

Financial mathematics

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Representing currency values of mixed dollars and cents without using decimal notation (e.g. \$2 and 50 cents)										
Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes										
Using addition and subtraction to give change										



Number structures

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Reading and writing whole numbers up to 1,000, and representing them using base 10 structure										
Comparing and ordering whole numbers up to 1,000										
Recognising the place value of each digit in a three-digit number										
Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)										
Rounding numbers to the nearest 10 or 100										
Estimating the answer to a calculation										
Counting forwards and backwards in 2s, 3s, 4s, 5s, and 8s from multiples of these numbers (e.g. 20, 15, 10, 5; 8, 16, 24, 32)										
Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000										

**Operations**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Finding the complement of a number to 100 (e.g. $34 + \underline{\quad} = 100$)										
Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)										
Solving one-step addition and subtraction problems involving numbers up to 1000										
Solving multi-step addition and subtraction problems involving numbers up to 100										
Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts										
Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s										
Multiplying a one- or two-digit number by a one-digit number (e.g. 4×6 ; 2×23)										
Dividing whole numbers by a one-digit divisor with no remainders (e.g. $24 \div 3$, $32 \div 4$)										

**Rational numbers**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators										
Counting in unit fractions up to 1										
Comparing unit fractions with denominators up to 12										
Comparing non-unit fractions with the same denominator up to 12										
Identifying when two fractions are equivalent, using representations										
Adding and subtracting fractions with the same denominator within a whole (e.g. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} = \frac{6}{8}$)										
Finding a unit fraction of a whole number by connecting to division (e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$)										
Finding the whole when given a unit fraction by connecting to repeated addition or multiplication (e.g. if $\frac{1}{4}$ of a set is 3, the whole set is $4 \times 3 = 12$)										