Mathletics
NSW Syllabus

Scope & Sequence

Stage 1, Year 1

Mathletics

Scope & Sequence Yearly overview

NSW Stage 1 Year 1

Mathletics

Learning sequence	Term one	Term two	Term three	Term four
LS 1	**Number and Algebra**	**Number and Algebra** **Measurement and Space**	**Number and Algebra**	**Number and Algebra**
	Big idea: Collections of ten are really useful	**Big idea:** Equal means equivalent	**Big idea:** Collections of ten are really useful	**Big idea:** There are many different situations where addition, subtraction, multiplication and division can be used
	Numbers to 120	**Equivalence**	**Number review**	**Everyday operations**
	• Review of representing numbers 1-20 • Count forwards and backwards to 120 • Skip counting in 10s • Round to the nearest 10	• Commutative property for addition • Exploring equality and inequality • Families of facts • Simple equations	Review: • Term 1, Learning Sequence 1 • Term 2, Learning Sequence 1	• Addition, subtraction, multiplication and division • Money
LS 2	**Number and Algebra** **Measurement and Space**	**Statistics and Probability** **Number and Algebra**	**Number and Algebra** **Measurement and Space**	**Measurement and Space** **Number and Algebra**
	Big idea: Patterns have something that repeats over and over and over again	**Big idea:** Data helps describe and wonder about the world	**Big idea:** Patterns have something that repeats over and over and over again	**Big idea:** What needs to be measured determines the unit of measurement
	Simple patterns	**Chance and data**	**Patterns with 5s, 10s and 3s**	**Measurement review**
	• Odd and even numbers • Counting by 2's • Skip counting in 2's • Shape patterns	• Asking questions • Gather data using tally Marks • Language of chance	• Review counting by 2s & 10s • Counting by 3 & 5 • Skip count in 3 & 5	Review: • Term 1, Learning Sequence 3 • Term 2, Learning Sequence 3 • Term 3, Learning Sequence 4
LS 3	**Measurement and Space** **Number and Algebra**	**Measurement and Space** **Number and Algebra**	**Number and Algebra**	**Statistics and Probability** **Number and Algebra**
	Big idea: What needs to be measured determines the unit of measurement	**Big idea:** What needs to be measured determines the unit of measurement	**Big idea:** Making and using equal groups	**Big idea:** Data is collected to solve problems
	Comparing measurements	**Length and time**	**Multiplication and division**	**Data**
	Use informal units to compare: • length, area, capacity and mass	• Measuring length • Time to the half-hour • Halves	• Grouping in 2, 3, 4, 5 and 10's • Sharing into equal groups • Volume	• Concrete materials and picture graphs • Interpret data displays • Time: months and seasons
LS 4	**Number and Algebra**	**Number and Algebra** **Measurement and Space**	**Measurement and Space** **Number and Algebra**	**Measurement and Space** **Number and Algebra**
	Big idea: Smaller numbers can be found hiding in bigger numbers	**Big idea:** Collections of objects can be changed by adding more (combining) or taking some away (separating)	**Big idea:** What needs to be measured determines the unit of measurement	**Big idea:** Objects can be sorted and classified in different ways
	Place Value	**Addition and subtraction**	**Measuring using uniform units**	**3D objects**
	• Number bonds to 10 • Place value to 100 • Partitioning 2-digit numbers • Number bonds to 10	• Flexible addition and subtraction strategies: count by one, doubles and near doubles, bridging	• Select appropriate units to measure • Use uniform informal measurements to measure length, area and capacity	• Connecting 2D shapes to 3D objects • Recognise 3D objects • Sort and describe 3D objects
LS 5	**Measurement and Space** **Number and Algebra**	**Measurement and Space** **Number and Algebra**	**Number and Algebra** **Measurement and Space**	**Number and Algebra**
	Big idea: New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes	**Big idea:** Sometimes things move and change location	**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	**Big idea:** Problems can be solved and represented in different ways
	2D Shapes	**Position**	**Fractions**	**Problem solving with operations**
	• Manipulate & represent shapes • Turn shapes to fit into spaces • Tessellations • Tracing around 3D objects to make 2D shapes	• Describe position and movement of oneself (left/right) • Position of object in relation to another (in/on, under/over, in front/behind) • Ordinal names	• Identify halves • Create half a length (2 equal parts) • Halfway, over halfway	• Using the 4 operations and time to solve contextual problems

Scope & Sequence Outcome map

NSW Stage 1 Year 1

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Outcomes	Focus	Content	Located
MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers	**Representing whole numbers A**	Use counting sequences of ones with two-digit numbers and beyond	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
		Continue and create number patterns	
		Represent numbers on a line	
MA1-RWN-02 reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values		Represent the structure of groups of ten in whole numbers	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
MA1-CSQ-01 uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning	**Combining and separating quantities A**	Use advanced count-by-one strategies to solve addition and subtraction problems	Term 1 LS 4 Term 2 LS 2, 4 Term 4 LS 1
		Recognise and recall number bonds up to ten	Term 1 LS 4 Term 2 LS 1 Term 3 LS 1 Term 4 LS 1, 5
		Use flexible strategies to solve addition and subtraction problems	Term 1 LS 1, 4 Term 2 LS 1, 4 Term 3 LS 1 Term 4 LS 1, 5
		Represent equality	Term 1 LS 1 Term 2 LS 1, 4 Term 3 LS 1, 3 Term 4 LS 1
MA1-FG-01 uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems	**Forming groups A**	Count in multiples using rhythmic and skip counting	Term 1 LS 2 Term 2 LS 4 Term 3 LS 2, 3 Term 4 LS 1
		Use skip counting patterns	Term 1 LS 2 Term 3 LS 2, 3 Term 4 LS 1
		Model and use equal groups of objects to represent multiplication	Term 1 LS 2 Term 2 LS 4 Term 3 LS 2, 3 Term 4 LS 1, 5
		Recognise and represent division	Term 3 LS 3, 5 Term 4 LS 1, 5
MA1-GM-01 represents and describes the positions of objects in familiar locations	**Geometric measure A**	Position: Follow directions to familiar locations	Term 2 LS 5
MA1-GM-02 measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres		Length: Measure the lengths of objects using uniform informal units	Term 2 LS 3 Term 3 LS 4 Term 4 LS 2
		Length: Compare lengths using uniform informal units	Term 1 LS 3 Term 2 LS 3 Term 3 LS 4 Term 4 LS 2
MA1-GM-03 creates and recognises halves, quarters and eighths as part measures of a whole length	**Geometric measure A**	Length: Subdivide lengths to find halves and quarters	Term 3 LS 5
MA1-2DS-01 recognises, describes and represents shapes including quadrilaterals and other common polygons	**Two-dimensional spatial structure A**	2D shapes: Recognise and classify shapes using obvious features	Term 1 LS 2, 5 Term 4 LS 4
		2D shapes: Transform shapes with slides and reflections	Term 1 LS 5
MA1-2DS-02 measures and compares areas using uniform informal units in rows and columns		Area: Indirectly compare area	Term 1 LS 3
		Area: Measure areas using uniform informal units	Term 1 LS 3, 5 Term 3 LS 4 Term 4 LS 2
MA1-3DS-01 recognises, describes and represents familiar three-dimensional objects	**Three-dimensional spatial structure A**	3D objects: Recognise familiar three-dimensional objects	Term 1 LS 5 Term 3 LS 4 Term 4 LS 2, 4
		3D objects: Sort and describe three-dimensional objects	Term 1 LS 5 Term 4 LS 4
MA1-3DS-02 measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units		Volume: Measure and compare the internal volumes (capacities) of containers by filling	Term 1 LS 3 Term 3 LS 4 Term 4 LS 2
		Volume: Measure the internal volume (capacity) of containers by packing	Term 3 LS 4 Term 4 LS 2
		Volume: Construct volumes using cubes	Term 3 LS 3
MA1-NSM-01 measures, records, compares and estimates the masses of objects using uniform informal units	**Non-spatial measure A**	Mass: Investigate mass using an equal-arm balance	Term 1 LS 3 Term 2 LS 1, 4
MA1-NSM-02 describes, compares and orders durations of events, and reads half- and quarter-hour time		Time: Name and order the cycle of months	Term 4 LS 3
MA1-DATA-01 gathers and organises data, displays data in lists, tables and picture graphs	**Data A**	Ask questions and gather data	Term 2 LS 2 Term 4 LS 3
		Represent data with objects and drawings and describe the displays	Term 2 LS 2 Term 4 LS 3
MA1-CHAN-01 recognises and describes the element of chance in everyday events	**Chance A**	Identify and describe possible outcomes	Term 2 LS 2

Scope & Sequence Term 1

NSW Stage 1 Year 1

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NSW New Syllabus (2023) S1 Year 1

LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Collections of ten are really useful **Topic** Numbers to 120	**MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values **MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning	**Representing whole numbers A** **Combining and separating quantities A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use flexible strategies to solve addition and subtraction problems • Represent equality	**Representing whole numbers (A)** • Concept of Zero • Matching Numbers to 10 • Matching Numbers to 20 • Before, After and Between to 20 • Before, After & Between to 100 • Ordinal Numbers • Arranging Numbers • Number Lines • Number line order • Compare Numbers to 50 • Compare Numbers to 100 • Which is Bigger? • Which is Smaller? **Forming groups (A)** • Counting by Tens	**Count by ones to 100** • Counting forwards & backwards to 100 • Numbers before & after to 100 • Counting collections 0 to 100 **Count by ones to 200** • Finding numbers on number line to 200 **Identify ordinal numbers** • Identifying ordinal numbers up to 31st **Count in multiples of 2, 3, 5, 10** • Skip count by 10s **Compare & order numbers** • Comparing & ordering numbers to 100 **Round to nearest 10** • Rounding to the nearest 10 **Count collections by 10** • Counting collections by 10		(Y1-A) **Numbers and Patterns** • Read numerals 1-10 on pp 1–6, 10–14 • Numbers 1 to 5 pp 7–9 • Numbers to 10 pp 15–20 • Numbers to 20 pp 21–31 • Numbers to 30 pp 32–-36 • Ordinal numbers pp 41–44 (Y1) **Rich Learning Task** • Walking back and forth (Y2-B) **Numbers** • Numbers to 20 pp 1–13 • Numbers to 50 pp 14–22 • Numbers to 100 pp 23–28 • Skip counting by 10s pp 49–52 • Ordinal numbers pp 54–61
LS 2 **Big idea** Patterns have something that repeats over and over and over again **Topic** Simple patterns	**MA1-FG-01** uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems **MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values **MA1-2DS-01** recognises, describes and represents shapes including quadrilaterals and other common polygons	**Forming groups A** **Representing whole numbers A** **Two-dimensional spatial structure A**	• Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • 2D shapes: Recognise and classify shapes using obvious features	**Representing whole numbers (A)** • Going Up • Going Down • Odd or even **Forming groups (A)** • Counting by Twos • Grouping in Twos • Count Forward Patterns • Count Backward Patterns **2D spatial structure: 2D shapes (A)** • Simple Patterns • Complete the pattern	**Number patterns** • Odd & even number patterns to 100 • Counting by 2s to 50 • Counting by 2s to 100 **Count in multiples of 2, 3, 5, 10** • Skip count by 2s **Two-dimensional shapes** • Patterns with shapes		(Y1-A) **Numbers and Patterns** • Patterns pp 45–54 (Y2-B) **Numbers** • Skip counting by 2s pp 44–46 • Skip counting odd and even numbers pp 47–48 (Y2-B) **Patterns and Relationships** • Continuing pattersn pp 1–16 (Y3-C) **Numbers** • Skip counting by 2s pp 44–45 • Skip counting odd and even numbers pp 50–51

Scope & Sequence Term 1

NSW Stage 1 Year 1

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NSW New Syllabus (2023) S1 Year 1

LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 3 **Big idea** What needs to be measured determines the unit of measurement **Topic** Comparing measurements	**MA1-GM-02** measures, records, compares and estimates lengths and distances ... **MA1-2DS-02** measures and compares areas using uniform ... **MA1-3DS-02** measures, records, compares and estimates internal volumes ... **MA1-NSM-01** measures, records, compares and estimates the masses ... **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Geometric measure A** **Three-dimensional spatial structure A** **Non-spatial measure A** **Two-dimensional spatial structure A** **Representing whole numbers A**	• Length: Compare lengths using uniform informal units • Volume: Measure and compare the internal volumes (capacities) of containers by filling • Mass: Investigate mass using an equal-arm balance • Area: Indirectly compare area • Area: Measure areas using uniform informal units • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**Non-spatial measure: mass (A)** • Balancing Act • Everyday Mass **3D spatial structure: volume (A)** • Comparing Volume **Geometric measure: length (A)** • Comparing length	**Length using informal units** • Comparing & ordering lengths using informal units **Volume & capacity** • Exploring volume & capacity using informal units • Compare & order volume/capacity (informal units) **Mass** • Investigating mass with equal-arm balance		Y1-A **Measurement** • Mass pp 16–23 • Volume & capacity pp 24–35 Y2-B **Measurement** • Length pp 1–14 • Mass pp 15–25 • Volume & capacity pp 26–33
LS 4 **Big idea** Smaller numbers can be found hiding in bigger numbers **Topic** Place value	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve ...	**Representing whole numbers A** **Combining and separating quantities A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use advanced count-by-one strategies to solve addition and subtraction problems • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality	**Representing whole numbers: place value (A)** • Making Teen Numbers • Making Numbers Count • Making Big Numbers Count • Place Value 1 • Repartition Two-digit Numbers • 1 More, 2 Less • Model Numbers **Combine and separate quantities (A)** • All about Ten	**Place value of 2-digit numbers** • Identifying place value up to 2 digits • Solving problems using place value up to 2 digits • Model, read, write & count 2-digit numbers **Partition 2-digit numbers** • Partitioning 2-digit numbers • Partitioning 2-digit numbers (non-standard) **Addition & subtraction to 10** • Recognising & recalling bonds to 10		Y2-B **Numbers** • Place value to 99 pp 29–41
LS 5 **Big idea** New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes **Topic** 2D shapes	**MA1-2DS-01** recognises, describes and represents shapes including ... **MA1-2DS-02** measures and compares areas using uniform ... **MA1-3DS-01** recognises, describes and represents familiar 3D objects ... **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Two-dimensional spatial structure A** **Three-dimensional spatial structure A** **Representing whole numbers A**	• 2D shapes: Recognise and classify shapes using obvious features • 2D shapes: Transform shapes with slides and reflections • Area: Measure areas using uniform informal units • 3D objects: Recognise familiar three-dimensional objects • 3D objects: Sort and describe three-dimensional objects • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**2D spatial structure: 2D shapes (A)** • Collect Simple Shapes • Count Sides and Corners • Collect the Shapes 2 • Flip, Slide, Turn • Symmetry	**Two-dimensional shapes** • Regular & irregular triangles • Sorting quadrilaterals from other 2D shapes • Identifying, sorting & naming octagons • Identifying, sorting & naming pentagons • Identifying, sorting & naming hexagons • Identifying & naming simple 2D shapes • Comparing, describing & sorting simple 2D shapes • Representing & describing regular polygons **Slides, flips & reflections** • Translations of shapes • Recognising line symmetry		Y1-A **Space and Shape** Review: • Straight/curved lines p 1 • Closed/open p 2 • 2D shapes pp 3–14 Y2-B **Space and Shape** • Shapes pp 1–14 • Symmetry pp 15–16 • Flip, Slide & turn pp 17–18 Y3-C **Space and Shape** • Sorting 2D shapes pp 6–14 • Tessellation pp 15–16 • Symmetry p 17

Scope & Sequence Term 2

NSW Stage 1 Year 1

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NSW New Syllabus (2023) S1 Year 1

LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Equal means equivalent **Topic** Equivalence	**MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning **MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values **MA1-NSM-01** measures, records, compares and estimates the masses of objects using uniform informal units	**Combining and separating quantities A** **Non-spatial measure A** **Representing whole numbers A**	• Use flexible strategies to solve addition and subtraction problems • Represent equality • Mass: Investigate mass using an equal-arm balance • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and recall number bonds up to ten	**Combine and separate quantities (A)** • Model Addition • Adding to Ten • Addition Facts • Model Subtraction • Subtracting from Ten • Subtraction from 20 • Adding to 10 Word Problems • Balance Numbers to 20 • More, Less or the Same to 10 • Commutative Property of Addition • Related Facts 1	**Addition & subtraction to 10** • Modelling & recording combinations that make 5 – 9 **Explore equality & inequality to 20** • Exploring equality & inequality to 10 • Explore equality & inequality to 20 • Finding fact families for addition & subtraction • Introducing the commutative property of addition		(Y1-A) **Operations with Number** • Addition to 5 pp 1–7 • Addition to 10 pp 8–20 • Subtraction to 5 pp 21–28 • Subtraction to 10 pp 29–36 (Y2-B) **Operations with Number** • Addition /counting on to 20 pp 1–8 • Addition on number line pp 9–10 • Missing addends pp 12–14 • Subtraction pp 25–28 • Counting back & counting on pp 29–31 • Find the difference p 32 • Subtraction facts to 10 p 39 • Subtraction facts to 15 p 40 • Addition and subtraction counting on 20–50 pp 45–46 • Addition and subtraction to 10 (explore) pp 47–52 • Addition turnarounds pp 23–24 • Relating addition and subtraction pp 35–37 • Addition and subtraction fact families pp 41–44 (Y1-A) **Numbers and Patterns** • Equality pp 55–60 (Y2-B) **Patterns and Relationships** • Equivalence pp 17–21 • Addition combinations pp 22–30 (Y1) **Rich Learning Task** • Lady Bug Crawl
LS 2 **Big idea** Data helps describe and wonder about the world **Topic** Chance and data	**MA1-DATA-01** gathers and organises data, displays data in lists, tables and picture graphs **MA1-CHAN-01** recognises and describes the element of chance in everyday events **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve ...	**Data A** **Chance A** **Representing whole numbers A** **Combining and separating quantities A**	• Ask questions and gather data • Represent data with objects and drawings and describe the displays • Identify and describe possible outcomes • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use advanced count-by-one strategies to solve addition and subtraction problems	**Data: collect & interpret data (A)** • Tallies • Read Graphs • Picture Graphs: Who has the Goods? • Picture Graphs: More or Less • Picture Graphs: Single-Unit Scale **Chance (A)** • Will it Happen? • Most Likely and Least Likely	**Ask questions to gather data** • Asking suitable questions for data collection **Track gathered data** • Completing tally charts **Chance - possible outcomes** • Using the everyday language of chance	**Chance & Probability 2-4** • Sock sort (DOK 3) • Selective sleepover (DOK 3)	(Y1-A) **Time, Money and Data** • Sorting, collecting data pp 31–35 (Y2-B) **Chance and Data** **Data** • What is it? pp 7–8 • Collecting and representing data pp 9–17 **Chance** • Possible/impossible pp 1–6

Scope & Sequence Term 2

NSW Stage 1 Year 1

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NSW New Syllabus (2023) S1 Year 1

LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 3 **Big idea** What needs to be measured determines the unit of measurement **Topic** Length and time	**MA1-GM-02** measures, records, compares and estimates lengths and distances ... **MA1-NSM-02** describes, compares and orders durations of events, and reads half- and quarter-hour time **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Geometric measure A** **Non-spatial measure** **Representing whole numbers A**	• Length: Measure the lengths of objects using uniform informal units • Length: Compare lengths using uniform informal units • Time: Tell time to the half-hour • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**Geometric measure: length (A)** • Measuring Length with Blocks • Measuring Length **Non-spatial measure: duration (A)** • Hour Times • Half Hour Times • Tell Time to the Hour • Tell Time to the Half Hour • Quarter To and Quarter Past	**Length using informal units** • Measuring with informal units **Tell the time - half hours** • Telling time to the hour & half hour (analogue) • Telling time to the hour & half hour (digital)		(Y1-A) **Measurement** • Length pp 1–15 (Y1-A) **Time, Money and Data** • O'clock times (analogue/digital) pp 14–17 (Y2-B) **Time and Money** • Clocks pp 11–13 • Half past pp 14–16
LS 4 **Big idea** Collections of objects can be changed by adding more (combining) or taking some away (separating) **Topic** Addition and subtraction	**MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ... **MA1-NSM-01** measures, records, compares and estimates the masses ... **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Combining and separating quantities A** **Forming groups A** **Representing whole numbers A** **Non-spatial measure A**	• Use advanced count-by-one strategies to solve addition and subtraction problems • Use flexible strategies to solve addition and subtraction problems • Represent equality • Count in multiples using rhythmic and skip counting • Model and use equal groups of objects to represent multiplication • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Mass: Investigate mass using an equal-arm balance	**Combine and separate quantities (A)** • Doubles and Halves to 10 • Doubles and Near Doubles • Simple Subtraction • Add 3 Numbers: Bonds to Multiples of 10 • Add 3 Single Digit Numbers	**Additive relations** • Adding zero to a number (up to 20) **Count by one to add & subtract** • Finding the difference between 2 numbers (to 20) • Counting on & back to 20 • Counting on & back to 100 • Recording & solving number sentences to 20 **Use strategies to add & subtract** • Doubles to 20 • Add & subtract near doubles or doubles • Adding compatible numbers (doubles or bonds to 10) • Add & subtract using bridging to 10 up to 100	**Number & Algebra, Addition & Subtraction, 2-4** • The key to adding (numbers to 20) (DOK 2)	(Y2-B) **Operations with Number** • Addition doubles pp 15–18 • Subtraction doubles p 38
LS 5 **Big idea** Sometimes things move and change location **Topic** Position	**MA1-GM-01** represents and describes the positions of objects in familiar ... **MA1-GM-02** measures, records, compares and estimates lengths and distances ... **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Geometric measure A** **Representing whole numbers A**	• Position: Folow directions to familiar locations • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**Geometric measure: position (A)** • Where is it? • Left or Right? • Following Directions	**Position & direction** • Position using left & right • Following directions • Describing a path		(Y1-A) **Space and Shape** • Position - above/below, next to, in/out, on/off, under/over, near/far pp 23–27 • Directions p 28 (Y2-B) **Shape and Space** • Position language pp 31–33 • Paths and directions pp 34–38

Scope & Sequence Term 3

NSW Stage 1 Year 1

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NSW New Syllabus (2023) S1 Year 1

LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Collections of ten are really useful **Topic** Number review	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve ...	**Representing whole numbers A** **Combining and separating quantities A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality	**Review earlier content**	**Review earlier content**		
LS 2 **Big idea** Patterns have something that repeats over and over and over again **Topic** Patterns with 5s, 10s and 3s	**MA1-FG-01** uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Forming groups A** **Representing whole numbers A**	• Represent the structure of groups of ten in whole numbers • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line	**Forming groups (A)** • Counting by Fives • Count by 2s, 5s and 10s • Grouping in Fives • Grouping in Tens • Grouping in Threes	**Count in multiples of 2, 3, 5, 10** • Skip count by 3s • Skip count by 5s • Skip count by 2s, 5s & 10s		(Y2-B) **Numbers** • Skip count in 5s pp 42–43 • Skip count in 2s, 5s or 10s p 53 (Y3-C) **Numbers** • Skip counting by 5s p 46 • Skip counting by 2s, 5s & 10s pp 47–49 (Y3-C) **Patterns and Relationships** • Skip counting by 2s & 5s p 11
LS 3 **Big idea** Making and using equal groups **Topic** Multiplication and divison	**MA1-FG-01** uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems **MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning **MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values **MA1-3DS-02** measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units	**Forming groups A** **Combining and separating quantities A** **Representing whole numbers A** **Three-dimensional spatial structure A**	• Use skip counting patterns • Count in multiples using rhythmic and skip counting • Model and use equal groups of objects to represent multiplication • Recognise and represent division • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Represent equality • Volume: Construct volumes using cubes	**Forming groups (A)** • Counting on a 100 grid • Grouping in Fours • Share the Treasure • Groups • Fill the Jars • Divide Into Equal Groups **3D spatial structure: volume (A)** • How many blocks?	**Use equal grouping to multiply** • Using groups & skip counting to solve problems • Using "groups of" to represent multiplication • Exploring "groups of" in arrays (no x symbol) **Recognise & represent division** • Sharing objects to divide • Grouping objects to divide **Explore leftovers** • Fair shares with/without remainder		(Y1-A) **Operations with Number** • Grouping and sharing pp 37–44 (Y2-B) **Operations with Number** • Multiplication equal groups pp 55–63 • Division sharing pp 64–66 • Division remainders p 67 • Division grouping pp 68–69 (Y3-C) **Operations with Numbers** • Multiplying by 5s p 63

Scope & Sequence Term 3

NSW Stage 1 Year 1

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NSW New Syllabus (2023) S1 Year 1

LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 4 **Big idea** What needs to be measured determines the unit of measurement **Topic** Measuring using uniform units	**MA1-GM-02** measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres **MA1-2DS-02** measures and compares areas using uniform informal units in rows and columns **MA1-3DS-01** recognises, describes and represents familiar three-dimensional objects **MA1-3DS-02** measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units **MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values	**Geometric measure A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A** **Representing whole numbers A**	• Length: Measure the lengths of objects using uniform informal units • Length: Compare lengths using uniform informal units • Length: Compare and order lengths, using appropriate uniform informal units • Area: Measure areas using uniform informal units • Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns • 3D objects: Recognise familiar three-dimensional objects • Volume: Measure and compare the internal volumes (capacities of containers by filling • Volume: Measure the internal volume (capacity) of containers by packing • Volume: Compare containers based on internal volume (capacity) by filling and packing • Volume: Compare volumes using uniform informal units • Mass: Compare the masses of objects using an equal arm balance • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use counting sequences of ones and tens flexibly • Form, regroup and rename three-digit numbers	**Geometric measure: length (A)** • How Long is That? • Ordering Lengths (cm) **2D spatial structure: 2D shapes (A)** • Area of Shapes **3D spatial structure: volume (A)** • How Full? • Which Holds More? • Filling Fast!	**Area** • Comparing & measuring area using informal units **Volume & capacity** • Measuring volume & capacity (informal units)		
LS 5 **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 **Topic** Fractions	**MA1-GM-03** creates and recognises halves, quarters and eighths as part measures of a whole length **MA1-FG-01** uses the structure of equal groups to solve multiplication problems, and shares or groups to solve ... **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Geometric measure A** **Forming groups A** **Representing whole numbers A**	• Length: Subdivide lengths to find halves and quarters • Recognise and represent division • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers		**Subdivision to find halves & quarters** • Finding halves & quarters **Explore halves** • Finding half of a set or quantity (no symbols) • Finding half of a set or quantity (symbols)		(Y1-A) **Numbers and Patterns** • Fractions pp 37–40 (Y2-B) **Numbers** • Fractions - halves pp 62–67 (Y3-C) **Numbers** • Fractions equal parts pp 57–68

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LS 1 **Big idea** There are many different situations where addition, subtraction, multiplication and division can be used **Topic** Everyday operations	**MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning **MA1-FG-01** uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems **MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values	**Combining and separating quantities A** **Forming groups A** **Representing whole numbers A**	• Use advanced count-by-one strategies to solve addition and subtraction problems • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • Recognise and represent division • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**Combine and separate quantities (A)** • Problems: Addition and Subtraction **Representing whole numbers (A)** • Everyday money	**Explore leftovers** • Fair shares with/without remainders		(Y2-B) **Time and Money** • Money pp 20–35
LS 2 **Big idea** What needs to be measured determines the unit of measurement **Topic** Measurement review	**MA1-GM-02** measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres **MA1-2DS-02** measures and compares areas using uniform informal units in rows and columns **MA1-3DS-01** recognises, describes and represents familiar three-dimensional objects **MA1-3DS-02** measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units **MA1-RWN-01** applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers **MA1-RWN-02** reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values	**Geometric measure A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A** **Representing whole numbers A**	• Length: Measure the lengths of objects using uniform informal units • Length: Compare lengths using uniform informal units • Area: Measure areas using uniform informal units • 3D objects: Recognise familiar three-dimensional objects • Volume: Measure and compare the internal volumes (capacities) of containers by filling • Volume: Measure the internal volume (capacity) of containers by packing • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**Review earlier content**	**Review earlier content**		

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LS & Topic	Outcomes	Focus	Content	Activities (courses)	Skill Quests	Challenges	Ebooks
LS 3 **Big idea** Data is collected to solve problems **Topic** Data	**MA1-DATA-01** gathers and organises data, displays data in lists, tables and picture graphs **MA1-NSM-02** describes, compares and orders durations of events, and reads half- and quarter-hour time **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Data A** **Non-spatial measure A** **Representing whole numbers A**	• Ask questions and gather data • Represent data with objects and drawings and describe the displays • Time: Name and order the cycle of months • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**Non-spatial measure: duration (A)** • Months of the Year • Months After and Before • Using a Calendar • Seasons (AU/NZ) **Data: collect & interpret data (A)** • Making Picture Graphs: With Scale	**Time: calendars** • Months of the year • Know the seasons • Using a calendar to identify the date **Represent data** • Representing data in a simple display • Ordering category data **Describe data displays** • Reading simple data displays using objects • Answer questions related to simple data displays • Reading & interpreting simple picture graphs		(Y1-A) **Money and Data** Review: • Day/night/morning/afternoon/ yesterday/today/tomorrow pp 1–5 • Days of the week pp 6–10 • Seasons p 11 • Long/short time p 12 • Pictographs pp 36–39
LS 4 **Big idea** Objects can be sorted and classified in different ways **Topic** 3D objects	**MA1-3DS-01** recognises, describes and represents familiar 3D objects ... **MA1-2DS-01** recognises, describes and represents shapes including ... **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Three-dimensional spatial structure A** **Two-dimensional spatial structure A** **Representing whole numbers A**	• 3D objects: Recognise familiar three-dimensional objects • 3D objects: Sort and describe three-dimensional objects • 2D shapes: Recognise and classify shapes using obvious features • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers	**3D spatial structure: 3D objects (A)** • Match the Solid 1 • Match the Solid 2 • Relate Shapes and Solids • How Many Faces?	**Recognise three-dimensional objects** • Recognising & describing spheres • Recognising & describing cubes • Recognising & describing cylinders • Recognising & describing prisms (no formal names) **Explore three-dimensional objects** • Exploring surfaces & faces		(Y1-A) **Space and Shape** • 3D shapes pp 15–22 (Y2-B) **Shape and Space** • 3D objects pp 19–39
LS 5 **Big idea** Problems can be solved and represented in different ways **Topic** Problem solving with operations	**MA1-CSQ-01** uses number bonds and the relationship between addition and subtraction to solve ... **MA1-FG-01** uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems **MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Combining and separating quantities A** **Forming groups A** **Representing whole numbers A**	• Use flexible strategies to solve addition and subtraction problems • Model and use equal groups of objects to represent multiplication • Recognise and represent division • Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and recall number bonds up to ten	**Teacher directed**	**Teacher directed**		(Y2-B) **Operations with Number** • Addition word problems p 11 • Addition and subtraction mixed word problems pp 53–54

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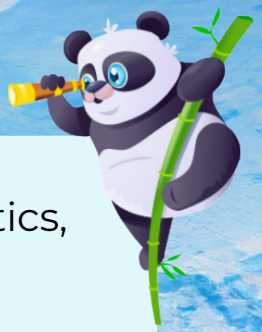

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