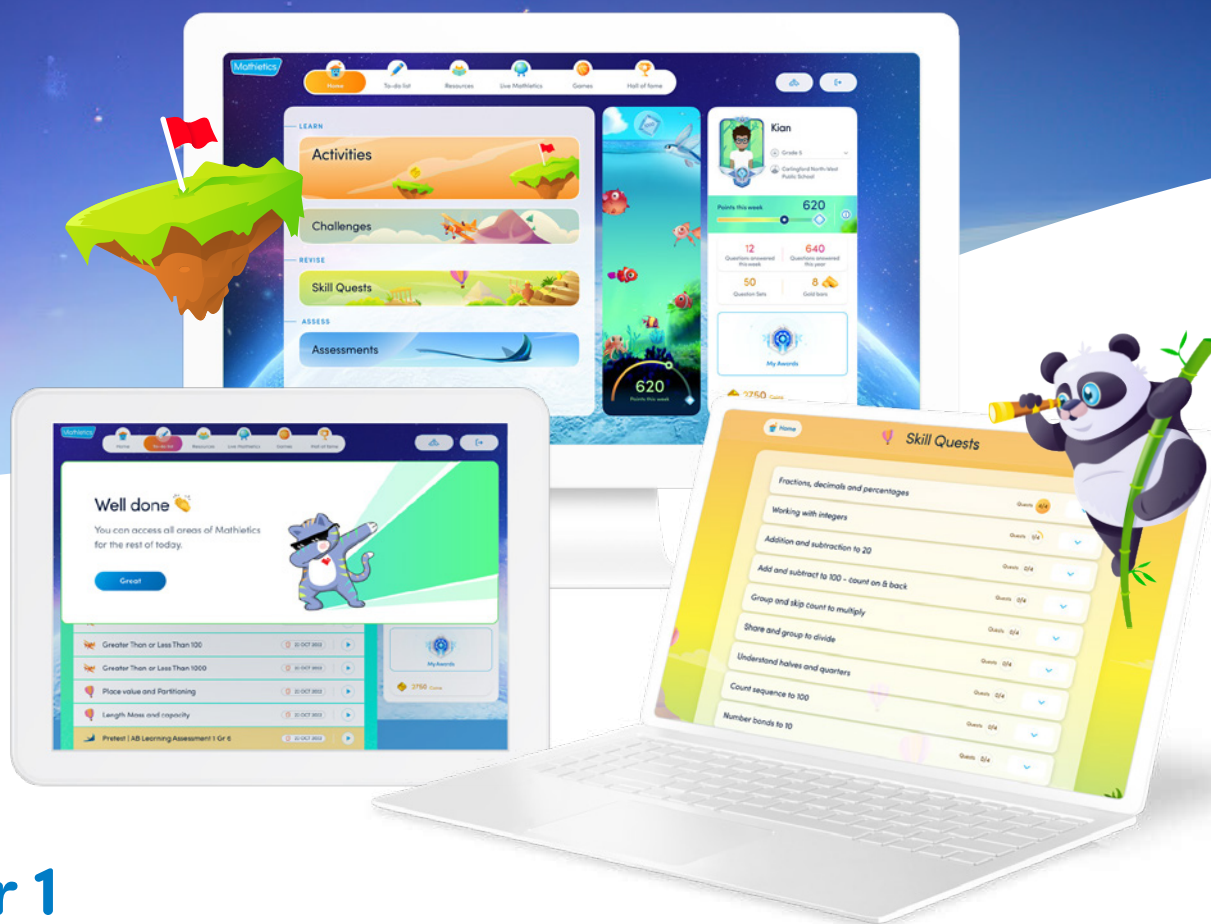


Mathletics

New Zealand Curriculum Mathematics and Statistics (2026)

Scope & Sequence



Phase 1, Year 1

Mathletics

Term one			
Week 1	Number	Number structures	Count to 20
Week 2			Compare and order to 20
Week 3		Operations	Add to 10
Week 4	Geometry	Shapes	2D shapes
Week 5	Number	Number structures	Odd and even numbers
Week 6		Operations	Subtract to 10
Week 7	Measurement	Measuring	Weight and length
Week 8	Number	Number structures	Count to 30
Week 9	Measurement	Measuring	Time

Term three			
Week 1	Number	Number structures	Numbers to 100
Week 2		Financial mathematics	Money
Week 3		Rational numbers	Fractions: halves
Week 4		Operations	Grouping and sharing
Week 5	Measurement	Measuring	Capacity
Week 6	Number	Operations	Addition to 20
Week 7	Statistics	Develop knowledge Visualise and interpret data	Picture graphs
Week 8	Number	Rational numbers	Fractions
Week 9	Algebra	Equations and relationships	Repeating patterns

Term two			
Week 1	Number Algebra	Number structures	Ordinal numbers
Week 2		Operations Equations and relationships	Adding 10 to 1-digit numbers
Week 3		Number structures	Numbers to 50
Week 4	Geometry	Shapes	3D shapes
Week 5		Pathways	Position
Week 6	Number	Number structures	Doubles to 5 Add to 10
Week 7		Operations	Subtraction strategies
Week 8	Measurement	Measuring	Time
Week 9	Algebra	Equations and relationships	Open number sentences

Term four			
Week 1	Number	Operations	Count in 2s, 5s and 10s
Week 2		Financial mathematics	Money amounts
Week 3	Geometry	Pathways	Following directions
Week 4	Number	Operations	Problem solving +-
Week 5	Statistics	Develop knowledge Visualise and interpret data	Survey questions and tallies
Week 6	Number	Operations	Problem solving x+
Week 7	Measurement	Measuring	Months and seasons
Week 8	Review		
Week 9	Number	Operations	Number fact practise

Number		TERM & WEEK	
Number structures			
Reading and writing whole numbers up to 100, and representing them using base 10 structure	T1 W1 T2 W3 T3 W1		
Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100	T1 W1, 3, 5, 8 T2 W3, 7 T3 W1		
Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100	T1 W2 T2 W1, 3 T3 W1		
Using te reo Māori for numbers up to 30	T2 W3		
Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s)	T1 W1, 8 T2 W6		
Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects)	T1 W1, 3, 8 T3 W6		
Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects	T1 W1, 5 T4 W1		
Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s)	T1 W2, 5 T4 W1, 6		
Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	T2 W3 T3 W1 T4 W1		
Operations			
Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$)	T1 W3, 6 T3 W6 T4 W4		
Memorising doubles and halves to 10	T2 W6		
Naming the number before or after a given number in the counting sequence up to 20	T1 W1, 2		
Adding and subtracting one- and two-digit numbers up to 20, including 0	T1 W3, 6 T2 W7 T3 W6 T4 W4		
Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$)	T1 W6 T2 W6, 7, 9		
Adding ten to a one-digit number	T2 W2		
Solving one-step problems involving addition and subtraction using objects and pictorial representations	T1 W6 T2 W7 T4 W4		
Multiplying and dividing using equal grouping or counting for products and dividends within 20	T3 W4 T4 W6		
Rational numbers			
Recognising and representing halves and quarters as fractions of sets, quantities, and regions, using equal parts of the whole	T3 W3, 8		
Finding a half or quarter of a set using equal sharing and grouping	T3 W3, 8		
Connecting $\frac{1}{2}$ and $\frac{1}{4}$ through halving	T3 W8		
Using te reo Māori naming of halves (haurua) and quarters (hauwhā)	T3 W3, 8		
Financial mathematics			
Recognising and knowing the value of New Zealand denominations of currency (i.e. coins and notes)	T3 W2 T4 W2		
Algebra			TERM & WEEK
Equations and relationships			
Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + _$)	T1 W3, 6 T2 W2, 9 T3 W6		
Checking the truth of number sentences involving addition and subtraction of one-digit numbers (e.g. $7 - 5 = 6 - 4$, true or false?)	T2 W9		
Copying, continuing, creating, and describing a repeating pattern with three elements	T3 W9		
Identifying missing elements in a pattern (e.g. red, green, blue, red, _____, blue)	T3 W9		

Measurement		TERM & WEEK
Measuring		
Comparing the length, mass (weight), or capacity of objects directly or indirectly (e.g. by comparing each of them with another reference object, used repeatedly)	T1 W7 T3 W5	
Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	T1 W7 T3 W5	
Telling the time on analogue and digital clocks to the hour, using the language of ‘o’clock’	T2 W8	
Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes, or seconds	T1 W9 T4 W7	
Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next)	T1 W9 T4 W7	
Geometry		TERM & WEEK
Shape		
Identifying, describing, and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders, and spheres	T1 W4 T2 W4	
Spatial reasoning		
Composing a compound shape using smaller shapes by trial and error, and decomposing a shape into smaller shapes	T1 W4	
Pathways		
Following instructions to move to a familiar location or locate an object	T2 W5 T4 W3	
Using positional language to describe the position and movement of objects (e.g. above, below, left, right, in-front, behind, top, bottom, inside, outside, on, under, next to)	T2 W5	
Using pictures, diagrams, or stories to describe the positions of objects and places	T2 W5	
Statistics		TERM & WEEK
Developing knowledge from data		
Collecting categorical data for an investigative question with limited categories (e.g. Do students in our class have one foot longer than the other?)	T4 W5	
Recording data using tally charts	T4 W5	
Visualisation of data		
Creating picture graphs for categorical data	T3 W7	
Interpretation of data		
Describing a picture graph by giving the frequency for each category	T3 W7	
Answering questions about a picture graph, including which category has the most or least items	T3 W7	

Focus and practice statements	Activities (courses)	Ebook pages
1 Count to 20 Reading and writing whole numbers up to 100, and representing them using base 10 structure Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 Naming the number before or after a given number in the counting sequence up to 20 Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s) Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects) Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects	Number structure: Count, compare & order • Dot Display • Concept of zero • Counting back within 20 • Matching Numbers to 20 • Before, After and Between to 20	(Y1-A) Numbers and Patterns • Numbers to ten (pp 1–19) • Numbers to 20 (pp 21–28, 30–31) (Y2-B) Numbers • Numbers to 20 (pp 1–7, 12–13)
2 Compare and order to 20 Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100 Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s) Naming the number before or after a given number in the counting sequence up to 20	Number structure: Count, compare & order • More, less or the same to 20 • Order Numbers to 20 • Compare Numbers to 20	(Y1-A) Numbers and Patterns • Numbers to ten (p 20) • Numbers to 20 (p 29) (Y2-B) Numbers • Numbers to 20 (pp 8–11)
3 Add to 10 Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$) Adding and subtracting one- and two-digit numbers up to 20, including 0 Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + \underline{\quad}$) Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects)	Operations: Addition & subtraction to 20 • Are you ready? • Adding to Make 5 and 10 • Adding to Ten	(Y1-A) Operations with Number • Addition (pp 1–20) (Y2-B) Operations with Number • Addition (pp 4–9, 19–22)
4 2D shapes Identifying, describing, and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders, and spheres Composing a compound shape using smaller shapes by trial and error, and decomposing a shape into smaller shape	Geometry: Shape & pathways • Collect the Shapes	(Y1-A) Space and Shape • 2D space (pp 1–12)
5 Odd and Even numbers Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s) Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	 Teacher directed	(Y2-B) Numbers • Skip counting (pp 47–48)

Focus and practice statements	Activities (courses)	Ebook pages
6 Subtract to 10 Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$) Adding and subtracting one- and two-digit numbers up to 20, including 0 Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$) Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + _$) Solving one-step problems involving addition and subtraction using objects and pictorial representations	Operations: Addition & subtraction to 20 - Are you ready? - Subtracting from Ten	(Y1-A) Operations with Number - Subtraction (pp 21–36) (Y2-B) Operations with Number - Subtraction (pp 25–39) - Addition and subtraction (pp 41–44)
7 Weight and length Comparing the length, mass (weight), or capacity of objects directly or indirectly (e.g. by comparing each of them with another reference object, used repeatedly) Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	Measurement: Measuring & time - Balancing Objects - Everyday Length - Compare Length	(Y1-A) Measurement - Mass (pp 16–23) - Length (pp 1–15) (Y2-B) Measurement - Mass (pp 15–18) - Length (pp 1–12)
8 Count to 30 Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects) Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s)	Number structure: Count, compare & order - Counting forwards - Counting backwards	(Y1-A) Numbers and Patterns Numbers to 30 (pp 33–36)
9 Time Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes, or seconds Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next)	Measurement: Measuring & time Days of the Week	(Y1-A) Time, Money and Data - Time (pp 1–4) (Y2-B) Time and Money - Time (pp 1–3, 8–9)

Focus and practice statements	Activities (courses)	Ebook pages
1 Ordinal numbers Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100	Number structure: Count, compare & order Ordinal Numbers	(Y1-A) Numbers and Patterns - Ordinal numbers (pp 41–44) (Y2-B) Numbers - Ordinal numbers (pp 54–58)
2 Adding 10 to 1-digit numbers Adding ten to a one-digit number Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + \underline{\quad}$)	Operations: Addition & subtraction to 20 Making Teen Numbers	
3 Numbers to 50 Reading and writing whole numbers up to 100, and representing them using base 10 structure Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100 Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100 Using te reo Māori for numbers up to 30	Number structure: Count, compare & order - Reading Numbers to 30 1 to 30	(Y2-B) Numbers Numbers to 50 (pp 14–22)
4 3D shapes Identifying, describing, and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders, and spheres	Geometry: Shape & pathways Match the Object	(Y1-A) Space and Shape 3D space (pp 15–21) (Y2-B) Space and Shape 3D space (pp 19–20)
5 Position Using positional language to describe the position and movement of objects (e.g. above, below, left, right, in-front, behind, top, bottom, inside, outside, on, under, next to) Using pictures, diagrams, or stories to describe the positions of objects and places Following instructions to move to a familiar location or locate an object	Geometry: Shape & pathways Where is it?	(Y1-A) Space and Shape - Position (pp 23–27) (Y2-B) Space and Shape - Position (pp 31–33)

Focus and practice statements	Activities (courses)	Ebook pages
6 Doubles to 5 Add to 10 Memorising doubles and halves to 10 Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s) Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$)	Operations: Addition & subtraction to 20 Doubles and Halves to 10	(Y1-A) Operations with Number - Addition (pp 12–14) (Y2-B) Operations with Number - Addition (pp 15–18) - Subtraction (p 38)
7 Subtraction strategies Adding and subtracting one- and two-digit numbers up to 20, including 0 Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$) Solving one-step problems involving addition and subtraction using objects and pictorial representations Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100	Operations: Addition & subtraction to 20 Subtraction Facts to 18	(Y2-B) Operations with Number Subtraction (pp 25–37)
8 Telling time Telling the time on analogue and digital clocks to the hour, using the language of 'o'clock'	Measurement: Measuring & time Set Time to the Hour	(Y1-A) Time, Money and Data - Time (pp 13–17) (Y1-A) Time and Money - Time (pp 12–13)
9 Open number sentences Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + _$) Checking the truth of number sentences involving addition and subtraction of one-digit numbers (e.g. $7 - 5 = 6 - 4$, true or false?) Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$)	Algebra: Equations & relationships Balance Numbers to 10	(Y1-A) Numbers and Patterns Number relationships (pp 55–60)

Focus and practice statements	Activities (courses)	Ebook pages
1 Numbers to 100 Reading and writing whole numbers up to 100, and representing them using base 10 structure Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100 Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	Number structure: Count, compare & order • The Number Line • Making Numbers Count • Making Big Numbers Count • Arranging Numbers • Greater or Less to 100	(Y2-B) Numbers • Numbers to 100 (pp 23–41)
2 Money Recognising and knowing the value of New Zealand denominations of currency (i.e. coins and notes)	Number: Financial maths • Recognise Everyday Money (NZD)	(Y1-A) Time, Money and Data • Money (pp 21–23, 27–28)
3 Fractions: halves Finding a half or quarter of a set using equal sharing and grouping Recognising and representing halves and quarters as fractions of sets, quantities, and regions, using equal parts of the whole Using te reo Māori naming of halves (haurua) and quarters (hauwhā)	Rational numbers: Halves & quarters • Halves • Is it Half?	(Y1-A) Numbers and Patterns • Halves (p 39–40) (Y2-B) Numbers • Fractions (pp 62–67)
4 Grouping and sharing Multiplying and dividing using equal grouping or counting for products and dividends within 20	Operations: Grouping & sharing • Groups • Grouping in Twos • Share the Treasure	(Y1-A) Operations with Number • Grouping and sharing (pp 37–44) (Y2-B) Operations with Number • Multiplication (pp 55–63) • Division (pp 64–69)
5 Capacity Comparing the length, mass (weight), or capacity of objects directly or indirectly (e.g. by comparing each of them with another reference object, used repeatedly) Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	Measurement: Measuring & time • Which Holds More?	(Y1-A) Measurement • Capacity (pp 30–34)

Focus and practice statements	Activities (courses)	Ebook pages
6 Addition to 20 Adding and subtracting one- and two-digit numbers up to 20, including 0 Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$) Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + \underline{\quad}$) Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects)	Operations: Addition & subtraction to 20 - Doubles and Halves to 20 - Additive Addition	(Y2-B) Operations with Number Addition (pp 10–14, 23–24)
7 Picture graphs Creating picture graphs for categorical data Describing a picture graph by giving the frequency for each category Answering questions about a picture graph, including which category has the most or least items	Statistics - Picture Graphs: Single-Unit Scale - Pictograms: Who has the goods?	(Y1-A) Time, Money and Data - Data (pp 38–39) (Y2-B) Chance and Data - Data (pp 14–20)
8 Fractions Finding a half or quarter of a set using equal sharing and grouping Connecting $\frac{1}{2}$ and $\frac{1}{4}$ through halving Recognising and representing halves and quarters as fractions of sets, quantities, and regions, using equal parts of the whole Using te reo Māori naming of halves (haurua) and quarters (hauwhā)	Rational numbers: Halves & quarters Halves and Quarters	(Y3-C) Numbers Fractions (pp 57–67)
9 Repeating patterns Copying, continuing, creating, and describing a repeating pattern with three elements Identifying missing elements in a pattern (e.g. red, green, blue, red, _____, blue)	Algebra: Equations & relationships - Simple Patterns - Missing it!	(Y1-A) Numbers and Patterns Patterns (pp 45–52)

Focus and practice statements	Activities (courses)	Ebook pages
1 Count in 2s, 5s and 10s Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s) Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	 Teacher directed	(Y2-B) Numbers Skip counting (pp 42–46, 49–50, 53)
2 Money amounts Recognising and knowing the value of New Zealand denominations of currency (i.e. coins and notes)	 Teacher directed	(Y1-A) Time, Money and Data Money (pp 24–26)
3 Following directions Following instructions to move to a familiar location or locate an object	Geometry: Shape & pathways Left or Right?	(Y1-A) Space and Shape - Position (p 28) (Y2-B) Space and Shape - Position (pp 36–37)
4 Problem solving + Solving one-step problems involving addition and subtraction using objects and pictorial representations Adding and subtracting one- and two-digit numbers up to 20, including 0 Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$)	Operations: Addition & subtraction to 20 Add and Subtract Problems	(Y2-B) Operations with Number - Addition (pp 11–13) - Addition and subtraction (pp 53–54)
5 Survey questions and tallies Collecting categorical data for an investigative question with limited categories (e.g. Do students in our class have one foot longer than the other?) Recording data using tally charts	Statistics Tallies	(Y1-A) Time, Money and Data - Data (pp 32–37) (Y2-B) Chance and Data - Data (pp 9–13)

Focus and practice statements	Activities (courses)	Ebook pages
6 Problem solving $\times \div$ Multiplying and dividing using equal grouping or counting for products and dividends within 20 Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s)	 Teacher directed	(Y2-B) Operations with Number • Multiplication (pp 60, 66)
7 Months and seasons Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes, or seconds Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next)	 Teacher directed	(Y1-A) Time, Money and Data • Time (p 11) (Y1-A) Time and Money • Time (pp 4–7)
8 Review	 Review earlier content	
9 Number fact practise Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$)	 Teacher directed	(Y3-C) Operations with Numbers • Addition – revising basic number facts (pp 1–2)

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For more information about Mathletics,
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