

Mathletics

New Zealand Curriculum Mathematics and Statistics (2026)

Scope & Sequence



Phase 2, Year 4

Mathletics

Term one			
Week 1	Number	Number structures	Numbers to 10,000
Week 2			Four-digit numbers
Week 3		Operations	Addition
Week 4			Subtraction
Week 5	Algebra	Equations and relationships	Patterns
Week 6	Geometry	Spatial reasoning	3D shapes
Week 7	Number	Operations	More subtraction
Week 8			More addition
Week 9	Measurement	Measuring	Length (m & cm)

Term two			
Week 1	Number	Rational numbers	Fractions
Week 2			Fraction thinking
Week 3		Operations	Multiplication and division
Week 4			Multiplication facts
Week 5	Algebra	Equations and relationships	Equivalent number sentences
Week 6	Geometry	Pathways	Position and pathways
Week 7		Operations	Vertical multiplication
Week 8			Division
Week 9	Measurement	Measuring	Length units

Term three			
Week 1	Number	Rational numbers	Tenths
Week 2			Decimal calculations
Week 3		Operations	More multiplication facts
Week 4			Division and multiplication
Week 5	Algebra	Equations and relationships	Patterns and tables
Week 6	Measurement	Measuring	Time
Week 7			Time calculations Angles
Week 8	Geometry	Shapes	2D shapes
Week 9		Spatial reasoning	2D space

Term four			
Week 1	Number	Operations	Calculation strategies
Week 2			Multiply and divide larger numbers
Week 3		Financial mathematics	Money
Week 4	Measurement	Measuring	Area and perimeter
Week 5			Volume
Week 6	Statistics	Statistics	Data
Week 7			Graphs and tables
Week 8	Measurement	Measuring	Mass and capacity
Week 9			Temperature and review

Number	TERM & WEEK
Number structures	
Reading, writing, comparing, and ordering whole numbers up to 10,000 and representing them using base 10 structure	T1 W1, 2
Rounding whole numbers to the nearest thousand, hundred, or ten	T1 W2
Rounding tenths to the nearest whole number	T3 W1
Counting forwards and backwards in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 25s and 50s from multiples of the counting unit	T1 W1
Counting in 10s, 100s, and 1,000s from any whole number up to 10,000	T1 W1
Operations	
Adding and subtracting up to four-digit numbers	T1 W3, 4, 7, 8 T4 W1
Memorising multiplication and corresponding division facts for 2s to 10s	T2 W3, 4, 8 T3 W3, 4
Using place value and known and derived facts to multiply and divide mentally, including multiplying by 0 and 1 and dividing by 1	T2 W3 T4 W1
Multiplying two-digit and three-digit numbers by a one-digit number	T2 W7 T4 W2
Dividing up to a three-digit whole number by a one-digit divisor, with no remainder (e.g. $65 \div 5$)	T2 W8 T4 W2
Rational numbers	
Reading, writing, and representing tenths as fractions and decimals	T3 W1, 2
Comparing and ordering tenths as fractions and decimals	T3 W1
Memorising and using the decimal equivalent of $\frac{1}{2}$ and fractions with denominators of 10	T3 W1
Dividing one- and two-digit whole numbers by 10 to make decimals and identify tenths	T3 W2
Multiplying decimal tenths by 10	T3 W2
Comparing and ordering fractions with the same numerator or same denominator	T2 W1
Identifying when two fractions are equivalent, using representations	T2 W2
Relating fractions, improper fractions, and mixed numbers to their position on a number line	T2 W1, 2
Adding and subtracting fractions with the same denominators, including beyond a whole	T2 W2
Adding and subtracting decimals to one decimal place (e.g. $1.3 + 0.2 = 1.5$)	T3 W2
Using known multiplication and division facts to scale a quantity (e.g. to double or halve a recipe)	
Finding a unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{1}{3}$ of 300)	T2 W1
Finding the whole set or amount when given a unit fraction, using multiplication and division facts (e.g. $\frac{1}{4}$ of a set is 7, what is the whole set?)	T2 W1
Financial mathematics	
Calculating the total cost of several items costing whole-dollar amounts and with different prices, or of multiples of the same item, including giving change	T4 W3
Representing amounts of currency using different combinations of denominations (e.g. making \$5 and 80 cents in multiple ways using play money)	T4 W3
Algebra	
Equations and relationships	
Checking the truth of number sentences and completing open number sentences involving addition and subtraction (e.g. $8205 - 4721 = 3484$, true or false?; $4200 - \underline{\quad} = 4001$)	T2 W5
Checking the truth of number sentences and completing open number sentences involving multiplication and division (e.g. $11 \times 7 = 78$, true or false?; $\underline{\quad} \div 10 = 12$)	T2 W5
Recognising, continuing, creating, and describing growing patterns (including numerical and non-numerical patterns) that change by adding, subtracting, or multiplying by a constant whole number (e.g. 5,7,9,11,...; 3,6,12,24,...)	T1 W5 T3 W5

Measurement	TERM & WEEK
Measuring	
Using familiar objects (e.g. body parts) and experiences (e.g. time taken to travel to school, the temperature outside) to create estimation benchmarks	T1 W9 T4 W8
Using the appropriate tool for measuring length, mass (weight), and capacity in mixed units (e.g. 1 m and 23 cm, 10 kg and 3 g, 2 L and 500 mL)	T1 W9 T2 W9 T4 W8
Measuring temperature in degrees Celsius	T4 W9
Measuring the perimeter of polygons using metric units (mm, cm, and m)	T4 W4
Measuring the areas of irregular shapes covered with squares and half squares	T4 W4
Calculating the areas of rectangular figures (including squares) using multiplication of side lengths	T4 W4
Measuring the volumes of rectangular prisms (cuboids) by filling them with identical 3D blocks	T4 W5
Estimating the size of angles by comparing them to 90, 180, and 360 degrees	T3 W7
Telling the time on analogue and digital clocks to the nearest minute	T3 W6, 7
Measuring duration in hours, minutes, and seconds, including mixed time units (e.g. 1h and 42mins, 3mins and 21s)	T3 W7
Finding equivalent durations of time using different units (e.g. 3 weeks is 21 days; 90 seconds = 1.5 minutes; 48 hours = 2 days)	T3 W7
Geometry	
Shape	
Identifying, classifying, and describing the attributes of regular and irregular polygons of up to 12 sides, using edges, vertices, and angles	T3 W8
Identifying the number of lines of symmetry in 2D shapes	T3 W9
Spatial reasoning	
Visualising 3D shapes and connecting them with 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives	T1 W6
Performing one-step transformations (reflections, translations, rotations) on 2D shapes	T3 W9
Pathways	
Use alphanumeric and general grid references to identify regions and plot positions on a grid map	T2 W6
Statistics	
Developing knowledge from data	
Collecting numerical data, and, if needed, rounding to an appropriate unit or part of a unit, based on the context (e.g. How many skips can we do in 30 seconds? How long does it take us to run 1000 m?)	T4 W6
Visualisation of data	
Creating dot-plot or bar-graph data visualisations	T4 W7
Interpretation of data	
Answering questions about the frequency of a particular value in dot plots	T4 W6, 7
Answering questions about individual values in a dot plot, while referring to the context	T4 W6, 7
Interpreting data visualisations	T4 W6, 7
Distinguishing between when to use a particular value or the frequency for a given value when answering questions about dot plots (e.g. How many pets does the person with the most pets have? What's the most common number of pets that anyone has?)	T4 W6, 7

Focus and practice statements	Online activities Curated content in a suggested teaching sequence					Ebook pages
	NEW	SQ	SQ			
1 Numbers to 10,000 Reading, writing, comparing, and ordering whole numbers up to 10,000 and representing them using base 10 structure Counting in 10s, 100s, and 1,000s from any whole number up to 10,000 Counting forwards and backwards in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 25s and 50s from multiples of the counting unit	Number structure: Whole number - Are You Ready? - Numbers to 10,000 - Place value	Number structures: Count 10s 100 & 1000 Counting in 1000s	Number structures: Count multiples Counting in 25s & 50s			(Y4-D) Reading and Understanding Whole Numbers - Looking at whole numbers (pp 1–5, 11) (Y5-E) Reading and Understanding Whole Numbers - Looking at whole numbers (pp 1–4)
2 Four-digit numbers Reading, writing, comparing, and ordering whole numbers up to 10,000 and representing them using base 10 structure Rounding whole numbers to the nearest thousand, hundred, or ten	Number structure: Whole number - Partitioning - Number lines - Rounding - Compare Numbers - Order Numbers					(Y4-D) Reading and Understanding Whole Numbers - Looking at whole numbers (pp 12–13) (Y5-E) Reading and Understanding Whole Numbers - Place value of whole numbers (pp 13–14) - Round and estimate (pp 17–19)
3 Addition Adding and subtracting up to four-digit numbers	Operations: Addition - Are you ready? - Make easier additions - Split strategy +	Operations: Addition & subtraction - Doubles and near doubles - Complements to 50 and 100				(Y4-D) Addition and Subtraction Addition mental strategies (pp 1–4)
4 Subtraction Adding and subtracting up to four-digit numbers	Operations: Subtraction - Are you ready? - Use addition to subtract - Split strategy –	Operations: Add & subtract Add & subtract multiples of 100, 1,000, 10,000	Financial maths: Calculate change Calculating change			(Y4-D) Addition and Subtraction Subtraction mental strategies (pp 15–16, 21–22, 27–28)
5 Patterns Recognising, continuing, creating, and describing growing patterns (including numerical and non-numerical patterns) that change by adding, subtracting, or multiplying by a constant whole number (e.g. 5,7,9,11,...; 3,6,12,24,...)	Number patterns (coming soon) Addition patterns 1	Algebra: Equations & relationships Increasing patterns	Relationships: Growing number patterns Recognising & creating growing patterns	Number patterns (coming soon) Subtraction patterns 1	Algebra: Equations & relationships Decreasing patterns	(Y4-D) Patterns and Algebra Patterns and functions (pp 1–6)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages
	NEW NEW COURSES A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES				
6 3D shapes Visualising 3D shapes and connecting them with 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives	A Geometry: Shape, space & pathways - Relate Shapes and Solids - How Many Faces? - Select the Objects	SQ Spatial reasoning: Shapes in 3D objects Comparing faces of 3D objects with 2D shapes	C Geometry: 3D Shape LEVEL 3–5 Faces, edges and vertices		Y4-D Space, Shape and Position - Investigating 3D shapes (pp 14–17) Y5-E Space, Shape and Position - Investigating 3D shapes (pp 10–12)
7 More subtraction Adding and subtracting up to four-digit numbers	NEW Operations: Subtraction - Partition strategy – - Bridging strategy – - Rounding strategy –	SQ Operations: Add & subtract Add & subtract multiples of 100, 1,000 and 10,000	A Operations: Addition & subtraction Subtract Numbers: Regroup	NEW Operations: Subtraction Written methods –	Y4-D Addition and Subtraction - Subtraction mental strategies (pp 15–30) - Written methods (pp 36–39)
8 More addition Adding and subtracting up to four-digit numbers	NEW Operations: Addition - Partition strategy + - Bridging strategy + - Rounding strategy +	A Operations: Addition & subtraction - Add 3 Numbers: Bonds to 100 - Add Three 2-Digit Numbers	NEW Operations: Addition Written methods +		Y4-D Reading and Understanding Whole Numbers - Looking at whole numbers (pp 13–15) Y4-D Addition and Subtraction - Addition mental strategies (pp 5–14) - Written methods (pp 31–35)
9 Length (metres and centimetres) Using the appropriate tool for measuring length, mass (weight), and capacity in mixed units (e.g. 1 m and 23 cm, 10 kg and 3 g, 2 L and 500 mL) Using familiar objects (e.g. body parts) and experiences (e.g. time taken to travel to school, the temperature outside) to create estimation benchmarks	SQ YEAR 3 Measuring: Units of length (cm & m) Introducing formal units (m)	A Measuring, perimeter, area, volume & time How Long is That?	SQ Measuring: measure in m & cm Measuring in m & cm	C Measurement: Length LEVEL 3–5 Metres or centimetres?	Y4-D Measurement Units of length – metres and centimetres (pp 1–3)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence						Ebook pages
1 Fractions Relating fractions, improper fractions, and mixed numbers to their position on a number line Comparing and ordering fractions with the same numerator or same denominator Finding a unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{1}{3}$ of 300) Finding the whole set or amount when given a unit fraction, using multiplication and division facts (e.g. $\frac{1}{4}$ of a set is 7, what is the whole set?)	NEW Rational Numbers: Fractions and decimals - Are You Ready? - Proper fractions	SQ Rational numbers: Compare & order fractions Comparing & ordering fractions same denominators	NEW Rational Numbers: Fractions and decimals - Fractions and wholes - Unit fractions and sets				REPRESENTING FRACTIONS (Y4-D) Fractions - Introducing fractions (pp 1–4) (Y5-E) Fractions - Working with fractions (pp 1–2)
							COMPARING AND ORDERING (Y4-D) Fractions - Introducing fractions (pp 8–10) FRACTIONS OF A COLLECTION (Y4-D) Fractions - Introducing fractions (pp 5–7) (Y5-E) Fractions - Working with fractions (pp 6–8)
2 Fraction thinking Relating fractions, improper fractions, and mixed numbers to their position on a number line Identifying when two fractions are equivalent, using representations Adding and subtracting fractions with the same denominators, including beyond a whole	NEW Rational Numbers: Fractions and decimals Equivalence	SQ Rational numbers: Equivalent fractions Finding equivalent fractions using models	NEW Rational Numbers: Fractions and decimals Mixed numbers and improper fractions	A Rational numbers: Fractions - Mixed and Improper Fractions on a Number Line - Add: Common Denominator			EQUIVALENCE (Y4-D) Fractions - Types of fractions (pp 15–16) (Y5-E) Fractions - Types of fractions (pp 12–14, 15–19)
							ADD AND SUBTRACT (Y6-F) Fractions, Decimals and Percentages Calculating (pp 26–27)
3 Multiplication and division Memorising multiplication and corresponding division facts for 2s to 10s Using place value and known and derived facts to multiply and divide mentally, including multiplying by 0 and 1 and dividing by 1	NEW Operations: Multiplication Are You Ready?	SQ Operations: Multiplication strategies Using strategies to multiply 1-digit numbers	NEW Operations: Division Are You Ready?	SQ Operations: Division strategies Dividing by 1	A Operations: Multiplication & division Bar Model $\times \div$	C Number & Algebra: Multiplication & Division LEVEL 3–5 How many stickers?	(Y4-D) Multiplication and Division - Introducing multiplication (pp 3–9) - Mental division strategies (pp 26–30)
4 Multiplication facts Memorising multiplication and corresponding division facts for 2s to 10s	A Operations: Multiplication & division - Grouping in Eights - Grouping in Nines	SQ Operations: Facts to 10×10 ($\times \div$) - Multiplication & division facts for 3 - Multiplication & division facts for 4 - Multiplication & division facts for 8					(Y4-D) Multiplication and Division - Multiplication facts (pp 8–13) (Y5-E) Multiplication and Division - Multiplication facts (pp 1–4)
5 Equivalent number sentences Checking the truth of number sentences and completing open number sentences involving addition and subtraction (e.g. $8205 - 4721 = 3484$, true or false?; $4200 - \underline{\quad} = 4001$) Checking the truth of number sentences and completing open number sentences involving multiplication and division (e.g. $11 \times 7 = 78$, true or false?; $\underline{\quad} \div 10 = 12$).	A Algebra: Equations & relationships Missing values	SQ Equations: Add/sub open number sentences Completing open number sentences add/sub	SQ Equations: Mult/div open number sentence Using equivalence to solve problems	C Number & Algebra: Equations and Expressions LEVEL 3–5 Better Balancing			(Y4-D) Patterns and Algebra Equations and equivalence (pp 13–20, 22)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages
6 Position and pathways Use alphanumeric and general grid references to identify regions and plot positions on a grid map	A Geometry: Shape, space & pathways - Using a Key - Map Coordinates	SQ Pathways: Grid references Interpreting & using grid-referenced maps	C Geometry: Symmetry, Transformation & Location LEVEL 3–5 A day on the farm	C Geometry: Symmetry, Transformation & Location LEVEL 3–5 Mighty maze	Y4-D Position Position (pp 22–28)
7 Vertical multiplication Multiplying two-digit and three-digit numbers by a one-digit number	A Operations: Multiplication & division - Multiply 2 single-digit numbers - Multiply: 2-Digit by 1-Digit - Multiply: 1-Digit Number	SQ Operations: Multiply by 2- & 3-digits Multiplying 2-digit by 1-digit using an algorithm			Y5-E Multiplication and Division Written methods (pp 34–35)
8 Division Dividing up to a three-digit whole number by a one-digit divisor, with no remainder (e.g. 65÷5) Memorising multiplication and corresponding division facts for 2s to 10s	A Operations: Multiplication & division - Dividing Eights - Dividing Nines - Related Facts 2 - Estimate quotients	NEW Operations: Division Division facts to 10 × 10			Y5-E Multiplication and Division Division (pp 22–26)
9 Length units Using the appropriate tool for measuring length, mass (weight), and capacity in mixed units (e.g. 1 m and 23 cm, 10 kg and 3 g, 2 L and 500 mL)	SQ Measuring: Length in mm, cm & m Introducing millimetres	SQ Measuring: Appropriate units of length Selecting appropriate units of length	C Measurement: Length LEVEL 3–5 Measured to perfection (mm)	Y4-D Measurement Units of length: (pp 1–5, 7–9)	

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages
	(NEW) NEW COURSES	(A) ACTIVITIES (COURSES)	(SQ) SKILL QUESTS	(C) CHALLENGES	
1 Tenth Reading, writing, and representing tenths as fractions and decimals Comparing and ordering tenths as fractions and decimals Memorising and using the decimal equivalent of $\frac{1}{2}$ and fractions with denominators of 10 Rounding tenths to the nearest whole number	(NEW) Rational Numbers: Fractions and decimals • Decimal tenths	(SQ) Rational numbers: Tenths • Representing & counting in tenths • Understanding decimal tenths • Connecting decimals & fractions	(SQ) Rational numbers: Compare & order tenths • Comparing & ordering tenths	(Y4-D) Fractions • Types of fractions – tenths as decimals (p 16) (Y5-E) Fractions • Fractions, decimals and percentages (pp 24–25)	
2 Decimal calculations Reading, writing, and representing tenths as fractions and decimals Adding and subtracting decimals to one decimal place (e.g. $1.3 + 0.2 = 1.5$) Multiplying decimal tenths by 10 Dividing one- and two-digit whole numbers by 10 to make decimals and identify tenths	(SQ) Rational numbers: Decimal tenths +- • Adding & subtracting using place value • Adding & subtracting using bridging to 10	(SQ) Rational numbers: Divide numbers by 10 • Dividing whole numbers by 10 to create decimals			
3 More multiplication facts Memorising multiplication and corresponding division facts for 2s to 10s	(NEW) Operations: Multiplication • Multiplication facts • Doubling and tripling	(A) Operations: Multiplication & division • Times Tables	(SQ) Operations: Facts to 10×10 ($\times \div$) • Multiplication & division facts to 10×10	(Y5-E) Multiplication and Division • Multiplication facts (pp 5–9)	
4 Division and multiplication Memorising multiplication and corresponding division facts for 2s to 10s	(NEW) Operations: Division • Arrays and division facts	(A) Operations: Multiplication & division • Related Facts 2	(A) Algebra: Equations & relationships • Missing Numbers: $\times$ and $\div$ facts	(SQ) Operations: Division strategies • Relating multiplication & division facts	(Y4-D) Multiplication and Division • Introducing multiplication strategies (pp 6–7) • Mental division strategies (pp 20–25) (Y5-E) Multiplication and division • Mental division strategies (pp 29–31)
5 Patterns and tables Recognising, continuing, creating, and describing growing patterns (including numerical and non-numerical patterns) that change by adding, subtracting, or multiplying by a constant whole number (e.g. 5,7,9,11,...; 3,6,12,24,...)	(NEW) Number patterns (coming soon) • Addition patterns 2 • Subtraction patterns 2	(SQ) Relationships: Growing number patterns • Record visual patterns in diagrams, lists, tables	(C) Number & Algebra: Patterns LEVEL 3–5 • Take away time	(Y4-D) Patterns and Algebra • Patterns and functions (pp 7–10)	

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages
	NEW NEW COURSES A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES				
6 Time Telling the time on analogue and digital clocks to the nearest minute	A Measuring, perimeter, area, volume & time - Are you ready? - Five Minute Times (Something easier)	SQ Measuring: Tell the time Telling time to 5 minutes	A Measuring, perimeter, area, volume & time What is the Time?	SQ Measuring: Tell the time Telling time to the minute	Y4-D Time - Telling time (pp 1–8, 9–12) Y5-E Time - Telling time (pp 1–2)
7 Time calculations Angles Telling the time on analogue and digital clocks to the nearest minute Measuring duration in hours, minutes, and seconds, including mixed time units (e.g. 1h and 42mins, 3mins and 21s) Finding equivalent durations of time using different units (e.g. 3 weeks is 21 days; 90 seconds = 1.5 minutes; 48 hours = 2 days) Estimating the size of angles by comparing them to 90, 180, and 360 degrees	A Measuring, perimeter, area, volume & time Time Conversions: Whole Numbers 1	SQ Measuring: Units of time (hr, min, sec) Working with mixed units of time (hr, min, sec)	SQ Measuring: Equivalent durations of time Finding equivalent durations of time	A Measuring, perimeter, area, volume & time Right Angle Relation	Y4-D Time - Measuring time (pp 13–16) Y4-D Space, Shape and Position - Lines and angles (pp 2–5)
8 2D shapes Identifying, classifying, and describing the attributes of regular and irregular polygons of up to 12 sides, using edges, vertices, and angles	A Geometry: Shape, space & pathways - Count sides and corners - Collect More Shapes	SQ Shapes: Regular & irregular polygons - Identifying & describing quadrilaterals - Exploring regular & irregular polygons	C Geometry: 2D Shapes LEVEL 3–5 Blip and the rectangle		Y4-D Space, Shape and Position - Investigating 2D shapes (pp 6–8) Y5-E Space, Shape and Position - Lines, angles and shapes (pp 4–7)
9 2D space Identifying the number of lines of symmetry in 2D shapes Performing one-step transformations (reflections, translations, rotations) on 2D shapes	A Geometry: Shape, space & pathways - Symmetry - Lines of Symmetry	SQ Shapes: Symmetry in shapes Identifying line symmetry (1 or more)	A Geometry: Shape, space & pathways Flip, Slide, Turn	SQ Spatial reasoning: Transformations Identifying transformations	Y4-D Space, Shape and Position - Investigating 2D shapes (pp 9–11) Y5-E Space, Shape and Position - Lines, angles and shapes (pp 8–9)

Focus and practice statements	Online activities Curated content in a suggested teaching sequence				Ebook pages			
	NEW NEW COURSES A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES							
1 Calculation strategies	SQ Operations: Add & subtract vertically • Vertical addition (no renaming) • Vertical addition (with renaming) • Vertical subtraction (no renaming) • Vertical subtraction (with renaming)	→	SQ Operations: Multiplication strategies • Multiplying using the associative property		Y4-D Reading and Understanding Whole Numbers • Round and estimate (pp 17–24)			
2 Multiply and divide larger numbers	NEW Operations: Multiplication • Multiply with tens and hundreds • Multiply larger numbers	→	A Operations: Multiplication & division • Grid Methods 1 • Halve it!	→	SQ Operations: Division strategies • Dividing using place value & known facts	Y5-E Multiplication and division • Mental multiplication strategies (pp 13–21) • Mental division strategies (pp32–33)		
3 Money	SQ Financial maths: Make money amounts • Using money	→	C Number & Algebra: Addition & Subtraction LEVEL 3–5 • Choosing chores	→	C Number & Algebra: Money LEVEL 3–5 • Bike for sale	Y4-D Addition and Subtraction • Money (pp 41–45)		
4 Area and perimeter	A Measuring, perimeter, area, volume & time • Perimeter of shapes • Area of Shapes	→	SQ Measuring: Perimeter • Measuring perimeter in cm	→	SQ Measuring: Area of irregular shapes • Measuring area of irregular shapes	→	SQ Measuring: Area using multiplication • Calculating area using multiplication	Y4-D Measurement • Units of length (p 6) • Area (pp 10–13) Y5-E Length • Perimeter (pp 8–13)
5 Volume	A Measuring, perimeter, area, volume & time • How many blocks?	→	SQ Measuring: Volume • Comparing volume using blocks	→	C Measurement: Volume LEVEL 3–5 • Cube faces	Y4-D Measurement • Volume and capacity (pp 19–20) Y5-E Volume and capacity • Volume and capacity (p 5)		

Focus and practice statements	Online activities Curated content in a suggested teaching sequence					Ebook pages
	NEW NEW COURSES A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES					
6 Data Collecting numerical data, and, if needed, rounding to an appropriate unit or part of a unit, based on the context (e.g. How many skips can we do in 30 seconds? How long does it take us to run 1000 m?) Answering questions about the frequency of a particular value in dot plots Answering questions about individual values in a dot plot, while referring to the context Interpreting data visualisations Distinguishing between when to use a particular value or the frequency for a given value when answering questions about dot plots (e.g. How many pets does the person with the most pets have? What's the most common number of pets that anyone has?)	A Statistics - Are you ready? - Tally Charts	SQ Data: Collecting numerical data Asking questions, collecting & recording data	SQ Data: Answer questions about dot plots Answering questions about dot plots	SQ Data: Interpret data visualisations Interpreting data visualisations	C Statistics & Data LEVEL 3–5 Fruitful Investigation	Y4-D Chance and Data Data (pp 10–12, 21)
7 Graphs and tables Answering questions about the frequency of a particular value in dot plots Answering questions about individual values in a dot plot, while referring to the context Interpreting data visualisations Creating dot-plot or bar-graph data visualisations Distinguishing between when to use a particular value or the frequency for a given value when answering questions about dot plots (e.g. How many pets does the person with the most pets have? What's the most common number of pets that anyone has?)	A Statistics - Bar Chart - Dot Plots - Interpreting Tables	SQ Data: Creating data visualisations - Creating dot-plot data visualisations - Creating bar-graph data visualisations				Y4-D Chance and Data Data (pp 13–20)
8 Mass and capacity Using familiar objects (e.g. body parts) and experiences (e.g. time taken to travel to school, the temperature outside) to create estimation benchmarks Using the appropriate tool for measuring length, mass (weight), and capacity in mixed units (e.g. 1 m and 23 cm, 10 kg and 3 g, 2 L and 500 mL)	A Measuring, perimeter, area, volume & time How heavy is it?	SQ Measuring: Measure mass (g & kg) Measuring mass in g and kg	SQ Measuring: Appropriate units of mass Selecting appropriate units of mass	A Measuring, perimeter, area, volume & time Using a Litre	SQ Measuring: Measure capacity (litres) Measuring in litres	Y4-D Measurement - Mass (pp 21–25) - Volume and capacity (pp 16–18)
9 Temperature Review Measuring temperature in degrees Celsius	A Measuring, perimeter, area, volume & time What is the Temperature (Celsius)?	SQ Measuring: Measure temperature - Introducing thermometers - Measuring temperature				

Mathletics

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