

Mathletics

New Zealand Curriculum Mathematics and Statistics (2026)

Scope & Sequence



Phase 1, Year 2

Mathletics

Term one			
Week 1	Number	Number structures	Counting to 120
Week 2			Place value to 120
Week 3		Operations	Addition to 20
Week 4	Measurement	Measuring	Length
Week 5	Number	Financial mathematics	Money
Week 6		Operations	Subtract to 20
Week 7			Add and subtract to 100
Week 8	Geometry	Shapes	2D shapes
Week 9	Number	Number structures	Numbers to 100: Te Reo Māori

Term two			
Week 1	Number	Operations	Skip counting x2s, x3s, x5s
Week 2		Rational numbers	Fractions: halves and quarters
Week 3		Operations	Multiplying by 10s, 2s and 5s
Week 4	Measurement	Measuring	Time: o'clock and half past
Week 5	Geometry	Shapes	3D shapes
Week 6	Number	Operations	2-digit addition Add and subtract 10s
Week 7		Rational numbers	Fractions: thirds
Week 8	Measurement	Measuring	Weight (mass)
Week 9			Capacity

Term three			
Week 1	Number	Number structures	Rounding to add
Week 2		Operations	Odd and even numbers Dividing by 2
Week 3	Geometry	Spatial reasoning	Flip, slide and turn
Week 4	Number	Operations	Dividing by 5 and 10
Week 5	Measurement	Measuring	Time to the quarter hour
Week 6			Perimeter
Week 7	Geometry	Shapes Pathways	Prisms Following directions
Week 8	Statistics	Develop knowledge Visualise and interpret data	Graphs and data
Week 9	Algebra	Equations and relationships	Repeating patterns

Term four			
Week 1	Algebra	Equations and relationships	Comparing numbers: are they equal?
Week 2	Number	Financial mathematics	Equivalent money amounts
Week 3		Operations	2-digit addition Two step problems
Week 4	Geometry	Pathways	Position Directions
Week 5	Statistics	Develop knowledge Visualise and interpret data	Dot plots, tables and graphs
Week 6	Number	Operations	Multiplication and division
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 120, and representing them using base 10 structure	T1 W1, 2, 7 T2 W6
Comparing and ordering whole numbers up to 120	T1 W1 T4 W1
Using te reo Māori for numbers up to 100	T1 W9
Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120	T1 W1, 2, 7
Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)	T1 W2
Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)	T1 W1 T2 W1
Rounding numbers up to 120 to the nearest 10	T3 W1
Counting forwards in 3s from multiples of 3s	T1 W2 T2 W1
Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120	T1 W1, 2 T2 W1, 3 T3 W4
Identifying odd and even numbers up to 120	T3 W2

Operations

Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$)	T1 W3, 6 T4 W9
Memorising doubles and halves to 20	T1 W3, 6 T2 W2
Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$)	T1 W3, 6, 7 T2 W6 T3 W1 T4 W3
Adding and subtracting 3 one-digit numbers (e.g. $7 + 3 + 6$)	T1 W3, 6
Adding 100 to a one-digit number	T1 W7
Solving one-step addition and subtraction problems involving numbers up to 100	T2 W6 T3 W1 T4 W3
Solving multi-step addition and subtraction problems involving numbers up to 20	T4 W3
Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	T2 W1, 3 T3 W4
Memorising multiplication and corresponding division facts for 2s, 5s, and 10s	T2 W1, 3 T3 W2, 4 T4 W6, 9
Multiplying and dividing with products and dividends up to 100	T2 W3 T4 W6

Rational numbers

Recognising, reading, writing (using symbols and words), and representing halves, thirds, and quarters ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$) as fractions of sets, quantities, and regions, using equal parts of the whole	T2 W2, 7
Recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	T2 W7
Directly comparing two fractions involving halves, thirds, or quarters	T2 W2, 7
Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones)	T2 W2, 7
Finding a whole when given a $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$ of a length, shape, or set of objects or quantities	T2 W2, 7

Financial mathematics

Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value	T1 W5 T4 W2
Combining denominations of currency (either all notes or all coins) to make a particular value	T1 W5 T4 W2

Algebra TERM & WEEK

Equations and relationships

Checking the truth of number sentences involving direct comparisons of whole numbers up to 120 (e.g. $16 > 60$, true or false?)	T4 W1
Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division using tens frames, discrete materials, or number lines (e.g. $18 + \underline{\quad} = 17 + 6$, $6 \div \underline{\quad} = 2$, $2 + 2 + 2 = 3 \times 2$, true or false?)	T1 W3, 6
Recognising and describing the unit of repeat in a repeating pattern, and using the unit of repeat and ordinal position in a repeating pattern to predict further elements (e.g. ACDC in the pattern ACDCACDCACDC)	T3 W9

Measurement TERM & WEEK

Measuring

Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object	T1 W4 T2 W8, 9
Comparing and ordering several objects using informal units of length, mass (weight), or capacity	T1 W4 T2 W8, 9
Estimating and measuring length (cm), mass (g), and capacity (mL), using tools with labelled markings and whole-number metric units	T1 W4 T2 W8, 9 T3 W6
Measuring the perimeter of polygon using metric units	T3 W6
Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	T3 W3
Naming and ordering the months and seasons	T4 W7
Describing durations of familiar events using years, months, weeks, and days, or hours, minutes and seconds	T4 W7
Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of 'past' and 'o'clock'	T2 W4 T3 W5
Naming the month before and the month after	T4 W7
Using ordinal numbers to identify months of the year	T4 W7

Geometry TERM & WEEK

Shape

Identifying, describing, visualising, and sorting 2D and 3D shapes, including ovals, semicircles, polygons (e.g. hexagons, pentagons), rectangular prisms (cuboids), pyramids, and cones, using the attributes of shapes	T1 W8 T2 W5 T3 W7
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Spatial reasoning

Flipping, sliding, and turning 2D shapes to make a pattern or compose a shape	T3 W3
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Pathways

Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns	T3 W7 T4 W4
Interpreting diagrams to describe the positions of objects and places in relation to other objects and places	T4 W4

Statistics TERM & WEEK

Developing knowledge from data

Collecting categorical data for an investigative question with limited categories (e.g. What are the favourite pets of students in our class?)	T3 W8 T4 W5
Sorting categorical data into categories and considering if 'other' should be a category for sorting rare responses	T3 W8 T4 W5
Recording data using tally charts	T3 W8 T4 W5

Visualisation of data

Creating data visualisations for categorical data	T3 W8 T4 W5
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Interpretation of data

Describing data visualisations using the variable name and the context and giving the frequency for each category	T3 W8 T4 W5
Answering questions about data visualisations, including which category has the most or least items	T3 W8 T4 W5

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				A ACTIVITIES (COURSES) SQ SKILL QUESTS	Ebook pages
1 Counting to 120 Reading and writing whole numbers up to 120, and representing them using base 10 structure Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120 Comparing and ordering whole numbers up to 120 Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)	A Number structure: Numbers up to 120 - Are you ready? - Making Numbers Count - Making Big Numbers Count				SQ Number structures: Numbers to 120 - Reading, writing & representing 2-digit numbers - Reading & writing numbers to 120	(Y2-B) Numbers - Numbers to 100 (pp 23–28) (Y3-C) Numbers - Numbers to 999 (pp 1–3, 9)
2 Place Value to 120 Reading and writing whole numbers up to 120, and representing them using base 10 structure Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120 Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 Counting forwards in 3s from multiples of 3s Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)	A Number structure: Numbers up to 120 - Model numbers - Compare numbers to 100				SQ Number structures: Numbers to 120 - Identifying place value of 2-digit numbers - Identifying numbers before & after up to 120 - Partitioning 2-digit numbers	(Y2-B) Numbers Numbers to 100 (pp 29–41)
3 Addition to 20 Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$) Memorising doubles and halves to 20 Adding and subtracting 3 one-digit numbers (e.g. $7 + 3 + 6$) Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$) Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division using tens frames, discrete materials, or number lines (e.g. $18 + \underline{\quad} = 17 + 6$, $6 \div \underline{\quad} = 2$, $2 + 2 + 2 = 3 \times 2$, true or false?)	A Operations: Addition & subtraction - Are you ready? - All about Twenty - Additive Addition - Adding in Any Order - Add Three 1-Digit Numbers					(Y2-B) Operations with Number - Addition (pp 10–23) (Y3-C) Operations with Number - Addition (pp 1–3, 14–16)
4 Length Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object Comparing and ordering several objects using informal units of length, mass (weight), or capacity Estimating and measuring length (cm), mass (g), and capacity (mL), using tools with labelled markings and whole-number metric units	A Measurement: Measuring, time & area - Measuring Length with Blocks - Compare Length	SQ Measuring: Compare & order lengths Comparing & ordering lengths using informal units	SQ Measuring: Measure using metric units Introducing formal units (cm)	A Measurement: Measuring, time & area How Long is That?		(Y2-B) Measurement - Length (pp 1–14) (Y3-C) Measurement - Length (pp 1–8)
5 Money Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value Combining denominations of currency (either all notes or all coins) to make a particular value	A Number: Financial maths Recognise Everyday Money (NZD)				SQ Financial maths: Recognise & order money Recognising & sorting denominations	(Y1-A) Time, Money and Data - Money (pp 21–30) (Y2-B) Time and Money - Money (pp 24–25)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence		(A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS	Ebook pages
6 Subtract to 20 Memorising addition and subtraction facts up to 20 (e.g. 17 + 3 = 20) Memorising doubles and halves to 20 Adding and subtracting 3 one-digit numbers (e.g. 7 + 3 + 6) Adding and subtracting numbers up to 100 (e.g. 32 + 20 or 32 + 2) Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division using tens frames, discrete materials, or number lines (e.g. 18 + __ = 17 + 6, 6 ÷ __ = 2, 2 + 2 + 2 = 3 × 2, true or false?)	(A) Operations: Addition & subtraction - Simple Subtraction - Related Facts 1 - Fact Families: Add and Subtract	(SQ) Operations: Add & subtract to 20 - Adding & subtracting to 20 - Adding/subtracting using counting on & back to 20	(Y2-B) Operations with Number - Subtraction (pp 25–39) - Addition and subtraction (pp 41–44) (Y3-C) Operations with Number - Addition (pp 26–27, 34, 36–38)	
7 Add and subtract to 100 Adding and subtracting numbers up to 100 (e.g. 32 + 20 or 32 + 2) Reading and writing whole numbers up to 120, and representing them using base 10 structure Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120 Adding 100 to a one-digit number	(A) Operations: Addition & subtraction - Adding to 2-digit numbers - Add 3 Numbers Using Bonds to 10	(SQ) Add & subtract to 100 - Adding/subtracting using counting on & back to 100 - Bridging to ten using models - Adding & subtracting using jump strategy	(Y2-B) Operations with Number - Addition and subtraction (pp 45–54) (Y3-C) Operations with Number - Addition (pp 5–23) - Subtraction (22–46)	
8 2D shapes Identifying, describing, visualising, and sorting 2D and 3D shapes, including ovals, semicircles, polygons (e.g. hexagons, pentagons), rectangular prisms (cuboids), pyramids, and cones, using the attributes of shapes	(A) Geometry: Shape, space & pathways - Count Sides and Corners - Collect the Shapes 1 - Collect More Shapes	(SQ) Shapes: Introduce 2D shapes - Comparing 2D shapes - Sorting 2D shapes	(Y2-B) Space and Shape 2D space (pp 1–14) (Y3-C) Space and Shape 2D space (pp 6–14)	
9 Numbers to 100: Te Reo Māori Using te reo Māori for numbers up to 100	 Teacher directed			

Focus and practice statements	Online activities Curated content in a suggested teaching sequence					(A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS	Ebook pages
1Skip counting x2s, x3s, x5s Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s Counting forwards in 3s from multiples of 3s Memorising multiplication and corresponding division facts for 2s, 5s, and 10s Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)	(A)Number structure: Numbers up to 120 - Counting by Twos - Counting by Fives → (A)Operations: Multiplication & division - Groups of Two - Groups of Five → (SQ)Number structures: Counting strategies - Counting forwards in 3s					(Y2-B) Numbers - Skip counting (pp 42–46, 49–53) (Y3-C) Numbers - Skip counting (pp 41–49)	
2Fractions: Halves and quarters Recognising, reading, writing (using symbols and words), and representing halves, thirds, and quarters ($\frac{1}{2}$, $\frac{2}{4}$, $\frac{1}{3}$, $\frac{2}{6}$, $\frac{1}{4}$, $\frac{2}{8}$) as fractions of sets, quantities, and regions, using equal parts of the whole Directly comparing two fractions involving halves, thirds, or quarters Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones)	(A)Rational numbers: Simple fractions - Halves → (SQ)Rational numbers: Halves/thirds/ quarters - Reading, writing & representing halves → (A)Rational numbers: Simple fractions - Halves and Quarters → (SQ)Rational numbers: Halves/thirds/ quarters - Reading, writing & representing quarters → (SQ)Rational numbers: Fractions of sets - Finding halves & quarters of sets	(Y2-B) Numbers - Fractions (pp 62–67) (Y3-C) Numbers - Fractions (pp 57–67)					
3Multiplying by 10s, 2s and 5s Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s Memorising multiplication and corresponding division facts for 2s, 5s, and 10s Multiplying and dividing with products and dividends up to 100	(A)Operations: Multiplication & division - Count by 2s, 5s and 10s → (SQ)Operations: Skip counting - Skip counting by 2s, 5s & 10s up to 50 → (SQ)Operations: Multiply & divide 2, 5 & 10 - Multiplication facts for 2 - Multiplication facts for 5 - Multiplication facts for 10	(Y3-C) Operations with Number Multiplication (pp 55–66)					
4Time: O'clock and half-past Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of 'past' and 'o'clock'	(A)Measurement: Measuring, time & area - Set Time to the Hour - Set Time to the Half Hour → (SQ)Measuring: Tell time to the quarter hour - Telling the time to the hour & half hour	(Y2-B) Time and Money - Time (pp 12–17) (Y3-C) Time and Money - Time (pp 14–19)					
53D shapes Identifying, describing, visualising, and sorting 2D and 3D shapes, including ovals, semicircles, polygons (e.g. hexagons, pentagons), rectangular prisms (cuboids), pyramids, and cones, using the attributes of shapes	(A)Geometry: Shape, space & pathways - How Many Faces? - How Many Edges? - How Many Vertices? → (SQ)Shapes: Introduce 3D objects - Identifying & comparing 3D objects - Sorting 3D shapes	(Y2-B) Space and Shape 3D space (pp 23–30) (Y3-C) Space and Shape 3D space (pp 20–24)					

Focus and practice statements	Online activities Curated content in a suggested teaching sequence			(A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS	Ebook pages
62-digit addition Add and subtract 10s Adding and subtracting numbers up to 100 (e.g. 32 + 20 or 32 + 2) Solving one-step addition and subtraction problems involving numbers up to 100 Reading and writing whole numbers up to 120, and representing them using base 10 structure	(A) Operations: Addition & subtraction • Doubles and near doubles • Subtracting tens	(SQ) Operations: Add/subtract problems to 100 • Addition & subtraction problems to 100	(SQ) Operations: Add/subtract problems to 100 • Adding using place value up to 100	(Y2-B) Operations with Number • Addition and subtraction (pp 45–54) (Y3-C) Operations with Number • Addition (pp 5–23) • Subtraction (22–46)	
7Fractions: Thirds Recognising, reading, writing (using symbols and words), and representing halves, thirds, and quarters ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$) as fractions of sets, quantities, and regions, using equal parts of the whole Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones) Recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Directly comparing two fractions involving halves, thirds, or quarters Finding a whole when given a $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$ of a length, shape, or set of objects or quantities	(SQ) Rational numbers: Halves/thirds/quarters • Reading, writing & representing thirds • Finding halves, thirds or quarters of shapes	(SQ) Rational numbers: Compare fractions • Ordering/comparing halves & quarters up to 3	(SQ) Rational numbers: Equivalence 2/4 & 1/2 • Recognising equivalence of 2/4 & 1/2	(Y3-C) Numbers • Fractions (pp 57–67)	
8Weight (Mass) Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object Comparing and ordering several objects using informal units of length, mass (weight), or capacity Estimating and measuring length (cm), mass (g), and capacity (mL), using tools with labelled markings and whole-number metric units	(A) Measurement: Measuring, time & area • Everyday Mass • How Heavy?	(SQ) Measuring: Informal units of mass • Exploring mass using informal units	(SQ) Measuring: Measure using metric units • Introducing formal units (g)	(Y2-B) Measurement • Mass (pp 15–25) (Y3-C) Measurement • Mass (pp 13–21)	
9Capacity Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object Comparing and ordering several objects using informal units of length, mass (weight), or capacity Estimating and measuring length (cm), mass (g), and capacity (mL), using tools with labelled markings and whole-number metric units	(A) Measurement: Measuring, time & area • Filling Fast! • How Full?	(SQ) Measuring: Capacity • Exploring capacity using informal units	(SQ) Measuring: Compare capacity • Comparing & ordering capacity using informal units	(Y2-B) Measurement • Volume and capacity (pp 28–31) (Y3-C) Measurement • Volume and capacity (pp 22–27)	

Focus and practice statements	Online activities Curated content in a suggested teaching sequence			A ACTIVITIES (COURSES) SQ SKILL QUESTS	Ebook pages	
1 Rounding to add Rounding numbers up to 120 to the nearest 10 Adding and subtracting numbers up to 100 (e.g. 32 + 20 or 32 + 2) Solving one-step addition and subtraction problems involving numbers up to 100	A Number structure: Numbers up to 120 • Nearest 10?	→	SQ Number structures: Round to nearest 10 • Rounding numbers to the nearest 10		Y3-C Numbers • Number sense (pp 39–40)	
2 Odd and even numbers Dividing by 2 Identifying odd and even numbers up to 120 Memorising multiplication and corresponding division facts for 2s, 5s, and 10s Memorising doubles and halves to 20	A Number structure: Numbers up to 120 • Odd or even	→	SQ Operations: Multiply & divide 2, 5 & 10 • Division facts for 2	→	SQ Number structures: Odd & even numbers • Identifying odd & even numbers to 120	Y3-C Numbers • Skip counting (pp 50–51)
3 Flip, slide and turn Flipping, sliding, and turning 2D shapes to make a pattern or compose a shape Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	A Geometry: Shape, space & pathways • Flip, slide, turn	→	SQ Spatial reasoning: Flip, slide & turn • Introducing turns • Introducing slides • Introducing flips • Flips & slides		Y2-B Space and Shape • 2D space (pp 17–18)	
4 Dividing by 5 and 10 Memorising multiplication and corresponding division facts for 2s, 5s, and 10s Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	SQ Operations: Multiply & divide 2, 5 & 10 • Multiplication & division facts for 2 • Division facts for 5 • Multiplication & division facts for 5 • Division facts for 10 • Multiplication & division facts for 10				Y3-C Operations • Multiplication (pp 62–63) Y4-D Multiplication and Division • Multiplication (pp 1–6) Y5-E Multiplication and Division • Multiplication facts (pp 1–2)	
5 Time to the quarter hour Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of ‘past’ and ‘o’clock’	A Measurement: Measuring, time & area • Quarter To and Quarter Past	→	SQ Measuring: Tell time to the quarter hour • Telling the time to the quarter hour		Y3-C Time and Money • Time (pp 20–23)	

Focus and practice statements	Online activities Curated content in a suggested teaching sequence		(A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS	Ebook pages
6 Perimeter Measuring the perimeter of polygon using metric units Estimating and measuring length (cm), mass (g), and capacity (mL), using tools with labelled markings and whole-number metric units	(A) Measurement: Measuring, time & area • Perimeter of Shapes	(SQ) Measuring: Perimeter • Measuring perimeter in metric units		(Y4-D) Measurement • Units of length (p 6)
7 Prisms Following Directions Identifying, describing, visualising, and sorting 2D and 3D shapes, including ovals, semicircles, polygons (e.g. hexagons, pentagons), rectangular prisms (cuboids), pyramids, and cones, using the attributes of shapes Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns	(A) Geometry: Shape, space & pathways • Collect the Objects • Left or Right?	(SQ) Pathways: Understand directions • Understanding left & right from opposite direction		(Y2-B) Space and Shape • 3D space (pp 23–25) (Y3-C) Space and Shape • 3D space (p 20) • Position (pp 34–37)
8 Graphs and data Collecting categorical data for an investigative question with limited categories (e.g. What are the favourite pets of students in our class?) Sorting categorical data into categories and considering if ‘other’ should be a category for sorting rare responses Recording data using tally charts Creating data visualisations for categorical data Describing data visualisations using the variable name and the context and giving the frequency for each category Answering questions about data visualisations, including which category has the most or least items	(A) Statistics • Tallies	(SQ) Statistics: Collect data • Collecting data	(SQ) Statistics: Use tally charts • Introducing tally charts	(Y2-B) Chance and Data • Data (pp 9–17) (Y3-C) Chance and Data • Data (pp 9–19)
9 Repeating patterns Recognising and describing the unit of repeat in a repeating pattern, and using the unit of repeat and ordinal position in a repeating pattern to predict further elements (e.g. ACDC in the pattern ACDCACDCACDC)	(A) Algebra: Equality & relationships • Pattern Error • Simple Patterns	(SQ) Equations & relationships: Patterns • Recognising repeating patterns • Reproducing repeating patterns • Manipulating repeating patterns		(Y1-A) Numbers and Patterns • Patterns (p 45–52) (Y2-B) Numbers and Patterns • Patterns and rules (p 1–5) (Y3-C) Patterns and Relationships • Patterns and rules (pp 1–3)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence			Ebook pages
	A SQ SQ A SQ SQ			
1 Comparing numbers: are they equal? Checking the truth of number sentences involving direct comparisons of whole numbers up to 120 (e.g. $16 > 60$, true or false?) Comparing and ordering whole numbers up to 120	Algebra: Equality & relationships - Balance Numbers to 20 - Balance Additions to 20	Equations & relationships: Whole numbers Checking truth direct comparisons of whole numbers	Equations & relationships: Equality - Exploring equality in addition & subtraction - Exploring equality in multiplication & division	Y2-B Numbers and Patterns - Number relationships (pp 17–32) Y3-C Patterns and Relationships - Number relationships (pp 18–38)
2 Equivalent money amounts Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value Combining denominations of currency (either all notes or all coins) to make a particular value	Number: Financial maths Who has The Money? (NZD)			Y2-B Time and Money - Money (pp 26–35) Y3-C Time and Money - Money (pp 25–31)
3 2-digit addition Two step problems Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$) Solving one-step addition and subtraction problems involving numbers up to 100 Solving multi-step addition and subtraction problems involving numbers up to 20	Operations: Addition & subtraction - Add and Subtract Problems - Problems: Add and Subtract	Operations: Add/sub multi-step problems Multi-step addition & subtraction problems to 20		Y2-B Operations with Number - Addition (pp 11–13) - Addition and subtraction (pp 53–54)
4 Position Directions Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns Interpreting diagrams to describe the positions of objects and places in relation to other objects and places	Geometry: Shape, space & pathways Following Directions	Pathways: Follow & give directions Following & giving directions		Y3-C Space and Shape Position (pp 30–33)
5 Dot plots, tables and graphs Collecting categorical data for an investigative question with limited categories (e.g. What are the favourite pets of students in our class?) Sorting categorical data into categories and considering if 'other' should be a category for sorting rare responses Recording data using tally charts Creating data visualisations for categorical data Describing data visualisations using the variable name and the context and giving the frequency for each category Answering questions about data visualisations, including which category has the most or least items	Statistics - Making Picture Graphs: With Scale - Picture Graphs: with scale & half	Statistics: Create data visualisations Creating data visualisations	Statistics: Answer questions about data Answering questions about data	Y2-B Chance and Data - Data (pp 18–21) Y3-C Chance and Data - Data (pp 20–23)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence		Ebook pages
6 Multiplication and division Memorising multiplication and corresponding division facts for 2s, 5s, and 10s Multiplying and dividing with products and dividends up to 100	A Operations: Multiplication & division - Arrays 1 - Multiplication Arrays - Divide into Equal Groups	SQ Operations: Multiply & divide up to 100 - Multiplication strategies - Division strategies	Y2-B Operations with Number - Multiplication (pp 55–63) - Division (pp 64–69)
	→	→	
7 Months and seasons Naming and ordering the months and seasons Describing durations of familiar events using years, months, weeks, and days, or hours, minutes and seconds Naming the month before and the month after Using ordinal numbers to identify months of the year	A Measurement: Measuring, time & area - Months of the Year - Months before and after - Seasons (AU/NZ)	SQ Measuring: Months & seasons - Introducing the months of the year - Introducing the seasons	Y1-A Time, Money and Data - Time (p 11) Y2-B Time and Money - Time (pp 4–7)
	→	→	
8 Review	 Review earlier content		
9 Number fact practise Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$) Memorising multiplication and corresponding division facts for 2s, 5s, and 10s	SQ Operations: Addition facts up to 20 Addition & subtraction facts to 20	SQ Operations: Doubles & halves to 20 - Adding doubles up to 20 - Finding halves to 20	Y3-C Operations with Numbers Addition – revising basic number facts (pp 1–2)
	→	→	

Mathletics

For more information about Mathletics,
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