

Financial mathematics

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Calculating 10%, 25%, and 50% of whole dollar amounts (e.g. 50% of \$280)										
Investigating questions involving purchases (e.g. ensuring there's enough money)										

**Number structures**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Reading, writing, comparing, and ordering any whole number and representing them using base 10 structure										
Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 12										
Rounding whole numbers to the nearest million, hundred thousand, ten thousand, thousand, hundred, or ten										
Rounding hundredths to the nearest whole number or tenth										
Recognising square and cube numbers and the notation for squared (2) and cubed (3)										
Memorising the square numbers to 144 and cube numbers to 125										
Counting forwards and backwards with positive whole numbers, including working with negative numbers (e.g. starting at -6 and counting backwards in 2s)										

Operations

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Adding and subtracting any whole numbers										
Multiplying any whole number by a two-digit number (e.g. 542×12)										
Dividing up to five-digit whole numbers by a one-digit divisor, with a remainder (e.g. $1283 \div 5 = 256$, remainder 3)										
Connecting finding unit fractions of whole numbers to division (with remainders) (e.g. 1—6 of 31 is equivalent to $31 \div 6 = 5 \text{—} 1$)										
Representing remainders from division as whole numbers, fractions, or rounded decimals, as appropriate to the context										

**Rational numbers**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Reading, writing, and representing tenths, hundredths, and thousandths as fractions and decimals										
Comparing and ordering numbers with up to three decimal places										
Memorising decimal and percentage equivalents of common fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$) including fractions with denominators that are 10 or 100										
Converting decimal tenths and hundredths to fractions and percentages (e.g. $0.31 = \frac{31}{100} = 31\%$)										
Multiplying and dividing numbers by 10, 100, or 1,000 to make decimals and whole numbers (e.g. $1.3 \times 10 = 13$) and to identify tenths, hundredths, and thousandths places										
Finding equivalent fractions										
Comparing and ordering fractions where at least one denominator is a common multiple of all the others										
Converting between mixed numbers and improper fractions										
Adding and subtracting fractions and mixed numbers when one denominator is a multiple of the other										
Adding and subtracting decimals to three decimal places										
Finding a non-unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{2}{3}$ of 240)										

Rational numbers

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Finding a whole set or amount when given a non-unit fraction, using multiplication and division facts (e.g. 3/4 of the set is 90, what is the whole set?)										
Finding common percentages (1%, 10%, 20%, 25%, 50%, 75%) of whole numbers										
Finding the whole (100%) when given a percentage (e.g. 75% is 24)										
Reasoning proportionally with fractions, decimals, and percentages to compare two quantities and determine missing values										