36–38</p> <p>D5 Mathematical laws Cannot apply mathematical laws (commutative and associative and distributive law). Unit 8, pp. 45–47</p>	<p>D1 Addition Can add numbers without and with renaming (see the Kit for more details on the number of digits involved). Unit 8, pp. 45–47 Unit 27, 102–104 Unit 32, pp. 117–119 Unit 37, pp. 138–140 Units 39–40, pp. 138–143</p> <p>D2 Subtraction Subtracts numbers and uses renaming (see the Kit for more details on the number of digits involved). Unit 8, pp. 45–47 Unit 27, 102–104 Unit 32, pp. 117–119 Unit 37, pp. 138–140 Units 39–40, pp. 138–143</p> <p>D3 Multiplication Can multiply (see the Kit for more details on the number of digits involved). Unit 8, pp. 45–47 Unit 22, pp. 87–89 Unit 27, 102–104 Unit 32, pp. 117–119 Unit 37, pp. 138–140 Units 39–40, pp. 138–143</p> <p>D4 Division Can divide (see the Kit for more details on the number of digits involved). Unit 8, pp. 45–47 Unit 27, 102–104 Unit 32, pp. 117–119 Unit 37, pp. 138–140 Units 39–40, pp. 138–143</p> <p>D5 Mathematical laws Can apply mathematical laws (commutative and associative and distributive law). Expand on Unit 8, pp. 45–47</p>

Section E — MENTAL STRATEGIES (multiplication/division 1 to 12 facts)	E1 <i>Has difficulty recalling number facts 1 to 12 (multiplication and division).</i> Unit 2, pp. 27–29	E1 <i>Can recall number facts 1 to 12 (multiplication and division).</i> Unit 22, pp. 87–89
Section F — MENTAL STRATEGIES (operations with numbers)	F1 <i>Has difficulty using mental strategies that assist with operations with whole numbers.</i> Units 2–3, pp. 27–32	F1 <i>Can use mental strategies that assist with operations with whole numbers.</i> Unit 5, pp. 36–38 Unit 8, pp. 45–47 Unit 29, pp. 108–110 Units 39, pp. 138–140
Section G — DECIMAL NUMBERS (read, order & compare)	G1 <i>Has difficulty reading decimal numbers.</i> <i>Has difficulty with isolated decimal numbers.</i> G2 <i>Has difficulty writing all/some decimal numbers</i> G3 <i>Cannot recognise a decimal number which is greater than: ____.</i> G4 <i>Cannot order decimal numbers correctly from smallest to largest.</i> Unit 1, pp. 24–26 Unit 5, pp. 36–38 Unit 7, pp. 42–44 Unit 13, pp. 60–62	G1 <i>Can read all given decimal numbers.</i> G2 <i>Can write all given decimal numbers.</i> G3 <i>Can recognise which decimal number is greater.</i> G4 <i>Can order decimal numbers correctly from smallest to largest.</i> Expand on Unit 13, pp. 60–62 Unit 26, pp. 99–101
Section H — DECIMAL NUMBERS (place value)	H1 <i>Cannot expand decimal numbers, and state the value of a number and given digits.</i> Unit 5, pp. 36–38 Unit 13, pp. 60–62	H1 <i>Can expand decimal numbers, and state the value of a number and given.</i> Expand on Unit 13, pp. 60–62 Unit 26, pp. 99–101
Section I — DECIMAL NUMBERS (computation/operations)	I1 Addition of decimals <i>Cannot add decimal numbers to tenths/hundredths.</i> Unit 15, pp. 66–68 I2 Subtraction of decimals <i>Cannot subtract decimal numbers to tenths/hundredths.</i> Unit 16, pp. 69–71 I3 Multiplication of decimals <i>Cannot multiply decimal numbers to tenths.</i> Unit 22, pp. 87–89 (Extend to include multiplication of decimals)	I1 Addition of decimals <i>Can add decimal numbers to tenths/hundredths.</i> Expand on Unit 15, pp. 66–68 Unit 19, pp. 78–80 Unit 27, pp. 102–104 Unit 32, pp. 117–119 Unit 37, pp. 133–135 Units 39–40, pp. 138–143 I2 Subtraction of decimals <i>Can subtract decimal numbers to tenths/hundredths.</i> Expand on Unit 16, pp. 69–71 Unit 19, pp. 78–80 Unit 27, pp. 102–104 Unit 32, pp. 117–119 Unit 37, pp. 133–135 Units 39–40, pp. 138–143 I3 Multiplication of decimals <i>Can multiply decimal numbers to tenths.</i> Expand on Unit 27, pp. 102–104 Units 32–33, pp. 117–122 Unit 37, pp. 138–140 Units 39–40, pp. 138–143
Section J — FRACTIONS (read, order & compare)	J1 <i>Cannot read common fractions.</i> J2 <i>Cannot compare and order common fractions.</i> J3 <i>Cannot rename fractions as mixed numbers.</i> Unit 2, pp. 27–29 Unit 12, pp. 57–59	J1 <i>Can read common fractions.</i> J2 <i>Compares and orders common fractions.</i> J3 <i>Can rename fractions as mixed numbers.</i> Unit 26, pp. 99–99 Unit 36, 129–131
Section K — FRACTIONS (computation/operations & fractional parts)	K1 Addition of fractions <i>Cannot complete addition of common fractions with different but related denominators (including mixed numbers).</i> Unit 5, pp. 36–38 (problem solving with fractions) Unit 12, pp. 57–59 K2 Subtraction of fractions <i>Cannot complete subtraction of common fractions with different but related denominators (including mixed numbers).</i> Unit 12, pp. 57–59 K3 Fractional parts <i>Cannot identify a fractional part of a collection of objects.</i> Unit 12, pp. 57–59	K1 Addition of fractions <i>Can complete addition of common fractions with different but related denominators (including mixed numbers).</i> Unit 20, pp. 81–83 Unit 23, pp. 90–92 Unit 26, 99–101 Unit 32, pp. 117–119 Unit 36, 129–131 K2 Subtraction of fractions <i>Can complete subtraction of common fractions with different but related denominators (including mixed numbers).</i> Unit 20, pp. 81–83 Unit 23, pp. 90–92 Unit 26, 99–101 Unit 32, pp. 117–119 Unit 36, 129–131 K3 Fractional parts <i>Can identify a fractional part of a collection of objects.</i> Unit 20, pp. 81–83 Unit 23, pp. 90–92 Unit 26, 99–101 Unit 36, 129–131
Section L — REPRESENTING FRACTIONS, DECIMALS & PERCENTAGES	L1 <i>Cannot link the relationship between fraction, decimal, percentage and visual representations.</i> Units 12–13, pp. 57–62	L1 <i>Can link the relationship between fraction, decimal, percentage and visual representations.</i> Unit 23, pp. 90–92 Unit 25, pp. 96–98 Unit 26, pp. 99–101 Unit 32, pp. 117–119 Unit 36, 129–131
Section M — PROBLEM SOLVING	M1 <i>Has difficulty applying problem-solving strategies.</i> <i>Has difficulty identifying the operation to be used.</i> Unit 3, pp. 30–32	M1 <i>Uses a range of problem-solving strategies.</i> <i>Recognises the operation involved.</i> Unit 5, pp. 36–38 Unit 18, pp. 75–77 Unit 22, pp. 87–89 Unit 25, pp. 96–98 Unit 35, pp. 126–128 Unit 37, pp. 132–135 (Note: many of the units in all strands cover problem-solving skills)

Seventh Year of School: MEASUREMENT

Section	Consolidating... Further work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...	Moving forward... Continue work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...
Section A — MEASURE & COMPARE MEASUREMENTS	A1 Cannot measure using appropriate units of measurement. Cannot apply the appropriate formula when measuring perimeter/area/volume. Cannot convert standard units of measurement. For Area and Perimeter see Unit 14, pp. 63–65 For Volume see Unit 21, pp. 84–86	A1 Can measure using appropriate units of measurement. Can apply the appropriate formula when measuring perimeter/area/volume. Can convert standard units of measurement. For Area and Perimeter see Unit 24, pp. 93–95 Expand: Volume see Unit 21, pp. 84–86 Unit 28, pp. 105–107
Section B — CONCEPT OF TIME/CLOCKS	B1 Cannot tell the time accurately using digital/analogue clocks. Cannot record the time in 24-hour time. Cannot measure time elapsed. Cannot read timetables accurately. Unit 10, pp. 51–53	B1 Can tell the time accurately using digital/analogue clocks. Can record the time in 24-hour time. Can measure time elapsed. Can read timetables accurately. Unit 11, pp. 54–56 Unit 18, pp. 75–77

Seventh Year of School: SPACE

Section	Consolidating... Further work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...	Moving forward... Continue work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...
Section A — IDENTIFY, DESCRIBE & COMPARE 2D & 3D SHAPES	A1 Cannot identify, describe and compare 2D shapes and 3D shapes. Cannot identify features of 2D shapes (sides, vertices/corners, angles). Cannot identify features of 3D shapes (faces, edges, vertices/corners, cross-sections). Cannot match nets to 3D shapes. Unit 6, pp. 39–41 Unit 17, pp. 72–74	A1 Can identify, describe and compare 2D shapes and 3D shapes. Can identify features of 2D shapes (sides, vertices/corners, angles). Can identify features of 3D shapes (faces, edges, vertices/corners, cross-sections). Can match nets to 3D shapes. Expand on Unit 6, pp. 39–41 and Unit 17, pp. 72–74 Unit 18, pp. 75–77 Unit 38, pp. 135–137
Section B — LINES	B1 Cannot identify, describe and compare lines. Unit 6, pp. 39–41	B1 Can identify, describe and compare lines. Expand on Unit 6, pp. 39–41 Unit 18, pp. 75–77
Section C — ANGLES	C1 Cannot identify, describe and compare angles (right, acute/sharp, obtuse/blunt, straight, reflex). Cannot use a protractor to measure angles. Unit 6, pp. 39–41	C1 Can identify, describe and compare angles (right, acute/sharp, obtuse/blunt, straight, reflex). Can use a protractor to measure angles. Expand on Unit 6, pp. 39–41 Unit 18, pp. 75–77
Section D — SYMMETRY	D1 Cannot identify symmetrical objects, lines of symmetry and reflective symmetry. Unit 38, pp. 135–137	D1 Can identify symmetrical objects, lines of symmetry and reflective symmetry. Expand on Unit 38, pp. 135–137
Section E — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	E1 Cannot use location/position language. Cannot use simple grid references (coordinates). Cannot read a map (coordinates, scale, direction). Cannot use a scale to measure length. Cannot draw a simple map to scale. Unit 30, pp. 111–113	E1 Can use location/position language. Can use simple grid references (coordinates). Can read a map (coordinates, scale, direction). Can use a scale to measure length. Can draw a simple map to scale. Expand on Unit 30, pp. 111–113 Unit 34, pp. 123–125 Unit 35, pp. 126–128

Seventh Year of School: CHANCE & DATA

Section	Consolidating... Further work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...	Moving forward... Continue work with Nelson Maths for Victoria Year 6 & Nelson Maths Book 7...
Section A — CHANCE	A1 Cannot order chance events. Unit 25, pp. 96–98	A1 Can order chance events. Expand on Unit 25, pp. 96–98 Unit 35, pp. 126–128
Section B — COMPARE & INTERPRET INFORMATION FROM GRAPHS	B1 Cannot compare and interpret information from graphs. Unit 9, pp. 48–50	B1 Can compare and interpret information from graphs. Unit 31, pp. 114–116 Unit 18, pp. 75–77
Section C — PRESENT, INTERPRET & SUMMARISE DATA; REPRESENT DATA (make graphs)	C1 Cannot present, interpret and summarise data as a graph. Unit 9, pp. 48–50	C1 Can present, interpret and summarise data as a graph. Unit 31, pp. 114–116 Unit 18, pp. 75–77