

Mathletics

New Zealand Curriculum Mathematics and Statistics (2026)

Scope & Sequence



Phase 1, Year 3

Mathletics

Term one			
Week 1	Number	Number structures	Numbers to 1,000
Week 2			Counting & comparing to 1,000
Week 3		Operations	Number line + -
Week 4			Multiplication
Week 5	Algebra	Equations and relationships	Number patterns
Week 6	Number	Operations	Add and subtract using known facts
Week 7			Partition to add and subtract
Week 8	Geometry	Shapes	2D shapes
Week 9	Number	Rational numbers	Model fractions

Term two			
Week 1	Number	Number structures	Working with numbers
Week 2		Operations	Addition algorithms
Week 3			Subtraction algorithms
Week 4			Division
Week 5		Financial mathematics	Money
Week 6	Measurement	Measuring	Length
Week 7	Number	Operations	Solving word problems + -
Week 8	Measurement	Measuring	Telling time
Week 9			Duration

Term three			
Week 1	Number	Rational numbers	Fractions
Week 2			Fractions – equivalence and comparison
Week 3		Operations	Regrouping in algorithms
Week 4			Multiplication and division facts
Week 5		Rational numbers	Add and subtract fractions
Week 6	Geometry	Spatial reasoning	2D patterns and turns
Week 7	Algebra	Equations and relationships	Working with number sentences
Week 8	Measurement	Measuring	Area
Week 9			Perimeter

Term four			
Week 1	Number	Operations	Multiply larger numbers
Week 2		Rational numbers	Fractions of a set
Week 3	Geometry	Pathways	Position
Week 4	Number	Financial mathematics	Using money
Week 5	Measurement	Measuring	Mass
Week 6			Capacity and volume
Week 7	Statistics	Developing knowledge from data	Data knowledge and visualisation
Week 8		Visualisation of data Interpretation of data	Data visualisation and interpretation
Week 9	Review		

Number	TERM & WEEK
Number structures	
Reading and writing whole numbers up to 1,000, and representing them using base 10 structure	T1 W1
Recognising the place value of each digit in a three-digit number	T1 W1, 2
Comparing and ordering whole numbers up to 1,000	T1 W2
Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)	T1 W2
Rounding numbers to the nearest 10 or 100	T2 W1
Estimating the answer to a calculation	T2 W1, 2
Counting forwards and backwards in 2s, 3s, 4s, 5s, and 8s from multiples of these numbers (e.g. 20, 15, 10, 5; 8, 16, 24, 32)	T3 W4
Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000	T1 W2
Operations	
Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137+54$)	T1 W3, 6, 7 T2 W2, 3 T3 W3
Finding the complement of a number to 100 (e.g. $34+ _ = 100$)	T1 W3
Solving one-step addition and subtraction problems involving numbers up to 1000	T2 W7
Solving multi-step addition and subtraction problems involving numbers up to 100	T2 W7
Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts	T1 W4
Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s	T1 W4 T3 W4 T4 W1
Multiplying a one- or two-digit number by a one-digit number (e.g. $4 \times 6; 2 \times 23$)	T1 W4 T4 W1
Dividing whole numbers by a one-digit divisor with no remainders (e.g. $24 \div 3$, $32 \div 4$)	T2 W4
Rational numbers	
Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators	T1 W9 T3 W1 T4 W2
Counting in unit fractions up to 1	T3 W1
Comparing unit fractions with denominators up to 12	T3 W2
Comparing non-unit fractions with the same denominator up to 12	T3 W2
Identifying when two fractions are equivalent, using representations	T3 W2
Adding and subtracting fractions with the same denominator within a whole (e.g. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} = \frac{6}{8}$)	T3 W5
Finding a unit fraction of a whole number by connecting to division (e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$)	T4 W2
Finding the whole when given a unit fraction by connecting to repeated addition or multiplication (e.g. if $\frac{1}{4}$ of a set is 3, the whole set is $4 \times 3 = 12$)	T4 W2
Financial mathematics	
Representing currency values of mixed dollars and cents without using decimal notation (e.g. \$2 and 50 cents)	T2 W5
Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes	T2 W5
Using addition and subtraction to give change	T4 W4
Algebra	
Equations and relationships	
Checking the truth of number sentences involving direct comparisons of whole numbers up to 1,000 (e.g. $313 < 330$, true or false?)	T3 W7
Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division (e.g. $217 - _ = 105$, $12 \div 3 = 5 - 2$, true or false?)	T3 W7
Recognising, continuing, and creating growing number patterns	T1 W5

Measurement	TERM & WEEK
Measuring	
Estimating and measuring length (cm and m), mass (g and kg), and capacity (mL and L), using tools with labelled markings and whole-number metric units	T2 W6 T4 W5, 6
Comparing and ordering objects using whole-number metric units of length, mass, or capacity	T2 W6 T4 W5, 6
Measuring the perimeter of polygon using metric units	T3 W9
Measuring the area of rectangles using squares of equal size	T3 W8
Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	T3 W6
Identifying the duration of events using years, months, weeks, days, hours, minutes, and seconds	T2 W9
Telling the time on analogue and digital clocks to the nearest 5 minutes and the nearest minute, using the language of minutes past the hour and to the hour	T2 W8
Describing the differences in duration between units of time (e.g. days vs weeks, months vs years)	T2 W9
Geometry	
Shape	
Identifying, describing, visualising and sorting regular polygons with up to 10 sides	T1 W8
Spatial reasoning	
Recognising lines of symmetry in patterns or pictures, and creating or completing symmetrical patterns or pictures	T3 W6
Pathways	
Following and creating a sequence of step-by-step instructions for moving people or objects to a different location, including half and quarter turns and the distance to be travelled	T4 W3
Using simple maps to locate objects and places relative to other objects and places.	T4 W3
Statistics	
Developing knowledge from data	
Collecting categorical data and sorting the responses	T4 W7
Collecting numerical data by asking an investigative question with a response that is a count or a discrete measurement (i.e. a whole number) (e.g. How many teeth have been lost by the students in our class? What are the shoe sizes in the class?)	
Visualisation of data	
Creating data visualisations for categorical and numerical data	T4 W7
Interpretation of data	
Describing data visualisations using the variable name and the context and giving the frequency for each category or number	T4 W7, 8
Answering questions about data visualisations, including which category has the most or least items and questions involving operations (e.g. How many teeth did our class lose in total?)	T4 W8

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				(A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages		
1 Numbers to 1,000 Reading and writing whole numbers up to 1,000, and representing them using base 10 structure Recognising the place value of each digit in a three-digit number	(A) Number structures: Whole number & place value • Are you ready? • Place Value 2	→	(SQ) Number structures: Read & write numbers • Reading & writing 3-digit numbers	→	(SQ) Number structures: Place value to 1,000 • Using place value with 3-digit numbers	→	(C) Number & Algebra: Whole Number LEVEL 3–5 • Swap the number	(Y3-C) Numbers • Numbers to 999 (pp 1–10) • Place value to 999 (pp 19–24) (Y4-D) Reading and Understanding Whole Numbers • Looking at whole numbers (pp 1–2)
2 Counting & comparing to 1,000 Recognising the place value of each digit in a three-digit number Comparing and ordering whole numbers up to 1,000 Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000 Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)	(A) Number structures: Whole number & place value • Smallest and largest numbers	→	(SQ) Number structures: Compare & order • Comparing & ordering numbers to 1,000	→	(SQ) Number structures: Count in 10s or 100s • Counting in 100s, 10s & 1s up to 1000 • Counting forwards & backwards in 10s • Counting forwards & backwards in 100s	(Y3-C) Numbers • Numbers to 999 (pp 11–18) • Skip counting (pp 41–51) (Y4-D) Reading and Understanding Whole Numbers • Looking at whole numbers (pp 3–6)		
3 Number line + – Adding and subtracting numbers up to 1000 (e.g. 329 + 3, 329 + 80, 329 – 200,137+54) Finding the complement of a number to 100 (e.g. 34+_ = 100)	(A) Operations: Addition & subtraction • Are you ready? • Complements to 50 and 100 • Magic Mental Addition • Magic Mental Subtraction	→	(SQ) Operations: Add & subtract • Adding & subtracting with the number line (2-digits)				(Y3-C) Operations • Addition (pp 7– 9, 17–18) • Subtraction (pp 28–33) (Y4-D) Addition and Subtraction • Addition mental strategies (pp 5–8) • Subtraction mental strategies (pp 19 – 22)	
4 Multiplication Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts Multiplying a one- or two-digit number by a one-digit number (e.g. 4×6;2×23) Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s	(A) Operations: Multiplication & division • Are you ready? • Arrays 2	→	(SQ) Operations: Arrays & repeated addition • Introducing arrays & repeated addition	→	(SQ) Operations: Facts for 2, 5 & 10 (× ÷) • Recalling multiplication facts for 2 • Recalling multiplication facts for 5	(Y3-C) Operations • Multiplication (pp 49–56)		
5 Number patterns Recognising, continuing, and creating growing number patterns	(A) Operations: Multiplication & division • Are you ready? • Count Forward Patterns • Count by Fives	→	(SQ) Relationships: Growing number patterns • Exploring growing number patterns	→	(C) Number & Algebra: Patterns LEVEL 3–5 • Jamie’s Patterns	(Y3-C) Patterns and relationships • Patterns and rules (pp 5–9)		

Focus and practice statements	Online activities Curated content in a suggested teaching sequence			Ebook pages
	(A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES			
6 Add and subtract using known facts Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)	(A) Operations: Addition & subtraction - Doubles and Near Doubles - Commutative Property of Addition - Add 3 Numbers: Bonds to Multiples of 10	(SQ) Operations: Add & subtract - Adding & subtracting within 20 fluently - Adding & subtracting multiples of 10		(Y3-C) Operations - Addition (pp10–16) (Y4-D) Addition and Subtraction - Addition mental strategies (pp 3–4) - Subtraction mental strategies (pp 15–16, 23–24, 30)
7 Partition to add and subtract Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)	(SQ) Number structures: Place value to 1,000 Partitioning 3-digit numbers	(A) Operations: Addition & subtraction Jump Add and Subtract	(SQ) Operations: Add & subtract - Adding & subtracting using models - Adding & subtracting with the number line (3-digits) - Bridging to 10	(Y4-D) Addition and Subtraction - Addition mental strategies (pp 8–10) - Subtraction mental strategies (pp 25–29)
8 2D shapes Identifying, describing, visualising and sorting regular polygons with up to 10 sides	(A) Geometry: Shape, space & pathways - Count Sides and Corners - Collect More Shapes	(SQ) Shapes: Describe & sort polygons Describing & sorting regular polygons	(C) Geometry: 2D Shapes LEVEL 3–5 Blip and the rectangle	(Y3-C) Space and Shape 2D space (pp 8–13) (Y4-D) Space, Shape and Position - Investigating 2D shapes (pp 6 - 8)
9 Model fractions Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators	(A) Rational numbers: Simple fractions - Are You Ready? - Thirds and Sixths	(SQ) Rational numbers: Thirds, fifths, sixths - Introducing thirds - Introducing fifths - Introducing sixths		(Y3-C) Numbers - Fractions (pp 58–67) (Y4-D) Fractions - Introducing fractions (pp 3–4, 13–14)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages	
	A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES					
1 Working with numbers Rounding numbers to the nearest 10 or 100 Estimating the answer to a calculation	A Number structures: Whole number & place value • Nearest 10? • Nearest 100?		SQ Number structures: Place value to 1,000 • Finding 10 or 100 before & after up to 1,000 • Finding the number of tens • Solving place value problems	Y3-C Numbers • Place value to 999 (pp 25–32) Y4-D Reading and Understanding Whole Numbers • Round and estimate (pp 19 – 20)		
2 Addition algorithms Estimating the answer to a calculation Adding and subtracting numbers up to 1000 (e.g. 329 + 3, 329 + 80, 329 – 200,137+54)	A Operations: Addition & subtraction • Add Two 2-Digit Numbers	SQ Operations: Add & subtract vertically • Vertical addition (no renaming)	A Operations: Addition & subtraction • Estimate sums	SQ Number structures: Estimate answers • Rounding & estimating with addition	Y3-C Operations • Addition (pp 19–25)	
3 Subtraction algorithms Adding and subtracting numbers up to 1000 (e.g. 329 + 3, 329 + 80, 329 – 200,137+54) Estimating the answer to a calculation	A Operations: Addition & subtraction • 2-Digit Differences	SQ Operations: Add & subtract vertically • Vertical subtraction (no renaming)	A Operations: Addition & subtraction • Estimate differences	SQ Number structures: Estimate answers • Rounding & estimating with subtraction	Y3-C Operations • Addition (pp 44 - 46)	
4 Division Dividing whole numbers by a one-digit divisor with no remainders (e.g. 24÷3, 32÷4)	A Operations: Multiplication & division • Share the Treasure • Fill the Jars		SQ Operations: Divide by sharing & grouping • Dividing by sharing & grouping (up to 50) • Using repeated subtraction to divide • Solving mult/div problems using sharing/grouping		Y3-C Operations • Division (pp 71–78)	
5 Money Representing currency values of mixed dollars and cents without using decimal notation (e.g. \$2 and 50 cents) Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes	A Financial maths: Represent NZ currency • Representing & using NZ notes & coins				Y4-D Addition and Subtraction • Money (pp 41–44)	

Focus and practice statements	Online activities Curated content in a suggested teaching sequence			Ebook pages
	(A) ACTIVITIES (COURSES)	(SQ) SKILL QUESTS	(C) CHALLENGES	
6 Length Estimating and measuring length (cm and m), mass (g and kg), and capacity (mL and L), using tools with labelled markings and whole-number metric units Comparing and ordering objects using whole-number metric units of length, mass, or capacity	(A) Measuring, perimeter, area & time - How long is that? - Ordering lengths (cm)	(SQ) Measuring: Units of length (cm & m) - Introducing formal units (cm) - Introducing formal units (m)	(C) Measurement: Length LEVEL 3–5 Metres or centimetres?	(Y3-C) Measurement Length (pp 5–12)
7 Solving word problems + - Solving one-step addition and subtraction problems involving numbers up to 1000	(A) Operations: Addition & subtraction - Bar Model Problems 1 - Problems: Add and Subtract	(SQ) Operations: Solve one-step +- problems Solving one-step add/sub problems to 1,000	(C) Number & Algebra: Addition & subtraction LEVEL 3–5 Calculate through this maze	(Y4-D) Addition and Subtraction Addition mental strategies (p 11)
8 Telling time Telling the time on analogue and digital clocks to the nearest 5 minutes and the nearest minute, using the language of minutes past the hour and to the hour	(A) Measuring, perimeter, area & time - Five Minute Times - What is the Time?	(SQ) Measuring: Tell time to the minute - Telling time to the quarter hour - Telling time to nearest five minutes - Telling time to the minute		(Y4-D) Time Telling time (pp1–4)
9 Duration Identifying the duration of events using years, months, weeks, days, hours, minutes, and seconds Describing the differences in duration between units of time (e.g. days vs weeks, months vs years)	(A) Measuring, perimeter, area & time - Months of the Year - Days: After and Before - Using a Calendar	(SQ) Measuring: Differences in duration Describing differences in duration	(SQ) Measuring: Identify duration - calendars Identifying duration using calendars	(Y3-C) Time - Time – months of the year (p1) - Calendars (pp 3 – 5) - Seasons (pp 6 – 7) - Duration (10 – 13) (Y4-D) Time - Measuring time (pp 10–12)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence					Ebook pages				
A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES										
1 Fractions Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators Counting in unit fractions up to 1	A Rational numbers: Simple fractions • Model fractions • Shade fractions		→	SQ Rational numbers: Halves/quarters/eighths • Introducing eighths • Finding halves, quarters and eighths		→	SQ Rational numbers: Count unit fractions • Counting in unit fractions up to 1	Y5-E Fractions • Working with fractions (pp 1–2)		
2 Fractions – equivalence and comparison Identifying when two fractions are equivalent, using representations Comparing unit fractions with denominators up to 12 Comparing non-unit fractions with the same denominator up to 12	SQ Rational numbers: Halves/quarters/eighths • Equivalence with halves, quarters & eighths	→	SQ Rational numbers: Equivalent fractions • Identifying equivalent fractions	→	A Rational numbers: Simple fractions • Equivalent fraction Wall 1	→	SQ Rational numbers: Compare unit fractions • Comparing unit fractions	→	SQ Rational numbers: Comparing non-unit fractions • Comparing non-unit fractions	Y4-D Fractions • Introducing fractions (p 10, 15–16)
3 Regrouping in algorithms Adding and subtracting numbers up to 1000 (e.g. 329 + 3, 329 + 80, 329 – 200,137+54)	SQ Operations: Add & subtract vertically • Vertical addition (with renaming) • Vertical subtraction (with renaming)		→	C Number & Algebra: Addition & Subtraction LEVEL 3–5 • Missing numbers!				Y4-D Reading and Understanding Whole Numbers • Understanding Whole Numbers • Looking at whole numbers (pp 14–15) Y4-D Addition and Subtraction • Written methods (pp 33–35, 37–39)		
4 Multiplication and division facts Counting forwards and backwards in 2s, 3s, 4s, 5s, and 8s from multiples of these numbers (e.g. 20, 15, 10, 5; 8, 16, 24, 32) Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s	A Operations: Multiplication & division • Frog Jump Multiplication • Frog Jump Division		→	SQ Operations: Facts for 3,4, & 8 (× ÷) • Recalling multiplication & division facts for 3 • Exploring multiplication & division facts for 4 • Exploring multiplication & division facts for 8				Y3-C Operations • Multiplication (pp 62–63) Y4-D Multiplication and Division • Introducing multiplication (pp 3–5, 7–13, 30–31) Y5-E Multiplication and division • Multiplication facts (p5, 26)		
5 Add and subtract fractions Adding and subtracting fractions with the same denominator within a whole (e.g. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} = \frac{6}{8}$)	A Operations: Multiplication & division • Add Subtract Fractions 1		→	SQ Rational numbers: Add/subtract fractions • Adding & subtracting fractions, same denominators		→	C Number & Algebra: Fractions LEVEL 3–5 • How many hats and socks?	Y4-D Fractions • Calculating (pp 26–27)		

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages
	(A) ACTIVITIES (COURSES)	(SQ) SKILL QUESTS	(C) CHALLENGES		
6 2D patterns and turns Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks Recognising lines of symmetry in patterns or pictures, and creating or completing symmetrical patterns or pictures	(A) Geometry: Shape, space & pathways • Symmetry	(SQ) Spatial reasoning: Line symmetry • Identifying line symmetry	(SQ) Measuring: Describe the measure of turn • Describing half, quarter & three-quarter turns	(C) Geometry: Symmetry, Location and Transformation LEVEL 3–5 • Reflections of R	(Y3–C) Space and Shape • 2D space (p15–17) (Y4–D) Space, Shape and Position • Investigating 2D shapes (pp 9–11)
7 Working with number sentences Checking the truth of number sentences involving direct comparisons of whole numbers up to 1,000 (e.g. $313 < 330$, true or false?) Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division (e.g. $217 - __ = 105$, $12 \div 3 = 5 - 2$, true or false?)	(A) Algebra: Equations & relationships • Fact families: Multiply and Divide	(SQ) Comparisons of whole numbers • Checking truth through comparing whole numbers	(SQ) Completing open number sentences • Completing open number sentences add/sub • Completing open number sentences mult/div • Completing open number sentences all 4 operations	(C) Number & Algebra: Equations & Expressions LEVEL 3–5 • Mysterious values	(Y3–C) Patterns and Relationships • Number relationships (pp 18–26)
8 Area Measuring the area of rectangles using squares of equal size	(A) Measuring, perimeter, area & time • Area of Shapes	(SQ) Measuring: Area with square units • Measuring area of rectangles (square units)	(C) Measurement: Area LEVEL 3–5 • Rectangles of equal area		(Y4–D) Measurement • Area (p 10)
9 Perimeter Measuring the perimeter of polygon using metric units	(A) Measuring, perimeter, area & time • Perimeter of shapes	(SQ) Measuring: Perimeter with metric units • Measuring perimeter in metric units			(Y4–D) Measurement • Perimeter (p 6)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages
1 Multiply larger numbers Multiplying a one- or two-digit number by a one-digit number (e.g. $4 \times 6, 2 \times 23$) Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s	SQ Operations: Multiplication strategies • Multiplying 1-digit by tens using place value • Using strategies to multiply 1-digit numbers • Multiplying using the associative property • Multiplying 2-digit by 1-digit using place value • Multiplying 2-digit by 1-digit using doubling				Y4-D Multiplication and division • Introducing multiplication (p 6) • Mental multiplication strategies (pp 20–23)
2 Fractions of a set Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators Finding a unit fraction of a whole number by connecting to division (e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$) Finding the whole when given a unit fraction by connecting to repeated addition or multiplication (e.g. if $\frac{1}{4}$ of a set is 3, the whole set is $4 \times 3 = 12$)	A Measuring, perimeter, area & time • Unit Fractions • Fractions of a collection 1	SQ Rational numbers: Unit fraction of whole • Finding a unit fraction of a whole	SQ Rational numbers: Find the whole • Finding the whole from the part	C Number & Algebra: Fractions LEVEL 3–5 • Decorate using fractions	Y4-D Fractions • Introducing fractions (pp 5–7)
3 Position Following and creating a sequence of step-by-step instructions for moving people or objects to a different location, including half and quarter turns and the distance to be travelled Using simple maps to locate objects and places relative to other objects and places.	A Geometry: Shape, space & pathways • Following Directions • Map Coordinates	SQ Pathways: Create & follow instructions • Creating & following instructions	SQ Pathways: Create & use simple maps • Creating & using simple maps		Y3-C Space and Shape • Position (pp 32–37) Y4-D Space, Shape and Position • Position (p 25)
4 Using money Using addition and subtraction to give change	SQ Financial maths: Give change • Using addition & subtraction to give change	C Number & Algebra: Money LEVEL 3–5 • Fruit salad			
5 Mass Estimating and measuring length (cm and m), mass (g and kg), and capacity (mL and L), using tools with labelled markings and whole-number metric units Comparing and ordering objects using whole-number metric units of length, mass, or capacity	A Measuring, perimeter, area & time • How Heavy is it? • Ordering Mass (g)	SQ Measuring: Units of mass (kg) • Introducing formal units (kg)			Y4-D Measurement • Volume and capacity (pp 21–24)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence			A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES		Ebook pages
6 Capacity and volume Estimating and measuring length (cm and m), mass (g and kg), and capacity (mL and L), using tools with labelled markings and whole-number metric units Comparing and ordering objects using whole-number metric units of length, mass, or capacity	A Measuring, perimeter, area & time • How Full? • Ordering Volumes (l)		SQ Measuring: Units of capacity (L) • Introducing formal units (L) • Introducing formal units (mL)		Y4-D Measurement • Volume and capacity (pp 16–18)	
7 Data knowledge and visualisation Collecting categorical data and sorting the responses Creating data visualisations for categorical and numerical data Describing data visualisations using the variable name and the context and giving the frequency for each category or number	SQ Statistics: Collect & sort data • Collecting & sorting data	A Statistics • Tallies • Making Picture Graphs: Single-Unit Scale • Making Picture Graphs: With Scale	SQ Statistics: Data visualisation • Data in tables or lists		Y3-C Chance and Data • Data (pp 9–19)	
8 Data visualisation and interpretation Describing data visualisations using the variable name and the context and giving the frequency for each category or number Answering questions about data visualisations, including which category has the most or least items and questions involving operations (e.g. How many teeth did our class lose in total?)	A Statistics • Reading from a Bar Chart	SQ Statistics: Data visualisation • Data in pictographs • Data in bar graphs • Data in basic dot plots	SQ Statistics: Interpret data • Interpreting simple data displays		Y3-C Chance and Data • Data (pp 20–22) Y4-D Chance and Data • Data – column graphs (pp 13–14) • Data – picture graphs (pp 15–16) • Data – dot plots (pp 17–18)	
9 Review	 Review earlier content					

Mathletics

For more information about Mathletics,
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