

# Mathletics

## South Australia (Australian Curriculum v9)

### Scope & Sequence



Year 1

Mathletics










|        | Term one  | Term two   | Term three   | Term four  |
|--------|---|--|--|--|
| Unit 1 | <b>Number</b>   | <b>Number</b>  | <b>Number Algebra</b>  | <b>Number Algebra</b>  |
|        | <b>Numbers to at least 120</b> <ul style="list-style-type: none"> <li>Read, write, and represent numbers to 120</li> <li>Compare and order</li> <li>Count forwards and backwards</li> </ul> | <b>Partition numbers</b> <ul style="list-style-type: none"> <li>Partition one- and two-digit numbers</li> <li>Part-part-whole facts to 10</li> </ul>   | <b>Number Patterns</b> <ul style="list-style-type: none"> <li>Recognise, continue and create pattern sequences</li> <li>Recognise, continue and create repeating patterns</li> <li>Identify repeating unit</li> <li>Skip counting</li> </ul> | <b>Number review</b><br>Review earlier content   |
| Unit 2 | <b>Number</b>   | <b>Number</b>  | <b>Number</b>  | <b>Number</b>  |
|        | <b>Addition and subtraction to 10</b> <ul style="list-style-type: none"> <li>Count on/back</li> <li>Subitising</li> <li>Number bonds</li> <li>Doubles and near doubles</li> </ul>           | <b>Addition and subtraction to 20</b> <ul style="list-style-type: none"> <li>Commutative property</li> <li>Equality and inequality</li> <li>Doubles and near doubles</li> <li>Problem solving</li> </ul> | <b>Grouping: Division</b> <ul style="list-style-type: none"> <li>Equal sharing</li> <li>Sharing money</li> <li>Problem solving</li> </ul>  | <b>Operations: Problem solving</b> <ul style="list-style-type: none"> <li>Solve practical problems involving additive situations</li> <li>Solve practical problems involving equal sharing and grouping</li> </ul> |
| Unit 3 | <b>Space Algebra</b>  | <b>Number</b>  | <b>Space</b>   | <b>Space</b>   |
|        | <b>2D shapes and patterns</b> <ul style="list-style-type: none"> <li>Shape patterns</li> <li>Recognise, describe, and extend patterns</li> </ul>  | <b>Grouping: Multiplication</b> <ul style="list-style-type: none"> <li>Count collections using groups</li> <li>Counting money</li> <li>Problem solving</li> </ul>  | <b>Properties of shapes</b> <ul style="list-style-type: none"> <li>Make, compare and classify familiar shapes</li> <li>Recognise familiar shapes in the environment</li> </ul>   | <b>Properties of objects</b> <ul style="list-style-type: none"> <li>Describe, compare and classify familiar objects</li> <li>Recognise familiar objects in the environment</li> </ul>                              |
| Unit 4 | <b>Measurement</b>  | <b>Measurement</b>   | <b>Measurement</b>   | <b>Measurement</b>   |
|        | <b>Time</b> <ul style="list-style-type: none"> <li>Name, list, and use familiar units of time</li> <li>Compare durations</li> <li>Sequence events</li> <li>Estimate durations</li> </ul>    | <b>Mass and capacity</b> <ul style="list-style-type: none"> <li>Use hefting and balance scales</li> <li>Informal measurements</li> <li>Compare mass and capacities</li> </ul>                            | <b>Position</b> <ul style="list-style-type: none"> <li>Give and follow directions</li> <li>Create and follow algorithms</li> </ul>   | <b>Measurement review and applications</b> <ul style="list-style-type: none"> <li>Solve practical problems involving measurement</li> <li>Select appropriate measurements</li> </ul>                               |
| Unit 5 | <b>Measurement</b>  | <b>Statistics</b>  | <b>Statistics</b>  | <b>Space</b>   |
|        | <b>Length</b> <ul style="list-style-type: none"> <li>Measure using informal units</li> <li>Measure using uniform units</li> <li>Compare lengths</li> </ul>                                  | <b>Data collection</b> <ul style="list-style-type: none"> <li>Pose questions</li> <li>Collect and record information</li> </ul>  | <b>Data representation</b> <ul style="list-style-type: none"> <li>Represent collected data</li> <li>Compare and discuss the data</li> </ul>  | <b>2D shape and 3D object review</b><br>Review earlier content   |

| Strand             | Outcomes and content descriptions   | Located         |                 |                     |                     |
|--------------------|---|-----------------|-----------------|---------------------|---------------------|
| <b>Number</b>      | <b>AC9M1N01</b><br>recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts   | <b>T1</b><br>U1 | <b>T2</b><br>U1 |                     | <b>T4</b><br>U1     |
|                    | <b>AC9M1N02</b><br>partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones   | <b>T1</b><br>U1 | <b>T2</b><br>U1 |                     | <b>T4</b><br>U1     |
|                    | <b>AC9M1N03</b><br>quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting  | <b>T1</b><br>U1 |                 | <b>T3</b><br>U1, U2 | <b>T4</b><br>U2     |
|                    | <b>AC9M1N04</b><br>add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies  | <b>T1</b><br>U2 | <b>T2</b><br>U2 |                     | <b>T4</b><br>U2     |
|                    | <b>AC9M1N05</b><br>use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem | <b>T1</b><br>U2 | <b>T2</b><br>U2 |                     | <b>T4</b><br>U2     |
|                    | <b>AC9M1N06</b><br>use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem                               |                 | <b>T2</b><br>U3 | <b>T3</b><br>U2     | <b>T4</b><br>U2     |
| <b>Algebra</b>     | <b>AC9M1A01</b><br>recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens  |                 |                 | <b>T3</b><br>U1     |                     |
|                    | <b>AC9M1A02</b><br>recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating units   | <b>T1</b><br>U3 |                 | <b>T3</b><br>U1     |                     |
| <b>Measurement</b> | <b>AC9M1M01</b><br>compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning  |                 | <b>T2</b><br>U4 |                     | <b>T4</b><br>U4     |
|                    | <b>AC9M1M02</b><br>measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end   | <b>T1</b><br>U5 |                 |                     | <b>T4</b><br>U4     |
|                    | <b>AC9M1M03</b><br>describe the duration and sequence of events using years, months, weeks, days and hours  | <b>T1</b><br>U4 |                 |                     | <b>T4</b><br>U4     |
| <b>Space</b>       | <b>AC9M1SP01</b><br>make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them   | <b>T1</b><br>U3 |                 | <b>T3</b><br>U3     | <b>T4</b><br>U3, U5 |
|                    | <b>AC9M1SP02</b><br>give and follow directions to move people and objects to different locations within a space   |                 |                 | <b>T3</b><br>U4     |                     |
| <b>Statistics</b>  | <b>AC9M1ST01</b><br>acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols  |                 | <b>T2</b><br>U5 | <b>T3</b><br>U5     |                     |
|                    | <b>AC9M1ST02</b><br>represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings  |                 |                 | <b>T3</b><br>U5     |                     |

| Strand & Topic   | Outcomes   | Activities (Courses)  | Skill Quests   | Ebooks   |  |   |
|--|--|---|--|--|--|---|
| <b>Unit 1</b><br>Number<br><br><b>Numbers to at least 120</b><br><br>Read, write, and represent numbers to at least 120<br><br>Compare and order<br>Count forwards and backwards | <b>AC9M1N01</b><br>recognise, represent and order numbers to at least 120 ...<br><br><b>AC9M1N02</b><br>partition one- and two-digit numbers in different ways ...<br><br><b>AC9M1N03</b><br>quantify sets of objects, to at least 120 ... | <b>Recognise, represent &amp; order numbers</b> <ul style="list-style-type: none"> <li>Going Up</li> <li>Going Down</li> <li>Counting Forwards</li> <li>Counting Backwards</li> <li>Before, After &amp; Between to 100</li> <li>Arranging Numbers</li> <li>Number Lines</li> <li>Number Line Order</li> <li>Matching Numbers to 10</li> <li>Matching Numbers to 20</li> </ul> | <ul style="list-style-type: none"> <li>Reading Numbers to 30</li> <li>Numbers from Words to Digits 2</li> <li>1st to 31st</li> <li>More, Less or the Same to 20</li> <li>Greater or Less to 100</li> <li>Order Numbers to 20</li> <li>1 to 30</li> <li>Compare Numbers to 20</li> <li>Compare Numbers to 50</li> <li>Compare Numbers to 100</li> </ul> <b>Place value to 2 digits</b> <ul style="list-style-type: none"> <li>Nearest Ten?</li> </ul>   | <ul style="list-style-type: none"> <li><b>Count numbers to 120</b> <ul style="list-style-type: none"> <li>Counting forwards &amp; backwards to 100</li> <li>Finding numbers before &amp; after to 100</li> <li>Counting forwards &amp; backwards to 120</li> <li>Numbers before &amp; after to 120</li> <li>Reading, writing &amp; comparing to 120</li> <li>Counting in tens &amp; ones</li> </ul> </li> <li><b>Read &amp; write numbers to 100</b> <ul style="list-style-type: none"> <li>Reading &amp; writing 2-digit numbers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><b>Compare &amp; order numbers to 100</b> <ul style="list-style-type: none"> <li>Comparing numbers to 100</li> <li>Ordering numbers to 100</li> </ul> </li> <li><b>Read, write &amp; order numbers to 200</b> <ul style="list-style-type: none"> <li>Reading &amp; writing 3-digit numbers to 200</li> </ul> </li> <li><b>Identify ordinal numbers to 31st</b> <ul style="list-style-type: none"> <li>Identifying ordinal numbers up to 31st</li> </ul> </li> </ul> | <b>(Y1-B) Numbers</b> <ul style="list-style-type: none"> <li>Numbers to 20 (pp 1–13)</li> <li>Numbers to 50 (pp 14–22)</li> <li>Numbers to 100 (pp 23–28)</li> </ul> <b>(Y2-C) Numbers</b> <ul style="list-style-type: none"> <li>Ordinal numbers (p 56)</li> </ul> |
| <b>Unit 2</b><br>Number<br><br><b>Addition and subtraction to 10</b><br><br>Count on/back<br>Subitising<br>Number bonds<br>Doubles and near doubles                              | <b>AC9M1N04</b><br>add and subtract numbers within 20, using physical and virtual materials ...<br><br><b>AC9M1N05</b><br>use mathematical modelling to solve practical problems ...   | <b>Add &amp; subtract within 20</b> <ul style="list-style-type: none"> <li>Model Addition</li> <li>Adding to 5</li> <li>Adding to Ten</li> <li>Adding to Make 5 and 10</li> <li>Add 3 Numbers Using Bonds to 10</li> <li>Model Subtraction</li> <li>Subtracting From 5</li> </ul>   | <ul style="list-style-type: none"> <li>Subtracting from Ten</li> <li>All about Ten</li> <li>Doubles and Halves to 10</li> <li>1 More, 2 Less</li> </ul> <b>Add &amp; subtract problems within 20</b> <ul style="list-style-type: none"> <li>Who's got the Money?</li> <li>Adding to 10 Word Problems</li> </ul>  | <ul style="list-style-type: none"> <li><b>Recognise &amp; recall bonds to 10</b> <ul style="list-style-type: none"> <li>Recognising &amp; recalling bonds to 10</li> </ul> </li> <li><b>Addition &amp; subtraction strategies</b> <ul style="list-style-type: none"> <li>Introducing the commutative property of addition</li> <li>Adding &amp; subtracting near doubles</li> <li>Relating counting to adding &amp; subtracting</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Adding &amp; subtracting within 10 fluently</li> <li>Adding compatible numbers (doubles or bonds to 10)</li> <li><b>Combinations that add up to 20</b> <ul style="list-style-type: none"> <li>Model &amp; record combinations that make 5 – 9</li> </ul> </li> </ul>  | <b>(Y1-B) Operations with Number</b> <ul style="list-style-type: none"> <li>Addition (pp 1–6, 9, 12, 19-24)</li> <li>Subtraction (pp 25-30, 33-37, 39)</li> <li>Addition and subtraction (pp 41–44, 47-52)</li> </ul>   |
| <b>Unit 3</b><br>Space<br>Algebra<br><br><b>2D shapes and patterns</b><br><br>Shape patterns<br>Recognise, describe, and extend patterns   | <b>AC9M1SP01</b><br>make, compare and classify familiar shapes ...<br><br><b>AC9M1A02</b><br>recognise, continue and create repeating patterns ...   | <b>Patterns</b> <ul style="list-style-type: none"> <li>Simple Patterns</li> <li>Missing it!</li> <li>Colour Patterns</li> <li>Complete the Pattern</li> <li>Pattern Error</li> </ul>  | <ul style="list-style-type: none"> <li><b>Pattern sequences</b> <ul style="list-style-type: none"> <li>Relating number &amp; object patterns</li> <li>Shape patterns</li> </ul> </li> <li><b>Repeating patterns</b> <ul style="list-style-type: none"> <li>Recognising repeating patterns</li> <li>Manipulating repeating patterns</li> <li>Extending repeating patterns</li> <li>Describing &amp; creating repeating patterns</li> <li>Exploring repeating patterns with objects</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><b>(Y1-B) Patterns and Relationships</b> <ul style="list-style-type: none"> <li>Patterns and rules (pp 1–8)</li> </ul> </li> </ul>  |  |   |
| <b>Unit 4</b><br>Measurement<br><br><b>Time</b><br><br>Name, list, and use familiar units of time<br>Compare durations<br>Sequence events<br>Estimate durations                  | <b>AC9M1M03</b><br>describe the duration and sequence of events using years, months, weeks, days and hours   | <b>Measuring time</b> <ul style="list-style-type: none"> <li>Days of the Week</li> <li>Days: After and Before</li> <li>Tomorrow and Yesterday (without scaffold)</li> <li>Weekdays and Weekends</li> <li>Tell Time to the Hour</li> <li>Hour Times</li> </ul>   | <ul style="list-style-type: none"> <li><b>Duration &amp; sequence of events</b> <ul style="list-style-type: none"> <li>Introducing the months of the year</li> <li>Working with years &amp; months</li> <li>Comparing &amp; sequencing intervals of time</li> <li>Describing duration</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li><b>(Y1-B) Time and Money</b> <ul style="list-style-type: none"> <li>Time (pp 1–10)</li> </ul> </li> </ul>   |  |   |
| <b>Unit 5</b><br>Measurement<br><br><b>Length</b><br><br>Measure using informal units<br>Measure using uniform units<br>Compare lengths  | <b>AC9M1M02</b><br>measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end  | <b>Measuring &amp; comparing length</b> <ul style="list-style-type: none"> <li>Comparing Length</li> <li>Measuring length with blocks</li> <li>Everyday Length</li> </ul>   | <ul style="list-style-type: none"> <li><b>Explore &amp; measure length</b> <ul style="list-style-type: none"> <li>Exploring informal units of length &amp; distance</li> </ul> </li> <li><b>Identify measurable attributes</b> <ul style="list-style-type: none"> <li>Introducing the attribute of length</li> </ul> </li> <li><b>Compare lengths</b> <ul style="list-style-type: none"> <li>Indirect comparisons of lengths</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><b>(Y1-B) Measurement</b> <ul style="list-style-type: none"> <li>Length (pp 1–14)</li> </ul> </li> </ul>  |  |   |

| Strand & Topic   | Outcomes  | Activities (Courses)   | Skill Quests  | Ebooks  |
|--|---|--|---|---|
| <b>Unit 1</b><br>Number<br><br><b>Partition numbers</b><br><br>Partition one- and two-digit numbers<br>Part-part-whole facts to 10   | <b>AC9M1N01</b><br>recognise, represent and order numbers to at least 120 ...<br><br><b>AC9M1N02</b><br>partition one- and two-digit numbers in different ways ...  | <b>Place value to 2 digits</b> <ul style="list-style-type: none"> <li>Making Teen Numbers</li> <li>Place Value 1</li> <li>Repartition Two-digit Numbers</li> </ul>   | <b>Place value of 2-digit numbers</b> <ul style="list-style-type: none"> <li>Identifying place value up to 2 digits</li> <li>Solving problems using place value up to 2 digits</li> </ul> <b>Partition 2-digit numbers</b> <ul style="list-style-type: none"> <li>Partitioning 2-digit numbers (standard)</li> <li>Partitioning 2-digit numbers (non-standard)</li> </ul>   | <b>(Y1-B) Numbers</b> <ul style="list-style-type: none"> <li>Place value to 99 (pp 29–41)</li> </ul>  |
| <b>Unit 2</b><br>Number<br><br><b>Addition and subtraction to 20</b><br><br>Commutative property<br>Equality and inequality<br>Doubles and near doubles<br>Problem solving | <b>AC9M1N04</b><br>add and subtract numbers within 20 ...<br><br><b>AC9M1N05</b><br>use mathematical modelling to solve practical problems ...  | <b>Add &amp; subtract within 20</b> <ul style="list-style-type: none"> <li>Commutative Property of Addition</li> <li>Additive Addition</li> <li>Add 3 Numbers Using Bonds to 10</li> <li>Add 3 Single Digit Numbers</li> <li>Doubles and Near Doubles</li> <li>Subtracting from 20</li> <li>Simple Subtraction</li> <li>All about Twenty</li> <li>Doubles and Halves to 20</li> <li>Balance Numbers to 20</li> <li>1 More, 2 Less</li> </ul> <b>Add &amp; subtract problems within 20</b> <ul style="list-style-type: none"> <li>Add and Subtract Problems</li> <li>Problems: Addition and Subtraction</li> <li>Adding In Any Order</li> </ul> | <b>Combinations that add up to 20</b> <ul style="list-style-type: none"> <li>Model &amp; record combinations that make 11 – 20</li> <li>Add zero to a number (up to 20)</li> </ul> <b>Addition &amp; subtraction strategies</b> <ul style="list-style-type: none"> <li>Introducing the commutative property of addition</li> <li>Adding &amp; subtracting near doubles</li> <li>Relating counting to adding &amp; subtracting</li> <li>Adding doubles up to 20</li> <li>Finding the difference between 2 numbers (to 20)</li> </ul>   | <b>Explore equality &amp; inequality</b> <ul style="list-style-type: none"> <li>Exploring equality &amp; inequality up to 10 &amp; 20</li> </ul> <b>(Y1-B) Operations with Number</b> <ul style="list-style-type: none"> <li>Addition (pp 7-8, 10-11, 13-18)</li> <li>Subtraction (pp 31-32, 38, 40)</li> <li>Addition and subtraction (pp 45-46, 53-54)</li> </ul> |
| <b>Unit 3</b><br>Number<br><br><b>Grouping: multiplication</b><br><br>Count collections using groups<br>Counting money<br>Problem solving                                  | <b>AC9M1N06</b><br>use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem | <b>Multiply &amp; divide by grouping</b> <ul style="list-style-type: none"> <li>Share the Treasure</li> <li>Divide Into Equal Groups</li> <li>Fill the Jars</li> <li>Grouping in Twos</li> <li>Grouping in Fives</li> <li>Grouping in Tens</li> </ul> <b>Count in groups</b> <ul style="list-style-type: none"> <li>Making Numbers Count</li> <li>Making Big Numbers Count</li> </ul>  | <b>Explore arrays &amp; repeated addition</b> <ul style="list-style-type: none"> <li>Exploring arrays (no x symbol)</li> <li>Using repeated addition to multiply</li> </ul> <b>Equal sharing &amp; grouping</b> <ul style="list-style-type: none"> <li>Grouping &amp; skip counting to multiply</li> </ul> <b>Count collections</b> <ul style="list-style-type: none"> <li>Counting collections 0 to 100</li> <li>Using groups of 10 to count large collections</li> </ul> <b>Count money</b> <ul style="list-style-type: none"> <li>Counting Australian notes &amp; coins</li> </ul> | <b>(Y1-B) Operations with Number</b> <ul style="list-style-type: none"> <li>Multiplication (pp 55–63)</li> </ul>  |
| <b>Unit 4</b><br>Measurement<br><br><b>Mass and capacity</b><br><br>Use hefting and balance scales<br>Informal measurements<br>Compare mass and capacities                 | <b>AC9M1M01</b><br>compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning  | <b>Measuring &amp; comparing length</b> <ul style="list-style-type: none"> <li>Filling Fast!</li> <li>Everyday Mass</li> <li>Balancing Objects</li> </ul>  | <b>Explore, compare &amp; order capacity</b> <ul style="list-style-type: none"> <li>Exploring capacity using informal units</li> <li>Comparing &amp; ordering capacity, informal units</li> </ul> <b>Explore, compare &amp; order mass</b> <ul style="list-style-type: none"> <li>Comparing &amp; ordering mass, informal units</li> </ul> <b>Identify measurable attributes</b> <ul style="list-style-type: none"> <li>Introducing the attribute of mass</li> </ul>  | <b>(Y1-B) Measurement</b> <ul style="list-style-type: none"> <li>Mass (pp 15–25)</li> <li>Volume and capacity (pp 26, 28-31)</li> </ul>   |
| <b>Unit 5</b><br>Statistics<br><br><b>Data Collection</b><br><br>Pose questions<br>Collect and record information  | <b>AC9M1ST01</b><br>acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols  | <b>Read, represent &amp; interpret data</b> <ul style="list-style-type: none"> <li>Tallies</li> </ul>  | <b>Gather &amp; record data</b> <ul style="list-style-type: none"> <li>Asking suitable questions for data collection</li> <li>Completing tally charts</li> <li>Gathering, sorting &amp; recording data</li> </ul>   | <b>(Y1-B) Chance and Data</b> <ul style="list-style-type: none"> <li>Data (pp 7–13)</li> </ul>  |

| Strand & Topic  | Outcomes  | Activities (Courses)  | Skill Quests  | Ebooks  |   |
|---|---|---|---|---|---|
| <b>Unit 1</b><br>Number<br>Algebra<br><hr/> <b>Number patterns</b><br>Recognise, continue and create pattern sequences<br>Recognise, continue and create repeating patterns<br>Identify repeating unit<br>Skip counting | <b>AC9M1N03</b><br>quantify sets of objects, to at least 120 ...<br><b>AC9M1A01</b><br>recognise, continue and create pattern sequences ...<br><b>AC9M1A02</b><br>recognise, continue and create repeating patterns ... | <b>Skip Counting Patterns</b> <ul style="list-style-type: none"> <li>Count by 2s, 5s and 10s</li> <li>Counting on a 100 grid</li> <li>Count Forward Patterns</li> <li>Count Backward Patterns</li> <li>Skip Counting</li> <li>Skip Counting with Coins</li> </ul>                 | <b>Pattern sequences</b> <ul style="list-style-type: none"> <li>Exploring number patterns (1, 2, 5, 10)</li> <li>Additive &amp; subtractive patterns (within 5)</li> </ul> <b>Repeating patterns</b> <ul style="list-style-type: none"> <li>Exploring repeating numeric patterns</li> </ul> | <b>Skip counting</b> <ul style="list-style-type: none"> <li>Skip counting by 2s</li> <li>Skip counting by 5s</li> <li>Skip counting by 10s</li> <li>Skip counting with money</li> <li>Skip counting by 2s, 5s &amp; 10</li> </ul> | (Y1-B) <b>Patterns and Relationships</b> <ul style="list-style-type: none"> <li>Patterns and rules (pp 9–16)</li> <li>Number relationships (pp 17–32)</li> </ul> (Y1-B) <b>Numbers</b> <ul style="list-style-type: none"> <li>Skip counting (pp 42–53)</li> </ul> |
| <b>Unit 2</b><br>Number<br><hr/> <b>Grouping: division</b><br>Equal sharing<br>Sharing money<br>Problem solving   | <b>AC9M1N03</b><br>quantify sets of objects, to at least 120 ...<br><b>AC9M1N06</b><br>use mathematical modelling to solve practical problems ...   |   | <b>Equal sharing &amp; grouping</b> <ul style="list-style-type: none"> <li>Sharing to divide up to 20</li> <li>Grouping to divide</li> </ul>  | (Y1-B) <b>Operations with Number</b> <ul style="list-style-type: none"> <li>Division (pp 64–69)</li> </ul>  |   |
| <b>Unit 3</b><br>Space<br><hr/> <b>Properties of shapes</b><br>Make, compare and classify familiar shapes<br>Recognise familiar shapes in the environment   | <b>AC9M1SP01</b><br>make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them                                     | <b>Shape and space</b> <ul style="list-style-type: none"> <li>Match the Solid 1</li> <li>Collect Simple Shapes</li> <li>Count Sides and Corners</li> </ul>  | <b>Introduction two-dimensional shapes</b> <ul style="list-style-type: none"> <li>Sorting quadrilaterals from other 2D shapes</li> <li>Comparing 2D shapes</li> </ul>   | (Y1-B) <b>Space and Shape</b> <ul style="list-style-type: none"> <li>2D space (pp 1–18)</li> </ul>  |   |
| <b>Unit 4</b><br>Measurement<br><hr/> <b>Position</b><br>Give and follow directions<br>Create and follow algorithms   | <b>AC9M1SP02</b><br>give and follow directions to move people and objects to different locations within a space   | <b>Shape and space</b> <ul style="list-style-type: none"> <li>Where is it?</li> <li>Left or Right?</li> </ul>   | <b>Position &amp; direction</b> <ul style="list-style-type: none"> <li>Position using left, right &amp; ordinal numbers</li> <li>Giving directions to others</li> </ul>   | (Y1-B) <b>Space and Shape</b> <ul style="list-style-type: none"> <li>Position (pp 31–38)</li> </ul>   |   |
| <b>Unit 5</b><br>Statistics<br><hr/> <b>Data representation</b><br>Represent collected data<br>Compare and discuss the data   | <b>AC9M1ST01</b><br>acquire and record data for categorical variables ...<br><b>AC9M1ST02</b><br>represent collected data for a categorical variable ...  | <b>Read, represent &amp; interpret data</b> <ul style="list-style-type: none"> <li>Read Graphs</li> <li>Picture Graphs: Who has the Goods?</li> <li>Picture Graphs: More or Less</li> <li>Picture Graphs: Single-Unit Scale</li> <li>Making Picture Graphs: With Scale</li> </ul> | <b>Represent &amp; read data</b> <ul style="list-style-type: none"> <li>Representing data in a simple display</li> <li>Reading simple data displays using objects</li> <li>Picture graphs</li> <li>Ordering category data</li> </ul>  | (Y1-B) <b>Chance and Data</b> <ul style="list-style-type: none"> <li>Data (pp 14–21)</li> </ul>   |   |

| Strand & Topic  | Outcomes  | Activities (Courses)  | Skill Quests  | Ebooks  |
|---|---|---|---|---|
| <b>Unit 1</b><br>Number<br>Algebra<br><br>Number review   | <b>AC9M1N01</b><br>recognise, represent and order numbers to at least 120 ...<br><br><b>AC9M1N02</b><br>partition one- and two-digit numbers in different ways ...  | <br>Review earlier content   | <br>Review earlier content   | <br>Review earlier content   |
| <b>Unit 2</b><br>Number<br><br>Operations: problem solving<br><br>Solve practical problems involving additive situations<br>Solve practical problems involving equal sharing and grouping | <b>AC9M1N03</b><br>quantify sets of objects, to at least 120 ...<br><br><b>AC9M1N04</b><br>add and subtract numbers within 20 ...<br><br><b>AC9M1N05</b><br>use mathematical modelling to solve ...<br><br><b>AC9M1N06</b><br>use mathematical modelling to solve ... |   | <b>Add &amp; subtract practical problems</b> <ul style="list-style-type: none"> <li>Solving addition &amp; subtraction word problems to 20</li> </ul> <b>Equal sharing &amp; grouping</b> <ul style="list-style-type: none"> <li>Solving equal group problems</li> <li>Solving grouping &amp; sharing problems</li> </ul> |   |
| <b>Unit 3</b><br>Space<br><br>Properties of objects<br><br>Describe, compare and classify familiar objects<br>Recognise familiar objects in the environment                               | <b>AC9M1SP01</b><br>make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them   |   |   | (Y1-B) <b>Space and Shape</b> <ul style="list-style-type: none"> <li>3D space (pp 19–30)</li> </ul>             |
| <b>Unit 4</b><br>Measurement<br><br>Measurement review and applications<br><br>Solve practical problems involving measurement<br>Select appropriate measurements                          | <b>AC9M1M01</b><br>compare directly and indirectly ...<br><br><b>AC9M1M02</b><br>measure the length of shapes and objects ...<br><br><b>AC9M1M03</b><br>describe the duration and sequence of events ...  | <br>Review earlier content | <br>Review earlier content   | <br>Review earlier content |
| <b>Unit 5</b><br>Space<br><br>2D shape and 3D object review   | <b>AC9M1SP01</b><br>make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them   | <br>Review earlier content | <br>Review earlier content   | <br>Review earlier content |

# Mathletics

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