

Content	Learning experiences
<p>Identify natural numbers, integers and real numbers.</p>	<p>In Explore 1.1 students will explore how to classify numbers into the different number sets and to explain their reasoning.</p>
<p>Recognise the value of a digit based on its location within a number. Both natural and decimal numbers will be considered.</p>	<p>In Explore 1.2 students will look at the position of digits within natural numbers and how this determines their value. They will explore how to manipulate digits to produce the largest number possible.</p> <p>Explore 1.3 gives students an opportunity to explore place value in decimal numbers. Students will use the digits from 0 to 9 and a decimal point to determine how to construct a number that is the closest in value to a given number.</p>
<p>Understand that addition and subtraction are inverse operations. Apply both written and mental methods for addition and subtraction operations.</p>	<p>In Explore 1.4 students will compare methods of addition and subtraction and confirm that different methods give the same result. In addition, they will consider the advantages and disadvantages of different methods. The Stick it! game (page 14) will help students to consolidate their skills in addition and subtraction.</p>
<p>Understand that multiplication and division are inverse operations. Apply both written and mental methods for multiplication and division operations.</p>	<p>In Explore 1.5 students will compare methods of multiplication and confirm that different methods give the same result. In addition, they will consider the advantages and disadvantages of different methods.</p>
<p>Identify which operations have priority when evaluating a numerical expression. Apply the order of operations when evaluating numerical expressions, excluding exponents.</p>	<p>In Explore 1.6 and Explore 1.7 students will investigate which operations have priority when evaluating numerical expressions. Furthermore, they will discuss why a defined order of operations is necessary.</p>