

# Mathletics

## New Zealand Curriculum Mathematics and Statistics (2026)

### Scope & Sequence



Phase 2, Year 5

Mathletics

| Term one |             |                                |                                                    |
|----------|-------------|--------------------------------|----------------------------------------------------|
| Week 1   | Number      | Number structures              | Whole number place value                           |
| Week 2   |             | Rational numbers               | Decimal place value                                |
| Week 3   |             |                                | Fractions                                          |
| Week 4   |             |                                | Fractions – equivalence / addition and subtraction |
| Week 5   |             | Operations                     | Addition and subtraction - mental 1                |
| Week 6   |             |                                | Addition and subtraction - mental 2                |
| Week 7   |             | Operations<br>Rational numbers | Add and subtract - written and decimals            |
| Week 8   | Geometry    | Shape<br>Spatial reasoning     | 2D shape and transformation                        |
| Week 9   | Measurement | Measuring                      | Capacity and temperature                           |

| Term two |             |                                 |                               |
|----------|-------------|---------------------------------|-------------------------------|
| Week 1   | Number      | Operations<br>Number structures | Multiplication facts          |
| Week 2   |             |                                 | Factors and multiples         |
| Week 3   |             |                                 | Multiplication                |
| Week 4   | Algebra     | Equations and relationships     | Number patterns and equations |
| Week 5   | Number      | Rational numbers                | Decimals and fractions        |
| Week 6   |             | Operations                      | Division and multiplication   |
| Week 7   |             |                                 | Division                      |
| Week 8   | Measurement | Measuring                       | Time                          |
| Week 9   |             |                                 | Duration                      |

| Term three |             |                          |                                     |
|------------|-------------|--------------------------|-------------------------------------|
| Week 1     | Number      | Rational numbers         | Percentages                         |
| Week 2     |             |                          | Percentages, fractions and decimals |
| Week 3     |             | Operations               | Multiply by 1 digit                 |
| Week 4     |             |                          | Multiply by 2 digits                |
| Week 5     |             |                          | Divide with remainders              |
| Week 6     | Measurement | Measuring                | Length and perimeter                |
| Week 7     |             |                          | Area and perimeter                  |
| Week 8     |             |                          | Mass and volume                     |
| Week 9     | Probability | Experimental probability | Chance                              |

| Term four |             |                                                                                   |                                    |
|-----------|-------------|-----------------------------------------------------------------------------------|------------------------------------|
| Week 1    | Number      | Number structures                                                                 | Integers                           |
| Week 2    |             | Financial mathematics                                                             | Money                              |
| Week 3    | Statistics  | Developing knowledge from data<br>Visualisation of data<br>Interpretation of data | Data collection and bivariate data |
| Week 4    |             |                                                                                   | Graphs                             |
| Week 5    |             |                                                                                   | Data tables                        |
| Week 6    | Measurement | Measuring                                                                         | Angles                             |
| Week 7    | Geometry    | Pathways                                                                          | Pathways and maps                  |
| Week 8    |             | Shape<br>Spatial reasoning                                                        | 3D objects                         |
| Week 9    | Review      |                                                                                   |                                    |

| Number                                                                                                                                                                                        | TERM & WEEK       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Number structures</b>                                                                                                                                                                      |                   |
| Reading, writing, comparing, and ordering whole numbers up to 1,000,000 and representing them using base 10 structure                                                                         | T1 W1             |
| Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 10                                                                                          | T2 W2             |
| Rounding whole numbers to the nearest hundred thousand, ten thousand, thousand, hundred, or ten                                                                                               | T1 W1             |
| Rounding tenths or hundredths to the nearest whole number                                                                                                                                     | T1 W2             |
| Counting forwards and backwards in 11s and 12s from multiples of the counting unit                                                                                                            | T2 W1             |
| Counting in 1,000s, 10,000s, and 100,000s from any whole number up to 100,000                                                                                                                 | T1 W1             |
| Counting backwards through 0 to include negative whole numbers                                                                                                                                | T4 W1             |
| <b>Operations</b>                                                                                                                                                                             |                   |
| Adding and subtracting increasingly large whole numbers                                                                                                                                       | T1 W5, 6, 7       |
| Memorising multiplication and corresponding division facts for 2s to 12s                                                                                                                      | T2 W1, 2          |
| Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers                                                        | T2 W1, 2, 3, 6, 7 |
| Multiplying three-digit and four-digit numbers by a one-digit number and multiplying two two-digit numbers                                                                                    | T2 W3<br>T3 W3,4  |
| Dividing up to four-digit whole numbers by a one-digit divisor, with a remainder (e.g. $278 \div 4 = 69$ remainder 2)                                                                         | T2 W7<br>T3 W5    |
| <b>Rational numbers</b>                                                                                                                                                                       |                   |
| Reading, writing, and representing tenths and hundredths as fractions and decimals                                                                                                            | T1 W2, 3<br>T2 W5 |
| Comparing tenths and hundredths as fractions or decimals                                                                                                                                      | T2 W5             |
| Comparing and ordering numbers with up to two decimal places (e.g. $0.12 < 0.2$ , $3.55 < 3.84$ )                                                                                             | T1 W2             |
| Memorising and using decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{3}{4}$ and fractions with denominators of 10 or 100                                                    | T2 W5             |
| Converting common percentages (10%, 25%, 50%) to fractions and decimals.                                                                                                                      | T3 W2             |
| Dividing one-, and two-digit whole numbers by 10 or 100 to make decimals and identify tenths and hundredths places                                                                            | T1 W2             |
| Multiplying numbers with up to two decimal places by 10 and 100                                                                                                                               | T1 W2             |
| Comparing fractions where one denominator is a multiple of the other                                                                                                                          | T1 W3             |
| Recognising families of equivalent fractions                                                                                                                                                  | T1 W4             |
| Recognising equivalent mixed numbers and improper fractions                                                                                                                                   | T1 W4             |
| Adding and subtracting fractions with the same denominator or when one denominator is a multiple of the other, including improper fractions (e.g. $\frac{2}{3} + \frac{1}{9} = \frac{7}{9}$ ) | T1 W4             |
| Adding and subtracting decimals to two decimal places (e.g. $1.31 + 0.22 = 1.53$ )                                                                                                            | T1 W7             |
| Finding a non-unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{2}{3}$ of 24)                                      | T1 W3             |

|                                                                                                                     |       |
|---------------------------------------------------------------------------------------------------------------------|-------|
| Finding a whole set from a fractional part of the set (e.g. if 8 is $\frac{2}{5}$ of a set, what is the whole set?) | T1 W3 |
| Finding common percentages (10%, 25%, 50%) of whole numbers                                                         | T3 W1 |
| Finding the whole (100%) when given 25% or 50%                                                                      | T3 W1 |
| <b>Financial mathematics</b>                                                                                        |       |
| Calculating the total cost of items costing dollars and cents and the change from the nearest ten dollars           | T4 W2 |
| Representing currency values of mixed dollars and cents using decimal notation                                      | T2 W5 |
| Rounding money amounts to the nearest dollar                                                                        | T4 W2 |

| Algebra                                                                                                                                                                                                   | TERM & WEEK |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Equations and relationships</b>                                                                                                                                                                        |             |
| Completing number sentences that involve addition and subtraction by using equality (=) and inequality (<, >) symbols (e.g. $2,456 + 203,938$ ) $3,456 + 231,930$ ; $2,456 \times 2$ ) $1,228 \times 4$ ) | T2 W4       |
| Checking the truth of number sentences and completing open number sentences (e.g. $999,999 - \_\_ = 899,999$ )                                                                                            | T2 W4, 6    |
| Recognising, continuing, creating, and describing growing patterns that change by a constant amount (e.g. 3, 4.5, 6, 7.5 ...)                                                                             | T2 W4       |

| Measurement                                                                                                                                                                                                                                                        | TERM & WEEK       |
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| <b>Measuring</b>                                                                                                                                                                                                                                                   |                   |
| Accurately measuring length with a ruler, mass (weight) with scales, capacity with measuring jugs, temperature with a thermometer, and duration with a timer, using appropriate metric or time-based units or a combination of units (e.g. 2 hours and 30 minutes) | T1 W9<br>T3 W6, 8 |
| Converting metric units of length (m and cm)                                                                                                                                                                                                                       | T3 W6             |
| Calculating the perimeters of regular polygons and other 2D shapes with straight sides                                                                                                                                                                             | T3 W6             |
| Recognising that shapes with the same area can have different perimeters, and vice versa                                                                                                                                                                           | T3 W7             |
| Approximating the areas of irregular shapes covered with squares, half squares, and partial squares                                                                                                                                                                | T3 W7             |
| Calculating the areas of rectangles (including squares) using multiplication of side lengths                                                                                                                                                                       | T3 W7             |
| Measuring the volumes of rectangular prisms (cuboids) filled with centicubes by determining the number of cubes in each layer and then multiplying by the number of total layers                                                                                   | T3 W8             |
| Describing and classifying angles and turns using the terms acute, right, obtuse, straight, and reflex                                                                                                                                                             | T4 W6             |
| Classifying and constructing angles up to $180^\circ$ , using a protractor                                                                                                                                                                                         | T4 W6             |
| Telling the time on analogue and digital clocks                                                                                                                                                                                                                    | T2 W8, 9          |
| Finding the duration of periods of time involving a.m. and p.m. notation and 24-hour time                                                                                                                                                                          | T2 W9             |

| Geometry                                                                                                                                                   | TERM & WEEK |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Shape</b>                                                                                                                                               |             |
| Identifying, classifying, and describing the attributes of prisms, using cross sections, faces, edges, and vertices                                        | T4 W8       |
| Identifying parallel and perpendicular lines, including those forming the sides of polygons                                                                | T1 W8       |
| <b>Spatial reasoning</b>                                                                                                                                   |             |
| Connecting 3D shapes with nets                                                                                                                             | T4 W8       |
| Describing the transformations performed (reflections, translations, rotations) on 2D shapes                                                               | T1 W8       |
| <b>Pathways</b>                                                                                                                                            |             |
| Interpreting and creating grid maps to plot positions and pathways, using grid references and directional language, including the four main compass points | T4 W7       |

| Statistics                                                                                                                                                 | TERM & WEEK |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Developing knowledge from data</b>                                                                                                                      |             |
| Collecting continuous numerical data by taking measurements, and then applying specified rounding rules                                                    |             |
| Collecting bivariate data with two categorical variables (e.g. what students in our class do at lunch time, and their gender)                              | T4 W3       |
| <b>Visualisation of data</b>                                                                                                                               |             |
| Creating tables for continuous numerical data, using groupings (e.g. 0–0.99, 1–1.99, 2–2.99)                                                               | T4 W5       |
| Creating clustered bar graphs for paired categorical data                                                                                                  | T4 W3       |
| <b>Interpretation of data</b>                                                                                                                              |             |
| Answering questions about the frequency of particular values or groups of values from a table for continuous numerical data                                | T4 W5       |
| Answering questions about bivariate data in which a specific category in one variable appears more frequently than a specific category in another variable | T4 W4       |
| Interpreting data visualisations                                                                                                                           | T4 W4, 5    |

| Probability                                                                                                                                                                         | TERM & WEEK |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Experimental probability</b>                                                                                                                                                     |             |
| Conducting repeated chance experiments or games, identifying the outcomes, and describing differences between them using likelihood vocabulary                                      | T3 W9       |
| Identifying the likelihood of an everyday event as being impossible, unlikely, even-chance, likely, or certain (e.g. the event 'the sun will rise tomorrow' is certain)             | T3 W9       |
| Placing everyday events on a number line according to their likelihood (e.g. placing the event 'you will eat something later today' between 1/2 and 1 as 'likely' or 'very likely') | T3 W9       |

| Focus and practice statements                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Online activities<br>Curated content in a suggested teaching sequence                                                                                                                                              |                                                                                                                                                               |                                                                                                                                              | Ebook pages                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Whole number place value</b><br><br>Reading, writing, comparing, and ordering whole numbers up to 1,000,000 and representing them using base 10 structure<br>Counting in 1,000s, 10,000s, and 100,000s from any whole number up to 100,000<br>Rounding whole numbers to the nearest hundred thousand, ten thousand, thousand, hundred, or ten                                                                                                                                | <b>NEW</b><br><b>Number structures: Whole number</b> <ul style="list-style-type: none"> <li>Are you ready?</li> <li>Numbers to 1,000,000</li> <li>Partitioning</li> <li>Rounding</li> <li>Order numbers</li> </ul> |                                                                                                                                                               |                                                                                                                                              | <b>Y6-F Reading and Understanding Whole Numbers</b> <ul style="list-style-type: none"> <li>Looking at whole numbers (pp 1–4)</li> <li>Place value of whole numbers (p 9)</li> </ul> <b>Y7-G Reading and Understanding Whole Numbers</b> <ul style="list-style-type: none"> <li>Looking at whole numbers (p 1, 3)</li> </ul> |
| <b>2 Decimal place value</b><br><br>Reading, writing, and representing tenths and hundredths as fractions and decimals<br>Comparing and ordering numbers with up to two decimal places (e.g. $0.12 < 0.2$ , $3.55 < 3.84$ )<br>Rounding tenths or hundredths to the nearest whole number<br>Multiplying numbers with up to two decimal places by 10 and 100<br>Dividing one-, and two-digit whole numbers by 10 or 100 to make decimals and identify tenths and hundredths places | <b>NEW</b><br><b>Rational numbers: Decimals and percentages</b> <ul style="list-style-type: none"> <li>Are you ready?</li> <li>Decimal hundredths</li> <li>The nearest whole number</li> </ul>                     | <b>SQ</b><br><b>Number structures: Multiply by 10 &amp; 100</b> <ul style="list-style-type: none"> <li>Multiplying decimal numbers by 10 &amp; 100</li> </ul> | <b>NEW</b><br><b>Rational numbers: Decimals and percentages</b> <ul style="list-style-type: none"> <li>Divide by 10 or 100</li> </ul>        | <b>Y6-F Fractions, Decimals and Percentages</b> <ul style="list-style-type: none"> <li>Fractions, decimals and percentages (pp 17–18)</li> </ul>                                                                                                                                                                            |
| <b>3 Fractions</b><br><br>Reading, writing, and representing tenths and hundredths as fractions and decimals<br>Finding a non-unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{2}{3}$ of 24)<br>Finding a whole set from a fractional part of the set (e.g. if 8 is $\frac{2}{5}$ of a set, what is the whole set?)<br>Comparing fractions where one denominator is a multiple of the other           | <b>NEW</b><br><b>Rational numbers: Fractions</b> <ul style="list-style-type: none"> <li>Are you ready?</li> <li>Proper fractions</li> <li>Counting by fractions</li> <li>Compare and order fractions</li> </ul>    | <b>A</b><br><b>Rational numbers: Fractions</b> <ul style="list-style-type: none"> <li>Fraction word problems</li> </ul>                                       |                                                                                                                                              | <b>Y6-F Fractions, decimals and percentages</b> <ul style="list-style-type: none"> <li>Fractions (pp 1–6)</li> </ul> <b>Y7-G Fractions</b> <ul style="list-style-type: none"> <li>Fractions of an amount (pp 21–22)</li> </ul>                                                                                              |
| <b>4 Fractions – equivalence / addition and subtraction</b><br><br>Recognising families of equivalent fractions<br>Recognising equivalent mixed numbers and improper fractions<br>Adding and subtracting fractions with the same denominator or when one denominator is a multiple of the other, including improper fractions (e.g. $\frac{2}{3} + \frac{1}{9} = \frac{7}{9}$ )                                                                                                   | <b>NEW</b><br><b>Rational Numbers: Fractions</b> <ul style="list-style-type: none"> <li>Equivalence</li> <li>Mixed numbers to improper fractions</li> </ul>                                                        | <b>A</b><br><b>Rational numbers: Fractions</b> <ul style="list-style-type: none"> <li>Simplify Fractions</li> </ul>                                           | <b>NEW</b><br><b>Rational Numbers: Fractions</b> <ul style="list-style-type: none"> <li>Add fractions</li> <li>Subtract fractions</li> </ul> | <b>Y6-F Fractions, decimals and percentages</b> <ul style="list-style-type: none"> <li>Types of fractions (pp 9–14)</li> </ul> <b>Y7-G Fractions</b> <ul style="list-style-type: none"> <li>Fractions (pp 1–5)</li> <li>Calculating (p 30)</li> </ul>                                                                       |
| <b>5 Addition and subtraction – mental 1</b><br><br>Adding and subtracting increasingly large whole numbers                                                                                                                                                                                                                                                                                                                                                                       | <b>NEW</b><br><b>Operations: Addition</b> <ul style="list-style-type: none"> <li>Are you ready?</li> <li>Make 10, 100 or 1000</li> </ul>                                                                           | <b>NEW</b><br><b>Operations: Subtraction</b> <ul style="list-style-type: none"> <li>Are you ready?</li> <li>Using addition to subtract</li> </ul>             | <b>A</b><br><b>Operations: Addition &amp; subtraction</b> <ul style="list-style-type: none"> <li>Bump Add and Subtract</li> </ul>            | <b>Y5-E Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Addition mental strategies (pp1–6)</li> <li>Subtraction mental strategies (pp 16–19)</li> </ul>                                                                                                                                                 |

| Focus and practice statements                                                                                                                                                                                                                                      | Online activities<br>Curated content in a suggested teaching sequence                            |                                                                                                           |                                                                                             |                                                                                                                                                |                                                                                 | Ebook pages                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                    | NEW                                                                                              | NEW                                                                                                       | NEW                                                                                         | NEW                                                                                                                                            | SQ                                                                              | C                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                    | NEW COURSES                                                                                      |                                                                                                           |                                                                                             |                                                                                                                                                |                                                                                 | ACTIVITIES (COURSES)                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                    | SKILL QUESTS                                                                                     |                                                                                                           |                                                                                             |                                                                                                                                                |                                                                                 | CHALLENGES                                                                                                                                                                                 |
| <b>6 Addition and subtraction – mental 2</b>                                                                                                                                                                                                                       | <b>NEW</b>                                                                                       | <b>NEW</b>                                                                                                | <b>NEW</b>                                                                                  | <b>NEW</b>                                                                                                                                     | <b>SQ</b>                                                                       | <b>Y5-E Addition and Subtraction</b>                                                                                                                                                       |
| Adding and subtracting increasingly large whole numbers                                                                                                                                                                                                            | <b>Operations: Addition</b><br>• Split strategy +                                                | <b>Operations: Subtraction</b><br>• Split strategy –                                                      | <b>Operations: Addition</b><br>• Rounding strategy +                                        | <b>Operations: Subtraction</b><br>• Rounding strategy –                                                                                        | <b>Operations: Add larger numbers</b><br>• Choosing efficient mental strategies | • Addition mental strategies (pp7–13)<br>• Subtraction mental strategies (pp 20–25)                                                                                                        |
| <b>7 Add and subtract - written and decimals</b>                                                                                                                                                                                                                   | <b>NEW</b>                                                                                       | <b>NEW</b>                                                                                                | <b>A</b>                                                                                    | <b>SQ</b>                                                                                                                                      |                                                                                 | <b>Y4-D Addition and Subtraction</b>                                                                                                                                                       |
| Adding and subtracting increasingly large whole numbers<br>Adding and subtracting decimals to two decimal places (e.g. 1.31 + 0.22 = 1.53)                                                                                                                         | <b>Operations: Addition</b><br>• Written methods +                                               | <b>Operations: Subtraction</b><br>• Written methods –                                                     | <b>Rational numbers: Decimals &amp; percentages</b><br>• Decimal Complements                | <b>Rational numbers: Add/subtract decimals</b><br>• Review adding/subtracting decimals to 1 place<br>• Adding/subtracting decimals to 2 places |                                                                                 | • Written methods (pp 33–35, 37–39)<br><b>Y5-E Addition and Subtraction</b><br>• Written methods (pp 28–32)<br><b>Y6-F Fractions, Decimals and Percentages</b><br>• Calculating (pp 30–33) |
| <b>8 2D shape and transformation</b>                                                                                                                                                                                                                               | <b>A</b>                                                                                         | <b>SQ</b>                                                                                                 | <b>SQ</b>                                                                                   | <b>A</b>                                                                                                                                       |                                                                                 | <b>Y5-E Space, Shape and Position</b>                                                                                                                                                      |
| Identifying parallel and perpendicular lines, including those forming the sides of polygons<br>Describing the transformations performed (reflections, translations, rotations) on 2D shapes                                                                        | <b>Shape, space &amp; pathways</b><br>• Are you ready?<br>• What Line am I?<br>• Transformations | <b>Shapes: parallel &amp; perpendicular lines</b><br>• Identify & describe parallel & perpendicular lines | <b>Spatial reasoning: transformations</b><br>• Transformations on 2D shapes                 | <b>Shape, space &amp; pathways</b><br>• Rotational symmetry of shapes                                                                          |                                                                                 | • Lines, angles and shapes (pp 1, 4–7)<br><b>Y6-F Geometry</b><br>• Transformation, tessellation and symmetry (pp 17–20)                                                                   |
| <b>9 Capacity and temperature</b>                                                                                                                                                                                                                                  | <b>A</b>                                                                                         | <b>SQ</b>                                                                                                 | <b>A</b>                                                                                    | <b>SQ</b>                                                                                                                                      |                                                                                 | <b>Y5-E Volume</b>                                                                                                                                                                         |
| Accurately measuring length with a ruler, mass (weight) with scales, capacity with measuring jugs, temperature with a thermometer, and duration with a timer, using appropriate metric or time-based units or a combination of units (e.g. 2 hours and 30 minutes) | <b>Measuring, perimeter, area, volume &amp; time</b><br>• Which Unit of Measurement?             | <b>Measuring: Capacity</b><br>• Estimating & measuring in mL & L                                          | <b>Measuring, perimeter, area, volume &amp; time</b><br>• What’s the Temperature (Celsius)? | <b>Measuring: Temperature</b><br>• Measuring & recording temperature                                                                           |                                                                                 | • Volume and capacity (pp 1–4)                                                                                                                                                             |

| Focus and practice statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Online activities<br>Curated content in a suggested teaching sequence                                                               |                                                                                                                                                       |                                                                                                 |                                                                                    |                                                                                                                    | Ebook pages                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Multiplication facts</b><br><br>Counting forwards and backwards in 11s and 12s from multiples of the counting unit<br>Memorising multiplication and corresponding division facts for 2s to 12s<br>Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers                                                                                                                                                                                    | <b>NEW</b><br><b>Operations: Multiplication</b><br>• Multiplication facts to $12 \times 12$                                         | <b>SQ</b><br><b>Operations: Facts to <math>12 \times 12</math> (<math>\times \div</math>)</b><br>• Recalling multiplication facts to $12 \times 12$   | <b>A</b><br><b>Operations: Multiplication and division</b><br>• Multiply 3 single-digit numbers | <b>NEW</b><br><b>Operations: Multiplication</b><br>• Multiplying by 10, 100, 1,000 | <b>C</b><br><b>Number &amp; Algebra: Multiplication &amp; Division</b><br>LEVEL 4–6<br>• Magic multiplication grid | <b>Y5-E Multiplication and Division</b><br>• Mental multiplication strategies (pp 11–14)<br><b>Y6-F Multiplication and Division</b><br>• Mental multiplication strategies (pp 3–4)      |
| <b>2 Factors and multiples</b><br><br>Memorising multiplication and corresponding division facts for 2s to 12s<br>Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 10<br>Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers                                                                                                                                                                 | <b>NEW</b><br><b>Operations: Multiplication</b><br>• Multiples                                                                      | <b>A</b><br><b>Operations: Multiplication and division</b><br>• Multiples of                                                                          | <b>NEW</b><br><b>Operations: Multiplication</b><br>• Factors                                    | <b>A</b><br><b>Operations: Multiplication and division</b><br>• Find the factor    | <b>SQ</b><br><b>Operations: Multiplication strategies</b><br>• Multiplying using factorising                       | <b>Y6-F Multiplication and Division</b><br>• Mental multiplication strategies (pp 9–10)                                                                                                 |
| <b>3 Multiplication</b><br><br>Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers<br>Multiplying three-digit and four-digit numbers by a one-digit number and multiplying two two-digit numbers                                                                                                                                                                                                                                              | <b>NEW</b><br><b>Operations: Multiplication</b><br>• Are you ready?<br>• Doubling and tripling<br>• Equivalent multiplication facts | <b>SQ</b><br><b>Operations: Multiplication</b><br>• Multiplying using the split method                                                                | <b>NEW</b><br><b>Operations: Multiplication</b><br>• Area model                                 |                                                                                    |                                                                                                                    | <b>Y5-E Multiplication and Division</b><br>• Mental multiplication strategies (pp 15–19)<br><b>Y6-F Multiplication and Division</b><br>• Mental multiplication strategies (pp 1–2, 5–8) |
| <b>4 Number patterns and equations</b><br><br>Recognising, continuing, creating, and describing growing patterns that change by a constant amount (e.g. 3, 4.5, 6, 7.5 ...)<br>Completing number sentences that involve addition and subtraction by using equality (=) and inequality (<, >) symbols (e.g. $2,456 + 203,938$ ) $3,456 + 231,930$ ; $2,456 \times 2$ ( ) $1,228 \times 4$ )<br>Checking the truth of number sentences and completing open number sentences (e.g. $999,999 - \underline{\hspace{1cm}} = 899,999$ ) | <b>NEW</b><br><b>Patterns and equivalence (coming soon)</b><br>• Are you ready?<br>• Addition patterns<br>• Multiplication patterns | <b>NEW</b><br><b>Patterns and equivalence (coming soon)</b><br>• Unknown values + -<br>• Are these equivalent? + -                                    |                                                                                                 |                                                                                    |                                                                                                                    | <b>Y5-E Patterns and Algebra</b><br>• Patterns and functions (pp 1–4, 9–10)<br>• Equations and equivalence (pp 13–19)                                                                   |
| <b>5 Decimals and fractions</b><br><br>Reading, writing, and representing tenths and hundredths as fractions and decimals<br>Memorising and using decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{3}{4}$ and fractions with denominators of 10 or 100<br>Comparing tenths and hundredths as fractions or decimals<br>Representing currency values of mixed dollars and cents using decimal notation                                                                                                            | <b>NEW</b><br><b>Rational numbers: Decimals and percentages</b><br>• Hundredths on the number line<br>• Fractions and decimals      | <b>SQ</b><br><b>Rational numbers: Tenths &amp; hundredths</b><br>• Tenths as fractions & decimals<br>• Introducing hundredths as fractions & decimals | <b>SQ</b><br><b>Financial maths: Represent money</b><br>• Representing money                    |                                                                                    |                                                                                                                    | <b>Y5-E Fractions, Decimals and Percentages</b><br>• Fractions, decimals and percentages (pp 24–28)                                                                                     |

| Focus and practice statements                                                                                                                                                                                                                                                                                                                                                    | Online activities<br>Curated content in a suggested teaching sequence                                                                                                                                                                |                                                                                                                                                                                              |                                                                                                                                     |                                                                                                                                                           | Ebook pages                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                  | <div>NEW</div> NEW COURSES <div>A</div> ACTIVITIES (COURSES) <div>SQ</div> SKILL QUESTS <div>C</div> CHALLENGES                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                     |                                                                                                                                                           |                                                                                                                                                                                                                                                                                       |
| <b>6 Division and multiplication</b><br><br>Memorising multiplication and corresponding division facts for 2s to 12s<br>Checking the truth of number sentences and completing open number sentences (e.g. $999,999 - \_\_ = 899,999$ )<br>Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers | <div>A</div><br><b>Operations: Multiplication &amp; division</b> <ul style="list-style-type: none"> <li>Are you ready?</li> </ul>                                                                                                    | <div>NEW</div><br><b>Operations: Division</b> <ul style="list-style-type: none"> <li>Division facts to <math>12 \times 12</math></li> <li>Multiples of 10 and 100</li> </ul>                 | <div>A</div><br><b>Operations: Multiplication &amp; division</b> <ul style="list-style-type: none"> <li>Halve it!</li> </ul>        | <div>NEW</div><br><b>Patterns and equivalence (coming soon)</b> <ul style="list-style-type: none"> <li>Unknown values <math>\times \div</math></li> </ul> | <div>Y6-F</div> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Mental division strategies (pp 11–13)</li> </ul>                                                                                                                                            |
| <b>7 Division</b><br><br>Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers<br>Dividing up to four-digit whole numbers by a one-digit divisor, with a remainder (e.g. $278 \div 4 = 69$ remainder 2)                                                                                         | <div>NEW</div><br><b>Operations: Division</b> <ul style="list-style-type: none"> <li>Are you ready?</li> <li>Partition strategy <math>\div</math></li> <li>Area model</li> </ul>                                                     | <div>SQ</div><br><b>Operations: Division strategies</b> <ul style="list-style-type: none"> <li>Dividing using halving &amp; repeated halving</li> <li>Dividing using partitioning</li> </ul> |                                                                                                                                     |                                                                                                                                                           | <div>Y5-E</div> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Mental division strategies (pp 30–33)</li> </ul> <div>Y6-F</div> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Mental division strategies (pp 14–16)</li> </ul> |
| <b>8 Time</b><br><br>Telling the time on analogue and digital clocks                                                                                                                                                                                                                                                                                                             | <div>A</div><br><b>Measuring, perimeter, area, volume &amp; time</b> <ul style="list-style-type: none"> <li>What is the Time?</li> </ul>                                                                                             | <div>SQ</div><br><b>Measuring: Tell time</b> <ul style="list-style-type: none"> <li>Tell time to the minute &amp; second</li> </ul>                                                          | <div>A</div><br><b>Measuring, perimeter, area, volume &amp; time</b> <ul style="list-style-type: none"> <li>24 Hour Time</li> </ul> | <div>C</div><br><b>Measurement: Time</b><br>LEVEL 4–6 <ul style="list-style-type: none"> <li>Comparing different measures of time</li> </ul>              | <div>Y5-E</div> <b>Time</b> <ul style="list-style-type: none"> <li>Telling time (pp 3–5)</li> </ul> <div>Y6-F</div> <b>Time</b> <ul style="list-style-type: none"> <li>Measuring time (pp 2, 4–5)</li> </ul>                                                                          |
| <b>9 Duration</b><br><br>Telling the time on analogue and digital clocks<br>Finding the duration of periods of time involving a.m. and p.m. notation and 24-hour time                                                                                                                                                                                                            | <div>SQ</div><br><b>Measuring: Find the duration</b> <ul style="list-style-type: none"> <li>Using am &amp; pm notation</li> <li>Finding duration of periods of time</li> <li>Using timetables</li> <li>Using 24-hour time</li> </ul> | <div>A</div><br><b>Measuring, perimeter, area, volume &amp; time</b> <ul style="list-style-type: none"> <li>Time Mentals</li> </ul>                                                          | <div>C</div><br><b>Measurement: Time</b><br>LEVEL 4–6 <ul style="list-style-type: none"> <li>Puppy-sitting</li> </ul>               |                                                                                                                                                           | <div>Y5-E</div> <b>Time</b> <ul style="list-style-type: none"> <li>Telling time (p 7)</li> <li>Measuring time (pp 9–12)</li> </ul> <div>Y6-F</div> <b>Time</b> <ul style="list-style-type: none"> <li>Measuring time (pp 1, 3 )</li> <li>Calculating time (pp 9–11)</li> </ul>        |

| Focus and practice statements                                                                                                                                 | Online activities<br>Curated content in a suggested teaching sequence                                                                                                        |   |                                                                                                             |   |                                                                                                                                                                                                                | Ebook pages |                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                              |                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                               | <div>NEW NEW COURSES</div> <div>A ACTIVITIES (COURSES)</div> <div>SQ SKILL QUESTS</div> <div>C CHALLENGES</div>                                                              |   |                                                                                                             |   |                                                                                                                                                                                                                |             |                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                              |                                                                                                                                                                                                        |
| <div>1 Percentages</div> <div>Finding common percentages (10%, 25%, 50%) of whole numbers<br/>Finding the whole (100%) when given 25% or 50%</div>            | <div>A</div> <div>Rational numbers: Decimals &amp; percentages</div> <div>• Modelling Percentages</div>                                                                      | → | <div>SQ</div> <div>Rational numbers: FDP conversions</div> <div>• Introducing percentages</div>             | → | <div>NEW</div> <div>Rational numbers: Decimals and percentages</div> <div>• Percentages of an amount</div>                                                                                                     | →           | <div>A</div> <div>Rational numbers: Decimals &amp; percentages</div> <div>• Calculating percentages (Mental)</div> | →                                                                                                                                                                                                  | <div>SQ</div> <div>Rational numbers: Common percentages</div> <div>• Finding common percentages of whole numbers</div>                       | <div>Y5-E</div> Fractions, Decimals and Percentages<br>• Fractions, decimals and percentages (pp 29–30)<br><div>Y7-G</div> Fractions, Decimals and Percentages<br>• Fractions of an amount (pp 23–24 ) |
| <div>2 Percentages, fractions and decimals</div> <div>Converting common percentages (10%, 25%, 50%) to fractions and decimals.</div>                          | <div>NEW</div> <div>Rational numbers: Decimals and percentages</div> <div>• Fractions and percentages</div>                                                                  |   |                                                                                                             | → | <div>SQ</div> <div>Rational numbers: FDP conversions</div> <div>• Converting common percentages to fractions<br/>• Converting common percentages to decimals<br/>• Percentages, fractions &amp; decimals</div> |             |                                                                                                                    | <div>Y6-F</div> Fractions, Decimals and Percentages<br>• Fractions, decimals and percentages (pp 22–23 )<br><div>Y7-G</div> Fractions, Decimals and Percentages<br>• Fractions of an amount (p 17) |                                                                                                                                              |                                                                                                                                                                                                        |
| <div>3 Multiply by 1 digit</div> <div>Multiplying three-digit and four-digit numbers by a one-digit number and multiplying two two-digit numbers</div>        | <div>SQ</div> <div>Operations: Multiplication strategies</div> <div>• Multiplying 1-digit by tens using place value<br/>• Using strategies to multiply 1-digit numbers</div> |   |                                                                                                             | → | <div>A</div> <div>Operations: Multiplication &amp; division</div> <div>• Multiply: 1-Digit Number<br/>• Contracted Multiplication</div>                                                                        |             |                                                                                                                    | <div>Y6-F</div> Multiplication and Division<br>• Written methods (pp 20–22)                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                        |
| <div>4 Multiply by 2 digits</div> <div>Multiplying three-digit and four-digit numbers by a one-digit number and multiplying two two-digit numbers</div>       | <div>NEW</div> <div>Operations: Multiplication</div> <div>• Multiples of 10 and 100</div>                                                                                    | → | <div>SQ</div> <div>Operations: Multiplication strategies</div> <div>• Multiplying using an area model</div> | → | <div>SQ</div> <div>Operations: Multiplication algorithms</div> <div>• Multiplying using long multiplication</div>                                                                                              | →           | <div>NEW</div> <div>Operations: Multiplication</div> <div>• Problem solving with ×</div>                           | <div>Y7-G</div> Multiplication and Division<br>• Written methods (pp 13–15)                                                                                                                        |                                                                                                                                              |                                                                                                                                                                                                        |
| <div>5 Divide with remainders</div> <div>Dividing up to four-digit whole numbers by a one-digit divisor, with a remainder (e.g. 278÷4 = 69 remainder 2)</div> | <div>A</div> <div>Operations: Multiplication &amp; division</div> <div>• Remainders by Arrays</div>                                                                          | → | <div>NEW</div> <div>Operations: Division</div> <div>• Exploring remainders</div>                            | → | <div>SQ</div> <div>Operations: Division algorithms</div> <div>• Dividing using the extended algorithm</div>                                                                                                    | →           | <div>A</div> <div>Operations: Division</div> <div>• Problem solving with ÷</div>                                   | →                                                                                                                                                                                                  | <div>C</div> <div>Number &amp; Algebra: Multiplication &amp; Division</div> <div>LEVEL 4–6</div> <div>• Can you predict the remainder?</div> | <div>Y6-E</div> Multiplication and Division<br>• Written methods (pp 36–39)                                                                                                                            |

| Focus and practice statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Online activities<br>Curated content in a suggested teaching sequence                                                                                                                |             |                                                                                                                                           |                      |                                                                                                                   | Ebook pages  |                                                                                                                                  |            |                                                                                                                         |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NEW                                                                                                                                                                                  | NEW COURSES | A                                                                                                                                         | ACTIVITIES (COURSES) | SQ                                                                                                                | SKILL QUESTS | C                                                                                                                                | CHALLENGES |                                                                                                                         |                                                                                                                        |
| <div>6</div> <div>Length and perimeter</div> <div>Accurately measuring length with a ruler, mass (weight) with scales, capacity with measuring jugs, temperature with a thermometer, and duration with a timer, using appropriate metric or time-based units or a combination of units (e.g. 2 hours and 30 minutes)<br/>Converting metric units of length (m and cm)<br/>Calculating the perimeters of regular polygons and other 2D shapes with straight sides</div>                                                                                       | <div>A</div> <div>Measuring, perimeter, area, volume &amp; time</div> <div>• Measuring length</div>                                                                                  | →           | <div>SQ</div> <div>Measuring: Converting units of length</div> <div>• Converting units of length (m &amp; cm)</div>                       | →                    | <div>SQ</div> <div>Measuring: Perimeter</div> <div>• Calculating perimeter</div>                                  | →            | <div>A</div> <div>Measuring, perimeter, area, volume &amp; time</div> <div>• Calculate Perimeter of Squares and Rectangles</div> | →          | <div>C</div> <div>Measurement: Length</div> <div>LEVEL 5–7</div> <div>• Lengthy thinking</div>                          | <div>Y6-F</div> <div>Length, Area and Perimeter</div> <div>• Units of length (pp 1–4)<br/>• Perimeter (pp 17–21)</div> |
| <div>7</div> <div>Area and perimeter</div> <div>Recognising that shapes with the same area can have different perimeters, and vice versa<br/>Approximating the areas of irregular shapes covered with squares, half squares, and partial squares<br/>Calculating the areas of rectangles (including squares) using multiplication of side lengths</div>                                                                                                                                                                                                      | <div>A</div> <div>Measuring, perimeter, area, volume &amp; time</div> <div>• Perimeter: Triangles<br/>• Perimeter Detectives 1<br/>• Calculate Areas of Squares and Rectangles</div> | →           | <div>SQ</div> <div>Measuring: Perimeter &amp; area</div> <div>• Perimeter &amp; area of rectangles &amp; squares</div>                    | →                    | <div>SQ</div> <div>Measuring: Area using multiplication</div> <div>• Calculating areas using multiplication</div> |              |                                                                                                                                  |            | <div>Y6-F</div> <div>Length, Area and Perimeter</div> <div>• More perimeter problems (p 24)<br/>• Area (pp 25–26)</div> |                                                                                                                        |
| <div>8</div> <div>Mass and volume</div> <div>Accurately measuring length with a ruler, mass (weight) with scales, capacity with measuring jugs, temperature with a thermometer, and duration with a timer, using appropriate metric or time-based units or a combination of units (e.g. 2 hours and 30 minutes)<br/>Measuring the volumes of rectangular prisms (cuboids) filled with centicubes by determining the number of cubes in each layer and then multiplying by the number of total layers</div>                                                   | <div>A</div> <div>Measuring, perimeter, area, volume &amp; time</div> <div>• How Heavy?</div>                                                                                        | →           | <div>SQ</div> <div>Measuring: Mass</div> <div>• Measuring &amp; recording in g, kg</div>                                                  | →                    | <div>C</div> <div>Measurement: Mass</div> <div>LEVEL 4–6</div> <div>• Fruit Bowl Combo</div>                      | →            | <div>A</div> <div>Measuring, perimeter, area, volume &amp; time</div> <div>• How many blocks?</div>                              | →          | <div>SQ</div> <div>Measuring: Volume using cubes</div> <div>• Calculating volumes using cubes</div>                     | <div>Y5-E</div> <div>Volume, Capacity and Mass</div> <div>• Volume and capacity (p 5)<br/>• Mass (pp 9–12)</div>       |
| <div>9</div> <div>Chance</div> <div>Conducting repeated chance experiments or games, identifying the outcomes, and describing differences between them using likelihood vocabulary<br/>Identifying the likelihood of an everyday event as being impossible, unlikely, even-chance, likely, or certain (e.g. the event ‘the sun will rise tomorrow’ is certain)<br/>Placing everyday events on a number line according to their likelihood (e.g. placing the event ‘you will eat something later today’ between 1/2 and 1 as ‘likely’ or ‘very likely’)</div> | <div>A</div> <div>Statistics &amp; probability</div> <div>• What are the Chances?<br/>• Probability Scale</div>                                                                      | →           | <div>SQ</div> <div>Probability: Experiments</div> <div>• Investigating chance experiments<br/>• Understanding fair/unfair in chance</div> | →                    | <div>SQ</div> <div>Probability: Number line</div> <div>• Ordering chance outcomes</div>                           |              |                                                                                                                                  |            | <div>Y5-E</div> <div>Chance and Data</div> <div>• Chance – probability (pp 3–9)</div>                                   |                                                                                                                        |

| Focus and practice statements                                                                                                                                                                                                                                                               | Online activities<br>Curated content in a suggested teaching sequence                                                                                                                                                                                                                                                                     |                                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                          | Ebook pages                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                             | NEW NEW COURSES A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES                                                                                                                                                                                                                                                                       |                                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>1 Integers</b><br><br>Counting backwards through 0 to include negative whole numbers.                                                                                                                                                                                                    | <div> <div>A</div> <b>Number structure: Whole numbers &amp; place value</b> <ul style="list-style-type: none"> <li>Integers on a Number Line</li> </ul> </div> <div>→</div> <div> <div>SQ</div> <b>Number structures: Count back through 0</b> <ul style="list-style-type: none"> <li>Placing integers on a number line</li> </ul> </div> |                                                                                                                                                                             |                                                                                                                                                                     |                                                                                                                                                          | <div> <div>Y7-G</div> <b>Reading and Understanding Whole Numbers</b> <ul style="list-style-type: none"> <li>Types of numbers (pp 9–10)</li> </ul> </div>                                                                                                                                                                                                                                        |
| <b>2 Money</b><br><br>Calculating the total cost of items costing dollars and cents and the change from the nearest ten dollars.<br>Rounding money amounts to the nearest dollar                                                                                                            | <div> <div>SQ</div> <b>Financial maths: Calculate cost</b> <ul style="list-style-type: none"> <li>Calculating cost of items &amp; change</li> </ul> </div> <div>→</div>                                                                                                                                                                   | <div> <div>SQ</div> <b>Financial maths: Round dollar amounts</b> <ul style="list-style-type: none"> <li>Rounding dollar amounts</li> </ul> </div> <div>→</div>              | <div> <div>C</div> <b>Number &amp; Algebra: Money</b><br/>LEVEL 4–5           <ul style="list-style-type: none"> <li>How much money?</li> </ul> </div> <div>→</div> | <div> <div>C</div> <b>Number &amp; Algebra: Money</b><br/>LEVEL 5–6           <ul style="list-style-type: none"> <li>Harry's bike shop</li> </ul> </div> | <div> <div>Y5-E</div> <b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Money (pp 38–41)</li> </ul> </div>                                                                                                                                                                                                                                                                 |
| <b>3 Data collection and bivariate data</b><br><br>Collecting bivariate data with two categorical variables (e.g. what students in our class do at lunch time, and their gender)<br>Creating clustered bar graphs for paired categorical data                                               | <div> <div>A</div> <b>Statistics &amp; probability</b> <ul style="list-style-type: none"> <li>Are you ready?</li> </ul> </div> <div>→</div>                                                                                                                                                                                               | <div> <div>SQ</div> <b>Data: Collect &amp; sort data</b> <ul style="list-style-type: none"> <li>Understanding how to collect &amp; sort data</li> </ul> </div> <div>→</div> | <div> <div>SQ</div> <b>Data: Collect bivariate data</b> <ul style="list-style-type: none"> <li>Collecting bivariate data</li> </ul> </div> <div>→</div>             | <div> <div>SQ</div> <b>Data: bar graphs</b> <ul style="list-style-type: none"> <li>Creating clustered bar graphs</li> </ul> </div>                       | <div> <div>Y5-E</div> <b>Chance and Data</b> <ul style="list-style-type: none"> <li>Data (pp 12–14)</li> </ul> <div> <div>Y6-F</div> <b>Data Representation</b> <ul style="list-style-type: none"> <li>Types of graphs (pp 22–23)</li> </ul> </div> <div> <div>Y7-G</div> <b>Data Representation</b> <ul style="list-style-type: none"> <li>Types of graphs (pp 3–6)</li> </ul> </div> </div>   |
| <b>4 Graphs</b><br><br>Answering questions about bivariate data in which a specific category in one variable appears more frequently than a specific category in another variable<br>Interpreting data visualisations                                                                       | <div> <div>A</div> <b>Statistics &amp; probability</b> <ul style="list-style-type: none"> <li>Bar graphs 1</li> <li>Line Graphs: Reading</li> <li>Histograms</li> </ul> </div> <div>→</div>                                                                                                                                               | <div> <div>SQ</div> <b>Statistics: Interpret data displays</b> <ul style="list-style-type: none"> <li>Using &amp; evaluating data displays</li> </ul> </div> <div>→</div>   | <div> <div>C</div> <b>Statistics &amp; Data</b><br/>LEVEL 5–7           <ul style="list-style-type: none"> <li>Create a line graph</li> </ul> </div>                |                                                                                                                                                          | <div> <div>Y5-E</div> <b>Chance and Data</b> <ul style="list-style-type: none"> <li>Data (pp 15–19)</li> </ul> <div> <div>Y6-F</div> <b>Data Representation</b> <ul style="list-style-type: none"> <li>Types of graphs (pp 12–15)</li> </ul> </div> </div>                                                                                                                                      |
| <b>5 Data tables</b><br><br>Interpreting data visualisations<br>Answering questions about the frequency of particular values or groups of values from a table for continuous numerical data<br>Creating tables for continuous numerical data, using groupings (e.g. 0–0.99, 1–1.99, 2–2.99) | <div> <div>A</div> <b>Statistics &amp; probability</b> <ul style="list-style-type: none"> <li>Interpreting tables</li> </ul> </div>                                                                                                                                                                                                       |                                                                                                                                                                             | <div> <div>SQ</div> <b>Data: Create tables for data</b> <ul style="list-style-type: none"> <li>Using tables to display data</li> </ul> </div> <div>→</div>          |                                                                                                                                                          | <div> <div>Y5-E</div> <b>Chance and Data</b> <ul style="list-style-type: none"> <li>Data (pp 20–21)</li> </ul> <div> <div>Y6-F</div> <b>Data Representation</b> <ul style="list-style-type: none"> <li>Types of graphs (pp 12–15)</li> </ul> </div> <div> <div>Y7-G</div> <b>Data Representation</b> <ul style="list-style-type: none"> <li>Types of graphs (pp 20–21)</li> </ul> </div> </div> |

| Focus and practice statements                                                                                                                                                                       | Online activities<br>Curated content in a suggested teaching sequence                                                            |                                                                                                                                                           |                                                                                                     |                                                                                                                             | Ebook pages                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                     | NEW NEW COURSES A ACTIVITIES (COURSES) SQ SKILL QUESTS C CHALLENGES                                                              |                                                                                                                                                           |                                                                                                     |                                                                                                                             |                                                                                                                                             |
| <b>6 Angles</b><br><br>Describing and classifying angles and turns using the terms acute, right, obtuse, straight, and reflex<br>Classifying and constructing angles up to 180°, using a protractor | <b>A</b><br><br><b>Measuring, perimeter, area, volume &amp; time</b><br>• What Type of Angle 2?                                  | <b>SQ</b><br><br><b>Measuring: Identify &amp; classify angles</b><br>• Understanding angle concepts<br>• Introducing right angles<br>• Classifying angles | <b>SQ</b><br><br><b>Measuring: Measure &amp; estimate angles</b><br>• Measuring & estimating angles |                                                                                                                             | <b>Y5-E Space, Shape and Position</b><br>• Lines, angles and shapes (pp 2–3)<br><b>Y6-F Geometry</b><br>• Lines, angles and shapes (pp 2–5) |
| <b>7 Pathways and maps</b><br><br>Interpreting and creating grid maps to plot positions and pathways, using grid references and directional language, including the four main compass points        | <b>A</b><br><br><b>Shape, space &amp; pathways</b><br>• Coordinate Meeting Place                                                 | <b>SQ</b><br><br><b>Pathways: Positions &amp; pathways on maps</b><br>• Using grid references                                                             | <b>A</b><br><br><b>Shape, space &amp; pathways</b><br>• What Direction was That?                    | <b>SQ</b><br><br><b>Pathways: Positions &amp; pathways on maps</b><br>• Compass directions<br>• Using simple scales on maps | <b>Y5-E Space, Shape and Position</b><br>• Position (pp 22–24)<br><b>Y6-F Position</b><br>• Coordinates (pp 7–14)                           |
| <b>8 3D objects</b><br><br>Identifying, classifying, and describing the attributes of prisms, using cross sections, faces, edges, and vertices (removed polygons)<br>Connecting 3D shapes with nets | <b>A</b><br><br><b>Geometry: Shape, space &amp; pathways</b><br>• Faces, Edges and Vertices<br>• What Prism am I?                | <b>SQ</b><br><br><b>Shapes: Properties of prisms</b><br>• Classifying & sorting prisms by features                                                        | <b>SQ</b><br><br><b>Spatial reasoning: Nets</b><br>• Exploring nets of prisms                       | <b>C</b><br><br><b>Geometry: 3D Shapes</b><br>LEVEL 4–6<br>• Net animals                                                    | <b>Y5-E Space, Shape and Position</b><br>• Lines, angles and shapes (pp 10–15)                                                              |
| <b>9 Review</b>                                                                                                                                                                                     | <div>  </div> <b>Review earlier content</b> |                                                                                                                                                           |                                                                                                     |                                                                                                                             |                                                                                                                                             |

# Mathletics

For more information about Mathletics,  
contact our friendly team.

[NZ.Mathletics@3plearning.com](mailto:NZ.Mathletics@3plearning.com)

