Algebra

determine if a pattern is linear and, if it is, write the equation for the pattern and use the equation to make conjectures	create, test, and revise algorithms involving a sequence of steps and decisions	create and use a set of precise, step-by-step instructions to carry out a familiar routine or task	follow and give step-by-step instructions for a simple task, and identify and correct errors as they are followed
form and solve true or false number sentences and open number sentences involving multiplication and division, using understanding of the equal sign (e.g., 5 x __ = 20; __ ÷ 3 = 6)	recognise and describe the rule for a growing pattern using words, tables, and diagrams, and make conjectures about further elements in the pattern	identify the constant increase or decrease in a linear pattern, use variables and algebraic notation to represent the rule in an equation, and use the rule to make conjectures	create and use an algorithm for generating a pattern, procedure, or pathway
solve true or false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign	create, test, revise, and use algorithms to identify, interpret, and explain patterns	solve true or false number sentences and open number sentences involving addition and subtraction of one-digit numbers, using an understanding of the equal sign (e.g., 2 + 5 = 3 + __ ; 7 – 5 = 6 – 4 (T or F?)	form and solve true or false number sentences and open number sentences involving all four operations (e.g., 674 + 56 - __ = 671)

solve true or false number sentences and open number sentences involving addition and subtraction of one- and two-digit numbers, using an understanding of the equal sign (e.g., 18 + __ = 17 + 6; 17 = 25 (T or F?)	use tables, XY graphs, and diagrams to recognise relationships in a linear pattern, develop a rule for the pattern in words (i.e., that there is a constant amount of change between consecutive elements or terms), and make conjectures about further elements in the pattern	recognise, continue, and create repeating and growing patterns, and describe a rule to explain a pattern	use tables to recognise the relationship between the ordinal position and its corresponding element in a growing pattern, develop a rule for the pattern in words, and make conjectures about further elements or terms in the pattern
form and solve 1-step linear equations (e.g., t + 7 = 12 ; 2s = 14)	recognise and describe the unit of repeat in a repeating pattern, and use it to predict further elements using the ordinal position	create and use an algorithm for generating a pattern or pathway	form and solve true or false number sentences and open number sentences involving all four operations, using an understanding of equality or inequality (e.g., 8 x 7 < 8 x 5 + 8 (T or F?)
create and use algorithms for making decisions that involve clear choices	follow step-by-step instructions to complete a simple task	copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern	form and solve 1- or 2-step linear equations (e.g., 5s + 3 = 18)