

Mathletics NSW Syllabus

Scope & Sequence



Early Stage 1, Kindergarten

Mathletics

Learning sequence	Term one	Term two	Term three	Term four
LS 1	Measurement and Space Number and Algebra Big idea: Attributes can be used to sort objects 2D shapes <ul style="list-style-type: none"> Sort, describe and name familiar shapes including squares, rectangles, triangles and circles Sort according to size and shape Identify the number of objects 	Number and Algebra Measurement and Space Big idea: Equal means equivalent Equivalence <ul style="list-style-type: none"> Additive relations Equivalence Use the term "is the same as" to represent equal groups 	Number and Algebra Big idea: Collections of ten are really useful Number review Review: <ul style="list-style-type: none"> Term 1, Learning Sequence 1 Term 2, Learning Sequence 1 	Number and Algebra Big idea: There are many different situations where addition, subtraction, multiplication and division can be used Everyday operations <ul style="list-style-type: none"> Choosing which operation to use Simple money problems
	Number and Algebra Big idea: Patterns have something that repeats over and over and over again Patterns Recognise: <ul style="list-style-type: none"> number patterns dice & domino patterns different finger patterns for the same number 	Number and Algebra Statistics and Probability Big idea: Data helps describe and wonder about the world Collecting data <ul style="list-style-type: none"> Respond to questions and collect information Organise objects into simple data displays Interpret data displays 	Number and Algebra Big idea: Patterns have something that repeats over and over and over again Patterns <ul style="list-style-type: none"> Copy, continue and create patterns Identify part-whole relationships in numbers up to ten 	Number and Algebra Measurement and Space Big idea: what needs to be measured determines the unit of measurement Measuring volume and mass <ul style="list-style-type: none"> Compare internal volume by filling and packing Mass: Identify and compare mass using weight
	Number and Algebra Measurement and Space Big idea: What needs to be measured determines the unit of measurement Introduction to measurement <ul style="list-style-type: none"> Compare length informally (straight/curved lines) Make closed shapes to compare area Compare internal volume by filling and packing Compare mass of objects (heavy/light) and by hefting 	Number and Algebra Measurement and Space Big idea: What needs to be measured determines the unit of measurement Time <ul style="list-style-type: none"> Language of time Read analogue clocks to the hour Days of the week Duration 	Number and Algebra Big idea: Making and using equal groups Forming groups <ul style="list-style-type: none"> Form equal groups by sharing Record grouping and sharing 	Number and Algebra Statistics and Probability Big idea: Data is collected to solve problems Displaying data <ul style="list-style-type: none"> Data review: questions, collection, outcomes Interpret data displays Organise into simple data displays Data collected over the week
LS 4	Number and Algebra Big idea: Smaller numbers can be found hiding in bigger numbers Numbers to 30 <ul style="list-style-type: none"> Connect numerals to quantities (subitise) Use counting sequence of ones to at least 30 (forwards) and count backwards from 20 Compare & order numbers to 20 	Number and Algebra Big idea: Collections of objects can be changed by adding more (combining) or taking some away (separating) Addition and subtraction <ul style="list-style-type: none"> Model addition and subtraction within 10 Part-whole relationships 	Measurement and Space Number and Algebra Big idea: What needs to be measured determines the unit of measurement Measuring length and area <ul style="list-style-type: none"> Measuring length and area informally 	Number and Algebra Measurement and Space Big idea: Objects can be sorted and classified in different ways 3D shapes <ul style="list-style-type: none"> Review of 2D shapes Classify 3D shapes Make 3D models
	Measurement and Space Number and Algebra Big idea: New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes Extending shapes <ul style="list-style-type: none"> Manipulate & represent shapes Turn shapes to fit into spaces Tessellations Tracing around 3D objects to make 2D shapes 	Number and Algebra Measurement and Space Big idea: Sometimes things move and change location Position <ul style="list-style-type: none"> Describe position and movement of oneself (left/right) Position of object in relation to another (in/on, under/over, in front/behind) Ordinal names 	Number and Algebra Big idea: A fraction (like one half) can mean half of a collection, half of an object or half of a measure. A whole unit can be partitioned into smaller parts. Fractions <ul style="list-style-type: none"> Identify halves Create half a length (2 equal parts) Halfway, over halfway 	Number and Algebra Measurement and Space Big idea: Problems can be solved and represented in different ways Problem solving <ul style="list-style-type: none"> Using the 4 operations and time to solve contextual problems

Outcomes	Focus	Content	Located
MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity	Representing whole numbers	Instantly name the number of objects within small collections	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
		Use the counting sequence of ones flexibly	
		Recognise number patterns	
MAE-RWN-02 reads numerals and represents whole numbers to at least 20		Connect counting and numerals to quantities	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections	Combining and separating quantities	Model additive relations and compare quantities	Term 2 LS 1, 2, 3, 4 Term 3 LS 1, 2, 5 Term 4 LS 1, 3, 5
		Identify part-whole relationships in numbers up to 10	
MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10			
MAE-FG-01 recognises, describes and continues repeating patterns	Forming groups	Copy, continue and create patterns	Term 1 LS 2 Term 3 LS 2, 3
MAE-FG-02 forms equal groups by sharing and counting collections of objects		Investigate and form equal groups by sharing	Term 3 LS 3, 5 Term 4 LS 1, 5
		Record grouping and sharing	
MAE-GM-01 describes position and gives and follows simple directions	Geometric measure	Position: Describe position and movement of oneself	Term 2 LS 5
MAE-GM-02 describes and compares lengths		Length: Use direct and indirect comparisons to decide which is longer	Term 1 LS 3 Term 2 LS 5 Term 3 LS 4
MAE-GM-03 identifies half the length and the halfway point		Length: Create half a length	Term 3 LS 5

Outcomes	Focus	Content	Located
MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles	Two-dimensional spatial structure	2D shapes: Sort, describe and name familiar shapes	Term 1 LS 1, 5 Term 4 LS 4
		2D shapes: Represent shapes	
MAE-2DS-02 describes and compares areas of similar shapes		Area: Identify and compare area	Term 1 LS 3 Term 3 LS 4 Term 4 LS 2
MAE-3DS-01 describes and compares areas of similar shapes	Three-dimensional spatial structure	3D objects: Explore familiar three-dimensional objects	Term 4 LS 4
		MAE-3DS-02 describes and compares volumes	
		Volume: Compare internal volume by filling and packing	
		Volume: Compare volume by building	
MAE-NSM-01 describes and compares the masses of objects	Non-spatial measure	Mass: Identify and compare mass using weight	Term 1 LS 3 Term 2 LS 1 Term 4 LS 2
MAE-NSM-02 sequences events and reads hour time on clocks		Time: Compare and order the duration of events using the language of time	Term 4 LS 5
		Time: Connect days of the week to familiar events and actions	Term 4 LS 3
		Time: Tell time on the hour on analog and digital clocks	Term 2 LS 3 Term 4 LS 5
MAE-DATA-01 contributes to collecting data and interprets data displays made from objects	Data	Respond to questions, collect information and discuss possible outcomes of activities	Term 2 LS 2 Term 4 LS 3
		Organise objects into simple data displays and interpret the displays	

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
LS 1 Attributes can be used to sort objects	2D shapes	MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes ... MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20	Two-dimensional spatial structure Representing whole numbers	<ul style="list-style-type: none"> 2D shapes: Sort, describe and name familiar shapes 2D shapes: Represent shapes Recognise number patterns Connect counting and numerals to quantities Instantly name the number of objects within small collections Use the counting sequence of ones flexibly 	2D SS: shape and area <ul style="list-style-type: none"> Collect Simple Shapes 	(Y1-A) Space and Shape <ul style="list-style-type: none"> Everyday objects, circles, squares, rectangles, triangles pp 3–7 Sides & corners p 8 Sorting shapes pp 9–14
LS 2 Patterns have something that repeats over and over and over again	Patterns	MAE-FG-01 recognises, describes and continues repeating patterns MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10	Forming groups Representing whole numbers Combining and separating quantities	<ul style="list-style-type: none"> Recognise number patterns Connect counting and numerals to quantities Identify part-whole relationships in numbers up to 10 Copy, continue and create patterns Instantly name the number of objects within small collections Use the counting sequence of ones flexibly 	Representing whole numbers: count & compare <ul style="list-style-type: none"> Counting Forwards Counting Backwards Order Numbers to 10 Order Numbers to 20 	(Y1-A) Numbers and Patterns <ul style="list-style-type: none"> Repeating patterns pp 45–48, 52 Number patterns pp 49–51 Growing patterns pp 53–54
LS 3 What needs to be measured determines the unit of measurement	Introduction to measurement	MAE-GM-02 describes and compares lengths MAE-2DS-02 describes and compares areas of similar shapes MAE-3DS-02 describes and compares volumes MAE-NSM-01 describes and compares the masses of objects MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20	Geometric measure Two-dimensional spatial structure Three-dimensional spatial structure Non-spatial measure Representing whole numbers	<ul style="list-style-type: none"> Length: Use direct and indirect comparisons to decide which is longer Area: Identify and compare area Volume: Compare internal volume by filling and packing Volume: Compare volume by building Mass: Identify and compare mass using weight Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities 		(Y1-A) Space and Shape <ul style="list-style-type: none"> Straight/curves lines pp 1–2 (Y1-A) Measurement <ul style="list-style-type: none"> Language of size pp 1–3 Length pp 4–10 Height pp 11–13 Distance pp 14–15 Mass pp 16–19 Hefting pp 20–21 Balance scales pp 22–23 Volume pp 24–29 Volume & capacity pp 30–35

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
<p>LS 4</p> <p>Smaller numbers can be found hiding in bigger numbers</p>	<p>Numbers to 30</p>	<p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p> <p>MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10</p>	<p>Representing whole numbers</p> <p>Combining and separating quantities</p>	<ul style="list-style-type: none"> Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Identify part-whole relationships in numbers up to 10 	<p>Representing whole numbers - count & compare</p> <ul style="list-style-type: none"> How Many? Dot display How Many Dots? Count to 5 Concept of zero Counting Up to 20 Counting Back Within 20 Before, After and Between to 20 1 to 30 (Ordering) Compare Numbers to 20 1st to 31st Ordinal Numbers <p>Representing whole numbers: read & represent</p> <ul style="list-style-type: none"> Matching numbers to 10 Matching numbers to 20 Making Teen Numbers Reading Numbers to 30 	<p>(Y1-A) Numbers and Patterns</p> <ul style="list-style-type: none"> Numbers to 10 (tracing) pp 1–14 Before/after p15, more/less p 20 Count on/backwards pp 16–17 Using 5 as a reference p 18 How many p 19 Numbers to 20 pp 21–29 Tens and ones p 30 Estimation p 31 Numbers to 30 pp 33–36 Ordinal numbers pp 41–44 <p>(Y2-B) Numbers</p> <ul style="list-style-type: none"> Numbers to 20 pp 1–13
<p>LS 5</p> <p>New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes</p>	<p>Extending shapes</p>	<p>MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles</p> <p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p>	<p>Two-dimensional spatial structure</p> <p>Representing whole numbers</p>	<ul style="list-style-type: none"> 2D shapes: Sort, describe and name familiar shapes 2D shapes: Represent shapes Recognise number patterns Connect counting and numerals to quantities Instantly name the number of objects within small collections Use the counting sequence of ones flexibly 		<p>(Y1-A) Shape and Space</p> <ul style="list-style-type: none"> 2D Shape p 9 <p>(Y2-B) Shape and Space</p> <ul style="list-style-type: none"> 2D Shape p 13

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
<p>LS 1</p> <p>Equal means equivalent</p>	<p>Equivalence</p>	<p>MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections</p> <p>MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10</p> <p>MAE-NSM-01 describes and compares the masses of objects</p> <p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p>	<p>Combining and separating quantities</p> <p>Non-spatial measure</p> <p>Representing whole numbers</p>	<ul style="list-style-type: none"> • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Mass: Identify and compare mass using weight • Recognise number patterns • Connect counting and numerals to quantities • Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly 	<p>Combining and separating quantities: add sub</p> <ul style="list-style-type: none"> • More, less or the same to 10 • More, Less or the Same to 20 	<p>(Y1-A) Numbers and Patterns</p> <ul style="list-style-type: none"> • Equality pp 55–59 • Inequality p 60
<p>LS 2</p> <p>Data helps describe and wonder about the world</p>	<p>Collecting data</p>	<p>MAE-DATA-01 contributes to collecting data and interprets data displays made from objects</p> <p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p> <p>MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections</p> <p>MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10</p>	<p>Data</p> <p>Representing whole numbers</p> <p>Combining and separating quantities</p>	<ul style="list-style-type: none"> • Respond to questions, collect information and discuss possible outcomes of activities • Organise objects into simple data displays and interpret the displays • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities 	<p>Data</p> <ul style="list-style-type: none"> • Sort it 	<p>(Y1-A) Time, Money and Data</p> <ul style="list-style-type: none"> • Sorting data p 31 • Collecting and representing pp 32–36

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
LS 3 What needs to be measured determines the unit of measurement	Time	MAE-NSM-02 sequences events and reads hour time on clocks MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-CSQ-01 reasons about number relations to model addition and subtraction ... MAE-CSQ-02 represents the relations between the parts that form the whole ...	Non-spatial measure Representing whole numbers Combining and separating quantities	<ul style="list-style-type: none"> Time: Tell time on the hour on analog and digital clocks Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Model additive relations and compare quantities Identify part-whole relationships in numbers up to 10 	Non-spatial measure: mass and time <ul style="list-style-type: none"> Hour Times Tell Time to the Hour (UK) 	(Y1-A) Time, Money and Data <ul style="list-style-type: none"> Language of time pp 1–5, p 12 Days of the week pp 6–10 Seasons p 11 O'clock times pp 13–17
LS 4 Collections of objects can be changed by adding more (combining) or taking some away (separating)	Addition and subtraction	MAE-CSQ-01 reasons about number relations to model addition and subtraction ... MAE-CSQ-02 represents the relations between the parts that form the whole ... MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20	Combining and separating quantities Representing whole numbers	<ul style="list-style-type: none"> Model additive relations and compare quantities Identify part-whole relationships in numbers up to 10 Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities 	Combining and separating quantities: add sub <ul style="list-style-type: none"> Adding to 5 Adding to make 5 and 10 Model Addition Adding to Ten Model Subtraction Subtracting From 5 Subtracting from Ten 	(Y1-A) Operations with Number <ul style="list-style-type: none"> Addition to 5 pp 1–7 Addition to 10 pp 8–14 Counting on pp 15–20 Subtraction to 5 pp 21–28 Subtraction to 10 pp 29–32 Counting back pp 33–36
LS 5 Sometimes things move and change location	Position	MAE-GM-01 describes position and gives and follows simple directions MAE-GM-02 describes and compares lengths MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20	Geometric measure Representing whole numbers	<ul style="list-style-type: none"> Position: Describe position and movement of oneself Length: Use direct and indirect comparisons to decide which is longer Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities 	Geometric measure - position <ul style="list-style-type: none"> Where is it? Left or Right? 	(Y1-A) Shape and Space <ul style="list-style-type: none"> Language above/below, on/off ... pp 23–27 Directions p 28

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
LS 1 Collections of ten are really useful	Number review	MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-CSQ-01 reasons about number relations to model addition and subtraction ... MAE-CSQ-02 represents the relations between the parts that form the whole ...	Representing whole numbers Combining and separating quantities	<ul style="list-style-type: none"> Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Model additive relations and compare quantities Identify part-whole relationships in numbers up to 10 	Review earlier content	Review earlier content
LS 2 Patterns have something that repeats over and over and over	Patterns continued	MAE-FG-01 recognises, describes and continues repeating patterns MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-CSQ-01 reasons about number relations to model addition and subtraction ... MAE-CSQ-02 represents the relations between the parts that form the whole ...	Representing whole numbers Combining and separating quantities Forming groups	<ul style="list-style-type: none"> Copy, continue and create patterns Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Model additive relations and compare quantities Identify part-whole relationships in numbers up to 10 	Forming groups <ul style="list-style-type: none"> Simple patterns Colour patterns Complete the Pattern Missing it! Pattern Error 	
LS 3 Making and using equal groups	Forming groups	MAE-FG-02 forms equal groups by sharing and counting collections of objects MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-FG-01 recognises, describes and continues repeating patterns	Forming groups Representing whole numbers	<ul style="list-style-type: none"> Investigate and form equal groups by sharing Record grouping and sharing Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Copy, continue and create patterns 	Forming groups <ul style="list-style-type: none"> Share the Treasure Fill the jars Groups Divide into equal groups 	(Y1-A) Operations with Number <ul style="list-style-type: none"> Groups & sharing pp 37–44

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
<p>LS 4</p> <p>What needs to be measured determines the unit of measurement</p>	<p>Measuring length and area</p>	<p>MAE-GM-02 describes and compares lengths</p> <p>MAE-2DS-02 describes and compares areas of similar shapes</p> <p>MAE-3DS-02 describes and compares volumes</p> <p>MAE-NSM-01 describes and compares the masses of objects</p> <p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p>	<p>Geometric measure</p> <p>Two-dimensional spatial structure</p> <p>Three-dimensional spatial structure</p> <p>Non-spatial measure</p> <p>Representing whole numbers</p>	<ul style="list-style-type: none"> Length: Use direct and indirect comparisons to decide which is longer Area: Identify and compare area Volume: Compare internal volume by filling and packing Volume: Compare volume by building Mass: Identify and compare mass using weight Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities 	<p>Geometric measure - length</p> <ul style="list-style-type: none"> Everyday Length Comparing Length Compare Length <p>2D SS - shape and area</p> <ul style="list-style-type: none"> Biggest shape Equal Areas 	
<p>LS 5</p> <p>A fraction (like one half) can mean half of a collection, half of an object or half of a measure. A whole unit can be partitioned into smaller parts</p>	<p>Fractions</p>	<p>MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10</p> <p>MAE-FG-02 forms equal groups by sharing and counting collections of objects</p> <p>MAE-GM-03 identifies half the length and the halfway point</p> <p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p> <p>MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections</p>	<p>Forming groups</p> <p>Representing whole numbers</p> <p>Geometric measure</p> <p>Combining and separating quantities</p>	<ul style="list-style-type: none"> Investigate and form equal groups by sharing Record grouping and sharing Length: Create half a length Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Model additive relations and compare quantities Identify part-whole relationships in numbers up to 10 		<p>(Y1-A) Numbers and Patterns</p> <ul style="list-style-type: none"> Parts and wholes pp 37–38 Halves p 39

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
LS 1 There are many different situations where addition, subtraction, multiplication and division can be used	Everyday operations	MAE-CSQ-01 reasons about number relations to model addition and subtraction ... MAE-CSQ-02 represents relations between the parts ... MAE-FG-02 forms equal groups by sharing ... MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole ...	Combining and separating quantities Forming groups Representing whole numbers	<ul style="list-style-type: none"> Model additive relations and compare quantities Identify part-whole relationships in numbers up to 10 Investigate and form equal groups by sharing Record grouping and sharing Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities 		(Y1-A) Time, Money and Data • Money pp 18–30
LS 2 What needs to be measured determines the unit of measurement	Measuring volume and mass	MAE-3DS-02 describes and compares volumes MAE-NSM-01 describes and compares the masses ... MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-2DS-02 describes and compares areas ...	Three-dimensional spatial structure Non-spatial measure Representing whole numbers Two-dimensional spatial structure	<ul style="list-style-type: none"> Volume: Compare volume by building Mass: Identify and compare mass using weight Area: Identify and compare area Volume: Compare internal volume by filling and packing Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities 	3D SS: objects and volume <ul style="list-style-type: none"> Comparing Volume How Full? Which Holds More? Filling Fast! Non-spatial measure - mass and time <ul style="list-style-type: none"> Balancing Act 	
LS 3 Data is collected to solve problems	Displaying data	MAE-DATA-01 contributes to collecting data and interprets data displays ... MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-02 reads numerals and represents whole numbers to at least 20 MAE-CSQ-01 reasons about number relations... MAE-CSQ-02 represents the relations between the parts that form the whole ... MAE-NSM-02 sequences events and reads hour time on clocks	Data Representing whole numbers Combining and separating quantities Non-spatial measure	<ul style="list-style-type: none"> Respond to questions, collect information and discuss possible outcomes of activities Organise objects into simple data displays and interpret the displays Identify part-whole relationships in numbers up to 10 Time: Connect days of the week to familiar events and actions Instantly name the number of objects within small collections Use the counting sequence of ones flexibly Recognise number patterns Connect counting and numerals to quantities Model additive relations and compare quantities 	Non-spatial measure: mass and time <ul style="list-style-type: none"> Days of the Week Days: After and Before Weekdays and Weekends Tomorrow and Yesterday (Scaffolded) Tomorrow and Yesterday (without scaffold) Data <ul style="list-style-type: none"> Read Graphs Picture Graphs: Who has the Goods? Add and Subtract Using Graphs 	(Y1-A) Time, Money and Data • Interpreting & analysing data pp 37–39

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Activities (courses) NSW New Syllabus (2023) ES1	Ebooks
<p>LS 4</p> <p>Objects can be sorted and classified in different ways</p>	<p>3D shapes</p>	<p>MAE-3DS-01 describes and compares areas of similar shapes</p> <p>MAE-3DS-02 describes and compares volumes</p> <p>MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles</p> <p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p>	<p>Three-dimensional spatial structure</p> <p>Two-dimensional spatial structure</p> <p>Representing whole numbers</p>	<ul style="list-style-type: none"> • 3D objects: Explore familiar three-dimensional objects • Volume: Compare internal volume by filling and packing • Volume: Compare volume by building • 2D shapes: Sort, describe and name familiar shapes • 2D shapes: Represent shapes • Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities 	<p>3D SS: objects and volume</p> <ul style="list-style-type: none"> • Same and Different • Match the Solid 1 	<p>(Y1-A) Shape and Space</p> <ul style="list-style-type: none"> • Language pp 15–17 • Everyday objects pp 18–22
<p>LS 5</p> <p>Problems can be solved and represented in different ways</p>	<p>Problem solving</p>	<p>MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity</p> <p>MAE-RWN-02 reads numerals and represents whole numbers to at least 20</p> <p>MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections</p> <p>MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10</p> <p>MAE-FG-02 forms equal groups by sharing and counting collections of objects</p> <p>MAE-NSM-02 sequences events and reads hour time on clocks</p>	<p>Representing whole numbers</p> <p>Combining and separating quantities</p> <p>Forming groups</p> <p>Non-spatial measure</p>	<ul style="list-style-type: none"> • Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Investigate and form equal groups by sharing • Record grouping and sharing • Time: Compare and order the duration of events using the language of time • Time: Tell time on the hour on analog and digital clocks 	<p>Combining and separating quantities: add sub</p> <ul style="list-style-type: none"> • Adding to 10 Word Problems 	

Mathletics

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